



CURRICULUM, TEACHING AND LEARNING POLICY

Date agreed: July 2023

Date for review: July 2025

Intent At Uplands, we aim to empower our children to ***Be the best they can be***, develop curiosity and a lifelong love of learning. We believe that nurture is a key principle to ensure children are happy and ready to learn. We take time to know our children, build positive relationships and put the children at the heart of all we do. Uplands' staff are forward thinking and pro-active; responding and planning to the needs of the children. We have ambitious expectations for our pupils and meet the needs of all pupils through a range of strategies. Our learners are active and make sustained progress and this is evident in our high attainment. We encourage partnerships between school and the wider community and aim to develop the whole child through quality extra-curricular and enrichment activities.

Our Curriculum is a key element in the pursuit of children **Being the best they can be** and promoting a love of lifelong learning. At Uplands, the aim of our curriculum is that it:

- Cultivates enthusiastic, engaging and curious pupils
- Is inclusive for all
- Is broad – promoting a range of opportunities
- Is reflective and evaluative
- Promotes tolerance and respect; developing self-respect and respect for others
- Is rich, engaging, ambitious and offers inspiring learning experiences
- Is meaningful and relevant
- Gives high outcomes for all individuals
- Prepares learners for a future learning
- Ensures pupils have the key basic skills they need for their next phase in education
- Allows all children to feel successful
- Promotes critical thinking and the opportunity to question and challenge

Underpinning these aims are our core values.

Implementation:

To achieve this curriculum intent, at Uplands we:

- Develop staff subject knowledge by utilising staff from across the school through informal and formal training and support.
- Prioritise staff training by accessing networks, courses and webinars.
- Begin with pre-assessment to gauge children's starting points to ensure challenge is appropriate. Flexible groupings are then used where relevant.
- Use a range of questioning techniques to steer learning and challenge learning and thinking.
- Build learning from clear and precise Learning Intentions and use models to build success criteria.

- Set high expectations explicitly modelled (using WAGOLL What a Good One Looks Like). We unpick models, whether this be through writing extracts, science practical, artwork or PE demonstrations to create success criteria.
- Promote high levels of vocabulary and language; exposing children to quality language and using home links to develop the vocabulary into the home. For example, we use a traffic light system to establish higher level vocabulary and increase word banks.
- Adapt tasks to meet the needs of learners – this might be achieved by task design, peer or adult support or by further resource, prompt or scaffold.
- Use continuous Assessment For Learning throughout lessons. We aim to address gaps, misconceptions and barriers to the learning in the lesson, if suitable, and follow up with overlearning and targeted intervention as required.
- Plan sessions to anticipate misconceptions as part of planning process.
- Give feedback that is instant and relevant (see Uplands' feedback, marking and assessment policy).
- Give precise teaching using split inputs to various groups to ensure challenge is achieved. We balance instruction with collaborative work and individual work.
- Reason, explain and reflect to gain clarity. Using short plenaries as part of the lesson.

Inclusion:

All children are entitled to a broad, balanced, relevant and accessible curriculum. At Uplands Primary School, all children are treated as individuals and are valued for their strengths and abilities as part of the school's inclusive ethos. We aim to enhance every child's self-esteem and ensure that all children have opportunities to 'be the best they can be'. In order to fulfil these aims it may be necessary to provide additional support for some children at some time during their time at Uplands. The Special Educational Needs and Disability (SEND) policy, available on the school website or on request, fulfils the regulations in the Disability Discrimination Act and the SEN Code of Practice.

Support often takes the form of regular class monitoring and task adaptation. Some children may have individual learning journeys, pre-learning or over-learning of specific concepts. Where necessary and appropriate, individual assessments and reasonable adjustments will be made to some lessons, trips or residential visits so that all children can be included.

The school seeks advice and works closely with a wide range of external services to support our work, e.g., Educational Psychologist and Speech and Language Therapist. The degree of support and the nature of the support given is determined by the needs of the child.

Curriculum Planning

At Uplands, we have mapped the Statutory National Curriculum onto long term planners over a two year rotation for each phase; this ensures all learners receive the entitlement of the National Curriculum as they move through their primary years. Subject leaders, at this stage, plan in specific contexts to match the curriculum and ensure progression in the subject skills. For current rotations, see the curriculum section of our website.

Yearly planners are written by each phase giving further detail of themes and making appropriate cross-curricular links. Wider opportunities are planned for at this stage such as: visitors, trips, special days, hooks and home learning opportunities.

We have developed a progression of skills for each subject to ensure that skills across the curriculum are sequential in each subject. These are on the website for all members of the school community to read. These progression documents ensure that pupils will work towards having sufficient knowledge to be able to successfully move on to the next phase of their learning.

Medium term plans are written, known as 'unit plans'. These structure the intended learning journey which is displayed in the classroom (for reading, writing and maths). They state objectives and skills to be taught. The learning journey and unit plans are adaptable to respond to the needs of the learners as learning takes place. Unit plans are specific, focused on key skills, led from pre-assessments and aim to stimulate curiosity. The key skills in these unit plans are taken from our progressive key skills documents.

Short term plans are written by individual teachers for each lesson. Teachers ensure that appropriate areas of the teaching skills section above are covered in their lesson outline. If lesson planners are shared with members of the team, they are adapted to suit the individuals within their class.

Some units are taught weekly for a defined amount of time, for example, this is often the case for Physical Education, Computing, Science and Modern Foreign Language (French). Other subjects/units are blocked and covered in one week or over a few days, for example, Art, Design Tech, Religious Education, Geography, History and RSE. This is for the benefit of the learner, for immersion, recall and resourcing. Teachers, guided by the Phase Leader and Subject Leader, decide on the most appropriate timetabling of each subject.

Curriculum Phases

At Uplands, our learners are vertically grouped into mixed-age year groups (phases). Specific curriculum intent is outlined as followed (revised annually):

Phase 1: EYFS

At Uplands, our EYFS aims to follow on from pre-school experiences. EYFS staff pride themselves on being enthusiastic and reflective practitioners. We are a free flow setting which entitles the children to a choice of learning both inside and outside throughout the year. The outside learning environment is carefully assessed to ensure that it is always a safe environment for the children.

Our EYFS ethos is built around child-initiated learning which means that children direct their own education throughout their first year at Uplands. This is very carefully managed by the adults and through observations and playing alongside the children, both the inside and outside areas are enhanced to encourage and challenge the children in their learning. Effective practice within the setting ensures that each child is seen as the 'unique child', developing an understanding of the best ways each child learns and develops, supporting and extending children's learning in and across all areas and aspects of learning and developing relationships with parents, carers and the wider community.

Through focused observations, children are regularly assessed to ensure a clear understanding of where each child is in their learning in all areas of EYFS. These observations are shared with parents and carers and we highly value observations from parents and their child's achievements outside of school. These regular assessments are then analysed within the team to ensure that the teaching and resources provided allow all children the opportunity to make progress.

EYFS practice aims to provide children with as many experiences as possible which teach and provide them with an understanding and appreciation for the local and wider community. Trips include walks in the local area, visiting the local park, the local library and a visit to the farm. Experiences within school are also provided to enhance children's skills in being lifelong learners. For example, learning how to cook and how to pay with money. We value as many visits from people within the local community for example: The Police,

Ambulance and Fire Brigade. We also value visits from family members who can talk about their jobs, interests, pets and religious values.

Over the course of the year the style of teaching and learning develops. At the start of the EYFS, learning is very practical and developed through playful experiences. Each child will be involved in small group activities and have whole class discussion times for short amounts of time, including time for story and song. The purpose behind this is to develop children's listening and attention skills. Class discussion times usually centre on an English and Mathematics input. These take place each day and the learning content will be planned based on the children's interests or taught discretely but with both elements developing key skills.

Phonics is also a key skill taught using our scheme Little Wandle Letters and Sounds. Children receive a daily phonics lesson and, once blending to read, begin group reads using decodable books; these sessions happen three times a week. Phonic knowledge is assessed every 5 weeks to ensure the children are progressing and so that timely interventions can be put in place.

As the year progress, these skills continue with children spending more time in group activities and formal learning in preparation for KS1. Transition between EYFS and KS1 is very clearly planned with many opportunities provided for children to visit their new classrooms and meet KS1 staff. Transition booklets are provided to all children to support them throughout the summer holiday and alleviate any concerns.

Phase 2: Year 1/2

As children move in to KS1, we continue to teach the key skills needed to help them become life-long learners. We teach the key learning behaviours that enable children to succeed throughout their education, such as independent thinking, problem solving, concentration during taught inputs and the ability to apply taught skills to an independent task. We work closely with our Year R team to ensure a smooth transition from Early Years to KS1 before introducing a more formal approach to learning. When the children are ready, we use a more structured routine that enables children to feel safe and secure within their learning throughout the school day.

We follow on from the Phonics teaching children experience in Year R; we continue Phonics using the Little Wandle Letters and Sounds programme alongside our handwriting scheme: Kinetic Letters.

Teaching in Key Stage 1 combines a range of indoor and outdoor learning opportunities to enable children to make links in their learning.

