Repton Manor
Primary School

Curriculum, Teaching and Learning Policy
November 2026

Policy Lead	James Kilduff
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Governor signature	
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At Repton Manor Primary School we believe that children learn in a caring and fun environment. EVERY child should feel valued, included and secure. Their physical, emotional, social and cultural education is as important as the National Curriculum.

We recognise that children's self-esteem is paramount to their learning. To ensure children are motivated and achieve high standards, our curriculum is exciting, stimulating, broad and balanced, offering children outstanding learning opportunities.

The quality of our teaching is the most important factor that we can use to influence children's learning.

We believe 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; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Vision

At Repton Manor Primary School, we are dedicated to ensuring that:

- Every child achieves exceptionally well
- Every child loves learning
- Every child feels a strong sense of nurture and belonging
- Every child feels valued and experiences success

1. Curriculum Aims & Core Values

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural (SMSC) development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning and foster high academic ambition for all pupils.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

These curriculum aims are underpinned by our school values (H.E.A.R.T.):

- **H –** Honesty
- **E –** Empathy
- **A –** Aspiration
- **R –** Resilience
- **T –** Teamwork

2. Legislation and Guidance

This policy reflects the statutory requirements of the National Curriculum programs of study, which all maintained schools in England must teach.

It also reflects statutory requirements for inclusion and equality as set out in the Special Educational Needs and Disability (SEND) Code of Practice 2014 and the Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Purpose of this Policy

This policy is intended to be a practical working document. Many aspects of this policy have been discussed and agreed by teaching staff and consulted upon with parents and children.

This policy outlines a basic level of good practice and provision which is to be matched in all of our classrooms. It is not intended to be a definitive statement on all matters pertaining to good teaching and learning. There are still areas where practice and provision may be further improved, and this policy will therefore develop over time.

All staff are expected to follow the practices within this policy. Much of this policy applies to EYFS; however, a separate EYFS Policy is also in place to account for specific variations, such as early years planning frameworks and statutory guidance.

The expectations, arrangements, and provisions detailed here form the basis for the school's monitoring of classroom practice. Monitoring teaching and learning is essential to gauge the quality of provision and identify areas for development for individual teachers, year groups, phases, key stages, or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils. Clear feedback is provided to observed staff, and targeted development goals are set accordingly.

4. Expectations of Staff and Pupils

Staff at Repton Manor Primary School should:

- Share high expectations of children and their learning.
- Behave in such a way that encourages a positive, nurturing learning environment in class, around the school, playground, and within the wider community.
- Create a classroom ethos that encourages self-esteem and self-belief.
- Facilitate high-quality learning for all pupils, regardless of starting points, across a broad and balanced curriculum.
- Set challenging but achievable targets in both social and academic learning, enabling each child to achieve them.
- Follow the school Code of Conduct at all times.

Pupils at Repton Manor Primary School should:

- Aim high and participate to the best of their ability.
- Follow the school rules and show respect to all members of the school community.
- Wear full school uniform and have correct PE kits.
- Behave in a way that promotes a positive, nurturing learning environment across the school.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board determines, supports, monitors, and reviews the school policies on teaching, learning, and the curriculum. The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

Specifically, the governing board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The school implements all relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfills its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.
- School buildings, premises, and resources are best allocated to support successful teaching and learning, taking into account health and safety regulations.
- Staff development and performance management policies promote high-quality teaching.

5.2 Headteacher and Senior Leadership Team

The Headteacher is responsible for ensuring that this policy is adhered to and that:

- All required elements of the curriculum have clear aims and objectives reflecting school values and individual pupil needs.
- Teaching time for required curriculum elements is adequate and regularly reviewed.
- Individual needs are met, managing requests regarding disapplication or withdrawal from subjects where appropriate.
- School assessment procedures meet all legal requirements.
- Proper provision is in place for pupils with different abilities and needs, including SEND.

The Assistant Headteacher is responsible for curriculum development, implementation, and overall curriculum review.

5.3 Subject Leaders and Teaching Staff

Other staff ensure that the school curriculum and teaching standards are implemented in accordance with this policy.

Subject Leaders are responsible for:

- Developing Subject Frameworks that outline key substantive and disciplinary knowledge, skills, and End Points from EYFS to Year 6.
- Monitoring how their subject is taught across the school through planning scrutinies, learning walks, book scrutinies (including Tapestry), and pupil voice.
- Managing and storing subject resources effectively.
- Creating central displays celebrating pupil achievements across key curriculum areas.

6. Curriculum Organisation, Design and Planning

6.1 Curriculum Topic-Based Approach

We teach a cross-curricular, topic-based curriculum because we believe children learn best when their learning is interconnected and meaningful. However, we also recognise that children must understand separate disciplines to develop multidisciplinary expertise. Through our topic-based approach, we support pupils to learn specific, carefully sequenced skills and knowledge in each National Curriculum subject and understand how to gain knowledge within each discipline.

By structuring our curriculum in this way, children develop deeper learning and more effective transfer and synthesis of knowledge. We focus on 'big ideas' that exist within subjects and recognise them across different disciplines.

6.2 Progression, Subject Frameworks & End Points

The curriculum is carefully sequenced to be progressive from EYFS to Year 6:

- • Subject Concepts: Each subject is broken down into key subject-specific concepts, which are revisited across different Topics, subject domains, and year groups.
- • End Points: Subject Leaders have selected crucial objectives from each Subject Framework for each year group. These 'End Points' represent vital knowledge and skills pupils must master before moving on.
- • Year Group Frameworks: All Subject Frameworks are collated into Year Group Frameworks to provide clear roadmap coverage for teachers and parents.

6.3 Child-Centered Curriculum Principles

Our curriculum is designed around the specific needs and interests of Repton Manor pupils. We aim to create a curriculum that:

- Has nurture at the heart of everything we do.
- Fully engages all pupils and provides meaningful, memorable learning experiences.
- Prepares children for the opportunities, responsibilities, and experiences of later life.
- Teaches key Life Skills (e.g., independence, resilience, enquiry).
- Promotes spiritual, moral, social, cultural (SMSC), and physical development.
- Ensures depth of coverage and enables children to see links between subjects.
- Allows gifts and talents to be fully explored and celebrated.
- Encourages outdoor learning (e.g., OPAL) and varied learning styles.

6.4 Planning Requirements

Planning is based on the National Curriculum (KS1 & KS2) and EYFS Guidance, guided by School Curriculum Plans, Subject Frameworks, and Long-Term Plans. There are three tiers of planning:

- **1.** Long-Term Planning: Details overall concepts and topic distribution across year groups.
- **2.** Medium-Term Planning: Outlines subject-specific objectives and cross-curricular links for terms/units.
- **3.** Short-Term Planning: Detailed lesson plans with clear learning objectives taken from Subject Frameworks, task breakdowns, resource allocations, and assessment strategies.

Planning Expectations:

- All lessons must be planned prior to teaching using official school planning formats.
- Plans must be detailed enough to be followed seamlessly by supply teachers and support staff.
- All weekly planning must be uploaded to the class folder on Google Drive by the Sunday prior to teaching.
- Plans must be shared and discussed with Teaching Assistants (TAs) at the start of each week.

7. Effective Teaching & Effective Learning

7.1 Effective Teaching

Effective teachers at Repton Manor Primary School:

- Build positive, nurturing relationships with all children and families.
- Inspire, motivate, and challenge pupils appropriately with enthusiasm.
- Demonstrate strong subject knowledge and clear curriculum understanding.
- Differentiate and adapt teaching to include all learning styles and remove barriers to learning.
- Establish clear, consistent standards of behaviour in line with the school relational and behaviour policy.
- Deploy TAs, subject specialists, and volunteers effectively to maximize learning impact.
- Reflect continually on their professional practice and participate in ongoing professional development.

7.2 Effective Learning Styles

We acknowledge that children learn in diverse ways and offer opportunities for:

- Investigation and problem solving;
- Researching and independent finding out;
- Group, paired, independent, and whole-class learning;
- Asking and answering questions;
- Use of Computing and educational technologies;
- Fieldwork and educational visits;
- Creative activities, designing, and making;
- Debates, role-play, and oral presentations;
- Athletic and physical activity.

8. Inclusion & Adaptive Teaching

Teachers set high expectations for all pupils, using assessment to set ambitious targets and plan challenging work across all groups, including:

- More able pupils;
- Pupils with low prior attainment;
- Pupils from disadvantaged backgrounds;
- Pupils with Special Educational Needs and Disabilities (SEND);
- Pupils with English as an Additional Language (EAL).

Adaptive Teaching Provisions:

- Removing Barriers: Proactively identifying and removing learning and non-curriculum barriers (supported by our Inclusion Team).
- SEND Access: Planning lessons so pupils with SEND can study every National Curriculum subject without barriers.
- EAL Support: Structuring teaching opportunities to develop English language acquisition across all subjects.
- Adaptive Resources: Portable adaptive learning toolkits (e.g., for Maths and Writing) which children can take to any learning space.

