



**VICTORIA COLLEGE**  
PREPARATORY SCHOOL

<b>Policy</b>	Curriculum, Teaching & Learning		
<b>Reviewer</b>	Dan Pateman		
<b>Reviewed</b>	15 December 2019	<b>Next review</b>	December 2020
<b>Changes</b>	<i>Assessment and tracking</i> <i>CYPES replaced Education Department</i>		
<b>Relevant CYPES policies</b>	<a href="#">Understanding the curriculum</a> <a href="#">Jersey Curriculum</a>		

## VCP Policy

This document outlines the vision, aims and strategies for teaching and learning at Victoria College Preparatory School, aiming to create consistency, coherence and continuity and a shared understanding of our core purpose. The policy makes explicit the shared and agreed principles and practices upon which teaching, learning and assessment are based across all areas of school life.

This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom and what our school does to create an effective learning environment. This also provides a framework to support and monitor high quality teaching to provide our students with opportunities for outstanding learning and outcomes.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## Our Vision and Aims

Achievement and a genuine love of learning are at the heart of life at Victoria College Preparatory School. We endeavour to develop and nurture aspirational students who are respectful, resourceful and resilient by providing a wide range of opportunities in our broad and balanced curriculum. We see learning as a collaborative process between adults and students, between home and school, with a focus on developing well rounded students ready to embrace local and global challenges and continuing future success.

All aspects of Prep life offer challenge in a stimulating and nurturing environment. Traditional values and ethos are encompassed with a flexible and creative approach to teaching and learning.

We have an understanding that global developments and change are constant; therefore we believe learning is a continuous process of acquiring new knowledge, concepts and skills and developing positive attitudes and dispositions. Ultimately, it is our aim that our children will develop a desire to learn and succeed through their own personal motivation and perseverance, based on the development of our four Victoria College Preparatory School core values.

### **Our Core Values – Our vision and aims for teaching and learning**

Each of our core values and how will they look in practice have been discussed, agreed and displayed throughout our school. We recognise that in order for learners to develop positive attitudes, teachers need to become role models by demonstrating and nurturing positive skills and dispositions. We encourage and teach pupils to *Aspire to Achieve*, whilst developing as *Respectful, Resourceful and Resilient* young men.

### **Effective teaching and learning**

At VCP we strive for outstanding teaching and learning at all times. The Jersey Schools Review Framework document provides detailed guidance on promoting outstanding teaching and learning.

### **The Curriculum:**

***Our curriculum at VCP aims to be inspiring, challenging and engaging. We seek to provide a wide range of opportunities and experiences which ignite interest and create a continuous desire to learn.***

Our curriculum has been created to provide quality teaching and learning experiences. We aim to:

- nurture a positive and passionate approach to learning
- create academic and extra-curricular opportunities for all pupils to fulfil their potential.

VCP offers a broad, balanced, relevant, differentiated and inclusive curriculum to all pupils.

Support for pupils with Special Educational Needs, and those for whom English is an additional language, is identified, implemented and monitored in class. Pupils are provided with opportunities to extend their skills and talents, with teachers aiming to provide opportunities for challenge and to demonstrate greater depth of learning.

## **The School Curriculum in Jersey**

At VCP we follow the Jersey Curriculum, which originates from the U.K.'s National Curriculum 2014.

Every school must offer a curriculum which is balanced and broadly based, and which:

- provides an entitlement for children and young people of compulsory school age to learn about local history, geography and culture
- ensures that children and young people cannot only achieve recognised qualifications but also understand and learn from Jersey's culture and benefit from a vocational programme aligned to the Island's economy and economic needs
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **The VCP Curriculum covers the following subjects from Year 3 to Year 6:**

- English
- Mathematics
- Science
- French
- History
- Geography
- Religious Education
- ICT
- Art
- Design Technology
- Music
- Drama
- Physical Education
- PSHE

The following subjects are taught by specialist teachers:

- P.E.
- Music
- French
- Mandarin (Y4)

## **Provision**

All pupils study the same subjects as required by the Jersey Curriculum.

