Woodcroft Primary School

Teaching, Learning and Curriculum Policy

This policy sets out the vision of the curriculum and the teaching philosophy of Woodcroft Primary School, in its ongoing endeavour to improve the education and opportunities for its pupils.

Contents:

- **Curriculum Vision**
- **Core Values**
- **Curriculum Intent**
- **Curriculum Implementation including pedagogy**
    - **Curriculum Provision for all**
    - **Planning**
    - **Subject leaders supporting curriculum implementation**
    - **Unique experiences and trips**
    - **Learning Environment**

- **Thrive and the emotional wellbeing of pupils**
- **Impact of the Curriculum**
- **Assessing Curriculum Impact**
- **LSAs**
- **PPA and Cover**
- **Homework**

Person responsible for the policy in consultation with the staff and governors: Headteacher

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Woodcroft Primary School Curriculum Vision

At Woodcroft Primary school, we have designed an ambitious curriculum that provides our pupils with the skills and knowledge to successfully **achieve** in an ever-changing world. We **encourage** them to explore and widen their own interests, generating curiosity through delivering a broad and balanced child-focused curriculum. Woodcroft Primary School **inspires** its pupils through real-life experiences and raises expectations on what individuals are able to accomplish.

Core Values

Our *Core School Values* help embed the curriculum and support a culture of *Learning for a lifetime.* The school motto of ***Inspire, Encourage and Achieve*** is central in our ongoing determination to create a learning environment that nourishes the curiosity of our pupils and removes any self-imposed limitations on what they believe they are capable of.

Respect: *Pupils are respectful of others and themselves regardless of differences. Demonstrating this even when in the most challenging situations.*

Boundaries: *Pupils challenge their own boundaries to achieve, understanding that other people have different boundaries that they should respect.*

Independence: *Pupils are independently curious about their learning and the world around them; they can demonstrate initiative in learning and life.*

Resilience: *Pupils seek challenge and choose options that offer personal growth and development understanding that achievements require effort and perseverance.*

Focus: *Pupils can demonstrate focus when learning, through their actions they support and encourage others to focus on tasks presented to them.*

Self-regulation: *Pupils are able to self–regulate their feelings in order to maximise their ability to manage different situations that will occur in their lives.*

These values are taught through: whole school and class assemblies; PSHE and P4C lessons; modelling by adults across the school; and half-termly 'Value Champions'. Our values are celebrated in celebration assembly at the end of the week, with each class nominating a 'Star of the Week' who has demonstrated a core value throughout the week.

Curriculum Intent

At Woodcroft Primary school, subjects are taught through overarching and varied topics designed to inspire children's interests and develop their understanding of the world around them. Unique experiences engage pupils and provide real life context where skills and knowledge can be applied. These are linked and progress each year, encouraging pupils to build on previous learning. Practical, fun and active lessons, help children create memorable ideas that they retain in the long term and that they can apply to different situations.

Our curriculum content, which includes both skills and knowledge, is derived from the 2014 National Curriculum. This underpins the learning that occurs at Woodcroft Primary School, however teachers have the flexibility to teach beyond the national curriculum when it is beneficial to our children such as local, national and world events impacting directly on them or their community.

Curriculum Implementation

Ensuring that our curriculum is implemented consistently across the school is essential in all pupils achieving in their learning. At Woodcroft Primary School, we have identified key attributes that lessons and teaching needs to demonstrate (over a series of lessons) in order for our children to thrive in their education. Our teaching pedagogy includes:

- Child-led discussion
- Clear progressive learning journeys
- 'Live' feedback through thoughtful AFL
- Modelling that deepens language and broadens vocabulary
- Challenge and support for all
- Targeted inputs and flexible groupings
- Every child taught by the teacher in every lesson
- Opportunities for children to work in different ways and independently practice acquired skills
- High expectations for each individual
- Questioning that extends and challenges
- Prior learning is revisited and reviewed which allows for new learning to build on previous skills and knowledge

These are monitored by Subject Leaders and Senior Leadership to ensure that they are applied consistently. Regular training supports teachers in being able to deliver these throughout their lessons in a consistent and effective manner.

Curriculum provision for all

Our curriculum is designed to allow all pupils to access learning that challenges their thinking regardless of their starting points. Lessons, where appropriate, are varied to meet the needs of individuals and groups. Challenges are used to allow pupils to work at a greater depth which further deepens their understanding of a concept or idea. Where children need additional support, tasks are varied to allow them to access this learning independently.

All pupils are given full access to all aspects of the curriculum. Pupils on the SEND register are supported in class and each of them will have individual targets, as part of their Pupil Passport, that they work towards across all learning. Teachers work with and take advice from the SENCo to ensure provision is appropriate and individualised for these pupils.

Planning

At Woodcroft Primary School, we teach daily Maths and English lessons. Teachers will plan a 'Learning Journey' for each subject which may last between one and three weeks. Within that journey, teachers will identify the skills and knowledge required. They will then follow the principle of 'Teach, Practice & Apply' in order for pupils to fully understand a skill or concept. In English, we identify key texts which drive both the English curriculum, but also where possible link to our wider curriculum for each half-term.

Each Year Group will study at least 6 topics throughout the year. These have been selected based on either the interests of pupils or as a key scientific, historical or geographical subject that broadens the children's knowledge. Our foundation subjects are then taught where possible through the over-arching topic, although some subjects may be taught in isolation if they do not link closely with the theme.

Subject Leaders supporting Curriculum Implementation

For each of our subjects: English, Maths, Science, Computing, History, Geography, Art, Design Technology, RE, Music, MFL and PE our subject leaders have identified the skills and knowledge progression required across the whole school. They have also produced exemplar planning for subjects as well delivering training to others on subject best practice. Teachers then use this support to plan lesson sequences that allow pupils to explore a subject through practical activities and real context. Subject leaders monitor and feedback to teachers to allow a continuous improvement in subject delivery and learning.

At the start of each Topic, teachers produce a knowledge organiser which informs pupils and parents of the Topic content and key vocabulary that will be covered. Subject leaders review these and advise where necessary on improvements.

Subject leaders produce yearly action plans for their subject which identify key targets for their subject and how this will be monitored. These are then shared with all staff to ensure that there is a consistent approach to teaching each subject across the school.

Unique experiences and trips

In the support of our wider curriculum and developing pupils' understanding of the world around them, we plan and carry out trips and unique experiences that enhance the learning and knowledge of our pupils. Every Topic is linked to a unique experience or trip designed to engage pupils and develop contextual learning.

Learning Environment

A positive learning environment that enriches the pupil experience is key in making pupils feel both welcome and excited in their learning. We use working walls that support pupil learning through a specific learning journey in Maths, English, wider curriculum and Science. These are continuously updated and relevant to the learning at that point in time. Book corners reflect the half-termly topic or theme and are updated both in appearance and content each time a topic changes. Classrooms are organised and tidy but allow for creativity which inspires pupils' educational exploration.

Where classrooms have outdoor spaces these reflect and enhance the indoor environment allowing for learning in different contexts and utilising different equipment.

Thrive and the emotional wellbeing of pupils

We are a Thrive trained school that promotes the Thrive approach amongst staff, pupils and parents. We believe that understanding the emotional wellbeing of our pupils and working with them to address gaps in their emotional development helps them in all aspects of their learning. Using the expertise of our Thrive trained SENCo, we assess classes, groups and individuals on their emotional development and then provide Thrive interventions to quickly close emotional development gaps.

ELSAs will work with pupils with identified needs that require Emotional Literacy Support on a short-term basis. These sessions support pupils through difficult periods in their lives and allow for pupils to explore their feelings with a trusted individual outside of the classroom. All ELSAs are trained and refresh their knowledge each year.

Impact of the curriculum

The impact of the curriculum is demonstrated through independently produced outcomes that demonstrate children's application of skills and knowledge. These are varied in their approach from written pieces, dramatised work, pupil dialogue and creative applications. Pupils can verbalise their understanding of a subject or concept and can explain this clearly to others.

Pupils leaving Woodcroft Primary School, will use their experiences, skills and knowledge gained whilst studying our curriculum and be able to apply these to future endeavours and learning.

Assessing Curriculum Impact

Senior Leaders and subject leaders monitor the impact of teaching and the curriculum through observations, book scrutiny and pupil conferencing. Feedback is given to teachers and improvement targets are identified. Where needed support and training is implemented and then these targets are re-visited to ensure that practice improvement is evidenced.

Teachers will summarise four times a year the progress of pupils in Reading, Writing and Maths. Teachers provide a summative assessment of the wider curriculum subjects each term.

Teachers will use moderation, either internal or within a cluster to ensure that the curriculum is pitched correctly and that judgements of attainment are accurate.

LSAs

LSAs provide essential support to the learning of pupils in class. They are allocated based on the need of pupils and will support either whole classes, small groups or 1-to-1 when it is required. These requirements may change throughout the year and are reviewed regularly by the Senior Leadership Team.

LSAs are managed in class by the classroom teacher but are also supported by the Assistant Headteachers. Through the performance management process learning development needs are identified and training can then be implemented.

PPA and Cover

Teachers receive a minimum of 10% of their teaching time each week (equivalent to one morning or afternoon a week). This is covered by our cover teachers, HLTAs or our senior leadership team. On rare occasions LSAs may cover a class if there are no alternatives and not on a regular basis.

Teachers will use this time to plan and prepare lessons as well as complete marking and assessment. Senior leaders will support teachers during PPA in anyway deemed constructive such as pupil conferencing, discussing planning or reviewing previous outcomes and assessment.

ECTs

ECTs have their own class and are supported both internally and externally. They are provided with additional PPA time over the first two years of training

Homework

Homework supports pupil learning in school and provides an opportunity for pupils to undertake joint work with parents/carers or apply their own knowledge independently.

- Reading is expected daily and pupils will complete reading journals which when checked by the teacher lead to a series of prizes from certificates and bookmarks to free books.
- Weekly practice of number to include times tables or number bonds through verbal or practical activities.
- Each half-term pupils are provided with a range of topic related activities that they can undertake. They complete one every two weeks.

Homework is acknowledged by the teacher through verbal praise or stickers or written feedback. It is not 'marked' but celebrated within the class.