

Teaching, Learning and Curriculum Policy

FOR ELMHURST SCHOOL



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Signed:

Co-Headteachers

Mrs R Lee & Miss K Needham

Chair of Governors

Mr S Fletcher

Teaching, Learning and Curriculum Policy

At Elmhurst School we believe in the concept of lifelong independent learning and the notion that learning should be a rewarding and enjoyable experience for all. We believe in high quality teaching and learning experiences which promote excellence and enjoyment across the curriculum enabling all pupils to become successful learners. Our teaching and learning policy is underpinned by the principles outlined in our mission statement and the values we hold as a school.

School Values & Mission Statement

At Elmhurst, we are 'Aspiring to be Creative Thinkers' and these values underpin our teaching and learning policy.

- **Aspire:** Limitless potential is possible for all learners; aim high and commit to your dreams.
- **Create:** Creativity is key in the ever changing world; adapt and be creative in all areas of your life.
- **Think:** Being thoughtful; solve problems, compete with the best and be the leaders of the future.

Teaching and Learning Aims

- Provide a creative and stimulating curriculum where every individual matters.
- Enable all pupils to reach their full potential.
- Enable pupils to become enquiring and independent learners.
- Develop high self-esteem and confidence in pupils.
- Provide high quality teaching using a wide range of teaching and learning styles.
- Promote effective partnerships between home, school and the wider community.

Principles of Teaching & Learning

Effective Teaching and Learning should:

- Ensure every pupil succeeds across the curriculum.
- Build on what learners already know.
- Make learning an enjoyable and challenging experience.
- Enrich the learning experience.
- Ensure knowledge, skills and understanding are developed and built upon.
- Promote assessment for learning.
- Develop the personal qualities pupils need to be good citizens.
- Enable children to develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

Effective Teaching

Teachers are the key facilitators of learning and are responsible for the learning in the classroom and ensuring that it is effective for all. Teaching is based on knowledge of individuals and focuses on further developing their knowledge, skills and understanding. We strive to ensure that all pupils are effectively supported and challenged in order to reach their full potential, whilst also facilitating opportunities for pupils to lead their own learning. We have high expectations for all pupils. Teaching is stimulating, enthusiastic and constantly challenging, stemming from up-to-date knowledge of the curriculum subjects, how to teach and how pupils learn.

Enabling Learners to be Successful, Teachers need to:

Produce Clear Explicit Planning for Learning

Long, medium and short term planning identifies clear learning objectives and outcomes for pupils. Planning takes account of learners' differing needs and is appropriately differentiated to meet the needs of all pupils.

Share Learning Objectives and/or Outcomes

Learning objectives (LOs) are shared clearly, both visually and orally, during lessons using child friendly/accessible/age appropriate language. They identify a clear purpose to the learning, based on previous and future learning and they explain the process by which the learning will take place.

Provide Focused Feedback

Regular focused feedback linked to learning objectives or success criteria uses constructive comments, identifies strengths and give pupils support/suggestions for their next steps to improve their learning. Both verbal and written feedback is used to improve pupils' performance. See Feedback Policy for further detail.

Same Day Intervention

Same day intervention is used to target disadvantaged pupils to enable them to close the gaps in their learning or accelerate their progress. Same day intervention involves identifying pupils that have found a concept in a lesson challenging and working 1:1 with them later on in the same day on the same concept.

Live Marking

Live marking has been proven to have a significant impact on pupils' learning as it enables the child to have a detailed discussion with an adult about their work and how to improve it. Live marking is particularly used to enable disadvantaged pupils to make accelerated progress.

Manage Time Effectively

Opportunities are planned in to think and talk with pupils about their learning and also provide time for questions, queries and ideas. Times are also planned in for pupils to respond to teacher feedback.

Ensure Subject Knowledge and Understanding of the Learning and of the Learner

Teachers show secure command of areas of learning and the curriculum and keep up-to-date with developments in subjects. They encourage pupils to ask questions and provide appropriate challenge and support to ensure all barriers to learning are removed.

