

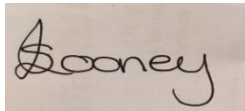


**Rugby Free Primary School Teaching & Learning, Curriculum and Assessment Policy**  
**November 2021**

**CONTENTS**

1. Curriculum Intent
2. Curriculum Aims
3. The Curriculum at Rugby Free Primary School
  - a. Curriculum Design
  - b. Curriculum Implementation
  - c. Curriculum Structures
4. Assessment
5. Teaching and Learning
6. Behaviour for Learning
7. Planning
8. Learning Environment
9. Monitoring
10. CPD
11. Review

**POLICY APPROVAL**

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## 1. Curriculum Intent

At Rugby Free Primary School, we are committed to developing lifelong learners and ensuring that high quality teaching and learning raises standards of achievement for **all pupils**.

To provide pupils with an ambitious curriculum which is underpinned by our school **values**, and essential **knowledge** which will equip our pupils to **succeed in life** beyond their primary education. Central to this are **key academic, personal** and **vocational skills** which prepare our pupils to become life-long learners. We want to ensure that our curriculum celebrates and draws upon the experiences, differing perspectives and interests of our diverse community. We also challenge stereotypes and educate our pupils to respect each other's cultures and beliefs.

We are continually reviewing and improving the curriculum we offer to our pupils. The curriculum at Rugby Free Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

## 2. Curriculum Aims

- ❖ To fulfil all the requirements of the Early Years Framework and National Curriculum and the agreed syllabus for Religious Education.
- ❖ To provide a knowledge-rich curriculum, where pupils remember what they have learnt.
- ❖ To provide enriching opportunities and experiences in order to promote cultural capital.
- ❖ To provide a broad and balanced curriculum in order to improve our pupil's understanding of each subject area.
- ❖ To provide opportunities to revisit prior learning and encourage retention of key knowledge learnt.
- ❖ To provide pupils with a progressive curriculum, with explicit links with what the new learning builds on from and leads on to.
- ❖ To encourage a love for reading and to promote reading through all areas of the curriculum.
- ❖ For pupils to acquire a rich vocabulary that empowers our pupils as citizens in the 21<sup>st</sup> century.
- ❖ For pupils to demonstrate our school values; *kindness, respect, endeavour, collaboration, curiosity and resilience*.
- ❖ To enable pupils to understand the skills and attributes needed to be a successful learner.
- ❖ To enable pupils to develop their own personal interests.
- ❖ To promote a positive attitude towards learning, so that our pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- ❖ To enable our pupils to be healthy individuals who understand the importance of having a safe and healthy lifestyle.
- ❖ To enable our pupils to be positive citizens in society and to feel that they can make a difference.
- ❖ To enable our pupils to understand and respect other cultures and religions.
- ❖ To teach our pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- ❖ To help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- ❖ To enable our pupils to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others;



- ❖ To enable our pupils be passionate about what they believe in and to develop their own thinking.
- ❖ For pupils to be mentally and emotionally happy and resilient learners.
- ❖ To work in partnership with our families, to ensure their child's journey at Rugby Free Primary is a positive one and prepares them to contribute positively to the world in which they live

### **3. The Curriculum at Rugby Free Primary School**

Our curriculum offer and Teaching and Learning provision is underpinned by our Intent, Implementation and Impact. Comprehensive curriculum research has enabled leaders at Rugby Free Primary to produce a working definition of our curriculum using the 3 I's:

- ❖ **Intent** – Creating a curriculum which sets out the aims of a programme of education, including the knowledge and understanding to be gained in each year group or key stage.
- ❖ **Implementation** – Translating that curriculum over time, through excellent teaching and learning, into a structure and narrative within our school context.
- ❖ **Impact** – Evaluating and assessing what knowledge and understanding pupils have gained against our expectations.

#### **3a. Curriculum Design**

At Rugby Free Primary School we acknowledge that creating a curriculum which sets out the aims of a programme of education requires careful curriculum design. Leaders have designed a curriculum with the following principles in mind:

##### **Enriching pupils learning**

Pupils will receive a wide range of knowledge and experiences to increase their 'cultural capital'. In doing so, we allow our pupils to widen their perspective of the world around us, supporting them in becoming inquisitive, compassionate and culturally aware. The curriculum introduces pupils to the very best that has been thought and said and helps engender an appreciation of human creativity and achievement. Curriculum provision is responsive to student need as well as our local context and the unique challenges this presents. It is broad, balanced and aspirational from academic, vocational and personal development perspectives.

##### **Coherent and well sequenced planning**

The National Curriculum and Early Years Foundation Stage Framework underpins our curriculum at Rugby Free Primary School. The full range of core and foundation subjects are carefully mapped out across school in clear progression frameworks, so that knowledge, understanding, skills and concepts build sequentially over time. The subject knowledge is always at the heart of each piece of learning which enables a sequential thread of learning to build over time as pupils move from EYFS – Year 6.

Teaching a broad and balanced curriculum, where all subjects are valued and regularly taught, is



fundamental in the development of the whole child. The sequence of the curriculum enables new learning to be built on prior knowledge, supporting the development of each individual subject. As a result of this, pupils leave Rugby Free Primary School having mastered a wide range of concepts and skills and gain the knowledge that gives them a love of learning, prepares them for their next steps and develops an understanding of the world in which they live.

## **Teaching and Learning Strategies**

We recognise that progress means knowing more and remembering more and so we want our pupils to know more and remember more as a result of their time with us at Rugby Free Primary School. Therefore we deliver, where appropriate, part of our curriculum through topics which allows our pupils to make cognitive links between subjects. We know that our pupil's best learn when they are immersed in their learning therefore we plan our curriculum using the pedagogical sequence of *'engage', 'develop', 'innovate' and 'express'*.

### **Engage**

Using 'engagement' as a pedagogical tool enables learners to grow their cognitive memory in the short term. All pupils are involved in exciting learning experiences which stimulates their interest and curiosity, bringing the learning to life. During each topic, all pupils will engage in a memorable experience to enhance their learning, and further develop their knowledge and understanding.

### **Develop**

Quality first teaching, delivered by all, is fundamental to the implementation of curriculum design. Teaching staff use our curriculum progression documents to ensure that the curriculum sequentially builds on the preceding key stage or year group to encourage a progressive acquisition of knowledge. The result of this is embedding knowledge in pupil's long term memory to the extent that it enables them to access the next stage of their learning journey. Through regular assessment, staff identify the knowledge and skills that they want the children to learn during their lessons and then ensure there are plenty of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long term learning.

At Rugby Free Primary School, reading is at the heart of our curriculum as we recognise that fluency in reading enables children to have access to their full curriculum entitlement. Quality texts are integral to our curriculum approach. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively.

### **Innovate**

Application of knowledge supports pupils in acquiring and re-visiting knowledge. We endeavour to ensure that children see a relevance and a purpose to their learning, so plan for the curriculum to build towards a purposeful outcome at the end of their topic or sequence of learning. By doing this, it gives pupils an opportunity to apply the skills and knowledge that they have learnt in multiple contexts.

### **Express**

The regularity of teaching individual subjects is a vital component in supporting our pupil's retention of key knowledge and skills over time (metacognition). Weekly timetables and planning will reflect



an inclusive curriculum which supports pupils in re-visiting and recalling previous knowledge in regular intervals.

Throughout sequences of learning we incorporate different ways for pupils to express their knowledge and skills learnt. By the end of the topic/series of lessons, pupils will have retained key knowledge and will be able to recall facts associated with their learning. As a school staff, we are constantly developing our understanding of the evidence from cognitive science as to how children learn best and how learning 'sticks' in long term memory.

### **No Barriers**

The curriculum promotes equality for all pupils. Regardless of a pupil's background or educational need, all learners demonstrate progress from their starting points. No student is left behind. The curriculum offer is aspirational and appropriate for all learners, including SEND and disadvantaged students. Highly aspirational and challenging academic, communication and personal development endpoints are in place; high quality Teaching & Learning, assessment and intervention drive students towards these non-negotiable endpoints. Communication, especially numeracy, reading, writing, oracy and vocabulary, underpins each subject's curriculum and prepares students for life beyond formal education. The curriculum develops strong reasoning, problem-solving and word-rich pupils with a love of reading. All learners are committed to and involved in their school community, demonstrated by their enthusiastic involvement in improving their school and the wider community.

Safeguarding the needs of children underpins our whole curriculum by consistently teaching our pupils vital skills to keep themselves safe, healthy and happy, both physically and mentally. Our students feel safe, both in terms of their wellbeing and in terms of their learning environment. Our students feel supported in their learning because all teachers understand the context of their needs and prior learning. They design tasks to promote cognition and thoroughly assess understanding as they check-in with all learners.

### **3b. Curriculum Implementation**

The strategic vision behind the curriculum as a whole can be summarised into three broad processes:

#### **1. Curriculum Planning from Leaders**

- Staff responsible for leading a subject are well equipped with understanding Rugby Free Primary's curriculum intent and design.
- Leaders are responsible for ensuring their subject area is progressive in knowledge and skills from EYFS – Year 6.
- Leaders participate in relevant CPD and implement the drive for strategic improvement for their subject area.

#### **2. Curriculum Implementation from all staff.**

- Leaders ensuring all teaching staff are planning for a progressive curriculum, in line with the intent and design outlined within this policy.
- Teaching staff must know what they are teaching, why they are teaching it in that particular sequence and when to deliver the curriculum in their sequence of learning.



- CPD is to be provided to all staff to support the implementation of the school's curriculum.

### **3. Teaching and Learning.**

- Quality first teaching is a vital component in ensuring outcomes for pupils are reflective of the curriculum intent.
- Personalised support and CPD will be provided to all staff to ensure quality first teaching in all lessons.
- All staff must understand each of their student's barriers to learning and how best to support them in making progress.

### **3c. Curriculum Structures**

#### **Early Years Foundation Stage**

The Early Years Foundation Stage consists of just 'Reception' at Rugby Free Primary School as there is no Nursery setting on site. In the Early Years, the curriculum is planned for using 'Development Matters' and each pupil is assessed against the 'Early Learning Goals' at the end of each academic year. Teachers also report on pupil's 'Characteristics of Effective Learning'.

Pupils in EYFS have daily Phonics, English and Maths lessons with a guided focus from their class teacher. Pupils use continuous provision to demonstrate their learning through play and staff make judgements on pupils learning based on observations and written evidence. By the end of the academic year, there is a focus on ensuring pupils are 'Year One ready' to ensure the transition from EYFS to KS1 is smooth and pupils are able to make that transition towards learning the National Curriculum subject areas.

*Please see EYFS Policy for further information.*

#### **Key Stage One**

Key Stage One consists of Years One and Two. Pupils in KS1 begin their more formalised learning journey in Year One building upon their fundamental skills learnt from EYFS. In KS1, the curriculum is planned for using the programmes of study taken from the National Curriculum.

Pupils will receive daily Phonics, English and Maths lessons. Each week, pupils will have approximately 10 hours of foundation subjects which include P.E, R.E, PSHE (including RHSE), Music, Science, Computing, History or Geography, Art or Design & Technology. Some subjects, where appropriate, are taught through a topic to encourage pupils to make links in their learning. Some subjects are taught discretely. Whichever approach is used, the focus is always on acquiring subject specific knowledge, building on what was learnt previously.

At the end of academic year, Year One pupils participate in a statutory assessment called the 'Phonics Screening Check' which assesses the pupil's fluency in reading. At the end of the Year Two academic year, pupils participate in statutory assessments named 'SATS' which assesses their Reading, Spelling, Grammar and Punctuation, Writing and Maths knowledge and skills.



## **Key Stage Two**

Key Stage Two consists of Years Three, Four, Five and Six. Pupils in KS2 begin their learning journey in Year Three building upon their fundamental skills learnt in all subject areas within KS1. The curriculum continues using the National Curriculum but building acquired knowledge to focus on more in depth studies and furthering pupil's knowledge of key concepts. All pupils will receive daily Reading, English and Maths lessons. Each week, pupils will have approximately 10 hours of foundation subjects which include P.E, R.E, PSHE (including RHSE), Music, MFL (Spanish), Science, Computing, History or Geography, Art or Design & Technology. Some subjects, where appropriate, are taught through a topic to encourage pupils to make links in their learning. The majority of subjects are taught discretely. Whichever approach is used, the focus is always on acquiring subject specific knowledge, building on what was learnt previously.

At the end of academic year, Year Four pupils participate in a statutory assessment called the 'Multiplication Testing Check' which assesses the pupil's fluency in their multiplication facts. At the end of the Year Six, pupils participate in statutory assessments named 'SATs' which assesses their Reading, Spelling, Grammar and Punctuation, Writing and Maths knowledge and skills. A lot of transition work is completed in Year Six to best prepare students for learning which goes beyond their primary education.

## **4. Assessment**

The main purpose of assessment is to support pupils in making good progress. Continuous monitoring of pupil progress gives a clear picture of how each pupil is developing academically and personally. It is important that teachers know what the pupil remembers, what skills have been acquired and what concepts have been understood. Assessment enables teachers to consider their teaching strategies, and shapes future planning. One of the outcomes of our assessments is that children raise their own expectations, celebrate their own achievements and increase their self-motivation. We support the principles of Assessment for Learning (AFL) within formative assessment. Our assessments are also used for:

- discussing progress/concerns with parents, and involving them in the teaching process
- helping other teachers gain informed views and with planning
- providing outside agencies with hard evidence of attainment
- informing Phase Leaders and SLT about strengths and areas for development in their subjects and so informing future School Development planning
- providing evidence of attainment to the SENDCO

### **Formative Assessment (AFL)**

At Rugby Free Primary School, teachers assess all children in their class on a regular basis so that they can plan the next stage in each child's learning. This helps teachers to monitor progress, motivate the children and helps shape planning and target setting.

