

CURRICULUM, TEACHING and LEARNING POLICY



Statement of Intent

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

Aims

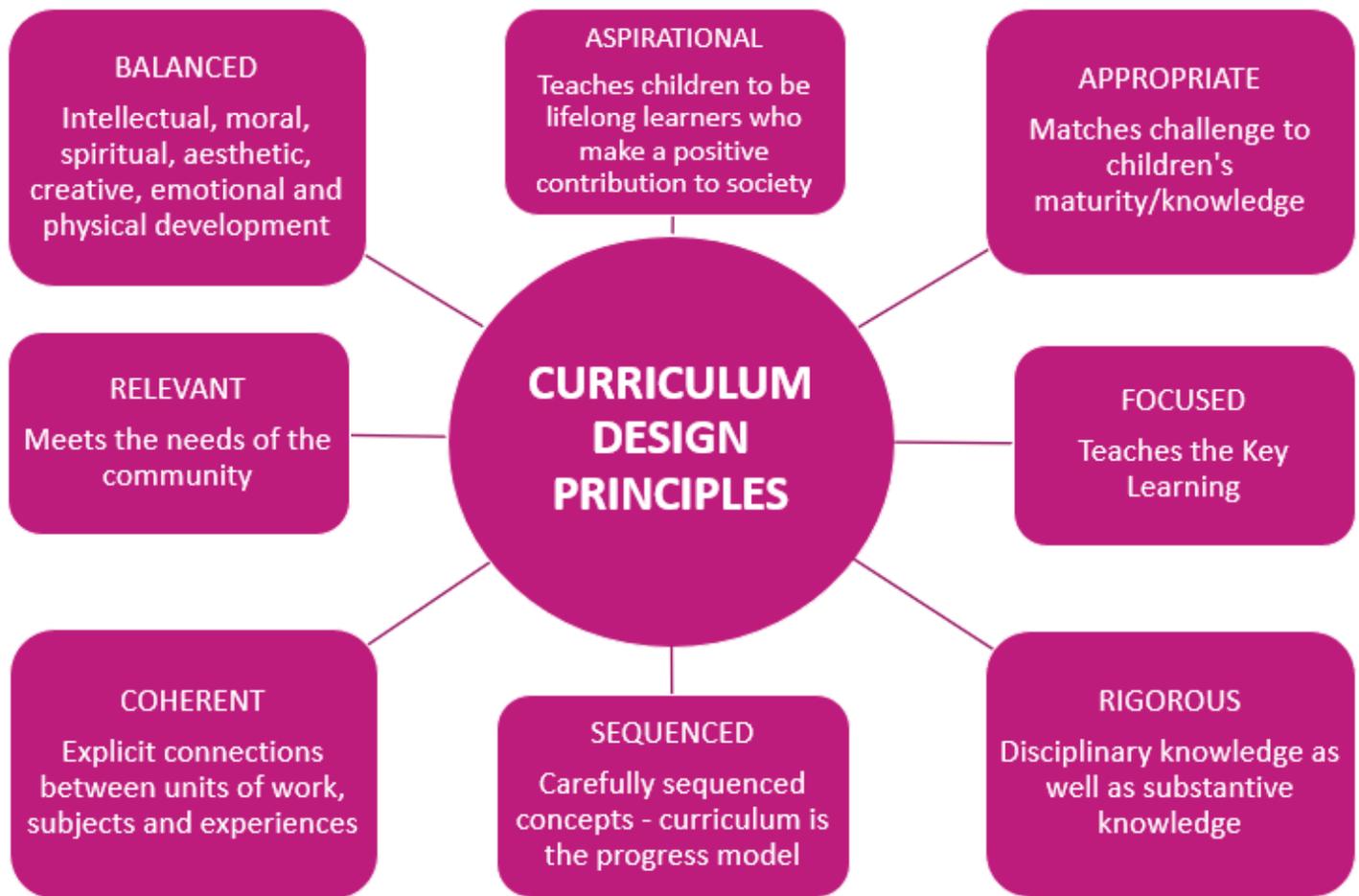
Our vision for our children is that they become empowered global citizens who make a meaningful contribution to society and play their part in making the world a better place.

The aims of our school curriculum are as follows:

- to teach children about UNCRC convention so that they have a respect for themselves, high self-esteem and be able to live and work co-operatively with others
- to instil a love of reading through high quality literature that unlocks imagination, expands vocabulary and provides access to unlimited discovery
- to promote a positive attitude towards learning based on the Teach Trust values, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- to teach children key skills and knowledge through a broad and balanced curriculum, that fulfils the requirements of the 2014 National Curriculum, to prepare them for the modern world
- to enable children to be creative and to develop their own thinking
- to teach children how they can safeguard and enhance their physical and mental well-being
- to advance children's cultural capital to enable them to be positive citizens in their local, national and global community
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand the importance of truth and fairness, so that they grow up committed to eradicating prejudice and celebrating diversity.
- to promote the British values of democracy, the rule of law, equality, individual liberty and mutual respect for those with different faith and beliefs

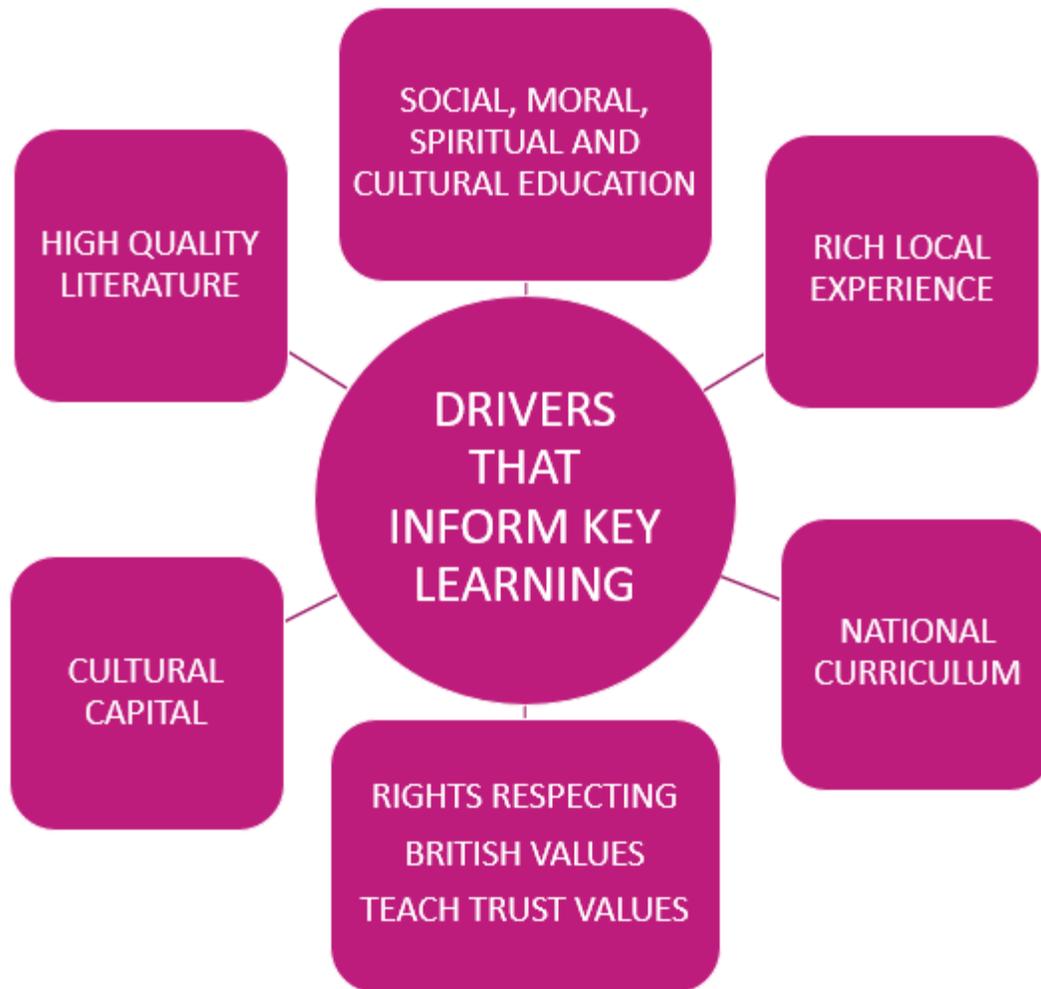
All children have a right to relax and play, and to join in a wide range of activities. Article 31

The TEACH Trust curriculum is a purposefully planned sequence of knowledge, creativity and skills development informed by the following design principles:



The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development, including subject-specific content, enrichment opportunities and extra-curricular activities. These are combined to ensure that **all** children access broad and balanced key learning.