The following subjects have fixed time allocations:

- Maths is taught for one hour per day
- Music is allocated one hour of class teaching per week

- P.E. is taught for half an hour per week, and Games as a whole year group for 1.5 hours per week
- French is delivered in one half-hour lesson per week in Years 3&4, and two half-hour lessons in Years 5&6

Autonomy is given to class teachers to allocate time to the remaining subjects, provided the curriculum is fully covered across the academic year.

For further information, please refer to the Subject Policies.

## **Planning**

Where outstanding teaching and learning takes place, lesson planning is linked to current assessment of pupils' prior learning and is differentiated, so that it consolidates, builds upon and extends learning for all pupils.

## **Long Term Planning**

Our long term planning ensures effective, efficient and creative delivery of the Jersey Curriculum. Teachers produce long term plans for their year groups, which broadly outline coverage of the curriculum. Relevant links between subject areas are sought wherever possible to create meaningful learning experiences and enable pupils to apply knowledge and skills learned in one subject to others. Progression is mapped throughout the school by Subject Leaders.

Our plans ensure:

- Knowledge, skills and concepts are developed systematically over the year
- Best use is made of links between subjects
- Real life learning opportunities are planned for to ensure skills and knowledge can be applied genuinely to situations, creating meaningful and relevant learning

## **Medium Term Planning**

Our medium term plans set out work to be covered in one half term, term or even a discreet topic of study. These have been developed from a variety of sources including:

- The revised Primary National Curriculum
- Published schemes e.g. Active Learn, Switched on Computing, SEAL
- Local subject schemes e.g. Jersey Heritage, Outdoor education, Forest/beach schools

Medium term plans are produced by the staff teaching in each year group with support from Subject Leaders and are saved in appropriate folders on the school network. An evaluation of medium term planning each term allows Subject Leaders to support year groups with future planning and resourcing of their subject.

## Short Term Planning

Short term plans are produced by class teachers to enable them to deliver what is in the medium term plan. Short term plans will include differentiation, showing how the less able children will be developed and how the more able will be challenged. Short term planning will include consideration of how other adults in the room are to be utilised. Short term plans are accessible to SLT either in paper form or saved on the network weekly.

Effective short term planning helps ensure that lessons:

- Have clear learning objectives outlining potential steps to success.
- Recognise the range of needs within the class.
- Take into account a range of teaching styles to reflect pupils' learning styles.
- Take account of previous learning.
- Plan in assessment activities including peer, self, teacher, LSA.
- Are adapted in light of pupil achievement.
- Identify opportunities to embed ICT.
- Identify related homework activities.
- Highlight resources required.
- Identify relevant intervention programmes.

## Quality of Learning

Creating a culture of high aspirations begins with an unwavering determination from teachers and leaders that all learners will succeed. At Victoria College Preparatory School there is a strong focus on needs, interests and concerns of each individual learner.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning teaching and learning styles.

**We offer opportunities for children to learn in different ways. These include:**

- Investigation and problem solving
- Research and finding out
- Group work
- Pair work
- Independent work
- Whole class work
- Asking and answering questions
- Use of the computer/ipad
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- Debates, role plays and oral presentations
- Designing and making things
- Participation in athletic or physical activity
- Digital media

## **Structure of lessons**

- Lessons will start promptly
- Resources should have been planned and prepared before the lesson
- The lesson will normally be linked to previous learning or teaching
- The teacher will use enabling questions to motivate, stimulate, assess and keep pupils on track
- The lesson should have a good pace and structure to it; activities will vary to respond to children's different ways of learning
- Where appropriate, each lesson will have a plenary which will reinforce the learning objective
- Where possible, children's work will be marked with them. Pupil's work will be assessed regularly to inform short term planning and pupil progress

## **Classroom Environment**

We conduct all our teaching in an atmosphere of trust and respect for all.

