North Curry

C of E

Primary School

Teaching and Learning Policy

Signed by:

H Morley   Headteacher   Date: 18th September 2024

G Slocombe   Chair of governors   Date: 18th September 2024

Review date: September 2025

Contents:

Statement of intent

At North Curry School we have designed our creative curriculum with pupils' learning at the heart around our Christian school vision of loving learning, each other and life itself and values.

> We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.
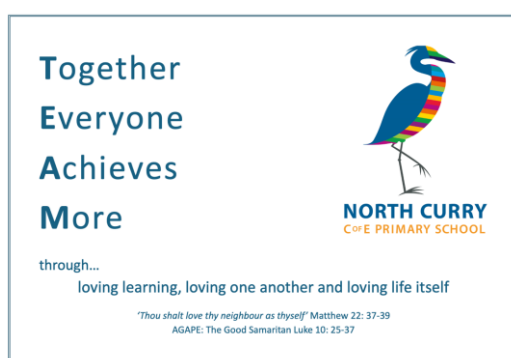
We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that all pupils should be challenged; learning from failures and celebrating successes through our Growth Mindset, Zones of Regulation and Mindfulness approach. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

Core learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of themed Enrichment Days and Weeks. We deliver a topic-based curriculum which encourages teachers to make cross-curricular links wherever possible within their lessons. This allows pupils to draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use a wide range of resources to teach core content. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

The school carries out a range of cognition and learning, social and emotional, communication and interaction and physical and sensory interventions, individual or small group, for pupils who require additional support.

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Extra-curricular activities: Although we are a small school, we provide a wide variety of extra-curricular activities for pupils that further enhance their learning experience. The activities range from after-school clubs, inviting visitors in to the school, instrumental and singing lessons and educational trips and experiences. Here is a list of the extra-curricular activities we have provided: netball, nature detectives, school band, football, creativity, country dancing, tag ruby, mindfulness, karate, bell ringing and multi-skills.

Involving parents, pupils and the local community in the curriculum

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We send pupils and parents questionnaires on an annual basis. These questionnaires enquire about enjoyment of learning, behaviour, safeguarding, communication and attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. flower shows, North Curry writers award, Church displays, allotment, school cups. This shows pupils the value of belonging to a wider community.

How the curriculum benefits pupils' learning and personal development

Our enriching curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for effort, progress and success
- Being supported with their next stages in education and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2025) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2025) 'Key stage 2: Assessment and Reporting Arrangements (ARA)
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies:

- SEND Policy
- Marking and Feedback Policy
- Behaviour and SEMH Policy
- Curriculum Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Ensuring the governors monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
  - Observing lessons
  - Viewing recordings of lessons as appropriate
  - Viewing samples of pupils' work
  - Viewing records of achievement
  - Talking to pupils about their experiences
  - Talking to teachers about their experiences
  - Reporting their findings to the entire governing board

2.2. The SLT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.

- Liaising with parents to ensure needs are being met.

- Working in classrooms, including teaching, regularly.

- Carrying out focussed classroom-based observations.

- Reviewing and commenting on planning, including on targets.

- Discussing all annual reports with staff.

- Completing a self-evaluation of the school's quality of teaching.

- Reporting on the quality of teaching and learning in the governors' report.

- Acting as role models for teaching staff.

2.3. Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.

- Taking accountability for the progress of pupils in their given subject.

- Reporting on the effectiveness of the curriculum to the governing board.

- Providing professional advice to the governing board.

2.4. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Seeking professional dialogue and constructive criticism from their Key Stage Co-ordinator.

- Reviewing and evaluating their planning regularly.

- Setting appropriate and challenging targets for pupils based on ability.

- Collaborating with colleagues to moderate pupil achievement.

- Involving parents and other professionals in the monitoring process.

- Completing an annual review assessing the progress of their pupils.

2.5. Pupils are responsible for:

- Following our Golden Rules

- Loving learning: Work hard and always do your best!

- Loving each other: Be kind, considerate and respectful!

- Loving Life itself: Be happy, safe and have fun!

External monitoring

2.6. The support of leaders from local schools will be sought to evaluate the work of the school through professional discussion.

2.7. Ofsted inspections will be used to identify strengths and weaknesses, and to develop an action plan for improvement.

3. Self-evaluation

Discussion with senior leaders

3.1. Senior leaders should discuss the following questions to assess the quality of teaching at the school:

- What is the school's view on teaching?

