



# Curriculum, Learning and Teaching Policy

## **Curious, Creative, Confident**

At Leen Mills we aim to become happy, lifelong learners, resilient risk takers and recognised as contributing members of our community and the world.

Everyone is valued, nurtured and respected.

Everyone is a learner.

Everyone is an achiever.

Together we make Leen Mills.

### What is the intention of our curriculum?

The aim at Leen Mills Primary school is to provide opportunities for children to develop as curious, creative and confident learners.

This is achieved through a curriculum which focuses on more than just English and Maths.

The curriculum covers a full range of learning. It includes the EYFS and National Curriculum, which all schools are legally required to teach, but emphasis is placed on the wider aspects to provide rich and varied experiences for all. These include a range of extra-curricular activities that the school provides in order to enrich experiences for the children. It also includes the 'hidden curriculum', that is what the children learn from the way they are valued and the way they are expected to behave.

The staff and governors of Leen Mills Primary school believe that children should learn to value themselves, their families and friends. They should develop qualities such as kindness and tolerance of others and a regard for truth and honesty. They should acquire a positive approach to life and learning and take a pride in their achievements and those of others.

Our curriculum is designed to prepare pupils to respond positively to the opportunities and challenges of today's fast changing world, to understand their heritage and to take their place in society; recognising their role within the global community. We want our pupils to derive pleasure, satisfaction and develop resilience from the wide range of activities we offer.

What we are doing to help provide children with the cultural capital they need to succeed in life:

- All children receive first hand experiences beyond the classroom; this is achieved through educational visits (locally and beyond), residential visits for all classes in Key Stage 1 and 2, visitors to the school and cultural activities e.g. Young Voices; the intention of this to widen children's horizons and to encourage aspiration.
- To develop a sense of belonging, we want our children to take an active part in school life. This is achieved, in part, through our 'Creative curriculum' sessions, Enterprise week, Playground Buddies and Sports Ambassador programmes.
- We are pro-active in trying to engage parents with their children's education through meet and greet sessions with Tree House (nurture provision), Class dojo, stay and read sessions, open afternoons and enterprise week; we try and provide a balanced view to parents so that they are more aspirational for their children.

Issues that impact on curriculum intent;

- Children enter FS2 below age related expectations (2017 - 50% at ARE, 2018 40% at ARE); many have a limited vocabulary
- Many children have a lack of first-hand experiences
- Some families are just above the threshold for claiming FSM which can put a financial burden on the family

## How do we implement our curriculum?

### The Learning journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs, cultural backgrounds and interests); it also requires sound subject knowledge with effective planning and stimulating use of strategies, resources and support staff to enable all pupils to learn effectively. Teachers are expected to create a secure and friendly environment in which high levels of good behaviour is maintained. Our aim as teachers, is to enable learners to thrive, enjoy and develop the skills and capacity to work both independently and collaboratively making good progress in all aspects of their learning. We recognise and celebrate success through assemblies, dojo points and displays. We ensure that there is a broad range of opportunities for everyone to shine. Children are grouped according to the aims of the lessons. For English and maths, this is sometimes by academic ability, however, throughout the day, it may also be mixed ability, by gender or friendships. Activities are differentiated to meet learning needs. Our SENDCo and Tree House coordinate support those with educational, social and emotional needs following the graduated response. (Refer to the Special Needs policy for further information).

### **Factors to develop curious, creative and confident learners in our school:**

#### Learning Styles

We recognise children learn in different ways and therefore plan and deliver a multisensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli so that pupils are active learners. A wide range of resources, including those available on interactive whiteboards, are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We make effective use of 'talk partners' and we model, encourage and praise cooperative learning.

#### The Supportive Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested, motivated and feel valued.

#### Children in our classrooms need to feel a sense of...

**Belonging:** each child has a contribution to make, we value and encourage these.

**Aspiration:** every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach.

**Challenge:** acquiring resilience is an important part of development and learning. Children are taught to take risks and learn through mistakes.

**Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

**Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded.

### **The Physical Environment**

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming places.

