


Policy:	Curriculum Learning & Teaching Policy November 2022	
Status:	Non- Statutory	
Review Date:	3 years – Nov 2025	

Curriculum Statement

St Botolph's Global curriculum is engaging, exciting and relevant to the children at our school and aims to prepare our children for life in modern Britain. It is driven by a desire for our children to have a greater knowledge of the world and an awareness of the possibilities open to them in their future lives and careers. Our school curriculum comprises all the learning and other experiences that a school offers its pupils. Maths and English are a pre-eminent part of our whole curriculum, are taught as daily lessons and are used and applied throughout the curriculum. Our curriculum builds a community of learners with an excellent attitude to learning in a safe and caring environment. Children shine at St.Botolph's and have fun.

Aims and Vision

Our vision

“New day...endless possibilities”

Our aim

Our aim is to promote aspirational, independent children who are happy, respectful and have self-belief.

We want everyone to become creative, active and reflective learners, enabling them to be able to respond positively to the opportunities and challenges of a rapidly changing world. We promote a commitment to life-long learning and put wellbeing at the heart of our school.

Our 6 Christian values are important and are seen as essential in establishing our school ethos:

Community – At St.Botolph's, we nurture positive relationships within the school and wider community.

Compassion – We support one another, sharing experiences.

Endurance – We persevere in the face of hardship and never give up.

Creation – We celebrate and enjoy the world in all its diversity.

Trust – Trust lies at the heart of the relationships within our school.

Responsibility – We share a collective responsibility for our world, community and the people in it.

A. Learning & Teaching

At St.Botolph's, learning is seen as the acquisition of knowledge, skills, attitudes and understanding.

Learning is achieved through a wide range of teaching routines, strategies and activities.

This Teaching & Learning Policy is strongly supported by all other school policies. It is realised through effective working partnerships between all our stakeholders.

The aims of this policy are:

- To demonstrate a commitment to high quality teaching
- To promote high standards of achievement through effective and enjoyable teaching and learning

To enable these aims to be met we need:

1. An Effective School Learning Environment.

Where:

- Classrooms and other areas are carefully effectively planned and managed;
- Resources are organised in order that pupils can make choices whilst learning;
- Displays stimulate, enhance, assist and celebrate teaching and learning;

- Our whole school, is seen as a place for learning
- Our policies and teaching strategies support pupils taking part in decisions
- Our whole ethos of our school demonstrates our commitment to high standards of achievement and progress;
- There is a positive assertive approach to pupils' behaviour;
- Our pupils understand that adults who work with them should be treated with equal respect.

2. Behaviour

Appropriate behaviour is a priority and is insisted upon at all times. Our ABC Charter encourages children to take responsibility for their behaviour and to care for their school, its wider community and the people around them.

3. Effective Teaching

It is our understanding that effective teaching is exhibited when -

- Children are enjoying the learning experience;
- Learning is at the heart of all high quality teaching;
- The teacher has good subject knowledge;
- The teacher plans, explains & delivers clear learning challenges;
- The teacher uses methods/organisation which enable all pupils to learn effectively;
- The teacher challenges and inspires pupils;
- The teacher has a clear understanding of the progression of skills in all subject areas;
- The teacher uses time and resources effectively to maximise learning;
- The teacher uses a range of assessments to help pupils learn;
- The teacher understands how to achieve an effective classroom climate to raise achievement and learning;
- The teacher uses homework to reinforce school learning;
- The children are able to show independence, creativity and perseverance;
- Children can articulate when they feel confident; they feel secure to ask for support when needed and have a clear understanding of the next steps in their learning.

4. Our Teaching and learning is organised into three stages

- The Foundation Stage
- Key Stage 1
- Key Stage 2

Vertical year grouping is often necessary with the current numbers and budget. We always plan in teams to ensure equal opportunities across all classes. We ensure provision is matched to stage not age so that pupils are working at a level appropriate to their prior knowledge & understanding as well as their ability.

5. Teaching Groups

Our children are taught in mixed ability groups. Teachers are skilled at ensuring Quality First Teaching means they have high aspirations for all children. We want children to be suitably challenged and supported as they progress through school. There will be a mixture of individual work, small group teaching, and whole class teaching - teachers will choose the most appropriate way of delivering each aspect of the curriculum. The children will be expected to work in many different ways - writing, speaking, doing practical activities, finding out information, co-operating and collaborating with others, discussing, and reading. Explanation, observation, assessment, constructive criticism and above all, support and encouragement, are the means used to help children to achieve. All children are taught to develop their understanding of learning by using 'Talk Partners' at regular intervals in all lessons.

