

Teaching, Learning & Curriculum Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

Our Curriculum

At Nutgrove Methodist Primary School we aim to provide a bespoke, unique, inclusive and exciting curriculum that recognises our school context in St Helens and ensure our pupils both achieve and aspire highly.

The Nutgrove Curriculum is a 'knowledge-enabled' curriculum, using 'Statutory framework for the Early Years Foundation Stage' and the National Curriculum as a basis and enhanced by carefully selected pedagogical research. Our approach to the curriculum is 'holistic' and ensures that our children are presented with the best opportunities in life. Through our curriculum offer, we set high expectations for each, and every child and we are relentless in our commitment to overcoming barriers and to developing children who are self-motivated in their pursuit of learning. We want children to leave school as 'well rounded and responsible' individuals

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – helping children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Global Citizenship – Everyone no matter where they live are part of a global community.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits.

The breadth of our curriculum is designed with three goals in mind:

1. An important emphasis on English and Mathematics; however, we also maintain a broad and balanced approach and use a wide variety of rich experiences to help us to deliver our offer (including visits, visitors and specialist teachers).
2. Our 'knowledge-engaged' approach to subject disciplines, provides opportunities to build upon both knowledge and skills and focussed upon progressively developing pupils' knowledge, skills and vocabulary; attributes which our pupils can then take on through every step of their academic journey.
3. To provide a coherent, structured and progressive curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Our curriculum sets out:

- A clear curriculum map of the breadth of topics to be covered for each year group.
- The key concepts that will be taught through each subject area.
- Progression within the skills identified.

Mastery

To provide sustained mastery, children are provided with deeper learning opportunities that promote enquiry, questioning and problem-solving skills, building upon previously acquired concepts and skills. To develop understanding, pupils make connections between new knowledge with existing knowledge. Learning is assessed over time to ensure it is embedded within long-term memory.

We aim to promote **Feedback**, which allows pupils time to engage, reflect and review – including peer and self-evaluation so that they can improve their own learning. Our classrooms are a busy and constructive place of learning with working walls that display the pupils' current learning and work in progress. Some displays and 'Floor books' provide visual links to previous learning experiences.

Definitions

Teaching: Teaching is the work that a teacher does in helping students to learn.

Learning: 'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.' Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory (Vol. 1)*. Springer Science & Business Media.

Curriculum: The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education. Within the Ofsted framework, the working definition of curriculum is that it is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation); and for evaluating what knowledge and understanding students have gained against expectations (impact).

Teaching, learning and curriculum are inextricably linked. At the heart of effective teaching, is ongoing *assessment*.

Aims:

Through this policy, we aim to:

- Outline the intent of our curriculum
- Explain the theoretical underpinning of our curriculum
- Share the breadth and organisation of our curriculum
- Embed an agreed range of good practice across the school
- Ensure consistency throughout the school
- Inform staff of the school's expectations
- Provide a unified focus for monitoring learning and classroom practice
- Ensure that the needs of pupils are met
- Improve and enhance the quality of teaching
- Ensure that pupils are receiving a broad, balanced and locally relevant curriculum, meeting the requirements of the national curriculum
- Ensure that teaching is appropriately differentiated for all pupils

- Establish targets for improvement
- Enhance the professional development of staff

Legal framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA (2018) 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA (2018) 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE (2018) 'Reporting to parents at the end of key stages 1 and 2'

1.1.2. This policy operates in conjunction with the following school policies and documents:

- Assessment Policy
- Feedback and Marking Policy
- SEND Policy
- Positive Behaviour Management Policy
- Early Years Foundation Stage Policy

Curriculum Intent

Our curriculum intent is underpinned by learning theories which are outlined in the pedagogical knowledge section of this document and has been driven by our Christian vision and values.

At Nutgrove Methodist Primary School, we pride ourselves on offering all of our pupils

a safe, calm, happy and nurturing learning environment so children can learn effectively, enabling them to access the full breadth of our curriculum offer and ultimately reach their full potential.

Across the curriculum, we engage and interest children through engagement activities and high-quality books which will foster a love of reading and learning that will last a lifetime. Our book-led approach supports children to build meaningful connections across the curriculum. We have designed and developed our curriculum to be sequential, logical and cumulative and meet the ambition of the National Curriculum. Key knowledge, facts, skills and concepts are clearly identified, and children have regular opportunities to revisit, recall and apply key knowledge and skills in order to deepen their understanding.

We recognise our school context and want children to leave us with a strong moral and spiritual compass. Our main curriculum drivers are Global Citizenship, culture and diversity. Our curriculum lives and breathes our Christian Values of Love, Hope and Respect.

We hold high aspirations for all our pupils and want them to grow into successful and responsible adults of the future. with a rich 'cultural capital' formed through their experience of a high quality, curriculum that has at its heart: key skills, knowledge arranged through concepts, broad and engaging experiences and a focus on personal development.

Breadth of the Curriculum

The school has due regard to the full range and ambition of national curriculum at all times throughout the academic year.

In Reception (EYFS), school has due regard for the 'Statutory framework for the Early Years Foundation Stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology

- Languages (Statutory at KS2)
- Geography
- History
- Music
- PE
- PSHE
- Sex education

At Nutgrove Methodist Primary School, we have designed a curriculum that not only meets the breadth and ambitions of the national curriculum in an engaging way, but also one that is unique to Nutgrove.

We ensure that our curriculum:

- Supports our school vision and values
- Is tailored specifically to the needs of our children i.e. preparing them for life outside Nutgrove through three identified key drivers: global citizenship, culture and *diversity*.
- Prioritises reading; an interest in books and the development of life-long readers. We strongly believe reading is a gateway for all other subjects and place emphasis on ensuring children develop the skills of reading fluency and understanding
- Enables our pupils to leave the school as ‘well rounded’ individuals with learning to learn skills taught progressively and explicitly in all year groups.
- Is enjoyable and memorable for the pupils
- Gives children a toolkit of strategies to help them maintain positive mental health and wellbeing now and for later life
- Places an emphasis upon the development of vocabulary
- Gives our children practical, firsthand experiences
- Utilises the rich resource and history of our local community in Nutgrove/St Helens/Merseyside and the surrounding area
- Contributes to highest standards in English and Maths

Organisation of the Curriculum

This year, we have further enhanced our Nutgrove Curriculum with Curriculum Maestro which outlines the broad and balanced curriculum that all our pupils can expect. As stated above, it outlines our emphasis on key skills, knowledge arranged through concepts, broad and engaging experiences and a focus on personal development.

We provide the following key curriculum documents:

- **‘Whole School long-term overview’** which shares the overview of topics for every year group across the year.
- **‘Subject long-term overviews’** which share the whole school sequence of

- topics that are covered in each year group
- **'Progression of Skills'** *document for each subject.*
- **'Knowledge Organisers'** outlines key knowledge and vocabulary we want children to know in particular subject areas.

Planning

Planning – General Guidelines

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Lessons must:

- Be clearly linked to the national curriculum and be progressive.
- Include high 'First Quality Teaching for all'.
- Be differentiated to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Include how Teaching assistants are used to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Have a clear structure clearly demarcating the salient parts of the lesson.

Long term planning:

- We have a 'Whole School Long-term Overview' that outlines the key topic to be covered in each class, each half term.
- Subject specific progression provides a breakdown of the key skills and knowledge or each curriculum area. These are organised by key concepts. Progression in key skills and knowledge are repeated regularly. This ensures this enters children's long-term memory. Progression in these are organised by class to support teachers ensuring full coverage of the curriculum. Where possible we provide opportunities within our curriculum design to revisit regularly ensuring learning moves from basic, to deeper, to mastery and to greater depth for those able to. The expectation is that children have opportunities to revisit and recall this knowledge.

Medium term planning:

- In English, the medium-term plan outlines the core texts and genres that children should cover but the objectives and focus must be adapted to meet the needs of your class and groups of children. The medium-term plan is a guide. For comprehension, we use 'Complete Comprehension' characters to focus on comprehension skills. Those classes at certain points of our phonics scheme, complete comprehension activities linked to this. There is a detailed MT plan for

expected learning in each year group.

- In mathematics, we use the White Rose Scheme of Learning.
- For each of the Foundation subjects, there is unit plan that provides a medium-term overview of learning. The objectives must be covered but the learning journey itself is flexible.

Short term planning:

Planning should be informed by ongoing formative teacher assessment.

A written plan is not required as long as it is clear from resources (e.g. PowerPoint) or annotations to the unit plan what the proposed learning outcomes and any differentiation have been.

*All plans and resources must be shared with support staff and **saved on the teacher share drive** under 'Curriculum 2022-23' then '**planning 2022-23**', your class and in the correct folder.*

Quality First Teaching

At Nutgrove Methodist Primary School, we want all pupils to achieve their full potential. One of the ways we do this is through Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children overcome barriers to their learning and provides opportunities for challenge.

Some of the ways we do this which will be seen within all our lessons are:

- (i) Making sure we have created the right learning culture though: high expectations of behaviours for learning, clear classroom routines, an environment where children have positive relationships with staff and feel safe, calm and learning ready. This is supported by our school values.
- (ii) Ensuring teachers have strong subject and pedagogical knowledge
- (iii) Ensuring lesson design typically has a clear, predictable pattern including the following features:
 - **Fix-it** – *To address any misconceptions or issues arising from prior learning*
 - **Revisit and Review** – *Short, quick retention activities*
 - **Teach** – *Explicit instruction should be provided by the teacher for new content with clear modelling and small steps. I do, we do, you do approach.*
 - **Practise**
 - **Master / Apply**
 - *Set homework (if appropriate)*
 - *Feedback should be given to whole class, groups or 1:1 across the lesson and lessons shaped by what the children are doing.*

(mini plenaries and plenaries may be helpful)

- (iv) Prioritises development of reading fluency and understanding as reading is a prerequisite skill to all other subject areas
- (v) Use of effective and varied questioning used for a variety of reasons but including for recall, to check understanding and application.
- (vi) Explicit teaching of vocabulary
- (vii) The planning of learning is given in small steps and supported by visual clues including concrete, pictorial and abstract and recognising children's different learning styles
- (viii) Children are regularly asked to recall and rehearse core knowledge in a variety of ways within and outside the lesson to support retention e.g., mind maps, concept maps, quizzes, phonic aprons, raps and songs, quizzes
- (ix) Children are taught different strategies to remember important information (retention) and are encouraged to use the ways that work for them.
- (x) Making explicit links to prior and future learning to make connections across the curriculum
- (xi) Children work in flexible groups – mixed ability groups, ability groups (which are regularly adjusted), friendship groups, pairs and individually
- (xii) Teachers ensure that learning is enjoyable through learning hooks and high-quality supporting books and children are engaged by what they are doing.
- (xiii) Ongoing formative assessment used to reshape lessons and adjust cognitive load - use assessment to inform next steps
- (xiv) Teachers will have high aspirations and set appropriately challenging targets for all pupils
- (xv) Every teacher is a teacher of SEND and receives training to ensure they are using the appropriate techniques and resources to support any child with SEND
- (xvi) Developing an instructive and stimulating learning environment
- (xvii) Support staff are used effectively
- (xviii) Staff meet regularly with parents and carers to discuss their child's progress and keep them up to date

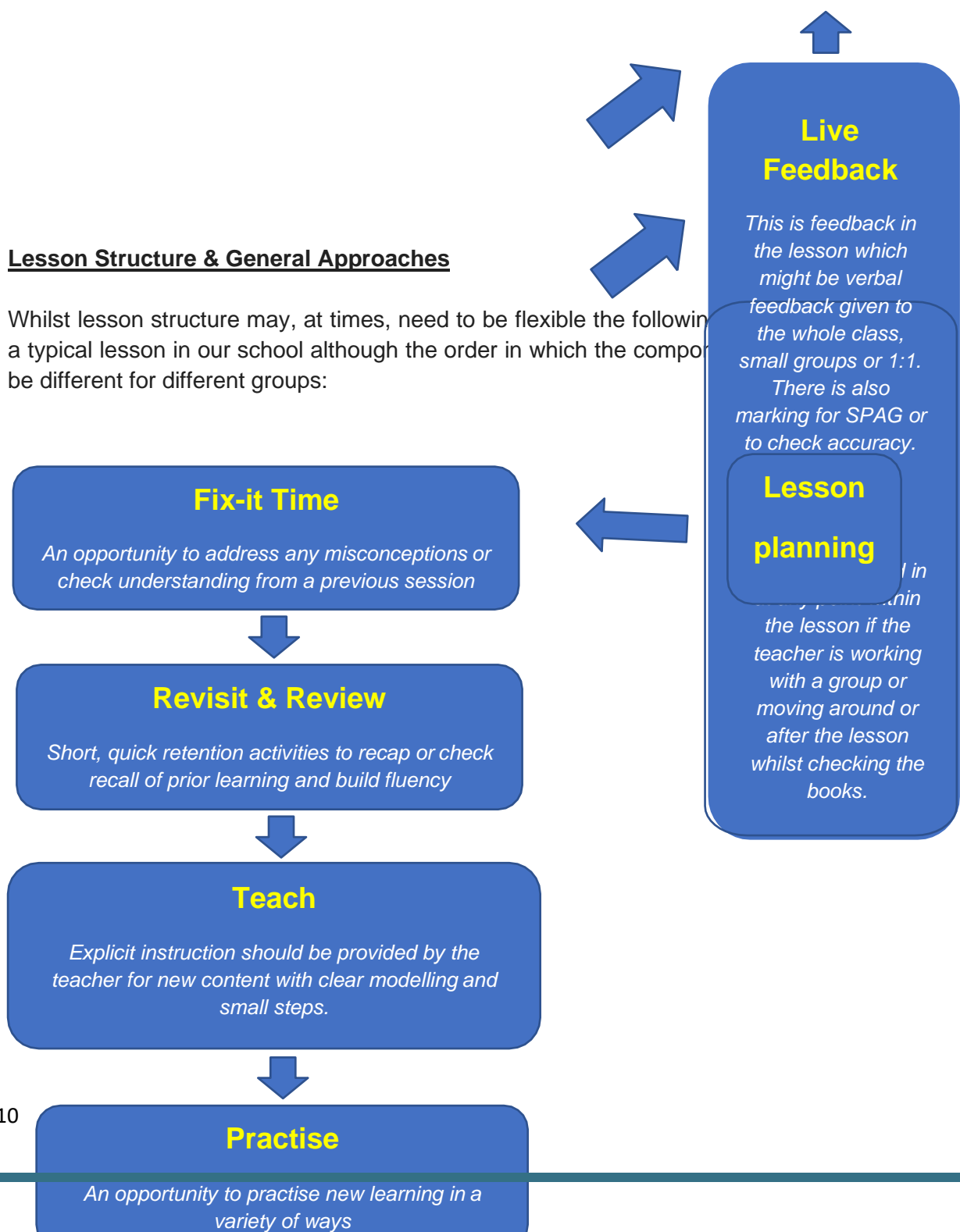
Teacher Subject and Pedagogical Knowledge

The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education. If curriculum lies at the heart of education, and subject lies at the heart of curriculum, then it follows that teachers need solid knowledge and understanding of the subject(s) they teach.

At Nutgrove Methodist Primary School, all our staff are expected to have a working knowledge of the theory that our curriculum intent is built upon in order to fully follow our approach to teaching and learning for our pupils.

Lesson Structure & General Approaches

Whilst lesson structure may, at times, need to be flexible the following is a typical lesson in our school although the order in which the components be different for different groups:





Master / Apply

*An opportunity to check mastery of a new skill
by application to a new context or situation*



In our wider curriculum each project contains four elements.



Adult Input

- Engages children in the learning
 - Is active and interactive
 - Has appropriate pace to ensure maximum learning takes place
 - Responds to, and is adapted to, ongoing assessment during the lesson
 - Clearly models successful learning/the learning activity
 - Generates success criteria
 - Approaches
-
- Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities. Although we have elements we expect to see in lesson, a range of lesson types are used including practical, visual, dramatic, investigative and group work. Following clear explanation and instruction of any new learning, the following range of methods may be utilised:
 - Investigation and problem solving
 - research
 - whole-class work
 - group work (in groups selected for different reasons)
 - paired work
 - individual work
 - independent work, which is child directed
 - collaborative work
 - selecting and using relevant resources to support learning
 - asking and answering questions
 - use of IT including visual images, film, interactive teaching resources etc
 - fieldwork and visits to places of educational interest
 - guest visitors and performances
 - creative activities
 - debates, discussions, oral presentations and other speaking and listening strategies
 - drama techniques
 - designing and making things
 - Participation in athletic or physical activity
 - Setting challenges for themselves
 - Knowledge organiser activities

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

In-class support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Effective Questioning

At Nutgrove Methodist Primary, effective questioning is a key part of lessons and a powerful tool for checking retention and recall, assessing the depth of learning and extent of progress. Effective questioning in the classroom is about moving beyond questions that require simple recall and seeing questioning as part of an extended dialogue between pupil and teacher.

Effective questioning strategies could include:

- Using a planned mix of 'conscripts' and 'volunteers'
- Lollypop sticks to randomise choice of which student should answer a question
- 'Phone a friend'
- Paired rehearsal of a question answer
- Previewing a question
- 'You are not allowed to answer this question in fewer than 15 words'
- Staging questions with increasing levels of challenge
- Using the 'no hands up' rule – 'cold calling'
- Snowballing – asking another student to respond to the answer of the previous student
- Buzz groups – where each group contributes part of the answer.

Teaching of Vocabulary

At Nutgrove, we know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum.

Developing vocabulary occurs in two ways:

Through indirect instruction; using rich reading experiences to grow vocabulary 'naturally.' Paying

attention to context to work out meaning and using background knowledge.

AND Through direct 'robust' instruction. Good vocabulary instruction involves...

1. Decisions about which words to teach
2. Decisions and expertise around how to teach these words

Vocabulary learning is taught in a fun and active way across the curriculum and innovative ideas such as the use of digital technology used. Key vocabulary is listed in our unit plans to support staff about which words may require explicit teaching. Key vocabulary is displayed on working walls and revisited regularly.

Strategies to Recall and Retrieve

In order for children to retain key information and avoid memory decay, it is important that they have opportunities to recall and retrieve key information they have learnt. This is built into our curriculum in the following ways:

- Lesson design with 'revisit and review' opportunities within in each lesson to recall, retrieve and practise key knowledge and skills
- Opportunities to retrieve key information at different points in the day i.e. phonic and maths flash cards.
- Use of knowledge organisers
- Direct teaching of strategies to learn new information: ways to learn spellings, mnemonics, rhymes and songs, mind maps and concept maps.

Guidance on use of Knowledge Organisers at Nutgrove Methodist Primary School :

At Nutgrove Methodist Primary school, we use Knowledge Organisers to help children with their learning. These documents outline the essential knowledge that the teachers will be covering across a unit of work; including key knowledge, key dates, key personnel, vocabulary, definitions, and other contextual or technical information. We also share images of books or visits that are used as part of the topic to trigger memories.

These documents are shared with pupils, parents and carers – with the aim that everyone knows exactly what is being taught, and what the children need to learn.

Within class, we refer regularly to the Knowledge Organisers and they are on display in every classroom. Our aim is that through regularly referring to their content and asking children to recall their detail often through retrieval practice, that the knowledge they contain will 'stick' with the children.

There are countless ways to use knowledge organisers, but here are the ways we make the most of them at our school.

1. Give the knowledge organiser to the children before the start of a topic

- to encourage discussion and prior research.
2. Talk through the knowledge organiser at the beginning of the topic, asking the children what information has sparked their interest, and if they have any questions.
 3. **Use the knowledge organiser as a regular retrieval tool.** Mix up practice using short, low stakes quizzes, games, partner discussion, and so on, rather than constant formal testing. Do the children know more than is included on the knowledge organiser? Ask higher-level 'why' questions to stretch the children's understanding and add detail. This is the ideal scenario, as it means they have deepened their knowledge beyond the baseline outlined on the knowledge organiser and have formed stronger schemata.
 4. Use the knowledge organiser to identify knowledge gaps throughout the topic.
 5. Display an enlarged copy of the knowledge organiser on a working wall or make it become a blue print for your working wall, encouraging children to add information around it during the topic.
 6. Use knowledge organisers to strengthen teacher knowledge in a subject area.
 7. Hide parts of the knowledge organiser or cut parts up to focus the children and deepen their knowledge in a particular area. You could let them know which part will be missing later in the week and say there will be a quiz on that part.
 8. Make links between knowledge organisers to help children understand how their learning connects. For example, remind the children of a previous year's knowledge organiser and discuss how their new knowledge links and builds upon it. This is particularly useful at the start of a new topic to check prior knowledge.
 9. Use the knowledge organiser as a handy spelling and vocabulary reminder. Keep it visible at all times and expect the children to use the proper vocabulary correctly.
 10. Use the knowledge organisers as guided reading texts.

Assessment

Assessment is inextricably linked to effective teaching and learning. Teachers need to know what children already know in order to plan appropriately for next steps in learning for a class, group or individuals. Only by knowing what pupils know and can do can we effectively teach them the skills and knowledge they need in order to progress effectively.

Formative assessment is designed to inform the teacher about their pupils' performance, knowledge and skills, and this information is then used to plan lessons or remediation to improve pupils' learning. A key part of this type of assessment is feedback to pupils to help them to learn more effectively.

Summative assessment is more useful for general quality control and to provide a picture of how well a pupil (or group of pupils) has performed over a time period on a set of learning goals in a particular subject.

For further details about our whole school approach to assessment please see our assessment policy and feedback and marking policy

High Expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs. We expect our staff and children to have high aspirations so that everyone do their best, always and everywhere.

SEND

Pupils with SEND are provided with the appropriate support. Pupils causing concern should be discussed with the SENDCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND. This should be read in conjunction with this policy.

Learning Environment

It is imperative that the learning environment maximises opportunities to learn.

Displays need to be changed to reflect current topics and learning and are geared towards aiding learning, not providing distraction.

An engaging, well-organised classroom promotes independent use of resources and supports high quality learning.

Teachers should involve pupils in the creation of an attractive and welcoming and well-organised learning environment engendering respect, care and value for all resources.

Classrooms should be vocabulary rich with vocabulary linked to current and previous topics available for review and recall.

Desks should be free from clutter and arranged in a manner providing

suitable space for all. Displays will:

- Celebrate success – examples of achievement across the curriculum
- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- **Support learning** – working walls, presentation examples, interactive & challenging, key vocabulary displayed
- Be changed regularly and reflect the current topic/themes/ learning

All classrooms should have:

- Positive Behaviour chart and rules / class charter
- Each class needs the following working walls: English, maths,

- science, computing, topic (*History / Geography & Art / DT*)
- Knowledge Organisers, A3 photographs or shoe box memory prompt of previous displays and learning as new ones replace them to help memory and recall (Subjects should maintain the same board all year)
- An engaging and interactive book corner with texts from the English curriculum and topics that build cumulatively across the year, (*key texts to follow children through school*) mixture of genres, on display.
- Self- regulation posters (PATHS and PE), pupil of the day display and an 'emotions check in'.
- Worship area that is actively used and enhances the Christian ethos, displaying their focus values and values floor book
- Worry box

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow children to work independently.

EYFS-Reception

This policy should be read alongside the Early Years Foundation Stage Policy which provides further detail of how Nutgrove Methodist Primary School provides a balanced learning experience for every child within the Foundation Stage.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage (DfE 2012), but also the additional elements that we provide to develop our learners in meeting the school's vision and values, while also enriching their learning experiences.

Learning through play is one of the key principles of Early Years education, and this is at the core of our approach to the EYFS curriculum. At Nutgrove Methodist Primary School, the curriculum is delivered to the children, balancing direct teaching with scaffolded learning opportunities led by the children's interests and needs.

Roles and responsibilities

The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Meeting regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Dropping in lessons to see the pupils' learning
 - Viewing samples of pupils' work
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the governing

board The HT is responsible for:

- Taking a general overview of the atmosphere in the school by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out focussed classroom-based observations and learning walks.
- Reviewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role model and coach for

teaching staff. Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the HT and the governing board.
- Providing professional advice to the Local

Advisory Board. Teaching staff are responsible for:

- Monitoring and evaluating their teaching.

- Seeking professional dialogue and constructive criticism from peers and SLT.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents/carers and other professionals in the monitoring process.
- Completing an annual review assessing the progress of

their pupils. Pupils are responsible for:

- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the areas provided.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

Monitoring and reporting

This policy will be reviewed annually by the Local Advisory Board.

The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

The next scheduled review date for this policy is Summer 2 2023.