

“Together on a Voyage of discovery”

**Aims**

To provide children with an educational experience that will allow them to achieve the highest possible standards and prepare them to be happy, healthy and effective citizens in a rapidly changing and challenging world.

**Objectives**

Children will:

- know and respect themselves: their strengths, their talents and their skills;
- respect others and build strong relationships both at work and at play;
- investigate, analyse and understand their world;
- apply problem-solving skills across a wide range of situations;
- enjoy life mentally, physically, aesthetically and spiritually;
- become effective, independent, life-long learners.

In order to achieve these objectives, children need:

- the ability to express themselves effectively;
- a sense of security, belonging to the community;
- self-confidence, a sense of competence, freedom to take risks in their learning and learn from mistakes;
- opportunities to experience deep engagement and prolonged focus;
- activities that allow them to learn in a way that is natural and makes reasonable demands on them;
- opportunities to work collaboratively with children and adults;
- an appropriate balance of cognitive, aesthetic, physical and social/emotional aspects of learning.

**The Curriculum**

The National Curriculum Programmes of Study are covered through a variety of teaching tools. Most areas of the curriculum are covered through collaborative, cross-curricular enquiries. These may take the form of:

- communities of imaginative enquiry (eg Mantle of the Expert);
- research-based investigations;
- drama-based investigations.

These teaching tools enable children to acquire knowledge and understanding, and practise cross-curricular skills, in contextualised frameworks which derive from the children's interests. Because children's interests cannot be predicted, curriculum coverage is not mapped out in advance, but is tracked through a comprehensive set of Content Lists, and progression is ensured by tracking through Skills Ladders. This flexible approach also encourages periods of prolonged and deep

engagement instigated by the children themselves. Teachers then plan for remaining areas of the curriculum to be covered, for example, by special focused days or weeks.

### **The Learner Profile**

The Learner Profile (see Appendix) lists the key skills and attributes of a successful learner, social and emotional aspects as well as cognitive. They are made explicit in teaching, and children are assessed, and self-assess, according to these attributes, which are addressed as an integral part of all teaching and learning processes.

### **Discrete skills**

Some skills need to be taught discretely. Although some mathematics and English (particularly text-level) skills will be covered and applied through contextualised cross-curricular activities, others will need to be taught or reinforced in discrete teaching sessions. Teachers use their professional judgement to decide how and when this should occur, using the full range of ICT resources available to ensure that all children are learning at the right level for them, constantly motivated by a sense of achievement. Physical, and sometimes aesthetic, areas of learning will also benefit from discrete teaching.

### **English**

We recognise that all higher-order learning is mediated through language: the richer the language, the deeper the understanding, or, as Wittgenstein put it, the limits of your language are the limits of your world. We believe that the development of excellent early language skills is vital to the acquisition of all other skills, knowledge and understanding. Our curriculum is rich in opportunities for children to develop their vocabulary and language skills through a variety of speaking and listening opportunities.

'Read Write Inc', a highly-structured and effective scheme for early literacy, takes children in FS and KS1 at their own pace through a progressive synthetic phonics programme to the establishment of key composition and comprehension skills.

As children become competent readers, they move from the RWI scheme to guided reading sessions in which other reading strategies are introduced, as in the original 'Searchlights' model, and higher-order comprehension skills are taught. Alongside the basic writing skills that are taught in RWI sessions, children are encouraged to write freely from YR onwards. The curriculum is planned to provide contexts and purposes for the children's writing; sentence and text-level objectives are taught through and alongside these contexts.

### **Mathematics**

Maths skills are taught discretely according to the Primary Strategy. Children are taught in groups to maximise the relevance of lessons to their needs; these groups are flexible and regularly reviewed. All teachers follow the school's Calculations Policy, and the acquisition of number facts is given a high priority as a necessary pre-requisite for the successful development of calculating and problem-solving skills. As many opportunities are found as possible to provide children with opportunities to apply their knowledge and understanding in other contexts across the curriculum; for example: planning the size and shape of rooms and furniture in a fairy-tale hotel for the Giant and Thumbelina; working out the number and size of trucks necessary to move the contents of an Egyptian tomb.

### **ICT**

There are laptops in every classroom. Children are taught, and practise, ICT skills as an integral part of their learning activities.

### **Music**

Music is taught discretely. All children have the opportunity to play instruments and compose and perform pieces.

### **PE**

Children all receive at least 2 hours of quality PE per week, through a combination of extended lessons and short, ten-minute sessions of running, aerobics, skipping, etc.

### **Geography, History, RE, Art and Design, Science, Technology**

Learning in these subjects is usually enquiry-based. However, certain specific skills may be taught alongside the cross-curricular work for example: methods of joining materials in technology; specific techniques for printing in art.

