

SOUTH DARLEY C.E.  
PRIMARY SCHOOL



ENJOY LEARNING:  
EMBRACE CHALLENGE!

# SOUTH DARLEY C of E PRIMARY SCHOOL

## TEACHING, LEARNING AND CURRICULUM POLICY

<b>Person/Committee responsible for reviewing/updating this plan</b>	HEADTEACHER
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<b>Date of Review</b>	<b>Governors Meeting Reference Number</b>	<b>Approved by name</b>	<b>Comments</b>
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Approved: 13<sup>th</sup> March 2017  
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## **Introduction**

At South Darley we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at South Darley is evolving according to the needs of our children and to the aspirations of the staff and community.

## **Values**

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. As a church school, in line with Christian values, we nurture the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own. We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved.

## **Aims and Objectives**

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and computing.
- To enable children to be creative through art, dance, music, drama and design technology.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in society and to feel that they can make a difference.
- To enable children to understand and respect other cultures.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To enable children to be active and take responsibility for their own health.
- To enable a child to play a musical instrument.
- To enable children to be passionate about what they believe in and to develop their own thinking.
- To enable children to ask questions and take risks.

### **How the curriculum is organised**

Our curriculum is based on the National Curriculum (2014) and we ensure all objectives are included into our curriculum plans. As we are a small school with mixed age classes we operate a 4-year rolling curriculum for the Juniors (years 3-6) and a 3 year rolling curriculum for the Infants (years R-2). We have developed the curriculum around termly topics or themes and we ensure an exciting variety of these throughout the rolling program. Our curriculum is flexible and is based around the needs and interests of the children. Teachers are able to change and adapt the content and order of the long-term plan so long as the objectives are being taught. We continually review our curriculum and will draft a new long term plan when the previous one is coming to an end.

Where possible we will try and link all the learning into the overall topic but sometimes lessons and objectives will need to be taught discreetly.

### **Teaching and Learning Style**

#### **Learning environment**

The teacher will set the tone for the morning and afternoon sessions by taking the register and having activities ready for children to do as soon as they enter the classroom.

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. This may be through children sitting with peers from their own age group but not necessarily. Arrangements will be changed to suit different activities and to allow students to work independently

It is imperative that the learning environment maximises opportunities to learn. Displays are changed regularly and are geared towards aiding learning, celebrating good work and not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature.

#### **Teaching philosophy**

Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

We reward and recognise achievement in the following ways:

- Teachers praise more than criticise, using formal and informal approaches.

- The school formally rewards pupil in the following ways:
  - House Points which give children a chance of a bigger prize
  - Being awarded 'Star of the Day'
  - Being given 'Best Work' which involves a text to parents informing them
  - Inviting the pupil to see the headteacher or another member of staff
  - Teachers informing parents verbally after school
- The school informally rewards pupils in the following ways:
  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work

The teacher will manage disruptive behaviour by:

- Using non-verbal cues such as raising eyebrows or frowning.
- Referring to the pupil by name.
- Quietly speaking to the pupil while the rest of the class is engaged.
- Giving the pupil a task to encourage responsibility.
- Reminding the pupil of the sanctions that follow a poor choice.
- In exceptional circumstances, calling for support from another member of staff.

To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

### **SEND (Special Educational Needs and Disabilities)**

As a school we are mindful of and comply with expectations of the SEN Code of Practice and Disability Discrimination Act as shown in our SEND Policy. We use different interventions and approaches to address specific areas of need and look carefully at a child's individual needs when deciding how best to support them.

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Children causing concern are discussed at weekly staff meetings and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual children, enabling all teachers to be aware of pupils requiring support.

Parents can access a Special Needs Information Report through the school website which will give more information on how we support children with Special Educational Needs in our school.

If a child requires any special education then arrangements are made for this within the normal school structure laid out in the school's policy on SEND, which is reviewed annually by the governors. The progress of children with Special Educational Needs is reviewed regularly and parents are involved in this process. We pride ourselves on being a fully inclusive school and we monitor and review our Accessibility Plan. We welcome applications to the school from children of all abilities and disabilities. We are also strongly committed to providing suitable challenge for higher ability Gifted and Talented children.

### **Pupil Premium**

Some children qualify for Pupil Premium funding. We constantly review how we spend this money to best meet the needs of the individual child but ways typically include:

- Providing teaching assistant time to run the positive play program
- Buying suitable equipment / time from educational specialists to meet their needs
- Providing targeted groups to assist children with their learning
- Helping fund an Apprentice Teaching Assistant who can work with groups or enable the class teacher to target their teaching more effectively.
- Buying into Educational Psychology services.
- Buying into the MAT team and local social services.

