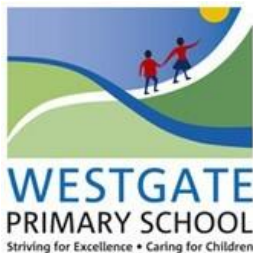


# Westgate Primary School

## Policy for Curriculum, Learning and Teaching



*This policy has been agreed by the staff and Governors of Westgate Primary School and underpins every other policy. It guides what children do, what teachers do, the organisation of the classroom and what the school, as an organisation, does to create an effective and well-managed learning environment in which the individual needs of each child can be met.*

*Our Curriculum, Learning and Teaching Policy stands alongside our Mission and Vision Statements and aims to promote effective learning for each child, so that he or she can attain the highest possible standards throughout the curriculum and in their own personal development. At Westgate, we are fully committed to equality so that all children and staff are treated fairly and equally, irrespective of age, disability, gender, race or religion. In addition, we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.*

### **Aims of this Policy**

- To raise awareness of the relationship between an effective curriculum, high quality teaching and optimum learning opportunities for all pupils;
- To make the whole school approach to the curriculum, learning and teaching as effective as possible;
- To raise pupils' achievement and belief in themselves as learners;
- To ensure a quality learning environment throughout the school.

### **Expectations for Practice**

Through effective leadership and management and by long term strategic planning for development to provide the following throughout school:

#### **1. Curriculum**

Our curriculum is designed based on the six imperatives laid out in the Cambridge Primary Review:

#### **Aims**

Our curriculum aims to provide all children with the opportunity to develop themselves fully as individuals; to understand themselves, others around them and the wider world; and to provide opportunities for them to learn new skills, to develop knowledge and to do things that excite, motivate and engage them

#### **Breadth**

Our curriculum has breadth, encompassing not just the legal requirements, but also the needs of individuals and the broad foundations children need for success and fulfilment in later life. It

nurtures children's understanding of their rights and responsibilities as a member of society. Its breadth allows for the transferral of skills and learning between subject disciplines

## **Knowledge**

Our curriculum enables children to develop knowledge in its broadest sense; about facts (the 'what') and of skills (the 'how'). Acquiring this knowledge is organised into subjects and themes within the school timetable and across year groups, to allow for progression and continuity.

## **Community**

Our curriculum reflects the need for national consistency and our obligation to fulfil legal requirements, and our local context. It reflects and develops children's experiences, knowledge and voice, through partnership with the local community, in order to promote democratic engagement, citizenship and community cohesion. We celebrate culture and community and promote understanding, between generations and between cultures.

## **Pedagogy**

We seek to deliver our curriculum in the most effective way possible, by a continued focus on developing pedagogy. We do this through collaboration with colleagues and continuing professional development that seeks to draw on evidence-based research. Teachers are encouraged to justify the decisions they make in the classroom based on evidence, experience and knowledge.

## **Capacity**

We recognise that for our curriculum to be delivered effectively, our school system needs to be based on continual capacity-building, from senior leadership, through subject leadership to classroom practice.

## **2. Clear Whole School Organisation for Learning and Teaching**

Structure:

- is based on appropriate plans for long term development;
- has a coherent framework for medium / short term planning;
- is part of a cycle of school self-review linked to continuous improvement;
- shows effective time management.

Learning:

- is stimulating, well organised, managed and resourced;
- routines and policies are agreed and consistently implemented;
- encompasses an appropriate range of teaching and learning strategies;
- involves pupils as active learners / partners in learning.

Staff:

- know that they are role-models for the children;
- are effectively deployed;
- have clarity about roles and responsibilities;
- use subject knowledge and knowledge of a range of teaching methods to impact on standards;
- have access to high quality continuing professional development to enable them to fulfil their roles effectively.

#### Parental Involvement:

- is based on an agreed home / school agreement;
- encourages purposeful two-way communication;
- shows understanding and support for the school ethos and policies;
- encourages support through homework and regular consultation and information evenings.

### **3. Climate and Ethos**

- There is a caring and co-operative learning environment in which expectations are high, all pupils are enabled to progress to their fullest potential and, secure in the relationships that support them, develop high self-esteem.
- There is an environment in which it is 'safe to fail' and where learning from mistakes is encouraged, especially with new learning and when applying learning in new contexts. This is extended to include working at home.
- There is consistent implementation of the behaviour and discipline policy, with effective use of praise, intrinsic rewards for learning and clear sanctions where appropriate.
- Everyone at Westgate is encouraged to see themselves as a learner and to share their enjoyment of learning with those around them. This includes staff, parents and governors as well as children.
- We have a collaborative approach to professional development for teachers and TAs, within which colleagues are enabled to learn from and support each other.

### **4. Leadership and Management**

- There is a clear vision and direction that is focussed on school improvement.
- There is open and effective communication between staff and Governors so that everyone is clear about their role in the school.
- The School Improvement Plan leads to effective action in terms of learning and teaching.
- Planned monitoring activities (including those by Subject Leaders) inform School Self-Evaluation.
- Funding is well-used to support areas for development and improvement and sustains best practice.
- Workload issues are discussed and managed well to maintain good staff morale.
- Teachers and TAs are enabled to work together in the school day to collaborate on personalised professional development in relation to learning and teaching.
- Everyone is encouraged to see themselves as both a leader and a follower, so that responsibility is shared and distributed among the whole staff team.

### **5. Learning and Teaching**

- Planning is based on key teaching and learning aims, quality experiences and clear learning outcomes. It takes account of the academic and subject specific language that children need to acquire in order to understand and communicate about key ideas. It is evaluated and informs subsequent teaching and learning.
- Knowledge and skills are organised to ensure that learning links across year groups and between subjects, where relevant, supporting children to develop rich schemas of understanding over time, making connections over time.
- Learning objectives, success criteria and next steps / targets are all shared with pupils in language they understand and use to improve their learning.
- Activities are stimulating, relevant and challenging, to motivate all children and engage them as active learners. Visits and visitors are highly valued.
- Pedagogical decisions are made by class teachers and vary according to the lesson objectives, learning focus, subject requirements and the needs of the class.

- There is clear, effective communication between teacher and pupils exemplified by good explanations, instructions and questioning, modelling, careful listening and opportunities to develop thinking skills. Abstract ideas are represented in a variety of ways to support the development of children's thinking
- Children are valued for their contributions to the learning process and their opinions, ideas and concerns listened to and acted upon.
- There is high staff confidence in their own subject knowledge, a range of teaching strategies and the age group being taught ensuring that they are able to self-evaluate and take opportunities for continuing professional development.
- There is effective classroom management of time and resources.
- There is consistent implementation of the behaviour & discipline policy throughout the school and all staff and children take responsibility for it.
- High teacher expectations, positive and developmental feedback, focussed praise and opportunities for pupil self-evaluation impact positively on progress.
- The information from planned formative and summative assessment is used to inform planning, evaluate teaching and support continued learning. Assessment for Learning is used to identify starting points, learning gains, areas for development and targets for improvement.
- Concise and manageable records are kept of the attainment and progress of all pupils.
- ICT is an integral part of the work of the school for children and staff, and is used extensively as a teaching, learning and administrative tool.

## **6. The Learning Environment**

- Displays are used to celebrate children's learning, effort and attainment, and are changed to reflect current learning. The school learning environment reflects different areas of the curriculum. Displays support and reinforce learning and may be interactive to develop further learning. (see separate Display Policy)
- The furniture is organised to ensure as much flexibility as possible, with sufficient space for the children to move around easily and for groupings to change according to purpose. It can be moved around the classroom to ensure it is suitable for specific learning activities. Seating is arranged to focus on learning in each lesson.
- Adequate resources are available, with all equipment clearly labelled and accessible; all resources are clean, of good quality and well maintained.
- Children show pride in and respect for their learning environment, developing a sense of ownership of it, understanding that they have a duty of care and taking responsibility for maintaining resources.

## **7. Inclusion and Equal Opportunities**

Personalisation lies at the heart of all we do at Westgate with staff working strenuously to meet the needs of every child, within a core curriculum which all children access. All children are encouraged to believe that they can improve and progress, no matter what their starting point, through hard work, perseverance and reflection.

