

Policy & Procedure



Curriculum, Teaching and Learning Policy

2025 v1

This policy was agreed by the Governing Body of Newcroft Primary Academy on 30th June 2025 and is reviewed as required.

Signed: Chair of Governors

Date: 30th June 2025

Statutory Policy

Aims and Vision



Intent

At Newcroft Primary Academy, we offer all pupils **high quality learning experiences** to ensure they are **well-equipped for the next stage in their education**, and for their **futures**. Our curriculum encourages **creativity**, is ambitious and **inclusive**; the development of **pupils' character** is a fundamental aspect of this. We set **high expectations of all learners**, guiding pupils to develop high **aspirations** for themselves, alongside building their **resilience** and **cultural capital**. We aim for every pupil to be **proud** of their achievements, their progress and our school community.

Implementation

Our **ambitious** curriculum is based on the **National Curriculum** and is **planned for our pupils** using a scaffolding approach. **Reading and high-quality texts** are at the core of its design. Foundation subjects and English are organised into topics, allowing **subjects and concepts to be interwoven** to ensure prior learning and knowledge gained in one area of the curriculum, supports learning in another. Our approach provides critical links, to enable pupils to **know more and remember more**. Our curriculum is progressive; **substantive and disciplinary knowledge, as well as subject vocabulary, are clearly mapped out**. Our taught curriculum is complemented by an **extensive extra-curricular offer**.

Impact

Curriculum end points are clearly mapped out in each subject, incorporating the end of key stage expectations. Summative assessments, alongside **low stakes quizzing** and **flashbacks**, allow staff to assess the impact of the curriculum.

Teaching and Learning

The aims of this policy are:

- To demonstrate a commitment to high quality teaching
- To promote high standards of achievement through effective and enjoyable teaching and learning
- To underpin all other policy statements

To enable these aims to be met we need -an effective school learning environment, where:

- The physical environment of the classrooms and other areas provide a comfortable temperature with adequate ventilation and lighting;
- Children have access to drinking water;
- Classrooms and other areas are carefully effectively planned and managed;
- Resources are organised in order that pupils can make choices whilst learning;
- Displays stimulate, enhance, assist and celebrate teaching and learning;

- Our whole school, including the external environment, is seen as a place for learning and is resourced and treated as such;
- Our policies and teaching strategies support pupils taking part in decisions relating to school resources (this is done on an individual, class and School Council level);
- Our whole ethos of our school demonstrates our commitment to high standards of achievement and progress;
- There is a positive, assertive approach to pupils' behaviour;
- Our pupils understand that adults who work with them should be treated with equal respect.

Appropriate behaviour is a priority and is insisted upon at all times. Our pupils are taught to be polite and to display good manners. They are also taught to care for their school, its wider community and the people around them.

Self-confidence, self-esteem, resilience and independence are important. Praise is given for politeness and for good or improved behaviour. Good relationships are seen as essential in establishing this ethos which aims to promote high self esteem in all pupils.

Our understanding of how pupils learn

We believe pupils learn in various ways. It is therefore important that pupils are offered a range of learning situations which encompass all approaches.

Our understanding of Effective Teaching:

- All teachers use the Rosenshine model as a structure for teaching and lessons
- The teacher understands how to achieve an effective classroom climate to raise achievement and learning;
- The teacher promotes equal opportunities regardless of gender, race & ability;
- The teacher challenges and inspires all pupils;
- The pace of learning and excitement of activities promote enquiring minds, focused upon the acquisition of knowledge;
- The children are able to show independence, resilience, creativity and perseverance;
- The teacher uses progressive planning to support pupils in building on prior knowledge and skills;
- The teacher plans regular opportunities for the recall of key knowledge and skills.
- The teacher provides effective scaffolds and models to support pupils in achieving their best;
- The teacher uses assessments to help pupils learn and support next steps;
- The teacher has a clear understanding of the progression of skills and knowledge;
- Children have a clear understanding of the next steps in their learning (where appropriate)
- The teacher uses homework to reinforce school learning

The Curriculum

Our objectives are to:

- plan, teach, assess, deliver & monitor a curriculum that reflects the expectations of the National curriculum as an entitlement for all children regardless of age, gender & race;
- enable all pupils to work in an atmosphere that is exciting, stimulating and challenging in order for them to develop into resilient and independent learners;
- provide children with a wide range of opportunities, resources & teaching styles to promote knowledge, skills and understanding;
- make our curriculum broad, so that children are given a wide view of the world about them;
- make it balanced, so that they are offered appropriate amounts of time depending on the importance of the subjects they are studying;
- make it coherent, so that the children can make connections between subjects, where they overlap and interconnect;

- ensure opportunities for the re-cap of prior knowledge, using explicit revisits, quizzing and flashbacks
- use scaffolds to support pupils to access the curriculum
- use differentiation, where appropriate
- deliver a curriculum relevant to current life, building pupils' cultural capital, so that a meaningful context for learning is experienced, based on the experiences of our children and the community they grow up in.
- prepare children academically and socially for life beyond Newcroft

Our Teaching and learning is organised into three stages:

The Foundation Stage

Key Stage 1

Key Stage 2

Teaching time

The figures below **exclude** registration, breaks and assemblies/ collective worship:

Foundation Stage: 22 hours

Key Stage 1: 22 hours, 20 minutes

Key Stage 2: 23 hours, 20 minutes

Our school meets its duty to ensure that all pupils have 32.5 hours of compulsory time in school.

Our curriculum includes:

- The Early Years Foundation Stage
- Core Subjects - English, Mathematics and Science
- We also teach British Values, Computing, History, Geography, Design & Technology, Art and Design, Music, Physical Education, Religious Education, PSHE, and RSE
- Character education through our 'Character Keys' approach, which supports pupils in learning to learn
- Equality through our 'Everyone Belongs' approach.
- Online Safety
- Mental Health and Wellbeing
- Forest School and outdoor learning

Curriculum Planning

We hold the following planning formats across school. These are under continual review to ensure the curriculum meets the needs of our pupils and particular cohorts, as well as enabling teachers to manage their workload effectively:

- Visual overview maps to detail which subjects are taught and when for each year group. These include topics and themes, as well as trips, events and other cultural capital building experiences. Estimated trip costs are also detailed.
- Curriculum Index documents for each subject, which follow the National Curriculum objectives. These include the following information:
 - Subject Intent, implementation and impact
 - How SEND learners are supported
 - Information on strands and threads in the curriculum
 - Subject leader overviews detailing the modules taught across school and when
 - Progression maps of substantive and disciplinary knowledge
 - Curriculum end points for assessment

- Medium term plan - these show detailed objectives for teachers to use in planning. They ensure teachers teach the 'correct' content, skills and knowledge for their subjects.

Subject leaders are responsible for ensuring that curriculum indexes are kept up to date for their subject.

Teachers plan through collaborative year group planning sessions (to support teacher workload and share expertise for the benefit of our pupils). They may use the school's Short Term Planning formats to support them if they wish to, but this is not a requirement to support teacher workload. Senior leaders may ask Early Career Teachers to use these plans and any teacher who requires additional support with planning as part of our systems for support. This should only be in the short term to support workload.

Topics

Foundation subjects and English are organised into topics, allowing subjects and concepts to be interwoven to ensure prior learning and knowledge gained in one area of the curriculum, supports learning in another. Our approach provides critical links, to enable pupils to know more and remember more. The school's curriculum is carefully planned and not all learning in all subjects link to the 'topic.' Tenuous links are not made, and some subjects may be taught explicitly as appropriate.

Lesson Objectives

At Newcroft, we plan lessons around lesson objectives or 'WALs - 'We are Learning to'. These objectives are shared with the children at the start of each lesson.

Core subjects

English

This includes reading, writing, handwriting, the study of language and literature, spelling, punctuation, grammar and speaking and listening. The overarching aim for English at Newcroft is to promote high standards of writing and reading and develop children's love of literature. Pupils are taught to:

- **read easily, fluently** and with good understanding
- develop the habit of **reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary**, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- **write clearly, accurately and coherently**, adapting their language and style in and for a range of contexts, purposes and audiences
- **use discussion in order to learn**; they should be able to elaborate and explain clearly their understanding and ideas
- **speak confidently** and with competence.

Writing

Opportunities for extended writing at Newcroft happen fortnightly. Writing may be taught through reading, comparing texts of a similar type, writing models and shared writing, grammar, spelling and punctuation exploration, suitable for the text type.

Speaking and Listening and Oracy

The skills of oracy are taught explicitly on a weekly basis and interwoven throughout our curriculum.

Speaking listening and performing opportunities are provided for all pupils throughout the curriculum, in school performances and in assemblies. The School Council, Mental Health

Ambassadors, Eco Council and Year 6 Ambassadors , as well as our Job Centre are some of the many ways that pupils develop their speaking and listening skills, in addition to the curriculum.

