



CURRICULUM POLICY incorporating the TEACHING & LEARNING POLICY

At Buckfastleigh Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Skills, Knowledge and Understanding

To ensure that we teach a broad and balanced curriculum, we follow the National Curriculum 2014 programmes of study for:
English, Maths, Science, Computing, Physical Education, History, Geography, Music, Art and Design, Design Technology and Modern Foreign Languages.
We also teach the locally agreed syllabus for RE and have a programme of study for PSHE

For more information on the 2014 National Curriculum log on to the Department of Education website.

Our Topic based Approach

We have a two year rolling programme of topics which is contained on the curriculum section of the school's website.

More detailed information about how we plan within each subject area can be found in the termly curriculum letters that are sent out to each parent and displayed (in the class pages) on the school's website.

Curriculum Planning

We try to teach our curriculum wherever possible through a thematic topic (eg The Romans). We find children quickly become enthusiastic about the topic and we can capture that enthusiasm to develop subject specific skills in a purposeful way. It also enables children to see the connections between the different subject areas.

We aim to ensure that in every topic, we start with a really interesting event and include visits and visitors to bring the learning to life. Our curriculum map can be found on the school website.

Purpose

The policy for teaching and learning is the core policy of the school and informs the best classroom practice. It will enable all children to make progress as they move through the school and will ultimately raise standards. It was written as a result of developments in our practice and is owned by the teaching team. It is based on our current learning and understanding of recent research. Members of the teaching team are expected to refer to it frequently and use it to help evaluate and tweak practice to ensure the best provision for our children. In addition to this it aims to;

- Establish an entitlement for all pupils;
- Establish expectations for teachers of this subject;
- Promote continuity, consistency and progression across the school;
- State clearly the school's approaches to teaching and learning in order to raise awareness and understanding amongst all those associated with the school community in any way.

Introduction

The importance of this policy to the curriculum

The staff of this 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.

The principles that we have agreed are fundamental to children's learning and underpin the work we do.

We want our children to enjoy being a learner. We want them to be motivated, inquisitive and relish challenge. We develop skills of independence and collaboration and give children the confidence to take risks with their learning. We aim to create a safe and nurturing environment in which children have the freedom to explore, enquire and excel and develop a love of learning for the rest of their lives.

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;

- 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 creative 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;
- learn in a purposeful atmosphere where there is respect between adults and pupils, and between the 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 literacy and numeracy;
- 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 ICT to enhance their learning across all areas of the curriculum and to record their work, progress and special events;
- enable pupils to feel confident in expressing themselves creatively and open to new ideas.

Teaching

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

Teaching:

- promotes effective and positive interaction between teachers and pupils, all adults and pupils and between 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;
- visits to places outside school.
- Using specialist visitors and staff from other schools.

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, camera, video, 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, including citizenship.

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. Teachers employ a range of organisational strategies. For example;

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

There are opportunities for pupils to make decisions and to be 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.

English at Buckfastleigh

Reading

We promote a positive reading culture and encourage a love of books and learning through reading. This is supported by author visits/links with the local library/whole school book events and adults as positive reading role models.

- Attractive and well stocked school Library and class book corners/dens – inviting and stocked with age appropriate texts, including books from our literary heritage reviewed at the end of 2015 – 2016
- Daily reading in all classes
- Reading 1:1 – with teachers/teaching assistants and volunteers

