

Nutfield Church C of E Primary School

Teaching, Learning & Assessment Policy



Nutfield Church (C of E) Primary School Mission:

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

Teaching, Learning and Assessment Policy

This policy should be read in conjunction with the Assessment, Behaviour, Marking, SMSC and Equality and disability policies.

This policy was reviewed in January 2018

To be reviewed in January 2019

Nutfield Church C of E Primary School's Aims

To educate children in the Christian faith, nurturing each individuals' awareness of spirituality, whilst respecting other faiths

To provide a safe, happy and inclusive environment where each individual child is valued and achievement is celebrated

To work as a team together with parents and carers, the Church and the wider community towards common goals for the benefit of all

To develop lively enquiring minds through active, creative and challenging learning as well as the children's ability to question and argue rationally and think for themselves

To provide excellence in all we do to enable everyone to reach their full potential mentally, spiritually and physically.

Nutfield Church (C of E) Primary School's Teaching and Learning and Assessment Policy is firmly based on the Christian vision and values of the school. The policy below exemplifies how these will be translated into practice and how they dovetail in to the everyday workings of the school. It is based on the fundamental belief that, given the appropriate conditions, all children can learn. In order to promote effective learning and teaching, there must be a consistent whole school approach and common high expectations.

The aims of this policy is to set out the aims and purposes of Teaching, Learning and Assessment in this school. Detailed processes and procedures relating to Assessments can be found in the Assessment policy.

Changes to the National Curriculum afford us to plan a new curriculum which is broad, balanced and focussed on our school, the surrounding areas, our country and other countries around the world. We are excited about the opportunity to develop a curriculum model which reflects our pupils and school. We have consistently come back to and reviewed this policy and will continue to do so in the next academic year. Our curriculum is developing and strengthening as is our school!

Our Curriculum Model

Here at Nutfield Church Primary School, we aim to continue to put a high priority on the quality teaching and learning. We agreed as a staff and as a community to develop a curriculum model based on the National Curriculum. We have paid particular focus on with our pupils and our community in mind. We aim to be focussed on our key priorities from our recent Ofsted report as well as our 'bolt ons' (key foci) from each of the four areas of the curriculum. The four areas and their related bolt ons are as follows:

Core – Standards

Knowledge and Understanding of the World – Outside Learning

Expressive Arts – Performance and Exhibitions

Deeper Thinking – Socratic Questioning

Core

Our core subjects of RE, Maths and English are given a high priority. We offer pupils to work discretely in these subjects and aim to give a great deal of curriculum time to these subjects. In addition we teach Science and Computing as core subjects. We assess these subjects regularly to ensure our pupils are in line with and above National Averages. Our School Development plan and our SIAMS school development plan evidence. We work closely with School Learning Partners and other schools to ensure we give the best quality learning experiences for all our pupils. In addition to statutory Core subjects, we believe that PE and sporting tournaments should have a significant value in our school. We closely monitor the use and impact of Sports' Premium and give a significant amount of curriculum time to the subject. Subsequently, we include PE as part of our Core model. The bolt on for this area of the curriculum is 'Standards'.

Knowledge and Understanding of the World

We arrange our curriculum through topics. These topics alternate between Geography and History foci, which we teach both in discrete lessons but also through our English lessons. We teach Art and DT and many other subjects in our Geography and History lessons, we aim to have equally high standards and as such ensure that English targets are put in the front of all 'Knowledge and Understanding the World' books. Learning completed in this area will be broad in the range of teaching styles and approaches. We aim to pride ourselves in the way that our broader curriculum is presented. As a school, we have identified our desire to ensure that we use our outdoor areas well. We mirror learning in EYFS to ensure that our pupils have access to outdoor areas. Our commitment to pupils learning and offering each child different styles of learning is developing. The bolt on for this area of the curriculum is 'Outside Learning'.

Expressive Arts

We place a high priority on Art and Design and plan to develop the Arts again through our topic work but also through events and exhibitions which we hold and attend throughout the year. Our partnerships with other schools also give us the opportunity to attend Art and Music days with our partner schools. We aim to develop a long term skills approach to Art and Design to ensure that all pupils now build on their techniques across six agreed foci. We teach French as our modern foreign language however we aim to offer pupils the opportunity to learn other languages such as Spanish and German. These additional opportunities come through our extra-curricular activities. In addition Music plays a significant part of the curriculum. A wide range of peripatetic Music lessons are offered, Music is generally taught across the curriculum in the same way as Art and Design, however in some KS2 classes pupils are taught specific instruments. The Bolt on for this area of the curriculum in 'Performance and Exhibitions'.

Deeper Thinking

We use P4C to aid our pupils on asking more challenging questions, building on the ideas of others and understanding that ideas are valued and respected. We also teach PSHE and Citizenship. We work hard to ensure pupils learn about themselves, others and the wider world. This aspect of our curriculum model plays an integral part in ensuring that our children are able to engage in their learning and be challenged by new ideas. It aims for our children to safely identify with themselves and their own culture and be ready to live in a multicultural society. The bolt on for this area of the curriculum is 'Questioning' (specifically Socratic questioning).

SMSC and British Values

We fully support the teaching of British values. We have considered and are applying the guidance from the DFE

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

We have taken care to consider how these British Values can be layered in to our curriculum in meaningful and measurable ways. We have identified key values which will be taught discretely and others which run throughout the curriculum. We have six core Christian Values which underpin everything we plan and teach. These values are represented in our curriculum they are: Community, Hope, Peace, love, Grace and Joy. These, alongside the identified British Values are recorded in teachers planning documents under 'SMSC'.

More information about SMSC can be found in our SMSC policy.

Assessment

Assessment is in a changing state nationally. Our policy is to fully adopt 'life beyond levels', to use end of year expectations and to fully adhere to all DfE regulations regarding statutory testing and moderations. For more information on these procedures please read the Assessment Policy.

APPENDIX 1 – NATIONAL CURRICULUM PROGRAMMES OF STUDY

English [https://www.gov.uk/government/publications/](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study)

[national-curriculum-in-england-english-programmes-of-study](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study)

Maths [https://www.gov.uk/government/publications/national-curriculum-in-](https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study)

[england-mathematics-programmes-of-study](https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study)

Computing <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Citizenship <https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

Design and Technology <https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Art and Design <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Geography <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Languages <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PE <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Science <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>