

RAMSEY MANOR LOWER SCHOOL
TEACHING AND LEARNING CURRICULUM POLICY

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: STATUTORY

DATE ADOPTED: November 2010

Policy agreed by staff: RS date: Nov 2017

Policy agreed by Governors: JS date: Nov 2017

Date of next review: November 2020

RATIONALE

We aim to provide an environment which fosters children's curiosity and thirst to learn. They will have access to a rich and varied curriculum using a range of approaches in which Information Technology is appropriately embedded in day to day learning.

The school strives to provide a physical environment which is bright, clean and ecologically sound with an atmosphere of warmth and friendship, which enhances social, emotional and physical health and well-being.

We aim to work closely with local organisations and individuals, and to be a part of community life in Barton-le-Clay.

We aim to promote awareness of and respect for different beliefs, cultures and communities, locally, nationally and globally.

To achieve this vision we will ensure our children are:

- Encouraged through our values and example to show respect and understanding for others
- Inspired to learn
- Motivated to achieve
- Equipped with sound academic skills according to their potential
- Exposed to a rich and varied curriculum
- Able to explore issues wider than the 2014 National Curriculum

- Encouraged to explore their potential through play and work
- Listened to, and their views taken into account in decision making.

To help us achieve this we will:

- Evaluate proposed changes and initiatives (before adopting them) to ensure they contribute positively to our aim
- Provide the children with an opportunity to contribute to school life through the School Council and class discussions
- Invite parents to become involved in school life, particularly in regular celebrations and extra curricular activities
- Forge close links with the local community, including pre-schools, nurseries and other schools
- Welcome visitors
- Invite local people to share local knowledge with the children
- Welcome sponsorship where it meets the school's ethos

This policy embraces all other school policies and procedures.

AIMS

Within our school ethos, which encompasses a Values-based Education program we will aim:

- To provide a safe, happy and caring environment
- To promote positive self-image, independence and self discipline.
- To ensure that all children are included in all aspects of school life
- To inspire a community with lively and enquiring minds, motivated to learn.
- To acquire the skills with which to access the curriculum.
- To develop an understanding of themselves, others and the world around us.
- To use resources effectively and efficiently
- To work closely with parents and welcome their involvement in our school.

TEACHING AND LEARNING

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. Through our teaching we will challenge and support our pupils to do their very best by providing a range of learning experiences.

Good lessons focus on the following principles:

- sharing learning intentions and success criteria with pupils

- meeting the needs of all pupils through the use of a range of teaching styles and groupings, which may involve differentiation within planning according to need/ability
- using focused questioning/discussion between teacher/learner and learner/learner to facilitate the learning and assessment processes
- providing a learning environment in which pupils feel supported and stimulated to learn
- pupils working independently, with a partner, within a group/team
- ongoing support and encouragement by the staff throughout the lesson
- providing opportunities to support pupils' learning styles e.g. visual, oral, kinaesthetic learning
- improving learning through assessment and adjusting teaching to take account of that assessment
- involving pupils in self-assessment
- providing feedback which leads to pupils recognising their next steps and how to take them
- giving pupils confidence that they can improve
- using the language of a Values-based education to encourage children to do their best

SCHOOL CURRICULUM

The curriculum of our school is geared to the needs of the pupils in order to provide for the full range of abilities. We provide appropriate opportunities through a Creative Curriculum which is mainly thematic to ensure our pupils receive a broad and balanced curriculum as required under the 2002 Education Act.

A range of teaching styles is used to enhance and enrich the children's learning experiences through whole class, group work, and individual work and will take account of children's individual learning styles.

Foundation Stage

When the children first come into school, (aged 4+) they follow the Statutory Framework for the Early Years Foundation Stage (EYFS)

. This stage begins at pre-school and the staff at Ramsey Manor maintain links with Early Years providers to ensure continuity of learning. The EYFS curriculum underpins all future learning by supporting, fostering, promoting and developing children's:-

- Communication and Language
- Physical Development
- Personal, social and emotional development
- Literacy
- Maths

- Understanding the world
- Expressive arts and design

This curriculum is delivered through a mixture of well planned and structured play and teacher-led activities. The children are assessed continually through the school year to inform their individual Foundation Stage Profiles.

National Curriculum

The National Curriculum relates to the period of schooling from 5 to 16 years of age. It is divided into four Key Stages. Currently at Ramsey Manor, Years 1 and 2 follow the Key Stage 1 curriculum. Years 3 and 4 follow the first part of the Key Stage 2 curriculum which is completed in Years 5 and 6 at middle school.

Key Stage 1 and 2

At Key Stage 1 and 2 the 2014 National Curriculum comprises of three core subjects: English, Mathematics and Science. The following foundation subjects are taught throughout the school: Art and Design, Computing, Design and Technology, History, Geography, Music and Physical Education. In KS2, children are taught a foreign language; in Ramsey Manor this is French. In addition Personal, Social and Health Education and Citizenship (PSHCE) follows the 2014 National Curriculum guidance and Religious Education are taught following the local agreed syllabus.

Excluding lunch and playtimes (but including registration and assemblies) children in Key Stage 1 are taught for 22 and a half hours per week and children in Key Stage 2 are taught for 23 hours and 45 minutes per week.

