

BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Curriculum, Teaching & Learning Policy

Learn to love  Love to learn

**This policy was updated by the Governing Body in the autumn term 2015
It will be reviewed in the summer term 2018 or as required**

INTRODUCTION

At Busbridge Junior School, we are a Christian learning community dedicated to provide outstanding education for our children. We strive to equip our pupils with the skills to be confident and independent and we foster a life long love of learning.

OUR AIMS

We aim to:

- Develop in our pupils the skills needed to be tolerant, respectful and empathetic members of the school and local community.
- Develop in our pupils our learning values of resourcefulness, resilience, responsibility, reasoning and reflectiveness.
- provide a broad balanced creative curriculum which challenges and encourages a thirst for knowledge through catering for pupils' needs, interests and abilities.
- raise aspirations in order that every child reaches their potential regardless of race, gender or ability.
- ensure that the 'pupil voice' is heard and valued
- teach the pupils how to be safe whilst providing a secure environment.
- provide challenging lessons in a safe stimulating learning environment.
- encourage pupils to be creative and enthusiastic about learning.
- provide children with the skills to make informed and responsible choices.
- encourage positive, restorative behaviour and the confidence to take responsibility for their actions.

THE PHILOSOPHY OF TEACHING AND LEARNING

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally within a safe and stimulating environment.

At Busbridge Junior School, we want to continue to focus on raising standards while not being afraid to combine this with making learning fun. Our goal is to combine excellence in teaching with enjoyment of learning.

At Busbridge Junior School, we will:

- plan in advance lessons that will motivate and enthuse children to learn.
- have quality resources that are appropriate for learning.
- make children aware of the learning intention for each session and ensure that they understand what they have to do to be successful.

- model clearly for children so that they know what they need to do to succeed.
- use a range of strategies to engage all children in the class.
- ensure that the school environment is calm, well-ordered and effective.
- make sure that the quality of learning environments is such that we are setting the climate for learning. An exciting, vibrant classroom promotes independence and high standards of work from all.
- involve parents with children's learning by communicating regularly about the curriculum and the progress that children are making.
- use well planned questions that extend children's thinking,
- plan opportunities for dialogue to form an integral part of our teaching and learning.

ASSESSMENT:

Learning must be focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. At Busbridge Junior, we use a range of assessment strategies to help every child develop his or her potential, help the school to improve and help parents and the public to understand the progress and performance of the school.

EQUAL OPPORTUNITIES:

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

HOMEWORK

Homework should be a positive experience that helps to develop independent learning skills and establish routines and responsibilities in preparation for future learning. Parents/carers are expected to support the child with homework but not do the homework for the child. For more information please see our Homework Policy.

SPECIAL NEEDS

Some children will need special help either to overcome a learning difficulty or to ensure that the curriculum fully supports or extends their abilities. Support is given throughout the school to aid children's learning. Our SENCO oversees the work of teachers and teaching assistants who work in one to one, group and whole class situations. For more information please refer to our SEND Policy.

MORE ABLE, GIFTED & TALENTED

We identify, through clear curriculum guidelines those children who have outstanding abilities. Opportunities are given for children to develop their specific skills or talents across the curriculum.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At Busbridge, we recognise the uniqueness of every child based on their skills, attitudes, needs and life experiences. We recognise that not all children are fluent in English and are aware of all the different aspects of British life. Our role is to develop children's knowledge and skills so that they can communicate and live in harmony with one another.

THE CURRICULUM

ART & DESIGN

Through art children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They experiment with colour, shape and space, pattern and texture using these to represent their ideas and feelings. They learn about great artists and designers and understand how art is used in different times and cultures.

COMPUTING

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

Over the Key Stage pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide-web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

DESIGN TECHNOLOGY (DT)

Children will have the opportunity to explore materials and resources. They design and make products after considering the needs and wants of others to solve real and relevant problems. They then evaluate them and use them in practical situations.

ENGLISH

Through the English curriculum, children develop skills and knowledge that will enable them to communicate effectively and creatively with the world at large. English is divided into key areas: transcription, composition, SPAG, spoken languages, word reading, reading comprehension. English is part of every learning opportunity and is taught explicitly as a daily Literacy lesson.

Reading:

A range of good quality literature is used in the daily literacy lessons. Children are taught how to read and are given the opportunity to gain a love and appreciation of literature.

Children read from the levelled boxes in the Year 3/4 corridor and the non-banded class library books, as well as having the opportunity to visit the school library.

Spelling:

Children learn and practice new spelling patterns each week. They look at phonics, visual patterns and a range of strategies adapted to individual needs.

