



Curriculum

Teaching and Learning

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1. AIMS

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development
- Detail how we intend to plan and deliver a carefully sequenced progressive curriculum.

2. OUR GUIDING PRINCIPLES

Singlewell **CARES** about being **Curious, Ambitious, Resilient, Equal** and **Safe**. Our children love learning independently and collaboratively in a safe, stimulating environment. Our shared values are a driving force in our curriculum design as well as being embedded within the heart of our school. Our core set of values promote right from wrong and help shape the mindsets and behaviour of future adults. Spiritual, moral and cultural development is promoted, in order to prepare children to become valued members of a diverse, multicultural society.

The acquisition of cultural capital will develop each pupil's understanding of the world around them. This is an accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients to be successful in society, their career and the world of work.

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, **safe** and valued
- Feel a sense of belonging to the group
- Are engaged, motivated and **ambitious** in their learning
- Can see the relevance of what they are doing
- Know what outcome is intended

- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can show **resilience** when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners are **equal** and make mistakes and mistakes enable **curiosity** to learn more.

3. ROLES AND RESPONSIBILITIES

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupils' learning at all times:

3.1 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 frequent updates on our school website and app, letters, regular parent workshops, book afternoons, fun whole school events etc. Teachers promote the importance of home learning and regularly communicate its purpose. Our open door policy enables effective communication both ways and allows us to work with parents and outside agencies to ensure that children's educational, physical, social, emotional and safeguarding needs are met. Parents and children support the school in our high expectations of attendance, achievement and behaviour.
- Update parents/carers on pupils' progress through Parent Consultation evenings, twice every year, and an annual written report on their child's progress. Additional informal meetings occur regularly for children making slow or no progress.
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.3 Middle Leaders

Middle leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.4 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
- Promote team working at all levels
- Address underachievement and intervene promptly
- Meet the expectations set out in our curriculum policy, behaviour policy, and marking and feedback policy.

3.5 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, resilient, equal and safe learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behavior policy

3.6 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

3.7 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

4. PLANNING

*Our curriculum is carefully designed with the Intent of enabling **curious, ambitious, resilient** learners in a **safe and equal** environment.*

Our curriculum intent:

- Ensures that all pupils have access to an ambitious broad, balanced curriculum for excellence based on the National Curriculum.
- Ensures quality curriculum content of each subject is sequential and builds on prior learning.
- Is relevant to each child in the school, regardless of their age, gender, individual circumstances or academic ability.
- Has fluidity to ensure that children with additional needs may access the curriculum in different and often very practical ways, whilst also ensuring that those children who attain 'greater depth' standards are challenged, inspired and have a thirst for knowledge.

The *Implementation* of our broad and balanced curriculum is carefully planned and tailored to suit the needs of our children. You can find our sequence of learning in our LONG TERM PLANNING on the curriculum section of our website. Key learning objectives are planned successively to build on prior knowledge and this overview of all year groups can be found within our PROGRESSION DOCUMENTS.

The systematic and rigorous teaching of Reading is given priority as a key portal to accessing the whole curriculum and developing the fluency and pleasure that reading confidently brings. Our aim is for pupils to feel more confident to apply their mathematical knowledge, concepts and procedures and to explain their reasoning in a secure learning environment.

The *Impact* of our teaching and learning is continually evaluated by all staff including subject leaders, teachers and Governors. Pupil progress is regularly checked, adaptations to the curriculum and teaching is adjusted to support/challenge wherever required.

Lessons will be planned well to ensure good short-, medium- and long-term progress. Teachers support their planning through the use of Government approved schemes of work: White Rose Maths, Read Write Inc for phonics, Literacy and Language for English, Purple Mash for Computing and a Kent agreed syllabus for Science and RE. External P.E. providers such as: Team Theme Kent deliver P.E. coaching for each year group and class, every week.

See our EYFS policy for more details on our school's teaching and learning in the early years.

5. LEARNING ENVIRONMENT

When pupils are at school, learning will take place in classrooms, outdoor spaces (including a developing Forest School), halls, library, Quiet Garden and Computing suite.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Resources are clearly labelled and easy to identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. DIFFERENTIATION

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are exceeding their age related expectations and/or making accelerated progress

Specify the strategies you will use to do this, for example:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Adopting quality first teaching strategies across all year groups e.g. visual timetables, positive behaviour management, wellbeing sessions, pre-teach core vocabulary, give time to process information, model desired behaviour, class rules, rewards, working walls, writing frames and word banks

7. HOME LEARNING

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available via our online learning platforms: Purple Mash, TimeTable Rockstars, SpellingSHed. Some home learning tasks are sent home as a physical copy also and will include some project work.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible if needed.

8. MARKING AND FEEDBACK

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

It will be given weekly through verbal feedback and written in books. Refer to our marking and feedback policy for further details.

9. ASSESSMENT, RECORDING AND REPORTING

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment, and formal summative assessment at the end of each Key Stage. Other statutory assessments include: the Year R baseline, Year 1 Phonics Screening check and Year 4 multiplication check. Children are assessed three times a year using the NFER assessments, teachers then perform a gap analysis and report findings to subject leaders.

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

10. MONITORING AND EVALUATION

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and middle leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Book scrutinies

11. REVIEW

This policy will be reviewed every two years by SLT. At every review, the policy will be shared with the full governing board.

12. LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality policy
- Appraisal of school staff policy