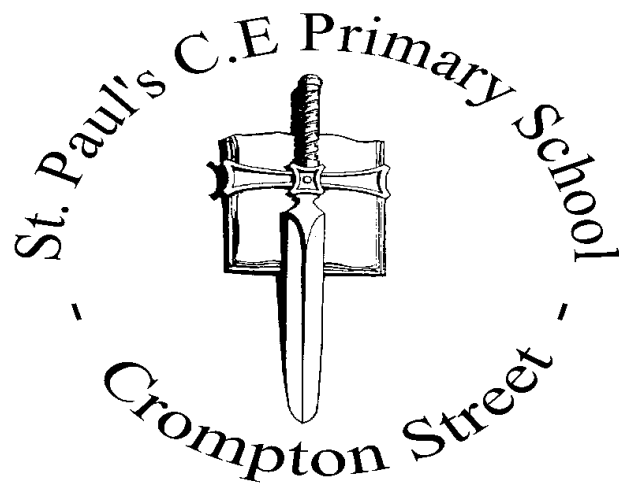


# Curriculum, Teaching and Learning Policy



Date: January 2024

Approved By: Governors

Review Due By: January 2025

## **Contents**

<b>Aims</b>	<b>3</b>
<b>Our guiding principles</b>	<b>3</b>
<b>Responsibilities</b>	<b>3</b>
Teachers	3
Support staff	4
Subject Leaders	4
Senior leaders	4
Pupils	4
Parents and carers	4
Governors	5
<b>Planning</b>	<b>5</b>
Learning Objective	5
Long-term planning	5
Short-term planning	5
Planning to meet the needs of all pupils	6
<b>Teaching</b>	<b>6</b>
High-quality teaching strategies	6
Modelling	7
Shared Practise	7
Guided Practise	7
Independent, deliberate practise	7
Recall/retrieval opportunities	7
Questioning	7
Effective Feedback	7
<b>Marking and assessment</b>	<b>7</b>
<b>The Learning Environment</b>	<b>7</b>
<b>Home Learning</b>	<b>8</b>
<b>Monitoring and Evaluation of Teaching and Learning</b>	<b>8</b>
<b>Continuing Professional Development</b>	<b>9</b>

## **Aims**

This policy aims to:

- Explain how we'll create a whole school culture of high expectations, where pupils learn best and love to learn.
- Summarise expectations to make sure all staff have clarity and understanding about how children learn best and also the pedagogy behind how subjects are taught best, across the school and within the field of their subjects.
- Ensure all members of the school community recognise the importance of our broad, balanced and distinctive curriculum, exposing our children to the very best that education has to offer - a powerful tool to ensure *all* of our children achieve the intended outcomes and leave the primary phase ready for continued future success
- Highlight how our golden threads, Reading, Emotional Well-being and Caring for *all* Creation, are interwoven throughout our curriculum.
- Ensure all staff are skilled in the use of assessment for learning to ensure no gaps in learning are opened, and that knowledge is continually built upon a solid foundation, in incremental steps.

## **Our guiding principles**

Inspiring our children to be confident and caring citizens, who are passionate and driven to change the world for the better of all, our school mission statement is, 'We Belong, We Learn, We Believe, We Achieve'. This encompasses inclusion, well-being, high expectations, drive, aspirations and success.

The 'Golden Threads' of Reading, Emotional Well-being and Caring for *all* Creation are interwoven throughout our curriculum, as we uphold them in the highest regard. We recognise their importance in our children's future success as life-long learners and as citizens in an ever-changing, fast-paced world.

Our robust, broad and balanced curriculum is ambitious. It is designed to give *all* learners the knowledge and cultural capital needed to succeed in life - everyone matters, everyone achieves and nobody is left behind. We work tirelessly to remove barriers to learning for *all* pupils. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Our whole school community recognises the importance of our individual roles, and how we relate to each other, to being fundamental to our children's success. St. Paul's is a family.

## **Responsibilities**

Our Curriculum is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on pupils' progress throughout the year, informally, as well as through consultation evenings and a formal written report.

Support staff at our school will:

- Know students well and make adaptations to ensure all individual needs are met
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Subject Leaders will:

- Share clear intentions for their subject
- Work collaboratively to continually refine our well-sequenced, broad and balanced curriculum that continually and progressively builds knowledge and skills
- Sequence lessons in a way that allows pupils to make significant progress, achieve breadth and depth and demonstrate excellence
- Use the school's budget effectively to resource their subject, providing teachers with necessary resources for learning
- Be experts in their field, monitor practice across the school and continually drive improvements by working with teachers to overcome challenges and also highlight and share best practice
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing performance data

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure a high-quality curriculum, teaching and learning across school
- Manage resources to support a high-quality curriculum, teaching and learning
- Provide support and guidance to staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend school, punctually, organised and ready to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work to achieve the learning outcomes
- Complete home learning activities, including reading at least five times a week.

