



Curriculum, Teaching & Learning Policy

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

Building solid foundations (Matthew 7: 24-27)

Intent

Our aim is that all pupils will be ambitious and will develop the skills and dispositions for lifelong learning. They will develop a growth mindset and be eager to participate. Children will be curious, ask questions and engage in deep thinking. They will have the courage to develop as leaders, sharing their thinking whilst valuing the viewpoints of others. Children will develop a strong knowledge base and from this foundation use their learning in new and unfamiliar contexts. They will learn to be compassionate, making good choices in order to support themselves and others. Our curriculum supports children to 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 who demonstrate high participation, deep thinking and positive choices
- 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
- Involve pupils in their learning through self-regulation, planning and opportunities to lead activities
- 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
- 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; 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 collaboratively, using the What I Need to Know (WINK) documents to plan logical sequences of lessons.
- Each unit of work builds upon their knowledge base, enabling children to use skills and to deepen their understanding. This includes the development of reading, writing, vocabulary and numeracy. Regular opportunities are given for children to engage in deep thinking, applying knowledge to 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, to self-regulate 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

- 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).
- 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.
- 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 use a range of learning styles and learning tasks in order to promote a broad understanding and to develop deep thinking; learning activities promote:

Reflection

Respect

Responsibility

Resilience

- knowing and doing;
- questioning, reasoning, discussing and explaining;
- creating, communicating and evaluating.
- We provide all children with regular opportunities to think deeply; we support and scaffold their learning as required.
- Learning is reviewed regularly 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.
- 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 subject knowledge.
- Teachers use a range of assessment strategies to assess pupil progress that informs future learning - questioning, self & peer assessment, verbal & written feedback, objective setting and summative tests.
- Teachers provide regular opportunities to celebrate progress against the learning objective and success criteria, rewarding both effort and achievement.
- Formative and summative assessment is used to inform planning of future lessons.

Impact

5 Monitoring

- Regular monitoring of learning takes place throughout the school year. This includes learning walks, audits of written work, pupil interviews, lesson observations, planning audits and conversations with teachers and leaders (school 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 updates 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:

- Our curriculum reflects the aims of the school and that it meets the needs of pupils
- 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 through accommodations to the 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

Date of next review: as required