

Fairisle Infant and Nursery School



Curriculum and Learning Policy

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Signature: *A. Stephens*

Contents:

- 1. Aims**
- 2. Legislation and Guidance**
- 3. Roles and Responsibilities**
- 4. Policy into Practice**
 - **Curriculum Planning and Preparation (Intent)**
 - **Teaching (Implementation)**
 - **Assessment (Implementation and Impact)**
 - **Learning (Impact)**

“All children have a right to an education” Article 28 UNICEF

**“Education should develop each child’s personality and talents to the full”
Article 29 UNICEF**

1. Aims

At Fairisle Infant and Nursery School our aims are to:

- provide a broad and balanced curriculum for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- inspire interest, enjoyment, motivation and commitment to learning
- promote pupils’ spiritual, moral, social and cultural development
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- support pupil’s physical development and responsibility for their own health, and enable them to be active
- ensure that there are equal opportunities for all pupils

- it participates actively in the decision-making about the breadth and balance of the curriculum.

3.2 The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is appropriate and reviewed by the governing body
- the school's procedures for assessment meet all legal requirements
- the governing board is advised on whole-school targets in order to make informed decisions
- appropriate provision is in place for pupils with different abilities and needs, including SEN.

3.3 Teachers

- Teachers will ensure that the school curriculum is implemented in accordance with this policy.

4. Policy into Practice:

Curriculum Planning and Preparation (Intent)

Teachers will:

- have good subject knowledge and plan for the progression of skills within the curriculum subjects
- follow the school's policies and draw on the knowledge and expertise of the subject leaders and other colleagues as required
- establish what learners already know and make effective use of assessment for learning

- match tasks to ability and needs and actively engage the pupils
- make good use of curriculum planning and assessment information to plan well paced lessons which are engaging, motivating and challenging
- ensure that links are made with subjects where appropriate; implement the application of core skills (English and Mathematics) across the curriculum
- plan effectively for support staff or any other adults to maximise the pupils' learning
- make full and creative use of the range of learning opportunities available within and beyond the classroom, including ICT and outdoor learning opportunities
- refer to the RRS framework and include children's rights in planning where appropriate
- select resources to match needs and learning outcomes and organise the classroom effectively to promote independence
- provide appropriate homework linked to current curriculum planning
- plan collaboratively to ensure knowledge and skills are secure
- liaise within the year group and between year groups and key stages, with the support of subject leaders.

Teaching (Implementation)

Teachers will:

- be excellent role models
- know and understand their pupils and cater for the sequence of a pupils' development and different learning styles
- demonstrate a commitment to every learner's success, making them feel included and valued
- establish good classroom organisation and effective routines. Ensure that agreed rules for work and behaviour are acted on consistently

- set high expectations for learning and behaviour and give every learner confidence that they can succeed. Encourage pupils to 'Be the best they can be'
- share learning questions with pupils and the expected quality of the work
- teach pupils the skills that enable them to become independent learners and actively engaged in their own learning
- provide high quality feedback that promotes good or better progress. Check pupils' understanding systematically and identify misconceptions
- prioritise reading to allow pupils to access the full curriculum offer
- give pupils opportunities and strategies to reflect on their learning and next steps
- engage with parents to support pupils in their learning
- use a wide range of teaching and learning strategies including:
 - observing and listening
 - open-ended questions which will elicit a fuller response and prompt further enquiry and deeper learning
 - explaining
 - instructing
 - demonstrating and modelling;
 - exploring and investigating;
 - praising pupils, offering high quality constructive feedback on their work
 - reviewing
- use a combination of the following teaching strategies according to the purpose of the lessons:
 - whole class teaching
 - collaborative group teaching
 - individual teaching
 - cut-away group
- set regular home work which supports and/or extends learning and respond to it promptly
- take lessons at an appropriate pace to maximise learning time available
- share examples of high quality work produced by other pupils

- differentiate appropriately, ensuring tasks are well matched to all learners' abilities, whilst still providing challenge
- use high quality resources
- direct support staff to effectively support and enhance pupils' learning.

Assessment (Implementation and Impact)

There are two main **purposes** of assessment:

1. Assessment *of* learning (summative assessment)
2. Assessment *for* learning (formative assessment)

AoL is any assessment which **summarises** where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement)

AfL is any assessment activity which **informs** the next steps in learning.

Teachers will:

- continuously reflect upon and evaluate their own practice to improve pupils' outcomes
- give continuous feedback to pupils about their progress and achievements and set next steps for learning; thereby involving them in assessing and evaluating their learning (see also Marking policy)
- use all available assessment data effectively to inform subsequent planning and practice to ensure rapid progress
- actively involve support staff in the assessment of pupils' learning; including marking
- enable pupils in Y2 to make simple additions, revisions and proof reading corrections to their own writing

- provide opportunities for peer assessment
 - Pupils use individual target cards within a lesson
- (See also Assessment policy).

4. Learning (Impact)

“Memorable Experiences = Memorable Learning”

Characteristics of high quality learning

Pupils:

- expect and achieve success in learning
- are making at least good or better progress in lessons and over time
- are engaged, motivated and appropriately challenged
- have a commitment to learning
- learn in an interesting and stimulating environment and have access to high quality resources
- feel secure, supported and valued
- apply their learning in new contexts and across the curriculum
- know and understand their targets and next steps in learning
- ask relevant questions, share ideas, plan, evaluate and reflect on their learning
- are well prepared for the next phase in their education
- co-operate and relate well to peers and adults
- take pride in their own work and achievements and show independence

- are provided with opportunities to promote their spiritual, moral, social and cultural development
- will respect their right to learn and be the best they can be
- know that learning can continue outside the classroom, e.g. clubs, home learning and visits.