



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Curriculum: Teaching and Learning Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Georgina Shaw	November 2023	November 2024	November 24
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Introduction:

The teaching and learning policy promotes best practice and establishes consistency in teaching and learning of the curriculum across the whole school. The curriculum has been organised to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experiences for the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aims and objectives:

At Moorlands Primary School, we aim to ensure that all children are provided with high quality learning experiences across the curriculum, with the intent to enthuse all our children and foster a life-long love of learning. The national curriculum provides an outline of core knowledge which teachers develop creative, cross-curricular lessons which promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum and ensure high level of pupil achievement and attitude.

School vision:

1. Share respect, responsibility, and resilience
2. Celebrate effort and success.
3. Respond enthusiastically to challenges.
4. Create positive opportunities to enable everyone to achieve in every way.
5. Have high expectations.
6. Create fairness.
7. Encourage pride.
8. Value talents and aspirations.
9. Have fun.
10. Promote teamwork and collaboration.
11. Challenge children to think, question and make connections to secure deep knowledge.
12. Encourage enquiring minds and problem solving skills

We aim to deliver this through:

- Fulfilling all the requirements of The National Curriculum and the Local Agreed Syllabus for Religious Education.
- The embedding of the creative curriculum through teaching topics which have a strong emphasis on citizenship, community, finance, enjoyment, achievement, safety and hygiene.
- Providing 'cultural capital' that celebrates all cultures and reflects our school community and the country's diversity. Our aim is to enrich every child's school experience and create an environment where they are encouraged to succeed and be the best they can be to prepare them for future life.
- Equipping children with life skills, through practical work and providing opportunities to consolidate these through a range of exciting topics.

- The provision of a broad and balanced curriculum, which creates opportunities for pupils to have new experiences within a stimulating and interactive environment in which they can develop their imaginations, ideas and opinions.
- Linking our learning with Forest Skills and sustainable development outcomes with a view to extend their learning beyond the classroom, developing a sense of community and belonging, contributing to our local community and global community through direct interaction.
- Making learning more purposeful and meaningful, by relating it to everyday life where possible and putting it into context.
- Having a flexible time-tabling approach in order to allow for deeper learning opportunities at the most appropriate time and to make space for true depth of study.
- Furthering links within the local community through contributions and involvement with parents, professional groups and agencies as well as continuing to forge links with pyramid schools, and organisations to develop a more cohesive community.
- Building on pupils' achievements and providing them with opportunities to celebrate their successes and listening to the pupil's voice and involving pupils in planning and decision making so they are able to take more ownership of their learning, in order to become independent learners.
- Bringing learning to life through interesting visits, visitors and exciting theme days.
- Ensuring progression is ongoing and monitored to ensure progress is being made by building on what children already know from each key stage.

Curriculum

To ensure that children benefit from a broad and balanced curriculum experience, the following subject time allocations are recommended.

EYFS

The timing for EYFS is guidance only and will be adapted depending on pupil needs and the continuous provision on offer:

Phonics – Thirty minutes each day.

Literacy – Thirty minutes each day.

Mathematics – Thirty minutes each day.

The wider curriculum is accessed through continuous provision and enhanced opportunities which are available to the children throughout the week. These are both self-directed and adult led.

KS1 8:45 – 10:30am – 1hr 45mins 10:45 – 12:00pm – 1hr 15mins 1:00 – 2:15pm – 1hr 15mins 2:30 – 3:20pm – 50mins Total: 5hrs 5mins (daily) Total: 25hrs 25mins (weekly)		KS2 8:45 – 10:30am – 1hr 45mins 10:45 – 12:15pm – 1hr 30mins 1:15 – 3:25pm – 2hr 10mins Total: 5hrs 25mins (daily) Total: 27hrs 5mins (weekly)	
Writing	4 hours 50mins	Writing	5 hours 40mins
SPaG	1-hour 10mins	SPaG	1 hour
Handwriting	45mins	Handwriting	30mins
Reading/ Phonics	1hr 30mins	Reading	1hr 30mins
Library	20mins	Library	20mins
Maths	5 hours	Maths	6 hours

Science	1 hour	Science	1-hour 30mins
History or Geography	2 hours	History or Geography	2 hours
Art or DT	2 hours	Art or DT	2 hours
Music or Forest School	1 hour	Music or French	45 minutes
Computing	1 hour	Computing	1 hour
PE	2 hours	PE	2 hours
RE	1 hour	RE	1 hour
RSHE	1 hour	RSHE	1 hour
Collective Worship	50mins	Collective Worship	50mins

*Where appropriate a unit of learning may be taught in a block. Consideration must be given should a pupil be absent for a block of learning.

