



High March

CURRICULUM, TEACHING AND LEARNING POLICY

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Useful Websites

www.highmarch.co.uk

www.education.gov.uk

HIGH MARCH

CURRICULUM, TEACHING AND LEARNING POLICY

Introduction

A commitment to educational excellence is one of the core values of High March. At High March the curriculum refers to all the timetabled activities designed to promote learning, personal growth and development. It includes not only the explicit requirements of the subjects taught, but also the implicit benefits of the 'hidden curriculum', what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. Assemblies, extra-curricular clubs, educational visits (including residential trips) and the Pupil Council are just some of the ways in which we aim to enrich our pupils' experiences. Additionally, our pupils learn from the way they are treated and the School's behavioural expectations (see Behaviour and Pastoral Care Policy).

We prioritise pastoral care and wellbeing of the children, adopting a happy and relaxed atmosphere in classrooms and around the school. A variety of teaching and learning strategies are used, including collaborative work, as well as whole class teaching and outdoor learning. We want our pupils to grow into positive, responsible people who can work independently and cooperate with others as they develop their knowledge and skills. We aim to provide a vibrant, nurturing and inclusive environment in which our girls can thrive. Our curriculum enables every pupil to experience a breadth of educational opportunities, whilst encouraging and cultivating a lifelong enthusiasm of learning, whether academic, creative, artistic or sporting. We offer our pupils the opportunity to grow in self-confidence, to succeed, to be recognised and to be valued.

We have identified four core learning habits which we seek to promote and develop in each of our pupils:

- **Resilience:** The ability or capacity to withstand or recover quickly from difficulties
- **Initiative:** The ability to think for oneself - to work without always being told what to do
- **Self-Discipline:** The ability to control one's feelings and overcome one's weaknesses. The ability to do what you need to do, even if you don't feel like it!
- **Curiosity:** Having a strong desire to learn about the world around you.

Curriculum

The curriculum is designed to ensure that all pupils experience a broad and balanced education which engages, inspires and challenges them in their learning. The school is committed to ensuring that the needs of all children and of different abilities, across the age range, are provided for. All pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We aim for the curriculum to maximise progress and prepare pupils for the next stage of their learning, providing secure foundations for the future and preparing them for the opportunities, responsibilities and experiences of adult life in British society.

The curriculum promotes fundamental British values, economic awareness and knowledge of British institutions and provides stimuli which encourage pupils to reflect on, discuss, question and appreciate issues of justice, equality and morality, absorb values which will stimulate cooperative endeavour and service to the world community, and adopt values of kindness, compassion, responsibility and respect for others. Teachers model and teach these values along with acceptable and appropriate behaviour, both inside and outside the classroom.

The school emphasises equality of access to the curriculum and seeks to meet the needs and aptitudes of all its pupils and emphasises equality of access to the curriculum, whereby all pupils have the opportunity to learn and make progress. The curriculum provides opportunities for all children to benefit equally, regardless of race, colour, nationality, ethnic or national origins, religion or belief or disability. Pupils are presented with the same knowledge and skills for each subject, but at levels and in ways appropriate to their needs. Where required, across the age range, a variety of differing teaching and learning methods and materials are used to suit pupils' different needs and abilities. In accordance with The Equality Act 2010, The Children and Families Act 2014 and The SEND Code of Practice: 0-25 years 2014 as updated in 2024, the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. Particular care is taken to make reasonable adjustments to accommodate the needs of children with disabilities, to provide appropriate adaptive teaching and adjustments for children with significant learning difficulties or disabilities, and, where a pupil has an Education, Health and Care Plan (EHCP), to provide education which fulfils its requirements.

In our curriculum areas we strive to ensure pupils are presented with a range of views. No specific values are promoted and on no occasion are pupils influenced by staff on specific points of view. The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Aims

The aims of our curriculum are in line with the Education (Independent School Standards) (England) Regulations 2014.

The provision of a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education

The aims of our school curriculum are:

- To promote a broad and balanced education which engages, excites and challenges our pupils.

- To ensure that the pupils have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences.
- To provide a planned and monitored curriculum which ensures that learning is continuous and that the pupils make good progress.
- To promote high standards in all learning and teaching.
- To develop lively, enquiring minds through well-planned lessons that provide stimulating, challenging and purposeful learning experiences that are extended and enhanced by a range of homework tasks.
- To extend pupils' learning experience through a wide range of visits, an extensive range extra-curricular activities and fundraising events for charity.
- To enable the pupils to acquire skills in speaking and listening, literacy and numeracy.
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning.
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils.
- To prepare the pupils for their next schools and for adult life enabling them to be positive citizens supporting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- To raise pupils' awareness of the dangers of the internet, to include political indoctrination, grooming and of sexual abuse, taking into account the pupils' age.
- To celebrate pupils' achievements and success through a variety of school activities, performance and displays and by individual commendation.
- To monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum.
- To fulfil the requirements of the EYFS and ISEB, to incorporate the National Curriculum where appropriate and to prepare the pupils for entrance examinations or scholarships for individual senior schools.
- To help pupils to have an awareness of their own spiritual development and to distinguish right from wrong.
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others.
- To encourage respect for other people.
- To provide subject material appropriate for the ages, aptitudes and needs of all pupils, including those with an Education Health Care Plan or historic statement of special educational need and to review planning regularly to ensure they meet the needs of all pupils.
- To extend pupils' learning experience through a wide range of visits, an extensive range extra-curricular activities and fundraising events for charity.

Areas of Learning in the Curriculum

Linguistic Development

We aim for our pupils to be clear and confident communicators who are able to access information and share their ideas. We develop their communication skills and increase their command of language through listening, speaking, reading and writing. French is introduced by the Class Teacher in Nursery and taught by the Subject Leader from Reception. In Year 5 and Year 6, Latin and Spanish are introduced.

In the Early Years Foundation Stage (EYFS), Communication, Language and Literacy form two of the seven strands for learning which are integral to the planning of activities.

Mathematical Development

We aim to develop an enthusiasm and curiosity for mathematics in order to allow pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activities, exploration and discussion.

In the Early Years Foundation Stage (EYFS) Mathematics forms one of the seven strands for learning which are integral to the planning of activities.

Scientific Development

We aim to teach pupils about their world. Both natural and man-made, including how their environment and society have changed over time and their role in its future development.

We increase pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry. Pupils are given opportunities to observe, form hypotheses, and conduct experiments and record findings.

In the Early Years Foundation Stage (EYFS) Science is taught as part of the Understanding of the World strand for learning which is integral to the planning of activities.

Technological

The ability to use ICT effectively is an essential skill in modern society. ICT skills are taught in computer science lessons to be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. Pupils also learn to write computer programs in their computer science lessons. iPads and laptops are available for use in the classroom and the Computing Suite can be booked out for specific lessons when necessary. Computer Science and DT seeks to give pupils the opportunity to develop, plan, communicate and reflect.

Opportunities to develop skills in using tools, equipment, materials and components to produce an end product; evaluating the process and its outcomes.

In the Early Years Foundation Stage (EYFS), technology is used in a variety of curriculum areas with pupils given opportunities to use interactive applications.

Human and Social Development

We aim to develop pupils' knowledge and understanding of people, society and its institutions, different cultures and the environment and how human action now and in the past, has influenced events. History, Religious studies, Geography, PSHE (including Relationships Education) provide the formal elements of human and social education.

In addition to the work covered in curriculum lessons, pupils are prepared for the opportunities, responsibilities and experiences of life in British society through our Pupil Leadership programmes which includes classroom duties and responsibilities, playground leaders, Eco committee and Year 6 prefect roles, House and Sport Captains and Head Girls. Further, there is a Pupil Council and Food Council; form representatives take opinions from their classes and meet regularly to discuss matters arising from a pupil's perspective. Each House choose the charitable causes to support and suggest ways of raising money at House Days. Links are maintained with local and international organisations with guest speakers attending assemblies or classes.

