



Thorner's Church of England VA Primary School Teaching and Learning Policy

By working hard together, our small steps will build your path to the future

"The Lord is my Shepherd... he guides me along the right paths" Psalm 23

Blessed child,

Together we - community, church and school - promise to help you thrive as you start your journey and to give you real hope for your future.

Through exploring the rich, vibrant tapestry of experiences on offer here at Thorner's, you will develop the confidence, inner compass and skills to help you flourish and choose your own direction.

By working hard together, and with God's grace, we will make small steps along the way.

small steps that build into a path;

a path that leads to the opportunities you deserve;

opportunities that give you real hope for your future.

OVERVIEW

The purpose of this policy is to provide an overarching framework that translates the values and aims of the school into effective teaching and learning. The curriculum is the means by which the school achieves its objective of equipping children with the knowledge, skills and understanding that they need in order to lead fulfilling and well-rounded lives.

The policy covers the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, the Early Years Foundation Stage Curriculum and the Dorset SACRE Agreed Syllabus for Religious Education. It covers all that is learned in school, formally and informally within and beyond the school day through the range of extra-curricular activities that the school provides in order to enrich the children's learning and experience. It includes also the 'hidden curriculum' – the values that the children learn from the way they are treated and expected to behave.

Please read this policy in conjunction with other curriculum policies and 'Curriculum Information', all available on our website.

CURRICULUM AIMS AND RATIONALE

We aim to provide a curriculum that is creative, broad and balanced to enable all our children to become:

- successful learners, who enjoy learning and achieve high standards of attainment and progress
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

We believe that children learn best when they are:

- happy
- interested and motivated
- challenged and stimulated
- given tasks which match their ability
- able to clearly understand the task
- able to achieve success and gain approval
- confident, feel safe and secure and are aware of boundaries

We believe also that effective learning takes place in an environment which makes learning accessible and provides equal opportunities in a comfortable working atmosphere that is:

- challenging and stimulating
- organised and well resourced
- happy, caring and welcoming
- encouraging and appreciative
- peaceful and calm.

We organise our learning environment accordingly and to ensure that our children have the opportunity to:

- achieve academically
- work individually, in groups and as a class
- work cooperatively
- discuss their ideas
- develop social skills
- solve problems
- be creative
- use initiative
- make decisions
- develop independence
- receive support.

We encourage our children to develop organisational skills and independence through:

- appropriate tasks and responsibilities

- confidence building
- appropriate role modelling
- cooperative working
- providing suitable opportunities.

In order to continually improve our children's confidence and self esteem, we celebrate their academic, social, physical and creative achievements through:

- verbal or written praise by teachers, peers, Headteacher and parents;
- the awarding of rewards and certificates
- displays of work
- sharing successes with the school and wider community.

CURRICULUM ORGANISATION AND DEVELOPMENT

Extensive details and planning documents and pathways around our 60 Big Questions can be found on the school website here:

[Curriculum Information | Thorner's Church of England VA Primary School \(icts.website\)](#)

The Early Years Foundation Stage

Our provision for the Reception children meets the requirements set out in the Curriculum for the Early Years Foundation Stage. Our planning focuses on the Early Learning Goals/Development Matters objectives and on developing children's skills and experiences, as set out in these documents.

Teaching in Reception builds on the experiences of the children in their pre-school settings. We build positive partnerships with local pre-schools and many of our Reception children come from our on-site pre-school, making for a smooth transition process.

We fully support the principle that young children learn through play and by engaging in well-planned, structured activities. During the children's first half-term at school, the teacher assesses and records the skills of each child on entry to school. This assessment forms an integral part of the future curriculum planning for each child.

Throughout the Reception year, staff use observations to assess children's learning. They use this information to plan the next steps in the children's learning journeys. Assessment is recorded in the children's books and termly using the online tool 'Tapestry'.

Key Stages 1 and 2

We continue to provide opportunities for creativity, keeping in mind the requirements of the National Curriculum. Having mixed age classes, we follow a two year rolling programme for all subjects with the exception of maths (see below). In order to provide greater coherence and purpose to the children's learning, we make cross curricular links between subject areas wherever possible.

Planning is in three phases.

Each class has a **long term plan**, based on a whole school overview of each curriculum area. This determines the topics taught over the year and is used as a guide for the

teaching of foundation subjects. Literacy and maths are taught using the guidance in the National Curriculum.

Our **medium term plans** provide clear objectives and teaching strategies for each topic. These may be in sufficient detail to make short term plans in foundation subjects unnecessary.

Our **short term plans** are written by our teachers on a weekly or daily basis, mainly for literacy, and used to set out the learning objectives for each lesson and to identify specific resources and activities. We use Maths No Problem to deliver daily maths lessons from Years 1 to 6.

We are aware that all children benefit from the support of parents/carers in order to make good progress in school. We continually strive to build strong communications with the parents of each child by keeping them informed about the curriculum and their child's progress.

Assessment

Formative assessment is carried out as an ongoing process by class teachers using children's questions and responses in class as well as their written work. Such assessment is used to plan for the needs and abilities of individual children. Assessment is recorded termly online through 'SIMS Tracking', using National Curriculum descriptors for Reading, Writing and Maths.

Summative assessments: There are termly tests for Years 2 to 6 to assess spelling and grammar, reading and maths. End of year tasks and tests are given to pupils in Years 2 to 6; these are used together with teacher assessments to provide end of year judgements for each child. Year 6 pupils sit the statutory Key Stage 2 tests in Reading, Maths and Spelling, Punctuation and Grammar and are awarded teacher assessment levels in Writing and Science.

The Role of a Subject Leader

Each subject is assigned to a teacher who leads the subject.

A subject leader may:

- periodically evaluate topics and teaching strategies and identify subject development priorities through the SDP
- review and update planning and schemes of work
- undertake work scrutiny (review standards across the school with colleagues)
- review and update policy when required
- carry out informal monitoring (displays, use of resources, photographs, pupil interviews)
- ensure resources are appropriate and adequate, suitably stored/labelled etc and purchase resources as necessary, ensuring value for money
- arrange school based training for colleagues
- commit to personal professional development including attending courses
- disseminate learning to colleagues from courses/action research/newsletters
- report to Governors.

Monitoring and Review

The Headteacher is responsible for the day to day organisation of the curriculum and leads and coordinates the monitoring of subjects by subject leaders throughout the school.

We have designated Governors for each subject and class; they liaise with the subject leaders and class teachers and report to the Governing Body

Our Governing Body's Staffing and Curriculum Committee is responsible for monitoring the implementation of the curriculum. The Committee reviews subject policies as part of the review and development cycle.

In accordance with the Equality Duty we seek to ensure that all pupils achieve their best, according to their capabilities and regardless of their special needs, disability, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Thorner's CE VA Primary School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Date reviewed by Staffing and Curriculum Committee: February 2023

Date adopted by Governing Body: February 2023

Date to be reviewed: February 2026