

## **CURRICULUM, TEACHING AND LEARNING POLICY**

Last review date: July 2021

Next review date: July 2022

### **Introduction**

At Fosse Bank School we believe in the concept of lifelong learning. We believe that learning should be a rewarding and enjoyable experience for everyone; the curriculum should engage children and be seen in their enthusiasm and eagerness to learn. Through our teaching we equip children with the skills, knowledge and understanding necessary to make good academic progress and be able to make informed choices about their lives.

The Head is responsible for the length of time allotted to different subjects and, with Subject Leaders, responsible for the quality of teaching and learning in each area of the curriculum. The curriculum must be dynamic and flexible to reflect the individuals being taught and also relevant standards.

### **Curriculum**

The curriculum incorporates all the planned activities that we organise in order to promote learning, personal growth and development. It provides full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It includes the formal requirements of the Early Years Foundation Stage Statutory Framework and aspects taken from the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'soft skills' including resilience, perseverance, confidence, commitment, independence, how to be a team player, keenness to challenge oneself and how to manage friendships. The subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a particular need. The curriculum also involves learning to be safe, both in the real world and online.

### **Aims and Objectives**

We believe that people learn best in different ways and when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are taught assuming that all children can learn and make progress including those who may need more scaffolding and sometimes time to achieve.
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated;
- Feel safe in their environment;
- Know that their gender does not influence the curriculum on offer.

The aims of our school curriculum are:

- to enable all children to learn, make progress and develop their skills to the best of their ability;
- to deliver a curriculum at a point that allows all children access to it;

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable the pupils to acquire skills in all subjects
- to deliver personal, social and health education which reflect our aims and ethos;
- for pupils younger than school age, to follow the Early Years Foundations Stage Curriculum and to enrich and extend it where appropriate;
- to enable children to be creative and to develop their own thinking;
- for all pupils to have the opportunity to learn and make progress
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and values;
- to enable children to be positive citizens in society, both local and global;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to deliver personal, social and health education which reflects the school's aims and ethos;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.

Knowing that children's brains are flexible and can be taught to learn and that they are not innately intelligent or not intelligent, we assume that every child can, with good teaching and a positive outlook, make excellent progress.

Through our teaching we:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- Ensure that fundamental British values of democracy, the rule of law, individual liberty and mutual respect for others are taught as part of the written and unwritten curriculum; □ help children grow into reliable, independent and positive citizens.

### **Classroom management**

Teachers choose the style of teaching which is the most effective for a particular activity and groups will differ in composition and size for different activities.

### **Effective teaching**

When teaching, motivating the children and building skills, knowledge and understanding is effective. The school curriculum plan, often updated, guides teaching. This sets out the aims, objectives and details what is to be taught to each year group.

Teaching is based on what teachers know about their pupils. The prime focus is to develop the knowledge and skills of the children which they can then use and apply. When planning work staff give due regard to information and targets contained in the class provision map. We have high expectations of every individual.

Academic targets are set for the children and we share these targets with children and their parents. We review the progress of each child termly and set revised targets.

### **Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take these into account when planning teaching and learning styles. Staff share their experience and also work with the Head of Learning Support.

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

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of technology;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity; □ Using the outdoor environment

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing and reflecting on their learning. This is supported by teaching mindfulness and growth mind-set.

### **Assessment, Recording and Reporting**

All teachers keep detailed records of their work with the class and of individual children's activities and progress as detailed in the school assessment policy. Social, physical, creative and academic achievements are celebrated in verbal or written praise by teachers, peers, Head and parents;

Displays of work;

Opportunities to perform or share;

Encouraging self-esteem;

The awarding of, house points and certificates; Sharing success with the community.

Each child is involved in this process by the encouragement of self-appraisal and target setting. Assessment is an integral part of the teaching and learning process.

## **Resources**

Children are taught that resources are finite and that we all have a duty to care for equipment and not misuse waste or damage it.

Relevant resources are available in each classroom including an interactive whiteboard. The effective implementation of the curriculum calls for a wide range of equipment to be used. The school has a selection of non-fiction and fiction books, iPads as well as laptops.

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age-and stage appropriate resources, toys and equipment.

- We provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards.
- We provide resources which promote all areas of children's learning and development, which may be child or adult led;
- We select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- We provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- The children are asked to contribute ideas and suggestions for the toys and equipment.
- We provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- We provide furniture which is suitable for children and furniture which is suitable for adults;
- We store and display resources and equipment where children can independently choose and select them;
- We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- We keep an inventory of resources and equipment We use the inventory to review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development.

## **Curriculum Organisation and Management**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These are practical working documents and it is the teacher's professional choice as to how they are set out.

In our Early Years Department, we will follow the new EYFS curriculum from September 2021 and will report against these. We also use the Development Matters document (2014) as an appropriate guidance to support teaching and learning opportunities for this age group. We believe in learning through play, with a balance of child led and adult directed activities, within an environment that supports curiosity for lifelong learning, both inside and outside. Our planning includes fiction and non-fiction books that offer opportunities to extend children's experiences, ideas and vocabulary. Seasonal events and cultural festivals are also included in the curriculum to enable children to begin to understand the wider world, as well as their school and local community. As with the older children, every child is an individual and those that are ready for challenge in literacy or numeracy are given every opportunity to excel at an early age through adult led activities. Our daily learning journal aims to form strong links between home and school that further support children's learning.