- In KS2 we have introduced Reading Journals this academic year (2016-2017) which include a selection of reading response activities linking to the national curriculum objectives to give a greater focus to independent and teaching sessions with a clear focus on developing reciprocal reading skills. This will provide us with a log of activities carried out by the children as well as formative assessment opportunities. These assessments are recorded on to SPTO.
- Key reading Skills/objectives are taught to a whole class or group where appropriate (in line with our approach to teaching and learning in other subjects)– this is then followed up/repeated/pre taught with children in smaller groups or individually where necessary. Children have opportunities to practice and consolidate new skills and to deepen understanding.
- We have created our own video exemplar of the EXS created by staff at the end of 2016 for each year group from F to Y6.
- Buddy reading – children are paired with a buddy from a younger class and take on the role of teachers giving top tips to their reading buddies and also enjoying reading books to them and listening to them read.
- Children are read a range of texts in their own classes and also in UKS2 we have a class read where children are given opportunities to engage in book talk and to read and share a text aloud. This is often a featured author or based on a recommendation from a child.
- The children take home daily – reading record in KS1 and Y3/4 for parent/teacher comments and to record reading at home.
- KS1 and lower KS2 children choose from a range of banded books in the classroom at an appropriate level – choices are guided by staff and assessed regularly
- Children’s book choices (particularly when they become free readers) are monitored daily through book talk and through reading journals to ensure appropriateness of level/age. Children are explicitly taught what a book may look like if it is age/level appropriate
- Big Read – children are encouraged to read and adults also model themselves as readers – this is to develop a positive reading culture and to encourage the children to develop reading stamina– particularly in KS2/reading for a sustained amount of time followed by discussion or incorporating key objective activity
- Phonics (Babcock letters and sounds) and decoding skills are taught across KS1 and KS2 along with high frequency words in KS1 and lower KS2 and appropriate key words in UKS2

Spelling

- KS1 – teaching of spelling is linked to daily phonics and high frequency words
- KS2 children are taught spellings using the Westover Green Spelling programme – Somerset Literacy Network
- Spelling is taught in each class at least 3 times a week
- Children are given a spelling challenge at the start of the week, children then practice any incorrect spellings and are taught GPCs. Children then challenge themselves to improve – progress has been very evident each week and the children’s progress (however small) is always celebrated thus reinforcing that with practice and repetition you will improve!
- Currently, we do not send home spelling lists to learn in KS2 as this was having no impact on progress

Writing

- Children are given opportunities to write across a broad range of subjects and with a clear purpose and audience
- Planning – we mainly use the teaching sequences (Babcock) based around a specific high quality text. We carry out an elicitation task (blue paper) at the start of each unit and then plan according to the needs of the group once assessed whilst maintaining high expectations linked to the appropriate year group’s objectives. Once a unit is completed children produce a final piece of writing (red paper) and progress against objectives is assessed.
- Children will be made aware of the objectives to be covered in each unit and will have a cover page showing the journey their learning will take in all KS2 classes
- Big Writes (as and when staff feel appropriate) in 2015 -2106 each class did a big write each week as there was a need to encourage children to generate more writing in a given space of time. This was a chance to write from a stimulus (often cold) and used for the teaching of drafting and proof reading, editing and improving. This is now done at the teacher’s discretion and must have a clear purpose and clear outcome linking to NC objectives.
- Grammar is taught in the context of a literacy sequence thus linking to a text although it has been necessary to teach some grammar terminology discreetly in year 5 and 6 in 2015/2016
- Time is given to children to read their own writing and to edit and improve their writing as part of the writing process and the key skills of proof reading, editing and redrafting based on teacher assessment, peer assessment or self-assessment are explicitly taught.

- Examples of good quality pieces of writing as well as examples of the writing process are displayed, shared and celebrated.

Handwriting

- We follow the Debbie Hepplewhite approach to the teaching of handwriting from foundation through to year 6 and in each class handwriting is taught and practiced at least once a week. Children's handwriting and presentation has been a real focus in the school 2015 – 2016 and good examples are celebrated in individual classes and have also been celebrated in whole school assemblies and through a competition. Children have time to write up and present their finished pieces and are encouraged to take pride in their presentation in their books.

Maths at Buckfastleigh

The aims of the 2014 National Curriculum for Mathematics place a significant emphasis on the development of children's problem-solving and reasoning skills.

This year we are now teaching each block as a learning journey. Each one has an overarching success criteria statement with several objectives from the National Curriculum grouped together relating to this statement. Maths throughout the school is taught to single year groups. Eagle and Kingfisher Classes (our only mixed age classes) are split into Year 3 and Year 4 for Maths lessons.

