



## Teaching and Learning Policy

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| <b>Written By</b>                                   | <b>Senior Leadership Team</b>  |          |
| <b>Frequency of Review</b>                          | <b>2 years</b>   |          |
| <b>Date reviewed and approved by Governing Body</b> | <b>January 2023</b>  |          |
| <b>Date of next review</b>                          | <b>January 2025</b>  |          |
| <b>Display on Website</b>                           | <b>✓</b>   |          |
| <b>Purpose</b>                                      | This policy describes how effective and efficient learning is promoted and led through the teaching at Burlington Junior School. It underpins all curriculum policies. |          |
| <b>Consultation</b>                                 | <b>Governors</b>   | <b>✓</b> |
|   | <b>Parents</b>   | <b>✓</b> |
|   | <b>Pupils</b>  | <b>✓</b> |
|   | <b>Staff</b>   | <b>✓</b> |
| <b>Links with other policies</b>                    | <b>SEND</b><br><b>Feedback</b><br><b>Behaviour</b><br><b>Assessment</b><br><b>Equality Policy and Objectives</b><br><b>Inclusion</b><br><b>Safeguarding Policy</b>     |          |

### **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 Values**

#### **Belong**

- We all belong to our school community and work together to celebrate, respect and embrace our diversity.

#### **Joy**

- We know that children thrive both physically, mentally and emotionally when they are happy and safe.

#### **Succeed**

- All children have opportunities to succeed in every aspect of school life.

### **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;
- 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 to enhance their understanding;
- To provide pupils with opportunities to revisit prior learning in order to secure learning in their long-term memory;
- To encourage all pupils to develop their written and spoken communication skills, enabling them to participate in debate which challenges and offers 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 (latest version) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (latest version) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'
- Keeping Children Safe in Education (latest version)

## **2. Roles and responsibilities**

**Everyone in our school community is responsible for safeguarding children.**

2.1. The governing board is responsible for:

- Ensuring reports are provided by the headteacher and subject leaders 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 impact of teaching and learning, and conducting the following activities:
  - Completing learning walks with a member of staff
  - Viewing samples of pupils' work
  - Talking to pupils about their learning experiences
  - Talking to subject leaders about the curriculum
  - Reporting their findings to the entire governing board.

2.2. The SLT is responsible for:

- Acting as role models for all staff;
- Visiting classes, undertaking learning walks, and talking to staff and pupils;
- Working in classrooms, including teaching, where needed;
- Carrying out focussed classroom-based observations and learning walks;
- Reviewing planning and feedback;
- Discussing all annual reports and termly data with staff;
- Completing a self-evaluation of the school;
- Liaising with parents;
- Reporting to governors and AfC on teaching and learning, safeguarding, financial benchmarking, inclusion, behaviour, etc.;
- Providing adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

2.3. Subject leaders 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;
- Monitoring learning (through pupil voice, learning walks and book looks) to check pupils' understanding, curriculum coverage and standards in their subject;
- Reporting on the effectiveness of the curriculum to the SLT and the governing board;
- Providing CPD for staff through staff meetings.

#### 2.4. Teaching staff are responsible for:

- Delivering Quality-First Teaching for all pupils in the classroom;
- Motivating pupils effectively and using questioning to develop learning;
- Communicating with other adults to ensure that all pupils are supported effectively;
- Monitoring and evaluating their own teaching;
- Regularly reviewing and evaluating planning;
- Setting appropriate and challenging targets for pupils, holding high expectations for all;
- Engaging pupils of all abilities through effective differentiation and scaffolding;
- Collaborating with colleagues to moderate pupil achievement;
- Collecting and using data to identify pupils' next steps;
- Involving parents and other professionals in pupil development;
- Completing an annual report assessing the progress of their pupils;
- Supporting pupils' self-regulation and wellbeing by establishing positive relationships – ensuring that pupils are 'ready to learn';
- Modelling our school behaviour principles of 'ready', 'respectful' and 'safe', and supporting children in applying these principles;
- Making use of strategies like restorative justice to repair relationships between peers where friendship and/or behaviour incidents may occur;
- 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. This includes the following:
  - Being on time for school (if they walk to school by themselves).
  - Being prepared to learn.
  - Being attentive.
  - Listening to and following all reasonable instructions.
  - Treating everyone with respect.
  - Treating property with respect.
- Seeking advice and support by talking to a member of staff at school;
- Showing resilience and trying their best throughout the school day;

