



Teaching, Learning and Curriculum policy

in support of

William Stukeley CE Primary School

and

Deeping St. Nicholas Primary School

Policy approved by Full Governing Body: February 2025

Policy to be reviewed: September 2025

Our Vision

In our inclusive and happy schools, we make sure everyone feels welcomed, valued and valuable. Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community. Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.

Intent

Aim

At The Stukeley Federation, our aim is to develop children into respectful, tolerant, thoughtful and determined young people. We aim to ensure that we improve the lives of the children by enabling them to enjoy learning and to fulfil their potential. There is a moral purpose and underlying rationale to all we do, and our Core Values of *Respect, Politeness, Friendship, Honesty, Responsibility and Resilience* support this.

We understand it is vital for every child to succeed academically; our definition of learning is a change in long term memory, with pupils able to retain, recall, transfer and use learning in a range of contexts. We also know that children need to develop well personally and socially if they are going to lead fulfilled and happy professional and personal lives. We want our children to be aspirational about what they can become and encourage our pupils to 'DREAM IT. LEARN IT. BE IT.'

The drivers for our curriculum which ensure that pupils are able to 'Dream it. Learn it. Be it.' are:

- **READ** - Confidence, Vocabulary, Discovery
- **THINK** - Know, Collaborate, Challenge
- **RESPECT** - Community, Identity, Care
- **ASPIRE** - Lifelong, Spirituality, Change



<p style="text-align: center;">READ</p> <p>The foundation of all learning. By developing fluent and enthusiastic readers, we empower children to explore the world around them, unlocking knowledge, imagination, and a lifelong love of learning.</p>
<p style="text-align: center;">THINK</p> <p>Encouraging curiosity and critical thinking. We support children in becoming reflective, creative, and resilient problem-solvers, who approach challenges with confidence and an open mind.</p>
<p style="text-align: center;">RESPECT</p> <p>Building understanding and empathy. We inspire children to value diversity, nurture positive relationships, and appreciate the importance of kindness and respect in a connected world.</p>
<p style="text-align: center;">ASPIRE</p> <p>Motivating ambition and growth. We help children set high expectations for themselves, embrace their potential, and strive to make a positive impact on their future and the world around them.</p>

From each key element, we have also drawn three key words which are fundamental to success in this area. These are:

READ

- **Confidence:** To believe in your ability to grow as a reader and learner.

- **Vocabulary:** To develop a rich and varied language to understand and communicate ideas effectively.
- **Discovery:** To explore the world with curiosity and a love of learning through reading.

THINK

- **Know:** To develop a deep and connected understanding of the world, using knowledge to think critically, solve problems, and inspire new ideas
- **Collaborate:** To work effectively with others, sharing ideas and supporting shared goals.
- **Challenge:** To embrace new perspectives and adapt to change with resilience and creativity.

RESPECT

- **Community:** To contribute positively to the world around you and build meaningful connections.
- **Identity:** To understand and take pride in who you are and where you come from.
- **Care:** To show kindness and empathy toward others and the world we share.

ASPIRE

- **Lifelong:** To strive for continuous growth and learning throughout life.
- **Spirituality:** To reflect on your beliefs and values as a source of purpose and inspiration.
- **Change:** To embrace growth and transformation with an open mind and determination.

Our curriculum drivers - READ, THINK, RESPECT, and ASPIRE - have been carefully crafted in collaboration with our stakeholders, including staff, parents, governors, and members of our wider community. Rooted in our shared vision, they reflect the values and priorities that we believe are essential to nurturing well-rounded, resilient, and ambitious learners. By drawing on this collective input, we have ensured that these drivers align with the aspirations of our school community, providing a clear framework to guide our students in fulfilling their potential - academically, socially, and personally.

In addition, we believe that our broad and balanced curriculum, underpinned by British Values, plays a major part in delivering excellence, which permeates through every element of school life. It is important that teaching, learning, curriculum and assessment do not unduly add to teacher workload. Any monitoring and evaluation of teaching, learning and the curriculum, as well as assessment and record keeping undertaken, should provide us with a valuable picture of the curriculum as a whole, which in turn impacts positively on future next steps.

Implementation

In this policy, we consider *what* children are taught in school, *how* they learn and *why* we have chosen to design our curriculum in the way that we have.

What?

This is driven by The National Primary Strategy, Excellence and Enjoyment, The National Curriculum, reading, and research from professionals in the field of curriculum design, alongside our own beliefs about what is important for the children at our schools to learn.

The National Curriculum outlines objectives for each year group that will provide pupils with an introduction to the essential knowledge that they need to be well educated citizens. The objectives set in our curriculum ensure that children are working to the national standard and being continually supported and challenged to achieve their best in every year group across school. However, the National Curriculum is just one element in the education of every child. It provides an outline of core knowledge around which teachers develop exciting and stimulating lessons, with the understanding that they have the freedom to extend beyond the National Curriculum specifications.

Our curriculum, as a whole, is a vehicle to helping us achieve our vision and ensure that the subject element is delivered through well-sequenced, comprehensive and engaging units. Some of these units are discrete, whilst others are complementary and form topics within each year group.

The curriculum is planned as follows:

- 2 Year overview.
- Each subject has:
 - A clearly defined intent.
 - Coverage for each key phase, EYFS, KS1, LKS2, UKS2
 - Progression of Skills map
 - Assessment opportunities (linked to skills taught)
 - Key vocabulary for all Key Stage phase

How?

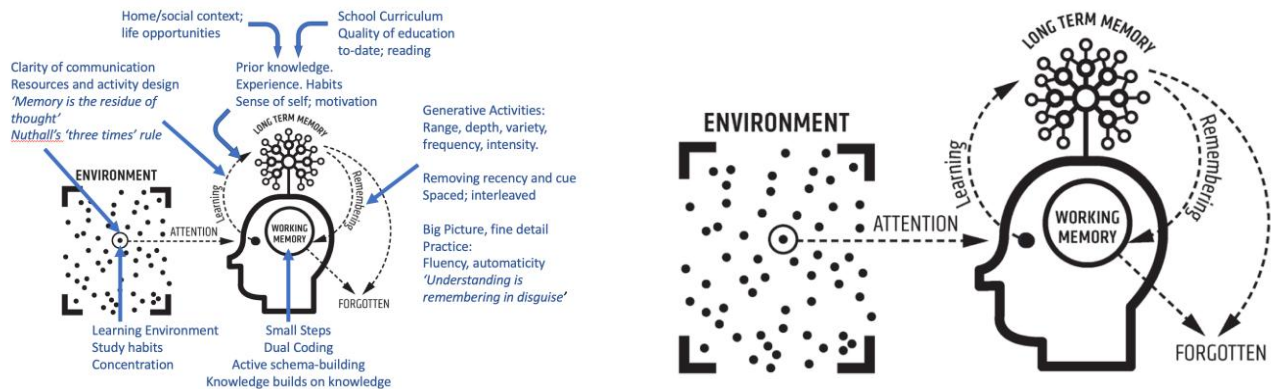
Making Learning Memorable

1. We want the children to remember the learning they are taught in their lessons.
2. We aspire for the children to have experiences that will live with them for the rest of their lives.

Faculty groups are responsible for designing our progressive curriculum maps, which offer a personalised, challenging experience, contributing to every child receiving a full, rich and broad curriculum; this enables all children to have the opportunity to reach their full potential in all subjects. It also offers the flexibility, when required, for the curriculum to be reviewed and adapted, to meet the needs of the children.

To support aim of 'Making Learning Memorable', our approach to teaching and learning is built around Daniel Willingham's '*Simple Model of Memory*' and implemented through Rosenshine's '*Principles of Instruction*'. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

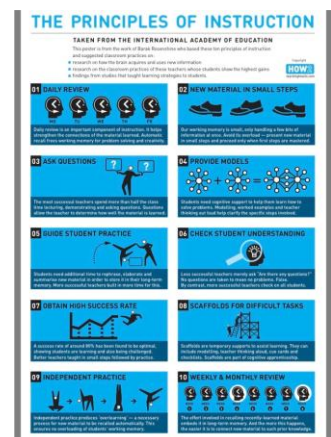
Daniel Willingham's Simple Model of Memory



- **First, a learner pays attention to information in their environment - something they experience through their senses.**
- **This information is brought into their working memory, where it is thought about deeply in relation to information already held in the learner's long-term memory.**
- **Through deep thinking and practice, this information is stored in their long-term memory, attaching itself to, and changing knowledge that is already stored there.**
- **Knowledge in long-term memory can then be retrieved and brought back to working memory to support future learning.**
- **The ability to retrieve information can be strengthened through practice.**
- **Information in long-term memory and working memory can be forgotten.**

Rosenshine's 10 Principles of Instruction are:

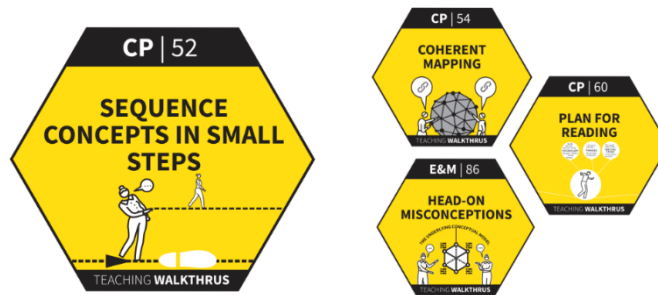
1. Begin a lesson with a short review of previous learning
2. Present new material in small steps, with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



Our Approach

Plan Precisely - knowledge must be built on knowledge and concepts already in the long-term memory.

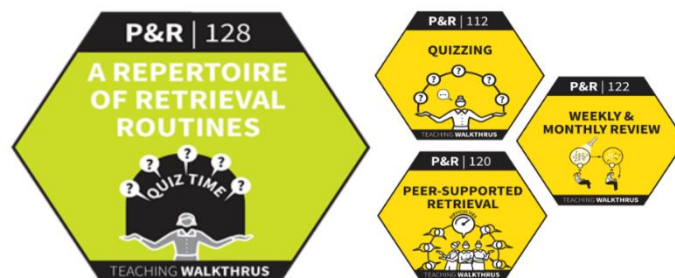
- When planning, we must think of what the students already know.
- Current knowledge needs to be brought to the forefront of their minds so that children are ready to understand a new concept.
- Planning must break information into small steps.



- Our working memory is limited, so we don't want to overwhelm it.
- We plan to ensure there aren't too many new things being taught at one time.
- We need to plan for possible misconceptions that children may gain or already have in their long-term memory.

Retrieve Regularly -

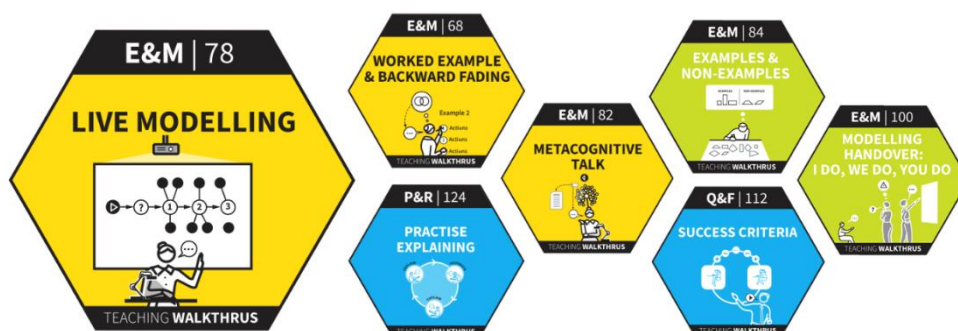
- We review previously taught learning.
- We consolidate the knowledge that children already hold in their long-term memory and to show how it is relevant to the new learning.
- Learning should be effortful.



- Remembering is an important part of the learning process.
- Retrieving information from the long-term memory strengthens the memory.
- Retrieval activities must be difficult, but not too difficult.
- High challenge, low threat: retrieval needs to be low stakes, but challenging.

Explain Explicitly -

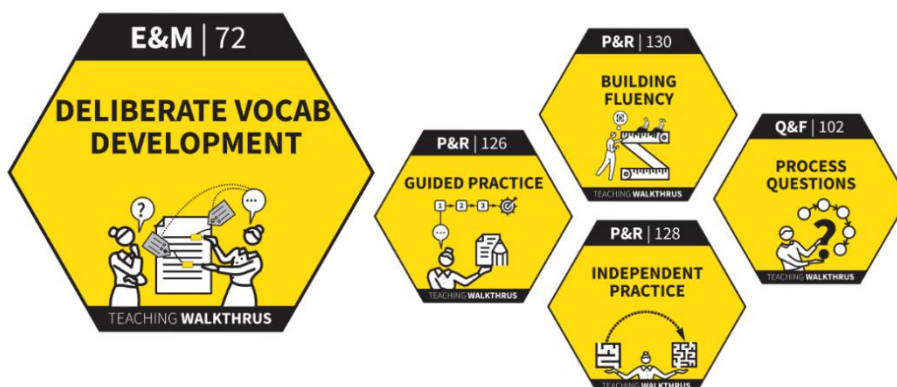
- Children are provided with 'worked examples'.
- A 'worked example' is a visible model that is clear and concise and provides the process we want the children to complete.
- We use 'examples' and 'non-examples' to clearly describe concepts. These allow children to connect to something they already understand.



- We vocalise the thought processes. By making our own thinking clear, we show exactly how to understand a given concept, as well as role modelling how to be an effective learner.

Practice Purposefully -

- We provide opportunities for independent application to give children the chance to think deeply about the learning that is currently in their working memory and begin to store it in their long-term memory.
- We ensure there is enough repetition for children to become fluent in the retrieval.
- Practising something to become fluent reduces the chances of it being forgotten.



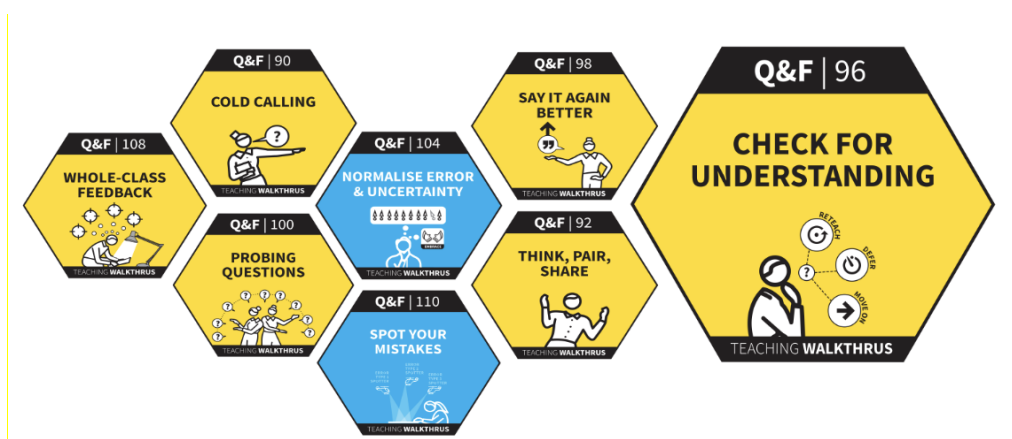
- We encourage children to explain their processes. If children think deeply, they can verbalise their thoughts and describe their processes.

Assess Accurately -

- A key part of assessment is to identify common errors.
- This helps us detect the children's misconceptions and provides timely feedback.
- By identifying and pausing the practice that could be ineffective, and explaining the misconceptions, we can increase the chances that the rest of the practice supports learning.

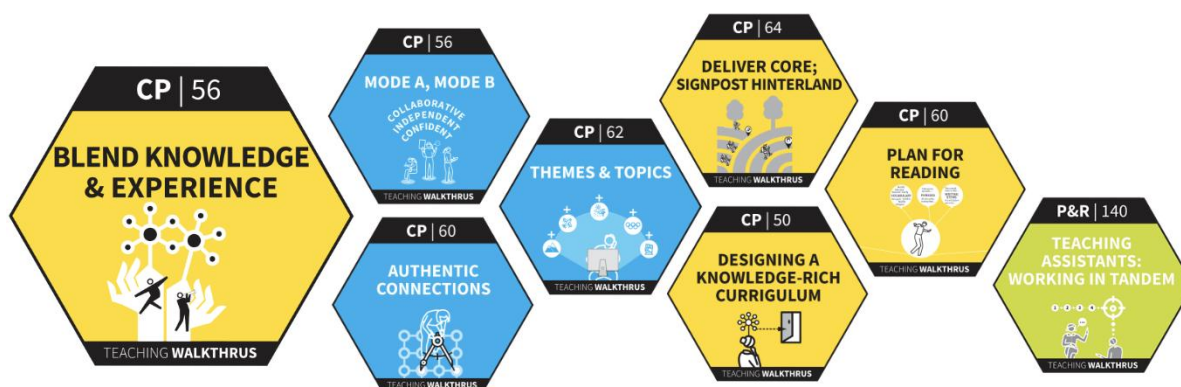
(These areas are both formative assessments and lead to changes in teaching)

- Summative assessment is completed through moderation and standardised tests. These allow a clear and precise view of children's progress and attainment.



