



The Consortium Trust

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Teaching, Learning and Curriculum Policy

1. Introduction

The Trust believes in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2. Values

Our schools' curriculum is underpinned by the values that we hold dear. The curriculum is the means by which schools achieve the objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Curriculum

3.1 The Trust's Vision and Values [add link] clearly sets out the expectations of four specific areas of the curriculum at all Consortium Academy Schools. The four distinct areas of the curriculum are:

- > **The Formal Curriculum**
- > **The Personalised Curriculum**
- > **The Informal Curriculum**
- > **The Extended Curriculum**

In addition to these four curriculum areas each school is encouraged to develop a Unique Curriculum providing specialist and contextually relevant opportunities that define each academy school as unique.



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- 3.2 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills, so that they achieve their true potential.

3. The Unique Curriculum

Each academy school will have its own unique curriculum focusing on local, cultural and/or specialist areas that define the school and the learning needs ~~experiences~~ of its community. By identifying barriers to learning or cultural deficits that are specific to their pupils, each school will select unique 'drivers' or 'core elements' that will be considered when planning the school's curriculum. At [\[enter school name\]](#) we...

4. Subject Leadership

- 4.1 At [\[enter school/hub name\]](#) subject leaders provide strategic lead and direction for their subject. They act as an advocate for their subject, staying up to date with the latest developments in teaching, learning and assessment and relevant technologies. Subject leaders monitor progress and evaluate the effectiveness of teaching and learning in their subject by working alongside colleagues demonstrating best practice at all times.

- 4.2 The school gives subject leaders non-contact time as appropriate, so that they can carry out the necessary duties involved with their role. They review the way the subject is taught in the school and plan for improvement, this development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject ensuring that teachers plan for depth and breath of knowledge and skills in the subject. [\[Schools working in a cluster/hub to add how subject leadership is organised across the cluster/hub\]](#).



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5. The Formal and The Personalised Curriculum

Aims to:

- > Enable all children to learn and develop their skills to the best of their ability;
- > Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- > Ensure that all children are participative learners contributing towards curriculum development;
- > Teach children the basic skills of English, maths, science and computing;
- > Enable children to be creative and to develop their own thinking;
- > Teach children about their developing world, including how their environment and society have changed over time;
- > Help children understand Britain's cultural heritage;
- > Enable children to be positive citizens in society;
- > Teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- > Ensure that the curriculum elements of the British Values and PREVENT agenda is taught and discussed with pupils;
- > Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- > Build on the Youth Social Action Education programme;
- > Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- > Encourage critical thinking through a Philosophy 4 Children approach.

5.1 The Formal Curriculum

A number of non-negotiables have been agreed in relation to timetabling, classroom delivery and behaviours for learning. These form the bedrock of the formal curriculum, teaching and learning practices.

Policies back up the formal curriculum expectations in terms of calculations, presentation, marking and feedback and behaviours of staff and pupils.

5.2 The Personalised Curriculum

Quality First Teaching is established in all Academy Schools, which ensures that there is a high level of inclusivity. Interventions, where and when needed, are reviewed regularly for impact and external support is sought when appropriate. It is our aim that all children become independent learners and it is important that the support provided to individuals does not create over reliance or over dependence. Higher achieving children are also challenged and supported to deepen their knowledge and understanding of a subject area.



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5.3 Key skills

We consider the following skills to be 'key skills':

- > Communication
- > Application of number
- > Information technology
- > Working with others
- > Improving own learning and performance
- > Problem solving

5.3.1 Thinking Skills

By using thinking skills pupils can focus on knowing how as well as knowing what to learning (learning how to learn). Thinking skills (information-processing, reasoning, enquiry, creative thinking, and evaluation) complement key skills and are embedded in all aspects of the curriculum. All subject areas contribute to a child's progress in these skills. We believe that all children need to make good progress in these skill areas in order to meet their true potential. The *Chris Quigley Essentials* planning tool supports teachers to focus on these key skills when planning for learning in their lessons.

6. Organisation and Planning

- 6.1 We agree a long-term plan for each of our classes. This indicates what topics or themes are going to be studied and which subjects will be focused on through the topic. Sometimes a topic, or theme, will provide more opportunity for a geographical study whilst another topic will be more suitable, for example, for a historical investigation. Due to the majority of our schools having mixed aged year groups long-term plans are regularly reviewed. Whilst we aim for most studies to be experienced through the class topic/theme some subjects are taught separately (discretely) Maths is often taught in this way, as is Latin.
- 6.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Whilst academies do not have to follow the National Curriculum, Consortium schools have opted to use *Chris Quigley Essentials* and the National Curriculum to plan objectives and to support medium-term planning in all subjects.
- 6.3 Our short-term plans are those that our teachers create on a weekly or daily basis. These are used to set out the learning objectives for each session, to identify what resources and activities are going to be used in a lesson to enable children to meet the learning objective.
- 6.4 In the EYFS we also adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of Development Matters and the Early Learning Goals. A focus on individual planning enables pupils to progress whatever their starting point.
- 6.5 Each class is expected to communicate its medium term plans with parents and the wider community. These plans are shared on the school website and clearly set out what the focus of the current topic is and what skills and knowledge the pupils will be learning during their lessons.



