



Teaching and Learning Policy

Written By	Senior Leadership Team	
Frequency of Review	2 years	
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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. It underpins all curriculum policies.	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	SEND Marking Behaviour Assessment	

This policy describes how effective and efficient learning is promoted and led through the teaching at Burlington Junior School.

Our Vision:

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

Our Mission:

Staff are committed to:

- Providing a broad and balanced curriculum that provides memorable learning experiences.
- Providing pupils with transferable knowledge, skills and understanding which they can utilise in later life.
- 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.

Our Curriculum:

At Burlington Junior School, we believe that a broad and balanced curriculum which stimulates curiosity is essential in instilling a lifelong love of learning.

We provide all pupils with transferable knowledge, skills and understanding which they can utilise in later life. In doing so, our pupils are encouraged to think critically about their learning and develop a clear sense of who they are and how they can positively contribute to society. Our coherent curriculum is inclusive and regularly reviewed to ensure that it is relevant and reflective of our pupils and the wider community.

Throughout the curriculum, pupils will develop a deep understanding of a number of universal concepts which allows them to make links within and across different subject areas throughout their time at our school:

heritage	identity	responsibility	sustainability	collaboration	competition
democracy	community	equality	sacrifice	liberty	resilience

This conceptual knowledge will support pupils in understanding how they can make a positive contribution to society as they progress to secondary school and beyond.

Our curriculum intent:

- For all children to become fluent and effective readers to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure and as a door to a lifelong love of learning;
- To develop all children's vocabulary through explicit teaching, creating a culture of intrigue around words, origins and applications;
- For all children to become fluent in and be able to manipulate number to support problem solving and reasoning, through a maths mastery approach. This extends into other areas of the curriculum such as science, design and technology, computing and geography;

- To ensure all children understand how to keep themselves healthy, both physically and mentally, to support their long-term well-being. In doing so, we aim to develop pupils' emotional vocabulary to support them in expressing their feelings;
- To develop knowledge and skills through progressive curriculum content and concepts, preparing them for secondary school and lifelong learning;
- To develop our pupils as curious learners who are confident in exploring new concepts;
- To allow all pupils to make meaningful links in their learning in a range of subjects, fostering creativity;
- To encourage all pupils to develop their written and spoken communication skills, enabling them to participate in debate which challenges and offer viewpoints in a respectful manner;
- To develop all pupils' understanding of themselves as learners and build their resilience and problem-solving skills to become creative thinkers;
- To instil an understanding of, and deep respect for, the beliefs, cultures, needs and differences of others.

Our curriculum follows the aims and objectives outlined in the National Curriculum Programmes of Study.

1. Legal Framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- **SEND Policy**
- **Marking Policy**
- **Behaviour Policy**
- **Assessment Policy**

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.

- Ensuring that the senior leadership team meets regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Completing learning walks
 - Viewing samples of pupils' work
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the entire governing board

2.2. The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Working in classrooms, including teaching, regularly.
- Carrying out focussed classroom-based observations.
- Reviewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role models for teaching staff.

2.3. Curriculum coordinators are responsible for:

- Developing and reviewing curriculum progression and schemes of work in collaboration with colleagues.
- Reviewing curriculum planning and working with teachers to ensure that all children are able to access learning without the need for adult intervention.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the governor curriculum sub-committee.

2.4. Teaching staff are responsible for:

- Supporting pupils' self-regulation and wellbeing by establishing positive relationships – ensuring that pupils are 'ready to learn'.
- Monitoring and evaluating their own teaching.
- Seeking professional dialogue and constructive criticism from their year leaders and other members of SLT.
- Regularly reviewing and evaluating their planning.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.
- Modelling our school behaviour principles of 'ready', 'respectful' and 'safe', and supporting children in applying these principles (in line with our school behaviour policy).

- Establishing and maintaining a safe and orderly classroom environment which enables children to learn.

2.5. Pupils are responsible for:

- Being 'ready', 'respectful' and 'safe' throughout the school day (in line with our behaviour policy). This includes the following:
 - Being on time for school.
 - Being prepared to learn.
 - Placing coats and bags in the appropriate area.
 - Storing personal belongings in the area provided.
 - Being attentive.
 - Listening to and following all reasonable instructions.
 - Treating everyone with respect.
- Seeking advice and support when they feel that they need it by talking to a member of staff at school.
- Persevering and trying their best throughout the school day.

External monitoring

2.6. A school improvement partner (SIP) will work on an annual cycle to monitor teaching performance.

2.7. The school improvement partner will scrutinise all available data and discuss the school's self-evaluation with the senior leadership team, along with all matters arising from it.