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of. Article 28



Informed by the research of Dr E.D. Hirsch, we have designed a knowledge-rich curriculum which reflects the varied experiences our locality offers and aims to educate all children in matters which affect humanity in the wider world. The curriculum is designed to challenge prejudice, promote equality and engage an ownership and love of learning so that by the end of the primary years, children can articulate their preferences, views and opinions, and begin to establish initial ideas about career choice.

Core Subjects

In the TEACH Trust, we believe that a quality English curriculum should develop children’s love of reading, writing and discussion. From entry, high quality teaching of systematic synthetic phonics secures the foundations of early reading and access to carefully chosen reading materials supports children’s progress. We have a rigorous and well organised English curriculum that provides many purposeful opportunities in reading, writing and spoken language which progressively builds upon the key knowledge and skills the children have already acquired.

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures. Article 29

English is both a subject in its own right and the medium for teaching; we believe that fully understanding language and developing a wide and rich vocabulary provides access to the whole curriculum. Fluency in the English language and the acquisition of a breadth of vocabulary are essential foundations for success in all subjects.

When teaching mathematics in the TEACH Trust, we provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving which build progressively through the year groups.

In addition to teaching mathematics discretely, TEACH Trust teachers provide daily opportunities for the children to develop their numeracy and mathematical reasoning across a range of curriculum subjects so that our children understand and appreciate the importance of mathematics in everyday life.

Our Science curriculum aims to capitalise on children's curiosity and inspire a thirst for discovery. The carefully sequenced progression teaches investigative science and enquiry skills, enabling children to develop their knowledge and understanding of the world in which they live. Children are equipped to observe, question, investigate, make sense of and communicate and evaluate their findings. They develop a systematic and logical way of working, becoming confident, articulate and investigative learners.

Subject specific policies detail further information about TEACH Trust provision for core subjects.

Foundation subjects

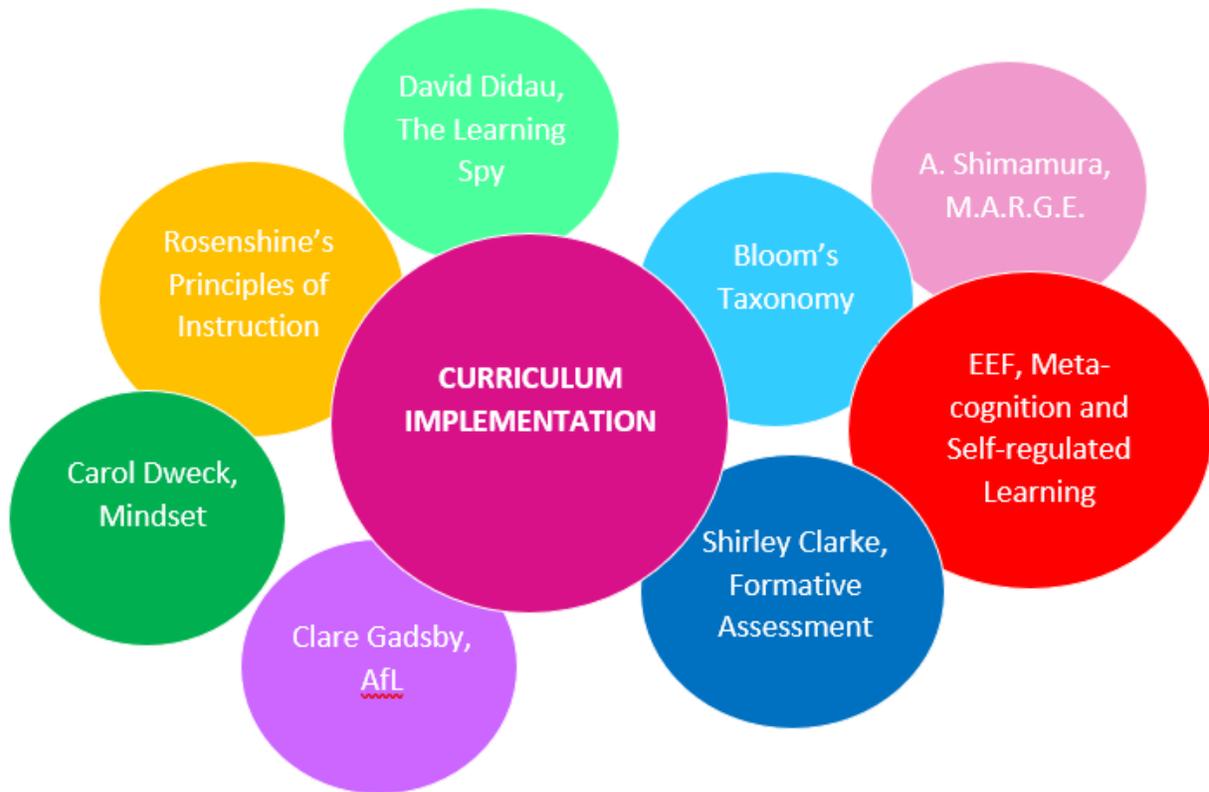
Where advantageous, curriculum subjects are organised around topics as this approach supports effective learning in a number of ways:

- learners are engaged through a hook at the start of the topic and an outcome to give the learning purpose
- cross-curricular links are made in other subject lessons throughout the week: this gives opportunity to revisit new learning and aids the transfer from short to long-term memory
- children build a schema: a web of knowledge formed by linking areas of learning
- children are able to transfer skills and knowledge across subject areas: new learning is easier to secure as it connects with existing knowledge

Alongside this, some subjects are taught discretely to ensure subject-specific key learning is not diluted by tenuous or fabricated links.

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures. Article 29

Our approach to curriculum implementation is informed by research into how children acquire, remember and recall learning, and the most effective teaching practices to support this:



Key knowledge fact sheets accompany each topic and outline the target learning that children will need to master. During the course of the topic, opportunities to embed the key learning through lesson activities and regular retrieval practice will ensure that the learning is secured in children's long-term memory.

In order for all our children to be successful and resilient learners, a growth mindset must be at the heart of everything we do. We ensure children understand the processes and attitudes which lead to learning, such as concentrating, persevering and learning from mistakes. This enables children to set and monitor learning goals for themselves, and evaluate their own development.

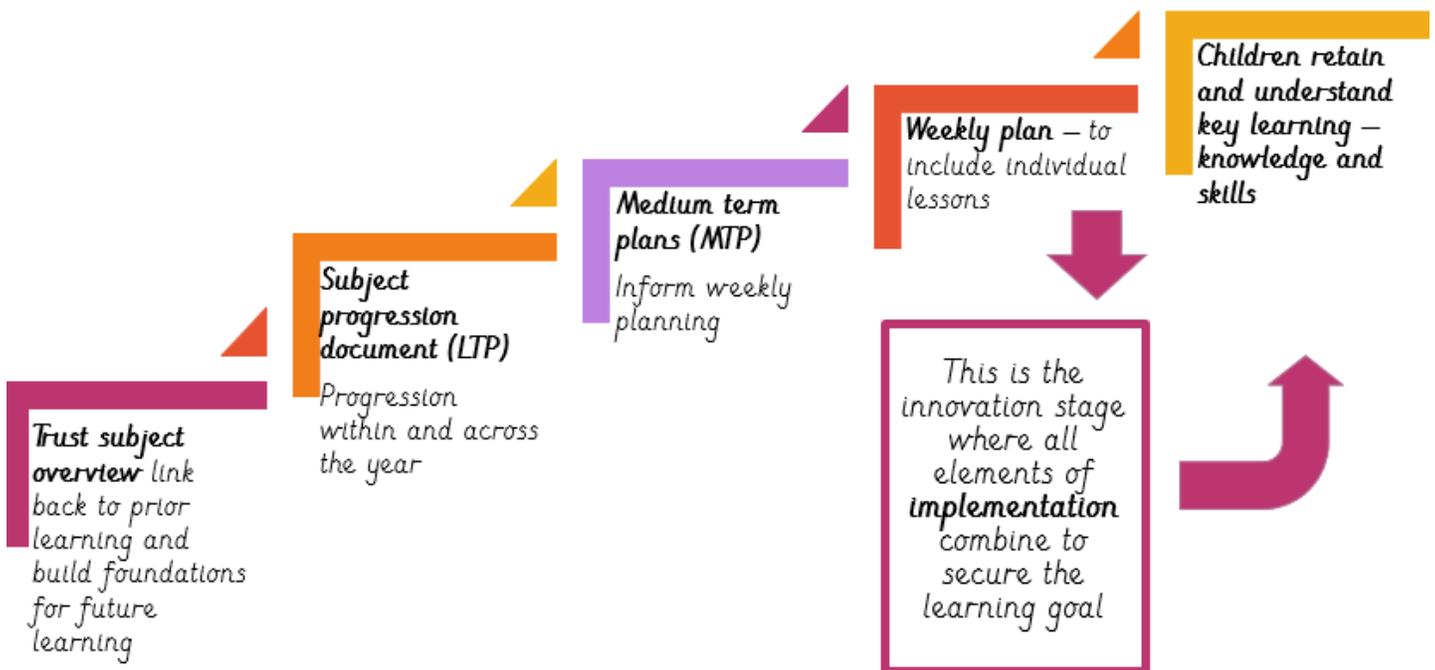
Decades of research has evidenced that people with Growth Mindsets are more:

- open to challenges and constructively critical feedback
- resilient in the face of obstacles and initial failure
- convinced that individual effort makes a difference
- likely to attribute success and failure to their own efforts, rather than innate abilities
- able to learn well with and from others
- likely to rise to the top – and stay there.

Planning

At the start of each topic, children will identify what they already know and what they want to learn (KWL). Opportunities to take ownership of this learning will be facilitated and children are taught to evaluate their learning and enjoyment of the topic, revisiting the KWL grid at the end of the topic to acknowledge what they have learned.

To ensure cohesion across the schools in the Trust and across the year groups in each school, long and medium-term planning is designed by senior leaders. This, along with sharing planning responsibilities across a Trust-wide year group team, reduces teacher workload and allows teachers to focus on developing the daily lesson design to suit the needs of their particular teaching groups, and individuals.



All organisations concerned with children should work towards what is best for each child. Article

All TEACH staff and Trustees have high aspirations for all children in our schools, no matter what their needs or abilities. The curriculum in our school is designed to provide inspiration, access and opportunity for all. We believe that exciting, engaging lessons, adapted individually to ensure access according to each child's needs are the best way to ensure every child succeeds. All teachers tailor their lessons carefully to ensure that every child is challenged and supported, where appropriate, in order to maximise their potential and become confident and independent learners.

As outlined in our SEND Policy, we actively strive to enhance the equality of opportunity. Therefore, if a child has identified special needs and/or a disability, our school does all it can to meet these individual needs and remove the barriers to learning. We comply with the requirements set out in the most recent SEND Code of Practice in providing excellent pedagogy and resources for our children with special needs. Teachers provide differentiated provision, resources and educational opportunities which meet the child's needs within the usual class organisation. Support staff or key adults may be used to assist identified groups of children, which may sometimes be in addition to the work undertaken in the classroom.

For the great majority of our children with SEND, they will be expected to know, understand and remember the key learning in every lesson. They are enabled to access the key learning through carefully planned 'ways in'. Ways in are adaptations made to lesson activities and tasks to ensure pupils with SEND can access the key learning successfully. These might include alternative ways of recording or presenting work, opportunities for practising a skill and recalling prior learning, using concrete apparatus to visualise a concept or having access to a range of learning tools such as personalised vocabulary or numeracy mats. Ways in are personalised to meet the learning needs of individual children, so a way in for one child may look different to another child's way in.

We have a small percentage of children in each school who are not ready to meet the key learning in a lesson (e.g. some of our children with EHCPs and those working significantly below age-related expectations), and these children have bespoke, personalised provision, often with a key adult, and are working on their own learning objectives.

