

Holy Trinity Rosehill VA CE Primary School



Teaching, Learning and Curriculum Policy

Date: June 2017

Review Date: June 2018

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MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- Love God
- Love Learning
- Love Each Other

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

INTRODUCTION AND RATIONALE

We are proud of our diverse, exciting and relevant curriculum at Holy Trinity Rosehill Primary School. Our school is very similar in its curriculum content to other neighbouring primary schools, but it also has many distinct qualities that reflect its Christian foundation as well as promoting British Values. We also believe that we effectively prepare children for life in modern Britain.

We value the diverse ethnic backgrounds of all of our pupils and families and undertake a variety of assemblies, events and lessons to celebrate these. We have found that this approach teaches tolerance and respect for the differences in our community and the wider world. We aim to develop a belief in freedom and equality, a respect for the law and for British institutions, tolerance, a belief in personal and social responsibility and a wish to resolve conflict through discussion and democratic procedures.

Our lessons, acts of worship, assemblies and activities encompass religious tolerance, the banning of bullying and violence and the pursuit of excellence in both academic and non-academic subjects.

As a school we aim to find that spark, that enthusiasm for learning and for achievement that stays with the individual as they move on to new challenges and into adulthood.

Underpinning this is a range of curriculum topics that have strong links to British values. Through our Building Learning Power initiative we discuss and aim to demonstrate our school values throughout all we do. We celebrate British sports men and women, authors, actors, engineers, artists and scientists and their achievements.

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

POLICY OBJECTIVES

We aim to offer a broad, balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of the pupils, preparing them for the opportunities, responsibilities and experiences of life.

- encourages children to think for themselves and be self-motivated. Well organised classrooms allow children to concentrate on work in areas specifically designed for certain activities.
- has a broad approach to the curriculum. Children are introduced to a wide range of experiences, knowledge and skills. This enables the development of a well-rounded person with a fuller understanding of our world.
- allows a balance between all areas of the curriculum. Careful long term, medium term and short term planning ensures that sufficient time is allocated to ALL National Curriculum and basic curriculum areas and that a balance between the acquisition of skills, knowledge, concepts and attitudes (the Learning Outcomes) is acquired.
- develops a balance of teaching methods. Children in every class will regularly experience class, group and individual teaching methods. We acknowledge the value of a variety of approaches within the classroom situation.
- allows only a limited number of tasks at one time. This enables the teacher both to develop work and to teach the children, and makes monitoring and assessment a more rigorous exercise.
- differentiates between pupils and their needs. What is taught and how it is taught need to be matched to pupils' ability and aptitudes. Special attention will be given to children with learning difficulties and more able and talented pupils.
- enables us to have high expectations of all children. By matching work to pupils' ability, teachers can pitch their demands to the needs of the child or group of children.
- helps to make all children feel special. Every child is shown how they are special to God, special in the home, special in the family of our school and unique in the world. The development of positive self-esteem enables a child to see a purpose in the world.

THE SCHOOL CURRICULUM

Foundation Stage

In our foundation stage we follow the EYFS statutory framework (2014) which supports an integrated approach to early learning and care.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The EYFS statutory framework is divided into 7 areas and all of these areas of learning and development are important and inter-connected. There are 3 prime areas:

- Communication and Language
- Physical Development
- Personal, social and emotional development

There are 4 specific areas through which the 3 prime areas are strengthened and applied. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At the end of the foundation stage all children are assessed against the Early Learning Goals (ELG). Please refer to the assessment policy for further information regarding ELG.

Key stage 1 and 2

In KS1 and 2 we follow the statutory National Curriculum (2014) which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

The core subjects are:

- English
- Mathematics
- Science
- Religious Education

The R.E. at Holy Trinity Rosehill Primary School is taught in accordance with the principles and practices of the Church of England as stated in Trust Deeds. The school follows the Dioceses of Durham and Newcastle Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS. R.E. is the foundation on which the curriculum here at Holy Trinity Rosehill is built and is taught as one of the core subjects contributing to the ethos of the school.

The foundation subjects are:

- Art and design
- Computing
- Design and technology
- Languages (KS2 only)
- Geography
- History
- Music
- PE

We also make provision for personal, social, health and economic education (PSHE), drawing on good practice. PSHE is not just delivered in isolation but firmly embedded in all curriculum areas.

In our inclusive school, we value, seek to understand and identify potential in everyone. We encourage everyone in our school community to engage in the life of the school and wider community.

We promote values which include: British democracy; the rule of the law; individual liberty; respect and tolerance of different faiths and beliefs (and no faith) - alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class). We promote rights and accept that with rights comes responsibility.

Valuing our cultural heritage, we explore our local, regional and national heritage and British history, both positive and negative - learning from the history and taking pride in positive contributions made.