Teachers set high expectations and provide opportunities for all children to achieve based on the National Curriculum Programmes of Study in each year group. Learning is planned which builds on previous learning, meets the learning needs of all pupils and challenges pupils to progress further. The curriculum is adapted where necessary in order to meet specific needs and abilities and to ensure equality of access. This may be done through differentiation (such as how learning tasks are structured/ broken down, the provision of support material, pre- and post-teaching and the deployment of adults within a lesson) or special timetabling arrangements. This may include additional English or mathematics support, interventions at School Support as part of the SEN Code of Practice or the implementation of Learner Passports.

For the highest attaining children, teachers still teach from age related Schemes of Work but extend the depth of learning by developing higher order skills, applying and synthesising knowledge and skills in different contexts and promoting greater independence, focused enquiry and reflection. Our curriculum is planned to give all children the opportunity to develop depth of learning.

## 8. Extra-Curricular Activities

Extra-curricular activities are seen as part of the curriculum at Westgate. Clubs are led voluntarily by staff or parent volunteers and reflect the breadth of the curriculum. Extra-curricular activities provide opportunities for children to explore and extend their learning in different subject areas, according to their own talents and interests.

## 9. Curriculum Enrichment

Staff plan enrichment activities as an integral part of learning to ensure high levels of motivation and achievement and to make learning memorable. This includes visits, visitors, residentials and opportunities to learn from first-hand experience

## Monitoring and Evaluation

The implementation of this policy is monitored by the senior leadership team and governors, in conjunction with subject leaders, through learning walks, professional conversations (including appraisal), lesson observations, pupil discussion, evaluation of curriculum planning and work scrutiny. It is reviewed and evaluated annually.

***This policy was agreed by staff and Governors. It is a statement of our approach to the curriculum and, as required by law, reviewed annually.***

Policy agreed on: 05/11/2020 (date)

Signed: \_\_\_\_\_ (chair of governors/ sub-committee)

To be reviewed by: November 2021 (date)

**See also:**

## Homework Policy

## Inclusion Policy

## SEN Policy

## Feedback Policy

## Behaviour & Discipline Policy

## Display Policy

## Subject Policies

## Appendix 1 Learning & Teaching Hours

### Nursery

Day	AM	Lunch-time	PM	Total possible teaching hours
<b>Monday</b>	08:45 – 11:45	11:45 – 12:15	12:15 – 15:15	6 h 30 mins
<b>Tuesday</b>	08:45 – 11:45	11:45 – 12:15	12:15 – 15:15	6 h 30 mins
<b>Wednesday</b>	08:45 – 11:45	11:45 – 12:15	12:15 – 15:15	6 h 30 mins
<b>Thursday</b>	08:45 – 11:45	11:45 – 12:15	12:15 – 15:15	6 h 30 mins
<b>Friday</b>	08:45 – 11:45	11:45 – 12:15	12:15 – 15:15	6 h 30 mins
<b>Total</b>	<b>15 h</b>	<b>2 h 30 mins</b>	<b>15 h</b>	<b>32 h 30 mins max</b>

### Reception

Day	Registration	AM	Assembly	PM	Total teaching hours
<b>Monday</b>	08:50 – 09:00	09:00 – 12:00	-	13:00 – 15:15	5 h 15 mins
<b>Tuesday</b>	08:50 – 09:00	09:00 – 12:00	-	13:00 – 15:15	5 h 15 mins
<b>Wednesday</b>	08:50 – 09:00	09:00 – 12:00	-	13:00 – 15:15	5 h 15 mins
<b>Thursday</b>	08:50 – 09:00	09:00 – 12:00	10:10 -10:30	13:00 – 15:15	4 h 55 mins
<b>Friday</b>	08:50 – 09:00	09:00 – 12:00	14:30 – 15:00	13:00 – 15:15	4 h 45 mins
<b>Total</b>	<b>50 mins</b>	<b>15 h</b>	<b>50 mins</b>	<b>11 h 15 mins</b>	<b>25 h 25 mins</b>

The DES circular 7/90 recommended a minimum of 21 hours of teaching time each week for KS1 children and a minimum of 23 ½ hours teaching time for children in KS2. This is exclusive of registration, collective worship, breaks and lunch.

### Key Stage 1

Day	AM	Assembly	Breaks	PM	Total teaching hours
<b>Monday</b>	08:50 – 12:00	10:10 – 10:30	10:45 – 11:00 14:30 – 14:45	13:00 – 15:15	4 h 35 mins
<b>Tuesday</b>	08:50 – 12:00	09:05 – 09:30	10:45 – 11:00 14:30 – 14:45	13:00 – 15:15	4 h 30 mins
<b>Wednesday</b>	08:50 – 12:00	-	10:45 – 11:05 14:30 – 14:45	13:00 – 15:15	4 h 50 mins
<b>Thursday</b>	08:50 – 12:00	10:10 – 10:30	10:45 – 11:00 14:30 – 14:45	13:00 – 15:15	4 h 35 mins
<b>Friday</b>	08:50 – 12:00	14:30 – 15:00	10:45 – 11:00 14:30 – 14:45	13:00 – 15:15	4 h 25 mins
<b>Total</b>	<b>15 h 50 mins</b>	<b>1 h 35 mins</b>	<b>2 h 35 mins</b>	<b>11 h 15 mins</b>	<b>22 h 55 mins</b>

### Suggested Hours per Year (38 teaching weeks per year) Key Stage 1

English	180- 270
Mathematics	135
Science	54
Design & Technology	30
Computing	30
Geography	30
History	30
Art & Design	30
Music	30
Physical Education	70
Religious Education	30
PSHE	30
Spanish	19

This takes account of curriculum time given to school special events over a typical year.

**Key Stage 2**

<b>Day</b>	<b>AM</b>	<b>Assembly</b>	<b>Breaks</b>	<b>PM</b>	<b>Total teaching hours</b>
<b>Monday</b>	08:50 – 12:25	10:10 – 10:30	10:30 – 10:45	13:20 – 15:15	4 h 55 mins
<b>Tuesday</b>	08:50 – 12:25	09:05 – 09:30	10:30 – 10:45	13:20 – 15:15	4 h 50 mins
<b>Wednesday</b>	08:50 – 12:25	-	10:45 – 11:05	13:20 – 15:15	5 h 10 mins
<b>Thursday</b>	08:50 – 12:25	10:10 – 10:30	10:30 – 10:45	13:20 – 15:15	4 h 55 mins
<b>Friday</b>	08:50 – 12:25	14:30 – 15:00	10:30 – 10:45	13:20 – 15:15	4 h 45 mins
<b>Total</b>	<b>18 h 5 mins</b>	<b>1 h 35 mins</b>	<b>1 h 20 mins</b>	<b>9 h 25 mins</b>	<b>24h 35 mins</b>

**Suggested Hours per Year (38 teaching weeks per year) Key Stage 2**

English	180-270
Mathematics	150-180
Science	72
Design & Technology	33
Computing	33
History	33
Geography	33
Art & Design	33
Music	33
Physical Education	45
Religious Education	45
PSHE	33
Spanish	19

This takes account of curriculum time given to school special events over a typical year.

## **Appendix 2 Coronavirus Restrictions**

While Coronavirus restrictions remain in place, the following points apply:

### **Extra-Curricular Activities**

Extra-curricular face to face activities (particularly those which cross class 'bubbles', will not take place during the coronavirus restrictions, unless it is deemed safe to do so and is underpinned by a full risk assessment and the national guidance.

### **Curriculum Enrichment**

Face to face visits, visitors, residential opportunities to learn from first-hand experience will not take place, unless it is deemed safe to do so and is underpinned by a full risk assessment and the national guidance.

### **Teaching hours**

Start and finish times for individual classes will be varied but will not affect overall teaching hours for any given class.

While additional time is needed to address gaps in core subject learning (English & mathematics), time from foundation subjects (apart from PE) will be reduced to allow for additional teaching time for core subjects.