Learning Support Assistants are deployed to meet the learning needs of individuals and groups – the allocation of this time should be based around a 'provision map' of pupils' needs. The aim of our use of support staff is to maximise the impact upon learning.

Special Educational Needs

Some children will have specific needs related to their education. Teachers in this school will always attempt to give work to children which is appropriate to their learning capability, stretching children who learn quickly, and supporting children who need extra time or help.

The basic skills of reading, writing and number work are our priority, especially for children who need extra help.

In all cases, teachers will inform parents if they have a concern about a child's lack of progress, and discuss the situation with them. This will be conducted through agreed school systems. It may be that the child will

be placed on our Special Educational Needs record. We will always endeavour to maintain excellent communication with parents.

All schools must follow procedures from the Special educational needs and disability code of practice: 0 to 25 years. The Code of Practice advocates a graduated response to meeting pupils' needs at an appropriate level.

Learning Support for All

We recognise that all pupils are individuals and have their own needs. Some pupils require support in addition to that provided for everyone. Their needs may arise from, exceptional ability, physical or sensory difficulties, or specific learning difficulties.

When concerns are first highlighted teachers complete a 'Cause for Concern' form which is forwarded to the Inclusion Leader and the SENCo – advice and support will be returned to the teacher. In time it may be necessary to take some additional or different action to enable the pupil to learn more effectively.

At this point the pupil may be placed on the SEN record at SEN support. Strategies and targets at an appropriate level are then agreed and listed on an I.E.P. (Individual Education Plan) and external agencies will be contacted, if necessary, to help support the child.

In a very small minority of cases, children demonstrate such significant difficulties that an Educational and Health Care Plan may be established. This process involves the Educational Psychologist and the Local Authority. The Education and Health Care Plans are gradually replacing Statements of Educational needs (this will happen at key transition periods for the child). A child at this stage will have an allocation of either Teaching Assistant time or support teaching time.

When possible we provide, from the school budget, a small amount of additional teaching time for selected children. Extra support is used for one to one teaching or small group work as well as support work within the class. Learning Support Assistants also contribute to this support structure. We are linked with an Educational Psychologist who visits our school for consultation, pupil assessment and to advise staff. (We are currently allocated three hours of her time per year.)

During Key Stage 1 and 2 SATs we will also provide reader support to eligible children (in Mathematics; as it is not a test of the pupil's reading ability). This ensures that a literacy difficulty does not prevent children from demonstrating their true Maths knowledge and understanding.

The Special Educational Needs Co-ordinator liaises with parents, teachers and support agencies when planning how to address individual pupils' needs. Parents who have any concerns about their child's progress in school should, in the first instance, discuss them with the class teacher, who will monitor the situation and involve others as necessary.

B. The Curriculum

Our objectives are to

- plan, teach, assess, deliver & monitor a curriculum that reflects the expectations of the National curriculum as an entitlement for all children regardless of age, gender & race;
- enable all pupils to work in an atmosphere that is exciting, stimulating and challenging in order for them to develop into independent learners.;
- provide the children with a wide range of opportunities, resources & teaching styles to promote knowledge, skills and understanding;
- actively promote the principle that all pupils should be encouraged to become independent learners;
- ensure that the children can make connections between subjects, where they overlap and interconnect giving children a wider view of the world around them;
- personalise the provision, so that children of different abilities continue to thrive;
- plan for continuity and progression, so that children move smoothly from one stage to the next;

Our curriculum includes

- **Statutory Framework for the Early Years 2021 (FS)**
Prime Areas: Communication and language, Physical Development, Personal Social and Emotional Development
Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design
- **The National Curriculum 2014 (KS1/2)**
- **The Leicestershire Diocesan Agreed Syllabus for Religious Education (2021) and Understanding Christianity**

All National curriculum subjects have separate policy statements (see appendices).

Curriculum Responsibility

All curriculum areas have a teacher who is responsible for monitoring teaching and learning. Our Governing Body also has assigned a governor to oversee each curriculum area and support the subject lead.

Curriculum Planning

Plans focus on **Learning Challenges**. We use the word challenge instead of objective to help children understand that every lesson is the opportunity to learn something new.