On a more general level, the school undertakes daily acts of worship assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal PSHE and RE lessons and on an informal nature throughout the school day.

SMSC (social, moral, spiritual and cultural) values are reflected across the entire curriculum at Holy Trinity Rosehill but may also be taught explicitly during collective worship, assemblies, RE and PSHE.

PLANNING

Good teachers use effective planning to help pupils learn well. Whole school and year group planning is vital to working towards consistent and high standards. The new national curriculum has emphasised the opportunity for schools to develop their own approaches to the school curriculum, and how it is organised and taught. At Holy Trinity Rosehill we aim to make cross-curricular links between subjects when appropriate, although some areas of the curriculum require being taught as discreet subjects.

Long term planning

The overall curriculum plan for the school can be found on curriculum maps for each year group from Nursery - Year 6. This indicates what topics are to be taught in each term and ensure progression and continuity for each subject throughout the school. We review our curriculum maps on an annual basis and they are monitored by subject leaders to ensure we are meeting the statutory requirements of the national curriculum.

An example of a curriculum map format can be found in Appendix A.

Medium term planning

These are completed in year groups and are in the form of termly or half termly plans including learning objectives and possible activities including assessment opportunities. The National curriculum programmes of study and Rising Stars progression frameworks alongside Classroom Monitor are used to inform planning. Medium term planning is monitored termly by subject leaders and the teaching, learning and assessment leader.

An example of a medium term planning format for English, mathematics and foundation subjects can be found in Appendix B.

Short term planning

This is completed by class teachers, usually in year groups, on a weekly basis. The national curriculum programmes of study and Rising Stars progression frameworks are used to ensure appropriate progression and differentiation. Weekly/daily evaluations and on-going assessments using Classroom Monitor inform this planning process. Short term planning is monitored termly by subject leaders and the teaching, learning and assessment leader.

An example of short term planning formats for English, mathematics and foundation subjects can be found in Appendix C.

EARLY YEARS

We always consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play and by taking part in play which is guided by adults.

Our planning also takes into account the different ways that children learn:

- 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.

The teaching team in the Early Years is made up of experienced teachers and teaching assistants who work closely together for the benefit of the children.

Long term planning

Broad topics are used as a basis to give sufficient scope to cover the whole range of the areas of learning and development.

Medium term planning

Teachers plan specifically to meet the current needs of the children, depending on where they are on their learning journey.

Short term planning

The daily and weekly details are added and children's interests followed.

EFFECTIVE TEACHING AND LEARNING

Teachers will:

- have in depth knowledge and understanding of the subjects they teach.
- use questioning highly effectively and demonstrate an understanding of the ways pupils think about subject content.
- identify pupils' misconceptions and ensure they are corrected.
- plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well.
- manage pupils' behaviour effectively following school's behavior policy.
- provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
- check pupils' understanding during lessons, offering clearly directed and timely support.
- provide pupils with feedback, in line with the assessment policy, about what pupils can do to improve their knowledge, understanding and skills.
- set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- embed reading, writing and communication and, where appropriate, mathematics across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
- have consistently high expectations of all pupils' attitudes to learning.
- use resources and teaching strategies that reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Pupils will:

- use feedback effectively to improve their learning.
- love the challenge of learning and become resilient to failure.
- become curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

TIMETABLING

There are daily English and mathematics lessons in all key stages. RE accounts for 5 % of the weekly timetable and each class has 2 hours of PE per week.

The time allocations given for subject areas in the previous national curriculum have been removed, and schools can now organise how they teach the foundation subjects much more flexibly. Although, a general sense of proportion over a school year is useful to ensure coverage of the whole curriculum and to avoid focusing too much on one subject area.

Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focused on concepts or to consolidate skills and allow practical work to flow. Other areas might be dependent on hall/room bookings.

An example of a typical timetable can be found in Appendix D.

E-LEARNING

E-Learning extends beyond the computing curriculum at Holy Trinity Rosehill C.E. (VA) Primary School and we use technology across all subjects. We believe that children should be equipped with the skills to access an ever-changing world and the use of technology across the curriculum aims to develop them to do this. E-Safety guidelines and principles should also be embedded in any use of technology which uses the internet and children should be taught responsible and safe use digital technologies.

INCLUSION

Staff plan work, which takes into account the differences in the range of abilities of the pupils in order to maximise their potential and extend their abilities and to allow children access to all areas of the curriculum. We seek to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the whole curriculum in an environment where there is trust, fairness and respect.

HEALTH AND SAFETY ISSUES

The school is committed to pay due regard to the health and safety issues of pupils when carrying out learning activities as set out in relevant policies such as Health and Safety, Safeguarding and Educational Visits.