Teach Learners how to become Self-Evaluative

Opportunities are provided for pupils to reflect on their learning and this enables them to become self-evaluative. Lessons encourage focused talk about learning and use higher order questions to engage learners in thinking about their learning. Pupils are encouraged to self and peer-evaluate their work against the success criteria.

Promote Excellence and Enjoyment

Promoting creativity is a powerful way of engaging pupils with their learning. Where possible cross-curricular links are developed and children are encouraged to take an active role planning and delivering parts of lessons where applicable. Teachers reflect on their current practice and model enjoyment of learning.

Model Desirable Behaviours and Effective Learning Strategies

Pupils are provided with models of high quality in social and learning behaviours, task outcomes and presentation of work. Teachers encourage creativity and problem-solving skills to interest, encourage and engage pupils.

Have High Expectations and Set Clear Success Criteria

Teachers make accessible examples of successful high-quality outcomes, negotiate challenging criteria for success for individuals and groups, raise aspirations and insist on high standards of behaviour. Teachers set high but attainable challenges.

Create a Stimulating Learning Environment

The classroom environment is lively and stimulating, creating a setting for learning. It is an orderly, purposeful environment in which pupils are not afraid to express their ideas, ask questions and work together. Interactive displays are incorporated to support teaching and learning. Computing is used in a wide range of contexts to extend and enrich the learning experience.

Provide Opportunities for Reflection and Review

Time is built in, during every lesson/session/day for individual, pairs or groups of pupils to think, talk or write about learning experiences and to plan for improvement. Teachers modify their practice in response to learners' feedback; constantly seeking to extend learner's understanding and competence.

Provide Opportunities for Learning in Different Ways

Varied opportunities are created for pupils to work in pairs, in groups and with the whole class. A range of questioning techniques and high order thinking skills are used to further the pupil's learning. Teachers provide effective scaffolding to support the needs of all learners in achieving the learning outcomes and utilise a wide range of resources in order to engage and stimulate learning. Learning support assistants and other support is used effectively throughout the school. Teaching methods engage, motivate and challenge all pupils, enabling them to progress at a suitable pace and to be aware of their achievements and progress.

Successful Learning

As a school, the belief that any child can learn anything and their ability is not fixed or set at a finite level is central to our philosophy and the development of our approach to learning in school. The brain is a mouldable and developing organ, meaning new thinking and learning can increase its future capacity. By sharing these facts with the children and their parents we are giving children the power of advocacy over their own learning. This power leads to greater engagement and ultimately better results, and not just academic results but also gains in attitude to learning, perseverance, development of grit and resilience in the face of setback.

Pupils learn in many different ways and benefit from being provided with a variety of visual, auditory and kinaesthetic methods for input and delivery. As a school we recognise the importance of developing strategies that suit the strengths and needs of our learners.

We recognise the importance of a healthy body and mind in the learning process. We ensure that the children have access to drinking water within classrooms and a range of play equipment is available to encourage children to be active during break times.

Successful Learning has been identified as:

- Life-long, independent, inquisitive problem solving.
- Learning which can be applied across the curriculum and ensures transference of skills beyond the classroom.
- Enjoyed learning, where pupils have the ability to extend own learning.
- Motivated learning where pupils fulfil their potential.
- Learning which is relevant to their world and that of society as a whole, at home and abroad.
- Learning which:
 - Allows pupils to work co-operatively in order to develop social skills.
 - Incorporates values.
 - Encourages pupils to ask...What if...?
 - Reflects, and makes use of, our electronic age.
 - Develops a child's ability to express and explain.
 - Nurtures confidence.
 - Encourages creativity of thought and action.

Concerning the Structure of a Lesson, Learning Theory tells us:

- To connect with previous work.
- To give learners the 'big picture' of the whole lesson.
- To explain the learning objectives and why the lesson is important.
- To present the information in a range of styles.
- To allow opportunities for the pupils to build up their own understanding through various activities.
- To review what has been learnt, and so increase recollection.
- To provide feedback, celebrating success and reviewing learning strategies.
- To outline the next step in learning before moving on.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

Pupils have the opportunity to:

- Work individually, in groups and as a class.
- Make decisions.
- Work co-operatively.
- Solve problems.
- Be creative.
- Discuss their ideas.
- Develop social skills.
- Develop independence.
- Use initiative.
- Receive support.
- Achieve academically.

