

St Peter's Church of England Junior School

Curriculum, Teaching and Learning Policy

Start Date: September 2019

Review Date: September 2021

Signed by Chair of Governors: _____

Curriculum, teaching and learning policy

Aims

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning.
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs.
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation.
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions.
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- This policy covers all curriculum subject areas with the exception of English, Maths and Science which have their own policies.

School Expectations

- We expect all pupils to follow the schools rules.
- Staff have high expectations of themselves and all pupils.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.
- We expect teachers to adhere to the agreed non-negotiables for the classroom, displays and layout.

Teaching

We expect:-

- Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That all lessons demonstrate key elements of good AFL practice.
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources, which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work. TA's to be fully involved and active in lessons.
- That staff willingly undertake continuing professional development and implement their continued learning in their teaching, as well as sharing it in staff meetings with the rest of the class.

Expectations of Learning

- Children feel safe and happy when entering the learning environment.
- Pupils provide high levels of engagement, commitment and cooperation within learning time.
- Pupils respond well to teachers and lessons proceed without interruption.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Work is sustained with a sense of commitment and enjoyment.



Subject statements

English, Maths and Science, as core subjects, each have their own policy. In addition to this, all three core subjects are interwoven across our integrated curriculum.

Religious Education:

We offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers. We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity. RE is taught in accordance with the aims of the Understanding Christianity Syllabus. Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

Art and Design:

Art can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgments and practical decisions. They learn how art has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures. The 5 main skill areas that are taught in every year group each year are: Drawing including observational drawing, painting, collage, printing and sculpting. As outlined in the National Curriculum 2014, pupils in Key Stage 2 use a sketchbook to record their observations. A sketchbook allows pupils to review and revisit their ideas, testing techniques and develop concepts and compositions.

Computing: The use of Information and Communication Technology (Computing) is an integral part of the National Curriculum and is a key skill for everyday life. Computers, programmable robots, iPads and cameras can be used to acquire, organise, store manipulate, interpret, communicate and present information. We aim to ensure that all our learners develop their technological skills and make use of technology effectively and safely. We aspire to be an effective and efficient school with technologically competent staff and learners.

Design and Technology: Design and Technology is an inspiring, rigorous and practical subject. Pupils use creativity and imagination; they design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and use cross curricular skills from mathematics, science, computing and art.

Latin: is not a dead language. Nearly all Western European languages use the Latin alphabet, some Eastern European languages do too and it influences a number of none European languages such as Vietnamese. Those most directly related to Latin are the Romance languages, chiefly Italian, French and Spanish. Many words in the English language have Latin origins, for example, video, audio, cereal and vocabulary. Learning Latin creates better understanding of the roots of language and leads to an improved vocabulary and application in English. Latin is also great for maths. It's not just an alternative numbering system but learning the language's logical structure lends itself to problem solving and investigation.

Geography: Geography is essentially about the study of places, the human and physical processes which shape them and the people who live in them. It is not simply learning about countries and what the weather is like. Skills developed through Geography help pupils to make sense of their

surroundings and the wider world. The environment is a large aspect of what we cover | geography, and we do this from a local to global point of view from Y3 to Y6.

History: History is the study of events over time. It covers how the past influences our lives and shapes our customs and beliefs. History helps children to develop a sense of identity and to make sense of the world in which they live. As per our curriculum plan we teach History from a local to global point of view from Y3 to Y6.

Music: Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music. The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities. Whole class instrument playing takes place for all children at certain points in the year.

P.E: We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being.

This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise. In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

PSHCE: Personal, social, health and citizenship education (PSHCE) promotes the whole curriculum and school experience.

- It enables children to become healthy, independent and responsible members of society, respecting and embodying British values.
- It encourages our pupils to offer positive contributions to the life of the school and the wider community, including their role in a multicultural society.
- Mindfulness is taught each day to all children.
- In doing so, we help to develop their sense of self-worth.
- We teach them how society is organised and governed.
- We also ensure that they experience the process of democracy in school through the school council.
- We teach them about rights and responsibilities.
- As part of Global Citizenship, they will learn to value themselves and the people of the world.