

AIRE VIEW INFANT SCHOOL

Curriculum Policy: Teaching and Learning

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Next Review : 2017

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Purposes of the Policy:

To meet the statutory duty from **Terms of Reference Regulations 2000**, under which governing bodies and head teachers are required to produce a Curriculum Policy

- To ensure a consistently high quality, broad and balanced educational entitlement for our pupils
- To provide consistency and coherence in our teaching practice and approach
- To ensure the existence at all times of an ethos that promotes high achievement and educational excellence
- To provide a clear framework in which educational quality can be systematically and consistently monitored according to agreed policy, procedures and processes.
- To ensure that work in school is planned to meet the requirements of the National Curriculum

The Structure and Layout of the Policy:

This policy comprises a number of key statements of intent. Each of these has been broken down further into how we actually intend to put our beliefs and values about good practice into action in the classroom. In this way the policy also doubles up as a type of checklist/aide memoir that can be used to monitor our provision and ensure that the policy is put into practice.

Our Educational Beliefs

CHILDREN LEARN MOST EFFECTIVELY WHEN...

- **They are happy, healthy, fed, safe and rested.** We will monitor this and liaise with parents and any other professional agencies as appropriate should we have any concerns
- **They are motivated, interested and involved.**

We will:

- Provide interesting and relevant learning experiences
 - Ensure that the purposes and expected outcomes of activities are clearly explained and understood by the children
 - Enlist children's ideas and utilise them in planning wherever possible
 - Encourage children to critically reflect upon and evaluate their learning and achievements
 - Ensure that children's ideas and achievements are valued and appropriately celebrated.
- **There is an appropriate and stimulating learning environment:**

We will:

- Ensure that the classrooms are well structured, resourced and kept tidy
 - Ensure that every classroom has clearly defined areas that can promote different areas of learning
 - Ensure that classrooms are bright and attractive through the appropriate use of displays and artefacts
 - Ensure that resources are clearly labelled using both words, pictures and/or symbols
 - Ensure that resources are kept tidy and in good condition and that they are stored appropriately to promote free and easy access and independent use by the children
 - Make display an aid to learning and ensure that the highest standards of presentation are evident
 - Ensure that the room is arranged such to promote opportunities for whole class participation, collaborative group work and individual/paired work
- **The ethos is conducive to learning:**

We will:

- Promote a calm and purposeful atmosphere where noise level is kept reduced and appropriate to the learning focus
 - Ensure that any classroom rules and expectations are clearly understood by everyone and that they are consistently and fairly applied
 - Act in a calm and well-disciplined manner and actively adopt strategies to promote in children self-discipline and the care and consideration of others
 - Use our own voices appropriately, avoiding the need to raise them unnecessarily
 - Expect to listen and be listened to
 - Be aware of the rights and entitlements of others
 - Actively promote equality of opportunity in all that we do
 - Have a positive and praise orientated approach
 - Provide a consistent routine and inform children of any changes and the reasons for them
 - Ensure that children know the boundaries and the sanctions to be expected by crossing them
- **Effective and efficient Assessment, Planning and Recording are in place:**

We will:

- Ensure that planning is differentiated to take account of individual learning needs
- Monitor and review our planning and recording systems regularly
- Ensure that recording is carried out regularly as appropriate
- Ensure that diagnostic assessment of children's learning is carried out regularly and used to inform further planning;
- Involve children in our planning, recording and assessment methods as much as practicable
- Ensure that work is carefully planned and that resources are appropriately deployed to meet the identified learning intentions

- **Teachers deploy a range of different teaching strategies and methods of organisation to effect the best match between method and purpose:**

We will:

- Be aware of the different teaching approaches we use and select them on the basis of an assessment of their appropriateness to purpose and learning outcome
- Use a variety of different organisational approaches e.g., whole class, small groups, pairs and 1:1;
- Use a variety of teaching strategies and techniques e.g., questioning, modelling, directive and highly focused teaching;

- **There are plenty of opportunities for reinforcement and consolidation of previous learning.**

New learning experiences are carefully planned and introduced in a highly systematic structured way:

We will:

- Ensure that new aspects of teaching are adequately resourced;
- Ensure that new teaching is based on carefully documented records and assessments of children's achievements and their future learning needs;
- Make effective use of any additional support we may have in the classroom.

