

Alderman Payne Primary School



Teaching, Learning and Curriculum Policy

Date reviewed: July 2025

Next review: July 2026



Alderman Payne Primary School Teaching and learning and Curriculum Policy

(See also Special Educational Needs Policy, EYFS policy and Marking and Feedback Policy)

Introduction

Our Motto

Part of village life.

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence. We support and encourage children to develop as individuals, find their passions and interests and to be prepared for the modern world, both within school and beyond.

Ethos

At Alderman Payne, we are committed to creating an inspiring, nurturing and inclusive environment where every member of our community is valued and is supported and empowered to achieve their full potential. Through a culture of respect, perseverance, resilience and responsibility, we encourage children to be inquisitive and creative to build a lifelong love of learning. Our ethos is built on moral values, strong relationships, mutual trust and high expectations to ensure that everyone has the support they need to thrive academically, personally, socially and emotionally.

Definition

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun, but rigorous.

Values

Our school values are integral to the development of our culture and our behaviour curriculum. Our school values are part of our everyday life and are explicitly taught and revisited every year. We consider the values in relation to ourselves and to a range of inspirational people from past to present so that children can relate to them and consider how the values underpin decision making and attitudes.

We have six central values with secondary focuses

Core Value	Secondary Focus (Cycle A)	Secondary Focus (Cycle B)
Community	Kindness and friendship	Teamwork and co-operation
Responsibility	Personal and environmental	Social change and social justice
Diversity	Equity and Inclusion	Compassion and empathy
Integrity	Honesty and trust	Wisdom and resilience
Courage	Decisions and challenge	Risk and forgiveness
Aspiration	Inspiration and passion	Perseverance and determination

Our school curriculum is underpinned by the principles that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our curriculum has been designed to show that:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment and we want to teach our pupils how we should take care of the world - not only for ourselves, but also for future generations.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property

Curriculum intent

We passionately believe that the primary school curriculum has a broader purpose than just teaching "facts". The aim of our curriculum is to develop skills of perseverance, resilience, and a mistake being the opportunity to learn something new. We want our children to be inquisitive and to have the skills of enquiry and critical thinking, drawing on their love of reading.

Our curriculum is used as a basis to stimulate children's learning in a creative inclusive way. This cross curricular approach engages children and supports their understanding of what happens in the wider world. As most of our children live in small villages, we want to enhance the children's pride in their local area, but also to enlarge their understanding of the wider world.

We want them to share our values of respect for all groups of people, as well as themselves, in order that they can become active, kind and generous citizens of the world. We emphasise "family" and celebrate the importance of family engagement. We recognise the positive impact that family members can have on their child's learning. We provide a safe caring environment for children to learn in, ensuring that all aspects (including e-safety) are addressed.

Our academic curriculum is based on **five principles**. These are the skills and attitudes that we want all our children to acquire over their time in school. They are;

Reading – We want all our children to be able to read to such a level that they can easily access other subjects. This will prepare them for Secondary School and also for the world of work later on. Equally importantly, we also want them to love reading and to choose to read for pleasure.

Respect – We want our children to leave the school showing respect for other children, adults, the local community and the local environment, as well as the wider world.

Perseverance and Resilience. - We want our children to develop the attitude of never giving up, and that a mistake is an exciting time in their learning as they are about to learn something new.

The Wider World – as well as having respect and pride for the local area, we want children to be fully aware that they are citizens of a wider world, showing respect for other cultures and attitudes, as well as having knowledge of the world beyond Wisbech.

Inquisitiveness – we want our children to know that learning does not stop when you leave school, and there is always something new to learn, and for them to be able to use tools to support them (e.g. ICT) to find out more.

Implementation

Children learn best when the curriculum is well structured, engages their interests, has clear outcomes and where subjects are returned to in order to deepen and extend their knowledge. To this end, we implement the following;

1. Organisation and planning - A thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider project based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it.

We therefore use a thematic curriculum to deliver the National Curriculum and other aspects of the school curriculum, including PSHE, Religious Education and Citizenship. We use “Cornerstones” to support the children’s understanding of the wider world. As we live in a small village, it is vital that children can appreciate and participate in this wider context.

2. Structure

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what projects are to be taught in each term or half term, and to which groups of children. We review this long-term plan on an annual basis. We teach the curriculum on a two year cycle (A and B). This supports the school organisation of two year groups in one class.

Through our medium-term cross curricular plans we give clear guidance on the objectives and teaching ideas for each project. We use “Cornerstones” to support our planning.

Our short-term plans are set out the learning objectives for each session, and to identify groups and what resources and activities we are going to use in the lesson. Where schemes are used, we recognise that the teachers must look at objectives for the purpose of meeting the national curriculum aims over time and adapt lessons accordingly.

3. Resources

We use a range of support to help us develop the curriculum, however no scheme or system is perfect, and **teachers are expected to look critically at any resource that they use and adapt it for their class to best support the children.**

Literacy - We use “Read Write Inc.” to support phonics in the lower school. We use Pathways to Literacy and Essential Writing to support the writing curriculum. We believe that children need to be exposed to a wide range of text types including short model texts and toolkits that provide the basis for writing. Children therefore engage with a text, learning it, exploring ways to innovate it and then use their learning to create their own individual pieces of writing. Oak National Academy provides our framework for spelling. Reading is taught through a whole class novel study and exploration of shorter texts to ensure breadth over the year, Jane Considine reading plans support short unit work for reading comprehension.

Maths – Our long term plan is broadly based on the “White Rose” maths ideas but is taught using a range of resources both teacher created and from a range of high quality maths sources such as NRich. Mathematical concepts are taught to both year groups in the class and then tasks are adapted to meet the needs of the year group objectives and the wider needs of the class.

Other areas of the curriculum - Throughout the school we adopt an inter-disciplinary project approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the EYFS and National Curriculum. There is planned progression in all curriculum areas. We base this on “Cornerstones”, a project based approach to learning. In addition we follow the Local Authorities agreed syllabus for RE using NATRE for our yearly overview. We teach Spanish in KS2 using Language Angels, a sequential programme to support skills and learning over time. We teach PSHE and RSE using the Cambridgeshire PSCE scheme. We aim to have a curriculum that is not limited to the objectives of the National Curriculum, but teachers are responsible for ensuring that minimum expectations are met through the modification of schemes and the provided planning.

The curriculum and inclusion

We believe that all those who work in Alderman Payne - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. We aim for a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, race, religion or belief, sex and sexual orientation.

We foster the social and personal skills of co-operation, sharing and mutual respect. The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet their individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an assessment of special needs, and we involve the appropriate external agencies in making an assessment. We provide additional resources and support for children with additional special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. This is reviewed each term with parents and the child.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). Our schemes of learning address the diversity of our society, and reflect the National Curriculum programmes of study.

We use a wide range of interventions to support children with additional needs, and these are tailored to the individual, rather than being a blanket approach for all.

The Foundation Stage (See the EYFS Policy for more detail)

The curriculum that we teach in the Reception class meets the requirements set out in the revised National Curriculum at the Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the Reception class the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child. This is recorded on "Cornerstones"

We are well aware that all children need the support of both parents and teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. In addition to face to face meetings, we use "Tapestry" to develop these home school links. This helps us to celebrate children's learning at home and at school, as well as communicating with parents and carers as we recognise that they are the child's first educators.

Home Learning

We believe that home learning:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organizational skills
- Fosters independent learning
- Should be targeted at each child's level
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, e.g. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- is linked to focus work in school

Home learning is therefore set for all children appropriate to their age and stage of development. However, we aim for this to be proportionate and purposeful supporting the children's overall wellbeing and school:home balance.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time as required so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full

coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's learning, which s/he uses to illustrate expectations, show the achievements of children at each key stage and the progression across year groups, as well as to exemplify the attainment expected and to show the strategic direction of the school.

Impact

Careful assessments are carried out to ensure that children have understood new concepts, and if they haven't, swift action is taken to address this. For foundation subjects, we do initial assessment at beginning of our projects and again at the end to show progress. We use formative assessment to give feedback 'in the moment' so that gaps are addressed early.

Literacy and maths - Marking is carried out daily for literacy and maths to check for understanding, assess any misconceptions and to plan for the next lesson. We recognise that the most effective feedback is given 'in the moment' so that teachers can address misconceptions and pupils can respond and continue with their work with confidence. Feedback is both verbal and written, children are assessed about how well they have attained the learning intention, then are given a "growing green, tickled pink or pushing purple" assessment on the learning intention. (See Marking and Feedback policy for more detail). This helps them to understand how successful they have been. One piece of in depth marking is carried out each week in literacy.

Other curriculum areas - In other subjects, books are marked to assess children's understanding. Where there is a misconception, the teacher plans to address this in the next lesson.

Monitoring and review

Our governing body's Standards and Improvement committee is responsible for monitoring the way the school curriculum is implemented. Governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the teaching along with the subject leaders, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The ultimate goal of the curriculum is;

"To do our best for the children – that we equip them to make and have choices and that they are better human beings because they have passed through our hands."