

Curriculum, Teaching and Learning policy

Abbeys Primary School



Reviewed on: 1st September 2023

Approved by Governors:

Next review due by: 1st September 2025

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1. Aims

This policy aims to:

- Explain our curriculum design
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

Curriculum aims

Our ethos is **aim, aspire and achieve**- we encourage all the pupils at Abbeys to work hard and enjoy learning. We aim to provide a safe, caring environment where everyone thrives.

Over-arching Curriculum INTENT: At Abbeys we believe that all children are entitled to a curriculum that enables them to learn about the world they live in now, the wider world and how it has changed over time and that prepares them for the world they will become part of as adults, whatever the future may hold for them. We enrich our curriculum with as many purposeful opportunities as we can, including trips, visitors, workshops and practical learning activities, with the aim to provide a range of experiences throughout the school.

Our school motto - **AIM, ASPIRE, ACHIEVE** is evident in all that we do and at the heart of our curriculum. In addition to this, we have 11 key values- one for every month of the academic calendar. These are aspiration, respect, resilience, kindness, independence, relationships, patience, honesty, perseverance, co-operation and pride. These values underpin our curriculum and our work. **See our EYFS policy for more details on our school's teaching and learning in the early years.**

Our curriculum is based on the National Curriculum. We have sequenced learning so that it builds up year on year for our pupils. Although we have a two-year rolling program of study, we have ensured that the learning is thoroughly mapped out to allow for well sequenced coverage, consolidation and knowledge acquisition.

Our curriculum reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). **See our Early Years policy.**

OUR CURRICULUM WILL:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development, their mental health and well-being
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning and understanding of our School values
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Provide pupils with the knowledge and cultural capital they need to succeed in their next stage
- › Provide a wide range of enrichment opportunities that may not available outside of school
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1 and wider school life

Pupils learn best at our school when they:

- › Have their basic physical needs met
- › Feel secure, safe, valued and included
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing, knowing what outcome is intended
- › Can link what they are doing to other experiences and can understand how the tasks builds on prior knowledge
- › Have access to the necessary materials
- › Have choices over how they learn and complete task- eg using a range of materials or working independently or in a group
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practice what they are learning and apply the learning in both familiar and new contexts
- › Can persevere when learning is hard, managing their emotions if things are not going well and learning from their mistakes

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. **See Abbeys Home Learning policy.**

This is how we will create the above conditions for pupils' learning at all times:

3.1 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.2 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- › Actively engage parents/carers in their child's learning
- › Update parents/carers on pupils' progress, at Parent's evenings and produce a report on their child's progress at the end of each academic year. This may be more frequent for pupils with SEND.
- › Meet the expectations set out in our Curriculum Fundamentals document, Marking policy Inclusion policy and Staff handbook.
- › Where possible will provide links to the local and wider community
- › Provide pupils with opportunities and experiences that they may not have at home
- › Ensure that the curriculum is broad and balanced- children are exposed to a good range of subjects and topics
- › Cover all aspects of the National curriculum, links between concepts and ideas and opportunities for consolidation, including retrieval and knowledge organisers
- › Ensure every child has the support they need to excel and is included
- › Include references and explicit teaching of British Values, Mental health and wellbeing, the school's values and rules and Forest school within class timetables- things we know our pupils benefit from.
- › Plan effectively using appropriate resources.
- › Show fidelity to schemes that we use in school- RWI and Masterreaders.
- › Be rigorous in their teaching of reading at every stage and read daily with their classes

3.3 Support staff

Support staff at our school will:

- › Know pupils well and differentiate support to meet their individual learning needs
- › Support teaching and learning with flexibility and resourcefulness
- › Use agreed assessment for learning strategies

- › Use effective marking and feedback as required
- › Engage in providing inspiring lessons and learning opportunities
- › Feedback observations of pupils to teachers
- › Ask questions to make sure they've understood expectations for learning
- › Have high expectations and celebrate achievement
- › Demonstrate and model themselves as learners

3.4 Subject leaders

Subject Leaders at our school will:

- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- › Sequence lessons and support others to sequence lessons in a way that allows pupils to make good progress from their starting points
- › Ensure that as subject leaders they lay out knowledge and vocabulary in a consistent format across the school- 'Progression of Knowledge document'
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Drive improvement in their subject/phase, working with teachers to identify any challenges
- › Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- › Improve on weaknesses identified in their monitoring activities
- › Create and share clear intentions for their subject
- › Encourage teachers to share ideas, resources and good practice

3.5 Headteacher and Senior leaders

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 high-quality teaching and learning across the school
- › Manage resources to support high-quality teaching and learning
- › Provide support and guidance to other 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, for example by buddying teachers up to support one another where appropriate
- › Address underachievement and intervene promptly

3.6 Pupils

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, respecting the rights of others to learn
- › Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

- › Be curious, ambitious, engaged and confident learners
- › Know their targets and how to improve
- › Put maximum effort and focus into their work
- › Complete home learning activities as required with a focus on core learning

3.7 Parents and Carers

Parents and Carers of pupils at our school will:

- › Value learning
- › Encourage their child as a learner, giving importance to home learning
- › Make sure their child is ready and able to learn every day
- › Support good attendance
- › Participate in discussions about their child's progress and attainment
- › Communicate with the school to share information promptly
- › Provide resources as required to support learning
- › Encourage their child to take responsibility for their own learning
- › Follow the schools Visitor code of conduct when on the school site

3.8 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote high-quality teaching, and that these are being implemented

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

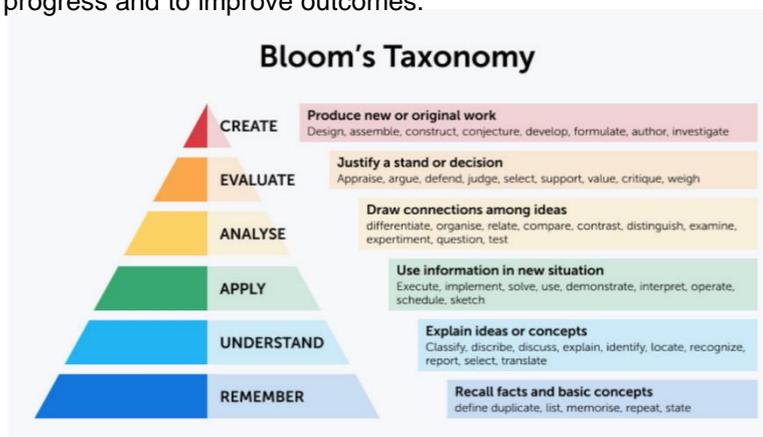
- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › Maintained schools only: It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

4. Planning and our curriculum

The planning process:

At Abbeys the planning process is tightly focused on our overarching curriculum intent. When planning Teachers will consider Rosenshine's principles, Blooms Taxonomy and Maslow's Hierarchy of need as examples of effective practice but also have their own autonomy to be creative when planning for their classes- in order to achieve maximum engagement, progress and to improve outcomes.

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they had learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.



Planning for Core Subjects:

- Will have long-term overview which is broken down in to medium term- termly overviews and then into weekly plans.
- Weekly planning for English, Maths, Spelling Punctuation and Grammar and Phonics are more thorough and detailed with small steps of knowledge acquisition.

Planning for Non-Core Subjects:

- Will derive from the Progression of Knowledge document that acts as a Long-term plan. This document is created and adapted by the Subject leader in collaboration with Teachers.
- is outlined on the Progression of Knowledge document and Teachers can take this knowledge and plan directly onto a medium-term planning document.

- Can be taken directly from some purchased schemes of work to support our learning. Whiterose maths, Read,Write inc, Language Angels, Masterreaders, Penpals handwriting, Primary PE curriculum, Teacher's pet- for mental health and wellbeing, Forest School and Music Express. Many of these schemes are pre-planned and only require some teacher adaptations- depending on the cohort.

5. Learning environment

When pupils are at school, learning can take place across a multitude of locations- including indoors and outdoors.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- › Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- › Posters of material pupils have previously learned about and can identify- aiding the retrieval process
- › Accessible resources for learning such as books, worksheets and other equipment
- › A seating layout that allows everyone to see the board and participate and work with a talk partner
- › Displays that celebrate and support pupils' learning for example working walls and vocabulary displays

6. Adaptation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will make adaptations to our teaching to enable all pupils to overcome barriers and achieve from their starting points.

- › Pupils with special educational needs and disabilities (SEND)
- › Pupils with English as an additional language (EAL)
- › Disadvantaged pupils
- › Pupils that are more able.

Strategies to support this include:

- › Using support staff effectively to provide extra support- individually or in small groups
- › Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- › Using ability groupings for certain subjects where appropriate
- › Providing writing frames, word banks and scaffolding.
- › Providing opportunities for retrieval, pre-teaching vocabulary and post-teaching consolidation.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available in paper format, stuck in the homework book.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Reading, maths, spellings and timestable practice are prioritised over creative homework projects- but all are encouraged.

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Verbal feedback- instant, in lesson acknowledgement is our preferred method.

See Abbeys Marking Policy.

9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment. Ongoing formative assessment takes many forms including low stakes quizzes and spot checks. Summative assessment takes place termly and takes into account all aspects of formative assessment as well as Standardised tests.

We provide termly verbal reports at parents' evenings, informing parents of achievements and internal assessments. Pupils will receive a written report at the end of the academic year. If a child is with us for the majority of the academic year and leaves after February Half term, they will receive an end of year report.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible

We aim to create a culture of peer feedback and observation.

Senior leaders all monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks and more formal lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Pupil voice surveys

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governor monitoring visits
- Learning walks
- Discussions with teachers and leaders
- Having an understanding of the school curriculum and other relevant CPD.

The Headteacher/ SLT/ subject leaders monitor the way the curriculum is delivered and how specific subjects are taught throughout the school by:

- Lesson observations
- Learning walks
- Books scrutinys
- Pupil progress meeting discussions
- Pupil interviews
- Data reviews

This policy will be reviewed by the Headteacher, the policy will be shared with the full governing board.

11. Review

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- › Positive ethos and behaviour policy
- › Early Years Foundation Stage (EYFS) policy
- › Inclusion policy and information report
- › Marking and feedback policy
- › Home learning policy
- › Equality information and objectives

Appendix 1- Abbeys Fundamentals- teacher led document outlining the practice at Abbeys.

Abbey's Fundamentals

Maths

- Daily planning comes from medium term plans [based on the Whiterose units]. With particular emphasis on the small steps elements. This is adapted to suit the needs of the class.
- Planning is age related, well sequenced, adapted where necessary. Challenge runs throughout the lesson rather than as a bolt on end activity.
- The children are set in their year groups= eg- Year 3, year 4 and a mixed 3/ 4 class where teachers can use the mixed age planning.
- Provision should allow for children to work with concrete apparatus, pictorial representation and abstract problem solving. There must be opportunities for pupils to retrieve prior knowledge, use and apply new knowledge and consolidate learning- using the Whiterose Flashback 4 resources.
- Maths sessions are daily, mental Mathletes weekly and TTRockstars can be used as part of the learning of times tables and as homework. In Foundation stage this will be activities through continuous provision.
- Year 3/ 4- will focus their times tables work more in preparation for the times tables check in year 4. More targeted learning of the tables in morning work and homework.
- Regular assessment using- Low stakes tasks, mini quizzes, Whiterose assessments and testbase should inform future planning and give levelled judgements. Assessments should take place 2-3 weeks after you have taught an objective and recorded in assessment books. Pupils should score 80% or above to achieve an objective and this should be then transferred to Sonar.
- Work recorded in books is reflective of age and provision. Building up to year 5/6 where children should be recording in their books daily.
- Floor books should be used for maths photos in KS1 and FS where activities are more practical.
- Pupils work is always acknowledged- I= independent, WA= with adult and GG= guided group reflects the level of support given. VF indicates where verbal feedback has been given, green for growth marking will move the children on and they should be given the opportunity to correct mistakes.
- In the classroom, there should be a maths working wall and a variety of practical apparatus for the pupils to use.

- Maths homework is set on a Friday and due the following Wednesday. This should be stuck in the Orange homework book. Homework must be marked inline with the marking policy.
- The Learning intention should be written in to the pupil's books and the steps to success and LI clearly displayed throughout the lesson.
- Children should write in pencil in their books and underline the short date and LI with a ruler. They should be encouraged to write one number in a square.

English

- Daily literacy lessons last an hour. Across a half term, pupil should learn an element of poetry, fiction and non-fiction. Pupils should always have access to high quality texts and emersion. Lessons include spelling, punctuation and grammar elements but this can also be taught separately.
- The Learning intention should be written into pupil's books and the steps to success clearly displayed throughout the lesson and the LI. To know or to be able to.
- Children in years 1-6 to complete an extended piece of writing 'Monthly Write' as part of assessment. This will be marked by the teacher and used for assessment purposes. It will be completed in an afternoon around the first of the month. The planning for this will cover all text types over the course of the year. The children will have one hour to write and edit with a short input from the teacher.
- In Foundation stage regular opportunities for writing are embedded into continuous provision. Evidence is captured and recorded on Tapestry to show progression.
- Year 6 and year 2 may need additional pieces of writing in the lead up to assessment.
- Weekly planning will include extended writing and editing for improvement based on teacher feedback. 1-6
- Teachers should give written feedback at least once per week. This may include additional spellings to practice [3 times], handwriting or a section to rewrite-marked in green.
- Spelling rules will be taught in class on a Friday, practiced in class and sent home. Spelling tests will be on a Thursday and new words given out to practice over the weekend. Spelling tests scores will be written in the planner.
- Handwriting should be taught using Penpals for at least 15 mins 1 x per week.
- Children will write in pencil and are working towards earning their pen license.
- Phonics is taught using Read, write Inc. Teachers and Teaching assistants take groups throughout KS1 and FS. Phonics may also continue into KS2 where needed.

- 1:1 RWI tuition takes place across the school. RWI Freshstart is part of daily reading in Years 5 and 6.
- All children have a school reading book- related to their reading stage. The books they take home are books they are able to read fluently. Children are also encouraged to take a book from the library- this is of their own choosing.
- Whole class guided reading should be taught daily using Masterreaders- from Year 2 and upwards.
- The sequence for Masterreaders is followed in every class- spread over a 5 day cycle.

MONDAY	TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
Whole class shared reading of chosen text	Book Club	Visual Starter Comprehension Questions	Review

Key vocabulary and sentence stems should be displayed for children to refer to.

- Children should be encouraged to read at home daily. This should be recorded in their planner. Teaching assistants and volunteer readers should hear children read and write a simple positive comment in the planner or use a stamp.
- Every class should have a book corner and opportunities for silent reading should be embedded into the week as well as daily class reading at the end of every day.
- Teachers will read high quality texts to their classes on a daily basis.
- Working walls for English should show the weekly sequence of learning, key vocabulary.
- Assessment in reading comes from in RWI/ Masterreaders, teacher knowledge, questioning and standardised tests.