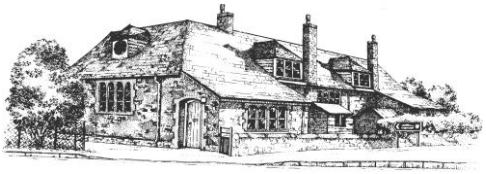

Bolham Community Primary School

Curriculum, Teaching and Learning policy

AIMS and VALUES

The following statements identify how we will help make our vision for learning a reality.

1. Our vision is to raise academic standards by:-

- providing a powerful learning environment that recognises that all children have differing abilities and ways of learning;
- setting appropriate targets and providing structured programmes of study;
- regularly monitoring and assessing the children's progress;
- reporting children's progress to parents on a regular basis;
- providing a broad and balanced curriculum;
- giving appropriate homework which will include home reading, spelling, tables and topics related to class work;
- using a well defined Special Needs Programme;
- learning community that is self-sustaining, self-evaluating and continually evolving;
- using quality resources;
- sharing expertise throughout the school and the wider community;
- providing quality teaching that raises and maintains standards and high expectations.

2. Our vision is to develop the children's ability to think by:-

- Encouraging the children to question;
- Providing opportunities to discuss issues rationally;
- Showing children how to apply themselves to a variety of tasks.

3. Our vision is to help children communicate in a variety of ways by:-

- Realising their creative potential by participation in the Arts;
- Developing their confidence in the use of language and number;
- Participation in a number of extra curricular activities.

4. Our vision is to heighten the children's own aspirations and provide them with role models by:-

- Helping children to appreciate human achievements and aspirations and ensuring these models are from all races, creeds and genders.

5. Our vision is to help pupils recognise their roles and responsibilities in the care of the environment by:-

- Encouraging children to look after the school environment;
- Teaching children to value their own local environment;
- Fostering an understanding of the effects of human activity on the global environment

6. Our vision is to help pupils develop self respect and respect for others by:-

- Helping pupils to respond positively to the cultural and ethnic diversity of modern society;
- Ensuring all are treated equally;
- Respect for religions, moral values and ways of life different from their own.
- Working together with families to build confidence and self-worth so that children are prepared for the world inside and outside school.

PURPOSE

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers on this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of this policy to the curriculum

The staff of Bolham school are committed to raising standards and providing the best education for the pupils in the school. This policy seeks to identify the features of effective teaching which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils. The staff are united in this and work to establish an ethos of continuous improvement.

In this school there is:

- effective planning that takes account of the learning needs of all pupils;
- effective teaching that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to engage in a wide range of challenging learning experiences;
- appropriate continuity and progression in the learning of all pupils from reception to Year 6;
- a combination of the best features of educational practice whilst implementing the National Curriculum and national strategies.

Strategy for implementation

Entitlement and curriculum provision

In this school teaching and learning ensure that all pupils:

- are interested and motivated in their work;
- achieve success and make progress in their learning;
- derive satisfaction from their achievements;
- have confidence in their ability to work at an appropriate level;
- experience an appropriately broad and balanced curriculum;
- have equality of access to learning and subjects of the curriculum;
- experience a range of teaching methods;
- are involved in integrated and subject-specific activities;
- work individually and as a member of a group;
- have their progress in the key skills of learning monitored and recorded;
- work with a number of adults;
- learn in a purposeful atmosphere where there is respect between adults and pupils.

The learning environment

Learning environments:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the organisation and care of learning resources;
- enable pupils to make the best use of space and learning resources;
- are organised so that pupils have suitable access to learning resources of good quality;
- reflect the current areas of study of the National Curriculum, including English and Mathematics;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use computer technology to enhance their learning across all areas of the curriculum.

Teaching

Teachers value all pupils irrespective of their ability, race, gender, age or achievement.

Teaching:

- promotes effective and positive interaction between teachers and pupils;

Relationships are positive and motivate all pupils. As a result, pupils receive positive and constructive feedback which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

- promotes high expectations;

  Teaching promotes high expectations for all pupils and sets high but attainable challenges. Teachers have a secure subject knowledge, provide clear explanations and use skilful questioning to help pupils who have difficulties and to challenge those pupils who succeed more easily.

