

Broughton Primary School



Teaching and Learning Policy

Teaching and Learning Policy

At Broughton Primary School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

We are committed to the continuous cycle of review, evaluate and improve to ensure that there is high quality provision for all learners. The curriculum is planned effectively and promotes an enjoyment of learning and a commitment to our school vision of "learning without limits to be the best we can be", providing "opportunity to excel" where all are encouraged to reach their potential. The taught curriculum is comprised of The National Curriculum, the LNF (Literacy/Numeracy Frameworks), The Revised Foundation Phase Framework for Children's Learning and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

The curriculum meets statutory requirements and has been developed through whole school involvement to ensure that:

- It focuses on the learner;
- It builds on children's prior knowledge
- It promotes thinking skills and assessment for/of learning;
- It promotes collaborative learning through the whole school use of effective pedagogy
- It ensures that appropriate Literacy and Numeracy Skills are woven throughout the curriculum;
- There is a focus on key and subject / AOL skills;
- It focuses on continuity and progression 3-19, by building on the Foundation Phase
- It is flexible, allowing for the involvement and input of the pupils
- It supports Government policy, including: bilingualism, Curriculum Cymreig, SRE, R.E., equal opportunities, food and fitness, sustainable development and global citizenship, and entrepreneurship;
- It continues to deliver a distinctive curriculum that is appropriate for Wales.

The school curriculum comprises the following areas:

- National Curriculum for Wales;
- Foundation Phase Curriculum;
- The Literacy and Numeracy Framework
- Skills development;
- Personal and Social Education;
- Religious education.

Through integrated topic teaching we strive to develop the application of the following key skills across the curriculum:

- Literacy and Numeracy
 - Communication;
 - Creativity
 - Digital Literacy;
 - Co operative learning;
 - Assessment for Learning;
 - Problem-solving and Meta cognition
-
- The overall aims of the curriculum are to:
 - promote high standards in speaking, listening, reading, writing and number through the use of the National Curriculum
 - develop independent learners through the application of cross-curricular skills and core initiatives
 - enable children to be confident in the use of ICT and become confident in applying those skills across the curriculum
 - develop the personal, moral and social skills of each child
 - Give pupils opportunities to discover their individual abilities and talents and identify their next steps for improvement
 - develop a knowledge of the Welsh language and culture
 - raise awareness of education for sustainable development and global citizenship
 - promote spiritual development and enable pupils to develop moral sensibility through carefully taught values
 - promote physical and mental development and an awareness of the importance of a healthy lifestyle
 - enable children to be aware of the importance of, the Arts and culture so that they can be encouraged to develop their creative skills
 - provide equality of access and the opportunity for all pupils to make progress
 - prepare pupils for lifelong learning and to be aspirational

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- promote a life-long positive attitude to education and learning

Curriculum Structure - Planning and Progression

Broughton Primary's approach to teaching and learning begins with the introduction of a quality text, a picture book or novel, whole school or key stage, that acknowledges pupil voice, their interests, their connections to the text, the range of learning styles, and the questions the children want to ask and explore. In doing so pupils co construct a relevant, creative and stimulating curriculum that builds on prior knowledge and is one that they feel ownership of. This supports the development of key life skills namely co operative and problem solving skills in all aspects of their learning. This curriculum structure facilitates creative teaching, collaboration and the sharing of ideas, and leads to inspired and motivated learning for all.

Foundation Phase

- Skills are chosen from FP curriculum, based on the stage of the learners.
- A quality text is chosen to develop these skills and learners are given opportunities to express their interests and connections to the text to lead their learning.
- Skills are tracked regularly to ensure progression and coverage.
- Departmental teams plan collaboratively each week during PPA time to ensure consistency throughout the department.
- Short term plans ensure that adult led, enhanced and continuous provision provides opportunity for development and consolidation of skills including the development of bilingualism and digital literacy.
- Within the areas of learning, short term planning demonstrates whole school teaching and learning strategies such as Kagan, reading powers, thinking skills, thinking maps and Numicon. These approaches are introduced as appropriate in nursery and built on throughout the FP.
- Cross curricular approaches are enriched and embedded within the indoor and outdoor areas to provide a balanced and stimulating curriculum.
- Learners are given the opportunity to choose areas of learning following their own interests which are tracked and monitored to encourage growth of independent thinkers and learners.
- Opportunities for home learning are provided through reading and literacy games. Nursery learners are encouraged to share real books at home, to foster a love of reading.
- Learners are assessed using the FP profile at the beginning of the Autumn term and during the Summer term.
- Continuous assessment is used to inform planning, track pupils' progress and set individual targets.
- Learners are encouraged to use peer and self assessment strategies to reflect

on and evaluate their progress.

