



TEACHING AND LEARNING POLICY

2026-27

Purford Green Primary School and Nursery

Part of the Passmores Co-operative Learning
Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

Teaching and Learning Policy

Our curriculum has been designed specifically to meet the needs of children from our local community, ensuring that we develop the whole child. Our pupils' needs and backgrounds and our values for learning underpin all areas of our curriculum: 'Learning for Life.'

Our Curriculum Intent

At Purford Green Primary School and Nursery, we want all our pupils to enjoy school whilst adopting school values that allow children to become resilient, ambitious, independent learners who are prepared for a changing, global society.

We offer a range of experiences and provision which support a full spectrum of academic, physical, spiritual, moral, social, and cultural activities that enrich pupils' lives and provide them with the confidence, skills, and knowledge to progress to the next stage of their education. We aim for our pupils to become resilient, curious learners who find pleasure in tackling challenging work.

We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

We believe that our pupils should experience a rich curriculum which balances academic and personal development. We teach all subjects in the National Curriculum, as well as following the agreed local syllabus for Religious Education, along with a well-planned and structured programme of personal, social, health and emotional learning. Our aim is for our pupils to thrive and achieve well across all subjects.

We plan our curriculum for security and depth of learning. To do this, we ensure that pupils do not just cover the curriculum but return to the key concepts, knowledge, and skills over and over again, each time gaining a deeper and more secure understanding. This then allows for the application of ideas and knowledge across different subjects.

We assess a pupil's depth of knowledge, skills and understanding at regular intervals throughout the year, and use this as a forecast as to whether they are on track to meet our curriculum expectations.

At Purford Green Primary School, we use the National Curriculum and associated educational research as a helpful starting point for making curriculum decisions. The OFSTED framework enables us to plan our curriculum work around three keyways of thinking: Intent, Implementation, and Impact.

Intent

We intend to create a curriculum:

- That challenges all pupils but is accessible to all.

- That is coherently planned and sequenced.
- That is successfully adapted, designed, and developed for pupils with special educational needs and/or disabilities.
- That is broad and balanced for all pupils.
- Where parents and our local community feel welcome, involved, and proud of the children's and school's achievements.

Implementation

We implement the curriculum by ensuring that:

- Cognitive science underpins approaches to learning.
- Regular opportunities are planned to revisit and embed prior learning throughout the curriculum.
- Learning is checked and misconceptions are addressed, and learning is reshaped when appropriate.
- Learning is put into a context and links are made across different subjects and domains.
- Feedback is given to children to ensure they are aware of how well they are doing and what they need to do next to progress further.
- A stimulating, vibrant and well-ordered learning environment actively supports pupil achievement. (See curriculum map and policies)

Early Years Foundation Stage

- In EYFS (nursery and reception class) a variety of teaching methods are used to support the six areas of learning. These include child-led activities, independent structured learning, small group work, and whole class activities. Independence is encouraged and children routinely learn in our well-equipped outdoor areas as well as in the classrooms. (See policy for EYFS)

KS1 & KS2

- At KS1 and KS2 teachers follow the National Curriculum which is broad and balanced. Pupils are encouraged to be independent learners; given the opportunity to make choices; set themselves challenges; know where to get support and resources and take responsibility for their learning. Lessons are planned to meet the needs of all the children in each class.

Curriculum Overview

For each year group we map out how we will cover the National Curriculum for each subject along with which trips will support and enhance children's learning. (Please see curriculum map)

Impact

We intend that the impact of the curriculum will:

- Increase children's knowledge, skills and understanding of concepts in all subjects.
- Allow children to enjoy and discover interests and talents that they can pursue in the next part of their learning journey.
- Ensure pupils make at least good progress from their relative starting points and prior attainment.

Formative and summative assessments are used to inform teaching and its impact on learning. (Please see Assessment Policy)

Our Learning and Life Experiences

At Purford Green we believe that every child should have amazing childhood experiences - ones they will remember for life. Throughout their time with us, children at Purford Green are offered the chance to take part in our 65 learning and life experiences. (Please see website for list)

Pupil Voice and Pupil Leadership

We are proud to place pupils at the heart of everything we do, and we make sure everyone has the opportunity to contribute towards the development of the school. Our Pupil Leadership Team meet regularly with our House Captains and a member of our Senior Leadership Team to monitor actions from the school development plan and review the impact for children in school. The Pupil Leadership Team attend Senior Leadership meetings to share their views and feedback to the governing body.

Children also have the opportunity to express their views through our Pupil Voice advocates and Wellbeing Champions. Through Class meetings all pupils are able to raise issues, share ideas and take part in discussions that involve all of their classmates in reaching a democratic solution. Wider issues that arise in class meetings are discussed further at Pupil Voice meetings; this ensures that as many pupil voices as possible are heard.

Each year we conduct a pupil survey to gather views and, in each subject, pupil perceptions take place to collect children's views on teaching and learning.

Children also have opportunities to take on different roles within the school such as class reps, play leaders, lunchtime helpers, wellbeing champions, sports leaders, curriculum ambassadors and reading champions.

Partnership with Parents

At Purford Green Primary, we recognise and value the partnership between home, school and the wider school community and are proactive in forging links and encouraging mutual participation. We believe that children learn best when parents/carers and the school work

together. It is important that we keep parents well informed and enable them to support their children's learning in the most effective way.

'Meet Your Teacher' meetings are held at the beginning of each academic year, where the routines in school are explained and suggestions are made about how parents can support their child's learning at home most effectively.

Class teachers write curriculum letters each term to inform parents of their child's learning for that term and these also appear on the website.

Parents' consultation meetings are held twice a year. Children are invited to these meetings and encouraged to discuss their learning. Reports to parents are sent at the end of the spring term and summative assessment reports are sent at the end of the summer term (see Assessment Policy)

We regularly invite parents and carers into school to read with children; watch class assemblies; take part in workshops; and have an active involvement in classroom activities and events.

Parents have the opportunity to share any concerns or questions with the class teacher at the end of the day. Parents/teachers may also use the app 'Class Dojo' to communicate with each other.

Monitoring

The quality of teaching and learning is monitored regularly by senior leaders and subject leaders through lesson observations, drop-ins, book scrutiny and pupil perceptions.