- uses a range of teaching styles;

  Teaching styles match learning objectives. The range used ensures that pupils apply themselves purposefully and confidently. An appropriate balance of approaches, relevant to the activities, is used, for example:

  - direct teaching (class, groups and individual pupils);
  - discussion and debate;
  - question and answer;
  - individual and group investigations;
  - role play and drama;
  - story telling;
  - fieldwork.

  There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving.

  There is a balanced use of learning resources, including artefacts, books, diagrams, film, illustrations, ICT (including computers, CD ROM, the internet, radio, tapes and television), music, pictures, people.

- uses well-timed interventions to help the pupils make good progress;

  Teaching includes skilled questioning where the questions are clear and understood by pupils. Responses are positive and encourage pupils in their learning. In addition, teaching provides opportunities for pupils to formulate their own questions.

- is planned to enable pupils to learn the skills, knowledge, concepts and attitudes appropriate to the areas of learning for pupils under five, the National Curriculum, religious education and pupils' personal and social education;

Effective planning, assessment and recording ensure that teaching meets the needs of all pupils. Planning is informed by an assessment of pupils' achievements. It is linked clearly to the requirements of the Early Learning Goals, the National Curriculum, the locally Agreed Syllabus for religious education and expectations for the personal development of pupils.

Tasks are appropriately challenging and activities are matched to the age and stage of development of pupils.

Planning identifies, at appropriate levels of detail, objectives, methods, learning resources and the deployment of adults.

Lessons have clear objectives which are communicated effectively to pupils. Pupils acquire knowledge, skills and understanding progressively and at an appropriate pace.

Teaching provides feedback to pupils about their progress. It encourages, extends and challenges pupils appropriately.

Pupils are encouraged to assess their own performance and identify the improvements they could make in their work for themselves.

Assessment strategies are implemented and records relating to agreed criteria and agreed areas of learning are kept.

- provides opportunities for pupils to work individually, collaboratively and as a class;

Teachers employ a range of organisational strategies. For example:

- the use of the whole class, group and individual work;
- collaborative group work;

There are opportunities for pupils to make decisions; pupils are encouraged to organise their own time.

Lessons provide sufficient opportunities for pupils to work without interruption for sustained periods that are appropriate to their age and stage of development.

- acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;

Teaching values and promotes partnership between home and school, acknowledging the school's policy for homework and the home-school agreement.

- recognises and manages effectively the support of other adults in the classroom.

The role and contribution of other adults in the classroom is planned clearly. Adults are valued for the contribution they make to pupils' learning by being suitably informed, involved in planning, evaluation and assessment as appropriate.

- recognises the importance of health and safety;

  The school's health and safety policy is followed. Safety procedures are built into planning. Potential risks, dangerous occurrences and accidents are reported quickly. Pupils are made aware of the importance of health and safety issues related to the tasks in hand. Pupils are encouraged to take responsibility and make decisions about health and safety, in line with their age and stage of development, but under the direction of responsible adults.

- recognises the importance of school self-evaluation processes;

  In order to develop an ethos of school improvement, teaching acknowledges and contributes to the school's agreed approaches and procedures for school self-evaluation. The professional judgements and views of staff are valued.

Learning

Pupils should expect to experience a wide variety of activities which enable them to acquire new knowledge and develop their understanding and skills. They are expected to respect the environment in which they work. They are expected to contribute to the development of their environment appropriately, for example by taking responsibility for organising displays of their own work and the work of others. Pupils are expected to work collaboratively with other pupils and adults, know what they are doing, why they are doing it and know what they are going to learn next. Pupils have sufficient time to complete their tasks. They are expected to become critical and reflective learners so that they evaluate their own work and know how to improve.

Pupils:

- have opportunities to demonstrate an understanding of what they have learned;

  Learning enables pupils to develop the essential skills of English, Mathematics and Information Technology. Pupils have opportunities to practise and apply newly acquired skills and knowledge. They are encouraged to learn and use relevant technical vocabulary. They communicate their findings in a variety of appropriate ways and these become more sophisticated as they progress through the school. They improve their ability to concentrate, pose their own questions and solve problems.

- demonstrate positive attitudes to learning;

  Pupils sometimes work individually and sometimes co-operatively as a member of a group. In both cases, pupils build on what they have learned before. Pupils are encouraged to work productively, meet the challenge set and collaborate with others on joint projects. Pupils are confident and willing to learn from their mistakes as well as their successes. Pupils work for sustained periods with a sense of commitment and enjoyment. Pupils are willing to persevere when answers are not readily available or if success is not immediate.

make decisions and choices;

  Pupils are expected to contribute to planning their work and organising how they learn. Expectations increase as pupils develop. They raise their own questions and put forward their own ideas. They evaluate their own responses and suggest improvements to their work. They produce work for a variety of audiences.

- are expected to select their own resources;

  Pupils use resources carefully, sensibly and economically. They select resources which are appropriate to the task in hand and return them when the task is complete. Pupils gather information from books, people, artefacts, ICT and fieldwork in order to undertake their own research and investigations.

Leadership and management

Monitoring and evaluation

The staff and governing body review this policy annually. The headteacher reports on its implementation and impact in each summer term's headteacher's report on standards and quality across the school.

The purpose of the review is to enable staff to evaluate:

- the policy's value in supporting and challenging the staff, subject leaders, headteacher and the governing body;
- the impact of the policy on raising standards.

In the planned programme of monitoring and evaluating the quality of teaching and learning, the school:

- agrees the role of subject leaders and teachers;
- uses opportunities for general overviews or specific analyses;
- decides how the information is collected, for example, through classroom observation, sampling pupils' work, discussions with staff and pupils;
- decides how the information gathered is used to inform strategic planning with subject leaders, headteacher and the governing body;

- identifies the school's strengths, areas for development and issues to be addressed by individual teachers, year groups, subjects, key stages or the whole school;
- decides how support is provided, for example, through colleagues working alongside each other, peer observation in the school or another school and how this support is sustained and developed.

Appendix

Good questioning encourages pupils to think more deeply and to share their thoughts and ideas with others. Teaching ensures that pupils are given access to a range of questions.

Type of questions	Example
Open	What do you think…? Why do you think…? How do you know…? Do you feel…? Find different ways of…? Can you try different ways of…?
Closed	What is…? What are…? When did…? How many…? Where is…? Where would you find…?
Recalling facts	Asks pupils to name an event, process or fact. Asks pupils to recall some information but not apply it.
Observing	Asks pupils to describe what they see, using appropriate vocabulary.
Hypothesising, predicting or speculating	Asks pupils to estimate, suggest why something happens and suggest what will happen as a result of doing something; to ponder, guess or draw an inference.
Concluding	Asks pupils to draw different threads together or follow a logical route to arrive at a solution.
Personal responses	Asks pupils to express personal feelings, thoughts and ideas.
Discriminating	Prompts pupils to consider advantages or disadvantages, to look at something from different points of view.
Designing and comparing procedures	Asks pupils to plan and prepare a process for tackling a problem. Asking pupils to analyse before or after an activity which process will be/was the most effective.
Interpreting results	Asks pupils to draw conclusions from data or information, particularly where they are expected to understand a trend, identify what might happen next.
Applying reason or what they know	Asks pupils to provide more than one solution to a problem. Asks pupils to apply one or more aspects of their learning in order to explain what has happened or might happen next.

Time Allocations

The time allocations for the curriculum at Key Stages 1 and 2 in this school are (using 38 weeks as the total time available for subjects):

	Key Stage 1		**Key Stage 2**	
Taught time per week	22.5 hr		23.5 hr	
Taught time per year	798 hr		893 hr	

	Key Stage 1	**%**	**Key Stage 2**	**%**
English	285 (7.5x38)	36%	285* (7.5x38)	32%*
Mathematics 0.75hr @ Key Stage 1 & 1hr @ Key Stage 2	144 (3.75x38)	18%	190(5x38)	21%
Science **	80	10%	90	10%
Computing	32	4%	45	5%
Religious education	60	5%	45	5%
Art	30	3%	30	3%
Design and technology	26	3%	27	3%
Geography	26	3%	30	3%
History	24	3%	30	3%
Music	45	3%	30	3%
Physical education	80	9.5%	85	9.5%
PSE and other **	30	2.5%	22	2.5%

Figures do not add up exactly because of rounding.

It is recognised at both key stages that due to the thematic aspect of our curriculum that foundation subjects are not taught in discrete blocks each week. Subjects may be combined to allow for longer teaching sequences or for work to be explored in greater depth. The above timings are used as teacher guidance over the year.

*** In this school the allocation of time for teaching sex, drug and health education is incorporated in the time allocated to science.*