



Stamford Green Primary School

Learning, Teaching and Curriculum Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

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Learning, Teaching and Curriculum Policy

1. Introduction

At Stamford Green Primary School we are committed to ensuring that every pupil is given the opportunity to develop a range of skills, knowledge and understanding, which will equip them for success in the modern world.

2. Aims and Objectives

We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Our teaching and learning policy aims to provide an agreed basis for approaches to teaching and learning which will be reflected in classroom practice and in the planning of the curriculum.

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which high expectations are held for all pupils. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self esteem in children. The essentials of positive self esteem are:

- i. **Belonging:** Each child has a contribution to make, we value and encourage these.
- ii. **Aspiration:** Every pupil is encouraged to work towards high goals. Teachers express high aspirations for themselves and all the children they teach.
- iii. **Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised.
- iv. **Challenge:** Acquiring coping strategies are an important part of development and learning. Children are taught to take risks, to build resilience and learn through mistakes.
- v. **Success:** Teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture. Praise is focused on effort and progress rather than ability.

3. Our Motto and Commitments

- a) Our school motto is 'Working together to be the best we can' and this is brought to life through our seven commitments, to each child, during their seven year journey with us:



- b) The learning and teaching at Stamford Green begins by building on the many skills you have taught your child at home. During your child's seven year journey with us, your contribution to their education will be valued as we aim to fulfil our seven commitments to your child.

c) **Inspiring**

We believe that the most effective learning comes from having hands on, enjoyable and memorable experiences that feed the imagination and fuel the desire to find out more.

d) **Happiness**

It is our wish that the children at Stamford Green feel cared for, so that a sense of fun and positivity leads to happiness in all we do. There are some things in life that we all just have to do, but it is the attitude with which these tasks are approached that matters.

e) **Achieving**

Knowing each child's strengths and areas of development allows us to assist every child in moving forward. Giving them individual support and strategies to succeed, aids their improvement and ensures progress.

f) **Ambition**

At Stamford Green we constantly aim to raise children's aspirations, helping them to become lifelong learners. We want to equip them to succeed in the 21st Century, as we are not just educating the children of today but the citizens of the future.

g) **Learning**

At Stamford Green it is our goal to give all children the chance to shine. Children are given wide ranging experiences and opportunities, not only in the classroom but beyond, to express themselves within a supportive and challenging learning environment. Individual abilities and talents are recognised, fostered and developed and this contributes to the continued success of our pupils.

h) **Togetherness**

We believe that excellence comes from creating an open and nurturing environment where evaluation from children, parents, staff and governors leads to improvement. At Stamford Green we recognise that relationships matter and are central to success. Whether you are in the classroom, working with other people for the good of the school or helping our community, we want everyone to feel safe, secure and above all else happy, as together everyone achieves more.

4. As staff we will remember:

Create wonderful memories EVERY day

YOU DON'T HAVE TO BE GREAT TO START, BUT YOU HAVE TO START TO BE GREAT

TOGETHER EVERYBODY ACHIEVES MORE TEAM

Activity + Achievement = FUN

SMALL ACORNS GROW INTO MIGHTY OAKS

WORDS HAVE POWER

Help EVERY SCHOOL to have the greatest IMPACT they can

Children learn more from what you ARE, than what you TEACH.

Tell me and I forget, show me and I remember, involve me and I understand

PROGRESS NOT PERFECTION

BE OUTSTANDING
IN EVERYTHING YOU DO

BELIEVE IN YOURSELF

NEVER, NEVER NEVER GIVE UP

Children may forget what you said but they will never forget how you made them feel

BE HAPPY
HAVE FUN &
GIVE JOY

#INSPIREAMILLION

WE ARE ALL SUPER HEROES IN DISGUISE

5. We will guide and encourage each child so that they are:



6. Our school curriculum is bespoke and aims to make learning fun, interesting as well as being values based, leading to improved outcomes for all pupils.