### **Key Skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem-solving

We strive to develop these skills across the curriculum.

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering a variety of extra-curricular activities, including: multi sports, netball, cricket, football, board games, construction club, computer club, film club. We also see a high value in a school performance as this engages all the children and develops a wide variety of skills in the children whilst nurturing their personal growth.

### **Subject Leaders**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

As a small school, we only have named subject leaders for Literacy, Numeracy, Science, RE and SEND. All other subjects are coordinated for the appropriate Key Stage by their

respective teachers. Any knowledge and examples of good practice are shared across the school.

### **Staff Continued Professional Development (CPD)**

The school values the importance of staff developing their own skills and knowledge as this will bring increased opportunities for learning to the pupils. We will use the performance management process to identify areas of strength and weakness and staff development needs. Where possible, school leadership will ensure that these needs are met.

### **Work with other schools / Community groups**

As a small school we recognise that engaging with external partnerships and other schools and community groups enhances our ability to provide the best possible education for our children. We work with our cluster schools to provide sports and enrichment activities for children, and ensure smooth transition to secondary schools. We also hold joint training, staff meetings and moderation to ensure the highest standards.

### **Marking and Feedback**

We believe that marking and feedback is an essential tool when enabling children to reach their full potential. Full details are covered in our Marking and Feedback Policy.

### **Assessment**

Teachers make a judgement of Below, Emerging, Expected or Exceeding about the children's learning based on the age related expectations in each subject. Progress throughout the year is tracked and pupil progress reviews are held to ensure all children are receiving the relevant support in order to progress as hoped. Teachers use a variety of resources to aid their judgements such as the 'headstart' maths assessments. We constantly monitor our resources to ensure we have the best tools to make accurate judgements.

### **Monitoring**

Monitoring of teaching is undertaken by the headteacher, colleagues and senior advisors. Governors may monitor this process through 'Learning Walks' but do not conduct formal lesson observations.

Monitoring of the overall curriculum and its implementation is done by the governing board through the Standards and Achievements Committee and the headteacher. When appropriate, recommendations are made.

### **Engagement with Parents / Carers**

South Darley has an open door policy and parents are encouraged to talk to us about any aspects of their child's learning. Further to this there are parents evening reviews twice a year and more formal feedback in the end of year report. Parents are encouraged to complete an annual questionnaire and submit suggestions to improve our school. Teachers provide information to parents at the beginning of each term regarding their child's learning. Parents are invited to school events such as the Spelling Bee or Poetry Recital. They are also invited monthly to a celebration assembly where children's work is shared.

## **Homework**

Homework is set regularly in line with the Government's guidelines;

Years 1 & 2: one hour per week

Years 3 & 4: one and a half hours per week

Years 5 & 6: thirty minutes per day

This may involve children reading at home, learning spellings and revising tables, 'finishing off' etc. There is also the opportunity, when they are doing topic work, to research relevant information on the subject. At South Darley we are also interested in anything the children may wish to bring into school to show the rest of their class. For example, Junior children regularly prepare presentations on their hobbies and interests, and the infants have a weekly 'show and tell' session.

## **EYFS / Foundation Stage**

The curriculum that we teach the Reception children as part of the infant class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. We also undertake a baseline assessment within a few weeks of the children entering school to give us a greater perspective on their strengths and abilities.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents and encourage them to contribute observations to a scrapbook style learning profile which records children's progression in attaining the Early Learning Goals.

## **Subjects**

### **Literacy**

We follow the national curriculum to ensure all objectives are covered.

We also hold events such as a poetry recital competition and a spontaneous narration contest to challenge children to showcase their abilities in front of an audience.

### **Phonics**

From Reception, children are taught Phonics through the Letters and Sounds program. Children may be grouped with those of similar ability in order for them to be taught at the appropriate phase. Preparation time is also given to children before their National Phonics Test. The school also subscribes to the Phonics Play web resource which teachers and parents can access at school or at home to help develop the children's skills.

### **Reading**

In order to give our children as broad a reading experience as possible we provide books from a wide variety of schemes and publishers. These are primarily made up from:

Ginn

Oxford Reading Tree, including Songbirds, Snapdragons, Superphonics, Glow-worms and Rigby Rocket

Collins, including Pathways and Big Cats

Cambridge Reading

National Geographic

Oxford Literacy Web

Through the infants, children are given books based on their reading ability but as they move into the juniors most children are able to 'free read' and choose their own books from a wide school selection (or their own brought in from home), so long as they are suitably challenging.