### **Displays**

The aim of displays are to enhance and accelerate learning and to build self-esteem and belonging. We use display to support and reinforce learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement and motivate children towards further learning. Each child should have the opportunity to have work displayed in school. Each class should have:

- English and maths working walls which are updated regularly
- Esteem raising, well-presented displays of high quality children's work that reflects their achievements.
- Learning journey displays to celebrate children's work and progress over key topics.
- RESPECT display
- Learning tools in the form of key words and questions for topic/English/maths, posters, prompts, number lines, spelling aids, word banks etc that are relevant to their year group.
- Whole school initiatives displayed, for example, PEE, Go APE and the maths stems.
- Reading display
- Phonics display in KS1

### **Teaching assistants**

Each year group has assigned teaching assistant(s); teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear. TAs should work with a variety of children across the week and many are trained in different intervention programmes.

### **Quality first Teaching**

Characteristics of quality first teaching are as follows:

- Teachers have a sound knowledge of the curriculum which allows them to address misconceptions and deepen understanding
- Plan effectively with clear statements of learning and suitable teaching strategies that interest, encourage and engage students

- Challenge students, expecting the most of them
- Use methods and resources that enable all students to learn effectively and make good progress
- Make effective use of time and insist on high standards of behaviour
- Make effective use of teaching assistants and other support
- Where appropriate, use homework effectively to reinforce and extend what is learned in school
- Promote equality of opportunity and inclusive

### **Questioning**

The use of open and closed questioning is vital to learning and teaching. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed to facilitate a 'no hands up' approach: talk partners, think-pair-share. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions which have been posed.

### **Child directed learning**

The use of statement of learning (SoL) bars are crucial in helping the children feel they are directing their own learning. The SoL covers the 3 differentiated learning outcome in the task bar. Children are encouraged to choose their own starting point based on previous learning/knowledge. Where children at different levels in their learning choose the same task, the work should be differentiated by outcome which will be clear to see. When the children have finished their task they should be encouraged to move onto the APE (Apply it, Prove it, Explain it) challenge bar. Here the children can chose to further extend their learning. All children can access this as a way to deepen their understanding.

Children are able to respond to feedback and marking as quickly as possible as a way of addressing misconceptions and deepening understanding. (Refer to the schools Feedback and Marking guidance for more information.)

In Key Stage 1 there is an Enquiry Based Learning curriculum that blends child led learning with teacher directed activities. This allows for a creative approach to learning that responds to the interests of the children, whilst covering the learning outcomes of the National Curriculum.

### **Homework**

The purpose of homework is to:

- Aid pupil progress and achievement
- Extend school learning and to help consolidate skills
- Develop self-discipline and encourage children to take responsibility for their own learning
- Develop and encourage independent learning strategies and skills
- Further develop an effective home school partnership by encouraging parents to become more involved in their child's learning

Refer to the Homework policy for further guidance.

## SEND

At Leen Mills Primary School, we believe that every teacher is a teacher of every child, including those with additional needs. The staff work together as a team with collective responsibility to:

- Promptly identify and assess needs
- Implement agreed targets and monitor and review pupils' performance and progress
- Work in partnership with parents/carers and outside agencies
- Ensure that we are complying with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 to make sure the curriculum is accessible for all children with disabilities or special educational needs

Refer to the SEND policy for further guidance.

## A Graduated Approach to SEND support

The "Graduated Approach" is a four-part cycle of action: ASSESS PLAN, DO and REVIEW, where each stage is continuously revisited, refined and revised. At the centre of this cycle is the child, parents or carers and class teacher, with the SENCO, Hayley Owen, to advise and support.

Refer to the SEND Policy for further guidance.

## Support for Vulnerable pupils

For some pupils who need additional support, referrals can be made to Tree House (Nurture group). Tree House will provide a safe and secure place where specific pupil development needs can be catered for in a predictable environment. The aim of Tree House is to:

- Build on the social development of the referred pupils
- Develop the individual's ability to access whole class teaching and learning
- Provide pupils opportunities to practice newly acquired skills within a safe environment
- Increase inclusivity of pupils with behavioural, social and emotional needs within the school

## Pupil Premium

The following are key barriers to learning for our pupils, although they do not apply to all.

**Social, Emotional and Behavioural:** A significant proportion of our eligible pupils find it a challenge to manage emotions in social and learning situations and to settle into a learning routine.

**Limited opportunities to read and talk:** Pupils' experience of reading and talking about books is limited in range and they are less likely to become absorbed in and comprehend texts as they increase in complexity. Some pupils who achieve the expected level for reading at the end of Foundation show less confidence as the comprehension becomes increasingly challenging during Key Stage 1. This barrier also affects confidence in sustaining their understanding of multi-step problems in Maths.

