

Curriculum, Teaching and Learning Policy

2020-2022

This policy is reviewed every two years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2020 **and will be reviewed again in Autumn 2022**

Signed: _____ Chair of Governors

Date: _____

Statutory Policy

Curriculum Teaching & Learning Policy

Aims and Vision

Chellaston Junior School



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



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

What is Learning?

At CJS, learning is seen as the acquisition of knowledge, skills, attitudes and understanding. To be effective it must be enjoyable and based on co-operation and respect.

Learning is achieved through a wide range of teaching routines, strategies and activities.

This Policy is strongly supported by all other school policies and schemes of work.

Aims of the Policy

The aims of this policy are:

- To demonstrate a commitment to high quality teaching
- To promote high standards of achievement through effective and enjoyable teaching and learning
- To underpin all other policy statements
- To ensure that the curriculum at CJS is clear for all and consistently applied across classes and year groups.

To enable these aims to be met we need -

An Effective School Learning Environment, where:

- The physical environment of the classrooms and other areas provide a comfortable temperature with adequate ventilation and lighting;
- Children have access to drinking water and are well nourished;

- Classrooms and other areas are clutter-free;
- Resources are organised in order that pupils can make choices whilst learning;
- Displays stimulate, enhance, assist and celebrate teaching and learning;
- Our whole school, including the external environment, is seen as a place for learning and is resourced and treated as such;
- Our policies and teaching strategies support pupils taking part in decisions relating to school resources (this is done on an individual, class and School Council level);
- The whole ethos of our school demonstrates our commitment to high standards of achievement and progress;
- There is a positive, assertive approach to pupils' behaviour;
- Our pupils understand that adults who work with them should be treated with equal respect.

Furthermore, our provision is designed to promote:

- **Appropriate behaviour** is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.
- **Self-confidence and self-esteem** are important. Praise is given for politeness and for good or improved behaviour. Good relationships are seen as essential in establishing this ethos which aims to promote high self esteem in all pupils.

Our understanding of how pupils learn

We believe pupils learn in various ways. They can be a combination of visual, auditory or kinaesthetic learning styles. It is therefore important that pupils are offered a range of learning situations which encompass all approaches.

Teachers and pupils are deeply involved in the process of "**self-regulated learning**" and developing higher-order thinking skills through **metacognition** which is "cognition about cognition" i.e. "thinking about thinking", "knowing about knowing" and becoming "aware of one's awareness"

Self-regulated learning emphasizes autonomy and control by the pupil who monitors, directs, and regulates their actions toward goals of acquiring knowledge and skills. In particular, we aim to ensure that our pupils are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks.

Pupils who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006). In the educational psychology literature, researchers have linked these characteristics to success in and beyond school.

Our understanding of Effective Teaching

It is our understanding that effective teaching is exhibited when -

- Children are enjoying the learning experience;
- Learning is at the heart of all high quality teaching;
- Children and adults develop and focus upon metacognition to encourage independence in learning;
- The teacher has good subject knowledge;

- The teacher plans, explains & delivers clear learning objectives;
- The teacher uses methods/organisation which enable **all** pupils to learn effectively (including target setting and differentiated activities);
- The teacher challenges and inspires pupils;
- The teacher has a clear understanding of the progression of skills in all subject areas;
- The teacher uses time and resources (which include support staff) effectively to maximise learning;
- The pace of learning and excitement of activities promote enquiring minds, focused upon the acquisition of knowledge;
- Classroom teaching is enriched with activities to develop cultural capital for all pupils
- The teacher uses assessments to help pupils learn;
- The teacher understands how to achieve an effective classroom climate to raise achievement and learning;
- The teacher uses homework to reinforce school learning;
- The teacher promotes equal opportunities regardless of sex, race & ability;
- The children are able to show independence, creativity and perseverance;
- Children have a clear understanding of the next steps in their learning;
- Children aspire to do their best at all times.

So, our teaching in all subjects should:

- Stimulate enjoyment and pleasure
- Help children acquire key subject knowledge
- Develop a child's self-confidence and independence
- Provide a feeling of achievement and satisfaction
- Promote spiritual, moral, social and cultural development
- Promote key skills of communication, application of number, ICT, improving own learning and performance, problem-solving
- Increase powers of concentration, perseverance and self-discipline
- Develop sensitivity, creativity and emotional involvement
- Offer opportunities for problem-solving in creative work
- Develop a sense of enquiry, with pupils keen to ask 'why?'

In all subjects, pupils will have the opportunity to work individually, in pairs and in groups. 'Pupil talk' is a central feature of our teaching to ensure that we encourage '**enquiring minds**' and shared '**creativity**'.

Consistent Mathematics books are used across the school for children to record their learning (see Mathematics and Calculations Policy).

Writing books are used to record pupils independent writing, to enable teachers' to assess the extent to which pupils are acquiring increasingly complex written skills and to plan for future learning (see English Writing Policy)

Curriculum Journey books are used to record observations and to develop concepts in wider curriculum subjects, science and in reading.

Teaching time

There is no statutory number of teaching hours for schools in England. Academies are required to provide enough teaching time to allow for a broad and balanced curriculum, including English, mathematics, science and religious education.

The figures below exclude registration, morning break, the lunch break and the daily collective act of worship.

Total (contact) teaching time per week is 23 hrs 45 minutes per week

This may typically consist of:

- PSHE: **45 minutes**
- English (including reading, writing, and other literacy activities): **7 hours**
- Mathematics (equivalent to one session each day): **5 hours**
- Science (core subject): **2 hours**
- ICT (core subject): **1 hours**
- RE: **1 hour**
- Physical Education (equivalent to 2 sessions per week): **2 hours**

To allow pupils the opportunity to become immersed within a topic and develop greater investigative skills, science may be taught as a block of time within a term rather than spread across as a weekly lesson.

All other subjects are flexible, according to which topics/themes/subjects are being taught in a particular term, but generally average around 1 hour per week.

Curriculum Intent

At Chellaston Junior School, we ask, "**Why?**". Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

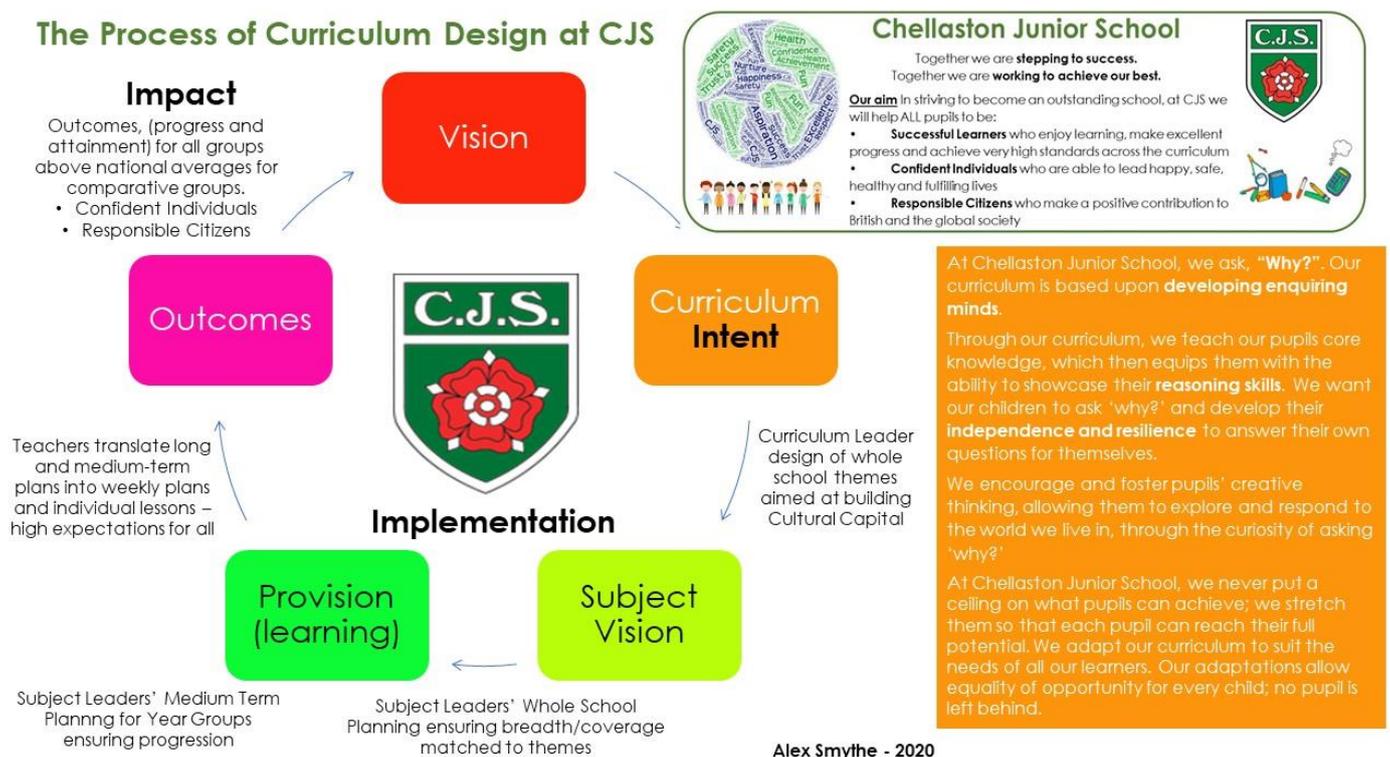
The above statement shows our overall curriculum intent. For each individual subject, the subject leaders have defined the curriculum intent for their subject area to frame the teaching and learning in that subject across the school. **All subject intent statements** link directly to the overall school curriculum intent.