- What is being done to monitor teaching?

- How is assessment used to inform planning, ensure appropriate challenge, set targets and provide feedback?

- To what extent do teachers use assessment within the lesson (for example mini-whiteboards and questioning) to ensure that all pupils understand the lesson objectives?

- Are judgements based on the interpretation and evaluation of data and evidence?

- Are strengths and weaknesses in teaching and management identified?

- What strategies do TAs employ to support learning?

- Do pupils work independently, co-operate to solve problems, develop life skills and understand what they need to do to improve?

- What happens if pupils are absent or fall behind with their work? What support is in place to help them?

Discussion with pupils

3.2. The following questions should be discussed with pupils to assess the quality of teaching at the school:

- Do you know your targets? What are they?

- What subjects do you have targets for?

- How do you know your targets? How often do you work on them?

- How do you know when you have achieved your targets?

- Who helps you to achieve your targets? What sort of things do they do?

- Do your parents know your targets? How do they know?

- When do you get new targets?

- What happens if you can't achieve your targets?

- How does having targets help your learning?

- Tell me about this piece of work. What were you learning?

- Show me a piece of work that you are really proud of. Why?

- Do you know how to improve your work? Do you have the opportunity to improve your work?

- What do you think about your Maths/English homework? What do you think the school could do to make Maths more enjoyable/interesting for you?

- Which aspect of Maths/English do you find challenging/difficult?

4. Learning environment

Setting the tone

4.1. The teacher will set the tone for the morning and afternoon sessions by taking the register. If no formal register is taken, the teacher will call out the names of the pupils to catch their attention and to indicate that the session has begun.

Seating arrangements

4.2. The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available, where appropriate, for those providing cover when the teacher is absent.

The classroom

4.3. It is imperative that the learning environment maximises opportunities to learn. Displays are changed on a regular basis and geared towards aiding learning, not providing distraction. Desks should be free from clutter and arranged in a manner providing suitable space for all. The room is well-ventilated and maintained at a suitable temperature. All pupils are encouraged to drink water during lessons.

5. Our philosophy

5.1. Through our teaching philosophy, pupils are encouraged to:

- Listen to each other.

- Adopt various roles in groups.

- Volunteer thoughts and opinions.

- Respect the thoughts, ideas and contributions of others.

- Give honest and positive feedback.

5.2. To encourage all pupils to contribute to lessons, teachers:

- Ensure pupils raise their hands before speaking to allow all pupils the chance to contribute without being interrupted.

- Allow sufficient thinking time between questions to allow pupils to consider their responses.

- Plan time in their lessons for pupils to discuss their learning with a partner or group before committing to a response.

5.3. We reward and recognise achievement in the following ways:

- Praise more than criticise, using formal and informal approaches.

- The school formally rewards pupil in the following ways:

  - Stickers

  - Verbal 'well done!'

  - Weekly pupil of the week awards
  - Headteacher awards
  - Cups and certificates
  - Inviting the pupil to see the headteacher
  - Achievement and cups assemblies
  - House points towards the weekly school cup

- The school informally rewards pupils in the following ways:

  - Congratulating pupils privately or in class
  - Saying 'well done' to the whole class
  - Writing positive feedback on written work
  - Writing positive comments in a pupil's home school communication reading record book
  - Golden Time
  - Whole Class rewards such as marbles in the jar

5.4. The teacher will manage disruptive behaviour by:

- Using non-verbal cues.

- Referring to the pupil by name.

- Quietly speaking to the pupil while the rest of the class is engaged.

- Giving the pupil a task to encourage responsibility.

- Reminding the pupil of the sanctions that follow a poor choice.

- In exceptional circumstances, calling for support from another member of staff.

- Ensuring the school's Behaviour and SEMH Policy is adhered to at all times.

5.5. To ensure that the quality of teaching is of the highest standard, we commit to ensuring that our teachers:

- Understand what excellent teaching is.

- Creatively plan and deliver lessons.

- Motivate pupils effectively.

- Enjoy and have a passion for teaching.

- Continue to learn and enhance their skills.

- Hold high expectations for all pupils.

- Understand how thinking and questioning develop learning.

- Are consummate professionals.

- Engage pupils of all abilities.

- Seek out and accept constructive feedback from peers, pupils and parents.

- Are given opportunities to lead.

- Involve parents and carers in their teaching.

- Understand and implement effective behaviour management strategies.