Our Phonics teaching supports our Guided Reading lessons, which are linked to the texts we are using in our writing. This helps the children to become overly familiar with a text and the language within and we are able to teach a range of reading strategies to help decode and gain meaning. Some of the texts that we use in English include Meerkat Mail, Beegu, George's Marvellous Medicine, Pirates Next Door and Walk in London.

Our Maths teaching is based around the Concrete, Pictorial, Abstract (CPA) approach and we rely heavily on the visual and practical support of concrete resources. We believe that children need to physically manipulate the resources before being presented with the maths in its abstract form. We use photographs as a primary source of maths evidence for the first term in Year 1, before progressing on to drawings and images as our next way of recording. By the end of Year 2, children are able to calculate using both mental and written strategies and can record this in its abstract form.

We use an enquiry based approach to our foundation subjects, offering a rich variety of opportunities within our curriculum. During our two year rotation, children will experience exciting topics such as the Great Fire of London, the Seaside, Animals and their Habitats. In KS1, we provide sources for the children to investigate with increasing independence as the year progresses. We enrich these topics further with exciting trips to

places such as Marwell Zoo, Winchester Science Centre and Portchester Castle. As well as a range of trips, we have the opportunity to be visited by our local fire service, our local PCSOs and the ambulance services.

Through our circle times and PDL lessons, we explore children's developing identity and how they fit in at Uplands. We look at families and friendships and the ways that these can be different. Recognising and celebrating difference underpins our PDL teaching and links to many of our topics as well as being explicitly taught. Through our RE teaching and assemblies, we explore different beliefs and celebrations so that we can promote understanding of difference and help children to see difference positively. We teach children the importance of staying safe, both in and out of school and when they are accessing online material using electronic devices.

As children secure the expectations for Year 2, we begin to prepare them to continue their learning in Key Stage 2. We work closely with the Year 3/4 team to establish the foundations required for children to be successful in their transition and use the summer term to embed these skills in our children before they move on. These skills are usually focused on securing 2, 5, 10 and 3 times tables, calculating using the four operations, spelling of the KS1 common exception words, embedding clear and neat handwriting and a secure understanding of how to accurately punctuate a sentence.

Phase 3: Year 3/4

By the end of Year 3/4, children are expected and encouraged to be open minded and willing to attempt tasks with a growing level of independence. Pupils are expected to be able to work as a team and be motivated and take pride in what they do which is shown through work produced and presentation.

We use an enquiry based approach to learning in Science, Religious Education, History and Geography which focuses around a big question or key idea which the children investigate. Examples of this are: What did the Romans do for us? What made Alfred Great? Who needs the rainforests?; What was Tudor life like in Portsmouth?; How do plants make their food? These begin with a hook to engage the children for example: expert visitors, boxes of artefacts, foods from the place/time being studied, trips or whole days for example, Roman day where the children have the opportunity to experience practical Roman activities.

In English and Maths, key skills are developed through daily lessons. In English pupils develop a sense of audience and purpose and apply skills taught to longer pieces of writing. They are encouraged to develop their enjoyment of reading and begin using reading skills to interrogate texts. Handwriting is expected to become joined and clearly formed and spelling is developed through an understanding of rules and exception words. In Maths, pupils develop fluency, reasoning skills, secure their understanding of place value and the four operations and learn to apply their knowledge to a range of problems and investigations.

Through all subjects, diversity is used to broaden the children's understanding of the world. For example in Geography, the children discover and compare what life is like in other parts of the world. The children study life in the rainforests and how they are endangered and they also study life in France and how it is different to life in Great Britain. We also use discussion and debate in all subjects so that all children are heard and their ideas are valued. Through RE we look at a range of different beliefs and values and discuss these. For example, the children learn about Islam and Christianity including Easter and the Pascal candle.

SMSC and British Values are reinforced through subjects including PDL where we have used 'No Outsiders' to encourage and develop inclusivity for all. Through year group assemblies, PDL lessons, RE lessons and texts like [Lion and the Unicorn by Shirley Hughes](#) and *The Boy who Swam with Piranhas* by David Almond and events like the Hampshire School's library service book awards, we promote and embed British Values including inclusivity, justice for all, rule of law, individual freedom and the right to have your voice heard. These also develop the children's moral and social learning and promote valuable discussions.

Children are given a wide range of opportunities to experience different learning and cultures through Listen to Me (Hampshire Music Service), Year 3/4 Camp and expert visitors. Hampshire Music Service teach the children to learn instruments including: brass, recorders, samba drums, African drums, ukuleles and keyboards. We also go on at least two trips per year and use hooks as a stimulus for learning, to experience different cultures and beliefs. During camp, the Year 4 children have the exciting opportunity to experience camping on the school field including erecting tents and playing outdoor group games and spending one night away from home.

