



## **Teaching and Learning Policy 2023-24**

### **Key Principles**

At High Halstow Primary Academy, we believe in the huge potential of our pupils and focus relentlessly on high aspirations and high achievement. We recognise for some this could be in academic subjects whilst for others their strengths could lie in other areas such as sports and the arts. Our strapline: Dream, Explore, Succeed ensures we provide pupils with endless opportunities to be successful in a range of ways. Our curriculum has been designed to ensure that all of our pupils are given the opportunities to excel regardless of their starting points, background or aspirations. Through a broad, balanced and engaging curriculum, delivered through the IB PYP, we challenge pupils to be inquirers, make connections to prior learning and to take action as a result of their learning. Subjects are taught discretely when most appropriate.

At High Halstow Primary Academy we believe children learn best when:

- teaching and learning opportunities are well planned, ensuring progress in the short, medium and long term.
- teaching and learning opportunities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning through the PYP curriculum.
- assessment (both summative and formative) informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment. This will support children to know more, remember more and be able to do more.
- the learning environment is well organised and stimulating, the atmosphere is purposeful and children feel safe.
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.
- blended learning is embedded across the academy, through careful planning, to enhance teaching and learning when appropriate.

### **Learner Profile Attributes:**

We believe that pupils at High Halstow Primary Academy should be well-rounded individuals. As such, we aim for all children to develop the following attributes:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

### **Teachers should:**

- plan clear learning opportunities through the IB PYP curriculum ensuring the national curriculum expectations are at least met and are shared with the children so that they know how to be successful.
- assess progress within and beyond lessons to inform next steps for pupils/the class
- have good subject knowledge of the National Curriculum to teach a range of subjects including RE.



## High Halstow Primary Academy

- ensure the needs of pupils are planned for in all lessons, including challenge for all
- have high expectations of learning behaviours and presentation across the curriculum.
- have clear rules and routines for behaviour in classrooms linked to the Learner Attributes, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy .
- ensure the learning environment celebrates pupil outcomes and provides support to develop independence e.g. through the regular use of Learning Walls, easily accessible resources.
- consistently implement school policies and make a positive contribution to the wider life and ethos of the school .
- actively encourage a positive relationship between home, school and the local and wider community.
- demonstrate the positive attitudes, values and behaviour which are expected of pupils and staff.

### **Pupils should:**

- work to follow and embrace the Learner Attributes and school rules.
- feel valued and supported in their individual needs.
- attend school regularly and punctually.
- be organised, bringing necessary books e.g Home School Link Book and reading book and PE kit.
- hold high expectations of themselves and be motivated to aim for success through setting themselves targets and aiming to achieve them.

### **Parents should:**

- ensure that their child attends school regularly, punctually, well-rested and in good health;
- ensure that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- provide support for the discipline within the school and for the teacher's role;
- participate in discussions concerning their child's progress and attainment;
- ensure early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- allow their child to become increasingly independent as they progress throughout the school;
- actively support the Home-School Agreement.

### **Differentiation**

The curriculum acknowledges the differences between children by scaffolding learning when necessary and providing challenges for those that require it based on in the moment feedback.

### **Spiritual, Moral, Social and Cultural (SMSC) Awareness**

The development of spiritual, moral, social and cultural awareness is included within the curriculum at all key stages. All staff are asked to consider how pupils' learning in their subject area builds confidence and increases self-esteem. The SMSC dimension is particularly extended in PSHE, and R.E. and multicultural themes are explored through the



transdisciplinary themes of the PYP curriculum . Assemblies provide further opportunities to explore SMSC issues. In the extra-curricular programme, clubs are well attended. Charitable work features highly in the work of the school; pupils are encouraged to support local and national charities through voluntary work and fundraising.

## **Curriculum Intent**

At High Halstow Primary Academy, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding which will enable them to flourish and reach their full potential academically, physically and artistically. Whilst our curriculum encompasses the formal requirements of the National Curriculum, our vision is to provide our pupils with a range of learning experiences beyond the classroom which inspire our pupils and help shape their futures; ensuring that they are responsible citizens of the future. Our curriculum also promotes inclusion and diversity. At High Halstow Primary Academy, we are committed to “valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.” We want our pupils to be inspired by the contributions and accomplishments made by others and to have a sense of belonging within the school and the wider community.

We have designed a curriculum which will ensure that when our pupils leave us to move on to their secondary education they:

- Are independent and inquisitive learners.
- Demonstrate positive attitudes to their learning; embracing challenges and exhibiting resilience and perseverance.
- Are knowledgeable and have a secure understanding of the fundamental skills in reading, writing and maths.
- Are ambitious and take pride in all that they do.
- Are confident, open-minded, responsible citizens who contribute to and demonstrate an appreciation of the world they live in.
- Are compassionate and caring; demonstrating high levels of respect for others.
- Are articulate; demonstrating the ability to question, debate and challenge.

## **Curriculum Implementation**

Reading and phonics remain an instrumental part of our curriculum and the use of texts underpin the majority of lessons. Acquisition of reading skills goes beyond that of phonetic decoding and aims to ensure comprehension and inference skills are mastered by all children.

Our curriculum is taught through the IB PYP Framework. It has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which allow our pupils the opportunities to broaden their life experiences. Our curriculum provides our pupils with experiences and opportunities which best meet their learning and developmental needs. Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child, ensuring that milestones are met at key stages throughout their primary education. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a central idea with an inquiry based approach to learning each module. In order to ensure that progression and balance is maintained, the programmes of inquiry are then developed into medium term plans which clearly highlight the specific learning objectives. Teachers plan and tailor units of inquiry and discrete lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point.



## Target Setting

Teachers continuously use both summative and formative assessment to set targets for individuals, groups and cohorts. Examples of this continuous good practice include:

- individual children's progress is tracked; strengths and weaknesses are identified, supporting planning and intervention is implemented
- data is collected on a regular basis and shared with staff and children;
- children have regular opportunities to discuss their progress;
- teachers actively involve children in setting and reviewing their progress towards their targets;
- teaching, interventions and revision programmes are adjusted in the light of the progress children make;
- parents and carers are regularly updated on their child's progress through scheduled and ad hoc parent-teacher meetings/telephone calls, Google Classroom, My Child At School messages and end of year reports;
- processes of monitoring and evaluation run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met;
- focused assessment targets specific areas of learning to inform next steps;
- rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- interventions for individuals and groups who are not making sufficient progress are identified; provision for intervention is mapped according to need; detailed plans are put into place;
- learners are enabled to perform beyond age related expectations, deepening their knowledge and understanding;
- interventions are evaluated and relevant adjustments are made;
- Pupil Progress Meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

## Learning Environment

Teachers understand that the learning environment provided is a key factor towards success. Teachers regularly consider:

- how the organisation of the classroom/learning environment adapted to the children's learning needs;
- the use of learning resources and digital devices (iPads and Chromebooks) are developed to allow children to work independently and successfully;
- how to make effective use of other spaces – 'outdoor classroom', Art Studio, Library, Hall space;
- how to manage displays to be a mixture of celebration of children's work, supportive resources and the knowledge the pupils have gained through our PYP boards.

## Curriculum Organisation

The curriculum is designed to cater for the needs and interests of a full range of learners. The curriculum is taught through whole school transdisciplinary themes with a specific central idea each module to allow for an inquiry based approach to learning where possible. Discrete teaching happens where necessary.



## **Co-Curriculum and Extra-Curricular Activities**

The academy offers a full range of activities and clubs which enhance and extend the basic curriculum. These include: Irish dancing, choir, Spanish, STEM Club, Multi-Sports, Nature Squad and Arts Club.

We also carefully plan additional opportunities through visitors and visits to enhance the curriculum.

## **Language**

### **English**

English comprises: reading, writing, spoken language, grammar, punctuation, spelling and phonics. Phonics is taught using Phonics International. The skills of English can be taught discretely and are then embedded through the use of a quality text and the inquiry led approach to the curriculum. Writing outcomes across the curriculum are well planned, building on high quality engaging experiences, supporting pupils to produce high quality published writing. Spelling is taught through the Jane Considine approach. See English Expectations document for further information.