Our objectives are to

- Plan, teach, assess, deliver & monitor a curriculum that reflects the expectations of the National Curriculum as an entitlement for all children regardless of age, gender & race.
- Enable all pupils to work in an atmosphere that is exciting, stimulating and challenging in order for them to develop into independent learners.
- Provide the children with a wide range of opportunities, resources & teaching styles to promote knowledge, skills and understanding.

- Actively promote the principle that all pupils should be encouraged to become independent learners. They will be taught to collect and use information from a wide variety of sources and make sensible choices in all aspects of their learning.
- Make our curriculum broad (including before and after school opportunities), so that children are given a wide view of the world about them.
- Make it balanced, so that they are offered appropriate amounts of time depending on the importance of the subjects they are studying.
- Make it coherent, so that the children can make connections between subjects, where they overlap and interconnect.
- Make it differentiated, so that children of different abilities are taught areas of the curriculum at their level, and are not prevented from making progress.
- Give continuity and progression, so that children move smoothly from one stage to the next, at their pace and level of understanding.
- Deliver a curriculum relevant to current life, so that a meaningful context for learning is experienced.
- Enrich our curriculum with a range of visits and visitors to complement the termly themes, in order to build cultural capital for all children at CJS and especially for the most disadvantaged pupils.

The Process of Curriculum Design at CJS



Our curriculum includes

- **Core Subjects** - English, Mathematics, Science and Computing
- We also teach History, Geography, Design & Technology, Music, Art, Physical Education and Religious Education, PSHE (*including Relationships & Health Education*) and Citizenship within our curriculum.
- Explicit support for the mental well-being of all pupils

All core curriculum areas have separate policy statements and related schemes of work. Policies are presented to the Governors for approval, and both policies and schemes of work are reviewed regularly by school staff to make necessary amendments.

Curriculum Implementation

Planning for learning and teaching is written in three stages in every area of the curriculum.

There is a standard planning format throughout the school:

1. *Long Term Planning* (curriculum leader/subject leader) - skeleton schemes of work developed around termly 'Themes';

Termly themes are split into three areas:

Autumn Term		Spring Term		Summer Term	
Geographical Enquiry Theme		Historical Enquiry Theme		Creative Art & Design Theme	

Each year group has a theme for each term under the above overall foci

2. *Medium Term Planning* (subject leader) – Subject leaders use the New National Curriculum Programmes of Study (objectives) to ensure coverage in their subject. They then ensure that the termly planning covers the range of objectives appropriately across the school to ensure progression and continuity from one year group to the next;
3. *Short Term Planning* (teachers) - weekly planning which is made up of: English and Maths Planners and non-core subjects planning. The depth of this planning is dependent upon the teacher's needs. If there are problems with the quality of teaching and learning in a class, we will always look to scrutinise the planning to find out how we can improve the implementation of the provision.

Mental Health and Well-being

At CJS, we treat the mental health and well-being of both staff and pupils as our main priority. We aim to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the Cambridgeshire PSHE Service to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Pupils are taught about mental health and well being through whole school assemblies and classroom discussions regularly throughout the school year.

English - this includes reading, writing, handwriting, the study of our language and literature, spelling, punctuation, grammar and speaking and listening. The overarching aim for English at CJS is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

All children have a weekly (fortnightly or three-weekly) opportunity for **extended writing**. There is a build up to this final piece as described in the English Writing Policy.