In Year 4, we teach RSE which encompasses lifecycles of living organisms in animals and human lifecycles from baby to adult and the differences between males and females. Children are also taught about the biological differences between boys and girls including menstruation. Lastly, the children learn about different types of family with an emphasis on the caring nature of any family unit.

In preparation for the next phase, we endeavour to ensure the children have secured the expected key skills for Year 3/4 and that they have secured their understanding of the Year 3/4 curriculum in order to build on this in the next phase. We also endeavour to create children who can work independently and are motivated learners who pride in their work.

Phase 4: Year 5/6

As children enter their final phase at Uplands, we build on their independence ready for future learning. We expect children to be organised for the school day and present themselves at lessons with the correct kit and equipment. The Year 6 Citizenship Award (that all children undertake in their final year); helps children develop key attitudes and skills needed for the wider world beyond Uplands and helps them explore and make informed decisions about the world around them. The design of tasks requires children to give their time to others, both in and out of school, build an understanding of values, tolerance and respect, consider charity and world issues effecting their lives. Year 6 children are required to take on 'duties' in school to develop their commitment; this may be as librarians, lunchtime leaders, snack monitors and register monitors.

Within English, children in Year 5/6 are exposed to high quality texts to inspire, engage and develop their curiosity. Some texts they encounter over the two years are: Romeo and Juliet, Frankenstein (Treetops), Ice trap and Skellig. Ranges of written pieces are composed during each unit to ensure depth is reached in the immersion of the text. Children may write narratives, letters, reports, diaries or debates as part of the process.

Guided reading is taught as a separate lesson using extracts linked to the text being studied. Children are taught to infer, explain, respond, clarify, extract and reason when responding to questions about the text. Spelling is taught as part of the English Curriculum for a meaningful experience, word banks are a key part of the English process. Spelling is also taught separately where children practise, order and group spellings through learning rules and patterns.

Currently, in Year 5/6, children are taught Maths in age groups (Year 5 group, Year 6 group and a mixed Year 5/6 group). This enables specific curriculum approaches to be used for the age, allowing mastery and fluency to be achieved and deeper learning established through problem solving and reasoning. In Year 6, children prepare for their statutory tests in reading, maths, grammar and spelling.

Personal development learning continues through class circle times and specific taught content. We use texts to develop discussion and current news topics to inform about the world around them. Sex and relationship education is taught in line with our school policy and parents are informed of the content prior to lessons.

Children continue their languages journey (French). Science follows the Hampshire syllabus and incorporates investigative work in each unit in addition to a long term study. Other contexts currently are: Ancient Greeks, Rivers, Mayans, Ancient civilisations, British artists, programming in computing, South America and musical composition. Units are enhanced with visits where appropriate.

The wider curriculum in Year 5/6 aims to challenge personal boundaries; develop social skills; and ignite curiosity, confidence and independence. Following on from the Year 3/4 camp, Year 5 children are invited to a 3-day residential at Avon Tyrell to experience new activities, build friendships and stay away from home. Year 6 children are then invited for a 5-day residential at Calshot to test their adventurous skills with skiing, sailing, climbing and kayaking, all the while building their independence to look after their personal care and gain resilience. Year 5 also take part in the national Bikeability (Pedal power) scheme and enjoy 10 lessons of swimming at Fareham leisure centre. We encourage children to build skills and knowledge by taking part in inter-school competitions, galas, taster-days, and conferences where possible.

Personal Development and the Wider Curriculum

As well as all the opportunities above, all children have access to further learning experiences that extend our curriculum to provide for pupil's broader development. Some examples include Rocksteady Music School and Hampshire Music School tutor for guitar and piano (cost involved). Assemblies are planned to match key dates on the calendar for religious festivals and charity, strengthen learning on British values and personal understanding. Extra-curricular opportunities happen during and after the school day and are age appropriate. They are offered termly; for example, children can join cooking, football, choir, hockey, scooter, colouring and art. All year groups prepare for performance during the year ranging from Spring (EYFS), Nativity (KS1), L2me concerts (Y3/4), Leaver's assembly (Y6) and musical assemblies. Subject specific days are planned where the whole school immerse in the area of the learning for the day. To date, children have enjoyed an Art day, Languages day and a Wellbeing day. Pupils enjoy these opportunities and make good use of them. Our Citizenship award in Y6 helps prepare pupils for life in the wider world and to think of others.