In Reception pupils fulfil the requirements of the Foundation Stage framework in Personal, Social and Emotional Development. They also benefit from taking turns to represent the class at the Food Council meetings and taking on various roles of responsibility in the class, for example, line leader and milk monitor.

Physical Development

We encourage pupils to be fit and healthy. PE and Swimming lessons aim to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Also developing pupils' knowledge and understanding of the basic principles of health and fitness. All pupils, regardless of natural sporting ability, can find something to enjoy and cultivate their understanding of teamwork, supporting others and competition. Examples include Sports Days and whole year group fixtures.

In Reception, speed, agility and quick responses as well as control and coordination are key skills taught in the Physical Development strand for learning.

Aesthetic and Creative Development

We promote participation in, and enjoyment of, creative aspects of the curriculum, encouraging pupils to develop their imagination, spontaneity and individuality. Pupils have the opportunity to work the process of making, composing and inventing. Art, DT, Music, Drama, Computer Science and English all develop these particular skills. We enable children to develop their critical thinking and creative thinking skills, providing them with opportunities to solve problems in a variety of contexts, and to question and respond to challenges.

Reception pupils are provided with many opportunities to be creative, imaginative and are encouraged go with their own interests.

Organisation and Delivery of the Curriculum

High March has two Nursery classes. From Reception to Year 6 there are two parallel mixed ability classes. All lessons are delivered in written and spoken English. See the School's EAL Policy for further information about provisions made for those pupils for whom English is an additional language.

At Key Stages 1 and 2 pupils are given the opportunity to experience a wide variety of subjects. As an IAPS school, we are proud of the breadth and depth of the curriculum we offer.

The children in Junior House (Key Stage 1) are taught English, Mathematics, Science, History, Geography, Art, Religious Studies and PSHE and Relationships Education by their class teachers and receive specialist teaching in Music, Physical Education and French. Year 1 and Year 2 children have specialist teaching in Computer Science.

At Key Stage 2 the following subjects are taught History, Geography, Religious Studies, French, Latin, Spanish, Computer Science, Drama, Art and Technology, Music, PE, Games, Dance, Swimming and PSHE and Relationships Education as well as the core subjects of English, Mathematics and Science. To assist the transition to Upper School (Key Stage 2), the Year 3 classes are taught English, Mathematics, Science, History and PSHE by their class teachers, with the introduction of additional specialist teaching in Art and Design Technology, Geography, Religious Studies and Drama.

From Year 4, all curriculum areas are taught by subject specialists. Lessons respond to the variety of academic ability with setting in Mathematics from Year 4. In Year 5, there are three mixed-ability groups for English, which cover the same curriculum and are small in number allowing for more personalised learning. Latin and Spanish are offered from Year 5 and approximately two thirds of the year group pursue this option. For those pupils for whom Latin and Spanish is not recommended, additional Mathematics and English is taught.

Homework appropriate to the age of the child and in line with the Homework Policy is set.

Planning

The Early Years (Nursery and Reception classes) adhere to the Statutory Framework for the Early Years Foundation Stage (published 2014, updated 2025). There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and equally important.

The four guiding and overarching principles shape practice in EYFS. These are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and /or carers.
- Importance of learning and development. Children develop and learn at different rates. (See the characteristics of effective teaching and learning) The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The 'prime' areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Numbers
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

In Year 1 to Year 6 the curriculum is devised by the School. The curriculum encompasses all national curriculum subjects and is significantly broadened and enriched with a variety at each stage of learning. Each curriculum area has a specific scheme of work that identifies the content, skills and knowledge introduced at each stage of learning. Continuity and progression through succeeding phases of education is ensured through curriculum planning across the School. The School places importance on the links between each phase of learning in order to ensure a smooth transition for pupils.

Planning takes the form of:

- Long-term plans or Schemes of work offering an overview of topic areas, indicating progression in knowledge from year to year.
- Medium-term plans which are uploaded termly on Teams. These show week by week progression through topics giving detailed learning objectives and subject content, support and extension needs/tasks, core learning skills, assessment and resources.