#### 2.6 External monitoring

- A school improvement partner (SIP) will monitor teaching performance alongside the senior leaders to ensure school effectiveness.
- 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.
- The school improvement partner will undertake learning walks along with the senior leadership team.
- The support of school-based advisors will be sought to evaluate the work of the school through professional discussion and joint lesson observations.
- Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

### **3. Self-evaluation**

The school self-evaluation tool (SEF) reviews the overall effectiveness of the school within the following areas:

- Quality of Education;
- Behaviour and Attitudes;
- Personal Development;
- Leadership and Management.

Evidence is collected through the following:

- Learning walks;
- Google Surveys;
- Book looks;
- Conversations with leaders and governors;
- Group and individual discussions with pupils;
- School Council meetings.

### **4. Teaching and Learning**

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 have a passion for teaching. They should plan and deliver lessons which are appropriate and matched to the abilities of the children in their classes, using resources to enhance learning. 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.

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

- Work independently and collaboratively through scaffolding;
- Respond to feedback (written or verbal);
- 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 methods;
- Think in the abstract;
- Present learning to different audiences;
- Engage in first-hand experiences ([see our trips and visitors overview](#));
- Use technology 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;
- Take pride in their work;
- See mistakes and failures as necessary steps to learning;
- Persevere;
- Respond positively to a challenge;
- Be Attentive.

#### 4.1. The Curriculum

All year groups follow the National Curriculum programmes of study.

The curriculum is balanced and carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through scaffolding and the provision of necessary resources. See appendix 1 for further information.

#### 4.2. In-class Support

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

#### 4.3 Enrichment

Within the curriculum, teachers plan for trips and visits; curriculum theme days/weeks (subject days, diversity week, fitness week); and the use of outside experts. Where possible, children are encouraged to share their skills with others by modelling for their peers or sharing their experiences.

Pupils have the opportunity to enhance their skills in many extra-curricular activities through a wide range of clubs, teams, performances and competitions.

### **5. Additional Educational Needs (SEND, PPG, EAL, LAC, lowest 20%)**

Pupils with additional needs will receive a range of additional support according to their level of need. We aim to support all pupils with quality first teaching. Teaching activities are adapted, scaffolded and differentiated within lessons to enable all pupils to work independently, so that they are able to know more and remember more. Reasonable adjustments are made to ensure pupils can access learning, and these may include a range of things e.g. movement breaks, slope boards, seating arrangements etc.

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 school looks at their strengths and barriers to learning so that targeted support is put in place. The pupil will then receive targets for development in relevant areas of need that are written into their SEN Passport and Provision Map. These collaborative targets are reviewed every term with parents and pupil.

Please refer to the school's SEND website page for further details:  
<https://www.burlingtonj.kingston.sch.uk/page/?title=Special+Educational+Needs+and+Disability&pid=45>

PPG strategy:

<https://www.burlingtonj.kingston.sch.uk/page/?title=Pupil+Premium&pid=41>

Please visit our [website page](#) to view the following policies:

- Looked After Children (LAC) Policy;
- Inclusion Policy;
- SEND Policy.

### More Able Learners

The National Association for Able Children in Education (nace), defines more able learners in the following way:

- Learners who have the potential or capacity for high attainment;
- Learners who demonstrate high levels of performance in an academic area;
- Learners who are more able relative to their peers in their own year group, class and school;
- Ability in all areas of the curriculum **or** in a specific subject curriculum area, including the arts and physical activities.

We are aware that more able learners may exist across different pupils groups (e.g. EAL, PPG, etc). We aim to support all pupils with quality first teaching. Teaching activities are adapted, scaffolded and differentiated within lessons to enable higher attaining pupils to deepen their understanding.

