



Teaching and Learning and Policy

Written By	Senior Leadership Team All staff	
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Display on Website	✓	
Purpose	This policy describes how effective and efficient learning is promoted and led through the teaching at Burlington Junior School.	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	Accessibility British Values Inclusion and Race Equality SEND	

BURLINGTON JUNIOR SCHOOL LEARNING AND TEACHING POLICY JANUARY 2018

This policy describes how effective and efficient learning is promoted and led through the teaching at Burlington Junior School. It underpins all curriculum policies. The cyclical process of monitoring and self-review ensures that standards of learning and teaching are constantly high.

Vision: Burlington Junior School inspires each individual child on their educational journey towards a lifelong love of learning and knowledge.

Mission: Staff are committed to:

- Providing a creative, inspiring curriculum that provides memorable learning experiences.
- Guiding children towards personal and academic success.
- Creating a safe, caring environment where everyone is happy and can achieve.
- Working in partnership with our community to celebrate, respect and embrace our diversity.

We encourage and expect children to:

- Develop lively, enquiring, imaginative and creative minds and have the ability to develop ideas, questions and discuss rationally, examine evidence, predict outcomes and draw conclusions;
- Acquire knowledge and communicate it effectively to others;
- Identify and solve problems independently, build on success and recognise failure and mistakes as an important step in the learning process;
- Develop a set of moral values, attitudes and beliefs based on reason, which lead to mutual understanding, care of the environment, self-discipline, self-confidence, self-esteem and courtesy;
- Develop healthy, fit bodies and a wide range of physical skills as well as interests and enthusiasm which will enhance quality of life;
- Realise their intellectual, spiritual, aesthetic and physical potential;
- Recognise the range of human emotions and how to respond to these;
- Develop an understanding of the society they live in;
- Take responsibility for their actions and the effects these may have on others.

Our children come from many different cultural and religious backgrounds. We recognise that children are individuals with rights and obligations. We welcome the contributions of all our children and their families to our school community. We help our children to understand the interdependent nature of the world, the multi-racial and multi-cultural make-up of our society and build respect for different cultures and ways of life. We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We are opposed to discrimination against

any person or group on grounds of class, religion, gender, sexuality, race, disability or political beliefs. We challenge stereotypes and help children examine, discuss and understand the underlying issues.

LEARNING

Children learn in a variety of ways and for many it is a complex and fragmented acquisition of concepts, skills and knowledge rather than a straight line of continuity and progression. Every child is encouraged to recognise their preferred learning style. Staff ensure that the physical environment provides optimum learning opportunities.

We know that children learn effectively in a variety of ways, and so all staff provide opportunities for this, including:

- Practical activities
- Use of concrete resources
- Investigating and discovering
- Solving problems
- Discussing, describing, posing questions and explaining answers
- Understanding, learning, memorising and applying rules and systems
- Thinking in the abstract
- Presenting learning to different audiences
- First hand experiences
- Working independently and co-operatively
- Allowing them to make mistakes in a secure environment.

DARING TO TAKE RISKS

Underpinning and supporting the curriculum are the teaching and learning of what makes an effective learner. Children are encouraged to develop their resilience and independence in all their learning, and this runs alongside the empowerment of all children to believe in their ability to learn, rather than being constrained by what they perceive to be their 'fixed' intelligence. Children learn best when they have certain attitudes to learning which are fully supported by parents, such as:

- Involvement in, application to, enjoyment of, and pride in, their work
- Seeing mistakes and failures as necessary steps to learning
- Enthusiasm and confidence
- Perseverance and a desire for improvement
- Responding positively to a challenge
- A desire to have and develop ideas
- Attentiveness
- A feeling of security
- Respect for others.

TEACHING

At Burlington Junior School we provide opportunities for children to experience a balanced, wide and varied curriculum, both in school and extra curricular. All adults in the school who work with children play a teaching role and we recognise the direct link between quality of teaching and levels of achievement and attainment. At Burlington, teachers are expected to provide work which is appropriate and matched to the abilities of the children. We make the best use of teaching time and make specific cross-curricular links in the planning and delivery of lessons including constant opportunities to develop social skills through group work, PSHE, role play and drama. We maintain a positive and purposeful learning environment with an emphasis on praise, encouragement and celebration of achievement.

