



# BUSBRIDGE CE (Aided) JUNIOR SCHOOL

## Curriculum, Teaching & Learning Policy



This policy was updated by the SLT and Governing Body in the spring term 2023  
It will be reviewed in the spring term 2026 or as required

vers 23.02.2023

### OUR VISION STATEMENT

To be a school that reflects the love of Christ: **cherishing** each other as unique individuals and **challenging** all to achieve and succeed.

### INTRODUCTION

Busbridge C of E Junior School is a learning community dedicated to provide outstanding education for our children. We strive to equip our pupils with the skills to be confident and independent and we foster a life long love of learning.

### OUR AIMS

We aim to:

- Safeguarding of children and adults is at the core of all we do at Busbridge C of E Junior School. It is embedded in our school ethos of Cherish+Challenge. We teach children about safeguarding and keeping safe through discreet, planned lessons whilst also addressing issues in lesson time as they arise.
- Develop in our pupils the skills needed to be tolerant, respectful and empathetic members of the school and local community.
- Develop in our pupils the 6Rs (Behaviours For Learning): respect, ready, resourceful, resilience, responsibility and reflectiveness. *(see Appendix IV for an overview)*
- Prepare our pupils for success in life after education. Our Transferrable Skills help to develop them in this area *(see Appendix V)*
- Provide a broad balanced creative curriculum which challenges and encourages a thirst for knowledge through catering for pupils' needs, interests and abilities. *(see Appendix III for a description of each subject in the National Curriculum)*
- Raise aspirations in order that every child reaches their potential regardless of background, race, gender or ability.
- Ensure that the 'pupil voice' is heard and valued
- Teach the pupils how to be safe whilst providing a secure environment.
- Provide challenging lessons in a safe stimulating learning environment.
- Encourage pupils to be creative and enthusiastic about learning.
- Provide children with the skills to make informed and responsible choices.
- Encourage positive, restorative behaviour and the confidence to take responsibility for their actions.
- View learning as both an individual and a collaborative activity.
- Promote all areas of SMSC (Social, Moral, Spiritual, Cultural education) both in the planned and unplanned curriculum. This includes opportunities to raise children's cultural capital as well as their understanding and experience of spirituality in its widest sense

## **THE PHILOSOPHY OF TEACHING AND LEARNING**

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally within a safe and stimulating environment.

At Busbridge C of E Junior School, we want to continue to focus on raising standards while not being afraid to combine this with making learning fun. Our goal is to combine excellence in teaching with enjoyment of learning.

At Busbridge C of E Junior School, we will:

- Encourage high aspiration and challenge for all our children.
- Engender a Growth Mindset attitude in all learners: children and adults alike.
- Plan in advance learning activities that will motivate and enthuse children to learn.
- Plan learning activities that enable challenge and 'learning without limits'.
- Develop a culture where making mistakes is seen as a positive and essential part of learning.
- Have quality resources that are appropriate for learning.
- Make children aware of the learning intention for each session and ensure that they understand what they have to do to be successful.
- Encourage children to take responsibility for their learning and self-challenge.
- Model clearly for children so that they know what they need to do to succeed.
- Use a range of strategies to engage all children in the class.
- Ensure that the school environment is calm, well-ordered and effective.
- Make sure that the quality of learning environments is such that we are setting the climate for learning. An exciting, vibrant classroom promotes independence and high standards of work from all.
- Involve parents with children's learning by communicating regularly about the curriculum and the progress that children are making.
- Use well planned questions that extend children's thinking and reasoning.
- Plan opportunities for dialogue to form an integral part of our teaching and learning.
- Work collaboratively and professionally to review teaching and learning, so making it as effective as possible. This will happen through a range of methods, including Learning Observations, Learning Walks, Action Research, Trios, Duos, etc.

## **ASSESSMENT**

Learning must be focussed on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. At Busbridge C of E Junior School, we use a range of assessment strategies to help every child develop his or her potential, help the school to improve and help parents and the public to understand the progress and performance of the school.

Assessment can be carried out by an adult, a peer or oneself.

## **HOMEWORK**

Homework should be a positive experience that helps to develop independent learning skills and establish routines and responsibilities in preparation for future learning. Parents/carers are expected to support the child with homework but not do the homework for the child. For more information please see our Homework Policy.

## **EQUAL OPPORTUNITIES**

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.

- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

### **DISADVANTAGED COHORT**

We know that children in the Disadvantaged / Pupil premium cohort need varying degrees of support to ensure equity of opportunity. We view each child in this cohort as an individual, providing support as deemed appropriate. The support we provide is mostly funded through the Pupil Premium Funding. Support has included: financing trips and residentials, music lessons, Learning Mentor time, LSA / teacher time, clubs, focussed 1:1 time with the class teacher.

We are very aware that other children not officially counted in this cohort also show vulnerabilities in a number of similar ways. We seek to support these children too.

### **ADDITIONAL NEEDS and SPECIAL NEEDS**

Some children will need special help either to overcome a learning difficulty or to ensure that the curriculum fully supports or extends their abilities, so that every child can experience success in their life at school. Support is given throughout the school to aid children's learning. Our SENCO oversees the work of teachers and learning support assistants who work in one to one, group and whole class situations. At the heart of our SEND provision is Wave 1, Quality First Teaching which is delivered by the class teachers on a daily basis. For more information please refer to our SEND Policy.

### **GIFTED & TALENTED**

We believe that there are many different ways to be intelligent. We recognise that children are gifted and talented in many, many ways. Through the planned and the unplanned curriculum we seek to help children develop skills and talents, providing opportunities, where possible, for children with outstanding abilities to be challenged in developing these.

### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

At Busbridge C of E Junior School, we recognise the uniqueness of every child based on their skills, attitudes, needs and life experiences. We recognise that not all children are fluent in English and are aware of all the different aspects of British life. Our role is to develop children's knowledge and skills so that they can communicate and live in harmony with one another.

### **MONITORING of TEACHING & LEARNING**

As reflective practitioners we know that focussed and honest review of our provision is essential for standards in all areas to be maintained and improved. We view monitoring of teaching and learning to be a positive, professional, learning activity, with all adults in the school community (staff and Governors) welcoming developmental feedback.

Activities for monitoring teaching and learning in our school include the following:

Learning Observations	Work Scrutiny	Pupil Conferencing	Surveys
Data / Progress Analysis	Pupil specific focus	Pupil Target Review	
Planning Review	Learning Walks	Subject leader monitoring (books, planning)	
Disadvantaged funding review		Sports Premium funding review	
Staff meeting discussions	SEND Support Arrangement documents, including EHCPs		

*Our current proforma for recording the monitoring of T&L can be found in Appendix I.*

*Appendix II outlines the key elements of effective T&L that we look for when monitoring.*

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**Appendix I – Monitoring of Teaching & Learning Proforma**  
**Appendix II – Elements of Effective T&L to reflect on when monitoring**  
**Appendix III - Our curriculum**  
**Appendix IV – Our Behaviours For Learning (The 6R's)**  
**Appendix V – Transferrable Skills: further areas we develop at BJS**

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## Appendix I – Monitoring of Teaching & Learning Proforma

### Learning Observation –

YEAR GROUP:	DATE:	Time
Teacher:	Observer(s):	Time spent in lesson:
FOCUS:		
CONTEXT (lesson objective or description of activity):		

Strengths	Areas for development

## Appendix II – Elements of Effective T&L to reflect on when monitoring

Cherish & Challenge ~ Evidence of our vision in practise	
<b>Engagement &amp; Involvement</b>	Active not passive learning <i>'If I wanted to duck out of the learning, could I?'</i> Engaging topics, themes, hooks, stimuli Subject presented in an engaging way Timings of the lesson sections ; pace Movement breaks Children challenging themselves (e.g. chillis)
<b>Quality First Teaching</b>	Growth Mindset Learning without limits Mixed ability pairings and groups Writing frames Scaffolding Chunking presented info with colours Prompt sheets Learning styles Support, which limits unnecessary differentiation of expectation
<b>Assessment for Learning</b>	Peer / self-assessment WALT , WILF, learning targets shared and referred to in the lesson Success checkers Plenaries (mid, end)
<b>Effective Learning</b>	Reference to prior learning Collaborative learning Talk Partners <i>'You don't know what you know until you've told someone else'</i> Deployment of staff Working Wall Modelling Pre-teaching Encouraging reasoning Deepening learning (e.g use of Blooms) Questioning – to probe, deepen and extend Differentiation (appropriate, use of Blooms, etc) Time for reflection
<b>Learning Culture and Learning Behaviours</b>	Behaviours For Learning (6Rs) Physical learning environment Positive learning atmosphere Behaviour expectations Independence as a learner (e.g. chillis) Independent learning activities Attitudes of learners Problem solving (e.g. 'three before me') Mutual respect Risk taking in learning <i>"Anyone who has never made a mistake has never tried anything new" Einstein</i>
<b>Teacher Knowledge</b>	Class / behaviour management strategies / class routines Technical vocab. used correctly Lesson structure enables challenge and progress for all Coherent Learning Journey Pitch and expectation

*'A child's mind is not a bottle to be filled but a candle to be lit' adapted from Plutarch AD42*

## **Appendix III - OUR CURRICULUM**

### **Our taught curriculum follows the expectations of the National Curriculum:**

#### **ART & DESIGN**

Through art children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They experiment with colour, shape and space, pattern and texture using these to represent their ideas and feelings. They learn about great artists and designers and understand how art is used in different times and cultures.

#### **COMPUTING**

Computing is concerned with how computers and computer systems work, and how they are designed and programmed. Pupils studying computing will gain an understanding of computational systems of all kinds, whether or not they include computers. Computational thinking provides insights into many areas of the curriculum, and influences work at the cutting edge of a wide range of disciplines.

Over the Key Stage pupils are taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide-web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

#### **DESIGN TECHNOLOGY (DT)**

Children will have the opportunity to explore materials and resources. They design and make products after considering the needs and wants of others to solve real and relevant problems. They then evaluate them and use them in practical situations.

#### **ENGLISH**

Through the English curriculum, children develop skills and knowledge that will enable them to communicate effectively and creatively with the world at large. English is divided into key areas: transcription, composition, SPAG (spelling, punctuation and grammar), spoken languages, word reading, reading comprehension. English is part of every learning opportunity and is taught explicitly as a daily Literacy lesson.

##### **Reading:**

A range of good quality literature is used in the daily literacy lessons. Children are taught how to read and are given the opportunity to gain a love and appreciation of literature. We use four main strategies to teach reading (i) independent reading, (ii) group reading in Y3, led by a member of staff, (iii) individual reading heard by an adult, (iv) class reading as part of VIPERS reading lesson. .

Children read from the levelled boxes in the Year 3/4 corridor and the non-banded class library books, as well as having the opportunity to visit the school library.

We use the Little Wandle Rapid Catch-up phonics material in Y3 to ensure all children have acquired sufficient competency in phonics.

We have a catch-up programme for any child who did not reach ARE at the end of KS1. This continues from Y3 to Y6, as needed.

##### **Spelling:**

Children learn and practice new spelling patterns each week. They look at phonics, visual patterns and a range of strategies adapted to individual needs.

#### **Writing:**

Children are exposed to a wide variety of writing experiences to enable them to write fluently with confidence and creativity. We develop an understanding of writing for a purpose and for the pleasure. We follow the Pie Corbett Talk For Writing model.

#### **Grammar:**

Grammar is taught both as a standalone lesson and as part of an English lesson. We aim to teach grammar so that children can view it as a tool that writers use to engage and communicate with their audience.

#### **Speaking and Listening:**

Opportunities to develop speaking and listening skills are used throughout the curriculum. Drama techniques are used to bring subjects to life.

(Please see English Policy for further information– due for completion by Sept 2023).

### **GEOGRAPHY**

Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. Children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **HISTORY**

Teaching of this subject enables the children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Investigating different historical sources helps pupils to understand the process of change, the diversity of different societies and to think critically and ask perceptive questions.

### **MATHEMATICS**

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Daily maths lessons are centred on 3 attainment target areas: Number and Algebra, Shape, Space and Measures and Handling Data and pupils should be encouraged to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Through our mathematics curriculum we aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

(Please also see the following for further information on the teaching of Math at BJS:

Maths Policy, Times Table Policy, Calculation Guidance, KIRFs document)

### **MODERN FOREIGN LANGUAGE (MFL)**

Through MFL children learn more about the world and how to communicate with those in it. Lessons develop children's speaking and listening, reading, writing and grammar as well as cultural awareness. Children learn French in years 3, 4, 5, and 6.



## **MUSIC**

Through the teaching and learning of music over time, children develop and improve the confidence to play, listen, create, perform and respond to music.

Musical opportunities could include:

- School Choir
- Weekly music lessons
- Weekly whole school singing together to develop a wide repertoire of songs to be used on different occasions.

Music is also a central element of school performance and ensemble work. These include: annual whole school music opportunities through special events, e.g. year 6 production, local schools concert, Christmas, Harvest, and Easter assemblies, as well as annual class assemblies, music workshops, 1:1 music lessons and the Summer Concert.

## **PHYSICAL EDUCATION**

Physical education has an important role to play in the development of children both inside as well as outside the classroom and therefore is an integral part of the whole education of any child. PE is taught in blocks which are 3 half-terms in length. These consist of (i) gym and dance, (ii) outdoor activities such as net and wall games, (iii) striking and fielding games and team games.

Children have swimming lesson in Year 4.

Physical education is promoted through extra curricular clubs, fixtures, and tournaments with other schools. The school values the benefits that representational sport can have for a child. We have an inclusive attitude towards representing the school, and every year it is our ambition that every child will participate in some form of inter-school sporting activity or event. Some events we select children for excellence, fielding our most competitive team. Other events we select children for inclusion.

## **PSHE**

The nurture of self and of other people, together with an understanding and respect for the local and global community is central to all we do. Alongside academic achievement, pupils are encouraged to manage their emotions, form effective relationships, cooperate with others, respond to challenges, evaluate situations and make appropriate decisions. Coverage of the RSE curriculum takes place through PSHE as well as alongside other subject areas, e.g. Science.

## **RE**

Children's religious education is one of the central purposes of our Church of England School. RE makes a distinctive contribution to the curriculum by developing pupils' knowledge and understanding of the religious beliefs, practices and traditions that influence individuals, communities and cultures. It enables pupils to respond to important questions related to spiritual development and the meaning and purpose of life. We follow the Guildford Diocesan Guidelines for the teaching of RE.

Through Religious Education we aim to enable pupils to:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- develop understanding of religious faith as the search for and expression of truth;
- contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

## **SCIENCE**

The teaching of science is designed to build a curiosity and understanding of the world through the specific disciplines of biology, chemistry and physics.

Through building up a body of key knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Pupils are also encouraged to make links with other subjects as well as the world around them.

Predicting, asking questions, concluding and evaluating are skills the children will develop during investigative work, enabling pupils to gain a deeper understanding of a wide range of scientific ideas. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas and use their scientific understanding to explain their findings.

The teaching of science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature , processes and methods of science through a range of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

*"Since we cannot know what knowledge will be most needed in the future, it is senseless to try to teach it in advance.*

*Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned."*

John Holt

RESPECT

READY

**"I am ready to give it my best shot"**

RESPONSIBLE

**"I know that I am responsible for my choices"**

RESOURCEFUL

**"I use lots of different things to help me learn"**

REFLECTIVE

**"I think about what to do and how to improve"**

RESILIENT

**"I try my best, even when things challenge me: I don't give up"**

# RESPECT

**Respect** underpins all the Behaviours For Learning.

It talks about respect for self, respect for others and respect for the learning environment. It shows an understanding that we do not learn in isolation but learn as part of a community. Effective learning relies on mutual respect and understanding.

