

A Place to Flourish
“I have come that they may have life, and have it to the full” (John 10:10)



Curriculum, Teaching & Learning Policy

Date of review/adoption	Autumn 2024
Date of next review	Autumn 2027
Notes	

Signed ...*Claire Robertson*.... Chair of Governors

Date30th September 2024.....

**Electronically signed and approved at Full Governing Board Meeting held on 30/09/2024*

BLUNDESTON CEVC PRIMARY SCHOOL

CURRICULUM, TEACHING & LEARNING POLICY

1 Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote pupils' learning, personal growth and development. It includes, not only the requirements of the National Curriculum, but also the range of co-curricular activities that the school organises in order to enrich the educational experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into confident, positive & responsible citizens who can work and co-operate with others while developing knowledge and skills, so that they can achieve to the best of their ability.

2 Our vision and intent

2.1 Our vision is for our school to be "**A Place to Flourish**". This is based on **John 10:10** when Jesus said "*I have come that they may have life, and have it to the full*". This is what we want for everyone in our school community: to reach their potential, as God intended, with learning being understood as a shared responsibility. We use our 3 core values of family, flourish and respect to ensure all members of our community can flourish in all aspects of life. Our values are underpinned by our Christian ethos and fundamental British values.

2.2 The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.3 At Blundeston CEVC Primary School, we aim to nurture and prepare our children educationally, socially, morally and physically for their continuing education into the next phase, and beyond, into adulthood.

2.4 All aspects of our curriculum are accessible to all children, irrespective of their ethnicity, gender, disability, religion, faith or linguistic background. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those who are learning English as an additional language. We aim to provide a curriculum which is broad, rich and challenging for all.

2.5 Through our curriculum, we want to unlock children's potential and enable them to discover their interests and talents, be it art, music or sport. We also build on the 'cultural capital' of our children and provide concrete opportunities and experiences, taking advantage of our local area, as well as our status as a Church school.

3 Organisation and planning

- 3.1** We plan our curriculum in year groups and ensure that learning is sequenced across and within these year groups. This ensures the children have progression of substantive knowledge (the facts and wider concepts) and disciplinary knowledge (how we learn and gain those facts/concepts). This means children will learn more and remember more.

We make links for the children so they can begin to build their knowledge schemas. This means they are more likely to transfer their learning to their long-term memory and use it for future learning.

- 3.2** Teachers use long term and medium-term plans to structure the learning. Medium term plans highlight prior knowledge, how the learning and skills progress throughout the unit/week, and assessment questions. These help to guide the learning further.

4 The Early Years Foundation Stage curriculum

- 4.1** The curriculum for the Early Years Foundation Stage (Reception class) in our school reflects the areas of learning identified in the “Statutory framework for the early years foundation stage” (September 2021). The experiences that our children have enable them to develop a number of competencies, skills and concepts across the areas of learning.

- 4.2** Three areas are particularly important for building a foundation for igniting our children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

- 4.3** The “Statutory framework for the early years foundation stage” provides the basis for planning in our Reception class. In all areas of the curriculum, we plan for children to learn through whole class and small group work, as well as through play in our continuous provision, with adults facilitating this learning. Some elements of the curriculum, such as phonics and maths, lend themselves to a more structured, formal approach whilst others, such as personal, social and emotional development and communication and language, are predominantly taught by interacting with children and supporting their social and language skills as they play. In addition, children are

encouraged to learn through exploration and this is particularly apparent in our woodland area. We also allow for a balance between children following their interests and adults introducing new ideas.

5 Children with special educational needs and disabilities (SEND)

5.1 The curriculum in our school is designed to provide access and opportunity for all children. We offer a 'no – opt' out culture where children are given thinking time and times to share with a partner or an adult, so that all children can succeed when sharing their ideas.

5.2 If a child has a special need, our school does all it can to meet the individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special educational needs.

The teacher assesses the need of the child, with support and input from the school SENDCo. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation.

If a child's need is more severe, an individual support plan is put into place, and where appropriate, outside agencies are involved in making an assessment and providing guidance and support. We provide additional resources, support and bespoke intervention strategies. The school has invested in providing appropriate and high-quality teaching assistant support to all classes.

5.3 The school provides an Individual Provision Record (IPR) for each of the children who have an identified need. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The SEND Policy gives further guidance on how children with SEND are supported in our school.

6 Monitoring and review

6.1 The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher prepares a monitoring timetable which gives an overview of the monitoring activities throughout the year, linked to the School Improvement Plan. Governors are part of this monitoring cycle.

6.2 The Headteacher provides termly updates on the curriculum, as well as teaching and learning in school, through the Headteacher's Report to Governors. Governors ask challenging questions to ensure they have a deep and thorough understanding of the quality of education in school.

6.3 All stakeholders contribute to the school's Self-Evaluation Form (SEF) which provides an up-to-date assessment of standards in the school. This is reviewed and updated termly, where appropriate.

6.4 Subject coordinators meet with the representations of the governing board to share developments in their subject and to ensure that governors are fully informed about the curriculum and each subject.

6.5 Subject coordinators monitor the way their subject is taught throughout the school. They check long-term and medium-term planning, and talk to the children to see how they are acquiring the substantive and disciplinary knowledge. Subject coordinators have responsibility for monitoring the way in which resources are purchased, used, stored and managed.

7 Key data between teachers and senior leaders

7.1 The school has documentation available which analyses and recommends effective teaching strategies that can be implemented by staff members in their day-to-day teaching. The judgement of effective, high-quality teaching is recognised by senior leaders through a range of measurable data points during the school year. However, the school also places significant value in 'soft' metrics, such as how happy pupils, staff and parents/carers are with the class environment and its output – people can flourish in many different ways, which is not always shown in the data.

7.2 The family culture of the school is designed to encourage staff members to communicate openly and freely with senior leaders, and seek guidance and support if there are any challenges around an area of teaching and/or learning at any point in the school year. This may be an issue that relates to all the pupils in the class or to a specific individual.

7.3 Outside of this 'informal' dialogue around teaching and learning, there are numerous formal systems in place for staff and senior leaders to evaluate, discuss and plan the most effective ways to meet the needs of each individual class.

The key data tools around this process are:

- sharing of baseline data at the start of each school year;
- recording and internal sharing of screening data for phonics to track progress and monitor the teaching approach being used;
- minimum termly use of NFER and/or SATs test data from Year 2 to Year 6, with all data formally recorded and shared internally through the school's data storage system (Sonar);
- termly lesson observations;
- regular monitoring and evaluation of work for each subject;
- Termly evidence-based pupil progress meetings (with an expectation that any major concerns around attainment or progress are raised with senior leaders as soon as possible at any point throughout the year);
- internal and external moderation;
- use of Accelerated Reader data for up-to-date analysis of all independent readers in the school.

7.4 Staff meetings, staff professional development and the wider use of internal and external practitioners are designed to ensure that all staff understand the school expectations for each subject, and have the necessary skills to deliver high-quality lessons across the curriculum.

8 The role of the subject coordinator

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject in terms of coverage, progression and approach;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 The school gives subject coordinators non-contact time, so that they can carry out the necessary duties relevant to this role.

It is the role of each subject coordinator to keep informed of developments in their subject, at both a national and local level, and use this to constantly improve the subject and the teacher subject knowledge at school.

Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned. Subject coordinators carry out monitoring of work, observes parts of lessons and conducts a book look with the children as part of their role.

9 The role of governors.

9.1 The governing board contribute to, support, monitor and review school policies. They play a crucial role in allocating school resources effectively and efficiently.

9.2 Other responsibilities include:

- ensuring the school buildings and premises are best used to support successful teaching and learning across the school;
- monitoring strategies in the light of health and safety regulations/policies;
- monitoring how effective teaching and learning strategies are in terms of raising pupil attainment and progress;
- ensuring staff development and performance management policies promote good quality teaching;
- monitoring the effectiveness of the school's teaching and learning policy through the school's self-evaluation processes. This includes reports from subject leaders and the termly Headteacher's Report to Governors.

10 Involving parents/carers

10.1 The school believes that parents/carers have a fundamental role to play in supporting their children's learning. In order to involve parents/carers on this learning journey, we share information in the following ways:

- parents' evenings are held in the Autumn and Spring terms, to discuss each child's progress and inform parents/carers of targets and methods to help their child develop and progress further;
- in the Summer term, an end of year report is provided;

- information sessions are held to share teaching strategies and information about the curriculum in different subjects, such as phonics and RSHE (Life Skills);
- Monthly school newsletters are sent out to all parents/carers;
- Termly forecasts are sent to parents to show what each class will be learning
- Class Dojo/Tapestry is used for day-to-day information sharing and contact with class teacher(s);
- Homework to reinforce key skills in reading and maths is set
- parent/carers are invited to class collective worship, assemblies and performances.

11 Links to other policies

- Accessibility Policy
- Assessment and Marking Policy
- Collective Worship Policy
- Early Years Foundation Stage (EYFS) Policy
- Religious Education (RE) Policy
- RSHE (Life Skills) Policy
- SEND Policy