We have many opportunities in school for children to take an active part in life at Uplands. We have a School Council who consider areas of development and share feedback from their class members, anti-bullying ambassadors and school librarians.

Our links in the local community teach and encourage children to be active citizens in their school as well as the local and wider communities. We take opportunities within our learning to invite families in to celebrate learning outcomes; the Citizenship fayre (Y6) and Roman day (Y3/4). We welcome community visitors to enhance the learning experience for the children from PSCO, paramedics, fire service, parents, church leaders and the NSPCC. We hold Community events at school fayes. We have a strong link with our church, Holy Trinity in Fareham, and visit as a whole school annually for our Harvest festival and Carol service. Links are further made with the church when phases visit to enhance RE units. Our PTA (Uplands School Association) host fayres and children's entertainment to raise funds for the school and we offer before and after school care on site from 7:30am to 5:45pm (cost involved). These links alongside our main curriculum provide pupils with the opportunities to respect and understand difference within their local community.

We have planned links to British Values into our curriculum (see subject information on our website) and these alongside our core values of respect, kindness, resilience and creativity help pupils to develop a strength of character and also a tolerance and respect for others.

Enrichment Opportunities

At Uplands Primary School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We believe every child has access to Quality First Teaching through which scaffolding (supporting teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of deeper thinking tasks (providing challenges which go more deeply into a topic) or enrichment (providing other activities which run alongside the normal curriculum and go more broadly into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep children interested and provide them with challenge, such as questioning, problem solving and

independent learning. This is supported by individual target setting appropriate grouping arrangements. At Uplands we also provide, where possible, a range of enrichment opportunities across the curriculum, for example, attendance at higher-writing workshops and sporting events. Home learning (see policy) is linked to the development of key skills.

Remote and Home Learning

We have separate policies for remote and home learning, these can be found on our website.

Impact

Progress and Attainment

We are proud of our high outcomes. Progress in the lesson can be seen through:

- Learning a new skill
- Improving fluency for mastery
- Applying learning into a new context
- Deepening thinking to reason and/or explain

Progress and attainment are communicated to parents as part of our assessment cycle which includes a combination of face-to-face meetings and written reports.

Recording Learning and Progress

At Uplands, we use Maths and English exercise books from Year 1-6. Other rich and varied learning that we offer at Uplands is captured in a 'learning journal' which can consist of photos, thoughts and reflections, written work, drawings and designs. The aim of these journals is to show children's understanding of the learning intention through their thoughts and responses. Art learning is captured in an 'art journal' which moves with the child through the school. Scientific thinking is recorded in a science book with the emphasis on investigation and enquiry. Other exercise books are used in KS2: French books, spelling books, reading journals and handwriting books.

Progress is recorded through the teacher's feedback to the child (see Feedback, Marking and Assessment policy) which happens both during and beyond the lesson.

Curriculum Monitoring

Senior Leaders and Subject Leaders carry out lesson observations and learning walks linked to school improvement, professional development and subject monitoring plans. Work samples are monitored to ensure relevant coverage, standards, outcomes and consistency for learners.

At Uplands, teachers are assigned subjects which they lead, monitor and review. Subject Leaders monitor through conducting learning walks, pupil discussions, sampling outcomes and through work sampling. At Uplands, we take opportunities to monitor our outcomes in clusters with other local schools.

The curriculum will change and evolve as new ideas arise and also in response to monitoring outcomes.

Staff will feedback to Governors about the curriculum through the standards committee meetings each term.

Promoting Safety

The safety of children in our care is paramount. Before off-site visits, risk assessments are written following pre-visits. Local visits (within immediate area of school) are risk assessed and approved by the Headteacher or EVC (Educational Visits Coordinator). Visits involving transport are risk assessed and entered onto

Hampshire Evolve for Headteacher approval. Residential visits (Y4-6) are risk assessed and entered onto Hampshire Evolve for Local Authority approval.

We aim to teach and learn in a safe environment. Site risk assessments are carried out and reviewed by designated staff members. For learning specific risk assessments: cooking, textiles, woodwork, teachers follow Hampshire health and safety guidelines and these risk assessments are approved by the Headteacher.

Staff continually teach children about safety, encouraging them to notice and manage their own risks. Pupils are taught how to keep themselves safe in and out of school.

Other Links

This policy should be read in conjunction with the following policies:

- Inclusion/SEND policy
- Marking assessment and reporting policy
- Behaviour policy
- Safeguarding and Child Protection policy
- Health and Safety policy
- Home Learning policy
- Off Site Visits policy
- SRE policy