Reading

All classes are taught the explicit skills of reading comprehension on a weekly basis. Pupils in KS1 and KS2 will be taught an explicit whole class reading lesson weekly in addition to VRIC (Y2-Y6) which will explore 1 or more of the reading content domains.

Phonics

Daily Phonics is taught discretely in Reception and Year 1. It may be taught in Year 2 and beyond to groups or individual pupils whose assessments show they need to continue with our programme.

Spelling, punctuation and grammar

Spelling, punctuation and grammar is taught from Y1 and may be taught through explicit sessions or through writing focussed lessons.

Mathematics

Including number, measurement, shape and space, handling data, algebra, and using and applying mathematics. Our school covers all aspects of Mathematics in the National Curriculum through a range of strategies including the objectives in the school's Mathematics whole school subject overview. We aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

Includes:

- developing scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- developing understanding of the nature, processes and methods of science through different types of science enquiries that help pupils to answer scientific questions about the world around them;
- life and living processes (humans, animals, nature, evolution);
- materials and their properties (exploring materials like wood, plastic, metal, studying the earth, chemical changes);
- physical processes (forces, energy, light and sound, electricity and magnetism, the Earth in space);
- scientific investigation. Science may be taught as a separate subject. Pupils are taught to ask questions, investigate, and test hypotheses;
- key people in scientific discovery;
- evolution.

Computing

Includes online safety, computer work in logical reasoning, designing and writing programs, algorithms, word processing, data collection and handling, programming and controlling machines, using the internet and studying the uses of computers in our world. Computing has

three distinct aspects: the skills needed to understand and operate computers and other technology; the practice of using computers and other technology to support children's learning across all the subjects of the curriculum; and staying safe online. Computing may be used across the curriculum.

Religious Education

Our RE curriculum teaches pupils about many religions represented in our society together with customs and rituals and religious people. Our pupils engage in acts of collective worship during assembly time. If parents wish to withdraw their child from Collective worship and/or Religious Education lessons, a request in writing should be made to the Head teacher. Children who are withdrawn will be given alternative work to do, in an area close to the classroom, where they can be supervised.

Relationships and Sex Education (RSE)

The focus of our Relationships education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (see the 'Relationships and Sex Education Policy for more detail). If parents wish to withdraw their child from RSE lessons, a request in writing should be made to the Head teacher. Children who are withdrawn will be given alternative work to do, in an area close to the classroom, where they can be supervised.

Personal, Social and Health Education (PSHE)

The school's policy is to deliver PSHE both through main curriculum subjects and through a separate scheme of work. The school has a strong focus on mental health and wellbeing, taught explicitly in PSHE lessons and across the curriculum, where relevant.

The School Council and Ambassadors have the opportunity to develop their PSHE skills. We also employ an ELSA (Emotional Learning Support Assistant) and a Family Support Worker to help meet the needs of small groups of pupils or individuals with specific social, emotional and mental health needs.

Our 'Job Centre' is used to encourage the pupils to take responsibility and to learn essential life skills. Our Job Centre helps our pupils to be active citizens, understanding how democracy works and encouraging them to take responsibility. Our pupils learn that we run our school more effectively when we work together as a team and a community.

Music

Includes listening, appreciating and appraising, composing and performing. Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

In addition to the regular music teaching and experiences offered in class, some children can learn to play a musical instrument. They are taught by a variety of peripatetic teachers sourced by the Music Subject Leader. Children in Years 3 and 4 are taught to play instruments as a whole class. Singing assembly for all children takes place weekly and all children have the opportunity to express themselves vocally at school performances and carol services.

Physical Education

Reception pupils are taught fundamental movement, to prepare them for PE in KS1 and KS2. This compliments the specific planning and activities undertaken in the setting to develop Gross Motor Skills.

In KS1, Pupils are taught to develop fundamental movements, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others in gymnastics, games (individually and in teams) dance and athletics. We develop their ability to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. In KS2, pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. We offer a series of swimming lessons to children in Key Stage 2, to help them achieve the requirement national curriculum requirements by the time they leave Year 6.

Design Technology

Includes designing; planning and making, testing (evaluating) and modifying, use of tools, safety, and studying the uses of technology in our world. Pupils develop their skills and learn the safe use of tools and equipment by undertaking a range of practical tasks, such as making products, maintenance or cooking. Pupils are also taught about the major components of a balanced diet and how ingredients can be combined to prepare healthy meals. They are taught basic cooking techniques and how to cook a variety of savoury dishes.

Geography

Includes studies of places, physical geography, human geography, and environmental geography. Pupils develop their knowledge about the world, the United Kingdom and North Charnwood. As they work their way through the school, the children extend their knowledge and understanding beyond Sheshed and the United Kingdom to include the rest of the world. This includes the location and characteristics of a range of the world's most significant human and physical features.

History

Includes studies of different periods in our history, to gain knowledge and understanding, the history of other cultures, to assist in interpreting history, and the study of old things, to understand the use of historical sources. Pupils begin to develop an awareness of the past and the ways in which it is similar to and different from the present. They are taught to understand the key features of a range of different events and historical periods. Pupils learn key dates, events and significant individuals.

Art and Design

Includes the study of many different art and craft techniques, working in different media, famous artists and their work. Pupils are taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Languages (from Y3 upwards)

Includes an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at Key Stage 3. We enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. At Newcroft, our choice of language is French.

British Values

The fundamental British values are taught explicitly and in whole school assemblies. We use Picture News to explore what is happening in the world around us. This helps us to ask questions and challenge the views and actions of others, using our own views about what it is to be British.

Enrichment and cultural capital

We plan visits relating to the curriculum areas for classes. They are used to stimulate interest and to consolidate and extend learning. In both Key Stages, children will be offered the opportunity to join a residential visit usually lasting up to five days. We also invite people/specialists into school to work with children on specific topics. These experiences are based on our pupils' experiences from the community they live and grow up in.

Curriculum Responsibility

All curriculum areas have a teacher who is responsible for leading and monitoring teaching, learning, standards and coverage of their subject alongside the Senior Leadership team. Many of these curriculum areas have a link governor who also supports in monitoring and enrichment of the subject for our children. This may be adjusted annually, in line with the school's strategic plans.

Formative and Summative Assessment

Assessment and the tracking of progress are the key elements in ensuring appropriate provision for pupils in teachers' planning. We use Symphony On-Track, curriculum end points and end of key stage assessments to make these assessments, alongside standardised score testing in age-appropriate year groups. Our Feedback Policy defines how teachers carry out formative assessment. To reduce teacher workload and ensure more accurate assessment, foundation subjects are assessed annually and core subjects on a termly basis.

Home /School Partnership

We actively promote parents working in partnership with class teachers to provide the very best outcomes for our pupils. Parents are formally invited into school in the Autumn and Spring terms to meet with their child's class teacher to discuss progress and next steps. An additional parents' evening is offered to parents with pupils who have SEND in the Summer term. A Mid-Year and End of Year report is published for each pupil. Teachers are available at the end of the school day for brief meetings with parents. We use home-school diaries to aid communication between home and school and our WEDUC app for communication. Our Early Years team also use Tapestry.

Special Educational Needs and Disabilities

Some children will have specific needs related to their education. Teachers will inform parents if they have a concern about a child's lack of progress, and discuss the situation with them. It may be that the child will be placed on our Special Educational Needs register. They will then have targets and intervention developed for them via an Individual Support Plan (ISP). Class teachers, supported by the SENCo, set and monitor targets and progress on a termly basis.

Some children may have more significant difficulties, which require an EHCP (Education, Health and Care Plan) to be applied for. The aim of this is to identify the specific needs of the pupil and how best they can be met. This process involves the Educational Psychologist, the Local Authority and health professionals. An approved application will result in funded hours that may be used for extra support in the classroom. Parents have the right to apply for an EHCP themselves and should do so if the school feel that a child does not meet the criteria for an EHCP.

The school's SENCo may also apply for extra funding support through 'Intervention' for those on the school's SEND register. This allows us to be able to provide extra support to those pupils individually, or in small groups within the classroom, for a fixed term period to work on specific targets or barriers to learning.

The school's priority is for all pupils is access quality first teaching. Teachers make use of scaffolding; mixed ability pairings; recap and recall work; high quality models; concrete objects and many more approaches to support all learners in achieving across the curriculum.

More - able pupils

Higher attaining or 'more able' pupils are challenged as part of the schools quality first teaching approach. Pupils who are considered as gifted in an area of the curriculum have opportunities to explore and perform their talents through a variety of wider and extra-curricular events.

Complaints about the curriculum

Complaints about the curriculum should be directed to the Head teacher, using the Symphony Learning Trust Complaints Policy.