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**Teaching and Learning Statement**

**CURRICULUM APPROACH**

As detailed more in the Curriculum Statement document, Buckton Vale approach to the curriculum is a holistic one (whole-child development) led by our core values and vision for education in the 21st Century and Modern Britain. The National Curriculum is fully covered and we plan, through all teaching, to ensure high standards and outcomes within our four ‘Key Drivers’ of the curriculum.

**Key Drivers**

* Learners for Life
* Basic Skills for Life
* Spiritual, Moral, Social and Cultural Education (SMSC)
* My Place and Part in the World

**Linked Learning**

Because we believe in developing high standards of ‘Basic Skills for Life’ (Reading, Writing, Communication and Mathematics), teachers are expected to use a ‘Linked Learning’ approach. This is where a topic or theme serves to bring subjects together where possible so that they can be taught in an engaging way for children, whilst identifying the individual subjects and their possible links to future education and even careers. Linked Learning lessons should also utilise every opportunity to develop, rehearse and master the basic skills. For example, producing a graph of results to an experiment in science will support data handling skills in maths or writing a report in History will strengthen particular aspects of writing.

Teachers introduce lessons with a subject specific task: *As historians we are learning to….* and point out explicit links with basic skills they are going to draw upon / use; they **may** do this in the form of a Linked Learning objective e.g. use fronted adverbials of time / write complex sentences demonstrating good cohesive links (in the context of a biography of King Henry VIII) but would more usually verbally point out the links that children could make / would benefit from.

**TEACHING AND LEARNING**

**Learning without Limits**

Our teaching philosophy sits in line with the vision and values of school and is steeped in the belief that we should not be imposing limitations on children’s learning and therefore stifling potential. We do not group by ability and instead work within a flexible grouping approach that is fluid and set based on strong assessment for learning and our knowledge of our pupils and how they learn best. We teach children to be keen and tenacious learners who thrive on next steps and challenging themselves, understanding that struggle, and sometimes failure, is a good thing that we should embrace as this will ultimately make them highly effective learners.

Our ‘learning without limits’ approach has this and many other benefits for our pupils such as:

* A mature and independent approach to learning,
* Increased aspirations,
* Improved self-esteem amongst learners as they are not identified by ability,
* Identified talents and gifts across the broad range of subjects in the curriculum

**Key Pedagogies**

The delivery of the curriculumat Buckton Vale Primary School is based on our ‘Learning Without Limits’ philosophy and is conveyed and received via our 4 Key Pedagogies, which are the approaches and strategies we use in teaching lessons to ensure deep learning and optimum progress for all.

The Key Pedagogies are:

* **Talk for Learning**

We believe strongly that talking is a vital part of all aspects of learning and indeed, ‘If you can’t say it, you can’t write it’. Talking your thoughts, ideas, answers and explanations through with others is also key in enabling pupils to deepen their understanding and accelerate their progress through collaborative learning. We teach talk for learning strategies throughout school, stemming from our RWI talk partners approach, discovery tasks in mathematics and teachers plan some form of talk for learning into all lessons where it best fits to strengthen learning and achievement. Teachers are also expected to engage the children in deeper thinking and talking through carefully planned questioning, often arising from assessment or for the purpose of assessment during lessons.

* **Assessment for Learning**

Assessment for learning strategies are embedded throughout the teaching and learning cycle and teachers’ work day to day ensures children are always closing gaps and moving pupils to the next stage of their learning journey. In mathematics, AFL cups are utilised in lessons showing a way for pupils to indicate their levels of understanding, use of questioning techniques such as pop-corn, choral response and paraphrasing are used to extract knowledge and understanding from all children. We make effective use of success criteria and peer and self-assessment, we expect teachers to use such strategies as flexible grouping to respond to their formative assessment in a timely way both across a series of lessons and at the point of learning to maximise impact. Teachers are expected to feedback to pupils efficiently and to effectively impact on progress through verbal feedback and marking of work. Children read and respond to their feedback on a daily, lesson by lesson basis by using a purple pen.

* **Challenge**

The tasks in mathematics lessons across all subjects are designed as challenges and, most often, it is the pupil who selects the entry level of challenge, aided by adults in the teaching team and the lesson design which builds up to the tasks – steering them to comprehend their own level of understanding and thus select the most appropriate level of challenge. Challenges are numbered and are sometimes progressive – each task being different and harder but around the same theme – and sometimes layered – the same task but with increasing levels of difficulty where you cannot do one without those that came before. Sometimes, and particularly in Linked Learning lessons, the difficulty of each challenge may be set by depth of thinking – using Blooms Taxonomy, hierarchical levels of thinking. This is in keeping with a mastery approach.

In other subjects, children are encouraged to enter a ‘pit of learning’ where they understand that being ‘stuck’ allows them to progress in their learning. This connects with our ‘Growth mind set model’ where we promote the children’s positive strategies to help them reach their full potential.

* **A Mastery Approach**

In keeping with the new National Curriculum and education agenda, we deliver lessons with a mastery approach. Regular rehearsal of skills along with many opportunities to apply those across a wide range of contexts, deepens learning which in turn commits more to long-term memory. Utilising independent learning strategies and fostering a culture of growth mind set within classrooms and school ethos also reduces pupils’ dependency on adults and increases their effectiveness as a learner, all contributing to mastering of curriculum.