We expect children to read for 20 minutes a day at home and to record this in reading diaries which are checked regularly. We also provide opportunities for children to read as part of the school day, both by themselves and as part of a guided reading group.

### **Handwriting**

Handwriting is taught both as part of lessons and as morning activities when children enter the classroom at the beginning of the day. Children are encouraged to use joined up writing as soon as they are able to and focus groups may be set up for those later in the Juniors who still find neat handwriting difficult. In the Junior class, children may use handwriting pens once they are consistently neat using a pencil.

### **Spelling**

In the juniors children are given a list to learn each week based on the national curriculum for their year group. Infants may also be given a spelling list by their teacher if deemed appropriate. Children are also encouraged to spell correctly by referring to dictionaries, using their own word books, and trying on a whiteboard before checking with a teacher. The school also has an annual Spelling Bee where the best spellers are celebrated.

### **Maths**

We ensure the national curriculum objectives are covered for the appropriate year group. Teachers plan lessons themselves but we use the Abacus resources to aid teaching.

### **Science**

We ensure the national curriculum objectives are followed but due to the nature of our mixed age classes we must ensure that some objectives are covered over 2 years. Where possible we link the objectives to the topic or theme.

### **MFL**

Juniors learn a different language every year as we believe this broadens the understanding of our children and is more conducive to mixed age classes. On a 4-year rolling program the children will study German, Latin / Japanese, French and Spanish.

## **RE / Collective Worship**

We use the Derbyshire agreed Syllabus for R.E. and teach according to these objectives. In the Juniors children receive Bible Explorers lessons for 5 weeks a year. These alternate between Old Testament and New Testament. We make sure that children have the opportunity to visit the places of worship of all major religions during their time at school. As a church school, Collective Worship provides an opportunity to further religious understanding. Further details can be found in the Collective Worship Policy.

## **Music**

South Darley believes in giving children many musical experiences. Juniors learn a different instrument each year through the Wider Opportunities Program, and we allow children to further their own interests through peripatetic teachers. We also devote a lot of time to our nativity service and school shows in which all children are involved.

## **DT / Art**

At South Darley we believe strongly in the creative subjects as a route to developing the whole pupil. We ensure that all topics and themes have creative activities, including cooking, within them that allow children to immerse themselves deeper in the area of learning. We ensure the national curriculum objectives are followed and that children are able to work with a wide range of media and materials.

## **PSHE and Citizenship**

Personal, Social, Health and Citizenship Education is taught with the aim of fostering good habits of personal hygiene and with the awareness of what the body needs to keep it healthy. There is also an emphasis on Citizenship which is endemic throughout the school and helps us promote the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of different faiths and beliefs. Our statement of British Values can be seen on the school website.

The school has a strong Anti-Bullying culture. There is an active School Council with members drawn from the staff, the governing body and elected members of the pupil body. The school holds the Healthy Schools Award and Active Mark. Sex and Relationships Education is not covered as a specific subject within the curriculum until years five and six. In this we involve the local school nurse and parents and carers have the right (should they wish to) to withdraw their children from these sessions after consultation with the headteacher. Where questions arise in either health education or in any other part of the curriculum they are dealt with factually, honestly and clearly, giving due consideration to the age and maturity of the children involved.

## **PE & Sport**

We have a firm commitment to developing children's sporting ability along with their health and fitness, and attitude to competition. We buy into the sports partnerships and enter as many sporting competitions as possible. We ensure that children can swim weekly every year from years 3-6. We employ a sports coach to help develop children's skills and those of teachers to teach. We use sports premium money to subsidise morning sports activity clubs to encourage participation. We use the local cricket club to host our PE sessions in the summer months and use the village hall in winter months when weather conditions don't allow us use of the playground. We encourage children to become sports leaders through the change4life program and Highfields primary sports evenings.

## **Geography / History**

These subjects form the backbone of our themes and topics. We ensure that all objectives from the national curriculum are covered over our long term plan. We utilise the School Library Service's resources for various topic themes. We also plan school trips based on the topic.

## **Computing**

We use the Wokingham Scheme to help plan and prepare our Computing lessons. Where possible we link these into our topics and develop activities that enhance the understanding of these. In all areas of the curriculum we encourage children to use information technologies and develop their skills. We also ensure children have a strong knowledge of e-safety and build these into our lessons.

## **Residential Visits**

We strongly believe that children gain a great deal from experiencing residential visits and participating in a new range of activities. Therefore in Year 3 or 4 we will offer children a 2 night residential to the Peak Centre in Edale and in Year 5 or 6 we will offer the children a 2 night residential at Whitehall near Buxton.