

Swavesey Primary School



Teaching, Learning and our Broad and Balanced Curriculum

(Intent, Implementation and Impact)

School Aims

Our school aims to develop children who are:

happy, healthy and confident
ready, independent, life long learners
resilient, resourceful and reflective learners
responsible, honest global citizens

Through:

A safe, stimulating and healthy environment
Teaching which is inspiring, inclusive and active
A broad challenging curriculum
Encouraging creativity, individualism and team work
Celebration of successes in all aspects of achievement
Excellent partnerships with parents, governors and the community

This policy underpins the 'Intent, Implementation and Impact' of our broad and balanced curriculum through which all teaching and learning aims to:

- Ensure our school's aims and values are at the heart of all teaching and learning.
- Ensure pupils experience a broad, balanced and relevant curriculum, which meets the requirements of the Foundation and National curriculums and beyond.
- Ensure children develop the knowledge, skills and attributes which support them as independent learners through the acquisition and use of the 5Rs and a growth mindset.
- Ensure that the needs of pupils are met.
- Embed an agreed range of good practice across the school.
- Ensure consistency throughout the school.
- Inform staff of the school's expectations.
- Provide a unified focus for monitoring teaching and learning.
- Improve and enhance the quality of teaching and learning.
- Ensure that all provision is appropriately differentiated for all pupils.
- Enhance the professional development of staff.

Roles and responsibilities

The role of governors

Governors will receive reports and information from the headteacher, other senior leaders and curriculum subject leaders and act upon areas identified as requiring improvement.

There is a link governor for each subject area of the curriculum and these meet regularly with subject leaders to discuss their focus, development of their subject and progress of learning within their subject.

The Curriculum, Learning and Assessment (CLA) committee will meet regularly to monitor progress against curriculum targets which will be reported to the full governing body. Additionally, subject leaders attend one CLA meeting every two years (with core subject leaders attending yearly) to present information on the development of their subject. The link governor if assigned to the resources committee attends this meeting where possible. This is an opportunity for the CLA committee members to ask questions and deepen their understanding of the curriculum, teaching and learning.

The role of the senior leadership team

The senior leadership team will:

- Act as role models for all staff.
- Have an overview of the 'long term plan' (LTP), as well as, short term planning, day-to-day organisation, teaching and learning across the school through observation, talking to staff and pupils and analysing data.
- Monitor teaching and learning in line with good practice and agreed protocols
Support improvement in teaching and learning through planning, modelling, coaching and reviewing actions, using our agreed 'Plan, Do, Review methodology.

The role of the curriculum subject leaders

Curriculum subject leaders will:

- Develop and review curriculum policies in collaboration with colleagues.
- Take accountability for the achievement and progress of children in their given subject, identifying areas for development and supporting teaching/classroom staff in taking steps for improvement.
- Regularly review the broad and balanced provision of their subject across the school making changes as discussed and agreed with senior leaders.
- Report on the effectiveness of the curriculum to staff and the governing body.

The role of teachers

Teachers will:

- Ensure the school's values and aims are at the heart of all teaching and learning
- Develop children's independent learning behaviours through the 5Rs and a growth mindset.
- Monitor and evaluate their teaching.
- Seek professional dialogue and professional development.
- Review and evaluate their planning and teaching regularly.
- Set appropriate and challenging targets for pupils based on their needs.
- Collaborate with colleagues to moderate pupil achievement and attainment.
- Involve parents and other professionals in the learning process.

The role of pupils

Pupils are expected to:

- Be kind, polite and helpful to others.
- Develop and use all 5Rs and a growth mindset to support their learning.
- Engage in all classwork and homework as well as they can.
- Attend school regularly arriving on time.
- Be smart and tidy in appearance.
- Take care of our school and follow agreed classroom and school rules.

