



## **Leamington Hastings C of E Academy**

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

*Sowing the seeds of a lifetime love of learning in a caring, Christian community.*

**Plant, Grow, Flourish**

Version	Date	Author	Changes	Review date
V1.0	4/12/22	Suzanne Marson	New policy	December 2025

### **Vision and Ethos**

Our vision as a Church of England Infant school, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of ‘Living life in all its fullness’, educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth

Our vision draws inspiration from the Parable of the Sower, which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament, reflecting our local farming community.

We strive to provide the rich soil that enables our children and adults to develop the deep roots of academic learning, learning behaviours, rich experiences and Christian values to enable them to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential, living life in all its fullness. To realise our mission, we endeavour to live out our vision through our school motto:

***Plant, Grow, Flourish***

### **Curricular aims**

We aim that our curriculum:

- Provides a broad and balanced education for all pupils
- Is coherently planned and sequenced, providing progression in skills and knowledge across the school
- Has component knowledge and skills broken down into small steps to enable pupils to become successful
- Promotes high standards and provides a high quality of learning for all pupils
- Enables pupils to develop knowledge, understand concepts and acquire skills across the range of curricular subjects
- Supports pupils’ spiritual, moral, social and cultural development and understanding of British Values
- Places communication and language, vocabulary, phonics and early reading at the heart of the

curriculum

- Promotes a positive attitude towards learning through our learning behaviours approach
- Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equips pupils with the knowledge and cultural capital they need to succeed in life
- Provides meaningful experiences throughout each subject area, using hands on encounters and real-life contexts and images where at all possible
- Allows pupils to discover the rich, diverse world in which we live, and broadens their horizons with new experiences, supporting them to recognise their role as global citizens
- Makes use of our locality, including outdoor learning
- Supports pupils to develop a lifelong love of learning

### **The planned curriculum**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

The planned curriculum throughout the school is based on the Early Years Foundation Stage, Development Matters and the Key Stage One National Curriculum. We have made a decision to place communication and language, vocabulary, phonics and reading at the heart of our curriculum. Due to the mixed age classes in school, each Key Stage has a two-year rolling programme in place. There are half termly themes in place for all Key Stages, with the knowledge and skills for all subjects mapped out for each curricular subject, demonstrating progression throughout the school. These progression maps can be found on the [curriculum page](#) of the school website. Within each half termly theme:

- There are opportunities for real-life, hands-on experiences, with children provided with manipulatives and real-life images wherever possible
- High quality stories, texts, poetry and rhymes have been identified to promote vocabulary, develop reading skills and gain a knowledge of topic areas
- There are opportunities to revisit and embed key knowledge, including opportunities to apply earlier learning in similar and different contexts
- Knowledge and skills are sequenced so that pupils develop the building blocks they need to succeed in later learning
- Language, vocabulary development, literacy, mathematical and cultural development are promoted throughout all areas of the curriculum
- Core knowledge in each subject has been identified for each year group within school, with clearly measurable end points informed from the Early Years Foundation Stage, Development Matters and National Curriculum.
- The sequencing of knowledge in each year group has been carefully considered to ensure that prior learning supports subsequent learning
- The curriculum is supported by educational visits and visitors, bringing life to the curriculum and providing opportunities to experience learning in real life contexts

Our planned curriculum meets our local context in the following ways:

- We are set in a rural farming community; pupils have the opportunity to learn about the local area and take part in a farming topic in the Early Years
- We make the use of our beautiful outdoor setting
- Children often enter the school with speech sound difficulties; the phonics teaching promotes correct pronunciation of speech sounds in the Early Years

- Children often use grammatically incorrect speech when they enter Early Years; a high focus on communication and language and vocabulary development enables children to make progress in this area
- The curriculum promotes real life active experiences wherever possible, providing pupils with opportunities that they might otherwise not have experienced
- Diversity is promoted within the curriculum, with different festivals and religions learnt about as a whole school each half term, broadening minds about the wider world
- We do not use ability grouping; pupils are able to learn in a classroom without limits

### **Implementation of the curriculum**

Our curriculum is broad, balanced and ambitious for all pupils. All subjects have been designed using the Early Years Framework, Development Matters and The National Curriculum. There is a clear progression through each subject in school, from rising threes in nursery to our oldest children in year two.

All children in school take part in the following daily lessons:

- Phonics
- Reading
- English
- Maths

The following lessons are taught for an hour each week:

- Religious Education
- Personal, Social and Health Education, including health relationships

In Early Years, children take part in the following additional lessons:

- A 'topic' lesson weekly, focusing on an area of learning such as expressive arts and design, or understanding the world
- Core strength is taught once per week
- P.E. is taught once per week
- Funky fingers, developing fine motor skills and building to handwriting skills is taught daily

In Key Stage One, pupils will experience most curriculum subjects throughout each half termly theme. The following subjects are taught weekly (in addition to the subjects listed above):

- Science
- Computing
- P.E twice per week
- Music

To enable learning in depth, the following subjects will be blocked on a half termly basis: history, geography, art and design and design and technology. These subjects are taught within blocks so that children can become fully emersed in the learning process e.g., working to complete a DT or art project with a final piece. Each half term will have either a history or geography focus. It will also have either a design and technology or an art and design focus.

### **Learning**

We know that pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Have tasks broken down into small steps

- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions and self-regulate if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn
- Are taught by adults who have high expectations

**We aim that our children will learn how to:**

- Be adaptable, working independently and as members of a team
- Be enthusiastic and try their best in all activities
- Be curious, engaged and confident learners
- Care for and take pride in their learning
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way, in line with British Values
- Reflect and evaluate upon their own learning, through adult scaffolding where needed
- Demonstrate the school learning behaviours of:
  - Concentrating crocodile
    - Listening carefully to others
    - Carefully practising tasks
    - Managing distractions and concentrating on learning
  - Effort elephant
    - Put effort into completing work
    - Selecting challenging tasks
    - Completing work to the best ability possible
  - Tough tortoise
    - Be brave and attempt different things
    - Persevere and keep going when things are difficult
    - Show resilience, bounce back and learn from mistakes
  - Wise Owl
    - Use resources on the table and in the classroom to help with learning
    - Use the working wall, phonics mats and knowledge organisers
    - Make links between new and already known information
  - Team meerkat
    - Listen carefully to a partner
    - Share ideas with a small group
    - Explain tasks to other people
  - Recap rabbit
    - Correcting work with the support of an adult
    - Reading through work independently to make corrections
    - Make additions to work to make improvements

## **The learning environment**

Classroom learning environments in school should:

- Be well organised, tidy and clutter free
- Have resources labelled with both words and pictures
- Have working walls in place that are used to support pupil's learning; all classrooms should have working walls for English, phonics, maths and the topic currently being learnt about as a minimum
- Have Little Wandle phonics resources on display – all classes must display the relevant grapheme chart and have phonics mats available as a minimum
- Have a designated reading area where children can read books for pleasure
- Have the relevant Knowledge Organisers for the unit of work on display on the working wall and in the children's individual Knowledge Organiser folder
- Have relevant and ambitious vocabulary on display, linked to the current unit of work
- Have one pale colour for backing paper that is consistent throughout the room, supporting a calming environment that does not create sensory overload
- Have a visual timetable on display
- Have the three behaviour rules on display, including the behaviour consequence chart and a positive recognition board
- Have the school vision and values on display
- Have the school learning behaviours on display
- Have the Zones of Regulation on display
- Have a seating layout that enables everyone to see the board and participate
- Provide a stimulating, disciplined and caring environment in which teachers can teach and pupils can learn
- Take into account cognitive load through:
  - Lessons starting with retrieval of prior knowledge to bring it to the forefront of the mind, attempting to counteract the forgetting curve
  - Being aware of the limitations of working memory, and that any distractions in the classroom can use working memory
  - Ensuring that information is presented in small steps
  - Being aware of split attention effect (having too many things to focus on which impacts working memory)
  - Using dual coding where possible

## **Lessons at Leamington Hastings C of E Academy**

The Learning Intention & Success Criteria in lessons:

- The learning intention will be verbally shared and may also be written on the board / PowerPoint for each lesson
- Teachers will introduce the learning as 'We are learning to ...'
- Success criteria will be built prior to the lesson by the teacher, or co-constructed with the children

The language of learning:

- Adults will use the word 'learning' and not 'doing'
- Adults will explain why this information is being learnt, what the learning is about and how it fits into the bigger picture
- Adults will make reference to the school learning behaviours as part of lessons

The five-part lesson plan

Lessons will typically follow the five-part lesson plan consisting of:

1. Review
  - Adults will be careful not to assume prior learning has been remembered

2. Direct instruction (my turn) - teacher modelling (thinking aloud & metacognition throughout).  
Adults will:
  - break learning into short steps
  - be aware of cognitive overload
  - provide models and worked examples
  - anticipate common misconceptions and address these within teaching
3. Active / shared practice (our turn)– questioning (thinking aloud & metacognition throughout)
  - This could be paired, group or class work
  - There will be opportunities to practise small steps and check for understanding
  - Scaffolds will be provided as needed
4. Independent practice (your turn)
  - This will include monitoring of pupils to check for understanding
  - Scaffolds will be provided as needed for low attainers to enable them to achieve alongside their peers
5. Plenary (thinking aloud & metacognition throughout)
  - A review learning
  - Opportunities to address misconceptions
  - Mini plenaries are used for groups of children / whole class for further explanation or reteaching as needed

#### Metacognition and growth mindset:

- Adults will use a metacognitive approach throughout lessons, using a ‘thinking aloud’ approach when modelling and discussing concepts, verbalising their thinking
- Adults will support children to plan, monitor and evaluate their own learning
- Challenge at an appropriate level will be provided to enable pupils to develop and progress their knowledge and understanding
- Timely, effective feedback will be provided at the point of teaching or soon after, to enable children to know where they have been successful and where improvements can be made
- Adults will encourage a ‘can’t do it yet’ approach, and foster the belief that learning is possible and challenges can be overcome through practise and effort
- Adults foster a culture where children accept that everyone makes mistakes and that you can learn from mistakes made
- Adults foster a culture where all questions are valued and children feel confident to ask when they are unsure

#### **Knowledge organisers**

Knowledge Organisers are tools to help children gain, retain and build the knowledge and skills set out in the curriculum. They provide pupils and teachers with a ‘bigger picture’ of the topic to be learnt about. Research shows that our brains remember things more efficiently when we know the ‘bigger picture’ and can see the way that nuggets of knowledge within that subject area link, enabling children to know and remember more. Making links helps information move into our long term memory. Regular retrieval of knowledge helps us remember more effectively. It moves knowledge from working memory into long term memory, freeing up space in the working memory to take on new knowledge.

At Leamington Hastings, knowledge organisers:

- Are no larger than one size of A4 and will contain ‘chunked’ sections, using the agreed school layout

- Will contain a border, which will be colour coded by the school colour assigned according to the national curriculum subject, this will support the children to identify the subject they are learning about
- Will be kept in a file that can be freely accessed by children in the classroom
- Will be placed on the school website
- Will be placed on the working walls and be on display in classroom areas

(For further information see the school Knowledge Organiser document)

### **Inclusion**

At Leamington Hastings we recognise the uniqueness of every member of the school community, and our approach to learning is inclusive of all. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with Special Educational Needs and Disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving their potential. Adaptive teaching will be used to provide tasks at the correct level of each child, including through scaffolding and support. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **Responsibilities**

All adults in school will:

- Meet the expectations as set out in this policy
- Have high expectations of all children
- Provide inspiring lessons and learning opportunities
- Identify and use effective resources and manipulatives to support children in their learning
- Actively engage parents and carers in their child's learning through inclusion of information on the newsletter, through parent's consultations, through end of year reports and when inviting parents into school
- Know the pupils that they are working with well, and adapt support to meet their individual learning needs
- Use agreed assessment for learning strategies and effective marking and feedback as required (see assessment, marking and feedback policy)
- Promote the school learning behaviours
- Promote a growth mindset and use metacognitive strategies
- Demonstrate and model themselves as learners

Subject leaders and class teachers will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Create and share a clear intent for their subject/phase, outlining the implementation and the impact which this has
- Plan topics and lessons which incorporate the planned school progression maps, ensuring progression across subjects in school
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Drive improvement in their subject/phase/class, working with other teachers to identify any challenges where appropriate

- Timetable subjects within the curriculum to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate their knowledge
- Moderate progress and make assessments across their subject/phase
- Improve on any areas identified in monitoring activities