The Learning Environment

Effective teaching leads to successful learning. We achieve this by:

- Providing a happy, secure environment which is stimulating and motivating.
- Catering for all children irrespective of social background, ability/disability, culture, creed and gender.
- Providing a welcoming and friendly atmosphere which encourages parents, visitors, helpers and all staff to work together for the well-being of the children in its care.
- Providing a wide range of experiences within the curriculum and with extra-curricular activities for each child to reach his/her potential whatever that might be.
- Giving opportunities for children to develop, extend and enjoy a wide range of activities and to acquire new skills.
- Ensuring that each child feels valued and confident enough to express his/her views, demonstrating positive self-esteem.
- Promoting high standards of behaviour.

Classroom Environment

The classroom environment should:

- Be well-ordered and organised, demonstrating effective use of space.
- Be clearly labelled so that children can be independent.
- Have easily accessible and attractive resources.
- Have a flexible lay-out so all pupils are in a position to see the board and access resources.

Behaviour

We have extremely high expectations for behaviour. Members of staff act as role models for the children. All staff and pupils are encouraged to:

- Treat others with respect.
- Show tolerance and understanding of different cultures and beliefs.
- Demonstrate kindness and politeness at all times.
- Interact with others taking an interest and negotiating plans and ideas.
- Cooperate with others to achieve the best results.
- Celebrate the achievements of others.
- Take care of own possessions, those of others and the school environment.
- Respond positively to class and school codes of conduct.

Displays

The classroom and school environment encourages positive, challenging opportunities for learning. Displays should be attractive, challenging, stimulating and motivating and changed regularly to maintain interest. Displays should show:

- A range of curriculum areas and include interactive displays.
- A range of abilities.
- Neat presentation.
- A celebration of achievements.
- A mix of written and computer generated notices.
- Reflect key vocabulary which is language rich to support EAL learners.
- Success criteria and learning objectives for children to refer to.
- A mix of commercial posters, children's own work and relevant artefacts.
- Opportunities for practical relevant exploration of ideas.

Working walls, flip charts and washing lines should be used frequently to display shared writing/shared maths.

Assessment for Learning

It is our aim for all pupils to know where all pupils are in their learning, what they need to do next to improve and to be actively involved in the assessment process. As a school we strongly promote the use of formative assessment, assessment for learning. All teachers and pupils use formative assessment to ensure successful teaching and learning. We believe that formative assessment helps learners know how to improve and produces motivated learners with high self-esteem.

Formative Assessment

We use the four core elements of formative assessment:

- Sharing of learning objectives and success criteria.
- Effective questioning.
- Effective marking and feedback - see Feedback (and Marking) Policy.
- Pupil self and peer evaluation - see Feedback (and Marking) Policy.

Sharing of Learning Objectives (LOs) and Success Criteria

- All year groups produce plans with clear and focused learning objectives.
- Learning objectives (LOs) are communicated to pupils verbally and in written form in all lessons. Learning objectives (LOs) are referred to at different points through lessons.
- Pupils are asked in many lessons to self-evaluate their work and that of others against the learning objective (LO).
- As a school we recognise the importance of sharing success criteria with pupils. This ensures that pupils are equipped with knowledge of all the elements required to make their work successful.
- All teachers include success criteria on plans where it is relevant to do so.
- Success criteria is communicated to or agreed with pupils in lessons.
- Marking and feedback from the teacher is linked to the learning objective and success criteria set.

Effective Questioning

- Teachers use talking partners to promote effective thinking and discussion in class.
- Teachers use extended thinking time and “no hands up” as strategies to involve all pupils in thinking and discussing.
- Teachers plan effective questions that further and deepen learning rather than simply establish prior knowledge.
- Teachers use Bloom’s Taxonomy to frame questions that further and deepen learning.
- Teachers promote a supportive climate where all pupils are confident to articulate their ideas.

Summative Assessment

- See Assessment Policy.

