

Torfield and Saxon Mount Academy Trust



Federation Curriculum Teaching and Learning Policy

Last reviewed February 2020

Next review February 2022

Torfield and Saxon Mount School

Curriculum Teaching and Learning Policy

Introduction

At Torfield and Saxon Mount, we acknowledge that the quality of our teaching directly affects how well pupils learn. We also understand that, while our pupils have the same broad educational needs as other children and young people, they require an approach that is personalised and that takes account of individual learning needs and interests.

Class groups at both schools are therefore small and well-staffed. Teachers deliver carefully planned and differentiated lessons which address the needs of all pupils. Our vision statements recognises that:

“Torfield and Saxon Mount Schools should provide a positive environment for learning in which all children and young people can feel safe, secure and supported in their development. However significant individual needs are, all children and young people at Torfield and Saxon Mount Schools have the right to be fully included in their learning experiences”

The vision statement also recognises that

“All children and young people at Torfield and Saxon Mount Schools should be able to make the most of opportunities to develop their potential and to prepare for life beyond school. All adults working at our schools should aim to provide the highest quality support and maximise opportunities for learning at all times. Learning should be accessible, stimulating, motivating, challenging and enjoyable”.

At Torfield and Saxon Mount Schools, teachers are expected to be reflective practitioners who are continually evaluating the quality of their work in the light of learning outcomes for pupils within their classes. Professional development is a high priority: every teacher and TA is required to participate in INSET, staff development activities in weekly meetings and CPD activities to support the work of the school as well as to develop their own professional skills and expertise.

Aims of the policy

- To raise standards of achievement for students of all abilities.
- To improve the quality of teaching and learning that goes on at both schools
- To highlight the central importance and priority given to teaching and learning.

All staff will endeavour to:

- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building;
- Regard assessment in its widest sense as an integral and valuable element of the learning process, in order to diagnose difficulties, track progress, and inform learning programmes effectively to secure further progress.

Teachers will:

- Show good command of curriculum content and specialist approaches to curriculum access;
- Contribute to the delivery of a broad and balanced curriculum which aims to enable all young people to become:
 - successful learners who enjoy learning, make progress and achieve;
 - confident individuals who are able to live safe, healthy and fulfilling lives;
 - responsible citizens who make a positive contribution to society.
- Generate schemes of learning and sequences of lessons which reflect all the characteristics of long, medium and short-term planning;
- Plan lessons effectively, using the agreed format, showing clear learning objectives and suitable teaching strategies, taking account of the range of learners and learning needs in each class. Examples of successful structural lesson features could include some/all of the following:
 - A prompt start, which allows pupils to share experience and prior knowledge, sometimes achieved through a specific starter activity;
 - Explanation of the main points and content of the lesson, which allows pupils to access new information and be introduced to new skills and processes;
 - Activities which build on this exposition by allowing pupils to process the new information, to identify patterns, rules and conventions arising from it and to develop understanding;
 - Opportunities to consolidate and apply their learning and express this in a range of ways, for example through written, diagrammatic, physical, visual, auditory or oral responses;
 - Plenaries during and at the end of a lesson to:
 - ✓ *check on progress;*
 - ✓ *To allow pupils to reflect on what they have learned and how they have learned it;*
 - ✓ *To identify the next steps in the learning process*
- Interest, encourage and engage pupils;

- Challenge pupils to achieve academically and also to develop independence, confidence and resilience;
- Encourage and support ambition;
- Create a stimulating, inclusive, ASD friendly and happy environment for learning within the classroom;
- Use methods and resources that enable all pupils to learn effectively;
- Evaluate the quality of teaching and learning, taking into account any feedback they are given;
- Make sure everyone in their classroom uses time efficiently;
- Be responsible for effectively managing pupil behaviour using agreed policy and strategies;
- Find ways of reinforcing and extending what pupils have learned, outside the classroom;
- Assess pupils' work thoroughly and constructively in line with school policy and processes;
- Use assessment to inform their planning and target setting to meet the needs of individual pupils and groups;
- Ensure pupils know how well they have achieved objectives;
- Communicate clearly development points including the next steps in learning.