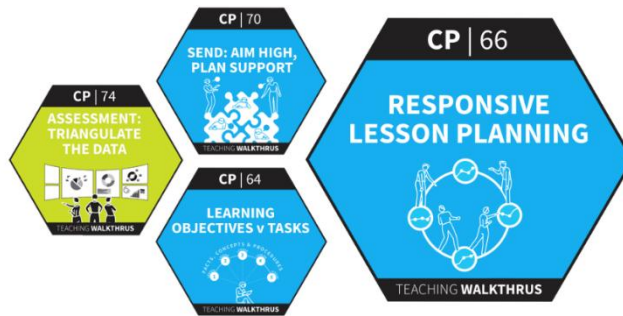
Review and Reflect -

As described below (Turning Vision into Reality) the level of reflection, review and discussion is significant, beneficial and has a positive and significant impact on CPD provision.



Evaluate Effectiveness -

Feedback from all stakeholders is taken into consideration: we always evaluate changes. The choices we have made have had considerable thought and research and will not change without good evidence.



(all images are (C) John Catt)

Why?

This is in response to national, school and individual targets, and the need to address individual requirements of the whole child, in order to develop positive attitudes, ensure children achieve their personal greatness and to raise standards. If we consider *how* children learn and respond to this in **how and what we teach**, we can then become successful in the *why*.

Children are able to revisit and retrieve previous learning, allowing them a deeper understanding of the key knowledge, skills and processes within all subjects.

We understand our school context and the benefits and issues this creates for the children in our care. Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which celebrates their strengths, whilst helping them to overcome the potential barriers to learning.

We have designed, organised and timetabled our curriculum to ensure every child receives an appropriate mix of academic and personal development. This means that, in practice, our curriculum places equal importance on both core and foundation subjects.

IMPACT

To measure the impact, we revisit the intent. We critically question whether the two are aligned; have we achieved our intent for our children, parents, staff and community? If not, professional discussions are held around the curriculum content and delivery to ensure that evidence-based best practice meets the aspirational goals that we have for all stakeholders.

The curriculum content that our pupils engage in is strong, with clear knowledge and skills embedded and, as a result, children achieve their best.

Pupils' attainment and achievement is monitored through:

- Accurate assessment of a pupil on entry to school
- Consistent and accurate tracking of pupils
- Setting challenging targets for pupils
- Identify trends in data and acting upon this to raise pupil attainment further
- Pupils receiving accurate and helpful feedback from teachers and adults on their progress and ways to improve their work

- Self and peer assessment ensures that pupils' work across the curriculum is of a consistently high standard and that a variety of structures and mechanisms are in place
- Dynamic, imaginative leadership, encouraging everyone in the school to think deliberately about the curriculum and engage in debate about it
- Appraisal and Professional Development meetings
- Monitoring (in a variety of forms) by Executive Head Teacher, Head of School, SLT, Team Leaders, Subject Leaders
- Subject Leaders self-evaluation and action upon findings
- Whole school staff meetings and Key Stage meetings
- SLT meetings
- Governor monitoring and holding leaders to account
- Analysis of assessment data
- Questionnaires of all stakeholders
- Improvement Plan
- SEF
- SIAMs

This policy is to be read alongside:

• Assessment policy • Staff well-being policy • Marking & Feedback policy • SMSC policy • Curriculum Statements • Monitoring and Evaluation policy

Role of Governors:

Governors support, monitor and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote consistently high quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Executive Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation:

The quality of teaching and learning will be triangulated through the following systems:

- Subject monitoring, including a focus on book scrutinies, planning, teaching and learning, assessment and pupil conferencing
- Pupil Progress Meetings - monitoring of pupil attainment and progress in core subjects
- Teacher walkthrus and coaching conversations
- Learning walks
- Phase meetings
- Data analysis of core and foundation subjects

SUMMARY

School life is not all about data and results; however, these aspects hold high importance. Good results, especially in the core subjects, will support children's progress through their academic journey and as they move into the working world. Children at The Stukeley Federation achieve a high standard of academic success in the core subjects and gain knowledge to support their development in the other curriculum areas.

The parents and community are involved through our developing parental engagement work. Parents have the opportunity to come in and be part of lessons, listen to leaders speak about what they will see in the lessons, gain an understanding about why we teach what we do, and how as a parent they can help their children at home. Our SEND team supports families and their children where there is a specific need.

In all that we do at The Stukeley Federation, we strive for our children to 'be the best that they can be'.

DREAM IT. LEARN IT. BE IT.