- Short-term plans are kept by each individual teacher in a format suitable to them: planner (provided by the school) or electronic versions. These provide a breakdown of the medium-term plans lesson by lesson.

Each Department has a handbook which provides details relating to the teaching, learning, progression and assessment of that subject. Detailed syllabi for each year group are contained in the handbooks. The Foundation Stage has a separate handbook. Electronic copies of the subject handbooks are stored in the Whole School Team. Curriculum Booklets for each year group are available to Parents on Complete-Ed.

Inclusion

The curriculum at High March is designed to be accessed by all pupils who attend the School. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

Throughout the School where a pupil has a specific Education and Health Care Plan (EHCP), or an existing statement of special educational need that identifies their special needs in terms of learning or disability, we aim to provide an education which fulfils those requirements. Such plans will be reviewed annually by the School and the local authority.

The Head of Learning Support (SENDCO) offers support to staff in identifying pupils' difficulties and suggesting suitable teaching strategies and materials. If appropriate, pupils will be provided with an individual learning success passport to record the provision in place for them and monitor their progress. The Head of Learning Support (SENDCO) liaises with parents and outside agencies to coordinate any extra help that may be required and to offer support to small groups in class. For more information, please see the SENDA Policy, SENDA Accessibility Plan, Inclusion Policy and Learning Support Policy and Handbook.

Through ongoing classroom observation and assessment, we identify and meet the needs of the more able children. For more information, please see the More Able Policy.

Pupils with English as an additional language are appropriately catered for with individual assistance following an entry assessment of their ability with spoken and written language. This is overseen by the Head of Learning Support (SENDCO). For more information, please see the EAL Policy.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to their non-disabled peers. Teaching and learning is appropriately modified for children with disabilities.

Personal, Social, Health and Economic Education (PSHE) and Relationships Education

PSHE and Relationships Education reflect the School's aims and ethos. It encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

‘Health’ includes both physical and mental health and wellbeing.

The PSHE Head of Department and Subject Leader are responsible for the policy and subject handbook and co-ordinates the delivery of PSHE and Relationships Education across the School, as a distinct subject, which is taught by the class teachers. Circle Time is used as a tool, together with activities and presentations by visiting speakers. There have been presentations and workshops on Anti Bullying, Resilience, Growth Mindset and the NSPCC. Topics relating to PSHE may also be explored and highlighted in Assemblies. For more information, please see the PSHE and Relationships Education Policy.

Spiritual, Moral, Social and Cultural Education

The School provides opportunities for the development of SMSC through the direct teaching of Religious Studies and PSHE and Relationships Education. However, SMSC permeates the School and is not defined solely by its discreet and direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. The pupils benefit from a Spiritual, Moral, Social and Cultural education through their varied experiences throughout the school year and in day-to-day school life.

We encourage pupils to accept responsibility for their behaviour, show initiative and understanding how they can contribute positively to their lives of those living and working in the locality in which High March is situated and to a society more widely. We enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England. We further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. We encourage respect for other people, paying particular regard to the characteristics set out in the 2010 Equality Act. We encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied.

For further information, please see the SMSC Policy and appendices.

Co-Curricular Activities

All classes have a number of outings during the year to complement various areas of the curriculum and full use is made of local facilities, theatres, galleries and museums.

Co-curricular activities broaden our pupils' education, as well as adding to their life experiences. High March is very proud of its extensive Activity Programme which offers a range of opportunities for enjoyment, involvement and improvement in both cerebral and

physical activities, ranging from Around the World Club to Judo and from Touch Typing to Construction Club, by way of examples. The opportunities vary according to the interests of the children and staff. In addition, the School has thriving Sport, Music and Drama departments. Within these settings, organisational and social skills are practised, helping pupils to develop maturity and confidence.

Covid-19 Pandemic

During the COVID-19 pandemic and, in particular the periods of local and national lockdown, teaching staff continued to deliver the High March curriculum to all pupils via the School's Digital Learning Platform (Microsoft Teams). Pupils continued to benefit from a broad range of educational opportunities both online and when back on-site despite social distancing requirements, including extra-curricular activities in year group bubbles.

