



Teaching, Learning and Curriculum

Full copies of our policies and procedures can be found on our website or are available from the office
www.newburland.leics.sch.uk

Adopted by the governing body 11/10/17

Due for review every 5 years

Teaching, Learning and Curriculum Policy

Newton Burgoland Primary School

Together We Can Achieve Excellence

Curriculum, Teaching And Learning Priorities

TOGETHER WE ACHIEVE EXCELLENCE

AN UNMISSABLE, UNFORGETTABLE ADVENTURE IN LEARNING

All subjects are important at Newton Burgoland Primary but the key drivers for our curriculum have been chosen to enable our learners to achieve in a diverse and rapidly changing world. Today's learners will need to be ready to work together, creatively to solve the problems of tomorrow: Without the ability to change our thinking and our actions we make the same mistakes and problems will never be solved.

CHARACTER

Habits for Learning
Forest Schools,
PSHCE, RSE, RE

READING

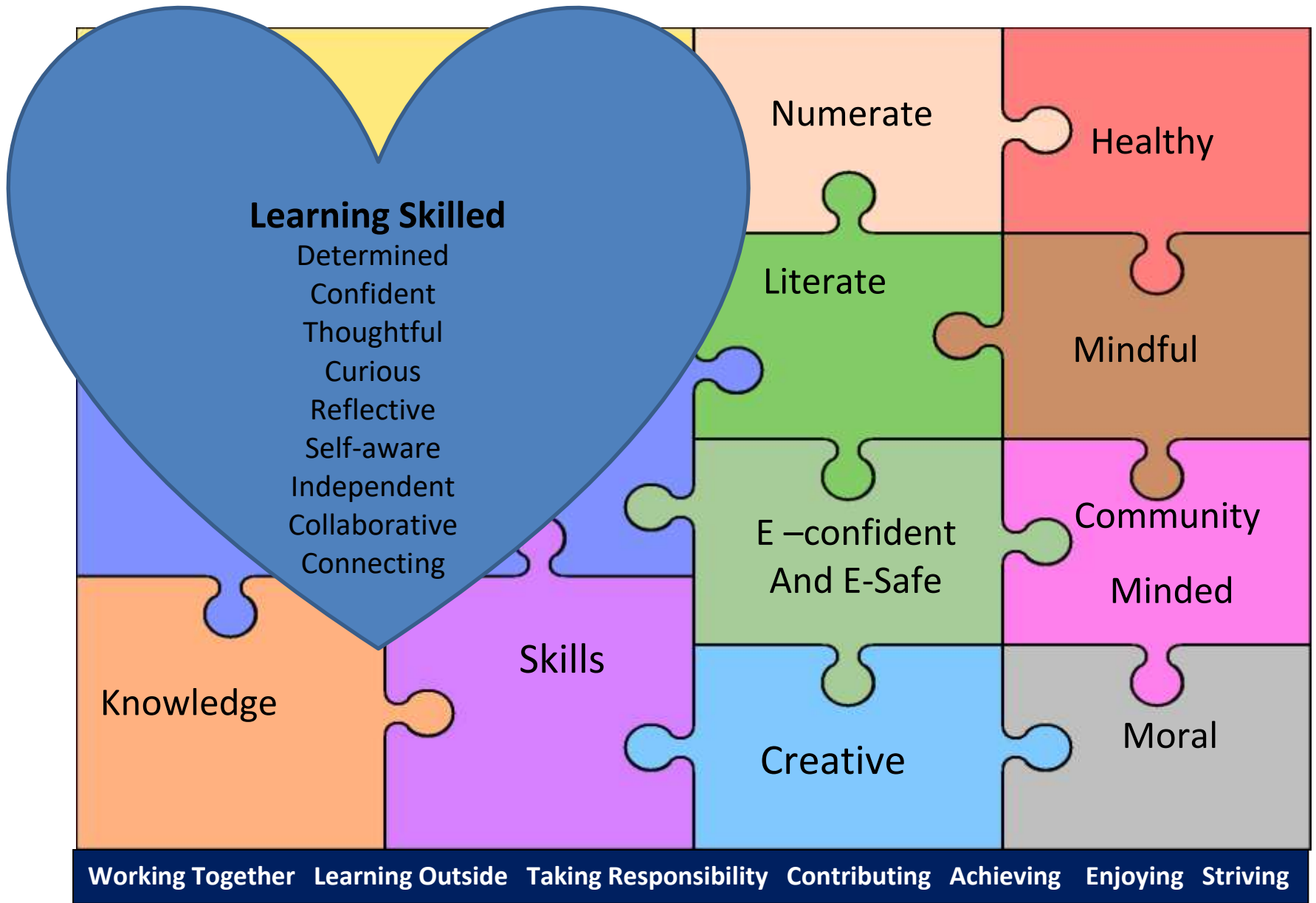
Writing
Speaking
Listening

CREATE, REASON, COMMUNICATE

Art, Music, Design
Maths, Science, Computing,
Geography, History, MFL

LEARN MORE
DO MORE
CHOOSE TO BE MORE

#BEMORENEWTON



Newton Burgoland Primary School is an inclusive community which strives for and achieves excellence and enjoyment in all areas of school life. In this school we believe that potential is not fixed, that all children can achieve and make at least equal progress from their starting points.

By working together with parents and the wider community we:

- Focus on learning, maximising progress for all children across a broad and balanced curriculum
- Create a happy, positive learning environment, including outdoors, which values the individual; has space for humour, exploration and enjoyment.
- Foster respectful, caring relationships and friendship within the whole community.
- Celebrate the similarities and differences between people and the progress and talents of all children
- Develop high levels of motivation, empathy, self esteem and self awareness.
- Develop thoughtful, confident, curious, resilient, independent, creative, ambitious and solution focused learners
- Develop all children's ability to make healthy, responsible, thoughtful choices in a secure environment
- Develop all learners' ability to work alone and with others.