Writing:

Children are exposed to a wide variety of writing experiences to enable them to write fluently with confidence and creativity. We develop an understanding of writing for a purpose and for the pleasure. Being able to write in pen is celebrated by receiving a Pen Licence in Year 3.

Speaking and Listening:

Opportunities to develop speaking and listening skills are used throughout the curriculum. Drama techniques are used to bring subjects to life.

GEOGRAPHY

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

HISTORY

Teaching of this subject enables the children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Investigating different historical sources helps pupils to understand the process of change, the diversity of different societies and to think critically and ask perceptive questions.

MATHEMATICS

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Daily maths lessons are centred on 3 attainment target areas: Number and Algebra, Shape, Space and Measures and Handling Data and pupils should be encouraged to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Through our mathematics curriculum we aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

MODERN FOREIGN LANGUAGE (MFL)

Through MFL children learn more about the world and how to communicate with those in it. Lessons develop children's speaking and listening, reading, writing and grammar as well as cultural awareness. Children learn French in years 3, 4, 5, and 6.

MUSIC

Through the teaching and learning of music over time, children develop and improve the confidence to play, listen, create, perform and respond to music.

Musical Opportunities include:

- School Choir
- Weekly Lessons
- Weekly whole school singing together to develop a wide repertoire of songs to be used on different occasions.

Music is also a central element of school performance and ensemble work. These include: annual whole school music opportunities through special events, e.g. year 6 production, Charterhouse Concert, Christmas, Harvest, and Easter assemblies, as well as annual class assemblies, drumming workshops, 1:1 music lessons and the Summer Concert.

PHYSICAL EDUCATION

Physical education has an important role to play in the development of children both inside as well as outside the classroom and therefore is an integral part of the whole education of any child. PE is taught in blocks which are 3 half-terms in length. These consist of gym and dance and outdoor activities such as net and wall games, striking and fielding games and team games.

Children have swimming lesson in the first term of Year 4. Physical education is promoted through extra curricular clubs, fixtures, tournaments with other schools.

PSHCE

The nurture of self and of other people, together with an understanding and respect for the local and global community is central to all we do. Alongside academic achievement, pupils are encouraged to manage their emotions, form effective relationships, cooperate with others, respond to challenges, evaluate situations and make appropriate decisions.

RE

Children's religious education is one of the central purposes of our Church of England School. RE makes a distinctive contribution to the curriculum by developing pupils' knowledge and understanding of the religious beliefs, practices and traditions that influence individuals, communities and cultures. It enables pupils to respond to important questions related to spiritual development and the meaning and purpose of life. We follow the Guildford Diocesan Guidelines for the teaching of RE.

Through Religious Education we aim to enable pupils to:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- develop understanding of religious faith as the search for and expression of truth;
- contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

SCIENCE

The teaching of science is designed to build a curiosity and understanding of the world through the specific disciplines of biology, chemistry and physics.

Through building up a body of key knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Pupils are also encouraged to make links with other subjects as well as the world around them.

Predicting, asking questions, concluding and evaluating are skills the children will develop during investigative work, enabling pupils to gain a deeper understanding of a wide range of scientific ideas. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas and use their scientific understanding to explain their findings.

The teaching of science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through a range of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

OUR LEARNING VALUES

THE 5 'R's

Resourcefulness - Eeyore

I can plan ahead in my learning and know what will help me learn.
I know where to find information, including through ICT and use it in my work.
I can talk about what I am going to do and what I have done.
I can think creatively and differently about problems and record my work in a variety of ways.
I take risks and will have a go.
I know who to ask to help me learn



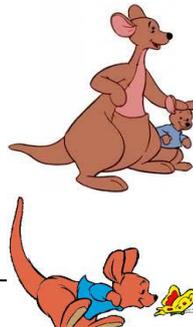
Resilience - Tigger

I stick at things even when they are difficult.
I try to remember what I already know to help me work out something difficult.
I use a range of strategies to help me when I am stuck.
If I make a mistake I learn from it and use it to help me learn and grow.



Responsibility - Kanga

I can work well on my own and can work collaboratively with other people.
I help others, which helps me understand what I know.
I know my targets for my own learning and work towards them.
I can work with others to learn effectively.
I consider other people's learning.
I challenge myself beyond the class expectations.



Reasoning - Winnie the Pooh

I find links between what I am learning and what I already know.
I like to ask questions - what, who, when, where and how?
I know what makes a good learner.
I can adapt my learning to different situations.



Reflectiveness - Owl

I can experiment with different ways of learning.
I can use different ways of assessing my learning.
I can make connections between my learning in school and outside school.
I do not accept second best and look for ways to improve.
I look for feedback from my teachers and peers and think about how I can use this to improve.

