

Teaching, Learning and Curriculum Policy

1.0 Introduction

The Trust believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2.0 Values

Our schools' curriculums are underpinned by the values that we hold dear. The curriculum is the means by which schools achieve the objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and each curriculum promotes respect for the views and characteristics of individual children. 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3.0 Curriculum

3.1 The Trust's expectation is that all curriculums are based on five specific areas of learning:

- The Formal Curriculum
- The Personalised Curriculum
- The outdoor curriculum
- The Informal Curriculum
- The Extended Curriculum

In addition to these five curriculum areas each school is encouraged to develop a Unique Curriculum providing specialist and contextually relevant opportunities that define each academy school as unique.

3.2 The 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 range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Through the incorporation of the [Trust drivers](#) pupils develop skills and characteristics which teach them how to grow into positive, responsible people, preparing them well for a successful future.

4.0 Curriculum Concepts

Each trust school has its own unique curriculum focusing on local, cultural and/or specialist areas that define the school and the learning needs of its community. By identifying barriers to learning and the cultural capital that is specific to their pupils, each school will select unique concepts that will be woven through learning and frequently revisited to support the acquisition of knowledge.

5.0 Subject Leadership

- 5.1 Subject leaders provide strategic lead and direction for their subject. They act as an advocate for their subject, staying up to date with the latest developments in teaching, learning and assessment and relevant technologies. Subject leaders monitor progress and evaluate the effectiveness of teaching and learning in their subject by working alongside colleagues demonstrating best practice at all times.
- 5.2 The school gives subject leaders non-contact time as appropriate, so that they can carry out the necessary duties involved with their role. 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 their subject ensuring that teachers plan for depth and breath of knowledge and skills in the subject.

Where schools work in hubs, subject leadership is often shared across sites.

6.0 The Formal and The Personalised Curriculum

Aims to:

- Enable all children to learn and develop their skills to the best of their ability;
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Ensure that all children are participative learners contributing towards curriculum development;
- Teach children the basic skills of English, maths, science and computing;
- Enable children to be creative and to develop their own thinking;
- Teach children about their developing world, including how their environment and society have changed over time;
- Help children understand Britain's cultural heritage;
- Enable children to be positive citizens in society;
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- Ensure that the curriculum elements of the British Values and PREVENT agenda is taught and discussed with pupils;
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Build on the Youth Social Action Education programme;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- Encourage critical thinking.

6.1 The Formal Curriculum

Each school leader sets clear expectations for timetabling, classroom delivery and behaviours for learning. These form the bedrock of the formal curriculum, teaching and learning practices.

Policies back up the formal curriculum expectations in terms of calculations, presentation, marking and feedback and behaviours of staff and pupils.

6.2 The Personalised Curriculum

Quality First Teaching is established in all Trust Schools, which ensures that there is a high level of inclusivity. Interventions, where and when needed, are reviewed regularly for impact and external support is sought when appropriate. It is our aim that all children become independent learners and it is important that the support provided to individuals does not create over reliance or over dependence. Higher achieving children are also challenged and supported to deepen their knowledge and understanding of a subject area.

6.3 Outdoor Curriculum

We value the importance of learning outdoors with some schools having a bespoke outdoor learning curriculum. We recognise that there are different formats for learning outdoors and schools make the distinction between the following three areas:

- Outdoor learning
- Learning outdoors
- Forest Schools.

Each format is different, **outdoor learning** requires a specific curriculum, which covers a range of objectives from across the National Curriculum which are sequenced and planned coherently to build on knowledge and skills using nature as the core stimulus. Leaders should review the activities being taught and provide risk assessments where appropriate. Where risk assessments identify the need for increased adult supervision i.e. off site lessons, a useful framework for assessing requirements for ratios and effective supervision is **STAGER**. The following link provides guidance for ratios:

<https://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/>

Decisions about the staffing and supervision should take account of:

- The nature and duration of the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

Learning outdoors enables teachers to use the environment to support learning, removing the classroom boundaries, for example painting a landscape scene outside rather than using a digital image in the classroom. Staff ratios are usually unchanged from internal classroom lessons, unless learning happens off site or a risk assessment reflects an increased risk to pupils' safety.

Forest schools, is taught by a trained Forest schools leader and adheres to the ethos and principles of the practice. A planned Forest school curriculum will be published and staffing ratios will be significantly higher than for outdoor learning. 1:5 is the suggested ratio to ensure the principles can be deeply embedded and mastered by pupils.

6.4 The Informal Curriculum

There is an obligation for school leaders to ensure that children are adequately prepared for the next stage of their education and the next stages of their life. Skills and attitudes learnt at an early stage are the foundation on which children will build their aspirations, expectations and boundaries.

The Trust recognises that in addition to academic attainment there are so many more things which children should experience in their childhood, such as flying a kite, getting a train to somewhere new, rolling down a hill and visits to the Houses of Parliament, amongst others! Through the teaching of our

drivers and the use of our learning Pi platform, parents and staff are able to capture and share the learning that takes place informally.

5.5 The Extended Curriculum

Where there is need we offer an 8-6 learning experience and this is provided through an Extended School provision including breakfast clubs, specific after school clubs. Some settings offer Easter and Summer Holiday Schools to further extend this offer.

6.0 Organisation and Planning

6.1 All National Curriculum areas are taught discreetly; pupils are encouraged to reflect on the subject specific skills needed to be successful in all 13 curriculum areas. The curriculum intent at each setting shares how learning is built upon and planning is designed so that concepts, language and knowledge are revisited and linked across the curriculum. Long term plans provide an overview of the sequence and progression in teaching. 6.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each subject. Objectives are carefully sequenced to build upon and revisit prior learning. 6.3 Our short-term plans are those that our teachers create on a weekly or daily basis. These are used to set out the learning objectives for each session. Short term plans are often shared across hubs by subject leads to improve work life balance. Teachers are required to personalise the plans to their specific cohorts and adapt learning so that teaching is fully inclusive.

6.4 In the EYFS we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of Development Matters and the Early Learning Goals. A focus on individual planning enables pupils to progress whatever their starting point. The Early Years curriculum provides the foundation to later learning and each setting ensures that the core concepts and drivers are fully integrated into the Early Years planning. The areas of learning also provide the foundations for Key Stage 1, developing core vocabulary and skills that are built upon throughout the curriculum.

6.5 Each class is expected to communicate its long term plans with parents termly. These plans are also published on the school website and clearly set out what the focus of the learning is in each area of the curriculum.

7.0 The Early Years Foundation Stage (EYFS)

7.1 The curriculum that we teach in the reception classes, and Nursery classes (where they exist) meets the requirements set out in the EYFS. Our curriculum planning focuses on the early learning goals and on developing children's skills and experiences.

7.2 We support the principle that young children learn through intentional play, and by engaging in well-planned structured activities. Teaching in the reception year builds on the experience of the children in their pre-school learning.

8.0 The Role of the School

8.1 We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- Sending annual reports to parents in which we explain the attainment and progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work

- Holding parents' evenings, which provide an opportunity to discuss the progress children are making.

9.0 The Role of the Parents/Carers

9.1 We believe that parents/carers, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- Ensure that their child has the best attendance record possible by arriving on time and adhering to the national attendance guidelines;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Ensure that their child is supported with home learning
- Inform us of their child's interests and capabilities through the use of the Learning Pi platform
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

10.0 The Role of the Child

10.1 We believe that the child has a responsibility to:

- Participate as fully as possible in the learning opportunities and help other children to do the same
- Work hard and try their best
- Behave appropriately in school according to the school's behaviour code
- Be polite and helpful to other pupils and adults in school
- Come to school regularly and be on time
- Talk at home about what is learnt at school
- Take good care of the school environment
- Do the homework regularly and bring it back to school
- Wear the correct school uniform
- Tell the teacher or an adult at home if they finds the work difficult

11.0 The Role of the Governance

Our Locality Committees determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by helping to allocate resources effectively
- Ensure that the school buildings and premises promote successful teaching and learning
- Ensure that high quality staff are appointed
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- Ensure that staff development and performance management policies promote good quality teaching and learning
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Academy Head report to governors as well as a review of the in-service training sessions attended by our staff

Document Control

Changes History

Version	Date	Amended By	Details of Change
2	20/09/2017	Tamsin Little	Rewritten to reflect Trust Policies, Vision and Values document and Central support and monitoring.
3	10/06/2018	Tamsin Little	Edited title to include teaching and learning Added introduction Moved Values above Curriculum Renumbered text accordingly 4 added text regarding drivers or core elements 5.1 added 'and assessment' 7.1 added reference to themes 7.2 removed note to Henley 7.3 added reference to pupils meeting learning objectives 9.4 removed reference to TUTE Added sections 12-15 from the Teaching and Learning policy now amalgamated with the Curriculum policy and the Assessment, Marking and Feedback policy
4	10/10/2025	Debbie Thomas	Rewritten to reflect Trust values, policies and practices

Approval

This policy will be reviewed annually by the Director of Primary Education or as required by changes in legislation.

At every review, this policy will be approved by the Education & Learning Committee.

The policy was last approved by the Education & Learning Committee on 22/01/2026.

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