



Kingsway Primary School

Teaching & Learning (Curriculum) Policy



Aims and purposes

To raise standards and maximise progress for all pupils in our school, we must focus on the **quality** of teaching and learning that is taking place on a daily basis within our classrooms. We expect every teacher to be a 'good' teacher – no child deserves less.

Across our school the expectation is that all pupils are provided with high quality, relevant, highly motivational learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school and within year groups.
- to enable teachers to teach effectively.
- to enable children to learn efficiently and with enjoyment.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Our Curriculum (also see Year Group Topic Webs on the School Website)

At Kingsway Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our thematic approach to teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Good Teachers:

- Create an appropriate working atmosphere



- Creating a classroom environment that is stimulating, reassuring and organised,
- Being fully prepared for lessons,
- Ensuring resources are prepared and on tables in advance of lessons,
- Other adults to sensitively engage with a pupil who is not 'ready to learn'.
- Greeting pupils with a smile and high expectations

- Link the lesson to prior learning
- Share learning intentions with pupils and parents



The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as '**providing the big picture first**'. Planning walls in all classes include a topic map to enable pupils to see the 'bigger picture'. Pupils add their own questions and answers to the learning map and are encouraged to carry out their own independent research at home.

Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

- Trigger the brain

The brain will notice things if it has been primed to look for them. Beginning a lesson by saying;

*'Today when I am reading I want you to listen out for some really **powerful adjectives** that you can use in your own writing later on'*

*'For homework tonight, I am going to be asking you to write down the **functions of the different parts of a plant** – you will find out what they are in today's lesson'*

- Stimulate curiosity, generating interest and setting the challenge
- Provide quality interactions

It is adults who help pupils make sense of information. We develop understanding by:

- Using open ended questions.
- Providing thinking time by giving an advance warning, such as *'In two minutes I am going to ask you.... '*
- Allowing pupils to explore and articulate their thinking by giving them time (30 second think) to discuss their responses in pairs or groups. Pupils then respond with *'We think that...'*
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it.
- Extending and deepening understanding by asking follow-up questions such as *'What made you think that ?'*
- Asking pupils to identify three possible answers and then select the best one (so they don't always give you the first answer that pops into their head).
- Scaffolding thinking and answering – for example: *'in 2 minutes I am going to ask you X, but before I do, I'd like you to think about (or talk about) A. Now I'd like you to think about B. Now can you respond to my original question.'*

➤ **Ensure pupils talk more than teachers**

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding.

It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **Talking** is central to learning.

The ratio of teacher : pupil talk should be 20 : 80.

*We learn
10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss with others
80% of what we experience
95% of what we teach to others*

William Glaser (1960s)

➤ **Set Tasks that engage pupils and challenge them to think which:**

- Require pupils to do something at a cognitive level
- Provide a degree of challenge
- Require students to re-create rather than re-produce information
- Develop understanding
- Allow pupils to demonstrate understanding
- Give the teacher an opportunity to assess understanding.
- Encourage pupils to work both independently and collaboratively
- Encourage pupils to work for a sustained period increasing with maturity.

➤ **Review and Reflect on Learning with Pupils**

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?

➤ **Assess what the pupils have learnt to inform planning for next steps**

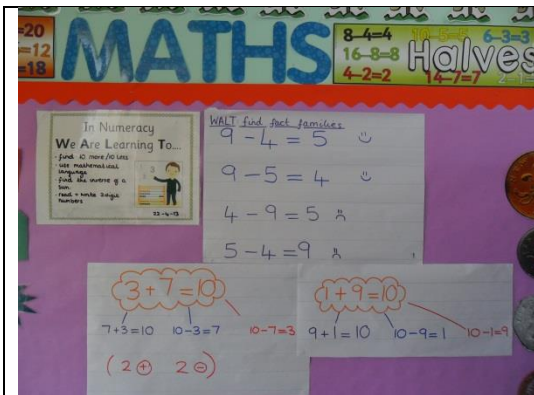
- Our Tracker, Depth of Learning, records the skills that pupils have acquired and the depth of their learning.

Our Classrooms should have:

Thematic Learning walls. These should include:

- The title of the topic
- Modelled work
- Children’s work
- Children’s questions
- Key vocabulary.
- Visuals to stimulate thinking and promote independent learning.

