



Eden Park Primary School
Teaching and Learning Policy: 2018

Inspire Curiosity - Explore Potential - Achieve Together

“An exciting school with an irresistible curriculum and high expectations, committed to care, adventure and success”

Our school Curriculum: What others think

“The school has developed an outstanding curriculum which delivers exciting and inspirational learning experiences to all pupils. This is greatly enhanced by all the music, sport and art offered to the pupils as well as the wonderful outdoor learning area.....The innovative curriculum’s breadth and richness is a real strength of the school and has been instrumental in improving pupils’ progress. It inspires pupils and raises their aspirations for the future.” OFSTED (June 2013)

“The broad curriculum motivates pupils to learn.” OFSTED (June 2017)

[We are] very happy with the teaching [our child receives] and the positive attitude towards the children. The teaching is effective and productive. (Parent Survey comment, 2017)

Our school Curriculum

Our curriculum is mainly delivered through “Learning Experiences”. These are stimulating short units of work that are meaningful and aim to inspire, enthuse and encourage our children by providing them with a sequence of rich experiences.

Learning Experiences begin with a stimulating “hook or challenge.” A sequence of well-judged, rigorous activities to develop learning and understanding follows. A single, high quality outcome concludes the experience. The outcome often involves a parent and community sharing event.

All Learning Experiences are built around a set of skills objectives from our Coast Academies Framework. These objectives are in line with the National Curriculum and form our “skills ladders” which ensure progression as well as appropriate pitch and expectation. The curriculum is mapped through a two-year cycle to guarantee a broad and balanced curriculum.

This policy serves as an **umbrella policy** for all subjects in the school with the exception of Sex Education (SRE), SMSC and RE.

The Core Subjects

The daily delivery of Literacy, punctuation and grammar are taught discretely where they are not part of the Learning Experience. The Coast Academies Framework is extremely comprehensive and structured into single year groups. Reading, Writing or Maths is part of ALL Learning Experiences as a main subject. For younger children there is also daily phonics teaching, using “Read Write Inc.” Stronger readers have daily access to our library to access the “Accelerated Reader” programme, aimed at improving fluency, enjoyment and comprehension.

Maths likewise is taught daily using the Coast Academies Framework.

Whenever Science, and RE are not part of a Learning Experience, they will be taught discretely in order to maintain continuity, using their designated skills ladders to structure this learning.

Physical Education

PE is taught every week with specialist support and includes swimming and adventurous sports. It follows the Learning Experience model in that a skills ladder provides a structured continuum, which leads to its own outcome event once a term, often forming a tournament that parents are able to attend.

The Core Values

Our work with the entire school community has given rise to our Core Values. They are central to all of our teaching and learning. They are reflected in common practice across the school and are actively planned for, taught and celebrated through our Learning Experience model.

RESPECT

We want our learners to be considerate to others and to the environment, to develop tolerance and empathy and to be reflective.

INDEPENDENCE

We want our learners to be self-motivated, determined and to have high expectations of themselves.

CREATIVITY

We want our learners to have confidence to solve problems by being innovative, adaptable and original in their thinking.

TEAMWORK

We want our learners to enjoy working and learning together to achieve a shared goal.

BRITISH VALUES

The British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are closely matched to our core values and where they need discrete coverage, they form part of Learning Experiences.

The Golden Rules of Learning Experiences

- Plan learning experiences that focus on what the children need both in terms of skills ladders and core values. These should maximise progress and aim to diminish the difference between advantaged and disadvantaged pupils. Some children will require individual planning to achieve this in the form of a provision map.
- Whenever possible start the learning experience with a time limited challenge, ideally an external challenge from the local community that will feel real to the children. “Our shop needs to sell more...” “Our museum needs a new guide book...”
- Plan around the need for a “driver” subject, and up to 3 supporting subjects. The focus is on creating curriculum balance across a year and not necessarily within each Learning Experience.
- Provide children with first-hand inspirational experiences wherever possible. This could include off-site visits, the use of experts, visitors and the use of the local community and environment.
- Plan lessons that are meaningful and relevant and structured flexibly and differentiated. Responsive interventions should always be offered to deliver maximum achievement.
- Wherever possible Learning Experiences should enthuse teachers and other adults as well as children. For that reason, Learning Experiences, if repeated, will be remodelled and improved.
- Do not be afraid to take risks to make learning experiences memorable.
- Give children enough time to complete the learning experience making sure that the work they produce is of a high standard and generates pride. Ensure, however, that children will also be under some time constraint/pressure so experiences are short and concise. Stick rigidly to time frames.
- Set high expectations of attainment and demonstrate these through adult-led modelling, including adults writing shared texts.
- Give effective response to children’s work when marking. Wherever possible, this should be at the point of working, on a one-to one basis, and not completed after children have gone home.
- Learning experiences should be central to the community that we serve and involve this community actively.
- Every year, one Learning Experience will conclude with a high quality performance to parents, using the stage. *Separate Appendix One to deliver these.*

General Points

- Reflect high standards in a stimulating learning environment that maximises opportunities in the use of learning resources, such as computing, independent learning areas (FILA) and the active use of the outdoors, including the “Wild for Learning” classroom.
- Aim for each child to reach for the highest level of personal achievement. Children should regularly enter “the learning pit”, where they find challenge and problems and are supported to find their own solutions.
- Take objectives from the Coast Academies Framework and from the “skills ladders.”

Monitoring, evaluation and professional development

The school monitors the quality of teaching and learning through a structured programme. This record collects evidence of the quality of teaching and learning in a number of ways:

- Peer Reviews involve members of the SLT from across the MAT focusing on School development priorities.
- Head teacher / Head of school “drop-ins”
- Monitoring of planning by Headteacher and SLT.
- Planning meetings with SLT involvement
- Work Scrutiny and moderation in single phase, across phase and also with other schools. This involves rigorous assessment procedures and may also involve pupil interviews.
- Progress is tracked via the phase each week during standards and progress meetings to target individual children and conduct work scrutiny in phase.
- Biannual summative testing using external assessments ensures correct pitch and expectations and allows progress of individual and groups of children to be tracked.
- NQTs and new members of staff also receive regular lesson observations.
- The local governing body plays an important role in the monitoring schedule. They are able to hold the school to account through policy in many aspects of its agenda. They also hold a critical role in monitoring the performance of the school through data reviews, the SDP and their own detailed monitoring schedule.

Assessment

The school has worked hard to develop its own assessment procedures to reflect both National Curriculum statements and its own views of age appropriate expectations. Details of this are given in an additional “assessment” policy.

Partnership with Parents

Parents are viewed as partners with teachers and their children in the learning process and, as such, need to have access to detailed information about their child’s progress:

- A summative assessment of progress and achievement is given through the annual report to parents.
- Individual parent consultation evenings will indicate the nature of progress and pupil targets.
- Classroom Monitor, our assessment system is made available to parents on line before each parent consultation allowing these meetings to be more informed about progress and attainment.
- High quality weekly newsletters provide a wealth of additional information.
- Homework is set and valued highly and is often presented also as part of a parent outcome. Homework procedures are revised annually.
- Parent questionnaires are completed annually and fully reviewed to help give the school direction from its community.
- The school offers an open door policy to establish strong relationships with parents, able to pop in and make appointments whenever they are required.
- School is proactive in requesting meetings with parents and sometimes elicits further support (e.g. attendance, SEN, 1:1 tuition.). The school has a large pastoral team in order to provide a high level of commitment to our families.

- The school also hosts regular events to support parents in understanding and contributing to their child's learning such as maths and reading workshops, behaviour meetings and a parent forum.
- The school website has a wealth of information including a "parent support page" giving details about the curriculum and how to support your child as well as giving guidance for parents on a range of learning issues.

Our Whole School Community as Learners

A culture of openness, honesty and professional conduct will be promoted at all times.

We value all individuals' rights to be learners. For this reason, the school seeks to develop a programme of continued professional development for its entire staff through providing relevant training opportunities. These are often bespoke and set in the context of a successful MAT. Staff are encouraged both to lead and adopt teaching improvements. Staff often work in cross phase groups in ways to develop and improve whole school practice.

Review date

This policy will be reviewed annually by members of the Leadership and Management team in consultation with the school community. The next review date is Spring 2019.

APPENDIX 1

PERFORMANCES AT EDEN PARK

Schedule

Performances at Eden Park form part of our high quality curriculum outcomes. All children in our school are given the opportunity to perform to their families throughout the year.

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Year 3 / 4• Reception Nativity• Christmas Celebration (all)	<ul style="list-style-type: none">• Year 1 / 2	<ul style="list-style-type: none">• Year 5 / 6• Frogs Nursery

A checklist for quality school performances

In order to ensure the quality of performances, you should consider the following:

- ✓ Performances are a suitable length for the age of the children, for example: 40 minutes to an hour for a Year 6 performance.
- ✓ Where appropriate, performances tell a story that are linked to the current Learning Experience
- ✓ All pupils are given a part
- ✓ Performances have been rehearsed sufficiently:
 - Pupils can remember their parts independently, or with minimal prompting
 - Pupils can be heard clearly. Use microphones and headsets for the main characters. We have 5 headset/ radio mics.
- ✓ Parents know the date of the performance in advance so that they can arrange to come.
- ✓ A dress rehearsal should be scheduled and this is to be performed to children

Ticketing and seating

- ✓ Tickets should be designed by the children either electronically or by hand
- ✓ You should open your 'Box Office' in advance of the performance date to distribute tickets. Tickets sold at a £1 per person donation and this money will be used to replenish resources such as radio mic's etc.
- ✓ Timings of the show should take account of working parents and therefore we should offer shows at different times of the day. At least one performance will need to take place in the evening.
- ✓ It is desirable that all members of the audience have a good view of the stage/performance area. To achieve this, we should limit the number of tickets for each show and offer more shows during the week.
- ✓ Gentle music should be played whilst audience are being seated and lighting adjusted accordingly.

The performance

- ✓ The performance should be slick, professional and well-rehearsed.
- ✓ The Cast should act professionally both on and off the stage
- ✓ Consider where the Cast will be when not performing.
- ✓ Children should be asked to assist with all technical aspects of the performance. They can control lights/ smoke machine/ props but adults are often needed with the sound.
- ✓ Consider ways the audience can sit, for instance to the sides of the stage / at an angle / not behind the pillars.

The outcome

- ✓ The performance forms one part of the outcome for the Learning Experience. At the back of the Hall can you exhibit work from the LE for parents to view before/after the performance?
- ✓ At the end of the performance, all audience members should be given the opportunity to complete a review.