Speaking listening and performing opportunities are provided for all pupils throughout the curriculum, in school performances and in assemblies. The School Council and Ambassadors schemes also help pupils to develop their speaking and listening skills.

All classes are taught the explicit skills of **reading comprehension** at least 3 times per week. There are also opportunities for small groups of readers to share a book and for adults to work with individual pupils.

At CJS, we have made the decision to take alternative approaches to 'Daily Phonics' lessons for children who did not pass the phonics screen in KS1. It has been suggested to us by the Educational Psychologist that there is nothing to be gained by continuing to approach the teaching of **phonics** in the same way which has not worked for a small group or pupils for a number of years. For these pupils, individual support is provided through programmes such as Lexia and small group support with a Teaching Assistant.

Mathematics – including number, measurement, shape and space, handling data, algebra, and using and applying mathematics. Our school covers all aspects of Mathematics in the New National Curriculum through a range of strategies including the objectives in the school's medium term Mathematics planning. We aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** (asking and answering 'why?') by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science – includes:

- developing **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- developing understanding of the **nature, processes and methods of science** through different types of science enquiries that help pupils to answer scientific questions about the world around them
- equipping pupils with the scientific knowledge required to understand the **uses and implications of science**, today and for the future
- life and living processes (humans, animals, nature, evolution), materials and their properties (exploring materials like wood, plastic, metal, studying the earth, chemical changes), physical processes (forces, energy, light and sound, electricity and magnetism, the Earth in space), and scientific investigation. Science is usually taught as a separate subject. There is a balance of practical and theory work throughout the school. Pupils are taught to ask questions and investigate & test hypotheses.
- key players in scientific discovery and the roles of real-life, current scientists
- Evolution

Computing - includes

- computer work in logical reasoning, designing and writing programs, algorithms, word processing, data collection and handling, programming and controlling machines, using the internet and studying the uses of computers in our world.
- Computing has two distinct aspects:
 - the skills needed to understand and operate computers and other technology;
 - the practice of using computers and other technology to support children's learning across all the subjects of the curriculum.
- So, when children have learned one of the computer skills, they may practice it in an English or History lesson. In this way, Computing is integrated into all aspects of the curriculum. Computing is also the use of other technologies which can be used to communicate in a variety of ways (i.e. sound recording, video etc)

Religious Education - this is broadly Christian in content, but includes other religions (mainly Islam and Hinduism) represented in our society together with customs and rituals and religious people. Our school bases its Scheme of work on the Derby Agreed Syllabus.

The whole school studies aspects of the Christian religion every year.

Collective Worship – Our school has daily Acts of collective worship during assembly time. If parents wish to withdraw their child from Collective worship and/or Religious Education lessons, we need a request in writing. Children who are withdrawn will be given alternative work to do, in an area close to the classroom, where they can be supervised.

Daily acts of collective worship take the form of whole school, phase, or classroom assemblies.

Our collective worship is built around our weekly assembly themes.

Assemblies – Assemblies are arranged as follows:

Monday – Whole School

Tuesday – Year Group Assembly/Class Reflection

Wednesday – Singing Assembly (whole school)

Thursday – Year Group Assembly/Class Reflection

Friday – Celebration Assembly

The Head teacher, Deputy Head and other senior leaders take whole school assemblies on a rota basis. All other teachers take year group assemblies on a rota basis. All teaching staff (teachers & teaching support staff) come into our Friday Celebration assembly. Parents of children winning awards are invited into this assembly every week.

Relationships & Health Education – (please see the 'Relationships & Health Education Policy for more detail) The focus of our Relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about:

- what a relationship is
- what friendship is,
- what family means and who the people are who can support them.

Pupils are taught how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Children learn about **personal space and boundaries**, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other, contact – these are the forerunners of teaching about 'consent', which takes place at secondary school.

Teachers at CJS talk explicitly about the features of **healthy friendships**, family relationships and other relationships which the children are likely to encounter, enabling the pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This also helps them to recognise any less positive relationships when they encounter them.

We teach children about **families** sensitively through our knowledge of pupils and their circumstances (i.e we recognise that families of many forms provide a nurturing environment for children). We also take great care to ensure that there is no stigmatisation of children based on their home circumstances and needs because, for example, some children may have a different structure of support around them; e.g. looked after children or young carers.

The principles of positive relationships also apply **online** especially as most of our pupils are already using the internet at home. Teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This includes learning about how information and data is shared and used in all contexts; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Pupils are taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We do this by focusing on boundaries and privacy, ensuring that children understand that they have rights over their own bodies. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong.

A growing ability to form strong and positive relationships with others **depends on the deliberate cultivation of character traits and positive personal attributes**, (sometimes referred to as 'virtues') **in the individual**

Sex Education is no longer a 'subject' in Primary Schools but falls under the remit of Relationships and Health Education. At CJS, we recognise that our eldest pupils will be experiencing physical and emotional changes which will cause them to question the world around them and their own sense of self. As such, we offer what used to be referred to as 'Sex Education' in Year 5s and 6 as part of a programme of Health Education and also as part of the Science curriculum. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same sex.

Personal, Social and Health Education (PSHE)

The school's policy is to deliver PSHE both through the main curriculum subjects and through a separate scheme of work. See the PSHE Policy for details of how we the Cambridgeshire Scheme of Work for PSHE

All education for health begins in the home. The school sees its task to support and promote the patterns and practices that promote healthy living. Work related to health is undertaken in a variety of subjects e.g. Healthy Eating in Science, and relationships in Drama. Safety education is implicit in most subjects, but particularly emphasised in P.E, Technology and Science.

Teachers teach discrete PSHE lessons at the same time, across the school at the start of the week. The School Council and Ambassadors have the opportunity to develop their PSHE skills and we also employ the services of a Learning Mentor to help meet the needs of small groups of pupils or individuals and their families.

Music - includes listening, appreciating and appraising, composing and performing. Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

Singing lessons for all children take place weekly and all children have the opportunity to express themselves vocally at school performances and carol services.

In addition to the regular music teaching and experiences offered in class, some children can learn to play a musical instrument. They are taught by a variety of peripatetic teachers sourced by the Music Subject Leader and often through 'Hot House', the company which provides our Y4 whole class ensemble lessons.

A charge is often made for individual music lessons and will be in line with our Charging and Remissions Policy;. For further details please contact our school office.

Physical Education – When children first start at CJS, they consolidate learning from KS1 to develop core movement, become increasingly competent and confident and access a broad

range of opportunities to extend their agility, balance and co-ordination, individually and with others in gymnastics, games (individually and in teams) dance and athletics. We develop their ability to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. As pupils move through the school, they implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement (including swimming for Y5, and outdoor and adventurous activities).

Pupils are taught to communicate, collaborate and compete with each other. We are determined to help them to develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

PE is usually taught as a separate subject although opportunities for cross curricular links are incorporated when possible/necessary e.g. PE and Science, Music and History.

Swimming - we offer a series of lessons to all children in Y5, to help them achieve the requirement of swimming 25 metres with a recognised stroke). As we have no swimming pool on site, we use the pool at Repton School.

Sporting Activities

Pupils are taught a range of appropriate skills in their PE lessons, which will equip them to explore a variety of sports. Children are often keen to extend a particular interest or skill, and we pride ourselves on the extensive range of further sporting opportunities for pupils.

Throughout the year, there are many and varied opportunities for children to represent the school in Inter-School competition. We aim to enter every event possible and to invite as broad a range of pupils as possible to take part.

Design Technology - includes designing; planning and making, testing (evaluating) and modifying, use of tools, safety, and studying the uses of technology in our world. Pupils develop their skills and learn the safe use of tools and equipment by undertaking a range of practical tasks, such as making products and cooking. Pupils are taught about the major components of a balanced diet and how ingredients can be combined to prepare healthy meals.

Geography - includes studies of places, physical geography, human geography, and environmental geography. Pupils develop their knowledge about the world, the United Kingdom and Derbyshire. As they work their way through the school, the children extend their knowledge and understanding beyond Chellaston and the United Kingdom to include Europe; North and South America; Africa; and Antarctica and the Arctic. This includes the location and characteristics of a range of the world's most significant human and physical features.

History - includes studies of different periods in our history (including that of Derbyshire), to gain knowledge and understanding, the history of other cultures, to assist in interpreting history, and the study of old things, to understand the use of historical sources. Pupils begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They are taught to understand the key features of a range of different events and historical periods. Pupils learn key dates, events and significant individuals. We begin to help pupils to understand that history takes many forms, including cultural, economic, military, political, religious and social history. British history is taught chronologically across the school within the spring term. The ancient civilisations of Greece, Mayans, Egyptians and the Shang Dynasty are taught as discrete theme days (on a rolling 4-year programme) where the whole school is immersed in the time period.

Art and Design - includes the study of many different art and craft techniques, working in different media, famous artists and their work. Pupils are taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Languages – includes an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Spiritual, Moral, Social and Cultural education, and Education for Citizenship - during the year a wide range of themes are covered each week with a spiritual, moral, social, cultural or citizenship focus. Children are also given many experiences in school, which extend their understanding and development in these areas. Many of these experiences are developed through our Assembly Themes.

All teachers have to take account of assessing children's progress in a systematic way; and planning appropriate work for any children in their classes who have Special Education Needs.

Environmental Education

Pupils are taught to have respect for the environment through various opportunities linked to our **Forest Schools** work.

Enrichment

As already explained (in the section about long term planning), we plan visits relating to the curriculum areas for classes. They are used to stimulate interest and to consolidate and extend learning. Each class is likely to make at least three visits each academic year, lasting either a half-day or full day.

We also invite people/specialists into school to work with children on specific topics and deliver immersive theme days lead by school teaching teams.

It is the aim of the school over the coming years that children will be offered the opportunity to join a residential visit usually lasting up to five days in all year groups. This will take some time to achieve because the school has only previously conducted residential visits in year 6.

Teaching Groups

We will sometimes group our children by ability across a whole year group for maths but research and our own findings have shown that this is not effective for English lessons so we do not stream for English.

There will be a mixture of individual work, small group teaching, and whole class teaching - teachers will choose the most appropriate way of delivering each aspect of the curriculum. The children will be expected to work in many different ways - writing, speaking, doing practical activities, finding out information, discussing, and reading.

Explanation, observation, assessment, constructive criticism and above all, support and encouragement, are the means used to help the children to achieve.

All children are taught to develop their understanding of learning by using 'Talk Partners' at regular intervals in all lessons.

Effective Deployment of Support Staff

Classroom Support (Higher Level Teaching Assistants - HLTA)

We have Higher Level Teaching Assistants who are able to provide short term cover in the absence of teachers. In the majority of cases, the HLTA will be following the planning of the class teacher (whilst making appropriate adaptations).

Classroom Support (Teaching Assistants and Learning Support Assistants)

Teaching Assistants are deployed to meet the learning needs of individuals and groups – the allocation of this time should be based around a 'provision map' of pupils' needs. The aim of our use of support staff is to maximise the impact upon learning. Some pupils in our school receive 1:1 adult support to enable them to access the curriculum alongside their peers.

Curriculum Responsibility

All curriculum areas have a teacher who is responsible for monitoring teaching and learning, designing and modelling the subject Intent Statement and developing a robust policy for implementation.

Resources

Details of the resources available for each curriculum area are held and managed by the subject leaders. They should regularly audit these resources against the requirements of the medium term plans for the subject and plan for improvements to resourcing accordingly.

Summative & Formative Assessment

Formative assessment is used to identify a child's progress in each aspect of the core and wider curriculum. It involves determining what each child has learned and what, therefore, should be the next stage of learning. Formative assessment is mostly carried out during the course of day to day teaching and through marking and feedback to pupils.

At the end of each unit taught, objectives that have been covered are highlighted on the subject progression map. On the progression map, names are recorded of pupils not yet achieving the objects and any pupils having exceeded the objectives. The subject leader uses this information, alongside scrutiny of work and pupil interviews to complete feedback and action to share with year group teams. This review allows year groups to adapt future planning.

Assessment and the tracking of progress are the key elements in ensuring appropriate provision for pupils in teachers' planning. Our in depth Assessment Policy details the rationale and procedures behind assessment at this school (CJS On-Track) and our Marking and Feedback Policy defines how teachers carry out formative assessment.

There is no statutory assessment for in non-core areas at the end of Key Stage Two. Statutory Assessments take place in the summer term in:

Year 4 – Multiplication Check

Year 6 – SATs tests in Reading and Maths (and a Teacher Assessment judgement for writing)

Reporting progress and achievement to parents

Reporting on pupils achievement across the curriculum is done annually through a written pupil report to parents. The end of year report is based on the ongoing assessment record kept by the teacher throughout the year.

The school also sends home a mid-year report which details the progress the pupil is making through the year.

