

Goldington Green Academy Curriculum, Teaching and Learning Policy



Preparation for future:

Priority 2: To develop Pupil Voice & Pupil Leadership skills further so that the whole school commitment and actions to diversity, sustainability and climate change are heightened.

Wellbeing:

Priority 3: Strengthen and develop the expertise of all staff, in order to recognise and remove/mitigate barriers to learning (inc. those caused by SEND, poverty or mental health issues), so that all children are fully engaged and focused on their learning at all times for all groups.



Achievement:

Priority 1: Improve progress, so an increasing number of pupils achieve the expected and exceeding standards in each of reading, writing and maths.

Improve attainment, so that by the end of Y6, the proportion of pupils achieving the expected and higher standards in each of reading, writing and maths are above the national average within five years.

Family and community engagement:

Priority 4: To re-establish the strong parental engagement across the school from pre pandemic.

Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

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Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

We want all children to become

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

We aim to ensure

- **The highest levels of achievement**
- **Highly effective preparation for the future**

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- **Highest levels of involvement and well being**
- **Highest levels of family and community engagement**

Our Curriculum Aims:

- To achieve the highest standards possible across each area of the curriculum.
- To ensure the curriculum is engaging, motivating and relevant.
- To develop children's own sense of ownership of learning.
- To ensure that the curriculum is child led, learning centred and skills based.
- To create a culture of excitement, enquiry, dialogue, curiosity and independent learning.
- To develop each child's sense of value, success, self-worth and well-being.
- To promote spiritual and cultural awareness, interdependence and sustainability.
- To empower Local, National and Global Citizenship.
- To celebrate community.
- To create a happy, caring and safe environment.
- To develop a stimulating, thought provoking environment.
- To ensure that all members of the school community maintain a commitment to equal opportunities.
- To prepare and equip children to live in an ever-changing world.
- To develop an ethos of self-evaluation in which all members of the school and local community take a personal responsibility for learning and moving forward.

The National Curriculum in England.

Aims:

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just an element in the education of every child. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

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To achieve these aims we will underpin all areas of the curriculum and school life with 22 Values:

Values	Values
Co-operation	Responsibility
Quality	Simplicity
Tolerance	Courage
Peace	Caring
Hope	Understanding
Love	Thoughtfulness
Trust	Honesty
Unity	Friendship
Patience	Respect
Appreciation	Humility
Freedom	Happiness

We will also:

- Ensure the personalising of learning (providing adapted learning opportunities which empower the learner, with appropriate support to decide what, where, when and how they learn)
- Provide an extended curriculum which allows children to experience a range of opportunities beyond the statutory curriculum.
- Ensure all children are taught the necessary knowledge to meet the requirements of the National Curriculum.
- Work with a range of artists and practitioners to develop a diverse and culturally rich curriculum.
- Ensure that our curriculum is responsive, evolving, based on research and incorporates outstanding practice.
- Evaluate and utilize new technological innovations to invigorate and deepen the curriculum.
- Adapt the curriculum to ensure that it is accessible to all children.
- Promote the importance of a partnership between home and school.
- Nurture in children a sense of pride, self-discipline, respect and tolerance for others and for the environment.
- Use the environmental area and forest schools training.
- Create a culture of high expectations in order that a child's full potential may be achieved.

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Knowledge organisers and curriculum progression:

Each subject identifies the particular intent of the curriculum in this area. This is clear in the subject policy which also identifies how the subject leaders expect the intent to be implemented. They also identify in the policy how they will evaluate the impact.

Each subject leader has also worked with year group teams to create a knowledge organiser for each term or half term which covers the key knowledge, skills and vocabulary to be taught. All children use these, and they are available for families on the website. The knowledge organisers link tightly to our 'Progression of Skills' documents which outline the way in which our curriculum builds up to ensure that children make appropriate progress in each subject. In the light of COVID, all subject leaders ensure that any learning 'missed' during lock downs is planned for so that children develop the necessary building blocks.

Planning:

Our entire curriculum is underpinned by very clear **intent** of each subject's learning and how it meets the needs of our pupils; plans which emphasise how we will **implement** this, including time scales, action plans and short-term plans. The **impact** of the curriculum is monitored by Year Group leaders, Subject leaders, Senior staff and at times, external specialists in an advisory capacity. The impact evaluations are based on book looks, planning scrutinies, pupil and staff feedback and moderation. Any changes that need making are implemented as a result.

