

Goldington Green Academy
Curriculum, Teaching and Learning Policy



Statement of Intent

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

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Safeguarding Children

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

We want all children to become

- **Successful learners** who enjoy learning, make progress and achieve.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives.
- **Responsible citizens** who make a positive contribution to society.

Our Curriculum Aims:

- To achieve the highest standards possible across each area of the curriculum.
- To ensure the curriculum is engaging, motivating and relevant.
- To develop children's own sense of ownership of learning.
- To ensure that the curriculum is child led, learning centred and skills based.

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- To create a culture of excitement, enquiry, dialogue, curiosity and independent learning.
- To develop each child’s sense of value, success, self worth and well being.
- To promote spiritual and cultural awareness, interdependence and sustainability.
- To empower Local, National and Global Citizenship.
- To celebrate community.
- To create a happy, caring and safe environment.
- To develop a stimulating, thought provoking environment.
- To ensure that all members of the school community maintain a commitment to equal opportunities.
- To prepare and equip children to live in an ever changing world.
- To develop an ethos of self evaluation in which all members of the school and local community take a personal responsibility for learning and moving forward.

The National Curriculum in England.

Aims:

- The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The national curriculum is just an element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

To achieve these aims we will underpin all areas of the curriculum and school life with 22 Values:

Values	Values
Co-operation	Responsibility
Quality	Simplicity
Tolerance	Courage
Peace	Caring
Hope	Understanding
Love	Thoughtfulness
Trust	Honesty

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Unity	Friendship
Patience	Respect
Appreciation	Humility
Freedom	Happiness

We will also:

- Ensure the personalising of learning (providing differentiated learning opportunities which empower the learner, with appropriate support to decide what, where, when and how they learn)
- Provide an extended curriculum which allows children to experience a range of opportunities beyond the statutory curriculum.
- Ensure all children are taught the necessary knowledge to meet the requirements of the National Curriculum.
- Work with a range of artists and practitioners to develop a diverse and culturally rich curriculum.
- Ensure that our curriculum is responsive, evolving, based on research and incorporates outstanding practice.
- Evaluate and utilize new technological innovations to invigorate and deepen the curriculum.
- Differentiate the curriculum to ensure that it is accessible to all children.
- Promote the importance of a partnership between home and school.
- Nurture in children a sense of pride, self discipline, respect and tolerance for others and for the environment.
- Use the environmental area and forest schools training.
- Create a culture of high expectations in order that a child's full potential may be achieved.

Planning:

Our planning is thematic, with a balance of key knowledge and skills and heavily underpinned by pupils input. Teachers use their professional judgment to weave children's ideas and National Curriculum expectations to create sequences of lessons. These are engaging and learning focused in order to ensure clear progress. Where appropriate, foundation subjects are taught in a cross curricular fashion. If this is not appropriate due to the topics being studied, some areas will be taught as discrete subjects. French, Religious Education, elements of Music and P.E are always taught in this manner.

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English and Maths are planned and taught as discrete subjects to ensure rigour of coverage and progression of specific skills. Specific reading comprehension, spelling/ phonics and maths basic skills sessions are also planned and taught. Maths is taught through the mastery approach and planning is detailed to reflect each element of a mastery lesson.

Additionally, these subjects are increasingly linked to the thematic approach to further develop skills and understanding.

Teaching:

All teachers aim to deliver an engaging curriculum, and have high expectations of learning, standards and behaviour. They aim to foster in learners a range of skills, knowledge and understanding. Teaching meets the needs of all children both now and in their future lives

Teachers use a range of teaching styles, resources and opportunities to ensure breadth and depth in the curriculum. Careful differentiation and tracking ensure that all children can access a curriculum that is relevant and engaging to them. Learning is assessed as detailed in the assessment and recording policy. At G.G.A we differentiate work using the language of *must/ should/ could*. This relates to the *task/ learning intention*, not the child; for example, a child may complete the 'should' activity. Children are encouraged to make a choice and challenge themselves. If a teacher assesses a child is ready to move on, they will encourage and guide the child to do so.

Must: a learning activity related to the 'emerging' expectations

Should: a learning activity related to the 'secure' expectations

Could: a learning activity related to the 'exceeding' expectations

Additional challenge will be provided for pupils aiming towards 'mastery'. Likewise, an alternative curriculum will be planned for pupils working below year group expectations: at p levels, or 'u'.

In some lessons, especially Maths all children except those with identified special needs will work on the same task and will be extended by additional challenges.

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Outdoor Learning

We value outdoor learning as an intrinsic part of the curriculum. By ensuring outdoor learning is an integral part of the school routine we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around them.

Active learning experiences outdoors are essential for children, providing opportunities to practise their developing skills, make them feel good and to explore their world. It is also important for children's physical, social, mental and emotional development. We believe that children should begin to take risks and face challenges outdoors.

The Early Years outdoor classrooms are well resourced and available for the children to access on a daily basis. Children are able to choose to use the outdoors freely during sessions, and focused activities may be planned for outdoors for a fixed time of the day.

Staff will make observations to inform future planning when working with children in the outdoors.

Monitoring of the Curriculum:

- Subject Leaders undertake specific monitoring throughout the year to ensure consistently standards.
- The SLT closely monitor cross curricular planning and ensures coverage and high standards.
- Teachers engage in professional dialogue to ensure the sharing of good practice and standards.
- The curriculum is regularly reviewed and adapted.
- The Senior Leadership Team monitor all areas of curriculum, teaching and learning.
- The Governors monitor all standards via the Standards and Curriculum Committee.

Equal Opportunities

At Goldington Green Academy we promote equal opportunities for all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

This is achieved through: -

- the use of evidence/materials requiring degrees of basic skills and from a variety of cultural backgrounds
- differentiation by outcome

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- differentiated means of expression
To ensure inclusion for all pupils

To be reviewed 3 yearly by the curriculum committee next due September 2021