



Teaching and Learning Policy Summer 2019

At Rhodes Avenue Primary School, we aim to promote a love of knowledge and understanding in all our children, and encourage them to explore further. We celebrate individuality and diversity through a broad and rich curriculum, in conjunction with teaching social and moral values concerned with loving relationships, the good of society, the environment and the global community.

By the time they leave us, we want our children to be able to:

- Recognise what information they need to answer a question/complete a task
- Have the tools to find out information
- Scrutinise, critique and challenge information
- Have a wide range of skills which they can use in a variety of contexts
- Work independently and cooperatively
- Persevere when challenged and have the confidence to take risks
- Have a good level of literacy and numeracy

Our Curriculum

An **ambitious** curriculum:

- Challenging for our articulate and engaged pupils
- Goes beyond National Curriculum expectations
- Promotes greater depth understanding, critical thinking and oracy skills

An **accessible** curriculum:

- A curriculum for all groups
- Accessible for whole school community

An **aware** curriculum:

- Outward-looking
- Celebrates our diverse community
- Promotes awareness of global issues

INTENT

To create a flexible, creative curriculum, which rigorously ensures coverage and progression in key skills and goes above and beyond expectations.

- ***Flexible***
 - Our curriculum is creative and personalised
 - Tailored to pupils' needs and interests
 - Takes account of teachers' passions and areas of strength as well as current local and world events
 - Allows for different learning and teaching styles
 - Topics are flexible

- ***Rigorous***
 - There are non-negotiable skills to ensure coverage and progression
 - Skills ladders ensure no duplication
 - Our curriculum fulfils and exceeds National Curriculum requirements and expectations

- ***Above and beyond***
 - Every teacher is a subject leader. Subject leaders champion their subject and develop it beyond skills ladders. Leaders raise the profile of their subject throughout the school and support others in coming up with ideas and in delivering high quality lessons.
 - Specialist teaching ensures pupils have access to extremely high quality lessons and expertise (French, PE, Forest School, music, art, computing)
 - At Rhodes Avenue, we value extra-curricular learning experiences extremely highly and all pupils have the opportunity to participate in school trips and workshops, class assemblies, shows, concerts and intra-school tournaments
 - We also aim to develop critical thinking and questioning skills through group work, challenge activities, 'Big Questions' and P4C (Philosophy for Children) sessions
 - Pupils have the opportunity to learn outdoors through Forest School sessions

IMPLEMENTATION

Each year group is allocated between 4 and 6 areas of study which provide the basis for the half-termly topics. The school's *Curriculum Map* outlines the topics to be taught by each year group across the academic year.

- ***Skills ladders for each foundation subject***
 - Taken from National Curriculum
 - Each skill broken down and layered for each year group
 - Skills ensure progression from year to year: each year builds on the last without unnecessary duplication
 - Subject leaders/specialists developed and streamlined skills
 - Greater depth skills encourage challenge for more able
 - Teachers scaffold up where necessary to ensure almost all pupils can access main skills

- ***Topics***
 - Skills can be taught via different topics to allow for flexibility
 - British history topics taught chronologically in KS2

- Topic drivers are history, geography or RE. Other subjects are 'enhancers'
- Use of core texts linked to topics
- Topics are flexible and should reflect key events as well as teachers' and pupils' interests.
- ***Monitoring and assessment***
 - Coverage monitored through skills ladders, plans and book looks
 - Subjects assessed at end of the year- assessment linked to skills
 - Assessment and marking ensures teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future

IMPACT

The impact of our curriculum is continually reviewed.

We strive for:

- A clear coherent curriculum which is both broad and deep
- Engaged, enthusiastic and motivated pupils
- Learning that promotes transferable skills
- Skilled and knowledgeable staff
- Clear assessment procedures to ensure teachers are aware of each pupil's needs and progress

This policy is closely linked to the following policies: