



## **St George's CE Academy Teaching and Learning Policy**

We want our children to have an excellent education which prepares them for life at secondary school and beyond. This involves the delivery of excellent class teaching and learning both inside and outside of the classroom.

Learning is the purpose of the whole school and is a shared commitment between children, parents, staff, governors, DHMAT and the local authority. Working in partnership, we aim to provide a curriculum which will:

- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum that will prepare them for a rapidly changing world;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- promote the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline, positive attitudes and a capacity to learn and work both independently and collaboratively;
- develop children's confidence, develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and society.

### **Safeguarding**

St George's CE Academy views safeguarding and wellbeing as paramount. The school curriculum is the vehicle for ensuring that key safeguarding messages are taught at the appropriate age.

The policy has been written respecting two UNICEF articles: Article 28 and Article 29.

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29 A child's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

For further information on safeguarding please see the Safeguarding Policy.

### **Aims of the policy**

This policy is written for the adult stakeholders at St George's CE Academy: the teachers, governors, parents, DHMAT local authority to ensure that the school's approach to teaching and learning is clearly defined and understood.

### **The Curriculum at St George's CE Academy**

At St George's CE Academy we follow the National Curriculum for England 2014. The school adopts a topic based approach to learning which will be either half termly or termly in duration. The whole school Long Term Plan, which

is published on the school website, details the topics across the year. Whilst there is an expectation that much learning will be linked to topics, this will not always be the case. Teachers understand that the most important factor in deciding educational content is quality. Therefore, in English for example, the primary driver in determining a unit of work will be the quality and importance of a text along with how this fits with the children's learning needs.

At St George's CE Academy there is a clear expectation that learning beyond the classroom, which includes educational visits, will improve engagement and enhance the curriculum. Non classroom based learning is a key part of delivery.

The school uses content, structure and a teaching framework provided by external practitioners to enrich the curriculum in some subjects. These are detailed in the following subject specific sections.

### **Core Subjects:**

**English:** The teaching of English at St George's CE Academy is detailed in the English Policy. The school uses Pie Corbett's Talk for Writing to provide a framework for the teaching of writing, and his book spine to ensure that children across the school have access to a wide variety of top quality stories of the correct pitch.

**Maths:** The teaching of maths at St George's CE Academy is detailed in the Maths Policy which includes a detailed calculation policy on the progression of formal written methods. The school follows the mastery approach to mathematics where the aim is for pupils of differing abilities to travel through the curriculum at broadly the same pace. Differentiation for more able children is achieved by emphasizing deepening knowledge of key concepts rather than completing work from higher year groups. Further guidance issued by the White Rose Maths Hub is used to supplement teaching ideas.

**Science:** The school follows the Engaging Science scheme, written by Mary Le Breuilly with teachers free to supplement and adapt the scheme as they feel appropriate for their classes. The scheme is practical and fosters an investigative led approach to science.

### **Non-Core Subjects**

#### **History, geography, art, design and technology**

Topics come to the fore when teaching history, geography, art and design and technology.

**PE:** Teachers use a range of resources to support the planning of PE ensuring that all areas of PE is taught on rotation throughout the year.

**Computing:** Teach First Computing is used to provide a framework for teaching computing. E safety lessons are conducted every half using Project Evolve.

**RE:** The school follows the Herefordshire Agreed Syllabus. For further detail, see the RE policy.

**Music:** The school the scheme Music Express for the teaching of music or has Specialist Shropshire Music service teachers delivering the music curriculum.

Specialist music teachers teach instrument lessons to families who choose to subscribe.

**Relationship and Sex Education (RSE) & Personal, Social Health Education (PSHE):** Teachers teach a weekly RSE/PSHE lesson using Jigsaw.

### **Questioning**

At St George's CE Academy we believe that the benefits of skilled questioning are significant and include:

- improved pupil engagement;

- ability to challenge and therefore generate deeper thinking;
- ability to assess understanding. This will include the teacher correctly pitching questions to individuals;
- initiation of collaborative thinking and sharing of ideas;
- creating an environment which provides opportunity for speculation and creative thought;

Children should be given time to respond to questions. Teachers should not be afraid to ask supplementary questions to probe further. At times, it will be appropriate to 'bounce' questions around the room to ensure more than one child has the chance to respond as well as using a 'no hands up' approach to encourage maximum engagement.

Open questions are often generated by using the 5Ws and H, namely:

### **What, Where, When, Why, Who and How?**

It is good practice to use these question stems when writing questions and to include them in planning.

### **Planning**

The following is required by teachers:

- A termly curriculum plan which is medium term plan for the term, giving details of objectives to be taught for all subjects.
- A medium term plan for English detailing genre to be taught as well as grammar objectives.
- In Key stage 1, weekly phonics planning from Little Wandle Phonics.
- Termly topic planning for: history/geography/art and D&T, in one document.
- Termly or half termly planning for RE.
- Medium Term plan for science.

### **Assessment**

Both summative and formative assessments are a key requirement of successful teaching and learning and are an essential requirement of all teachers. Further detail on how teachers are required to assess may be found in the Assessment Policy.

### **The curriculum and Inclusion**

Like all aspects of school life, the curriculum is designed to be accessible to every child. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. Class teachers may feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs and this will be decided in consultation with the SENCO. Further detail can be found in the SEN policy.

### **Parental Involvement**

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home.

The curriculum plan for the term will be published on the school website at the start of the term.

Teachers will also keep parents updated with information about their child's learning using the year group pages on the school's website as well as information on the weekly newsletter.

Parents are welcome in school for subject related workshops which are aimed at improving parental engagement with learning. Parents are also invited into school for assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school. Parents' evenings happen three times per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by a mid-year report, which shows the child's academic levels and progress as well as discussing their achievements.

**Date Policy adopted by Governing Body:** September 2020

**Date of recent Review:** November 2025

**Next Review:** November 2026