Curriculum, Teaching and Learning Policy

This policy operates across The Federation

Curriculum Intent:

The Federation of Guillemont Junior School and Pinewood Infant School offers a broad and balanced curriculum designed to be full of new opportunities that are inclusive for all pupils to access and learn, regardless of individual starting points. This aims to ensure that all children access the substantive and disciplinary knowledge that they need to fulfil their potential; there is a universal offer. We aim to understand barriers to learning and adapt our curriculum to ensure equal opportunities and success for all.

The school curriculum has been designed for the children in our community and is reflective of their needs and the local context. It is our belief that reading unlocks learning across the whole curriculum, therefore reading and vocabulary development have a high profile and are at the heart of our curriculum. The main focus for the curriculum learning is to develop skills and knowledge through a clear purpose for learning, to problem solve, learn how to learn and how to transfer their skills to new situations. Hook activities / wow days provide enriching experiences within the curriculum which are designed to engage and stimulate the children, to provide meaningful context to the learning and develop 'cultural capital.'

Our Founding Purpose is to enable our children to develop the skills, knowledge, confidence and attitudes to continually adapt, contribute and create in a changing world. Our children will be fulfilled, happy, safe, and able to build positive relationships now and in the future.

Curriculum Aims and Values:

As a learning community and federation we agree on of the following aims for teaching and learning which enable children to have the very best opportunities for learning success at school:

- Ensure that children receive their entitlement to the national curriculum.
- There are 'Intent, Implementation and Impact 'statements for teaching and learning within every subject area which ensure continuity of high expectations throughout the school.
- Children feel a sense of happiness and security. They have a sense of identity and feel valued as an individual and have a sense of belonging in the nurturing ethos of the school.
- Develop an enjoyment of and commitment to learning where children take pride in achievement and have a desire to succeed.
- Teachers plan and assess learning progress so that the learning can be tailored to individuals and there is provision for scaffolds and adaptations including challenge, repetition and extension.
- To help children learn through collaboration, cooperation and independence.
- Encourage achievement through praise, clear learning goals and targets.

- Our children have an opportunity to learn through first-hand experiences, such as investigating, discovering, experimenting, questioning, collaborating and listening.
- They have a positive and confident attitude towards learning and socialising. They are taught to value and respect diversity, fellow classmates, adults and others in the wider community.
- There is a solid foundation built on a partnership between home and school.
- Ensure equality of opportunity for all.

Effective learning:
We recognise that children learn in many different ways and we know they need to develop strategies that allow them to learn in the ways that suit them best, to enable them to know and remember more. These include:

- whole class work, group work, pair work, independent work;
- investigation and problem solving;
- research and questioning;
- reflecting upon, revisiting and evaluating what has been learned;
- creative activities, including design and production;
- participation in physical activity;
- use of a wide range of computing;
- fieldwork and visits to places of educational interest.

Effective curriculum organisation and teaching:

Our curriculum is based on inspiring projects/topics that children engage with half-termly.

Where relevant and purposeful, real links and connections are made between subjects to enable children to apply taught skills in a variety of ways. Over each academic year, every child has the opportunity to experience the full range of National Curriculum subjects. Our learning is rooted in first-hand experiences and is planned to motivate and engage the pupils, whilst developing their resilience and confidence to take on new challenges.

We arrange educational visits to further enrich our curriculum and visitors support learning in school on a regular basis, these could be sports coaches, musicians, other professionals or other members of the our community.

Long-term overviews map out the curriculum taught across the federation by year group to ensure progression through golden threads of substantive and/or disciplinary knowledge. Medium-term plans ensure coverage and pitch of a subject, which informs the learning journeys of each subject (short term planning). Through a learning journey, the intended learning is mapped out and sequenced so that it builds on previous knowledge and understanding and is bespoke to the needs of the current cohort.

We believe that our children have the right to consistently outstanding or good teaching. We believe children learn most effectively when the teacher:

- encourages positive relationships;
- makes explicit high expectations of learning and behaviour;

- provides rich tasks that enable all children to make visible progress;
- provides an atmosphere where children are prepared to take risks;
- has a clear purpose for a lesson that includes expectations of children's achievement and outcomes of tasks;
- demonstrates innovative teaching which offers talk, exploration, questioning, prediction and investigation;
- plans lessons where children's previous knowledge and interests are built upon;
- makes good use of Assessment for Learning and uses information gained to structure future teaching and learning such as the use of breakaway groups in the lesson;
- offers developmental feedback on children's work, encompassing child/teacher conferencing;
- provides opportunities to review and reflect on learning;
- allows thinking time before answering questions;
- considers or supports for the learning of children with differing abilities or needs offering personalised learning where appropriate;
- supports children with home learning where required to ensure equal opportunities for all;
- involves parents in their child's learning;
- provides opportunities for individual working and collaborative working with children from various classes;

