



## Ashmole Primary School

# Teaching, Learning & Curriculum Policy

### Excellence is a habit

At Ashmole Primary School we want all children to enjoy school and have a love of learning. We encourage them to persevere, to have self-belief and the determination to succeed in all they do in order to be the best that they can be.

#### **Introduction**

- At Ashmole we provide a broad and balanced creative curriculum with a subject focus which provides continuity and progression and takes the needs of all groups and individuals into account. The curriculum encompasses all of the planned activities that we organise and deliver. This includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Ashmole Primary School is also a Values Based Education School and we explicitly teach our children about the 22 key values that promote good citizenship in all aspects of school and home life. Ashmole Primary School has a subject based focus where Maths and English are taught as discrete subjects. There will be lessons in Spanish and Music starting from Year 1. Science will be taught later. Sports will be taught by sport and PE specialists. The Junior School will have a middle school approach linked to the secondary school, Ashmole Academy, with more formal subject teaching taught by specialists in those subjects that form the basis of secondary education.

#### **Purpose and Aims**

##### **The aims of our curriculum are to:**

- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences and needs into account.
- Explicitly teach the Ashmole Values and the Ashmole curriculum vision.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Teach learners to know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events

- Develop the use of computing across the curriculum
- Have some knowledge of the beliefs of the major world religions
- Teach learners to know how to apply the basic principles of health, hygiene and safety
- Develop learners enquiring minds and scientific approaches to problems
- Enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Specifically prepare for continuity of education from Reception through to secondary education and beyond.
- The mastery of English, Maths and a Language by the end of Key Stage 2

**Our curriculum will:**

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context
- Raise standards in both teaching and learning
- Help learners become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of learning and teaching styles
- Give opportunity for a flexible timetabling approach to make space for true depth of study
- Establish cross-curricular links to foster a broader understanding
- Create and maintain an exciting and stimulating learning environment, including whole school 'Curriculum days', clubs and themed topics
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom

## **Effective Learning**

In order for the curriculum to lead to effective and creative teaching and learning, the approaches in school need to be founded on the following principles:

- Children know what it is they are going to learn.
- Children know what they need to do to be successful learners.
- Children are helped to be able to assess their own learning and the learning of others.
- Children receive positive feedback that helps them to identify what they need to do next.
- Children have time to reflect and review their learning.
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility.
- Spontaneity is encouraged.

## **Curriculum Planning and Organisation**

The programmes of study of the Primary National Curriculum inform us of the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage. In order to track the progression of skills each subject is arranged in Levels and these are used to plan the next steps in children's learning.

Our Creative Curriculum has been organised into discrete taught subjects and some integrated themes and links have been made to other curricular areas within the topic and curricular focus. The use of Computing is encouraged in all topic areas and as a subject in its own right through both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through this 'themed' approach which incorporates key skills.

Our long term plans indicate what subjects and themes will be taught and when and schemes of work identify the skills that need to be taught across individual subjects so that we can ensure progression

across both Key Stages. Subjects will be taught as discrete lessons. The themes however, are flexible and dependent on current affairs, pupils' interests and relevant issues and events. Using a brainstorm of activities, a theme is devised and then it is considered what the best learning sequence would be. This may include how the topic will be introduced including a 'WOW' factor e.g. a visit, film or trip. The medium term plans for each topic hold the relevant learning sequences, activities and experiences. From these, weekly plans are made to show how the discrete subject and themes will be taught across the term and how teaching will be sequenced.

At Key Stage 2, the curriculum and style of delivery will be organised to provide a middle school approach covering Years 5 & 6 in the primary school and Year 7 & 8 at the secondary school. The curriculum and style of delivery will be designed to achieve maximum progress at the end of the key stage whilst providing the best foundation for entry seamlessly into the next key stage. At Key Stage 2, the importance of mastery of English, Maths and a language (Spanish) is paramount whilst providing the basis of the foundation to study the English Baccalaureate subjects at Key Stage 3. There will be a sharing of staff between the primary school and the secondary school.