Pupils who cannot attend school on account of COVID-19, such as those subject to individual self-isolation requirements have continuity of education, accessing the curriculum and learning remotely via Microsoft Teams. Staff remain in daily contact with pupils self-isolating, providing support with learning and feedback on their learning as well as monitoring the pupil's well-being.

During periods of local and national lockdown, the School continued to use all reasonable endeavours to deliver the learning and development requirements as set out in the EYFS, and teachers continued to assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending pupils' vocabulary.

Teaching and Learning

Through our curriculum and teaching we aim to provide a stimulating learning environment which sets the climate for learning and promotes and expects high quality work by the children. We aim to equip our pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things throughout their lives. We believe that our pupils learn in different ways. At High March we therefore try to provide a rich and varied learning environment that allows for each pupil to develop their individual skills and abilities to their full potential.

Effective Learning

In addition to fostering our High March Core Learning Habits of **resilience, initiative, self-discipline** and **curiosity** to be effective learners, our pupils are given the opportunity to develop further characteristics and habits of a learner including:

- communicating ideas and information through speaking and writing
- collaborating with their peer group and with pupils from different year groups
- seeking information from a range of sources
- posing questions and solving problems
- reading and using ICT in order to find information
- applying what has been learnt to unfamiliar situations
- reviewing, editing and evaluating their work
- developing an enjoyment of learning
- developing a pride in achievements and a desire to succeed
- developing a willingness to work with, listen to and value the opinions of others.

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe. We aim to ensure our teaching includes the following, which we regard as being key to achieving good learning:

- an atmosphere of mutual respect between adults and pupils exists
- pupils feel secure to speak and act freely, enjoying freedom from bullying and harassment that may include prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- pupils have high self-esteem, with all children feeling valued and secure
- pupils are willing to take risks in their learning and learn from their mistakes
- pupils' learning outcomes are displayed around the classroom and the School for others to appreciate and admire
- learning activities enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- the pace of learning is optimised for progress and high-quality outcomes
- activities enable pupils to learn independently
- tasks involve pupils collaborating on projects.

We offer opportunities for our pupils to learn through:

- investigating and problem solving
- asking and answering questions
- research and finding out
- collaborative work
- independent work
- whole-class work
- outdoor learning
- use of ICT and audio/visual resources
- fieldwork and visits to places of educational interest
- creative activities
- responding to musical or audio material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activities

We encourage our learners to:

- be active participants
- be organised
- be observant
- be able to seek information independently
- communicate ideas (orally and/or in writing)
- look for patterns and a deeper understanding of what is presented to them
- be able to ask questions and express their opinion
- be able to consider and attempt to solve problems
- apply previous knowledge to the unfamiliar
- reflect upon and evaluate their own work
- respond to teacher and, where appropriate, peer feedback
- be willing to collaborate with others and be sensitive to their needs

We encourage our pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

Effective Teaching

In delivering effective teaching, teachers:

- build on pupils' prior knowledge and experience, meeting learners where they are
- avoid overloading pupils' working memory by breaking down complex material into smaller steps
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills
- deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills, and principles
- provide conceptual and procedural variation to help learners think more critically about concepts and be able to apply them in a wider range of contexts
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations
- are aware of common misconceptions and prepare strategies to counter them
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

Through our teaching we aim to:

- ensure each pupil is actively involved in their learning and knows what is expected of them
- offer each pupil regular praise and constructive feedback (both oral and written) on their work and realistic targets to promote progress.
- know the strengths and weaknesses of our pupils and differentiate accordingly
- ensure expectations of the pupils are high
- use a range of teaching strategies to match the needs of the children and the lesson
- ensure effective use of time, resources and support staff, so that the learning environment is well organised and stimulating
- utilise a sufficiently wide range of stimulating material
- sharing learning intentions with pupils and encourage them to engage in their own learning
- use assessment to inform future planning and teaching, building upon the children's previous skills, knowledge and attainment, modifying and planning intervention or further challenge as necessary
- inspire pupils by communicating a passion for the subject
- provide challenge and ensure all learners are stretched appropriately, promoting resilience and the importance of having a growth mindset
- promote and foster children's self-esteem, by valuing their contributions and encouraging them to participate through effective questioning techniques and helping them build positive relationships with other people

