



**LOWER PEOVER**  
CofE Primary School

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## **Teaching and Learning Policy**

<b>Date:</b>	<b>February 2023</b>
<b>Chair of Governors:</b>	<b>Louise Lawton</b>
<b>Review:</b>	<b>February 2024</b>

**“Teaching what will matter to our children so that they know more, remember more and understand more.”**

### **School ethos:**

Excellence and creativity are at the heart of everything we do at Lower Peover C.E. Primary School, and this is why we view the design of our curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children’s prior learning; children’s experiences; the community in which our school exists, the statutory curriculum (National Curriculum) and educational research. We have designed a curriculum, which teaches what matters to our children so that they know more, remember more and understand more.

In order to enrich our ambitious and diverse curriculum, we offer a continually expanding range of first-hand learning experiences and extra-curricular activities in order to enhance their learning experience and deepen their understanding. We believe that it is important that our classrooms look and feel vibrant, and that creativity exudes from our displays and the presentations as well as the performance of our children. All our children will aim high: trying to make or exceed national expectations of progress and attainment at each stage. The staff will relentlessly support all children with outstanding teaching and learning. Through every strand of school life at Lower Peover, we aim to promote the spiritual, moral and cultural development of every child to prepare them for the opportunities, responsibilities and challenges that life offers.

## **AIMS AND OBJECTIVES**

**At Lower Peover C.E. Primary School we are committed to providing a high standard of education for all pupils.**

**Teaching and learning are central to the schools continuous development, and our success is judged against the quality of our teaching and the pupils’ learning, progress and attainment.**

At Lower Peover C.E. Primary School, through our teaching, we aim to:

- enable children to become confident, skilful and knowledgeable learners
- foster children’s self-esteem and help them build positive relationships with other people –both peers and adults
- develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and in so doing, to promote positive attitudes towards others
- enable children to understand their community and help them feel valued as part of this community
- help children grow into responsible, wise and active citizens
- encourage pupils to take a pride in their work and the work of others
- help children learn good manners and have consideration for others
- ensure there is equality of access and opportunity for all children

We aim to achieve this by ensuring that:

- there is a high standard of teaching and learning in all classes
- there is consistency of practice across all year groups
- there is a shared belief in the way teachers teach and children learn
- everybody is clear about the roles they fulfil
- there is a clear understanding of how the school’s ethos is evident in practice.

## **Curriculum Definitions**

When collating this policy, we have agreed the following definitions:

**Intent** – everything that happens in the curriculum up to the point of delivering it (before the teaching)

**Implementation** – everything that happens in the classroom (the teaching)

**Impact** – children knowing more, remembering more and understanding more

## **I. Curriculum Intent**

In our school, all children develop a deep knowledge and wide skill set in all subjects. Our curriculum encourages children to become curious, active and resilient learners. Children will know more, learn more and understand more. Everyone in our community flourishes.

Children will be ready for their next stage of education and will leave our school worldly-wise and well read. They will be equipped for the diverse society we live in. We want our children to become advocates of change, successful pioneers and humble, empathetic citizens.

Our curriculum offer is relevant to the current climate of the society our children are living in: children use their creative and analytical skills to make links with what they are learning, as well as the world around them.

As a church school, Religious Education is at the heart of our curriculum. Children love learning and live out our school vision and values every day:

***'Whatever you do, do with all your heart, as working for the Lord.'***

***'With the Lord by our side, we strive for excellence in everything we do; aiming to achieve highly within our spiritual community. Working together under God's guidance, we endeavour to become the best that we can be in our school where the Christian faith is taught, experienced and lived.'***

### **Intention 1:**

**To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.**

Reading is a fundamental right of the child and we believe it is the gateway to success across the curriculum for all children. Reading is the core of everything we do. Children are read to daily by their teachers and Early Reading is prioritised to enable all children to become fluent and confident readers. Reading comprehension is developed through Guided and Shared Reading lessons. We use texts in English that link to our overall curriculum themes, which drive all subjects across the curriculum. High quality information texts are used to enable children to research, question, analyse and evaluate in history and research, explore and identify in geography.

### **Intention 2:**

**To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills and making connections so that all children know more, remember more and understand more.**

To design a curriculum which grows the learning behaviours of collaboration, independence, resilience, communication, leadership and empathy so that children know how they learn and as a result they know more, remember more and understand more.

