

Kirby Muxloe Primary School



Teaching & Learning Policy

Date Adopted by Trust Board: July 2023
Date for Review: Summer 2025

Introduction:

Learners at Kirby Muxloe Primary School deserve the very best educational start in life and this must be at the heart of all that the school does.

Throughout their time at KMPS, children should grow personally, culturally and academically. By the time they leave they should have a range of embedded knowledge and skills and have encountered a broad set of experiences that will prepare them fully for the next stage of their education and their life beyond. The aims outlined below have been developed by senior leaders and trustees.

Curriculum Intent:

Knowledge and Skills:

- Children will secure key knowledge and skills across the curriculum that compare favourably to those of similar aged children nationally
- Children will be offered a broad and varied range of learning experiences that seek to extend and challenge
- Learning will be linked together wherever possible to develop a clear context for the learning
- Skills applicable to the 'real world' will be developed across all age groups, through experiences that extend beyond the classroom and enable them to build personal cultural capital
- Teachers and children will utilise the latest technologies as an integral part of learning
- Children will build an understanding and appreciation for ideas and experiences that compare with and contrast with their own

Development of the Whole Child:

- Children will learn how to develop positive relationships, based on a deep-rooted understanding of community
- Children will develop a high sense of personal ambition and how to balance this with caring for and supporting others
- Children's happiness, physical and mental health will be promoted and their passions nurtured and developed
- Children will build personal resilience and flexibility of thought through constant challenge and reflectivity
- Children are well prepared for the next stage of their education

Curriculum Implementation - Delivery:

The KMPS curriculum is set out into year group based learning content grids. Specific skills and knowledge objectives from all subject areas are included from year 1 through to year 6 together with clear outcomes and additional guidance where necessary. All areas of coverage expectation are included and it is clear which elements of which subjects are statutory/non-statutory recommendations.

The curriculum is to be delivered to each year group via a series of Learning Journeys based on the purchased 'Dimensions' Curriculum. These will each be between 3 weeks to 6 weeks in duration and will incorporate a number of different subject elements with writing always at the heart of them. The linking of learning opportunities is key to providing a more targeted system with the inclusion of specific whole school learning journey weeks which will focus on differing key elements and events in each academic year.

Maths, Literacy, PE, Languages and some aspects of religious studies will be taught discretely, with everything else forming part of the overall learning journey.

PHSE, Growth Mindset approaches and 'The Route 2 Resilience' should feed into all learning journeys but will also need to be part of year group class assemblies and individually planned sessions where necessary.

Subject leaders will actively monitor their own subject areas of responsibility and plot the sequence and coverage of knowledge and skills needed by each year group against an evidence base collected through the work produced.

Year group teams will decide each year on the structure of the learning journeys and how/when these annual objectives will be delivered by packaging them into specific learning journeys (based on a teaching sequence) across the academic year. These learning journeys will contain all of the key objectives needed to cover the National Curriculum requirements.

The journeys will also need to incorporate trips, special experiences and the development of the overall reasons behind the original curriculum intent. All learning journeys should provide new experiences for the children involved and be sufficiently challenging in terms of the levels of content, approach, independence, knowledge and resilience needed to complete them successfully and inclusively.

All children should produce a well-presented/organised evidence base in their exercise books as agreed by school resourcing. These books should be subject to the agreed guidance measures updated at the start of each year and should be a true and accurate record of the children's levels of achievement and progress.

Learning Environments:

Learning environments are key to the continued learning of individuals and whole class groups. Excellent learning environments within KMPS should:

- Be safe, well organised and positive with clear opportunities for practice and praise.
- Evidence high expectations and appropriate levels of challenge.
- Be a space where learning is a habit.
- Promote independence through accountability, choice and collaboration.
- Contain bespoke, personalised learning opportunities that are underpinned by strong teacher/child relationships.
- Value questioning, success criteria and a variety of learning models.
- Build a connected learning community culture where children are encouraged to take risks and learn through making mistakes.
- Use assessment to directly impact learning.
- Use displays to inspire children and showcase excellent development in the work produced from this.

Latest guidance and initiatives

Kirby Muxloe Primary School is committed to ensuring the best guidance and support is available for the children at our school. Through our curriculum, we endeavour to research and adopt relevant initiatives across the whole school that support the development of life skills and the promotion of well being.

Feedback & Marking Guidance:

Teachers will give pupil feedback in accordance with separate internal marking guidance. This may focus heavily on 'in the moment' verbal or written feedback and pupils guided self marking. There is less emphasis on regular lengthy comments and more emphasis now what can effectively support and challenge pupils learning.

Learning at Home:

- Learning at home is about promoting and building a passion that links both settings. It should enable children to consolidate, understand and reinforce skills covered in class time.
- The completion of home learning tasks should be strongly encouraged and rewarded but there should be no punishment for children who do not complete home learning tasks.

- Home learning should build on learning undertaken in class but not be reliant upon it.
- Home learning should encourage independent creative thinking. Children should be motivated to want to complete tasks.
- Children should have the freedom of choice to present tasks in different formats that are age and ability relevant.
- Children (and parents of children) need to know that their efforts at home are purposeful and of value.
- Tasks should be planned over a fixed time and reflect differing learning styles and patterns that enable parents to share learning with their children.
- Time should be planned in school to share, celebrate and reward children's efforts and to discuss ongoing home learning tasks in case of difficulties.
- Home learning tasks should always be marked and fed back to the children promptly to maintain purpose and impact.
- Reading, Spelling and Mathematics based tasks will be set separately in accordance with agreed year group protocols and the endorsement of phase leaders.