- develop pupils' self-respect and encourage pupils to respect ideas, attitudes, values and feelings of others
- show respect for all cultures and, in doing so, to promote positive attitudes towards other people
- enable pupils to understand their community and help them feel valued as part of our community
- foster pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- enable pupils grow into reliable, healthy, confident, resourceful, enquiring and independent learners and positive citizens
- plan homework to support learning

When teaching we focus on motivating the pupils and building on their knowledge, skills and understanding of the curriculum.

We base our teaching on our knowledge of the pupil's level of attainment. We strive to ensure that all tasks set are appropriate to each pupil's level of ability using adaptive teaching. This approach acknowledges and responds to the diverse needs, abilities, and learning styles of pupils. Rather than applying a one-size-fits-all method, it involves adjusting instructional strategies, resources, and assessments to meet learners where they are and support their progress. It relies on ongoing assessment, flexibility, and personalised support to ensure that every pupil can engage meaningfully with the curriculum.

By embracing adaptive teaching, we create inclusive learning environments that promote individual growth, encourage active participation, and empower pupils to take ownership of their learning journey. In addition to enhancing academic achievement, adaptive teaching helps build confidence, resilience, and a lifelong love of learning.

When planning work for pupils with identified learning needs, we give due regard to information and targets contained in the pupil's Learning Success Passport. We equally ensure that our planning extends and challenges our pupils identified as more able.

Each of our teachers makes a special effort to establish good working relationships with all pupils. We treat the pupils with kindness and respect. We treat them fairly and give them an equal opportunity to have their learning needs met and to participate in all school activities. All teachers follow the School's Behaviour and Pastoral Care Policy. We encourage the pupils to follow the School rules which are placed in every classroom. We praise pupils for their efforts and, by doing so, we help build positive attitudes towards School and learning in general.

We ensure that all tasks and activities are safe. When we plan to take pupils out of School we undertake risk assessments and ensure parental permission has been obtained.

Our classrooms are purposeful and attractive learning environments. Displays both celebrate the work of pupils and provide learning stimulus and support. The School holds an annual Art Exhibition, to share with parents and the locality the high standard of work being achieved.

All teachers reflect on their own strengths and weaknesses and plan their professional development accordingly through a thorough professional review process. The senior team undertake regular lesson observations and feed back to the staff.

We conduct all teaching and learning in an atmosphere of trust and respect for all.

Effective Feedback

We believe that feedback should be appropriately timed, considering the task the pupil and the class, and focused on moving the learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Feedback should specifically focus on:

- the task (its outcome and advice on how to improve when doing that specific type of task),
- the subject (and underlying processes within that subject), and/or
- pupils' self-regulation strategies (how pupils plan, monitor and evaluate their work).

Feedback can be verbal or written. Verbal feedback is an integral aspect of effective instruction and can be delivered in a variety of different ways. It is not simply an 'easy' alternative to written feedback and careful thought and consideration is still required when delivering it. Teachers carefully consider when and how to use purposeful and time-efficient, written feedback that focuses on moving the learning forward.

Effective Assessment

We believe that assessment is an important tool to allow each teacher to help the pupil. It ensures more effective teaching by providing the evidence for closer matching of tasks to each pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process. It helps identify future planning and teaching strategies. It also helps us to recognise and move on from success. To this end we encourage:

- pupils use of frequent, detailed and accurate feedback from teachers, both verbal and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher
- teachers motivating pupils to learn through adaptive learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable
- independent learning, where children use assessment information to direct their own learning activity

In addition to specific assessment procedures, teachers will:

- ensure the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
- ensure feedback and marking is frequent and regular providing pupils with very clear guidance on how learning-outcomes can be improved
- have high expectations for all children and plan, resource and utilise adaptive learning activities that give support and provide challenge for all

- keep agreed assessment records

See Assessment, Recording and Reporting Policy for more details about feedback and assessment.