Roles within Teaching and Learning

Teaching and Learning is a process of co-operative teamwork. We encourage and welcome the involvement of parents and other members of our community in our pupil’s education. We expect all members of our school community, teaching and non-teaching staff, parents, pupils and governors to work together and work towards our school aims by:

- Valuing pupils as individuals and respecting their rights, views and beliefs.
- Encouraging, praising and positively reinforcing good relationships, behaviour and work.
- Providing a well-ordered environment in which all are aware of behavioural expectations.
- Offering equal opportunities to all children in all areas of school life.
- Recognising and valuing the multi-cultural environment in which we live and work.
- Working together and supporting each other.
- Fostering and promoting good relationships and a sense of belonging to the school.

Pupil

To be successful learners, pupils need to know what they are learning about and why they are learning. Knowledge is active, experiential and communicative, and as such, the learner must be an active participant. They need to be involved in reviewing and improving their work and know what they could do next to further their learning. At Elmhurst, pupils play an important role in the monitoring of their work. They assist in the creation of success criteria and both self and peer evaluate. Pupils set clear objectives, against which their work is marked so that they can understand where they need to make progress and what they have achieved. In order to be Successful Learners, pupils need to be able to:

- Be aware of the learning objectives.
- Be involved in setting personal goals and objectives.
- Be aware of their potential.
- Be observant.
- Seek information independently.
- Read in order to gain information.
- Use computing to gain information and communicate information.
- Look for patterns and develop a deeper understanding of what is presented to them.
- Pose questions and solve problems.
- Communicate ideas and information through speaking and writing.
- Apply what has been learnt to unfamiliar situations.
- Evaluate their work.
- Be keen to develop themselves.
- Be motivated and interested in learning.
- Co-operate with others.
- Be sensitive to the needs of others.
- Concentrate and work productively.

Class Teacher

The priority of the teacher is to promote excellence and enjoyment in a safe and stimulating environment. Their responsibility is to the progress and achievement of every child to fulfil their full potential. They should provide the model of a good learner, demonstrating effective learning strategies. Through this model, teachers should encourage pupils to become self-evaluative and ensure secure knowledge and understanding at the end of a unit of work. Teachers have high expectations and ensure that each pupil is challenged above their ability. We set clear success criteria to ensure children are confident and clear on their goals.

Planning is precise, detailed and consistent across the school; providing differentiated opportunities for all learners. Teachers use a wide range of teaching methods and resources to provide opportunities for different learning styles. Through quality marking and discussion with pupils, teachers provide focussed feedback, allowing them time to improve and develop their work. This model is used throughout the school and through clear scaffolding and structure, pupils are able to feedback to their peers as well as self evaluate.

Alongside academic achievement, the teachers facilitate the development of the whole child. Opportunities are provided for personal reflection and general discussion, allowing pupils to interact in social situations.

Learning Support Assistants

We deploy our Learning Support Assistants and adult helpers as efficiently and effectively as possible. Learning Support Assistants are either assigned to support the needs of particular pupils or to class teachers who support the needs of identified groups of pupils in order to enhance their learning experience. Learning Support Assistants must be planned into all lessons so that they can work effectively with pupils.

Subject Leaders

The role of Subject Leaders is to ensure that standards remain high and continue to improve year on year; through monitoring of books, planning and lessons.

All subject leaders should continually seek the views of staff and endeavour to improve teaching and learning through Continuing Professional Development, resources and provision of in-house training.

Subject leaders should develop their own subject knowledge in their area in order to provide advice and expertise to other staff members. They should consider progression across the whole school and monitor assessment of their subject area. A subject leader may also organise enrichment projects and enhancing experiences for their subject across the school as well as in their year group.

Co-Headteachers

The Co-Headteachers are responsible for employing effective practitioners who share Elmhurst's ethos and values. Ultimately the Co-Headteachers are accountable for the standards of the school. It is his/her responsibility to motivate, encourage and enthuse staff with new initiatives in order to continue to raise those standards.

Deputy Headteacher & Assistant Headteachers

The Deputy Headteacher and Assistant Headteacher's roles are to support the Co-Headteachers in all decisions regarding Teaching and Learning. He/she is responsible for monitoring School Improvement and reporting back to the Head.

