



WEST HESLERTON C. E. PRIMARY SCHOOL

LEARNING, TEACHING AND CURRICULUM POLICY

“Children are at the centre of all we do”

We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are –

- Love
- Joy
- Self-control
- Peace
- Kindness
- Patience
- Generosity
- Gentleness
- Faithfulness

Galatians 5:22 – 23

Within teaching and learning we aim to:-

- Ensure every child succeeds: provide an inclusive education with a culture of high expectations, with opportunities for pupils to take risks, develop their independence and motivation with a supportive Christian ethos.
- Using effective questioning and assessment, build on what learners already know: structure and pace learning so that individuals, as partners in learning, know their personalised learning intention and outcome.
- Make learning an enjoyable, fun and challenging experience: stimulate learning through matching teaching techniques, environments and strategies to a range of collaborative teaching and learning styles.
- Enrich the learning experience, making learning vivid and real. Develop understanding through enquiry, discussion and group problem solving, infusing learning skills across the curriculum at school and at home.
- Promote a wealth of knowledge and awareness of diversity through educational visits, external visitors as well as internal factors including the library and use of curriculum and topic boxes, including artefacts.
- Work in partnership with children, their families, the church and the wider community to build and prepare pupils for the future.
- Use standard English and subject vocabulary in context with confidence.
- Lead by example in all that we do.

Curriculum Aims

- To raise standards using the Early Years Foundation Stage Curriculum and the National Curriculum for Year 1 to 6.
- To foster skills, which enable children to safely engage, develop and understand the world around them with competence and confidence in a range of contexts.
- To develop, through a variety of experiences and activities, the necessary concepts, skills and attitudes for a continuing exploration of curriculum subjects.

The Headteacher will:

- Set high expectations and monitor teaching and progress.
- Encourage a whole school approach, keeping parents, governors and all support staff well informed.

- Support curriculum leaders and individual teachers.
- Regularly review the curriculum action plans (when appropriate).
- Regularly review the school's long term plans (when appropriate).

Governors will:

- Be well informed through the leadership of the Headteacher and staff.
- Support the staff in implementing the school's policies.
- Monitor and review progress on the school's action plan when appropriate.

Teachers will:

- Lead by example showing a thorough understanding of the curriculum.
- Offer support to staff in planning, teaching and assessment.
- Work alongside the Headteacher to monitor and evaluate teaching and progress.
- Identify training needs, plan and deliver training where appropriate.
- Keep relevant information such as action plans.

Staff delivering learning opportunities will:

- Use the school's long term plan to deliver the EYFS curriculum leading into the National Curriculum through themes in the school's Long Term Plan wherever possible.
- Use a selection of published materials to support their teaching:
RE: agreed NY syllabus
- Deliver taught sessions and provide opportunities for open-ended exploratory challenges.
- Teach pupils to manage their environment, to respect their surroundings and ensure the health and safety of themselves and others.
- Give homework activities where appropriate.

Parents will:

- Be encouraged to develop positive attitudes to subject areas and actively support their children when homework is given.
- Know of their child's progress informally and through annual reports and parents' evenings.

Homework

We believe that homework is valuable because: -

- It provides opportunities for parents, pupils and school to work together in partnership, reinforcing work done in school.
- It can allow children to develop the practice of sometimes working alone, without the constant presence of others.
- It can give older children the experience of working to deadlines.
- Establishing a homework pattern helps children reinforce positive learning habits.

Class teachers make it clear to the children just what is expected of them regarding homework and monitor their efforts. A regular commitment to homework will be recognised. Parents should not hesitate to contact school if they have any queries regarding homework.

EYFS/Key Stage 1

As well as reading, homework may include maths and English skills. Families are encouraged to spend 10 minutes upon these tasks each evening.

Key Stage 2

Homework may consist of reading, maths skills, English skills and research for topic work. Work set should take no more than 20 minutes in years 3 and 4 and 30 minutes in years 5 and 6.

Alterations to the above may be made to meet the needs of the individual.

We appreciate that children are tired when they get home from school. We also recognise the importance of play and time for children to relax and enjoy with family and friends.

Additional Information

Challenge Areas

We recognise the importance of exploration in learning. It is through exploring that pupils build confidence; learn to explore; think and solve problems; relate to others; develop curiosity and a motivation to learn; develop their metacognitive skills (to understand how they learn and self-assess); take responsibility for their learning; develop independent learning; develop their own communication styles.

Planned and purposeful learning activities are a key strategy for introducing and consolidating all areas of learning and development. They are also carefully planned to take into account pupils' needs and utilise their interests.

Challenges will include a mix of :

Child-initiated activities – children make choices from within the learning environment to meet his/her outcome for learning.

Adult-initiated activities – practitioners provide the resources to stimulate and consolidate learning.

Adult-directed activities – children engage in planned activities to meet specific learning outcomes.

This supports the EYFS Development Matters document and these principles are built on through the school.

In P.E:

Parents will:

- Ensure their child is appropriately dressed for all sporting activities and ensure hair can be tied back. Ensure any jewellery worn can be removed by their child, or covered with tape provided by parents.
- Inform school of any medical conditions which may prohibit their child from taking part in P.E. sessions.

