



Curriculum Teaching & Learning Policy

Policy ratified by the Teaching & Learning Committee

Autumn Term 2019

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Policy Owner: Rachel Davies, Headteacher

EXTERNAL POLICY

Introduction

Mission Statement

Grove Park Primary school is a unique and creative hub of excellence where high standards of work and achievement oscillate effectively with passion and creativity. The golden thread running through the curriculum are our values of Trust, Respect, Empathy and Enthusiasm. Contextualising children's learning so that they learn from real life fosters a spirit of enquiry and purpose - situating learning, making it challenging, memorable and purposeful. The curriculum drives all aspects of the school forward ensuring all children thrive and find meaning and fulfilment in their school life. A personal growth model of teaching underpins our philosophy where teachers cultivate and nurture children's learning, captivating and developing a spirit of enquiry and excellence. We seek to promote, develop and nurture all children's talents in a culture of high achievement and expectation.

Aims and Objectives

Our curriculum sets out the following broad aims: **CCPE**

- **Contextualisation** – children are immersed in real life learning across the curriculum through Creative Writing Sessions, Real Life Maths, Maths Through Story, Outdoor Learning sessions and with school visits and visitors. As John Keats states 'Nothing is ever becomes real 'til it is experienced';
- **Core Standards** – children are equipped to be the best they can be with a thorough grounding in English and Mathematics skills which offer them cultural capital and a gateway to the world of creative learning;
- **Personal Growth** – children receive an all-round child-centred education based on the principle of a Personal Growth model where children are nurtured emotionally, socially, academically, spiritually and culturally. Our curriculum at Grove Park empowers local, national and global citizenship.
- **Enrichment**- children's experiences of learning are rich and diverse through formal learning, themed days/weeks and creative sessions.

Overarching aims of the curriculum

At Grove Park we have a relentless focus on high standards, achievement and the well-being of every child, supporting them to be the best they can be in all areas. In order to achieve this, we aim to:

- Develop the essential key skills required in reading, writing, communication, maths and computing, promoting high standards;
- Enable children to develop to their full potential;
- Challenge children in a spirit of enquiry and offer them opportunities to develop their intrinsic ability to be lifelong learners;
- Encourage children to think and work independently with passion and excitement;

- Provide a rich, safe, stimulating and creative school environment which promotes the development of self-esteem and positive values in all of our pupils;
- Develop attitudes which promote understanding and sensitivity towards the values and attitudes of others;
- Encourage children to understand the opportunities and constraints that shape people's lives;
- Encourage a positive, confident, resilient and enthusiastic attitude;
- Develop a narrative voice from story which allows children to construct meaning and better understand the world and their place within it;
- Develop children's abilities to construct reasoned arguments and debates which lead to informed judgements;
- Develop a sense of social justice and how to be the best citizen they can be;
- Develop social and economic skills and knowledge needed for the future as an independent adult;
- Develop children's Spiritual, Moral, Social and Cultural (SMSC) education through a rich offer of reading literature, a diverse range of visitors, and links across the curriculum.

Approach to Teaching and Learning

Our curriculum offer at Grove Park is dynamic and exciting and is driven by:

- Our School Development Plan - An ambitious School Development Plan (SDP) which is centred on excellence for children, stimulates the curriculum on an annual basis adding an impetus of passion, excitement and innovation. These aims and curricular approaches are then embedded and deepened to become part of Grove Park's unique curriculum offer.
- Contextualised Curriculum - Children benefit from learning in context which has proven neurological benefits of creating learning pathways in the brain; this stimulates learning and creates memorable moments which enhance deep learning. As a school we ensure all learning, as far as is practicable, is contextualised.
- Story Based Literate Curriculum: The cornerstone of our curriculum is to ensure children benefit from the use of story as a way of expressing meaning and understanding the world around them and to experience a range of emotions from the safety and comfort of a text in the classroom. Making meaning from stories allows the children to write with meaning and to nurture a strong narrative voice. Children benefit from engaging with core texts as part of their learning and bi-weekly creative writing lessons where multi-layered picture books are used as a stimulus for promoting self-expression and quality writing.
- Music, PE and Languages - Children benefit from specialist teachers in these subject areas. Dedicated Music, Languages and PE teachers foster and equip children with a range of skills promoting their flare and excitement for these subjects.

