Curriculum Teaching & Learning Policy

Policy ratified by the Teaching & Learning Committee

Autumn Term 2024

Review Date: Autumn Term 2026 (or as required)

Policy Owner: Rachel Davies, Headteacher

EXTERNAL POLICY

If you have any questions about this policy please contact info@grovepark.hounslow.sch.uk

This policy includes information about withdrawal from RE lessons.

Introduction

Mission Statement

Grove Park Primary school is a unique and creative hub of excellence where high standards of work and attainment are the result of a rich and carefully crafted curriculum. We have created a truly stimulating learning environment and are committed to a personal growth model of teaching which puts a special emphasis on supporting the development of children's social and emotional well-being captivating and developing a spirit of enquiry and excellence. The golden thread running through the curriculum are our values of Trust, Respect, Empathy and Enthusiasm. Contextualising children's learning so that they learn from real life fosters a spirit of enquiry and purpose - situating learning, making it challenging, memorable and purposeful. The curriculum drives all aspects of the school forward ensuring all children thrive and find meaning and fulfilment in their school life. We seek to promote, develop and nurture all children's talents in a culture of high achievement and expectation.

The intent of the curriculum at Grove Park is…

- *To provide an environment where all children are able to develop towards their full potential.*
- *To develop within our children the essential skills and knowledge required in reading, writing, the arts, mathematics, computing and science – promoting high standards in all.*
- *To challenge our children in a spirit of enquiry by offering them opportunities to develop the intrinsic ability to be life-long learners.*
- *To encourage our children to think and work, both collaboratively and independently, with passion and excitement.*
- *To provide a rich, safe and stimulating school environment which promotes the development of a positive self-esteem and positive values within our children.*
- *To develop within our children, attitudes which encourage understanding, empathy and sensitivity towards the values and attitudes of others.*
- *To instil a positive, confident, resilient and enthusiastic attitude in our children.*
- *To deliver an environment within which our children are able to develop their narrative voice in order to allow them to construct meaning and an understanding of the world and their place within it.*
- *To promote the skills of critical analysis, through reasoned debate and argument, to allow our pupils to make informed judgements and decisions.*

- To facilitate an awareness in our children as to what it means to be a responsible citizens, and to promote a sense of social justice.
- To provide an environment which facilitates the development of essential socio-economic skills needed in order to be successful as future independent learners.
- To develop the spiritual, moral, social and cultural experience of our children via a rich reading curriculum, enriching visits and visitors, and establishing links across the curriculum which are meaningful and purposeful to the lives of our students.

This intent will be achieved through

- Ensuring that all teaching is consistently good or outstanding so that pupils make and exceed expected progress in order to reach their potential.
- The use of robust, meaningful and precise assessment in order to diminish the difference where progress or attainment gaps that may be identified between pupil groups as a result of social disadvantage and the impact of COVID-19.
- Ensuring our school curriculum intent and implementation continues to be embedded securely and consistently across the school.
- A model of excellent subject leadership and class teaching, which ensures that our pupils continue to be high achievers and receive the knowledge, skills and cultural capital they need in order to succeed in life.
- The provision of tailored and effective CPD in order to maintain outstanding standards of teaching, learning and subject leadership.
- The use of pedagogical approaches that consistently promote the extensive academic and personal development of our pupils.
- Ensuring our curriculum and pedagogical approaches exceed the expectations of the National Curriculum, so that pupils have access to a wide and rich set of learning experience, including the knowledge of how to keep physically healthy and maintain a healthy lifestyle.
- All of our Learning Journeys can be found on our school website: https://www.groveparkprimary.co.uk/School-Curriculum/

Approach to Teaching and Learning

Our curriculum offer at Grove Park is dynamic and exciting and is driven by:

- Our School Strategy- An ambitious long-term strategy which is centred on excellence for children, contributes towards curriculum development adding an

impetus of passion, excitement and innovation. Objectives related to curriculum development are then embedded and deepened to become part of Grove Park's unique curriculum offer.

- Contextualised Curriculum - Children benefit from learning in context which has proven neurological benefits of creating learning pathways in the brain; this stimulates learning and creates memorable moments which enhance deep learning. As a school we ensure all learning, as far as is practicable, is contextualised.