- Encourage honesty, good manners, moral sense, tolerance, social awareness and a sense of justice
- Develop ICT literacy and 'e-confidence' alongside 'e-intelligent' and risk aware attitudes towards technology

As a result we will:

- Raise levels of children's attainment continuously
- Ensure high standards of literacy, numeracy
- Prepare all our learners for life and learning in the 21st century

We are committed to ensuring:

- High levels of professional trust and corporate responsibility for learning outcomes (A no blame and no excuses culture)
- Open dialogue about teaching and learning
- A supportive solution focused learning environment
- Evidenced-based teaching and learning
- The building of expertise to create positive effects on achievement for all learners

Priorities for Whole School Organisation:

- All Staff are highly professional; we treat others as we expect to be treated and we all have high expectations of all of our learners.
- We are solution focused.
- Success at every level is celebrated and valued.
- Learners talk positively about their learning and school.
- Parents talk positively about their child's experiences and are engaged with learning.
- The adults employed by the school are positive and enjoy working at the school.
- Learners report that they are treated consistently and fairly. The school rules are applied equality.
- Learners report that they feel equal, respected, safe, liked, valued and supported by the adults in the classroom and by their peers.
- Playtime, lunchtime and trips are positive experiences for adults and learners.
- Difference is valued by all. Learners can talk positively and with increasing knowledge and understanding about difference as a result of their learning.
- There are high levels of respect and relational trust between all stakeholders.
- The website is well used to inform, celebrate and involve
- Learners believe they can achieve and are able to talk about themselves as learners.
- Learners understand and can talk about what is expected of them.
- Learners report that they feel listened to and that they have a role to play in decision making.
- Parents report that they feel listened to and that they have a role to play in decision making.
- Children are taught to play
- Conflicts are mindfully resolved and apologies given when necessary.
- Pupils additional needs are considered and wherever possible met in full.