These types of assessments take place on a daily basis with:

- individual assessments
- group assessments
- class assessments.

Through:



- observation
- discussion
- marking books
- questioning

## **Summative Assessment (Assessment of learning)**

Summative assessments help us to recognise what a child knows, understands and can do at a particular time. Our summative assessments for Reading, Writing and Maths and the Development Matters statements (EYFS) are recorded on our MIS system (ScholarPack) termly. Teachers record whether they believe the child is working above, below or at age-related expectations.

Teachers make informed assessments by gathering information by/through:

- AFL (mentioned above)
- Assessments for specific tasks – at the end of a topic/unit or after teaching a specific skill or concept.
- End of term tests.
- Weekly spelling tests
- Daily Reading challenges.
- Statutory tests/exams.
- Quality of work in books.
- Teacher Assessment Framework documents.

## **Moderation**

To ensure accuracy in assessment, teachers undertake moderation in core subject areas throughout the course of an academic year. Attainment trackers for core subjects, showing what age-related expectations look like, have been developed in every year group. These are used by class teachers when assessing pupils in core subjects. The attainment trackers are also used during moderation meetings both internally across the school and externally with local schools. Where national or local attainment trackers have been created, they are encouraged to be used to ensure consistency across local schools. Teachers also use end of key stage exemplification materials provided by the DfE as a standardised example of assessment to ensure consistency.

Rugby Free Primary voluntarily adopts the Local Authority Moderation Policy, where a moderator visits every 2 years, to ensure the accuracy of judgements and assessments.

Termly assessments are conducted throughout the school and recorded onto our MIS system. Following this, pupil progress meetings are arranged between Class Teachers, the SENDCO and The Senior Leadership Team. If a child has not made the expected progress or is working below age-related expectations, a plan is established with the teacher, SLT and SENDCO for the following term.

## **Reporting to Parents**

Assessments are reported to Parents termly. In the autumn and spring term assessments are reported by 1:1 Parent Teacher Consultation Meetings. The purpose of these meetings is to provide information on a pupil's progress and achievements throughout the school year and to encourage continuous discussion about a child's social, emotional and academic progress. These are likely not to be formal assessments but teacher assessments on where a pupils is against age related expectations.





At the end of the academic year, each pupil receives a written academic report which follow the agreed procedures laid down by legislation. A child's attendance is recorded, as well as authorised and unauthorised absences. Parents may discuss the report with the class teacher.

There is personal contact with parents on a regular basis before and after school and via email, telephone and meetings. Workshop type events are organised relating to aspects of the curriculum and school life, reading, starting school, etc.

The teaching staff at RFPS see reporting to parents in formal and informal ways as crucial in developing a partnership with parents. It means we can present a comprehensive account of their child and the curriculum provision and learning opportunities provided by the school. Oral communication between staff, formally and informally, at curriculum and staff meetings, is a necessary part of RFPS's reporting policy.

If parent or carers have any concerns about their child's progress or attainment or wish to discuss this further, parents are encouraged to contact their child's class teacher in the first instance and arrange to meet with them. If after this meeting, concerns continue or further questions need to be answered, parents are asked to make an appointment to see member of the Senior Leadership Team. If the complaint is not resolved at this stage informally, parents should follow the formal complaints policy in order to work with the school to resolve the matter.

## **5. Teaching and Learning**

At Rugby Free Primary School we are committed to providing high quality teaching for all learners. All staff have high expectations of all pupils and are committed to making any reasonable adjustments in order to ensure that they meet their full potential. We acknowledge that Teaching and Learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Providing a well ordered environment in which all are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement.
- Recognise and be aware of the needs of each individual child according to ability and aptitude.
- Ensure that learning is progressive and continuous.
- Be good role models, punctual, well prepared and organised.
- Keep up-to-date with educational issues.
- Provide clear information on school procedures and pupil progress.
- Have a positive attitude to change and the development of their own expertise.



- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health.
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- Participating in discussions concerning their child's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour.
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Allowing their child to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for their child's absence;
- Actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep.
- Attending school regularly and punctually.
- Being organised, e.g. bringing reading books to school and other necessary equipment.
- Conducting themselves in an orderly manner in line with the expected behaviour policy.
- Taking increased responsibility for their own learning.
- Complete weekly homework
- Read daily

## **6. Behaviour for Learning**

We teach pupils age-appropriate behaviour for learning strategies which underpin effective teaching and learning. To increase confidence, independence, collaboration and thinking skills in pupils, staff will reflect on how their class learn best. Staff will teach and implement at least one behaviour for learning strategy with their class each academic year.

