



## **Curriculum, Teaching and Learning Policy**

Date of policy	May 2024
Member of staff responsible	J Purvis
Review Date	May 2026

# **Curriculum, Teaching and Learning at Norwich Road Academy**

## **Intent**

At Norwich Road Academy, we have designed our curriculum with the intent that our pupils must have the foundations to become successful adults. We motivate them to be the very best they can be; confident communicators, global citizens, to take opportunities to extend their horizons and develop the resilience to overcome any obstacles in life.

Our curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, aspirational, confident and successful learners, who know how to make a positive contribution to their community and wider society. The curriculum considers the whole child. It includes physical development, well-being and mental health and ensures that key elements such as; creativity, academic success, problem solving, responsibility and resilience support the development of the whole child and a positive attitude to learning.

These values are central to our Academy vision and embedded throughout our curriculum delivery.

## **Empower – Motivate – Aspire – Transform - Be Proud – Connect**

At Norwich Road Academy, teaching and learning provides a rich and varied learning environment that allows all children to develop their skills and abilities to reach their potential, regardless of their socio-economic background, ethnicity or gender. Our teaching aims to:

- provide a secure and supportive learning environment;
- enable children to become confident, resourceful, enquiring independent and reflective learners;
- develop their self-esteem;
- develop self-respect and too respect the ideas, attitudes, values and feelings of others;
- promote positive attitudes toward other people;
- allow children to understand and feel part of their local community; and
- ensure all children grow into reliable, independent and positive citizens.

## **Implementation**

Our curriculum is organised so that learning builds year on year, providing a ‘spiralling’ curriculum where children are taught key facts, significant skills and relevant vocabulary which

will broaden their knowledge and enrich their learning experiences. **Bruner (1961)** states that the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. At the start of each new unit, knowledge organisers are created for children and parents; these will outline key facts and vocabulary which can be used as an introduction to each new topic and a point of reference enabling parents to support their child's learning experience.

Flight paths are used to plan a series of lessons, building knowledge over a period of time. Lesson learning objectives are identified along with key vocabulary, interesting facts and key knowledge. Flight paths are shared at the start of each lesson and displayed in the classroom for pupils to see the progression of learning.

Through focussing learning on a series of diverse units, key curriculum requirements can be embedded to motivate pupils to develop a love for learning, enabling them to continue their learning outside of the classroom. Linking learning to local, national and international themes develops tolerance in accepting different opinions, while raising personal aspirations and expectations. Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners.

Each teaching and learning unit encompass these areas, with vocabulary being an important part of learning for all children. Partnerships with outside groups, as well as Educational visits, help to enhance the delivery of the curriculum. Other opportunities include:

- investigation and problem solving;
- group or independent research;
- whole class, group, paired and independent work;
- questioning;
- role-play;
- debates and oral presentations;
- productions;
- use of ICT;
- physical activity;
- participation in competitions and festivals; and
- outside learning.

PKC Vocabulary sessions take place each week to review and embed key learning from the week. This may include a range of activities including quizzes, discussion, review of previous learning or further work towards a learning activity.

End of unit assessments take place at the end of each topic. Assessments include quizzes and information learnt within the unit recorded into a double page spread. The style of recording will differ across classes but the focus of the lesson is to review learning and use this to build upon future learning steps.

**Effective teaching and learning is characterised by the following:**

- highly focused lesson plans with clear learning objectives and success criteria;
- flight paths for every unit so learning journey is clear for all;
- high expectations of pupil engagement and involvement in their learning;
- high levels of interaction with peers and teachers;
- high quality vocabulary;
- teacher questioning;
- modelling and explanations;
- pupils accepting responsibility for their learning;
- effective working in groups or independently;
- praise and encouragement to motivate;

**NRA Curriculum Mantra**

We have a simple mantra to support teaching and learning in all lessons. The students and staff all use the same 11-point list as a guide for their lessons. This mantra provides children with the opportunity to recap prior knowledge and develop new knowledge.

1. Children enter the room ready for learning, resources are set out for the lesson and where applicable, an activity is available to settle the children.
2. Our lessons begin with the chance to re-cap on prior learning through quizzing, questioning, sharing knowledge organisers, brief discussions and reinforcement of concepts and vocabulary. Flight paths are shared, reviewed and discussed.
3. We share the language of learning; “my turn, your turn” for the class to pay attention and listen the pronunciation of new vocabulary, before repeating it back themselves in

a choral class response. Definitions are also shared so pupils can understand the word in its correct context.

4. We use the 'ask 5, not 1' questioning technique, to ensure all children are secure in the knowledge that they need for the lesson.
5. We ensure that the questions we ask are rephrased each time, so that children can think and apply their knowledge in different ways and ensure security.
6. We use the 'cold calling' technique and give children thinking time after a question, before saying the name of the child we would like to answer. Using this no hands-up questioning approach means all children need to be focused.
7. Children should respond to question in full sentences. Teachers to model if required.
8. Student work is well presented with titles & date underlined neatly.
9. All lessons will include an element of written work, usually a high-leverage short paragraph answer, which makes use of the vocabulary that the children have learned in that lesson.
10. Quality feedback is given to pupils to help them progress. Teachers, support staff and peers can provide supportive and developmental feedback.
11. We finish our lessons with a recap of key knowledge and understanding.