Priorities For Classroom Organisation

- High quality interaction between learners and between learners and adults is a feature of classrooms.
- Enquiry, curiosity and problem solving are commonplace within classrooms
- Reflection and evaluation are commonplace
- Assessment is used well to measure progress and identify next learning steps for planning.
- Adults are learners in the classroom, sharing learning and teaching strategies is common practice.
- Learners learn to work productively with all their peers
- There are high levels of respect between adults and learners within the classroom
- Learners know what they are learning and how to succeed.
- Systems and processes ensure that learners are held to account for behaviour, time keeping, organisation of equipment, completion of homework and meeting deadlines- appropriate to their age. These are clear to all.
- Learners are able to work independently- organisation facilitates this.
- Pupils' additional needs are considered and where ever possible met in full; this includes adaptation of the curriculum map, organisation and procurement of resources.
- Classrooms are highly positive, attractive learning environments
- Classrooms are safe places to learn

Priorities For Curriculum & Planning & Teaching

- Planning enables all learners to make good or better progress across the curriculum and in the development of skills and qualities.
- Learning is visible to the teacher and learner: Learners know what they are learning, why they are learning it and how they will know they have learnt it. This is explicit in classrooms.
- Lessons engage, motivate and inspire learners to learn; misconceptions are addressed; lessons are cognitively active.
- Learning is viewed as a challenge and learners are excited by that challenge.
- Learners feel their efforts are genuinely and appropriately recognised and praised
- Learners report that they feel comfortable asking for help, making mistakes and admitting not knowing; Mistakes are valued by learners and adults as an important part of learning.
- Learners are motivated to practice with deliberate concentration and focus on improvement
- Learning moves from surface level to deep level; Learners make links between lessons and learning
- Teaching strategies develop and change in light of learner response.
- Lessons support the development of skills: literacy, numeracy, ICT, empathy, tolerance, leadership, talk for learning, team work, problem solving etc
- Equipment including ICT is used to enhance learning.
- Play and be playfulness is valued
- Emotional intelligence is taught
- The curriculum is adapted to meet the needs of our learners
- Early intervention is a key feature of planning
- Children are taught that they need to make good choices and that all choices have consequences
- Children are taught how to keep safe.
- All work is planned in units and where possible links are made between subjects.
- Core skills are practised in all subjects.
- Trips and visitors are planned to support learning.
- Learning outside the classroom is integral to planning and provision.

Priorities For Quality First Teaching

We recognise that engaging, cognitively challenging, motivating and inspiring all learners is challenging. Creating a high quality learning environment and enabling all learners to make good or better progress takes considerable skill and the support of the whole team.

Teaching takes into account the full scope of provision including guided, shared, independent and individual interventions in order to identify and remove potential barriers to learning and meet the needs of **ALL** learners.

The following procedures, protocols and policies are in place to support outstanding first teaching and learning at Newton Burgoland Primary school

- On-going formative assessment and feedback
- Termly summative assessment
- Pupil progress meetings
- Work scrutiny and feedback
- Lesson observation and coaching
- Continuous professional development
- Performance management
- Provision mapping
- Pupil mentoring
- Booster clubs- Y6
- Evidence based research
- Evaluation and reflection
- Collaborative work
- Moderation
- Induction and mentoring of new staff
- Data analysis
- Parents evening
- Pupil reports
- Merit assemblies
- Skills policies
- LOtC Policy
- Staff code of conduct
- Deployment of adults other than teachers
- SEND policy
- Intervention policy

Priorities For Subjects

Subject specific knowledge and skills are taught in accordance with the National Curriculum but with the priority of developing the wider skills and competencies listed at the start of this policy. The ability to question, find answers, make connections and learn how to learn is valued above the ability to rote learn facts, however the importance of communication skills, ICT skills and numeracy is acknowledged. Developing interest and desire to learn by providing exciting, motivating learning activities, including learning outside the classroom are the goals of our subject curriculum. Subjects may be taught within a 'topic' approach or stand alone.

Curriculum drivers:



