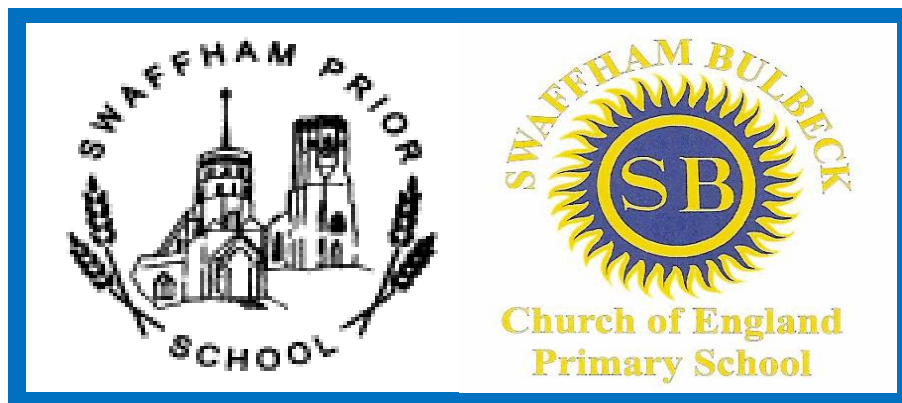


Swaffham Primaries Partnership



Swaffham Bulbeck CE Primary School

Swaffham Prior CE Primary School

Teaching, Learning & Curriculum Policy

Date Approved: October 2023

Date for Renewal: October 2024

Aim Of Policy

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the **Special Educational Needs and Disability Code of Practice 2014** and **Equalities Act 2010** and refers to curriculum-related expectations of governing boards set out in the Department of 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**.

All staff and governors will ensure that they carry out their duties in accordance with this policy. The Policy outlines our approach to the content of the taught and hidden curriculum and how we teach. It enshrines the approaches adopted by the school to ensure the highest possible achievement and development of each individual child.

How Children Learn Best

We understand that children are talented in a range of different skills and subjects and ensure our pupils have a rich and varied curriculum packed with opportunities to encounter new experiences (both in and out of school) and to develop a variety of skills in preparation for later life. We strive to ensure that all can master concepts before moving on, allowing no pupil to be left behind. Every child, no matter their disability or academic need, is included in the entirety of school life and encouraged to be a full and valued part of their school community.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

We believe pupils learn best when six key areas are well established and upheld. These key areas are planning, leadership, assessment, learning environments and home-school links. We believe pupils learn best when:

- Learning activities are well planned from nursery to Year 6 so as to ensure solid progress in the short, medium and long term (Planning)
- Teaching and learning activities engage pupils and motivate them learn, ask questions, reflect and build on their own learning (Leadership)
- Assessment informs teaching during lessons and on a daily basis in high quality Marking and Feedback so that there is provision for support, repetition and extension of learning for each pupil, at each level of attainment (Assessment)
- The learning environments (classrooms, shared areas, equipment, play spaces, halls, resource areas) are ordered, the atmosphere is purposeful and pupils feel safe (Learning Environments)
- The children have positive learning behaviours (Behaviour)
- there are strong links between home and school, and the importance of parental involvement in their pupils' learning is recognised, valued and built upon

School Contexts & Rationale

Swaffham Bulbeck and Swaffham Prior CE Primary Schools are both small Church of England primary schools set in rural East Cambridgeshire. There are mixed age classes with two year groups in each from Nursery to Year 6. Arable farmland dominates the surrounding area and although some parents are employed locally, the majority commute to jobs in Cambridge or further afield. In September 2018 Swaffham Prior CE School joined the Diocese of Ely Multi-Academy Trust and in November 2018, Swaffham Bulbeck joined the Trust. In September 2020 the schools formed a partnership with one Head and one Governing Body.

Strengths of the schools

- Many parents have high levels of post-secondary education and are keen to support their children.
- The schools have a positive reputation within the area for effectively supporting children with additional educational needs.
- The small size of the schools enables all staff to know all children and build strong relationships with pupils and parents.
- There is a lot of support from the community through volunteers coming in to school and the school makes use of the locality too.
- Church of England vision and values are firmly embedded across all aspects of school life (see Swaffham Prior SIAMS, Oct 2019)
- The schools and trust have a research-based approach to learning and teachers are trusted to be innovative and to develop their skills through CPD
- Many staff have strong links to the local community
- Has good links with Cambridge – University of Cambridge research partnerships, visit to museums

Areas to Develop

Sometimes the children can lack the skills and resilience needed to solve issues both emotionally and academically without adult support. Children tend to have a range of experiences outside of school but these are not necessarily diverse experiences. The schools have very few children who speak an additional language. Assessment on entry into Reception shows a declining trend in communication, literacy and language and a reluctance to engage at first in stories, reading and writing particularly amongst boys.

Intent

The intent of our curriculum is that the themes of global learning and Christian values weave throughout our curriculum and are delivered through high quality sequential, subject specific learning. The curriculum should be creative, coherent and inclusive and will enable pupils to become self-motivated, independent learners. A focus on learner contribution and critical thinking will enable the development of knowledge and skills that are meaningful and relevant in a global context. Each child's unique gifts should be recognised and nurtured in order to prepare our children to be educated citizens in a global world.

Our school will be a:

- community of respectful, tolerant and curious citizens
- community where everyone aspires to be the very best that they can be
- community of resilient lifelong learners

Our children will:

- Develop a love of learning, a thirst for knowledge and become lifelong readers
- Develop their confidence and enjoyment in all subjects
- Experience diversity of faiths, nationality and culture
- Develop independence; make mistakes and know that it is ok to do so and learn from them

- Develop resilience that enables all children to be stretched beyond their comfort zone and be taught to manage risks with confidence
- Develop the children's critical thinking and have opportunities to collaborate and reason in practical tasks and share their ideas and listen to alternative viewpoints
- Equip all pupils with the fundamental skills to solve a range of problems through the use of real situations where possible

As a school striving for excellence, through our rich and engaging curriculum we intend our children to:

- Express curiosity and experience wonder in all areas of the curriculum
- Question what they hear and work out how their learning fits into the beliefs they hold
- Empathise and consider the viewpoints of others through debates, drama activities, discussing feelings and empathising with characters in familiar stories
- Consider how belief can change people's lifestyles as each pupil investigates communities and faiths in lessons such as re, history and geography
- Access a broad and balanced education for all pupils
- develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- grow spiritually, morally, socially and culturally
- Develop physically and take responsibility for their own health
- Have a positive attitude towards learning
- Have equal access to learning

Planning

National Curriculum

At both Swaffham Bulbeck CE and Swaffham Prior CE Primary Schools we are committed to following the Early Years Foundation Stage and National Curriculum 2014 Programmes of Study. We carefully plan to ensure full coverage of the National Curriculum, PSHE, SRE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings and professional development days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skill levels for all Literacy and Numeracy. Both schools have universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Sequential Learning

We believe effective planning is the key to making children's learning exciting, varied and sequential. Good learning builds on and extends what children know and can do. Planning methodically, with a core focus on adapting to meet the dynamic and varied needs, learning styles, interests, cultures and personalities of our children, for all teaching, ensures we make the most of the time we have and allows us to ensure each student makes progress.

Learning activities are well planned from nursery to year 6 to ensure solid progress in the short, medium and long term. Plans are based on previous assessment data, pupil need and subject expectation and should be clearly focused on children having an understanding of the methods and purpose of the activities they engage in.

Links with Other Subjects

Subjects are linked – when appropriate. An over-arching theme for a term allows for cross curricular links and the content is informed by questions from the pupils. An enquiry-based approach is encouraged that covers a range of skills and relevant knowledge.

Structure of Planning

- **Long Term Plans (LTP's)- Yearly planning**

Our long-term planning gives structure and coherence to all the curriculum areas. It provides an overview of what is to be covered in each class within a 2 year cycle. LTP's are uploaded to Google Drive to enable monitoring by subject leaders.