The curriculum is our progress model; we know that students have made progress when they have learnt, over time, the core knowledge from the lessons. We ensure this is done through our A4L quizzes, termly assessments and a longer piece of writing

### **Pupil Groupings**

In order to meet the learning objectives and learning needs, while providing appropriate challenge and support for all pupils, teachers use a wide range of grouping options within their classes. These include the following:

- ability groups across a class when relevant;
- skills based groupings;
- paired work to aid discussions;
- individual work;
- pupil choice groupings;
- whole class groups; and
- key stage/whole academy work.

## **Target Setting**

Individual pupil's progress is tracked, together with the cohort and specific groups, throughout their time at Norwich Road Academy. A range of performance measures, including teacher assessments and test data, are used to determine children's levels, from which strengths and areas for development are identified. These provide information to set individual targets to maintain pupil's progress. Targets are shared with staff, children and parents. In addition, this information is used to inform planning, and to implement intervention as necessary.

## **Interventions**

Quality first teaching ensures the majority of pupils at Norwich Road Academy make at least expected rates of progress. Any pupils identified to be falling behind benefit from additional small group or 1:1 intervention to enable them to make the progress expected to achieve their full potential. All intervention groups will use the teacher's knowledge of a particular pupil, or group of pupils, to determine the composition and aim of this support; this will be in collaboration with the SENDCo when necessary.

## **EAL**

Children who have English as an Additional Language (EAL) are assessed on entry to the school and lessons are planned to take account of their needs. If the child needs additional support, small group work may be provided or 1: 1 work to enable them to fully access the curriculum.

See also EAL policy

## **Children with Special Educational needs and Disabilities (SEND)**

We understand that all children have a variety of needs and our policies and practices ensure that each child's needs are quickly identified so that an Individual Learning Plan can be put in place. The ILP is designed to provide the additional assistance that a child might need. They are monitored by the class teacher and by the school's SENCO. Parents and their child are always involved in the planning, learning stages and reviewing stages. The reviews take place termly.

See also the SEND policy

### **Effective Classroom and Learning Environment**

Each of our Teachers maintains good relationships with all the children in their class, and treats them with kindness and respect. We recognise that they are all individuals, with different needs and we treat them fairly, giving them equal opportunities to take part in class activities.

We praise children for their efforts and, by doing so, we help them to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times and when a child's behaviour become challenging we follow the guidelines for sanctions, as outlined in our Academy Behaviour Policy.

We aim to provide a learning environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised and well-resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal access and inclusion;
- provides a professional working atmosphere;
- provides scaffolding for recall and learning.

### **Early Years Education**

There is a separate curriculum for the children in the Early Years in line with the Early Years Foundation Stage Framework. This takes account of the three prime areas of learning – Communication and Language, Physical Development and Personal, Social and Emotional Development. These are applied and strengthened through the four specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

In Foundation Stage, we provide an enabling environment, both indoors and outdoors. The learning environment is designed to encourage and develop pupils interests, have opportunities to demonstrate their learning and move freely between indoor and outdoor areas.

Termly parent consultations allow parents/carers the opportunity to discuss their children's targets with teachers, including progress towards achieving these. Additional meetings can be arranged as necessary should further information be required.

### **Communication with Parents/Carers**

We believe that parents and carers have a fundamental role to play in helping children to learn; to this end we do all we can to inform them about how their children are learning and achieving by: -

- Holding Parent/Carer evenings to explain our school strategies.
- Sending class newsletters to parents/carers at the start of each term, in which we outline the topics that the pupils will be studying during that term.
- Celebrating achievements and sharing learning on Class Dojo.
- Uploading Curriculum Policies and Overviews to the academy website.
- Sending reports to parents/carers, in which we explain the progress made by each child and indicate how the child can progress or improve further.
- Explaining to parents/carers how they can support the children with their homework.
- Operating an "open door policy".
- Maintaining strong lines of communications with all parents/carers.

We believe that parents/carers have a responsibility to support their children and the school in implementing School Policies. We would like parents to:-

- Ensure that their child has the best attendance and punctuality possible.
- Do their best to keep their child healthy and fit to attend school.
- Inform the school if there are matters outside of school, which are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards the school, staff and learning in general.

### **SEND and Inclusion**



At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

### **Impact**

At Norwich Road Academy we ensure that the children are regularly assessed against the relevant frameworks across the breadth of the curriculum. There is a regular half-termly cycle of monitoring and assessment which is analysed and utilized for identifying knowledge gaps, following this the teachers meet with members of the leadership team to discuss each pupil's progress to find out the reasons behind their current attainment enabling the school to provide interventions and any necessary support.

### **Subject Leader**

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the academy
- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

### **Monitoring and review**

This policy will be reviewed by staff and governors at least every 2 years.