**Special Educational Needs**

Buckton Vale Vision of ‘*Our vision is to become a leading school, which provides an excellent education for all our children, at the heart of our community, through our core values. We strive for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.’* is equally pertinent, if not more so, for children with SEN and disability. The systems and provision in place at Buckton Vale , as detailed in the SEN policy, all centre around this statement and are geared towards making this a reality.

Buckton Vale believes that the majority of children learn successfully within the classroom when the correct support is put in place for them. Wherever appropriate, children with SEN and disabilities will be taught with their peers and work towards similar objectives from their year group curriculum within each lesson.

**CURRICULUM COVERAGE AND EXPECTATIONS**

**English and Mathematics**

Core subjects are taught on a daily basis throughout school. Phonics is taught on a daily basis in reception and Year 1. Specifics can be found in the English and Mathematics policies.

**Science**

Science is taught in all year groups on a weekly basis. It is linked to the National Curriculum and is taught in blocks on a two year rolling cycle due to our mixed aged classes. Some of our Science learning takes place in our forest school lessons.

**History, Geography and Art**:

These subjects are taught as individual subjects through Linked Learning (but not always through current theme where discreet knowledge or skills are required) referring to skills progressions and coverage of knowledge set out in the National Curriculum. Teachers are free to break up these subjects however they see fit and teach them all in weekly sessions or teach them in a block style.

**Design Technology (D.T):**

It is expected that teachers plan at least one high quality D.T project wherever they best see it fitting into their topics across the year. This project must cover all skills for their year group and the full process from research and designing to making and evaluating.

Forest School is also used to promote understanding of healthy eating through growing of vegetables to the cooking process.

The Food Technology aspect of D.T is covered through topic work and is cross curricula.

The subject leader captures each project through photographs, videos and work samples and these are presented in their folders.

**Music:**

The skills for music are covered in several ways:

* Both Key Stages have a weekly 30 minutes teacher led singing assembly.
* Key Stage one classes are expected to cover their skills via music linked to a topic area and this should equate to 1 hour per week for one half term. Teachers may choose to cover the equivalent timing in a block of teaching.
* Year 3 and 4 have an hour per week for half the academic year covering the Key Stage 2 curriculum and both tuned (ukulele) and un-tuned (samba drums) instruments.
* Year 5 and 6 are expected to cover their skills for consolidation via music linked to a topic area and this should equate to 1 hour per week for one half term. Teachers may choose to cover the equivalent timing in a block of teaching.

**Music Service and Brass band**

Brass Band

Partnership Big Sing

Music Service

End of year production

Reception and KS1 Nativity

Drumming club

**Physical Education (P.E)**

Teachers select different areas based on the National Curriculum using the Val Sabin scheme of work and Active Tameside planning.

Children receive 2 hours of P.E. teaching a week. This is in part from a Sports Coach using Active Tameside as a provider but also through some dance coaching and swimming provision for Year 5 to meet the requirements of the National Curriculum. Where a significant proportion of pupils have not met the NC requirements by the end of Year 5, school may provide ‘booster’ swimming courses to these children in the first term of Year 6.

**MFL – French and Spanish**

In Key Stage 1 children are introduced to French and other languages. Lower Key Stage 2 French is taught by teachers in these classes. Year 3 and 4 are given a taster day of French provided by our partnership student leaders. In Years 5 and 6 Spanish is taught for 45 minutes per week using a specialist Spanish teacher from our partnership.

**Assessment**

Assessment – both formative and summative – is a strong feature of the teaching profile in school and the new assessment system we have purchased complements the way teachers work day to day to ensure children are always closing gaps and moving to the next stage of their learning journey. Teachers use such strategies as pre-learns and flexible grouping as well as high quality marking and feedback to respond to their formative assessment in a timely way both across series of lessons and at the point of learning to maximise impact. Teachers are highly skilled in the moderation of work and gathering a range of evidence to inform their judgements about pupil achievement and speak astutely about the finer details of each individual child and their learning needs at Pupil Progress Meetings. They also engage at hub level in moderation sessions as part of the wider work with the partnership. Parents are well informed through written reports provided at parents meetings at regular points in the year of their child’s achievement and ways in which they can support their child’s learning. Because of Teachers’ good use of assessment, coupled with this parent partnership, rates of progress and proportions of children meeting and exceeding age related expectations across school are increasing.

**Other / related documents to refer to:**

The National Curriculum

Curriculum Intent Statement

Whole School Curriculum Maps

Subject Overviews

Class curriculum tree half-termly overviews

Subject Skills Progressions

Maths and English Policies

Humanities Policy

Science Policy

Special Educational Needs Policies

Marking and Feedback Policy

Review

The effectiveness of this learning statement will be reviewed and discussed at a staff meeting in the summer term of 2022. Revisions will be made accordingly. Although regular meetings will be held throughout the year to gage an awareness of how things are progressing.

Signed: Chair of Governors­­­­­­­­­­­­­­­­



Signed: Head teacher