Monitoring and Review:

The Federation of Guillemont Junior School and Pinewood Infant School monitors the curriculum, teaching and learning to ensure continual improvement using robust and reflective processes. This is completed by the Governors, Senior Leadership Team and subject leaders, which links to the School Improvement Plan for each school. This is to ascertain the quality of education the children in the Federation receive, through the provision, curriculum, teaching and learning. Activities include: learning walks, observations, book scrutiny, moderation of work, data analysis, attending presentations, CPD for staff and pupil conferencing. These activities are to inform Leaders with information about the impact of developments, CPD and resources and helps to ensure consistencies in approaches and initiatives.

Action plans are updated termly, reporting on improvements. The Executive Headteacher and Heads of School report to Governors through regular meetings and provide feedback to staff, celebrating strengths and identifying areas for improvements.

Roles and responsibilities:

<u>The Governing Body is responsible for</u>: the school's policy and approach to teaching and learning. It must oversee and monitor the school's work, acting as a critical friend to school leaders. This will be carried out by the Curriculum Working Party, who will report to the Full Governing Body.

The Executive Headteacher has the overall responsibility for: the strategic overview and quality of provision, pupil performance / data, performance management and monitoring of teaching and learning.

The Head of School is responsible for: ensuring liaison with parents and other professionals in respect of children's progress and guidance on children's development; advising and supporting other practitioners in the setting on teaching and learning; introducing and ensuring that appropriate continuity of teaching and learning strategies are in place across the school and has an overview of the curriculum. In addition, they work closely with the Executive Headteacher on performance management and monitoring and evaluating teaching and learning.

Subject Leaders are responsible for: ensuring all aspects of the national Curriculum are embedded in the curriculum overviews for full coverage. They produce curriculum statements, long-term plans outlining content to be covered and support medium term planning to ensure progression and coverage across the subject they are responsible for. They analyse the standard within their subject at school, writing and leading the subject action plan implementation: identifying training when needed for staff, resources and engaging in their own CPD to lead the subject.

Inclusion leader and SENCO's are responsible for: checking learning plans and ensuring that EHCP provisions are being met. They map out, timetable and monitoring provisions across the school and ensuring that teachers and LSAs have the pedagogical knowledge to integrate adaptions that meet the needs of children into the lessons.

Class Teachers are responsible for: producing short-term planning specific for their pupils, following the direction of the subject leader. They should ask for additional guidance from subject leaders when appropriate. They are responsible for the day-to-day teaching, learning and progress of all children in the classroom, evidencing learning and managing the support staff to effectively meet the needs of the children in the classroom.

Please read in conjunction with:

- Marking Policy (Pinewood)
- Marking and Feedback Policy (Guillemont)
- SEND Policy
- SEND Information Report(s)
- Pupil Premium Statement(s)

Appendix 1: Pedagogy expectations for teaching and learning

Before the lesson:

- Ensure that subject knowledge is in place to confidently teach the lesson and anticipate misconceptions
- Clarity of learning, real life links – put into planning,
- Ensure lesson objectives are learning based rather than task based
- Establish the prior learning and where individuals are at the start of new topics (rather than what they have previously covered) – using entry tickets, data, prior knowledge covered, a task to establish what the children can remember
- Check that learning plans have been considered and adaptions to meet children's needs are integrated into the lesson
- Consider which of the SEND nuggets would be appropriate to use during the lesson
- 'HIT trays' – children self-assessment levels: Help, independent (may need a little more practice), teach someone else (got it).

In the lesson:

- Link to prior learning - recap slide
- Have a clear **rationale** as to how you start a lesson as you have, new learning, e.g. all together / split inputs / peel off groups…
- Set up lessons so there is no wasted time – matched to all children e.g. if the children already know the learning, can they start with a task and you pick them up after the input
- Check for understanding before going off to work
- Check ins throughout the lesson
- makes explicit high expectations of learning and behaviour; learning intention, modelled example, short, sharp, clear, "I do, we do, you do".
- Use appropriate strategies for the learning; CPA, dual coding, faded scaffolding, task planners and other task adaptations.
- Adult deployment for each lesson – appropriateness, why do you want them there?
- Check for understanding AFL – address misconceptions (mini plenaries)
- Feedback in the lesson – sweep and check: in the moment assessment in the lesson
- End of lesson: review, retrieve, link to next lesson

After the lesson:

- Assess, review, evaluate to assess who has learnt what and where to continue the next day.
- 'HIT trays' – children self-assessment levels: Help, independent (may need a little more practice), teach someone else (got it).

