

# **Manor Park**

# **Primary School**



## **Curriculum, Teaching and Learning Policy**

**Date of Last Review:** September 2021

**Agreed by Governors:** September 2021

**Shared with all Staff:** September 2021

**Frequency of Review:** 3 years

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## **Manor Park Primary School**

### **Curriculum and Teaching and Learning - Policy Document**

#### **Aims**

The curriculum delivered at Manor Park is intended to:

- provide children with the necessary skills to enable them to become articulate, literate and numerate and to afford them their entitlement within and beyond the National Curriculum;
- allow the highest possible achievement for each child;
- offer each person the opportunity to develop their interests and broaden their experiences;
- be appropriate to the needs of, abilities and aptitude of individual children;
- promote the spiritual, moral, cultural, mental, physical and social development of the children;
- develop the knowledge, concepts, skills and attitudes of pupils in ways that are relevant to the needs of individual children and the community in which they live.

#### **Principles of Teaching and Learning**

We see teaching and learning as a process of co-operative team work and welcome and encourage the involvement of parents and other stakeholders.

All members of the school community (teaching, non-teaching, parents, pupils and governors) work towards the school's aims by:-

- esteeming children as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community,
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another.

Staff work towards the school's aims by:-

- providing challenging and stimulating programmes of study designed to enable all children to reach high standards of personal achievement,
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude,
- ensuring that learning is progressive and continuous,
- being good role models -punctual, well prepared and organised,
- maintaining an up-to-date knowledge of the National Curriculum
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community, including industry, to prepare pupils for the opportunities, responsibilities and experiences of adult life,
- working collaboratively with a shared philosophy and commonality of practice.

Pupils work towards the school's aims by:-

- attending school in good health maintained by adequate diet, exercise and sleep,
- attending school regularly,
- being punctual and ready to begin lessons on time,

- being organised - bringing necessary kit, taking letters home promptly, returning reading books, etc.,
- conducting themselves in an orderly manner in line with the expected Code of Conduct and behaviour rules,
- taking a growing responsibility for their own work.

Parents work towards the school's aims by:-

- ensuring that children attend school in good health, regularly and punctually,
- providing support for the behavioural policy within the school and for the role of the teacher
- offering encouragement and praise to their child,
- participating in discussion concerning their child's happiness, progress and behaviour,
- giving due importance to homework, hearing reading, and assisting in learning tables, spelling, etc.,
- allowing children to take increasing responsibility as they progress throughout the school.

## **Curriculum Content**

### **Early Years**

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

School also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Progress will be tracked by using Development Matters materials and activities will then be planned to further support children in all seven areas outlined above.

## Years 1-6

The school curriculum comprises all learning and other experiences that our school plans for our pupils. The [national curriculum](#) forms one part of the school curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Our aim is to give our pupils an education that is exciting and worthwhile, prepares them for life beyond school, and lays the foundations for lifelong learning. In meeting these aims Manor Park Primary School will follow the requirements of the National Curriculum, and the Coventry (updated) Religious Education Syllabus.

### **Bespoke Manor Park curriculum:**

Our curriculum will be provided through:

- Topics chosen to engage and enthuse our children
- Activities outside the classroom
- The values promoted by the school and its community
- The context in which our pupils live, locally, nationally, and globally

The curriculum is further enhanced by Manor Park University and a wide extra curricular offer.

Learning will be based on bespoke thematic units with an emphasis on Literacy and Maths skills. We believe that successful curriculums are built on inspirational learning activities and high-quality teaching: creating a classroom environment that allows children to learn in a way that motivates and interest them. Pupils will practise and reinforce their key skills in topic based work.

To support planning the curriculum teachers will use:

- National Curriculum objectives,
- Curriculum maps for each subject alongside more detailed medium term plans;
- Schemes of work for French (KS2), computing and music;
- A range of resources (e.g. White Rose for mathematics);
- Ongoing assessments for each child;
- ReadWriteInc. for phonics and spelling (EYFS/KS1);
- Subject Policies and guidelines as agreed by the Governing Body.

In addition the curriculum is planned with these issues in mind:

· Breadth, Balance and Relevance - learning experiences will need to be appropriate to the age, interests and abilities of the individuals and reflect the priorities as outlined in the School Development Plan. Wherever possible, children should be involved and have a say in what they would like to learn about-teachers will need to be innovative in providing as many "First Hand" and concrete experiences as possible.

· A Safe environment - the school environment must provide a well-designed, accessible, stimulating, and safe place for all pupils; where personal, spiritual, social, and cultural development, together with a healthy lifestyle can flourish. Teachers must ensure that where there are any risks to pupils or adults there must be a comprehensive assessment put in place which is ratified and reviewed where appropriate by the Head teacher or senior leaders.

· Parental Involvement - parents are involved wherever possible in their child's learning and informed about their child's learning and progress. Learning experiences at home will be valued and built on. Parents will be invited into each class as much as possible to learn alongside their child(ren) and celebrate their learning.

· Equal access and opportunity - all pupils, regardless of gender, ethnicity, or special needs, will be taught in such a way that no-one is disadvantaged by the context, material and methodology, language, relationships or attitudes expressed in the curriculum or learning process.

The role of the subject leader

The role of the subject leader is to:

- raise and develop the profile of their subject across all year groups;
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Delivery of the curriculum**

Policies and curriculum maps for each subject give specific detail relating to how the curriculum area will be taught, (groupings, etc.) and draw attention to the aims and objectives of the particular subject. This guidance should be adhered to when planning and teaching the subject in the classroom. Policies determine the approach that all members of the staff should use.

Detailed specifications of what will be taught to each year group are set out in the national curriculum and curriculum maps. Phase Leaders will ensure full coverage of objectives and skills across their year group. Staff in parallel classes should ensure that the same planning framework is followed and that children have the same curriculum entitlement although delivery and specific delivery be determined by individual teachers lesson planning. Individual teachers must ensure that their lesson planning endorses the whole school ethos and reflects the aims of the school but focuses on the specific needs and abilities of the children in their class.

We encourage and expect children to become independent learners and to take increasing responsibility for their own learning. We also expect that children will apply the skills and knowledge that they have acquired within school to their work and that all staff will promote these aims.

Year group teachers will need to prepare weekly plans identifying what will be taught for all lessons. These weekly plans will be based upon the Medium Term Plans for each year group and are to be used to focus the day to day teaching and assessment. They will include suitably differentiated pupil activities based upon clear learning objectives. More detailed lesson plans may be required for certain lessons. The lesson plans will follow a common format.

### **Curriculum Balance, Coverage and Progression**

Phase leaders and subject leaders are responsible for ensuring a broad and balanced curriculum is taught and that all National Curriculum and Development Matters objectives are being covered.

Progression in Early Years will be assessed using Development Matters and recorded on Otrack.

Progression within core subjects will be tracked using Otrack.

Progression and pitch within non-core subjects will be monitored by phase leaders and subject leaders using school's curriculum maps through planning trawls, learning walks and pupils' books.

### **Classroom delivery**

Planning will be the responsibility of year groups and individual teachers, will reflect their individual styles but will always reflect the whole school aims. However it is expected that work will be planned and delivered in such a way that it is appropriate to the differing abilities of the children. This will mean that in many cases differentiated teaching and activities will be needed. Teachers must ensure that they have established clear learning objectives for specific lessons and that they have high expectations of what children can achieve. The learning objectives for groups of pupils or individual pupils should reflect recent assessments, particularly those using Otrack and Development Matters.

The emphasis of our approach is on first-hand experience and we encourage children to increasingly take control of their learning, thus:-

- investigative work is common,
- children are encouraged to communicate their findings in a number of ways, opportunities are provided for children to become involved in decision making.

Excellence is celebrated for each child through the following:

- children are given the opportunity to have work of high standard displayed at some time in the school year (pupils are encouraged to believe that any work displayed should represent their highest standards of personal achievement);
- sustained effort including drafting and re-drafting is encouraged to enhance standards.
- school events, such as concerts, drama and parent events, are seen as opportunities for all pupils to demonstrate their own best performance,

### **OTHER RELATED DOCUMENTS**

Assessment Policy;  
 School Improvement Plan;  
 Health and Safety Policy;  
 Subject Policies, Curriculum Maps;  
 Coventry R.E. Agreed Syllabus;  
 Progression of Skills;  
 The National Curriculum.