Additional Educational Needs

The RBK SEN criteria are used to guide the identification and assessment of pupils that have SEN. Pupils with SEN receive additional support according to their level of need. Activities are differentiated within lessons to enable lower attaining pupils to work independently and to challenge and deepen understanding for the more able. When a child is assessed to have Special Educational Needs they will be put on the Special Needs register in line with the Code of Practice. The pupil will then receive targets for development in relevant subjects that are written into their Individual Education Plan. These targets are reviewed regularly every term. Refer to the school's SEN policy for further details.

A wide range of teaching strategies is used to realise the learning aims for pupils. A highly effective lesson should contain a range of the following:

- A secure knowledge and understanding of the subject
- Is part of a planned coherent sequence of work
- High expectations
- Teaching that challenges all pupils and encourages the consolidation and accumulation of new knowledge
- Connections with previous learning
- A variety of teaching styles, stimuli and activities
- Effective questioning by adults and pupils
- Summarising the learning that has taken place and set it in the context of future lessons
- Allowing children to respond to marking and reflect on their learning
- Managing pupils well and achieving high standards of discipline
- Assessing pupils' work thoroughly and using assessment to inform planning and set targets
- Using homework effectively to extend or complement work done in lessons

- Children are inspired and excited (talking eagerly about the task, what they are trying to do)
- Children understand what they are doing and why. There is clear success criteria
- Children are involved in active learning and are working harder than the teacher
- Lessons include the chance to read and respond to marking
- Children are all on task and any off task moments are dealt with swiftly, allowing children to refocus
- All adults in the room are involved in working with children. Adults make strategic decisions about who to work with rather than responding to pupil requests
- The room is neat and well organised, allowing children to access resources with ease
- The teacher is usually calm and smiling. There is no shouting
- Children are not listening for longer than 10 minutes and teacher talk is kept to a minimum
- If children are listening they should be focused in regular partner discussions, activities on whiteboards, movement, discussion with other tables etc.
- If children are working in groups this should not allow for children to be idle and allow others to dictate the work
- It is good practice to see children being sent off to work at different rates. Some are happy to get started, others may need further assistance
- Differentiation ensures all children can learn independently. It is not simply the TA supporting a LA group
- Mini plenaries are useful to re assess and move children on. Big plenaries at the end are not always needed
- Time targets of no longer than 1 minute when discussing items in pairs
- When set to work, children should be ready to work within 1-2 minutes and continue to learn at a good pace
- Children are challenged to progress their own learning.

Outstanding Learners

We refer to children achieving ahead of their peers as 'outstanding learners'. Making appropriate provision for outstanding learners is central to our work at Burlington Junior School as we endeavour to prepare children for a successful future. We aim to:

- Raise our aspirations for all children.
- Maintain high expectations of achievement for all children.
- Promote enterprise, self-reliance and independence for all children.
- Recognise that outstanding learners have particular educational needs that must be met to realise their full potential.

- Encourage children to become more involved with the curriculum and their own learning and to use higher level thinking skills of analysis, evaluation and synthesis.
- Ensure that teaching methods for outstanding learners are taken up, adapted and used across the school and in each curriculum area.

MONITORING

The Headteacher, Deputy Head, Assistant Head and the subject leaders monitor the learning and teaching of all subjects. The SLT and subject leaders undertake lesson observations and also monitor medium and short term planning on a termly basis. The link subject governors visit classes in order to increase their own knowledge and understanding as well as meeting with the subject leader to look at action plans and analyse data. Subject leaders and the SLT also monitor books and data on a regular basis and feedback is given to teachers to help improve outcomes for pupils further.

Reviewed January 2018 by staff and Governors Next review January 2019

Appendix 1: Specific subject aims and objectives

Art

- Promote enjoyment in all art activities and encourage pupils to use art to express their ideas, feelings and emotions.
- Develop pupils' creative and technical skills with a variety of materials, techniques and processes.
- Encourage children's critically reflective abilities of their own and others' work.
- Encourage children to appreciate and gain an understanding of the significance of art in their own culture and that of others.
- Allow pupils to investigate different kinds of art, craft and design as well as the study of artists and designers, and to apply this knowledge in their own work.
- Enable pupils to develop their powers of observation, together with awareness of colour, pattern, texture, line, tone, shape, form, and space in the environment.
- Enable pupils to work both collaboratively and independently.

