

LEICESTERSHIRE COUNTY COUNCIL

HIGHGATE PRIMARY SCHOOL

Teaching & Learning
(Curriculum)
POLICY

2018

**Teaching & Learning (Curriculum) Policy Sept
2018**

Highgate Primary School.

Teaching and Learning (Curriculum) Policy.

Introduction.

This is a statement of the aims, principles and strategies for teaching and learning at Highgate Primary School. It lays the foundation for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. Through this policy we aim to raise standards in teaching and improve children's learning through a consistent approach that is understood and agreed by all staff and governors.

Our **Engage and Experience Curriculum** has been developed to reflect the needs of our pupils. We believe children are more engaged when they have experienced things for themselves. It is therefore our intent to give children the best possible experiences in order to develop their engagement and learning.

A definition of Teaching and Learning.

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum, which is broad, balanced and differentiated and meets the needs of all pupils and the requirements of the National Curriculum, Religious Education and collective worship.

Vision, Values and Aims of Teaching and Learning.

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

We meet the learning needs of children through the effective delivery of the curriculum and aim to get the best for every child and from every child.

Our Vision and Values is:

Living, Learning Laughing Together.

Expectations/Principles of Teaching and Learning.

In order to achieve our aims for teaching and learning, **teachers** will:

- Have high, realistic expectations of children;
- Provide a secure, caring and happy environment for all children;
- Plan and implement a challenging, stimulating curriculum based on the school's policies and schemes of work and the individual needs of all children;
- Plan lessons with clear learning objectives, which are shared with all children;
- Use teaching methods to take into account children's social and academic needs, intended learning outcomes, learning environment and available resources;
- Organise resources and establish routines in ways meaningful to children;

- Be aware of children’s competencies through formal and informal assessment;
- Organise the children into groups-whole class/individual/ability/mixed ability/friendship, appropriate to the intended learning outcome;
- Recognise and praise achievement and positive behaviour of all types;
- Be good role models, punctual, well prepared and organised;
- Maintain an up to date knowledge of the National Curriculum;
- Work collaboratively, with a shared philosophy and commonality of practice.

In order to achieve our aims for teaching and learning, **children** will:

- Be prepared to listen to adults in school and one another;
- Understand, accept and follow routines;
- Be prepared to work and share with others;
- Be prepared to take increasing responsibility for themselves, equipment and work;
- Be tolerant, understanding and respectful of the rights, views and property of others;
- Be punctual and ready to begin lessons on time.

Strategies for Teaching and Learning.

Our curriculum is organised in the following way;

There will be a range and balance of teaching strategies, according to the activity, age and ability of the children;

- Whole class;
- Group teaching-ability, mixed etc;
- Individual teaching;
- Use of individual teacher’s subject strengths to deliver curriculum more effectively.

The predominant mode of working is class work and within this structure;

- Pupils may be grouped by ability or in mixed ability as appropriate;
- Relevant discussion is encouraged;
- There may be some specialist teaching in some subjects;
- Classroom helpers are available in the form of ancillary, non- teaching assistants, parent helpers, students on work experience etc
- Volunteer helpers assist in the classroom by listening to pupils read, working with individuals or small groups of pupils, or supporting subjects such as Food Technology
- Commercially produced schemes may be used as appropriate to support teaching.
- Children with Disabilities or Special Educational Needs will have Individual Education Plans where appropriate to enable them to access the curriculum at their level.
- Homework is considered to be a valuable element of the teaching and learning process * See separate Homework policy.

Lessons should have a clear structure with;

- Clear learning objectives;

- Links between previous and new learning;
- Tasks set to enable objectives to be fulfilled;
- Work matched to ability;
- Suitable subject vocabulary;
- Identified methods/ ways of assessing learning,
*see separate Feedback and Marking Policy.

Teaching methods will be enhanced by using a range of techniques, including;

- Teacher intervention through question and answer;
- Use of praise and encouragement;
- Teacher demonstration of knowledge, technique and principles;
- Target setting in lessons;
- Self-evaluation by children themselves;
- Setting standards of presentation and behaviour in class;
- Using schemes of work effectively;
- Assessment activities.

Excellence is celebrated through displays of pupil's work, sharing examples of good work with the pupil's class or other classes, sharing such work with another teacher, adult in school, or the Head. Pupils may receive verbal praise or stickers for good work and each week pupils are selected to be awarded an Oscar for efforts in English and Maths.

Strategies for ensuring Continuity and Progression.

- Planning; long, medium and short term;
- Schemes of work;
- Subject co-ordinator's role;
- Focussed staff meetings;
- Effective marking;
- Feedback to pupils and parents;
- Assessment;
- Liaison and collaboration;

Strategies for Assessment, Reporting and Recording.

Monitoring

Teachers use Insight as a method of collating accurate teacher assessments about individual children. Assessments are made at key points (usually half termly) using a range of techniques including formal testing and teacher judgments. Teachers will meet to moderate judgments as part of the monitoring cycle. For a teacher to make a judgement that a child is secure with an objective they should have seen evidence of the child meeting that criteria on more than one occasion.

Records are kept for individual pupils from when they start in the Reception or Foundation year. Records of progress for each child are updated and collated on Insight half termly. They are monitored by senior leaders and teachers in Pupil Progress Meetings at least termly. The teachers will use the information stored on Insight to inform discussions with parents. They

are retained throughout the child's time at Highgate school and passed on when they leave our care.

Reporting to parents is done on a termly basis through interviews and annually through a written report.

- Parents interviews are held at twilight sessions;
- They may meet their child's teacher by appointment at any other time to discuss particular concerns.

Some or all of the following assessment strategies may be used;

- Teacher questioning during or at the conclusion of a lesson;
- Written formal or informal assessments;
- Children's self assessments;
- Teacher observation of class, group or individuals.

This will enable teachers to;

- Determine previous knowledge;
- Plan for progression;
- Identify weaknesses;
- Re-enforce knowledge and understanding.

The results of formal assessments will be entered in individual pupils' records and stored in the cohort files. Individual teachers will be responsible for updating teacher assessments (which may be forwarded to the LA where appropriate)

Strategies for the use of resources.

Classroom resources are the responsibility of the classroom teachers who ensure that;

- There is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand;
- All children know where resources are kept and the rules about their access and use.

Central resources are the responsibility of subject co-ordinators.

Stationary is ordered and stored centrally.

Time is a resource that we value. To maximise its use;

- Children will be encouraged to take greater control of their own learning as they progress through the school, including their use of time;
- Time wasting will be reduced by ensuring that tasks are made specific and clearly defined;
- All children will engage in useful activities as soon as they enter the classroom and know what to do between the end of the activity and the end of the session.

Please read in conjunction with;

Quality Standards.
Feedback and Marking Policy.
SEND Policy
Homework policy.
National Curriculum time allocation.
National Curriculum subject policies.
Schemes of work.

Written by Mr. T. Jenkinson in consultation with the teaching staff. April 2016
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