



**SAND**  
ACADEMIES TRUST

## **Battledown Centre for Children and Families**

# CURRICULUM, TEACHING AND LEARNING POLICY

This policy should be read in conjunction with the following School/SAND policies:

- Assessment Policy
- Feedback Policy
- SEND Policy
- Safeguarding
- Equality and Diversity

Review date of Policy: April 2024

Review Date: Ongoing

Signed by: Imran Kaderbhai Date: 2/5/2024  
Chair of Governors

## **Introduction**

Battledown Centre for Children and Families is a 'learning community' where all are involved in a continuous improvement and enrichment. We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we aim to remove obstacles and enable learning for all our pupils. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. This teaching and learning policy are intended to promote consistency, high standards and the achievement of the school aims. People learn in many different ways, and we recognise the need to develop strategies that allow our pupils to learn in ways that best suit them.

## **The School's Mission Statement**

At Battledown we aim to remove obstacles and enable learning for all our pupils. We want all our pupils to reach their full potential and become well rounded, valued members of a community, through setting high expectations, and providing a broad, balanced curriculum with a range of well-considered learning opportunities.

### **The aim of our curriculum is that all our learners:**

- Have the ability to make positive working relationships with peers and adults.
- Can communicate and manage their own personal care/self-help, working towards independence.
- Can receive literacy and numeracy at an appropriate level for life skills.
- Can express and manage their emotions in a positive way.

### **To achieve this the school will:**

- Set high expectations of learners at school that clearly define the effort and behaviours that pupils should put into learning in lessons.
- Providing challenging work within pupil's capabilities to help them make progress in areas of learning.
- Create a broad and balanced learning experience for pupils which considers their preferred styles of learning and interests.
- Communicate optimism by using positive language and designing challenging tasks.
- Demonstrate a commitment to every learner's success, making them feel included, secure and valued.
- Create an environment where learners feel able to make mistakes and comfortable to learn from them, without feeling inadequate.
- Create opportunities for learners to develop personal qualities such as considerate behaviour and positive and tolerant attitudes that will enable them to contribute effectively to the community.
- Provide a clear moral code as a basis of behaviour which is promoted consistently through all aspects of the school that will enable them to be role models within the wider community.
- Create a 'high challenge-low stress' environment for learning in which pupils are relaxed, believe that they can learn (high self-esteem) and want to learn (motivated).
- Create opportunities for pupils to enjoy themselves, which is when pupils learn best, because their emotional state is fundamental to learning.

### **As a school we aspire to:**

- Empower teachers at Battledown with models of how lessons are planned to maximise learning which allow them to be creative and maximise learning process.

- Provide common criteria against which excellent teaching and learning practice can be developed, celebrated and disseminated.
- Upskill and train staff in areas of the curriculum to ensure a high standard of teaching and learning runs across the school.
- Upskill and train staff in relation to pupil's needs and experience to ensure that we can meet the needs all of pupils effectively within school allowing them to make progress.
- Ensure a common high quality of experience for all pupils to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.
- Provide an insight into the review and development of current and future teaching and learning practice, which enables staff and pupils to remain stimulated and focused.
- Provide opportunities for staff to share good practice with other teachers and to encourage continued professional development, as part of our whole school learning community.

### **The National Curriculum**

In line with the National Curriculum, we create and adapt our curriculum to provide an accessible and relevant programme of study. This ensures an appreciation of creativity and achievement.

### **The Environment**

- Rooms are tidy, attractive, clutter-free and safe.
- Rooms meet the needs of the pupils; they have a total communication approach and are Autism aware.
- The learning environment is conducive to teaching and learning and meets the needs of the cohort of pupils within the class.
- Furniture is adaptable to a variety of teaching and learning styles.
- Resources are stored carefully, safely and clearly labelled. Staff and pupils are familiar and receive regular training for the use of these resources including information technology.
- Stimulating and relevant displays are produced, including those with pupil's work or those of a multi-media nature.

### **EYFS**

Battledown Curriculum is drawn from the Early Years Foundation Stage with its Areas of Learning and Development. The four themes of the EYFS underpin all the guidance;

1. **A Unique Child:** We recognise every child as a competent learner who can be resilient, capable, independent, confident and self-assured. Our children develop in individual ways and at varying rates and their attitudes and dispositions are influenced by others.
2. **Positive Relationships:** Our children learn to be strong and independent through our positive relationships. Strong relationships with parents are paramount to the learning and progress of all pupils and therefore these relationships are built from the initial offer of a place at the school.
3. **Enabling Environments:** We recognise that all children develop well when environments give experiences responding to individual needs. There is a strong partnership between practitioners and parents and carers. The curriculum is delivered through offering opportunities that embrace indoors and outdoors learning.
4. **Learning and Development:** Our children develop and learn in different ways. We teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of learning and development. We value all areas of learning and development equally and understand that they are closely linked and rely on each other to enhance pupil progress.

The themes foster the Characteristics of Effective Learning; Playing and exploring, Active learning and creating and thinking critically.

### **Prime Areas** of Learning

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

### **Specific Areas** of Learning;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

As a schooled we are guided by the Development Matters 2021 in the Early Years Foundation Stage. This is a non-statutory guidance material, which supports practitioners in implementing the statutory requirements of the EYFS.

### **Organisation and Planning**

Our curriculum planning consists of 3 phrases: Long Term, Medium and Short term.

Long-term plans identify what topics are to be taught in each term. We review long-term planning on an annual basis.

Medium-term plans give clear guidance on the objectives and teaching strategies for each topic. As we have adapted the National Curriculum to our pupils' needs, we take our medium-term planning for those subjects directly from the guidance documents.

Short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson. Wherever appropriate, teachers look for ways to make cross-curricular links in their planning. The short-term planning is available in all classrooms which is regularly annotated and changed to reflect ongoing assessment throughout the weeks and terms.

It is deemed as good practice for all teachers to put their planning on the common area to share themes and topics with other staff and to assist cover if it is needed.

We understand all pupils need the support of their parents/carers and teachers to develop their potential in school. We strive to build positive links with the parents/carers by keeping them informed about how their pupils are being taught and how well they are progressing. We will engage with parents/carers on how they can support learning at home.

### **Quality Learning**

- When pupils are captivated and enthused by what they are learning.
- An active process-a product of doing rather than receiving.
- Linked to prior knowledge.
- Supported by both the teacher and other pupils, and takes the form of interaction, collaboration and teacher intervention.
- Collaborative through cooperation, dialogue and creating knowledge.
- Centred on the learners' responsibility for their own learning.
- Reflective, enabling learners to monitor and review their learning.
- Where learners make considerably better progress than may be expected.

- When pupils display a strong desire to participate.
- Assessed on a regular basis and data is analysed to ensure all pupils are making expected progress and used to inform new targets and communication with parents.

### Quality Teaching

- Provides carefully structured activities matched to pupils needs.
- Give pupils some responsibility for their work and independence.
- Develops well planned, prepared and paced lessons that maintain high levels of interaction with the class.
- Provide ample, challenging work stemming from expert knowledge of the curriculum, how to teach it and how pupils learn.
- Maintains high levels of pupil involvement in tasks.
- Creates a positive atmosphere in the classroom through excellent relationships, incorporating high levels of praise and encouragement.
- Uses a variety of approaches where strategies and techniques are well selected, and time is used productively.
- Uses effective differentiation to suit the needs of all pupils.
- Give feedback and assess pupil's work and performance against the marking policy and identify the next steps in learning, providing them with challenges to extend learning.
- Ensure progress over time for all pupils and be able to highlight pupils who may need extra support to meet targets.
- Assessed through regular lesson observations that form part of the performance appraisal process, in conjunction with progress and attainment of pupils, through analysed data and folder scrutinises which will show progress over time.

### The Role of the Subject Co-Ordinator

- Keep up to date with developments in their subject, both at National and Local level.
- Provide a strategic lead and direction for the subject across all the Key Stages in school. This will include action planning for improvement each academic year as well as celebrating the successes.
- Support and advice colleagues on issues related to the subject including planning, assessment and evaluation.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Scrutinise teaching and learning for their subject area through work moderation, learning walks, lesson observations and subject folders and evidence.
- Work closely with SLT, ensuring there is a clear vision with positive impact for our pupils.

### Lesson Planning

All lessons should contain the following elements in some form to enable us to unlock a pupil's full potential and hence maximise their progress and level of attainment.

**1. Learning Objectives and Outcomes are identified and shared:** Learning objectives and outcomes should link to the curriculum and a pupil's EHCP. These are the small stepping stones to develop pupil learning and progress.

**2. Review Learning to Link and Consolidate:** Learning reviews helps to create links with previous learning. This helps build secure foundations for subsequent learning, so that learners can progressively develop the skills, knowledge, understanding,

attitudes and values contained in the curriculum e.g., show photograph of lesson last week.

**3. Variety of Learning Activity:** The main activities of lessons are critical in making learning an enjoyable and challenging experience. These should stimulate learning through matching teaching techniques and strategies to the range of learning styles and needs within the class, and indeed groups within that class, to actively engage all pupils. Teaching techniques and strategies will make use of all the different learning styles, so as to maximise pupils' strengths, and respond to relative weaknesses. Lessons should provide opportunities for pupils to show and develop their skills and abilities to work both independently and collaboratively.

**4. Differentiation to Enable All Learners to Succeed:** Differentiation can be seen as an on-going process that is accommodating the needs of individual pupils in our school. It ensures that teaching allows most learners to make at least their expected progress in relation to their capability. Differentiation is best achieved when based upon an informed review of the pupil's learning through a diagnostic and formative assessment procedure. Differentiation within classes should therefore take account of the baseline and targets that each pupil has been set in the context of reaching their full potential. Learning tasks, activities, and teaching and learning methodologies may therefore need to be adapted.

This might be achieved by:

- a) TASK
- b) RESOURCE
- c) RESPONSE
- d) OUTCOME
- e) GROUP
- f) SUPPORT

### **Assessment**

Battledown Centre for Children and Families is committed to continual and ongoing assessment using SOLAR. Our EYFS pupils will also be assessed using this guidance as well as our bespoke system on SOLAR which takes into consideration the EYFS and National Curriculum. Some of our pupils may not be ready to move onto the bespoke assessment criteria we have created and for these pupils we will use the Engagement profiles to assess learning and progress they have made. The key focus of assessment in teaching and learning must be to enable pupils to be continually aware of where they are now in their learning, where they can or need to get to, and most importantly how best to get there.

Assessment is of prime importance in informing teachers' future planning and activity with classes and in its influence on pupil motivation and self-esteem. It must be both constructive and sensitive. Also, our aim in sharing this information with parents effectively is key to pupils being supported as well as possible at home.

*Please see the Assessment Policy for further information.*

### **Promoting and Evaluating the Policy**

This will be achieved and supported by:

- A commitment to improving teaching and learning for individuals, key stages, the school and the wider community.
- The development and improvement of learning and teaching as the central component in the school.
- The use of continued professional development within the cycle and framework of performance management.
- The formal monitoring systems which are already in place, augmented by learning walk, peer observations, teacher planning scrutiny, work sampling,

canvassing of staff and pupil views to inform the assessment of the following outcomes of effective learning:

- More connected knowledge of things, people, action.
- Greater complexity of understanding.
- Wider range of skills and strategies.
- Increased engagement and motivation.
- More positive emotions about and increased desire to learn.
- A sense of membership and participation in a learning community.
- A greater facility for interacting and learning with others.
- The promotion of oneself as a 'lifelong' learner.

### **Monitoring & Review**

Governors will:

- Know that staff are constantly striving to develop professionally.
- Support the Head teacher and the staff in the implementation of this policy.
- Play a full and active role in ensuring our aims are met.

This policy was drawn up by the Senior Leadership Team, working in consultation with the whole staff. Its use and effectiveness will be supported and monitored by the Senior Leadership Team, on behalf of the Head teacher and Governors.

### **Policy Review**

This policy will be reviewed every year as part of a rolling programme.

Reviewed by: Joe Page

Date: April 2024