



# Claremont Primary School

A hub of educational excellence and innovation, supporting  
and valuing everyone

## Teaching for Learning Policy

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At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

## **Vision and Aims**

At Claremont, it is our intent that pupils participate fully in their learning regardless of their starting points, and so we provide them with learning that is interesting, fun and challenging. We aim to provide them with opportunities that allow for their secure development, accelerate their progress and extend their thinking and achievements as they cumulate knowledge and skills for future learning. We strive to implement a rich, enquiry based curriculum where learners study the full curriculum. This is supported by the clear and appropriate discrete teaching of National Curriculum core subjects i.e. Mathematics, English and Science and the Early Years Foundation Stage (EYFS) Framework. The impact of this allows for transferral of key skills across a range of subjects within wider curriculum. We use educational visits and special visitors to extend the children's real life experiences. The use of IT, computing and film support us to maintain a current comparison with the digital world we live in, and drama and outdoor learning are at the forefront of our learning experiences. The team adopt and construct the curriculum to ensure it is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and the cultural capital they need to succeed in life.

**Quality First Teaching** provides a learning culture which promotes independence, deeper thinking, and inspires an ability to challenge oneself. Our environment supports learning, encourages discussion and celebrates our creative and sporting achievements, providing the same academic, technical or vocational ambitions for all learners. All teachers show good subject knowledge and leaders provide effective support and training to ensure the children receive the very best experiences.

Our curriculum is value driven; we promote an ethos of care, mutual respect and support and every effort is valued and success celebrated. We believe this supports us to inspire and motivate the children to learn and try their best at all times. Our four school values link intentionally with our curriculum long term plan:

- Autumn 1: Determination with Self-belief
- Autumn 2: Respect and kindness
- Spring: Joy in Wellbeing
- Summer: Imagination through curiosity

We aim to enable appropriate and pertinent aspects of emotional and personal; social, moral, spiritual and cultural development of our pupils in order to develop and support their general wellbeing. Learning needs to equip children to feel safe to explore, question and take risks in order that they are confident members of society; as we are privileged to belong to a richly diverse world- a cultural capital- and so we embed British Values within our provision in a meaningful context.

### **Quality First Teaching**

At Claremont, Quality First Teaching is high quality, and coherently planned and sequenced teaching that includes all children. We insist on high expectations in our learning, and provide appropriate challenge to support every child achieve their potential in a consistent and purposeful way so that they believe in themselves and hold joint responsibility with us for their progress. The learning opportunities are personalised yet accessible, and teachers use a 'toolkit' of creative strategies within the classroom to facilitate optimum learning, personal development and enjoyment.

### **Mathematics**

Claremont aims to provide a high-quality mathematics education that provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the

beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. There is a balance of fluency, problem solving and reasoning following KCC guidance of progression. The children make use of manipulatives (equipment), working walls, the outdoors and each other in order to develop their understanding. Teachers develop children's independent higher order thinking skills. When children are able to describe, represent, explain, and create their own example of a concept, idea or technique they are demonstrating 'mastery'. When children are able to solve problems of greater complexity, demonstrating creativity and imagination, and independently explore and investigate, communicate results clearly, and systematically explain and generalise, they are working at greater depth.

## **English**

First and foremost, English should be fun! It includes reading, writing, and speaking and listening. Lessons are inspired by the use of film, engaging texts (through the Power of Reading approach) and drama. Children have lots of opportunities to talk and work with others, as well as time to reflect upon and edit their writing, following feedback. Spelling and GPS (Grammar, Punctuation & Spelling), including the teaching of synthetic phonics (through Letters and Sounds, up to Year 2), are reinforced through games and carefully monitored across the school, alongside the reading and writing data. We have a fully-stocked reading scheme, which includes texts from the Oxford Reading Tree, Big Cats phonics, Songbirds and Floppy Phonics. We have both fiction and non-fiction reading scheme books (including a range of graphic novels), as well as poetry in all stages. The learning environment is used to support and enhance learning: working walls provide a point of reference and steps to success and displays share work the children are proud of.

## **Curriculum**

At Claremont we aim for our curriculum to be purposeful and inspiring. It includes history, geography, art, design & technology and music. The year is divided into three for each long term to ensure coverage of the National Curriculum content and skills:

- Autumn: Discover
- Spring: Explore
- Summer: Create

Each term kicks off with a 'hook' and ends with a celebration of what the children have achieved: the project. The project can take a variety of forms e.g. exhibitions, making of a film... Through this approach, learning is linked to a **Big Question** and is cleverly framed around an inquiry process – it involves and leads children to investigate important ideas and questions. Our 'Curriculum Characteristics' are embedded to support this critical part of our approach:-

- Be adaptable and work in a team
- Make links to the community and the wider world
- Ask questions
- Be critical and analyse what you see
- Seek challenge, take risks and give things a go

Pupils receive visits from experts and professionals, which makes learning relevant and connects them to real life issues.