2.8. The school improvement partner will undertake lesson observations through learning walks along with the senior leadership team.

2.9. The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion and joint lesson observations.

2.10. Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation

Discussion with senior leaders

3.1. Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's vision?
- How is the curriculum intent being implemented through teaching and learning?
- What is being done to monitor teaching and learning?
- How is assessment used to inform planning, ensure appropriate challenge, close gaps, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?
- Are strengths and weaknesses in teaching and leadership identified?
- Do pupils have opportunities to work independently and/or cooperate with others to solve problems?
- Do pupils understand what they need to do to improve? How do teaching assistants support pupils in making these improvements?
- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

3.2. The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?
- How often do you work on them?
- How do you know when you have achieved your targets?
- Who helps you to achieve your targets? What sort of things do they do?
- Do your parents know your targets? How do they know?
- When do you get new targets?
- What happens if you can't achieve your targets?
- How does having targets help your learning?
- Tell me about this piece of work. What were you learning?
- Show me a piece of work that you are really proud of. Why?
- Do you know how to improve your work? Do you have the opportunity to do so?
- What do you think about your maths/English homework? What do you think the school could do to make a subject more enjoyable/interesting for you?
- Which aspect of maths/English do you find challenging/difficult?

4. Learning

We know that children learn effectively in a variety of ways. Staff plan learning opportunities with a variety of activities and resources, which enable children to do the following:

- Work independently and collaboratively;
- Make mistakes in a secure environment;
- Participate in practical activities;
- Make use of concrete resources;
- Investigate and discover through hands-on activities;
- Pose and solve problems;
- Discuss, describe and ask questions, and explain answers;
- Understand, learn, memorise and apply rules and systems;
- Think in the abstract;
- Present learning to different audiences;
- Engage in first-hand experiences (we have a varied and full programme of trips and visitors to enhance the curriculum in all subjects);

- Use technology (electronic devices, VR glasses, remote learning platforms) to enhance learning experiences.

Pupils are encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

4.1 Attitudes to learning

Children are encouraged to develop their resilience and independence in all their learning, believing in their ability to learn. We recognise that children learn best when they have developed positive attitudes to learning and a sense of belonging; this may be exhibited through the examples below:

- 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 and a sense of belonging;
- Respect for others.

5. Teaching

At Burlington Junior School we provide opportunities for children to experience a balanced, wide and varied curriculum, both in and out of school (see Appendix 1). Our teachers are expected to provide work which is appropriate and matched to the abilities of the children in their classes. Where relevant, we make cross-curricular links when planning lessons and do our best to root the children's experiences in real-life contexts. We maintain a positive and purposeful learning environment with an emphasis on praise, encouragement and celebration of effort and achievement.

5.1. To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what quality-first teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Understand how to support pupils' wellbeing through self-regulation.
- Are able to make use of strategies like restorative justice to repair relationships between peers where friendship and/or behaviour incidents may occur.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Are consummate professionals.
- Engage pupils of all abilities.

- Seek out and accept constructive feedback from peers, pupils and parents.
- Are given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies in line with our behaviour policy.

5.2. The Curriculum

- All year groups follow the National Curriculum programmes of study.
- The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of necessary resources.
- While teaching the National Curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

5.3. Planning and Preparation

- Lessons are clearly linked to the National Curriculum. They are differentiated to provide challenge and support for pupils of all abilities.
- Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Teachers and teaching assistants communicate daily to review the day's planning and resources, in order to ensure that all adults are aware of how to challenge and support pupils effectively.
- The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

5.4. Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

5.5. In-class Support

Teaching assistants are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

6. Additional Educational Needs

6.1 Pupils with SEND

Pupils with SEND 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 Educational Needs register in line with the SEND Code of Practice. The pupil will then receive targets for development in relevant subjects that are written into their SEN Passport and Provision Map. These targets are reviewed regularly every term. Please refer to the school's SEND policy for further details (on our website here: <http://www.burlingtonj.kingston.sch.uk/attachments/download.asp?file=1945&type=pdf>)

6.2 Outstanding Learners

All adults should make appropriate provision for outstanding learners (achieving well ahead of their peers). We aim to:

- 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.
- For further information please see the policy here:

<https://www.burlingtonj.kingston.sch.uk/page/?title=Curriculum+Policies&pid=71>

7. Monitoring

The Headteacher, Deputy Head, Assistant Head and subject leaders monitor the teaching and learning of all subjects. The senior leadership team (SLT) and subject leaders may undertake all (or a combination of) the following activities:

- lesson observations,
- learning walks,
- book looks,
- pupil voice,
- data scrutiny,
- reviewing lesson plans or flip charts.

Governors visit year groups once a term in order to increase their own knowledge and understanding, as well as meeting with subject leaders to look at curriculum plans, books and pupil data. When asked, subject leaders may also present information about their subjects at a full Governing Body meeting.

Reviewed October 2020 by staff and Governors

Next review October 2022

Appendix 1: Specific subject intent and implementation

Art

Burlington Junior School's art curriculum offers children opportunities to understand and appreciate the visual arts as well as opportunities to stimulate their creativity and imagination. Pupils use colour, form, texture and pattern, as well as different materials and processes to communicate what they see, feel and think. They are taught progressive skills in drawing, painting, sculpture and textiles. As well as studying the work of artists through reproductions in the classroom, pupils are able to enhance their appreciation and understanding of art through museum and gallery visits.

Intent:

- To promote enjoyment in all art activities and encourage pupils to use art to express their ideas, feelings and emotions.
- To support and develop pupils' mental well-being through mindful art.
- To develop pupils' creative and technical skills with a variety of materials, techniques and processes.
- To encourage children to be critically reflective of their own and others' work.
- To encourage children to appreciate and gain an understanding of the significance of art in their own culture and that of others.
- To 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.
- To enable pupils to develop their powers of observation, together with an awareness of colour, pattern, texture, line, tone, shape, form, and space in the environment.
- To enable pupils to work both collaboratively and independently.

Implementation:

- Pupils participate in weekly art or D.T. lessons in alternate half terms (e.g. there may be an art focus in autumn 1, a D.T. focus in autumn 2, etc.).
- Pupils are provided with extra-curricular opportunities which extend their art experience, as well as enrichment clubs, many of which are art based.
- First-hand experiences of art are provided 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.
- Art is promoted and celebrated through display in various ways throughout the school.
- Children are able to explore both 2D and 3D media and work on a variety of scales.
- Children are given frequent opportunities to review and modify their work as it progresses, as well as evaluating their own finished pieces, recognising that the use of sketchbooks can be a helpful tool for this.

Computing

Through weekly computing lessons, children have opportunities to learn about programming, blogging, animation, publishing and developing digital media. Every class has timetabled access to our computer suite. In addition, children have access to a number of other resources such as laptops, iPads, digital cameras, digital video cameras and VR (virtual reality) glasses. Online Safety is taught through computing sessions, PSHE sessions, assemblies and also extra discussions based on recent events.

Intent:

- For pupils to leave Burlington Junior School with suitable computing skills and an understanding for their future contribution to the economy.
- To enhance and enrich all pupils' current learning across all curriculum areas through the use of technology including Virtual Reality and Augmented Reality (with VR glasses), gamification (e.g. Minecraft for Education), programmable hardware (e.g. Microbit), web browsing and digital content.
- To ensure that children with special educational needs are able to take advantage of the extra dimension that computing can bring to their learning.
- To develop autonomous and adaptable users with a positive attitude towards computing.
- To ensure pupils understand how to use the internet safely and know how to respond to distressing encounters.
- To ensure that teachers have the confidence, skills and resources to deliver the required curriculum.
- To ensure that the school is suitably resourced so that all aspects of the Computing National Curriculum can be delivered.
- To make use of Google Classroom as a remote learning platform to support classwork and homework.

Implementation:

- Every class has timetabled access to the large computer suite and may book extra sessions as required.
- In addition, children have access to a number of other resources such as laptops, iPads, digital cameras and Virtual Reality (VR) glasses.
- Children have opportunities to learn programming, blogging, animation, publishing and developing digital media.
- Online safety is taught through computing sessions, PSHE sessions, assemblies and also through extra discussions based on recent events.
- There are videos and links on the school website for parents to view which are used in classes.

Design and Technology

Design and technology is built around practical problem solving. It offers opportunities for children to investigate, design, make and evaluate commonplace items. Children are encouraged to study and evaluate all aspects of production, using a wide range of materials, techniques and tools safely and accurately.

Intent:

- For all children to have opportunities to design and make good quality products.

- For children of all abilities to develop an interest and enthusiasm for designing and making.
- To provide children with a range of activities to develop their design and technology capability, and confidence in their own ideas.
- For children to develop an ability to evaluate both their work and products which have been designed by others in the past and present, against given criteria.
- To develop children's confidence and skills in using and selecting a range of tools and materials safely.
- To encourage children to make mistakes and, through evaluation, find solutions to solve problems.

Implementation:

- Pupils participate in weekly art or D.T. lessons in alternate half terms (e.g. there may be an art focus in autumn 1, a D.T. focus in autumn 2, etc.).
- Pupils are able to see the design process through from research to planning, making and evaluating, whilst working to a design specification.
- Children are encouraged to experiment freely and to use a range of materials safely and sensibly.
- Children are given 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.
- Pupils are encouraged to discuss and record their responses to the natural and man-made environment.
- Children are able to explore both 2D and 3D media and to work on a variety of scales.
- D.T. is promoted through display in various ways throughout the school.
- Relevant links to other curriculum subject areas (e.g. computing, science, art) are established to allow pupils to revisit and build upon prior learning.

English

Throughout the English curriculum, our pupils obtain the necessary knowledge, skills and understanding to become lifelong readers and writers. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will give them the fundamental tools to achieve throughout their life. We aim to immerse pupils in the wonders of quality texts, to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Reading Intent:

- For children to enjoy reading and be exposed to a range of high-quality texts;
- To provide a stimulating reading environment to enable all children to become independent and confident writers by the end of Key Stage 2;
- To develop independence in decoding words;
- To develop comprehension, interpretation and the ability to form opinions of a broad range of fiction, non-fiction and poetry.

Reading Implementation:

- Daily guided reading allows the teaching of decoding and comprehension skills; children are able to read and discuss texts with support and challenge from a teacher.
- Additional activities in guided reading allow children to practise reading skills independently through working on a range of tasks selected by the teacher.
- Children are encouraged to have access to an independent reading book which is appropriate and that they enjoy. Children are expected to read at home five times a week for at least 15 minutes.
- Where appropriate, some children also take a book from the school reading scheme. Once a child has read four books in a colour band, they are heard reading by their teacher or TA who will decide if they're ready to move up to the next colour band. The reading scheme is also available as e-books for home-learning.
- Children have access to both the school library and a library of books in class.
- Teachers model good reading by reading aloud in all subjects.
- Teachers read stories to classes for pleasure and to introduce children to a wide range of texts.
- Children's decoding and comprehension is assessed against the National Curriculum.
- Pupils' progress is reviewed every half term and children not making adequate progress are targeted for more support or challenge as necessary.
- Pupils are set regular reading comprehension homework based on a whole-class reader.
- Children who have not met expectations in phonics at the end of Year 2 are put into differentiated phonics groups. These groups make use of 'Read Write Inc.' resources which support a synthetic approach to teaching phonics. This means that children are taught to read letters or groups of letters by saying the sound(s) they represent. Children then start to read words by blending the sounds together to make a word.

Writing Intent:

- To enable all children to become independent and confident writers by the end of Key Stage 2.
- To ensure a competent grasp of cursive handwriting.
- To encourage enjoyment of writing for purpose.
- To teach spelling, punctuation and grammar to improve the quality of written work.

Writing Implementation:

- Whole class shared writing is used as a model to support pupils' writing.
- Shared writing is displayed in all classrooms.
- Children are given frequent opportunities to write independently.
- Children are encouraged to talk through ideas before writing often using visual aids.

- The left page of books is used by children to edit their writing, with time spent on teaching the skills editing.
- Children are immersed in quality texts to stimulate good writing.
- Drama, video clips, music and first-hand experiences are also used as stimulation.
- Children are provided with opportunities for writing across the curriculum.
- There is an expectation that handwriting will be joined, legible and neat.
- Burlington Basics are used to make sure children include the fundamentals of sentence punctuation and present their work appropriately.
- Children write in a blue ink pen as soon as the class teacher feels they are ready.
- Additional handwriting support is provided where necessary.
- Spelling is taught discretely and is focussed on spelling rules taken from the National Curriculum.
- Punctuation and grammar is taught in the context of ongoing work in English.
- Next step marking is used to support or challenge children based on individual needs.
- Writing is assessed against the National Curriculum for the year group.
- Pupils' progress is reviewed every term and children not making adequate progress are targeted for more support or challenge as necessary.
- Pupils are required to learn spelling words or rules through games and activities at home.
- Writing in the wider curriculum, or as homework tasks, often involves coverage of literacy objectives.

Speaking and listening

Children are given the following opportunities to ensure speaking and listening progression:

- Listening and responding to texts, expressing and justifying their opinions.
- Presenting their own work.
- Contributing to class discussions across the full range of subjects.
- Participating in drama activities both within English lessons, wider curriculum lessons, and as part of assemblies and performances.

French

French is taught with a practical and creative approach at Burlington Junior School; we encourage our pupils to develop a passion and enthusiasm for languages through song, role-play, games and other activities such as food tasting. By regularly revising and reviewing prior learning, we ensure that pupils gain a solid foundation of language skills for them to build on each year. Our pupils develop their intercultural understanding by applying their learning to 'real-life' scenarios and contexts.

Intent:

- For our pupils to experience speaking, listening, reading and writing opportunities, allowing them the chance to express ideas in a foreign language.

- To enable pupils to engage in a range of creative, fun and engaging practical linguistic activities.
- For pupils to develop a clear understanding of language learning strategies, including a smooth transition from KS2 to KS3.
- For pupils to appreciate and enjoy a wide range of linguistic and intercultural games, songs and stories.
- For pupils to participate in borough-wide language competitions.

Implementation:

- Teachers regularly recap on previous learning, encouraging consolidation and ensuring understanding before moving on to new learning.
- Pupils participate in lessons with enthusiasm and are encouraged to develop a lifelong passion for languages in and out of school.
- Lessons include a variety of activities including singing, role play, stories and games.
- The French subject leader provides children with opportunities to participate in extracurricular French activities such as celebrating the European Day of Languages, 'French Takeaway' activities and language competitions.
- A range of resources, such as songs for different topics and the interactive resource 'Rigolo', are used in lessons to engage the children and provide a fun, practical context to learning French.

Geography

The Geography curriculum at Burlington Junior School aims to inspire in students a curiosity and fascination about the world that they live in. Geography plays a key role in developing pupils' global awareness. It helps pupils make sense of the world in which they live and to understand their role within a global society.

Intent:

- For pupils to develop a curiosity and fascination about the world in which they live.
- For pupils to understand and appreciate the similarities and differences between people, places, environments and cultures.
- To allow pupils opportunities to participate in fieldwork and explore their local area, including London.
- For pupils to experience contrasting localities which they might not otherwise experience, e.g. visiting the seaside.
- For pupils to gain a sense of who they are and how they can positively contribute to society through concepts such as sustainability and tolerance.
- For pupils to develop core subject knowledge alongside an appreciation of the emotional connection people can have towards different localities.

Implementation:

- Pupils participate in weekly geography or history lessons in alternate half terms (e.g. there may be a geography focus in autumn 1, a history focus in autumn 2, etc.).

- Geography is taught in a variety of contexts so that pupils can make informed connections between geographical features, processes and places.
- Planning allows pupils to revisit prior knowledge. For example, a rivers unit is taught in Year 3 and this knowledge is then revisited in Year 4 through a unit about trade as well as a history unit about Ancient Egypt, and in Year 6 through a unit about natural disasters (floods).
- Fieldwork, map work, critical thinking and computing resources are used to develop geographical skills and support pupils in participating in fieldwork. Fieldwork occurs in all year groups, including during residential weeks in Year 4 and Year 6.
- Pupils learn about diversity and difference in positive contexts such as multicultural week. Our school is inherently international, with over thirty-six different first languages.
- Our planning allows pupils to explore a variety of locations around the world, not only those specified in the National Curriculum, but also those which are relevant to our pupils. For example, when studying mountains, pupils will learn about mountain ranges in Korea, as well as European mountain ranges.
- Trips and visits are planned to enable pupils to gain a deeper understanding of the world around them, including their local area, London and contrasting localities, such as the seaside.

History

History enables children to gain a better understanding of their world, how it has evolved and to have an appreciation of the world we live in today. Children study a variety of historical periods including ancient civilisation and British history from the Stone Age to World War Two as well as their local history.

Intent:

- For pupils to experience history outside of the classroom through visitors, workshops, the use of VR experiences, and trips to places of historical significance.
- To give children a chronological understanding of British history and the significant developments that have helped to shape our society today.
- To provide children with an understanding of worldwide history and how it has impacted on other societies and cultures, as well as our own.
- To develop and maintain a positive and enthusiastic attitude towards history as well as an attitude of enquiry and curiosity.
- To educate children about how history is used today, how we learn from history, and that history is being made all the time.
- To make children aware of how we know about the past through the study of primary and secondary sources and how to analyse them.
- To help children to study life in the past through a range of engaging resources (video clips, art, literature, artefacts, drama)

Implementation:

- Pupils participate in weekly geography or history lessons in alternate half terms (e.g. there may be a geography focus in autumn 1, a history focus in autumn 2, etc.).

- Lessons allow children to develop their knowledge and key skills, such as using and analysing sources. They are also encouraged to make links and comparisons across the time periods that they have learnt about in school and with regards to changes in the wider world.
- Enquiry questions encourage pupils to develop their own critical thinking skills. Children are encouraged to reflect on their enquiry questions and use their knowledge to decide if they agree or disagree.
- Class/school timelines support children in making links and comparisons between topics and deepen their chronological understanding by noting how much time has passed between their topic eras.
- Opportunities are taken to learn about significant world events, such as Black History Month and Remembrance Day through a range of activities including both specific history lessons and cross-curricular lessons such as Music, English and Art.
- Children use a range of primary and secondary sources such as written sources, art, artefacts and more, to learn about historical contexts and ask questions of the past.
- Educational visits to London museums and galleries are planned to support teaching and learning in the classroom.

Mathematics

At Burlington Junior School, we consider mathematics as far more than simply a core curriculum topic; it is central to helping children become happy, articulate and confident individuals. Developing numerical fluency prepares children to access a world surrounded by number. It equips young people with key skills such as calculating, estimating, observing and predicting, which will be used extensively throughout their lives. We have adopted the maths mastery approach across the school and use White Rose Maths to structure our curriculum. This approach focuses on embedding reasoning and problem solving into all lessons in order to deepen children's understanding in all stages of maths learning.

Intent:

- For pupils to develop fluency and efficiency with numbers, measures and calculations.
- For pupils to develop an increasing confidence in mathematical reasoning.
- For pupils to develop the ability to solve mathematical problems in a variety of contexts.
- For pupils to gain an understanding of mathematics through the process of enquiry, experiment, an appreciation of mathematical pattern and the ability to identify relationships.
- For pupils to develop the ability to read, understand, spell and use mathematical vocabulary meaningfully and confidently.
- For pupils to develop their 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.
- For pupils to develop a sense of the size of a number and where it fits into the number system.
- For pupils to know by heart number facts such as number bonds, multiplication tables, doubles and halves.

- For pupils to use what they know by heart to figure out answers mentally, using jottings personal to them.
- For pupils to calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies.
- For pupils to make sense of number problems, including non-routine problems, and recognise the operations needed to solve them.
- For pupils to explain their methods and reasoning using correct mathematical terms.
- For pupils to judge whether their answers are reasonable and have strategies for checking them where necessary.
- For pupils to suggest suitable units for measuring, and make sensible estimates of measures.
- For pupils to explain and make predictions from the numbers in graphs, diagrams, charts and tables.

Implementation:

- Pupils are provided with a variety of rich, memorable experiences which will encourage the children to reach their full mathematical potential.
- We will promote a positive and confident attitude towards mathematics; leading pupils to see its relationship to other aspects of learning and life.
- Pupils will have the opportunity to use concrete objects and manipulatives to help them understand mathematics.
- They will build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.
- With the foundations firmly laid, children will be able to move to an abstract approach using numbers and key concepts with confidence.
- Teachers will set and share individual targets with children and communicate these targets to parents.
- Teachers will provide regular feedback to pupils.
- Children will be assessed against the age-related expectations for their year group. Pupils will be supported or challenged depending on their individual needs.
- Homework is set weekly. Children may be given mathematical tasks to take home or they may be set a computer-based task. These tasks are either linked to the weekly plan or are set to aid the recall and application of an earlier topic. Children are required to regularly practise and recall specific facts, such as multiplication tables and number bonds.

Music

Music at Burlington Junior School is highly valued and approached with enthusiasm by the children. All children participate in a weekly music lesson, and are taught by a specialist music teacher. Through listening to and engaging with an extensive repertoire of music, children develop their understanding of it and its place in the wider world.

Intent:

- For pupils to be provided with opportunities to take part in extra-curricular musical events such as singing at the Rose Theatre, carol singing, performing with Young Voices at the O2, and joining our school choir and/or orchestra.

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

Implementation:

- Weekly music lessons are taught throughout the school, in line with National Curriculum expectations, with a strong focus on listening.
- During their time at the school, each child will have the opportunity to learn a musical instrument alongside their classmates, as well as playing our range of tuned and untuned percussion instruments on a regular basis.
- Extra-curricular activities allow pupils to engage with musical practice and performance: we have flourishing Choirs of more than 100 children from Years 3 to 6, as well as a school Orchestra. We have many concerts within school, as well as opportunities to perform at exciting venues like John Lewis, the Rose Theatre in Kingston Upon Thames and the O2 Young Voices Concert.

Physical Education (P.E.)

Our skills-based curriculum has been developed not only to encourage children to challenge themselves but also to increase their participation in all physical activities and widen their experience in a multitude of sports. When pupils leave Burlington, we hope that they have developed the confidence and desire to seek further opportunities in any sport or activity.

Each year, we celebrate Fitness Week where all children will participate in new sports which are not offered as part of our usual curriculum. Our goal is to provide an opportunity for children to try new sports, with the hope that they find a new passion or hobby.

We also strive to reflect the diversity of our school and celebrate the sporting success of the wide range of cultures that are represented at our school.

Intent:

- To develop skilful use of the body; the ability to remember, repeat and refine actions; and to perform them with increasing control, coordination and fluency, both in and outdoors.

- To develop an understanding of the positive impact of physical activity on well-being.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills alongside the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising. To develop the ability to work independently, and communicate with and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety.
- To promote a love for sport and exercise and be knowledgeable in a wide variety of sports.

Implementation:

- Pupils participate in two P.E. sessions each week: one indoor session, and one outdoor session. Due to Covid-19 restrictions, pupils may have more than one outdoor session rather than an indoor session.
- Sports coaches deliver teaching sessions for outdoor sports, developing the subject knowledge of teaching staff.
- Teachers take opportunities in the classroom to share video clips and information about professional sports and sporting icons from around the world. This gives pupils the opportunity to see the skill that they are learning in action.
- Pupils participate in the 'Daily Mile' as an extra physical activity which equates to 50 additional 'active' minutes each week.
- Fitness Week, which includes sports' day, is planned in the summer term to enable pupils to access a broad variety of sports, including those not usually taught in school, as an enrichment opportunity.
- During Year 4, swimming is taught by the trained swimming instructors at the Malden Centre with each class receiving two blocks of a 10 week programme. Top-up lessons are offered in the Summer term to those Yr 4 children who cannot swim 25 metres.
- 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.
- Extra-curricular clubs and local school competitions enable pupils to experience competitive individual and team sports.
- There is an expectation that pupils will participate in 15 minutes of physical activity a day in order to support and develop pupil well-being.

Safe Practice:

All staff receive training in how to set up indoor gymnastics apparatus from the P.E. co-ordinators. All pupils are taught how to handle and carry apparatus and resources appropriately. Children are given a verbal risk assessment by the teacher before any activities which may cause injury.

- Staff must ensure that they collect an outdoor class medical kit containing named asthma pumps and a walkie-talkie before their P.E. lesson.
- Staff should regularly check their class allergy and medical list.

- Staff should always incorporate a warm-up session. Teachers may allow children to lead the warm-up and warm-down exercises in order to develop leadership skills.
- Staff should be prepared and ensure that equipment is ready before the lesson.
- Children should walk, rather than run, between P.E. equipment when in the halls. For safety reasons, children should work quietly especially when using apparatus.

Clothing for PE activities:

- All children are to be properly dressed in the school P.E. kit.
 - Indoor P.E. – House t-shirt, blue/black shorts, plimsolls or bare feet. Bare feet only on apparatus due to safety issues.
 - Outdoor P.E. – House t-shirt, blue/black shorts or tracksuit trousers, socks and trainers, blue sweatshirt or tracksuit top.
- No jewellery is to be worn, including watches or bracelets. Any religious jewellery is worn at the discretion of the Headteacher.
- Earrings must be removed and long hair should be tied back.
- Staff must wear appropriate clothing and suitable shoes for P.E. (all staff are given a Burlington Junior School P.E. top).

Personal, Social and Health Education (PSHE)

PSHE is developed throughout all aspects of school life, from subject-specific lessons, to assemblies, trips, visits, theme weeks and beyond. During subject-specific PSHE lessons, children are taught and involved in discussions about being a good citizen and their contribution to society. Through the Jigsaw programme, pupils encounter a range of themes, including 'changing me', 'being me in my world' and 'celebrating difference'. British values are discussed and explored throughout the PSHE and wider curriculum.

Intent:

PSHE will support the development of skills, attitudes, values and behaviour, which enable pupils to:

- Develop a sense of self-worth, valuing themselves and other people;
- Support pupils in understanding how to look after their mental health;
- Form respectful relationships;
- Make, and act on, informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community and understand how they can positively contribute to society;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Implementation:

- Through the delivery of the Jigsaw programme; pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their communities.
- Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Circle Time is used to allow children opportunities to respond to questions and express their viewpoint in a safe and structured environment.
- Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Assemblies support pupils in addressing school and world issues, and allow pupils opportunities to participate in discussions around these topics.
- Parents are informed of any concerns pupils raise within PSHE sessions.
- Parents are kept up-to-date with regards to changes to the RSE curriculum.
- British Values are integrated into PSHE lessons.

