

Mawsley Community Primary School



CURRICULUM, TEACHING & LEARNING POLICY

Policy Ownership	Headteacher
Statutory Requirement	No
Reported to Full Governing Board	Term 2 2021
Formal Review	Term 2 2022

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Introduction

At Mawsley C.P. School we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip 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 positive teaching and learning experiences help children to develop self-esteem and research confirms this supports mental health and a successful future.

1 Aims

At Mawsley School we promote an ethos where all children are challenged and supported to achieve their personal best. Through the promotion of independence, inquisitiveness and determination children are empowered to want to be the best they can be. Children at Mawsley are entitled to an education where their needs are met and they are provided opportunities to gain the skills and knowledge to grow into young people who contribute positively to society and succeed in life. Life skills and social skills will be embedded to ensure children are well prepared when they move on.

We value the breadth of the curriculum that we provide in terms of sporting, community and artistic events. We aim to foster curiosity and enthusiasm in our children, and to help them become independent and life-long learners. Above all, we believe in making learning engaging, motivating and challenging alongside developing happy and physically and mentally healthy children.

Our curriculum fulfils the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It fulfils the 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, it fulfils the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

The subjects covered by this policy are Reading, Writing, Maths, Science, History, Geography, Computing, Physical Education, Art, Design Technology, Music, French, Religious Education and Personal Social Health Education (Alternatively known by the Relationships and Sex and Health Statutory Curriculum 2020). Please refer to our additional English and Mathematics policies for more detailed guidance on these curriculums and teaching and learning principles.

2 Values and Drivers

2.1 Mawsley values - upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote acceptance for the wide diversity of our children and our wider school community.
- We value and support the spiritual, moral and personal development of each individual, as well as their intellectual and physical growth.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equitable opportunities for all our pupils. We ensure equal access to learning for all pupils, with high expectations for every child and appropriate levels of challenge and support.
- We have adopted, practise and celebrate the Olympic and Paralympic values to ensure our children understand how to behave to achieve their potential, these are; courage, determination, equality, excellence, respect, friendship and inspiration.

2.2 Mawsley curriculum drivers - through which we prioritise the experiences of our learning:

- Community – matched with our value friendship – our school is the heart of the community and we want our children to understand their role within the community, being able to take accountability for their community including positive social action.
- Diversity – matched with our values equality and respect – our children are taught to appreciate and value the diversity of modern Britain and the wider global community. We equip our children with the knowledge and cultural capital they need to succeed in life. Our focus on diversity takes account of the protected characteristics with a significant consideration to disability, ethnicity and LGBTQ visibility within our curriculum.
- Growth – matched with our values courage, determination, excellence and inspiration – we are continually developing our children's mind-sets to ensure they can be independent, reflective and aspirational learners.

3 Safeguarding and the role of PSHE

3.1 Our strongly PSHE focused curriculum is a key element of our safeguarding strategy. Our protective behaviours ethos is not only the foundation of our weekly lessons but also the collective strategy employed by all staff to relate to our children and use all opportunities to develop our children's sense of personal responsibility and safety, self-worth and self-esteem.

3.2 Our programme of study is created specifically for our children taking into consideration the safeguarding context of our locality and children, fulfilling all requirements of the Relationships and Health Education 2020.

3.3 There is also a significant focus upon both the physical and mental health of our community. Supporting the children's physical development and responsibility for their own health and enable them to be active including the range of extra-curricular activities we offer children.

- 3.4** We also recognise the impact of transition upon our children and build in support for transitions at all stages e.g. transition into school in the foundation stage, transitions between key stages and year groups and ultimately the transition to secondary school.
- 3.5** The health and safety of our children during their learning time is also given upmost consideration by staff and where subjects or lessons have a practical nature or are taught using specialist equipment risk assessments are completed to protect children against any foreseen dangers within our school environment.
- 3.6** We see the wider world as a great teaching tool and complementary factor to giving our children a breadth of learning environments, which is why every year group has a day trip built into their curriculum. Day trips are linked to our school curriculum to enrich the learning experiences and secure the memory links of specific topic areas. Residential trips are held in Key Stage Two to develop our children's independence, co-operation and ability to experience a wider set of personal and social skills by completing activities we cannot provide in school. These trips are all risk assessed in line with our Management of Learning Outside Policy. Local field trips, as recommended in the National Curriculum, also take place within year groups and are covered by risk assessments.

4 Effective Learning

- 4.1** When teaching, we focus on motivating the children and building on their skills, knowledge and understanding so that they can reach the highest level of personal achievement.
- 4.2** The Curriculum, Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of learning and teaching in their classroom and across the school. Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons: enabling all abilities to be taken account of. Our prime focus is to develop and further the knowledge and skills of all our children, striving to ensure that all tasks set are appropriate to each child's level of ability enabling good progress to be made.
- 4.3** When planning work for children with special educational needs, we give due regard to information and targets specific to the individual. Teachers modify learning and teaching as appropriate for children with specific learning considerations and disabilities. We value each child as a unique individual and teachers are familiar with the relevant equal opportunities' legislation covering protected characteristics such as ethnicity, LGBTQ and disability. We will endeavour to meet the needs of all our children and to ensure that we meet all statutory requirements related to matters of inclusion.
- 4.4** When teaching academically more able pupils, we believe that provision is generally most effective when it is made within the classroom, through a stimulating, challenging curriculum. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Where a child's ability sits beyond that of their peers and year group additional resources, programmes or staff may be considered, to ensure they learn at a level where the challenge is appropriate to their needs.
- 4.5** Our teachers and teaching assistants make a special effort to establish positive working relationships with all children in the class and school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

4.6 All our teachers follow the school policy with regard to behaviour and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good manners and behaviour at all times. When children do not behave as expected we follow the guidelines for consequences as outlined in our behaviour policy.

4.7 Our classrooms are effective learning environments. We use displays as learning prompts and for the children and to celebrate good examples of work. We ensure that resources are available and accessible so that children may develop their independence in moving their own learning on.

4.8 All our teachers and teaching assistants reflect on their strengths and weaknesses, and plan their professional development accordingly following lesson visits. We do all we can to support our teachers and teaching assistants in developing their skills so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

5 Organisation and planning

5.1 Our curriculum is developed to promote a positive attitude towards learning which enables children to develop knowledge, understand concepts and acquire skills, and be able to apply these in relevant situations. We provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.

5.2 Within each subject, leaders determine the most logical sequence in which to teach and revisit all the National Curriculum Programmes of study and/or any additional content we consider relevant to develop our children's cultural capital. Our foundation subject curriculum is split into six terms; two terms of 'Discover' and two terms of 'Explore' where history and geography become our driver subjects and two terms of 'Create' where inspiration is taken from a National or world event.

5.3 With the humanities as an initial foci, topics are built around the geography/history theme of the term. Other subjects such as literature, art, DT and music are then closely linked to create a joined up cross-curricular approach which offers coherence and efficiency to the learning and rich opportunities for children to develop a range of transferable knowledge and skills.

5.4 Each subject is characterised by knowledge drivers, which are constructs used to create links between topics across both the key stage and the primary phase to support the transference of knowledge from short term to long-term memory. Knowledge drivers are taught through the National Curriculum programmes of study and revisited throughout the year and also across years using 'Memory Moments' as a plenary strategy in lessons to continually require children to draw upon their knowledge and learning from previous weeks/terms/years to stimulate memory schema connections continually.

