



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry based approach. As according to cognitive scientists nothing has been learnt until it is in your long term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Aims and objectives

At our school we create rich and varied learning experiences and provide a stimulating and supportive learning environment. We believe this allows children to develop their interests, skills and talents to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners.
- foster children's self-esteem and help them build positive relationships with other people.
- develop children's self-respect and awareness of their responsibilities and encourage children to respect the rights, ideas, attitudes, values and feelings of others.
- enable children to understand their community and the wider world and help them feel valued as part of this community.
- help children grow into reliable, independent and positive citizens.

3. Promoting Values

As a school we promote British Values throughout the curriculum and daily life and our ethos is one of respect, tolerance and fairness.

- We teach children about **democracy** through decisions that are made in class and across the school.
- Through our programmes of Personal, Social, Health Education (PSHE) and Citizenship children are taught about democracy.
- Our pupils have a strong voice through our UNICEF Rights Respecting Schools ethos.
- We aim to ensure that our pupils have a genuine and significant voice when decisions are made that affect them.
- Pupils take part in annual elections for the representatives of our Groups & Councils.

1. The Priory Ambassadors (Year 6 pupils who promote the school and support other pupils)
2. The School Council (Can be involved in any aspect of the school)
3. The RRS Squad (Fundraising, advocates, support anti-bullying)
4. The Eco Council (recycling, care for the environment)

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5. The Peer Mediators (playtimes, friendship, behaviour, support for pupils)
6. The E Safety Council (all aspects of Internet safety including raising awareness)

Our School Council has visited Stoke Council, worked with our local MP and visited the Houses of Parliament.

Children are taught about **the rule of law** through lessons and additional activities.

- Through our programmes of Personal, Social, Health Education (PSHE) and Citizenship children are taught about several aspects of the law and safety.
- We work closely with our local PCSOs and they regularly visit school to support any issues and to enhance the curriculum e.g. through mock crime investigations.
- We run the 'Junior Cadets' programme with our local Police Officers. Through this children are taught about the law, the need for laws and the role of the Police. At the end of each 10 week course we celebrate achievement with a 'passing out' ceremony.
- We are planning work with a local solicitor so that children can learn about other aspects of upholding the law.
- Children are involved in conflict resolution on a daily basis through the use of Peer Mediators to support issues during playtimes.

Children understand **individual liberty** as it features strongly in the UNICEF Rights.

We are a Level 1 UNICEF Rights Respecting School (RRS) and our ethos promotes respect for everyone. Children are aware of the UNICEF Rights for all children and have a deep understanding of the main five Rights we have chosen to promote in school.



These Rights underpin our behaviour system.

Our Rights (and responsibilities)

1. **We all have the right to be safe and healthy** (To share ideas and listen to others)
2. **We all have the right to join in lots of activities, play and relax** (To be kind, caring and supportive)
3. **We all have the right to any special care and support we need** (To look after ourselves, each other and our school)
4. **We all have the right to develop our own personality and talents** (To always try hard and encourage each other to be the best that we can be)
5. **We all have the right to help make important decisions** (To take part, play fair and include others)

The decision to have responsibilities rather than rules has ensured children have ownership of their behaviour and a clear understanding of the difference between right and wrong. Children know that they are responsible for their behaviour and the choices they make. They know that their actions have consequences for others and themselves. We have developed a strong anti-bullying culture so that pupils feel safe and know they have people to talk to that they trust. Our children understand the importance of caring for each other and making a positive contribution to all the communities they belong to. We pride ourselves on the development of pupils' self-knowledge, self-esteem and self-confidence.

As a Christian school we support children on their personal spiritual journey and promote **respect and tolerance of different faiths and beliefs**. Priory has strong links with our local church and Vicar. We join together for daily collective worship. We provide time and space for prayer and reflection. We follow the Stoke-on-Trent syllabus to teach Religious Education (RE) to all classes. Children learn about all major religions and visit places of worship. Through PSHE, Citizenship, RE, RRS and other areas we promote respect for individual differences and help children to acquire an understanding of, and respect for, their own and other cultures and ways of life.

We uphold all Christian Values but in particular we promote the following through lessons, behaviour management and worship:



4. Organisation of Teaching and Learning: Early Years

When teaching we focus on motivating the children and building on their skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. Knowledge and skills are taught in a progressive manner and children have the opportunity to apply their learning and skills into their independent play and exploration both indoors and outdoors. Our aim is to create 'high skill' 'high will' situations where pupils are deeply engaged in activities using and applying their learning and exploring new ideas.

We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the most up to date Early Years framework, as appropriate, to guide our teaching. These documents set out the aims and objectives for each age band and provide details of what expected learning in each age band might look like.

The framework is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The **Prime** areas are fundamental and work together to support development in all other areas. The **Specific** Areas of development include essential skills and knowledge for children to participate successfully in society.

<p>The Prime areas of development are:</p> <p>Personal, social and emotional development</p> <p>Self-Regulation Managing Self Building Relationships</p> <p>Communication and language</p> <p>Listening, Attention and Understanding Speaking</p> <p>Physical Development</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>The Specific areas of development are</p> <p>Literacy</p> <p>Comprehension Word Reading Writing</p> <p>Maths</p> <p>Number Numerical Patterns</p> <p>Understanding the world</p> <p>Past and Present People, Cultures and Communities The Natural World</p> <p>Expressive arts and design</p> <p>Creating with Materials Being Imaginative and Expressive</p>
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Working alongside the Early Years Curriculum, in the Early Years, we are interested in the ways in which the children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically. These are the characteristics of learning and underpin learning and development across all areas. We use what we know about the learning styles of our children to support them and help them to remain effective and motivated learners.