### **Intention 3:**

**To build a curriculum, which ensures children know right from wrong, celebrate diversity, obtain cultural capital and are 'ready' for their next stage of education.**

To design a curriculum this results in children developing crucial life-skills, and positive moral traits so that they understand their role within the community and wider world beyond life at Lower Peover.

To be aware of the British Values: rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.

To experience cultural capital and to use enhance their learning experience whilst making links across the curriculum.

To become passionate and knowledgeable about current world issues and share their voice and knowledge with the wider community.

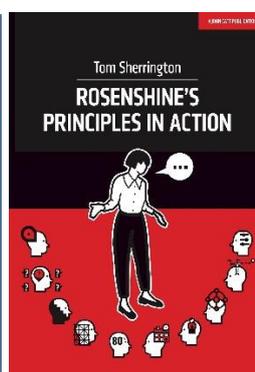
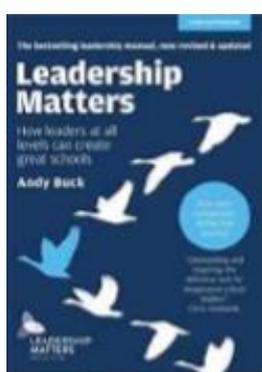
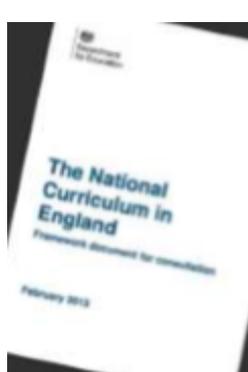
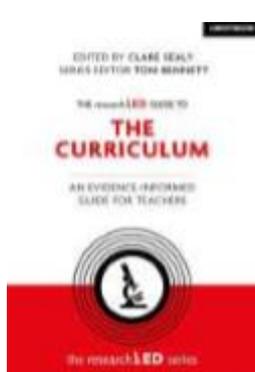
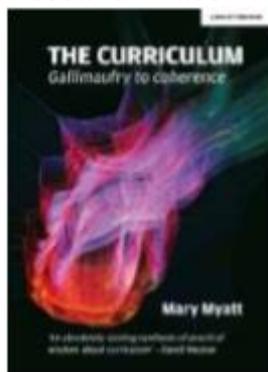
To develop empathy for others.

## 2. Pedagogy - How we intend to teach what will matter to our children so that they know more, remember more and understand more.

In all subjects, we recognise the importance of effective methods and practice of teaching (the pedagogy). We believe in using proven research and evidence for informing our teaching and learning; enabling pupils to know more, understand more and remember more. The following approaches and strategies are used across subjects throughout school.

<b>Pedagogical approaches and strategies</b>	Direct teacher instruction; modelling of skills and techniques; demonstration
	Enquiry-based learning; outdoor learning
	Teacher modelling; questioning; mix of individual, paired and group instruction
	Pupil-led learning; opportunities to showcase learning
	Introducing learners to key vocabulary specific to the subjects they are learning in order for them to use and apply it confidently and correctly.

### Research Base



### Effective learning

To actively engage children in their learning, such approaches and strategies may include:

- investigation and problem solving
- debate
- research
- group work
- role play
- paired work
- independent work
- whole-class work
- asking and answering questions
- quizzes, e.g. Flashback Fridays
- use of ICT
- fieldwork and visits to places of educational interest
- creative art
- watching media, responding to musical and tape-recorded material
- designing and making
- participation in athletic or physical activity
- guest visitors and performers
- allowing them to access relevant high-quality resources

## **Effective teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, so that they know more, remember more and understand more.

We use the school curriculum overviews, one-page plans (medium term planning) individual lesson plans and knowledge organisers to guide our teaching. These set out the aims, objectives and values of the school and details what is to be taught.

The 'Teaching and Learning Policy' has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

Teachers make on-going assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to further develop the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability with challenge. We do not believe in setting by ability – we have the highest expectations for all pupils and we expect all pupils to share these expectations. Indeed, when pupils are set work according to their perceived ability, the danger is that they will be given work at a low level, believe they are not as clever as others, have low self-esteem and feel negative about school.

As a result of research across the school, we plan for mixed ability groups for most lessons. Pupils have 'buddies', 'talking partners' and 'shoulder partners', and these are frequently changed. There are, however, times when it is entirely appropriate to group by ability, but these groups are not fixed and pupils will move fluidly depending on their strengths and successes. Assessment will be used skilfully to plan future teaching and learning.

When planning work for children with special educational needs, we give due regard to information and targets contained in the children's provision maps. Teachers modify learning and teaching as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant 'equal opportunities' legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. The progress of all pupils is discussed in detail at 'pupil progress meetings'.

## **Teaching Sequence**

The leaders within school recognise that the purpose of our school curriculum is for all children to engage in learning so that they retain knowledge and maintain connections between what is taught. Children should know more, remember more and understand more. In order to do this, the effective implementation of the curriculum is essential. At Lower Peover C.E. Primary School, we recognise that the sequence of teaching directly impacts on the successfulness of the implementation. Whilst each leader has developed a clear approach to the implementation of their subject, school has agreed key features in the sequence of teaching that support the retention of knowledge to the long-term memory. Because of this, all teaching sequences start with a 'hook' which sets the learning that is about to take place within the chronology of learning. Once the 'hook' has been established, the sequence will then focus on the last piece of connected learning that has most recently taken place. Once the first 2 steps in the teaching sequence have taken place, the proceeding steps will be specific to each subject and developed by each subject leader. (See progression of knowledge and skills overviews for each individual subject and teachers' medium-term plans).

## Consistency of practice at Lower Peover

Each lesson begins with a starter activity, a short warm-up, which engages pupils in their learning quickly and/or re-caps on previous learning. This sets the learning in a larger context and supports learning retention in the children's long-term memory. The 'primacy effect' suggests first impressions are so powerful; for our pupils this occurs in the first 6 seconds of our lessons.

Other matters to consider:

- Teacher explanations and instructions are clear, unambiguous and pitched at the correct level
- Pupils are active learners
- A variety of activities should be evident. All pupils should be actively engaged
- **AFL** is used throughout the lesson
- Guided by the teacher in their work with different groups, teaching assistants are used effectively
- The school's **Behaviour Policy** is consistently applied
- **Questioning** is used to promote learning and foster curiosity and enthusiasm for learning. Various strategies are used to build pupils' confidence: thinking time is built in, talking partners, phone a friend etc. Teachers use methods to engage all pupils, such as random name generators, lollypop sticks, no hands up, etc
- Pupils are always encouraged to construct their own questions
- Learning behaviours and school values are a feature in **all** lessons
- **Core skills** in all lessons will be applied across all subjects: reading, writing (including spelling and grammar, communication) and mathematics
- Every opportunity is taken to connect classroom learning to prior learning and
- All teachers will have high expectations of all pupils
- We provide **high quality whole class feedback**. Research has found that effective feedback is one of the most powerful ways to close the gap for underachievers (Higgins, Kokotsaki and Coe 2011). This includes oral or written feedback which is specific and positive. (please refer to the Minimal Marking & Feedback Policy).
- **Peer and self-assessment** are built into all lessons. Mistakes are viewed as a learning opportunity
- The lesson ends with a short plenary, when learning is reviewed with the pupils, and they know where this will lead. Teachers will be creative in approaches to assess the learning that has taken place. They may use a range of approaches such as exit discussions, 'Tell me something that you can remember from today's lesson'.
- Opportunities to extend learning at home are taken, e.g. use of Accelerated Reader and TT Rock Stars.

### 3. Curriculum Implementation

Our three school intentions are used to drive curriculum implementation, alongside appropriate evaluated educational research. The school implements the three curriculum intentions in the following way:

<b>Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.</b>	
Curriculum Implementation	Reason / Research
<p><b>National Curriculum Programmes of Study</b></p> <ul style="list-style-type: none"> <li>• All subjects within the National Curriculum are planned for and covered in full within the KS1 and KS2 school curriculum.</li> <li>• Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding, enhance our curriculum as and when necessary, so that children know more, remember more and understand more.</li> </ul>	<p><b>National Curriculum</b></p> <p>School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age-related knowledge and skills.</p>

<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• The development of speech and language is identified as one of the most important parts of our school’s Early Years curriculum. At the beginning of the spring term, all children in EYFS are screened, using the NELI Speech and Language programme. From this, certain children are identified as needing intervention. All staff in EYFS are NELI trained.</li> <li>• Books are central to all learning throughout each year group. Texts are carefully chosen to drive the curriculum learning. This results in excellent language acquisition for all children and promotes a love of literature.</li> <li>• To ensure a language rich curriculum, each class will learn a ‘vocabulary’ for each theme covered, made up of technical subject specific tier three words. They can be found in a whole school progressive vocabulary document.</li> <li>• The promotion and implementation of tiered language enables children to make links across the subjects so that they know more remember more and understand more.</li> <li>• Words of the week are implemented across the school in English to develop literary tier 2 vocabulary and ensure children use aspirational vocabulary within their speaking and writing.</li> </ul>	<p><b>Education Endowment Foundation research indicates that</b> all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months’ additional progress).</p> <p><i>‘Oral language is one of the most important skills a child can master – both for social and academic success. As learners, they use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers.’ Vince Gowman, author and educationalist.</i></p>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and 2.</li> <li>• Once Phase 5 is completed in Year 1, this is then revisited in Year 2. Once recapped in Year 2, the children are then taught spelling in line with the National Curriculum.</li> <li>• Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers.</li> <li>• Keep-up interventions are planned and delivered daily, as per the Little Wandle expectations.</li> <li>• Little Wandle is the phonics program followed throughout EYFS and KS1.</li> </ul>	<p><b>Education Endowment Foundation research indicates that</b> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.</p> <p>Following research by Dr Marlynne Grant, an educational psychologist, it was found that members of a Year 2 class of seven-year-olds who were taught using phonics were on average 28 months ahead of their chronological age for reading and 21 months above their age for spelling.</p> <p><i>‘The use of a systematic synthetic phonics programme was shown to give children a flying start with their reading, writing and spelling, it was effective for catch-up, it reduced special educational needs across the schools and it enabled higher numbers of children to transfer to their secondary schools well equipped to access the curriculum.’ Dr Marlynne Grant, Educational Psychologist.</i></p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading forms the core of our curriculum. All children read and are read to so that they develop a love of reading.</li> <li>• Quality texts are used for the teaching of English grammar, punctuation and writing skills. These are carefully matched to the children’s age and stage and are mapped out progressively, so they link to the genre outcomes for children’s writing. These books link to the theme covered in each class.</li> </ul>	<p><b>Education Endowment Foundation research indicates that</b> reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>

- A chapter book is read daily to each class every half term. These are mapped out progressively in a separate document.
- **Reading Scheme** – School uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read, covering all genres and challenge stereotypes. All books are levelled in order to ensure children read at an appropriate word and comprehension level to their ability and are able to make excellent progress.
- Children complete benchmarking assessments to ensure they are reading books that enable fluency and independence.
- **In EYFS and KS1 Phonics books are** matched to children’s phonics ability in line with Little Wandle assessments.
- **Individual Reading** – All children in Foundation Stage read regularly to a member of staff or parent helper.
- Throughout school, a minority of children will read 1-to-1 with an adult as a form of intervention.
- **Home Reading** – All children are expected to read at home five times a week, taking home reading books matched to their ability. All children in EYFS and Year 1 take home three books a week – two phonics books and one school library book (to be read together with an adult). Year 2 children take home two colour-banded books as per benchmarking assessment and choose one book from the ‘Accelerated Reader Library’ in line with their ‘Star Reading’ assessment. Those children who have not passed the Little Wandle Phase 5 fluency tests will continue to take home Phonics books matched to the Little Wandle assessment.
- Through regular assessment, including Star Reader and Benchmarking, each child’s reading level and progress is systematically tracked. As a catch-up intervention, the bottom 20% of readers, in every class, read (one-to-one) to a teacher or teaching assistant three times a week.
- **Guided Reading** – All children from Foundation Stage and Year 1 take part in guided reading each week. ‘Guided Reading’ sessions are planned to teach a group of children at the same level to develop a specific comprehension skill and increase their word level reading fluency, as per Little Wandle expectations.
- **Shared Reading** – All children from Year 2 upwards receive x3 ‘Pathways to Read’ shared reading sessions each week. ‘Shared Reading’ sessions are planned to enable all children to access a challenging text in order to develop comprehension skills for each reading domain.
- **Reading Areas** – All classrooms have an inviting and up-to-date class-reading area with subject specific books and age-related reading for pleasure books. All classrooms have access to mental well-being books in the reading areas. The children get to choose books that they want added to their class library areas from the Education Library Van that visits school.

