

Curriculum and Learning Policy

*Last reviewed: October 2021
Date for next review: October 2024*



NO OUTSIDERS
'Aspire to be Amazing'

Ashton Hayes Primary School

Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB



Cheshire West
and Chester



Erasmus+



Cheshire West
and Chester

Supporting Social Communication

**ASHTON HAYES PRIMARY SCHOOL
CURRICULUM and LEARNING POLICY**

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ASHTON HAYES PRIMARY SCHOOL CURRICULUM and LEARNING POLICY

1. MISSION STATEMENT, INTENT AND VALUES

Mission Statement

At Ashton Hayes we nurture the potential of every child, developing enquiring individuals who embrace a love of learning and life. Our family-orientated and inspiring environment provides inclusive learning opportunities for everyone. At Ashton Hayes we, “Aspire to be Amazing!”

Core Values

- Respect
- Individuality
- Creativity
- Honesty
- Empathy
- Resilience

A **RICHER** experience.

A **RICHER** outlook.

A **RICHER** journey.

A **RICHER** curriculum for everyone.

Intent

To develop a love for learning that is lifelong.

For children to value themselves as individuals in a happy and caring atmosphere, where each member of the school family is known and respected.

To provide a rich and exciting curriculum for all, ensuring that it is broad, balanced and relevant, promoting creativity of thought and expression.

To develop empathy and an understanding of social, moral, spiritual and cultural values in a diverse world.

To nurture independent thinking and enquiring minds, developing a sense of resilience, honesty and a strong self-belief.

To work in partnership with parents, governors, other professionals and the local community, fostering a sense of belonging and responsibility in an environment where everyone feels safe, happy and secure.

This is our school; a place where everyone is safe, valued and respected, a place where all efforts and achievements are celebrated, a place where everyone can make a positive contribution.

