

THE DAWNAY SCHOOL



Teaching, Learning & Curriculum Policy

Compiled by: Deputy Head

Approved by Governors: Summer 2021

Review Date: Summer 2022

This Policy is drawn up in conjunction with the School Improvement Plan for
2020/21

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at The Dawnay School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

This policy will be reviewed annually.

Our Vision

'Inspiring children through excellence'

Our school curriculum is underpinned by our five P.R.I.D.E. values:

P	Positive attitudes to everything we do
R	Respect for ourselves and for each other
I	Independence of thought and of action
D	Difference, celebrating the uniqueness of each individual and the diversity of our school community
E	Excellence in all we do

We believe that we are preparing our children for lifelong learning and that it is our duty to provide a climate where all children feel confident and valued. We advocate an inclusive approach to teaching and learning that celebrates diversity and recognises children as individuals, respecting their rights, values and beliefs. Our broad, balanced and enriching curriculum offer equips children with the skills, knowledge and understanding to make informed choices so that they are able to lead happy and fulfilling lives. At The Dawnay, we have high expectations of presentation and actively encourage all children to take pride in their work.

Aims and Objectives

The prime aim of our curriculum is to promote children's independence, excellence, perseverance, self-discipline and lifelong love of learning. At the Dawnay, we take a thematic approach to learning to nurture children's passions and interests, and to provide them with a range of rich and memorable experiences. Carefully chosen themes help to promote children's engagement through creative topics and hands-on activities. A cross-curricular approach to thematic learning also helps to make purposeful links between subjects and establish meaningful connections to the real world.

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy and numeracy;
- to foster children's creativity and develop independence of thought;

- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage (FBV);
- to enable children to make a positive contribution to the community in which they live and to the wider society as a whole;
- to fulfil the requirements of the National Curriculum and the Surrey Agreed Syllabus for Religious Education;
- to teach children to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to raise standards by ensuring consistency and continuity of learning and teaching;
- to ensure an inclusive ethos where children are motivated and engaged regardless of their gender, ability, background or beliefs;
- to enable children to have respect for themselves and high self-esteem so that they are able to live and work co-operatively with others;
- to nurture children's social, moral, spiritual and cultural development (SMSC)
- to recognise and celebrate success in everyone.

Organisation and Planning

We plan our curriculum in three phases: Infants (EYFS, Yr1 and Yr2); Lower Juniors (Yr3 and Yr4) and Upper Juniors (Yr5 and Yr6). We agree a long-term plan for each year group, which fulfils the statutory requirements set out in the National Curriculum, 2014 (NC). Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last for either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a block of learning such as science week or art week.

Long-term plans take into account clearly defined end goals and ensure that new learning builds upon what children can already do and understand. They indicate what themes are to be taught in each term and to which groups of children. We review our long-term plans on an annual basis.

To ensure there is a cohesive and sequential approach to skills development across the phases, and from one year group to the next, the progression of skills for each subject is mapped out in accordance with the NC Attainment Targets and Programmes of Study (PoS).

Weekly and daily plans set out clear learning objectives and success criteria, identifying specific resources and activities for each individual lesson. Plans take into account the age and ability of the children: targeted support is provided for those children requiring adult-led individual, paired and small group tuition, whilst extension and enrichment activities are provided for more able learners.

In the Foundation Stage (FS) and at Key Stage 1 (KS1) we adopt an inter-disciplinary themed approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the NC and Early Learning Goals (ELG) and there is planned progression in all curriculum areas.

At Key Stage 2 (KS2) the curriculum places a greater emphasis on the core and foundation subjects than it does at KS1 and we timetable these subjects accordingly. This means that, for example, learning may be driven by a history-led curriculum for the first half of the term, then switch to a geography-led curriculum

for the second half. Over the three terms of the academic year, each child will have the opportunity to experience the full range of NC subjects.

