

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	April 2023
POLICY AND PROCEDURE STATEMENT	REVISION DATE	April 2026
 The Priory Primary School		
Teaching & Learning Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

July 2023	Added linked policies
	Added responsibilities for teachers, senior leaders, pupils, parents, governors. Amended some subject leader responsibilities
	Removed section on Health & Safety as this is covered through Safeguarding and Health & Safety policies
	Amended monitoring and review section

Our school provides a safe and secure environment which nurtures every individual. Health and Wellbeing are very important to us. Every individual is highly valued and treated with respect. We foster a lifelong love of learning and equip everyone with the confidence and skills for an ever changing world.

1. Introduction

Our intent is to provide a broad, rich curriculum for all children. We implement our curriculum in a structured way so that all children make progress. We follow the 2014 National Curriculum for England but include a wide range of extra-curricular activities and educational visits and visitors into the school to further enrich the pupils' learning experiences. We also promote personal growth, development, mental health and wellbeing to ensure children are equipped for their future life journey and develop into well-rounded individuals so they can be the best that they can be.

2. Values

Our school curriculum is underpinned by our 5 school values that the school community developed as a team.

These are the main values of our school, upon which we have based our curriculum:

Honesty

Resilience

Positivity

Respect

Unity

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.**
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.**

- **We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.**
- **We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.**

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to enjoy learning and develop their knowledge and skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to develop a rich, wide vocabulary linked to their learning;
- to enable children to be creative and to develop their own critical thinking;
- to provide stretch and challenge for all children;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014)
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and others and to be able to live and work co-operatively with others;
- To enable children to take risks in a safe learning environment.

4. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Our curriculum has a progressive cross-curricular approach where children can draw on prior learning, build on knowledge and develop new skills.

5. The Early Years Foundation Stage

As a school, we follow the statutory framework for the Early Years Foundation Stage (EYFS), which covers a child's development from birth to 5 years. On entry to our school the children are in the final stage of EYFS – F2. Our curriculum planning focuses on the seven areas of learning (both the prime areas and specific areas of learning) as identified in the EYFS framework.

Through close observation of the children's play, interests, interactions and a deep understanding of the Characteristics of Effective learning, we plan opportunities that build upon and extend children's knowledge, experience and interests, as well as developing their self-esteem and confidence. Children are able to explore and learn both in the indoor environment and outdoors.

During the children's first half term in the Foundation class, we engage with and observe the children in order to assess the skills and learning behaviours of each child on entry to the school. This 'baseline assessment' forms an important part of the future curriculum planning and next steps for each child.

Every child's development is regularly monitored and assessed according to the stages of development in the Development Matters guidance handbook. The Foundation Stage Profile is used to assess children's attainment at the end of the Foundation Stage.

6. Teachers

Teachers at our school will:

Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)

Actively engage parents/carers in their child's learning (through communicating via email, seesaw, Tapestry (EYFS), phone calls and face to face discussions) including clearly communicating the purpose of home learning

Update parents/carers on pupils' progress and produce a termly report on their child's progress

Meet the expectations set out in the Teaching and Learning; Feedback and Marking and Assessment policies

7. Senior leaders

Senior leaders at our school will:

Have a clear and ambitious vision for providing high-quality, inclusive education to all

Celebrate achievement and have high expectations for everyone

Hold staff and pupils to account for their teaching and learning

Plan and evaluate strategies to secure high-quality teaching and learning across the school

Manage resources to support high-quality teaching and learning

Provide support and guidance to other staff through coaching and mentoring

Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge

Address underachievement and intervene promptly

8. Pupils

Pupils at our school will:

Take responsibility for their own learning, and support the learning of others

Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson

Be curious, ambitious, engaged and confident learners

Know their targets and how to improve

Put maximum effort and focus into their work

Complete home learning activities as required

9. Parents and carers

Parents and carers of pupils at our school will:

Value learning

Encourage their child as a learner

Make sure their child is ready and able to learn every day

Support good attendance

Participate in discussions about their child's progress and attainment

Communicate with the school to share information promptly

Provide resources as required to support learning

Encourage their child to take responsibility for their own learning

Support and give importance to home learning

10. Governors

Governors at our school will:

Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning

Monitor the impact of teaching and learning strategies on pupils' progress and attainment

Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

Make sure other school policies promote high-quality teaching, and that these are being implemented

11. The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area, including progress and attainment of contextual pupil groups;

- provide efficient resource management for the subject;
- be aware of, and convey changes to best practice in that subject;
- observe and monitor curriculum coverage;
- talk to the children about their learning.

12. Role of Support Staff

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support teaching; either through direct delivery or by enabling access for identified children;
- Supporting a small group within the classroom, and providing verbal and/or written feedback;
- Delivering intervention groups;
- Carrying out assessments;
- Preparing resources;
- Supporting children with IEPs, Individual Behaviour Plans or EHCPs.

13. The Learning Environment

For effective learning to take place we recognise a positive environment is central to success and that there are several factors contributing to the effective learning environment. We will therefore:

- Provide stimulating, safe and welcoming surroundings;
- Seek to foster a strong and positive partnership between staff, pupils and home, in respect of both academic and social learning;
- Deliver the curriculum in a variety of different ways in order to cater for the different learning styles of all pupils;

- Make use of a wide and varied range of learning resources;
- Work hard to provide a caring atmosphere of positive reinforcement and celebration that recognises the achievement and efforts of all pupils;
- Utilise the skills of the local community to add breadth and variety to the learning environment.

14. Equal Opportunities

All aspects of the curriculum will be accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language.

We provide a rich, challenging curriculum, which stretches all of our children. Staff are aware of children who have exceptional talents and gifts and monitor or track their progress carefully to ensure their academic potential or talent is continually developed.

For further details see separate policies: Inclusion, More Able, Gifted and Talented.

15. Assessment

Children are assessed according to what they know and can do related to the National Curriculum. Teachers continually monitor, assess and make judgement about children's learning. Please refer to Assessment Policy and Marking and Feedback Policy.

16. Monitoring and review

The governing body is responsible for monitoring the way the school curriculum is implemented through feedback and governance meetings and through planned interaction with school staff.

All staff are responsible for the day to day organisation of the curriculum. Regular monitoring takes place of planning, books and lessons. We have high expectations of all our staff and children.

17. Linked Policies

Assessment Policy

SEND policy

Relationships and Health Education Policy

SMSC Policy

Teaching & Learning Policy July
2023

Most Able Policy

Marking and Feedback Policy

ICT Policy

EYFS Policy

Appendix 8 – Staff Training Log



Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date