

Chellaston Junior School

Teaching, Learning and Curriculum Overview

Staff Responsible: Miss M Fogg

Date: November 2014

To be adopted by Governing Body: December 2014

To be reviewed: Autumn 2015

**“CJS, CJS,
Together we are stepping to success
CJS, CJS,
Together we are working to achieve our best.”**

1. Introduction

In striving to become an Outstanding School, we believe in the delivery of a broad, balanced, engaging, creative, relevant, meaningful and stimulating curriculum.

At Chellaston Junior School we are all lifelong learners. We maintain that learning should be an enjoyable and fun experience for everyone.

We believe that good learning is underpinned by a firm understanding and application of the attitudes, skills and knowledge as outlined in this policy. Our approach, together with the learning environment we create will foster a love of learning and the ability and desire to learn independently. There should be a balance of basic and transferable skills. It is a matter of not only knowing *what* to learn but also *how* to learn.

Learning opportunities should link together the attitudes, skills and knowledge from all subject areas wherever possible in order to make learning more relevant and meaningful. The thematic approach to our curriculum should ensure that this is possible.

2. Aims

Chellaston Junior School follows and provides for learning, assessment and recording as required under the Education Act 1996, which requires that all maintained schools provide a balanced and broadly based curriculum. Our school curriculum follows National Curriculum guidance which outlines two broad aims:

- To provide opportunities for all pupils to learn and to achieve
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

In order to cultivate:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to lead safe, healthy and fulfilling lives
- **Responsible citizens** who make a positive contribution to society

We aim for all learners to:

- develop a lifelong love of learning
- develop a sense of enjoyment and a clear understanding of mathematical concepts, in order to use and apply in everyday situations
- confidently use information technology as a computing, communication and presentation tool
- enjoy a safe, structured environment in which to experience social networking with a good understanding of e-safety
- be prepared for and appreciate life in modern Britain, and understand British values
- develop a firm grasp of the English language in order to communicate effectively through writing, speaking and listening
- develop confidence in reading and a motivation to read for pleasure
- have a curiosity for other languages and cultures, whilst ensuring they are equipped with a basic knowledge of French
- enjoy and understand scientific investigation and enquiry skills, making use of data handling and ICT
- develop an understanding of the whole design process through use of the 'TASC Wheel' with a strong practical emphasis
- be able to communicate artistically, through a range of media and the ability to develop the skills of exploring, developing ideas, investigating, making and evaluating
- experience and enjoy performing to and being part of an audience
- have the opportunity to learn to play a musical instrument, acquire a love of singing and develop skills of listening, composing and appraising
- develop and apply skills in PE and games, encouraging enjoyment and improving upon personal and team involvement, whilst promoting an active lifestyle
- develop responsible citizens who have the confidence to make informed choices to enable them to lead a safe, healthy and fulfilling life both at school and in their wider community
- be inspired by positive role models and be encouraged by them to have high aspirations
- be able to compare world religions in order to discuss, understand and appreciate their similarities and differences and develop an awareness of community cohesion
- develop a sense of chronology and the ability to interpret the past using a variety of sources
- develop an awareness of people and places and the effect they themselves and others have on the environment locally, nationally and internationally
- care for their planet, tackling environmental issues including 'sustainability' in their role as good 'Global Citizens'
- be excited about coming to our school and enjoy being here

In order to meet the aims of the school, we need and encourage the support and cooperation of all stakeholders and we therefore strive to develop a close partnership between pupils, parents, staff and governors for the development of each child's potential to the full.

3. Teaching and Learning Ethos – HOW we teach and WHY

Learning to Learn

It is expected that learners and staff at CJS embrace the ethos of the concept of Learning to Learn (L2L).

“Learning to Learn is an embracing concept. It is not a new initiative, but captures a national mood and addresses a national priority. Put simply it can be defined as:

‘...the deliberate, planned attempt to help learners to become sociable, skilled learners who have the wherewithal to learn independently and life-long, and to achieve excellent results along the way.

This involves students acquiring, through lots of practice and meta-learning, essential generic skills and attitudes. This, in turn is achieved by building L2L elements into regular lessons across the curriculum within a structured whole-school approach.’

L2L can be seen as a ‘golden thread’ connecting many apparently disparate initiatives.”

(Paul and Sharon Ginnis)

Attitudes

At CJS we have six learning attitudes which underpin learning. These are:

- More than just me
- Thinking for myself
- Aiming high
- I can do it
- Daring to be different
- How well did we do?

The ethos of these attitudes can be seen in our school song “Stepping to Success”. We aim to foster these attitudes and teach our learners to use, apply and transfer them appropriately in their learning.

Skills

There is no one set of skills which we promote or insist upon being taught. The lists below are a starting point and can be added to as necessary:

National Curriculum Key Skills

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

National Curriculum Thinking Skills

- Information Processing Skills
- Reasoning Skills
- Enquiry Skills
- Creative Thinking Skills
- Evaluation Skills

Paul Ginnis' Suggested List of Skills

- group work and team work skills
- problem-finding and problem-solving skills
- creative thinking skills and imagination
- analysis, logic, reasoning and synthesis
- lateral thinking skills
- listening skills
- research skills (including locating and managing resources, questioning, skimming, scanning, comprehension, summarising, note-making)
- personal organisation skills
- presentation skills
- peer teaching and learning skills
- evaluation skills
- personal and collaborative decision-making skills
- time management skills
- memory skills
- leadership skills
- conflict resolution skills.

Knowledge

The content, facts and subject specific knowledge to be taught as outlined within the National Curriculum subjects will be determined and organised through a skills based, thematic curriculum within six learning areas.

Classroom Strategies and Teaching Styles

In order to ensure that effective teaching is matched to children's needs teachers will employ a variety of classroom strategies and teaching styles:

- Prepare lessons and resources thoroughly using assessment to inform planning
- Share Learning Objectives which are understood by children
- Employ innovative teaching
- Teach lessons in which previous learning and interests are built upon
- Provide opportunities for children to review and recap on their learning
- Maintain an appropriate pace to a lesson
- Independent, paired, group, whole class work, different ways to organise collaboration
- Working in silence, with background noise, with music
- Use of a fascinator to hook learners in
- Building in choice at an appropriate level for the learners' age and ability
- Use of a split screen to promote the equality of attitudes, skills and knowledge within the lesson
- Clear success criteria is developed, used and reflected upon
- Active learning with meaningful and purposeful tasks
- Learning organised into small chunks to maintain engagement
- Teacher observation/peer observation
- Self, peer, group and teacher assessment for learning
- Discussion and questioning
- Recap and reviewing work, valuing and celebrating success and achievements
- Interactive teaching
- Speaking and Listening
- Use of visual, auditory and kinaesthetic teaching and learning styles
- Providing opportunities for working within children's multiple intelligences

- Mind mapping
- Using higher order thinking skills
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing positive encouragement and praise and consistent use of the “Good to be Green” behaviour policy
- Responding to individual needs, supporting and/or challenging as appropriate
- Intervening in the learning process where appropriate to develop skills through mini-plenaries
- Teacher as a facilitator of learning and a positive role model
- Providing all children with opportunities for success
- Using a range of verbal and non-verbal communication strategies
- Well resourced lessons including use of ICT, working walls and choice
- Teaching in a creative way using props to enhance learning
- Drama and role play
- Visualisation
- Investigating and experimenting
- Problem solving
- Transferring attitudes, skills and knowledge to lifelong learning and the community
- Metacognitive plenaries which reflect on the content and processes of learning

Please also see “Top Tips for Outstanding Teaching”

4. The Learning Environment – WHERE we teach

Learning Environments

A learning environment is any place where learning occurs. This does not have to be a classroom. It is important that a range of learning environments are planned for in order to ensure an appropriate variety of opportunities and activities.

Learning environments could include:

- Classroom
- Corridors
- Playground
- MUGA
- Field
- Outdoor pergola covered area
- Small group learning rooms
- The Hall
- Wildlife area
- Gardens

The Classroom

The classroom will be organised in a way which facilitates teaching and learning and the development of independence within the learning environment.

Effective Learning Environments:

- Are calm, effective, warm, welcoming and comfortable learning areas which are attractive, colourful and stimulating
- Are environments in which to learn and achieve maximum potential
- Have resources which are grouped in an appropriate way and clearly labelled
- Have writing resources available for use at all times and will be centrally accessible for all children

- Provide the opportunity for children to select and read books or magazines for pleasure in the classroom
- Are places where learners will take ownership and be involved in the maintenance and care of all equipment and resources
- Will show how routines are established by displaying timetables appropriately
- Have interactive displays which support learning and celebrate achievement
- Have dedicated displays to promote literacy and numeracy in a way which is developmental and shares targets such as a working wall
- Can be changed regularly in order to facilitate the learning which is planned

5. The Curriculum – WHAT we teach

The content, facts and subject specific knowledge to be taught as outlined within the National Curriculum subjects will be determined and organised through a skills based, thematic curriculum within six Learning Areas:

- Communication (Literacy and MFL)
- Maths & ICT (Maths and ICT)
- Health & Well Being (PE, Games, PSHE)
- The Arts (Music, Art, Drama)
- Sci-Tech (Science and D&T)
- Humanities (History, Geography, RE)

Learning Teams take responsibility for each Learning Area. Each team has is made up of teaching staff who can offer support, expertise and leadership of the subjects within the Learning Area. They are responsible for the review of the curriculum within their Learning Area including planning and book scrutinies and also hold the budget for the Learning Area.

It is the responsibility of each teacher to ensure that there is sufficient coverage of the planned skills, alongside a balanced and proportional amount of time spent teaching each National Curriculum subject and RE. Some subjects will need to be timetabled centrally such as ICT, PE and Games, whilst more choice and flexibility is given to teachers to organise the rest of their timetable. It is expected that a designated session is given over to both literacy and maths each day.

A Curriculum Working Party may be used to strategically review, organise and forward plan the curriculum in a way which is meaningful for an “at this time, in this place” ethos. This means that they are able to act upon curriculum reviews and reorganise the curriculum as and when appropriate in order to embrace special occasions and curriculum changes locally, nationally and internationally.

Whole School Themes are organised half termly with each year group having a different focus within the theme. Due to the differing lengths of each half term, the Working Party may decide that themes should be placed in different places year on year as appropriate for the theme, or that an overlap may occur if terms are particularly short.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	...In Derbyshire	Nose in a Book	Don't Forget your Passport...	Seconds from Disaster	Step Back in Time	How Great is Britain?
Y3	In Our Backyard...	Fantastic Mr Dahl	...for Greece	What's in the news?	Boudicca's Battle	It's All Rock and Roll
Y4	Come Dine With Me...	Spy Dog	...for South America	The Mad Professor	Banquets and Beheadings	Invasion Wars!
Y5	We All Fall Down...	Scrapheap Challenge	...for Africa	Is Anybody Out There?	Sink or Swim	Power to the People
Y6	Messing About on the River...	Pack Up Your Troubles	...for Asia	Lost!	The Ice Palace	Money, Money, Money

Whole School Thematic Overview

6. Entitlement – WHO we teach

Equal Opportunities

All children at Chellaston Junior School will be given full access to the National Curriculum, in accordance with the school's Equal Opportunities Policy. Staff will endeavour to assist children to achieve their full potential irrespective of race, gender or ability.

Pupil Premium

Children on FSM will be entitled to Pupil Premium funding. This funding will be used to target extra support and intervention to ensure these children make good progress and do not become vulnerable to falling behind their cohort. The provision will be evaluated and the impact reported to the local authority and the school Governors.

Differentiation

Teachers will plan to differentiate the curriculum in a variety of ways. Differentiation will appropriately support and challenge those children who have been identified as having Special Educational Needs or who are identified as being Gifted or Talented.

In the majority of cases this will be achieved by:

- Task
- Outcome
- Teacher/Adult support
- Groupings
- Choice
- Resources available
- Differentiated skill level

7. Progression and Continuity

Planning

Year Group teams are encouraged to plan the curriculum together in order to have ownership of what is being planned, to ensure the workload is shared and balanced fairly between team members and to ensure the work planned is appropriate to the abilities and interests of the learners. Individual teachers should then use these plans as a guide for their own teaching and annotate and tweak accordingly.

When planning, teachers should take into account the Subject Specific Skills needed to be taught, alongside the Core Entitlement as identified by Learning Teams for each curriculum subject in each year group. Teachers should plan learning across a range of agreed levels for each year group:

Year Group	Level 2	Level 3	Level 4	Level 5
3	√	√		
4	√	√	√	
5		√	√	√
6		√	√	√

For learners with Special Educational Needs or who are identified as Gifted and Talented in a particular area, teachers may plan using appropriate skill levels which are above or below those suggested for the year group.

Wherever possible, curriculum themes should be the hook for learning. As much learning as possible should be linked to the theme in order to make learning more relevant and tangible. Where this is not possible, then some elements of the curriculum may be planned in isolation from the theme, with teachers striving to find and make relevant links wherever it is suitable to.

Hooks for themes and learning could be:

- A high quality written or visual text
- An educational visit
- An in-school workshop
- Working towards a celebration or performance
- A local, national or international link to something very current

8. Evidence and Assessment

Assessment and Reporting

Assessment of the progress learners have made in each area of the curriculum helps to identify next steps for each learner in order to accelerate progress even further. Assessment should inform teachers' planning.

Curriculum Subject Leaders assess achievement in their area annually.

Further information about formative and summative assessment of learners and reporting to parents can be found in Chellaston Junior School's Assessment and Marking Policies. Assessment of the Skills Based Curriculum is in line with how we report to parents annually.

Recording

Skills based subject sheets should be completed by the appropriate teacher, assessing the relevant skills covered. These can be used to complete the end of year report to parents. A theme book is used for each half-termly theme, with separate books used for literacy and maths skills. Some curriculum subjects such as PE & Games, music, art and drama have been recognised as more difficult to record evidence for. It is vital that we maintain evidence of curriculum coverage and progression in each subject.

Other ways of evidencing the curriculum are:

- Use of Audacity to record sounds and music and upload to the Learning Platform
- Use of videos, photographs or Busbis to capture performances and upload to the Learning Platform
- To put photographic evidence in theme books with a reflection from the learner
- Evidence of playscripts used in learning
- Video evidence, notes, and Easi-speak evidence of speaking and listening activities
- Copy of song lyrics to stick in theme books
- Signpost where uploads can be found by asking learners to put a sentence in their theme books
- Evidence, photographs, soundbites, scripts etc of class assemblies, Harvest, Christmas, Leavers' Performances
- Graphic Scores of compositions
- Photographs of lessons or displays using instruments
- Photographs of evidence on the Learning Platform and Class Pages
- Work which is displayed on the wall can also be evidenced in theme books or on the Learning Platform

Monitoring and Evaluation

The monitoring and evaluation of curriculum coverage and the quality of pupils' work may take place in a variety of ways in order to ensure the robust and rigorous review of the curriculum :

- The Skills Curriculum Working Party may scrutinise planning and learners' work
- Learning Teams may scrutinise planning and learners' work
- Subject specialists may scrutinise planning and learners' work
- The Leadership Team may engage in Learning Walks in order to ascertain what learning looks like and feels like within the classroom
- Learning Teams/Team Leaders may take a look at displays within the school and how this reflects the quality of learning
- Governors' Visiting Days will focus on the Key Areas of Teaching and Learning and form part of the curriculum review
- Leaders will feed back progress to Governors on a termly basis
- Formal Observations and Performance Management Reviews/Appraisal
- Continuing Professional Development should incorporate opportunities for teachers to improve on their own practice through coaching, networking and observation of best practice of teaching
- Celebrating successes with other schools through networking and sharing ideas is encouraged in order to continually improve

9. Roles and Responsibilities

The Role of Governors

It is the Governors' role to determine, support, monitor and review the policy and its practice. This will be done by:

- The Child and Curriculum Committee will be responsible for monitoring the Teaching and Learning and Curriculum Policy.
- A governor will be attached to each learning team to monitor progress and development plans in this area.
- Regular visits to observe the delivery of the curriculum as agreed with the SLT
- Reporting back to SLT
- Reporting back to the Governing body
- Attending INSET training where appropriate
- Monitoring teaching strategies in the light of health and safety regulations