Relationships and Sex Education

In RSE (Relationships and Sex Education) children are taught the fundamental building blocks and characteristics of positive relationships, including friendships, family relationships and relationships with other children and adults. Children are taught about having respect for others and understanding that families can take different forms. Relationships Education also creates an opportunity for children to learn about their positive emotional and mental wellbeing, whilst also learning about different ways of staying safe, including online. This takes place in a safe learning environment through discussions and reflections.

Sex Education is taught through the use of published film material and follow-up discussion led by class teachers and NHS staff. Children learn about the physical and emotional changes of puberty, human reproduction and birth. Parents are informed about this in advance and can view the material themselves if they wish, either at school or on a DVD at home. The Relationship and Sex Education Policy is available for parents to see. Parents have the right to withdraw their children from Relationship and Sex Education except where it forms part of the Science National Curriculum.

<https://www.burlingtonj.kingston.sch.uk/attachments/download.asp?file=3808&type=pdf>

Religious Education (R.E.)

Through R.E., children will explore what people believe and what difference this makes to how they live, so that they can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This will prepare 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. The school has no affiliation with any religion but follows the Kingston Agreed Syllabus for Religious Education. This syllabus aims to help children develop knowledge and understanding of Christianity, Islam, Hinduism, Judaism and non-religious beliefs and concepts.

Intent:

- For pupils to make sense of a range of religious and non-religious beliefs by developing their knowledge and understanding of Christianity and other principal religions represented in Great Britain;
- For pupils to develop an understanding of the impact and significance of beliefs, values and traditions of individuals, communities, societies and cultures;
- For pupils 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;
- For pupils 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;
- For pupils to respond to such questions with references to the teachings and practices of religions, and to their understanding and experience;
- For pupils to reflect on and make connections with their own beliefs, values, experiences and ways of living in the light of their study;
- For pupils 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.

Implementation:

- Teachers will help children to understand religious ideas and practices by ensuring that lessons are delivered using a variety of approaches e.g. consideration of sources of authority, observation of artefacts, drama, response to stories, discussion of photographs, pictures, posters and videos, etc.
- Teachers will 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.
- Children are encouraged to respect major festivals, talk about their own faiths and share artefacts.
- Lessons will include the use of religious and secular stories, actual events, and day to day occurrences to highlight fundamental questions of life.
- Children are supported in making informed judgements related to religious teaching and practice through open and frank discussions of current issues.
- Some year groups also have a series of lessons taught by Insight, a Christian group who support Kingston schools.

Science

We aim to foster an enthusiasm and excitement for science through interactive activities and experiences. Throughout their time at Burlington Junior School, children will develop their scientific enquiry skills so that they can apply their scientific knowledge when using equipment, conducting experiments, building arguments and explaining concepts confidently. Doing this develops our pupils' natural curiosity and encourages respect for living organisms and the physical environment around us. We encourage children to continuously ask questions and be curious about their surroundings.

Intent:

- To foster an enthusiasm and excitement for science through interactive activities and experiences.
- For pupils to develop their scientific enquiry skills so that they can apply their scientific knowledge when using equipment, conducting experiments, building arguments and explaining concepts confidently.
- To encourage a natural curiosity within our pupils and develop respect for living organisms and the physical environment around them.
- For pupils to continuously ask questions and be curious about their surroundings.

Implementation:

- During investigations, children take a lead role when exploring a topic by asking and discussing higher order, open-ended questions.
- Pupils are encouraged to choose appropriate scientific equipment and justify their choices whilst also predicting, concluding and evaluating their investigations.
- Teachers ensure there is a safe working environment (indoors or outdoors), where the children understand the risks around them and the risks involved when using different pieces of equipment.
- Children use accurate scientific language to discuss and explain scientific phenomena and apply this in written form or when presenting their findings.
- Links are made with the world around us and children research topics and inspiring scientists, recording and then communicating the results using their computing skills.
- The Head Teacher's Science Challenge assesses the children's science knowledge whilst dedicated science days celebrate the subject within the school through themes.
- Trips and workshops are planned based around pupils' learning in science.
- Relevant links to other curriculum subject areas (e.g. computing, design and technology) are established to allow pupils to revisit and build upon prior learning.
- Insightful scientific thinking is developed through scientific enquiry skills:
 - identification through grouping and classifying
 - pattern seeking
 - researching using secondary sources of information
 - identification through grouping and classifying
 - observing over time
 - performing comparative and fair tests.

Curriculum Overviews:

Please see our website for curriculum overviews for each year group:

<http://www.burlingtonj.kingston.sch.uk/page/?title=Curriculum+Yearly+overviews&pid=56>