7. Teaching and Learning Aims

- a. Our curriculum and teaching aims to be creative, active and meaningful, which engages all children and allows their curiosity to grow.
 - b. Our curriculum will have a flexible approach to teaching and learning through a wide range of strategies, which include the use of the outdoors, entry and exit points, practical visitors and trips.
 - c. Through our teaching and learning, we aim to:
 - i. Enable children to become confident, resourceful, enquiring and independent learners;
 - ii. Foster children's self-esteem and help them build positive relationships with other people;
 - iii. Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
 - iv. Show respect for all cultures and, in doing so, to promote positive attitudes towards other people;
 - v. Enable children to understand their community and help them feel valued as part of this community;
 - vi. Provide children with depth and breadth of knowledge to allow them to apply their learning in a range of contexts.
- d. Teachers will:
- i. Respond to children's needs
 - ii. Adapt lessons and planning according to children's needs in order to achieve the intended learning

- iii. Differentiate and ensure challenge for all through learning without limits
 - iv. Plan a variety of activities using a range of approaches
 - v. Plan learning that stretches and challenges
- e. Children will:
- i. Be on task for extended periods
 - ii. Respond positively to challenging learning
 - iii. Make choices in open ended learning situations
 - iv. Show progress in their learning as a result of continuous evaluation

8. Planning aim

- a. Our curriculum will be cross-curricular, skills and values based, preparing the children for the 21st children.
- b. Our curriculum will be connected to local communities as well as having international dimension.
- c. Teachers will:
 - i. Ensure a range of activities and approaches are used to develop skills, knowledge and understanding, whilst seeking local and global dimensions
 - ii. Use professional judgment to decide when to teach subjects discreetly or find meaningful links between subjects
 - iii. Follow Stamford Green Primary School's five step planning process
 - iv. Be proactively involved in CPDL, so that they are confident in combining tried and tested methods with new thinking and innovative approaches
- d. Children will:
 - i. Have opportunities to tell the teacher what they want/need to learn
 - ii. Make links with previous and current learning
 - iii. Be able to talk about or share their relationship between themselves and the local and global community

9. Assessment Aim

- a. Our curriculum will build on children's prior learning, where all are challenged to ensure progress is continuous.
- b. Teachers will:
 - i. Know what children have learnt in previous years
 - ii. Know the next steps to make progress
 - iii. Have high expectations which challenge all children
 - iv. Be committed to supporting all children in meeting/exceeding age related expectations
- c. Children will:
 - i. Know their next steps
 - ii. Challenge themselves
 - iii. Use a range of Assessment for Learning techniques with increasing independence
 - iv. Demonstrate and recall previous learning

10. Successful learning

a. At SGPS we know that to be a successful learner the following needs to happen:

<p>a) I know what I am learning</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • have clear learning objectives • give clear instructions • relate to the big picture • have checklists and visuals displayed 	<p>b) I know why I am learning</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • use WALT/WILF/S.C/Toolkit • link to previous learning • make connections to real life and themes of learning if appropriate
<p>c) I know when and how I have been successful</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • praise and reward systems • feedback • meeting targets • asking questions 	<p>d) I am involved in reviewing and improving my learning</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • self and peer assessment • help set own targets • pupil conferencing
<p>e) I will feel safe</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • welcoming environment • listened to • circle time / worry time • able to make mistakes 	<p>f) I will have time:</p> <ul style="list-style-type: none"> • allow talk, discussion, questions, thinking and reflection time • set time reminders • use timed challenges • develop time management skills • Reflection/RQ time
<p>g) I will learn with others</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • talk partners • pair work • working with children across the school 	<p>h) I will know what I could learn next</p> <ul style="list-style-type: none"> • have clear targets • clear links made in plenaries to next step • marking and feedback
<p>i) Understand how I learn</p> <ul style="list-style-type: none"> • use and explain toolkit strategies 	<p>j) I will have fun and enjoy my learning</p> <p>We will do this by:</p> <ul style="list-style-type: none"> • lively interactive teaching • use of humour and variety when appropriate. • inspirational and creative teaching and environment • Planning our SMSC approach • Thrive experiences • Local curriculum drivers and themed approach

In order to achieve the aforementioned please read sections 12 to 31 of this policy.

12. The National Curriculum and Local Curriculum

- a. Every state funded school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- b. Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to pupils.
- c. All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at each key stage.
- d. In addition to the National Curriculum, all schools have the freedom to add their own content. We have therefore devised a local curriculum to complement the National Curriculum. The local curriculum drivers for Stamford Green are Values, Community and Resilience.
- e. Values education, SMSC and E-safety are all important areas of the curriculum and so are taught explicitly throughout the year.
- f. Reception and Nursery follow the Early Years Foundation Stage Curriculum

13. Themed approach to learning

- a. The school adopts a themed approach to learning. This is where teachers plan for opportunities to teach a variety of curriculum subjects under the title of a theme. Where possible, subjects are taught linked to the theme however if there is not a clear link, the subject will be taught discretely.
- b. There is no set time that a theme should last; teachers are aware of the themes and curriculum content that they should teach throughout the year and so can decide the length of each theme. This may be dependent upon the children's interests.
- c. Please see <http://www.stamford-green.surrey.sch.uk/our-school/learning-and-the-curriculum/smsc-and-themed-approach/> for further information regarding themed approach for learning.

