Teaching and Learning Policy
September 2026

Rodings Primary School

Teaching and Learning Policy

Date policy was formally adopted	September 2026
Review Date	September 2027
Chair's Name	Steph Green

Academic Excellence Creativity Social Intelligence Community

Rights Respecting School - Teaching and Learning Policy

As a Rights Respecting School, at Rodings Primary School we are committed to upholding the United Nations Convention on the Rights of the Child (UNCRC) and use these articles to inform the policies and decisions we make. Some of the UNCRC articles which inform this policy are:

Article 28: Right to education - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 3: Best interests of the child - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13: Freedom of expression - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17: Access to information from the media - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Curriculum Intention

Rodings Primary School is committed to providing a place of excellence and ambition, where children's personal development and academic success are nurtured through fun and engaging learning. The school aims to provide inspirational experiences through the curriculum so that children's curiosity and individuality grows. At Rodings, children love learning and are happy and kind. Working in partnership with the whole school community, all at Rodings feel safe and empowered to succeed.

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child. The purpose of our teaching and learning policy is to ensure that:

- There is a high standard of teaching and learning in all classes
- There is consistency of practice within and between year groups
- There is a shared belief in the way teachers teach and children learn
- Everybody is clear about the roles they fulfill
- There is equality of access and opportunity for all children
- There is a clear understanding of how the school's ethos is evident in practice.

We plan our curriculum in five phases.

1. The Headteacher, in collaboration with the entire school community developed five CORE VALUES, which underpin everything that we do at Rodings Primary School.
2. Subject leaders write a Learning Ladder for their subject. This clearly and explicitly outlines both the KNOWLEDGE and SKILLS (and where appropriate the enquiry questions) for each year group.
3. As a whole school we agree on a long-term plan for each year group - this indicates what KNOWLEDGE and SKILLS are to be taught in each term, which we do through two different, but linked topics.
4. With our medium-term plans, class teachers give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
5. Our short-term plans are those that our teachers write on a weekly basis. Where possible subjects will be linked together within a concept or topic, and at other times separate subject teaching will be used.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

<table>
<tr><td colspan="3">CORE SUBJECTS
Maths
English</td></tr>
<tr><td>EXPLORE
Focus: Geography
Enhance: Art & DT
Enrich: decided by the class teacher</td><td>DISCOVER
Focus: History
Enhance: Art & DT
Enrich: decided by the class teacher</td><td>CREATE
Focus: The Arts
Enhance: Art & DT
Enrich: decided by the class teacher</td></tr>
<tr><td colspan="3">FOUNDATION SUBJECTS
Science
PSHE
RE

Computing
Languages - French,
Music
PE</td></tr>
</table>

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans;
- We use and follow the Essex agreed SACRE programme for RE ;
- A PSHE curriculum supported by an enquiry approach.

From Year R through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- the support of parents.

Learning events will provide opportunities for pupils, staff, parents and the wider community to experience the creative approach to teaching and learning. Many of these activities will

embrace the cultural diversity of the world in which we live and enhance the aesthetic environment of the school.

The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our curriculum planning focuses on the seven areas of learning and development: communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning.

We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first half-term in school, their teacher begins to assess each child using the Reception Baseline Assessment. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

Pedagogy

Teacher expertise lies at the core of the delivery of the planned curriculum. This enables strong direct instruction in the classroom, with teachers able to deliver content with clarity, confidence and precision. Direct instruction is interspersed with age-appropriate pupil tasks to enable pupils to practice and consolidate their understanding, before moving swiftly on to new content.

We believe that children learn best when:

- Teachers have high expectations of all children's learning and provide appropriate scaffold to support all children to achieve.
- Lessons begin with a recap of prior learning. This may be through quizzing, a short writing task or a quick classroom discussion.
- New learning is then presented in an engaging and creative way, in small steps and through carefully planned explanations

- Pupil participation in learning is maximised through a range of strategies. This could include: no hands-up, mini whiteboards, effective questioning and lesson delivery that is concise and engaging
- Lessons are shaped according to the needs of the children: sped up or slowed down or levels of support adjusted following in-lesson assessment
- Opportunities to practise new learning are embedded so that new knowledge is internalised and new skills become fluent and automatic
- Practice is guided initially, with levels of support being gradually withdrawn to foster pupil independence

Formative Assessment
The purpose of feedback and assessment is threefold: to inform the teacher of a child's attainment and therefore to inform future planning; to inform a child of how well they have done and what they need to do next; to motivate a child through celebrating success.

Extra-Curricular Activities
We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities.

Children with Special Educational Needs
The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special educational need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special educational needs. If a child displays signs of having special educational needs, their teacher makes an assessment of this need, working in close collaboration with our SENCo and SEN team. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation under the Essex Ordinarily Available Framework. If a child's need is more severe, we consider external support and guidance from a range of linked providers.

Spiritual, Moral, Social and Cultural Opportunities
The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- 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.

It is the responsibility 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 reviews the curriculum plans for their subject, which are in our Learning Ladders, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Subject Leaders are provided with a 'Subject Leader Handbook' which guides and offers support through guidance, templates and prompts.

Roles and responsibilities of senior leaders, other staff and Governors

The curriculum lead and senior leaders will ensure that:

- All statutory 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 - this will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology;
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly;
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum;
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations and what is required to help them improve;
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Other staff will ensure that:

- The school curriculum is implemented in accordance with this policy.

The Governing Board will ensure that:

- It considers the advice of the Headteacher and curriculum lead when approving this Curriculum Policy;
- Progress towards the School Development Plan is monitored;
- National Curriculum tests and teacher assessment results are published
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Political issues are always presented to pupils in a balanced way.

Arrangements for monitoring and evaluation

Senior Leaders will monitor:

- The standards and progress reached in each subject, by every year group;
- The standards and progress achieved by pupils with Special Educational Needs and Pupil Premium;
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils;
- Individual access arrangements for assessments;
- The views of staff about the action required to improve standards; The nature of any parental complaints.

Review

The Governing Board will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Rodings Primary School.