*‘Reading is fundamental. In fact, it is one of the most important ingredients to becoming all that you can be. Indeed, it develops your brain, provides a window into the world around you and helps you do better in all school subjects. But most importantly, reading cannot only help you become a better pupil, but a better person.’ Sir Kevan Collins, Chief Executive, EEF.*

<ul style="list-style-type: none"> <li>• There are always a wide range of non-fiction reference books, in specific areas of the classroom, linked to the geography / history / science topics being covered each term.</li> <li>• <b>Accelerated Reader</b> – Children from Year 2 to Year 6 can access this online scheme to enhance their reading ability. Children are tested each term and complete a comprehension quiz in school after completing a book.</li> <li>• Formatively, <b>INSIGHT</b> is used to track progress and attainment, and summative NFER reading assessments are carried out at the end of each term.</li> </ul>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• All children write daily.</li> <li>• The teaching of writing, including grammar and punctuation is taught through a quality text. It is taught in three key stages: imitation, innovation and invention.</li> <li>• Writing genres are mapped out progressively. All children write a narrative and non-fiction extended piece of writing every half term.</li> <li>• Writing, grammar, punctuation and spelling skills coverage are mapped out progressively for each age and stage.</li> <li>• Regular internal and external moderations take place.</li> <li>• Opportunities for children to apply their writing are planned for the wider curriculum.</li> <li>• Writing is regularly self/peer assessed and edited by the children, paying particular attention to the editing process whilst up-leveilling their work.</li> <li>• Our school has high expectations of presentation that all children and staff adhere to, and good presentation is celebrated and rewarded – dojos, pen licence.</li> <li>• All classes use a ‘washing line’ as a working wall which is added to daily to show the writing process and enhance the writing learning environment for children.</li> <li>• Children’s writing is celebrated and displayed in corridors and around classes.</li> <li>• <b>INSIGHT</b> is used to track progress and attainment.</li> </ul>	<p><b>Education Endowment Foundation</b> research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p> <p><i>‘You may not yet believe it but writing and storytelling have the power to change your life and the lives of others. Your writing skills will impact what college you go to, what career you pursue and how much of an impact you can have on the world.’</i> Phillip Pullman, author.</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Maths has a high priority within our school curriculum.</li> <li>• Teachers deliver concepts using a CPA approach (concrete, pictorial and abstract), allowing children to explore concepts, acquire knowledge that ‘sticks’ and deepen their understanding.</li> <li>• Although taught discretely, where appropriate, maths concepts are taught through other curriculum areas, where skills can be applied and understanding of concepts deepened.</li> <li>• <b>Power Maths</b> is used as the core maths programme and this is supported with the use of <b>White Rose Maths</b> materials. The delivery of this programme is underpinned by staff CPD with MathsHub.</li> <li>• <b>Formative assessment</b> – Teachers use <b>INSIGHT</b> to track children’s day-to-day understanding, progress and attainment.</li> </ul>	<p><b>MathsHub</b> aim is to develop a culture of deep understanding, confidence and real progress. The programme, which has been developed following global research, makes links to the real-life problems.</p> <p><b>Education Endowment Foundation</b> research indicates that mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others.</p> <p>School agrees that improving the attainment of children in mathematics should be a founding aim of our school.</p>

<ul style="list-style-type: none"> <li>• <b>Summative assessment – White Rose</b> end of unit assessments and end-of-year NFER assessments are used to inform teachers of children’s understanding and progress.</li> <li>• <b>Times Tables Rock Stars</b> is a times tables programme that is used in Year 4 to ensure children are developing rapid recall of multiplication and division facts.</li> <li>• <b>Cultural Capital Enhancement</b> – Opportunities in maths may take the form of: calculating dates and time frames in history; calculating spending/budgeting activities; measuring distances in geography; recipes and proportions in DT; measuring accurately when designing products. We also welcome the opportunity for visits from parents with jobs where maths is regularly used.</li> <li>• <b>Working walls</b> are used within every classroom to support children’s learning and independence through displaying procedural examples (including concrete and pictorial), key vocabulary and stem sentences to be used when reasoning. These are changed regularly to reflect current learning.</li> </ul>	<p><i>‘While it may seem like maths problems in the classroom have no real use in life, this couldn’t be farther from the truth! Math is incredibly important in our lives and, without realising it, we use mathematical concepts, as well as the skills we learn from doing maths problems every day. The laws of mathematics govern everything around us, and without a good understanding of them, one can encounter significant difficulties in life.’ Dr Tanya Evans, Stanford University.</i></p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Science is taught half-termly in all key stages.</li> <li>• Science is delivered as a discrete subject, but links are made to other subjects when appropriate.</li> <li>• Language development has a salient role in scientific understanding. All science units focus upon key vocabulary and key facts to be used during knowledge acquisition, so that children <b>know more, remember more and understand more</b> concepts that are scientific.</li> <li>• <b>Cultural Capital Enhancement:</b> Visiting professionals are welcomed as speakers or offer workshops. We have had visits from vets, firemen, etc.</li> <li>• <b>INSIGHT</b> is used to track progress and attainment.</li> </ul>	<p><b>Education Endowment Foundation research indicates</b> that there is strong evidence of a link between economic disadvantage and attainment in science. Strategies to boost disadvantaged pupils’ reading comprehension could have a positive impact on their achievement in science too.</p> <p><b>School:</b> Children evidence a positive approach and engagement towards science units of work.</p>
<p><b>Foundation Subjects</b></p> <ul style="list-style-type: none"> <li>• <b>1 Year Cycle</b> – Our curriculum is taught on a one-year cycle with each National Curriculum year having their own bespoke curriculum, encompassing all subjects. Each one-year cycle builds upon the previous year’s knowledge, so that children retain learning – <b>they know more, remember more and understand more.</b></li> <li>• <b>Termly Blocks</b> – Each National Curriculum year group one-year cycle is split into termly blocks and given an over-arching title for a theme. The termly planned work starts with key vocabulary and knowledge for children to learn so that they <b>know more;</b> this supports them throughout the remainder of their learning. Opportunities are provided for children to apply this newly acquired knowledge to ensure they <b>understand more</b> about the concepts being taught.</li> </ul>	<p><b>Enhancement - Education Endowment Foundation research indicates that</b> given the complex nature, and limited evidence of impact on attainment of enrichment activities, it is important to think carefully about what you are intending to achieve. It is also important to consider carefully whether such activities should <i>replace</i> curriculum-linked activities, as this might have a negative impact on attainment.</p> <p><b>School:</b> Questionnaires (parents and pupils) indicate that children positively engage in subject specific tasks. Pupils written work indicates that clearly planned activities provide a scaffold for language consolidation.</p> <p><b>Blooms Taxonomy:</b> Research indicates that building up from lower-level cognitive skills increases children’s ability to demonstrate higher order thinking skills in their learning which enables pupils to remember more.</p> <p><b>Solo Taxonomy:</b> Research indicates pupils can develop an increasing complexity of subject knowledge and understanding when knowledge is delivered using a structural approach.</p>

- A 'critical thinking task' and an 'end of topic quiz' is implemented for each Geography and History theme. This enables children to re-visit the newly acquired knowledge and understanding, so that they remember more and to check retention of their prior learning. Children add to their own mind-maps at the end of each lesson, teachers will recap at the beginning of each lesson and 'Flashback Fridays' will also aid this.
- **Working Walls** – 'Working Walls' are displayed in all classrooms. These walls are divided into subject specific columns and reflect the school's curriculum design. These walls consist of key vocabulary, key knowledge, applications and retention notes for tasks completed.
- **Art/DT** – All skills are taught over a 2 year period to ensure quality time is given to develop and embed each area through a meaningful topic. Time is given to research designs in the real world or artists to inform and develop children's knowledge and application of skills. For both subjects, the following model is applied: research, design, make and evaluate.
- **Cultural Capital Enhancement** – We plan that each half-term pupils will experience cultural capital enhancements in the form of a visitor; an external trip; a project within the community of Lower Peover and/or an involvement in a specific activity to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned activities must be clearly linked to the statutory knowledge to be acquired and provide the opportunity for children to **know more, remember more and understand more.**

**Intention 2: To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills and making connections so that all children know more, remember more and understand more.**

Curriculum Implementation	Reason / Research
<ul style="list-style-type: none"> <li>• <b>Learning Behaviours</b> – We plan a character-related learning programme which develops key skills that help children become effective learner's so that they know more, remember more and understand more. School has developed six key skills which we feel are relevant to the pupils at Lower Peover C.E. Primary School. The learning behaviours, which provide a half-termly focus, are: <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Independence</li> <li>• Resilience</li> <li>• Communication</li> <li>• Leadership</li> <li>• Empathy</li> </ul> </li> <li>• School endeavours to develop these learning behaviours alongside the formal curriculum through providing challenging learning which enables children to take risks to deepen their understanding and build their skills as self-regulating learners.</li> </ul>	<p><b>Education Endowment Foundation</b> literature review on non-cognitive skills suggested that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.</p> <p><b>School:</b> Pupil voice and teaching and learning reviews indicate that children feel they learn better when they are actively engaged and working outside.</p>

- We understand that learning about our character makes us better learners and so key skill development threads through the school curriculum. Its development is rewarded in assemblies, communicated to pupils through feedback about their work and explained to parents also through actions such as the open-ended homework we set, promotion through the newsletter and parental engagement activities.
- **Outdoor Learning and Forest School** – Outdoor learning is a valued part of learning within our school because it provides opportunity to develop children’s curiosity of learning. Appropriate age-related activities are planned for children to apply their curriculum knowledge outside the classroom. School recognises that to have impact, outdoor learning must have a clear focus and link directly to the statutory curriculum. **Forest School** – Throughout the school year targeted children will have access to Forest School activities, affording them the opportunity to apply learning and further develop their internalisation of the six learning behaviours.
- **Inclusion** – 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 or carers have been consulted. This happens only in very exceptional circumstances. The SEND Policy explains in greater detail the school's approach to meeting the needs of this group of children.

**Intention 3: To build a curriculum, which ensures children know right from wrong, celebrate diversity, obtain cultural capital and are ‘ready’ for their next stage of education.**

Curriculum Implementation	Reason / Research
<ul style="list-style-type: none"> <li>• The planned school curriculum includes three components: the statutory knowledge of the National Curriculum; how this is to be delivered and also how school can nurture an understanding of morality and the wider world. We want all our children to understand what it means to be a British Citizen, or what it means to be someone from another country who lives in Britain. We ensure the intention to build ‘Life Ready’ pupils is achieved by: <ul style="list-style-type: none"> <li>- <b>Collective Worship</b> – Weekly whole-school and class worship led by the Headteacher, Deputy Headteacher and Key Stage Leads and staff, which explore children’s understanding of the Bible, Christianity, and other events related to our school.</li> <li>- <b>Cultural Capital</b> – A ‘Cultural Capital Enhancement Plan’ which provides all children, particularly those who are disadvantaged, the opportunity to experience a wide range of experiences relating to living in Britain. (See Cultural Capital Enhancement Plan).</li> <li>- <b>PSHE and RSHE</b> curriculum – Planned weekly learning (see Jigsaw curriculum overviews) helps children question and make sense of their place in the world. (See PSHE and RSHE Schemes of Work - Jigsaw)</li> <li>- <b>Curriculum Links</b> – Spiritual, Moral, Social and Cultural links are made to all elements of the planned curriculum</li> </ul> </li> </ul>	<p><b>Education Endowment Foundation</b> research indicates that there is growing evidence that suggests that schools who use a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – to underpin the delivery of the curriculum is important to children’s later outcomes.</p> <p><b>School</b> – Observations of learning attitudes, behaviour throughout school, analysis of questionnaires and discussions with pupils indicate that they view character building skills and activities positively.</p>

<ul style="list-style-type: none"> <li>- <b>Displays</b> – Displays reinforce the intentions of the school and provide support for children with their learning</li> <li>- <b>Community</b> – The curriculum is planned to enable children to work with local community groups such as working with local charities, collecting and raising money for charities and food banks and working with other schools near and further afield. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond.</li> </ul>	
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## 5. Impact

What do we hope will be the impact of our curriculum and how do we measure it?

Intention	Intended Impact	How will it be measured?
<p><b>Intention 1:</b> To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.</p>	<p>Children will make at least good progress from their last point of statutory assessment of from their starting point in EYFS.</p>	<p>Children’s work in books and pupil voice shows excellent knowledge and skills.</p> <p>Progress from a child’s starting point or from the last point of statutory assessment.</p> <p>Attainment at each end point.</p> <p>Attainment at each statutory assessment.</p>
<p><b>Intention 2:</b> To build a curriculum which nurtures children’s learning behaviours and develops a curiosity towards acquiring and remembering knowledge, learning skills and making connections so that all children know more, remember more and understand more.</p>	<p>Children have positive attitudes towards their learning which continues as they move to secondary school and adulthood.</p> <p>Children know how they learn best and use this knowledge in their day- to-day work.</p> <p>Children demonstrate resilience in their learning and do not give up when they find something challenging.</p> <p>Children have high aspirations of themselves and, as a result of this, set themselves challenging next steps.</p>	<p>The learning behaviours displayed by children in the classroom and in the wider school environment.</p> <p>The care children demonstrate to their learning through the presentation of their work.</p> <p>The completion and return of homework.</p> <p>Attendance at school – children are rarely absent.</p>
<p><b>Intention 3:</b> To build a curriculum, which ensures children know right from wrong, celebrate diversity, obtain cultural capital and are ‘Ready’ for their next stage of education.</p>	<p>Children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all, and this is transferable outside of school in the wider community and beyond.</p> <p>Children are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong</p>	<p>Throughout school positive attitudes prevail towards all children and staff.</p> <p>There are very few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion.</p> <p>School pupils are ambassadors whenever they are outside of the school environment.</p> <p>School pupils very rarely become involved in problems outside of the school day.</p> <p>Children stand up for what is right and speak out positively against inequalities.</p> <p>Children are empathetic towards others and knowledgeable about current affairs.</p>

## **Staff Development**

We expect all staff at Lower Peover C.E. Primary School to be on a learning journey: adults need to model learning behaviour by behaving as effective learners themselves. Weekly staff meetings are therefore training sessions, and these will focus on improving teaching and increasing our knowledge and understanding of the learning process.

## **Monitoring**

The Senior Leadership Team and the Governing Body are responsible for monitoring the impact of the school curriculum in terms of both social outcomes and academic progress. Please see the School Improvement Plan Monitoring Schedule 2022 - 2023 for the current academic year's planned curriculum monitoring, which will include:

- classroom environment / lesson observations
- pupil voice
- book looks – monitoring of teaching and learning
- data analysis – monitoring of progress and attainment
- internal / external moderation of pupil's work

The Headteacher is responsible for the day-to-day organisation of the curriculum. The subject leaders monitor the implementation and impact of the part of the curriculum for which they are responsible. They monitor curriculum planning for their subject, ensuring that all classes are taught the full requirements of the National Curriculum and have opportunities to enhance their curiosity and are challenged in order to apply and deepen their learning.

Subject leaders champion their subjects to inspire learning in their subject and monitor the way in which 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 used. Curriculum monitoring completed by subject leaders is forwarded to the Headteacher and SLT, along with strengths and actions for further development.

## **The Role of Parents and Governors**

At Lower Peover C.E. Primary School, we actively encourage parents to participate in their children's learning. We do this by:

- promoting a positive, collaborative relationship with the school
- ensuring that their children are in school on time and attend regularly
- encouraging good attendance at parents' evenings
- providing workshop opportunities so that parents understand what goes on in the classroom
- informing parents of the curriculum to be covered at the start of each term
- sending out weekly homework
- issuing home school agreements
- being available daily for discussion of any queries
- participating in school activities, such as trips
- encouraging parents to share their expertise and talents with the class
- inviting them to attend school performances, class assemblies, etc.

## **Governors will:**

- support the aims for successful teaching and learning
- develop the role of critical friends in their oversight of the school and its activities
- think strategically

This policy is monitored by the Governing Body and will be reviewed annually, or before if necessary. The policy was last reviewed in January 2023 and will next be reviewed in January 2024.