



# WOOL CE VA PRIMARY SCHOOL

Rooted in the community to grow and flourish

Name of Policy:	Curriculum, Teaching and Learning Policy
Date first adopted:	February 2019
How often to be reviewed:	Annually
Reviewed:	
Reviewed By:	SLT and Governing Body

## Curriculum, Teaching and Learning Policy

In forming this policy we have considered all aspect of Equality legislation including the Equality Act 2010. We are committed to being an inclusive school where all children can achieve. The policy covers the DfE National Curriculum 2014, which provides the legal foundation and educational entitlement for all pupils and provides the foundation for essential knowledge, skills and understanding.

At the heart of our vision for all children is that we will enable them to flourish through an enriching, engaging and balanced education which provides continuity and progression, challenge and stimulus. We strive for all children to achieve the highest standards of attainment possible and hope that all pupils will gain effective learning strategies and a sense of fulfilment and pride in what they can do.

As a Voluntary Aided Church of England school, our values are based on perseverance, aspiration, love, faith and showing respect to others; these underpin everything we do in school including aspects of our curriculum.

We believe:

- Children need to feel positive about themselves in order to make progress and achieve their potential
- In order for children to flourish, they will need the support, help and opportunities provided by members of the school community. Teachers and teaching assistants will seek out opportunities to collaborate with other members of the school community in order to focus on how best to support, challenge and nurture a child's learning
- Education should provide the essential building blocks which enable our children to embark on their own life journey in an increasingly complex and competitive society. Mistakes along the way should be seen as a means to growth.
- We are privileged in primary schools to be the introduction children have to their formal education. At Wool Primary we strive to create the right atmosphere for children to work, grow and develop their individual potential, helping them to become competent and confident adults able to live their own lives and contribute to society. We encourage collaboration skills and promote a climate where children learn to co-operate with others, care for their peers and environment and respect the fact that not everyone looks, feels or thinks the same.
- As a Voluntary Aided school with strong links with the church we expect to see Christian attitudes forming the basis of the whole school ethos with the church, the school and the community working together.

### Organisation and planning of the curriculum

The school plans the curriculum for each class and year group on an annual basis due to the fact that our mixed age organisation of classes can change each year. Each class will have a main topic for each term and will make links between different subjects in order to provide a creative and imaginative curriculum.

The reception class may well have mini topics within the term that the children are involved in planning. Learning objectives will always aim to develop the skills, knowledge and understanding required for each age group. Termly topic planning overviews are outline the content of the curriculum for that period of time and these are shared with parents through newsletters and on the school website.

Curriculum subjects are taught within the topic as far as possible but if these do not fit, for example, Science or RE, the content of these subjects is taught discretely.

English and Maths weekly planning reflect the learning objectives and success criteria to be achieved during each lesson.

Outlined below are the subjects taught through the National Curriculum at our school. We do, however, strive to enhance all these subjects with visitors, trips and participating in community events.

National Curriculum	Key Stage 1 Years 1, 2	Key Stage 2 Years 3, 4, 5, 6
Maths	√	√
English	√	√
RE	√	√
ICT	√	√
Science	√	√
PE/Games	√	√
Music	√	√
French		√
Art/DT	√	√
Geography/History	√	√

### The Foundation Stage (Reception)

The curriculum in the Foundation Stage is topic based. Alongside the topic based curriculum English (including phonics) and Mathematics are taught daily. Each topic starts with a class discussion and children share their ideas about what they would like to learn about. From this discussion the teacher is able to plan and deliver purposeful play opportunities as well as more formal learning in English and Maths.

Some learning will take place through independent tasks whilst others will be teacher led. There is also frequent opportunity for continuous provision where children are able to develop all areas of the Early Years Foundation Stage curriculum.

Free flow between the outdoors and indoors is also encouraged during these times. Children plan and review their learning and the process for this becomes more formal as the year progresses.

The indoor classroom is organised into learning areas: reading, maths, role play, construction, IT, creative, table top, small world, and outside areas include sand and water. The outside area is also used to create opportunities for practising core skills outside (e.g. large letter formation with chalk, active maths with cones).

In each area of the setting, challenges are set ensuring that children have a purpose to their play. Whilst the children are playing the teacher and teaching assistants promote a deeper level of learning through their high expectations, questioning and modelling.

Within teacher led sessions, English skills such as phonics, writing and reading as well as mathematics are taught.

Children are taught in both whole class and small group settings. The groups are sometimes differentiated but mixed ability groupings are also used. The skills that the children have learnt are then also promoted and practised in the children's continuous provision.

The teacher and teaching assistants observe and question the children while they are learning through their play. This ensures that the children's next steps can be planned for and subsequently children can make good progress and achieve a good level of development in all areas of the Early Years curriculum. Each child has targets which are shared with parents/carers and updated regularly, ensuring that progress is continually being made. These targets may include writing, reading, maths as well as other areas of the EYFS curriculum.

### Inclusion

All pupils are encouraged to make good progress and achieve their potential. We believe that all pupils have the right to support and challenge and seek to do this by differentiation, posing progressively more challenging contexts or questions (greater depth) and by the additional adult support put in place to remove barriers to learning or to challenge further. If pupils are not learning in line with their peers and are showing signs or some sort of additional need, they will be given early intervention and/or assessments to assist staff in understanding where their difficulties lie and how best to support them in overcoming these.

SEND (Special Educational Needs) pupils are given personalised support where needed. Professional guidance is sought to plan effective learning sequences and next step targets for pupils (provision maps). Some children may also have an Individual Support Plan. The success of personalised programmes is assessed at least half termly with provision maps being updated at least termly as stated in the Code of Practice. All these documents are also shared with parents/carers.

