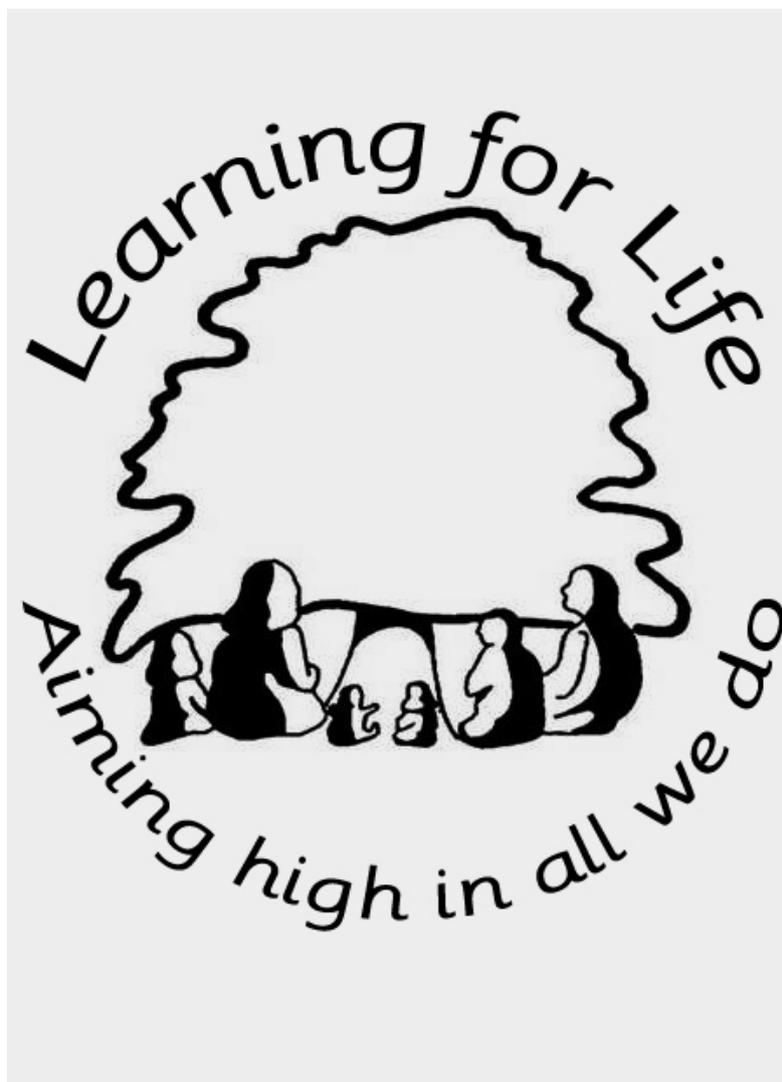


*Policy & Procedure*

**Huncote Community Primary School  
Academy Trust**



**Curriculum, Learning & Teaching  
Policy  
2017 - 2020**

*Non Statutory Policy*

## ***Curriculum, Learning & Teaching Policy***

### **Aims**

At Huncote Community Primary School we believe in ‘Learning for Life’ by ‘Aiming high in all we do’. We therefore aim to:

- Provide a vibrant, stimulating and caring environment;
- Encourage our children to thrive academically, socially and emotionally;
- Engage our children in a creative, inspiring and inclusive curriculum;
- Motivate and inspire our children for a life-long love of learning;
- Work together within our school community to prepare our children for the challenges of modern life;
- Provide and promote a safe philosophy for the whole school community.

These aims are realised through effective working partnerships between staff, pupils, parents, governors, other schools, the Local Authority and the wider community. They are present through all school life and practice.

### ***Learning & Teaching***

At Huncote, learning is seen as the acquisition of knowledge, skills, attitudes and understanding. To be effective it must be enjoyable and based on co-operation and respect.

Learning is achieved through a wide range of teaching routines, strategies and activities.

This Teaching & Learning Policy is strongly supported by all other school policies and schemes of work. It is realised through effective working partnerships between staff, pupils, parents and governors.