Curriculum Planning:

In our curriculum planning we recognise the importance of key skills, so the children's progress can be identified and monitored. All subjects contribute to a child's progress in these skills. At Moorlands we believe that all children need to make good progress in these skills to achieve their true potential.

We have incorporated the National Curriculum and EYFS objectives to ensure that we meet our statutory obligations whilst adapting to meet the needs of our children in a creative way.

Retrieval and interleaving/ space practice:

Our approach to curriculum planning and delivery must built on spaced retrieval practice, formative low stakes testing and plenty of repeat practice for automaticity and fluency.

Retrieval tasks are planned for at the beginning and end of every lesson.

At the start of the lesson, it will be called CONNECT.

The end of the lesson it will be called CONSOLIDATE.

Long term planning:

This gives a broad outline of the themes taught in each year group. Its aim is to show progression and continuity between skills taught in a cross curricular way across school. Each topic is taught for a half term or term in some cases.

Medium Term Planning:

Medium-term planning builds on long-term plan and involves more detailed planning of the teaching sequence of learning statements across smaller teaching and learning periods within the year. It follows and shows progression, using each subject's progression documents. The planning format, this includes prior knowledge, progression statements, vocabulary, cross curricular links, cultural capital and pupil interests and assessment opportunities.

Weekly Planning:

Following a weekly year group meeting, our short-term plans are those the teachers write on a weekly basis, these break down the focused objectives into weekly achievable objectives and activities, where individual SEND, PP and GD children are identified, and support staff are directed and opportunities for cultural capital are identified. All planned lessons are uploaded to the Staff Common Area by Friday of the week prior to teaching.

Planning is regularly monitored by the curriculum leader, subject leaders, SLT and SMT.

Planning meetings:

Teaching staff meet on a weekly basis to plan for the following week. This approach allows professional dialogue to take place where knowledge and ideas can be shared to allow for consistency across the year group. A weekly deployment meeting is held with teaching staff and ETAs at the beginning of the week to share the planning, discuss needs of individual pupils and allow all involved to contribute to the teaching and learning in the classroom.

Schemes:

To support planning, teaching, coverage of the curriculum and progression, some schemes are followed and adapted accordingly to meet the needs of the pupils. The subjects where schemes are used include:

Subject	Scheme
Art	Access Art
French	Primary Languages Network
Geography	Boost (formerly Rising Stars)
History	Kapow
Maths	White Rose Maths
Music	Charanga
PE	Pennine Sports Partnership
Phonics	Floppy Phonics
RE	Kirklees Council and Pennine Learning Associates

What is ‘good learning’?

At Moorlands Primary School we believe that children learn best when:

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community.
- They have clear direction and are praised for all the good things that they do.
- They are actively involved in their learning at an appropriate level to match their learning needs.
- They are encouraged to become increasingly autonomous learners.
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging.
- They are working in an environment which is safe, caring, supportive and stimulating.
- Their learning addresses appropriate and pertinent aspects of the children’s future development both within overarching and explicit provision.
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens.
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural, and emotional development within both overarching and explicit provision.

What is ‘good teaching’?

At Moorlands Primary School we believe that good teaching is when teachers (and other school staff when applicable):

- Form positive relationships with the children in their class and other members of the school community.
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately adapted in order that the lessons consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Demonstrate secure subject and pedagogical knowledge to inspire children and build their understanding.
- Develop and maintain safe, secure, and inspiring classroom and learning environments.
- Use resources effectively, including other adults, to support children's learning.
- Use technology effectively to support children's learning.
- Develop the range of reading skills required to access all the curriculum effectively.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Are reflective regarding their professional practice and the overall provision the school offers.

Questioning:

Effective questioning lies at the heart of great instructional teaching. We use Rosenshine's questioning techniques in the classroom including:

1. Cold calling.
2. No opt-out.
3. Say it again, better.
4. Think, pair, share.
5. Whole-class response.
6. Probing.
7. Check for understanding.

Inclusion:

We are inclusive and learning is adapted to meet the needs of all children.

To meet the needs of all, lessons are differentiated, allowing children to access quality first teaching with their peers. Careful planning means all children can understand at their level and all children can make progress. We constantly plan-do-review and planning is adapted according to assessments of learning through all lessons.

Adaptations will be seen on planning, and this may be recorded in workbooks.

Communication with parents:

Long term plans for each year group are available on the school website. A curriculum newsletter is sent out to families with details of the learning, educational visits and visitors and ways to support with learning at home each term. Our school Twitter page is used as a platform to share teaching and learning experiences at Moorlands Primary School.