### **6. Monitoring this Policy**

The Senior Leadership Team and subject leaders monitor the teaching and learning of all subjects continuously throughout the year.

**Reviewed January 2023 by staff and Governors**

**Next review January 2025**



## **Appendix 1: Specific subject intent and implementation**

### **Art and Design**

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 printmaking.

#### **Intent:**

- To promote enjoyment in all art activities and encourage pupils to use art to express their ideas, feelings and emotions.
- 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 different cultures.
- 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 different half terms (e.g. there may be an art focus in autumn 1, a D.T. focus in autumn 2, etc.).
- Planning across the school provides pupils with opportunities to work within different mediums (sculpture, painting, printmaking, drawing) and with mixed media.
- Children are able to explore both 2D and 3D media.
- Children are able to revisit skills as they progress through the school, developing their knowledge of key vocabulary such as texture, line, tone, shape and form.
- Each unit is linked to a specific artist or artworks, with children gaining an understanding of art within different cultures.
- Teachers use a range of scaffolds to support and extend children.
- Assessment is used to ensure appropriate scaffolds are put in place and planning is adapted as needed.
- Art is promoted and celebrated through displays across the school.
- We work with external providers to host extra-curricular clubs which enable children to practise a variety of skills.
- 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 Chromebooks, laptops and iPads. 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 gamification, programmable hardware (e.g. Micro:bit), 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 responsibly, knowing 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.
- Each year group has a class set of Chromebooks that are used across the curriculum.
- In addition, children have access to a number of other resources such as laptops, Chromebooks and iPads for use across the curriculum.
- Children have regular opportunities to learn and consolidate learning in the three strands of computing: computer science, information and technology and digital literacy. This includes developing knowledge and skills in programming, blogging, animation, publishing and developing digital media.
- Pupils develop their knowledge of programming throughout the school using a range of hardware and software including Scratch, Micro:bit and Python.
- Online safety is taught through computing sessions using carefully selected resources from Natterhub, PSHE sessions, assemblies, and also through extra discussions based on current issues.
- Where pupils have a special educational need, they are able to access hardware to support their learning across the curriculum.
- Touch-typing is taught to develop pupils' typing skills.
- Teachers use a range of scaffolds to support and extend children.
- Teachers are supported by the computing leader to ensure they are confidently delivering successful computing lessons.

- Work (homework and some classwork) is set and produced on Google Classroom. This supports children's transition to secondary school.

### **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, developing their independence when problem-solving.
- 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 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 different half terms (e.g. there may be an art focus in autumn 1, a D.T. focus in autumn 2, etc.).
- Pupils use the 6 principles of D.T. (purpose, user, innovation, authenticity, design decisions, functionality) when evaluating existing products and designing new products.
- D.T. topics show clear progression across the year groups. Children learn knowledge and skills within 5 key areas: cooking and nutrition, mechanisms, textiles, structures, electronic systems and control.
- Planning makes use of topic-specific vocabulary which children are able to revisit as they progress through the school.
- Pupils are able to see the design process through from research to planning, making and evaluating, whilst working to a design criteria.
- Teachers use a range of scaffolds to support and extend children.
- Children are able to make use of a variety of materials and resources when evaluating existing products and making their own products. 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.
- D.T. is promoted through display throughout the school.
- Relevant links to other curriculum subject areas (e.g. maths, computing, science) are established to allow pupils to revisit and build upon prior learning.
- Enrichment opportunities exist across the school including STEM Week, external trips and after-school clubs.

## **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 quality texts, to instil a love for reading, and develop their imagination.

### **Reading Intent:**

- For children to enjoy reading and be exposed to a range of high-quality texts;
- Enabling all children access to books through classroom book corners and the school library.
- To ensure independence in decoding words, offering support for those who need it.
- To develop comprehension, interpretation and the ability to form opinions of a broad range of fiction, non-fiction and poetry.

### **Reading Implementation:**

- 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.
- Children who have not met expectations in phonics at the end of Year 2 are put into differentiated phonics groups following a baseline assessment. These groups make use of 'Read Write Inc.' (RWI) resources which support a synthetic approach to teaching phonics. Children are heard reading three times a week by an adult in school.
- All Year 3 and Year 4 classes start the autumn term revising their phonics sounds using RWI rhymes.
- All children have access to an independent reading book that they enjoy which is appropriate for their reading ability. Children are expected to read at home five times a week for at least 15 minutes which is recorded in their reading diary.
  - RWI Book Bag Books - for children who are accessing RWI interventions and need support with decoding.
  - Collins Big Cat Reading Scheme - coloured book bands for children who can decode all sounds and developing fluency and comprehension.
  - Learning to Fly - a selection of books for children to support independent choice when children have moved off the reading scheme (Years 3 and 4)
  - Free reader - children can select a book from home, classroom book corners or library.
- All children have access to the school library to select a book to read for pleasure. For some children, this is a book they will read with grown ups at home.
- Teachers model reading by reading aloud in all subjects.
- Teachers read books to classes for pleasure and to introduce children to a wide range of texts (fiction, non-fiction, poetry). When new books are selected, subject leaders aim to include a diverse range of authors and characters.
- Children's decoding and comprehension is assessed against the National Curriculum statements both in class and through termly reading assessments.

- Pupils' progress is reviewed every 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.

### **Writing Intent:**

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

### **Writing Implementation:**

- Whole class shared writing is used as a model to support pupils' writing and displayed in all classrooms.
- Children have daily English lessons which include regular writing opportunities.
- Children are encouraged to talk through ideas before writing, using a range of stimuli: high-quality texts, pictures, video clips, music, drama, first-hand experiences.
- Teachers use a range of scaffolds to support and extend children.
- The left page of books is used by children to edit their writing, with time spent on teaching the skills of editing (this is reversed if a child is left-handed).
- Children are provided with opportunities for writing across the curriculum.
- 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, as well as a weekly discrete grammar lesson.
- Pupils are required to learn spelling words or rules weekly, with guidance provided in homework diaries.
- Writing in the wider curriculum, or as homework tasks, often involves coverage of literacy objectives.
- There is an expectation that handwriting will be joined, legible and neat - modelled by teachers.
- Burlington Basics are used to make sure children include the fundamentals of sentence punctuation and present their work appropriately.
- Children write with a blue ink pen as soon as the class teacher feels they are ready.
- Additional handwriting support is provided where necessary. A small number of children may type their work where appropriate.
- Feedback is used to support or challenge children based on individual needs, with individual writing targets set for all children.
- 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.

### **Oracy (speaking and listening)**

#### **Intent:**

- For children to become confident speakers when discussing a range of topics.

- For children to experience performance (drama, poetry).
- For children to be able to listen and respond appropriately to a range of ideas, including those that they disagree with (with adults and peers).

### **Implementation:**

- In English and guided reading lessons, children listen and respond to texts, expressing and justifying their opinions.
- Children have opportunities to present their own work across the curriculum and through homework tasks.
- Children are able to contribute to class discussions and debate across the full range of subjects.
- Pupils participate 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 and games. By regularly revising and reviewing prior learning, we ensure that pupils gain a solid foundation of language skills (including phonics) 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, ensuring a smooth transition from KS2 to KS3.
- For pupils to develop an awareness of other cultures and languages.
- For pupils to participate in borough-wide language competitions.

### **Implementation:**

- The interactive resource 'Language Angels' is used to support the planning and delivery of French lessons across the school. It provides differentiated activities to challenge our native speakers and support those who need it.
- Teachers regularly recap on previous learning, encouraging consolidation and ensuring understanding before moving on to new learning.
- All year groups recap and learn a new set of phonics sounds each year to support their oracy and reading of new words.
- Lessons include a variety of activities including singing, role play and games.
- The French subject leader provides children with opportunities to participate in extracurricular French activities such as celebrating the European Day of Languages and entering language competitions.
- Teachers use a range of scaffolds to support and extend children.

## **Geography**

The Geography curriculum at Burlington Junior School aims to inspire in students a curiosity and fascination about the world that they live in. They are encouraged to understand and appreciate the differences between people, places, environments and cultures. 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.