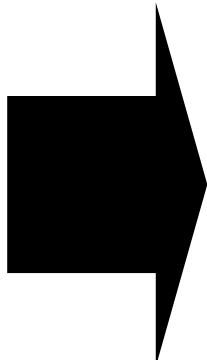
Principles of Teaching and Learning

The theoretical underpinning for teaching and learning at The Dawnay is based upon Rosenshine’s ‘Ten Principles of Instruction’. Lessons use daily review to strengthen previous learning and develop fluent recall. Only small amounts of new material are presented at any one time, making new learning easier to manage and retain. Carefully targeted questioning helps children to practise new information and connect new material to prior learning. Teachers provide cognitive support through a variety of high quality modelling, including thinking aloud when problem solving. Lessons set aside time for rehearsing, rephrasing, elaborating and summarizing new material so that children are able to store this material in their long-term memory. Teachers use a range of strategies including quizzes, AfL, probing skills and questioning to identify and address any misconceptions and misunderstandings that may occur during the lesson. Teachers also provide ‘cognitive apprenticeship’ by ensuring that temporary supports and scaffolds are in place to assist children as they learn difficult tasks. Guided practice is always followed by a period of independent practice to promote ‘overlearning’ and reduce cognitive load: material that has been ‘overlearned’ can be recalled automatically without taking up any space in our working memory.

Rosenshine’s ten principles are grouped into four key strands: sequencing concepts and modelling; questioning; reviewing material and stages of practice.

The Principles of Instruction

1. Daily review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review



Four Strands

<p>Sequencing concepts and modelling</p> <p>2. Present new material using small steps 4. Provide models 8. Provide scaffolds for difficult tasks</p>
<p>Questioning</p> <p>3. Ask questions 6. Check for student understanding</p>
<p>Reviewing material</p> <p>1. Daily review 10. Weekly and monthly review</p>
<p>Stages of practice</p> <p>5. Guide student practice 7. Obtain a high success rate 9. Independent practice</p>

A Research-based Approach to Developing Teaching and Learning

All staff are committed to improving pedagogy and to developing a culture of continuing professional development (CPD) through a research-based approach. We achieve this in several ways:

Staff meetings – weekly meetings for class teachers and learning support assistants provide a platform for internal and external training and professional discussion with a clear focus on improving the quality of teaching and learning in all subjects; subject leaders share key headlines from individual courses and network meetings with all of the teaching staff, introducing relevant resources and new initiatives to improve teaching and learning in their subject

Performance management and appraisal – staff meet with their line managers to celebrate strengths and identify areas of weakness that may require further support or training; whole school targets are linked to the School Development Plan (SDP) and individual targets are linked to Teachers’ Standards (DfE)

Monitoring – weekly monitoring by SLT and subject leaders focuses on Rosenshine’s Principles of Instruction; staff are provided with constructive feedback so that they know what they need to do to in terms of ‘next steps’ to improve their practice

Research groups to develop practice - staff deepen their knowledge and understanding of effective pedagogy through detailed observation of first-hand and pre-recorded lessons that demonstrate good to outstanding practice, followed by a professional discussion to guide personal development

Team teaching – staff are enabled to improve their skills set and learn from more experienced or more skilled practitioners through team-teaching and coaching opportunities

Collaborative planning – more experienced practitioners work alongside less experienced members of staff to support and improve the effectiveness of planning based upon Rosenshine’s Principles, Metacognition and Cognitive Load Theory

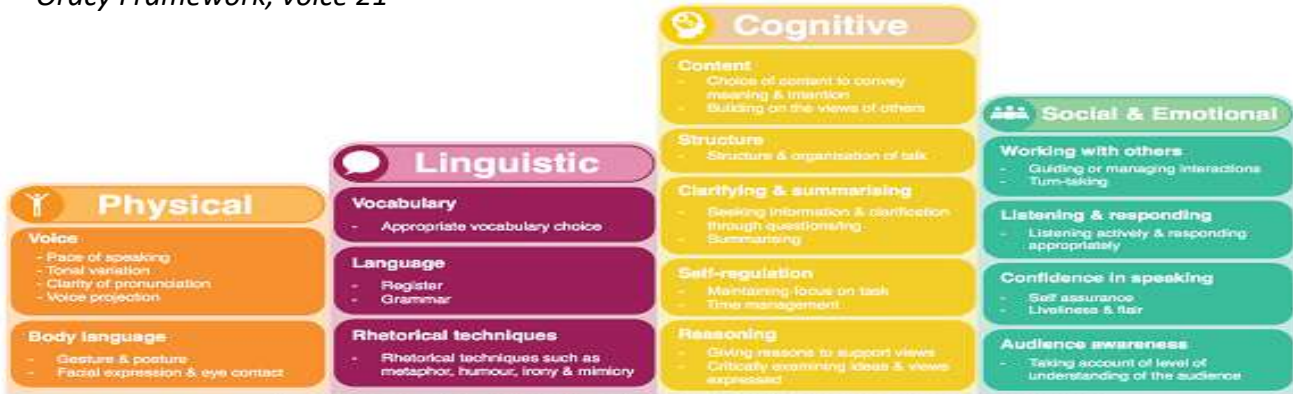
With specific reference to the four key strands of Rosenshine’s Principles of Instruction (see above), teachers work continually towards improving pedagogy by developing ways to:

- sequence concepts with more effective models and forms of scaffolding;
- increase the intensity of questioning, the depth of checking for understanding and the ratio of students involved;
- improve efficiency and success when reviewing material, securing better levels of retention and more sophisticated responses;
- develop ever-better ways of engineering high success rates as children move skilfully from guided to independent practice.

In addition to Rosenshine’s Principles of Instruction, we are also committed to promoting oracy throughout the school. We acknowledge that learning to talk and learning ‘through’ talk enables children to develop and deepen their subject knowledge and understanding, however, we also acknowledge that oracy permeates all aspects of teaching and learning. It has the potential to raise academic achievement and employability, and to improve social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. In the same way that using one’s ‘thinking voice’ is an important tool for developing metacognitive skills in writing, so it is for oracy. Verbalising and making oracy choices explicit, enables children to develop their own voice and to structure their own thoughts.

Our aim is to equip children with valuable oracy skills for life so that they are able to express themselves well, to have the vocabulary to say what they want to say and to make sense to others. By adopting a deliberate and systematic approach to the teaching of oracy (see Oracy Framework below), we can better support children to develop these essential skills.

Oracy Framework, voice 21



A Tiered Approach

At the Dawnay, we adopt a tiered approach (EEF Guide to Supporting School Planning, 2021) that focuses upon high quality teaching, targeted academic support and wider strategies to support all aspects of teaching and learning.

Priority is given to providing ‘Quality First Teaching’ in all lessons. This includes explicit teaching, scaffolding, cognitive and metacognitive strategies, and flexible groupings. Although high quality teaching should reduce the need for extra support, we understand that some children may require structured and targeted interventions to make progress. In such cases, an assessment of need is carried out and small group or 1:1 tuition is provided to address and monitor these needs. We also acknowledge that we may need to employ wider strategies to support some children with their social, emotional and behavioural learning. We work closely with our ‘in house’ ELSA (Emotional Literacy Support Assistant) and Inclusion Lead, and with a range of external professional agencies to target the specific needs of each individual and create a detailed support plan. Some of the strategies we use include feelings charts, social stories and calming tools.

Strategies for Learning

In order for learning to be effective, it must be active – a product of doing and engaging with learning rather than passively ‘receiving’ it. We encourage children to know themselves as learners. This involves understanding their own strengths and weaknesses, and the strengths and weaknesses of their peers. We use many strategies to help develop children’s metacognition and promote self-regulated learning.

These include:

- targeted questioning to elicit deeper lines of enquiry;
- talk partners to encourage oracy, develop reasoning and secure good communication skills;
- shared success criteria to ensure children understand the steps they need to take to be successful;
- opportunity for self- and peer-assessment through AfL activities;

- raised awareness of metacognition to help children understand how to become better learners;
- exposure to a wide variety of stimuli (texts, videos, trips, visitors ...);
- time set aside in lessons for children to reflect upon their learning to celebrate their strengths and address areas of weakness.

When engaging with any activity, we encourage children to understand the purpose of the way in which they are working and its benefit to their own learning development. This applies equally to a child in EYFS as a child in Year 6. By recognising that particular attributes or dispositions have a part to play in their learning, children are more able to articulate their next steps in terms of the task and in terms of their own engagement with the task. As well as contributing to the overall success of learning, the above strategies enable children to develop metacognition as they progress through the four stages of metacognitive development (Perkins, 1992):

1. **'Tacit'** learners are unaware of their metacognitive knowledge. They do not think about any particular strategies for learning and merely accept if they know something or not.
2. **'Aware'** learners know about some of the kinds of thinking that they do – generating ideas, finding evidence etc. – but thinking is not necessarily deliberate or planned.
3. **'Strategic'** learners organise their thinking by using problem solving, grouping and classifying, evidence seeking, decision making, etc. They know and apply different strategies that help them learn.
4. **'Reflective'** learners are not only strategic about their learning, but they also reflect upon their learning whilst it is happening, considering the success or not of any strategies they're using and then revising them as appropriate.

