



St Luke's C.E. Primary School

Teaching and Learning Policy

Langport Avenue

Longsight

Manchester

M12 4NG

PURPOSE

Pupils and their learning lie at the heart of everything that we do at St Luke's. The bedrock of our curriculum design is based upon the drive to optimise achievement, equity and enjoyment for all pupils. Our aim is to provide every child with the perfect start in life that successfully prepares them for their continuing education and ultimately as lifelong learners and great global citizens. To achieve these aims, it is vital that we offer a curriculum that goes above and beyond statutory content.

We aim to construct and provide a curriculum which is a vocabulary-rich, enquiry-based curriculum and which develops pupils' long and short-term memory through the careful construction and organisation of learning.

The purpose of this policy is to set out provision at the school and how all the threads of the provision link together to promote an enriched and enhanced curriculum where all pupils meet targets set for them in terms of knowledge, skills and expectations by the end of each year group and phase.

This policy is divided in to 6 sections.

- **INTENT**
- **IMPLEMENTATION**
- **IMPACT**
- **MONITORING**
- **EQUALITY**
- **LINKS**

SECTION 1 – INTENT

AIMS

To ensure our curriculum provides children with tools and skills to;

- Be fluent, competent readers.
- Meet successfully end targets set for them by the end of each year group or phase.
- Where pupils have no significant barriers to achieve and attain they should reach at least national standards and all make at least good progress from individual starting points.
- To use knowledge and skills acquired to access the workplace and societal opportunities in the long term.
- Socially literate
- Emotionally literate
- Verbally literate
- Competent in critical thinking and reasoning
- Organisationally literate

- Support children’s mental health and wellbeing proactively
- To develop and promote spiritual awareness and self-reflection.
- To develop and foster pupils’ ability to develop resilience, curiosity, enquiry, research, self-reflect, sequencing, transference.

- **Knowledge-based Curriculum**

At St Luke’s, we appreciate the knowledge rich National Curriculum. However, we also believe skills-based learning provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired. To embed knowledge wherever possible we will provide opportunities for overlearning. (See **Appendix 1A**)

- **Broad and Balanced Curriculum**

We offer an exciting broad and balanced curriculum based upon The National Curriculum. However, this is a bare minimum, and our offer encompasses much more. The basics of literacy and maths lie at the heart of the curriculum as they have far reaching impact on pupils’ life chances, however, of equal importance are the foundation subjects, the locally agreed syllabus for RE and our wider curriculum offer. Our curriculum is intended to develop the whole child; educationally, socially and emotionally, morally, physically and personally.

The whole school curriculum is based on the following (See detailed subject curriculum overview on the school website).

- **The National curriculum 2014** programmes of study as units of knowledge and skills. This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the:
 - **Rich and Deep Knowledge** - We recognise that there is a breadth of core knowledge; facts, concepts, principles and fundamental operations which open doors for us all in further education and in future employment. Powerful knowledge is transferable. Our curriculum planning recognises the need to carefully sequence knowledge throughout.
 - **Enrichment curriculum** which is developed to close the gap between own pupils and pupils nationally in terms of experiences, vocabulary, skills and additional learning in order for them to access and achieve at at least the same standards as all pupils nationally. This is further supported by:
 - **The Global Citizen and Mental Wellbeing curriculum** developed to promote positive, mental, social and emotional wellbeing for pupils and staff. It is comprised of PSHE, SRE and mental health and wellbeing (**see individual policy statements**) and is developed through:
 - 1) Wave 1 teaching – progress for all pupils at age appropriate levels (activities and resources) on a weekly basis and throughout all other curricular subjects.

- 2) Interventions provided by intervention team for pupils identified as at risk of poor mental health. For more acute cases commissioning/signposting external support is provided.
 - 3) Support structure for staff wellbeing including where necessary commissioning/signposting external support for vulnerable staff.
- **SRE: Sex and relationships education (Programme of study). See up to date policy.** This supports PSHE and SMSC curriculum in the school.

- **Mastery**

Our curriculum encourages pupils to study at a pace that enables the formulation of a robust understanding of central ideas, key concepts, key bodies of knowledge and fundamental skills. Our curriculum promotes study at greater depth; it is not about coverage and moving on as quickly as possible without time to consolidate and use and apply skills. Our aim is to ensure that all units of learning have a high impact on pupils' development.

- **Oracy**

The ability to express one's ideas orally with confidence is a fundamental aim of our curriculum and as such the development of good speaking and listening skills is given a high priority. Our curriculum encourages acquisition of wide and rich vocabulary and pupil voice giving pupils an opportunity to make a positive contribution to the school and take part in democratic activities. Oracy is further enriched and expanded by our:

- Focus on debate mini lessons
- Involvement in DebateMate in Year 6. This also leads to inclusion in national debate competitions which the school takes part in.
- School council elections and membership.
- Performances and class assemblies.
- Forest school (for identified pupils).
- PHSE.
- The Young Explorers – Residentials, Campfire, night walks...

- **Wellbeing**

Our curriculum promotes pupils' well-being giving them the opportunity to:

- Engage in sport and physical education including dance, gymnastics, swimming, and games.
- Develop their self-esteem, confidence and resilience
- Learn in a calm, purposeful and supportive environment
- Learn how to respect themselves and others working and be able to work co-operatively in a range of groupings/ settings

- Have specific time set aside to focus on the well-being (each class has own timetable)
- Early finish on Friday's by extending the length of school teaching time Monday – Thursday.

For definition of terms used see **Appendix 4A**

- **High Expectations**

We set high expectations for all pupils to enable them to achieve well, regardless of their starting point, disadvantage and SEND. We endeavour to find the right strategies to enable all pupils to be successful. As such, we set ambitious, aspirational targets to drive continual improvement of all learners. We will always look for suitable and appropriate opportunities to stretch and challenge every pupil. We intervene in a timely manner, to ensure pupils keep up.

Our belief is that for deep, powerful learning to take place we must focus on;

- a) Progress - built on secure knowledge
- b) Vocabulary – rich and extensive
- c) Enjoyment – from active learning and successful experience which then are the building blocks for subsequent lifelong learning.
- d) Using clear questioning to lead learning develops a) a research-based learning model. Our belief is where children are using researching and investigating strategies supports developing secure memory, recall and understanding, and b) develops learning that is precision based which then enables learning to be focused, targeted and deepened.

- **Questioning**

Questioning in its different formats and purposes – in planning – breaking the 'Big Picture' (composite learning) into key components (building blocks) with precise questions which develop learning and ensure build-up of key knowledge and skills e.g. 'Why are volcanoes where they are?' or 'Why is lava hot?' or 'How did Henry VIII divorcing his first wife change England's religion?' Questions that can be answered yes or no are to be avoided in setting planning as they can prematurely shut down further knowledge and skills acquisition, e.g. 'Is lava hot?'

Questions are organised into the following 3 groups:

- 1) Checking/embedding
- 2) Thinking/probing
- 3) Deepening/Extending

Our pedagogical approach to delivering the curriculum aims to inspire and motivate pupils' learning, promoting reflection. We strive to enable pupils to be ready, willing and able to become more strategic about learning through planning, questioning,

overlearning, distilling, meta-learning and transferring and joining knowledge together to answer the big questions and piece together the big picture of learning.

Reciprocity and being ready, willing and able to learn alone and with others is central to our philosophy. We want pupils to be able to show interdependence, collaboration, empathy and imitation.

School Values

Our curriculum aims to promote the school values of;

Care – We expect the pupils to care for, and respect themselves, each other and the environment
Challenge – We inspire the pupils to have the courage to accept challenges and show resilience in all that they do

Responsibility – We expect the pupils to take personal responsibility for their learning, their actions and their words

Self-belief – We strive to enable the pupils to grow in confidence and belief in themselves.

• **Progress**

To ensure that the curriculum design, implementation and teaching enables all pupils to make at least good progress from individual starting points.

‘Progress’ means knowing more and remembering more and building upon secure prior knowledge to learn new content therefore knowledge needs to be ‘powerful, transferable and sequenced’. Powerful knowledge is relevant knowledge that can be used effectively to build upon. This means understanding of long and short term memory and how this can be most effectively used to secure learning.

We follow the 4 key principles about memory.

- Deciding what content needs to be deeply embedded in long term memory.
- Considering what pupils pay attention to.
- Avoiding overloading working memory.
- Providing spaced repetition for ‘overlearning’.

Research indicates that the best model for this is: study, recall, recall, recall as research has demonstrated this model results in embedding knowledge and fluency. Fluency in learning allows children to build upon secure skills and knowledge and leads to progress being made. The model of ‘study, recall, recall, recall’ enables children to have increased accuracy of recalling relevant knowledge and skills and doing this more rapidly.

ACCURACY + FREQUENCY = FLUENCY → AUTOMATICITY

We believe ability is **not** set but can be improved by increasing children's capacity, accuracy and fluency.

- **Reading**

Reading has the highest priority in our school:

All areas of the curriculum and in daily lessons will have as well as the subject focus a reading focus.

The ability to read and comprehend fluently impacts on pupil's ability to access all other subject areas and to attain and achieve to their maximum potential.

Poor reading skills are a limiting factor to pupil's future life chances.

Children will be provided with daily opportunities to read and improve the fluency of their reading.

Children will be encouraged to attend libraries and there will be regular opportunities for children to access the local libraries, e.g. mobile and Longsight library.

- **Vocabulary**

Research has demonstrated that the more words that pupils know and understand the smarter they become. It is important to recognise that each word is a transferable concept which is not subject specific. By recognising this, children are able to learn cross curricular links between subjects thus not only transferring knowledge but broadening and deepening knowledge and understanding.

Our curriculum and the daily lesson are designed to deepen pupils understanding through conceptual vocabulary which can be transferred across all areas of the curriculum, key questions through which we build up and extend learning. Staff will always model/challenge, encourage and extend vocabulary within and outside of lessons.

SECTION 2 – IMPLEMENTATION

- **Sequence and Progression**

Pupils learn within a coherent and progressive framework. We have implemented schemes of work, carefully sequenced to build upon knowledge and skills. Learning flows from reception, into KS1 and KS2 ensuring pupils are fully prepared for the next phase of learning.

- **Planning**

Each subject has an overview topic learning grid across the school

Medium and long term plans formalise what is to be taught when and where, and ensures appropriate pitch and progression across the school. Some schemes of work have been developed in school with teachers working together in teams, while other schemes are tried and tested government approved or commercial schemes.

Aspects of our curriculum are thematic with a cross-curricular approach to enable joined up and purposeful learning to take place, whilst **all** subjects are also taught **discretely**.

Planning occurs in the following stages:

Year group programmes of study for each subject area.

- These are available on the school website.
- These are reviewed annually and updated accordingly.
- They outline objectives, coverage, skills and knowledge.

Long term plans (1/2 termly and termly)

Long-term planning has been carefully designed to ensure coverage and progression term on term, across years and from one Key Stage to the next. See **Appendix 2A**

- The programmes of study for each subject area are broken down in to 3 to 6 sections; 3 for History and Geography, Art, DT and 6 for all other subjects. This is to enable even distribution and full coverage over the academic year.
- Each half termly plan will be on the school website for each class in the curriculum section.
- In the half termly plan, the topic/area being taught is formulated in to overall key questions. We refer to these as the **KEY QUESTION** responding to which through planning and teaching leads towards the **COMPOSITE LEARNING** or the **BIG PICTURE**.
- The number of key questions (composite learning segments) should not exceed 3 per topic/area.
- Each key question is then divided in to the segments of knowledge required to build up the big picture and respond to the key question. We call these the **COMPONENTS OF LEARNING**.
- Components are the knowledge and skills and are the pieces of the jigsaw that is the big picture as they break the key question in to 'bite size' segments of learning.
- These components are elements of teaching and may not always look like the big picture e.g. punctuation work on speech marks when the key question is writing play scripts.

Short term plans (Weekly plans) (See Appendix 3A)

Teachers also carry out short term planning on a weekly basis. This ensures planning is amended and tailored to meet the precise needs of the cohort, group, and where appropriate, individuals in smaller sequential components.

Plans will include;

The learning components and learning question for each session, resources and activities. Weekly plans are written for English and Maths (for which we use White Rose Maths), ensuring work matches the needs of all pupils. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons to support the full community of learners.

- Ensure coverage of the curriculum.
- Build-up of relevant/necessary skills and knowledge.
- Enable on-going teacher assessment to identify and address gaps or emerging gaps, individual pupil needs, group needs.

• Collaboration

As a 2-form entry school, learning should be mirrored in each cohort. This does not mean that all activities are identical but the components of learning should be.

Teachers and support staff will meet weekly to evaluate half termly plans and develop and evaluate weekly plans.

Phase groups will meet twice a month to discuss planning, strengths and improvements, gaps and individual pupil's progress. The outcome of these is to ensure on-going monitoring identifies where interventions need to take place or where planning needs to be adjusted to ensure that weaknesses are addressed.

• Intervention

Intervention groups which both support those pupils with gaps in their learning as well as challenge groups for more able students. We ensure we meet the bespoke needs of our pupils.

Dynamic support during the teaching session → where pupils needs are met and addressed as they arise through the effective deployment of resources , including staff, as needed.

SEND support through TA's, one to one, resource provision (bungalow).

Tuition (by staff), TutorTrust, ReachOut, Boosters (after school).

EAL for identified pupils – INA, EAL at different stages. Provided by the EAL team working in class or small groups.

Speech and Language for identified pupils (EYFS and KS1)

Assessment for learning is used to continually inform planning and teaching and learning, adapting provision to the precise needs of the children.

Timetabling (See Appendix 1B and 1C)

- A flexible, weekly timetable is in place. Time allocation for each specific subject is dependent upon the specific needs of the cohort or pupils prior knowledge e.g. where there is weakness due to gaps, the greater amount of time allocated. Where pupil’s prior knowledge is very secure and wide less time may be required.
- Maths and literacy will have daily time allocations. All other subjects will have varying allocations as shown in the appendix.
- Some subjects will alternate half termly i.e. History/Geography, Art/DT.
- **Enrichment**

At St Luke’s, we offer an enriched curriculum by:

- Young Explorers programme which includes residentials, den making, campfires, International visits, Forest school
- Fully exploiting links with the local community
- Performances for every phase at school (EYFS, KS1, Y3&4, Y5&6) – Christmas and Summer performances as well as class assemblies 3 x year.
- Organising regular trips and visitors
- Holding specialist curriculum days/ weeks – displaying and sharing work done
- Welcoming parents to take part in children’s learning experiences
- Using quality resources in and out of the classroom
- A range of after school clubs organised and run by St Luke’s staff
- Using a wide range of expert sports providers both for the curriculum and extra-curricular activities

Here are some examples of the impressive range of enrichment activities we have offered:

World Book Day	Inter school sports matches	Enrichment Clubs run by external bodies
Themed Week e.g. Science week	Sports Day	Clubs run by staff
Hathersage (Peak District) residential Y3-6	Easter Bonnet Parade	Summer and Christmas Fayre

China (International visit) to sister school Y5	Easter Egg Competition	Christmas and Summer Production
KS1 – Campfire, Night Walk	KS1 Den Making	EYFS – Farm Visits

SECTION 3 – IMPACT

Impact will be measured by:

- Lesson observations
- Learning walks
- Work scrutiny
- In-school termly pupil progress meetings
- Termly summative assessment
- Reception Profile
- Y1 Phonics Screening Check
- KS1 SATs
- Y4 Multiplication Tables Check
- KS2 SATs
- Pupil voice
- In-lesson assessment for learning, plenaries and marking and feedback
- Pupil behaviour and attitudes to learning
- Celebrations of learning, e.g. performance, assemblies, end of unit display, written outcome, end of unit outcomes where pupils demonstrate the knowledge they have gained, using and applying across the curriculum and problem-solving tasks
- In-school moderation
- Trafford cluster moderation
- LA moderation and monitoring visits providing external moderation
- Parent view
- AFL
- Outcomes
- On-going (summative/formative assessment)
- Attendance
- Behaviour
- Monitoring

To ensure school is ambitious for all its pupils.

OUTCOMES:

The following are analysed and monitored to ensure gaps between school and national are closed and the school is doing at least as well as the national.

- End of Key Stage/phase data
- GLD
- Year 1 Phonics (including year 2 phonics retakes)
- Key Stage 1 – SATs results
- Key Stage 2 – SATs results
- Year 4 – timetable tests
- NFER tests → SPAG, reading, maths 3 x year from year 1 – 5.

ASSESSMENT:

- On-going teacher assessment
- Gap analysis of summative data (outcomes) to identify strengths, weaknesses, areas for further development and gaps (3 x year).
- PPM meetings – Half termly with assessment coordinator identifying attainment and progress of individuals/cohorts where support/interventions needed for pupils not on track to achieve their targets or where targets need altering to reflect challenge or accelerated progress being made.

ATTENDANCE AND PUNCTUALITY:

Poor attendance and punctuality impacts negatively on learning creating gaps with a possible impact on social and emotional wellbeing (more acute where attendance is significantly below the expected).

Analysis of attendance and punctuality patterns and trends to determine any links to areas of the curriculum/teaching and learning in order to identify issues and put in place strategies to address them

Attendance and punctuality will be monitored and analysed:

- Whole school – half termly
- Cohort – weekly patterns
- Groups – SEN, ethnicity, boy/girl

BEHAVIOUR:

Where behaviour leads to pupil disengagement and/or impacts on the learning and progress of children the SLT will swiftly intervene by the following actions.

- The SLT will through learning walks, pupil voice, observations, staff/parent concerns and work scrutiny;
- Discussions with staff concerned through individual meetings, pupil progress meetings and phase group to identify barriers and put in place action plans/interventions to eradicate problem.

- Monitoring behaviour of groups/individuals – identifying patterns of poor, disengaged or disaffected behaviours to identify any patterns linked to teaching and learning or specific areas of the curriculum taught.
- Any findings will be used to identify support strategies for pupils and staff with further monitoring to ensure all children are fully engaged and accessing their entitlement to the best learning.

SECTION 4 – MONITORING

Monitoring and the Role of the Subject Leaders and SLT

Subject leaders and the SLT monitor planning, identifying strengths and areas for further development.

Subject leaders are responsible for:

- providing a strategic lead and direction for the subject
- inspiring others and actively promoting a love of learning in their subject area
- supporting and advising colleagues on issues related to the subject
- monitoring pupil progress in that subject area
- Developing and managing high quality resources to support their subject area

As part of the Longsight school partnership, central district, OneEducation and the MSA (Manchester Schools Alliance) subject leaders have opportunity to network with other subject leads to promote learning across the curriculum. Subject leaders review the way the subject is taught in the school and plan for improvement. The subject leader ensures the plans set out the progression through the curriculum in greater detail. New leaders are supported in their work by SLT and experienced colleagues.

Monitoring and the Role of the Governing Body

In addition, the governing body holds the school accountable for implementing a high-quality curriculum. Governors monitor the way the school curriculum is implemented. Governors review the curriculum and areas for improvement on a regular basis through regular Head Teacher reports, the School Development Plan and Self Evaluation Form. Subject Leaders monitor the way their subject is taught throughout the school and ensure all classes are taught in line with school policies and the requirements of the national curriculum. They monitor long-term and medium-term planning and ensure that appropriate teaching strategies are used. The work of SLT and Subject Leaders feeds into the Head Teacher's reporting to the Governing Body.

SECTION 5

Equal Opportunities

The expectation on all children should be that the standard of work is of a high quality. It is essential that both boys and girls are made aware of this and that the quality is reflected in the display. This expectation and opportunity may require the teacher to edit work in preparation and make careful selections. This is not to suggest that all children's work is displayed all the time. It is important that teachers explain their selection to encourage children to raise their effort.

When presenting images through display, it is also important to avoid stereotypes whilst presenting a range of positive images of various races, cultures and languages where appropriate.

SEND

- a) Support and provide for the needs of SEND.
- b) Enable them to fully access the curriculum at an appropriate challenging level in terms of accessibility (physical) and curriculum adaptation where necessary.

SECTION 6

Links to other policies

- Subject Policies
- Assessment Policy
- SEND
- Safeguarding

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