### **Modern Foreign Languages**

At High Halstow Primary Academy, we encourage pupils to draw on their experiences of language. At Key Stage Two, all students are taught Spanish through Linguagenut. We also encourage students to draw on their mother tongue and bring their knowledge around their first language into school. For further information, please see our Language Policy.

## **Mathematics**

Mathematics is usually taught discretely but where possible it is integrated into the current line of inquiry to provide greater context. White Rose is used to plan mathematics and is complemented by additional high quality resources. Time is dedicated to developing pupils' basic skills each day. Maths is divided into the areas of: number and place value, addition and subtraction, multiplication and division, fractions, decimals, percentages, measurement, geometry and statistics.

Mathematics is taught in blocks of different topics, focusing on a teaching for mastery approach, giving children time to deepen their learning. The CPA approach is integral to how maths is taught.

## **Science**

The National Curriculum is taught through the inquiry led approach as part of the central idea and lines of inquiry. Careful planning is crucial to high quality investigative experiences to build pupil understanding. Teachers impart expert knowledge which allows pupils to engage in meaningful and relevant practical scientific enquiries.

## **Computing**

The school follows the National Curriculum for computing. Pupils use a range of software and hardware to develop their understanding of computer science, digital literacy and information technology. 1:1 devices are used throughout the curriculum to complement teaching and learning through the use of the GSuite. E-Safety is integral to the whole curriculum, not only through discrete lessons. The National Online Safety website supports staff and pupils to promote online safety.



## **History and Geography**

The history and geography curriculum is taught through the PYP inquiry framework, enabling children to make strong links across not only these subjects but the curriculum as a whole. Pupils are taught the necessary historical and geographical skills to be successful historians and geographers of the modern world.

## **Art and Design and Technology**

Children are taught the key skills in both art and design technology (DT), through the PYP inquiry framework. Key artists and designers are selected to enrich links between the arts and day-to-day life. This approach supports pupils to produce high quality outcomes with relevant context.

## **Music**

Each year group has sessions with the class teacher. The specialist teacher teaches a variety of instruments across KS2 including: ocarinas, recorders and ukuleles. In KS1, class teachers use percussion instruments with children to develop their skills. A specialist teacher teaches Year 1 and 2 for an eight week project. Music is integral to weekly assemblies with a focus on singing songs from a range of genres.

## **PE**

PE is taught by class teachers however specialist teachers are used for targeted aspects of the PE curriculum. The school focuses on dance, gymnastics, games and athletics. Swimming is taught at Key Stage 2 as per National Curriculum requirements.

## **PSHE Education (Personal, Social, Health, Economic)**

### **RSE (Relationships & Sex Education)**

PSHE is taught through class circle assemblies, key stage assemblies and targeted ad hoc class lessons where appropriate. For more information about RSE, please see High Halstow's [RSE Policy](#).

## **Curriculum Impact**

At High Halstow Primary Academy, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

High Halstow Primary Academy uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners, who are motivated to excel and who have a thirst for learning. The pupils will have a desire to embrace challenges and to be resilient



## High Halstow Primary Academy

and the world.

learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community

Review date: September 2024





## Appendix 1: Classroom Expectations

Below is a checklist of the minimum expectations for the learning environments. This can be supplemented further to further enhance the curriculum offer for our pupils linked to their needs and the learning taking place.

Role play area in EYFS and KS1 classes when it enhances learning	
Up to date English and maths Learning Walls	
PYP Working Wall	
Timeline to develop understanding of chronology	
Behaviour system in place and visible to all pupils	
Engaging book corner (dictionaries, atlases, topic books)	
30 Reads Poster	
Visual learning behaviour reminders in KS1	
Times tables displays (Year 2 upwards)	
Maths manipulatives readily available	
Maths number line displayed in KS1/equivalent mathematical support for KS2 (place value chart)	
Inspiration Station	
Visual Timetable	
Phonic aids as relevant	
Map of the world	
Artwork displayed in the cloakroom	

Subject leaders may specify additional expectations.