



King's Cross Academy

## **King's Cross Academy Teaching and Learning Policy**

## **Our vision & values**

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**We aim to prepare children for the modern world by making them highly successful life-long learners. Our learning vision to achieve this aim has four principal themes:**

### **Teaching pupils how to learn**

King's Cross Academy will teach our children how to learn – encouraging qualities such as persistence, resilience, resourcefulness and flexibility – so that they develop a lifetime love of learning. Our environment will help children learn how to question, think creatively and become active learners and communicators. This will progress their emotional intelligence as well as their learning skills.

### **A broad, balanced and creative curriculum**

The Academy will provide children with a complete education. The Academy will take a rigorous approach to the teaching of core skills in Mathematics and English, as part of a broad and balanced, project-based curriculum. Our curriculum will promote children's cross-curricular skills in listening, speaking, thinking and questioning and develop their social and emotional skills. The school will be a multilingual environment with all children learning British Sign Language (BSL) - through our partnership with Frank Barnes School for Deaf Children - and French.

### **Creating an environment that promotes learning**

It matters where and how education takes place. We will draw upon the exceptional facilities of this new school and its unique relationship with nearby world class businesses and organisations, to provide activities and opportunities that will inspire, excite and transform the learning of children, their parents and other adults in the community. That might mean exploring technology with Google; journalism with the Guardian; learning about medicine at the Francis Crick Institute; or understanding nutrition at the Waitrose cookery school.

### **Developing children to be leaders**

The King's Cross Academy will develop children's leadership by building self-confidence and capacity to make reasoned decisions and choices. They will have the courage and the passion to exhibit their own initiative, whilst working unselfishly in productive partnership with others. Our curriculum will support and encourage each child's own resourcefulness and organisational skills in every aspect of school life. Children will as a result gain confidence in their own abilities and their ability to learn and improve.

**We want children to be emotionally engaged in their learning; and our school to be a catalyst for positive change for all in the King's Cross community.**

### **We will teach our pupils to be:**

- confident and self-motivated;
- great readers, writers, communicators and mathematicians;
- able to acquire necessary skills and knowledge;
- always questioning;
- curious about the World and about the people in it;
- persistent and resilient;
- open to new ideas;
- respectful and honest;
- able to give and receive feedback;
- able to take a risk, where it might help them learn
- constantly exploring how they learn;
- able to learn confidently, happily and constructively on their own, with other children and with adults;
- life-long learners and to love learning

# Teaching and Learning Policy

## Curriculum Summary

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The Academy has developed a curriculum that incorporates all the subjects, wherever possible, into learning projects. The learning projects are organised into a series of open ended questions based around the themes of people, places, change and food. They will utilise the many opportunities available in the King's Cross area to enrich the learning.

The projects enable us to offer a broad and balanced curriculum that values the learning skills and disciplines across the spectrum of subjects and enables all children to progress and succeed. They also give the learning a clear, real life purpose, which allow the children to both connect emotionally with what they are learning and internalise what they have learned.

Not all subjects can always be easily taught within the learning projects, for example, some aspects of Mathematics, Literacy Science and PE. There will be times when these subjects will be taught discretely and, like the learning projects, have a clear focus on the real life purpose of the learning.

## Organisation of the Learning

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At the heart of our broad and balanced curriculum, which will give children the opportunity to work across all areas of learning, the teachers will plan daily mathematics and literacy lessons using the National Curriculum. This will ensure our children are learning the basic skills they will need to succeed in other areas of learning and in life. Wherever possible we will make sure that the content of these lessons links to the learning projects children are engaged in that term.

Each week, teachers will also plan for:

- daily guided reading session of half an hour
- hour long sessions of PE, twice a week
- two science lessons
- daily mental maths sessions (as part of the mathematics planning)
- handwriting lessons, twice a week
- 3 sessions of spelling a week in KS 1 and 2 and a daily phonics session in the early years
- weekly swimming lessons for half a term for each year group
- home learning every week (see home learning policy for further details)
- British Sign Language, level 1 session in the deaf awareness room, once a week with incidental opportunities throughout the day
- foreign language lessons, once a week with incidental opportunities throughout the school day
- promotion of fundamental British values throughout the curriculum (democracy, the rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs)

Each half term we will identify a quality text for the focus of our English lessons and a non-fiction writing focus within the learning projects.

The combination of the learning projects and discrete subject teaching will help us make sure that our children are developing the “essential skills” they need to be successful lifelong learners. An indicative timetable is included with this policy to give an idea of what the learning could look like across the week. All timetables are flexible and will be tailored to the needs of the children’s learning depending on age and the topic etc.