14. Thrive Experiences

- a. Thrive Experiences are events, trips and visitors which happen throughout the year in order to enhance the school's curriculum and children's first hand learning.
- b. In addition to this, school traditions, such as Mother's Day, Father's Day, World Book Day are also recorded.
- c. For further information on the school's Thrive Experiences, please see: http://www.stamford-green.surrey.sch.uk/fileadmin/user_upload/other_documents/thrive_experiences_overview_september_2017.pdf

15. Planning

- a. Excellent subject and pedagogic knowledge underpin effective planning of challenging learning intentions based on accurate assessments.
- b. Teachers are responsible for the long term, medium and short term planning of opportunities which enable learners, in relation to their starting points to achieve the highest possible standards.

- c. The curriculum has been planned alongside Chris Quigley's 'Essentials Curriculum'. This is to ensure correct coverage of both the National Curriculum and the school's local curriculum.

16. Long term planning

- a. There is a curriculum map written for each subject of the National Curriculum.
- b. The curriculum map details the essential characteristics of the subject and details which year group is responsible for teaching the different areas of the National Curriculum. The curriculum also details the expectations of skills for the subject for each year group.
- c. Please see <http://www.stamford-green.surrey.sch.uk/our-school/learning-and-the-curriculum/curriculum-maps/> for links to curriculum maps.

17. Medium term planning

- a. When planning a theme, teachers plan for the skills that the child will develop e.g. as historians, as geographers, as scientists. Teachers also plan for how the school's local drivers of resilience, community and values will also be developed throughout the theme.
- b. In addition to thinking about the skills the children will develop throughout the theme, medium term planning also consists of brainstorming entry and exit points, homework tasks, key activities, trips/visitors and also allows the teachers to look at how the National Curriculum objectives can be taught – either through the themed approach or discretely.

18. Short term planning

- a. Weekly plans are completed for maths, English, themed learning and discrete subject (e.g. P.E).
- b. Plans include the learning objective, success criteria, links to long term planning, activities, key questions, plenaries and resources and there is no set expectation for how much detail should be included in planning to respect the fact that teachers are best placed to write what they need and balance their workload.

19. Learning objectives

- a. The effective use of learning objectives improves pupil motivation and achievement. It is vital that children know what they are learning (WALT) and how they can be successful (toolkit)
- b. The school uses the acronym WALT – We Are Learning To – so that the children are clear about the purpose of the lesson and know what they are learning.
- c. Learning objectives are derived from the Essentials Curriculum. This is where essential learning objectives are defined for each curriculum area. There are relatively few in number and therefore repeatable. This avoids a 'skimming' approach to teaching, where many objectives are covered, but not necessarily learnt. Instead the learning objectives are repeated in a number of exciting, age appropriate and exciting ways so that are truly learned.

20. Success criteria/toolkit

- a. The success criteria are the stepping stones to meeting a learning objective; they show children how to be successful in a task. Where possible, children should be involved in designing the success criteria and assessing their work against it.
- b. For maximum impact success criteria should be:
 - i. Clear and concise;
 - ii. Generated with the children, but must be known by the teachers first;

- iii. Constantly referred to – at the start, during and as an assessment tool at the end of the lesson;
- iv. The same for all children;

Use of other adults

21. Teaching Assistants/Pupil Support Assistants/Office Team

- a. TAs/PSAs are used to support individuals or groups of children across the school according to need.
- b. In Reception and Nursery a TA is allocated to each class, with particular regard to Nursery ratios specified by the DfE. Please see Early Years policy for further information
- c. As part of the Pupil Progress Review cycle, teachers request interventions to support the children in the class. All requests for intervention are reviewed by the Deputy Headteacher for Inclusion and are allocated, according to priority, using the intervention timetable.
- d. Children with EHCPs are prioritised according to their allotted funding.
- e. The structure of the Office Team has been specifically designed to support teaching and learning throughout the school. For example, liaising with parents, the management of school visits, photocopying, laminating etc. are all undertaken by the Office team.

22. Modern Foreign Languages Teacher (Spanish)

- a. The school employs a MFL teacher to teach Spanish across Y1 to Y6. This is used to give Teachers statutory PPA time.
- b. The MFL teacher is responsible for planning lessons across the school, ensuring progression. See Spanish curriculum map for detailed information regarding the Spanish curriculum
http://www.stamford-reen.surrey.sch.uk/fileadmin/user_upload/curriculum/spanish_map_pv.pdf

23. Higher Level Teaching Assistants

- a. HLTAs are used to cover teacher absence across the school.
- b. HLTAs will deliver lessons which have been planned for by the class teacher.
- c. HLTAs are used to cover some of the statutory PPA time for teachers. On occasion, the HLTA may plan for lessons alongside the class teacher to utilise individual strengths to benefit the children e.g. dance.