Our planning is thematic, with a balance of key knowledge and skills and heavily underpinned by pupils' input. Teachers use their professional judgment to weave children's ideas and National Curriculum expectations to create sequences of lessons. These are engaging and learning focused in order to ensure clear progress. Where appropriate, foundation subjects are taught in a cross curricular fashion. If this is not appropriate due to the topics being studied, some areas will be taught as discrete subjects. French, Religious Education, elements of Music and P.E are always taught in this manner.

English and Maths are planned and taught as discrete subjects to ensure rigour of coverage and progression of specific skills. Specific reading comprehension, spelling/ phonics and maths basic skills sessions are also planned and taught. Maths is taught through the teaching for mastery approach and lessons are designed to include the features and big ideas of teaching for mastery.

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Additionally, these subjects are increasingly linked to the thematic approach to further develop skills and understanding.

Teaching:

All teachers aim to deliver an engaging curriculum, and have high expectations of learning, standards and behaviour. They aim to foster in learners a range of skills, knowledge and understanding. Teaching meets the needs of all children both now and in their future lives

Teachers use a range of teaching styles, resources and opportunities to ensure breadth and depth in the curriculum. Careful adaptation and tracking ensure that all children can access a curriculum that is relevant and engaging to them. Learning is assessed as detailed in the assessment and recording policy. At G.G.A we have adopted the language of 'starting points'. Children will be offered a 'helping hand' to get them to this starting point; and given opportunities to 'go deeper' if their starting point is further than other pupils'. Challenges beyond this will also be provided.

This relates to the *task/ learning intention*, not the child; children may have different starting points at different times and in different subjects. Children are encouraged to make a choice and challenge themselves. If a teacher assesses a child is ready to move on, they will encourage and guide the child to do so.

Helping hand: supports pupils to reach the starting point.

Starting point: pitched at age related expectations.

Go deeper: beyond age related expectations.

Additional challenge will be provided for pupils aiming towards 'mastery'. Likewise, an alternative curriculum will be planned for pupils working below year group expectations: at pre-key levels, or 'u'. for unable to access at all. In this case, a differentiated curriculum will be provided.

In some lessons, especially Maths all children except those with identified special needs will work on the same task and will be extended by additional challenges.

Outdoor Learning

We value outdoor learning as an intrinsic part of the curriculum. By ensuring outdoor learning is an integral part of the school routine we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around them.

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Active learning experiences outdoors are essential for children, providing opportunities to practise their developing skills, make them feel good and to explore their world. It is also important for children's physical, social, mental and emotional development. We believe that children should begin to take risks and face challenges outdoors.

The Early Years outdoor classrooms are well resourced and available for the children to access on a daily basis. Children are able to choose to use the outdoors freely during sessions, and focused activities may be planned for outdoors for a fixed time of the day.

Staff will make observations to inform future planning when working with children in the outdoors.

Monitoring of the Curriculum:

- Subject Leaders undertake specific monitoring throughout the year to ensure consistently standards.
- The SLT closely monitor cross curricular planning and ensures coverage and high standards.
- Teachers engage in professional dialogue to ensure the sharing of good practice and standards.
- The curriculum is regularly reviewed and adapted.
- The Senior Leadership Team monitor all areas of curriculum, teaching and learning.
- The Governors monitor all standards via the Standards and Curriculum Committee.

Equal Opportunities

At Goldington Green Academy we promote equal opportunities for all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

This is achieved through: -

- the use of evidence/materials requiring degrees of basic skills and from a variety of cultural backgrounds
 - differentiation by outcome
 - adapted means of expression
- To ensure inclusion for all pupils

To be reviewed 3 yearly by the curriculum committee next due September 2024

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Appendix 1: Guide to Adaptive Teaching

We practice adaptive teaching in order to provide every pupil with the opportunity to meet expectations. We strive to support pupils to reach age related expectations for their year group rather than setting pupils a lower level of challenge. This is intended to increase motivation for all pupils.

Strategies to support all pupils to achieve LIs can include:

- Forensic planning in PPA sessions to ensure barriers to learning are considered in advance of teaching. Anticipating barriers and planning to address them.
- Use of adult support
- Pre-teaching of vocabulary
- Temporary and flexible groupings
- Provision of WAGOLLS
- Use of step-by-step instructions
- Provision of sentence starters

Adaptations may be made in advance of the lesson when teachers are planning or during lessons following formative assessment.