

Curriculum Policy for Teaching & Learning

DATE OF REVIEW: Autumn 2024

DATE OF NEXT REVIEW: Autumn 2026

TO BE REVIEWED BY: Teaching & Learning committee



Introduction

At Hatherleigh Community Primary School we believe in the concept of learning behaviours and lifelong learning; the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding, enjoyable and engaging experience for everyone. When children and adults are helped to focus on their strengths and areas for development, learning accelerates and their self-belief and confidence grows. Motivation must be connected with something meaningful and personal, and this can only come from inside the person. Teaching and developing people should be about bringing out, not putting in.

Aims

At Hatherleigh Community Primary School we aim to prepare children to be effective citizens of the future by:

- Enabling children to become reflective, confident, resourceful, enquiring and independent lifelong learners.
- Raising attainment through provision of high quality, challenging and engaging learning for all.
- Personalising learning to ensure that children and adults are aware of their next steps and challenged to further develop their learning.
- Providing a broad, balanced and evolving curriculum that is both rewarding and enjoyable.
- Developing skills, knowledge and understanding progressively and appropriate to individual needs.
- Encouraging curiosity and risk taking.
- Creating an effective partnership between parents and the wider community to develop children's learning.

Principles of Teaching and Learning - Caring about learning and learning to care

- To create a caring environment in which mutual respect allows children to develop a positive self-esteem and explore their potential.
- To recognise that children learn in a variety of ways which makes it necessary to employ a range of appropriate teaching styles.
- To recognise that children and teachers are equal partners in the learning process and that children are actively involved in the design of the curriculum as well as planning and assessing work.
- To recognise the value of working with learning partners as well as a range of teams to share

learning and draw upon each other's strengths and experiences.

- To encourage children to communicate their findings in a variety of different ways ensuring they become active learners.
- To have high expectations of both work and behaviour.
- To deliver the National Curriculum in a challenging and stimulating way that ensures continuity and progression within and across the Key Stages.
- To personalise learning through effective differentiation matched to ability.

Strategies for Teaching and Learning

Planning

- Long Term Planning is achieved through our whole school curriculum overviews and progression of knowledge, skills and understanding documents. It is revisited annually to ensure that as the world changes, it continues to meet the needs of our children.
- Medium Term Planning is carried out by teachers on a termly or half termly basis. It references the National Curriculum to ensure coverage of both knowledge and skills.
- Short Term Planning is carried out by individual teachers on a weekly basis.

Classroom organisation

- To establish a welcoming, stimulating and well-organised environment in which people respect one another and their surroundings.
- Use display effectively to provide information, support and encourage learning and celebrate children's achievement to raise their self esteem.
- To organise classroom resources in a way that allows children to develop as independent learners.
- To define clear roles and responsibilities to ensure that children collaborate with different learning partners on a weekly basis.

Learning

In order for the children to become effective learners, the school has created a set of six core values to reflect expected learning behaviours, to enable all stakeholders to embrace and engage in an approach that has a significant, positive impact on our pupils.

- Respect
- Responsibility
- Resilience
- Integrity
- Aspiration
- Inclusion

Teaching:

Our learning values are strengthened by teachers who:

- Promote learning behaviours and our core values.
- Are enthusiastic and seek to inspire children.
- Encourage children to be active, independent learners who recognise the value of working collaboratively with their peers.
- Seek to develop positive relationships with children, parents, colleagues and other adults.
- Are approachable and patient.
- Have a good sense of humour.
- Are positive role models.

Knowledge:

- Have a secure subject and, where appropriate, technical knowledge.
- Have a good knowledge of children and their individual learning styles.
- Take into account children's interests to encourage motivation.
- Have clear learning objectives, which are shared with and understood by all children.

Skills:

- Use both summative and formative assessment effectively to inform teaching.
- Build specifically on prior learning, developing children's skills.
- Modelling and scaffolding.
- Use success criteria and help children to develop their own.
- Provide personalised learning specific to different groups of children.
- Provide opportunities for children to regularly reflect on their own learning and make improvements where necessary.
- Teach in different ways to meet the needs of different learning styles.
- Provide opportunities for divergence and creativity.
- Employ effective behaviour management strategies in line with the school behaviour policy.
- Ensure that resources are well organised, prepared before the lesson and appropriate to help enhance learning.
- Flexible and adaptable.

What constitutes good learning and teaching over time?

Key features of successful lessons can be grouped into planning, delivery, assessment and teacher/pupil attitudes:

Planning:

- Lessons are well planned and paced, they are sequential and flow easily.
- Learning is based, and builds upon, prior learning, making clear links to both previous and future learning.
- Lessons have clear learning objectives and appropriate success criteria.

- Teaching sequences and planned activities cater for a range of different learning styles.
- Appropriate resources (including technology) are used.
- Teachers ensure that Teaching Assistants are clear about learning objectives and outcomes and how their work impacts on progress.

Delivery:

- Feedback is at the heart of every lesson.
- Lessons have frequent opportunities for teacher assessment for learning and self and peer assessment.
- A prompt start is made and good timings and pace is maintained.
- Learning objectives, success criteria and outcomes are shared, explained and revisited during the lesson in language that is accessible to the children.
- Learning is effectively modelled and scaffolded to the children where necessary.
- Activities and questions are personalised to different groups and individuals.
- Teaching methods show creativity.
- All groups of children progress within the lesson and this is sustained.
- Teaching is inclusive and gives all children the chance to succeed.

Assessment:

- Opportunities for effective assessment are used throughout the lesson.
- The class teacher, using assessment, adapts and reshapes the lesson to ensure effective learning takes place.
- Children are involved in the assessment of their work and are given regular opportunities to reflect (self/peer assess) and improve their work.
- Children are given the opportunity to respond to teacher feedback and clarify/correct their work on a daily basis so that books reflect learning moving forward.

Consequently, for all groups of learners:

- Books are neatly presented and show high expectations and clear progress over time.
- Data clearly shows significant proportions of children achieving and all children making sufficient progress over time.
- Children have a thirst for learning and demonstrate positive learning behaviours.

Marking and feedback

Marking and feedback is an essential part of children's learning and has a huge influence as it identifies their next steps in their learning. A separate policy (Marking and Feedback) should be read in conjunction with this policy.