Senior Leadership Team

The Senior Leadership Team's role is primarily to make decisions regarding teaching and learning for the whole school; in order to maximise progress and raise standards in all areas. They are responsible and accountable on behalf of the staff and provide a channel of communication between staff and governors. The Senior Leadership Team monitors

and reviews standards of teaching through frequent lesson observations, learning walks and scrutiny of planning and marking. They offer constructive feedback so that staff can continue to improve their practice.

Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to communicate with parents about what and how their children are learning by:

- Holding parent information sessions; including how to use taught strategies at home to bolster children's understanding, including open mornings and family learning.
- Parent and teacher consultations to review and discuss children's progress.
- Publishing online curriculum leaflets to parents at the start of each term in which we outline the topics that the children will be studying that term.
- Sending an end of year report in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with home learning.
- Providing information on the school website.
- Using our Parental Engagement Officer to work with parents.
- Using Learning Support Assistants to support translation with our parents.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- Ensure their child has the best attendance record possible.
- Ensure their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect the child's performance or behaviour.
- Promote a positive attitude towards school and learning in general.
- Support their child with their home learning.
- Ensure they hear their child read at least five times a week at home.

Governors

The role of governors is to:

- Support the use of appropriate teaching and learning strategies by allocating resources effectively.
- Ensure that school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching and learning strategies in the light of Health and Safety requirements.
- Work with the Senior Leadership Team on evaluating the effectiveness of teaching and learning strategies in terms of raising levels of pupils' progress and attainment.
- Ensure that staff development and performance management policies promote good quality teaching and learning.

The Curriculum

Broad and Balanced Entitlement

The curriculum at Elmhurst is all the planned activities that we organise in order to promote learning, high achievement, personal growth and development. Our curriculum includes the formal requirements of the National Curriculum and the Early Years Foundation Stage, as well as encompassing the attitudes and values we want to engender in our pupils by the time they leave us. It is developed through every experience a child has in our school, in and out of lessons, in and around the building, and through every dealing they have with all members of staff.

At Elmhurst we use materials from a range of sources to motivate our pupils using relevant (real life) contexts and to promote the development of academic, personal and international learning, as well as developing spiritual, moral, social and cultural understanding.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, understanding, skills and attitudes that they need in order to progress with confidence to the next stage of education and to lead fulfilling lives.

The curriculum at the school also includes what is known as the “hidden curriculum”, which is what the children learn from the way they are treated and expected to behave. We have captured these aspects through the work we have done on school values, involving parents and children in consultation, as well as school staff. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge, understanding and key skills, so that they achieve their true potential and are well prepared for life in modern Britain. Our school mission of “making a difference to the quality of learning” underpins all that we do at Elmhurst.

The aims of our school curriculum are:

- To enable all children to learn and develop their skills, knowledge and understanding and to achieve to the best of their ability;
- To promote a positive attitude to learning, so that children enjoy coming to school and acquire a solid basis for their next stage of education and lifelong learning;
- To teach children the basics skills of English, Maths, Science and Computing and how to apply these skills across the curriculum;
- To enable all children to be creative, to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to a variety of tasks and physical skills;
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand our cultural heritage and prepare for life in modern Britain;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To develop respect for religious and moral values and understanding of other races, religions and cultures;
- To develop self-confidence and to obtain satisfaction and personal fulfilment at each stage of development;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and be able to live and work co-operatively with others;
- To enable children to understand the importance of a healthy lifestyle;
- To enable children to be positive citizens in society.

To begin to achieve these aims it is very important that children enjoy their schooling. The school, therefore, provides a positive, stimulating environment in which children want to learn and also ensures that the pupil voice is listened to so that pupils have a real role in shaping the direction of the school. The school is also clear that unless our teaching and pupils’ learning are of high quality we will not meet the aims of the curriculum.

The curriculum is also designed to meet the needs of children of all ages and abilities, including those with special educational needs and/or disabilities enabling the intellectual, creative, social, emotional, moral, spiritual, cultural and physical development of every child and encouraging them to be self-reliant.

In the Early Years Foundation Stage, we plan the curriculum carefully so that there is full coverage of all aspects of the Early Learning Goals and there is planned progression in all areas of learning. There is a particular focus on developing children’s skills and experiences using both indoor and outdoor learning environments.