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7. The Early Years Foundation Stage (EYFS)

- 7.1 The curriculum that we teach in the reception classes, and Nursery classes where they exist meets the requirements set out in the EYFS. Our curriculum planning focuses on the early learning goals and on developing children's skills and experiences, as set out in this document.
- 7.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception year builds on the experience of the children in their pre-school learning. In the Reception year each child's progress is recorded against the early learning goals. These outcomes form a platform for learning in Key Stage One.
- 7.3 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

8. Inclusion

- 8.1 The curriculum in our schools is designed to provide access and opportunity for all children. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 8.2 If a child has a special need, our schools do all they can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. We have a published SEND Information Report for the Trust as well as individual School Information Reports that outlines strategies around intervention and support.
- 8.2 The schools create a School Support Plan (SSP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address their needs. So that we can review and monitor the progress of each child at regular intervals the SSP also sets out targets for the pupil's development.
- 8.4 For children that excel and exceed we offer a range of additional support to ensure that they learn and develop at a rate that is appropriate for their ability. As well as stretching activities in class through targeted differentiation we also provide other learning opportunities, such as the online teaching programmes, to ensure pupils are given every opportunity to reach their potential.

9. The Informal Curriculum

- 9.1 There is an obligation for school leaders to ensure that children are adequately prepared for the next stage of their education and the next stages of their life. Skills and attitudes learnt at an early stage are the foundation on which children will build their aspirations, expectations and boundaries.
- 9.2 At Consortium, we demand the best opportunities for our children and the broadest possible curriculum for them to gain experiences, skills and attitudes that will support their future developments.



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9.3 The Trust recognises that in addition to academic attainment there are so many more things which children should experience in their childhood, such as flying a kite, getting a train to somewhere new, rolling down a hill and visits to the Houses of Parliament, amongst others! Through our Primary Entitlement project, based on the National Trusts '50 best things to do before 11', schools focus on 50 things that every primary school child will do through their journey from Year R - Year 6. These opportunities will be provided throughout the curriculum with specific elements provided through our schools' wider curriculum including Pupil Parliament, Wild Discovery and our outdoor learning team.

10. The Extended Curriculum

10.1 It is the aim of Consortium that all academy schools offer an 8-6 learning experience and this is provided through an Extended School provision including breakfast clubs, specific after school clubs and a more generic 'child minding' style format. The combination of these three elements provides additional opportunities for children to try new experiences.

10.2 Easter and Summer Holiday Schools further extend this offer. [\[add link\]](#)

11. Monitoring and Support

11.1 Local Monitoring and Support

Our Locality Committee is responsible for monitoring the way the school curriculum is implemented.

We have named governors for Curriculum, Early Years and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the teaching and standards in these subjects.

Often working in collaboration with other schools in the Trust, subject leaders support the development and monitoring of their subject area. New educational research is reviewed and training is sought and attended. Their knowledge and expertise is then shared with their colleagues enabling all members of the Trust to stay up-to-date and informed in the ever-evolving educational arena.

11.2 Trust Level Support

Local subject leaders are further supported by the Trust's 'Lead Leaders'. Each subject is designated a trust wide lead who is given the additional time to coordinate and research their specialist area ensuring the latest evidenced based methods are available to all teachers across the trust schools. They are also responsible for leading moderation of their subject ensuring that all children are provided with equal opportunity to experience the best learning experiences possible.

11.3 Central Monitoring and Support

To enable teachers to focus on what's important the Trust provides central support in both curriculum innovation and in the monitoring of standards and excellence.



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12. The Role of the School

12.1 We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- > Holding curriculum evenings to explain our school strategies for teaching the Curriculum;
- > Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- > Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- > Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and/or investigative work
- > Holding parents' evenings, which provide an opportunity to discuss progress children, are making.

13. The Role of the Parents/Carers

13.1 We believe that parents/carers, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- > Ensure that their child has the best attendance record possible;
- > Ensure that their child is equipped for school with the correct uniform and PE kit;
- > Ensure that their child is supported with homework activities which consolidate learning
- > Inform us of their child's interests and capabilities
- > Do their best to keep their child healthy and fit to attend school;
- > Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- > Promote a positive attitude towards school and learning in general;
- > Fulfil the requirements set out in the home/school agreement.

14. The Role of the Child

14.1 We believe that the child has a responsibility to:

- > Participate as fully as possible in the learning opportunities and help other children to do the same
- > Work hard and try his/her best
- > Behave appropriately in school according to the school's behaviour code
- > Be polite and helpful to other pupils and adults in school
- > Come to school regularly and be on time
- > Talk at home about what he/she has learnt at school
- > Take good care of the school environment
- > 8. Do the homework regularly and bring it back to school
- > 9. Wear the correct school uniform
- > 10. Tell the teacher or an adult at home if he/she finds the work difficult

15. The Role of the Governance

15.1 Our Locality Committees determine, support, monitor and review the school policies on teaching and learning. In particular they:



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- > Support the use of appropriate teaching strategies by helping to allocate resources effectively
- > Ensure that the school buildings and premises promote successful teaching and learning
- > Ensure that high quality staff are appointed
- > Monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
- > Ensure that staff development and performance management policies promote good quality teaching and learning
- > Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Academy Head report to governors as well as a review of the in-service training sessions attended by our staff

Document Control

Changes History

Version	Date	Amended By	Details of Change
2	20/9/17	Tamsin Little	Rewritten to reflect Trust Policies, Vision and Values document and Central support and monitoring.
3	10.6.18	Tamsin Little	Edited title to include teaching and learning Added introduction Moved Values above Curriculum Renumbered text accordingly 4 added text regarding drivers or core elements 5.1 added 'and assessment' 7.1 added reference to themes 7.2 removed note to Henley 7.3 added reference to pupils meeting learning objectives 9.4 removed reference to TUTE Added sections 12-15 from the Teaching and Learning policy now amalgamated with the Curriculum policy and the Assessment, Marking and Feedback policy

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic Signature	21.6.18
Dawn Carman-Jones	On Behalf of the Trust Board	Electronic Signature	21.6.18

Equality Impact Assessment

Date	Name	Details

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