

ST PIRAN'S SCHOOL

TEACHING AND LEARNING POLICY

Introduction

We need to prepare all children from EYFS to Year 6 to meet the challenges of a rapidly changing world. If thinking is how children make sense of the world, then helping them to become more effective thinkers will help them make more sense of learning and life.

At St Piran's we will establish ways to teach all children to think, to understand and develop their learning styles, and to take responsibility for their learning.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum' or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We strive to create thinking children and thinking classrooms in a thinking school.

Values

- i. Our school curriculum is underpinned by Christian values.
- ii. Our school is in full agreement with the values and statements included in the introduction to the National Curriculum Handbooks for Primary and Secondary teachers in England and the EYFS. There are the main values of our school, upon which we have based our curriculum:
 - We value the way in which all pupils are unique, think and learn in different ways and make progress at different rates. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value 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 value the rights enjoyed by each person in our society. We respect each child in our school for whom 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 pupils 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.

Aims

The aims of our school curriculum are:

1. to enable all pupils to understand how they think and learn;
2. to enable all pupils to develop their skills to the best of their ability;
3. to prepare our young people to become effective learners throughout their lives and thus have the ability to survive, succeed and achieve their full potential in this changing world;
4. to teach pupils the basic skills of literacy, numeracy and information technology (IT);
5. to enable pupils to be creative and to develop their own thinking skills;
6. to teach pupils about their developing world, including how their environment and society have changed over time;
7. to help pupils understand Britain's cultural heritage and British values;
8. to enable pupils to be positive citizens in society;
9. to fulfil the requirements of the EYFS, the National Curriculum and those of the 11+ Common Entrance examination for Senior Independent Schools;
10. to teach pupils to have an awareness of their own spiritual development, within a clear Christian ethos, and to understand right from wrong (this is in line with the Spiritual, Moral, Social and Cultural (SMSC) policy);
11. to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
12. to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Learning Processes

'Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.'

(John Holt)

Knowing how to learn is one of the key skills in life.

'Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve an increase in skills, knowledge or understanding, a deepening of values or the capacity to reflect. Effective learning will lead to change, development and a desire to learn more.'

'Learning to learn is a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is a belief that learning is learnable.'

(Campaign for Learning)

Our objective, through our curriculum, is to develop in each child the 5R's listed below:

1. Readiness

Pupils will know how:

- to assess own motivation
- to set goals and connect to the learning
- to achieve a positive learning state, including their preferred learning environment
- to use a 'learning to learn' language.

2. Resourcefulness

Pupils will know how:

- the mind works and how humans learn
- to assess their own preferred learning style, including how to take in information
- to seek out and use information, including through ICT
- to communicate effectively in different ways
- to use different approaches to learning.

3. Resilience

Pupils will know how:

- to apply learned optimism and self-efficacy approaches
- to empathise and use Emotional Intelligence approaches
- to proceed when stuck
- to ask critical questions.

4. Remembering

Pupils will know how:

- to use different memory approaches
- to make connections
- to apply learning, including in different contexts.

5. Reflectiveness

Pupils will know how:

- to ask questions, observe, see patterns, experiment and evaluate learning.

Organisation and planning

i) We plan our curriculum in three phases. We agree a long-term plan incorporating the EYFS, the National Curriculum and that required for 11+ Common Entrance. This is reviewed as changes occur in these documents.

ii) In our medium-term plans, we give clear, year group specific guidance, term by term, on the objectives and teaching strategies that we use when teaching each topic. Where we have felt it helpful, we have adopted the national schemes of work produced by QCA

and used those guidelines in planning. Numeracy and Literacy strategies, as well as IT guidance, have been incorporated into our curriculum as appropriate.

iii) Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

iv) In the EYFS and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS strategy goals, and there is planned progression in all curriculum areas.

v) At Key Stage 2 the curriculum at our school places a greater emphasis on subject teaching and planning incorporates the demands of Senior Independent Schools and Grammar Schools at 11 years.

Pupils with special needs

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. For pupils with a special academic need, we attempt to meet this within our Special Educational Needs policy and if appropriate, our English as an Additional Language (EAL) Policy

The Early Years Foundation Stage

i) Although we became exempt in June 2014 from the Teaching and Learning aspect for the EYFS, the curriculum that we teach in the Nursery and Reception classes currently still follows the 7 areas of learning. Our curriculum planning focuses on developing pupils' skills and experiences, as set out in our Curriculum Policy for the Early Years.

ii) Our school fully supports the principle that young pupils learn through play and by engaging in well-planned structured activities. Teaching in the Reception classes builds on the experiences of the pupils 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.

iii) During the pupil's first term in their Reception class, the teacher undertakes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. At the end of the Summer Term a further assessment is made so that progress can be monitored.

iv) We are well aware that all the pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the pupils are being taught and how well each child is progressing.

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.

In our curriculum planning we highlight these skills, so that the pupil's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all pupils need to make good progress in these skill areas in order to develop to their true potential.

Curriculum Booklets

Every term, curriculum information is given to parents for each year group with details on the content of the curriculum to be followed in each subject.

Curriculum Management

The Headmaster is responsible for the management of the curriculum assisted by the Director of Studies. The day to day running of the curriculum is managed by the Heads of the various departments.

Reviewed by:	Director of Studies
Date reviewed:	December 2016
Next Review Date:	December 2018
By:	Director of Studies