Design and Technology

- Provide opportunities for all children to design and make good quality products.
- Create an interest and enthusiasm for designing and making for children of all abilities.
- Provide children with a range of activities to develop their design and technology capability and confidence in their own ideas.
- Involve children in developing an ability to evaluate their work and the products which people have designed in the past and present to meet their needs.
- Develop children's confidence and skills in using and selecting a range of tools and materials safely.

Objectives: We will achieve our aims by:

- Providing of out of hours opportunities which extend pupils' Art/DT experience, as well as enrichment clubs, many of which are Art/DT based.
- Encouraging children to experiment freely and to use a range of materials safely and sensibly.
- Giving children frequent opportunities to review and modify their work as it progresses, as well as evaluating their own finished products, recognising that the use of sketchbooks can be a helpful tool for this.
- Providing first hand experience of art through visits to galleries, as well as experiences with visiting artists. These experiences should enhance a child's perception of the wider world of the visual arts.

- Encouraging pupils to discuss and record their responses to the natural and man made environment.
- Allowing children to explore both 2D and 3D media and to work on a variety of scales.
- Promoting Art and DT through display in various ways throughout the school.

Computing

- Produce pupils with suitable computing skills and an understanding for their future contribution to the economy.
- Enhance and enrich all pupils' current learning across all curriculum areas.
- Ensure children with special educational needs are able to take advantage of the extra dimension that computing can bring to their learning.
- Develop autonomous users with a positive attitude towards computing.
- Ensure pupils understand how to use the internet safely and know how to respond to distressing encounters (refer to e-safety policy).
- Ensure that teachers have the confidence, skills and resources to deliver the required curriculum.
- Produce capable pupils at the end of Key Stage 2 that match the requirements of the Computing National Curriculum.
- Ensure the school is suitably resourced so that all aspects of the Computing National Curriculum can be delivered.

French

We aim to deliver a high-quality Modern Foreign Language education (with the main focus on French) which engages and inspires pupils to develop a love of languages, different cultures and promotes intercultural understanding.

Our objectives are to enable the children to:

- Offer opportunities to take part in international projects, assemblies, presentations and competitions.
- Offer speaking, listening, writing and reading opportunities to express simple and complex ideas in a foreign language.
- Encourage children to improvise and engage in a range of linguistic activities in lessons, and beyond.
- Develop a clear understanding of language learning strategies, including a KS2-KS3 transition.
- Appreciate and enjoy a wide range of linguistic and intercultural games, songs and stories.
- Meet with guests from partner schools abroad and work corroboratively, as part of the school (and larger) community.

Geography

Geography is a foundation subject within the National Curriculum. The aims of teaching geography at Burlington Junior School are consistent with our school philosophy and take account of the National Curriculum programme of study. In addition, the following aspirations for geography in the school have been derived:

- To create memorable and exciting teaching and learning experiences in geography, both inside and outside of the classroom, which will enthuse and engage children whilst developing their key geographical skills and understanding of the world around them; and
- To use real places, real experiences and real issues to make geography at Burlington Junior School 'come alive'.

Planning

Detailed curriculum content is identified in year group medium term plans. Learning activities are sequenced to ensure continuity and progression. Planning at a year group level ensures that classes within a year group cover the same areas of work. Long term planning at whole staff level ensures continuity and progression within the subject and also ensures that there is no unnecessary duplication or omission. A wide variety of geography resources are available in school. These include: maps (OS, local, regional, national and international); atlases; globes; aerial photos of New Malden; compasses; books; videos and DVDs. Teachers are also encouraged to use technology such as Google Earth and Google Maps to support teaching and learning.

History

We aim to deliver a high-quality history education which engages and inspires pupils to develop a love of the subject and is consistent with our school philosophy.

Our objectives are to enable the children to:

- Experience history outside of the classroom through visitors, workshops and trips to places of historical significance.
- Give children a sense of their own identity within our social, political, cultural and economic background and relationships.
- Give children a chronological understanding of British history and the significant developments that have helped to shape our society today.
- Provide children with an understanding of worldwide history and how it has impacted on other societies and cultures, as well as our own.
- Develop and maintain a positive and enthusiastic attitude towards history work in school.