Please refer also to the latest teacher standards produced by the DfE

We aim for learners to:

- have a basis from which to make informed and realistic choices and decisions at all stages.
- have an informed perspective about the role of the individual in the community, society and the world of work.
- have increasing flexibility of thought and willingness to learn, in order to cope with future changes in society, technology and career patterns.
- exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships
- have an appreciation of the spiritual dimension of human existence
- appreciate the need to respect and support the basic rights of others, particularly those who are not well placed to promote their own needs
- appreciate and value the multi-cultural and multi-faith nature of society
- understand inequality of opportunity on account of ethnicity, gender, social class or disability and the need to remove such discrimination

Assessment, Progression and Recording Achievement

Torfield and Saxon Mount staff will undertake the formal assessment of each student's achievement in relation to the subjects within the National Curriculum, along with the recording and publication of results in accordance with the procedures

set out in statutory and other guidance. [*Please refer to both the “federation Guide to Assessment” and the “Marking and Feedback Policy”*]

Planning

- The detailed objectives and guidance set down in schemes of work and teachers’ lesson plans as they affect the learning needs of individual students will include:
 - Clear, shared learning targets
 - Consistent marking procedures
 - Standardised testing (where necessary, e.g. baseline)
 - Internal tests
 - External tests

Informing Parents/Carers

The following measures are in place to encourage maximum engagement from parents/carers:

- Arrangements for promoting the involvement of parents in the school and supporting them in their parenting role;
- Views of parents/carers are gathered on a regular basis;
- Home and school perceptions of student progress, including:
 - *annual reports to parents;*
 - *twice yearly parents’ evenings;*
 - *sharing of information about rewards and sanctions;*
 - *contact with parents via letter, e-mail, phone or interview ;*
 - *In some cases, the use of home-school books/communication systems (for all pupils at Torfield School)*
- Arrangements for providing parents, prospective parents, governors and others with information about the curriculum of the school and students’ achievements in accordance with the national requirements.

Responsibilities of all staff in supporting students in their learning

- Every student is entitled to a positive meaningful learning experience
- Every teacher and all support staff have a responsibility to meet the educational needs of all students
- Every teacher is responsible for promoting Literacy including communication skills, Numeracy, Citizenship & PSHE and ICT to enhance learning.

Subject and class teachers' responsibilities are to:

- develop a classroom environment (and external learning environment) which secures effective learning and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline
- keep up to date with curricular and pedagogical developments in the subject/ aspect and ensure effective provision suited to the needs of the groups of learners
- ensure continuity and progression in the subjects / aspect by choosing the appropriate sequence of teaching methods, setting clear learning objectives through an agreed scheme of work and evaluate regularly
- judge standards by analysing and interpreting data on pupils' attainment in the subject, reviewing the assessments of progress for classes, identified groups and individuals
- where appropriate, evaluate the teaching in the subjects/aspect through the whole school process of monitoring of own and other teachers' plans and through work analysis
- discuss work, progress and attitudes with samples of pupils

Learning Leaders' responsibilities are to:

- develop a classroom environment which secures effective learning and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline
- keep up to date with curricular and pedagogical developments in the subject/ aspect and liaise with the Head of School to ensure effective provision suited to the needs of the group of learners
- ensure continuity and progression in the subject/ aspect by choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work; evaluate regularly
- judge standards by analysing and interpreting data on pupils' attainment in the subject/ aspect, reviewing with teachers their assessments of progress for classes, identified groups and individuals
- evaluate the teaching in the subject/aspect through the monitoring of teachers' plans and through work analysis
- discuss work, progress and attitudes with samples of pupils
- devise and implement programmes of support /extension where pupils are not making expected progress
- devise and implement a subject policy in line with school expectations. A sample policy is shown in appendix 1. Although variations may occur between subjects and phases, it is expected that the sub headings used in the sample policy are present in all subject policies, adapted for the relevant phase of education.
- take a role in the promotion of new teaching methodologies and technologies

SLT

- The Senior Leadership Team is responsible for the overall management and development of teaching and learning across the school.