6. Organisation of Teaching and Learning: Key Stage 1 and 2

Priory CE Primary School aims to develop each and every pupil to 'Be The Best That They Can Be.' To do this, we teach a broad and balanced challenge based curriculum.

The basic classroom curriculum for all schools is comprised of two main elements: The National Curriculum and Religious Education (agreed locally).

Our curriculum has to take into account the principles of:

- Breadth – It should introduce children to a wide range of knowledge, skills and understanding.
- Balance – Each subject of the curriculum should have sufficient time to make its special contribution.
- Relevance – Subjects should be taught so as to draw on, and show applications to, the child's own life experience.
- Differentiation – What we teach, and how it is taught, must be planned to extend each child's ability

English is taught daily and there are strong links to the rest of the curriculum. Reading and Phonics are taught discreetly and systematically throughout the school, including in the Early Years. Mathematics is taught daily and links are made to the rest of the curriculum where appropriate. Opportunities to apply English and Maths skills are maximised throughout the curriculum.

The Learning Challenge Curriculum

At Priory, we have implemented 'The Learning Challenge Curriculum'. This is not a list of specific topics to cover or knowledge to impart, as the National Curriculum provides the areas of study and skills to be taught. It is a way of organising a series of lessons, which captures the interests of the children and makes the learning relevant to them, whilst meeting the National Curriculum requirements. Topics are based around a question and every week a different question, posed by the class, is investigated. Where possible, we create opportunities for child initiated learning and we incorporate the ideas and interests of the children into the learning opportunities we provide. The Curriculum is centred around the progression of knowledge and skills throughout the school and non-negotiables that all the children must achieve each year.

Throughout the school we plan our lessons with clear child speak learning objectives taken from the National Curriculum. Our lesson plans contain information about the activities, key vocabulary, the way children's work will be assessed and the objectives that the children will be aiming to achieve, allowing pupils, as well as teachers to evaluate the progress made during the learning time. We evaluate all lessons so that we can modify and improve our teaching to meet the needs of all learners e.g. a workshop provided the next day to meet the needs of the advancing group, who struggled with a particular element during the lesson. We deploy Learning Assistants as effectively as possible to support our pupils. They provide invaluable support in a variety of ways such as leading a class, working with small groups, supporting individuals.

Each topic should start with a 'Sparkling Start' to engage and excite and a 'Fabulous Finish' to culminate or reflect. Throughout the year, each Phase organises several themed 'Wow' days, visits and visitors. We believe these experiences are extremely valuable as they bring the curriculum to life. We ensure that all activities are safe, that appropriate ratios are maintained and that suitable adults support the children. When we plan to take children out of school, we first inform parents and obtain their permission.

We base our teaching on our knowledge of the expectations for each year group, whether pupils are working at a Basic, Advancing or Deep (BAD) stage against these. Our prime focus is to ensure all children make good progress at each level, developing a wide knowledge base to support future learning. We strive to ensure that

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all learning experiences are appropriate to each child's level of ability and that they challenge and support all learners. We set targets for the children in each year and we share these targets with children and their parents. We rigorously review the progress of each child throughout the year.

We conduct all of our teaching in an atmosphere of trust and respect for all. All of our staff make a special effort to establish good relationships with all children and their families. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management.

Each class agrees a class charter for conduct at the start of the year and this is based on the Unicef 'Rights Respecting Schools' agenda.

Our classrooms are attractive learning environments. We ensure displays support learning and reflect the curriculum and current topics. Each class has an attractive reading area; an English learning journey and Maths display, each updated daily to reflect learning; a challenge curriculum board and a topic based themed/role-play area. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

7. Leadership and Management

The Curriculum leaders are responsible for maintaining a whole school overview and introducing changes. The Headteacher and all Senior Leaders are responsible for monitoring the quality of teaching and learning across the school. All teachers have annual Appraisals and CPD is planned to address areas which need to improve. The classes are organised into four Phases:

- The Early Years: Nursery and Reception (EY)
- Key Stage 1: Year 1 and 2 (KS1)
- Lower Key Stage 2: Year 3 and 4 (LKS2)
- Upper Key Stage 2: Year 5 and 6 (UKS2)

Each Phase has a leader who is also part of the Middle Leadership Team. Each Phase leader is responsible for supporting and overseeing the planning, assessment and progress of pupils in their Phase. The Phase Leaders are supported by their Senior Leader (responsible for Key Stage) and the Headteachers.

A Subject Leader oversees each National Curriculum subject. They are responsible for ensuring the coverage of the National Curriculum, monitoring and ensuring progression and standards in their subject. They are also responsible for ensuring that our current practice is up to date and new initiatives are adopted and adapted when necessary. Faculties will help to monitor and support subject leaders (these are made up from subject leaders).

8. Monitoring and review

The Senior Leadership Team are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed every two years or earlier if necessary.

9. Other related policies:

- English
- Phonics
- Mathematics
- All Foundation Subject Policies
- Marking and Feedback
- Presentation and Handwriting
- Assessment
- Early Years

Policy Author: Lee Facey and Emma Woolliscroft
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