

HOWE DELL PRIMARY SCHOOL
Learning and Teaching Policy
Summer 2024
Next review: Summer 2026

Aims

- To ensure effective, consistent and high quality learning and teaching
- To incorporate the statutory requirements of the National Curriculum
- To incorporate other aspects of the curriculum, including British Values, relationships, health and sex education, personal and social education, equality, inclusion and spiritual, moral, social and cultural

Rationale

Our curriculum intends for every child to make strong and sustained progress. We want learners to retain more and deepen their knowledge and understanding. In order for this to happen, we understand the importance of consistency and reducing cognitive overload. We therefore follow the principles of CUSP (Curriculum with Unity Schools Partnership):

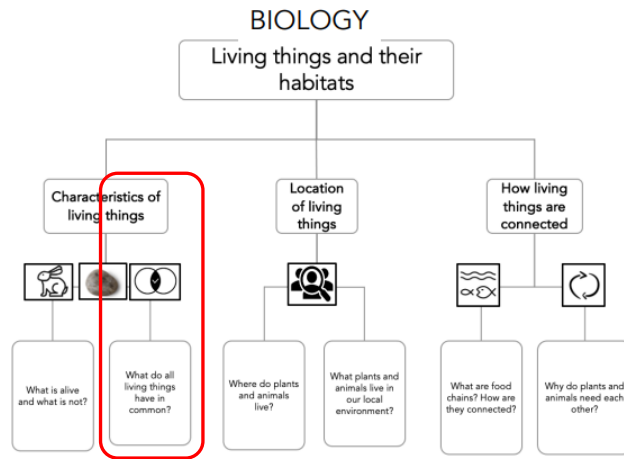
- Spaced practice and interleaving, **Bjork and Bjork, 2011**
- Knowledge rich curriculum, **Rosenshine, 2012.**

The school uses high quality learning resources as a starting point to ensure consistency and a sequential approach to learning. See Appendices for individual subjects.

Planning

Long term and Medium term planning

Long and medium term planning should outline core content. Subject coverage should be sequential, knowledge and vocabulary rich and cumulative. Spaced practice will revisit topics to support greater retention and robust progression e.g. in Year 4 the topic Rivers is taught in the Autumn Term and revisited in the Summer Term. Clear connections with prior learning should be made and children will be told where their learning fits into the learning sequence e.g. in Science children will look at the CUSP Curriculum Navigation 'Big Idea' sheets each lesson.



The big idea
Living things and their habitats

Links are made within and across subjects:

Vertical links - knowledge secured within a subject through repetition term by term, year by year e.g. in Year 6 children are taught how their new learning in 'Living things and their habitats' builds on knowledge from 3 similar topics taught in Years 4 and 5.

Horizontal Links – knowledge linked and built upon across subjects within a year e.g. links between Year 3 Science 'Rocks' and Year 3 History 'Stone Age'

Diagonal Links – knowledge deepened between year groups within subjects e.g. in Year 2 History children study an Amazon Tribe, in Year 4 History the river Nile and in Year 4 Geography they revisit and compare the Nile and the Amazon.

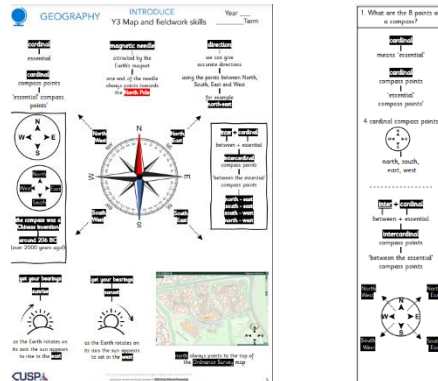
Learning should seek to engage and motivate all and include contextualised and relevant learning experiences to enrich the curriculum. Learning modules take into account our school setting, environmental and other relevant current issues, for example in the Year 6 learning module, Local Study in History, children visit either the Hatfield Aerodrome Heritage Trail or the Hatfield Bunker.

There is a requirement for Subject Leaders to identify opportunities within their curriculum planning to teach safeguarding and teachers should ensure safeguarding is regularly taught in a variety of contexts.

Weekly planning

It is a requirement that all teaching sessions (whole class, groups and one to one) are planned for and a clear planning process is required to be evident in both learners' books and lesson slides. Key learning titles or questions must also be evident (*as referenced in our consistency of written feedback guidelines*).

For subjects which use the CUSP Curriculum resources, Knowledge Organisers and Knowledge Notes will be included within books and the six key CUSP lesson components will be incorporated when planning: Connect, Explain, Example, Attempt, Apply and Challenge.



Teachers use assessment information to plan and adapt learning and teaching so it is tailored to the needs of the class. Learning is accessible to all. As required, teachers will provide scaffolds to support targeted learners access the curriculum.

Curriculum Flyers

Curriculum Flyers are used to highlight key areas for learning over a term. These are used to share information about planned learning opportunities with children and their parents/carers via Google Classroom and the school website.

Feedback and Assessment

Research shows that 'live feedback', feedback provided 'in the moment' and bespoke to learners' needs has the most impact on learner progress and attainment. When selecting feedback techniques, staff need to select the technique that avoids cognitive overload and has a positive learning outcome.

The Feedback and Assessment guidance document outlines in more detail how we assess learners across the curriculum (*See Feedback and Assessment Guidance*).

Roles and Responsibilities:

Staff and Governors

- We conduct all our teaching in a positive atmosphere of trust and respect for all, underpinned by our whole school Therapeutic Thinking Hertfordshire Steps ethos. School policies promote this and all staff have a responsibility to follow these policies
- The Quality of Education Leadership team, Subject Leaders and Governing Board monitors the standard of teaching and learning through regular and ongoing

monitoring. Activities include: 'drop-ins', book looks, book studies, learning walks and pupil voice

- Monitoring outcomes are shared with staff and 'next steps' set are revisited to ensure ongoing professional development. Governors are informed regularly of the outcomes.

Parents and Carers

- Parents and Carers have a fundamental role in helping children to learn. They are provided with termly Curriculum Flyers to support home learning and discussion, are regularly invited into school to take part in events and live learning sessions, and are provided with the opportunity to attend parent consultations twice a year with written reports twice a year

Monitoring and Review

- The Executive Head teacher, Deputy Head teacher, Assistant Head teachers, Quality of Education Team and Subject Leads, will monitor the effectiveness of this policy throughout the academic year
- The Curriculum Design and Development lead will report to the Governing board on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements

Appendices

HfL Essential Maths Long Term Plans

<https://www.howedell.herts.sch.uk/maths/>

HfL English Long Term Plans

<https://www.howedell.herts.sch.uk/writing/>

HfL Essential Spellings Overviews

<https://www.howedell.herts.sch.uk/spelling/>

Little Wandle Phonics Policy

<https://primarysite-prod-sorted.s3.amazonaws.com/howe-dell-primary-school/UploadedDocument/27d53d54-4936-454f-898a-295dd698a187/howe-dell-phonics-and-early-reading-policy-updated-jan-2023.pdf>

Wider Curriculum Maps

<https://www.howedell.herts.sch.uk/curriculum-subjects/>

EYFS Curriculum Maps

<https://howe-dell-primary-school.secure-primarysite.net/early-years/>

Subject Policies

<https://www.howedell.herts.sch.uk/curriculum-subjects/>

Feedback and Assessment Guidance

<https://primarysite-prod-sorted.s3.amazonaws.com/howe-dell-primary-school/UploadedDocument/d62c9f5b-70f1-415c-9c62-123fb871d355/feedback-and-assessment-guidelines-spring-2023.pdf>

Consistency in Written Feedback document

<https://primarysite-prod-sorted.s3.amazonaws.com/howe-dell-primary-school/UploadedDocument/3be0fbeb-6ac7-4ff1-b934-389f97d32c4a/consistency-in-feedback-november-2022.pdf>

Reference

Information used as reference to compile these guidelines include:

CUSP: Curriculum with Unity Schools Partnership

<https://www.unity-curriculum.co.uk/>