- Educate children about how history is used today and how careers can be formed from it.
- Make children aware of how we know about the past through the study of primary and secondary sources, artefacts, memories, etc.
- Encourage an attitude of enquiry and curiosity towards history.
- Help children to study life in the past through a range of engaging resources (video clips, art, literature, artefacts, drama, music, etc.)

English

At Burlington Junior School, we aim to raise the standards of every pupil's literacy skills. We seek to enable every child to develop his or her knowledge, understanding, ability, confidence and independence, in the application and use of the spoken and written language. We recognise that mastery of the English language is an essential pre-requisite for every child's social development as well as educational progress.

Objectives

Burlington Junior School places a strong emphasis on the teaching of Literacy as a core subject. Through its teaching we aim to:

- Provide a stimulating, motivating curriculum that promotes interest, enthusiasm and enjoyment of the subject.
- Provide a wide range of literature for pupils to enjoy and learn from.
- Develop each pupil's ability in English through the use of carefully planned activities.
- Set and instill in our pupils high expectations and the motivation to aim for high attainment.
- Involve pupils in target setting, so that they understand what to do to make progress.
- Take account of current research on teaching and learning to improve attainment in English.
- Inform parents of pupils' targets, in order to work as a partnership.
- Include pupils of all abilities.

Writing

Aims:

- To provide a stimulating environment in which writing is perceived as pleasurable and purposeful
- To enable all children to become confident and independent writers by the end of Key Stage 2
- To ensure the earliest possible grasp of independent transcriptional skills
- To encourage enjoyment of composition via relevant purpose and context

- To teach the application of spelling, punctuation and grammar to improve the quality of written work.

Shared writing:

Whole class shared writing is used as a model for writing to allow pupils to learn and understand the explicit features of each text type before writing themselves. Building and clarifying success criteria during this process is used to act as further support for independent writing. The shared writing process includes: a model of the thinking process, response using talk and visual aids, consideration of purpose and audience and a model of the editing process.

Transcriptional and compositional skills:

We teach transcriptional skills to ensure early independence in basic writing and composition skills to ensure creativity. Sentence construction, text building, proof-reading and editing are modelled through shared and guided writing, and practised during independent sessions. Short-term literacy plans are usually based on a two week block including immersion into the text type through drama, skill building and text feature analysis in preparation for the extended writing task for the final sessions.

Cross-curricular writing:

As much as possible, writing in Literacy lessons is cross-curricular. Where there is writing within other subjects, there are high expectations. Just as with a literacy lesson, there is modelling of thinking, talking, planning, writing, referring to success criteria and targets.

Reading

Aims:

- To provide a stimulating reading environment which enables every child to become an enthusiastic, independent and confident reader by the end of key stage 2.
- To develop independence in language decoding at the earliest possible stage.
- To develop comprehension, interpretation, and the ability to form substantiated opinions of a broad range of fiction and non-fiction texts.
- To enjoy reading and understand the utility of reading.

Guided Reading:

This is the main vehicle for teaching and extending children's reading skills. It operates on a daily cycle and may include these areas:

1. Comprehension based activities
2. Focus work with teacher/teaching assistant
3. Word and sentence games
4. Free writing/handwriting

5. Independent reading/research

Books related to other subject areas are also used as well as those related to assessed reading skill needs.

Individual reading:

All children take home a reading book daily that is appropriate to their level of decoding and comprehension ability. In the lower school these books are organised by a colour banding system and are comprised of a range of high quality texts. In the upper school children have access to a range of texts in class book corners and are guided by teachers/TAs to choose a suitable level of challenge. All children also have access to the school library and are able to freely pick two books of their choice on a weekly basis.

Teachers in all year groups read aloud to classes as often as possible to enthuse about texts and to model reading as an essential and useful skill. Children are encouraged to read aloud to each other across the curriculum.

Phonics:

All children in Year 3 are assessed according to the Read, Write Inc baseline assessment. Differentiated phonics groups are run for those children that have not met expectations at the end of Year 2. Children are able to develop and refine their phonics skills within these groups until they are confidently using their phonics knowledge when reading independently.

1. **Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar is taught daily following the National Curriculum guidance.

