

*"At Hilltop Infant School, everyone will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning."*



Hilltop Infant School  
Curriculum,  
Learning and Teaching Policy

Ratified by the Governing Body Spring 2010

Signature John Young

Chair of Governors

## Introduction

The school curriculum comprises all learning and other experiences that we plan for the pupils at Hilltop Infant School. The National Curriculum is an important element of the school curriculum and is used along with other resources to provide a rich learning environment for children and the wider community. The staff at Hilltop Infant School, currently use a range of documentation and ICT resources to plan the curriculum. These include The National Curriculum Key Stage 1, The Statutory Framework for the Early Years Foundation Stage, The Locally Agreed Essex Syllabus for Religious Education and the BECTA Quality Mark for ICT. We are also giving regard to the recommendations of The Rose Review of Primary Education and the intended introduction of a new primary curriculum in September 2011.

## General Aims of School

- To meet the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- To develop children's thirst for knowledge and to facilitate their acquisition of skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- To create and maintain an exciting and stimulating learning environment
- To ensure that each child's education has continuity and progression
- To provide a broad and balanced curriculum
- To ensure that learning opportunities and activities are differentiated to match the needs of individual children
- To recognise the crucial role which parents and carers play in their children's education and make every effort to encourage parental involvement in the educational process
- To treat all individuals with respect and to value diversity within, and beyond, the school community

## We aim that all children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- be enthusiastic and eager to put their best into all activities

Respect , Enjoyment, Self-Esteem, Team Work, Inclusion, Pride, Honesty, Security, Creativity, High Aspirations

- begin acquiring a set of moral values, such as respect, honesty and personal responsibility, on which to base their own behaviour
- be expected to behave in a socially acceptable way and learn to become responsible for their actions
- develop tolerance, respect and appreciation of the needs, feelings and capabilities of others
- care for and take pride in their school
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- develop an enquiring mind and scientific approach to problems
- be capable of communicating their knowledge and feelings through various art forms including art/design and technology, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- have an opportunity to solve problems using technological skills
- know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions
- develop agility, physical co-ordination and confidence in and through movement
- know how to apply the basic principles of health, hygiene and safety

### Entitlement

We believe that all children have the right to learn together. We are committed to giving all of our children every opportunity to achieve the highest of standards. Our Special Educational Needs and Inclusion Policy details how we will work together to ensure that the curriculum we provide will meet the needs of all pupils and enable their families to work with us to support learning and development.

### The role of the governors

The governors agree and monitor the school policy on teaching and learning. In particular they:

- Support staff through creating a budget that allocates resources effectively
- Ensure the school building and premises are best used to support successful teaching and learning and that they conform to health and safety regulations

- Monitor the effectiveness of teaching and learning practise in school through visits and reflection on pupil attainment.

### The role of the headteacher

It is the responsibility of the headteacher to facilitate good teaching and learning throughout the school through:

- thoughtful staff appointments and professional developments
- monitoring, advising and supporting teachers, in particular those in leadership roles
- celebrating effective teaching and learning
- encouraging and inspiring staff to continually develop and refine their approaches to teaching and learning.

### The role of the teacher

It is the responsibility of teachers to teach to the highest possible standard, ensuring that every child in their care reaches their full potential intellectually, physically, emotionally and socially. Every teacher must:

- take responsibility for their own professional development, continually reflecting on the effectiveness of their teaching and seeking to improve both children's learning experiences and their rate of progress.
- be flexible, centring their approach to teaching of individual children's needs, showing an awareness of children's different learning styles and ensuring that their teaching reflects this.
- show respect to children
- take risks in their search to find new and better ways to help children learn

### The role of parents and Carers

Learning is by no means restricted to school, thus parents have a fundamental role to play in helping children to achieve excellence. At Hilltop Infant School we do all that we can to inform parents about what and how their children are learning by:

- writing weekly foci for Literacy and Maths
- providing them with information about themes/topics
- in addition to parents' evenings and open days, having an 'open door' policy enabling parents to discuss their child as frequently as they feel helpful
- explaining to parents how they can help with homework
- providing parent training sessions (e.g. for the teaching/supprting of reading and for current mathematical calculation methods used in school)
- sending written reports home annually

We believe that parents have the responsibility to:

- discuss the home/school agreement with their child
- ensure their child has the best possible attendance record
- ensure their child is equipped appropriately for school (e.g. P.E. kit)
- promote a positive attitude towards school and learning in general
- support their child with homework and in particular reading

### Effective Implementation of teaching and learning approaches

The eight aspects of teaching and learning listed below are vital in attaining our goal of making children the happiest and most successful that we can.