All children are challenged with open-ended questions and tasks and encouraged to follow lines of thought independently. They also have extra opportunities to attend out of school workshops and enrichment activities to develop their interests and skills to the full.

Year teams, with guidance, can arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of children. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support children to keep focussed on concepts or to consolidate skills and to allow practical work to flow.

Planning and teaching of subjects such as PE and music is supported by subject specialists to ensure that provision is adapted to suit the needs of all children. For example, children with physical disabilities will continue to access the key learning in PE through activities that are adapted to suit their individual abilities. Within the junior schools, specialist teaching takes place in many PE and music lessons; and specialist teaching of PE and music are on offer in the extra-curricular activities in both infant and junior schools.

Children should be protected from any activities that could harm their development. Article 3

We expect every teacher to be at least good – every child deserves that

By adopting a whole school approach to teaching and learning in our school, we aim to:

- Provide consistency of teaching and learning across all classes in all schools
- Enable and support teachers to teach as effectively as possible
- Enable children to maximise their learning to maximise their potential
- Give children the skills they require to become effective lifelong learners
- Provide an inclusive education for all children
- Learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared
- Provide equality and excellence for all, in order to promote the highest possible standards.

There is no single recipe for improving teaching and learning in our Trust. However, this policy outlines some of the key elements which are vital to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we learn best. When reading this policy it is important to remember that, as long as the key learning is met, adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality

Key elements and principles of teaching and learning – a practical summary guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning:

All lessons have clear learning objectives

- Learning objectives are shared with the class at the beginning or during a lesson and children are often encouraged to identify the learning objective through investigation.
- All children are clear about how they will achieve the learning objective (through success criteria, toolkits, feedback, etc)
- Children regularly self-assess or peer-assess work

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives. Article 23

All lessons are clearly differentiated to enable all children to access learning

- All learners are challenged and supported appropriately
- Planning clearly shows the key learning children are expected to secure
- Ways in are planned to enable all children to access the key learning
- Planned challenges extend and deepen the learning
- New material is presented in small steps through modelling, scaffolded and independent practice.

Questioning is used effectively to check and deepen understanding

- Questions help children practise new information and connect new information to prior learning
- Teachers use a range of strategies to enable all children to respond, e.g. individual whiteboards, quizzes, summarising to a learning partner
- Process questions offer opportunity to explain the response and how the response was reached.

All children are actively engaged in their learning

- Children are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure children are not sitting passively for long periods.
- Opportunities for ‘Think/Pair/Share’ and discussion with a ‘Learning Partner’ are regular features in all lessons
- Visual prompts, artefacts and auditory input are all used creatively as a way to enhance learning
- Talk for Writing is used to ensure children understand and rehearse what they are writing before they write it

All children receive regular and clear feedback which enhances learning

- AFL and effective feedback is embedded in everyday practice and is used to inform teaching and learning
- Through effective feedback and conferencing with the teacher, all children are clear about how they need to improve
- Feedback is linked to the learning objective and can identify areas for improvement and feedback which is often responded to
- Children are given appropriate time to address issues raised in marking by responding
- Pit-stops in lessons enable group feedback to address common needs and misconceptions

Children have the right to get and to share information, as long as the information is not damaging to them or to others. Article 13

Learning is enhanced through important values

- Through our teaching, children are taught to show trustworthy behaviours and teachers model this
- Excellence is encouraged through consistently high expectations, quality first teaching and effective, timely intervention
- Through our curriculum, enrichment and encouragement, we support children to have the highest aspirations for themselves and for their role in society
- Teachers role model and encourage effective collaboration to develop children's confidence and capacity to work cooperatively
- Teachers promote, encourage and expect the enduring value of honesty amongst all members of the school community

Children know how to learn effectively, understand more and remember more

- Teachers support children to plan, monitor and evaluate their learning
- Teachers model their own metacognitive thinking
- Teachers set appropriate levels of challenge to develop self-regulation
- Motivation is promoted through wider opportunities, such as aspirations and careers education, and the growth mindset ethos
- Teachers plan opportunities for regular practise and review
- Vocabulary development is explicitly taught as an integral factor in understanding new information

Set high expectations and give every learner confidence they can succeed

- Demonstrate a commitment to every learner's success, making them feel included, valued and secure;
- Raising learners' aspirations and the effort they put into learning, engaging, where appropriate, the active support of parents or carers.
- Promote a growth mindset mentality so children always want to improve and achieve to the very best of their ability.

