



Victoria Park Junior School Teaching, Learning and Curriculum Policy

Policy Written:	July 2024
Agreed by Governors:	
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Legislation

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

1. Aims

Our aims for teaching and learning are that:

- **“We learn and achieve together”**
- All pupils achieve their full potential.
- Pupils are equipped with the skills and attitudes for their future learning and an ever-changing workforce. These skills include: self-management, effective participation, resourcefulness, creativity, independence, problem solving, enquiry, collaboration and organisation.
- Pupils learn how to be lifelong learners through the VPJS learner attitudes: self-manager, team worker, curious questioner, problem solver, clear communicator and reflective learner.

2. Our Vision and Values

Victoria Park Junior School aims to help children to become happy, confident, considerate, responsible and life-long learners.

We strive to achieve this by providing a fair, stimulating, caring learning environment where all children are helped to realise their full potential. They are provided with enriching and varying opportunities to help fulfil their potential.

Our high expectations for all children are underpinned by our school 'Values'. The Victoria Park Junior school values are: Respect, Equality, Aspiration, Responsibility, Courage & Love. Children learn about these values in assemblies and during the Values & Attitudes (PHSE) weekly sessions.

Our School Promise and Code of Conduct are very important to us. They explain our belief that all children should come to school to learn, achieve and succeed together.

3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers will:

- ensure all groups of children are able to access the curriculum through a range of strategies, adjustments and resources
- ensure ALL pupils have equality and equity of opportunity
- model learning through using different approaches, including: "I do, we do, you do", WAGOLLS
- plan and deliver purposeful, engaging and creative lessons and activities
- set achievable, appropriate and challenging learning goals for ALL pupils
- ensure that ALL pupils are involved and engaged in their learning
- provide regular opportunities for collaboration between pupils through strategies such as Kagan
- have high expectations for ALL pupils including non-negotiables
- explicitly teach vocabulary
- utilise learning walls
- use children's mistakes/misconceptions as a learning opportunity
- ask questions that require a deeper level of thinking
- will explain to children (where relevant) how the lesson links to the overall bigger picture and outcome.
- make links in learning/teaching to 'real life', making it relatable/relevant
- will revisit and recap previous learning using retrieval practice
- ensure that pupils demonstrate secure subject knowledge
- ensure children receive feedback and are able to respond to it
- use assessment to ensure that they are aware of each child's starting point
- equip children with school's learner attitudes
- make links to our school values
- will use appropriate resources including ICT e.g. visualiser & boards
- will take the opportunity to teach outside of their classroom
- be flexible and adapting to meets the needs of their own class
- will consider how children learn best e.g. cognitive overload
- will allow the opportunity for the children to be creative when presenting their learning
- will use a variety of hooks/tasks within their lesson structure
- will set work which enables pupils to achieve the aims of the VPJS Curriculum
- will use enrichment opportunities to support the children's learning
- are active facilitators
- will have secure subject knowledge
- will be fully prepared for the lessons
- will not use too much teacher-talk
- attend regular CPD and be responsive in acting upon advice/agreed actions
- will help pupils to be fully prepared for the next stage of their education

SEND

- Teachers will have high expectations for all pupils in our school.
- The curriculum is ambitious for pupils, including those with special educational needs and/or disabilities (SEND).
- We have effective systems to identify the additional needs of pupils with SEND.
- Ensuring an appropriate classroom learning environment matched to the needs of the pupils.
- The SENDCo will provide support and advice to staff in working with pupils who have a wide range of learning difficulties and disabilities.
- Teachers use a range of teaching and learning strategies and breadth of resources to match the individual needs of all pupils.
- An adjusted curriculum, which is matched to the needs of all our children so that all pupils can access the curriculum.
- Adaptive teaching may be by task, support, resources, learning goals or the expected outcome.
- Regular advice and support from a wide range of specialists including speech and language therapists, educational psychologists and occupational therapists etc.
- To work within the guidance provided in the SEND Code Of Practice
- Equip pupils with strategies to enable them to be independent learners