- Spirituality, Morality and Culture – Our unique approach to the use of picture books promotes a safe space through which children can discuss a range of emotions which are characteristic of expressions of spirituality and morality. Dedicated assemblies along with theme days/weeks such as Charity Day, Mental Health Week, Anti-Bullying Week and Black History Month reflect the emphasis on ensuring children at Grove Park are ready to be forward thinking, tolerant and respectful of others. Responsibilities such as membership of the School Council, House Captains, and Reading Buddies support and nurture leadership and respect in our children.
- Reading for Pleasure – At Grove Park we foster reading for pleasure in a variety of ways, to promote engagement and create a community of lifelong readers: Reading Buddies, weekly library slots, a Reading Garden at lunchtime, poetry slams, class novels, teachers reading to their class every day, author visits and workshops.

Teaching and Learning Styles

Rigorous preparation and dynamic teaching ensure that teachers cater for all learners and planning is adapted according to the-current class and/or cohort.

Children are given opportunities to show what they know, understand and can do throughout the learning process and are encouraged to be creative in seeking ways to make their learning interesting and successful.

Children learn best when they:

- Are taught in an interactive and lively way, that is purposeful, contextualised and relevant;
- Are suitably challenged through creative, open ended tasks;
- Take ownership of their learning;
- Respect other pupils' views and feelings;
- Are given time to reflect upon what they have learned;
- Solve problems and make decisions, developing resilience and independence;
- Are encouraged to work collaboratively;
- Participate in and take responsibility for their own learning and self-evaluation (see Assessment Policy).

Groupings and Differentiation

Teachers create groups according to the needs of the children. This may be at times in a mixed ability setting or for social and emotional reasons. Teachers always aspire for the highest standards and this may mean they include differentiated work or differentiation through outcome - whereby the teacher modifies the work to ensure all children access the task. Our philosophy is one of an inclusive nature. Children are given the opportunity to progress through their work at a personalised rate of learning. In order to facilitate this they are given:

- Activities and resources that allow them to respond at their own level;
- Opportunities for working independently as well as in small groups and as a whole class;
- A variety of activities encompassing oral, practical and written work e.g. interviewing, reporting, surveying, investigating and model making;
- Support from adults where appropriate.

A range of groupings in class is carefully and purposefully chosen. These groups may be based upon:

- Ability (mixed or grouped with others of similar ability);
- Gender (mixed or with those of the same gender);
- Friendship (where children may choose working partners or the teacher forms groups using established relationships).

Resources

Imaginative and stimulating resources motivate children effectively, making a marked contribution to the quality of learning. These will include:

- Books, documents, artefacts and toys, sports equipment and musical instruments, maps, paintings and illustrations, film clips and photographs and a variety of information technology hardware and software promote stimulating and high quality learning.

The range of resources also supports the way children demonstrate and record their learning. These will include:

- Art materials, construction equipment, cameras and other recording equipment alongside written work and oral presentations.

For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, apparatus carefully selected for ease of handling or special equipment to transmit information used for the hearing impaired. Resources are carefully chosen to:

- Support children with special educational needs and/or disability;
- Children with English as an Additional Language (EAL) are also given equal access to develop their learning and knowledge, often being provided with resources with mother tongue support or additional visual cues.

We devise strategies to ensure equal access to equipment for all pupils by:

- Presenting activities which will allow all pupils to achieve success;
- Ensuring that appropriate resources are provided to facilitate the learning of the individual pupil;
- Giving due regard to gender, race, culture and ability.

Adults within school are the key resource in the delivery of the curriculum. The teaching team includes teachers, teaching assistants and Early Years practitioners who work together to ensure that all children are able to access the curriculum, make progress and achieve well. A provision map is drawn up each term to make sure that intervention and support are well-focused. This provision is reviewed regularly.

