



Learning and Teaching Policy

The **curriculum** is all the planned activities that we organise in order to promote **learning**, personal growth and development. This policy aims to outline how we develop learning through the vehicle of our curriculum.

This policy should be read in conjunction with:

- The school's vision and mission statement
- Home Learning Policy
- School's Curriculum Statement (Appendix 1)
- 'Charter for Learning' (Appendix 2)

Greentrees Primary School has learning at the core of its purpose. We promote care and respect and expect high standards in all aspects of school life. Our aim is to meet the needs of our pupils by providing a strong foundation for them to become independent, life-long learners. We aim to enhance our curriculum offer by making the best use of a range of 'experts', including artists, engineers and sports coaches.

Greentrees Primary School's Learning and Teaching Policy is based on the following aims:

- To have children at its heart, meeting their needs and interests.
- To be aspirational for pupils so that they achieve their very best.
- To have a curriculum that is fit for purpose, offering personalisation through effective adaptive teaching.
- To enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- To meet the needs of our pupils by providing a strong foundation for them to become independent, life-long learners.
- To achieve and then exceed national standards in attainment and progress.
- To be committed to excellence and continuous improvement.
- To nurture the talents of all and celebrate achievement in all its forms.
- To work with pre-schools and secondary schools to ensure effective transition.
- To involve the community and exploit opportunities for learning in and about our locality.
- To value learning outside of the curriculum and relate experiences to the taught curriculum.
- To work effectively in partnership with our families.
- To provide a learning environment that is inspirational, motivating and fun.

Greentrees Primary School's Learning and Teaching seeks to achieve the following outcomes:

- To fulfil statutory requirements and include the following characteristics: breadth, balance, relevance, adaptation, progression, continuity and coherence of the curriculum.
- To enable learners to fulfil their potential.
- To meet the needs of pupils of all levels of attainment at the school.
- To provide equal access for all pupils to a wide range of learning experiences beyond statutory guidelines.
- To help pupils develop curious, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To encourage a variety of different learning opportunities and styles.
- To help pupils to use language and number effectively.
- To build 'Learning Power' i.e. Resilience, Reciprocity, Reflectiveness and Resourcefulness.
- To provide opportunities and experiences that promote positive spiritual, moral, cultural, mental and physical development.
- To help pupils understand the world in which they live.
- To collaborate with other primary schools in the area.

Roles and responsibilities

The headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school teaches, 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 amount of time provided for teaching the curriculum is adequate.
- Where appropriate, the individual needs of some students 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 they are making and what is required to help them improve.
- The governing body is informed of curriculum developments.

The Local Governance Committee will ensure that:

- It contributes to decision making about the curriculum.
- It retains an up-to-date knowledge and understanding of teaching, learning and the curriculum through link visits with Subject Leaders.

Subject Leaders will ensure that:

- Up-to-date schemes of learning are in place for the delivery of the National Curriculum and Early Years Framework.
- They keep up-to-date with developments in their subjects.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progress are monitored and actions are taken where necessary to improve these.

The Senior Leadership Team will ensure that:

- Long term planning is in place for all subjects.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all teaching staff.
- Assessment is appropriate to the subject. There should be consistency of approach towards assessment.
- Performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Best practice is shared with other colleagues in terms of curriculum design and delivery.
- CPD needs are met with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff (and where appropriate, support staff) will ensure that:

- The school curriculum is implemented in accordance with this policy.
- The school's Home Learning policy is implemented.
- They have access to, and are able to interpret data for each pupil.
- They share and exchange information about best practice amongst their colleagues in house, in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- They participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- Be treated as partners in their learning.
- Know, understand and strive to achieve their learning expectations and standards (at an age-appropriate level).
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- Promote a positive attitude towards school and learning.
- Be consulted about their children's learning and in planning for their needs.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs, which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Support their children and the school in implementing school policies.

- Ensure that their child has the best attendance possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Support children with Home Learning.

Monitoring, evaluation and review

The Local Governance Committee will receive an annual report from the headteacher on:

- The standards reached in English and Maths.
- The standards achieved at the end of each key stage, taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The curriculum lead will analyse evaluated action plans from subject leaders about the standards achieved in all subject areas, along with a subsequent action plan showing subject specific priorities for the year ahead. Key information will be shared with the headteacher who will use this to shape future priorities on the School Development Plan.

The governing body will review this policy once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1:

Curriculum Statement

Intent:

At Greentrees, our curriculum engages all our pupils in challenging and interesting learning, which promotes our core values of curiosity, achievement, determination, collaboration, equality and kindness.