Maths and English Working Walls



A Working Wall and display of Maths which includes:

- A large 100 square
- A large number line (somewhere in class)
- Key Maths vocabulary
- Models and images linked to current work.
- Year Group ‘Jigsaw’ with key objectives
- Key facts, e.g. number bonds, times tables
- Current maths work
- Challenges

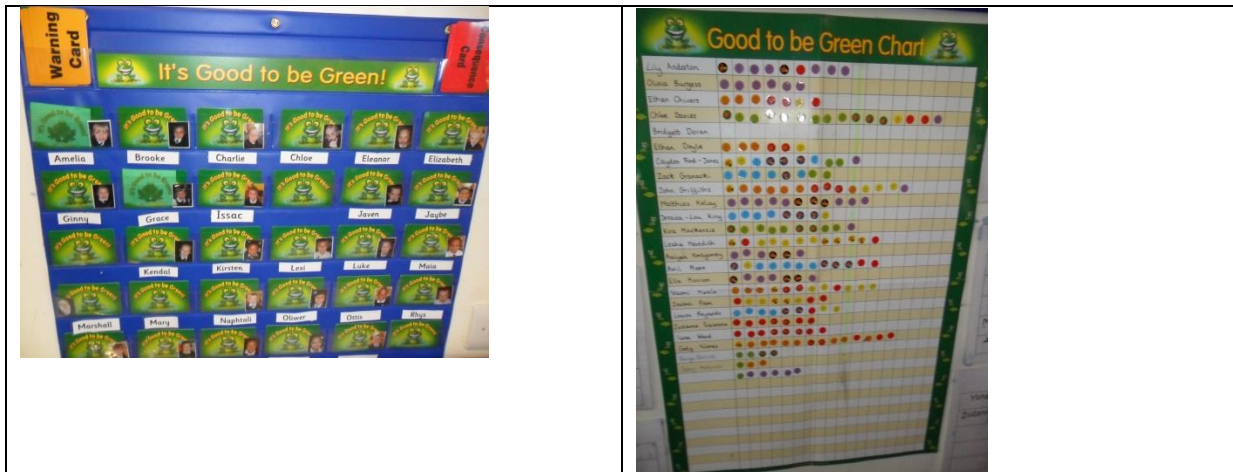


A Working Wall and display of English which includes:

- Models and images linked to current work under headings of :
Gathering Ideas, Planning, Drafting, Editing & Publishing
- Cursive handwriting display
- Key terms for grammar relevant to year group
- High Frequency words for KS1

A Behaviour Display which includes:

- House names
- 'Good to Be Green' blue pocket display and House Points chart



General classroom organisation

Classrooms are bright, well organised learning spaces. Pupils know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms. However to ensure a sense of security and consistency across the school the points below need to be taken on board in all classes in Key Stage 1 and 2.

Doors should have staff names and photos including any Teaching Assistants working in that room

- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- **Basic** equipment is out on tables at all times
- All trays are clearly labelled – word processed/not hand written.
- Groupings, e.g. Maths, Writing & Talk Partners etc are in planning documents

Whole School environment

Whole school displays give out a very strong message to our school community. They are changed termly and can and should be a celebration of children's work. These highly visible displays need to be planned carefully and thought given to how to display children's work in the most creative way possible. Classroom displays may be 'recycled' into communal spaces to celebrate pupils' work more widely.

Recording of Learning Outcomes:

It is expected that Learning Outcomes will be recorded in a variety of different formats:

1. Theme Books:

- All work is presented to a high standard to celebrate achievement.
- Work is presented using different ways of recording e.g. special bordered paper, foldouts, washes over work etc. especially skills learnt in art & DT.
- Context of work is identified by either teacher or pupil
- Frontispiece designed by the pupil to reflect the theme
- Evidence of teacher and pupil evaluation of learning
- All curriculum subject areas are well represented in the pupils' work
- Photos from trips or visitors are included as well as quotes which explain the child's 'learning journey' eg 'I wonder how knights managed to wear armour and ride a horse.'

At Kingsway Primary, Skills Books: English, Maths, Science, RE & Art are used to record the work leading up to the final outcome and demonstrate the learning process. This work is marked in greater depth with the Theme Book used to celebrate the child's successes.

Year Group Portfolios

This is a collection of samples of work at different abilities which are levelled to demonstrate achievement in all curriculum subjects in all years.

This may contain:

Written work, Photos and CD ROMs

And can be used by Subject Leaders, who will also produce their own Subject Portfolio, as a measure of standards and progress in their curriculum area.

This work should also be displayed on the Year Group pages on the school's website



Equality of Opportunity

Every pupil has an entitlement to access the curriculum regardless of their gender, nationality, or ability. To actively promote inclusion, teachers use a variety of approaches in their teaching which aims to cater for different learning styles.

Pupils with Special Needs including more able, gifted or talented.

Pupils may have a variety of special needs or disabilities. These may be because the child has a learning difficulty, is more able or gifted in a particular subject area or has English as an additional language. In every case, teachers will be aware of these needs and plan accordingly.

Pupils with Special Education Needs are taught within the daily lesson but in addition, may receive additional help from a teaching assistant within the lesson. Occasionally, a pupil may be withdrawn from class to enable a carefully planned intervention programme to be implemented. These programmes are planned and monitored by the Special Educational Needs Co-ordinator.

Home-School Links, Parents and Governors

We recognise the importance of involving parents and guardians in the process of developing children's skills. Parents are informed of the work being undertaken in the school, and parental involvement is encouraged, through homework activities; it is our school policy to provide parents and carers with opportunities to work with their children at home and at school through family learning opportunities. These activities, such as Week 3 – involving parents in planning, may only be brief, but are valuable in promoting children's learning.