3.2 Support Staff will

- support pupils effectively in being independent learners
- manage behaviour
- monitor and support the emotional wellbeing of individual pupils
- use a range of strategies/resources to support children's learning
- uphold the school values and learner attitudes
- have high expectations of all learners
- ask questions that require a deeper level of thinking
- use effective feedback and marking
- know individual pupils' needs and how to meet them
- encourage, motivate and reward learners
- inform teachers of observations through open dialogue
- support pupils through specific interventions tailored to meet their needs
- carry out specific tasks set by the classteacher

3.3 Subject Leaders will:

- help teachers to create curriculum plans, which are well-sequenced, broad and balanced. These will build knowledge and skills that work alongside with our school values
- use their budget effectively to provide resources for teachers to support learning of all pupils
- provide support including advice and sharing of expertise regarding teaching, learning and planning in their subject
- drive improvement in their subject, working with teachers to identify any challenges

- monitor progress and attainment across their subject by, for example, book looks, learning walks, pupil voice, staff voice and data analysis
- work with the SENDCo to ensure the curriculum matches the needs of all pupils
- encourage teachers to share ideas, resources and good practice
- keep up-to-date with subject-specific research

3.4 Senior Leaders will:

- oversee the management and leadership of the curriculum
- monitor, support and challenge subject leaders
- ensure there is an inclusive school environment
- encourage innovative teaching approaches
- ensure that this policy is being adhered to by all members of staff
- oversee the quality of education
- ensure that CPD is provided

3.5 Pupils will:

- display positive relationships within the whole school community.
- show the school values in how they conduct themselves
- follow the school's Behaviour Regulation Policy
- be able to emotionally regulate
- work collaboratively with each other
- use learner attitudes in all aspects of their learning
- be motivated to learn and try their best
- have a Growth mindset
- participate in wider opportunities
- complete homework
- take on a variety of roles of responsibility e.g. sports crew, reading ambassador, school councillor, Year 6 buddy.

3.6 Parents and Carers will:

- ensure their children attend school regularly and on time.
- ensure that children arrive at school with the correct uniform and everything they need for the school day.
- understand and help to support the school's Behaviour Regulation Policy and School Values.
- will attend parents/carers meetings to celebrate and discuss their child's progress.
- will support their child in completing homework and reading regularly
- will encourage their child to be as independent as possible and take responsibility for their actions

3.7 Governors will:

- monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- monitor the impact of teaching and learning strategies on pupils' progress and attainment
- monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- make sure other school policies promote high-quality teaching, and that these are being implemented

4. Curriculum

We aim for our VPJS Curriculum to be:

- Fun and exciting
- Broad and balanced
- Relevant and relatable
- Hands on and preparing children for life
- Empowering
- Aspirational
- Accessible and inclusive for all
- Sequenced and building on prior knowledge
- Related to our school community
- A journey

Organisation and Planning

At VPJS we have developed a bespoke curriculum that meets the needs of the children in our school as well as teaching the skills and knowledge laid out in **the National Curriculum**.

Teachers plan the curriculum in three phases.

1. A long-term overview of each subject/year group will indicate which topics are to be taught in each term. This long-term plan is reviewed on an annual basis.
2. VPJS knowledge maps outline the key content within a topic (substantive knowledge). Teachers use these knowledge maps to sequence the learning outcomes. Skills progression documents ensure children develop disciplinary knowledge across the curriculum.
3. For some subjects, schemes of work and additional resources provide clear guidance on the objectives and teaching strategies for each topic. Teachers use these to create medium term-plans for each topic. Where schemes are used these will include the following distinct elements:
 - Relevant curriculum/syllabus learning objectives
 - Assessment opportunities and formats
 - Opportunities for reasonable adjustments

- Resources and suggested teaching strategies
- Development and application of relevant subject skills

To enrich the curriculum, some topics are enhanced by experiences provided by trips and visitors. These experiences should be linked to skills taught in class and should be relevant to the current topic being taught at the time.

5. Marking and Feedback

- Feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve their work.
- Feedback can be verbal or written and will include:
 - Effort points given by either the teacher or children (self or peer assessment).
 - Use of self and peer feedback and assessment
- See Marking Expectations

6. Assessment

We track pupils' progress using a combination of formative and summative assessment. In all subjects, teachers will use ongoing formative assessments. Summative assessments (through testing) in Reading, SPAG and Maths take place every term.

