

Ainderby Steeple
Church of England Primary School



TEACHING AND LEARNING POLICY

'Together we love, learn and grow'

Autumn 2022

Our Vision: Everyone at Ainderby Steeple CE Primary School will work together to provide a happy, kind and caring environment where children can be creative and develop independence. Our children will become responsible citizens who have the resilience to face new challenges both now and in the future.

Mission: Christian values are reflected in all we do:

Through compassion and service our children will become kind and caring showing love for others.

Be kind and compassionate to one another...

Ephesians 4:32

With hope and endurance our children will develop resilience.

I can do all this through him who gives me strength

Philippians 4:13

Being honest our children will become responsible.

Dear children, let us not love with words or speech but with actions and in truth.

1John3:18

With thankfulness our children can be happy.

Give thanks to the LORD, for he is good; his love endures forever.

Chronicles 16v34



Ainderby Steeple Church of England Primary School Vision

The school's teaching and learning policy is underpinned by the school's vision. Each curriculum area has its own Intent and Implementation which links to our school vision. All subjects have progression documentation that outlines key knowledge at each stage of learning.

Curriculum Intent

At Ainderby C of E Primary School, the National Curriculum is used as the basis for teaching and learning at Key Stages 1 and 2 in the following subjects:

Art and Design, Computing, Design Technology, English, Geography, History, Languages (statutory at KS2), Mathematics, Music, Physical Education, PSHE and RSE.

The Statutory Framework for the EYFS is followed for pupils in Reception and Nursery. In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:

- Playing and Exploring - children investigate and experience things, and 'have a go';
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.

In Religious Education, we use the York and Leeds Diocesan Syllabus for all year groups from EYFS to Year 6.

Our curriculum links closely with our school vision and aims and is laying the foundations for pupils to Love, learn and grow together. Our curriculum:

- Provides all pupils with an ambitious, broad and balanced education
- Motivates through igniting pupils with a passion for learning and a curiosity to foster life-long learning which will continue beyond our school
- Enables pupils to develop their confidence, be determined, persevere and show resilience
- Creates opportunities for pupils to develop wisdom, knowledge and skills which they can demonstrate across local and global communities. This links to pupils' cultural capital to succeed in life and the Church of England's character education
- Encourages children to show dignity and respect towards the beliefs of others and the environment
- Has the Christian Values at the heart
- Ensures that children understand the British Values
- Involves parents/carers in pupils' learning
- Makes connections and links to prior learning so that pupils build on their knowledge and skills throughout their time in school
- Aims to ensure a deeper learning including mastery across all subject areas through the teaching and opportunities provided
- Is systemic and relevant to the context of our school community.

The structure and long-term overviews for each curriculum area, allow pupils to develop their knowledge, skills and vocabulary that builds on previous learning in core areas. They reflect the statutory requirements of the National Curriculum and beyond. In addition, we use a several schemes to support the acquisition of knowledge.

Curriculum Implementation

Our curriculum is implemented in line with our intent. Subject Leaders work to support all teachers in creating an exciting and purposeful curriculum through the learning opportunities for our pupils. Curriculum subjects are taught as a sequence of subject lessons which connect and develop prior knowledge and skills learnt. The ELG is an assessment checkpoint and is not used as the whole curriculum – the curriculum is broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

There is a progressive structure (long term overview/plan) for each curriculum area which extends across each course of study from EYFS to Year 6. This is designed to develop prior knowledge, make connections and help learners to remember and build on the content they have been taught in the longer term. Pupils are also taught how to integrate new knowledge into larger concepts. From this overview, Teaching and Assessment Tools (formerly MTPs) have been developed by each subject leader to ensure that teaching and learning activities match the requirements of the National Curriculum.

Pupils record work in books, as practical tasks and may also use floor books, iPads, laptops or through displays around school.

Pupils with SEND

Planning for pupils with SEND is part of the planning that we do for all pupils at Ainderby Steeple C of E Primary School. Removing barriers for pupils with SEND ensures that all children can learn and progress in ways that are personalised to them. Any personal targets a pupil has can inform this planning. At times it may be appropriate to plan smaller steps to achieve the learning goal or provide additional resources.

We feel that is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND have to gain access. It is there to be changed, to make reasonable adjustments, where necessary, to include all pupils. We do this by setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals, and groups of pupils.

Each curriculum policy states how staff can ensure that they maintain an inclusive learning environment when teaching each subject within our school and therefore support all pupils.

Pupils Identified as More Able

We believe that the identification of a child who is 'More Able' should take place in partnership between family and school. More able pupils will be identified through accurate assessment and will be a child operating significantly beyond their age and stage of development. Some pupils deemed more able will have talents outside of the classroom, for example within music or sport. We believe that the following attributes can also support the identification of a child deemed to be more able.

- Able to learn quickly
- Have a rich and developed vocabulary
- Have an excellent memory
- Have a long attention span
- Are early or avid readers
- Persevere when interested
- Have a wide range of interests
- Reason well
- Show ability with numbers
- Show compassion
- Are morally sensitive
- Have strong curiosity
- Have a high level of energy
- Are highly creative
- Are keen observers
- Have a vivid imagination

Offering a range of opportunities and stimulus at home and at school are needed to nurture, challenge and cultivate the interests and abilities of more able pupils. Teachers need to be aware of the diverse range of needs within their class and extend and differentiate learning as required to meet the needs of more able pupils.

Curriculum Impact

Progress in each curriculum area is seen in a range of different methods. These include:

- Reviewing and scrutinising children's work over time
- Assessing individual pieces of work

- Assessment tasks
- Observing and reviewing how they perform in lessons or during a learning walk
- Giving children opportunities to talk about what they know to other adults in school and visitors.

For pupils in the EYFS, staff use the Early Learning Goals (ELGs) to support them in making a holistic, best-fit judgement about a child’s development, and their readiness for Year 1.

Pupils develop detailed knowledge and skills across all areas of the curriculum and, as a result, achieve well. They are fully prepared for the next stage of their education through the foundations that have been laid and the importance that has been placed on resilience. They produce work that is of a high quality, are able to apply mathematical knowledge, concepts and procedures and have developed a deeper learning.

Cultural Capital

Our school vision links to cultural capital. We believe in exposing our pupils to a large variety of subject areas (rich and broad). A great curriculum builds cultural capital; promoting character-building qualities that lead to creating well-rounded, global citizens, provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.

Our school curriculum will contribute to pupils’ personal development in resilience, creativity, independence, judgement and self-reflection. This can be seen in them being able to talk confidently about their work, and sharing their work with others. Progress is shown through outcomes and through the important process leading to these.

Through the knowledge and wisdom gained, pupils in our school are able to celebrate the distinctive and diverse nature of our community and the wider world. They understand the fundamental British Values: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children have high levels of confidence and can express their own opinions in a respectful and dignified way.

Written by	Rachel Peart
Ratified by Governors	Autumn 2022
Date for Review	Autumn 2024
Signed – Head Teacher	Rachel Peart
Signed - Chair of Governors	John Kelly