External monitoring

- A named school improvement partner (SIP) will work with school to support the monitoring of teaching and learning.
- The SIP will scrutinise all available data and discuss the school's self-evaluation, along with all matters arising from it, with the Headteacher.
- Local Authority and Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

Learning environment

To support independent learning, classrooms must have:

- **School aims and 5R** display and working wall
- **'Interactive Working Walls'** - Informative and interactive 'aid for learning' for different subjects (MUSTS – writing and maths) which show progress through a 'unit' or 'area' of work added to by the children and staff for the children to use.
- **Children's named work** - Colourful labelled display could be linked to working walls to extend the progress through a unit/text
- **Well labelled resources** which children are trained to access for themselves by knowing where they are and when to use them.
- **Timetables and plans** – to support organisation of support staff and supply teachers

- **Designated reading area** where possible or a classroom library where not possible
- **Order and neatness** ensuring clear walk ways for safety
- Information on **Internet Safety** (SMART)

The Curriculum

Background

Reception classes follow the Early Years Foundation Stage (EYFS) Framework (see Early Years Policy). Years 1 to 6 follow the National Curriculum where programmes of study which are adapted to fit mixed age classes. The national curriculum programmes of study are used to guide our teaching.

These documents provide us with the framework for our curriculum, which is complimented by real life experiences and additional areas of study to fully provide breadth and balance. Local history, geography and the local environment, including Fen Drayton Lakes, form an integral part of our curriculum provision celebrated through our Historic England Heritage Award.

Organisation

Suitable proportions of time are spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

While teaching the Foundation Stage Framework and the National Curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Intent

We will develop life-long learners with/who:

- The appropriate subject specific knowledge, skills and understanding, as set out in the Foundation Stage Framework and National Curriculum and beyond, so that they can flourish and achieve socially, emotionally, academically, physically and artistically.
- The learning behaviours needed to succeed including the 5Rs: readiness, resilience, resourcefulness, responsibility and reflectiveness, as well as, a growth mindset.
- Are prepared for life in the modern world in a diverse and ever-changing society.

- Understand spirituality in themselves and others, develop social skills and an understanding of society, build a firm personal morality, and to engage in the culture they live in and understand the cultures of others.

Implementation

We will achieve our intent and develop our learners through:

- A clear and comprehensive 'Long-term Plan' (LTP), in line with the Foundation Stage Framework and National Curriculum, where teaching and learning shows progression in each subject across all school ages.
- Access to key language and meanings in order to understand and readily apply this to their verbal, written and mathematical communication of their knowledge and skills.
- Access and use of a range of resources to develop their knowledge, skills and understanding which is integral to their learning and will support the development of their understanding.
- Access to real life experiences and diverse methods of teaching, which develop knowledge, skills and understanding.
- Teaching and activities which build on prior knowledge and link ideas together, enabling them to question and become enquiry-based learners.
- Opportunities to reflect on previous learning and understand cross curricular links wherever possible
- Effective marking and feedback which supports next steps in their learning and attainment
- Assessment (formative and summative) which is effective in informing teaching and learning and impacting on progress.
- Enhanced curriculum opportunities which complement the Foundation Stage Framework and National Curriculum broadening their experience and developing them as global citizens.

Impact

We know we have achieved our goals when our children leave us being/with:

- Happy, healthy and confident.
- Ready, resilient, resourceful, responsible and reflective learners with a growth mindset - the knowledge, skills and attributes for life-long learning
- A respect, ambition and thirst for life and all it has to offer
- A secure understanding of the knowledge and skills learnt through our balanced and broad curriculum
- An understanding of how to be socially, morally, spiritually and culturally responsible
- An awareness of how to make positive contributions to the local community and how to endeavour to be honest global citizens.

Special educational needs and disabilities (SEND)

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Teachers also discuss, informally, the needs of individual children, enabling all staff to be aware of pupils requiring support. In addition, the

school has adopted a policy containing protocols and procedures following a graduated response for assisting our pupils with SEND (see SEND policy).

Reporting

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and next steps.

We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in their learning, progress and attainment.

We provide an end-of-year written report which includes the results of statutory tests and assessments, and gives information relating to progress, attainment and next steps.

Monitoring and reporting

This policy will be reviewed by the CLA committee every three years or when necessary due to changes.

The governor's annual report will contain updates and analysis regarding teaching and learning at the school.