

Tillingbourne Junior School
Curriculum, Teaching and Learning policy

VISION	VALUES	RIGHTS	BEHAVIOUR
<p>At Tillingbourne we want children to:</p> <ol style="list-style-type: none"> 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible 	<ul style="list-style-type: none"> • Aspirational • Responsible • Resilient • Curious • Confident • Caring 	<p>The right to learn</p> <p>The right to be heard</p> <p>The right to be me</p>	<p>Ready</p> <p>Respectful</p> <p>Safe</p>

Adopted: September 2024
 Review: September 2025

Introduction (where the word ‘parents’ is used, please read this as parents/carers).

Our Curriculum

The curriculum at Tillingbourne is coherently planned and sequenced to provide all of our learners with the culture capital and knowledge to succeed in life. Our children are caring, confident, aspirational, curious, responsible and resilient lifelong learners for whom learning is challenging, rewarding and enjoyable. Through our ambitious curriculum, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Carefully crafted teaching and learning experiences enable children to build a sense of self, to recognise their potential and to gain confidence in their talents, interests and abilities.

This policy acts as a focus for improvement and agreement on philosophy and practice, supports equality of opportunity and ensures consistent, high quality curriculum delivered through excellent teaching.

The National Curriculum 2014 forms the basis of our long term planning along with the Standing Advisory Council for Religious Education (SACRE) Local Authority Syllabus for RE.

Intent

1.1 The aims and objectives of our curriculum is to

- give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge, skills and cultural capital they need to succeed in life.
- provide pupils cumulatively with sufficient knowledge and skills for future learning and employment.
- provide all pupils with a broad range of subjects
- foster children’s self-esteem and help them build healthy relationships;
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values, beliefs and feelings of others;
- actively promote fundamental British values

- enable children to understand their local, national and international communities. Help them feel valued as part of these communities; and promote positive attitudes towards other people and a broader understanding of modern day Britain and the wider world;
- help children grow into reliable, independent and positive citizens.
- We are an inclusive school committed to the Equality Act 2010. We ensure that we meet the needs of pupils with additional learning needs; those children who are learning English as an additional language, in line with the requirements of the Race Relations Amendment Act 2000; those who are gifted and talented and disadvantaged pupils

1.2 Planning

- Progression documents for each subject map out the learning for each year group ensuring the learning journey is carefully planned and previous learning is built upon. These are supported by schemes of work which strengthen links and support breadth of curriculum. More detail can be found in unit plans where 'sticky knowledge' is identified, key vocabulary is outlined as well as other important learning opportunities such as potential links in learning, prior learning to refer back to and future learning to build towards. Within this framework, we recognise that children are individuals and our planning is adapted to meet the needs and interests of the class, group, individual ensuring that opportunities and engagement in learning is maximised for all learners.
- We have high expectations of all children, and strive to ensure that their work is of a high standard. Additional support for children is planned as needed for vulnerable groups – this can be across the ability range.
- All children, whatever their ability, are provided with opportunities for working with challenge and at depth so that they are able to reach their potential.
- Teachers are responsible for ensuring that lessons are well planned to support learning. Planning will be led by objectives which are agreed in the curriculum progression maps and unit plans.
- Teachers will ensure that planning is adapted to meet the individual class' needs. Learning objective, success criteria, pupil groupings and other methods of adaptation should be clear for each lesson. When planning work for children with special educational needs, we give due regard to their needs.
- Plans used by teachers may be annotated to show any significant amendments or points to be followed up. All year group planning will be uploaded to the school shared drive before teaching starts and should be clearly organised so that they can be readily accessed by the year team.
- Teaching Assistants are given information about planned activities and pupil needs to ensure that they can contribute to meeting individual needs.

Implementation We conduct all our teaching in an atmosphere of trust and respect for all.

2.1

- Subject matter in each subject is clearly presented and promotes appropriate discussion about the content being taught.
- Teachers check children's' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is adapted as necessary to meet individual, group and class need
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

- Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum (see appendices A)
- We believe that children learn best when they are able to think creatively, and apply their knowledge, understanding and skills in a variety of different contexts.

- In lessons teachers will
 - activate prior learning
 - clarify the learning intention for the lesson with the pupils and other adults
 - teach the key vocabulary necessary for the lesson
 - share success criteria to focus the learning so that children know what they are expected to do, what they are concentrating on, and what relevance it has, so that they are encouraged to become active learners.
 - set the 'big picture', making links to previous learning or real life experience.
 - promote independent organisational skills and encourage children to follow their own lines of enquiry.
 - maximise the amount of time that children spend actively learning.

2.2 Planning acknowledges that people learn in many different ways and we recognise the need to develop strategies that allow all children to access the curriculum and learn in ways that best suit them. Planning is based on assessment of where children are and what they need to achieve.

We use a range of teaching strategies including:

- modelling
- chunking information
- scaffolding – this can include task boards, word maps, colourful semantics
- direction
- retrieval tasks
- worked examples
- working with children to recognise mistakes and working through misconceptions
- linking abstract concepts with practical tasks and visual representations
- explanation
- listening and responding/asking and answering questions
- discussing and productive debate
- role-plays and oral presentations
- initiating and guiding exploration
- investigating ideas and problem solving – enquiry based work
- use of technology
- creative activities
- designing and making
- participation in athletic or physical activity
- cultivating co-operative, collaborative work based on shared goals
- fieldwork, visits to places of educational interest and extensive use of our outdoor environment (see residential appendices C)

2.3 Metacognition

We encourage children to take responsibility for their own learning, to be independent, active learners who understand:

- how they learn
- what supports their learning
- developing independence and choice
- what makes it difficult to learn
- next steps

2.4 Behaviour

We recognise the importance of good working relationships with all children in the class. We treat the children with kindness and respect, using specific praise and positive reinforcement. We treat children fairly and give them equal opportunity to take part in class activities. We set and agree with children the class charter to promote the best learning opportunities for all. When children struggle to follow our traffic light code of behaviour, we follow the policy for consequences. This is outlined in our school Behaviour Improvement Policy. Red behaviour, including consistent orange behaviour, is logged and monitored using CPOMS.

2.5 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we follow the guidance in the Educational Visits Policy

2.6 We deploy teaching assistants and other adult helpers effectively. They mostly work with individual children and small groups of all abilities. HLTAs take whole class groups as timetabled.

2.7 Teachers create a rich and varied environment that focuses on pupils. Activities and resources reflect the school's ambitious intentions. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes engagement, independent use of resources and high-quality work by the children. We encourage all children regardless of ability to use concrete resources across the curriculum as often as possible. We change displays regularly, to ensure that the classroom reflects the learning. All classes have displays relating to English, Rights Respecting, Maths (see appendices B), science and Geography/History. Children are explicitly taught their responsibility to care for the environment.

2.8 Digital literacy, computer science and information technology form the backbone of the computing curriculum at Tillingbourne Junior School. Children should develop computing skills that can thoughtfully be applied in a range of different situations, with children developing increasing independence in the choices they make over which technology to use to help them reach the desired outcome. As they progress through KS2 children will become confident in the application of their digital skills, becoming increasingly efficient and effective communicators, collaborators and analysts, showing imagination and creativity in their use of computing in different aspects of their learning and life beyond school. Online safety underpins all use of technology.

2.9 EAL English as an additional language.

Where a child comes into school with a high level of EAL need, informal assessments are carried out. Resources are then deployed to enable children with EAL to access the curriculum. Teachers are mindful that children with EAL may need specific English language intervention but children must also be able to demonstrate their ability in their own language and to continue to have challenge and reward in their learning.

2.10 Assessment for Learning

We understand that covering a concept does not necessarily mean that a child has learnt it, therefore assessment is a key component of the curriculum that aims to:

- enable our children to demonstrate what they know, understand and can do in their work;
- help our children understand what they need to do next to improve their work;
- allow teachers to plan work that responds to gaps and accurately reflects the needs of each child;
- provide regular information for parents that enables them to support their child's learning;
- provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

We set end of year targets in mathematics, reading and writing for all our children at the start of every year to ensure highest possible expectations. We track pupils' progress through continuous assessment.

Tracking for English, maths and science is formally recorded and is monitored regularly by the leadership team and summarised and reported to Governors 3 times a year.

The type of assessment that we make varies from subject to subject. We do not keep a formal record of all these assessments; we record only information that affects future learning i.e. we identify pupils who fail to meet the success criteria, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

2.11 Feedback

It is the responsibility of the teacher to decide how to have impact on gaps in learning and on misconceptions so that learning is moved on and opportunities to make progress are not missed. The provision of effective feedback and marking to children is one of the key factors for improving learning. The learner needs to understand the purpose of the learning, how to make improvements and be given time to respond to comments. Systematic feedback (written or verbal) enables children and adults to know what has been achieved and what the next step is.