In writing, teachers use teacher assessment and moderation takes place in year groups and with SLT. All of these results are recorded on English & Maths trackers as well as SIMS.

In the foundation subjects, summative assessments are made at the end of each unit and an overall assessment at the end of the year. These are recorded on the Foundation Assessment spreadsheet. To reach a judgement in the Foundation subjects, teachers will use different methods, which are appropriate to the topic and subject.

There are two parents/carers meetings every year. At the end of the Summer term, all pupils receive an annual school report.

7. Monitoring and Evaluation

We will monitor teaching and learning to make sure that all of our pupils make the best possible progress.

Senior leaders and subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies

- Book looks
- Teacher/pupil voice
- Lesson observations

8. Home Learning

Homework will support pupils to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment with focused time set aside.

- Staff provide clear and high quality home learning opportunities.
- Pupils are encouraged to work at home on a weekly basis.
- Pupils are rewarded for home learning and being a self-manager through 'Golden Time'.
- Pupils are expected to read at home and share books with their parents/carers.
- Pupils will have a reading record task and a spelling homework activity to complete weekly
- Pupils will have maths and spelling homework tasks through our online platform Edshed
- Half termly, pupils will complete a home-learning challenge linked to a different area of the curriculum or school value.
- Some pupils may be set additional learning tasks

9. Links to other policies

This policy links with the following policies and procedures:

- Behaviour Regulation policy
- SEND policy and SEND Information Report
- Marking Expectations document
- Equality Information Policy and Plan
- Accessibility Plan

Appendix

Children will...

- Have the knowledge, skills and attitudes to thrive in an ever changing world;
- Be exposed to an engaging and diverse curriculum;
- See themselves represented in the curriculum;
- Develop a thirst of learning inspired by high-quality teaching;
- Have the opportunities to develop in recognition of their individual strengths and talents;
- Have the opportunity to have a voice (share their opinion)
- Enjoy reading
- Have a made a positive contribution to their community
- Be lifelong learners with a positive attitude towards their learning
- Have a growth mindset
- Have a sense of belonging

All adults will...

- Remember that our children are the ultimate 'WHY'
- Remember that RELATIONSHIPS are most important (create an environment where relationships with pupils come first)
- Be a champion for all of our children;
- Listen to children;
- See the day/incident from the pupils' perspective;
- Ensure that children are at the centre of everything we do;
- Provide a curriculum, which enables our pupils to become active citizens of the future;
- Provide a safe, caring and purposeful environment;
- Enable pupils to speak when they disagree or something is not right;
- Enable all children to achieve their full potential – no limits on their learning
- Provide enrichment opportunities through trips & learning experiences
- Develop their emotional awareness (Zones of Regulation) so they are not dysregulated adults
- Ensure that all children have optimum life chance
- Ensure that all adults lead from the heart and show understanding & empathy
- Ensure that children have had the best education (VPJS Experience) and are well-rounded and proud citizens of the future
- Ensure that children have life-long memories
- Ensure that children will have represented the school at sport; had the opportunity to lead; took part in a musical performance; art-work to take home.

Our School Values

Respect

Respect themselves for the unique individual they are

Children to understand and respect with other's differences (individual characters/cultures/religions)

Equality

Equity of opportunity for all groups of pupils.

Recognise differences.

Aspiration

All children will have goals and aspiration and celebrate and embrace diversity.

To be their best self and help others to be too.

Responsibility

To take responsibility for their own actions and possessions.

Love

Love difference, family, friends, school and the community.

Children to be supported in learning to love themselves.

Courage

Children to have the courage to speak up for themselves and each other.

To try new things and have the courage to accept mistakes. Enable to trust themselves when dealing with a challenge.

Our Learner Attitudes

Self-Manager

Become independent learners and thinkers.

To be motivated to be the best version of themselves.

Team Worker

Children to be given different roles within a team.

Recognising every member of the team and the differences they bring.

Curious Questioner

Children to be thinkers and have the confidence to ask questions.

Problem Solver

Children to love learning from their mistakes.

All children to be resilient (determined and persevere when faced with a challenge or setback).

Clear Communicator

Children to have the opportunity to have a voice.

Reflective Learner

Children to have the skills to be able to reflect.