



KETTERING PARK  
JUNIOR ACADEMY

## Teaching, Learning and Curriculum Policy



Document Title	Teaching, learning and curriculum policy
Approved by:	KPJA Governing body
Approval date:	
Review frequency:	Annually
Review date:	

**At Kettering Park Junior Academy our vision is to inspire curious learners for life.**

*You can teach a student a lesson for a day but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.*

**- Clay P. Bedford**

We aim to encourage pupils to invest in a community ethos, seek curiosity in what they do and foster creativity to approach to their learning.

Our ethos as an academy is to develop the three essential characteristics of learning progress, mental and physical wellbeing, for every child, building on the foundations developed during the infant years. We commit to this through living our core values in all that we do.

As staff we promote curious learners through fostering the innate inquisitiveness of children, the desire to explore, investigate and learn, that knowledge, skills and understanding are instilled which equip children to fulfil their future aspirations. We encourage creativity in its many forms, providing our children with the ability to express themselves and demonstrate their learning in different ways. We care for the whole child, nurturing their sense of belonging and community as part of the Park family, ready to take their next step in the world, secure in their sense of self.

Our four core 'PARK' values are:

**Pride**

**Achievement**

**Responsibility**

**Kindness**

Our children are encouraged and supported to use these throughout their academic learning and social interactions every day.

## **Curriculum**

At Kettering Park Junior Academy we believe in creating curious learners for life. We select topics to engage our children's curiosity about the world around them, providing opportunities for learners to ask questions and discuss their learning. We build in our PARK values of Pride, Achievement, Responsibility and Kindness across all aspects of our school life to ensure that when our children leave us they are able to tackle the challenges ahead of them as resilient individuals who make a positive contribution to the world around them.

We teach cross-curricular units that support children in learning about their local area, and give them powerful knowledge about the wider world. Throughout our topics children learn and apply knowledge and skills from the National Curriculum for history, geography, art, DT, music and computing. We also teach PSHME, RE and Spanish as discrete lessons following Discovery, Jigsaw and a specialist teacher. Zones of regulation is also taught and embedded through the whole school.

Our long term maps allow for coverage and progression across the school and builds on previous knowledge and skills learnt in the Foundation stage and Key Stage 1.

We use Knowledge organisers as a resource to support children in their learning and help them to make connections and build on previous learning, including from FS and KS1. They provide links between previous and new learning within the topic, as well as key vocabulary concepts.

Most children will have the skills available to access and meet the expected standard in lessons across the curriculum but some will need scaffolding and support to do this, others will need opportunities to extend and deepen their learning. There may be some exceptions to this and they will be children who have been identified as working out of curriculum.

## **English**

At Kettering Park Junior Academy, reading is placed at the heart of the school. It is our aim to engender a love of reading whilst teaching the vital comprehension skills which enable children to unlock learning for life.

The children receive reading and writing lessons daily, covering all National Curriculum requirements for their age group. Whole class guided reading is focussed around our expert tips to develop knowledge of fundamental reading skills. This is reinforced through weekly reciprocal reading sessions in small, adult led groups and the use of coaching books and quizzes on our online platform - Oxford Reading Buddy. Children also receive regular opportunities to apply their understanding to comprehension exercises.

Writing lessons are planned around the four main purposes of writing: to entertain, inform, persuade and discuss. We draw upon a range of approaches, including Jane Considine's 'sentence stacking' to ensure children have high quality models and engaging experiences upon which to base their writing. Emphasis is placed on the writing process, with regular planning, writing and editing sequences. In addition, lessons with a specific grammar focus are taught within the context of writing units. Our discrete spelling lessons, taught weekly, investigate rules and patterns and shorter sessions to practise spellings and handwriting are timetabled.

## **Maths**

At Kettering Park Junior Academy our aim is to provide rich opportunities for children to learn and love maths, ensuring that they will be making connections between their knowledge and the real world. By the end of Key Stage Two, children will leave our academy prepared for the next step in their mathematical education.

The teaching of mathematics is centred on 3 main aims: Fluency, Problem Solving and Reasoning. This has led us to adopt a mastery approach in maths, guiding the children towards a deeper understanding within the subject.

We have adopted the *Power Maths* scheme to support our teaching of mastery maths.

*Power Maths* is a resource that has been designed to support and challenge all pupils, and is built on the belief that EVERYONE can learn maths successfully. In lessons concepts are broken down so that every child can master one idea without feeling overwhelmed. Students access a range of fluency, reasoning and problem solving questions which are designed to support different needs and confidence levels, whilst also fostering a spirit of working and learning together. Each lesson includes a challenge question for children to delve deeper into a concept.