Children with Special Educational Needs and/or Disabilities

Our curriculum is designed to provide both access and opportunity for all children who attend the school and we adapt the curriculum, as appropriate, to meet the needs of individual children. If a child has a special educational need and/or disability, we do all that we can to meet these needs and provide access to learning opportunities. Further information with regards the identification of pupils with SEND and adaptations and adjustments made at Elmhurst can be found in the SEND policy.

More Able Pupils

Teachers consider these children in their planning and use a range of strategies to meet their particular needs. These pupils may be given tasks to extend their thinking to enable them to work at a greater depth. They should not be given 'harder' work from the next year group up but should be supported to broaden their learning and apply it to a range of contexts.

All pupils regardless of ability should have regular access to mastery activities enabling them to master their learning and apply what they have learnt to a range of challenging contexts.

Disadvantaged Pupils

We carefully track and monitor the progress of disadvantaged pupils in receipt of the Pupil Premium funding and teachers carefully plan to meet the needs of these particular pupils. Please see our Disadvantaged Pupil documentation for further information.

Elmhurst School supports the belief that young children learn through play and by engaging with well-planned structured activities. Teaching and support staff in both the Nursery and Reception classes use observation to assess children's learning. This information enables staff to plan the curriculum appropriately to promote the next steps in a child's learning.

Teaching in Reception classes builds on the experiences of the children in the Nursery. The Key Stage 1 curriculum is planned to ensure strong transition from work in the Reception year.

Monitoring and Evaluation

The Co-Headteachers, Deputy Headteacher, Assistant Headteachers and subject leaders share responsibility for the day to day organisation of the curriculum and lead in the monitoring of the way in which subjects are taught throughout the school. We have named governors for English, Maths and SEND. The governors liaise with the subject leaders for English and Maths and the SENDCo as part of their monitoring and evaluation roles.

The Local Governing Board is responsible for monitoring the way in which the school's curriculum is implemented.

Monitoring and Review

The implementation of this policy is the responsibility of each member of staff. Curriculum Leaders and the Senior Leadership Team will monitor by conducting classroom observations, learning walks, sampling pupil's work, assessments, teachers planning and professional discussions with staff.

EYFS

Our Early Years curriculum is designed to allow children to develop the knowledge, skills and learning behaviours that they need to grow into well-rounded pupils, ready to succeed in life. We place high importance on developing children's Personal, Social and Emotional Development, Physical Development and Communication and Language and have devised a curriculum that reflects this. All classes in our Early Years adopt the Hygge approach, exposing children to a range of learning experiences linked to the natural world. In Reception, this is incorporated into the Guerrilla Curriculum and is delivered through an engaging enquiry question. Learning is often linked to a story which supports children's communication and language development. Children's learning and development is led through a balance of discrete, adult-led sessions and carefully planned continuous provision, where children have the opportunity to investigate and apply their learning using stimulating environments. Adults respond to each child's emerging needs

and interests, guiding their development through warm, positive interaction. Our learning environments encourage children to become creative thinkers and independent learners. We do this by ensuring we have high quality, open-ended resources of which are easily accessible to children. Our provision is well planned, enthusiastically engages children in a range of learning activities and provides opportunities to build on their own interests.

English

It is our focus in English for all children to leave our school with the skills, abilities, and above all, confidence to communicate their thoughts and ideas in written and spoken form. We know that successful reading leads to successful writing; therefore, our goal is to expose children to a wide range of genres, styles and authors, allowing them to be influenced and shown how powerful writing can be. We place the utmost importance on children's desire to read for pleasure. We recognise how important it is to children's future life chances, to not just know how to read but to choose to read. Our curriculum has quality children's literature built into its core and our teachers model themselves as readers. We maintain relevant links between English and the wider curriculum in order to provide a context and purpose for their learning and enhance the quality of outcomes.