Burlington Junior School is fortunate to be part of a diverse, multicultural community and geography enables pupils to bring their own knowledge and experiences into the classroom.

### **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 undertake geographical enquiry.
- For pupils to be confident in using a range of geographical sources, e.g. maps, diagrams, data, photographs and GIS.
- 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 (e.g. location of significant places, human and physical features) 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.).
- Teachers use a range of scaffolds to support and extend children.
- 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 5 when learning about Europe.
- Activities are planned within each lesson to allow pupils to access prior learning (e.g. a retrieval task).
- Assessment is used to ensure children have understood key content within each unit and teachers use this information to plan and adapt tasks as needed.
- Pupils have access to a range of geographical resources within lessons including atlases and the use of GIS (Google Maps, Digimap, Google Earth).
- Map work, critical thinking and computing resources are used to develop geographical skills and support pupils in participating in fieldwork.
- Pupils make use of geographical skills in all year groups, including during residential weeks in Year 4 and Year 6 when pupils use maps to navigate.
- Pupils learn about diversity and difference in positive contexts in lessons and in whole-school activities such as diversity 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.
- Assemblies, as well as learning in other subjects (e.g. D.T., PSHE), enhances pupils' learning about sustainability and respect for the environment and other cultures.
- Pupils are encouraged to think critically about sources or images to consider whether they represent the 'whole story'.
- Trips and visits are planned to enable pupils to gain a deeper understanding of the world around them, relevant to their learning in class.

## **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 developing their historical skills. Topics also draw on our local history and culture to help give pupils a sense of identity and place.

### **Intent:**

- For pupils to experience history outside of the classroom through visitors, workshops 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 different time periods and with regards to changes in the wider world.
- Teachers use a range of scaffolds to support and extend children.
- 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.
- 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 through a range of activities including both specific history lessons, cross-curricular lessons and assemblies.
- 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. Visitors also run workshops in school to enrich curriculum learning.
- Children take part in history theme days where they will have the opportunity to dress up and take part in authentic activities.

## **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 know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- For pupils to develop confidence in mathematical reasoning and pattern spotting.
- For pupils to learn, understand and use mathematical vocabulary correctly.
- For pupils to develop their ability to apply their knowledge to make decisions and solve problems in real-life and imagined situations.
- For pupils to be able to use and apply mathematical knowledge and skills across the curriculum and in everyday life.
- For pupils to calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies.
- 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:**

- Teaching follows the White Rose scheme of work which is carefully sequenced using small steps.
- We promote a positive and confident attitude towards mathematics; leading pupils to see its relationship to other aspects of learning and life.
- Teachers use a range of scaffolds to support and extend children such as adult support, directed questioning, stem sentences, manipulatives and worked examples.
- We have a 144 Club that encourages children to rapidly recall their multiplication and division facts.
- We use a range of activities to allow children to recall number facts and make links to prior learning.
- Pupils are provided with a variety of rich, memorable experiences which will encourage the children to reach their full mathematical potential.
- 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.
- Pupils can use mathematical vocabulary and knowledge in other subjects such as geography, science, computing and DT.
- 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 staff and 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, children develop their understanding of music and its place in the wider world.

### **Intent:**

- For pupils to choose to engage with music beyond the school curriculum (listening, playing instruments)
- 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 notation.
- Teachers use a range of scaffolds to support and extend children.
- 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.
- 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.

### **Implementation:**

- Weekly music lessons are taught by a specialist music teacher throughout the school, in line with National Curriculum expectations, with a strong focus on listening.
- Lessons provide regular opportunities to listen, compose and perform, as well as developing knowledge of a range of composers through history
- Planning makes use of resources from Charanga, which is an interactive resource
- Musical vocabulary and staff notation are regularly revisited across all year groups
- Opportunities to develop music technology skills within lessons
- During their time at the school, each child will have the opportunity to learn musical instruments alongside their classmates, and consolidate this learning as they progress through the school
- KMS deliver whole class instrumental lessons for one term in Year 4
- Work in partnership with KMS to facilitate 1:1 music lessons
- Weekly singing assemblies enable group performance and sharing listening experiences
- At the end of each unit of music there are opportunities to perform to the rest of the school, showcasing our new skills.
- Extra-curricular activities allow pupils to engage with musical practice and performance: we have flourishing Choirs of 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 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.