- Ensuring that Staff Development and Performance Policies promotes good quality teaching
- Ensuring that school premises are best used to support successful Teaching and Learning
- Ensuring that the school is well resourced for each Learning Area in order to carry out successful Teaching and Learning
- Promoting and ensuring at all times that equal opportunities are given to all children
- Promote tolerance and respect for people of all faiths, (including no faith) cultures and lifestyles, supporting the school in their words, actions and influence within the school and more widely in the community, to prepare children positively for life in modern Britain

The Role of Parents

Parents have a fundamental role to play in helping children to learn, and they are encouraged to support this by

- Ensuring their child comes to school feeling confident and positive
- Ensuring their child arrives at school punctually each day
- Ensuring their child is healthy and fit
- Sharing with school any problems which may affect their child's learning
- Supporting their child by attending given opportunities to discuss progress throughout the year
- Ensuring their child comes to school wearing the correct uniform, has the correct PE and Games kits
- Fulfilling all requirements set out in the Home School Diary contract
- Responding to any literature sent home by school
- Supporting extra-curricular activities involving their child/children
- Promoting a positive attitude towards the school and learning in general
- Supporting children with their homework, and the implementation of MEPs or any Special Needs process, if necessary
- Supporting the school's aims

The Role of Pupils

- Pupil voice is considered very important in developing a curriculum which meets the needs of the pupils.
- Pupil's views are sought regarding the things that work well, things we need to change and the things we need to improve in terms of curriculum provision.
- Pupils are expected to take an active role in learning and to work in partnership with teaching staff as they travel on their learning journey.
- Pupils are expected to take responsibility for their own learning and be aware of using the relevant attitudes and skills across all aspects of the curriculum.
- Pupils should be reflective of their own, and tolerant of others' social, moral, spiritual and cultural development.

The Role of the Community

The community is invited to support the school by:

- Contributing to activities such as assemblies, class talks specialist outings and clubs
- Presenting themselves as positive role models to be emulated
- Supporting school events
- Helping voluntarily in the classroom

The Role of the School

In relation to all of the above areas, the school will reciprocate by:

- Giving clear information on the aims of the school
- Responding to offers of support as far as it is able
- Respecting any information given in confidence
- Giving reasonable and appropriate access to teaching staff
- Working in partnership with parents and guardians to ensure the success of their child and encouraging parental involvement in working their way forward for their child's educational future
- Work professionally, following the school's Code of Conduct

10. Resources

Resources are stored centrally, around the school. Learning Teams are responsible for the organisation, upkeep and purchasing of resources.

Electronic resources can be found on the 'Resources' area of the CJS Network and also on the Staff pages of the CJS Learning Platform under the heading 'Resources'.

11. Health and Safety

When planning for teaching and learning opportunities, it is the responsibility of the teacher to carry out appropriate risk assessments in accordance with the activity planned should it be outside of the classroom environment or if specific risk is anticipated.

Stepping to Success

**CJS, CJS,
Together we are stepping to success
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Together we are working to achieve our best**

Aiming High

If you shoot for the moon you will land among the stars
Launch a dream, work hard, then watch it rise
Aiming high, aiming high, you can do it if you try
Let your journey take you up to reach the skies

Daring to be Different

We are daring to be different and we stand out from the crowd
We're unique and we're proud of who we are
So let's be brave and have a go, be creative as you grow
Be adventurous and follow your own star

More than just Me

On our own we're just a drop, together we're an ocean
We can work as one, we're stronger as a whole
In a team we work together, no matter what the weather
Think of more than just me that is our goal

I can do it

Just believe you can do it, you are smarter than you think
We believe in ourselves and persevere
Do the simple things well and you're certain to excel
We can rise to the challenge without fear

How well did we do?

We all think about our learning: How well did we do?
We encourage one another, find a way
Let's reflect for a while, give feedback with a smile
We're all working on our targets for today

Think for yourself

So believe in your ideas and do things on your own
Be confident to paint what's in your mind
Independence is the key, so let your thoughts run free
The journey to your true self you will find

Appendices

Thinking skills toolkit

L2L Handbook

Chris Quigley Skills

Planning on LP

Core Entitlement sheets

Curriculum Mapping

Learning Teams

Top Ten Tips for Outstanding Teaching

CJS Assessment and Marking Policies