



Teaching and Learning Policy

Date Policy was adopted	Sept 2021
Review Date	Sept 2022
Chair's Name	
Chair's Signature	

Core Values

Respect

Enjoyment

Care

Confidence

Challenge

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.

Our curriculum has five specific aims:

- Develop the whole child
 - At Rodings we are passionately committed to developing well rounded children who are prepared and ready for the next step in their education and beyond into adult life. As well as promoting academic achievement we believe it is equally as important to develop children who are respectful and tolerant towards other people. Children who know how to stay safe in the world that they live in, and enjoy and appreciate their lives.
- Achieve Excellence
 - This primary school is committed to achieving the highest standards. Expectations for children's success are high and this extends to children's behaviour, attendance, attitudes and the support that they receive from both home and school. We ensure, through the curriculum, that children receive the highest level of teaching and that they are motivated to learn. We are an inclusive school that is committed to ensuring success, irrespective of age, gender, ethnicity or physical ability.
- Create a love of learning
 - We are passionate about developing children who have a lifelong love of learning and we believe that the work we do is vital in contributing to this. Units of work are planned to ensure authentic outcomes, giving children a purpose to their work. Through thorough and engaging topics we equip children with the knowledge and skill sets needed to make links to other areas of learning (through our curriculum concepts) and allow children to grow into independent and passionate learners.
- Inspirational Experiences
 - Teachers plan a range of exciting activities and lessons which alongside our in and out of school trips/experiences allow our children to have a range of inspirational opportunities. We also strive to invite visitors into the school to enhance children's knowledge of areas of the curriculum. We also ensure that trips are planned into our curriculum so that children get to visit a range of venues and gain a wealth of different cultural and educational experiences.
- Engaging the community
 - The school supports the work of community groups and understands the way that they can provide extra support for the life of the school and the community that it serves. We actively encourage partnership working that allows children and their families to learn together. Rodings is at the heart of the local community, and we are committed to sustaining partnerships within the local community.

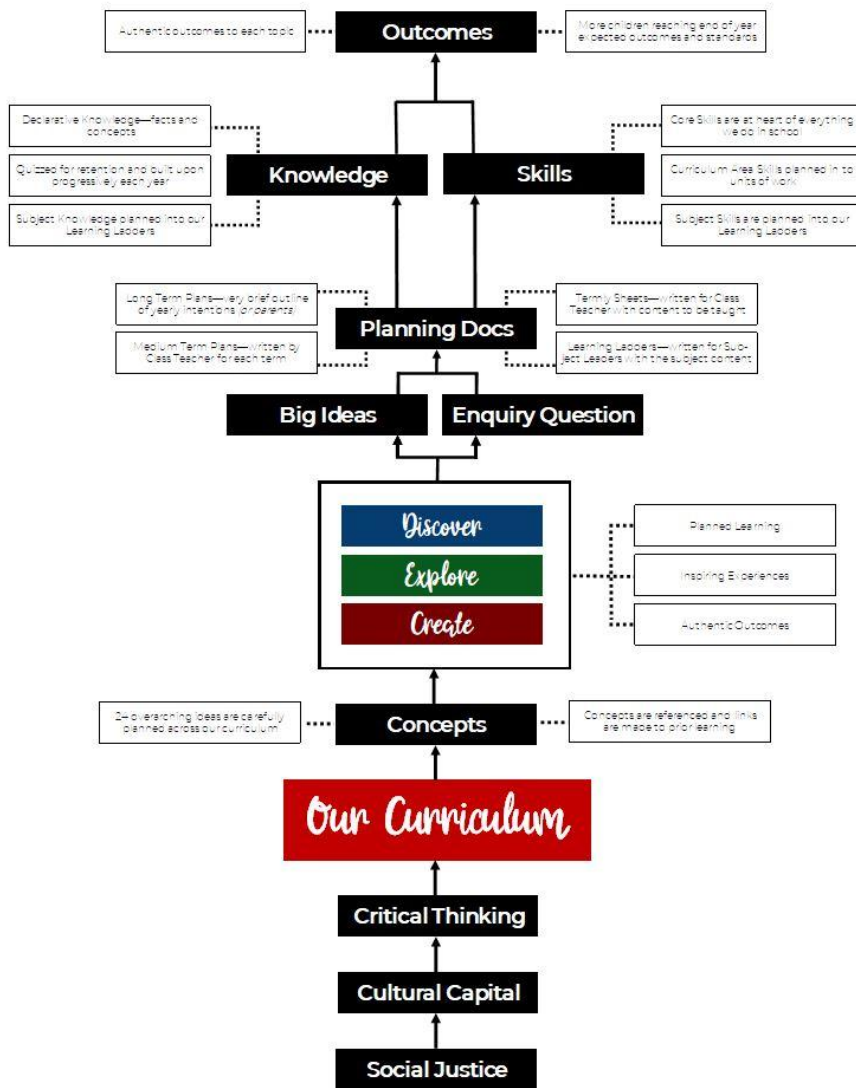
This policy should be read in conjunction with our subject policies.