Parents and carers of students at our school will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly

- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors at our school will:

- Monitor resources and funding to ensure they are allocated effectively to support the school's approach to the curriculum, teaching and learning
- Monitor the impact of the curriculum on students' progress
- Monitor the effectiveness of this policy

## **Planning**

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all pupils to learn. All subject leads have clearly outlined the precise knowledge, skills and concepts that they want children to learn across the primary phase, by the end of each year group, each unit of work and also each lesson. Planning is about hard thinking, not form filling. Time has been spent, thinking about what the children must learn before consideration is given to what the children may do. Each lesson begins with revisiting prior learning, which is planned to ensure spaced learning of key knowledge, embedding it into the long-term memory. The questions, that subject leads and teachers need to ask when planning a lesson are:

1. What do the children know already?
2. What are the intended outcomes?
3. How will pupils' knowledge be measured?
4. What access arrangements are needed to ensure all children are able to achieve the learning outcome?

## Learning Objectives

It is important that teachers, pupils and support staff are all clear about the key learning that will take place in a lesson. Learning objectives must explicitly detail the key knowledge or skill that is being learnt, using 'I know...' or 'I can...', and these should be detailed alongside any recorded learning in a child's book.

## Long-Term Planning

Subjects Leads continually refine their schemes of work, which support the unit plans and individual lesson plans. These are saved on the staff shared area (Google Drive) so they are accessible to all staff. The Long-Term Plans are also published on our school's website. Subject Leads have carefully constructed these plans to ensure every lesson has a purpose and they are clear as to where it fits into their subject's overall curriculum. This is outlined explicitly for teachers to understand. Also detailed, are the linked concepts and the prior knowledge that is needed to be learnt before the unit of work and each lesson.

## Short-Term Planning.

Following the Long-Term Plans, Subject Leads have developed unit plans. These detail the prior knowledge, concepts and spaced learning retrieval of key knowledge. They also outline the key vocabulary that needs to be explicitly taught and that children need to understand and use.

Lessons are planned, with an awareness of demands upon a pupil's cognitive load. Therefore, learning is broken down into small, manageable steps. Each step is mastered and secured before moving onto the next – continually building upon a solid foundation.

#### Planning to meet the needs of all pupils (linked with 'High-Quality Teaching Strategies')

Knowledge of the students; their prior attainment and specific needs, informs how the curriculum is implemented and how the children achieve the learning outcomes.

With an in-depth understanding of our children's needs, our SENDCos have outlined the access arrangements to be drawn upon to support all children to access the learning and achieve the same learning outcomes.

#### **Teaching**

*"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)*

Our school culture recognises all members of its community as learners and we strive to be and do our best.

Teachers are explicit about the key knowledge and vocabulary that all students must use. This is set out in our planning and also the knowledge organisers, which are shared with children, and can be located on our school website. Therefore, our children know the knowledge, key skills and language they are expected to understand and use. We recognise the importance of a high standard of literacy - the quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress. Therefore, we continually strive for a high standard of articulacy and seek or provide professional development where needed.

#### High-Quality Teaching Strategies

We recognise that there is no start or end to learning and so the children are immersed in planned learning opportunities the moment they walk through the door.

High-quality teaching is the first wave of intervention for meeting the needs of all pupils. We have high expectations of all students all of the time. Rapid graspers are challenged through learning experiences that provide opportunities for children to develop an even broader and deeper understanding. Those who need further support to achieve the learning outcome, are provided with a same-day intervention or pre-teaching before moving on to the next step in learning, alongside their peers.

Our learning culture is strong and therefore, in many lessons, children will be sat in mixed-ability pairs and table groups. Taking responsibility for their own learning, the children recognise the value in showing, explaining and asking questions and the lack of value in telling/copying answers.

We recognise the importance of a positive growth mind-set. This is modelled by staff and children alike. We have created a safe environment, where 'having a go' is celebrated and encouraged. Mistakes are seen as a valuable step in the learning process.

Planned learning as a high ceiling and a low threshold, where all children can access. The first steps in approaching new learning can be in a variety of different forms.