24. Music Coach

- a. The school employs a Music Coach to teach music to Reception. This is used to give Teachers statutory Planning, Preparation and Assessment (PPA) time.
- b. The Music Coach is responsible in planning music lessons which meet the Creative Development area of the EYFS Curriculum.

25. Sports Coach

- a. The school employs a Sports Coach to teach Physical Education in some year groups. This is used to give Teachers statutory Planning, Preparation and Assessment (PPA) time.
- b. The Sports Coach is responsible for the planning of the lessons taught, ensuring that the lesson follows the PE curriculum map.
- c. Please see the PE curriculum map for detailed information on the PE curriculum
http://www.stamford-green.surrey.sch.uk/fileadmin/user_upload/curriculum/physical_education_map_2017.pdf

26. Extra-curricular activities (clubs)

- a. We provide a variety of activities to support and enrich learning; these include before and after school clubs.
- b. Internal clubs are run by staff from Stamford Green. External clubs are run from other providers and are chargeable.
- c. Up to ten per cent of places for internal clubs will be allocated by Mrs Druce, to children from families who need some support as part of opportunities for all ethos.
- d. Please see <http://www.stamford-green.surrey.sch.uk/our-school/clubs/clubs-on-this-year/> for further information regarding the clubs available each term.

24. Working with Parents

- a. Parents and carers are vital to, and considered as partners in children's learning.
- b. Please see Home School Agreement for further information about how the school, parents and child will work together in order to develop the child to reach their full potential.

25. Reporting to Parents

- a. Reporting to parents and carers provides the opportunities for communication about their child's achievements, abilities and future targets.
- b. At Stamford Green we will:
 - i. Provide opportunities for two parent consultation evenings so parents can discuss their child's achievements, abilities and future targets. Teacher assessment data for reading, writing, GPS and maths will be shared at the autumn term and spring term evening.
 - ii. Provide an annual end of year report, which will include results of statutory end of key stage test results and teacher assessment data for reading, writing, GPS and maths.
 - iii. Discuss pupil progress at the request of a teacher or parent at any time throughout the year.
 - iv. Provide opportunities once a term, for Class Open Time. This is a time for parents to come in and look through their child's work and celebrate their successes.
 - v. At both Parents' Evening and Class Open Time, we ask parents to complete a sticker for their child, commenting on something that they liked, when looking through their work.

26. Golden Books

- a. Each term, the children complete all their work for a week into their Golden Book.
- b. At the end of the week, once the class teacher has finished marking, the children take their Golden Book home to share all of the work that they have completed.
- c. Parents are asked to complete a sticker for their child, commenting on something that they have liked, when looking through their work.
- d. Children are asked to return the book to school, once they have finished sharing their work at home.
- e. At the end of Year 6, children are presented with all of their Golden Books in one of the final assemblies of the year, to commemorate their time at Stamford Green.

27. Professional Development

- a. Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored.
- b. Teachers are expected to be the 'chief learners', attending courses, observing good practice, building and disseminating knowledge and best practice.

- c. Weekly meetings and INSET days (staff training) are used to disseminate best practice in teaching and learning.

28. Subject Leaders/Area of Responsibility

- a. With the exception of Newly Qualified Teachers (NQTs), all teaching staff are allocated a curriculum subject to lead on, or an area of responsibility which may relate to the School Success Plan.
- b. Each subject leader/member of staff with area of responsibility leads an action plan or maintenance plan, which is regularly updated and shared with the Headteacher.

29. Monitoring

- a. The Leadership and Management Team (LMT) are responsible for monitoring the standards of teaching and learning, for supporting colleagues, being informed about current developments and for providing a strategic lead and direction of the school.
- b. The LMT are responsible for school self-evaluation and use monitoring and evaluation of teaching and learning to identify the strengths of the school and areas for development.

30. Equal Opportunities

- a. Our aim is that every child is given the opportunity and support to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

31. Links with other SGPS policies

- a. This policy links with other school policies:
 - i. Anti-bullying
 - ii. Safeguarding
 - iii. Equal Opportunities
 - iv. PSHE and SMSC
 - v. Homework
 - vi. SEND
 - vii. Presentation
 - viii. Assessment
 - ix. Collective Worship
 - x. Inclusion
 - xi. EYFS