- 5.5** Long- term maps are developed by subject leaders who use their expert knowledge to create the best sequence of learning from Year 1 to Year 6, considering the accessibility of the knowledge drivers and revisiting of learning. The plans show the order in which lessons/topics should be taught the National Curriculum objectives covered and also the learning vocabulary to be taught. These plans are reviewed on an annual basis considering the needs/views of the children, feedback from the teachers and where relevant parents and wider community.
- 5.6** Medium term plans breakdown National Curriculum objectives into key knowledge/vocabulary to be taught, learning intentions and also show assessment criteria through which children and teachers will be able to ascertain if the learning has been successful.
- 5.7** Short-term plans are not a requirement of our curriculum however may be utilized where teachers feel is necessary. More frequently child centred presentations are used to structure the flow of lessons and activities to support learning.
- 5.8** In reading and English lessons planning is focussed more tightly around the National curriculum statements, book focusses selected specifically for content or curriculum links by the subject leader and then year group specific spelling, punctuation grammar objectives.
- 5.9** In maths we follow the Power Maths scheme and utilise the detailed planning of the scheme alongside the lesson presentations, adapting them where needed to suit our children's learning needs.
- 5.10** In Key stage 1 and Key Stage 2 we organise our curriculum to be taught within core weeks and wow weeks, this ensures we have enough time to develop the skills of all subjects in a creative and progressive manner. Core weeks include english, maths, science, PSHE, ICT, RE, French (KS2), PE and Brainboost. Within our wow weeks maths, R.E. and P.E. lessons continue. The main focus in wow weeks is the arts - Music, Art and DT and reading lessons connected directly to the art or DT content to build knowledge e.g. composers or artists being studied.
- 5.11** Reading across the curriculum is promoted through our 'Power up' lesson strategy. In all lessons (with the exception of maths, PSHE and French) the beginning of each lesson will have a piece of age appropriate reading which is relevant to the learning intent of the lesson/topic. Children are given time to read and then asked questions based on the information to model reading for understanding and learning. Where applicable and in all examples of PE Power up's our curriculum driver of diversity is the core focus to ensure constant visibility to equality groups such as LGBTQ, ethnicity and disability in a meaningful and relevant context.

5.12 Our curriculum is also enhanced and extended through our school designed “Brain Boost” activities. Throughout the year teachers plan a range of activities and experiences for children in either mixed age groups or single age groups. These activities work on developing key skills we believe are important to our children’s development in terms of creativity, mindset, topical issues, personal skills and social action. Projects are changed annually to meet the development needs of the children or their interests. These include topics to support our curriculum drivers and values e.g. developing growth mind-set, promoting charitable social action, strengthening community links and performance inspired arts.

5.13 We promote vocabulary development in every year group and children have vocabulary lessons to develop their ability to use a wide range of vocabulary in their spoken and written work and also understand more sophisticated technical language in subjects such as science, geography and history. Vocabulary lessons are one of the ways that we aim to improve the cultural capital of our children and expose them all to high quality language.

5.14 Assessment is carried out in a number of ways;

- Each lesson is assessed against assessment criteria to establish how well children have learned and understood the lesson intent.
- Foundation subjects are then teacher assessed at the end of each unit and this data is accumulated during the children’s journey through school to enable teachers to revisit areas which require further consolidation.
- Reading, Writing and Maths are teacher assessed at the end of each term and this data is communicated with parents.
- Statutory assessments are also completed in reading, writing and maths in compliance with DfE guidance.

6 The curriculum and inclusion

6.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary, we modify some children’s access to the curriculum, in order to meet their needs. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious work and challenging targets for all groups including:

- More able
- Pupils with lower prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language

6.2 If children have special educational needs or disabilities, our school does all it can to meet the individual needs, and we comply with the requirements set out in the current SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child’s needs, within normal class organisation. If a child’s need is more significant, we consider the need for additional support, and we involve the appropriate external agencies in making an assessment where necessary. In a small number of cases an application for an Education, Health Care Plan may be made.

6.3 The school provides an Individual Educational Plan (IEP) for each of the children who have an Education, Health Care Plan. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6.5 Teachers will plan lessons to ensure that, where possible, there are no barriers to every pupil achieving.

7 The Foundation Stage

7.1 The curriculum that we teach in the reception classes meets the requirements of the Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses on the statutory requirements as set out in Development Matters.