It is our intention that all children reach National Expectations by the time they leave The Dawnay unless there is very good reason for this not to be the case. We are equally committed to ensuring that all children, regardless of background, race, gender and ability make at least expected progress from Key Stage 1 to Key Stage 2, having maximised their potential in Key Stage 1 and EYFS.

Strategies for Teaching

In order for teaching to be effective, teachers aim to provide a stimulating and challenging curriculum whereby all children are able to flourish and fulfil their learning potential. Teaching is characterised by lessons that are well-planned, appropriately resourced and effectively delivered to enable quality learning to take place. Teachers work hard to foster positive relationships with the children that they teach based on trust and mutual respect so that each child feels supported when taking risks and embracing new challenges.

We aim to offer learning experiences that include:

- whole class work;
- collaborative work;
- individual work;
- problem solving;
- investigating and exploring;
- generating new lines of enquiry and undertaking research;
- role-play, drama, debates and oral presentations;

- using ICT to find out about and present information;
- using ICT as a tool to analyse data and experiment with hypotheses;
- fieldwork in and away from the local environment;
- outside learning;
- designing, planning, making and evaluating objects;
- participating in physical activities;
- working towards an end goal.

High quality waggles and modelling, including ‘thinking aloud’, help to make children aware of what ‘good quality’ work looks like. Teachers ensure that planning takes into consideration the assets and individual needs of all learners. Each child has a right to access the curriculum at a level that is appropriate to his/her age and stage, regardless of gender, ability, background and race. All lessons take into account the needs of those with Special Educational Needs (see SEND Policy) and the children for whom learning is relatively easy so that no one group is excluded. Effective differentiation, often in the form of appropriate scaffolding, is used to facilitate equal access to the learning objective. Learning Support Assistants (LSA) work closely with class teachers to provide targeted intervention and 1:1 support for children who are falling behind age-related expectations or who have specific learning needs. In cases where the class teacher or LSA is unable to provide resources and educational opportunities that meet a child’s needs within the normal class organisation, the school will seek specialist support from appropriate external agencies. Provision will be made, in the form of enrichment and extension activities, for children who are working at greater depth or who are deemed ‘gifted and talented’. In the classroom, teachers use a range of strategies designed to meet the needs of gifted and talented children including:

- providing open-ended tasks and extension through higher order questioning (e.g. Blooms Taxonomy);
- setting more detailed and complex tasks;
- using varied and flexible groupings within the classroom, sometimes mixed ability, sometimes similar ability;
- organising gifted and talented children to work with less able children whereby they deepen their own understanding by explaining key concepts and methods to their peers;
- providing able, gifted and talented children with opportunity for leadership;
- encouraging able, gifted and talented children to stretch themselves in areas where they are less confident so that they take risks;
- helping children to acquire the cognitive skills and emotional intelligence to deal with setbacks and failure.

Additionally, children may attend activity days and master classes, organised locally by the school or the Local Authority. The role of the class teacher is to:

- plan lessons that will motivate, challenge and extend the able, gifted and talented pupils in their class;
- record extension tasks clearly on planning;
- ensure marking and feedback are appropriate for each child’s ability;
- monitor pupil progress formally and informally on a daily basis;
- utilise a variety of learning strategies and approaches which acknowledge individual learning styles;
- provide opportunities for pupils to use and develop higher level thinking skills through extended writing in all curriculum areas, problem solving and child-initiated research.

All children receive regular verbal and written feedback (see Marking and Feedback Policy) so that they know how well they have performed against the success criteria and teachers ensure that children have the opportunity to act upon any feedback given in the knowledge that this will improve their progress and raise their attainment. All teaching staff appreciate that children thrive when they receive lots of praise and encouragement, and that they learn best when they feel safe and have all of their physical and emotional needs met. At the Dawnay, we work hard to ensure that all children experience success whenever possible so that this lays a firm foundation for future learning. Rewards come most often in the form of intrinsic recognition such as smiles and genuine words of praise, as this leads to a growth mindset and promotes more effective, deeper and longer lasting learning. However, children occasionally receive extrinsic recognition in the form of celebration assembly certificates, stickers, wrist bands and house points.