There is a standard planning format throughout the school –

Long Term Planning – We have an overview of the themes and areas to be covered during the year. Our Curriculum Map shows what will be covered and when for most subjects. Maths and English long term planning is separate.

Medium Term Planning – Key Stage Teams use the National Curriculum 2014 (through Chris Quigley Essentials planning) to ensure full coverage in each subject with the exception of English, Maths and RE (see short term planning). A series of key sessions are planned for in detail under an umbrella country theme for each half year. Teachers then have the opportunity to extend areas of specific interest.

Foundation Stage team use the 'Statutory framework for the Early Years Foundation Stage 2021' and use the early learning goals to ensure full coverage of all the 7 areas of development to help the children work towards the knowledge, skills and understanding they should have at the end of the academic year in which they turn five. The children's individual needs, interests and development are considered to plan a challenging and enjoyable experience in all areas of learning and development.

Short Term Planning – Weekly planning is completed for English and Mathematics which are taught as separate subjects and planned for across the rest of the Curriculum. In Foundation Stage, weekly planning is completed for Phonics and Mathematics.

Summative & Formative Assessment

Assessment and the tracking of progress are the key elements in ensuring appropriate provision for pupils in teachers' planning. Our in depth Assessment Policy details the rationale and procedures behind assessment at this school.

The wider curriculum

Acts of Worship / Assemblies

These are an important part of our wider curriculum. They are an opportunity for us all to come together. It is a time to deepen our understanding of our core Christian values.

Wider Sporting Activities

Children are often keen to extend a particular interest or skill, and we pride ourselves on the extensive range of further sporting opportunities for pupils. Throughout the year, there are many and varied opportunities for children to represent the school in Inter-School competitions. We aim to enter every event possible and to invite as broad a range of pupils as possible to take part.

Sex and Relationships Education – See separate policy.

Spiritual, Moral, Social and Cultural education, and Education for Citizenship

During the year a wide range of themes are covered with a spiritual, moral, social, cultural or citizenship focus. Children are also given many experiences in school, which extend their understanding and development in these areas. Many of these experiences are developed through our Assembly Themes.

Environmental Education

Pupils are taught to have respect for the environment through the curriculum and various opportunities linked to our Eco and Forest Schools work.

Enrichment

We plan visits relating to the curriculum areas. They are used to stimulate interest and to consolidate and extend learning. In Years 4 and 6, children will be offered the opportunity to join a residential visit. We also invite people/specialists into school to work with children on specific topics.

Home /School Partnership

We actively promote parents working in partnership. We have an open door policy. Parents are formally invited into school during the year to observe and participate in lessons, and to meet with the class teacher in order to be kept informed of their child's progress throughout the year. The school encourages parents to talk with staff, including the Head, at any time if they need clarification or support on any matter relating to their son's/daughter's education. We also use home-school diaries and Weduc to aid communication between home and school as well as regularly updating our school website and blog.

Charging and Remissions (see also the Charging and Remissions Policy)

There are certain items that cannot be met from the school budget. The school will ask for parental contributions towards the costs of educational visits. There may be exceptional circumstances where we ask for contributions towards certain school projects. The school policy on charging and remissions is available from the office on request.

Complaints about the curriculum

If anyone wishes to make a complaint, under Section 23 of the Education Reform Act, copies of the local arrangements procedure to be followed, should be requested from the Head teacher, or alternatively are available from local libraries, or from the Children and Young People's Service, County Hall, Glenfield, Leicester.

Complaints about particular aspects of the school should be directed to the Headteacher and, if necessary, the Chair of the Governing Body.

Equality Statement

At St.Botolph's Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people regardless of their;

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a broad and balanced curriculum. We have systems in place for early identification of barriers to their learning and participation, so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Monitoring and Evaluation

Our school is committed to improving the quality of teaching whenever it can, so it is essential that teaching and learning are evaluated. The necessary action following this monitoring then informs the School Improvement Plan and the Staff Development Programme.

Mental Health & Wellbeing

At St Botolph's we acknowledge the importance of a person's wellbeing where the definition is '*the state of being comfortable, healthy and happy*'.

Within this policy we acknowledge its potential impact on an individual's mental wellbeing. As a school we are committed to providing an environment that is supportive to the emotional health wellbeing of both children and staff.