7.2 Our school fully supports the principle that young children learn through play, and lessons are planned using methods of continuous provision, adult focus tasks and in the moment planning. Teaching in the Foundation Stage classes builds on the experiences of the children in their pre-school learning and that of the learning toolkits issued during their home visits prior to starting school. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

7.3 Each term in the Foundation Stage the teachers will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

7.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

8 Roles and Responsibilities

8.1 The role of subject leaders is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject including subject knowledge;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

A list of subject leaders can be found in appendix 1.

- 8.2** It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole- school objectives. Each subject leader or foundation subject team reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.
- 8.3** The Head teacher is responsible for making sure this policy is adhered to, ensuring that curriculum coverage is given the appropriate amount of time. As well as managing any legal requirements such as requests for withdrawal from subjects/lessons, appropriate assessment arrangements for subjects and making sure the governing board is involved in decision making and kept up to date on targets and developments.
- 8.4** Teachers are responsible for following the curriculum procedures in this policy and articulating the vision to pupils. They are also responsible for supporting the subject leader to continually improve subjects by providing constructive feedback and seeking support where they feel necessary.
- 8.5** Children are responsible for engaging with the curriculum and supporting the development of the subject by providing helpful feedback if asked to join pupil interviews.

9 The Role of Parents

- 9.1** We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:
- by holding Parents' Evenings to explain our school strategies for literacy, numeracy and other areas of the curriculum and to discuss pupil progress;
 - by giving information to parents that outlines the topics that the children will be studying during that year at school through meetings, letters and information on the school website;
 - by sending parents annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
 - explaining to parents how they can support their children with homework, regular shared reading and support with the online homework systems we use.
- 9.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. This is outlined in our Home and School Partnership document.

We expect and require parents:

- to ensure that their child has the best attendance record possible;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the Home and School Partnership Agreement.
- We would like parents to ensure that their child is equipped for school with the correct uniform and PE kit.

10 Homework

- 10.1** The aims of homework at Mawsley are to develop fluency and consolidate learning that has taken place in the classroom. While we appreciate many of our children take part in out of school activities (and we actively encourage the uptake of additional out of school clubs) we also promote the importance of dedicating some time at home to advancing children's learning. This supports children to make the maximum progress and develops good work habits for the future.
- 10.2** As children move through the school, we increase the amount of homework that we give. However, there is no statutory regulation that children should undertake homework. The school actively promotes home reading as being the most important aspect of homework and hopes that all children become lifelong readers.
- 10.3** We utilise technology to support many of our homework activities including programmes such as MyMaths, Reading Eggs, TTRockstars, SPaG.com etc. We also provide reading books and spelling words for children on a weekly basis. In some cases teachers may adapt homework activities to better support children to make progress in a particular area e.g. reading comprehension activities, SAT's practise books.

11 Monitoring, evaluation and review

- 11.1** Staff development needs will be identified in line with this policy, Performance Management and continued professional development. The policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.
- 11.2** In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning, it will be monitored and evaluated through:
- learning walks and drop ins;
 - sampling pupil's work;
 - sharing pupil's work throughout school and discussing quality;
 - internal and external moderation of pupils' work;
 - discussions with pupils.
- 11.3** Our governing board is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.
- 11.4** There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- 11.5** This policy is monitored by the governing board and will be reviewed every two years.

This policy was reviewed by the Headteacher and reported to the Governing Board on 26th April 2021, and will be updated during the academic year of 2022/23.

Appendix 1.

Subject	Subject Leader
English	Jen Tedore
Maths	Dawn Childs
Science	Cheryl Buckle
History	Lynn Johnston
Geography	Lynn Johnston
Computing	Gareth Weston
Physical Education	Cherelle Frost and Lee Walton
Art	Stef Wateridge
Design Technology	Penny Farrow
Music	Gemma Wright
French	Laura Clayton
Religious Education	Rebecca Underwood
Personal Social Health Education	Natalie De La Salle