



Learning for Life

Fawbert & Barnard's Primary School

TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING POLICY

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TEACHING AND LEARNING POLICY

Children's learning is at the core of everything we do at Fawbert and Barnard's. We believe in the concept of 'Learning for Life'. Learning should be purposeful, rewarding and an enjoyable experience for everyone, that begins at the foundations of what the child already knows and builds on this. Through varied teaching approaches, we equip children with the skills, knowledge and understanding necessary to reach their full potential and be able to make informed choices about the important things in their future lives.

1. Core Principles

We view teaching and learning as the opportunity to challenge and enable pupils to meet their full potential by valuing the whole child. This considers not only the academic progress the children make but their physical, social, emotional and spiritual progress too. Children learn skills and strategies to develop their skills and progress by learning how to cultivate a growth mindset resulting in the child gaining more knowledge throughout their school life. We believe that in order to help develop the whole child, it is imperative that we create positive partnerships with parents and carers to support their child's development by scaffolding their independence, thinking skills, problems solving and their ability to work collaboratively.

2. Aims

Our aims for teaching are to provide a broad and balanced curriculum by valuing all curriculum areas and identifying where each individual shines. This builds children's self-esteem and helps them to foster positive relationships with other people. Together, with the children, we build an ethos of stability, encouragement and support through our core values which in turn, help the children to develop a growth mindset so that they become resilient learners both in and out of school. At Fawbert and Barnard's, inclusive practice is at the forefront of all that we do and this begins with valuing what the children know and use this as a starting point for planning learning opportunities that create excitement and a buzz for learning. Through effective PSHE and British Values at the core of all we do, we encourage children to celebrate differences, respect ideas, attitudes, values, culture and feelings of others to voice their opinions without fear of judgement or the judgement of others.

Our aims for learning are to create learning environments that thrive with high quality learning experiences that engage all children in deeper thinking in order to maintain consistently high levels of pupil achievement and attitude. We support children to understand their community and help them understand themselves and to feel valued as part of this community. We aim to nurture a learning environment where children feel proud of their achievements in all areas of a rich, purposeful curriculum that floods into their lives beyond school.

3. Curriculum Aims

Our pupils' needs and backgrounds and our core values for learning underpin all areas of our 'Learning for life' curriculum. At Fawbert and Barnard's, we want all of our pupils to enjoy school as they become resilient, ambitious, independent learners who are prepared for a changing, global society. Our carefully designed curriculum offers a range of experiences and provisions that enrich pupils' lives and build their confidence, skills and knowledge to progress to the next stage of their education. We strongly believe that our pupils should experience a rich curriculum which balances academic and personal development. We recognise the importance of all National Curriculum subjects. Physical and mental wellbeing are valued and prioritised through our consideration of curriculum design. All subjects in the National Curriculum are taught alongside the agreed local

syllabus for Religious Education and a well-planned and structured programme of personal development.

Our aim is for our pupils to thrive and achieve their striving ambitions and gain the knowledge and cultural capital to succeed in life. We plan our curriculum for secure depth of learning. To do this, we ensure that pupils don't just cover the curriculum but return to the key concepts, knowledge and skills over and over – each time gaining a deeper and more secure understanding to master their skills.

We promote a love of learning amongst all of our children and hook our youngest children into the wonders of learning as they begin their lifelong journey of learning. This begins with positive attitudes towards learning, ensuring equal access to learning for all pupils, with high expectations for every pupil and that appropriate levels of challenge and support are catered for.

At Fawbert and Barnard's, we use the Ofsted Inspection Framework as a helpful starting point for making curriculum decisions. The framework enables us to plan our curriculum work around three key ways of thinking: Intent; Implementation; and Impact.

Intent

The curriculum at our school is one:

- That challenges pupils but is accessible for all.
- That is coherently planned and sequenced.
- That is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities.
- That is broad and balanced for all pupils.

Implementation

Implementation will ensure that:

- All groups of people are able to enjoy and achieve well.
- Pupils secure the necessary knowledge and understanding of important concepts across all subjects in the curriculum.
- Teaching is responsive to the needs of our learners and steps are taken to address pupils' gaps, misconceptions and difficulties.
- Teaching materials, strategies and work given to pupils is ambitious, coherent and matches the school's curriculum intent.

See our EYFS policy for information on how our Early Years curriculum is delivered.

Impact

We define progress as the widening and deepening of the essential knowledge, skills, concepts and behaviours in each subject through a key stage. We aim for our pupils to become resilient, curious learners who find pleasure in tackling challenging work. If pupils make good or outstanding progress then they achieve the age-related expectations (Expected Standard) in a subject at the end of a key stage and may work at a more advanced standard (Greater Depth Standard), depending on their relative starting points or prior attainment. We assess pupils' depth of understanding at regular intervals, and use this to forecast whether they are on track to meet our curriculum expectations.

