



Ranvilles Junior School Policy for Teaching and Learning

1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

2. PURPOSE OF POLICY

The purpose of this policy is to provide a summary of the Teaching and Learning philosophy at Ranvilles Junior School that is embedded in the structure of school values (Ranvilles STARS), learning skills (EPIC) and Social, Moral, Spiritual, Cultural learning.

3. APPROVAL

Approval date: 18 October 2023

Date for next review: October 2025

Approved by: FGB

4. INTRODUCTION

We are committed to developing the whole child. Learners develop **spiritually, morally, socially and culturally (SMSC)** through a carefully constructed curriculum that underpins SMSC lines of enquiry and a dedicated focus of, **‘Be you...Explore...Excel...’** Children learn in a climate and ethos which enables them to grow and flourish, become confident individuals, and appreciate their own worth and that of others. We want children to be the very best they can be, now and in the future. Our aim is to maximize the arts, academic and emotional potential through a creative curriculum, ‘Exploring the World...Exploring Me’ that fosters innovative opportunities to learn through holistic concepts.

5. REFERENCES

- National Curriculum
- Every Child Matters Agenda

6. CONTENT

Ranvilles Stars values and SMSC learning is embedded in a creative and disciplined curriculum that meets and extends National Curriculum statutory milestones. Learning procedures, established in collaboration, underpin and identify how children will secure ability and age-related expectations in core and foundation subjects. Our commitment to build on KS1 foundations and to ensure pupils are secondary ready is resolute and can be evidenced through considerate, curriculum planning and assessment.

Curriculum Intention

- Explore and learn about the world to broaden horizons and to embrace diversity, inclusion and belonging.
- Ask questions to secure understanding; develop ambitious vocabulary and build and secure knowledge and skills through subject disciplines.
- Learn about rights, respect and responsibilities through Spiritual, Moral, Social and Cultural (SMSC) lines of enquiry.
- **Sequence ideas, Think critically, Articulate precisely, Respond respectfully, Synthesize collaboratively – DEBATE.**
- Appreciate how social, emotional, academic learning and the arts, facilitate opportunities to learn today for the challenges of tomorrow.





The curriculum identifies an ambitious, progressive body of knowledge and a range of skills for all National Curriculum subjects ensuring equality and equity of access. Systematic and cumulative knowledge acquisition is carefully planned for. Learners embrace the concept of daily ‘practise, prove, perfect’ commitments to deepen their understanding and secure mastery learning of core knowledge and skills. A clear purpose underpins formative assessment, identifying the depth of learning and enabling revision and consolidation through flexibility and variation of curriculum planning and resources. Knowledge, built across all subjects is utilised in the SMSC ‘Big Debate’ at the end of each half term. SMSC lines of enquiry underpin the curriculum intent and


provision facilitated in the 'Ranvilles 5 Steps for Success in Learning.' Robust and rigorous systems drive a whole school commitment to securing great learning experiences and outcomes, enabling pupils to maximise their potential.

The Big SMSC Debate

The Big Debate is facilitated at the end of every half term. Children deliberate a SMSC line of enquiry to 'live' the curriculum intention. They draw on knowledge and skills, explored and secured over every half-term, to inform their thinking. They communicate using ambitious vocabulary to share viewpoints. Conclusions are drawn having listened, with care and intent, to alternate perspectives. The Big Debate enables pupils to live the school values and foster their own, underpinned by British Values.

School Learning Values: Ranvilles STARS

	Safe and Happy Individuals	I am secure personally, socially, emotionally, spiritually
We will ensure every learner feels safe through: <ul style="list-style-type: none"> • Developing holistic learners in mind, body and soul • Raising aspirations and confidence • Ensuring learners feel valued, included, respected and secure 		
	Talented Contributors	I practise, prove and perfect to make a difference
We will build on Talents and Interests through: <ul style="list-style-type: none"> • Generating and extending ideas, looking for alternatives and suggesting hypotheses in creative thinking • Developing learning relationships, encouraging curiosity and perseverance • Promoting problem solving through evaluating, processing information and reasoning 		
	Ambitious Learners	I achieve to the best of my ability
We will develop learners as risk takers through: <ul style="list-style-type: none"> • Optimal assessment for learning opportunities • Building on what learners know and giving effective feedback • Making learning vivid, relevant and fun • Opportunities to learn in specific roles as leaders, coaches, speakers, listeners, 'magpie-spies' and independent learners 		
	Responsible Teammates	I am respectful and responsible and value my rights and others
We will embed the RRR agenda through our Behaviour and Attitude Maps in order to ensure children: <ul style="list-style-type: none"> • Know their Rights, Responsibilities and show and share respect as citizens • Develop and explore social, moral, spiritual and cultural concepts to • identify and explore individual moral codes in a team environment 		

	Successful Communicators	I am skilful and thoughtful in how I learn, communicate and express myself
<p>We will develop and enhance interpersonal skills through:</p> <ul style="list-style-type: none"> • Developmental, incremental Behaviour skills and attitudes • learning opportunities to develop cooperation and collaboration • Opportunities to share and present • Debate • Developing the skills and personal qualities necessary for living • Contributing to and functioning effectively in a multi-racial, multi- cultural and multi-faith society • Opportunities to explore, respect and accept diversity and to recognise the difference they can make as individuals. 		

School Mission

E – Encourage big questions – become ‘experts’

P – Positively push new boundaries – value mistakes as a trigger for new learning

I – Inquire and Interrogate – think hard and dig deep

C: Connect and challenge – be the best you can be

EPIC is also an acronym for our learning skills:

Learning Skills		
E	Evaluation	• I am EVALUATIVE
E	Exploration	• I am EXPLORATIVE
P	Perseverance	• I PERSEVERE (I practise, I can prove, I perfect)
I	Independence	• I am INDEPENDENT
C	Challenge	• I CHALLENGE myself
	Cooperation and Collaboration	• I work COOPERATIVELY AND COLLABORATIVELY
	Creativity	• I am a CREATIVE THINKER

Quality Teaching

We will achieve this by:

- Promoting the growth of spiritual, moral, social and emotional wellbeing of the individual
- Research, collaboration, reflection, coaching, partnership and evaluation
- Being ambitious
- Rigorous assessment for learning that constructively influences the curriculum to maximize a child's capacity to secure and master age-related objectives
- Implementing agreed whole school procedures for teaching and learning
- Monitoring and quality assurance
- Providing challenge and differentiated support for all
- Developing staff expertise

Quality Learning

We will achieve this by:

- Creating a safe and secure climate for learning that encourages a positive attitude and intrinsic motivation in our children
- Facilitating rich and appropriate independent opportunities for learning
- Asking questions of ourselves and each other – talk, discussion and debate
- Focusing on our developmental Behaviour and Attitude skills to learning
- Creating a rich environment that promotes positivity
- Encouraging children to take an active role in the decisions made about their learning, progress and the targets set with them
- Encouraging a growth mindset attitude to learning
- Doing our very best to ensure children maximize their abilities to secure expectations
- Involving parents in the education of their children through the provision of information and support

Quality Learning Environment

We will achieve this by:

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- Maintaining a rich climate for learning
- Working together to ensure we respect, protect, promote and fulfil the rights of each child
- Ensuring all pupils have equality of opportunity where success and high expectations are a daily occurrence
- Fostering a supportive atmosphere of mutual respect, tolerance and empathy
- Using a range of different teaching methods and techniques to allow all children to access the curriculum
- Seeking advice and developing partnerships with parents and external agencies