Recording of Assessment outcomes

An assessment of learners' skills in all subjects is recorded on the school's MIS (Integris) is completed and kept as an ongoing record of achievement against the skills taught. This assessment informs the end of year report and is passed on to the next teacher as part of transition.

Recorded evidence and copies of assessment sheets will be monitored by the subject leader and kept as evidence of curriculum coverage and progression.

Pupil Records

Records are kept on many aspects of each child's education and development, e.g. test results, curriculum progress, medical conditions, particular achievements. Parents have the right of access to view the information held about their son/daughter. This can be done by arranging an appointment through the school office if you wish to see your child's records.

Home/School Partnership

We actively promote parents working in partnership. Parents are formally invited into school each term to meet with the class teacher in order to be kept informed of their child's progress. The school encourages parents to talk with staff, including the Head, Deputy Head and Assistant Heads, at any time if they need clarification or support on any matter relating to their son's/daughter's education. We also use home-school diaries to aid communication between home and school.

If parents do wish to speak to a member of staff about their child's education they should follow the following steps in this order:

1. Class teacher
2. An Assistant Head teacher:
 - a. Mrs Stephenson for Y3 or Y4 concerns
 - b. Mr Beeston for Y5 or Y6 concerns
 - c. Occasionally, the Learning Mentor, Mrs Deane-Robson may become involved at this stage or earlier
3. Mrs Price (Deputy Head)
4. Mr Smythe (Head teacher)

(hopefully, concerns will almost always be resolved at stage 1)

Special Educational Needs

Some children will have specific needs related to their education. They may learn more slowly than most of their class. Teachers in this school will always attempt to give work to children which is appropriate to their learning capability; stretching children who learn quickly, and supporting children who need extra time or help. The basic skills of reading, writing and number work are our priority, especially for children who need extra help.

In all cases, teachers will inform parents if they have a concern about a child's lack of progress, and discuss the situation with them. This will be conducted through agreed school systems. It may be that the child will be placed on our Special Educational Needs record and work to a 'School Support Stage - K' Plan. We will always endeavour to maintain excellent communication with parents. Our SENCo is Mrs Ceri Holmes.

All schools must follow procedures from the Code of Practice for the Education of Children with Special Educational Needs (2014). The Code of Practice advocates a graduated response to meeting pupils' needs at an appropriate level.

During Key Stage 2 SATs (and other formative/diagnostic assessments, if appropriate) we will provide reader support to eligible children (in Mathematics; as it is not a test of the pupil's reading ability). This ensures that an English difficulty does not prevent children from demonstrating their true Maths knowledge and understanding.

The Special Educational Needs Co-ordinator liaises with parents, teachers and support agencies when planning how to address individual pupils' needs. Parents who have any concerns about their child's progress in school should, in the first instance, discuss them with the class teacher, who will monitor the situation and involve others as necessary (see the above steps).

Pupils identified as More Able

Pupils who are identified as talented in any aspect of the curriculum will, where appropriate, have their learning experiences extended and enriched by use of the knowledge, concepts and skills from KS3. They will be encouraged to attend suitable out of school activities and bring their own expertise to lessons.

Charging and Remissions (see also the Charging and Remissions Policy)

There are certain items that cannot be met from the school budget. The school will ask for parental voluntary contributions towards the costs of educational visits. We will also make a small charge to cover the cost of ingredients for cooking and, in some circumstances, materials for arts and crafts, and technology. In certain circumstances, part or all of these charges can be waived. The school policy on charging and remissions is available from the office on request.

Complaints about the curriculum

If anyone wishes to make a complaint under Section 23 of the Education Reform Act, they should follow the steps outlined on page 5 of the PEAK Multi-Academy Trust complaints policy which can be found here: <http://www.cjs.derby.sch.uk/page/policies-and-documents/23511>

Health and Safety

Details of health and safety considerations for each subject area are written into each subject's policy

Monitoring and Evaluation

It is the role of the Deputy Head teacher to monitor the effectiveness of the implementation of this Curriculum, Teaching and Learning Policy. Together with the Head teacher, they also have responsibility for ensuring that the subject Leaders monitor standards and progress in their subject area.

Monitoring and evaluation of teaching and learning is achieved through:

- Scrutiny of Curriculum Journey books
- Pupil interviews
- Learning walks (where the subject leader has time to do this)
- Giving feedback to teachers
- Analysis of assessment information for all classes and year groups

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.