



Curriculum Policy and Intent (Teaching and Learning)

At Bishops Tawton Primary School we pride ourselves in developing learners. Our children learn to learn, they understand how to overcome barriers to their learning and leave our school as life-long learners with a thirst for knowledge.

Our Curriculum is driven by:

- Learning to learn
- Removing the barriers to learning
- Being Creative and curious
- Balancing knowledge and skills
- Real experiences, enjoyment and a focus upon our interests
- Achieving our full potential
- Respecting ourselves, others and the wider community
- Being aware of our responsibility as global citizens

We are committed to providing a curriculum with breadth which allows children to:

- Secure development and high achievement, including personal development
- Be prepared for life and learning beyond BTS
- Enjoy active community involvement; ensuring they are prepared for life in Modern Britain and the wider world

Ethos and Growth Mindset

All our pupils approach their learning with a 'growth mind-set' if they struggle with something they know that they just haven't learnt it yet. We believe in challenge and have high expectations of all our pupils which is reflected in our strong progress and attainment. Staff and peers support the children to recognise that their abilities can be developed. The children understand that a challenge is not a negative event; it is an opportunity for them to grow and develop their skills and knowledge.

The foundation for which our curriculum is based is inspired by Guy Claxton (Learning Powers) and Dr Carol.S.Dwek (growth mindset) David Weatherly (connected geography)

Developing children's learning behaviours:

- is based on a coherent picture of what it takes to be a good learner
- capitalises on previous learning-to-learn ideas
- grows a child's learning character and habits
- develops the appetite and ability to learn in different ways
- transforms the culture of the classroom and the climate of the school
- shifts responsibility for learning to learn from the teacher to the learner
- engages teachers and students creatively as researchers in learning

What effect does developing children's learning behaviours have?

- raised achievement
- improved behaviour
- increased motivation
- supple learning minds
- increased enjoyment in learning
- established habits of lifelong learning
- enhanced creativity

National Curriculum

The Early Years Foundation Stage Curriculum and the National Curriculum determine what should be taught and apply to all state schools in England and Wales.

We deliver a themed, flexible and stimulating curriculum which is based upon the expectations of the National Curriculum and which evolves to meet the needs of the pupils and of our changing country and world.

The three I's

Each subject area has a statement of Intent; this also details how the subject/curriculum area is implemented. Impact is measured by analysing assessment information and data.

This informs future learning to ensure that children...learn more and remember more over time and that 'they are introduced to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement' (cultural capital)

In practice?

1) Effective practitioners are well informed.

They possess substantial knowledge in the areas to be taught.

They also have the ability to integrate content across the curriculum, helping children to place their learning in the wider context.

2) Effective practitioners know and understand children.

They are always attentive to the whole child and never give up on a child. They are observers of children and see the vital relationships between the intellectual, physical, emotional, social and moral growth of children.

3) Effective practitioners empower children.

Effective teachers use a mixture teaching methods and also facilitate children to explore their own questions, moving from the known to the unknown.

4) Effective practitioners are open, genuine human beings.

Effective teachers are not only well prepared educationally and in the science of teaching, they are also honest in their relationships with children, are confident and have high self - esteem.

The elements of good learning which are present in our settings include: -

1) Excellent interaction between teacher and children incorporating:

Relevant questioning

Critical reflection and self-evaluation

2) Children are well motivated and on task, evidenced by:

Work centred talk - using appropriate vocabulary

Children extending their own and each others learning

Children being able to apply new knowledge to other situations

Children taking pride in their work

3) Children's work reflects the learning objectives and at Foundation Stage: Early Learning Goals.

There is evidence of independent and practitioner led progress

Expectations meet the needs of children

4) The school is visually stimulating and reflects the learning which is taking place.

Children's achievements are celebrated

Displays and materials are accessible to children

The environment supports learning opportunities i.e working walls, learning journeys and learning powers