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Signed Headteacher *Date of Signature:*

Signed Chair of Governors *Date of Signature*.....

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness
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Vision Statement

Romsey Abbey CE Primary School will be a distinctive community whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.”

Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

The purpose of this policy is to outline the intent, implementation and impact of our broad, balanced and ambitious curriculum. It outlines our key approaches to teaching and learning derived from research and educational thinking. Teaching and learning at Romsey Abbey CE Primary School is ever developing and improving through an ongoing and rigorous process of evaluation in order to provide the best possible education to our pupils. Subject specific information is to be found in the respective subject vision and overview documents.

Curriculum Vision

Curriculum Intent

We strive to provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners. Our intentions for our school curriculum are defined within four key areas:

- ❖ Our pupils develop a **mastery of knowledge, skills and understanding** across all subjects that will help them achieve the highest standards and be empowered to succeed in life.
- ❖ Our curriculum engages and provides **rich learning opportunities which are accessible to all** and enables all pupils and groups of pupils to feel happy, safe and secure.
- ❖ Our pupils develop the **attitudes and attributes of independent and inspired learners**, equipped with the learning habits that will serve to open up a world of opportunity as they grow.
- ❖ Our pupils understand how they can **make a positive contribution to the world around them**, inspired by our Christian values and with an informed respect for different cultures and communities, both locally and globally.

Curriculum Implementation

Our curriculum intentions will be met through the high-quality implementation of the ten key features of our teaching and learning across the curriculum. These are shown in the graphic below.

Clear Learning Journeys	Making it Real	Ongoing Assessment for Learning
Task and Resource Adaptation	Curriculum Implementation	Consolidation and Spaced Learning
Feedback and Reflection	The Learning Environment	Partnership with Home
Habits of Mind	Thinking Deeply	Global Links

Clear Learning Journeys: Progression in key skills, knowledge and understanding are cohesively mapped out in whole school overviews, long term planning and individual unit learning journeys.

Making it Real: Learning journeys include real experiences and memorable hooks to inspire interest and spark a lively curiosity within our pupils. These experiences include trips and visits, special visitors, hands on activities and purposeful outcomes with a real audience. We utilise close links with the Abbey and the local community to enrich the children's learning.

Ongoing Assessment for Learning: Teachers and support staff are continually using probing questioning, pupil observation and diagnostic work scrutiny to identify gaps and next steps in learning across the class so that learning is well pitched to children's current level of understanding. Pupils are involved in this assessment for learning and are encouraged to identify their own next steps for improvement.

The Learning Environment: Teachers pay close attention to the learning environment, creating a calm, organised yet inspiring space to support success. Teachers make effective use of space including a variety of stimulating outdoor spaces, including our Woodland Walk, tree house, storytelling garden and Forest School activity area.

Task and Resource Adaptation: Assessment for learning informs planning within and between lessons. Resources are carefully selected to ensure all children can access the next step in their learning and tasks are adapted to enable all pupils to engage with and achieve the key outcomes for each lesson.

Consolidation and Spaced Learning: Teachers ensure that understanding and skills are committed to pupils' long term memory through regular opportunities for consolidation of new learning, including chances to apply their skills and understanding in different contexts. Opportunities for retrieval practice of learning from previous lessons and units of work are built into the planning and task design through Flexie's Thinking Back Questions and challenges

Feedback and Reflection: Pupils are given ongoing feedback from their teachers and peers, guiding them as to what they are being really successful with and what will help them to improve and deepen their understanding. Pupils are actively encouraged to reflect on their learning within lessons, celebrating success and resiliently seeking to overcome any hurdles.

Partnership with Home: Home learning is planned with the twin aims of consolidating key skills and encouraging digging deeper into curriculum areas. Our weekly home learning focuses on spelling, reading and key number facts and times tables. Each half term, the children are provided with a 'Choose a Challenge' which gives a variety of more project style tasks enriching learning within current topics across the curriculum.

Thinking Deeply: Children are given regular opportunities to think more deeply about what they are learning with questions and challenges that get them to apply their understanding to new contexts, think about things from different angles and consider how their learning might impact the world around them. These are often presented as Gabo's Thinking Deeply questions and challenges

Habits of Mind: Our seven Habits of Mind (Curiosity, Empathy, Reflection, Resilience, Self-Management, Collaboration and Creativity) are a distinct feature of our learning at Romsey Abbey CE Primary School. They help us in all areas of the curriculum to develop positive attitudes to what we are learning and how we are doing it.

Global Links: We like to connect what we are learning to the world around us and to help us do this we utilise our partnership with Bishop Nzerebende Primary School in Kasese, Uganda. Throughout the curriculum we make numerous links to life in Uganda. Children also grapple with global issues by participating in a range of debates within school.

Curriculum Impact

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Proud of Progress and Achievement: All pupils make great progress from their respective starting points and are proud of what they achieve each day, each term and each year. They recognise and value their achievements in all areas of the curriculum, particularly those areas they found more challenging.

Equipped for Transition: Pupils move onto the next stage of their education, equipped with the knowledge, skills and understanding needed to flourish in Key Stage 3. They can apply these skills and knowledge in new contexts. Pupils have the language skills to communicate effectively as they make the transition to new schools. Our Habits of Mind have become their habits and they demonstrate these in how they tackle new challenges.

Fuelled by ambition: All pupils aspire to achieve highly in all areas and are excited by the possibilities that lay ahead of them. Pupils are inspired to seize new opportunities that come their way in the interest of developing themselves and contributing positively to the communities around them. They have an ambitious view of what they can go on and achieve in life.

Making a Positive Contribution: Our pupils take responsibility for contributing to the community, thinking of others and making a difference in the lives of those around them. They take an interest in local, national and global issues and are quick to do what they can to help, whether that be challenging discrimination or supporting those in need. Our pupils understand what it means to walk in the footsteps of Jesus with love, trust and forgiveness.

Filled with Confidence: Our pupils feel happy, safe and secure and know who they can turn to for help and guidance when required. They have a positive view of themselves and are proud to belong to the school community. They relish challenges and are motivated with curiosity to ask questions and discover more about themselves and the world in which they live.

The Learning Journey

Our curriculum in each subject is broken down into individual learning journeys. Each learning journey will have the following active ingredients to ensure pupils become experts in those areas of learning and achieve strong outcomes:

The Learning Steps: The start of each learning journey includes a clear outline of the progressive learning steps the children will take within that unit of work. This will make the progression of skills and understanding clear with pupils knowing where their learning is heading and how to be successful.

The Goal: Each Learning Journey will have a clear goal so that pupils know what they are aiming for in their learning. This may include presenting work to other pupils or parents and will have a clear sense of purpose and audience. The goal is what the accumulation and development of skills and understanding within the learning journey will empower the children to do.

Cultural Capital Language Launch Pad: At the start of each learning journey the pupils will benefit from a cultural capital language launch pad which immerses the children within the context or their new learning with a strong focus on the key language relevant to success in the learning journey. Launch Pads are interactive learning experiences where limited prior knowledge is not an obstacle to success. We pupil conference some of the children before and after the launch pad to gauge their level of understanding and contextual knowledge.

Language Mind Maps: As part of the learning journey, Pupils will have a language mind map in their books that is referred to, added to and built upon over the unit of work. It identifies key vocabulary for pupils to understand and master using and encourages links to be made across their learning within the learning journey.

Flexie's Thinking Back: Retrieval practice is built into and across learning journeys with regular opportunities to recall and use knowledge, skills and understanding from previous lessons and units of work. This may in the form of low-stakes quizzes, mind maps, focus questions, application activities etc

Feedback, reflection and marking

High quality feedback and regular opportunities for meaningful reflection on learning are paramount within teaching and learning at our school. The purpose of feedback is to empower the pupils to move forward in their learning, overcome obstacles and master the skills and understanding they are developing. These are our key principles, derived from research, for high quality feedback:

- Success Criteria for the lesson is shared and referred back to across the course of the lesson. The learning objective (step) is stuck in at the top of the page for that lesson. Most children will write the date (short date in Maths) above their learning objective. Children in Year 1 will work towards doing this during the year.
- Feedback is at the point of learning, precisely matched to the pupil's needs and current understanding. Teachers and teaching assistants regularly check for understanding so that misconceptions can be quickly identified and addressed as soon as possible.
- Feedback is given to the whole class, specific groups and individuals based on the teacher and teaching assistant's ongoing assessment of the pupils' progress towards their learning goals.
- Feedback is tailored to the collective and individual needs of the pupils. We know our pupils expertly well and our feedback is built on this understanding of needs and character.
- Flexie Pauses are used to provide regular opportunities for pupils to reflect on their learning, reviewing their progress, improving their work and setting targets for the next part of the lesson or the following lesson.
- Reflection and feedback is a mixture of teacher-directed, individual reflection and peer feedback and reflection. Flexie Pauses reflect this.
- Teacher feedback includes direct instruction and modelling, high quality questioning to develop thinking, setting a specific challenge to develop mastery in learning and frequent reminders of the success criteria for the lesson
- The purpose of marking and formative assessment is to enable teachers to effectively plan next steps in learning so that it is closely matched to the pupils' needs.
- Teachers and teaching assistants use blue pen to provide written prompts to support learning within the lesson including underlining spelling errors and indicating specific things to correct or improve. Where teachers or teaching assistants have provided verbal feedback to a pupil in their learning this will be indicated with a blue 'D'.
- Teachers use blue pen when marking books after the lesson to provide individual close the gap prompts where appropriate.
- Marking after the lesson provides teachers with specific feedback to share with groups and the whole class at the start of the next lesson.
- Pupils are given sufficient and deliberate time to respond to feedback.

- Pupils use green pens to correct, edit and improve their work in response to feedback and reflection opportunities. When writing, pupils write a line, miss a line to allow for effective editing and improving with their green pens.
- The green pen works harder than the blue pen
- Where there is blue pen marking, this is always responded to by the pupil with evident improvements made with green pen.

Assessment of Learning

Class Teacher

- Summarise where the learner is using subject specific assessment grids and Insight against the expected levels of knowledge and understanding required by their year group's curriculum 6 times per year
- Attend Pupil Progress Meetings every 6 weeks with SLT to review progress and attainment of all pupils in their class
- Identify children at risk of not making adequate progress from their starting point or not achieving end of year expectations. Identify the barrier to learning and work with SENCO or Pupil Premium Leader to identify suitable interventions and resources
- Meet termly with parents to discuss each child and give a termly report which includes targets for learning
- Teachers across the school to complete statutory tests including: KS1 and KS2 SATs, Phonics Check, Multiplication Check and EYFS Baseline assessment.
- Complete an end of year report for each child

The role of the Teaching and Learning Coach

- Work with the Senior Leadership Team to improve standards
- Support colleagues to teach basic skills proficiently while retaining the wider curriculum
- Lead by example and be an exemplar in all aspects of teaching

Middle Leaders

- Have a clear understanding of any data relevant to their subject across the school
- Lead by example and be an exemplar in their subject
- Support colleagues with raising standards in their subject

Assessment Leader

- Identify trends across groups for whom a change in curriculum or additional resources are required.
- Ensure assessment information is accurately triangulated and understood by leaders at all levels
- Report assessment information robustly to Governors
- Support teachers with all aspects of assessment

SENDCo

- Oversee, track and monitor interventions and use of pupil passports and learning plans for pupils with SEND
- Use assessment information to assess the impact of interventions and resources for pupils with SEND.
- Identify bespoke assessment tools where closer analysis is required to identify the learning barrier for a child

Pupil Premium Leader

- Oversee, track and monitor interventions for Pupil Premium pupils.
- Use assessment information to assess the impact of interventions and resources for Pupil Premium pupils.
- Identify bespoke assessment tools where closer analysis is required to identify the learning barrier for a child in receipt of Pupil Premium funding.

EYFS Teacher

- Celebrate and record learning developments through online journal, Tapestry
- Encourage parents to contribute to online learning journal, Tapestry
- Carry out summative assessment at the beginning (baseline) and end (Early Years Foundation Stage Profile) of the year

Governors

- Attend some Pupil Progress Meetings and report back to FGB
- Use local and national data to compare the schools achievement of pupils with other schools
- Keep up to date with national/statutory changes to the assessment requirements
- Understand data provided by external sources
- Ask questions related to assessment and data
- Carry out visits during external testing periods to ensure guidance is adhered to

Further Information Sources

Links to other policies/documents

Links to other websites

Role Holders

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbey.school.co.uk/>

