



Longacre School Teaching and Learning Policy

Including EYFS

**Policy updated: January 2025
Policy to be reviewed: January 2026**

Aims:

At Longacre our curriculum reflects the aims and ethos of the school, aiming to help each pupil to achieve their full potential by providing a broad and balanced curriculum. Through the delivery of the curriculum, we seek to encourage, support and challenge all pupils to achieve the highest standards of which they are capable. In addition to academic growth, our curriculum also promotes each learner's spiritual, moral, cultural, mental and physical development, thereby preparing each child for the next stage of education.

Our key curriculum aims build on the Longacre 7Cs:

- Creativity
- Craftsmanship
- Curiosity
- Collaboration
- Communication
- Commitment
- Critiquing

Our aim is to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other.

Our curriculum does not discriminate against pupils in accordance with the Equality Act, on the basis of any protected characteristics which may include age, disability, race, religion and belief, sex or sexual orientation.

We incorporate internet safety into our teaching both in IT and computing lessons and via other subjects when such technology is introduced.

Safeguarding of our pupils is paramount, and our curriculum delivery is woven through with ongoing review and, if necessary, adjustment of approach/content and pastoral care to optimise the safety of pupils in our care.

In this policy we outline the processes for curriculum design, planning and delivery.

Curriculum:

The Longacre curriculum is divided into several stages to provide appropriate continuity and progression:

- Early Years Foundation Stage (EYFS)
- Key Stage 1
- Key Stage 2

The Early Years Foundation Stage:

The curriculum that we teach in the Nursery, Kindergarten and Reception classes meets the requirements set out in the Early Years Foundation Stage statutory framework (EYFS). Our curriculum planning focuses on progression through the Early Years outcomes and Development Matters guidance to the final completion of the Early Learning Goals.

The seven areas of learning and development are covered in the educational programme. The prime areas of learning are as follows:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

In conjunction with the prime areas, the specific areas that are also covered are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Our school fully supports the principle that young children learn through play, and by engaging in well-planned teacher and child initiated structured activities. For those pupils with English as an additional language, opportunities will be provided for children to develop and use their home language in play and learning, to support their language development at home, and to ensure that they also have sufficient opportunities to learn and reach a good standard in the English language. Teaching in the Reception class builds on the experiences of the children in our Nursery and Kindergarten and their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Throughout their time in our Early Years classes, the teachers continually assess the development of each child through planned and spontaneous observations and keep this as a record of a pupil's development.

Key Stage 1 and 2:

At Longacre we provide full-time supervised education for learners of compulsory school age which gives learners experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. In order to achieve this, the curriculum for pupils in Key Stage 1 and 2 is based upon the National Curriculum and/or Common Entrance requirements and

comprises:

- **Linguistic Education** – Focusing on developing pupils' communication, listening, speaking, reading and writing skills. Lessons are conducted in English. French is also taught through specialist lessons.
- **Mathematical Education** – Helping pupils' ability to recognise patterns in number, shape and space. The knowledge of mathematics is developed through investigative learning, problem solving and discussion.
- **Scientific Education** – Increasing the pupils' knowledge and understanding of nature, materials and forces and with developing the skills in a process of enquiry. This includes observing, forming hypotheses, conducting experiments and recording findings.
- **Technological Education** – Learning skills in Computing lessons that are used across the curriculum to plan, design, communicate and evaluate ideas. The cross curricular use of iPads develops pupils' computing skills. Online is regularly reviewed in computing lessons and shared with parents. In years 4–6 pupils also have a weekly design engineering lesson.
- **Aesthetic and Creative Education** – Looking at the processes of making, composing and inventing most notably in Art and Design Technology, Music and Drama.
- **Physical** – Developing coordination and tactical skills through Physical Education and Games lessons. A knowledge of the basic principles of fitness and health are also covered.
- **Human and Social** – Learning how human action has influenced events and the environment we currently live in and this culminates in an Empty Classroom Day for each year group across an academic year. Humanities and Forest School make significant contributions to this area alongside Religious Education which promotes spiritual, moral, social and cultural development. A balance of different faiths are covered in each year group. Through these subjects we seek to develop our 7Cs and foster an enquiry-based approach to learning. Personal, Social and Health Education (PSHE) aims to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and developing tolerance and understanding towards each other whatever their background. This area is underpinned by the school's aims and ethos 'The Longacre Way' and implemented through assemblies, the Form and House system as well as other activities such as the School Council, Eco Council and Prefect responsibilities.

It must be noted that each subject of the curriculum has a policy document supporting these divisions and covers the following:

- The aims and objectives for teaching and learning in that subject
- The plans and schemes of work to be followed by each year group including differentiation, as appropriate, for pupils of varying ability.
- Teaching strategies to be employed in delivering the curriculum
- Methods of assessment and recording
- Resources available

In this way the subject matter is planned and delivered as appropriate to the ages and aptitudes of the learners, including those with a statement.

Further, the Learning Support department provides guidance regarding specific strategies for learners with special learning requirements. (See planning below also.) Teaching staff are provided with a summary of the learner's specific requirements and suggested

pedagogy to meet each learner's needs. Supplementary to this there may be additional learning support lessons where key skills may be supported outside of the classroom. Additional support is listed in each child's independent education plan.

Teaching and Learning

The school has an Assistant Head (Academic) with overall responsibility for the whole school academic curriculum in liaison with the Head of Pre-Prep.

The school aims to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared. Through the delivery of our curriculum, we seek to ensure that learners:

- Acquire knowledge, skills and understanding progressively and at a good pace
- Are able to achieve standards commensurate with their potential
- Are competent and increasingly independent learners
- Can concentrate, co-operate and work productively with others
- Are actively involved in a dynamic process of thinking and discovering for themselves
- Are able to assess their own work or that of their peers during peer review To

achieve this, teachers are expected to ensure that their lessons and/or activities:

- Have clear aims and purposes which are shared with the children
- Cater appropriately for the learning of learners of differing abilities, interests and learning styles
- Resources and learning tasks will be suitably differentiated to match individual learning needs
- Online safety is included as appropriate and any adjustments in response to safeguarding concerns are included
- Create and sustain learners' interest and motivation

- Ensure the full participation of all learners
- Signal high expectations to all learners and set high but attainable challenges
- Incorporate regular feedback to learners through thoughtful marking and discussion with learners
- Make observations to determine the next steps and inform future plans
- Help learners to form useful assessments of their level of attainment and what needs to be improved
- Thinking skills
- Encourage learners to demonstrate independence and autonomy
- Ensure that learners can make progress in accordance with their potential.

Children are taught in mixed ability classes with appropriate differentiation. Some specialist lessons are delivered in Pre-Prep with all subjects being taught by specialist teachers from Form IV. Ability grouping is introduced in maths, English and verbal reasoning from Form IV.

Planning:

Curriculum planning is a crucial activity in which staff play a part as individuals, but also as team members. The latter may be as a member of a department or, crucially, as a teacher with a subject interest that will coalesce with somebody else's subject. Opportunities should be taken at all times to seek cross-curricular coherence, even within a curriculum planned along discrete subject lines. Teachers' lesson planning should have regard to the following:

- a. The school curriculum as planned and published in any department curriculum documentation
- b. Guidance provided by the Learning Support Department or the Able, Gifted and Talented programme to ensure that work is appropriately differentiated for children at both ends of the learning needs spectrum
- c. The requirements of senior school entry exams at 11+
- d. Online safety recommendations
- e. Fundamental British Values, EDI and protected characteristics
- f. Safeguarding, Prevent and recommendations from the PSHE policy.
- g. The National Curriculum and/or Common Entrance programme of study, especially in the core subjects
- h. The teacher's own views
- i. The EYFS the statutory Early Years Foundation stage framework is followed along with 'Development Matters' and 'Birth to 5 Matters' guidance.
- j. Further adjustments may be made as required in response to safeguarding concerns.

The curriculum is planned to ensure effective continuity and progression within and between the Early Years and Key Stages 1 and 2. For the EYFS see separate EYFS Curriculum Policy.

Two levels of planning are used:

a. Curriculum Overview

Each subject has a Head of Department (HOD) who is responsible for the development of the policy document and ensures effective coverage for that subject throughout

the school. The policy reflects the school's overall aims and objectives and the HOD monitors the content being taught in each subject area.

The Heads of Department monitor the topics being taught by each year group's teachers, ensuring the content is organised into manageable and coherent units of work and identifies links between aspects of different subject. See separate Heads of Department Policy.

b. Medium Term Planning

Class and subject teachers, working from the children's prior knowledge and interests, policy documents, schemes of work and evaluated past plans and with the support of Heads of Department, produce a detailed plan for each topic to be taught within the term.

These medium-term plans are produced at termly or half termly intervals following specified formats and then centrally stored on the computer network.

Cross-curricular, medium-term plans set out:

- Specific learning objectives and context
- Key questions and skills
- Possible learner tasks and activities, including suggested extension activities
- Resources which may be used
- Cross-curricular links, where appropriate

During and at the end of a topic, teachers are encouraged to reflect upon and evaluate by annotation the medium-term plans in order to monitor progress and inform future planning.

Monitoring:

As part of our school self-evaluation process the teaching and learning provision at Longacre is systematically monitored by the Head of Pre-Prep, Assistant Head (Academic) and the Head.

The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision. The results of the observations are shared with the Governor's Education Committee at termly meetings.

When evaluating teaching and learning the following will be considered:

- Formal lesson observations
- Learning walks
- Learning Reviews
- Appraisal
- Evaluation of pupil work and results
- Evaluating annual departmental plans

Access:

Transitions:

Rigorous handover meetings to ensure that pupils transition easily between EYFS, KS1 and KS2 take place on an annual basis. The annual leavers programme for Form VI is organised by form tutors and ensures that all learners in Form VI have the opportunities to take part in extra activities that enhance the curriculum and prepare them for the independence required at senior school. This is in addition to the planned PSHE programme.

POLICY DOCUMENTS WHICH DETAIL THE ABOVE ARE:

1. Equal Opportunities Policy
2. SEND Policy
3. Able, Gifted and Talented Policy
4. EAL Policy
5. Assessment – Recording and Reporting Policy
6. Educational Trips Policy
7. PSHE Policy
8. Planning Policy
9. EYFS Curriculum Policy