- Opportunities to enhance the curriculum are provided by visitors to school and visits to appropriate educational sites.

Key Stage 2

Planning

- Long term planning is based upon a two year cycle of topics which are chosen to cover the curriculum skills.
- A medium term plan that then breaks down the skills for that particular topic. The medium term plan gives skills for every curriculum area as well as suggested activities which will be adapted based on the children's input.
- Short term planning is bi-weekly, and undertaken by departmental staff with a focus on skills, evaluation, assessment opportunities, next steps, consolidation and sharing of best practice.
- develop independent learners through the application of skills across the curriculum through a cross curricular/thematic/topic/text led approach (SKILLS IN FRONT OF BOOK WHICH MEETS THE NEEDS OF EACH CHILD)
- provide equality of access and the opportunity for all pupils to make progress through differentiated planning and next steps and achievable targets.
- develop the personal and social skills of each child by offering an enriched curriculum, nurture groups, kagan structures, extracurricular activities, residential visits and peripatetic music sessions.
- prepare pupils for lifelong learning and the world of work through working in Kagan structures, collaborative work, problem solving, transferrable skills and links with the wider community.

Delivery

- Immersive entry and finale to text led topics.
- Lessons demonstrate whole school teaching and learning strategies such as kagan, reading powers, thinking skills, thinking maps and numicon, ANIE, and
- Differentiation in terms of challenge and support for ALN, Assessment for and of Learning
- Regular use of teacher, peer and self assessment. Children are aware of the success criteria and level descriptors undertaking a task.
- Through the provision of rich and varied activities, we aim to enable pupils to make connections across different areas of learning through use of cross curricular lessons, a thematic approach, and text led learning.

Evaluation and assessment

Children are aware of attainment targets marking policy and symbols as they are in the back of book and we also

- encourage the best possible progress and the highest attainment for all pupils by making pupils aware of attainment targets, skills, and next steps.

- Giving opportunities to edit and redraft work and respond to feedback
- Use of BAT sheet to assess focused marked work on a regular basis
- Highlighting where work needs consolidating and linking back to basic skills and interventions such as catch up etc
- Regular use of teacher, peer and self assessment. Children are aware of the success criteria and level descriptors undertaking a task.

Creative enrichment

Children are given the opportunity to:

- develop a knowledge of the Welsh language and culture through focussed groups partaking in school and national Eisteddfod.

They are encouraged to take part in:

- Residential trips are Welsh based (Cardiff, Glanllyn and Pentrellyn cymer) and Cwricwlwm cymraeg.
- Young voices, Flintshire young performers, dance fest, collaboration with male voice choir, OAPs
- School council
- Christmas performances
- Charity Fund raising
- National and world wide celebrations
- Links with local church
- Friday Family Service
- Daily Worship
- Visit to support topics

Roles and Responsibilities

All roles and responsibilities collectively impact on the management and development of the curriculum, ensuring a vibrant and progressive curriculum which is broad, balanced, relevant and appropriately differentiated to meet the needs of all our pupils.

Governing Body

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through Head Teacher's reports.

Visits to the School and discussions with Staff and pupils.

SMT

The Head teacher and SMT have overall responsibility for the leadership of the curriculum and ensure that it is broad and balanced with appropriate progression of skills and coverage. Members of the SMT are responsible for the monitoring and evaluating the standards of teaching and learning throughout the school and ensuring that appropriate interventions are put in place for specific groups of learners or individuals.

Teachers

All Staff within their departments are collectively responsible for co-ordinating Medium Term Plans and liaising with each other over the content and delivery of the units of work. They regularly evaluate and monitor long/medium term plans and make the relevant changes/improvements as necessary.

Class teachers are responsible for involving support staff in the planning process and guiding them in their work with and assessment of individual pupils/groups of pupils.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure consistency of provision and standards across year groups.

Class teachers are responsible for ensuring that the progress of the children in their class is tracked through AFL, target marking and whole school tracking data and that there is appropriate challenge and support.

Parents

- Sharing Services
- Information Evenings
- Home Learning
- Parents Evenings
- Induction Evenings

Monitoring and Review

The Governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. Governors liaise closely with the Head Teacher, Senior Managers and teachers.

The Head teacher has overall responsibility for the day to day organisation of the curriculum

The SMT monitors the curriculum through planning, classroom observation and liaising with staff

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Broughton Primary School.

Teaching and Learning Policy

The Teaching and Learning policy and procedure was passed for use in Broughton Primary School.

On:.....October 2018.....

By:.....Headteacher

By:.....Chair of Governors

Date of planned review:.....