## **Science**

Our primary aim is to ensure that all children love learning about science during fun, practical investigations, intellectual discussions, trips, science days and within our outdoor learning environment. All of our lessons are planned in line with the national curriculum whilst ensuring that our expectations match the aspirational needs of our children. Our children receive a high-quality science education which provides the foundations for 'working scientifically' and allows them to develop an understanding of the world through the specific disciplines of biology, chemistry and physics. Lastly, we feel that it is vital that

our pupils are equipped with the scientific skills and subject knowledge required for them to be successful within their secondary context.

### **History**

Pupils gain knowledge and understanding of Britain's past and that of wider world. Our aim is for planning lesson that inspire children's curiosity to know more. Teaching equips children to ask questions, think critically, weigh evidence, and develop perspective.

Through a robust skills-progression, planning and assessment is focused around 4 key strands:

- Chronology
- Knowledge
- Enquiry
- Interpretation

By assessing against this skills-progression, knowledge is developed and revisited year on year and children are encouraged to apply knowledge in more complex ways.

### **Geography**

We aim to teach Geography lessons that inspire children's curiosity and develop their knowledge about the world around them. Planning and assessment focuses on four key strands: physical geography, human geography, fieldwork and patterns & environmental change. Through enquiry learning – and their big question – the human geography is driven by a big question, which encourages pupils to consider our impact on the community and world around us.

### **Religious Education (RE)**

At Claremont, we follow the recommended Kent Agreed Syllabus for Religious Education. We aim to teach an exciting broad and balanced curriculum which builds pupil's depth of knowledge, vocabulary and understanding of a range of religions and worldviews. We foster an ethos of care, mutual respect and tolerance during all RE lessons. Pupils are engaged through provoking and challenging questions from which they develop responses of their own and draw on personal knowledge and experiences.

### **Modern Foreign Languages (MFL)**

The aim at Claremont is to prepare the pupils for secondary school and beyond by ensuring that their basic sentence structure, pronunciation and grammar foundations are secure, whilst, at the same time, fostering a love of languages and curiosity about other cultures.

In order to achieve this, in EYFS and KS1 the pupils practise some basic French vocabulary, through fun songs, and, following on from this, in KS2, lessons are carried out using Salut! This web-based scheme allows the pupils to learn about a wide variety of topics whilst expanding their vocabulary and giving them the opportunity to play games, sing, talk and write. In order to support correct pronunciation, each written word is also audible and recorded by native French speakers. In addition to this, the pupils are also given the opportunity to listen to native speakers via carefully selected videos. Moving forward, the pupils will soon be learning to sing songs about individual phonemes, which will help them to pronounce and decode unfamiliar words thereby helping their reading and listening skills to flourish.

### **Physical Education (PE)**

Our aim is for all pupils to enjoy sport, provide different opportunities to discover their sporting interests, promote healthy living and its benefits and create life-long lovers of physical activity. All children at Claremont in KS1/2 receive two hours of PE a week in-line with DfE guidance; this includes the use of a progressive scheme for the development of skills in both indoor and outdoor sports. The EYFS supports physical development as one of

the prime areas; in addition, the children have daily opportunities to develop their gross motor skills.

### **Computing**

The ever-essential computing skills are developed discretely through specific weekly teaching; software and programs are used to develop these and allow for progression through the year groups. In addition, the application of these skills is encouraged during other class work via iPads and laptops. We want all children to feel safe online and have a fair, equal access to, and understanding of, technology in the modern world.

### **Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE)**

At Claremont, PSHE and RSE is taught collaboratively through a personalised curriculum framework which meets all statutory expectations and is tailored to Claremont's needs. We consider the guidance from the PSHE Association to deliver standalone lessons and to ensure PSHE and RSE teaching is intertwined into the whole curriculum, our school values and assemblies. Through our engaging programme of study, we ensure that all children develop a positive sense of well-being, feel confident in managing feelings and making relationships and understand their place in society and the world around them.

### **Music**

At Claremont, we teach exciting music lessons that engage and inspire all pupils to develop musical curiosity and nurture their talent as musicians. We hope to foster a life-long love of music by offering a variety of musical experiences, both inside the classroom and through extra-curricular opportunities. As part of our curriculum, all children have the chance to listen, compose, play, perform and analyse. They are encouraged to be critical and creative in order to develop their skills and confidence as young musicians.

### **Art**

The principle aim is for all children to be confident, creative and expressive learners and to be able to think critically using the skills progression and mastery document. Through a range of skills and media, pupils develop a better understanding of what art and design entails, as well as reflecting on how our diverse cultures can contribute to and support the Arts. We work with experts to give real experiences and opportunities to the children, raising their cultural capital and raising the profile of the Arts within the school and beyond into the community.

### **DT**

We try to ensure that children develop their creative thinking, problem solving, collaborative and independence skills at a challenging level in a safe way, taking account of other cultures and their impact on the world around them.