#### **The aims of this policy are:**

- To define the way we teach and learn at Huncote Community Primary School Academy Trust
- To set expectations in standards of learning and teaching for the staff, pupils and parents
- To provide for those to whom we are accountable a measure of our performance

#### **Key expectations in Learning and Teaching:**

1. All teachers at HCPS will have a clear understanding of what high-quality teaching and learning looks like.
2. All teachers are expected to demonstrate a sound understanding of effective pedagogy and to strive for continual improvement in this, whatever their level of experience.
3. Pupils at HCPS are expected to be well behaved and do their best in all school activities.
4. Parents are expected to ensure their children attend school regularly and that the children come to school able to learn.
5. We aim for every lesson taught at HCPS to be of a ‘Good’ Standard by current, objective criteria, very many will be better than this. Lessons falling short of this expectation will inevitably happen from time-to-time and should be used as an opportunity to reflect on and improve practice.
6. Teachers and support staff will liaise effectively. Support staff will be valued, well-trained and enabled to be effective in their role.
7. There is an expectation that all staff maintain a very high standard of learning environment. Classroom displays must be high quality and regularly changed. Resources should be well organised.
8. To ensure a high standard of teaching throughout the school, all staff are expected to work closely with colleagues and to participate in appropriate training, both in and out of school.
9. All lessons/activities will be carefully planned and will reflect aims and objectives of the EYF/KS1/KS2 National Curriculum through the school’s long and medium-term planning structures.

10. Lessons will be appropriately pitched and differentiated to match the age and ability range of all the pupils in the class. Lessons will emphasise a collaborative and cooperative approach to learning. We will promote an active, enquiry-based pedagogy, recognising and catering for the range of preferred learning styles. Lessons and activities should be engaging, substantially practical in nature and relevant to the pupils' interests and experience.
11. Individual lessons should be part of and build into a coherent and progressive sequence, with short-term objectives contributing logically to long-term aims.
12. The teaching and learning in a given year group must build on that in the last and must securely underpin that in the next so that in their time at HCPS, pupils will acquire the skills, attitudes and knowledge to enable them to develop into confident and independent learners. All of our pupils must be well prepared by us to enable them to make good progress in Secondary Education.
13. We will provide for pupils a varied and extensive pattern of activities and experiences beyond the National Curriculum in order to enrich and extend their learning.
14. Thorough and appropriate assessment will track pupil progress and inform future short-term planning.
15. Effective pupil tracking in progress and attainment will underpin accurate reporting to parents and inform planning at a classroom and strategic level.
16. Appropriate structured and individualised support will be given to those pupils who are falling behind either national age-related expectations or their own potential for progress and attainment. Where appropriate, this will be within the framework of national and school Special Educational Needs (SEND) policy and protocols.
17. We will work collaboratively and effectively with external agencies to ensure appropriate progress and attainment for our pupils.
18. We will work closely and constructively with parents as part of the drive to secure good progress and attainment for their children.

### **The Curriculum for Teaching and Learning at Huncote Community Primary School:**

Most aspects of the National Curriculum subject areas will be delivered to pupils in cross-curricular themes, e.g. 'Ancient Greeks' will be planned to provide a sequence of activities delivering elements from all/most of the National Curriculum subject areas (Music, Art, Geography, History, RE and so on). English is predominantly taught alongside these cross-curricular themes with very close links that enable the children to be enthused by the topic in most aspects of their work and to encourage as many opportunities for cross-curricular writing as possible.

Mathematics is taught as a distinct subject area following the structure of the National Strategies but wherever possible, links to current thematic work are made.

The rolling programmes provide long-term structures for the themes delivered in any given year group and ensures consistency, coherence and progression in the overall curriculum. The rolling programme also accommodates the complexities of vertically-grouped, mixed-age classes. Through its application, pupils receive their entitlement to the national curriculum so that its elements are neither missed nor repeated as children progress through the school from Foundation Stage to Year 6.

Regular reviews of the rolling programme ensure its effectiveness and on-going improvement in the light of classroom experience and national and local developments in curriculum.

Short-term weekly plans of topic and English and Mathematics are done collaboratively where appropriate by planning teams in PPA time arranged so as to release all team members at the same time. This ensures consistency of provision for pupils in parallel classes and allows less experienced teachers to learn from good and outstanding colleagues.