Date: February 2020. Policy to be reviewed: February 2022

Appendix 1

SAMPLE POLICY

TORFIELD SCHOOL CURRICULUM

COMPUTING

AIMS

- Develop their understanding of the fundamental principles and concepts of computer science.
- Develop their skills in using hardware and software to manipulate information in their process of problem solving, recording and expressive work;
- Develop a high quality appropriately differentiated computing education which supports pupils to develop an understanding of the world through logical thinking and creativity.
- Develop their understanding of how digital systems work and to become digitally literate individuals.
- Explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations
- Develop their understanding of e-safety and the importance of protecting personal information when online.

SUMMARY

Computing skills are taught both through discreet lessons and through a cross curricular approach where appropriate. The school has adapted the highly acclaimed Rising Stars Computing curriculum to enable the full range of needs to be met. The themed approach to teaching skills is engaging and allows for strong cross curricular links.

The teaching of computing skills is supported by an HLTA with a responsibility for this area. The Learning Leader for Computing monitors standards, outcomes for pupils and equality of access to the curriculum and resources.

SCHEMES OF WORK

The schemes of work set out the termly focus for each phase and the assessment outcomes at each level. Teachers plan units of lessons to meet the needs of the range of learners in their class.

EYFS

The Early Years Computing curriculum links to the EYFS area of Understanding the World (Technology) but there are also strong links with other areas including Communication and Language, Literacy and Maths. Pupils are introduced to a range of technology through motivating early developmental level projects.

KEY STAGE 1

Pupils in KS1 have a weekly computing lesson where the Rising Stars Early Years and Year 1 curriculum is adapted to provide appropriately challenging experiences. Links are made to themes in other curriculum areas.

KEY STAGE 2

Pupils in KS2 have a weekly computing lesson where the Rising Stars Years 3 and 4 curriculum is adapted to provide appropriately challenging experiences. Links are made to themes in other curriculum areas.

EDUCATION VISITS/OFFSITE LEARNING

Low tech resources provide support on educational visits

RESOURCES

All pupils have equal access to high quality equipment maintained through on-going support from the Schools ICT Service. Equipment includes classroom desk tops computers and smart board, school laptops and tablets. In addition low tech switches and communication aids are available to support communication and reading/comprehension needs. There are two computer suites based at Croft Road to facilitate group teaching with older pupils. The school subscribes to a broad range of cross curricular and subject specific on line programmes:

Clicker 7

Education City

Espresso

Purple mash

Early development games and activities (Inclusive Technology)

ASSESSMENT AND REPORTING

Progress and attainment is recorded using the school assessment system Hexagons. Hexagons provide I can/I know/I understand statements at each level of attainment from P2 up to NC year 6 expected level of achievement (Stage 6). The small steps approach enables the identification of next steps and facilitates effective target setting. Pupils are involved in target setting through regular 1:1 Learning Talks with their teacher. Pupils are encouraged through appropriately differentiated means to understand their own strengths, know how to improve and to self-assess their understanding and achievement.

Teachers assess against lesson objectives and formally assess each pupil three times a year against Hexagon levels. Data captures are taken in term 2, 4 and term 6. Progress against annual targets is monitored following data capture and through Multi Agency Pupil Progress meetings. The Rainbow Awards also include targets linked to e-safety.

HOME LEARNING

Pupils and families have access to Clicker 7 and Education City through extended subscriptions that allow for home use. Passwords are provided and training is offered to families to support home learning.

LINKED POLICIES

Federation curriculum, teaching and learning policy

Curriculum policies for all subjects

Federation assessment and reporting policy