This approach to the teaching of mathematics develops children's ability to work both independently and collaboratively. Through mathematical talk, children will develop the ability to articulate and discuss their thinking with an emphasis on explanations and justifications. It also encompasses the CPA approach to teaching mathematics (Concrete, Pictorial and Abstract) which is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Children are introduced to a new mathematical concept through the use of concrete resources. When they are comfortable solving problems with physical aids they are given problems with pictures – usually starting with pictorial representations of the concrete objects they were using. They are then asked to solve problems where they only have the abstract (ie numbers and symbols). Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning.

## **Teaching**

At Kettering Park Junior Academy we aspire to have high quality, effective teaching across all classrooms to ensure that all children are provided with learning experiences that lead to a consistently high level of pupil achievement and attitude. We need to provide lessons that inspire, motivate and encourage curiosity at all stages so that our children can become independent learners, equipped with the skills needed to continue to learn effectively throughout their life.

To allow for this our staff need to:

- Use subject expertise, knowledge and practical skills to provide and utilise learning opportunities
- Ensure there is an equality of opportunity for all learners to access every lesson, as building blocks to the wider curriculum
- Have high expectations of lesson outcomes and always provide opportunities to extend this further
- Plan appropriate lesson content to the age group and curriculum expectations
- Employ strategies and resources to support and scaffold pupils to reach intended outcomes are in place
- Ensure there are opportunities to extend and challenge the content
- Plan a logical sequence to the lesson
- Provide opportunities to recall and practise previously learned skills and knowledge to assess whether information is being retained
- Use assessment to provide relevant, clear and helpful information about the current skills and knowledge of learners
- Demonstrate good communication skills

- Use presentation that allows pupils to build knowledge and make connections
- Use relevant and appropriate resources during presentation to clarify meaning to pupils
- Possess good questioning skills
- Give explicit, detailed and constructive feedback in class
- Effectively check for understanding
- Create supportive classrooms focused on learning
- Create focused classrooms through their high expectations for pupils
- Communicate clear and consistent expectations which are understood and followed
- Have high expectations so that pupils' behaviour contributes to the focus on learning
- Follow the behaviour policy

### Learning

We have high expectations for all children but do not limit them to these expectations as they will always have the potential to exceed these. We assume that the majority of children have the opportunity to meet or further the expected standards within their year group, regardless of previous attainment and experiences, and we provide scaffolding and support for children who may have barriers to their learning so that all children can leave KPJA with the skills and knowledge to succeed.

To enable this we need to:

- Promote a love of learning through curious lessons
- Provide them with the skills and initiative to build on their own learning capacity so that they feel confident to take risks with their learning
- Allow them to apply skills, knowledge and attitudes to different contexts for different purposes
- Enable opportunities which allow them to make informed choices about their learning
- Encourage a curious approach to learning by asking and responding to questions that help them make connections to their immediate, local, wider and international surroundings so that they can become active citizens within society
- Teach the skills needed to establish their own approach to embedding social, physical and mindful well-being so that they can support their own development as they grow
- Guide towards developing effective communication skills to enable them to make connections with others
- Create lessons that allow for active and enthusiastic learners who develop increased independence towards learning
- Consistently follow the behaviour policy to ensure appropriate learning behaviours are being displayed and maintained
- Have high expectations of presentation in all books
- Mark work in line with the feedback policy allowing for children to regularly reflect on their own work (PARK mark) or others work (SWAN mark)

At KPJA we recognise that it isn't just staff members in school who play a part in the teaching and learning for our children but that parents and the local advisory committee (LAC) also play a role. We value the importance of the parent/carer in their child's education and are committed to supporting parents and carers to be involved both at school and at home.

Home school communication is an essential element in this process and we use school ping, the newsletter, assemblies, parents into school sessions and our parent support worker to encourage parents and carers to take an active role.

The parents/carers will help to support their child's learning by:

- Promoting positive relationships between all members of the school community
- Ensuring they attend school regularly and are punctual
- Supporting them in completing their homework activities
- Listening to their child read at least 5 times a week or for the more able readers encouraging independent reading
- Attending and contributing to parents evening meetings
- Communicating and working with the school to help meet their child's needs
- Actively supporting the home-school agreement

The LAC at our school will support teaching and learning by:

- Promoting positive relationships between the LAC and all members of the school community
- Meeting regularly to discuss the school's needs
- Visiting the school to talk students about their learning experiences
- Visiting the school to talk with staff members and take part in learning walks
- Attending training and other related events

### **Planning, Monitoring and Assessing**

We plan using planning powerpoints and all teaching notes and resources are on them. All year group planning is monitored weekly by the year lead and appropriate subject lead. They are responsible for monitoring whether planning is completed to a high standard and feedback and support is given as and when needed.