COMMUNICATION WITH PARENTS/CARERS

We believe parents and carers have a fundamental role to play in helping pupils learn. We do all we can to inform parents/carers about what and how their children are learning by:

- including curriculum policies on the school website.

- sending home termly newsletters which outline the topics being covered.
- holding new starters meetings for Nursery and Reception.
- explaining how they can support their child with homework.
- communicating through contact books.
- holding parents' evenings.
- being available - we have an 'open door' policy.

MONITORING AND EVALUATION

This policy will be subject to continuous monitoring by subject leaders, SLMT and the HT.

- The Teaching and Learning Leader, alongside Key Stage Leaders, are responsible for the day to day organisation of the curriculum and monitoring weekly planning for all teachers.
- Subject leaders observe the way their subject is taught throughout the school. They review the long term and medium term planning and ensure that appropriate teaching strategies are used.
- SLMT regularly observe all teaching staff to monitor the quality of teaching and learning.
- The Teaching and Learning Leader and SLMT communicate with subject leaders to discuss provision throughout the school.
- Regular pupil progress meetings are held and include discussions around our whole school provision map and the impact of interventions.

ROLE OF THE COORDINATOR

The T&L leader will:

- guide and support colleagues in the planning and delivery of the curriculum
- monitor and evaluate planning, teaching and learning and use this information to identify effective practice and areas for improvement, taking the necessary action to ensure improvement.
- monitor children's work regularly for the appropriateness of content, progression and continuity between and within classes.
- use coaching and mentoring to support and guide classroom practice of teachers and support staff, identifying appropriate needs.
- identify and co-ordinate whole school or individual development needs in order to ensure that standards of teaching and learning are consistently good or better across the school.
- review policy and practice regularly.

In their area, **subject leaders** will:

- support and offer advice to colleagues.
- monitor pupil progress in their subject across the school.
- review and update resources as appropriate.
- review planning to ensure it is in line with NC expectations.
- conduct book scrutinies to ensure consistency across year groups.
- identify CPD needs across school.
- keep up to date with research and disseminate information to staff.
- provide information for the report to governors.
- evaluate their subject annually and contribute to the SIP.



Holy Trinity Rosehill

Church of England (V.A.) Primary School

Curriculum Map Year:

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topics</u>						
<u>History</u>						
<u>Geography</u>						
<u>Science</u>						
<u>Art and Design</u>						
	Sketchbook		Sketchbook		Sketchbook	
<u>Design and Technology</u>						
<u>Music</u>						
<u>PE</u>						
<u>RE</u>						
<u>Computing</u>						
<u>MFL</u>						
<u>PSHE</u>						

Medium Term Planning for English

Year:

Term:

Week	Reading / Phonics	Spelling	Punctuation, Grammar and Vocabulary	Writing Composition
1				
2				
3				
4				
5				
6				
7				

**Medium Term Planning for Mathematics**

Year:

Term:

Week	Domain	Specific Objectives
1		
2		
3		
4		
5		
6		
7		

Medium Term Planning for SUBJECT

Year:

Term:

Week/Session	Learning Objectives	Possible Activities

Holy Trinity Rosehill C.E. (VA) Primary School - Year **** Mathematics Weekly Planning

Teachers: *****

**** Term - Week **** (Dates)

Mental Starter Learning Objectives	Learning Objectives	Pupil Information
		PP: SEN: Groups (optional):

	Mental Starter	WALT	Teaching Input	Activities	Review	Support
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						



Holy Trinity Rosehill

Church of England (V.A.) Primary School

Holy Trinity Rosehill C.E. (VA) Primary School - Year *****	English Weekly Planning	Teachers: *****
***** Term - Week ***** (Dates)		

Pupil Information: SEN / PP / G&T	Learning Objectives

	Starter	LO reference	WALT	Activities	Plenary	Support
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						



Reception/KS1 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:55	Registration	Registration	Registration	Registration	Registration
9:00	English	English	English	English	English
10:15	KS1 Worship	Whole school worship in church	KS1 Singing	Class Worship (Lead by KS2 class)	
10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:45	Maths	Maths	Maths	Maths	Maths
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	Foundation Subject	Foundation Subject	Foundation Subject	Foundation Subject	Foundation Subject
3:00					2:00 Celebration Worship
					2:30 Golden Time



KS2 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50	Registration	Registration	Registration	Registration	Registration
9:00	KS2 worship	English	KS2 Singing	Class Worship	English
9:20	Maths		Maths	English	
	10:05 BREAK				
	10:20 Whole school worship in church				
10:30	BREAK	Maths	BREAK	BREAK	BREAK
10:45	Maths		English	English	Maths
11:45	READING		READING	READING	READING
12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15	Foundation Subject	Foundation Subject	Foundation Subject	Foundation Subject	Foundation Subject
3:10					2:15 Celebration Worship
					2:45 Golden Time