Learning Environment

Grove Park is a hub of creativity and the learning environment is key to promote children's well-being and celebrate the importance of learning. We have high standards of display in classrooms and communal areas:

- Displays reflect the curriculum and are changed regularly. In class, they focus particularly on inspiring children's learning and moving it forward;
- Within each classroom, members of staff create a supportive, purposeful and focused atmosphere which positively promotes high standards and celebrates pupil achievement. Furniture and resources are organised so as to make it easy for the children to gain access to everything they need and develop independence and responsibility;
- Hall and corridor displays celebrate success and provide pupils with a sense of pride in the high quality of their endeavours;
- Outside spaces are used as part of our continuous provision in the Early Years.

Cross Curricular Learning

Children are exposed to much cross-curricular learning at Grove Park and links with our philosophy of contextualisation and making patterns between aspects of learning. Rich and purposeful links are made with English, Mathematics and Science and celebrated in the foundation subjects of History, geography, RE and DT and Art. Themed weeks and days augment this structure and children develop practical and academic knowledge and understanding from this approach. Teachers ensure planning makes as many links as is reasonably practical and also ensure that Topic books include examples of cross curricular writing or maths. Displays are also reflective of our cross curricular ethos. We work within themes linking science, history, geography, art, computing, religious education, music, design and technology. We perceive this as a strength because:

- The conceptual understanding in these subjects enhances an awareness of self and others;
- The skills of enquiry, investigation and having a critical approach towards sources of evidence are common to all these subjects;
- It broadens the curriculum around a core of academic subjects;
- It promotes an increased awareness of the wider world;
- Pupils are better able to use, develop and extend the many skills they are gaining, seeing purpose and value in having those skills;
- It reinforces the understanding that skills and knowledge gained are the "tools" people use to solve problems, make discoveries, communicate with others, etc.

Reading, Writing, Communication, Maths and Computing

The teaching of the core skills of reading, writing, maths and computing and the opportunities for communication are essential in raising standards. Children are encouraged to develop these key areas in a range of settings across the curriculum. For example, computing skills are taught in the context of other subjects as well as within dedicated Computing lessons.

Science and the foundation subjects

Foundation subjects are taught through themes which change each term. Science is frequently linked to these topics, although it may also be taught discretely, where no clear links can be made. Themes are planned to ensure that knowledge and skills are progressive across the School. Quality opportunities to make cross curricular links are identified to develop and apply skills and knowledge in a broad range of contexts.

Spiritual, Moral, Social and Cultural development (SMSC)

SMSC is developed through every aspect of school life including community projects, the work of the School Council, through creative writing and stories in English, teaching across the curriculum and assemblies. The children are encouraged to reflect upon beliefs, society and values. Our TREE values are fundamental to the School's identity and beliefs for all groups in our community. Children are taught to develop curiosity and to make connections between philosophical discussions, life and the rest of the school curriculum.

Art and Design

Our skills-based Art Curriculum at Grove Park:

- Promotes cultural awareness and well-being;
- Encourages individual creativity;
- Fosters imagination, exploration and experimentation through the use of sketchbooks;
- Provides opportunities for reflection on skill development;
- Provides a foundation upon which the child can continue to develop within the subject in the future.

Equal Opportunities

We believe that a broad and balanced education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. We are firmly committed to the principle of 'entitlement of all' in every area of school life. We ensure that all our children have the opportunity to gain knowledge and understanding. All children, including those within identified vulnerable groups, can access our curriculum successfully.

In order to facilitate this we:

- Foster citizenship in our pupils and practise it ourselves;

- Root our teaching in broad global, local and historical contexts, using the widest possible perspectives and including the contributions of people of many different backgrounds;
- Consider forming single sex groups if we can see advantages in this approach as regards to confidence and access to equipment;
- Provide a balance of activities and contexts which reflects the interests of all genders;
- Avoid using stereotypical pictures/ posters and language.

Roles and Responsibilities

The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring:

- The Teaching and Learning Policy and all related Curriculum Policies are implemented, evaluated and reviewed;
- Standards of teaching and learning are high and consistently maintained throughout the School;
- Funding is delegated to resource and develop each subject and the impact of this is monitored;
- Resources and staff training needs are considered and planned for within the context of the whole school development plan;
- Standards of teaching and learning within their area of responsibility are monitored - ensuring that standards and expectations are high;
- An overview of pupil progress through team/phase meetings is maintained to ensure pupils reach targets;
- They discuss outcomes of monitoring with team members and the rest of SLT, facilitating liaison with SENCO to provide support for pupils not making expected progress;
- They liaise with subject leaders, and staff responsible for inclusion, to assist in the monitoring of children's work and standards of teaching and learning;
- Appropriate individual targets are set for children;
- The promotion of collaboration between, and providing advice and support to the staff they manage, in relation to the academic progress of pupils (as well as pastoral support and discipline), within the context of whole school policies and procedures;
- Displays and the children's learning environment reflect the curriculum.