Core Values

The school's Core Values underpins all of the teaching and learning at Rodings Primary School

- Respect
- Enjoyment
- Confidence
- Care
- Challenge

Rodings Primary School Curriculum Model



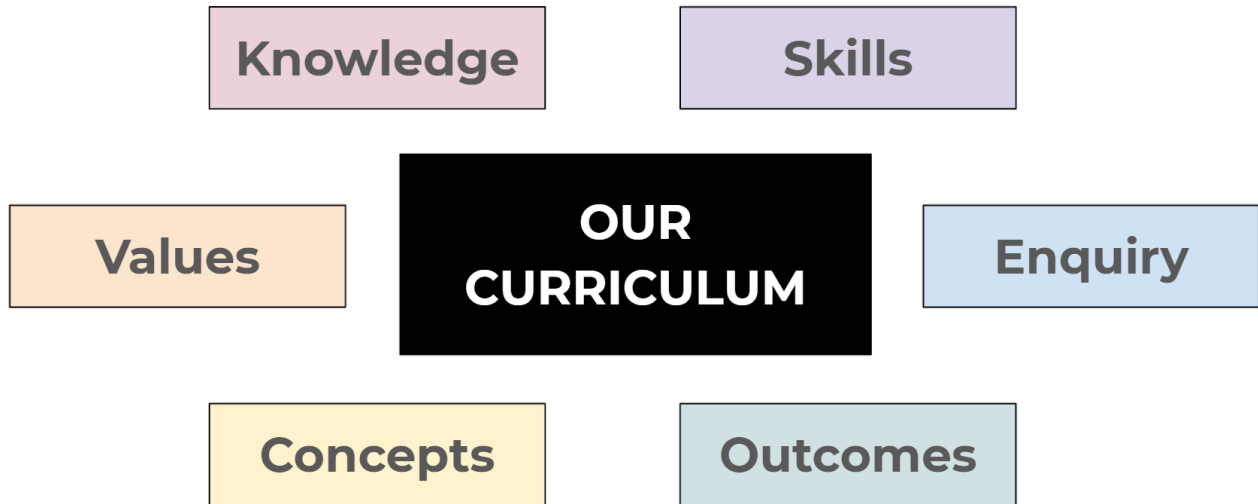
At Rodings Primary School we have developed a curriculum model which clearly shows how all the different documents and elements fit together.

This is reviewed each year and shared with staff.



Curriculum Organisation and Planning

Our curriculum is planned to ensure that all six of these pedagogical elements are constantly and consistently considered and carefully planned for. We have a concept driven, outcome led curriculum approach.



We plan our curriculum in six phases.

- The Headteacher, in collaboration with the entire school community developed five CORE VALUES, which underpin everything that we do at Rodings Primary School.
- Senior Leaders map out the CONCEPTS for each term, ensuring that the concepts are covered equally.
- 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.
- As a whole school we agree on a long-term plan for each year group - this indicates what KNOWLEDGE, SKILLS and CONCEPTS are to be taught in each term, which we do through two different, but linked topics.
- With our medium-term plans, class teachers give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Each topic has an 'ENQUIRY QUESTION' as well as an 'END OUTCOME'
- 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.

We use concepts as the Curriculum starting point that is used to creativity link learning opportunities

- Within a single subject and/or topic

- Across different subjects and/or topic
- Across topics studied in previous year groups

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

CORE SUBJECTS Maths English		
EXPLORE Focus: Geography Enhance: Art & DT Enrich: <i>decided by the class teacher</i>	DISCOVER Focus: History Enhance: Art & DT Enrich: <i>decided by the class teacher</i>	CREATE Focus: The Arts Enhance: Art & DT Enrich: <i>decided by the class teacher</i>
FOUNDATION SUBJECTS Science PSHE RE Computing Languages - French & Spanish Music PE		

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 bespoke 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.

Teaching and Learning Priorities

Each year senior leaders agree upon the Teaching and Learning priorities for that year. Staff are provided with training and appropriate resources to support them in implementing these priorities in the classroom. These priorities are backed up, where appropriate, by research and experience. Priorities are introduced individually and (either termly or half-termly) and Senior Leaders are responsible for monitoring these and providing feedback to staff to support them.

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. 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.

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. 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 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 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 Improvement 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.

Glossary of Terms and Abbreviations

Term/Abbreviation	Meaning
DT	Design Technology
PE	Physical Education
PSHE	Personal, Social, Health and Economic Education
RE	Religious Education
SACRE	Standing Advisory Council on Religious Education
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SMSC	Spiritual, Moral, Social and Cultural