The UN Convention of the Rights of the Child is very relevant to this Learning Behaviour. For example,

Article 13 : Freedom of Expression

Article 14 : Freedom of Thought, Belief and Religion

Article 28 : Right to Education

Article 29 : Goals of Education

all adults in school

privacy & confidentiality

each other's belongings

the views & suggestions of others

each other's differences

other people's work

**RESPECT for ...**

the learning environment

other people's learning styles

other people's learning journey

your own right to learn

each other's right to learn

making mistakes and getting things wrong

# READY

**“I am ready to give it my best shot”.**

- I get enough sleep, exercise, healthy food and drink plenty of water.
- I have what I need to learn - pen, pencil, ruler, etc
- I think “I can do this!”
- I listen carefully to instructions.
- I find links between what I am learning and what I already know.
- I like to ask questions - what, who, when, where, and how?
- I want to find out about things
- I know what makes me a good learner.
- I know that I will make mistakes.
- I have a Growth Mindset

## DEVELOPING A GROWTH MINDSET

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

# RESPONSIBLE

**“I know that I am responsible for my choices”**

**“I know that I am responsible for my choices.”**

- I am responsible for my own learning.
- I can work collaboratively with other people and get the task completed.
- I consider other people's learning and make sure that I let them learn.
- I help others, which helps me understand what I know.
- I know targets for my own learning and work towards them.
- I can set my own targets in learning and in other areas.
- I respect other people, their views and their ideas.
- I get my homework done on time.
- My behaviour around the school helps it stay a brilliant place to be.
- I challenge myself to be the very best that I can be.
- I have a Growth Mindset.

# RESOURCEFUL

“I use lots of different things to help me learn”

**“I use lots of different things to help me learn”**

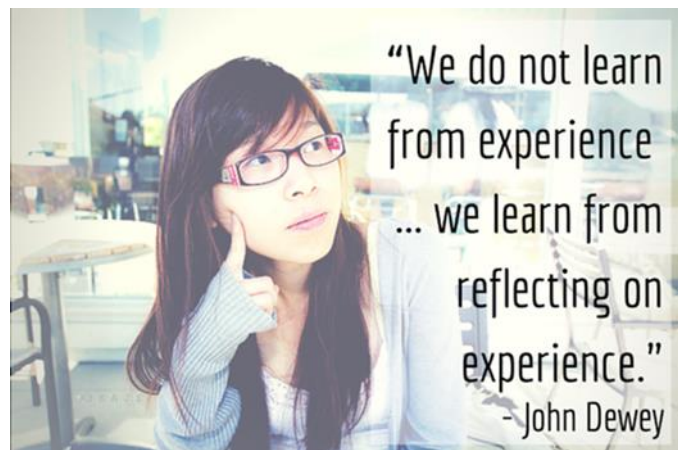
- I can plan ahead in my learning and know what will help me learn.
- I know where to find information, including through IT, and use it in my work.
- I can think creatively and differently about problems.
- I can record my work in a variety of ways that help me.
- I can share ideas with other people.
- If I am stuck I will try a different way.
- I take risks and have a go.
- I know who to ask to help me learn.
- I can use skills I have already learnt in new situations.
- I can take time to think and chose.
- I have a Growth Mindset.

# REFLECTIVE

**“I think about what to do and how to improve”**

**“I think about what to do and how to improve”**

- I can reflect on what went well and use this to be even better.
- If things don't work out well I can reflect on this and be different next time.
- I look for feedback from my teachers and peers and think about how I can use this to improve.
- I can make connections between my learning in school and outside school.
- I do not accept second best and look for ways to improve.





# RESILIENT

**“I try my best, even when things challenge me: I don’t give up”**

**“I try my best, even when things challenge me: I don’t give up”**

- I know that some things will be hard and I may not 'get it' first time.
- I stick at things even when they are difficult.
- I use a range of strategies to help me when I am stuck.
- If I make a mistake I learn from it and use it to help me learn and grow.
- I can 'bounce back'.
- If I can't do something I stay calm: getting 'hot and bothered' doesn't help.

**What? I couldn't do it the first time  
and now you want me to try again?**



**We help children to develop Transferable Skills by providing opportunities for:**

- Problem solving / Critical thinking
- Communication (written and oral)
- Team-work and collaboration
- Self-management
- Developing resilience
- Showing a positive attitude and strong work ethic
- Leadership
- Creativity / self expression

**At BJS we want to help our children develop Transferable Skills because they will help them to:**

- Do things independently
- Know how to find things out
- Think creatively
- Sort out problems
- Not fear failure, so 'take risks'
- Organise and manage their own work
- Get on with other people
- Make positive contributions in a team
- Show leadership