Approach to Teaching and Learning - The Diet for Learning

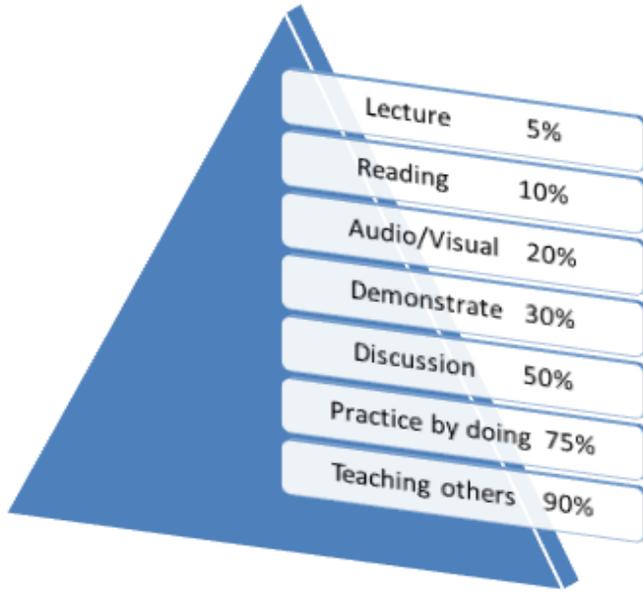
Teaching and learning are not the same thing. Encountering information is not the same as understanding, remembering or applying it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Lessons might include a mixture of; whole class teaching, cut-away groups, mini plenaries and 'pit-stops'. How we teach will determine how much our children learn. The emphasis is on our children developing understanding, skills and knowledge and on remembering it and applying it to a range of situations.

Teachers understand and apply the principles of how learning is most effective, as modelled by the diagram below. They use a range of these strategies to good effect which ensures children learn well and make at least good progress.

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 24



The most successful teachers:

Know their children

Know what they want them to learn

Facilitate the learning (teach them)

Review and assess individuals' learning.

KNOW THE CHILDREN

This includes:

- Use of a variety of techniques to assess prior learning and abilities
- Use of data from tests and planned assessments
- Quality questioning
- AfL from prior learning and marking of work
- Awareness of children's individual learning styles
- Awareness of children's pastoral and/or SEND needs
- Knowing the children's capabilities and setting challenging targets for them.

KNOW WHAT THE CHILDREN NEED TO LEARN

This includes:

- Knowledge of the planned curriculum
- Planning teaching sequences that support and challenge
- Focus on clear, specific learning objectives

Children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not. Article 30

FACILITATE LEARNING (QUALITY TEACHING)

This includes:

- Promoting good progress and outcomes through effective planning
- Effective questioning, including open ended
- High quality marking and feedback
- Teaching others ~ encouraging pupil involvement and independence
- Discussion – quality interaction between children and staff
- Use of appropriate resources, including literature and ICT
- Encouraging risk taking
- On-going reviews within the lesson – AFL which lead to adapting the lesson to meet the needs of children
- Modelling, scaffolding and challenge of tasks
- Investigation, research, enquiry, reasoning and application of skills
- Appropriate pace / independent learning opportunities
- Knowledge/understanding of how children learn effectively and retain information

REVIEW AND ASSESS INDIVIDUAL LEARNING

This includes:

- Conferencing 1:1 with the teacher
- Quality marking and feedback which is responded to
- Peer and Self- assessment
- Use of data and tracking
- Use of formative and summative assessment

The Role of Subject Leaders

The subject leader will take responsibility for leadership and management of the subject to secure:

- High quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Strategic direction

The subject leader should:

- keep abreast of relevant national, local and school research pertaining to the subject area, as well as research and inspection evidence, to inform practices, expectations, and teaching methods
- access examples of good practice beyond TEACH and use this information to develop provision across all schools in our Trust

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Article 15

- create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- establish a clear, shared understanding of the importance and role of the subject in contributing to children's spiritual, moral, cultural, mental and physical development, and in preparing children for the opportunities, responsibilities and experiences of adult life
- use evidence effectively to identify areas of underachievement and support teachers to modify provisions accordingly
- work with SLT to monitor and evaluate the effectiveness of the teaching and learning ensuring the key learning is being taught effectively
- through pupil conferencing, identify if key learning is being retained.