Mathematics

Our focus in maths is about giving the children confidence and the skills to tackle number and problem-solving tasks at school and in real life. We want all children to enjoy mathematics and to develop a deep and sustained conceptual understanding so that they can experience success in the subject. At Elmhurst School, we have the highest expectations for every learner; we want our pupils to master maths rather than having only surface knowledge and skills in this subject. This means that our pupils can quickly and easily manipulate numbers and apply their mathematical knowledge to a variety of problems and applications. Children will develop good mental maths and arithmetic skills and have an improving grasp of the key vocabulary; they will relish the challenge and sense of achievement they get from truly mastering mathematics. As children progress, they will be able to talk articulately about the processes they use in maths and will be able to make links across the curriculum, as well as between different mathematical topics.

Science

We encourage pupils to ask their own questions and formulate activities to answer their hypotheses. We cover all aspects of the National Curriculum for science and, where possible, emphasise links with other subjects. We believe that the teaching and learning of Science should inspire children to want to know more about the world and to think and act like Scientists. Through engaging, interactive and practical lessons, we equip children with the knowledge and skills to develop an understanding of nature, processes and methods of science through different types of enquiry.

The Wider Curriculum

Our wider curriculum is inspired by Jonathan Lear's Guerrilla Education and it aims to develop both propositional knowledge and procedural knowledge; it encourages independence, curiosity and creativity; produces collaborators, innovators, leaders and, above all, it helps our children to understand what it means to be human. Our curriculum content is spread across three terms allowing us to explore each area of the curriculum in greater depth and enabling us to provide inspirational opportunities for children to immerse themselves in the content of the learning.

Discover - Autumn Term

Our Discover Projects are taught in the Autumn term, the primary focus being History. Our intent is to immerse pupils into a wealth of historical opportunity that enables them to lead the way in investigating and interpreting the past, understanding chronology and developing an overview of Britain's past as well as the wider world. At Elmhurst School, we believe that the teaching and learning of History, through our Discover Projects, should inspire children to want to know more about the past and to think and to act as historians.

Explore – Spring Term

Our Explore Projects are taught in the Spring term, the primary focus being Geography. Our intent is to equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deeper understanding of the Earth's key physical and human processes. Through our teaching we enable pupils to develop key skills that will lead them to discover answers to their own questions through exploration and practical experiences. As pupils progress, their growing knowledge about the world will deepen their understanding of the interaction between physical and human processes and how the Earth's features at different scales are shaped, interconnected and change over time. At Elmhurst School, we believe that the teaching and learning of Geography should provoke in pupils a natural curiosity about the world and its people, that will remain with them for the rest of their lives.

Create – Summer Term

Our Create Projects are taught in the summer term and carefully integrate Music, Art and Design and Design and Technology. Our intent is to provide pupils with opportunities to experiment, invent and create their own works of art, craft and design; develop their imagination and creativity in order to make products that solve real and relevant problems and to develop a love of music and their talent as musicians.

Central to the wider curriculum are the following key skills that underpin everything we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Rich in Memorable Experiences

We support the Ofsted description of an excellent curriculum as being one 'rich in memorable experiences' and aim to put this in place with a focus on creative teaching and the inclusion of authentic and concrete experiences and outcomes. All Projects have at least one visit or visitor attached to them. However, we are mindful of cost to parents and ask teachers to plan for a balance of free, low cost and more expensive experiences over the year.

We acknowledge the power of learning in an outdoor environment and this has an important role to play in the curriculum of every year group. We have developed our school grounds to support learning opportunities.

We seek to involve parents at all stages of the learning process, including with the sharing of authentic outcomes.


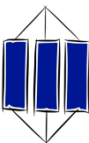
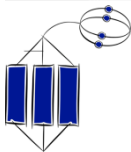
Knowledge Organisers

With each Project teachers produce Knowledge Organisers which present all the facts and information required to be learnt and understood for that unit. These are displayed in the classrooms, sent home and copies put in children's

books. Regular low stakes quizzing and testing opportunities are planned to support children in learning and understanding the new content.

Assessment

All Foundation subjects have rigorous skills progression grids which ensure that key subject-specific learning is embedded throughout each project. This is assessed using SOLO taxonomy as a means of classifying learning outcomes in terms of complexity, allowing us to assess mastery across the curriculum by focusing on depth of knowledge rather than simply coverage.

Developing		Multi-structural Several relevant individual aspects of learning are evident.
Secure		Relational Different aspects of learning are linked and integrated, contributing to a deeper and more coherent understanding of the whole.
Enriched		Extended Abstract Relational learning is re-thought at a conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or the creation of new understanding.

Computing

At Elmhurst School, we believe that children should be provided with opportunities to develop computational thinking and creativity in order to become active participants in a digital world. Our high-quality curriculum is designed to ensure that children become digitally literate and able to express themselves and develop their ideas through a range of information and communication technology. We believe that the core of computing is computer science in which children are taught the principles of how digital systems work and how information technology can be used to create programs, systems and a range of content. Although there are aspects of computing that require explicit teaching (in particular, computer science) we believe that the majority of computing should be embedded across the curriculum – within our wider curriculum as well as within core subjects. We ensure computing maintains deep links with mathematics, science and design technology, but we also ensure that it is embedded into our wider curriculum in a way that it is used to support, modify and redefine the learning that takes place.

PE

We actively encourage all of our pupils to adopt a positive and healthy lifestyle. All pupils are given opportunities to develop their Physical Literacy through a variety of activities and experiences, including: games, dance, gym, swimming and outdoor adventurous learning. Through providing positive experiences of physical activity, we ensure that children develop a love of sport and an awareness of the mental and physical benefits of remaining active for life. We provide this through a skills-based PE curriculum, with challenge and support for all pupils.

RE

As a community school, we feel the responsibility to promote tolerance and understanding of all religious faiths. Through following the Bucks Agreed Syllabus, we enable children to learn about religions and beliefs which have

influenced the lives of millions of people. By encouraging children to ask questions about society and culture, we promote the development of a more rigorous understanding of the numerous faiths, beliefs and practices that are followed in a multi-cultural society. We encourage children to reflect more deeply on their own and others' sense of identity, meaning and purpose in life in order to develop an enhanced understanding of human values and mutual understanding.

PSHE & RSE

Our curriculum encompasses the development of the positive behaviours and attitudes needed for successful personal and social relationships. It is developed through our whole school values and through our Learning for Life lessons which have been planned using the PSHE Associations' Programme of Study and The Christopher Winter Project. We ensure that children have high aspirations; we encourage them to believe in themselves and we ensure that they are equipped with the knowledge and understanding needed to play an active role in today's society.

MFL

Through the teaching of Spanish, we stimulate and encourage children's curiosity about language. We use Speekee as a platform to plan, deliver and enhance our MFL curriculum. It provides an immersive approach to developing children's skills in listening, speaking, reading and writing in Spanish, enabling them to apply their learning across a number of contexts.

Our curriculum is in a state of constant evolution and should remain so. It is fundamentally responsive, to the needs of our pupils and the demands of 21st century. We are not in the business of producing a 'once and for all' printed scheme of work but rather develop an approach to teaching and learning that equips our teachers with the abilities to provide the best for our pupils and our pupils with the confidence and skills to go forward believing they can fulfil their true potential, which nobody can define.

'All pupils' refers to those with Special Educational Needs and/or Disabilities, those who have English as an Additional Language, Disadvantaged Pupils in receipt of the Pupil Premium Funding, Looked After Children and those identified as More Able.

Annex: National Curriculum subjects and Early Years Foundation Stage Areas of Learning

For Key Stages 1 and 2 the compulsory National Curriculum subjects are:

- English
- Mathematics
- Science
- Computing
- Design and Technology (D&T)
- Geography
- History
- Art and Design
- Music
- Physical Education
- Foreign Language (KS2 only)

Note that Religious Education is a required subject but is not part of the National Curriculum. Every school has to follow the Locally Agreed Syllabus for Religious Education. In addition schools are advised to teach Personal, Social and Health Education (PSHE) and Citizenship and these are covered within the curriculum at Elmhurst.

Schools are also required to promote the spiritual, moral, social and cultural development of their pupils and this is evaluated in Ofsted inspections. At Elmhurst we plan carefully, both within the formal and hidden curriculum, to ensure that strong attention is given to these key aspects of each pupil's development.

Early Years Foundation Stage Areas of Learning

Early Years learning concentrates on 7 areas split between prime and specific areas of learning.

The prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design