Subject Leaders & Curriculum Middle Leaders

Subject Leaders and Curriculum Middle Leaders are responsible for:

- Developing, sharing and promoting the vision for their subject area;
- Ensuring that a development plan is in place for the subject that fits with identified priorities for whole school development and is Specific, Measurable, Achievable, Realistic and Time-bound;

- Developing, understanding and promoting the intent, implementation and impact of their subject area;
- Monitoring and reporting on progress of the school development plan (if applicable to their subject area) and its impact each year to members of the Senior Leadership Team, The Headteacher and Governing Body, as required e.g. via performance management or link governor visit;
- Producing, regularly monitoring and reviewing the policy and guidelines for the area, ensuring these are reflected in classroom practice;
- Ensuring that the subject policy is implemented effectively e.g. by observing lessons monitoring standards of children's achievements/samples of work and of planning, analysing assessments and data and learning walks;
- Offering expertise and advice to all colleagues and/or directing them to suitable training and enrichment opportunities;
- Attending relevant INSET and disseminating information to staff;
- Ensuring adequate provision (within the designated budget) and effective use of appropriate resources to support the subject area;
- Promoting the sharing of good practice within the School;
- Maintaining a high profile for their subject through display, special events, twitter updates etc. and communicating these to the School community;
- Fostering effective support for the area through home-school partnership e.g. through homework or extra-curricular opportunities, information to parents, co-operative activities;
- Establishing and developing partnerships with other schools, the local community, professionals, businesses etc. to enhance opportunities for pupils.

Class Teachers

Class Teachers have a responsibility to:

- Ensure that planning, assessment and delivery of the Curriculum is in line with agreed school policy (including subjects and homework policies) and schemes of work;
- Complete assessments in line with Grove Park's Assessment Policy;
- Monitor and evaluate learning activities;
- Ensure they understand the intent and vision for each subject area;
- Communicate effectively with support staff;
- Identify and organise enrichment opportunities to enhance the curriculum e.g. workshops, speakers and visits;
- Ensure continuity and progression through planning;
- Establish and maintain a positive relationship with parents;
- Communicate with parents about children's progress, behaviour and targets through regular discussion including Parents' Evenings;
- Liaise with the SENCO and SLT to ensure children's needs are identified and appropriate provision put in place;
- Ensure the safe use of equipment;

- Ensure the learning environment is stimulating and organised to enable children to access resources and develop independence;
- Identify any individual training needs to their Key Stage Leader or the Headteacher;
- Alert subject leaders to any issues relating to their subject e.g. need for resources or equipment, support with planning.

Teaching Assistants and Early Years Practitioners

Those who work in the classroom as support staff have a responsibility to:

- Support children with their learning individually or as part of a group;
- Support the teaching of the class teacher through their own teaching, sharing a common approach;
- Monitor and evaluate learning activities;
- Contribute to planning and assessment procedures as required, including the implementation of IEPs through the delivery of the provision map;
- Establish and maintain a positive relationship with parents;
- Assist the class teacher to maintain the learning environment.

Governing Body

It is the responsibility of the Governing Body to:

- Work with the Headteacher to agree and implement the Teaching and Learning Policy and related Curriculum policies;
- Review this policy and subject policies on a regular basis.

Parents

Parents should:

- Support the Teaching and Learning Policy;
- Be encouraged to share experiences to enrich the Curriculum

Children

It is expected that children at Grove Park take a measure of responsibility for their own learning. They should:

- Display a positive attitude to learning, always enabling others to learn effectively too;
- Take great pride in the presentation of their work;
- Do their very best at school work and homework;
- Co-operate well with both adults and peers;
- Be prepared for lessons with the right equipment etc. according to expectations appropriate to their age.