One of the roles of the subject leader is to monitor pupil progress and outcomes and to audit teachers' assessment judgements. The impact of our work will be reflected in:

- Our pupils' achievements, including results from national tests
- Pupils' work is of a good quality
- Our pupils are prepared for the next stage of their education

- Pupils can read confidently and competently and are numerate
- Pupils can talk about their learning

4. **Strategies for Effective Learning**

At Fawbert and Barnard's we value the individuality of each of our students and expect that all children will learn at their own pace. We start with a low threshold and high ceiling approach to allow all children to access the lessons and learning before progressing to more complex tasks to improve understanding to their own level. Teaching is adapted to meet the needs of the children to ensure that all children are challenged and supported on their learning journey and can reach their full potential.

Children are drawn into their learning with big ideas designed to provide a 'hook' that creates interest in their learning. The learning should build on prior knowledge so that children are able to make connections between prior learning and should feel confident deepening their understanding for this. Teachers provide a range of visual, auditory and kinaesthetic resources that support children's understanding. Technology enhances the children's learning and the use of class iPads gives the children opportunity to research, clarify and further their learning independently. Where possible, teaching is linked to real-life application to give clarity to the purpose of the learning and children are given opportunity to apply their skills. Teachers are flexible and adaptable in their delivery of the curriculum to suit the needs of the learners and a wide range of experiences are delivered to the children. Lesson structure varies and children are given time to work collaboratively in groups, talk partners, take part in debates, drama and educational visits. All learning is centred around one celebration event that the learning progresses towards. The parents are often involved or the work is shared online for others to view, the idea is for the children to feel pride about what they have achieved and build more cultural capital through some of the events.

5. **Legislation and guidance**

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 we have 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 [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). This policy complies with our funding agreement and articles of association. 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](#).

6. **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- > More able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an Additional Language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. If pupils are unable to access the National Curriculum, then they will be provided with a bespoke curriculum that provides life skills.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

7. Responsibilities

7.1 The governing board

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 (school development plan)
- > The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disability (SEND)
- > The school implements the relevant statutory assessment arrangements
- > The school participates actively in decision-making about the breadth and balance of the curriculum

7.2 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 pupils 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 legal requirements
- > The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- > The governing board is advised on whole-school targets in order to make informed decisions
- > Proper provision is in place for pupils with different abilities and needs, including children with SEND

7.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Core Curriculum Leader is Mr Worton-Geer.

The Non-Core Curriculum Leader is Mr Mortimer.

Both oversee the curriculum, ensuring that subject leaders follow the policy and are proactive in leading their subject area. They are responsible for seeing that progression is maintained across the school and that assessment, monitoring and development is continuously carried out.

8. Organisation and Planning

At the heart of our curriculum are the core subjects of English, Mathematics & Science. We also truly value our wider curriculum, covering all other National Curriculum subjects. This wider curriculum is organised into topics taught as cross-curricular learning where meaningful links can

be made or discrete subject specific work is taught as stand-alone units of learning. All topics will have an entry based 'hook' to excite and engage the children and a purpose for study so that learning is meaningful and relevant for them. A question is usually posed which is returned to throughout the topic. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that children's learning builds effectively over time to ensure children are ready to meet the expectations of secondary school. Each subject has 3 or 4 big ideas which all learning relates to. The big ideas help link the learning over time and aid memory. Teachers will be self-reflective and will enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum. Where possible, learning will be supported and enriched by visits, workshops, artefact boxes, role-play and practical resources. We encourage teachers to plan trips; particularly in our local community to ensure that all children have a wide variety of experiences and that we ensure they all have the same experiences to bring to their learning. Our curriculum includes well-being and we plan for the whole child, to ensure that learning is for life and enables every pupil to have the potential to fulfil their ambitions. We teach Relationships and Health Education throughout the school, alongside Personal, Health and Social education. Throughout our teaching of the curriculum, we develop ideas around the British Values.

9. Monitoring and Feedback

Teaching and learning are monitored by class teachers, subject leaders and SLT using a range of strategies. Formal lesson observations are carried out in line with performance management objectives and the school development plan and appropriate feedback is given. Lesson observations are written up and shared with staff. Verbal feedback is given as close to the observations as possible to ensure maximum impact on the progress of teaching and learning in the classrooms. Regular environment walks and drop-in visits are used to monitor the quality of the learning environment and the learning that is taking place in the classroom. A coaching approach is taken to identify strengths and areas for development. Monitoring of planning, work scrutinies and pupil perceptions take place regularly in line with the school development plan. Teachers meet with their performance management lead at the beginning of the year to agree pupil progress predictions and appropriate provision is made. This may include specific interventions for groups of pupils, alongside quality first teaching. These are reviewed on a termly basis. Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- > Monitoring visits
- > Meetings with leaders, staff and pupils including school councillors
- > Pupil perceptions

Subject leaders monitor the way their subject is taught throughout the school by:

- > Planning/ Medium term plan scrutinies
- > Learning walks
- > Pupil perceptions,
- > Online monitoring of Seesaw, Tapestry and the class page on the website,
- > Staff surveys,
- > Book scrutinies
- > Deep dives with the school improvement partner and other senior leaders

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

10. Professional Development

- > INSET
- > Twilights

- > Staff meeting
- > Courses via Essex County Council and other outside providers

11. Links with other policies

This policy links to the following policies and procedures:

- > EYFS policy
- > Assessment policy
- > SEND policy and information report
- > Equality information and objectives
- > Remote Learning Policy