We believe that a stimulating environment sets the climate for learning and aim to create well resourced, welcoming and inspiring working areas. Our school displays are changed and updated regularly to keep them relevant and interesting to pupils and resources are accessible, encouraging independence. 'Working Walls' are evident in classrooms to enhance learning and access to reference material, equipment and ICT is readily available for our pupils.

## **Monitoring of teaching and learning / self evaluation**

Rigorous self-evaluation lies at the heart of well managed and effective school improvement. It is based on evidence about the standards achieved by pupils, the quality of teaching and the effectiveness of leadership and management. Our School Development Plan identifies school priorities and development areas based on the Jersey Schools Review Handbook and are reviewed regularly throughout the year. A termly meeting between our school Professional Partner, Head teacher and Deputy Head focussing on the termly School Improvement Plan updates, provides advice and support towards school improvement.

At Victoria College Preparatory School we regularly monitor teaching and learning through ongoing subject evaluations. The focus for monitoring is derived from school priorities taken from the School Improvement Plan and draws on the following:

- Lesson Observations
- Work scrutiny
- Planning scrutiny
- Teachers' self-evaluation
- Discussions with staff
- Discussion with pupils
- Analysis of assessment data
- Planning evaluations

The key aim of this monitoring is to learn from good practice. It helps us to identify strengths, recognise where improvements need to be made and identify next steps to move forward. Evidence from monitoring then feeds into school development planning, support, training and professional development opportunities. All our teachers reflect on their strengths and weaknesses and plan their professional needs accordingly. We do all we can to support our teachers in developing their skills so that they can continually improve their practice.

## **Assessment**

Assessment can take many forms and can be used for different purposes. Effective assessment for learning, in which teachers rapidly adjust what they are doing in response to their assessment of pupils' learning, is a vital ingredient in good teaching.

### **Why do we assess at VCP?**

- To define a child's ability.
- To bring the child forward in learning.
- To assist in planning for future learning.
- To identify individual strengths / weaknesses.
- To identify curriculum support needs.
- To facilitate realistic target setting.
- To track progress.
- To inform decisions about grouping / setting.
- To give continuity of progression between year groups.
- To provide evidence for reporting.
- To give information of levels obtained.
- To monitor effectiveness of teaching and learning.
- To inform SLT, Professional Partners and island wide statistics.
- To provide comparative data to validate teacher assessment.

## **Formative Assessment**

Assessment for learning is an active and ongoing process in the classroom between the teacher and the pupil. It is the process of seeking and interpreting evidence to decide where learners are in their learning. Conversations about learning happen regularly, and mentoring plays an important part in engaging learners who are at risk of becoming disaffected.

We recognise that the following areas are all part of assessment for learning:

- Sharing learning objectives and success criteria. These are appropriately differentiated and shared, discussed and agreed with pupils. The purpose of the success criteria is to enable teachers and pupils to judge whether or not learning objectives have been met, thus providing focus to evaluate the effectiveness of the lesson. This is a crucial element of teaching and learning.
- Effective questioning.
- Quality written and oral feedback – marking at VCP follows our feedback policy to ensure consistency in approach and positive impact on pupil progress.
- Involving pupils in self-evaluation against learning intentions.
- Raising pupils' self-esteem through the celebration of achievement.

- Using data to effectively gauge the progress of individuals and groups to inform target setting.
- Target setting is based on prior attainment as well as aiming to help each pupil achieve his potential in all areas.

### **Summative Assessment**

Our annual assessment calendar ensures a range of summative assessments throughout the year to monitor pupil progress. These tests will vary each year to ensure the results achieved are based on unseen material. After liaison with the Subject Leaders, class teachers prepare other assessment materials to judge learning and understanding of specific units of work, this allows planning to be adapted where necessary.