Resources and Learning Environment

Resources and the school environment play an important part in every child's education. At The Dawnay, our indoor and outdoor resources are carefully chosen and well-organised to support the children's learning. To foster independence and secure success, there is an expectation that every child is able to gain access to the resources that they need. Classroom displays are both stimulating and functional, with a range of elements including key information, subject-specific vocabulary, wagolls and challenges. Where appropriate, exemplars of children's work are displayed to celebrate their effort, progress and achievement.

Home Learning Opportunities

Home learning plays a key part in consolidating and extending children's learning. Teachers are responsible for setting and marking tasks in line with the school policy (see Homework Policy). Wherever possible, home learning tasks are closely linked with current learning, providing children with opportunity to consolidate what they are learning in class, or, to extend current learning through open-ended investigations and research projects.

Extra-Curricular Opportunities

We recognise the value of nurturing children's talents and interests beyond the normal school day as a way of feeding their enthusiasm and capturing their imagination. We offer a range of activities including sport, drama, music and art through various lunchtime clubs and after school activities. This allows teachers to work with different groups of children in a slightly more relaxed atmosphere and enables us to develop a community approach to learning where parents and other responsible adults can share their skills and expertise.

Home School Partnership

Parents and carers play a vital part in children's learning and, as such, we are committed to communicate with parents in a way that informs them of any issues with their child's learning but also offers them the opportunity to support their child's learning.

Home school communication is managed through:

- home school planners;
- home school agreement;
- parents' consultation evenings;
- formal written reports;
- parents' forums (e.g. parent mail, twitter, WhatsApp year groups);
- curriculum evenings;
- notification of curriculum coverage at the beginning of each term;
- school newsletters;
- updates on school website.

In addition to curriculum and planning documents that are publically available on the school's website, class teachers also inform parents of the key areas of learning at the beginning of each half term.

Parents are expected to work towards the school's aims by ensuring that their children attend school regularly, punctually and in good health, and by allowing their children to take increasing responsibility as they progress throughout the school. They should support the school's discipline policy and show respect for all teaching staff. We ask parents to be realistic about their children's abilities, to offer them encouragement and praise, and to participate in discussions concerning their child's progress and attainment. We encourage parents to make early contact with the school to discuss matters that may affect their child's wellbeing, behaviour or progress. All parents are expected to support the school's home learning policy, to hear their children read regularly and to support them with learning spellings and times tables.

Children are expected to work towards the school's aims by following the school's code of conduct for behaviour and by adhering to The Dawnay's P.R.I.D.E. values. They are encouraged to take growing responsibility for their own learning by being 'Ready, Respectful and Responsible'. This involves making sure that they bring necessary equipment/kit to school, take letters home promptly, complete all tasks within the allotted time frame and record reading regularly in their planner.

Roles and Responsibilities

The Headteacher has the responsibility for the implementation of the curriculum and delegates responsibility to key staff:

- The Deputy Headteacher is responsible for the curriculum and whole school planning. They co-ordinate the work of the Subject Leaders and ensure that the curriculum has progression and appropriate coverage.
- The Deputy Headteacher is responsible for assessment. They ensure that the progress of each child is tracked and that appropriate provision is made to support children who are off track.
- Subject Leaders monitor the effectiveness of the teaching and learning in their subject and the standards in their subject across the school. They regularly update action plans that are linked to the SDP, to drive progress in their subject. Whenever possible, they attend local network meetings and take up CPD opportunities related to their subject area where this will facilitate whole school improvement.

- Year group teachers are responsible for writing the Medium Term Plans (together with subject leaders where appropriate) and liaising with Subject Leaders over the content and delivery of the units of work.
- Year group teachers ensure that the National Curriculum is taught and that the objectives for children in their class are achieved. Where appropriate, they plan collaboratively to ensure parity across the year group.
- Year group teachers monitor and evaluate the success of the Medium Term Plans at the end of each unit and feedback to the subject leaders so that any adaptations can be made for the future.
- Teachers are responsible for maintaining excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. Teachers are expected to attend courses, observe excellent practice, and build and disseminate knowledge and best practice. Weekly CPD and INSET days are used to disseminate best practice in teaching and learning.
- The EYFS teacher plans for the progression in Reception against the Early Learning Goals in the EYFS curriculum, ensuring coverage of the 17 areas of learning and the Infant Phase Leader monitors this.
- The Full Governing Body monitors the success of the curriculum.