- Music, PE and Languages - Children benefit from specialist teachers in these subject areas. Dedicated Music, Languages and PE teachers foster and equip children with a range of skills promoting their flare and excitement for these subjects.

- Spirituality, Morality and Culture – Dedicated assemblies along with theme days/weeks such as Charity Day, Mental Health Week, Anti-Bullying Week and Black History Month reflect the emphasis on ensuring children at Grove Park are ready to be forward thinking, tolerant and respectful of others. Responsibilities such as membership of the Eco-Council, Reading Champions, School Council, House Captains, and Reading Buddies support and nurture leadership and respect in our children. Our carefully designed Reading Curriculum provides a means for developing the cultural capital of our pupils by ensuring it encompasses the voices and perspectives of people from diverse backgrounds.

- Reading for Pleasure – At Grove Park we foster reading for pleasure in a variety of ways, to promote engagement and create a community of lifelong readers: Reading Week, Reading Buddies, weekly library slots, Reading Champions, poetry days/weeks, class novels, teachers reading to their class every day, author visits and workshops.

Teaching and Learning Styles

Rigorous preparation and dynamic teaching ensure that teachers cater for all learners and planning is adapted according to the current class and/or cohort.

Children are given opportunities to show what they know, understand and can do throughout the learning process and are encouraged to be creative in seeking ways to make their learning interesting and successful.

Children learn best when they:

- Are taught in an interactive and lively way, that is purposeful, contextualised and relevant;
- Are suitably challenged through creative, open ended tasks;
- Take ownership of their learning;

- Respect other pupils' views and feelings;
- Are given time to reflect upon what they have learned;
- Solve problems and make decisions, developing resilience and independence;
- Are encouraged to work collaboratively;
- Participate in and take responsibility for their own learning and self-evaluation (see Assessment Policy).

High aspiration for all

- At Grove Park we do not use 'setting/streaming' groups and are proud of our high expectations of all pupils. We acknowledge that pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. Therefore, we seek to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning. We are committed to adapting teaching in a responsive way, including by providing targeted support where needed.
- At Grove Park we provide opportunity for all pupils to experience success, by:
- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistant.
- We have the highest aspirations for pupils with additional needs and this policy is to be read alongside our SEND Policy.

Resources

Imaginative and stimulating resources motivate children effectively, making a marked contribution to the quality of learning. These will include:

- Books, documents, artefacts and toys, sports equipment and musical instruments, maps, paintings and illustrations, film clips and photographs and a variety of information technology devices and software promote stimulating and high-quality learning.

The range of resources also supports the way children demonstrate and record their learning. These will include:

- Art materials, construction equipment, recording devices alongside written work and oral presentations.

For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, apparatus carefully selected for ease of handling or special equipment to transmit information used for the hearing/visually impaired. Resources are carefully chosen to:

- Support children with special educational needs and/or disability;

- Children with English as an Additional Language (EAL) are also given equal access to develop their learning and knowledge, often being provided with resources with mother tongue support or additional visual cues.

We devise strategies to ensure equal access to equipment for all pupils by:

- Presenting activities which will allow all pupils to achieve success;
- Ensuring that appropriate resources are provided to facilitate the learning of the individual pupil;
- Giving due regard to all protected characteristics within the Equality Act e.g. gender, race, culture and ability.

Adults within school are the key resource in the delivery of the curriculum. The teaching team includes teachers, teaching assistants and Early Years practitioners who work together to ensure that all children are able to access the curriculum, make progress and achieve well.

Learning Environment

Grove Park is a hub of creativity and the learning environment is key to promote children's well-being and celebrate the importance of learning. We have high standards of display in classrooms and communal areas:

- Displays reflect the curriculum and are changed regularly. In class, they focus particularly on inspiring children's learning and moving it forward;
- Within each classroom, members of staff create a supportive, purposeful and focused atmosphere which positively promotes high standards and celebrates pupil achievement. Furniture and resources are organised so as to make it easy for the children to gain access to everything they need and develop independence and responsibility;
- Hall and corridor displays celebrate success and provide pupils with a sense of pride in the high quality of their endeavours;
- Outside spaces are used as part of our continuous provision in the Early Years and as part of our commitment to the pedagogy of outdoor learning across the school

Cross Curricular Learning

Children are exposed to much cross-curricular learning at Grove Park and links with our intent to give opportunities for contextualisation and making patterns between aspects of learning. Rich and purposeful links are made with English, Mathematics and Science and celebrated in the foundation subjects of History, geography, RE and DT and Art. Themed weeks and days augment this structure and children develop practical and academic knowledge and understanding from this approach. Teachers ensure planning makes as many links as is reasonably practical and also ensure that Topic books include examples of cross curricular writing or maths. Displays are also reflective of our cross curricular ethos. We work within themes linking science, history, geography, art, computing, religious education, music, design and technology. We perceive this as a strength because:

- The conceptual understanding in these subjects enhances an awareness of self and others;
- The skills of enquiry, investigation and having a critical approach towards sources of evidence are common to all these subjects;
- It broadens the curriculum around a core of academic subjects;
- It promotes an increased awareness of the wider world;
- Pupils are better able to use, develop and extend the many skills they are gaining, seeing purpose and value in having those skills;
- It reinforces the understanding that skills and knowledge gained are the "tools" people use to solve problems, make discoveries, communicate with others, etc.

Reading, Writing, Communication, Maths and Computing

The teaching of the core skills of reading, writing, maths and computing and the opportunities for communication are essential in raising standards. Children are encouraged to develop these key areas in a range of settings across the curriculum. For example, computing skills are taught in the context of other subjects as well as within dedicated Computing lessons.

Science and the foundation subjects

Foundation subjects are taught through Enquiry Questions which change each half-term. Themes are planned to ensure that knowledge and skills are progressive across the School. Quality opportunities to make cross curricular links are identified to develop and apply skills and knowledge in a broad range of contexts.

Spiritual, Moral, Social and Cultural development (SMSC)

SMSC is developed through every aspect of school life including community projects, the work of the School Council, through creative writing and stories in English, teaching across the curriculum and assemblies. The children are encouraged to reflect upon beliefs, society and values. Our TREE values are fundamental to the School's identity and beliefs for all groups in our community. Children are taught to develop curiosity and to make connections between philosophical discussions, life and the rest of the school curriculum.

Equal Opportunities

We believe that a broad and balanced education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. We are firmly committed to the principle of 'entitlement of all' in every area of school life. We ensure that all our children have the opportunity to gain knowledge and understanding. All children, including those within identified vulnerable groups, can access our curriculum successfully.

In order to facilitate this we:

- Foster citizenship in our pupils and practise it ourselves;

- Root our teaching in broad global, local and historical contexts, using the widest possible perspectives and including the contributions of people of many different backgrounds;
- Consider forming single sex groups if we can see advantages in this approach e.g. if we identify a gender gap in attainment or progress;
- Provide a balance of activities and contexts which reflects the interests of all genders;
- Avoid using stereotypical pictures, resources and language.

Religious Education (RE)

The intent of our Religious Education (RE) curriculum and Learning Journey at Grove Park includes:

- For our pupils to develop their substantive knowledge of seven major world religious and non-religious traditions.
- To enable our pupils to understand the impact these major religious and non-religious traditions have had on the wider world, in order to view themselves as part of our diverse and multi-secular community.
- For our pupils to reflect upon their own personal knowledge and awareness of religious and non-religious practices by expressing their own perspectives in thoughtful, reasoned and considered ways.
- To help our pupils to develop perspectives that foster the British values of honesty, fairness, tolerance and respect.
- To develop the cultural experience of our pupils with trips to significant places of worship within the local community.
- To provide opportunities for pupils to develop the skills of public speaking, critical evaluation and debate.

Our detailed Learning Journey can be found on our school website: https://www.groveparkprimary.co.uk/RE/

Parents have the right to withdraw their child from all or some RE lessons. We ask that parents contact the Headteacher on info@grovepark.hounslow.sch.uk

Roles and Responsibilities

The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring:

- The Teaching and Learning Policy and all related policies are implemented, evaluated and reviewed;
- Standards of teaching and learning are high and consistently maintained throughout the School;
- Funding is delegated to resource and develop each subject and the impact of this is monitored;

- *Resources and staff training needs are considered and planned for within the context of the whole school development plan;*
- *Standards of teaching and learning within their area of responsibility are monitored - ensuring that standards and expectations are high;*
- *An overview of pupil progress through team/phase meetings is maintained to ensure pupils reach targets;*
- *They discuss outcomes of monitoring with team members and the rest of SLT, facilitating liaison with SENDCO to provide support for pupils not making expected progress;*
- *They liaise with subject leaders, and staff responsible for inclusion, to assist in the monitoring of children's work and standards of teaching and learning;*
- *Appropriate individual targets are set for children;*
- *The promotion of collaboration between, and providing advice and support to the staff they manage, in relation to the academic progress of pupils (as well as pastoral support and discipline), within the context of whole school policies and procedures;*
- *Displays and the children's learning environment reflect the curriculum.*

Subject Leaders & Curriculum Middle Leaders

Subject Leaders and Curriculum Middle Leaders are responsible for:

- *Developing, sharing and promoting the vision for their subject area;*
- *Ensuring that an action plan is in place for the subject that fits with identified priorities for whole school development and is Specific, Measurable, Achievable, Realistic and Time-bound;*
- *Developing, understanding and promoting the intent, implementation and impact of their subject area;*
- *Monitoring and reporting on progress of the school development strategy (if applicable to their subject area) and its impact each year to members of the Senior Leadership Team, The Headteacher and Governing Board, as required e.g. via performance management;*
- *Producing, regularly monitoring and reviewing the policy and guidelines for the area, ensuring these are reflected in classroom practice;*
- *Ensuring that the subject policy is implemented effectively e.g. by observing lessons monitoring standards of children's achievements/samples of work and of planning, analysing assessments and data and learning walks;*
- *Offering expertise and advice to all colleagues and/or directing them to suitable training and enrichment opportunities;*
- *Attending relevant CPD and disseminating information to staff;*
- *Ensuring adequate provision (within the designated budget) and effective use of appropriate resources to support the subject area;*
- *Promoting the sharing of good practice within the School;*

- Maintaining a high profile for their subject through display, special events, twitter updates etc. and communicating these to the School community;
- Fostering effective support for the area through home-school partnership e.g. through homework or extra-curricular opportunities, information to parents, co-operative activities;
- Establishing and developing partnerships with other schools, the local community, professionals, businesses etc. to enhance opportunities for pupils.

Class Teachers

Class Teachers have a responsibility to:

- Ensure that planning, assessment and delivery of the Curriculum is in line with agreed school policy and Learning Journeys;
- Use all forms of formative and summative assessment in line with Grove Park's Assessment Policy;
- Monitor and evaluate learning activities;
- Ensure they understand the intent and implememtation for each subject area;
- Communicate effectively with support staff;
- Identify and organise enrichment opportunities to enhance the curriculum e.g. workshops, speakers and visits;
- Ensure continuity and progression through planning;
- Establish and maintain a positive relationship with parents;
- Communicate with parents about children's progress, behaviour and targets through regular discussion including Parent Teacher Meetings;
- Liaise with the SENDCO and SLT to ensure children's needs are identified and appropriate provision put in place;
- Ensure the safe use of equipment;
- Ensure the learning environment is stimulating and organised to enable children to access resources and develop independence;
- Identify any individual training needs to their Team Leader or the Headteacher;
- Alert subject leaders to any issues relating to their subject e.g. need for resources or equipment, support with planning.

Teaching Assistants and Early Years Practitioners

Those who work in the classroom as support staff have a responsibility to:

- Support children with their learning individually or as part of a group;
- Support the teaching of the class teacher through their own teaching, sharing a common approach;
- Monitor and evaluate learning activities;
- Contribute to planning and assessment procedures as required, including the implementation and delivery of Provision Maps for pupils with SEND;
- Assist the class teacher to maintain the learning environment.

Governing Board

It is the responsibility of the Governing Board to:

• Work with the Headteacher to agree and implement the Teaching and Learning Policy and related policies;

• Review this policy and related policies on a regular basis.

Parents

Parents should:

• Support the Teaching and Learning Policy;

• Be encouraged to share experiences to enrich the Curriculum

Children

It is expected that children at Grove Park take a measure of responsibility for their own learning. They should:

• Display a positive attitude to learning, always enabling others to learn effectively too;

• Take great pride in the presentation of their work;

• Do their very best at school;

• Co-operate well with both adults and peers;

• Be prepared for lessons with the right equipment etc. according to expectations appropriate to their age.