The standard of teaching and learning is determined by triangulating lesson observations, book look findings and pupil progress data. Members of the leadership team may drop in to lessons at any point in the school day and we have an open door policy where this is encouraged and valued.

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Summative assessment is carried out 3 times a year within all year groups using teacher assessment and PiXL testing (previous SATs papers for Year 6). At the end of KS2, Year 6 will also take the end of Key Stage assessment which assesses the children against age-related expectations as set out by the National Curriculum.

## Subject/Area: Reading

**Only simple things survive. Do them regularly and well!**

### **What areas for development have been identified?**

- 1) Vocabulary knowledge, particularly affecting PP and EAL attainment.
- 2) Reading fluency with a focus on phonics skills and knowledge of children and staff.
- 3) Use of Oxford Reading Tree scheme and Oxford Reading Buddy.

### **To address these areas, what do you expect to see in the classroom?**

- 1) Up to date vocabulary working wall.
- 2) Relevant phonic patterns that are a focus for learning displayed.
- 3) The books children have for independent reading are appropriate to their reading age and ability.

### **In the books?**

- 1) Frequent activities and questions to explore and use ambitious vocabulary and tasks that encourage children to learn strategies to work out word meaning from context.
- 2) Project X code activities used in intervention clearly indicated in books.
- 3) N/A

### **What do you expect to hear from the teacher?**

- 1) Teachers providing key vocabulary definitions and encouraging children to use strategies to develop their vocabulary.
- 2) Teachers using accurate terminology relating to phonics and encouraging decoding as a first strategy for reading unfamiliar words, with clear modelling.
- 3) Teachers guiding children to access the correct reading level and encourage use of new reading resources.

### **From the children?**

- 1) Children can discuss their knowledge of new vocabulary and strategies to work out word meaning.
- 2) Children can articulate their knowledge of phonics they have learnt previously or are learning in intervention and are able to apply them to attempt to read new words.
- 3) Children know their Oxford Reading Level and can discuss their progress on Oxford Reading Buddy and areas to improve on their quizzes.

## Subject/Area: Writing

**Only simple things survive. Do them regularly and well!**

### **What areas for development have been identified?**

- 1) Handwriting and presentation in books.
- 2) Application of GPS skills and knowledge into written work.
- 3) Spelling attainment: based on consistent application of new scheme including spellingframe.

### **To address these areas, what do you expect to see in the classroom?**

- 1) New pens being used and regular explicit handwriting instruction.
- 2) Grammar is taught in the context of writing.
- 3) Deep dive investigations facilitate learning of rules and patterns, splish splash sessions allow practise.

### **In the books?**

- 1) Feedback reinforces high expectations of non-negotiables including presentation and children respond to feedback to edit and correct these.
- 2) Grammar activities with a clear focus linked to writing outcomes are evident in books weekly and within the context of the writing.
- 3) N/A – spelling frame rather than books-weekly tests indicate improved performance and termly spelling tracker demonstrates progress.

### **What do you expect to hear from the teacher?**

- 1) Teachers are consistent in reinforcing expectations for handwriting and model letter formation and joins as necessary based on assessment.
- 2) Teachers can articulate the effect of grammar focus on the writing purpose and model this in context for pupils.
- 3) Teachers understand and refer to spelling patterns and demonstrate understanding of phonological awareness.

### **From the children?**

- 1) Children can explain the expectations of the presentation of their work.
- 2) Children can talk about their grammatical knowledge and its effect on their writing.
- 3) Children can explain their knowledge of the rules and patterns they have learnt and how they practise these on spelling frame at home.



## Subject/Area: Maths

**Only simple things survive. Do them regularly and well!**

**What areas for development have been identified?**

- 1) Reasoning and problem solving skills.
- 2) Fluency.
- 3) Independence.

**To address these areas, what do you expect to see in the classroom?**

- 1) Discussion and explanations of mathematical concepts from adults and children.
- 2) Children being given the opportunities to use a range of strategies including use of CPA.
- 3) Whole class teaching (including modelling) with children supported to achieve the same outcomes.

**In the books?**

- 1) A range of different strategies being used.
- 2) Children to be able to reflect and explain what they have learned.
- 3) Meaningful feedback.