Spelling is taught following the school's termly unit plans (based on the spelling rules in the National Curriculum - NC) which ensure progression through year groups. A list of exception words from the NC Y3/4 and Y5/6 lists is displayed in each classroom and taken home to learn.

Punctuation and grammar is taught ensuring progression through year groups. Literacy targets are often based on areas that children need to work on and apply to their writing.

2. **Speaking and Listening**

We adhere to National Curriculum guidelines to ensure appropriate progression. The NC specifies the 'spoken language' statements that apply to all years 1-6. The following opportunities are given to children to ensure speaking and listening opportunities:

- Text sharing, including listening, responding and expression of opinion.
- Presentation of own work and notes.
- Shared and guided reading and writing.
- Participation in drama activities (cross-curricular) .

- Learning poetry by heart to recite.
- Class assemblies.

3. **Handwriting**

Handwriting is taught throughout Literacy lessons but roughly 20 minutes per week is set aside for skills teaching and/or practice (time reduced as skills are acquired). There is an expectation that handwriting will be joined, legible and neat by the end of Year 3. Children are encouraged to write with a blue ink pen as soon as the class teacher judges that they are ready for this. This may be at any stage from Year 3 onwards. We expect most children to be writing competently with a pen by the end of Year 5.

School/home links

Homework (h/w) is set weekly and includes a range of the following:

- Regular reading (an expectation of 15 minutes daily)
- Learning of high/medium frequency words or playing word/sentence based activities
- Spellings to learn and /or investigate from Y3-Y6
- Up to 1 hour of set literacy homework per week (once a term classes are given h/w based on a set, age appropriate text that children are encouraged to read at home with their families)
- Topic homework often involves coverage of literacy objectives

4. **Assessment and target setting**

Assessment for learning

Short term formative assessment is a planned part of lessons and is used to inform next steps in teaching and what support or extension is required for individual pupils. Marking will be used as part of this process and, where appropriate, will include formative feedback comments. Blank page marking will be used and children will be given time to read, edit and review their writing.

Longer term /summative assessment

Pupils are assessed to determine their ability in Reading, Writing and SPaG according to the NC programme of study for their year group. This is based on teachers' knowledge of pupils' contributions to lessons (oral and written) and some testing, particularly in Years 5 and 6. Pupils' progress will be reviewed each half term and children who are not making adequate progress are targeted for more support or challenge as necessary.

Mathematics

We endeavour to provide a variety of rich, memorable experiences which will encourage the children to reach their full mathematical potential by developing a

positive and confident attitude towards mathematics, and seeing its relationship to other aspects of learning and life.

Key principles

There are certain key principles that underpin the teaching of mathematics in our school. We believe that mathematics:

- equips pupils with intellectual and practical skills to understand and make decisions about everyday life;
- is important in helping pupils to access learning and make good progress across the curriculum;
- is a creative discipline that can stimulate moments of wonder, for example when connections are made and patterns are generated;
- develops pupils' capacity to think, reason and solve problems;
- is best learnt through direct experience and the opportunity to discuss mathematical ideas and develop mathematical language;
- is an entitlement for all children and develops all children's mathematical, kinaesthetic, linguistic, visual and interpersonal intelligences.

Objectives

Burlington Junior School places a strong emphasis on the teaching of mathematics as a core subject. Through its teaching we aim to:

- develop an increasing confidence in mathematical reasoning;
- develop fluency and efficiency with numbers, measures and calculations;
- develop the ability to solve mathematical problems in a variety of contexts;
- encourage an understanding of mathematics through the process of inquiry, experiment, an appreciation of mathematical pattern and the ability to identify relationships;
- be able to develop our pupils' ability to read, understand, spell and use mathematical vocabulary meaningfully and confidently;
- develop the pupils' ability to apply their knowledge to make decisions and solve problems in real-life and imagined situations, and to see how mathematics can describe many aspects of the world around them.

Information Technology and Calculators

Computers and calculators are integrated into the school's mathematics teaching. Computers are used to help with the practice and recall of facts. They are also used to support children's understanding of the application of mathematics to solving problems. Pupils will be taught to use calculators appropriately. Calculators are not used as a substitute for simple problems where a mental or written strategy would be more efficient.

