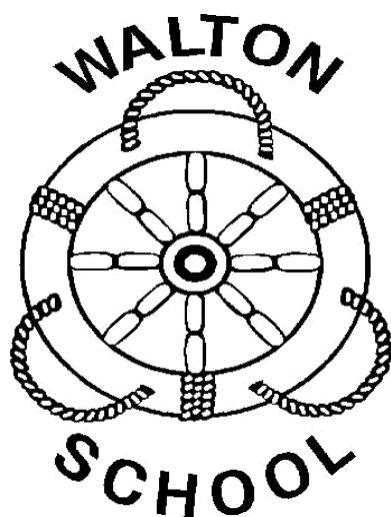




WALTON on the NAZE PRIMARY SCHOOL

TEACHING, LEARNING and CURRICULUM POLICY

Choose your Dream and Chase it!

Review date	Summer 2025
Approved date	Summer 2024
Responsible committee	Curriculum and Pupil Related Matters

OUR VISION STATEMENT

Walton School is committed to providing a safe, caring environment where everyone is valued and will have the opportunity to fulfil their potential as a learner and as a person.

‘Choose your dream and chase it!’

This policy is intended to promote consistency and high standards and the achievement of the school aims.

SCHOOL AIMS AND CORE VALUES

Our school aims are:

Work hard
Aim high
Love learning
Think of others
Open minded
Never give up

Curriculum Intent Statement:

At Walton, we will provide an exciting, broad, inclusive Curriculum, which includes specific drivers, which we deem important to our children (Walton Drivers), supporting children with a therapeutic approach to any barriers to learning. This is based on the Essex Steps mind-set. Children use collaborative learning (such as Kagan methods) across the Curriculum to support their learning.

The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values, mostly derived from the National Curriculum. We provide enhancement opportunities, such as Forest Schools and Wow days, to engage learning and believe that school should be a happy time in children's lives, where they have the ability to investigate and inquire. There is equity for all and children leave with a thirst for knowledge.

We believe that strong links between home and school are essential for a child to flourish; therefore, many events involve parents, family and carers. Our dedicated team prides itself on knowing our children and families well, working together to provide our children with the best possible futures, in a happy, secure, and caring environment. We want all of our children leaving with a love of learning, aspiring to be the best they can be. They will be responsible global citizens, mindful of their own wellbeing, able to make a positive contribution to our Society.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. EYFS September 2014

Values:

Belonging
Resilience
Respect
Compassion

Walton Drivers:

Global Citizenship
Individuality
Tolerance and Knowledge of the world
Self – worth and aspirations

A voice for the child:

Children are not the people of tomorrow, but are the people of today.
They have a right to be taken seriously, and to be treated with tenderness and respect.
They should be allowed to grow into whoever they are meant to be.
'The unknown person' inside each of them is our hope for the future.

Janusz Korczak (1879 -1942)

Implementation:

Our Curriculum is based on:

Development of Vocabulary/ Oracy skills –

Kagan methods for Collaborative Learning are used across the Curriculum. A small group of pupils (usually 4)

is responsible for its own learning and the learning of all group members. Pupils interact with each other in the same group to practise skills, learn subject matter, solve a problem, complete a task or achieve a goal.

Talk for writing style mapping in writing across the Curriculum - Children are given the opportunity to orally rehearse and use the framework of Imitation, Innovation and Invention.

Development of thinking skills –

Children have a greater involvement in their work, the same starting point may allow differing responses and no cap is placed on learning.

Time for pupils to reflect and review on their learning is key; they are given next step thoughts to respond to.

Reading across the Curriculum-

Reading is given high priority across the school with specific areas designed in each classroom, class readers and various additional resources being provided for children. High quality texts are provided to be shared with classes and new stock is being purchased in line with requests from children. We are currently looking to re-stock our library. Children are encouraged to read a wide variety of texts.

We are currently embedding the phonics' scheme – RWI, which runs from EYFS upwards.

Learning experiences

We know that giving pupils the opportunity to develop new skills and try new things helps them to grow in confidence, have more knowledge of the world around them and know what is available to them in an ever-changing world.

We offer a variety of experiences, which include the well-loved Grow, Cook, Eat, educational workshops, visits, bedtime story events, a residential, Beach day and Enterprise week.

Additional special days take place to introduce new topics (Our Wow days), which will be extending to Brilliant beginnings, marvellous middles and fabulous finishes.

Individual subject days also take place, such as Maths and Science Day, e-safety day and art week.

Outdoor Learning

For many of our children, Outdoor learning is playing a particular part of supporting learning at school, helping them to develop a sense of belonging and ownership of our school grounds and the wider area.

Aspirations

We want our children to know what is out there- to broaden their horizons. We want them to know that achieving well at school and following their own career path is not bound by background or gender and that they should expect equity. We provide visitors to the school in the form of local businesses, for example, Tesco's and Aldi and regular author and athlete visits. Children are given the opportunity to take more responsibility and learn about democracy through school council, Head Boy and Head Girl roles, Playground Pals and other allocated job roles.

We also provide children with specific Curriculum time to learn about being mindful, looking after their own well-being every day. This is provided through Mindfulness activities and specific pieces of work completed with our excellent Pastoral Support Lead.

Impact

At the end of their Walton Learning Journey, the vast majority of children will show good recall and fluency of the content taught. They should be able to make connections and apply their knowledge. Some pupils will have a greater depth of understanding. We will track and monitor progress carefully using a variety of methods including book scrutiny, lesson dips and pupil voice to ensure pupils are on track for meeting age related expectations and expected progress in all subjects.