**Narrow range of experience:** Many pupils have limited cultural experience beyond their immediate locality. This puts them at a disadvantage when learning calls for the linking of information and ideas to form a deeper understanding.

We believe in 'quality first teaching' strategies that facilitate the best learning for pupils eligible for pupil premium at our school. Our Pupil Premium lead has time to look in depth at individual and common barriers to learning and identify the right specific interventions to address academic, social and emotional barriers - and develop support staff practice. Finally, we ensure that our pupils eligible for pupil premium have access to educational visits and events that enrich their learning and experience.

We use the funding to benefit all pupil premium children and support higher, middle and lower achievers by matching provision to their needs.

### **What is the impact of our curriculum and how do we know?**

#### **Monitoring and evaluating learning and teaching**

Monitoring and evaluation are seen as essential to enable us to:-

- Identify the school's strengths and areas of development.
- Continue an upward trend of achievement, attainment and progress.
- Set school priorities and respond to change.
- Through the use of Impact Statements, identify what action needs to be taken for improvement.
- Meet the Continuing Professional Development of all staff in order to have opportunities to develop their knowledge, understanding and skills.
- Narrow the gap in achievement where it occurs with a particular focus on vulnerable pupils.

### **What is Monitored and Evaluated?**

Monitoring and evaluation of learning and teaching will be carried out by the Senior Leadership Team, Subject Leaders and external stakeholders. Governors are involved in collecting evidence, (monitoring) but not in making judgements about the quality of teaching and learning (evaluation).

#### **Monitoring includes:**

- Data analysis
- Performance Management
- Formal lesson observations
- Learning walks
- Work scrutiny
- Regular and robust Pupil Progress meetings
- Action Plans
- Scrutiny of planning
- External reviews i.e LA, Ofsted etc.
- Pupil Perceptions
- Learning Journeys (EYFS)
- Interventions
- External statutory and/or non-statutory moderation [EYFS/KS1/KS2]
- Pupil and parent questionnaires/feedback
- Weekly achievement assemblies
- Family of schools moderation
- LA moderation (at least every 4 years)
- Teacher records and reports
- Case studies/"pen portraits"

### **Agreed Formal Lesson Observation Protocol**

- To plan when lesson observations are to be undertaken
- To make judgements in line with current "Teachers Standards"
- To establish an agreed criteria/focus
- To be objective and robust when making judgements.
- To identify areas for development using specific evidence collected in the lesson.
- To give feedback as soon as possible and for it to provide the opportunity for the teacher to comment.

Senior Leaders may undertake short evaluation visits ['Drop-in Monitoring'] as necessary. Following monitoring, the evaluation may be used to maintain and promote good practice or to plan provision for the improvement of learning and teaching. Where necessary, intervention strategies are put in place with tracked pupils and additional teaching support provided.

Refer to the Monitoring and Evaluation policy for further guidance

### **What is the role of the subject leader?**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support, challenge and advise colleagues
- Monitor pupil progress and attainment
- Provide efficient resource management
- Management of a subject specific budget
- Report annually to Governors

It is the role of each subject leader to keep up to date with the developments in their subject at both national and local level. In conjunction with teaching staff, subject leaders review the way their subject is taught in school and plan for improvement. The subject leader writes an action plan each year; actions are monitored and progress is reported to parents.

### **What is the role of Parent(s)/Carers to support learning and teaching?**

Leen Mills Primary school aims to work in partnership with parents and carers. We believe that parents and carers have the responsibility to support their child and the school in implementing school policies.

We expect the following:

- Children arrive at school regularly and on time.
- Children wear suitable clothing in line with the school's code of dress and that the PE/games kit is brought to school each week.
- That parents support children with homework tasks and ensure homework is returned within the set time.
- Attend Parents' evenings with the class teacher.
- Support and work with the school in any behaviour management programmes as outlined in the positive behaviour policy summary.
- Work in partnership with the school to develop positive attitudes towards those from different cultures and races and with different feelings, values and beliefs.



- That parents let the school know of any concerns that may affect their children's work or behaviour at school or ability to do homework.
- Read and act upon any information sent home

### **What is the role of Governors to support learning and teaching?**

Our governors, determine, support, monitor and review the school policies on teaching and learning. In particular they;

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Make sure 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;
- Monitor the effectiveness of the school's Teaching and Learning Policy through the school self review processes, including information from subject leaders, the Headteacher and external advisers as well as a review of the continued professional development training attended by our staff;
- Monitor teaching strategies in the light of health and safety regulations.

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