6. Teaching strategies

The curriculum

6.1. Both the Reception and Nursery classes follow the EYFS curriculum. Years 1-6 follow the national curriculum. Programmes of study are adapted to fit mixed age classes.

6.2. The curriculum is balanced, with suitable proportions of time spent on statutory and non-statutory subjects. The curriculum is carefully timetabled, and content is suitable for the age and ability of the pupils. In addition, the curriculum is made accessible to all through differentiation and the provision of the necessary resources.

6.3. While teaching the national curriculum, wider aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

Planning and preparation

6.4. Lessons are clearly linked to the national curriculum. They are differentiated to clearly show how pupils of all abilities are catered for.

6.5. Lessons have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.

6.6. Lesson plans clearly show how teaching assistants are used to enhance learning.

6.7. Structure is made clear and the plan clearly demarcates the salient parts of lessons.

6.8. The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Delivery

6.9. Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types are used including practical, visual, dramatic, investigative and group work.

Resources

6.10. Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers and departments in order to facilitate good practice.

In-class support

6.11. TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Pupil involvement

6.12. Pupils are provided with opportunities to follow-up teachers' marking with reflection time. Pupils are also allowed opportunities to mark their work (self-assessment), and that of their peers (peer-to-peer assessment). The learning objective of each lesson is explained at the start and displayed throughout.

High expectations

6.13. The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

SEND

6.14. Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern are discussed on a regular basis with the SENDCo and Headteacher in detail at our termly PPMs/vulnerable groups surgeries. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND.

7. Assessment

Baseline assessment

7.1. Pupils joining the school will receive a baseline assessment when they start.

7.2. Strategies for baseline assessment include:

- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

Formative assessment (assessment for learning)

7.3. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

7.4. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

7.5. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupils' rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

7.6. Formative assessment will not be punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

7.7. Formative assessment is not included as part of a pupil's final grade, but will be recorded as part of individual learning plans (ILPs).

7.8. Methods of formative assessment include the following:

- Question and answer sessions
- Whiteboard/digit card work
- Hot seating
- Quizzes

- Self-assessment

Summative assessment (assessment of learning)

7.9. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.

- Informing both parents and teachers of a pupil's attainment and progress.

7.10. Summative assessments:

- Identify attainment through one-off tests at any given point in time.

- Record performance in a specific area on a specific date.

- Provide end of key stage test data against which the school will be judged.

- Ensure statutory assessments at the end of EYFS and KS2.

- Provide information about cohort areas of strength and weakness to build from in the future.

- Are used to determine a pupil's final grade.

- Are used inform a teachers' performance management cycle.

- Are used to monitor the progress of individuals and groups of pupils.

7.11. Methods of summative assessment include:

- End of term/topic/year tests.

- Other Projects.

- External examinations such as the national curriculum tests.

Assessment methods/materials

7.12. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside on-going focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

7.13. Results of published tests are used to contribute to overall teacher assessments.

Reporting

7.14. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

7.15. We provide opportunities for two-parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide a final end-of-year report.

7.16. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

7.17. We give parents the opportunity to discuss their child's progress, by appointment.

7.18. We will publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths

- Average 'scaled scores' in reading and maths

- Percentage of pupils who achieved the expected standard or above in reading, writing and maths

- Percentage of pupils who achieved a high level of attainment in reading, writing and maths

7.19. We will provide a link to our performance tables on our school website.

7.20. We also provide reports for pupils at the end of KS2 which include the outcomes of national curriculum assessments.

7.21. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.

- The outcomes of statutory national curriculum teacher assessments in English reading, English writing and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

- Comparative information about the attainment of pupils of the same age in the school.

- Comparative information about the attainment of pupils of the same age in the school.

Moderation

7.22. Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

8. Individual Education

Individual Education Plans (IEPs)

8.1.   IEPs are created for pupils with SENDCo to personalise their learning.

8.2.   ILPs are reviewed termly by parent, pupils and staff.

EHC plans

8.3.   Some young people with complex SEND may require significant additional support from professionals outside of the school setting. In these cases, the views of parents, pupils, staff and specialists will be sought. Based on these views, an EHC plan will be requested.

8.4.   More information can be found in the school's SEND Policy and information report.

9. Monitoring and reporting

9.1.   This policy will be reviewed annually by the Governing Body.

9.2.   The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

9.3.   The next scheduled review date for this policy is September 2025.