

SUCCESS  AT



Hallbrook Primary School

Teaching and Learning Policy

Approved/reviewed by	
Hallbrook Local Governing Committee 19 November 2024 V1	
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This policy is reviewed 3-yearly to ensure compliance with current regulations.

Version	Date	Updated by	Summary of changes
V1	October 2024	Headteacher (TB)	New Policy

At Hallbrook Primary School, we are committed to teaching a broad and balanced curriculum. The curriculum has been developed with high quality learning opportunities for all pupils promoting high quality outcomes for pupils.

The curriculum is inclusive for all learners of differing backgrounds, cultures and needs. It has been created to promote key themes of diversity, SMSC and British Values giving children the opportunity to learn about their own lives and the lives of others.

Where appropriate, the curriculum is adapted to meet specific needs of pupils with SEND.

1. Curriculum aims

Our curriculum aims/intends to:

- Provide high quality learning opportunities and experiences so children can produce high quality outcomes
- Provide a broad and balanced education for all pupils that's coherently planned and correctly sequenced
- Enable pupils to develop their substantive and disciplinary knowledge
- Embrace diversity and difference and prepare children for life in Modern Britain
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Be aspirational and challenging
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Ensure children have the skills and knowledge to manage the transition from EYFS to KS1, KS1 to KS2 and as they set off on their next steps in education.

The curriculum is designed around our core motto of:

Believe, Achieve, Succeed.

Children develop the Hallbrook Road to Success Characters throughout the curriculum. These characters are:

- Friendship
- Respect
- Confidence
- Perseverance
- Independence

The school, as part of Success Academy Trust, has created a curriculum that meets the four trust intent strands:

- Achieving great progress and success for all.
- Building Leadership
- Building Character
- Strengthening Wellbeing

2. Legislation and guidance

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](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the National Curriculum.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have intents which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate for the curriculum to be broad and balanced
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Curriculum Lead

- Ensures all necessary documentation is present for the curriculum to be delivered and reviews this documentation regularly
- Reviews the sequence of the curriculum to ensure progression
- Coordinates between subject leaders to provide an interwoven curriculum
- Oversees the enrichment opportunities within the curriculum
- Works with subject leads to monitor
- Ensures the curriculum is inclusive and accessible to all learners

Subject Leaders

- Ensures all necessary documentation is present for their curriculum area
- Maintains a subject leader folder
- Carries out annual self-evaluation and creates a subject action plan
- Monitors their subject in live and non-live monitoring, including how their subject begins in EYFS, and reports findings and suggestions to the SLT
- Manages the resources of the subject
- Organises or delivers CPD for their curriculum area
- Stays informed of best practice in the subject area
- Works with the curriculum lead to review and improve the delivery of subject
- Analyses assessment data and makes suggestions accordingly
- Ensure teachers are making appropriate adaptations to the curriculum to ensure it is inclusive and accessible to all learners.
- Ensure enrichment opportunities are offered in their curriculum area

Teachers

- To implement the curriculum plans
- To assess the curriculum following the school's assessment timetable
- To ensure they adapt the curriculum to be inclusive and accessible to all
- To include high quality enrichment opportunities in the delivery of the curriculum
- To feedback to subject leaders about the curriculum and suggest improvements

4. Organisation and planning

The amount of time spent teaching each curriculum area has been calculated to ensure the delivery of a broad and balanced curriculum. The organisation of EYFS is covered in the EYFS policy. These reflect the teaching that takes place in a normal week but we acknowledge that events, enrichment and curriculum constraints require some weeks to vary from this.

Curriculum coverage aim	
Phonics	Taught daily
Maths	Taught daily
English	Taught daily
PE	2 hours spread over the week.
Science	The equivalent of 90 minutes a week
Music	Taught weekly
PSHE	Taught weekly
RE	Taught weekly
French (KS2)	Taught weekly
All other foundation subjects	3 topics spaced throughout the year

- The time budget shows how frequently different subjects are taught. The frequency of teaching reflects the subject being core, guidance on best practice from subject bodies and the skill-based nature of certain curriculum areas being better taught regularly. The majority of foundation subjects are taught in three blocks in the year. How these hours are timetabled are up to the individual teacher to decide based on guidance from the subject and curriculum lead. For certain curriculum objectives, it may be appropriate to block a number of hours together. Staff have been trained in the importance of spaced learning and are encouraged to break subject teaching time up into the most appropriate way for children to increase retrieval and retention;
- The curriculum is an interwoven model. Subjects are taught as disciplinary areas but the sequence and order are such that a schema of learning can be constructed across multiple curriculum areas;
- The curriculum has been created to celebrate the culture and values of the local area whilst providing the opportunity for children to learn about the diverse society of Modern Britain;
- The intent of all curriculum areas is shown by a set of five fingerprints. These reflect the National Curriculum area's aims and purpose and held to maintain the integrity of each subject. For example, history is shown below;

History School Finger Print				
To understand how the past affects and has influenced our lives today including what it has meant to be British.	To have a clear chronological narrative of the periods covered.	To understand how historians "know" about the past.	To understand what makes a civilisation and society.	To understand that history is a complex mix of perspectives affected by issues on a local to global scale.

- The curriculum follows the National Curriculum objectives. All subjects have a long-term plan which shows the units covered referring back to the National Curriculum;
- Subjects have a progression of substantive and disciplinary knowledge document that makes clear what children need to learn at each point in the school. This document includes the

learning which takes place from EYFS to Year 6 and maps out the vocabulary that is used. SMSC is broken down into how subjects can teach specific areas to KS1 and KS2. The exception to this is Learning for Life where the learning intents for each area and year group are made clear based on the Cambridgeshire scheme. The Cambridgeshire scheme is supported by the use of No Outsiders;

- The progression documents include the learning intentions that teachers need to deliver and form the subject leader guidance on what needs to explicitly be taught. Teaching staff then produce their own medium-term plans to show the individual structure of lessons;
- The school uses some schemes as a resource in the delivery of the curriculum. In these subjects, the schemes are adapted to meet the needs of the school's learners. The schemes adapted by the school includes:
 - The Cambridge Scheme for PSHE
 - White Rose for Maths
 - The Leicestershire Music Service Scheme of Work for Music
 - The Leicestershire Agreed RE syllabus.
- There are individual policies which explain how the school delivers the following statutory areas of the curriculum:
 - Relationships, Sex and health education
 - EYFS

Writing

Children are given the opportunities to write regularly in a range of curriculum lessons. This includes self-composition and transcription of a dictated passage. Children are taught grammar, spelling and punctuation skills appropriate to the text type they are writing. Teachers develop the confidence and skills of writing by modelling and creating shared pieces of work.

Speaking and Listening

Vocabulary has been carefully selected to help children's continuing vocabulary developments. The curriculum includes a range of opportunities for children to develop speaking and listening skills. Children verbalise and retell stories from when they first joined the school. Speaking and listening plays a vital part in developing the other strands of English.

Reading

In Key Stage One and Key Stage Two, children have a weekly whole class reading session to develop the skills of an effective reader. Children in EYFS share stories regularly and these skills are verbally developed. Classes have timetabled reading time to develop a love of reading and expose children to a range of different texts. Children in EYFS and KS1 take home phonic decodable books which are matched to where they are in the phonics scheme and their own reading level. When children move to beyond purely phonetically decodable books, they are given colour banded books. When children complete the reading scheme, they are free readers and are able to select their own book from the library.

Phonics

In Early Years and Key Stage One, phonics is taught daily. Teachers follow the Supersonic Phonics scheme. Where applicable, children in Key Stage Two may continue to be taught phonics as part of an intervention.

› Spelling, Punctuation and Grammar

Spelling, punctuation and grammar is taught as part of a series of English lessons and is linked to the writing focus and text type.

› Mathematics

Hallbrook bases the progression and structure of the curriculum on White Rose. Teachers are not expected to use all of the resources provided within the scheme and instead pick activities and learning opportunities most appropriate to their class' individual needs. Including number, measurement, shape and space, handling data, algebra, and using and applying mathematics. Our school covers all aspects of Mathematics in the National Curriculum through a range of strategies including the objectives in the school's Mathematics whole school subject overview. We aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

› Science

Our science curriculum covers the three strands of biology, chemistry and physics. Key substantive topics develop as children move through school and children develop their understanding of working scientifically.

Computing

Computing includes online safety, computer work in logical reasoning, designing and writing programs, algorithms, word processing, data collection and handling, programming and controlling machines, using the internet and studying the uses of computers in our world. Computing has three distinct aspects: the skills needed to understand and operate computers and other technology; the practice of using computers and other technology to support children's learning across all the subjects of the curriculum; and staying safe online. Computing may be used across the curriculum.

➤ Religious Education

Hallbrook teaches an adapted version of the Leicestershire agreed syllabus. The syllabus includes both religious and non-religious viewpoints and teachings. Our pupils engage in acts of collective worship during assembly time. If parents wish to withdraw their child from Collective worship and/or Religious Education lessons, a written request should be submitted to the school office. Children who are withdrawn will be given alternative work to do.

➤ Relationships and Sex Education (RSE)

The focus of our Relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (see the 'Relationships and Sex Education Policy for more detail).

➤ PSHE

PSHE is taught explicitly in lessons and through learning opportunities in the rest of the curriculum. The curriculum delivery is based on the sequence and structure of the Cambridge Scheme of work with school specific adaptations made. Some themes of the PSHE curriculum are covered in assemblies that link to important weeks or dates in the school calendar (such as Anti-bullying week). It may be necessary for teachers to adapt the curriculum order and sequence to meet the needs of the pupils in their class. Teachers may deliver a PSHE series of lessons in response to a situation.

➤ Music

The school uses the Leicestershire Music Service scheme of work but school specific adaptations are made. It includes listening, appreciating and appraising, composing and performing. Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory. In addition to the regular music teaching and experiences offered in class, some children can learn to play a musical instrument. They are taught by a variety of peripatetic teachers. Children in every year group are given the opportunity to perform at least once a year.

➤ Physical Education

In EYFS, the aim is for children to have two lesson of PE a week. In Key Stage One and Two, the aim is for children to receive an indoor and outdoor PE session a week. Reception pupils are taught fundamental movement, to prepare them for PE in Key Stage one and Key Stage two. This complements the specific planning and activities undertaken in the setting to develop Gross Motor Skills. In Key Stage one, Pupils are taught to develop fundamental movements, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others in gymnastics, games (individually and in teams) dance and athletics. We develop their ability to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In Key Stage Two, pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils are also taught strategies and tactics in sports. Children are taken swimming in year 3 and 4 as part of the school's fulfillment of the national curriculum requirements.

➤ **Design and Technology**

The Design and Technology curriculum is split into three strands:

- Textiles
- Cooking and nutrition
- Structures and Mechanisms

Within these strands, pupils are taught to follow the disciplinary process of Design and Technology. Pupils complete a range of projects, some which produce an end product and others which develop the disciplinary skills of pupils for future learning.

➤ **Geography**

Includes studies of places, physical geography, human geography, and environmental geography. Pupils develop their knowledge about the world, the United Kingdom and their local area. As they work their way through the school, the children extend their knowledge and understanding beyond Hallbrook Leicestershire, the East Midlands and the United Kingdom to include the rest of the world. This includes the location and characteristics of a range of the world's most significant human and physical features. The disciplinary skills of geography are carefully sequenced throughout the curriculum.

➤ **History**

Children are taught about important and significant historical civilizations, people, events and movements. Substantive threads of civilization and hierarchy run through the different topics. History is also used to teach about the changes in society that have led to the five fundamental British Values. Pupils develop their disciplinary skills of being a historian by being able to critically evaluate sources for reliability and accuracy.

➤ **Art and Design**

The art curriculum is split into three strands:

- Drawing
- Painting
- Sculpture

Children develop a substantive understanding of artists, techniques and artwork. This substantive understanding is paired with the teaching of progressive disciplinary knowledge. Children are given time to implement and experiment with their disciplinary skills and time to reflect on and evaluate the work that they have produced.

➤ Languages (from Y3 upwards)

Includes an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. At Hallbrook, our choice of language is French.

5. Inclusion

The school's curriculum has been designed to follow the National Curriculum inclusion statement. Working with the SENDCO, subject leaders have individual subject statements of strategies to make all curriculum areas more inclusive.

The individual subject statements offer suggestions of adaptations that can be made to specific subjects to allow for inclusivity and make the school's curriculum accessible to all pupils. In some specific cases, these adaptations would not meet the individual needs of a certain child and a child specific plan would be created.

These statements aim to help teachers create a more inclusive curriculum for:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- 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.

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.

6. Monitoring and assessment arrangements

- The school collects and monitors data following the school's monitoring and assessment calendar which is shared with staff each year. SLT and subject leaders are responsible for the analysis of this data. Teachers assess English and Maths termly.
- English and Maths is assessed in year two to year five using NTS assessments and in year six using SATs papers. Teachers create a MARK analysis of these tests to identify specific areas of need. The outcomes of these tests and teacher assessment of each child are recorded on the school's assessment system. Teachers report children as GDS, EXS or WTS. This is in line with how national data is reported at the end of Key Stage two. Further information is available from:

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents/information-for-parents-assessment-results-at-the-end-of-key-stage-2>

- In EYFS and year one, children do not sit NTS tests. Staff use other formative and summative assessments to form their teacher assessment. Both report their assessment data termly using the assessment system. Year one, in line with the rest of the school, as GDS, EXS or WTS and EYFS as on track or not on track.
- Individual pupil assessment is shared with parents, in person, at parents' evening and annually in a written report.
- School data is shared with the governing body by the Headteacher.
- Leaders publish a monitoring calendar to show when subject leaders carry out live and non-live monitoring.
- A range of methods can be used by leaders to monitor and build a picture about their subject
- Subject leaders, SLT and the Curriculum leader monitor the way their subject is taught throughout the school.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- **Assessment Policy:** Aligns with assessment strategies to ensure teaching methods effectively support student learning outcomes.
- **SMSC Policy:** Integrates spiritual, moral, social, and cultural development into teaching approaches.
- **Equality Statement:** Ensures teaching practices promote equity and inclusivity.