



Learning, Teaching and Curriculum Policy

Approved by SSB Committee on: 17/01/2022

Review Period: Annually

Next Review Due: 17/01/2023

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

***“All children and young people have a right to a Primary education which should be free. Young people should be encouraged to reach the highest level of education they are capable of.”
Article 28 UNICEF Charter for Children.***

Intent

‘Children First, Always’

We believe that learning should be a positive experience for all with a balance of challenge and enjoyment. The learning should take place in a variety of forms through active engagement and positive modelling by everyone in our school community. By using this open and flexible approach we feel that the needs of all children can be met fully in a stimulating and safe environment.

Furthermore, we do not know what the future will look like for our children. Therefore, our curriculum aims to prepare our learners for being able to deal with any situation in which they might find themselves. At Parley First, we are committed to ensuring our curriculum is built on knowledge. In order to provide a stimulating curriculum that has a clear intent, implementation and impact we have consulted with all stakeholders in the school through a variety of ways.

Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence
- Reflect changes in new Teaching & Learning initiatives
- Be engaged in purposeful learning
- Receive teaching that meets the needs of all children in the class
- Demonstrate a development in their knowledge and skills through their work and when talking about their learning
- Build on previous learning

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to Learning
- **Relevant** so that learning can link to the pupil’s experience to applications in the world at large
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all.

Effective Learning

We define learning as: ‘The process of acquiring the essential knowledge, skills understanding, and behaviours required for deep understanding’.

For this process to happen, the relationship between memory and learning is key. We understand for learning to happen there must be a change in the child’s long-term memory. We are a school developing a self-regulated and metacognitive approach to learning to support this.

Process of Learning

We believe the best learning experience sits between what has been learned and what is to come. Learning is incremental, progressive with knowledge building up over time. Therefore, learning should be carefully sequenced across all subjects. The way lessons and units of work are structured reflects our understanding of the learning process.

We believe that for something to be truly learned, important information is gradually transferred from short term memory into long-term memory. The more the information is repeated, remembered or used, the more likely it is to be retained in long-term memory.

Organisation and Planning

Our curriculum is based on our Long-Term Plans, which ensures full coverage and a progression and revisiting of all skills and knowledge. Further detail is provided through comprehensive Medium-Term plans and working Short-Term plans.

Long-Term plans

This indicates what topics are to be taught in each term, as well as which subjects. We plan across year groups and within year groups to produce our Medium and Short-Term plans. Our plans are reviewed regularly.

Medium-Term Plans

We give clear guidance on the prior learning, key vocabulary, learning objectives and teaching strategies, including ICT where appropriate, that we use when teaching each topic. The bases of such plans are from the National Curriculum 2014, and there is a development of skills and knowledge.

Short-Term plans

These are plans that our teachers write on a weekly or daily basis, for certain subject areas. We use these to set out the learning objectives for each session, and to identify how work will be adapted to suit the needs of the children, including those with Special Educational Needs (see SEND policy). Weekly plans are produced and placed on staff resources.

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We understand all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing using a blended approach of on-line, face to face communication and online tracking tools.

Development Matters / New EYFS Framework 2021

The curriculum that we teach in the reception classes meets the requirements set out in the Early Years Foundation Stage Statutory Framework. Our curriculum planning focuses on developing children's skills and experiences, as set out in the Early Years Foundation Stage document and guidance published in Development Matters.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first year the reception class teacher makes assessments on the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

Monitoring Arrangements

The Headteacher, SLT, Subject Leaders and Governors are responsible for the review of this policy.

Types of monitoring and review may include, where appropriate:

- Lesson observations
- Learning walks
- Book scrutiny and moderation
- Talking to teachers and children.
- Work scrutiny and pupil interviews.
- Monitoring and reviewing attainment and progress
- Trust monitoring and review
- External challenge partner visits

This policy is to be read alongside the following policies/documents:

- SEND Policy
- Assessment Policy
- Behaviour Policy
- National Curriculum 2014
- Development Matters
- Teacher Standards