

## Curriculum Policy

### Aims and purposes

Any attempt to continue to raise standards in our academy must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining a high quality curriculum and the high quality of teaching and learning that is taking place on a daily basis. Across the academy the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

### We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our academy.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the **key elements** which are key to raising standards in teaching and learning.

### We Learn:

**10% of what we READ**

**20% of what we HEAR**

**30% of what we SEE**

**50% of what we SEE and HEAR**

**70% of what is DISCUSSED with OTHERS**

**80% of what is EXPERIENCED PERSONALLY**

**95% of what we TEACH SOMEONE ELSE**

*William Glasser*

## At Wybers Wood Academy we use a thematic approach to our Curriculum

At Wybers Wood we believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of higher order thinking skills, so we aim to educate all of our pupils in an individually tailored way.

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following "creative behaviours":

- questioning and challenging
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes
- making connections and seeing relationships

Our curriculum takes the National Curriculum content and uses a "thematic" (topic or theme) approach to teach multiple learning objectives across different subject areas. At Wybers Wood we use the Cornerstones Curriculum as our starting point. In avoiding narrow subject based lessons, pupils have the opportunity to see links between subject areas and learning objectives. Our themed learning will always include quality visits, visitors and themed days to stimulate the pupils' learning journey. We use problem solving and open ended tasks, art, drama and role play to help children see "the whole picture" both inside & outside the classroom. We try to put all learning into a context, thematic or linked to real life situations, to make the learning experiences relevant. Pupils are helped to recognise relationships and patterns in their learning and they gain a deeper understanding of their learning and different cultural experiences and the unique contribution each of these provides.

## **Key elements and principles of teaching and learning across our school – a practical guide**

***All lessons across our school will include the following key elements to ensure high quality teaching and learning. New teachers to our schools will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.***

### **All lessons have...*Clear Learning Outcomes***

- Teachers' planning should build upon a clear learning outcome
- Sometimes a learning outcome will be shared with the children in child speak at the start of the lesson then referred to throughout; at other times the teacher may decide to let the children reflect on their learning towards the end of the lesson.
- In all lessons, the children should be able to articulate their learning by the end of the lesson

### **All lessons or sequences of lessons have... *Well planned success criteria***

- All pupils can recognise 'what a good one looks like' (WAGOLL) and 'what a good answer looks like' (WAGALL)
- WAGOLLs & WAGALLs may be displayed so that children can reflect on their achievements at the end of the lesson
- Children will use WAGOLLs & WAGALLs to self-assess their own or other children's work. At Wybers Wood one strategy may be for children to RAG rate themselves against the learning expectations

**All lessons are ...*Tailored to the needs of the individual child to enable all to access the learning***

- All learners are challenged appropriately.
- Questioning is differentiated
- At WWA we cater for all learners through a wide range of engaging and enriching learning activities

### All lessons ...develop SMSC

- Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work



- Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.



- Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.



- Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



**All pupils are...Actively engaged in learning, demonstrating good learning behaviours and working co-operatively**

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods. We do not expect children to have to listen for more than 10 minutes to 'teacher talk'.
- Opportunities to *Think/Pair/Share* and for discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- ABC (Agree, Build & Challenge) will be used consistently to build and extend oral responses
- Children help and encourage each other
- Mini whiteboards are sometimes used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts and auditory input are all used creatively to enhance learning.
- Everyone participates
- Children are encouraged to independently access classroom resources to support their learning

## **We believe it is important for pupils to TALK during lessons**

**When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.**

At Wybers Wood we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking **Think/Pair/Share and Talk to your partner** are regular features in all lessons. Pupils develop their talk to task skills so that they are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work. Through partner talk, pupils make the learning their own.

## **Learning is enhanced through... Effective use of questioning**

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by:

- Using open ended questions.
- Providing appropriate wait time; pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....* '
- Using ABC to ensure children have time to think, reflect on the response from others and explore & articulate their thinking.
- Encouraging pupils to justify their responses with further explanation and evidence
- Ensuring pupils fully understand the question.

## **All pupils receive regular and clear ...Feedback which enhances learning**

(Refer to marking & feedback policy)

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Targets are constantly reviewed and referred to during the lesson
- When evaluating children's work, the main focus is on making progress, meeting the learning expectation or target.
- Feedback identifies next steps.
- Pupils are given regular time to address issues raised during evaluation and to respond to constructive feedback from the teachers and their peers.

