



## Curriculum Statement Policy

### **Health and Safety**

Children are taught:

- Safe practices in their learning.
- How to use equipment safely.
- To behave considerably and responsibly, showing respect for other people, equipment and their environment.

Teachers:

- Ensure risk assessments are completed for activities where applicable.
- Discuss all planned educational visits with the Educational Visits Co-ordinator.
- Ensure adequate supervision is organised for all activities.
- Ensure equipment is in good condition, stored and used appropriately and report faults immediately to School office

### **At Cayton School the role of the Subject Leader is to:**

- Support colleagues in teaching the subject content.
- To monitor Teaching and Learning and the standards of children's work.
- Renew, update and complement resources needed to deliver the curriculum.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in education and media usage.
- Work co-operatively with the SENDCo

### **Cross Curricular Links**

Cross-curricular links will be made with subjects where applicable.

### **Adaptive Teaching**

We understand that progress is children knowing more, remembering more and being able to do more. We also understand that challenge is related not only to differentiated learning within lessons, but also the ambition for all children to achieve key end of year expectations. Adaptive teaching is high quality teaching for the children in our classes. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson & adjusting practice during the lesson' (EEF, 2021). It is about planning for and teaching the learners within the classroom; the same diet, but at a different pace.

Our curriculum is sequenced to ensure that pupils know and remember more. Knowledge is built on over time. Schemas are mental structures to help us understand how things work and organise knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. This is how children learn. It is our expectation that all of the children at Cayton School will receive high quality universal teaching as a priority, at an age-appropriate level. We believe that all children can make progress and achieve, if the right



strategies are put in place at the right time, enabling them to do so. We believe this constitutes 'Adaptive Teaching'.

Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey. We ensure that children are all challenged to achieve their age appropriate milestones. All children will access the planned learning and curriculum content; some will understand it more deeply than others. Teachers will have the same learning intentions for the vast majority of pupils, with no lowering of expectations for those pupils who might find these more challenging.

In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies such as:

- Targeted, tailored support both within lessons and as pre/post teaching.
- Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc).
- A range of meta cognition strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).
- Breaking down content into smaller chunks or steps.
- Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)
- Consistent visual models/resources (e.g. Twinkl chart, models and images used in SPAG and maths, classroom equipment etc.).
- Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.
- Reframing questions (Asking a question that requires the same high level of thinking, but using a simpler construction, by using an active rather than a passive voice, or by focusing on one aspect at time e.g: If I were to add 9 to 4 what would I do?/ What are the different strategies that I can use to calculate 9 add 4?).
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of class interventions (though these will still be appropriate and necessary for some pupils)

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## **More Able Learners**

More able learners will be identified as part of our assessment procedures. We will provide for their needs through quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning.

## **Equal Opportunities**

At Cayton School all children will be given equal access to all aspects of the curriculum irrespective of race, gender and creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through our curriculum. Teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

## **Disability Equality Impact Assessment**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.



## **Assessment**

9 Point Scale Trackers used from Y1-Y6. Please see Teaching and Learning Policy.

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