## Planning the Learning

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Each year group has a curriculum map for each half term which shows how we develop learning in all the elements of the national curriculum and how those elements can be incorporated into the learning project. The maps are intended to give a framework for planning the learning for the teachers and will be adapted after the children have had the opportunity to give their input at the start of each project – a unique feature of the Academy's learning philosophy.

Each teacher will know the strengths and interests of the children and the outcomes of assessments based on national performance descriptors for their class and will plan learning accordingly. They will also make sure that the objectives and activities are age-appropriate and suitably challenging to motivate and sustain engagement. Teachers will use their assessments to ensure that we are always building on and extending the children's learning.

Using the curriculum maps, children's ideas and assessment outcomes, teachers will produce detailed weekly/fortnightly plans that include the learning objectives (in the form of learning questions), activities, support and intended outcomes for the children. The senior management team, phase leaders and curriculum team leaders will monitor this planning on a weekly basis to ensure high quality learning and progression is planned within year groups and throughout the school.

At the end of each term we will review our curriculum maps to ensure that we are meeting the needs of our children and continuing to offer a broad and balanced curriculum. The curriculum maps are available on 'KCA online', the Academy's virtual learning platform.

## The Academy Learning Toolbox and KCA Online

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To support children to think about, articulate, plan and assess what they learn, we will use the '**Academy Learning Toolbox**'. The toolbox will help children to understand and use key learning skills and approaches suitable for high quality learning across the curriculum. The teachers and children will use the toolbox to make links between the different areas of learning. The learning skills within the toolbox have been organised into 6 different 'learning tool sets' – **communication, thinking, physical, creative, social and emotional and learning about learning**.

'KCA Online' is the Academy's virtual learning platform. This is an online system that allows teachers and children to share educational materials with the whole school community via the web. It will form an integral part of the learning at the Academy. Children will share their learning, get involved in online discussion and be able to access resources in a safe web space that can be accessed both in school and at home.

## Extended School

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The extended school service (breakfast club and the after school service) will adopt the same ethos as the Academy. We will make sure that our children have plenty of opportunities to develop and practice other skills by offering a variety of physical and creative activities which build on the interests of our children and skills of our staff and volunteers.

## Further Guidance

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This policy should be read in conjunction with the 'Teaching and Learning Handbook' for further details.

## Indicative Timetable

|                                    | Monday                        | Tuesday                 | Wednesday                           | Thursday                      | Friday                        |
|------------------------------------|-------------------------------|-------------------------|-------------------------------------|-------------------------------|-------------------------------|
| <b>9.00 – 9.05</b>                 | Registration                  | Registration            | Registration                        | Registration                  | Registration                  |
| <b>9.05 – 9.35</b>                 | Group Reading / Phonics       | Group Reading / Phonics | British Sign Language               | Group Reading / Phonics       | Group Reading / Phonics       |
| <b>9.35 – 10.35</b>                | Literacy                      | Literacy                | Group Reading / Phonics<br>Literacy | Literacy                      | PE                            |
| <b>10.35 – 11.00</b>               | Assembly / Playtime           | Assembly / Playtime     | Assembly / Playtime                 | Assembly / Playtime           | Assembly / Playtime           |
| <b>11.00 – 12.00</b>               | Mathematics                   | Mathematics             | Mathematics                         | Science                       | Mathematics                   |
| <b>12.00 – 1.00</b>                | Lunchtime                     | Lunchtime               | Lunchtime                           | Lunchtime                     | Lunchtime                     |
| <b>1.00 – 2.00</b>                 | Project / Foundation Subject* | IT<br>(project based)   | PE                                  | Mathematics                   | Literacy                      |
| <b>2.00 – 2.15<br/>(KS 1 only)</b> | Playtime                      | Playtime                | Playtime                            | Playtime                      | Playtime                      |
| <b>2.15 – 3.15</b>                 | RE / Music                    | Science                 | Project / Foundation Subject*       | Project / Foundation Subject* | Project / Foundation Subject* |
| <b>3.15 – 3.30</b>                 |                               | PSE                     | French                              | Citizenship                   | Class Meeting                 |

Foundation Subjects = History, Geography, Art, Design Technology, RE, Music, Citizenship, PSHE, Foreign Language.

## Document Management

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| Written by                  | Emyr Fairburn |
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| Signed – Chair of Governors |               |
| Signed – Headteacher        |               |