Homework Statement

The Government no longer requires schools to provide homework for its pupils. However, at Kingsway Primary, we believe that education is a partnership between home and school. Therefore we hope that every child will receive help and encouragement at home to support learning being carried out in school.

Subject Specific Guidance

English

Where possible, English will be delivered through cross-curricular themes to embed the relevance as an everyday skill.

Reading

In the Foundation Stage and Key stage 1, the Oxford Reading Tree and Bug Club form the main scheme. These are well supplemented by other schemes. These books are grouped according to Book Bands. These books are used as a basis for home reading across the school.

Phonics

At Kingsway, we follow the national 'Letters and Sounds' strategy which focuses on structured phases of the daily teaching of phonics and graphemes in conjunction with Jolly Phonics. Where necessary this programme will continue into Key Stage 2 as part of our Special Educational Needs Intervention programme. Catch up programmes are used where pupils' do not acquire these skills in line with their peers.

Writing

Writing is part of the creative journey which permeates all aspects of the curriculum. Pupils will be taught the structure of the four different types of texts: to inform, to entertain, to persuade, to discuss, considering the purpose and audience for their final outcome. They will learn the processes of drafting, editing and publishing their work.

Handwriting

Children are taught to write in a pre-cursive style from Year 1 and a cursive style from Year 2.

Maths

At Kingsway, we use the GOT IT, APPLY IT, SOLVE IT approach to Maths.

A central store of mathematic games has been uploaded to the website as well as links to other useful websites.

There are occasions when it is both quick and convenient to carry out written calculations or 'jottings'. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

Children are encouraged to use mental strategies before resorting to a written method.

There is a **calculations policy** which outlines the development of mental and written strategies taught across the school. (See under Mathematics tab on the School Website)

All children are encouraged to work tidily and neatly when recording their work. When using squares one square should be used for each digit. When involved in routine practice of calculations the children are encouraged to fold a page in half creating two columns for answers.

Science

The school uses the **National Curriculum for science** as the basis of its curriculum planning. We make use of the local and regional environment in our fieldwork and investigations.

Curriculum planning is carried out in two phases (long-term and medium-term) to ensure the development of knowledge and skills. The long-term plan maps the scientific topics studied in each term during the key stage. The science subject leader works in conjunction with the curriculum leader and teaching colleagues in each year group.

Computing

Following the changes to the curriculum in 2014, children now learn programming and how digital systems work (computer science), how to create programs and content (information technology) and to use a range of applications and software (digital literacy). Online safety is also a key part of the curriculum which is taught termly in every year group following the school scheme. Computing skills are taught discretely as well as being embedded through other areas of the curriculum.

Health and Safety

- Children should not be responsible for moving heavy equipment around the school. They may load software but should not be given the responsibility of plugging in and switching machines on without a member of staff present.
- Food and drink should not be consumed near IT equipment.
- It is the responsibility of staff that classroom IT equipment is stored securely, cleaned regularly and that their class leaves the IT suite and laptop trollies clean and tidy after use.
- Staff should ensure that the children are seated at the computers comfortably and be aware of the dangers of continuous use (e.g. eye/wrist strain etc). Responsible use is essential; therefore small breaks for longer (over 40 minutes) use on the computers need to be in force.
- An adult should always supervise children when they are accessing information via the Internet. The service provider does filter information but staff are ultimately responsible for information accessed by pupils.

Foundation Subjects

Where possible, teaching of foundation subjects should involve 'Experiential Learning' linked to the topic theme. For subjects such as Design Technology and Physical Education, appropriate risk assessments involving the pupils should take place where necessary. Planning for teaching follows the Long Term Curriculum map for each subject.

PSHE

Our core principle for PSHE education is to ensure PSHE education has equal status, time and resources as other curriculum subjects. We teach PSHE and citizenship in a variety of ways through Gloucestershire's **PINK curriculum** and **Jigsaw**.

- Learning opportunities across and beyond the curriculum
- Specific lessons with separate curriculum time
- Explicit opportunities in other curriculum subjects
- Whole school and extended timetable activities
- Specific projects
- Information, support and guidance on specific areas of learning and development eg Sex Education and Drugs education
- Learning through involvement in the life of the school and the wider community
- Enhancement opportunities

We offer opportunities to further develop these qualities through the school's culture, for example:

- peer mentoring schemes
- peer mediating schemes
- class and school councils
- posts of responsibility (e.g. House captains)

Religious Education

Statutory requirements

Religious Education is statutory for all registered pupils on the school roll, which means that it is compulsory from Reception onwards. Lessons are planned and taught in accordance to the **Gloucestershire Agreed Syllabus** which recommends a minimum time allocation of 36 hours each year (equivalent to 1 hour a week) in Reception and KS1 classes and 45 hours per year (equivalent to 70 minutes a week) in KS2. .

This Policy should be read in conjunction with other school policies