



Platt C.E Primary School

Teaching and Learning and Curriculum Policy

The minimum expectation for the quality of provision in each class is good, management action including coaching and individual support will be offered to staff working below this level of provision.

Rationale

At our school we want to promote lifelong learning. We expect that the children will learn respect for others, resilience in dealing with life's challenges and will be responsible for their own actions. We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Our policy provides guidance and support to all staff, so that they can provide the very best learning opportunities for all children who attend our school.

To develop and support this we believe that effective learners

- ✓ have appropriate self-confidence and a positive self-image
- ✓ need to feel that their basic physical needs are being met
- ✓ need to feel emotionally secure, safe, relaxed and mentally healthy
- ✓ take responsibility for their own learning
- ✓ are actively engaged, independent and reflective
- ✓ are self-motivated and self-evaluating
- ✓ are independent, show initiative and are willing to take risks
- ✓ understand what they need to do to move forward in their learning
- ✓ ask good questions, are interested and inquiring
- ✓ listen and communicate well
- ✓ are able to access information, resources and the environment appropriately
- ✓ are able to express their needs and feelings appropriately
- ✓ interact with others positively
- ✓ interpret and transfer skills in new contexts
- ✓ remember and apply their learning
- ✓ persevere and are resilient

As the children progress through the learning process we want to

- ensure that all children are competent in basic skills;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to become better thinkers so that they can solve problems creatively
- 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;
- help children grow into reliable, independent citizens capable of making a positive contribution

We believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and what success will look like – the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated well
- all children learn and make good progress - children achieve
- all children face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we use where the children are as a starting point for learning.
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- active learning is promoted through a variety of tasks
- children have opportunities to improve and move forward- we use bronze, silver and gold in most lessons.
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations
- misconceptions are dealt with and are used as opportunities for learning
- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Teaching

There will be:

- Adult-pupil engagement
- Confirmation of progress
- Visible calmness
 - Adult voices
 - Range of tones of voice
- Range of open questions
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed by **everybody**
- Focus on what & how the children are going to learn
- Reference to learning walls and that they are being used to enhance learning
- Children obviously talking about their learning
- Children visibly enjoying their learning.

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning. **Consequently we do not expect to see anything in the classroom that is not related to the children's learning experience**

Consequently at our school we expect that every classroom must have:

- *Class charters/ traffic light system (red, amber, green and gold)*
- *Example of school handwriting style A-Z (this is an agreed cursive script, see appendix)*
- *Reading/Book Area*
- *Maths Area*
- *Role Play (speaking and listening area) – (EYFS and Year 1)*
- *Writing Area (EYFS and KS1)*
- *Coming together area*
- *Creative Area (EYFS and KS1)*

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning, pupil voice included in some displays
- Working walls,
- Phoneme friezes (phases that are being worked on in that class),
- Number lines (or hundred square depending on the need),
- Globe or map,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we do not expect to see graffiti/ stickers on trays or anywhere else in the classroom,
- Everything should be stored in the correct storage units, children will be expected to tidy these away as part of the classroom expectation.

The Reading /Book corner should;

- Promote an enjoyment of reading
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair
- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Books written by the class and individual children
- Guided reading and home reading books are colour-coded to school's system (book bands) and these are different to the book area books.

The Writing Area/Office should have (EYFS and Year 1)

- Range of papers, folders, diaries, "left overs" from the school office
- Paper folders, post its
- Whiteboards(clean)
- Selection of quality writing materials
- Paper clips and other office stationery
- Dictionaries
- Writing frames

- Reference to VCOP
- Model of levels in writing
- *Writing targets*

The Maths Area this will depend on the classroom size and age of children, this may not a dedicated area but should have

- Age and ability appropriate resources
- Well labelled resources
- Age and ability appropriate number lines and number squares
- Maths targets

Role Play/Speaking and Listening Area (EYFS and Year 1)

- Role play area should relate to the topic in the classroom or children's interest.
- Quality CD Player and CDs

Display

In the classroom there will be:-

- A celebration of children's best work: this will include
 1. Captions identifying the learning process and where the work originated from
 2. Captions will be written in "role model" handwriting" (following school policy or typed using a font that can be read.
 3. Work that is mounted to a high quality that promotes the effort they have put in.
 4. Pupil voice reflected within the display.

Outside the classroom

We expect...

Corridor

- All surfaces are clean and uncluttered.
- There is no litter.
- Displays change every term.
- They reflect and celebrate learning that has taken place in the classroom.
- Coats, P.E bags and other items should be clear from the floor (to keep everyone safe), this is everybody's responsibility.

Communal Areas

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs, PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays should celebrate the work of the school or remind you of the school ethos and structures.

Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.
- The member of staff on duty needs to be outside first to ensure that children are not left unsupervised.

- At the end of playtime, staff members need to be available to collect their class in an orderly manner.

Children's Work

Children's Books/Folders

- All teachers will be expected to use the agreed books/folders as laid down by the SLT annually
- Books and folders are ideally labelled using white stickers with first and last name, subject and year group. It must be legible and spelt correctly.
- Children will not embellish their books at all.

Inside Books/Folders

Every piece of work will have:

- Date (long for literacy, short/numerical for maths)
- Learning objective written by the child or typed and stuck in the book.
- Pencil for all maths work.
- Pen to be used for writing when children have appropriate handwriting skill.

Assessment/feedback

Work must be marked according to the school marking policy.