Appendix 2: HQIT Strategies

Communication and interaction	**Cognition and Learning**	**SEMH**	**Physical and Sensory**
Opportunities to discuss with a peer or adult before the rest of the class	Classroom position	Positive reinforcement when making good choices – catching good ladder	Provide handout/photos of board
Visual supports including photos and Widgits	Single step instructions	Celebrate strengths / positives in front of others	Adaptations made to environment e.g. lighting, heat
Information given prior	Model sentences and examples to adapt	Responsibility/ Opportunities to succeed	Consider space on table
Vocabulary walls	CPA – spelling, writing too	Clear expectations – start & end	Chances to work elsewhere
Extra time to respond	Chunked tasks – reduce amount needed to read too.	Key adult with regular check ins	Pencil grip supports
Name to gain attention before speaking	Work given prior to starting it	Zones Of Regulation check ins	Grounding/ bilateral crossing activities across the day
Novel – vocabulary Widgit for each chapter	Copies of key sections from Smartboard to child	Reward chart – share with home. Could inc. 5 finger positives	Movement breaks
Repeated instructions	Task planner	Interactive strategies- e.g use a whiteboard and hold up answer	Heavy work e.g. give out books
Cued listening - specific thing to listen out for	Scaffolded plan	Fiddle objects, visual timer	Overlays, adapted pages in books – e.g black lines.
Time to process	Focused questions – who, what, where	Teach strategies for dealing with problems	Reduce need to copy from board
Minimize abstract language and sarcasm.	Rehersal	Choice of 2 options	Teacher to repeat contributions of other children
Social skills	Pre-teaching	Regularly refer to class rules	Wobble cushion
Teaching on active listening	Use of speech to text (Google docs)	Calm music	Resistance bands
Teaching on non-verbal cues	Alternative ways of recording	Use of chill out room	Writing slope
Speech & Language Therapy	Task planner	Regulation breaks	Ear defenders
Visual supports	Sentence starters	Lower demand tasks	Fiddle object
Pre-teach new vocab and concepts	Regular learning review	Tasks to match level of energy	Weighted blanket
Over-learning – The Remembering / Forgetting Curve	Over learning	Active tasks	Touch typing
Adult to model what is said	Cloze procedure	Individualised curriculum	Speech-to-text with Google documents/talking tins
Short simple instructions	Peer talk	ELSA/pastoral support	Mindfulness resets – sensory sorting, blowing bubbles/ through straw, bilateral crossing
Repeats back instructions to check or understanding	Personalised learning journey	Structured activities at break	Provide snacks
Visual timetable	Mediated learning	Social stories	Prompt to eat/drink
Visual prompts	Modelling how to approach a problem	Adult support at predicted trigger points	Chew toys
Communication cards	Sentence prompts linked to who/ what/ where	Social skills training	Pencil grips, inc specialised and weighted.

Carefully chosen seating to aid attention	Providing models/ sample work	Conflict resolution training / restorative conversation / Comic-Strip conversations	Therabands
Use of technology	Step list to complete task	Emotion coaching language	Handwriting – use copies of blacked lines, highlighted lines, sky/ grass/ earth lines, dot by margin
Workstation to minimise distractions	Reduced length of task	ABCC to identify triggers and analyse what the child is getting from behaviours	Talker – write or draw what want to say on whiteboard
Now and Next	Provide reader	Pair with role model buddy	
Targeted questioning	Scribe	Safe, calm space	
	Prompter	Extra warning for transition	
	Brain breaks	Strong boundaries	
	Ear defenders to reduce distraction	Avoid public calling out	
	Timers	Nurture/ mindfulness/ grounding/ bilateral crossing activities across the day	
	Use of computer	Sensory box / sensory circuits	
	Teach memory techniques	Complete de escalation hill	
	Work station	Adult react as crisis starts	
	Personalised interest topics	Weighted blanket	
		Sensory circuits	
	Coloured paper/overlays – Visual Stress Test	PACE approach	
	Dyslexia-friendly font size 14	Positive rather than negative statements	
	Writing slopes	Keep in mind strategies	
	ACE Dictionary	Considered seating for those with hypervigilance	
	Phonological Awareness assessment		
	LASS test		
	Clear beginning and end		
	Writing frame		