P.E. kit comprises:

- Indoor - white T-shirt, blue/black shorts, indoor trainers or plimsolls, hair should be tied back where appropriate.
- Outdoor - white T-shirt, tracksuit, trainers suitable for outdoor wear, hair should be tied back where appropriate.
- Swimming kit - swimming costume/trunks, towel. Goggles and/or hair tie where appropriate.
- Forest kit - A small rucksack (to be used during sessions and to store all items in), a spare water bottle to be kept in the bag, waterproof leggings/trousers, a warm top, gloves, hat, wellies, sunhat, suncream and a waterproof coat.
- All the above items need to be named clearly.

In Food Technology:

1. Preparation

- All surfaces to be used will be covered with plastic tablecloths, or plastic work boards, and cleaned with anti-bacterial spray.
- All equipment used will be cleaned with anti-bacterial products.
- Pupils and staff with long hair should tie their hair back.
- All pupils and staff will clean their hands with anti-bacterial soap before commencing work.
- Aprons or a clean change of clothes should be provided and worn by all pupils.
- Pupils will be taught to adhere to these rules in Foundation Stage and Key Stage 1. By the end of Key Stage 2 they should be able to explain why these rules are followed.

2. Execution

- The preparation guidelines will be adhered to throughout each practical technology session.
- Food will not be left standing unless covered.
- Pupils will be supervised at all times.
- All pupils will be taught to use the equipment safely.

3. Storage and Use of Equipment

- All equipment should be thoroughly cleaned using anti-bacterial products. Once dry, they should be stored in the containers provided.
- Utensils will be plastic or metal to ensure thorough cleansing.
- All equipment with blades or sharp points will be carefully stored and labelled.
- Equipment is carefully stored in labelled containers. These will be sealed and stored above ground level.

4. Use of the Cooker and Pizza oven

- The hob will not be used by pupils.
- Pupils will always be supervised when using heat to cook.
- Pupils will be sensibly positioned away from ovens during heating and cooling.
- Pupils will be taught about the safety precautions required when using this apparatus, including the use of oven gloves and pan stands where appropriate.
- The oven will always have its wheels locked when in use. The flex should be long enough to fall away from any heat source.

5. Products to be Used

- Nuts are not to be used in food technology sessions.
- Eggs must be bought from a reputable company and be thoroughly cooked.
- All dairy products used will be pasteurised.
- No products containing or tasting of alcoholic drinks will be used.
- Regular opportunities for cooking are provided. All parents and staff will be asked to provide details of allergies. Known allergens include:

Cereals containing **gluten**, namely: wheat (such as spelt and khorasan wheat), rye, barley, oats; **Crustaceans** for example prawns, crabs, lobster, crayfish; **Eggs; Fish; Peanuts; Soybeans; Milk** (including lactose); **Nuts**; namely almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts, macadamia (or Queensland) nuts; **Celery** (including celeriac); **Mustard; Sesame; Sulphur dioxide/sulphites**, where added and at a level above 10mg/kg or 10mg/L in the finished product. This can be used as a preservative in dried fruit; **Lupin**, which includes lupin seeds and flour and can be found in types of bread, pastries and pasta; **Molluscs** like, mussels, whelks, oysters, snails and squid. (List correct February 2019).

- Staff should always consider pupils' religious beliefs and customs and respect families' food choices when planning food technology projects and products.
- All products to be used will be checked to ensure they are well within their "use by date" and have been correctly stored.

6. Financial Contributions

- Pupils may be required to contribute financially towards the cost of any products used and / or consumed.
- Please consult with curriculum leaders and / or Headteacher to agree a budget for food technology from the theme budget.

Internet Use:

Internet use is important to aid pupils in their computing skills. The internet can provide a wealth of information and learning experiences across the curriculum that we would not otherwise be able to offer pupils. However, caution must be exercised in the following ways:-

- Staff, volunteers and pupils will be encouraged to search effectively, be clear about why they are using the Internet and question all sites visited.

- Web sites are filtered. Any sites staff, pupils or other adults feel should not be given access to should be reported to SICTS and the Headteacher. In the event of this happening, the Headteacher will contact relevant parents to inform them of events.
- An adult will be present whilst pupils use the internet.
- Complaints regarding the use of the internet will be dealt with by the Headteacher. In the event of further grievance, the Governing Body will deal with the issue using the complaints procedure.
- Blogging – Any comments or work placed on blog sites will be approved by staff before publishing.
- News groups and chat sites will not be used by pupils.
- School may, at any time, monitor the use of iPads, computers and websites. It will intercept and delete any inappropriate material. In the event of unlawful material being found, other bodies will be informed.
- Pupils will be taught about and reminded of e-safety to ensure safety online.

When using the Library:

Libraries empower pupils, not only by supporting the teaching and learning in the school, but by giving them the freedom to make their own choices about reading and learning experiences. The school library's role is to help create confident, enthusiastic readers, and to engage children in lifelong learning.

Other links:

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| • See SEND/inclusion policy | • See Acceptable Use policy |
| • See Equal Opportunities policy | • See Record Keeping and Assessment policy |
| • See Marking policy | |
| • See Helpers in School policy | |
| • See Health and Safety policy | |
| • See High Achievers policy | |

Reviewed: Spring 2020 Date of next planned review: Spring 2022