- **Learning environment** – A child's learning environment is crucial; when children learn in an environment which is caring, fun, lively and inspiring, they respond positively: this is reflected in both the quality of their work and their optimistic attitudes. An effective learning environment will include excellent classroom management, promoting independent learning, a strong class ethos, displays that are inspiring, interactive and both support and celebrate children's learning.
- **The thematic approach** - Children require rich, exhilarating experiences that fire their enthusiasm and open avenues of new exploration and interest. The thematic approach to teaching and learning is key to this. Themes must be both exciting and purposeful, concluding in relevant, memorable summative tasks. Children are naturally curious. Teachers must tap into this curiosity to gain children's interest and scaffold their learning.
- **Planning** – Planning must take the form of long term, medium term and individual lesson plans. Detailed overviews of every year group is essential to ensure progression throughout and between years and to avoid the inappropriate recurring of themes and teaching of skills at the same level. Plans should take the form of those agreed as a staff and contain enough detail to enable the teacher to teach with clarity and interest.
- **Skills based** – The curriculum as a whole needs to be skills based with children being taught how to transfer skills. Learning objectives must be clear to children and explained as 'I can' statements on which they can easily reflect later to judge how successful they have been.
- **Interactive** - It is very difficult to learn new concepts and gain skills passively. Children need to interact with adults and their peers throughout teaching sessions. This includes the use of mini whiteboards, talk partners and discussions groups during whole class teaching sessions. Resources must also be relevant, of high quality and include multimedia approaches.

- **Child centred** – Teaching must be appropriately matched to children’s abilities. ‘Next step’ teaching for all children, including high and low achievers is not only necessary for academic achievement, but also for children’s confidence and self esteem, thus differentiation of work is vital with tasks carefully matched to children’s abilities. It is equally important for children that teaching techniques and strategies are matched to their individual learning styles (visual, auditory, kinaesthetic).
- **Formative assessment** – Only through accurate assessments can we know the next steps that children need to make and hook learning into their previous mental framework. Formative assessment of learning is vital and should be done by both teachers and children themselves. The latter should assess every piece of work according to its ‘I can’ statement, using the traffic light method. Teachers must carry out informal formative assessments daily. Halftermly and termly formal assessments should provide teachers with data which they can use to set children clear manageable targets and identify children for whom intervention is needed to ensure the expected rate of progress during the year.
- **Independent learners and thinkers** – The purpose of school is to enable children to become confident, educated adults who can find ways of solving the many problems they will encounter in life. Although some children are able naturally to think their way around or through problems, research has shown that all children’s attainment can be augmented through the teaching of thinking skills. Teachers should use the natural curiosity of children to question, explore and solve problems in all areas of the curriculum.

#### Record keeping

Early Years Foundation Stage Target Tracker and Hilltop Tracking Data for Literacy, Mathematics and Science in Key Stage 1 is used to track children’s progress throughout their time at Hilltop Infant School.

Informal formative assessments should be made by staff on plans, particularly in the core subjects.

Children’s targets and progress towards their targets should be recorded.

Foundation subjects should be assessed based on the development of children’s skills. These assessments will be recorded using the Foundation Subject Record Sheets and will be passed on to Curriculum Leaders.

#### Development and Review of Policy

This policy has been developed in conjunction with staff, governors, parents and carers. It will be reviewed on an annual basis following the Governing Body’s schedule of review. Additions and amendments will also be made in line with any new guidance or statutory requirements. The curriculum committee of the Governing Body, and Governors with individual curriculum responsibility, will monitor the implementation of this policy and will report back to the Governing Body on a termly basis.