Teaching and learning

The subject leader should:

- ensure all children access the planned curriculum coverage, continuity and progression in the subject
- make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of knowledge and skills development in the subject, and communicate such information to children
- evaluate the teaching of the subject in the school use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop children's wider understanding
- support the effective and efficient management and organisation of learning resources, including ICT and enrichment opportunities.

The Role of School Leaders/ Trustees

The CEO/Executive Headteacher and Heads of School oversee the quality of teaching and learning in Teach Trust schools. To facilitate this, they ensure that all aspects of children's learning provisions are matched to children's needs and that teachers receive continuous professional development (CPD).

As part of this process, arrangements for the allocation of teaching classes, teaching sets and the year group each child is taught in is at the discretion of the Head of School.

The Head of School ensures that teaching groupings are balanced, making equitable provision in the best interests of every child. These decisions are based on a range of factors including, but not limited to,

- Balance of gender
- Balance of special educational needs and disabilities (SEND)
- Balance of social, emotional and mental health needs (SEMH)
- Balance of pastoral needs and other vulnerabilities
- Balance of behavioural needs

All children have a right to relax and play, and to join in a wide range of activities. Article 31

- Prior academic attainment
- Historic information which may impact the effectiveness of groupings
- Suitability of the available learning space and access to specific resourcing
- Suitability of the teacher (e.g. particular areas of expertise or additional qualifications)

Our Trustees determine, support, monitor and review school policies on teaching and learning. In particular they fulfil the following:

- to have ultimate strategic lead on the content and focus of the whole school curriculum
- to regularly review the outcomes derived from the curriculum, to ensure it remains fit for purpose
- ensure that staff development and performance appraisal policies promote high quality teaching
- to ensure sufficient time is allocated and funds and resources are available to deliver a high quality curriculum, meeting statutory guidance
- monitor school processes in the light of health and safety regulations
- monitor the effectiveness of the school's teaching and learning policy through school self-evaluation processes. These include reports from School Improvement Partners, Subject Leaders, Year Leaders, as well as a review of CPD sessions attended by staff.

PARENTAL INVOLVEMENT

We believe that parents have the responsibility to support their children and the school in implementing school policies. Parents are expected to fulfil the following:

- ensure that their child has the best attendance record 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 the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- ensure their child participates in remote learning if they are unable to attend school due to national restrictions.

In addition to this, the school will keep parents informed about their child's learning in the following ways:

- informing them every term of their child's progress either through written or verbal reports or meetings, including consultation evenings twice per academic year
- providing information about the curriculum and homework via the school website and email
- communicating with parents for example through a homework diary
- being available to meet with parents in a reasonable timescale, as requested
- providing training and advice about teaching and learning to parents throughout the year, e.g. reading and maths workshops.

Governments should make the rights available to children. Article 4

Other policies and documents to be read in conjunction with the curriculum policy:

- National Curriculum
- SEND Inclusion Policy
- Equal Opportunities Policy
- Rights' Respecting Policy
- TEACH Trust English subject policy
- TEACH Trust Mathematics subject policy

Monitoring and review

The monitoring of the implementation of this policy is the responsibility of the Trustees, CEO/Executive Headteacher, Heads of School and the Senior Leadership Team.

The convention applies to everyone, whatever their race, religion, abilities; whatever they think or say; whatever type of family they come from. Article 2

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	✓

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	✓		The design of the curriculum ensures that people with any of the protected characteristics receive their entitlement to a high quality, broad and balanced curriculum. The curriculum itself also aims to effectively ensure equality and celebrate diversity
Gender reassignment	✓		
Marriage or civil partnership	✓		
Pregnancy and maternity	✓		
Race	✓		
Religion or belief	✓		
Sexual orientation	✓		
Sex (gender)	✓		
Age	✓		
SEN	✓		
Vulnerable	✓		
Traveller, migrant, refugees and people seeking asylum	✓		
EAL	✓		