Feedback should:

- Enable children to be a partner in the process.
- Be consistent throughout the school.
- Be seen by children as positive and a way of improving their learning.
- Develop a culture, which allows mistakes, and risk taking.
- Be constructive and make children think.
- Give children continuous opportunities to understand and reflect upon their learning journey.
- Give recognition and appropriate praise for achievement.
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine including writing conferences
- Ensure that children are clear about the learning objective of the task and the success criteria.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve their work.

2.12 Verbal feedback

Verbal feedback is potentially the most effective form of feedback and is an integral part of daily teaching. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is encouraged. Verbal feedback could come from the teacher, TAs or peers. Verbal feedback should be focused on the learning objective and success criteria or areas for individual improvement and can be given at an individual, group or whole class level.

2.13 Written feedback

The key principle that drives written feedback is that it has impact on outcomes of the child.

- Marking is used on written work to move on learning and celebrate achievement. There is consistent use of 'green for growth' and 'tickled pink'
- In depth feedback, including marking, will take place regularly.
- Marking is for the child and therefore not all pieces of work need to be marked.
- Staff use a red pen, children use a green pen to indicate assessment/editing
- When a child has been supported with their work it will be recorded in their books with:
 - TAS indicates teaching assistant support

- S indicates teacher support
- I – independent work (used where independent work follows supported work.)

2.14 In-depth Marking

In depth marking should aim to have impact through indicating success and improvement

Success

- Through highlighting in the child's work using pink highlighter pen.
- Pink highlights should focus on the learning objective and success criteria or areas of individual success
- A comment related to these successes may be given where necessary

Improvement

- An improvement suggestion should be given to the child in order to 'close the gap' between what the child has achieved and what the teacher would like that child to achieve. This may be highlighted using a green highlighter (green for growth).
- RTM Classroom time is given for children to read the successes and improvement suggestions, and to make improvements in green pen. This can be individual or in a guided group.
- A longer term focus for individual improvement may be written for the child to work on in subsequent pieces of work.
- Targets for success in writing will be purposefully used to move a specific aspect of a child's writing forward and will be regularly reviewed

2.15 Correcting Spellings (see spelling appendices D)

In writing activities, a maximum of 3 incorrect spellings will be indicated. These spellings should usually be words that the child is expected to know (high frequency words), subject specific words or words with that week's phoneme.

- The chosen spellings will be indicated with 'sp' and may be corrected;
- The child is expected to write these spellings out three times;
- All other incorrect spellings will not be indicated. This will enable the child to focus purely on the learning of the task and the spellings appropriate for his/her ability.

2.16 Self and Peer Marking

Children should be involved in the analysis and constructive criticism of their own work and learning where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection and improvement should become a natural part of the process of learning, and time should be provided for this.

Some examples of this include:

- Children marking their own answers to closed questions and reflecting upon their learning.
- Children reflecting upon their own or a peer's work using a checklist of success criteria.
- Children feeding back to the teacher in their books about their own learning
- A child reading another's work and orally indicating success and an improvement suggestion.
- Coloured pens/pencil should be used by children to show success and improvement (pink and green). Where a child responds to another child's work, the child should write their name. Eg. 'marked/edited by Jonny'.

2.17 Writing Basics

Children have many opportunities in English lessons to practise skills where the focus of the learning is punctuation and grammar. Correcting all errors in writing may demoralise children and detracts their focus from the learning objective. However, ignoring pre-learnt basics in writing may lead to lowered expectations.

Basics

- A set of basic expectations for every piece of written work should be agreed with children by the class teacher. These basic expectations should be followed in all subjects.
- 'Non-negotiables' should be in place for all children (with the exception of children who have significant cognitive impairment) For example, a capital letter at the start of a sentence and a full stop at the end.)
- Errors in the basic expectations will be addressed by the teacher through feedback during the lesson, individual targets or indicated by the teacher either by green highlighter or red circle and the child will be expected to edit these.

2.18. Moderation

Judgements on work are supported by moderation. For English, Maths and Science we moderate both internally and externally to ensure consistency of judgements. Exemplars are also used to support judgements

2.19 Homework

We set a variety of homework activities including reading, writing and maths homework routinely each week which children are expected to complete in their homework books or online. This policy may be adapted if a need for a specific focus arises for example a focus on reading.

All tasks set are appropriate to the ability of the child. If a child has special needs, tasks are adapted so that all children can contribute in a positive way. Homework is differentiated to take account of the individual needs of pupils. We increase the amount of homework that we give the children as they move up through the school; however we do not expect homework to be done at the weekend.