### **Assessment**

Children's progress is closely monitored; teachers use National Strategy *Assessment for Learning* materials to track children's progress, plan their next steps, and set ambitious but achievable targets for them. Children share in this process and help to plan their own next steps. Progress in mathematics and English is recorded termly. However, we believe it is important that children are assessed in a broader way, so that they have a positive picture of themselves as learners and as developing human beings and citizens. Children are therefore also assessed, and self-assess, according to the Successful Learner Web (see Appendix A).

This policy has been agreed by the Governing Body

## Appendix A



<b>Successful Learner Web - key skills and attitudes</b>
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<b>Dussindale Primary school aims to develop children who are:</b>		<b>In their words...</b>
<b>Enquirers</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ maintain and develop natural curiosity;</li> <li>▪ acquire skills necessary to conduct constructive enquiry and research;</li> <li>▪ become independent, self-motivated learners;</li> <li>▪ have a love of learning that will be sustained throughout life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We are curious.</li> <li>▪ We know how to find out about things.</li> <li>▪ We ask the right kinds of questions.</li> <li>▪ We keep on learning because it's fascinating and fun.</li> </ul>
<b>Critical Thinkers</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ apply thinking skills critically to approach complex problems:                             <ul style="list-style-type: none"> <li>○ look below the surface;</li> <li>○ use reasoning based on logic and deduction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ We look below the surface.</li> <li>▪ We give reasons for our opinions, based on evidence.</li> <li>▪ We use what we know to ask the next questions.</li> </ul>
<b>Creative</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ apply imagination;</li> <li>▪ generate and extend ideas;</li> <li>▪ suggest hypotheses;</li> <li>▪ look for alternative innovative outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We use our imagination.</li> <li>▪ We make suggestions about what might happen if...</li> <li>▪ We try to think of new and different ideas and solutions.</li> </ul>
<b>Communicators</b>	<ul style="list-style-type: none"> <li>▪ They understand and express ideas and information confidently and creatively, using rich language and a variety of modes of communication.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We enjoy learning and using lots of new words.</li> <li>▪ We use the right words at the right time.</li> <li>▪ We speak and write confidently.</li> <li>▪ We put our ideas across in lots of different ways.</li> </ul>
<b>Risk-takers</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ approach unfamiliar situations with confidence and forethought;</li> <li>▪ have the independence of spirit to explore new roles, ideas and strategies without fear of failure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We are not afraid to try things out.</li> <li>▪ We know that powerful learning comes from mistakes.</li> </ul>
<b>Ethical</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ have a sound grasp of the principles of moral reasoning;</li> <li>▪ have integrity, honesty, a sense of fairness and justice;</li> <li>▪ are assertive, courageous and articulate in defending those things in which they believe;</li> <li>▪ take responsibility for their own actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We know how to work out what is right and fair.</li> <li>▪ We take responsibility for our own actions.</li> <li>▪ We try to see everyone's point of view.</li> </ul>
<b>Compassionate</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ show empathy, compassion and respect towards the needs and feelings of others;</li> <li>▪ contribute to positive change in local and wider communities and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We help each other when we are feeling sad.</li> <li>▪ We think about how we can help the world to be a happy place.</li> <li>▪ We think about what we can do to help look after our planet.</li> </ul>
<b>Open-minded</b>	<ul style="list-style-type: none"> <li>▪ Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and</li> </ul>	<ul style="list-style-type: none"> <li>▪ We understand the reasons for our own customs.</li> <li>▪ We understand that other people have different customs.</li> </ul>

	considering a range of points of view.	<ul style="list-style-type: none"> <li>▪ We respect each other's differences.</li> </ul>
<b>Well-balanced</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ understand the importance of physical and mental balance and personal well-being for themselves and others;</li> <li>▪ demonstrate perseverance and self-discipline;</li> <li>▪ develop a sense of inner peace.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We know that work and play are both important.</li> <li>▪ We look after our bodies as well as our minds.</li> <li>▪ We persevere with things we find hard.</li> <li>▪ We love ourselves!</li> </ul>
<b>Reflective</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ give thoughtful consideration to their own learning and personal development;</li> <li>▪ are able to analyse their strengths and weaknesses in a constructive manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We know what we are good at and what we need to work on.</li> <li>▪ We think about what we want to learn next.</li> </ul>
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>▪ They understand the benefits of collaborating in a community to learn, play and solve problems with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We work together so that we can learn from each other.</li> <li>▪ We use each others' strengths to get a better result.</li> </ul>
<b>Responsive</b>	<p>They:</p> <ul style="list-style-type: none"> <li>▪ exhibit an individual touch in responding to a wide variety of stimuli;</li> <li>▪ develop a sense of awe and wonder at the richness of life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We know ourselves very well.</li> <li>▪ We develop our own style.</li> <li>▪ We think that life, the universe and everything are really amazing!</li> </ul>