GENERAL CURRICULUM OBJECTIVES

- To provide a challenging, yet supportive environment to stimulate, maintain and develop a lively, enquiring mind. The environment will encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
- To develop a sense of moral values, which can form a framework for a sense of own worth, and relationships with others, so pupils become responsible members of a community.
- To develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
- To develop positive attitudes towards, and concerns for, the environment.
- To offer a broad and balanced curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip students for work and leisure as active, confident and responsible members of society.
- To develop a school community which affords equal value to all its members, is seen to be fair, just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the pupils' homes and the local community.
- To prepare all children for the next stage in their education.

Note: The whole school curriculum plan is reviewed annually.

SUMMARY OF CURRICULUM CONTENT

- English and Maths is targeted on each day. Skills in English and Maths are introduced and developed systematically according to the NC guidelines and in response to children's needs as they arise.
- Reading is taught carefully and systematically to all children in order that they develop skills to read with fluency and understanding. The school has a well-established and growing collection of books which play a vital part in all the work of the school. Children are encouraged to borrow books and take them home; each class has a book collection and a well-stocked, central school library is available. All children who are undertaking RWInc will be encouraged to take a Phonics' matched book (RW Inc) and also a book for pleasure.
- Writing is developed through the use of Talk for Writing and the premise that 'if you can't say it, you can't write it.'
- All teachers read a high quality text to their class on a daily basis.
- A clear and legible style of handwriting is taught from Reception and in line with RWInc. Children are encouraged to write on a wide variety of topics, for many purposes and for many audiences. The abilities to spell and punctuate correctly are developed systematically and children are given opportunities to discuss their ideas and to communicate clearly and confidently with others in both speech and writing.
- Science is taught through many practical and investigational tasks. Skills and techniques are developed in appropriate stages.
- In most year groups, the 'foundation' subjects of Music, PSHE and PE are taught weekly but others such as History, Geography, DT and Art are based around a termly topic. This allows the children access to a broad range of experiences, yet is planned and developed to encourage study in depth, ensuring progression. Children are taught and work, where possible, from direct experiences, using their natural curiosity, encouraging them to think critically and develop a scientific approach to problem solving. Children are encouraged to take responsibility for their work, from planning to production, whether working individually or collaboratively in small groups or as part of a larger team.

- Much of the work in art arises naturally from thematic and environmental work. Children learn to look at things carefully and develop an awareness of shape, colour and pattern. Materials of all kinds are employed in such work, including paints, inks, fabrics wood and clay.
- ICT equipment is well established and every class has timetabled slots so they can use laptops and iPads in class.
- Children are introduced to a variety of instruments which they may learn to play, including tuned percussion, recorders and ukuleles. Music, dance and drama are often linked. A specialist music teacher has been employed to conduct singing assembly and provide PPA cover one day per week.
- The PE programme includes exercise activities, gym based activities, dance, swimming and games; all contributing to building the necessary skills to take an active part in lessons. When possible, children take part in competitive inter-school sports. The hall is well equipped with gymnastic apparatus. An outside provider is also used. (SCS)
- Religious Education is based on the Essex agreed syllabus.
- French is taught to all KS2 pupils.
- At the beginning of. topics, Wow days or hook days are provided through a range of visitors and visits. in order to spark the children's imagination.

Note: Children have the opportunity to explore and further develop skills through many extra-curricular clubs. (Teachers are asked to provide one club a year).

Teaching and learning (non-negotiables)

Questioning. Teachers use questioning and discussion to promote thinking and independent learning and assess children's learning. Children's responses show evidence of progress in knowledge and skills. Questioning is open-ended and promotes thinking skills and Green Learner mind-set. Often, children work in Kagan groups in order to discuss answers and ideas.

Understanding. Children understand how to improve their work, the purpose of the lesson, and how they know if their work is effective. They are given enough time and opportunities for independent learning. They can evaluate their own and others' progress. They are clear about what they must do to achieve their next step.

Assessment, Teachers monitor pupils' progress throughout lessons and make adjustments when necessary, e.g. if the work is too easy or hard. Children are encouraged to choose their correct level. 'Pit stops' are taken throughout lessons to decide whether some or all children need to be re-focused. Marking and feedback promotes pupils' response to learning opportunities. Presentation is of a high standard consistently. Hot and cold tasks take place to judge progress and for forward planning.

Challenge. Using growth mind-set, children are encouraged to be responsible for their own attitudes to learning. Work is appropriately challenging for all children and meets their individual needs. Differentiation is used throughout lessons. Children are encouraged to choose their own appropriate challenge through Challenge 1, 2, 3. Challenge X is also used for further challenge and mastery. Teachers ensure that all challenges are age related but also ensure to be inclusive for all.

Knowledge. Teachers explain new concepts clearly and accurately. They use correct vocabulary and model high expectations

In Science, we will be trialling Knowledge organisers to gauge how well 'sticky learning' is happening.

Specific non –negotiables

- Date and Learning Outcomes displayed on each piece of work (Labels for SEN or younger children where necessary)
- Marking gives next steps for the child. This may be oral (VF) or written. This could come in the form of individual, group or class feedback.
- Children will respond to teacher's marking in green pen
- Children use purple pen to edit their own work
- Presentation of work shows pride
- All work/sheets added into books will be added neatly and limited in number.

Note: This policy underpins and works in conjunction with all other school policies.