- **Medium Term Plans (MTP's)- Termly/unit planning**

These are planned by considering the outcomes children are to achieve and how to achieve them. This ensures learning is progressive and structured so that children are supported in meeting the planned outcomes. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified and planned for. MTP's are uploaded to Google Drive to enable monitoring by subject leaders.

- **Short Term Plans (STP's) Weekly/Daily Planning**

We identify specific learning objectives, activities, differentiation and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. When planning, teachers ensure it reflects the needs of all children including SEND, EAL, Rapid Graspers, Pupil Premium. In order to inform future learning lessons are evaluated with explicit reference made to the next steps necessary to promote learning.

There are the agreed schemes of work in place which are detailed in subject specific curriculum documents.

Subject	Scheme
English	Swaffham Primary Partnership Long Term Plan - genre based and incorporates the fundamental writing skills
Handwriting	Based on Debbie Hepplewhite
Spelling	Sounds-Write and No Nonsense Spelling resources
Reading	Whole Class Guided Reading based on 'Reading Reconsidered' research
Phonics	Sounds-Write
Maths	White Rose Maths
Fluency	Swaffham Primary Partnership developed scheme
Science	Swaffham Primary Partnership Long Term Plan following PKC Principles
History	Swaffham Primary Partnership Long Term Plan following PKC Principles
Geography	Swaffham Primary Partnership Long Term Plan following PKC Principles
PSHE	Cambridgeshire Scheme of Work
PE	Cambridgeshire Scheme of Work
RE	Emmanuel Project
French	Swaffham Primary Partnership Long Term Plan based on Rachel Hawkes Scheme of Work
Art	Swaffham Primary Partnership Long Term Plan following PKC Principles
DT	Swaffham Primary Partnership Long Term Plan following Kapow Principles
Computing	Swaffham Primary Partnership Long Term Plan based on Teach Computing
Music	Swaffham Primary Partnership Long Term Plan

Enrichment weeks, visiting experts and trips are used to bring the curriculum to life.

What A Quality Learning Environment Looks Like

We believe that a stimulating environment sets the climate for learning. The learning environments (classrooms, shared areas, equipment, play spaces, halls, resource areas) are ordered, the atmosphere is purposeful and pupils feel safe. An exciting classroom promotes independent use of resources and high-quality work by the children.

Ways in which a quality learning environment is created:

- We change displays regularly to ensure that the classroom reflects the topics studied by the children.
- Working walls are in line with school policy and are updated regularly
- Classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively presented
- Resources and equipment stored in the classroom are readily available and attractively labelled to promote independent learning
- Pupils' learning outcomes displayed around the classroom and the school for others to appreciate and admire
- Classroom routines and resources are organised to optimise learning and develop pupils' organisational skills
- The classroom environment inspires children to engage in learning and have high standards of themselves which is reflected in their: books, attitudes to learning and relationships

What Quality First Teaching Looks Like

Quality first teaching includes:

- Effective exposition and focussed learning activities with clear objectives
- A pace of learning that is optimised for progress and high quality outcomes
- Well-judged and effective teaching strategies successfully engage pupils in their learning

Teachers:

- Use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- Ask well-framed key questions, give knowledgeable answers and the use of discussion, promote deep learning
- Ensure an appropriate ratio of exposition to learning-activity in their teaching
- Provide additional challenge for our most able learners as GRT challenges to ensure the number of children working within Greater Depth increases
- Plan a suitable programme of work to meet the needs of each individual child according to ability, aptitude and particular need
- Ensure that the acquisition of new knowledge is progressive and continuous
- Plan small steps
- Plan for error and identify potential misconceptions
- Use high quality resources effectively
- Ensure teaching strategies, deployment of resources and classroom organisation supports children irrespective of background and promote inclusion
- Motivate learners to enable them all to reach the highest standard of personal achievement following the 'mastery approach'
- Work collaboratively with other staff, with a shared philosophy and clearly defined goals
- Develop their own expertise and showing flexibility within their working patterns

