

Teaching and Learning Policy

All Hallows C of E Primary School



March 2025

At the heart of the community, with the children at the heart of the school.

Our Vision

We aim to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. We care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.

Intent

Underpinning our teaching is the belief that children only get one chance at primary schooling. It is our duty to provide the very best we can by maximising the quality of teaching and learning through a well-planned whole school curriculum.

We believe that pupil progress is the outcome of good/outstanding teaching and learning and that every child has the right to be taught well. We would therefore expect every child in our school to make at least good progress, whatever his or her starting point.

We believe our school must be a welcoming, safe and vibrant place if our children are to learn effectively. We also believe that unhappy children do not learn as effectively as happy children. Having children who are happy and want to come to school is a central part of our ethos.

It is our experience that children will rise to and thrive upon the high expectations set for them by their teachers and teaching assistants. We will therefore expect high achievement in all areas of school life and will not be limited by a ceiling of low expectation.

Our curriculum aims to:

Provide a broad and balanced education for all pupils which builds knowledge and skills progressively.

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Support pupils' spiritual, moral, social and cultural development

Support pupils' physical development and responsibility for their own health, and enable them to be active

Promote a positive attitude towards learning

Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Provide an enjoyable and rewarding learning experience for everyone

Ensure teaching is engaging and inclusive

Our school values flow through our curriculum alongside the British Values:

Humility
Empathy
Ambition
Respect
Trust



Implementation

Primary education is a critical stage in children's development - it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative, developing their self-confidence as learners and maturing socially and emotionally.

In the best primary schools there is no sense of a tension between high standards and exciting learning. Children have the chance to learn in a range of different ways - but all of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged

Well thought out planning and preparation is essential if teaching is to be at least good. Our subject leads provide and monitor whole school Knowledge Progression Grids and Long Term Plans, which teachers use to plan lessons and assess learning. A good teacher, however, is also a creative and imaginative teacher who is not afraid to seize upon unplanned learning opportunities that may arise during a lesson and who can make productive links to other curriculum areas and Key Stages. We make good use of cross-curricular and cross-phase links in planning so that learning is experienced as integrated, complementary and cumulative.

Our curriculum design is based on research and what we know about effective learning for children:

- Reading is essential for children to thrive

The teaching and enjoyment of reading flows through our curriculum. Teachers choose quality texts to enhance the subjects taught and our timetable enables teachers to focus on reading skills.

- Cultural Capital opens doors

We need to open our children's eyes to a breadth of knowledge. The focus is not what they are into - but on what they will not encounter unless they come to our school.

'Powerful knowledge provides more reliable explanations and new ways of thinking about the world and ...can provide learners with a language for engaging in political, moral, and other kinds of debates' - M Young 2008

- Interconnectedness - Information becomes knowledge when we connect it to other knowledge so that it has meaning

Cultural Capital/powerful knowledge is built through making links within and between subject areas. We achieve this through a mixture of thematic and subject specific approaches. Curriculum leaders devise and track spines throughout our provision such as quality texts read, composers and artists studied.

- Spaced Repetition

Through carefully planned spiral teaching, we return to previously taught content throughout school allowing skills and content to be fully embedded.

- Retention - Learning is a change to long term memory

It is our whole-school responsibility to ensure the children retain what they have learned in the long term. We encourage this through frequent reference to and retrieval of previously learned content throughout our teaching. We have refined this through the identification of 'sticky knowledge' for each subject

- Learning should be fun, creative, enquiry-based and enable spirituality

We teach the curriculum in a dynamic and fun way that means every child can grow in confidence, unlocking and revisiting vital skills that will drive their creativity.

Every child is given the opportunity to:

create,

compose/perform,

visit/experience,

participate,

know/understand

reflect

achieve

At All Hallows each year group plans their lessons using a medium term plan with close reference to the knowledge progression grids and long term plans provided by subject leads. This is monitored by subject leads who will ensure the children are learning that intended on our Knowledge Progression Grids.

Subject specific Curriculum Documents which include Knowledge Progression Grids and Long Term Plans can be found on our website.

The effectiveness of any school is dependent upon the quality of the relationships amongst those working in it on a day to day basis. We believe that the positive relationships existing between children, parents, teachers, support staff and governors help make ours a very good school, and we take great care to nurture those relationships. All staff are encouraged to share resources and support each other in the planning and assessment process. Constant dialogue and communication is crucial, not only for the passing on of information, but also for well being and morale.

A clear hierarchy of support and sanctions exists to help teachers and other adults maintain positive attitudes and good behaviour at all times, but the greatest aid to this will be good, engaging and interesting teaching.