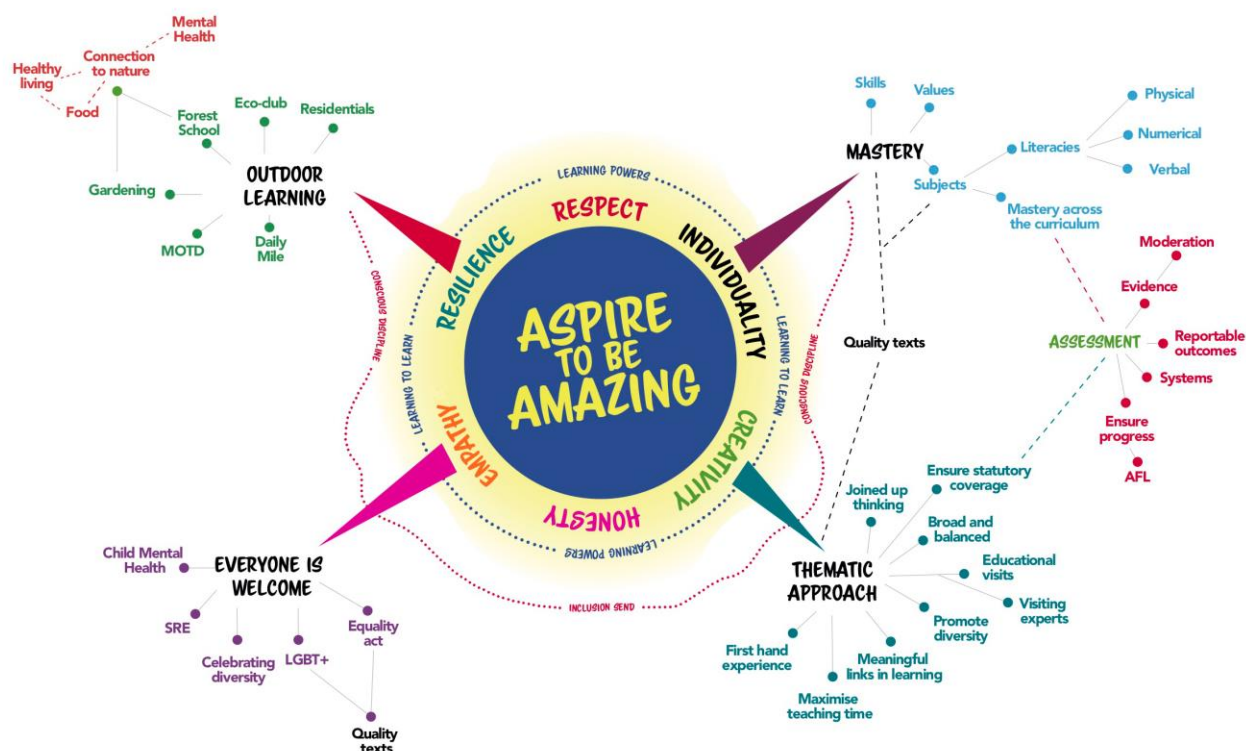
2. OUR CURRICULUM IMPLEMENTATION

At Ashton Hayes Primary School, the curriculum and learning is built around our core values. In the words of Hywel Roberts and Debra Kidd, our learning is through a curriculum “of prompts, provocations and possibilities, designed to nourish creativity and generate ideas that get children excited about learning”.

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Our curriculum is built around four core areas: mastery, a thematic approach, celebrating diversity and inclusivity and outdoor learning. At the heart of it remains our school's core values, which should be evident in all aspects of school life.

ASHTON HAYES PRIMARY SCHOOL A RICHER CURRICULUM FOR EVERYONE



Mastery

The Mastery-learning model forms the basis of our approach to much of our teaching. This means spending greater time going into depth within a concept to ensure that children have a solid understanding before moving on. As a primary school, it is our duty to ensure that children have an absolutely concrete understanding of subject knowledge and skills and are able to apply these skills independently and with confidence. Learning takes place at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who grasp a concept more quickly.

We focus on all children achieving what is expected of their age group and not going beyond this. Going deeper within a concept and using higher order skills within the concept is encouraged. Progression documents, laid out for each subject area, support teachers in ensuring that there is coverage appropriate to age across the curriculum. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school children will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

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In short, this means:

- Teach less, learn more: less teacher-talk and more learning opportunities and experiences
- No child left behind: all children enabled to keep up every day.
- Space and time to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to go deeper
- Understanding real life applications wherever possible to make learning relevant and not abstract; nothing should be taught without a purpose.

Thematic Approach

This is a way of teaching and learning, where many areas of the curriculum are connected together and integrated within a theme.

It allows learning to be more natural and less fragmented. Subject areas are often taught discretely with content relating to progression documents.

Throughout our broad and balanced curriculum, we see quality texts at the heart, used as starting points, references and integral to the teaching of each theme. Literacy skills are applied and developed progressively, with vocabulary linked and with spelling and sentence writing being frequently, reinforced. It guides connected ideas to follow on easily. This approach maximises teaching time whilst reducing workload.

Everyone is welcome here. There are No Outsiders in our school.

Supported by the work of Andrew Moffat, we utilise learning experiences stemmed from the Equality Act 2010 for the provision of personal, social, health and economic education (PSHE) for every child.

Teachers deliver a curriculum that promotes equality for all. We aim to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity, whether that difference is through ethnicity, gender, ability, sexual orientation, gender identity, age or religion.

Books are at the heart of lessons for each year group (EYFS- Y6) addressing issues such as gender and gender identity, religion, sexual orientation, disability and age. Our whole-school ethos is underpinned, through assemblies, school displays and after school clubs and supports the aim for developing life-long learners, ready for all elements of their future.

Outdoor Learning

Ashton Hayes Primary School is a school that uses the outdoors to make a difference for our pupils. We are driven by a vision of outdoor learning as a highly valued form of development, education and employment in UK society. We are blessed with a fantastic outdoor space, filled with educational possibilities from the garden area, to the forest and the pond. Children learn through what they do, through what they encounter and through what they discover. Children learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning. Not only do children learn about the outdoors, but they learn curriculum linked skills in the outdoors. Teachers use the outdoor environment to enhance day to day teaching.

At Ashton Hayes Primary School, all pupils will have weekly sessions in the Forest School. The Forest School curriculum is child-directed and play-based. Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences.

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At our Forest School, children have the freedom to explore, play, build, create, imagine, and use their senses to experience the outdoor environment and engage with one another. The sessions are carefully planned, led by trained Forest School practitioners and take place outside the classroom in all weathers in our Forest School area, the school pond or elsewhere within the school grounds. As the children grow and develop, the curriculum develops with them.

By participating in engaging, motivating and achievable tasks and activities in a woodland environment each pupil has an opportunity to develop intrinsic motivation, balanced emotional and social skills. These, through self-awareness, can be developed to help reach personal potential.