There are plenty of opportunities to handle real materials and objects and to learn from first hand experiences.

- **There is a close and supportive partnership between home and school:**

We will:

- Enlist parents'/carers help in the classroom and around the school wherever practicable;
- Ensure that parents and other volunteers are always well briefed of what is happening in the classroom and what is required of them
- Always make parents/carers feel valued and welcomed in school
- Make full use of the various communication mechanisms in school to ensure that parents/carers are kept up to date, i.e. news and information letters, meetings, publicising our policy documents, open days, consultation evenings, website
- Actively listen to parents/carers and take on board comments and suggestions wherever feasible or appropriate
- Be available and accessible to parents/carers as much as possible
- Find out about children's experiences and interests at home and build upon these where relevant in school

Teachers and support staff feel both professionally and personally valued:

We will:

- Make time to listen to and support each other
- Work together as a team, co-operating flexibly and sharing ideas and expertise
- Actively praise and acknowledge our strengths and contributions
- Ensure that our Appraisal and CPD Policies are in place and working effectively
- Provide time for colleagues to share information and issues with senior staff
- Ensure effective communication
- Ensure mechanisms and structures are in place for all staff to participate in decision making
- Ensure that all staff have the opportunity to maximise their particular skills and strengths for the benefit of the whole school
- All work together to minimise the effects of stress and anxiety.

CHILDREN ARE ENCOURAGED TO DEVELOP INDEPENDENCE AND ORGANISATIONAL SKILLS THROUGH...

- Well organised and accessible classrooms and work areas
- Opportunities for training and practice in skills and routines.
- Being shown clear and consistent examples of how things could be done and what is expected.
- Understanding expectations and knowing purposes, uses and functions.
- Being involved in the construction of routines and being able to anticipate the pattern of events, knowing what to expect next, what to do when finished etc.
- Having a clearly observed continuity between classes to ensure equality of access and entitlement
- Making sure that resources are clearly labelled and stored and organised in a consistent and accessible way.
- Teaching, where and when appropriate, specific skills, competencies and attitudes to enable children to “learn how to learn”.
- Allowing children to have responsibility and extending this as appropriate.
- Allowing children to take supported risks and make decisions in their own learning thus helping them to develop a sense of responsibility for their own decisions and actions and the consequences of them;
- Providing many opportunities for children to work together on open ended, collaborative problem solving activities.
- Raising children’s self-esteem and confidence.

Active encouragement from all staff and parents

- Explaining changes and the reasons for them, and discussing with them methods of managing changes positively and constructively.
- Talking with children about their approach to their work where relevant, what will they need, how they are planning to set about the task, why did they choose the approach they did and how they improve or develop their approach. Also help children to reflect on what was successful in their learning and why.

CHILDREN’S LEARNING TAKES PLACE IN AN ENVIRONMENT THAT IS...

Stimulating:

We will:

- Have high quality display of children’s work showing work of excellence and including best achievement
- Have a wide variety of displays in which the purpose is clear and understood by the children: different types of displays reflecting different purposes should be in evidence at any one time
- Provide activities that are enjoyable, meaningful and relevant to the children and which capture and reflect their interests as far as possible
- Provide activities that are appropriately structured and always presented attractively so as to promote inquiry and participation
- Provide a wide range of objects and artefacts to promote interests and discussion

Encouraging and offers praise:

We will:

- Place great emphasis on the celebration of children’s achievements in their widest sense
- Have a weekly assembly to celebrate achievement in its widest sense and continually encourage children to do their best: we will monitor this to ensure that every child is acknowledged over time
- Provide rewards and motivators
- Send children to share their achievements with other classes
- Send children to the Head Teacher
- Always aim to provide praise and positive feedback

Well resourced:

We will:

- Ensure that resources are relevant and appropriate to the task they are being used to support

- Ensure that children are responsible for keeping resources tidy and well cared for.