**What do you expect to hear from the teacher?**

- 1) High level questioning to encourage explanations and discussion. What do you notice? How? Why? Explain? Show me.
- 2) High level vocabulary and connections made between previous knowledge.
- 3) Growth mind-set. 'You/We can't do this.....yet!'

**From the children?**

- 1) Children supporting each other through maths discussions.
- 2) Children being able to confidently explain strategies they have used to solve problems, using mathematical vocabulary.
- 3) Growth mind set demonstrated by reflection on progress. 'I can't do this yet but to help me I will...'

## Subject/Area: Behaviour

**Only simple things survive. Do them regularly and well!**

**What areas for development have been identified?**

- 1) Behaviour on the playground.
- 2) Engagement within lesson times.
- 3) Social behaviours (for example – greetings).

**To address these areas, what do you expect to see in the classroom?**

- 1) High expectations explicitly stated and reinforced with positive feedback.
- 2) Children engaged in their learning – neither passive nor disengaged.
- 3) Clear routines in place.

**In the books?**

- 1) Excellent presentation.
- 2) Clear evidence of effort made.

**What do you expect to hear from the teacher?**

- 1) The language of positive reinforcement.
- 2) Continually high expectations for behaviour.
- 3) Praise given publically, issues dealt with privately.

**From the children?**

- 1) Children talking proudly about their learning.
- 2) An understanding of the school values and how they apply to them.
- 3) Greeting all members of the school community politely



# InMAT

## The InMAT Non-negotiables for Great Teaching



- 1 High Expectations**  
Have extremely high expectations for each and every child in your class.
- 2 Clear Objectives and Sense of Purpose**  
Have a really clear focus to each lesson so that you teach and understand the steps needed to reach the success criteria for each child.
- 3 Understand How Children Learn**  
Use a variety of strategies for effective engagement and progress.
- 4 Well Planned but Flexible**  
Adapt your lessons as they progress – don't be afraid to change the plan if it is not meeting the needs of each child in your class.
- 5 Positive Attitude and Passion**  
You will need to have a sense of humour and welcome change.

- 6 Emotional Support**  
Get to know your parents and children; building relationships enables you to give emotional support when needed. Always listen to your children and their families.
- 7 Take Risks**  
Don't be afraid to try new things, be innovative – never stop learning, welcome change.
- 8 Praise**  
Always use praise in class. Never demoralise a child. Make learning fun.
- 9 Assessment for Learning – Reflective**  
Always be reflective.  
What did the children learn?  
Who struggled today?  
What do I need to do tomorrow to support all children?
- 10 Never Stop Learning**  
Research your subjects and develop your teaching knowledge.



**InMAT**

Inspire Multi Academy Trust

InMAT Inspire Multi Academy Trust

Unit 2, Swan Court, Lamport, Northamptonshire NN6 9ER

T: 01604 434600 E: [gaynor.crute@inmat.org.uk](mailto:gaynor.crute@inmat.org.uk) [www.inmat.org.uk](http://www.inmat.org.uk)



## Kettering Park Junior Academy Curriculum Map 2020 – 2021

**Pride**

**Achievement**

**Responsibility**

**Kindness**

	Autumn Term			Spring Term			Summer Term				
<b>Year 3</b>	Local Study			Natural Disasters			Greeks and Romans				
Foundation Subjects	Geography	History	Art	Geography	Art	Music	History	Geography	D/T		
<b>Year 4</b>	Explorers and Exploration			The Tudors			Mountains		The Stone Age		
Foundation Subjects	Geography	History	Art	History	Art	Music	Art	Geography	History	D/T	
<b>Year 5</b>	The Vikings			China – Then and Now			Stargazers				
Foundation Subjects	History	Geography	D/T	Art	History	Geography	Art	Geography	Art	Music	History
<b>Year 6</b>	Hola Mexico			World War Two			Crazy Climates			Blood and Heart	
Foundation Subjects	Geography	History	D/T	History	Geography	Music	D/T	Art	Geography	Art	D/T

## Science

	Autumn Term		Spring Term		Summer Term	
<b>Year 3</b>	Plants		Rocks and Soil	Light	Skeletons	Forces and Magnets
<b>Year 4</b>	Electricity		The Digestive System	States of Matter	Sound	Changing Environments
<b>Year 5</b>	Properties and Changes of Materials		Life Cycles of Animals and Plants	Getting Older	Forces	Earth and Space
<b>Year 6</b>	Classification of Living Things		Light	Electricity	Evolution & Inheritance	Circulatory System