CORE SUBJECTS

English

The 2014 National Curriculum Programmes of Study for English are used in planning units of work for English. This is delivered through whole class teaching, independent work, supported work and directed work. A variety of resources of different genres are used to stimulate speaking, listening, reading and writing. The children participate in guided reading or writing tasks which are supported in small groups.

In addition to the formal teaching of English, the children experience the practical application of their reading and writing throughout the wider curriculum and across the range of subjects. The children use the school library regularly to research class topics. Each class is timetabled to visit the library every week to take out books which are of personal interest to them. They keep these books in their drawer for use during school reading time. The children also take home reading scheme books every day with a home school reading record where parents act in partnership with the school to record their child's reading progress at home.

Individual pupil's progress is monitored and tracked carefully and support given, via differentiated work, to individuals and groups, as appropriate, to match their abilities. The children's long term targets are discussed with them and shared with their parents.

Mathematics

The 2014 National Curriculum Programmes of Study for Mathematics are used in planning units of work delivered in Maths lessons. Emphasis is placed upon developing each child's ability to calculate mentally which helps them to become more confident in using numbers before they are introduced to formal recording methods. Problem solving and investigations are linked to the practical experiences of the children. Opportunities to practise pupils' maths skills are exploited as much as possible within other curriculum areas. Mathematic resources appropriate for their ability, are given to the children to take home and should be used to support their learning.

Individual pupil's progress is monitored and tracked carefully using Target Tracker software, and support given, via differentiated work, to individuals and groups, as appropriate, to match their abilities. The children's long term targets are discussed with them and shared with their parents.

Mathematical understanding is further developed through the study of shape, measures and data handling and applied in other subjects through the Creative Curriculum.

Other Core and Foundation Subjects

Other core and Foundation subjects are taught through the Creative Curriculum which takes a mainly thematic approach. However at times there are aspects of subjects which need to be taught in stand-alone lessons or units.

Personal, Social, Health and Citizenship Education (PSHCE)

PSHCE is closely linked to the school ethos and follows the SEAL programmes of work. It is taught as a discrete subject, often through the vehicle of Circle Time or P4C (Philosophy for Children). Values Education is delivered through our school ethos, assemblies and Circle Time.

The children are taught about their rights and responsibilities as individuals, they are encouraged to have a positive self image and to be able to put forward their ideas in a constructive way whilst at the same time still valuing the opinions of others. It is under this heading that issues such as bullying, drugs, friendship and healthy eating are tackled.

RE

The school uses the Bedfordshire Agreed RE Syllabus which informs curriculum planning and ensures legal obligations are followed. Units of study ensure the coverage of the six major faiths and the school celebrates significant days of

different faiths, including those of faiths of pupils who may be presently at the school. Regular visits and visitors are organised to ensure pupils have interesting and first hand learning experiences.

Collective Worship

The school provides a daily act of collective worship for all pupils. This takes the form of an assembly. These may be whole-school, Key Stage or class assemblies. Assemblies are based on the current Value and reflect different moral, religious and spiritual ideas. Most assemblies are of a broadly Christian nature, but stories are taken from other major faiths. Parents have the legal right to withdraw their children from assemblies on application to the Headteacher.

ASSESSMENT

We believe that pupils should be active participants in their own learning and aim to involve them in self assessment wherever possible.

Assessment opportunities are related to objectives found in the schemes of work and in the class teachers' planning. Each child's progress is assessed by the class teacher and the next stage of learning planned accordingly (formative assessment). For children with special needs IAP (Individual Achievement Plan) objectives are cross referenced in the class teacher's planning and assessments. A profile is kept of each class, updated by the class teacher on a regular basis and then passed on to the next teacher.

In the Foundation Stage continuous, informal teacher assessment towards the Early Learning Goals is carried out for all the children, starting on entry and continuing throughout the year as the child attempts a range of practical tasks and activities. At the end of the Foundation Stage a profile is compiled of each child's achievements in the three Prime and four Specific areas of learning.

In Key Stage One and Key Stage Two, pupils are continually assessed to support learning. At the end of Key Stage 1 (Yr 2) and the end of Year 4, teacher assessments in Mathematics, English and Science are reported to parents and the Local Authority.

All class teachers use a range of data, both formal (from standardised tests) and informal (observations of, and discussions with, the children at work – Assertive Mentoring) to set targets for groups and individuals. These targets are shared with the pupils, thus involving them in working towards their own learning goals. Information from the data is used to plan differentiated activities, according to ability, to better match the tasks to the pupils.

SPECIAL NEEDS

A child is defined as having special education needs if *he or she has a learning need which requires special teaching*. These children are identified using Bedfordshire's New Graduated Response 2014.

For further information please see the SEND Policy.

HOMEWORK

Children are given formal homework in line with our Homework Policy and is part of the home/school agreement. As a general guide all children are expected to read or share a book at home for 10 minutes a day and in KS1 & 2, complete a spelling probe. In addition all pupils have half termly challenges which may be linked to class topics.

LINKS TO OTHER POLICIES AND DOCUMENTS

This policy also needs to be read in conjunction with the other school policies, particularly including:

- Assessment
- Special Educational Needs & Disability Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Marking Policy
- Homework Policy
- All Curriculum Policies
- P4C Policy