

Our Curriculum Implementation

Dovers Green School Curriculum - Effective Teaching and Learning: How we teach and the learning opportunities that we offer.

At Dovers Green we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil and develop their potential.

High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging targets and rapid intervention to keep pupils on trajectory and rigorous and appropriate assessment to check and maintain pupil progress.

There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress. The effective teaching practices at Dovers Green see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Key Priorities for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp child friendly objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher / TA questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Gap analysis identifies strengths and weaknesses in learning and supports planning and intervention for the individual, groups or whole class;
- Data collected on a regular basis and shared with staff and children;
- Children have regular opportunities to discuss their progress;
- Teaching and interventions are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes to ensure consistency are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focussed assessment

- Meaningful and rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day formative assessment is used effectively to inform next steps;
- Assessment for Learning (AfL) is evident across the school - learning objectives, learning outcomes, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Detailed plans are put into place;
- Learners are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- SLT and intervention leads regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Effective use of all other spaces: Forest School, pond, year /unit outdoor areas, playground and field, intervention areas and hall space;
- Displays to be a mixture of celebration of children's work, interactive and practical and to include supportive information that supports current learning.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - Learners that are working at greater depth;
 - Learners with SEND difficulties, including those with speech, language and communication needs;
 - Learners who are learning English as an additional language;
 - Boys and girls;
 - Learners who are in care;
 - Learners with social, emotional and behavioural difficulties;
 - Learners who come from a disadvantaged background;
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- Dovers Green offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access to our extended activities for all;

- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- Dovers Green maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- We employ a Home School Link Worker as a first point of contact for parents and carers
- We employ 4 ELSA TAs (1 for each year group and High COIN unit) and 2 Draw and Talk therapists to support children who may have any emotional barriers affecting their learning.

9. Effective learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

Through providing children with a range of settings and situations to learn we ensure that they all have the chance to learn in a variety of ways that will support them.

These opportunities experiences include:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical activity;
- collaborative learning
- discussion
- homework;
- extra-curricular clubs and activities.