At the start of each block, the children complete an elicitation task which clearly shows what they can already do. From this the teacher can plan tasks that either teach the objective or challenge the pupil's thinking more deeply.

We no longer group children by ability. Each day the groups will change depending on each child's needs. Some will need to consolidate the work from the previous session, while others will be given tasks that require them to reason mathematically or solve problems by applying their mathematics in a variety of situations.

We encourage the children to challenge themselves and often give them challenges of differing difficulty and ask them to decide where they feel they need to begin. Throughout the session, the pupils are able to reflect on their learning and decide if they need to move onto a different challenge if they feel that their one is too easy or too tricky. At the end of the lesson the children are asked to rate their learning and to indicate if they found something particularly tricky. This self assessment is very useful as it helps the children to identify their own next steps.

At the beginning of each lesson, the children are able to read through the marking and feedback from the previous day and to comment or correct their work, as necessary.

We are assessing against the NC statements on a daily basis. Once we are confident that a child has achieved a particular objective we use School Pupil Tracker to record this information.

In the past we have used Abacus Evolve as a starting point for our planning. However this year we are using the Rising Stars material as it is more suited to following a 'learning journey' approach whereby several objectives are linked together and clear outcome given with success criteria.

Foundation Stage at Buckfastleigh

Phonics

- We follow Babcock Letters & Sounds Ph2 (September) Including high frequency words and CVC words
- Flashcards with lower case letters and pictures, taught using actions (sent home to parents to support at home as the children learn them)
- Alphabet on display in each room
- Gross & fine motor activities available daily
- Puzzles & games to support phonics as well as ICT

Handwriting

- We follow Debbie Hepplewhite –last year (2015-2016) we taught lead in and out which was a challenge, this year we are teaching lead out only, handwriting will be taught within Phonics, and additionally
- We observe and makes notes of pencil grip to decide which is the best way to support individuals with their letter formation, this is updated monthly to adapt support as/when appropriate

Writing

- We encourage all children to mark make/write daily for a variety of reasons linked to interests using different implements
- We share shining examples of writing and put this on display to encourage others-as well as certificates in assembly
- We model writing daily during phonics and additionally throughout the day
- All adults ask pupils before writing on their work-to model the correct formation and/or spelling. Not all will be corrected just the most appropriate

- Pupils can copy over hi-lighter pen (not dots) to encourage those less engaged
- Children are encouraged to regularly write super sentences, develop the same sentence over 4/5 attempts adding additional words

Reading

- We start by assessing letter names/sounds 1 to 1
- We encourage reading by providing interesting fiction & non-fiction books in the reading den linked to children's interests
- The class are ready to daily with a variety of stories chosen by adults and children-children are encouraged to discuss what they have heard, as well as re-reading favourite books and authors (book reviews are used later on in the school year)
- We send home pink banded books (non word) initially with home school record and a message to parents in home school record
- High frequency words are taught daily in phonics, and when appropriate sent home to individuals and assessed 1 to 1
- The expectation is that children read daily at home, and at least once with their reading book at school, and additionally with a library/reading den book. This year school will be changing the books (a change to previous years)
- We encourage role play and puppets to express familiar stories to adapt and extend learning

Science at Buckfastleigh

We use an established science curriculum to ensure continuity and progression in our science teaching from year 1 to year 6. Children learn the skills of being a scientist through planning, carrying out and evaluating regular investigations as well as learning about the important science concepts and knowledge.

Computing at Buckfastleigh

Our core teaching in computing follows the new national curriculum expectations. The children have lessons in which they learn new skills. In addition to this we ensure that the children use ICT when appropriate in all other subjects

History and Geography at Buckfastleigh

These subjects are taught thematically with a different topic either each term or half-term (see Curriculum Map on the school's website). We find this approach ensures

maximum enthusiasm and engagement from our pupils. We aim to start each topic with a visit or visitor to engage children from the very beginning. They quickly become immersed in the topic and we have received some truly amazing project work as a result.

