



## Teaching and Learning Policy

**Date of Policy:** February 2020

**Policy Review date:** February 2023

**Signed:**

**Headteacher:**

**Signed:**

**Chair of Governors:**

### Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

## **Aims**

We aim to put our children at the centre of their learning and place great emphasis on nurturing skills and attitudes to enable children to learn. We recognise the importance of making learning meaningful and memorable. For this reason, we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning. Our Teaching and Learning policy aims to ensure that the children at our school are provided with a high quality learning experience that leads to a high level of pupil achievement. Our Teaching and Learning policy is at the heart of all we do at Clapham Terrace. It sets out clear expectations, provides a consistent approach, can be easily monitored and ensures equal opportunity for all our children.

## **Purpose**

We believe that children learn best in a variety of different ways. At our school we provide rich and varied learning opportunities that allow children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- Meet the needs of all learning styles e.g. visual, auditory and kinaesthetic learners.
- Enable children to become caring, achieving, respectful learners (Clapham Carl).
- Foster children's self- esteem and help them to build positive relationships with other people.
- Develop children's characteristics of effective learning: resilience, independence, persistence, creativity and ability to work collaboratively
- Show respect for all cultures and, in doing so, promote positive attitudes towards others.
- Enable children to understand their local community, help them to feel valued as part of it and to give back to the community.
- Help children grow into reliable independent and positive citizens for the 21st century.
  - Ensure pupils gain the knowledge, skills and vocabulary required for future learning and the cultural capital they need to successfully succeed in the wider world.

## **Our Understanding**

We acknowledge that children learn in many different ways and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that our lessons cater for all learning styles.

## **Effective learning results in:**

- Knowing you have succeeded
- Feeling you can do more
- Being able to explain what you have learnt

- Being able to teach it to someone else
- Feeling good about yourself as a learner

We encourage children to take responsibility for their own learning, to be involved as far as possible in reflecting on how they learn, what helps them to learn and what makes it difficult for them to learn. Effective learning requires effective teaching. When teaching, we focus on motivating the children and building on their prior skills, knowledge and understanding of the curriculum. We use our progressive and sequential school curriculum plan to guide our teaching.

## **Our Curriculum**

As a Local-Authority-Maintained School we follow the National Curriculum 2014. We offer a broad and balanced curriculum with a wide range of subjects and learning which is personalised to individual needs. It runs on a two-year cycle so that children and teachers can plan and learn together. (See appendix 1 for our Long Term Curriculum Plan, appendix 2 Curriculum Overview)

For effective teaching to take place there are a number of key ingredients that we feel are needed

- Effective prior preparation and planning
- A clear 'WALT' ("We are learning to...") shared with the children in English and Maths.
- A big question to make learning purposeful at the start of foundation subject lessons
- A clear intended outcome to be achieved by the end of the lesson.
- Plenaries to review learning at appropriate points throughout the lesson.
- A clear set of success criteria shared with the children both visually and aurally.
- Appropriate challenge for all the children.
- Teacher modelling through a variety of ways e.g. teacher talk, demonstration, shared reading, modelled writing
- Assessment and Peer Assessment.
- Being appropriately and readily resourced.
- Good questioning, covering a range of questioning techniques.
- Quality interaction between teacher and child and between children .E g Talk partners.
- Good pace
- Enthusiasm both by the teacher, other adults in the room and the children.
- Fun and memorable delivery, content and outcome.
- Involvement of all the children.
- Excellent behavioural management.
- Opportunities for independent learning.

- Purposeful feedback through effective verbal and written marking
- Effective use of vocabulary which is modelled by all adults
- Appropriate deployment of additional adults.

## **Our Responsibilities**

We will ensure that our curriculum is unique, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will endeavour to make teaching and learning outstanding.

## **Our Approach to effective teaching and learning**

Our teaching is based on our knowledge of children's prior attainment and we have high expectations of all children. We take into account ability and any additional educational needs. We assess formally, termly using the 'APP' (Assessing Pupils' Progress) approach as our main assessment tool this is supplemented by ongoing formative assessment and tests. Lessons are planned with clear learning objectives; we evaluate all lessons and constantly look for ways to improve our teaching. Teachers plan using a long term overview, half termly medium plans and short term weekly planning for English, Maths, Science and foundation subjects. The curriculum comprises of all the planned activities within and beyond the timetable, this includes: the National Curriculum; The Warwickshire Agreed Syllabus for Religious Education; Personal, Social and Health Education (for which we use the 'SEAL' approach (the Social and Emotional Aspects of Learning) as well as our unique Clapham Charter (See appendix 3).

Our teachers and support staff make a special effort to establish very good working relationships with the children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school's Behaviour Policy. We praise children for their efforts and help to build positive attitudes towards school in general. We insist on good behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in the school's Behaviour Policy. We aim to teach in an atmosphere of trust and respect for all. We ensure that all tasks and activities the children do are safe and risk assessed.

We deploy teaching assistants and other adult helpers effectively. Sometimes they work with individual children, and at other times they may work with groups of children. All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support the staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us to make teaching and learning even better.

Reading is prioritised right from the start; we teach daily phonics through the 'Letters and Sounds' framework from Early Years and throughout Key Stage 1. To ensure that no child is left behind, children sometimes work in small intervention groups in addition to their daily phonics lesson to reinforce their learning. Guided Reading lessons take place on a daily basis from Reception to Year 6 where children are taught decoding and comprehension skills.

We teach spelling following the statutory guidance from the 2014 National Curriculum. Children

are given weekly spellings to learn at home and are tested on these in school every Friday.

We teach children to write using cursive handwriting from Reception.

Maths is taught on a daily basis and combines a mixture of basic arithmetic work and mastery skills to ensure children are able to apply their mathematical skills. Teachers use a range of resources to support their Maths teaching, these include: White Rose, Power Maths, Maths a day and Nrich.

We regularly share the children's learning experiences through the weekly 'Heads up' newsletter, the website year group pages, our school Twitter page and in our class assemblies.

Children's achievements are acknowledged and recognised in our weekly Friday assembly.

'Pupil voice' in our school is very strong. 60% and rising of all children are actively involved in leadership groups. We have a very active JLT (Junior Leadership Team) who are regularly consulted when making decisions.

We have 'learning detectives' in each year group who give the opinion of children when monitoring teaching and learning.

We promote a strong partnership between home and school, with a structured homework programme which is progressive throughout the school and covers basic skills and creative learning.

## **Our Learning Environment**

We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all the children have an opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and nonfiction books. Book corners are inviting and stocked with a selection of appropriate reading books.

We aim for our learning environment to:

- Be welcoming
- Be challenging and stimulating
- Be peaceful and calm
- Be happy and organised
- Be well resourced and clearly labelled
- Make learning accessible
- Be encouraging and appreciative
- Enable equal opportunities
- Provide for a working atmosphere
- Support the development of independent learners

- Have designated working walls for literacy and numeracy which support the children's learning over a block of teaching. These walls includes key vocabulary as well as strategies to support their learning against the success criteria.

## **Achievements**

We take every opportunity to celebrate achievements through:

- Verbal or written praise by teachers, peers, Head Teacher, SLT and parents.
- Display of work.
- Opportunities to share and perform.
- Positive comments from parents, notes and discussions.
- Certificates and rewards.
- Choosing children for the weekly achievement assembly.

## **Curriculum leadership and management**

The Head Teacher and Senior Leadership Team have ultimate responsibility for the provisions, achievements and standards within the curriculum, however, the leadership and management of curriculum areas is the responsibility of the subject leader. Their role is to provide leadership and management of their subject, to secure high quality learning and teaching and contribute to the priority areas in the School Development Plan.

### **Each year the Subject Leader will:**

- Carry out an audit to identify strengths of the subject and the areas for further development.
- Write an action plan to set out what needs to done to improve standards of teaching and learning in their subject.
- Monitor the progress of their action plan.
- Evaluate the impact of the actions on standards of teaching and learning and use this analysis to guide further improvement.
- Monitor the quality of learning by the evaluation of samples of work, planning and displays of work and talking to the pupils.
- The quality of teaching will be carried out by the Senior Leadership Team.

### **The main focus of monitoring to be used in assessing the subjects is:**

- Discussion with colleagues, talking to the children, displays, work trawls, resource audit, reviewing documentation, and data analysis.

- Evaluation of the standards of work in the subject across the school, comparing with like schools or national averages.
- Provision of support to staff on the teaching of the subject through giving advice, helping colleagues with planning and team teaching.
- Schemes of work, subject profiles of good work or resources.
- Communication and consultation with the Head Teacher and Governing Body.
- Maintaining a subject file containing information for the development of the subject.

### **Subject Leaders need:**

- Knowledge of statutory requirements for their subjects.
- Knowledge of current research and inspection evidence.
- Understanding of the characteristics of high quality teaching in the subject.
- The skills to be role model for other staff teaching the subject.
- Leadership skills.
- Decision making skills.
- Communication skills.
- Self – management skills.
- Enthusiasm and commitment to their subject.

### **The school provides:**

- Support, advice and leadership from the Head Teacher and Senior Leadership Team.
- Meeting time and some non-contact time to carry out specific tasks appropriate to the action plan; training and professional development.
- Some clerical support from the office staff.

### **The role of the Governors**

Our Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by monitoring the allocation of resources effectively
- Ensure that the building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations

- Monitor how effective teaching and learning strategies are in terms of raising pupils' attainment
- Ensure that staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the schools' teaching and learning policies through the school's self-review process. These include reports from subject leaders, the Head Teachers report to Governors, Care and Welfare Updates and Safeguarding information.

### **The role of Parents and Carers**

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Sending home a termly newsletter which details what the children will be covering that term.
- Holding termly learning review meetings to share the children's progress.
- Delivering curriculum evenings to help parents support their children appropriately in school.
- Providing an annual report to parents in which we explain the progress made by each child and indicate how they can improve further.
- Explaining to parents how they can help their children with their homework.
- Providing opportunities for daily contact at the start and end of each day.

### **We believe that parents have the responsibility to support their children and the school, in implementing school policies.**

We would like parents to:

- Ensure that their child has the best possible attendance record possible.
- Ensure that their child is equipped for a school with the correct PE kit.
- Ensure that they hear their child read and complete their reading diary at least three times a week
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect their child's performance or behaviour in school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the Home School Agreement and our Code of Conduct.

### **Monitor and review**

We are aware of the need to monitor the schools Teaching and Learning Policy and to review it regularly so that we can take into account new initiatives and research, changes to the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every 3 years or earlier if necessary



## Appendix 1 Long Term Plans

## Years 1 & 2 Long Term Plan Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Y1</b>	Everyday materials	Seasonal Changes	Humans including animals	Animals including Humans	Plants	Working like a scientist
<b>Science Y2</b>	Everyday materials and their uses	Movement	Humans including animals	Animals including humans	Plants	Habitats
<b>History</b>	Great Fire of London & The Gunpowder Plot		Helpful Heroes		Shakespeare	
<b>Geography</b>		Compare London and New Delhi		Continents and Oceans		Stratford-upon-Avon
<b>Art &amp; Design</b>	Painting - Kandinski		Drawing portraits– Degas and Picasso comparisons		Collage – Emma Kaplin (local artist)	
<b>Design Technology</b>		Structures -Tudor houses		Mechanisms -Moving Pictures		Picture frame (cutting & joining)
<b>RE</b>	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	Who is a Christian and what do they believe?		What makes some places sacred?	
<b>PSHE</b>	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Relationships (Seal)	Changes (Seal)
<b>Computing Y1</b>	SAFE	2Code On Screen Challenge and task 1	2Code On Screen Challenge and task 2	Technology Around Us	Pictograms	Create a 2 D animation
<b>Computing Y2</b>	Zip it!	Rapid Router 1	Rapid Router 2	Using the Internet – email / message	Simple Graphs	Create an eBook
<b>PE</b>	Fundamental movement skills  Dance	Games  Fundamental movement skills	Dance  Fundamental movement skills	Games  Dance	Games  Fundamental movement skills	Outdoor Athletics  Athletics
<b>Music Y1</b>	Hey you!	Rhythm in the way we walk & Banana rap	In the groove	Round and round	Your imagination	Reflect, rewind & replay
<b>Music Y2</b>	Hands, feet, heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay

### Years 1 & 2 Long Term Plan Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Y1</b>	Everyday materials	Seasonal Changes	Humans including animals	Animals including Humans	Plants	Working like a scientist
<b>Science Y2</b>	Everyday materials and their uses	Movement	Humans including animals	Animals including humans	Plants	Habitats
<b>History</b>	Warwick Castle & Elizabeth I		Changes in the local area		Travel and transport	
<b>Geography</b>		Countries, cities & seas of the U.K		Local area		UK and World weather
<b>Art &amp; Design</b>	Printing - string tiles		Clay sculptures - elephants		Landscapes – Van Gough study	
<b>Design Technology</b>		Sewing a jester		Cooking – breakfast		Mechanisms – moving vehicles
<b>RE</b>	Who is a Muslim and what do they believe?		How should we care for others and the world, and why does it matter?	How and why do we celebrate special and sacred times?	How can we learn from sacred books?	
<b>PSHE</b>	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Relationships (Seal)	Changes (Seal)
<b>Computing Y1</b>	SAFE	2Code On Screen Challenge and task 1	2Code On Screen Challenge and task 2	Technology Around Us	Pictograms	Create a 2D animation
<b>Computing Y2</b>	Zip it!	Rapid Router 1	Rapid Router 2	Using the Internet – email / message	Simple Graphs	Create an eBook
<b>PE</b>	Fundamental movement skills	Games	Dance	Games	Games	Outdoor Athletics
	Dance	Fundamental movement skills	Fundamental movement skills	Dance	Fundamental movement skills	Athletics
<b>Music Y1</b>	Hey you!	Rhythm in the way we walk & Banana rap	In the groove	Round and round	Your imagination	Reflect, rewind & replay
<b>Music Y2</b>	Hands, feet, heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay

### Years 3 & 4 Long Term Plan Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Y3</b>	Working scientifically	Rocks and soils	Light	Plants	Animals including humans	Living things and their habitat
<b>Science Y4</b>	States of Matter	Sound	Animals including humans	Living things and their habitats	Electricity	Scientists that changed the world
<b>History</b>	Stone Age to Iron Age		Tudors		WW1	
<b>Geography</b>		Eastern Europe		Local area (physical features)		Explorers
<b>Art &amp; Design</b>	Architecture – Bauhaus movement		Painting portraits – Hans Holbein		Trench Art – recycled materials	
<b>Design Technology</b>		Structures - Round Houses		Cooking Y3 – Be a baker Y4 – Lovely lunch		Textiles – make a bag
<b>RE</b>	What does it mean to be a Christian in Britain today?		What do different people believe about God?	Why are festivals important to religious communities?	Why do people pray?	Why is the Bible so important for Christians today?
<b>PSHE</b>	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Relationships (Seal)	Changes (Seal)
<b>Computing Y3</b>	Be Smart - Online safety	Scratch Junior - computer programming	Scratch Create a 2D Animation – computer programming	Computers and Networks: working with websites – Creative Common Licence	Branching Database – Data Handling	3D Stop Frame Animation – Data Handling
<b>Computing Y4</b>	Flag it – Online safety	Create a Scratch Animation – computer programming	Create a Simple Game Using 2DIY3D2	Making Sense of Online content	Simple Spreadsheets	Creating a presentation
<b>PE</b>	Fundamental movement skills Dance	Net and Wall Fundamental movement skills	Invasion Games Fundamental Movement skills	Dance  Invasion Games	Athletics Net and wall / Striking and fielding	Striking and fielding  Athletics
<b>French Y3</b>	Getting to know you	All about me	Food glorious food	Family and friends	Our school	Time
<b>French Y4</b>	Around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
<b>Music Y3</b>	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The Dragon song	Bringing us together	Reflect, rewind, replay
<b>Music Y4</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind, replay

### Years 3 & 4 Long Term Plan Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Y3</b>	Working scientifically	Rocks and soils	Light	Plants	Animals including humans	Living things and their habitat
<b>Science Y4</b>	States of Matter	Sound	Animals including humans	Living things and their habitats	Electricity	Scientists that changed the world
<b>History</b>	Egyptians		Leisure & Entertainment in the 20 <sup>th</sup> Century		Romans	
<b>Geography</b>		The U.K.		Natural Disasters		North America
<b>Art &amp; Design</b>		Pottery – Clarice Cliff		Hokusai – Japanese art		Painting: Pop Art – Andy Warhol & Roy Lichenstein
<b>Design Technology</b>	Levers and linkages: Make a Shaduf		Pneumatics – Moving Monsters		Cooking Y3 – Be a baker Y4 – Lovely lunch	
<b>RE</b>	What does it mean to be a Hindu in Britain today?		What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? <i>Eid focus</i>	Why do some people think that life is like a journey and what significant experiences mark this?
<b>PSHE</b>	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Relationships (Seal)	Changes (Seal)
<b>Computing Y3</b>	Be Smart – Online safety	Scratch Junior – computer programming	Scratch Create a 2D Animation – computer programming	Computers and Networks: working with websites – Creative Common Licence	Branching Database – Data Handling	3D Stop Frame Animation – Data Handling
<b>Computing Y4</b>	Flag it – Online safety	Create a Scratch Animation – computer programming	Create a Simple Game Using 2DIY3D2	Making Sense of Online content	Simple Spreadsheets	Creating a presentation
<b>PE</b>	Fundamental movement skills Dance	Net and Wall Fundamental movement skills	Invasion Games Fundamental Movement skills	Dance Invasion Games	Athletics Net and wall / Striking and fielding	Striking and fielding  Athletics
<b>French Y3</b>	Getting to know you	All about me	Food glorious food	Family and friends	Our school	Time
<b>French Y4</b>	Around town	On the move	Going shopping	Where in the world?	What's the time?	Holidays and hobbies
<b>Music Y3</b>	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The Dragon song	Bringing us together	Reflect, rewind, replay
<b>Music Y4</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind, replay

### Years 5 & 6 Long Term Plan Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Y5	Working Scientifically	Earth and Space	Properties and changes to materials	Living things and their habitats	Animals	Forces
Science Y6	Animals	Electricity	Evolution and inheritance	Living things and their habitats	Light	Chemical reactions
History	World War 2		Mayan Civilisation		Ancient Greeks	
Geography		Mountains		Compare the U.K with South America		Rivers and coasts
Art & Design	Line Drawings - Henry Moore		Mayan Masks		Self-expression – mixed media – Munch & Picasso	
Design Technology		Structures - Anderson shelters		Cooking Y5 – Serve a salad Y6 – Grab and go		Automatic Nightlight (complex circuits)
RE	Why do some people think God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		What does it mean to be a Muslim in Britain today?	
PSHE	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Relationships (Seal)	Changes (Seal)
Computing Y5	Contact – Online safety	On screen challenges and Task2code (level1) – programming	Use a HTML code to create a simple webpage	Computers and network – digital literacy	Creating and using databases	Mobile APP – Data handling
Computing Y6	Respect – Online safety	On screen challenges and Task2code (level2) – programming	Introduction to Python – programming	Making sense of online content and evaluating websites	Spreadsheet modelling	News Broadcast – multimedia
PE	Fundamental movement skills Dance	Invasion games Fundamental movement skills	Net and wall Dance	Fundamental movement skills Invasion games	Athletics Net and wall / striking and fielding	Striking and fielding Athletics
French Y5	Getting to know you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
French Y6	Let's visit a French town	Let's go shopping	This is France		All in a day	
Music Y5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the street	Reflect, rewind and replay
Music Y6	I'll be there	Classroom Jazz 2	A New Year new carol	Happy	You've got a friend	Reflect, rewind and replay

### Years 5 & 6 Long Term Plan Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Y5	Working Scientifically	Earth and Space	Properties and changes to materials	Living things and their habitats	Animals	Forces
Science Y6	Animals	Electricity	Evolution and inheritance	Living things and their habitats	Light	Chemical reactions
History	Victorians – local study		Anglo-Saxons / Scots		Viking / Anglo-Saxon struggle for the U.K.	
Geography		Local Area – human features		Biomes, weather & climate		Trade links
Art & Design	Sketching and painting – Lowry		Photographic portraits – Hockney		Ceramic tiles	
Design Technology		Moving toys – Cams		Cooking Y5 – Serve a salad Y6 – Grab and go		Textiles – class patchwork quilt
RE	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does it make to believe in Ahimsa, Grace and/or Ummah?	What matters most to Christians and Humanists?		What do religions say to us when life gets hard?	
PSHE	Growth Mindset (link to class Dojos)	Protective Behaviours	British Values	Good to be me (Seal)	Growth Mindset (link to class Dojos)	Protective Behaviours
Computing Y5	Contact – Online safety	On screen challenges and Task2code (level1) – programming	Use a HTML code to create a simple webpage	Computers and network – digital literacy	Creating and using databases	Mobile APP – Data handling
Computing Y6	Respect – Online safety	On screen challenges and Task2code (level2) – programming	Introduction to Python – programming	Making sense of online content and evaluating websites	Spreadsheet modelling	News Broadcast
PE	Fundamental movement skills Dance	Invasion games Fundamental movement skills	Net and wall Dance	Fundamental movement skills Invasion games	Athletics Net and wall / striking and fielding	Striking and fielding Athletics
French Y5	Getting to know you	All about ourselves	That's tasty	Family and friends	School life	Time travelling
French Y6	Let's visit a French town	Let's go shopping	This is France		All in a day	
Music Y5	Livin' on a prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the street	Reflect, rewind, replay
Music Y6	I'll be there	Classroom Jazz 2	A New Year new carol	Happy	You've got a friend	Reflect, rewind, replay

## Appendix 2 Curriculum Overview



# Clapham Terrace Primary School 2018– 2019 Curriculum

### Our Unique Locality

We are very proud of our beautiful Victorian building which dates back to 1890. We use this to help children get a real sense of the past and of what it would have been like to go to school during this time. Our unique building lends itself to developing the children's historical enquiry skills as well as allowing them to look at changes, geographically, in the local area.

Royal Leamington Spa is a unique town which was given its Royal title by Queen Victoria who stayed here and drank the spa water. We use this to motivate the children to find out more fascinating facts about the local area including:

Bomb shelters, local rivers, Elephants in Leamington Spa, architecture, links with local businesses.

Being a community school, we also have great links with local schools and art links with Warwick University. This year, we have become an associate school to The



Royal Shakespeare Company which provides the children with specialist workshops, tours and performances both to watch and to take part in.



As a Local-Authority-Maintained School we follow the National Curriculum 2014. We offer a balanced curriculum with a wide range of subjects and learning which is personalised to individual needs. This meets the needs of the academic, personal and social development of each child. We enable children to make decisions about their learning and have a clear understanding of next steps.

Our curriculum has been designed to support our children in becoming independent, enthusiastic and confident learners.

It runs on a 2-year cycle so that children and teachers and can plan and learn together. A copy of the Long Term Plan can be found under the curriculum tab of our website.

### 100 things we do at Clapham:

We believe in developing independence and want children exposed to an number of things. Our curriculum enables the children to be able to complete '100 things to do at Clapham'

#### Examples of some of these are:

- Dress up as a Victorian
- Have lunch with the head teacher
- Visit a farm
- Abseil down a rock face
- Visit the Royal Shakespeare company



# Our Topics

## Skills Ladders

In addition to developing children's knowledge, we ensure that children are constantly making progress in the skills needed for each area of the curriculum. Teachers use these skills ladders to plan and assess. Some of these skills include: historical enquiry, fieldwork skills, questioning and working scientifically.

## Knowledge Organisers

We provide children with knowledge organisers for each of their topics. These include the essential knowledge, dates and vocabulary that we expect the children to learn and retain throughout their learning journey. Knowledge organisers are sent home at the start of a new topic so that parents and carers can work with us on developing the children's knowledge.

## Big Questions

Each topic and science lesson starts with a Big Question which the children answer during the course of the lesson. This helps to put the children's learning into a context and ensures that lessons are knowledge driven. Examples of big questions include: 'Which biscuit has the best dunkability?', 'Do children with the longest legs jump the furthest?', 'Who was Edith Cavell?', 'Which is the busiest area of Jephson Gardens?'



## Launch Days and Celebration Days:

To motivate all children we start every new topic with a launch day where children are immersed in exciting activities linked to their topic, examples of these include: trips to Warwick castle, visit from a 'Stone-Age man', Diwali day carousel of activities and World War II day. At the end of each topic children are given the opportunity to share their learning, this can be through inviting parents in, presenting to other classes and class assemblies.





# Our Environment



## Learning Zone

Our learning zone is an area dedicated to reading, computing and collaborative work. Children are able to read for pleasure in the library section and classes have weekly slots where children have the opportunity to use a range of resources to support their learning.



## Carl's Kitchen

We are extremely proud of our kitchen; every child in the school gets the opportunity to cook in our kitchen as part of their D.T. learning. We also use our kitchen as a stimulus for writing and as an opportunity for real-life maths.



"Every child is an artist."

Pablo Picasso



## The Mess

As a school we are passionate about promoting our pupil's creativity. The Mess is our purpose-built classroom for science and art. This excellent room allows the children to become scientists, artists and designers. The extra space means that children can work on on-going projects and with a range of resources and materials.



# Homework

**There are two strands to this:**

Consolidation of basic maths, spelling, reading and grammar skills.

A chance for children to develop their creative skills to express themselves.



From the Spring term of Year 1, all children take home a weekly list of spellings, words are taken from the National Curriculum. They are tested on these on a Friday. In Year 6, children are given weekly SPaG homework to support them with their SATs revision.

## Reading

We are passionate about encouraging children to read regularly at home, as this will enable them to become confident life-long readers. We check the children's reading diaries on a weekly basis and insist on a minimum of three reads at home. We use marble jars as an incentive; when a class fills their jar they are able to purchase a new book for their class reading corner.



## HOME LEARNING



From year 2, children are given weekly Maths homework to consolidate what they have been doing in the classroom. We also encourage children to learn number bonds and times tables at home.



# PSHE and Citizenship

Remember to...

## High 5

1. Ignore

2. Talk Friendly

3. Walk Away

4. Talk Firmly

5. Report

This is part of our PHSE learning.

High 5 teaches all pupils how to independently problem solve conflicts.

British Values – These run through our PHSE programme

**Democracy**

**Rule of Law**

**Mutual respect and Tolerance**

**Individual Liberty**

Children are taught to value diversity and a

## Charity

We believe in developing the children's awareness of the world around them. As a school we are able to support a variety of local and national charities.

At Clapham Terrace, we are committed to safeguarding and promoting the welfare of our children. Safeguarding runs throughout our school curriculum, some examples are: first aid workshops, bike ability, food hygiene and relationships.



## Online Safety

We are proud of the work we do around E-safety!

All our children are taught about how to be safe online. These are through weekly sessions in the computer suite. We also have a COST team who work with senior members of staff and Governors to support all children in how to keep safe in and out of school. Children contribute to our weekly newsletter.



## Appendix 3 Clapham Charter

### 50 things to achieve at Clapham

At Clapham we value the importance of a rich and varied curriculum. For details of the national curriculum please download the class newsletters on the [Year Group](#) pages. The children's provision for art, humanities and creative learning is outstanding and we are hugely proud of all the activities the children take part in.



### 50 things to achieve whilst at Clapham...



- 1 Organise a fundraising event
- 2 Cook something for yourself or for another child
- 3 Help homeless people in Leamington
- 4 Perform a dance in front of an audience
- 5 Singing Christmas carols to old age pensioners
- 6 Show parents or carers my learning
- 7 Go on a train journey
- 8 Have a sleep over at school
- 9 Take part in a Clapham bake off at school
- 10 Have bedtime stories in school
- 11 Visit the Royal Shakespeare Company
- 12 Dress up as a book character
- 13 Work with a younger or an older child
- 14 Take part in events around 'Day of an African child'
- 15 Visit a farm
- 16 Learn to swim
- 17 Go on a welly walk
- 18 Participate in sports day
- 19 Have a class party
- 20 Take part in a talent show
- 21 Have lunch with a parent or carer in school
- 22 Go to the theatre
- 23 Visit the seaside
- 24 Share learning in a whole school assembly
- 25 Be offered a chance to be in either the Junior Leadership Team, be on the Bo Committee, be an Ambassador or a Learning Detective
- 26 Have a lesson outside using the outdoor space
- 27 Have lunch with the Head Teacher or the Deputy Head Teacher
- 28 Have a visit from Father Christmas
- 29 Have a lesson at a secondary school
- 30 Show my work to the Head Teacher
- 31 Support a local charity
- 32 Enter a sports competition
- 33 Run your own enterprise event
- 34 Walk around Leamington finding out local facts
- 35 Visit Jephson Gardens
- 36 Work with a visiting artist
- 37 Play a musical instrument
- 38 Have a monitor responsibility
- 39 Take part in a house event
- 40 Attend a residential
- 41 Visit a local religious building
- 42 Adopt an animal
- 43 Work with a link school in another country
- 44 Have a whole school celebration party
- 45 Receive specialist coaching
- 46 Take part in a school production
- 47 Play in the snow and build a snowman
- 48 Get sponsored for a Clapham Fun Run
- 49 Taught by teachers who care and smile
- 50 **MAKE A DIFFERENCE!**