Happy and Supportive:

We will:

- Develop and sustain positive relationships between:
 - Children/staff/volunteers
 - Parent/carer/staff
 - Staff/staff
 - Parent/carer
 - Child/parent/carer
 - Child/child
- Work closely in partnership with Governors and other collaborative partners
- Through our policies and teamwork develop a shared vision that is then reflected in our aims and purposes
- Develop skills through our PSHCE programme to enhance feelings of sympathy, empathy, sharing and consideration of others
- Provide opportunities for children of different ages to work, co-operate and share together
- Provide a learning environment that is calm, secure and fun to be in
- Provide consistency and fairness in our approach
- Ensure that everyone knows and understands the reasons for our rules, rewards and sanctions and the expectations that underpin them

Well-organised, well-structured and kept clean and tidy:

We will:

- Aim to provide the appropriate furniture
- Ensure that furniture is arranged to provide ease of movement and access
- Ensure all individuals are aware of the classroom organisation and how it works
- Teach children to return equipment to the appropriate place after use
- Display any rules as appropriate;
- Ensure that there is a good range of structured equipment in every class to meet the ability and developmental range of the children

Welcoming, inviting and informative:

We will:

- Keep the main reception area attractive and up-to-date
- Greet people warmly and offer help
- Ensure that displays are kept in good condition
- Provide signs and notices to direct visitors around the building and provide information
- Aim to use the schools' resources to develop community participation as much as possible
- Refer to all visitors by name as much as possible
- Develop positive and professional relationships with all parents of children in the class and afford them equal status

Providing appropriate learning opportunities for all children:

We will:

- Match activities and learning experiences to the needs and abilities of the children
- Differentiate learning tasks to meet individual needs
- Have high expectations of the children's abilities and always strive to provide appropriate challenges

Display and Presentation

We are committed to the highest standards of presentation. Displays in classrooms and around school will serve a number of important purposes:

- Celebrate achievement
- Provide information and serve as a teaching aid
- Stimulate interest and enquiry by being interactive for children to use actively
- Provide support and help with aspects of classroom learning

Work will always be mounted neatly and carefully. The colours of mounts will be chosen carefully to enhance the work and contrast with the background colour of the display.
Use will be made of fabric and artefacts where these further enhance the display.

Script explaining displays, captions, questions and labels etc. should reflect a variety of fonts and sizes in keeping with the display. Letter templates and I.C.T. can be used. Adult written captions should always be done using the school's agreed handwriting script.

Display boards outside classrooms will be allocated to particular classes and/or year groups. They will sometimes display recycled work from the classrooms.

Continuity

Continuity of experience will be planned through the curriculum framework. This policy also provides educational continuity through ensuring a consistent and cohesive educational approach throughout the school. The approach to behaviour and discipline, the layout of the classroom environments and routines and expectations, all provide children with a consistent structure in which to promote increasing confidence and independence.

Progression

This is achieved through the increased complexity and demand inherent within work planned in each year group. Careful records also help ensure that children are moved on systematically from where they are in their learning. Classroom equipment is often different in each year group becoming increasingly challenging, as children become older. Flexible use of equipment between year groups supports differentiation in meeting individual needs.

All the above links to the National Curriculum and Early Years Foundation Stage Curriculum and is delivered through a creative curriculum with strong links across all areas and subjects.

Relationship to other Policies

The policy on the curriculum embraces policies, protocols, guidance and procedures for admissions, assessment, safeguarding, health and safety, homework, lettings, nutritional standards, performance management, school visits, SEN, sex education, staff discipline and teaching and learning.

Role of the Head Teacher and governing Body

- To check compliance of the policy
- To consult with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented

The governing body will receive an annual report from the Headteacher

Review

- This policy will be reviewed by September 2014 when the revised National Primary Curriculum comes into force.
- The regulations make the head teacher responsible for preparing the policy and reviewing it annually