We want our young people to ‘speak up’; to make choices and feel that they are part of a global family where everyone matters. We place our young people in the context of what it means to be human and by taking a people-centred approach to the curriculum, better understand our impact on the world, past and present and future.

We believe it is our duty as humans to look after nature and the world around us. Using an enquiry-led approach, our young people are challenged to be critically curious about the world.

Our curriculum has two primary aims: to ensure that all pupils, irrespective of their background or level of need, are equipped with essential knowledge so that they are prepared for the responsibilities and experiences of later life and to provide opportunities and experiences that promote positive spiritual, moral, cultural, mental and physical development.

Implementation:

From Foundation Stage to Year 6, pupils develop their substantive (know of) and disciplinary (know how) knowledge. They encounter learning experiences that are progressively matched to their cognitive development, exposing them to the wider world in carefully planned stages.

Our curriculum framework enhances the National Curriculum, using an enquiry-led approach. Cross-curricular learning objectives are woven into enquiries, placing an emphasis on ‘being’ rather than ‘doing’. Our pupils are historians – they don’t simply ‘do’ history; they are scientists – they don’t just ‘do’ science.

Enquiries allow pupils to seek answers to questions that are too big to answer straight away. In doing so, they will experience different states of being and recognise the essential links between them.

Some areas of study, including English and Maths, are taught discretely and we use a number of proven, evidence-based schemes of work to provide high-quality learning experiences.

Using Guy Claxton’s 4 Rs of learning, we promote a ‘learning to learn’ ethos, encouraging children to take ownership of their learning and develop high levels of self-efficacy –

recognising that what they do and decisions they make have a real impact on how successful they will be.

Our curriculum is bespoke to our school and pupils are inspired by the people, places and stories of our unique setting. Our curriculum has been continuously developed over several years, building on what has worked well and incorporating new approaches based on evidence of excellent outcomes in other settings. In addition, and in keeping with our human-centred approach, our curriculum is enhanced further still by also focussing on three key areas of global significance:

- Equality and diversity
- Sustainability
- Careers

Impact:

Our pupils leave us with a rich, age-appropriate understanding of the world around them, ready for the next stage of their journey towards being life-long learners and valuable members of a global society.

While experiencing a genuinely broad and balanced school experience, Greentrees' pupils perform well in the core subjects. Outcomes in statutory tests are routinely above the national averages – further strong evidence that by the time they leave us, our pupils are very well prepared for the next stage in their education and beyond.

Appendix 2:

Charter for Learning - Our Golden Standards

Key Element	What does it look like in practice?
Relationships are positive – all are valued and shown respect.	- Children and adults are praised and thanked. - Criticism is always constructive; no one is belittled or ridiculed. - Behaviour Policies are consistently implemented by all. - Everyone is treated equally. - Everyone is treated with kindness. - Emotional Literacy is valued and wellbeing is nurtured.
The curriculum is innovative, motivating and challenging.	- All children are engaged; behaviour is exemplary. - The curriculum promotes curiosity. - The curriculum is relevant. - Where possible, we follow an Enquiry-Led approach. - Pupils demonstrate positive attitudes to learning and are eager to learn. - Pupils are encouraged to take risks in their learning.
There is a shared understanding of learning.	- Children know what they are learning, why they are learning it and how to learn. - Children and adults use 'The 4 R's' to develop their learning muscles. - Learning Objectives and Success Criteria are clear. '5-a-day' approach is fully embedded. - Assessment is clearly focused and impactful. - Self and peer assessment are effective. - Children develop positive learning habits and become 'life-long' learners.
There is excellent teamwork and communication.	- There is shared ownership of initiatives. - Team planning is effective. - There are cross-phase, collaborative experiences. - Learning is collaborative. - Pupils, families and governors are involved in and share the school's aims. - We promote global awareness and citizenship.
Everyone knows that they can achieve success.	- We uphold high expectations. - Attainment gaps are narrowing. - All pupils know that they can achieve. - Everyone is determined to succeed - All achievement is celebrated. 'Next steps' are articulated and understood.
Our environment supports good learning.	- We create desirable, attractive and supportive learning environments. - Displays celebrate achievement. - Displays provide prompts and support for learning. - Pupils respect the building, grounds and property.
We are a sustainable school.	- We use energy and materials efficiently. - Materials are recycled or reused. - Waste is minimised. - Sustainable travel to school is promoted. - Pupils learn to respect the natural world and sustainable living is prioritised.