**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.
- Planning makes use of resources from GetSet4PE which ensures progression and supports teachers' subject knowledge.
- A trained sports coach delivers some teaching sessions for outdoor sports, ensuring progression across the school.
- 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.
- Fitness Week, which includes sports' day, is planned in the summer term to enable pupils to access a broad variety of sports, including some 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 the curriculum and enhanced during residential trips that occur in Years 4 and 6.
- Extra-curricular clubs and local school competitions enable pupils to experience competitive individual and team sports. Participation in competitions is tracked to ensure wider access.
- There is an expectation that pupils will participate in 30 minutes of physical activity during the school day in order to support and develop pupil well-being (including break and lunchtimes). Activities are planned at break and lunchtime to encourage this, such as table tennis, basketball, dance and swingball.
- Teachers use a range of scaffolds to support and extend children.

**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. Please see our School Uniform Policy for further details.
- Our school guidance for changing for P.E. is that children in Years 3 and 4 change together in their mixed gender classrooms. Children in Years 5 and 6 change in single gender changing areas. This may involve using changing rooms, or changing in an empty classroom space.
- 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 (or covered with tape if the piercing is new) 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:**

- We make use of the Jigsaw Programme (aligned with the DfE's statutory objectives) to plan and resource PSHE lessons around 6 key themes: being me in my world, celebrating differences, relationships, healthy me, changing me, and dreams and goals.
- Within PSHE lessons, pupils have regular opportunities to discuss key themes and questions with their peers. This could be in the form of circle time.
- Ground rules are established to ensure discussions take place in a safe and respectful manner.
- 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.
- 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.
- Teachers use a range of scaffolds to support and extend children.
- 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 that pupils raise within PSHE sessions.
- Parents are kept up-to-date with regards to changes to the RSE curriculum and are invited to review resources ahead of RSE lessons.
- British Values are integrated into PSHE lessons.
- Where appropriate, external trips are planned to enrich learning and visitors (e.g. police) may come into school to talk with classes.
- Pupils participate in whole-school theme weeks, such as anti-bullying week.

### **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. The Relationships 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/page/?title=Curriculum+Policies&pid=71>

## **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.
- Teachers use a range of scaffolds to support and extend children.

## **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 working scientifically skills so that they can apply their scientific knowledge when using equipment, conducting experiments, justifying their results and explaining concepts confidently.

### **Intent:**

- To foster an enthusiasm and excitement for science through interactive activities and experiences.
- For pupils to develop their knowledge and understanding of the world around them through units linked to physics, chemistry and biology.
- For pupils to undertake investigations in order to answer questions, using a range of equipment and resources safely.
- For pupils to develop and apply their scientific skills to deepen their understanding.
- For pupils to revisit prior learning and apply this understanding when learning new concepts.
- For pupils to be curious about their surroundings, asking questions and seeking answers.

### **Implementation:**

- All children have weekly science lessons in all year groups.
- Each half-termly unit includes at least one scientific enquiry, allowing pupils to develop their working scientifically skills. 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.
- Investigations include making predictions, collecting data, recording results, concluding and evaluating. As children move through the school, they use these skills with increasing independence.
- Lessons include opportunities to revisit prior learning and encourage children to make links across year groups.
- Children use accurate scientific language and vocabulary to discuss and explain scientific concepts and apply this in written form or when sharing their findings.
- During investigations, children are encouraged to explore a topic by asking and discussing higher order, open-ended questions.
- Pupils have access to appropriate scientific equipment and are taught how to use these resources accurately and safely. 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.



- Teachers use a range of scaffolds to support and extend children.
- Links are made between scientific concepts and the world around us. Children research and learn about related topics and inspiring scientists.
- Pupils are provided with enrichment opportunities linked to pupils' learning in science through trips and workshops (e.g. Space dome), and participating in S.T.E.M. week.
- 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.

### **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>