Ashmole primary School has a values based curriculum which explicitly teaches the values stated below:

Respect	Honesty	Friendship	Determination
Equality	Excellence	Self-belief	Humour
Kindness	Independence	Trust	Compassion
Courage	Responsibility	Resilience	Appreciation
Humility	Cooperation	Tolerance	Positivity
Fairness	Generosity		

### **Teaching and Learning Strategies**

Teaching and learning strategies are varied and adapted to meet the needs of groups and individuals. This may include the use of whole class teaching, using open ended probing questions, visual stimuli and talk partners, followed by a period of learning where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.

To achieve this, open ended tasks elicit a variety and depth of response. Setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; using visual stimuli and artefacts are used to promote interest. Teaching Assistants are used to support the work of individual children or groups of children. Trips and visitors are organised to further understanding.

At Ashmole we set extremely high expectations for the learning environment and we divide those expectations into four categories:

#### *Sharing objectives and reviewing learning*

- Key learning objectives are displayed and used
- Key questions are displayed and used in lesson starts and plenaries

- Key vocabulary and prompts are available to support learning
- Success Criteria is displayed and used across subjects
- Curriculum displays include statements and questions to highlight key learning points

#### *Learning process*

- Seating and tables are used flexibly to support working in different contexts and for different purposes
- Layout of classroom and provision of resources support collaborative learning and interactive teaching
- Display reflects the learning process in different areas of the curriculum, not just finished work, and are interactive
- Wonder Wall linked to curriculum theme
- Theme display (corridor)
- Working walls for literacy and maths

#### *Positive affirmations*

Positive affirmations are displayed in classroom and referred to regularly e.g. posters, charts, successes

Successes are celebrated

#### *Tools and resources*

Classroom is tidy and well set out

Resources facilitate independent learning

Tools and resources are well organised, clearly labelled and accessible

There is a well organised and inviting reading area with a wide range of books displayed attractively

Computing based resources are organised in a way that promotes appropriate use by both teacher and children

#### **Assessment and record keeping**

Class teachers assess and record attainment and progress of all subjects (see Assessment Policy).

Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next. Each term children are assessed according to the Skills and children who are below, at and above expectations are noted. Each term class teachers assess pupils and plot them on a whole class tracking sheet. Subject co-ordinators collect evidence; planning, assessment data, photographs, work, and children questionnaires from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

#### **Equal opportunities and special educational needs**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this and the curriculum is designed in such a way that it will motivate and support children's learning at all levels including the Academically Able, Gifted and Talented, EAL children and children identified with a Special Educational Need (SEN).

## **Equality Act 2010**

The way in which the curriculum is delivered is covered by the act. The school ensures that issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain groups.

## **Role of Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sharing curriculum overviews with parents each term
- Holding a meet the new year group at the beginning of the academic year
- Holding curriculum evenings and running workshops to ensure continuity between home and school
- Holding parents' evenings to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further.
- Explaining to parents how they can support their children with homework.
- Holding coffee mornings to explain relevant developments in their child's education.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for partaking in activities.
- do their best to keep their child healthy and fit to attend school.
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

## **Monitoring and evaluation**

The Senior Leadership Team and, eventually, Curriculum Coordinator and Subject Leaders are responsible for monitoring and reviewing the Curriculum. This process is reflected in the school monitoring timetable and is achieved through:

- regular formal and informal discussions with staff
- regular observations of lessons
- analysing assessment data
- regular scrutiny of children's work
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and children's questionnaires.
- speaking with the children about their learning.

As a result of the above, the action plan will be amended in order to move the school forward.

Judgements through this process will be based on the latest Ofsted criterion.

The Trust has its 'Challenge Team' whose role is to provide 'challenge' based on the latest Ofsted framework to ensure that the standard of the school is outstanding and that issues potentially affecting that judgement are identified and ameliorated as soon as possible.

**February 2022**

**To be reviewed: February 2023**