Religious Education at Buckfastleigh

We follow the Devon agreed syllabus for RE in common with all other maintained schools in Devon. This ensures a rich mix of learning about Christianity and other World Religions through themes.

Personal, Social, Moral and Health Education at Buckfastleigh

Lessons explore feelings, social situations and aspirations through circle time, drama and group activities. We have a whole school planned curriculum which includes progressive and age appropriate learning about drugs, smoking and sex education. Parents have the right to withdraw their child from sex education if they so wish. We are always happy to discuss and share with parents the materials we use for this area of the curriculum and parents are notified in advance when this topic is due to be taught.

Music at Buckfastleigh

Music sessions develop children's sense of rhythm, timing and pitch through listening and composition activities. We have access to a wide variety of instruments in the Learning Community. Children develop singing skills and a love of singing through singing assemblies in both Key Stages.

Art at Buckfastleigh

Our detailed art curriculum develops skills in drawing, painting, and a variety of 3D activities through weekly art lessons.

Design Technology at Buckfastleigh

Our design Technology curriculum is linked to our topic and science work. We practice cutting, shaping and combining a range of materials to make a range of products linked to our curriculum planning and much more from our own designs.

Modern Foreign Languages at Buckfastleigh

Children in key stage 1 learn some French vocabulary and phrases mainly through songs, and rhymes. In key stage 2 children begin a more structured approach; learning French phonics and conversational language. They also learn about French culture through eating French food, learning French songs and reading French books.

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.

Inclusion

We believe that low attainment is not a reason for low aspirations. Children should be supported to work towards the same learning intention and differentiation provided by the level of support and/or resources used.

- All children are treated as equals and questioning is directed to all.
- Children are given specific praise for participating, for effort and for achievement.
- Activities are accessible to all children
- Children are taught to use self-help skills.
- Different groups of learners (eg LAC, EAL, SEND, PP) are able to access learning because of a good environment and targeted use of support.
- Teaching assistants are used effectively to enable the teacher to target groups of children (SEND and non-SEND) in enabling them to improve their skills and knowledge.
- There is excellent two-way feedback between teacher and classroom assistants to ensure that support from interventions are feedback into the class and from the class into the intervention with the progress of the child at its heart.

Challenge

Children are encouraged to be challenged, to challenge themselves and to be involved in making decisions about the level of work that is appropriate for them at that time. As children get older we help them to make decisions about the level of

task that they choose in their learning rather than ability grouping. We want our children to 'surprise us' and we give them regular opportunities to do so.

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

Learning enables pupils to develop the essential skills of literacy, numeracy and information technology as well as the full range of Creative Arts. 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.

Children

- 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.

Parents

We recognise the central role played by parents in their children's learning. We expect parents to:

- Support children in the expectations above
- Attend parent information/workshop/open-day sessions

- Ensure that children attend school physically and mentally prepared for learning.
- Have an open dialogue with the class teacher
- Support school policies
- Provide opportunities for children to practice and extend their learning at home
- Encourage and support children in bringing learning from home back into the classroom
- Support the school and work in partnership with additional support for learning (eg IEPs, intervention programmes, TAC meetings etc)

Teaching Team

We expect Teachers and Teaching Assistants to work together to:

- Achieve good learning outcomes for all pupils.
- Strive to make all of their lessons outstanding.
- Give children the confidence to know they can achieve.
- Support pupils in applying their learning in new contexts.
- Act as role-models for life-long learning; extending and enhancing their own professional skills.
- Support each other in our own professional development
- Communicate effectively with children, parents and other professionals regarding children's learning and welfare.
- Share expertise, resources and knowledge to maximise learning in all classes.

Leadership and Management

Monitoring and evaluation

The staff and governing body review this policy annually. The headteacher reports on its implementation and impact 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.

The governing body will approve this policy annually

Date	Headteacher Signature	Chair Signature
May 2017	Richard Arundell	Beverley Garland

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.