The aims and objectives of homework are:

- to enable pupils to make maximum progress;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to provide educational experiences not possible in school;
- to consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons.

Homework plays a positive role in raising a child's level of attainment however we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Lower Phase

Children should:

- read at least 5 times a week– either independently or with an adult. Reading record books will be used by children to keep a track of their reading
- complete a weekly maths activity which should last around 20 minutes
- complete a weekly task linked to classroom learning which includes writing and should last around 20 minutes

Upper Phase

Children should:

- read at least 5 times a week, an increasingly wide range of texts – either independently or with an adult. Reading journals will be used by children to keep a track of their reading
- complete a weekly maths activity which should last around 30 minutes
- complete a weekly task linked to classroom learning which includes writing and should last around 30 minutes

2.20 Bottom 20%

Children who are either disadvantaged, SEND or are working below age related expectations require more targeted support in lessons to bridge the gap and make accelerated progress. Staff check in frequently with these children throughout the lesson to promote engagement in the learning, check understanding, and provide additional scaffolding where appropriate. The progress of these children is regularly monitored and additional strategies and support put in place to support their learning. Teachers prioritise these children when deciding which groups or individuals to work with during lesson time.

3. Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.
- Where available, impact is reflected in results from national tests that meet government expectations
- Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

4 The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching for learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- Parents complete questionnaires, and our governing body pays careful consideration to any concern that is raised by any parent.

5 The role of the Parents

We encourage parents to contact the school if they have concerns about any aspect of their child's work or pastoral issues.

We have a range of strategies that keep parents fully informed of their child's progress in school.

We meet formally with parents and carers 3 times a year

- Autumn term - to discuss how well each child has settled into their new year group
- Spring term – to discuss their child's progress and achievement and identify target areas.
- Summer term – to review progress and attainment for the year. This meeting is accompanied by a brief written report which records the key points of the discussion
- Parents of Year 6 children will receive their end of Key Stage 2 assessments at the end of the summer term.

We believe that parents have a fundamental role to play in helping children to learn. At each meeting we actively seek the views of parents and we believe that school works best in partnership with parents for the good of our children. The parents of SEND children will receive a copy of their child's provision map termly and are able to book termly meetings with the SENDCo to discuss.

5.1

We promote good communication between home and school by:

- holding parents' curriculum evenings to explain our school strategies for teaching;
- in September offering year groups information meetings
- providing on our website and in our Parent year team meetings curriculum maps, curriculum statement and progression maps for subjects
- giving half termly learning overviews to parents (Year Group Newsletters);
- giving regular reports to parents;
- explaining to parents how they can support their children with homework;
- informing parents of the weeks learning via DB Primary;
- being available to talk to parents informally or by appointment.
- monthly newsletter
- sharing provision maps for SEND children
- support their children to behave appropriately and safely on-line
- An open door policy allows parents and carers to meet with teachers and leadership team when they require.

5.2

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;
- wherever possible, ensure that children arrive at school having had a good night's sleep
- support the school by ensuring that online behaviour is not used maliciously against the school community;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- 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;
- provide a good working space at home and encourage their child to complete the homework tasks that are set;
- discuss the work that their child is doing;
- hear their child read frequently and to sign their reading log;

6 Complaints about the Curriculum should be dealt with DFE Complaints Policy, which has been adopted by the school.

6.1 Withdrawal from aspects of the curriculum

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Surrey Agreed Syllabus 2012 and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

RSE: the school provides detailed information on the content of relationship and sex education for all stakeholders. Parents have the right to withdraw their children from some aspects of this curriculum but it is statutory that children receive the science curriculum as stated in the National Curriculum. Any parent wishing to remove their children from any aspect of RSEE is asked to discuss their concerns with the Headteacher.

7 Monitoring and review

7.1

We are aware of the need to review the school Teaching for Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy annually during the Autumn Term

7.2

Monitoring of curriculum delivery, standards of children's work and of the quality of planning and teaching in individual subjects is the responsibility of subject leaders. To achieve this, the subject leader will review samples of children's work, interview pupils and undertake lesson observations of teaching across the school. The subject leader also supports colleagues in the teaching of their subject, is informed about current developments in the subject and provides a strategic lead and direction for the subject in the school.

8

All of our staff reflect on their strengths and areas for development and take responsibility for their professional development in including subject knowledge. The school is committed to supporting the professional development of all staff.

The Leadership of the school will monitor the implementation of the Teaching and Learning policy.

Signed:

Date: