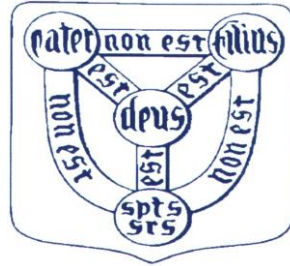


# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

## **CURRICULUM - TEACHING AND LEARNING POLICY**

### **Curriculum Intent**

Inspiring hearts and minds is at the core of our curriculum. Our constantly evolving practice is driven by the children's needs and interests. We are reflective practitioners, who believe that how we teach is as important as what we teach. We strive for children to leave our school with a love of learning and to feel empowered to make a difference in the world.

### **PART I - DEFINITION**

This policy makes explicit the shared, agreed, broad principles and practices upon which teaching and learning is based at Shellingford CE (A) Primary School. It acts as an umbrella policy for all other curriculum policies and guidelines.

**Our teaching and learning aims to build 'roots and foundation in love' (Ephesians 3:17-18) and through this we seek to promote our vision:**

"Inspiring hearts and minds"

**Our vision is focused on our four key values of Creativity, Respect, Belonging and Spirituality which also permeate our approach to others and to what we do in school.**

Learning is a continuous process which includes acquiring knowledge, skills, and concepts developing positive and worthwhile attitudes throughout a range of opportunities for independent and collaborative working.

Effective learning is influenced by what the child brings, what the school offers and the contribution of parents. The purpose of teaching is to promote effective learning.

It is central to our school ethos that within the broad, balanced and relevant curriculum opportunities provided we ensure an appropriate balance between the academic, physical, creative and cultural areas of the curriculum thereby developing all aspects of the pupil. Our school learning culture fosters a growth mindset approach to enable children to be successful learners for life.

## **PART II - AIMS**

**1. *The Child*** - underlying principles of the school's Curriculum Policy that apply to the child:

***Enabling*** developing minds to think and work creatively, critically and reflectively.

***Empowering*** pupils to reflect on the values needed for them to take responsibility by developing personal integrity, self-esteem and well-being.

All adults working with children in the school acknowledge that children:

- bring previous experiences and expectations to their learning
- learn best from active, first-hand experiences, including talking
- develop academically, emotionally, socially, physically and spiritually at different rates
- need frequent feedback and information on their progress
- need to have involvement in their learning and that where they do there is a strong positive influence on their attitude and progress

**2. *The Adult*** - underlying principles of the school's Curriculum Policy that apply to *learning*:

***Encouraging*** creativity, imagination, improvisation, confidence in risk taking and a thirst for new ideas.

***Extending*** learning opportunities both within and beyond the classroom.

Adults working with children aim to:

- build self-esteem and provide encouragement for all individuals
- include all children in a variety of opportunities to enable them to have equal access to the whole curriculum
- encourage children to develop independent learning skills
- teach children a range of interpersonal learning skills to encourage and develop the skill of collaboration
- develop critical and higher order thinking skills
- encourage children to become self-reflective learners
- maintain an attractive physical environment to motivate learning
- provide opportunities for children to take an active part in their own learning

Underlying principles of the school's Curriculum Policy that apply to *teaching*:

***Equipping*** pupils with the necessary skills and knowledge for a fast-changing world.

***Ensuring*** a basic entitlement to effective learning opportunities and an enjoyment of learning for all.

Adults working in school aim to:

- provide a curriculum with breadth, balance, progression and continuity
- plan, deliver, monitor and evaluate the curriculum effectively
- provide a range of teaching organisations and styles
- regularly assess learning progress (Assessment for Learning)
- use resources to promote effective teaching
- provide a motivating whole school physical environment and use it imaginatively
- deliver, and reflect on, the appropriate balance between sessions which contain mainly teacher-led instruction, and sessions where teacher is facilitator
- provide a balance of child and adult initiated learning opportunities

### Personal and Professional Development

Underlying principles of the Curriculum Policy that apply to all staff:

**Enthusing** and supporting teaching staff in their constant endeavour to learn and achieve to the highest level through providing opportunities for:

- strategic thinking at whole school level to ensure that Teachers can access professional development (*see Teacher Appraisal Policy*)
- teaching staff to use their experience of being a learner
- sharing good practice

### **3. Parents**

The school acknowledges the importance of the learning which takes place in the home environment and aims to:

- make use of parental contributions about their child on entry to school, and ongoing
- involve parents in both the teaching and learning process
- keep parents informed of the progress their child has made
- provide regular information for parents that will enable them to support the learning of their child (*see: Home School Agreement*)

## **PART III - GUIDELINES**

We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement though inclusive challenge for all.

### **1. Teaching:**

Much of the curriculum is delivered through a topic-based approach to engage the children and to help them make meaningful connections in their learning.

Adults working with children will provide teaching which:

- is within a broad and balanced curriculum, and, taking into account the timetable demands of the core curriculum, values a full range of creative, artistic, dramatic, musical and sporting activities
- develops and celebrates their unique skills as well as providing statutory knowledge
- uses different approaches to develop children's self-esteem and team building skills
- takes account of the need of all children to be able to access the wider curriculum and to be able to function fully in society by developing the basic skills of reading, writing (including phonics and spelling) and mathematics

- provides opportunities for solving problems, developing critical thinking skills, self-evaluation and the evaluation of the work of others, and allows time for reflecting on learning
- develops the pupils' ability to understand and empathise with perspectives and views different from their own, and gives pupils opportunities to discuss and examine serious questions of values such as co-operation, freedom, honesty, peace and respect, thereby developing spiritual, emotional and intellectual intelligence
- is combined with frequent good quality assessment and feedback to classes and individuals, so that the children understand their own learning and can be set targets to ensure that progress is made (*see Assessment for Learning Policy; Feedback Policy*)
- is inspiring, motivating and sets high expectations
- uses a variety of teaching styles, so that every child can be involved
- is delivered in a variety of organisational styles (teacher-led whole class, groups, pairs and individual, both mixed ability and matched ability)
- includes differentiation by task or outcome, to ensure inclusion of all abilities (*See also Special Educational Needs Policy*)
- takes account of the children's prior learning and the assessment of their attainment so that they can be moved forward

In our school there are children who require a greater breadth and depth of learning activities, beyond their peers. Within class, teachers provide exciting learning and extension activities enabling children to show mastery over their learning and to develop deeper cognitive thinking.

## **2. Learning:**

All children will have the opportunity to learn:

- indoors and outdoors to give them the opportunity to shine in activities outside of those that are traditionally class based
- through activities which complement different learning schemas boosting the perceived value of their favourite activities
- skills that will put them in greater contact with their local surroundings
- in a variety of teaching styles, so that every child can be involved and have a variety of opportunities to learn in their own preferred style
- the necessary skills and knowledge for a fast-changing world and having time to discuss and reflect on the changes in the world around them
- basic skills in real life contexts, across the full range of curriculum areas
- how to be fully numerate and literate
- independently, so that they can develop as independent learners
- how to collaborate with others to achieve common aims and single outcomes
- how to communicate effectively with others
- in different environments, including the school grounds, other outdoor sites and through in challenging outdoor field trips and visits including residential experiences
- through discussion, drama activities, role play, debating, playing games as well as more formal written recording
- through having access to materials and resources which are age and ability appropriate, challenging and interesting
- in an attractive learning environment that provides stimulus and interest
- in conjunction with parents who receive a range of information to help them support their child's learning including a termly curriculum letter, subject-specific information (e.g. to support learning in mathematics) and regular homework activities (*See Homework Policy*)

Teaching and learning is monitored by the Headteacher, SENCo, Senior Teacher and individual Subject Leaders. Monitoring includes analysis of planning, observation of lessons, reviews of children's work and an examination of assessment data.

### ***3. Curriculum Framework:***

Our Curriculum Framework sets out broad areas of learning throughout the year upon which each class then bases their termly topics.

Subjects are grouped under seven areas of learning:

- Understanding English, Communication and Languages (English, Primary Languages)
- Mathematical Understanding
- Scientific and Technological Understanding (Science, Design Technology, Computing)
- Historical, Geographical and Social Understanding (History, Geography)
- Understanding the Arts (Art, Music, Dance, Drama)
- Understanding Physical Development, Health and Well-Being (PE, PSHE)
- Religious Education

Within these areas most subjects are taught discretely in line with the current National KS1 & 2 Curriculum and as part of the holistic approach in EYFS.

Our teaching staff have expertise in a number of different curriculum areas and these strengths are used to teach pupils across the whole school.

**Date written: September 2024**

**Review Date: September 2025**

**Policy Agreed by the Governing Body on 12<sup>th</sup> September 2024**

**Signed ..... Chair of Governing Body**

**Signed ..... Headteacher**