### **Tracking**

Assessment Data Sheets are used to academic achievement. Termly judgements are made by the class teacher of what pupils have shown in class and assessments that term. The teacher's professional judgement is focused on, rather than test scores alone. These judgements are discussed in our termly pupil progress meetings and moderated termly in staff meetings. Teachers report on the Additional Teacher Monitoring (ATM) to help support pupils make progress and achieve their full potential.

We use Rising Stars MARK online tests once a term in reading and maths to track academic achievement and progress. The system generates interactive reports and analysis to help inform teachers of attainment and targeted areas of focus moving forward. The system enables us to track pupil performance throughout their time at VCP, and these scores are reported to parents 3 times a year (parent consultations and end of year reports.)

Tracking pupils and key groups of pupils enables us to:

- Track progress towards expected or targeted attainment.
- Identify pupils who are falling below or exceeding their expected attainment in order to modify the curriculum to meet their needs.
- Identify variation in the performance of different groups of pupils.
- Identify variations in performance in different subjects.
- Report progress to parents.
- Log and monitor pupil concerns and/or discussions with parents.
- Transfer and share information with other teachers throughout the school.

### **Curriculum Support**

At VCP we acknowledge these five ideas about learning:

1. Intelligence is not fixed
2. Effort is as important as ability
3. Learning is strongly influenced by emotion
4. We all learn in different ways
5. Deep learning is an active process

We do our utmost to ensure that pupils' needs are met wherever possible. Our ENCO and Learning Support Assistants work closely with teachers and other colleagues, providing materials and training to support where necessary. Teacher and Learning Support Assistants are aware of each pupil's individual needs and have strategies to support each pupil. Work in class is differentiated and appropriate and LSAs provide additional support in lessons. Support may be in the form of individual or small group interventions and usually is for areas of Literacy or Numeracy. Pupil Progress Meetings are held termly to discuss the progress and needs of the boys within the school with class teachers and LSAs. These enable class teachers to identify and discuss any boy whose progress is causing concern, or who are making particularly good progress, and review possible reasons and strategies. This consequently enables the ENCO to timetable support effectively to maximise progress in classes and across the school.

In order to raise attainment successfully, intervention programmes are used and based on clear assessment of learners' needs, including social and emotional needs, tightly focused on improving the progress of learners, delivered by well-trained staff that adapt and tailor programmes appropriately, and integrated effectively with whole-class teaching.

Occasionally it is necessary to request support from outside agencies. For this to take place referral forms, evidence and additional assessments may be necessary and when completed require a parent's signature.

For the majority of the boys within a typical VCP class, learning needs should be addressed through differentiated work and ordinarily available provisions provided by the class teacher.

Teachers will differentiate the curriculum appropriately to meet the various needs of their pupils by:

- Delivery
- Task
- Resources
- Outcome
- Adult Support

## **Expectations and Behaviour**

Our school Policy for Positive Behaviour Management recognises the value of positive behaviour and seeks to encourage our pupils to demonstrate appropriate attitudes and actions. We believe every child has the right to learn and teachers have the right to be able to teach without interruption and therefore promote good behaviour, self-discipline and respect.

## **The role of parents**

We believe that parents have a fundamental role to play in helping our pupils to learn. We inform parents about their son's learning throughout the year. Parent information evenings at the beginning of the year explain how parents can help to support at home and curriculum coverage for each year group is shared and published. Each year group hold an open

classroom session every term for boys to share their work with their parents. Parents are invited to attend parent consultation meetings in the Autumn and Spring terms at which teachers discuss pastoral issues, attainment data and progress for individual pupils. At these meetings parents receive information and data regarding their son's attainment in English and Maths. At the end of each academic year parents receive a written report on their son's achievements and progress during the year.

We would like parents to:

- Ensure that their son has good attendance.
- Ensure their son is equipped for school with the correct uniform and resources.
- Inform the school if there are matters outside of school that are likely to affect their son's performance or behaviour at school.
- Promote a positive attitude towards the school, its policies and ethos.
- Fulfil the requirements set out in the home school agreement.
- Communicate with the school about anything which they are unsure.