



Teaching and Learning Policy

Date of review:	Date of next review:
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Mission statement

Furzeham Primary is at the heart of the community in Brixham. We provide a secure environment for our children, to enable them to succeed. Our expectations are high. We offer an enriched curriculum, which engages and excites children to drive their own learning with increasing independence.

Aims

Furzeham School is community in every sense of the word, where children, staff, governor's families and the local community work together to develop our school and to make links with the locality it serves. We pride ourselves on our welcoming atmosphere and invite any visitors to our school to join us in achieving the following aims.

- To provide the best possible all round education for every child.
- To inspire our children to believe in themselves and each other and have high expectations and aspirations
- To deliver a challenging and enriching curriculum, developing inquisitive minds and promoting life- long learning.
- To recognise and celebrate the unique qualities in every member of our school community.
- To promote safe, healthy lifestyles, excellent behaviour and a respect for each other, our school and the wider world.
- To develop spiritually, morally and culturally, celebrating equality and diversity

Learning Values

We have four main Values which we strive to embed in our teaching and learning

- 1 There is a positive learning culture
- 2 Children are active partners in their own learning
- 3 Children develop as resilient individuals.
- 4 Children develop learning skills which will prepare them for the future.

The Curriculum

Furzeham School follows the 2014 National Curriculum framework which focuses on essential knowledge and concepts. The curriculum details expectations in key stages 1 & 2 across the academic year. Children in Reception follow the Foundation Stage curriculum.

The curriculum meets the statutory requirements to secure for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

- to establish standards which can be used to set targets for improvement, measure progress towards those targets, and monitor and compare performance between individuals, groups and schools to promote continuity and coherence
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

The curriculum consists of everything that promotes learners' intellectual, personal, social and physical development. As well as lessons and extracurricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

Our curriculum is organised on a 2 year rolling programme, maximising knowledge from the 2014 National curriculum. Long term planning ensures coverage of all subjects which is then organised in to medium term plans where objectives for subjects are matched against National curriculum objectives and age related expectations. From the medium term plan, teachers write short term plans which identify specific objectives, cross curricular links, clear differentiation and assessment opportunities for all groups of learners. ICT will be replaced with computing, which will put more emphasis on practical programming skills. Foreign language will be compulsory at Key Stage 2.

Our curriculum is constantly evaluated to find out the impact of provision, by learners, teachers, parents, carers and the wider school community. The results of this on-going evaluation are used to decide how learning and assessment can be improved to allow all young people to make progress and achieve.

Our curriculum design is based on a clear and shared understanding of how learners learn and takes into account the relationship between **what** we teach, (the content of our curriculum, **how** we teach (our pedagogy , ideas, philosophy, methods etc.) and how we make these decisions (our assessment methods).

Record keeping

Class teachers are responsible for keeping up to date planning books which included the following information:

- Class lists and pupil information
- Information with regard to EAL, Ethnicity, FSM, PP and medical and dietary needs
- Attainment data including targets, pupil progress data and reviews, SEN and relevant and appropriate inclusion information
- Grouping information

Class teachers are responsible for regular assessment for learning practices and the marking of books in line with the schools assessment and marking expectations.

Curriculum Design

Our curriculum is designed to help every learner to make progress by building on their experiences both within and outside of school and we do this by making the most of the opportunities offered by the locality and environment, through the community people; groups and leaders, though the culture and heritage and by making close links with parents, families and carers .These experiences are embedded in a cross-curricular approach which is meaningful and purposeful and is planned in such a way to provide a coherent and relevant set of learning experiences, both in and out of lesson time.

It provides opportunities for learners to experience the benefits of different learning approaches, including learning about the different subjects (especially English, Maths, Science and ICT) usually through thematic or topic based approaches. It involves the children in choosing the aspects which interest them and helps them to apply their learning and understanding to solve everyday problems.

In order to achieve this, we use time flexibly to meet learning needs and provide opportunities for learners to learn on their own, in a team, in a large group and sometimes with virtual correspondents through the internet.

We aim to take into account the full range of capabilities and aspirations of our pupils and we use expertise from outside of our teaching staff to enrich their learning by fostering links with local schools, learning networks, and with others in the wider world, nationally and internationally.

Technology is used to enhance and improve the learning experiences.

Including all learners

We try to ensure that our curriculum provides relevant and challenging learning for all children. It follows the principles set out in our statutory inclusion statement:

Setting suitable learning challenges

Teachers at Furzeham School, aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of learning set out what most pupils should be taught and our teachers decide upon the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier stage, there may not be time to teach all aspects of the programmes of learning. A similarly flexible approach is taken to make up for any gaps in pupils' learning. When the attainment of pupils falls significantly below the expected levels at a particular stage, a much greater degree of differentiation is made. In these circumstances, teachers plan learning appropriate to the requirements of their pupils, using the programmes of learning as a resource. When the attainment of pupils significantly exceeds the expected levels, teachers plan suitably challenging work, drawing on work from later stages and extending the breadth and depth of study

Responding to pupils' diverse learning needs

When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. We are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively and ensure that they meet the full range of pupils' needs taking account gender, disability and race.

Teachers do this by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. We make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers make special arrangements available to support individual pupils.

Pupils with special educational needs

Teachers consider the diverse type and extent of difficulty experienced by pupils when planning and assessing for pupils with SEN and offer greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice 2014. Some pupils have access to specialist equipment and approaches or to alternative or adapted activities, and this may be based on advice and support from external specialists. This is particularly true when there is a statement of special educational need.

We plan for pupils so that they can participate fully in physical and practical activities, provide help with communication, language and literacy often using a multi-sensory approach and drawing on a range of extra or different experiences. We help pupils to manage their behaviour, and to take part in learning effectively and safely and help them to manage their emotions, particularly trauma or stress.

Pupils with disabilities

Not all pupils with disabilities have special educational needs. We plan so that pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. We take specific action to enable effective participation of pupils with disabilities by doing the following:

- A. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- B. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- C. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language

We appreciate that pupils for whom English is an additional language have diverse needs in terms of the support needed to develop their learning of the English language. Our planning takes account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding, takes place with the help of the EAL service in order to confirm that no learning difficulties are present. The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English, therefore teachers plan learning opportunities to help pupils develop their English and provide the support needs for them to take part in all subject areas. Opportunities are given for them to develop their spoken and written English ensuring access to the curriculum and to assessment.

Spiritual, moral, social and cultural development

We aim to develop this throughout our teaching of the National Curriculum including the teaching of RE and PSHE and Citizenship, through our school ethos, effective relationships, collective worship, and other curriculum activities.

Communication at school

- Within school
- Teachers regularly share and discuss record keeping information books and planning at phase meetings.
- Pupil's progress and attainment are monitored and discussed with TLR s Governors, DHT and HT.
- Transition meeting occur regularly to communicate record keeping and planning information with new class teachers, TLR's and SEN co.

Parents and Carers

School staff are at the playground at the beginning and end of the day to encourage informal communications.

Teachers provide termly letters which outline key topics and learning for the term.

Homework is set to provide extension of school learning.

Parental consultations are twice a year to discuss pupils progress and attainment.

Home school link books provide an essential link from school to home and detail how parents can support their child with their learning.

Pupils

Next steps marking and self and peer assessment are embedded elements of all lessons. Pupils are expected to engage with and reflect on and respond to opportunities to improve their own learning.

Regular termly pupil conferencing across all subjects supports the pupils learning.

A school council made up of elected representatives from years 1 to 6 is established at the start of each year to provide a vehicle for pupil voice.

Pupils are actively encouraged to share thoughts and opinions in the day to day to running of the school and wider school development.