## **Learning is enhanced through ...The use of ICT.**

- ICT is used to enhance & enrich learning.
- Wybers Wood acknowledges the impact that hand held technologies can have in supporting children's learning and developing their curiosity and research skills. The academy has access to these technologies to support learning in the classroom.
- Class teachers will make use of appropriate games and apps to engage and challenge pupils in their lessons.

## **Learning is enhanced through the use of... *Effective behaviour management***

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. (Refer to our Behaviour Policy together with our It's Great to be Green and Learning Behaviour Posters.)

## **Learning is enhanced through the ...*Effective use of additional adults***

- Additional adults are clearly directed to support learning.
- Learning Support Staff are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time unless pupils are being independently assessed.**
- They are clear about **who** they are supporting and **why**.
- Planning is shared in advance with all adults working in the classroom
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Learning Support Staff may annotate pupils' books to indicate correct responses, support and next steps if appropriate – see marking policy.

## **Learning is enhanced through... *The effective use of a plenary and mini plenaries***

**Review** what has been learned

**Reflect** on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers will review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Teachers will encourage pupils to reflect on what they have learned and what has helped them to learn. They will encourage the pupils to explain the learning in their own words.

## **Learning is enhanced through...*a great classroom environment***

Across our academy, we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

### **Working walls**

Every class should have a working wall for English, Maths and Science. This should reflect the work currently being studied in each of the subjects. It might include:

- Children's questions and work
- WAGOLLS
- Key vocabulary.
- Visuals and artifacts to stimulate thinking

### **Displays which support the children's learning**

Children should be able to use the classroom environment for reference and may include:

- Visuals and text books
- Ambitious vocabulary
- Definitions
- Key facts
- Examples of What a good one looks like (WAGOLLS)
- Current class reading text

### **An area to encourage reading for pleasure**

Each classroom will have an area designed to support and promote reading. It **may** include:

- Soft seating (cushions or beanbags)
- A range of quality books and reading materials must be available for the children to choose from which are changed regularly from the library stock
- Displayed book reviews and/or suggestions to encourage pupils to read

### **Well labelled and neatly organised resources**

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills. Classrooms will be kept tidy, setting a good example for pupils

### **Learning is enhanced through...Opportunities to experience a range of extra-curricular activities**

Wybers Wood Academy will provide a menu of extra-curricular activities and class teachers are expected to support these extra-curricular opportunities.

### **Overview of marking at Wybers Wood Academy**

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one – please refer to our marking policy. **The purpose of marking is to help pupils make progress.**

### **Overview of the teaching of Reading & Writing**

At Wybers Wood, we use a cross-curricular approach and embed literacy skills across the curriculum in every lesson we teach. English lessons to support the development of reading and writing will be specifically timetabled on a daily basis in all Key Stages. Reading lessons will focus on the Delta text for the year group and will be supplemented with additional non-fiction and poetry. Our reading curriculum aims to provide children with a rich vocabulary. Adults modelling the correct use of English will develop literacy skills right through the school day. The tools for writing are taught in Spelling, Grammar and Punctuation activities which may be linked

to the reading texts. Pupils are given engaging and, where possible, 'real' activities to develop their writing skills.

Weekly **homework** to support spelling and vocabulary development will be set by the class teacher. Teachers will set appropriate activities on Maths challenges for the children to develop their basic skills. Children should also read at home a minimum of three times weekly. This will be recorded in the reading logs, monitored weekly by classroom staff and rewarded with reading raffle tickets when expectations are achieved. The half-termly homework learning logs, designed to include the family in the learning, will include activities to support the development of maths, English and other curriculum areas.

### **Overview of the teaching of Mathematics at Wybers Wood Academy**

We place a strong emphasis on teaching Mathematical skills and concepts in concrete and practical contexts. Teachers should use, where possible, models and practical activities which enable the children to use and apply skills, knowledge and understanding. Numeracy skills are embedded across the curriculum.

We also place a strong emphasis on the teaching of basic Maths skills, knowledge and understanding (times tables, calculation methods etc.). Speed and accuracy is encouraged through regular practice; problem solving skills and mastery are developed through daily maths lessons using the same day intervention (SDI) or next day approach. Children who are insecure with the concept being taught will receive additional support during the second maths session and, if required, through further intervention support sessions. Opportunities for children to apply their mathematics skills and knowledge to a variety of routine and non-routine problems with increasing sophistication are presented for children in the silver and gold tasks in the second session of maths.

## Assessment at Wybers Wood

Teachers currently use a year group RAG sheet where pupils are rated red, yellow, amber or green to indicate whether they are on track for age related outcomes. They also rate individual objectives the children are working on.

Teachers continuously assess the children informally through their marking and interactions with the pupils during lessons. Maths and reading comprehension skills are tested more formally in KS2 using termly Nfer tests and practice SATs papers for children from Years 2 & 6 as directed by Delta. These tests give a child a standardised or a scaled score and these are tracked for progress. In the EYFS children's progress against the Early Learning Goals are also closely tracked.

All assessments enable teachers to pinpoint, with precision, the gaps in children's knowledge, skills and understanding. The information from these assessments is used to plan future lessons to enable all children to make progress.

## Teaching and Learning in the Early Years' Foundation Stage. (EYFS)

Wybers Wood Academy has two reception classes who work and learn as one unit in the school. All of the principles stated in this teaching and learning policy apply to the Early Years Foundation Stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability and right to be a competent learner, regardless of disability or other special needs.

### Executive Functioning

Executive Functioning is the key to success both academically and socially. Our EYFS team believe all children need to learn to plan, focus, remember, organise and multi-task successfully. The foundations for these skills- working memory, mental flexibility and self-control- are a vital part of the education offered in our EYFS unit and succinctly underpin the philosophy upon which our school is built.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

- 1. A Unique Child** – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- 2. Positive Relationships** – Children learn to be strong and independent through positive relationships.
- 3. Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

- 4. Learning and Development** – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

#### **The Characteristics of Effective Early Learning:**

Our practitioners base all their observations and assessments of the children upon the characteristics of effective early learning and we strive to ensure that we provide opportunities for the children to

- Play and explore
- Learning actively
- Create and think critically

#### **Teaching and Learning Aims**

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

## **How we achieve these aims:**

#### **The Prime Areas:**

**Prime** areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

#### **The Importance of Play:**

At Wybers Wood we acknowledge the central role of play in the education of the young child.

#### **Assessment**

All classes in the EYFS follow the 'observe, assess and plan' cycle: daily, weekly and half termly.

Every child has an individual learning journey which is recorded through our English and Maths books and on our Tapestry online system. This includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage.

#### **Planning:**

Planning takes place termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests, preferred ways of working, and identified schematic behaviour. **Evaluation:** Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place

constantly and planning is flexible to take account of this information. **Moderation:**  
Regular moderations ensure assessments are accurate

### **The Important Role of All Adults:**

We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships. Getting to know all of our children and families
- Key working small groups of children
- Observing children to identify their wellbeing and involvement, their needs, strengths, schemas and interests
- Planning for next steps in learning
- Supporting and extending child initiated activities
- Engaging children in focused activities
- Maintaining and developing the learning environment
- Working as a team to ensure that all children reach their full potential

### **The Learning Environment:**

At Wybers Wood we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. Our foundation stage unit is organised and resourced to provide learning opportunities for the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently to enable them to follow their own ideas and interests. There is a high level of staff engagement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. Whole class or group teaching happens daily to ensure that children have access to teacher led phonics sessions, mathematics, stories, writing & a wide range of learning opportunities.

### **Outdoor Provision:**

All children in the EYFS have access to the outdoor learning environment each session. The outdoor environment is valued and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum.

### **Partnership with Parents:**

At Wybers Wood we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Parent and family stay & play sessions
- Parent workshops focused on learning in the EYFS
- Regular parents meetings
- Whole school and EYFS celebrations
- Daily opportunities to talk to key staff about the child's learning and development.

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

### **Cherishing Childhood:**

Early childhood is a time during which children progress and grow at a rapid rate and where children are bursting with awe, wonder, fun and joy. All the EYFS staff at Wybers Wood recognise the special responsibility they hold as custodians of our pupils' first year in a primary school setting and we do not lose sight of this treasured opportunity.

Dated: May 2018

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