Organisation, setting arrangements and time allocation

In Years 3 and 4 children are not set for mathematics. They receive the mathematics curriculum in their mixed ability class. In Years 5 and 6 pupils are set for mathematics, although these sets are regularly reviewed. There are four groups within each year. These grouping arrangements allow the pupils to work in an environment that is appropriate for their current level of attainment. We are aware of the dangers posed by membership of the lowest ability group, where seeing children as successful mathematicians becomes a rarity, and seek to ameliorate possible disadvantages by ensuring some coaching between pairs of 'maths buddies' across ability groups.

School / home links

Homework is set weekly. Children are given mathematical tasks to bring home or are set a computer based task. This is linked to the weekly plan and reflects work completed by the pupils in lessons. Children are also required to regularly practice and recall specific facts, such as multiplication tables.

Assessment and target setting

Assessment for learning

Short term formative assessment is a planned part of lessons and is used to inform next steps in teaching and what support or extension is required for individual pupils. Marking will be used as part of this process and, where appropriate, will include formative feedback comments.

Longer term /summative assessment

Pupils are assessed to determine their understanding, accuracy and reasoning skills of the National Curriculum programme of study for their year group. This is based on teachers' knowledge of pupils' contributions to lessons (oral, written and practical), and some testing particularly in Years 5 and 6. Pupils' progress will be reviewed each half term and children who are not making adequate progress are targeted for more support or challenge as necessary.

Music

- We aim to deliver a high-quality music education which engages and inspires pupils to develop a love of music.
- Our objectives are to enable the children to:
- Be provided with opportunities to take part in extracurricular musical events such as singing at the Rose Theatre, carol singing, choir (supported by the work of the Voices Foundation in class) and orchestra.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Develop a clear understanding of the elements of music: pitch, duration, dynamics, tempo, timbre, texture and structure, as well as other key musical vocabulary.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation (upper KS2)
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Physical Education

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency ***[acquiring and developing]***.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas ***[selecting and applying]***.
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance ***[improving and evaluating]***.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising ***[knowledge and understanding of fitness and health]***.
- To develop the ability to work independently, and communicate with and respond positively towards others ***[working alone and with others]***.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being ***[applying safety principles]***.

Curriculum Planning:

The QCA Schemes of work alongside a number of other schemes - Howzat cricket, Aegon tennis, etc. are used and adapted to develop Burlington's own weekly PE plans. During Year 4, swimming is taught by the trained swimming instructors at the New Malden Centre on a rotation basis, with each class receiving two blocks of a 10 week programme. Outdoor and Adventurous Activities are incorporated through residential trips that occur in Years 4 and 6 although activities are also planned at school for those children who do not attend.

Safe Practice:

All staff must receive training in the set up for the large hall apparatus from the PE Co-ordinator. All pupils must be taught how to handle and carry apparatus and resources appropriately.

Clothing for PE activities

All children are to be properly dressed in the school PE kit.

INDOOR – t-shirt, plimsolls or bare feet. No trainers are allowed on apparatus due to safety issues.

OUTDOOR – t-shirt, blue shorts or tracksuit trousers, socks and trainers, blue sweatshirt or tracksuit top. No jewellery is worn, including watches or bracelets. Earrings must be removed. Long hair should be tied back.

Staff must wear suitable shoes for PE and appropriate clothing.

Guidelines and safety issues/class organisation

1. Establish your changing routine (before and after) and time allowed.
2. Ensure you collect a class medical kit containing named asthma pumps. Regularly check your class allergy and medical list. A school two way radio handset must be taken to the field/arena.
3. Walk to the hall/outside space and establish a starting point that children are familiar with, e.g. where to sit or stand, in pairs, spread out, etc
4. Always incorporate a warm-up session (raising heart rate and some stretching), state the learning intention, teach key skills in small chunks, let children practice/perform/evaluate/improve, provide plenty of challenge and support, place new skills in context (small sided game/dance sequence), allow children opportunity to say what they have learnt/how they have improved, end with a warm-down perhaps mentioning what you will be doing next time to develop their skills. Allow children to lead warm-up and warm-down exercises – develop leadership skills.
5. Teach routines for getting equipment out. Children could have certain apparatus they are always responsible for. Be prepared and get outdoor equipment ready before the lesson.
6. No running between equipment when in the hall. For safety reasons children should work quietly especially when using apparatus.
7. Teachers must intervene with situations which they regard as dangerous or affecting other children's participation. Ensure children know what you expect during an activity.
8. Regularly check on PE kit. Make sure children know when they should have PE kit in school. Check it is named and complete.
9. Have a firm system that children know for stopping an activity instantly and safely, e.g. whistle blow, clap = freeze and sit down. Remind children of safety issues and possible hazards regularly.