- **Modelling**– watching and listening to experts as they explicitly share their reasoning and knowledge through a process. Experts can be in the form of a subject specialist, teacher or a peer. This could also be a good example in the written form – what a good one looks like (WAGOLL). The use of a visualiser, concrete representations, toolkits, working walls or specialist equipment may be used to support and scaffold the learning.
- **Shared Practise** – where both the teacher and pupils apply key knowledge and provide equal contributions to achieve an outcome/step in learning, using scaffolding such as a toolkit, where appropriate.
- **Guided Practise** – the children apply their key knowledge with ‘a light touch’ of support or scaffolding by the teacher yet with independent access to toolkits, working walls and concrete representations as appropriate.
- **Independent, deliberate practise** – children are provided with the time they need to apply their new learning and practise new material in a variety of contexts/ways in order to master it. All practise is careful and deliberate, sitting just outside of the pupil’s comfort zone. Children develop a broad and deep understanding of a concept and are able to apply it readily.
- **Recall/retrieval opportunities** – children recall prior knowledge at deliberately spaced intervals, in a low-stakes manner, to retrieve material from their long-term memory. This ensures it is readily available for children to draw upon and build connections, when approaching a new step in learning.
- **Questioning** – carefully planned questions are used to probe, check and extend children’s understanding. Questioning is used as an effective assessment tool which can then reshape the approach to learning. At times, questions will be directed at specific children or children may be randomly asked, using a ‘lollypop stick’ approach. Children often respond individually or collectively through the use of mini-wipeboards and hand gestures.
- **Effective Feedback** - Feedback exists in many forms, e.g. verbal communication, teacher marking of independent application, peer and self-assessment. When it comes to feedback, what matters most is what pupils do with it. Effective feedback should be frequent, personalised, focused and timely. It should provide guidance in how to be successful. We have cultivated an environment, through the use of ‘fix-it’ time, where children reflect and make deliberate improvements, using their green pen. (Also see Feedback Policy)

## **Marking and Assessment**

Marking and assessment have two purposes. It supports effective feedback in which children are able to act upon and make progress over time. It also informs a teacher’s future planning and teaching. Effective marking is meaningful, manageable and motivating for the pupil, whilst simultaneously being manageable and sustainable for the teacher. Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work and continually make progress.

## **The Learning Environment**

Our learning environments are reflective of the rich culture, which has been created across school. We recognise that to ensure effective learning behaviours, there needs to be the right classroom conditions, where all children feel safe, supported and valued.

All teachers have **high expectations** for learning and behaviour for all pupils, who are, in turn, confident in knowing what is expected of them.

- Ensure all children can access the learning and are challenged in order to make progress
- Promote active engagement and a growth mind-set culture
- Focus praise on effort and value the “struggle of learning”

Teachers build **positive relationships with all children through positive behaviour management.**

- Welcome all children into your class by greeting them, as they enter the classroom
- Use positive framing to remind students of expectations and learning routines
- Use meaningful praise and rewards, e.g. dojo points, stickers, raffle tickets, postcards
- Recognition of consequences – both positive and negative
- Provide students with the opportunity to change their behaviour, through an encouraging reminder, before a warning is given
- Consistent implementation of the behaviour policy, e.g. the use of the behaviour ladder within classrooms
- Have restorative conversations

**Teachers have clear and consistent routines and procedures**– so there is a safe, orderly learning environment and learning time is maximised

- Visual timetables are displayed in classrooms and shared with pupils and parents
- Learning begins immediately, every minute matters
- Have consistent classroom rules and expectations

### **Home Learning**

Home learning, or homework, supports children to further develop and embed their learning outside of the classroom. Pupils have a homework folder, where planned, meaningful tasks are added weekly.

Over each half-term break, all children are provided with a project homework. This introduces the new topics in which the children will be learning about in the following term – the children are encouraged to carry out research and present their learning in a variety of different forms.

In the event of a school closure, home learning will take place on google classrooms.

### **Monitoring and Evaluation of Teaching and Learning**

Teaching and learning is robustly monitored, across the school, to make sure that all children make significant progress.

Aims of monitoring and evaluation:

- To maximise upon the progress and attainment of all pupils
- To analyse and drive forward the progress of pupils
- To continually refine and improve the quality of the curriculum
- To continually refine and improve the delivery of the curriculum
- To identify staff training needs and implement specific CPD opportunities



SLT and Subject Leads will monitor and evaluate the quality of education through:

- Learning walks
- Book looks
- Analysis of progress and attainment data
- Monitoring of pupil targets and interventions
- Conducting pupil voice interviews and staff questionnaires
- Carrying out research of best practice and being outward-facing

### **Continuing Professional Development (CPD)**

*“Be the best you can until you know better, and when you know better, do better and be better”.*

*Maya Angelou*

All staff engage with high-quality research-based CPD. We are open-minded, reflective and proactive in continually trying to improve our teaching practice.

Teaching and Learning CPD is focused upon what will have the largest, positive impact upon the quality of education for our children.