9. Learning Environment & Classroom Organisation

9.1 School Environment & Outdoor Learning

We utilize our entire school facility to enrich learning, including school halls, library, ICT suite, Art/DT courtyards, and sensory spaces. Our outdoor provision has been specifically developed to ensure Outdoor Play and Learning (OPAL) is highly effective for all pupils.

9.2 Classroom Organisation & Daily Routines

- Access & Registration: Doors open at 8:30am; registration is completed by 8:50am.
- Early Morning Work: Structured learning completed during registration (e.g., talk tasks, motor skills, maths, reading, GPS, marking responses).
- Parent Interaction: Classroom door drop-off and collection facilitates regular positive dialogue between staff and parents.
- Classroom Layout: Well-ordered, clearly labelled resources fostering independence; visual timetables displayed; clear line-of-sight to learning boards.
- Toolkits & References: Age-appropriate dictionaries, thesauruses, spelling lists, handwriting scripts, and talk-partner seating arrangements in all rooms.

9.3 Displays

- • Working Walls: Interactive displays in every classroom for Maths, Reading, Writing, and Topic. Co-owned by pupils and updated during active learning (may include window glass pens).
- • Corridor Displays: Celebrate prior term's Topic achievements across the school.
- • Cloakroom Displays: Display pupil Home Learning projects marked with pink and green peer/class discussion feedback.
- • Central Displays: Maintained by Subject Leaders to celebrate key curriculum area successes.

10. Assessment and Feedback

Assessment is an integral component of teaching and learning at Repton Manor:

- Formative Assessment: Ongoing daily teacher assessments, observation, and pupil self-assessment incorporated into routine lessons.
- Summative Assessment: Conducted at regular seasonal intervals to track attainment and progress against National Curriculum standards.
- Feedback Principles: Immediate verbal feedback is prioritized as the most effective method. Written marking must serve a clear purpose in moving learning forward. Quality of feedback is measured by subsequent pupil progress.
- Target Setting: Annual targets set in alignment with FFT. Regular next-step target feedback provided across subjects.

11. Presentation Guidelines

High standards of presentation reflect pride in learning. All staff enforce the following rules:

- All learning must have a date and Learning Objective (LO).
- Short date used for Maths; long date for all other subjects (printed date/title stickers used where appropriate).
- Maths completed in pencil.
- Ruler skills explicitly taught for underlining and drawing tables.

- Writing starts at the left margin; mistakes crossed out with a single straight line (no scribbles or correction fluid).
- Exercise books fitted with protective covers.

12. Home Learning and Parental Partnership

12.1 Parental Engagement

We view parents as primary partners in education. Communication and collaboration are fostered through Tapestry online learning journals, weekly briefings, parent consultation evenings, annual reports, statutory assessment workshops, season open afternoons, and termly Parent Focus Groups.

12.2 Home Learning Structure

- Reading: Minimum 5 times per week, logged by an adult. Phonics books for EYFS/KS1; ZPD-aligned books and comprehension quizzes via Accelerated Reader for KS2.
- Maths: Weekly online practice via Numbots, Times Tables Rock Stars, Mathletics, or dedicated Home Learning book tasks.
- Spelling: Termly spelling lists practiced via Spelling Shed online and written home practice.
- Topic Projects: Termly creative project tasks offering choice across learning styles, celebrated in class and displayed in cloakrooms.

13. Monitoring, Review and Policy Links

13.1 Monitoring Framework

Curriculum quality and teaching standards are monitored through a multi-faceted process:

- Book Scrutinies: Subject leaders conduct structured book scrutinies using pre-prepared diagnostic questions. Cross-year group and CATs group moderation ensures secure assessment judgements.
- Senior Leadership Monitoring: Regular learning walks, planning reviews, Tapestry audits, and structured pupil voice interviews.
- Governor Oversight: Governor visits, subject leader presentations, headteacher reports, and review of staff CPD impact.

13.2 Policy Review Cycle

This merged policy is reviewed every two years by the Senior Leadership Team and Assistant Headteacher, or earlier in response to national initiatives or organisational updates. Approved by the Full Governing Body.

13.3 Links to Related Policies

This policy operates in conjunction with:

- EYFS Policy
- Assessment Policy
- Relational and Behaviour Policy
- SEND Policy and Information Report
- Statement of Equality Information and Objectives
- Offsite Educational Visits Policy

Established: November 2026

Approved by Full Governing Body

Signed …….