We believe that:

- All staff must have consistent expectations of children's attitudes and behaviour and take corporate responsibility for ensuring these around the school.
- We must treat everyone with the respect that we would wish to be receive ourselves, taking an active role in praising, complementing, and thanking others.
- Equal opportunities and respect are central to our ethos.
- Good manners and social skills should be modelled by all.
- Children should be helped to develop self-respect and expression
- We need to build and maintain positive relationships with pupils, staff, parents, governors, and community
- It is important to know the value of others and of being part of a team.
- Good systems of rewards and incentives are in place for all staff to use.
- The church ethos goes beyond 'caring and sharing' and actively supports the academic and pastoral aspirations of all children.

Inclusion and Equity

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 SEN

Pupils with English as an additional language (EAL)

Teachers plan lessons with reference to our 'Subject Specific SEND Adaptation Document' 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.

Teachers 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.

We also recognise that our work on equality is central to the successful promotion of our school values and fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. Please see our Equality Policy for further details.

Teaching environment

We believe that it is vital to instil a sense of worth and self-esteem in all children.

Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it.

In our classrooms we expect to see

- A stimulating, inspiring, organised and motivating environment which celebrates learning.
- Work by children displayed, regardless of ability.
- Photos as a useful tool to display what has taken place, balanced alongside children's writing.
- Displays which reflect current learning, high expectations, and model writing schemes.
- Tidy classrooms, with resources stored in an easily accessible manner.
- Interactive displays covering different subjects and areas of learning which include visual aids.
- Children involved in and taking pride in their learning environment
- Use of wider community and use of expertise to support learning
- Use of the outdoor classroom and locality as part of the curriculum
- An environment which promotes equality
- Use of a variety of environments to inspire and discover other interests and talents
- Safe, and enjoyable outdoor play areas and experiences.

At all times the safety of the children is paramount. We aim to teach in as safe an environment as possible. Health and safety guidelines are followed at all times and where relevant, necessary risk assessments are completed.

Recovery Curriculum

Following the COVID19 outbreak there will be an additional focus on the Recovery Curriculum, with the emotional and well being needs of the children at the heart of this. Informal assessments will define learning gaps, and recovery strategies put in place.

Impact

The desired impact of our curriculum is that by the end of each Key Stage, the vast majority of pupils will have sustained mastery of the content that they have been taught- they remember it all and are fluent in it. Some pupils will have a greater depth of understanding.

Assessment

Teaching and learning are why we are here. We believe that every child has the right to be taught well and deserves to make at least good progress. To ensure that we are able to intervene effectively where children may not be achieving their best we must be able to follow and predict their progress. Children need to know how well they are doing and what they need to do to improve.

We recognise that the need for good and intelligent assessment in order to plan and evaluate learning effectively is a constant activity and happens both formally and informally, formatively and summatively. We particularly recognise the power of many of the Assessment for Learning methods and are building up expertise in this area, particularly with the introduction of new data gathering tools. NFER, SATs papers and B-squared/AET are useful tools for monitoring progress.

We believe it is vitally important that assessment does not become a time consuming burden. If an assessment is not going to be used by a future audience to further a child's learning it need not be formally recorded.

The most effective assessment is conducted as an integral part of the teaching and learning process. It is not a bolt-on exercise.

We believe that assessment is effective when:

- Assessment forms part of a cyclical process, should inform the current and next lesson
- There are clear learning objectives, and success criteria created by the children.
- Assessment is relevant and manageable and informs planning.
- Marking is child-friendly, related to learning objectives and informs children how to improve their work in line with our marking policy.
- Children are aware of and involved in assessment of their progress where appropriate.
- Children feel confident to take risks and make mistakes
- Teachers are able to respond to situations that arise and able to use their expertise.

Teachers use assessment of and assessment for learning throughout their teaching to ensure their provision meets the needs of each child.

The intent and impact for each subject at the end of EYFS, KS1, and KS2 is made explicit in our subject specific curriculum documents and Knowledge Progression Grids.

Bi-annual assessments are used to gauge the impact of our teaching in English and Mathematics and annual assessments in other subjects. Teachers use the Knowledge Progression Grids to assess attainment for each child.

Subject Leads analyse the data and use this to devise Action Plans.

All of this supports our journey towards our vision.

Roles and responsibilities

The governing body

The governing body 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

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

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

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

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 SEN

Middle Leaders:

Subject leaders will have responsibility for the overview of their specific subject. This will include monitoring the implementation of our progressive curriculum through learning walks, book and planning scrutiny, pupil voice and data analysis. Subject leaders will seek to improve subject knowledge of teachers through gap analysis using surveys and questionnaires and CPD as appropriate.

Other staff

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

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage Framework November 2024](#)