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We offer opportunities for children to learn in different ways that may involve the use of:

- Independent work
- Paired work
- Group work
- Whole-class work
- Investigation and problem solving
- Independent and group research
- Debates, role plays and oral presentations
- Watching and responding to live drama and musical presentations
- Creative activities
- Designing and making things
- Varied seating arrangements
- Use of I.C.T
- Use of games
- Outdoor work and visits to places of educational interest
- Use of audio-visual resources
- Participation in athletic or physical activity

What Effective Learning Looks Like

Children are taught relevant skills and knowledge in all subjects whenever possible in a cross-curricular way. English and Maths skills are encouraged to be used at all times. We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that pupils learn to:

- Acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Work independently
- Work collaboratively

Children are expected to:

- Attend school regularly, punctually and with a positive attitude
- Be organised by bringing the correct kit, taking letters home and returning homework on time
- Demonstrate outstanding behaviour in classrooms to support learning
- Demonstrate outstanding behaviour at all other times - in line with the school's Behaviour Policy
- Take an increasing amount of responsibility for their own learning as they move through the school

Able, Gifted and Talented

Provision is made to develop the talents of more-able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

Special Educational Needs

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Staff support less able children and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will endeavour to provide special appropriate apparatus.

What Assessment For Learning Looks Like

Assessment informs teaching during lessons on a daily basis and helps teachers identify next steps. In addition, summative assessment helps to identify trends and feeds into wider school improvement actions.

Marking and Feedback (see Marking and Feedback Policy) ensures there is provision for support, repetition and extension of learning for each pupil, at each level of attainment.

This looks like:

- Pupils receiving and responding to accurate feedback from teachers, both oral and written, to improve their learning
- Pupils with specific learning needs receive support in the moment and at an appropriate level to optimise their learning
- Pupils are given additional support or consolidation practice through interventions or individual targets
- Pupils support one another where appropriate and a culture of collaboration is valued

Staff will ensure:

- The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- Pupils are given ample opportunities to edit and peer mark work
- Pupils are given very clear guidance on how learning-outcomes can be improved
- They have high expectations for all pupils, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- They keep agreed assessment records and submit data when required onto Insight

How We work In Partnership With Families

Information about the curriculum and what the children are learning are shared with families through:

- Curriculum maps
- Class Dojo weekly round ups
- Knowledge Organisers
- Sharing photos and examples of work with families
- Curriculum documents and weekly plans on the website
- Reading records
- Learning Journeys in EYFS
- Parent Consultations
- Focused meetings with families i.e TAFs, ILP meetings, annual reviews
- Sharing assemblies
- Class Cafes
- Whole school events
- Individualised support for children or families

Families support these general principles by:

- Ensuring that children attend school regularly, punctually and in good health
- Providing support for the good behaviour expected in school
- Working with their child's teachers to maintain high standards of behaviour

- Being realistic about their children's abilities and offering encouragement and praise
- Giving support with homework, reading and encouraging their children to take an active interest in home learning
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progress and behaviour
- Attending parent consultation to discuss their children's progress
- Allowing their children to take an increasing responsibility as they progress through the school

How We Monitor The Quality Of Education

Curriculum Monitoring, Review, Evaluation and Revision

SLT and Subject Leaders are responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Regularly looking at the class work in books and classrooms
- Pupil Progress Meetings
- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lessons observations
- Work scrutiny
- Displays
- Learning Walks
- Pupil discussions
- Staff meetings
- CPD

Subject Leaders are responsible for keeping abreast of current developments in the teaching of the whole curriculum, with the assistance of the head teacher, and feeding these developments back to staff, governors and all stakeholders.

The Governing Board

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes school visits, meetings with Subject Leaders and pupils, looking at books with subject leaders. 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
- The school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes English, Maths and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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 in actively in decision-making about the breadth and balance of the curriculum

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 the 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