



Ewelme CE (VA) Primary School
Teaching and Learning Policy (Curriculum Policy)

Updated: December 2019

Review: December 2020

Our intent:

The aim of our curriculum is to develop in the children the qualities outlined by our school rules, values and mission statement so that they are:

- Ready

Children are ready for the next step, phase and stage in their education and ready for life in modern Britain.

- Respectful

Children are respectful of others' beliefs, traditions and points of view and respectful members of their community.

- Responsible

Children have a sense of responsibility for their own learning and behaviour and are responsible citizens of their local communities and the wider world.

- Resilient

Children are resilient to challenges and set-backs and resilient in their beliefs and values.

- Reflective

Children are reflective about themselves and the world around them.



Effective Learning at Ewelme:

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Child and adult initiated play;
- Asking and answering questions;
- Use of ICT;
- Fieldwork, visits to places of educational interest and residential visits;
- Creative activities;
- Watching pre-recorded materials;
- Debates, role play and drama, public performances and oral presentations;
- Directed discovery learning;
- Whole class, group, pair and independent work;
- Carefully differentiated tasks that provide pupils with the support and scaffolding, as well as the depth of complexity and challenge, required to ensure they can all make progress within lessons, across units of work and over their whole time here at Ewelme.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it

difficult for them to learn. This is reflected in an 'growth mind set' culture and through our school value of being 'reflective'.

The Learning Environment

Classrooms and other spaces around school reflect and support our curriculum intent and the school's ethos and values.

All classrooms have:

- The school rules/values displayed (Ready, Respectful, Responsible, Resilient, Reflective);
- A 'learning pit' display to promote resilience, reflectiveness and a 'growth mindset';
- A maths and English display that reflect and support current learning and promotes responsibility, readiness and resilience;
- A topic display that reflects and supports current learning in the wider curriculum and overarching topic (e.g. Ancient Mayans and South America in Y5/6) and promotes responsibility, readiness and resilience;
- A collection of age and ability appropriate reading books for the children to choose from that promotes reading and a love of books.

Learning and the Curriculum

- Subject Leaders work to ensure that all programmes of study from the National Curriculum are covered;
- Foundation Stage Leader ensures that all areas of learning from the EYFS curriculum are covered;
- Teachers use a cross curricular/curriculum enrichment approach, making the learning meaningful and providing a range of concrete learning opportunities to motivate and inspire. e.g. trips, visits, experience days, dressing up, role play, visitors, model making, experimenting and discussion;
- Teachers work with children to identify their knowledge and skills before embarking on a new theme/topic.

Teaching

Planning

Teachers can plan in the manner that suits their professional practice. What is considered important is the overall quality and effectiveness of teaching, and the progress pupils are making as a result of this, rather than the format or style of lesson planning. When preparing a lesson or unit of work, teachers must consider and plan for:

- Focused and clear learning objectives that are to be covered.
- Differentiation for different abilities and needs that should be evident from the children's work. This includes SEN, EAL and Most Able children.
- The children's level of attainment. We strive to ensure that all tasks set are appropriate to each pupil's level of ability, providing appropriate scaffolding and support, and the required depth of challenge.
- Children with special educational needs. We give due regard to information and targets contained in the child's Individual Education Plan (IEP).
- Having high expectations of all our pupils.

Teaching and Learning styles

- Children work in pairs, small groups, whole class or individually;
- Teachers use a range of strategies to include and involve pupils in the lesson;

- Classrooms are calm, positive environments where children feel safe to make mistakes, discuss their concerns and support one another;
- We deploy Teaching Assistants and other adult helpers effectively. Sometimes they work with individual pupils and sometimes with small groups. This can be both within and outside the classroom environment;
- Children's work is purposeful. Teachers and pupils have a clear understanding of what learning is taking place and what the outcome should look like. High expectations are maintained at all times;
- Multi sensory teaching methods are used to ensure all learning styles are catered for, including the regular and effective use of ICT.

Assessment for Learning

A variety of assessment for learning strategies are employed by teachers to ensure good progress is made within lessons and to inform future planning. These include:

- Pupils' verbal and written responses during whole-class teaching time;
- Pupil comments, questions and answers at other points in the lesson;
- Pupils' work, assessed both during and after lessons;
- Opportunities for self-assessment and self and peer marking during and at the end of lessons.

More detail about assessment practices is contained with the 'Assessment Policy'.

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents by letter, email and the school website about what and how their children are learning by:

- Providing information at the start of each term in which we outline the topics pupils will be studying during that term at school.
- Sending annual reports to parents in which we explain the progress made by their child and indicate how they can improve further.
- Using reading and homework diaries.
- Updating information on our website.
- Expecting regular shared reading with children, and support for older pupils with their projects and with investigative work.
- Providing a parent's information/contribution area in the EYFS classroom.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Related School Policies

Assessment (including Marking and Feedback)

Behaviour

Safeguarding/Child Protection

Health and Safety

SEN

Single Equalities and Accessibility

Individual Subject Statements

EYFS

Medical