Pupils who have a disability are supported and we act on guidance from medical professionals where appropriate. The school complies fully with the Disability Discrimination Act and assesses as aspects of school through the Accessibility plan.

### Roles and responsibilities including monitoring

The Headteacher has overall responsibility for ensuring all pupils receive the right level of learning to ensure they progress and attain in line with expectation and/or their own learning capabilities. The Headteacher monitors provision by carrying out: drop in observations and more formal observations (these are at least termly), pupil interviews, learning walks, book scrutiny, analysis of assessment data

A Curriculum Committee meets at least termly in order to monitor children progress and attainment, as well as explore the planning and teaching of curriculum areas. The Committee is made up of the Headteacher, SEND Lead and members of the governing body. It aims to monitor the effectiveness of the curriculum and seeks to raise standards across the school by researching best practice and by making changes to curriculum plans where these do not show sufficient challenge and/or level of skill development. In addition, Subject Leaders complete Action Plans which are regularly reviewed throughout the year. The aim of these action plans is to ensure every subject area is monitored and that they move forward in a strategic way which links to the School Development Plan.

The Headteacher and SEND Lead coordinate provision for SEND pupils and work with all staff in monitoring the effectiveness of this. The effectiveness of provision for children with potential to achieve greater depth is monitored by the Headteacher (half termly) but all teachers have responsibility to ensure these pupils make better than good progress and remain stimulated and challenged by the learning presented by teachers.

The Governing Body is responsible for monitoring the way in which the school curriculum is implemented. Governors monitor aspects of the curriculum alongside subject (and area) leaders. The Curriculum Committee share the outcomes of their meetings with the full governing body and are encouraged to ask challenging questions in order to hold everyone to account.

### Role of Parents/Carers

Parents have a fundamental role to play in helping children to learn. We believe parents should be kept up to date and informed of changes to the curriculum and any significant changes to the way we teach in school.

We aim to keep parents informed by:

Meetings with specific focus at intervals throughout the year

Parent consultations to explain the progress and achievements of pupils

Pupil reports (Summer) in which we explain the progress made by each child and indication of what they need to work on next

An overview of the topics that will be taught each half are placed on the school website and sent home to parents

Information sharing on the website/school app

Information letters by teachers

Weekly newsletter

### Environment

In order for a curriculum to be engaging, we believe the learning environment is of utmost importance. We use both inside and outside of the school to teach children, depending on which is most suitable for the learning objective. With the classroom, staff ensure resources are organised effectively and are accessible for the children; supporting them as they become independent learning. There are working walls which are used throughout English and maths lessons, and they enable children to make links between previous and subsequent learning. Classroom displays enable children to know that their efforts are valued and provide opportunities to celebrate pupil achievements.

Teaching Assistants are deployed effectively in order to best scaffold and challenge children's learning. Sometimes this might be on a 1:1 basis, depending on individual need, but this might also be in a small group context.

Staff and pupils work together to create a nurturing environment in which children feel safe and able to learn from their mistakes. This enables them to display core values, including aspiration and perseverance. Throughout lessons, teachers and teaching assistants give verbal feedback about children's progress. Pupils (age related) are expected to make improvements to their learning as advised by the teacher. Teachers use the evidence in children's learning to plan effective next step learning sequences. This also feeds into personalised targets for pupils. Assessment for learning enables teachers to celebrate the small steps of learning as well as large milestones. This helps to increase self-confidence and self-belief in what the pupils feel they can achieve with effort and determination.

### Learning Behaviour

Every class creates a Class Charter which is based on our school vision and core values. Children recognise their responsibility at striving to keep the Class Charter, and understand the importance of displaying productive learning behaviour. Children work in a variety of contexts during lessons, including individual activities, paired working and small group discussions. In every context, children are encouraged to ensure their comments and attitudes reflect the Class Charter and their efforts are celebrated through class reward systems.

### Reporting to Parents

We operate an open door policy within our school and fully encourage parents/carers to inform the class teacher if they have anything they would like to discuss further. More formal parent/teacher consultations are held in the autumn term and also the spring term. Parents/carers are given a written annual report in the summer term.

In addition to these sessions, we offer a 'welcome talk' for each year group in September in order to outline expectations for the year and answer questions. Throughout the reception year, parents are invited to attend phonic, writing and maths workshops which are held at intervals. Class teachers also invite parents to information meetings on topics such as Phonic Screening, Year 2 SATS and Year 6 SATS.

Throughout all meetings with parents/carers we share whether or not a pupil is performing below/at/above age related expectations in the core subjects. We share our assessment system gradings of 'Working Towards', 'emerging', 'developing' and 'secure'. For pupils with SEND we use P scales in KS1 and in KS2 we use the standards small scale steps to measure progress. The use of P Scales in KS1 will also transition in to using the standard small scale steps in line with the Governments review of assessing pupils with SEND. Class provision maps are used as part of our graduated response when identifying that a child is not making the expected progress in an area of the curriculum. This allows class teachers to measure incremental progress towards targets and provides opportunities for children to make rapid progress in a targeted, small group setting. If a child, after intervention is unable to make expected progress then we review and move on to the next step of the graduated approach to involve external support. At every stage we ensure pupils and parents are involved and well informed.

If a child has an Individual Support Plan, Medical Plan, Pastoral Support Plan or Educational Health Care Plan we ensure there are additional half termly meetings with the class teacher and SENCO. We review targets set against progress made towards achievement and then plan for the next half term. Within these meetings we also discuss their learning behaviour and general wellbeing, with reference to our core school values.

This policy is reviewed annually unless there are significant changes, in which case, a review of this policy will take place before that time.