Weekly planning for English and Mathematics is detailed and comprehensive and is completed on school proformas. Planning specifies the National Curriculum or EYFS learning objectives being taught and the pupil outcomes expected by the end of the sequence. Work is clearly differentiated for all ability groups, including provision for children with SEND and particularly able pupils. Planning details key assessment opportunities and specifies the role of the teacher and learning support assistant in any given lesson. Planning will also specify which is the teacher guided group on any given day and will ensure all pupils have a

teacher-guided session in any given week. Weekly planning in English and Mathematics is monitored and evaluated regularly by the SLT and MLT.

Cross-curricular themes encompassing Science, IT and the Foundation subjects are carefully planned in detail from the topic titles contained in the long term rolling programme. This is done collaboratively by each planning team in PPA or staff meeting time. Each themed project captures objectives from the National Curriculum arranged into key areas of learning.

These are:

- Scientific and Technological Understanding (Science/IT/DT)
- Historical, Geographical and Social Understanding (including RE)
- Understanding Physical Health and Well-Being (PE/PSHE/Citizenship)
- Understanding the Arts (Art/Music/Dance)

Each topic lasts up to 6 weeks (or a half-term) depending on the nature of the material being covered and will sometimes relate to a fixed or particular calendar event (e.g. Easter or Diwali). A theme may have a bias towards a particular area of learning (e.g. ‘Toys’ could look closely at Science content, while ‘This Is Me’ may focus on PSHE material). Wherever possible, additional strong links are drawn to English and Mathematics objectives already covered in the distinct English and Mathematics Lessons.

Wherever possible, pupils will be encouraged to share their work and achievements with each other and with parents through weekly sharing assemblies and monthly open assemblies with parents invited to attend.

Special care is taken to ensure that children receive their complete National Curriculum entitlement in a coherent and progressive programme of work provided over the whole of their time at Huncote. We also endeavour to extend the school curriculum far beyond the National Curriculum. Enrichment activities, school trips, visiting teachers, coaches, instructors and extracurricular clubs all add a substantial additional dimension to learning and teaching in and out of school. All pupils are expected and encouraged to be involved in these activities.

### **How we Teach and Learn at Huncote Community Primary School:**

The standard of teaching at Huncote is consistently high and has been objectively verified as such both by external inspection and by the consistently positive outcomes in terms of attainment and progress of pupils. There is a clear understanding among staff of what good teaching looks like and how to go about delivering it. School Development Plans are always centrally focused on maintaining and improving further the quality of teaching and learning throughout the school. Staff training is almost exclusively focused on a constant drive to raise standards in this area, individually and collectively.

We will:

- Underpin our teaching and learning with positive and constructive relationships between staff, parents and pupils.
- Work collaboratively with colleagues and parents to ensure best outcomes for all our pupils.
- Consistently provide well-planned, appropriate and engaging activities for all pupils.
- Accurately pitch the tasks and activities at the age range being taught and the ability range within it.
- Recognise and accommodate different learning styles.
- Consistently and accurately assess pupil work to provide a clear view of attainment and progress and also to inform future planning.
- Provide our pupils with a clear idea of what they need to do to improve their work in the short and longer term.
- Carefully track pupil attainment and progress against national norms and use this information to inform strategic planning.
- Rapidly identify and respond to children falling behind expected progress and attainment norms. Inform and work constructively with parents when such issues arise.

**Assessment:**

Effective assessment is at the very centre of effective teaching and learning. Effective and accurate assessment tells the school what to do next at all levels, from individual pupils to whole-school strategic decision making.

All classroom teaching at Huncote embodies the principle and practise of effective Assessment for Learning (AFL). Every single teaching activity has an assessment element to it and every teaching week or unit will have activities designed to provide assessment on pupil attainment and progress, to inform planning better at all levels, set pupil targets and to underpin the accurate reporting of standards.

There are 4 formal, whole-school assessment periods, one a baseline and then termly using assessment tracking materials in Reading, Writing and Maths. All Key Stage 1 and Key Stage 2 pupils are assessed in this way. All assessments are moderated within planning teams, across planning teams, with other schools and with the Local Authority to ensure objectivity and reliability of the judgements made. Pupil attainment and progress is expressed in terms meeting the expected standard for their age group or not, or exceeding the standard.

Assessment data is managed in the Target Tracker system within school and is subject to sophisticated and involved analysis on an individual, group, class, cohort, Key Stage and whole school level. This underpins strategic decisions around key development priorities in the School Improvement Plan and around the allocation of school resources. Individual teachers are accountable for the progress and attainment of their pupils and have a termly post data submission interview with the Head Teacher/SLT where issues are discussed and appropriate next-steps identified.

Data also feeds into the Teachers' annual Performance Management processes and forms a basis for target setting and an objective measure of teacher effectiveness. All teaching staff have access to the school's Target Tracker data and have been trained in its use.

Foundation Stage pupils are assessed with the National Early Years Foundation Stage Profile and Development Matters Age-Related Expectations materials and criteria. Early assessment work is completed soon after entry in early September to establish baseline levels of attainment against which subsequent attainment and progress can be measured. Foundation Stage assessment work is frequently moderated by the LA and this underwrites the objectivity and validity of the judgements, as well as the Foundation Stage teaching staff engaging in other cross-school moderation work.

Year 6 and Year 2 children complete statutory National SATs assessment; and Year 1 Pupils complete a National Phonics Test. Data from these tests and tasks is collated by central government agencies in the Raise Online document and the new document called Analysing School Performance published annually. These are a comprehensive analyses covering Key Stage 1 and Key Stage 2 progress and attainment trends. It is the key information used by Ofsted in carrying out a school inspection and is used alongside our own analyses to set school targets and identify development priorities. Governors are fully briefed by the Head Teacher annually on national data and the school's in comparison, and it forms a focus for extended discussion in Senior Management Team and Staff meetings.

Pupil progress and attainment data is reported to parents regularly both in relation to their own children at parents' evenings and on school reports and more generally in terms of overall school performance in newsletters and on the school website.

**Target setting:**

Targets work at many levels at Huncote Community Primary School

- The government sets the school attainment targets in terms of SATs outcomes at Key Stage 1 and Key Stage 2, plus levels expected in the Year 1 Phonics Test and the Early Years Foundation Stage.
- The school considers what it will need to do to meet these targets in this and coming years and allocates responsibility for meeting a share of these targets to individual teachers. Discussions around class targets are built into teachers' annual Performance Management.
- All pupils have annual targets for Reading, Writing and Maths. These targets are set on the basis of what they have achieved in previous years and on the expected attainment for a child of average ability of a given age. These targets are the basis for judgements around annual progress and attainment.
- Termly assessment measures the progress made over each term in reading, writing and maths towards the yearly target. Children causing concern over progress receive focused intervention or other support.

- Pupils have targets that are shared at each Parents' Evening in reading, writing and maths focusing on key areas where progress will unlock overall subject progress. These are often identified through assessment work and converted into child-friendly language.
- Pupils in each class are likely to have similar targets and these will naturally form a group whose needs can be addressed at the same time.
- Probably the most effective layer of written target setting at HCPS is that connected with marking and the school has a separate marking policy specifying how we manage this important activity. The aim is to clearly identify for pupils what they need to do next to improve their work and the best marking will be precise about this and be followed up to check that the directions have actually been followed. Such developmental marking will be evident in exercise books and will be evaluated in work scrutinies undertaken by SLT/MLT.
- The most effective pupil target setting is provided by sensitive and perceptive verbal feedback from teachers in the course of daily teaching activities. This is actually very close to the heart of what good teaching is all about and will be evaluated in classroom observations.

### **Inclusion (SEND/ More Able Children):**

Children on the SEN Register:

- Have a regularly reviewed Individual Support Plan (ISP) set up jointly by class teacher and Special Educational Needs Co-ordinator (SENCo) and discussed termly with parents.
- Have regular support and intervention in and out of class focused on the objectives in the ISP.
- Where appropriate, have specifically and explicitly planned provision in other lessons.
- Where appropriate, are carefully assessed by specialist external agencies whose recommendations are incorporated into school provision and are reflected in the ISPs.
- Have their progress and attainment regularly and carefully monitored by the SENCo and HT jointly.

Where an SEND pupil has a physical or other disability, teachers/staff will make all reasonable adjustments to include the pupil in curricular and extra-curricular activities, always assuming inclusion.

More Able Children are included in virtue of high ability defined in a wide range of ways (Maths, Music, English, PE, Leadership etc.) These pupils will have specific provision made for them in the form of differentiated tasks in class. The attainment and progress of the More Able children is reviewed by the HT and SLT/MLT alongside that of all pupils.

### **Equality Statement:**

At Huncote Community Primary School, we actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.

### **The Importance of the Learning Environment in Teaching and Learning:**

School should be clean, safe, well-maintained and promote the wellbeing of staff and pupils. All statutory Health and Safety legislation are met. This applies to school systems and practice as well as to the buildings and grounds.

- The school public areas and classrooms are bright, vibrant, well-organised and provide a safe, comfortable and stimulating environment.
- Corridor/classroom displays are of high-quality, relate current themes and show the work of children of all abilities.
- School/classroom resources adequately support teaching and learning and are well maintained and conveniently organised.
- There are systems in place to procure resources efficiently and cost effectively.
- School/classroom systems and routines are clearly defined, securely embedded, regularly reviewed and supported by all staff so that there is a robust organisational infrastructure underpinning the efficient running of the school.

- The physical environment of the classrooms and other areas provide a comfortable temperature with adequate ventilation and lighting.
- Children have access to drinking water and are well nourished.
- Our whole school, including the external environment, is seen as a place for learning and is resourced and treated as such.
- Our policies and teaching strategies support pupils taking part in decisions relating to school resources (this is done on an individual, class and School Council level).
- Our whole ethos demonstrates our commitment to high standards of achievement and progress.
- There is a positive assertive approach to pupils' behaviour.
- Our pupils understand that adults who work with them should be treated with equal respect.

### **Environmental Education:**

Pupils are taught to have respect for the environment through various opportunities linked to our Eco-Schools work. The pupils are able to tend to the grounds with the guidance of the Premises Officer.

### **Charging and Remissions (see also the Charging and Remissions Policy):**

There are certain items that cannot be met from the school budget. The school will ask for parental contributions towards the costs of swimming and educational visits. We will also make a small charge to cover the cost of ingredients for cooking and, in some circumstances, materials for arts and crafts, and technology. In certain circumstances, part or all of these charges can be waived. The school policy on charging and remissions is available from the office on request.

### **Homework:**

Homework is an important and integral part of pupil' learning. All children at HCPS will be provided with a quantity of homework appropriate to their age. This will comprise on-going practise of reading and fundamental number work (such as times tables) and/or particular tasks relating to work currently being done in the classroom, either as preparation or follow-up enrichment.

Teachers are expected to set relevant, appropriate and engaging tasks as homework, over and above regular reading and number work practice. There is also an expectation that teachers devise and maintain a system that clearly informs parents of what homework needs doing and by when.

There is an expectation that homework provided is completed on time by the pupil and that parents are supportive in ensuring that this happens, ideally by taking an interest and an active role in the tasks set. This is particularly the case in ensuring that children read at home. This expectation is vital in developing a work ethic and self-discipline essential to good progress and attainment at secondary school. Pupils whose home circumstances make it difficult for them to do their homework at home will be encouraged to complete their work in a break or lunchtime.

Completed written homework may not be directly marked by the class teacher because there is simply no time to do this, given the workload in preparing and marking class work. However, all homework will be acknowledged and appropriately rewarded.

### **Curriculum Leadership:**

All teaching staff, except Newly Qualified Teachers (NQTs), have responsibility for areas of the curriculum. Curriculum responsibility is allocated yearly on the basis of interest, skills and experience but also as an important middle-management career development opportunity.

The role of the Curriculum Co-ordinator is focused in the following areas:

- Monitoring and evaluating planning to assess coverage of the National Curriculum and reporting to SLT.
- Monitoring and evaluating teaching and pupils work, looking at class and overall standards and reporting to SLT.
- Analysing assessment data to identify pupil attainment and progress by class, cohort, phase, key stage and whole school and reporting to SLT.