We often encourage pupils to self-reflect or peer mark as part of us encouraging children to become reflective, lifelong learners. Self-reflective marking or peer marking is an assessment tool staff can use to encourage such outcomes.

## **7. Planning**

All lessons are to be planned for and adapted to meet the needs of teacher's individual pupils. Planning is completed in year groups and monitored by the phase leader. Planning is shared with all necessary adults as standard practice to increase the impact of teaching and learning.

Prior learning is established at the beginning of a new unit and new learning sequentially and



progressively builds on from this. This is to be reflected in pupil's books. Throughout each unit, new vocabulary is taught. This vocabulary is recorded in the children's books or in the classroom environment and revisited and revised.

## **8. Learning Environment**

At Rugby Free Primary School, we strive to create an inspirational educational environment for children, staff, parents and others; an environment that is all about learning, that children use to learn and are proud of.

### ***By learning environment we mean...***

- Classrooms
- Corridors
- Playgrounds
- Role-play areas
- The staff-learning environment
- Reading areas
- Library

It is our belief that the surroundings in which children learn can greatly influence their academic performance and well-being in school. We will encourage pupils to take pride in their work and have desire to have their work displayed in classrooms. The learning environment should be clean, organised, and reflective of pupil's learning and of the values we want to instil in our pupils.

*See Display policy for further guidance.*

## **9. Monitoring**

All leaders, including our governing body are responsible for monitoring the way the school curriculum is implemented. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects through governor visits to school.

The School Leadership Team is responsible for the day to day organisation of the curriculum. The School Leadership Team monitors the curriculum through planning, classroom observation, liaising with the Subject Leaders. School leaders use a monitoring cycle to ensure that there is continuous improvement. The school development plan is created with the input of all stakeholders. Based on this, there is a self-improvement calendar, specifying dates and actions for such improvements. As part of the evaluation process, a range of monitoring opportunities are conducted including; learning walks, opportunities for peer observations and team teaching, book looks, pupil voice, staff voice, deep dives, etc.

Subject leaders monitor the way their subject is taught throughout the school. All subject leaders create an annual action plan, listing areas for improvement in their subject area. Subject leaders are expected to provide CPD for their subject area, upskilling staff in all areas of the curriculum. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are



used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. Outcomes of this are used to form judgements about future developments within school which are reported to the Governing Body as appropriate.

## 10. **CPD**

Providing the most effective professional development opportunities is crucial to improving teaching and learning. Our teachers receive a range of training and support, across all areas of the curriculum, providing them with the skills and subject knowledge to confidently teach all areas of the curriculum.

### **Inclusion and fairness**

CPD is not confined to teachers. At Rugby Free Primary School we are committed to professional development for all staff and there is no question of, for example, withholding resource for professional learning from a colleague who is not a teacher.

### **Rigorous and continuous analysis of professional learning needs**

We use a range of strategies to determine what training to provide:

- Individual needs
- Collective analysis of individual needs
- Training needs identified by the leadership team as a result of monitoring
- Teachers self-assess against Teachers' Standards. This forms part of a discussion about training needs on an annual basis.
- Self-assessments for other staff groups linked to relevant standards or job descriptions

Where a member of staff expresses an interest in a sustained course (e.g. 3 days or more) we will always balance this with the teacher's long-term commitment to/future at the school and the likely benefit the training will have on pupil outcomes. This is part of good resource management practice.

### **CPD PROVISION**

The opportunities available will fully reflect the Code of Practice produced by the DFE in that they will only be offered if they:

- Meet identified individual, school or national development priorities
- Are based on good practice - in development activity and in teaching and learning
- Help raise standards of pupils' achievements
- Respect cultural diversity
- Are provided by those with the necessary experience, expertise and skills
- Are planned systematically and follow the agreed programme except when dealing with emerging issues
- Base where appropriate, on relevant standards
- Are based on current research and inspection evidence
- Make effective use of resources
- Are provided in accommodation which is fit for purpose with appropriate equipment
- Provide value for money



- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Every member of staff who attends a CPD opportunities will be asked to feedback areas which will be useful at whole school level, at phase level or at Senior Leader Level. All staff will be asked to evaluate external CPD opportunities in order to ensure that RFPS continues to use its resources effectively and only use providers who offer CPD which provides good value for money.

## 11. Review

As Teaching and Learning is key to every aspect of our school, this policy is constantly under review and is updated as necessary with new initiatives and good practice.

