



Covingham Park Primary School

Caring for Pupils, Promoting Success

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn. Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks. We want them to: Be Ready to learn Be Responsible for their learning attitudes Be Resilient in their approaches to learning.

Teaching and Learning and Curriculum Policy

<i>Original Author & Date:</i>	Joanna Crabbe June 2025
<i>Review Frequency:</i>	Annually
<i>Last Review Date:</i>	June 2025
<i>Next Review Date:</i>	June 2026
<i>Reviewed by:</i>	Joanna Crabbe Deputy Headteacher
<i>Reviewed Date:</i>	
<i>This policy has been ratified by:</i>	
<i>To be read in conjunction with:</i>	Curriculum Intent

At Covingham Park Primary School we want to maximise learning for all our ; we are committed to providing an inclusive, ambitious, and well-sequenced curriculum that is delivered through high-quality teaching and underpinned by a culture of continuous learning. Our curriculum equips all pupils with the knowledge, skills, and attitudes needed for success, not just in school, but in life.

Aims of this policy

- Set out the principles and expectations for curriculum design, delivery, teaching, and learning.
- Ensure that all pupils have access to a broad and balanced curriculum that reflects our school values.
- Foster high-quality, evidence-informed teaching and create a culture of high expectations.
- Promote effective learning behaviours and support all pupils in making good or better progress.
- Ensure consistency and coherence across all subjects and key stages.

Curriculum Intent

We adhere to the National Curriculum for Key Stage 1 and Key Stage 2, and the EYFS Framework for our Reception classes. Our curriculum is structured around an integrated topic approach to engage and motivate children, fostering a love for lifelong learning.

Our curriculum is designed to:

- Meet and exceed the requirements of the National Curriculum.
- Reflect our school's context, values, and the community we serve.
- Provide rich learning experiences that inspire curiosity, creativity, and critical thinking.
- Support pupils' spiritual, moral, social, and cultural development.
- Prepare children for the next stage in their education and life in modern Britain.

We aim for our pupils to:

- Achieve academic excellence and develop a love of learning.
- Become confident, articulate, and independent thinkers.
- Develop resilience, empathy, and a sense of responsibility.

Curriculum Implementation

We carefully select topics to be both exciting and inspirational. These topics are crafted to introduce children to inspirational figures, enrich their cultural capital, and provide opportunities for developing their oracy skills. Each topic culminates in a polished outcome, allowing children to share their learning through discussion, debate, or presentation, thereby enhancing their communication skills. We strive for a culture of excellence where children are encouraged to be resilient and take pride in revising and improving their initial efforts. Our curriculum is further enriched with purposeful learning opportunities, including visits, guest speakers, and meaningful connections to real-life experiences.

- Clear Curriculum Maps
- High-Quality Teaching: Lessons are engaging, inclusive, and adapted to meet the needs of all learners.
- Skilled Subject Leadership: Subject leaders provide support, monitor standards, and drive improvements.
- Cross-Curricular Opportunities: Meaningful links are made across subjects to deepen understanding.
- Wider Curriculum Enrichment: Educational visits, themed days, and extracurricular opportunities enhance pupils' experiences.
- Differentiation, scaffolding, and targeted interventions ensure access for pupils with SEND, EAL, and those eligible for Pupil Premium.

Teaching and Learning Principles (based on the Principles of Instruction)

Outstanding teaching at Covingham Park is characterised by:

- High Expectations for behaviour, effort, and achievement.
- Well-Structured Lessons with clear learning objectives and success criteria.
- Assessment for Learning that informs planning and provides pupils with actionable feedback.
- Pupil Engagement through questioning, discussion, collaboration, and independent tasks.
- Adaptation and Support to meet the needs of all learners, including the most able and those with additional needs.
- Effective Use of Resources, including digital tools where appropriate.

The **minimum expectations** for all lessons:

- *LO shared with children, all children will know what they will be learning and why*
- *Children know what 'good' looks like – a model and/or expectations shared*
- *All children actively engaged in learning*
- *Teacher models and explains skills and knowledge*
- *Clear expectations of behaviour, presentation of work*
- *Children have time to apply and investigate learning as individuals or in pairs/groups*
- *Teaching and learning matched to the needs of children*
- *Misconceptions/barriers to learning are identified and addressed throughout lesson*
- *Pace and direction of lesson, or series of lessons is changed based on AfL*
- *Children are regularly given opportunities to identify own and others' successes and next steps.*
- *The focus is what the children are learning, not what they are doing.*

Impact and Assessment

The impact of our teaching and curriculum is monitored through:

- Formative Assessment (e.g., questioning, observations, marking) to guide daily teaching.
- Summative Assessment (e.g., tests, writing assessments) to track attainment and progress.
- Pupil Progress Meetings to identify and support pupils at risk of underachievement.
- Book Looks and Lesson Visits to evaluate standards and inform improvement.
- Pupil Voice and Surveys to understand how children experience the curriculum.

Roles and responsibilities

- Class Teachers: Plan, teach, assess and adapt lessons in line with school policy.
- Subject Leaders: Monitor curriculum delivery, provide CPD, and ensure subject progression.
- Senior Leadership Team: Oversee curriculum strategy, teaching quality, and staff development.
- Teaching Assistants: Deliver interventions and support inclusive classroom practice.
- Governors: Monitor the curriculum's effectiveness and hold leaders to account.
- Pupils: Engage with learning, take responsibility, and strive for personal best.

Equality and Inclusion

We are committed to:

- Promoting equality of opportunity and closing achievement gaps.
- Adapting teaching and curriculum materials to reflect diversity and promote inclusion.
- Providing targeted support for vulnerable pupils and those with SEND.

Monitoring and Review

This policy will be reviewed by the Headteacher and ratified by the Governing Body. Implementation will be monitored through:

- Lesson observations and learning walks
- Planning scrutiny
- Pupil outcomes and progress data

For more detailed information on specific subjects, please refer to specific subject policies.