Monitoring and Review

Standards of teaching are regularly monitored and evaluated in order to obtain the highest possible standards. This is done in a supportive manner to ensure encouragement and dissemination of good practice. It takes the form of:

- work scrutiny, both for consistency and standard of marking and for monitoring equivalent standards between parallel sets
- review of planning and assessments
- lesson observations/learning walks
- INSET
- Induction Programme for new staff
- review of policies and standards by senior managers and leaders
- Professional Development and Review Policy

Roles and Responsibilities

For each subject there is a designated Head of Department in Upper School and a Subject Leader in Junior House who work together to lead and monitor their subject as well as producing the Department Handbook and scheme of work.

The role of the Head of Department and Subject Leader:

Leadership

- Support the School's vision, and high aspirations, with a relentless focus on pupils' progress, achievement and personal development
- Be knowledgeable and innovative in the leadership of their subject
- Rigorously evaluate the provision for their subject and use their findings to make improvements
- Plan for improvement of provision in the subject, in line with the School's identified priorities
- Inspire and motivate pupils to achieve their potential
- Demonstrate a commitment to and engage in personal continuing professional development under the guidance of the Assistant Head – Professional Development and Deputy Head Teaching and Learning
- Engage with parents and carers to improve pupil learning outcomes and to provide understanding of the School's policy and practices for the subject.

Management

- Ensure assessment procedures are effectively organised to give a clear insight into progress and achievement in the subject

- Use performance data to support, monitor, evaluate and improve attainment and progress in the subject
- Regularly review, revise and amend the subject handbook and scheme of work, in collaboration with the Subject Co-ordinator/Head of Department, ensuring cohesion and progression across the key stages (EYFS, KS1 and KS2). Any major changes should be discussed with the Deputy Head Teaching and Learning in the first instance, and shared with the Heads of Junior House/Upper School prior to implementation
- Support the effective professional development of staff including induction in relation to the subject
- Manage a budget and ensure sufficient resources are available to teach effectively.

Overall responsibility

The Headmistress and the Deputy Head (Teaching and Learning) have overall responsibility for the leadership of the curriculum, teaching and learning, and monitoring the effective delivery of this policy.

This is done by:

- supporting teaching and learning through the effective allocation of resources and the best use of school facilities.
- reviewing the allocation of lessons and staffing at least annually and adapting as necessary.
- ensuring staff professional development promotes good quality teaching and learning.
- monitoring the quality of teaching and learning through lesson observation, work scrutiny, learning walks and scrutiny of assessment data.

Communication with and Role of Parents

The School provides information about the curriculum to parents so that they are always informed about current study areas. Information about homework expectations is also shared with parents at the Introductory Parents Meeting in September. Year Group Curriculum Booklets are available to parents Complete-Ed.

We believe that parents have a fundamental role to play in helping their children learn. We support this role by holding formal evenings for parental discussion twice a year to discuss progress and strategies for improvement. However, informal discussion is encouraged and parents use email and School diaries, particularly in Junior House, as a means of communication. If a teacher or a parent has any concerns about the learning of a pupil, we encourage open dialogue and our paramount aim is always to address the needs of the individual child to improve their development and learning experience.

Assessment information is shared with the parents at Parents' Evenings and through yearly reports. We aim to give parents clear and accurate information on their child's attainment and progress, so that teacher, children and parents are working hard to raise standards. We work hard to inform and support parents in how they can further their child's learning and confidence at school.

Parents receive a detailed School report every July. This outlines their child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

See Assessment, Recording and Reporting Policy for more details.

Related Documents:

- Aims and Ethos Policy
- Assessment, Recording and Reporting Policy
- Behaviour and Pastoral Care Policy
- Homework Policy
- More Able Policy
- Inclusion Policy
- Learning Support Policy
- SENDA Policy
- SENDA Accessibility Plan
- Professional Development and Review Policy
- PSHE and Relationships Education Policy
- SMSC Policy and appendices