



# Curriculum, Teaching & Learning Policy

*We aim to be the school of choice at the heart of our community.  
Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

Last reviewed: Autumn 2019

## Intent

Our aim is that all pupils will be ambitious and will develop the skills and dispositions for lifelong learning. Children will be curious, ask questions and enjoy learning new things in different ways. They will have a growth mindset: grapple with challenge, demonstrate emotional intelligence and support each other. Children will take responsibility for their own learning. They will have the courage to develop as leaders and share their thinking, whilst valuing the viewpoints of others. They will develop a strong knowledge base and be able to apply this to unfamiliar situations across the curriculum. As a Church school, our curriculum extends beyond the purely academic: children will develop a strong sense of well-being, self-worth and spirituality.

## 1. Objectives

We will:

- Create a safe engaging learning environment
- Have high expectations for all pupils, regardless of their starting point, background or need
- Develop confident, enthusiastic learners
- Promote high levels of literacy and numeracy
- Embed a growth mindset
- Ensure that units of work are developmental, are based on prior learning and provide challenge for all pupils
- Support all staff so that their knowledge and understanding results in outstanding learning for our children
- Provide regular opportunities for pupils to strengthen their understanding of spiritual, moral, social and cultural learning, the school's Christian values and fundamental British values
- Enrich learning through a range of educational experiences
- Be responsive to current events and needs
- Involve pupils in their learning through self-regulation, planning and opportunities to lead activities
- Provide opportunities for pupils to develop their independence and curiosity outside of the curriculum
- Prepare children for their next stage in education.

## Implementation

### 2. Curriculum

- We follow the National Curriculum for all subjects and teach additional, non-statutory units as appropriate. Subjects are taught discretely and where relevant, a themed approach is used to promote knowledge transference and learning is enriched by educational experiences (visits, visitors and partnerships with other schools and communities).
- The subject leader sets the overall direction for learning and monitors the overall quality of provision. Our curriculum map (Big Picture) is shared with parents. Year teams plan collectively, using the curriculum summaries and the end of unit expectations to plan meaningful sequences of lessons.
- Each subject builds a good knowledge base, enabling children to use skills and to deepen their understanding. This includes the development of reading, writing, vocabulary and numeracy. Higher level challenge within lessons encourages pupils to think in greater depth, applying knowledge and using skills in different and unfamiliar contexts.
- Opportunities are given for pupils to develop their independence and curiosity through extended learning and participation in extra-curricular activities.
- The 'Learning Pit' and growth mindset are used to help children understand the learning process, their emotions and to select strategies that will help them to improve.
- We deepen our understanding of Spiritual, Moral, Social and Cultural aspects of learning, fundamental British values and our Christian values, through collective worship, the school curriculum and community partnership.

### 3 Pedagogy

- We believe that pupils learn best when they know what they are going to learn, why they are learning it and what the outcome should look like; for this reason, learning objectives are shared with pupils, tasks are relevant to modern life and expected outcomes are shared through the use of modelled work and success criteria.
- Learning is more effective in a safe environment that provides high challenge with low threat, where resources are readily available and where the environment is engaging and interactive (working walls).

**Reflection**

**Respect**

**Responsibility**

**Resilience**

- We actively promote a Growth Mindset. Pupils are encouraged to: see challenge as a positive experience; recognise and regulate their emotions; select appropriate learning strategies; share their thinking; use feedback effectively and give constructive feedback to others; support each other; recognise effort and the learning process as being important.
- We recognise that learners may favour one or more learning styles but that it is important to use a variety of styles in order that children receive a rounded education; we place a high emphasis on learners being able to reason and explain, teaching others in order to improve their own understanding.
- Effective questioning encourages creative thinking whilst drawing on existing knowledge and understanding; regular debate encourages learners to share their thinking and challenge others, as well as developing literacy skills.
- Learning must be regularly reviewed to address misconceptions and to celebrate progress against the learning objective and the success criteria – plenaries should be timely and give opportunities for pupils to act on feedback before the end of the lesson.
- Pupils will progress faster and be more engaged when faced with the appropriate level of challenge: differentiation will usually be set by task and pupils should be encouraged to set their initial level of challenge, beginning the learning task as soon as they are ready. There should be regular opportunities to assess learning and to move on to further challenge.
- Children are expected to take a lead role in their learning, identifying what they need to learn, how they will do it and how to measure their success. Steps 2 Success (process based success criteria) may be set by the teacher, but all pupils should be involved in evaluating and refining them and most pupils should have regular opportunities to generate their own Steps 2 Success. Pupils are expected to take on different leadership roles as part of the learning process.
- Additional support will be provided for pupils as appropriate; pupils are expected to develop resilience by selecting appropriate strategies and support to help them learn.
- Greater depth is not achieved through rapid advancement but rather through gaining a deep understanding of the knowledge and skills at each stage. Greater depth understanding, therefore, requires pupils to reason, to explain and to use knowledge and skills in new and less familiar contexts.
- Teachers have high expectations of pupil's learning behaviour at all times. Teachers model what they expect from pupils.

#### 4 Teaching & Assessment

- Teachers are effectively supported in developing good knowledge of subjects taught.
- Teachers use a range of assessment strategies to assess pupil progress that informs future learning - questioning, self & peer assessment (self-regulation), verbal & written feedback, objective setting and summative tests.
- Teachers provide regular opportunities to celebrate achievement against the learning objective and success criteria, rewarding the level of effort and understanding of individuals.

#### Impact

#### 5 Monitoring

- Regular monitoring of learning takes place throughout the school year. This will include learning walks, audits of written work, pupil interviews, lesson observations, planning audits and conversations with teachers and leaders (governors join leaders in these activities in order that they establish an independent view of standards).
- Pupil Progress is reviewed termly (core subjects) and twice each year for foundation subjects. The progress of particular individuals is reviewed more frequently (those making slower progress).
- Middle leaders share information about their subject with governors at least once each year (link governor, reports, verbal update etc) and termly for core subjects.

#### 6 Responsibilities

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

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

- All required elements of the curriculum reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is appropriate.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum and requests to withdraw children from curriculum subjects are managed.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

**Related Policies:** Assessment Policy, Feedback Policy, Presentation Policy, Subject Policies, Behaviour Policy, SEND Policy

**Reflection**

**Respect**

**Responsibility**

**Resilience**