Planning for good progress: All planning should always be based on prior learning

- Links to class provision map & class profile of need.
 - Planning meets all learners' needs
- Variety of learning styles planned for.
- Where appropriate there should be clear differentiation – linked to children's levels.
- Clear links to prior learning and assessment for learning.
- Clear signs of peer support & peer assessment.
- Progression in learning evident throughout week.
- It should be obvious that that the plenary is used as part of the assessment process and to introduce next steps.
- Plans are shared with other adults supporting the learning and all contribute to annotations relevant to the learning and next steps.

Data

Teachers should know where in the curriculum the children in their class are working at. These judgements are updated termly (6 times) and used to inform planning. Provision maps are also updated termly but can be reviewed at any time. These are used to support progress; interventions are reviewed at least termly. Pupil progress meetings take place termly (6 times) with the class teacher and a member of the SLT. Teachers should have up to date data as well as provision maps to aid their discussions about any child in their class.

Everybody is responsible for the learning of the children in our school and if we are aware of any child who is not making progress we **all have a responsibility** to identify this and to address the issue.

Curriculum

Platt CE Primary curriculum is balanced and broad, it encourages children to ask questions and challenge themselves. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the

school and of society. It also prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The National Curriculum forms just part of our curriculum. To ensure coverage and to draw links between different aspects of learning- long term plans have been created and are regularly reviewed (these can be found in the appendix). These are all available to parents via the school website. Parents are given an overview of the English and Maths year group learning in term 6 in preparation for September, along with the topic coverage.

Developing PSHE skills is a vital to be ready for the experiences of later life, every class follow the SEAL materials.

Trips, workshops and experiences are planned to deepen understanding. These are risk assessed to ensure the safety of all.

APPENDIX 1:

PLATT CE PRIMARY SCHOOL CURRICULUM INFORMATION

The school provides a broad and balanced curriculum that is designed to help our children achieve the highest standards. We expect and encourage children to take an interest in, and responsibility for their own learning process and we teach them how to evaluate their learning through learning partners, self-evaluation and conferences with their teacher.

The partnership with home is extremely important and we ask all our parents and pupils to sign, and then adhere to, a Home-School Agreement.

Core Subjects

- **Speaking and Listening:** Children have the opportunity to develop these explicit skills in a range of contexts. All children are invited to participate in class presentations and whole school celebrations (e.g.

Church services, sharing of work). We also employ a range of learning activities including class discussion, debate, drama, poetry recital and Dragon's den to name a few.

- **Phonics:** Our school follows the DFE 'Letters and Sounds' synthetic phonics programme. We adopt a multi-sensory approach to phonics instruction, facilitating a creative engagement with spelling and writing across curriculum subjects.
- **Reading:** We support children in their development from 'Emerging' to 'Fluent' readers through the direct teaching of reading in guided reading groups, as well as individual reading when needed to support decoding, expression and 'reading for pleasure'. Our professionally trained team of teaching assistants and volunteer readers supplement our teachers' planning by providing additional targeted and bespoke support for children. Adult and student librarians further enable all children within the school community to access books that can be taken home or to the classroom. Reading schemes, such as Songbirds Phonics are incorporated into a banded step-progression system of books enabling all children to make measurable, systematic progress. This is tracked by the class teacher.
- **Writing:** We proactively create inspirational opportunities for children to develop a love of writing through a range of genres and contexts across the curriculum. These allow children to see the value of writing, to embed essential skills and to experiment with a variety of text types, language and styles. All year groups also follow our handwriting rainbow which facilitates the development of flexible, fluent and legible handwriting, empowering children to write with both confidence and creativity.
- **Mathematics** – Our Maths lessons emphasises the development of critical thinking and problem solving skills which help children make connections to develop deeper understanding in all areas of mathematics. The use of Numicon and the bar method complement this. Lessons challenge and inspire children to independently apply their mathematical knowledge and skills in a range of creative contexts.
- **Science** – Our science programme is enhanced through the adoption of the 'Kent Science scheme.
- **Religious Education** – We follow the Understanding Christianity scheme of work.

Foundation Subjects

- **Modern Foreign Languages** – Our school teaches French across both key stages. This is supplemented by a range of other languages and dialects facilitated through an exploration of multi-cultural literature, music and song; and reflective of our school community.
- **Computing** – we follow the Rising Stars computing scheme. Children are taught how to use technology purposely, in a range of contexts, to research, create, organise and manipulate digital content. There is a strong and explicit emphasis on the safe and respectful use of technology both in and out of school.
- **Thematic Studies** (topic) combine the knowledge and skills of humanities subjects (history and geography) and incorporate Design Technology, Art and Design and Music; each of which areas are also taught discreetly.
- **Physical Education** – is taught in line with government recommendations, emphasised through learning which promotes healthy life-styles and supplemented through a wide range of extra-curricular and enrichment activities.
- **Personal Social Health Education** – mainly integrated within other subjects, although for older children with specific units on drugs and sex education. We follow the SEAL scheme for this. Pupils examine a theme/topic in detail across a range of subject areas with a variety of outcomes

Subject:	KEY STAGE 1	KEY STAGE 2
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	Years 1-2 (crossed if covered)	Year 3-6 (crossed if covered)
CORE:		
English	x	x
Maths	x	x
Science	x	x
Religious Education (RE)	x	x
FOUNDATION:		
Art and design (topic)	x	x
PSHE	x	x
Computing	x	x
Design and technology (topic)	x	x
Languages- French	x	x
Geography (topic)	x	x
History (topic)	x	x
Music	x	x
Physical Education (PE)	x	x

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship		
Computing	✓	✓
Design and technology	✓	✓
Languages ⁴		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

Long term plans can be found here: http://www.platt.kent.sch.uk/school_life/curriculum1