10. Keep a record of children that consistently 'forget' their kit. Please use the school homework diary to inform parents that spare school kit has been provided – this should be washed and returned. When children are unable to take part in a lesson due to an illness/injury, parents should provide a note. For those children who regularly miss PE, teachers should decide upon the appropriate follow-up action.

PSHE

Personal, Social and Health Education is at the heart of all aspects of teaching and learning and all aspects of school life. The aim of PSHE is to help children to develop into individuals who have self-confidence, consideration for others, an interest in what they are doing and pride in both themselves and their school. They will also be able to act with independence and responsibility.

A school needs to provide a broad, balanced curriculum which:

“promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society and prepares them for the opportunities, responsibilities and experiences of adult life.”

Ed. Act 1988

Aims

- promote a positive sense of the self
- promote good relationships with others
- promote good attitudes towards others and an understanding of differences between people and their viewpoints
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family
- equip pupils with knowledge about the world in which we live
- equip pupils with the skills and attitudes to engage successfully in the task of learning
- encourage reflection about beliefs, choices and values
- promote a healthy and safe lifestyle
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world

Teaching and Learning

PSHE is taught through interactive learning where the views of all are respected. Discussion, debate, circle time and drama activities are used to develop inclusive, interactive learning and, therefore, implementing effective personal, social and health education.

As part of the PHSE curriculum all pupils will be given appropriate drug education. This will cover different types of medicines, both prescribed and over the counter; legal and illegal drugs, their effects and their associated risks when misused. The drug education programme will aim to enable pupils to make reasoned, informed behaviour choices as part of the promotion of a healthy lifestyle. In particular, the drug education programme will provide opportunities for pupils to:

- Become aware of peer pressure
- Consider the consequences of risk taking
- Develop assertiveness skills
- Explore attitudes and values around drug misuse
- Learn how to access sources of help and information
- Practise decision making skills
- Understand drugs as medicines (including the risk of over-dosing on prescription drugs)

RE

Our aim is that the teaching of R.E. will help children develop self confidence and engage in positive behaviour in and out of school. Through RE, children will have a deeper understanding of world religions, preparing them well for life in modern Britain, where British values are upheld and where people live alongside others from different faiths and cultures with respect and tolerance. Aims for pupils:

- to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- to develop an understanding of the influences of beliefs, values and traditions of individuals, communities, societies and cultures;
- to develop the ability to form reasoned opinions leading to informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Great Britain;
- to enhance their spiritual, moral, cultural and social development by
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them;
 - responding to such questions with references to the teachings and practices of religions, and to their understanding and experience;
 - reflecting on their own beliefs, values and experiences in the light of their study;
- to develop positive attitudes towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

Purpose

- To help children to understand religious ideas and practices by ensuring that lessons are delivered using a variety of approaches e.g. observation

- of artefacts, drama, response to stories, discussion of photographs, pictures, posters and videos, etc.
- To challenge children's thinking in R.E., ensuring that learning opportunities reflect the following range of skills and processes: Investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.
 - To encourage children to celebrate major festivals, talk about their own faiths and share artefacts.
 - To use religious and secular stories, actual events and day to day occurrences to highlight fundamental questions of life.
 - To help children to make informed judgements related to religious teaching and practice through open and frank discussion of current issues.

Science

Science teaching at Burlington Junior School is 'child led', meaning that we give children the opportunity to take a leading role when exploring a topic; encouraging them to come up with their own lines of enquiry to explore. Through a variety of science activities, we aim to encourage and stimulate the children to think scientifically about not only the task in hand but also the world in which we live. Insightful scientific thinking is developed by all teachers through:

- Higher/ open ended questioning.
- Assemblies focusing on the social, moral, spiritual and cultural impact of science.
- Communicating and recording using ICT to research/ display results.
- Encouraging children to identify, pattern seek, research, observe over time and see the value of fair testing.

January 2018

January 2020