Conscious Discipline

Conscious Discipline interweaves throughout all of our curriculum and learning. Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful (reference: Conscious Discipline, 2000, Dr Becky Bailey). More detail can be seen on this in our Behaviour Policy.

3. THE EARLY YEARS FOUNDATION STAGE [EYFS]

At Ashton Hayes we are committed to the continuing development of Early Years Foundation Stage practice as we strive to work alongside families to ensure a secure and happy start to school life. We aim to support all children to become resilient, independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, physically, creatively and intellectually to their full potential.

The Early Years Foundation Stage is based on four themes:

- A Unique Child - At Ashton Hayes Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.
- Positive Relationships - At Ashton Hayes Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- Enabling Environments - At Ashton Hayes Primary School we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged.
- Learning and Development - The EYFS Curriculum – Our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals.

Children in the Reception year follow the new (2020) Statutory Framework for the Early Years Foundation Stage,

There are seven areas of learning and development that must shape educational provision in Early Years settings. All areas of learning and development are important and inter-connected.

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None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

Prime Areas

1. Personal, social and emotional development
2. Physical development.
3. Communication and language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the world.
4. Expressive Arts and Design

The Prime areas underpin all areas of development and act as building blocks for successful learning. We place a high value on these areas of learning, as they raise self-esteem and build confidence, which in turn leads to independent learners. We follow the whole school approach of Conscious Discipline in order to support classroom management and positive choices.

EYFS Assessment

The primary purpose of assessment is to be able to inform planning and the next step of development for the children. As such, this can directly lead to the provision of appropriate activities and opportunities. A bank of evidence can then be used to inform summative judgements.

During the first half term in school all children in Reception will be assessed by staff to gain an overview of their starting points and interests, children will be assessed formally using the National Baseline Assessment. Our ongoing formative assessments, in a range of contexts, enable us to determine next steps in each of the foundation stage areas of learning. From this we plan our curriculum, ensuring we meet the needs of each individual.

The profile is updated towards the end of each term to give a summative statement as to where children are up to and next steps with regard to the Early Learning Goals. Summative judgements are made on the Early Learning Goals and results are reported to the LA during the summer term and a formative report is produced for parents through an annual written report.

4. RESOURCES

Resources are located in classrooms and resource cupboards available to all staff. Subject Leaders review resource needs as necessary. Teams and subject leaders are responsible for monitoring the use of resources and arranging for replacements to be made, following the general school ordering procedures. Staff are asked to inform Curriculum Subject leaders if any resources are damaged or need replacing; they are also asked to submit any resources to be added to existing stocks. We value experiences and people as resources, and use them as resources as frequently as possible.

5. ASSESSMENT AND RECORDING

At Ashton Hayes we believe that assessment looks forward as well as back. We assess not just to confirm and verify what children have learnt, but also to help to understand what the next steps in learning should be and how they might be attempted. This kind of assessment has a 'formative' purpose: it helps to shape what lies ahead rather than simply to gauge and record past achievements.

Assessment for learning:

- is part of effective planning

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- is central to classroom practice
- promotes understanding of goals and criteria
- is sensitive and constructive
- fosters motivation
- recognises all educational achievement
- focuses on how pupils learn
- helps learners know how to improve
- develops the capacity for peer and self-assessment

Class teachers complete summative assessments of children in Reading, Writing, Maths and Science on a termly basis. Analysis then provides information on progress and attainment for each cohort, which informs future provision. Through constant dialogue between senior leaders, class teacher and teaching assistants, our assessment system supports the identification of gaps in children's learning. We are then able to support children to fill these gaps and diminish any difference between them and their peers.

6. MONITORING AND REVIEW

Subject Leaders are responsible for monitoring and reviewing. This process is reflected in the subject leader's action plan, and is achieved through:

1. Monitoring to ensure impact on the quality of teaching;
2. Monitoring to ensure impact on the environment;
3. Monitoring to ensure impact on Curriculum Enrichment;
4. Monitoring Assessment to ensure impact on standards;
5. Monitoring Provision;
6. Reporting to Governing Body / Headteacher about Standards;
7. Monitoring to ensure impact on Work and Planning;
8. Monitoring Pupil Voice;
9. Resource Audits;

Subject Leaders review and amend Subject Action Plans on an annual basis, responding to information from lesson observations, book scrutinies, and discussions with other leaders.

Chair of Governors:



Date: October 2021

Headteacher:



Date: October 2021

To be reviewed: October 2024