



Swaffham Primaries Partnership

Working within DEMAT and together across Swaffham Prior and Bulbeck.

'A cord of three strings is not easily broken.' Ecclesiastes



Swaffham Bulbeck CE Primary School

Swaffham Prior CE Primary School

Teaching, Learning and Curriculum Policy

Date Approved: November 2022

Date for Renewal: November 2024

Swaffham Bulbeck Vision

We are a welcoming, inclusive Church school which fosters a love of learning through collaboration. Our Christian values support the nurture and development of relevant knowledge and skills for today's world. As everyone's voice is valued, so everyone flourishes as individuals to reach their potential and to "Shine Brightly"

"Let your light so shine before others that they may see your good works and give glory to your Father who is in heaven."

Swaffham Prior Vision

At Swaffham Prior School, every child can grow and flourish in their learning, produce good things for their own lives and enrich the lives of others. Information, experiences, ideas and feelings are sown not just in lessons but in the whole experience of living and growing together as a community so that children recognise their own gifts and abilities and value the gifts and abilities of others.

"It came up and yielded a crop, a hundred times more than was sown." Luke 8:5-8

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 believe children 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 children learn best when:

- **Planning:** Learning activities are well planned from nursery to Year 6 so as to ensure solid progress in the short, medium and long term
- **Leadership:** Teaching and learning tasks engage children, ask questions, reflect and build on their own learning
- **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 children, at each level of attainment
- **Learning environments:** classrooms, shared areas, equipment, play spaces, halls, resource areas are orderly, the atmosphere is purposeful and children feel safe
- **Behaviour:** the children have positive learning behaviours
- **Home School Partnership:** There are strong links between home and school, parents are informed about their learning and how to support their children

Equal Opportunities

All children have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty 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.

Intent

In our schools:

- Children will learn within a safe, caring **community** to develop **compassion** for others.
- Staff will focus upon providing the highest possible standards of education and upon enthusing children with **wonder**.
- Through broad and balanced curriculum and experiences, we will inspire **perseverance** and celebrate the uniqueness and successes of all.
- Christian values underpin our **peaceful** school, and we will utilise these alongside a culture of mutual respect, to ensure the happiness and personal growth of each individual.
- By working in partnership with families we will nurture the whole child and provide a basis for a **hopeful** future for our children to develop into responsible and fulfilled members of society.

Our intent is to create a:

- safe, supportive and stimulating learning environment;
- team 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 curriculum:

- Is broad and balanced
- Has a focus on subject-specific vocabulary
- Is knowledge rich
- Is taught to be remembered
- Is carefully sequenced

Through the curriculum our children will:

- develop independence and resilience, make mistakes and know that it is ok to do so and learn from them
- be stretched beyond their comfort zone and be taught to manage risks with confidence
- have opportunities to collaborate and reason
- share their ideas and listen to alternative viewpoints
- experience diversity of culture, faiths and nationality
- learn about contrasting localities nationally and internationally
- express curiosity and experience wonder in all areas of the curriculum

Planning

Sequential Learning

We believe effective planning is the key to making children's learning progressive and sequential. Good learning builds on and extends what children know and can do. New concepts are broken down into small steps with time to practice using, 'I do, we do, you do' approach. Lessons are planned methodically with a core focus on scaffolding and adapting to meet the varied needs for all learners. This ensures we maximise the learning time and allows us to ensure each child makes progress from their starting point.

Learning is 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, child need and subject content and should be clearly focused on children having an understanding of the methods and purpose of the tasks they engage in.

Links with Other Subjects

Subjects are explicitly taught and are linked only when appropriate. In each subject, units are knowledge rich and lessons are based on Rosenshine's Principles of Instruction.

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 of all abilities have access to our curriculum through adaptive teaching and scaffolding in order to achieve planned outcomes.

Learning objectives, assessment opportunities, and tasks 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**

Specific learning objectives, tasks, scaffolding and deployment of adults and resources are identified, to meet the learning needs of the children on a day-to-day basis. It allows teachers to respond to individual children's needs informed by ongoing formative 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 – based on Writing Revolution using high quality texts
Handwriting	Based on Debbie Hepplewhite
Spelling	Sounds-Write
Reading	Whole Class Guided Reading based on 'Reading Reconsidered' research
Phonics	Sounds-Write
Maths	Maths Mastery approach using White Rose Maths resources as well as NCETM, Deepening Understanding and I See Reasoning
Fluency	Swaffham Primary Partnership developed scheme
Foundation Subjects: Art Design Technology Geography History Music Science	Unless otherwise specified, the Long Term Plans are based on the principles of the Primary Knowledge Curriculum
PSHE	Cambridgeshire Scheme of Work
PE	Cambridgeshire Scheme of Work
RE	Emmanuel Project
French	Swaffham Primary Partnership Long Term Plan based on Oak National Academy
Computing	Swaffham Primary Partnership Long Term Plan based on Teach Computing

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

Learning Environment

We believe that a stimulating environment sets the climate for learning. The learning environments (classrooms, shared areas, equipment, play spaces, halls, resource areas) are orderly, the atmosphere is purposeful and children 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:

- Displays / Working walls are changed regularly to ensure that the classroom reflects the learning
- Classrooms have a range of dictionaries and fiction and non-fiction books
- Resources and equipment stored in the classroom are readily available to promote independent learning
- Children' 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 children' 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

Quality First Teaching

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 children in their learning

Teachers:

- Use their expertise, including their subject knowledge, to develop children' 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 tasks in their teaching
- Ensure that the acquisition of new knowledge is progressive and continuous
- Plan small steps
- Plan for error and identify potential misconceptions
- Ensure a high success rate
- 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

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
- Debates, role plays and oral presentations
- Watching and responding to live drama and musical presentations
- Varied seating arrangements
- Use of I.C.T
- Outdoor work and visits to places of educational interest
- Use of audio-visual resources
- Participation in athletic or physical activity

Effective Learning

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 books / tasks
- Demonstrate outstanding learning behaviours in line with the school's Behaviour Policy
 - Take an increasing amount of responsibility for their own learning as they move through the school
 - Show maximum engagement, concentration, application and productivity.

Special Educational Needs

Children 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. Children 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. See SEND Policy.

Assessment for Learning

Formative 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 ensures there is provision for support, repetition and extension of learning for each child, at each level of attainment.

Staff will ensure:

- Children receive and respond to accurate feedback from teachers, both oral and written, to improve their learning
- Pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to children's feedback
- Children are given ample opportunities to edit and peer mark work
- Children are given very clear guidance on how learning-outcomes can be improved
- They keep agreed assessment records and submit data when required onto Insight

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
- Reading records
- Parent Consultations
- Focused meetings with families i.e ILP meetings, annual reviews
- Class Cafes
- Whole school events i.e Open Classrooms / Science Week
- Individualised support for children or families

Families support these general principles by:

- Ensuring that children attend school regularly, punctually and in good health
- 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 reading and other tasks set by the school 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 well-being, progress and behaviour
- Attending parent consultations to discuss their children's progress
- Allowing their children to take an increasing responsibility as they progress through the school

Monitoring 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 Voice
- 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 children, 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
- Proper provision is made for children with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements

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 children 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 advised on whole-school targets in order to make informed decisions