- Liaising effectively with subject area co-ordinator networks within the school development group/other groups and county and with external consultants.
- Effectively managing subject area resources and ensuring teaching throughout the school is properly supported by liaising with SLT.
- Being the ‘point of contact’ for colleagues with subject area enquiries.
- Organising/delivering appropriate INSET to teachers and LSAs.
- Briefing staff, governors and parents on relevant subject area developments and initiatives, both local and national.
- Compiling and regularly reviewing an annual subject area development plan which is linked closely with the overall School Improvement Plan.
- Subject co-ordinators have appropriate release time planned throughout the year.

### **The role of Learning Support Assistants (LSAs) in Teaching and Learning:**

LSAs will always have the skills, aptitude and appropriate training for the roles they are asked to fulfil. Teachers and LSAs will liaise effectively to ensure clarity in the LSAs role day-to-day and also to feedback to the teacher outcomes from tasks undertaken with pupils. Time needs to be explicitly set aside to ensure the effectiveness of this liaison.

LSAs may cover a class for short periods of time. This is preferable to bringing in supply teachers on grounds of continuity and the efficient use of resources. When LSAs cover classes it will usually be in the classes or planning groups to which they are attached. Teachers are responsible for ensuring the appropriateness of the tasks delivered by the LSA. These would not normally be core curriculum and often are linked to an area that an LSA has particular skills in. Qualified teachers will always be used to cover teacher absences of more than one day.

### **The role of parents in Teaching and Learning:**

The school undertakes:

- To provide parents with easy access to the school policies and protocols agreed by governors. Policies are available on the school website or in hard copy available from the school office. A small charge will be made for photocopying if the parent wants to take a policy home.
- To provide parents with accurate and timely information about day-to-day practicalities and organisation relating to school. This will be achieved through discussion, newsletters/ flyers, home school link books, text messages and via the school website.
- To provide parents with timely, regular and accurate updates in the progress, attainment and behaviour of their own child(ren). This will happen through carefully prepared Parents’ Evenings and Annual Reports. The parents with SEND children will have additional contact and involvement arranged by the class teacher.
- To communicate with parents in a frank, open and timely way when specific issues and difficulties arise with individual pupils.
- To provide parents with an annual overview of the school strengths and areas for development and performance in National Tests.
- To be readily available to discuss parental concerns of whatever nature and to do our best to resolve these issues to parental satisfaction within the limits of our resources and mindful of the interests of all the pupils in the school.
- To organise regular and well-prepared briefings for parents on key curriculum issues.
- To provide a carefully prepared and well-organised induction process for new parents and pupils coming into the Foundation Stage.

### ***We would like from parents:***

- A supportive attitude to the school and its aims.
- A fair opinion given of us in the local community.
- An active approach to keeping us informed of issues at home that may have a bearing on a pupil’s ability to make the most of school.
- A willingness to support children at home with homework.
- Practical support from parents in managing children’s behaviour issues.

- A willingness to engage in reasonable discussion with the school if issues relating to their children arise.
- Reasonable behaviour when on school premises both in relation to school staff and other parents.

**Parental Involvement:**

- Parents are welcome to attend monthly Open Assemblies held at 9.15am on a Friday.
- Parents are welcome at regular open days/mornings/afternoons held by the school showcasing school activities. These sessions are to provide parents with an insight into the way we do things at Huncote Community Primary School, to highlight the positive experience enjoyed by most of the children most of the time and to underline professionalism, expertise and commitment of the staff.
- Informal involvement of parents is welcome through volunteer work within school and assisting on trips.
- HCPS Fundraisers Association is a very active and successful organisation always on the lookout for parents keen to become involved in the life of the school.
- Parents wishing to be involved in a formal way in the running of the school should stand for election to the school Governing Body. Notifications of vacancies are sent to all parents as they arise.

This document has described in some detail the current Teaching and Learning culture at Huncote Community Primary School Academy Trust. It is a working document and will evolve over time. Further detail around some of the areas covered can be found in other school policies (e.g. SEND and marking).

Agreed & adopted by The Governing Body of Huncote Community Primary School Academy Trust

Signed..... Date.....

Chair of Curriculum Sub-Committee

Signed..... Date.....

Chair of Governing Body

This policy will be reviewed every 3 years or as required by legislation

October 2020