Curriculum by Subject

English

English is a core subject and is at the heart of our curriculum. In EYFS, the children are introduced to a systematic programme for teaching phonics called, 'Letters and Sounds' (DfES, 2007). This system also underpins our whole school approach to teaching reading. Each year group covers a broad range of reading and writing genres and, where appropriate, these form strong links with other areas of the curriculum. Active learning is promoted by using talk partners, drama, first-hand experiences and through 'theme' days. We aim to develop every child's skill to speak confidently, to listen to what others have to say, to read fluently for enjoyment, and to write effectively for purpose. Although English is taught discretely every morning, the school is committed to developing high levels of oracy across all subjects. Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following specific NC objectives.

Mathematics

Mathematics is a core subject and is taught discretely every morning. Our aim is to build children's enjoyment, confidence, skills and understanding in relation to the links and patterns of the number system so that they will be able to meet the demands of mathematical understanding in everyday life and appreciate the relevance of mathematics beyond the classroom. At The Dawnay we follow the White Rose curriculum for Maths and promote Times Table Rock Stars for Number Fluency. In keeping with our whole school focus on developing oracy skills, lessons promote the importance of using precise mathematical language as a means of communicating ideas accurately.

Science

Science is also a core subject and is taught every week. Science is a curriculum driver for many of our learning themes, although even when it is not the main focus for the learning, it is still taught weekly. Whatever the theme or focus in science (biology, chemistry or physics), emphasis is placed upon

developing children's ability to work scientifically. Children are encouraged to ask relevant questions, identify and solve problems, analyse and judge the validity of information, question assumptions and draw conclusions. A progressive curriculum means that they are given opportunity to revisit, rehearse and refine these skills as they move through the school and as they encounter different scientific domains of learning.

Foundation Subjects

The foundation subjects – History, Geography, Design and Technology (DT), Art and Design and Music – are integrated into each main theme and provide breadth of learning and enrichment across the curriculum. Teaching aims to spark curiosity and fascination about the world in which we live and also about its people. Lesson activities enable children to develop a range of skills including those associated with researching, investigating, analysing, interpreting, problem-solving, planning, creating, rehearsing, presenting, performing, evaluating and reviewing. Together, these form a broad and balanced skill set and one upon which the children can draw to manage the activities and challenges of everyday life, both present and future.

Religious Education

We follow the Surrey Agreed Syllabus for RE. Children are taught knowledge and understanding around a range of religious and worldwide views so that they can appreciate and respect diversity within and between communities (including their own) and amongst individuals.

Physical Education

At The Dawnay, children enjoy two hours of PE every week – one indoor and one outdoor session. Children are taught the value of leading healthy and active lives through a range of physical activities including dance, games, gymnastics, swimming, athletics and outdoor adventure activities. Good sportsmanship and teamwork are valued and encouraged by all staff, including Surrey Sports Coaches, when teaching PE. We encourage children to consider their own safety and the safety of others at all times and expect them to wear appropriate clothing and footwear.

PHSE and RSE

PHSE and RSE are important aspects of our curriculum and are taught both discretely and within themed projects that are sometimes linked to other areas of the curriculum e.g. 'Growing and Changing' in Science. For children to achieve and to form positive, healthy relationships, they need to feel happy, safe, valued and confident. PSHE is timetabled weekly in each class and other opportunities to learn about and to develop positive relationships are provided through outdoor learning activities, bikeability, collective worship/assemblies, residentials and excursions.

Computing

The core skills of computing are taught as a discrete programme across school (Rising Stars) and as part of research or project work in other subjects. We acknowledge that health, safety and security issues are extremely important in relation to Computing and that children need to revisit e.safety regularly to ensure they know how to keep themselves and others safe online. Our aim is to encourage all members of the

school community to know how to use information technology effectively yet safely, so that they become independent, confident, competent and discriminating users of computing.

MFL

We aim to provide children with an enjoyable and successful early foreign language learning experience that will develop their self-esteem as language learners and provide motivation for future language learning. Lessons engage children in the learning of basic grammar and accurate pronunciation through games, role-play, rhymes and songs.