



## **Wilton Primary Academy**

### **Teaching, Learning and Curriculum Policy**

#### **Introduction**

At Wilton Primary School we believe passionately in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be creative and fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning based on the current DfE Teaching Standards. It is written against the key Teaching & Learning points from the OFSTED handbook and as such acts as a tool for internal Monitoring and Evaluation.

Teaching Standards Summarised (Part1):

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities e.g. deployment of support staff and communication with parents.

#### **Aims**

At Wilton, our intention is that the curriculum extends opportunity, raises aspirations, opens the children's eyes to the world beyond their immediate environment, enables our children to live happy, healthy and productive lives and inspires children to learn more.

We aim to build resilience and encourage a positive mind-set amongst our children as it is often through mistakes we learn the most. We believe that an effective curriculum offers knowledge, skills, understanding and progression.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum outcomes, healthy schools week and sports days.

All decisions are made in the best interests of the child and are framed by the UNCRC (United Nations Convention on the Rights of the Child) and UDHR (Universal Declaration of Human Rights). Children leave Wilton with a sense of belonging to a tightly knit community where they have confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

#### **Through our teaching we aim to:**

- Enable children to become confident, resourceful, enquiring and independent learners.
- Nurture 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 and their possessions.
- Enable children to understand their community and help them feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.



## Effective Teaching

When teaching we focus on engaging the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to aide effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning objectives and success criteria.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Make effective use of time and insist on high standards of behaviour.
- Providing personalised interventions to ensure pupil progress and increase in confidence.

We use our knowledge of the children's level of attainment and progress to enhance our teaching. Our knowledge of learners is gained by:

- Continually monitoring and assessing pupil progress to ensure that all tasks set are appropriate to each child's level of ability;
- Planning work for all children which builds on prior knowledge, skills and understanding.
- Feedback from pupil intervention, discussions and marking.

## Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to plan teaching and learning opportunities to achieve the following pupil outcomes:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.
- Reflect, evaluate, edit, improve and present their work using 'stars' and 'target' evaluation comments.

We offer opportunities for children to learn in different ways including:

- Independent work, paired work and group work;
- Whole-class work, talking teams, mixed ability seating;
- ICT/iPad as a tool for learning;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities and designing and making things;
- Use of games and fun competitions and challenges;
- Outdoor work and visits to places of educational interest;
- Participation in athletic or physical activity.

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. When teaching, we focus on motivating the children to enable them to use and apply their skills, knowledge and understanding of the curriculum. We use the National Curriculum, the Early Years Foundation Stage Curriculum and associated school curriculum maps to guide our teaching. This sets out the aims and objectives of our school and details what is to be taught in each year group.



Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the application of knowledge, skills and understanding for all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's support plan. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We plan our lessons with clear learning objectives and success criteria which are shared with the children. Our lesson plans are based on an agreed scheme of work used throughout the school.

Each member of staff ensures that they establish good working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to behaviour and classroom management. We expect all children to comply with behaviour guidelines and promote this through positive behaviour management strategies to ensure the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children make the wrong choices with regard to their own behaviour, we follow the guidelines for sanctions as outlined in our school behaviour policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety.

We deploy Learning Assistants as effectively as possible. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. They are involved in the planning and assessing of children's work.

We strive to make sure our classrooms are attractive learning environments. We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to English and Mathematics. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children.

All staff reflect on their strengths and areas for development and their professional development needs are planned accordingly. We provide internal and external training to support our teachers in developing their skills, knowledge and understanding so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. This process is linked with the OFSTED criteria for teaching and learning in order to provide a clear picture of the quality and consistency of practice across school.

When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work.



- sharing pupils' work with celebrating successes.
- displaying work throughout school and
- Internal/external moderation of pupils' work.
- discussion with pupils'

colleagues, agreement trialling and discussing quality.

## **The Curriculum**

**English** - speaking and listening, reading and writing.

**Mathematics** - number, measure, geometry, statistics, ratio and proportion, algebra.

**Science** – working scientifically, plants, animals, materials, life and living processes, physical processes, earth and space, evolution and inheritance.

**Computing** - algorithms and programming, data retrieving and organising, communicating and e-safety.

**History** - studies of different periods in British, local and world history, to gain chronological understanding, knowledge and interpretation and historical enquiry skills.

**Geography** - studies of places, physical geography, human geography, and environmental geography

**Design Technology** - designing, planning and making, evaluating and modifying, use of tools, safety, and acquiring technical knowledge.

**Art** - the study of many different art and craft techniques, working in different media, famous artists and their work.

**Music** - performing, composing and appraising, composing and performing.

**Modern Foreign Languages** –listening and responding, speaking, reading and responding and writing.

**Physical Education** - the skills and practice of gymnastics, games, dance, athletics, swimming, and outdoor and adventurous activities.

**Religious Education** - represents religions in our society together with customs and rituals and religious people. Our school bases its Scheme of work on the Redcar & Cleveland Agreed Syllabus.

**Personal, Social and Health Education (PSHE)** – is delivered through the main curriculum provision and through the delivery of Character Education to ensure pupils develop an understanding of risk and have the knowledge and skills to make safe and informed decisions.

**Spiritual, Moral, Social and Cultural education, and Education for Citizenship** - during the year a wide range of themes are covered each week with a spiritual, moral, social, cultural or citizenship focus. Children are also given many experiences in school, which extend their understanding and development in these areas. Many of these experiences are developed through our Assembly Themes.

**British Values** – is woven through all that we teach. Skills and attitudes which are fundamental to contributing effectively to society are taught covering democracy, the rule of law, individual liberty and mutual respect and tolerance.



## **Enrichment**

We plan visits relating to the curriculum areas for classes. They are used to stimulate interest and to consolidate and extend learning. Each class is likely to make at least three visits each academic year, lasting either a half-day or full day. In Years 3, 4, 5 and 6, children will be offered the opportunity to join a residential visit usually lasting up to five days. We also invite people/specialists into school to work with children on specific topics. Each class has a set of 'Wilton Wows' that they will complete over the two years they are in that class. This is a set of experiences that the children will have the opportunity to take part. The experiences range from physical challenges, to cultural visits.

## **The Role of Local Academy Committee (LAC)**

The LAC determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by helping to allocate resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching and learning;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes.

## **The Role of Parents**

We believe that parents have a vital role to play in helping children to learn. We inform parents about what and how their children are learning by:

- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework;
- holding parents' evenings which provide an opportunity to discuss progress children are making.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance and punctuality record possible;
- ensure that their child is equipped for school with the correct uniform and reading folder;
- ensure that their child is supported with reading/homework activities which consolidate learning;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general.

## **Monitoring and review**

Wilton Primary is committed to improving the quality of teaching and learning wherever it can. We are aware of the need to review the school teaching, learning and curriculum 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.

The policy will be reviewed at least every two years or sooner if needed.

Implementation date: September 2019

