TEACHING AND LEARNING PROCEDURE (CURRICULUM)

Reviewer: Eleanor Laxton

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(by Daniel Green)

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Aims

Whitegrove Primary School provides teaching and opportunities for learning which aim to:

- Promote and sustain a lasting thirst for knowledge and love of learning.
- Enable all children to acquire the knowledge, understanding and skills necessary to prepare them make an effective contribution to adult life.
- Provide opportunities for academic, technical and sporting excellence.
- Prepare all children for life as effective citizens by developing spiritual, personal, social, cultural and environmental understanding.

To achieve these aims the school teaches:

- The content specified in the 2014 Primary National Curriculum in England and the Early Years Foundation Stage (EYFS) Statutory Framework.
- The content specified in the Bracknell Forest locally agreed syllabus for Religious Education.
- The content specified in the PSHE Association suggested programmes of study for Key Stages 1 and 2.

Teaching and Learning

To promote and sustain a lasting thirst for knowledge and love of learning, the school:

- Links related areas of learning together in cross curricular units lasting a number of days or weeks.
- Plans outcomes to these units that involve the application of learning acquired and the use of higher order thinking and creative skills.
- Provides opportunities to use different learning environments, including the gardens, learning hub and sports areas.
- Provides regular educational visits and educational visitors.
- Celebrates learning in a variety of ways including displays, assemblies and project celebrations.

To enable all children to acquire the knowledge, understanding and skills necessary to prepare them make an effective contribution to adult life, the school:

- Uses phonics teaching based on Monster Phonics, together with its own scheme of work for English, to support the acquisition and development of language and literacy.
- Uses the lines of mathematical development set out in the school's calculation policy, supported by planning and materials from Abacus and other quality schemes of work.
- Uses the lines of development and attainment milestones set by curriculum leaders. These are largely based upon the Essentials curriculum materials.
- Monitors attainment data against Age Related Expectations (AREs) for Reading, Writing and Mathematics for all children every term.
- Reports attainment against AREs in all other subjects annually.

- Closely monitors the progress of groups and individuals and uses this information to provide additional support, including the use of outside agencies where appropriate, to support progress.
- Sets regular home learning, where appropriate, and provides regular opportunities for school staff to share information with parents and carers to support learning outside school.

To provide opportunities for academic, technical and sporting excellence, the school:

- Provides opportunities for all children to achieve a deeper level of learning in all subjects, on understanding that there is 'room at the top for all'.
- Identifies high attaining pupils and, where appropriate, provides differentiated teaching for them.
- Conducts Cognitive Abilities Testing (CAT) to identify the possible potential of children.
- Provides a specialist teacher for Physical Education.
- Provides some specialist teaching in Music, including by outside providers.
- Works with secondary schools to develop and share expertise.
- Enters a wide range of sporting, cultural, academic and technical events and competitions.
- Teaches Growth Mind-set following programmes designed by ELSA and encourages children's understanding and application of Growth Mind-set.

To prepare all children for life as effective citizens by developing spiritual, personal, social, cultural and environmental understanding, the school:

- Uses its participation in UNICEFs Rights Respecting Schools programme to develop a whole school understanding of human rights.
- Uses PSHE teaching to develop the understanding and skills of personal responsibility.
- Provides regular assemblies to develop understanding of personal spirituality and beliefs as well as community values.
- Provides educational visits and visitors that enhance the children's cultural understanding.
- Uses rewards to reinforce social understanding.
- Works with outside agencies to extend provision as children learn to deal with personal and physical changes and changes in their schooling.
- Uses Zones of Regulation to develop understanding of emotion and how to express this to others.