

## **Curriculum, Teaching and Learning Policy AG 4 ISI A3 WS**

### **Core Aims**

The School will;

- Excite and extend the intellect and interest of all pupils, whatever their strengths and weaknesses.
- Build the self-confidence and self-esteem of all pupils.
- Provide experiences and opportunities necessary for an enriched, healthy and fulfilled life.
- Provide the personal, social, cultural, physical and moral knowledge and skills necessary for happiness and for responsible and caring citizenship.
- Review the curriculum each year to ensure that a balance and breadth is provided for all year groups and abilities.

The curriculum will;

- Excite, extend and challenge all pupils, whatever their strengths and weaknesses.
- Provide at least the information and skills laid down in the National Curriculum since this is the starting point for most senior school syllabuses.
- Prepare children thoroughly for Common Entrance, Scholarship and other internal and external examinations as appropriate to each child
- Cater for a broad spectrum of abilities including children with learning difficulties.

In particular the curriculum will ensure that pupils have;

- A sound grasp of numeracy and the application of Mathematics.
- The ability to communicate clearly and effectively, both in the written and verbal form.
- Good knowledge of the natural sciences and the ever changing world in which we live.
- An introduction to at least one foreign language and culture.
- Competence in the use of a range of technology.
- An understanding of programming and the applications of computing.
- Fitness and a concern for personal health.
- An appreciation of the cultural world of today and its roots in our past.
- An opportunity to pursue artistic and creative talents.
- An understanding of how human action has influenced the world about them, both in the past and the present.
- An ability to apply moral principles to personal and social issues.
- An appreciation of the responsibilities of citizenship and community membership especially those linked to British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- An ability to identify problems and to work creatively towards solutions.

The Learner will;

- Develop an investigative spirit and be able to think independently and solve problems using logic.
- Make calculations and understand the relationships and patterns in number and space.
- Show an ability to offer personal and imaginative responses to literature and the arts.
- Develop skills associated with the process of enquiry: observing, forming hypotheses, conducting experiments and recording their findings.
- Be able to research, plan and structure ideas.
- Be able to use their knowledge to make deductions and draw conclusions.
- Work well with others and respect their opinions.
- Be confident in projecting their views to their peer group and a wider audience.

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- Develop skills of physical control and co-ordination as well as gain an awareness of tactical skills.
- Develop communication skills and increase their command of language through listening, speaking, reading and writing.
- Be proficient in technological skills including ICT and computer programming, developing and planning projects; working with tools, equipment, materials and components to produce good quality products as well as effectively evaluating processes and products.

Teaching staff will;

- Effectively support all learners. This includes, but is not limited to; marking work individually, circulating and talking to pupils while they are working, providing additional support after lessons or outside lesson times.
- Encourage co-operation among pupils, especially in group work and pair work.
- Use diverse teaching methods and encourage active learning, so that children see themselves as active participants in the learning process rather than as an audience.
- Provide activities which cover the various learning styles of children.
- Plan for differentiation in all relevant tasks, allowing children to work at the pace and level that is correct for them and to allow progress to be made.
- Prepare effectively and provide properly structured lessons. Use CE and National Curriculum documents (as appropriate), and the planning documents provided by Heads of Department.
- Ensure, through careful monitoring and sensitive intervention, that all children have equal opportunities to the curriculum, regardless of gender, culture, ethnicity, disability or ability.

### **Good Teaching practice**

The School expects high standards of teaching and learning.

INSET days are regularly provided to build and share skills, ideas, enthusiasm and understanding of pedagogy. The staff appraisal system, induction process, staff development days and the opportunities for external training and development are all designed to improve student outcomes by providing teachers with opportunities to develop professionally.

Teaching is monitored and evaluated regularly as part of the staff appraisal process. Heads of Department hold regular meetings to enable staff to share resources and teaching strategies, as well as to update planning and discuss initiatives at school, area and national level.

### **Planning**

The Curriculum Overview will record the main thrust of each subject in each year group for an entire year. This will give new staff a ready document to refer to and parents, governors and inspectors an opportunity to see how a particular subject will be taught throughout the school. This long-term planning should be updated each year. It is also be stored electronically so that alterations can be made as necessary.

Medium term-planning should show the breakdown of when topics will be covered, what resources will be used and how the topic will be assessed. It should also record what extension work is available. This should also be stored electronically so that it can be accessed by all staff in the department and updated each term.

Short term planning should record the intended lesson objectives and activities on a daily basis, as well as a teacher's informal assessment records. Common planning formats are used in Years 1-4 and specialist teachers have access to these if they wish to use them. How a teacher records their short term planning should be left to the discretion of individual teachers. However, short term plans should be made available for monitoring and evaluation purposes on request. A planning folder is held within the shared area and plans and resources should be saved there.

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## Assessment

Assessment supports a child's learning. It enables staff to monitor progress and set targets, and informs the planning of the curriculum. Above all it should allow a pupil to evaluate their own learning and develop self-esteem. Details of how pupils' work is marked and assessed are set out in the assessment policy [AG 9].

## Classrooms

All classrooms should be attractive learning environments with displays changed regularly to ensure that the classroom reflects the topics studied by the children. A stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

## The Curriculum

In the Early Years Department, pupils are 'taught' in small groups following the Early Years Foundation Stage curriculum. Whenever appropriate, they join in with and invite older pupils and staff to visit them during 'topic weeks', which are distributed at regular times throughout the year.

When pupils move to Year 1 and 2, a slightly more formal approach to teaching is introduced. At this stage pupils spend much of their time with their class teacher but they do have specialist staff for Music, Swimming, Games and French where specialist departments teach the children.

The diverse Co-curricular Programme for Y1-8 offers a selection of activities to cater for the wide range of interests of the pupils. This also helps them to develop social skills plus a mental, physical and spiritual wellbeing.

The purpose of the Co-Curricular Programme:

1. To provide a variety of meaningful and challenging experiences in a controlled and safe environment
2. To allow individual tastes and interests to be met through enjoyable recreational activities
3. To encourage pupils to develop confidence and self-esteem, and to be responsible members of a team

The teaching in Years 3 and 4 is very similarly organised to that in Years 1 and 2. Classes are taught by form teachers as much as possible, with specialist teaching in some subjects. In Year 5 to 8 there is less emphasis on 'form' teaching so that pupils become more independent in their organisation. This means that they move around the school more regularly from lesson to lesson and increasingly, lessons are set by ability.

Years 5-8 are organised in mixed ability forms for registrations, and sets for the majority of academic subjects. All pupils are working towards Common Entrance and some pupils in the top set are aiming to sit an Academic Scholarship to the senior school of their choice. There is fluidity between sets if it is deemed appropriate, but only after careful consideration and discussion with all interested parties.

At the end of Year 8, after Common Entrance, a programme of extra-curricular, enrichment activities is organised. These activities are chosen by the staff to prepare pupils for the next stage of their lives and may take place in or out of the classroom and on or off site.

PSHE is taught throughout the main school in tutor times twice a week. It is also covered in Physical Education teaching, as well as in other subjects such as Religious Studies; more informally through expectations of pupils; and through assemblies and special services.

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