

Curriculum Teaching and Learning Policy

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1. Rationale

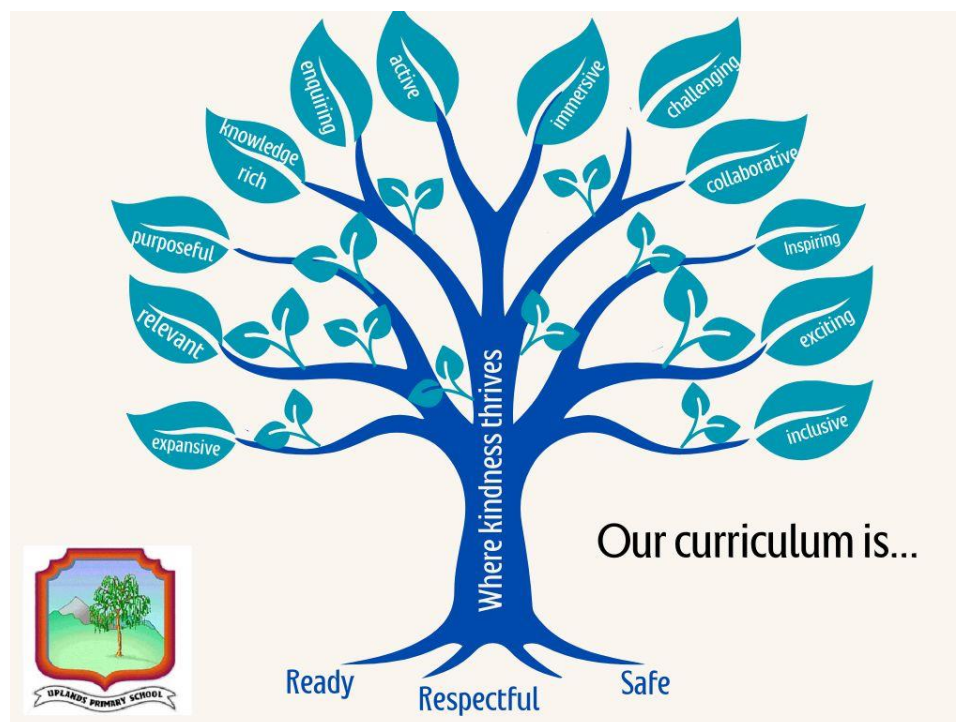
At Uplands, our curriculum is designed to inspire curiosity, creativity, and a lifelong love of learning. Rooted in our core values—**Ready, Respectful, and Safe**—we provide an inclusive, nurturing environment where every child feels valued and empowered to thrive. Our ethos, *“Where Kindness Thrives,”* is woven through every aspect of school life, fostering a culture of empathy, collaboration, and mutual respect.

We believe that children learn best when they feel secure, understood, and motivated. That’s why we prioritise strong relationships, knowing each child as an individual and tailoring learning to meet their needs. Our staff are proactive and reflective, continuously adapting teaching to ensure high engagement and sustained progress for all learners.

Our curriculum is broad, balanced, and enriched with meaningful experiences that develop the whole child—academically, socially, and emotionally. Through purposeful learning and high expectations, we cultivate confident, independent thinkers who are ready to contribute positively to their community and the wider world.

By working in partnership with families and the community, we ensure that learning extends beyond the classroom, creating a vibrant, supportive environment where every child can flourish.

2. Curriculum Principles:



These principles are underpinned by our core values of **Ready, Respectful, Safe**.

3. Implementation:

To ensure these curriculum principles underpin our teaching and learning, at Uplands we implement the following:

Teaching and Learning principles

- a) Use flexible groupings in response to assessment through marking.
- b) Use a range of questioning techniques to steer learning and challenge learning and thinking.
- c) Build learning from clear and precise Learning Intentions that form part of a clear, progressive Learning Journey.
- d) 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.
- e) 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.
- f) Give precise teaching using split inputs to various groups to ensure challenge is achieved. We balance instruction with collaborative work and individual work.
- g) Reason, explain and reflect to gain clarity, including the use of short plenaries as part of the lesson.

Organisation and Environment

- a) 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.
- b) Thoughtfully plan learning experiences that are closely aligned with the needs, interests, and contexts of the children we teach, ensuring they reflect our core principles and provide the highest quality opportunities for progress and engagement.
- c) Plan sessions to anticipate misconceptions as part of planning process. Plan deliberate opportunities for assessment to allow misconceptions to be addressed.

Assessment (Refer also to our Assessment Policy)

- a) Use assessment to understand children's starting points to ensure the pitch and challenge is appropriate. Flexible groupings are then used to support all children in making progress from their starting points.
- b) 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.
- c) Give feedback that is instant and relevant

CPD

- a) Develop staff subject knowledge by utilising staff from across the school through informal and formal training and support.
- b) Prioritise staff training by accessing core networks, courses and webinars.

4. Inclusion and Equality:

All children are entitled to a broad, balanced, relevant and accessible curriculum, regardless of their background. 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 fulfil their potential. 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 Psychologists, Speech and Language Therapists, EMTAS (Ethnic Minority and Traveller Achievement Service) and the Primary Behaviour Support Team. The degree of support and the nature of the support given is determined by the needs of the child.

5. 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.

These overviews are reviewed by phase teams as they consider half termly themes, making appropriate cross-curricular links. Wider opportunities are planned for at this stage such as: visitors, trips, special days, hooks and high-quality outcomes.

Our subject leaders, alongside senior leaders, have created subject placemats that cover all taught units within the curriculum. These placemats include key substantive knowledge for each unit, as well as key disciplinary knowledge (skills) and key vocabulary. This is to ensure that knowledge, skills and vocabulary are taught progressively as the children move through the school. All staff are able to refer to these when planning for their units, as well as referring back to previously taught units to review skills and knowledge that the children have already secure. These placemats include 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 placemats 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 assessments and aim to stimulate curiosity. The key skills in these unit plans are taken from our placemats (for foundation subjects) or our Long Term overviews (English and Maths). These unit plans present learning opportunities that are in line with our curriculum principles listed above. They can be adapted in accordance with the needs and prior knowledge of the children. Unit plans may be shared across the phase team and then adapted by individual teachers to meet the needs of their class. This may look different in each subject.

Some units are taught weekly for a defined amount of time, for example, this is often the case for Physical Education, Computing, Science and Primary 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. Senior leaders oversee phase timetables and monitor and direct teams to ensure appropriate and sufficient coverage. This is for the benefit of the learner, for immersion, recall and resourcing.

6. Curriculum Phases

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

a) Phase 1: EYFS

At Uplands, our EYFS provision builds on children's pre-school experiences, offering a nurturing, child-led environment where curiosity and independence are encouraged. Our free-flow setting allows children to explore both indoor and outdoor learning year-round, with safety and engagement at the heart of our provision. Learning is primarily child-initiated, with adults carefully observing and enhancing play to challenge and support development across all areas.

We recognise each child as unique, tailoring our approach to how they learn best. Regular observations and assessments—shared with parents—inform planning and ensure all children make progress. We value strong partnerships with families and the wider community, enriching learning through local visits, community helpers, and family involvement.

Throughout the year, teaching evolves from play-based learning to more structured group activities, preparing children for Key Stage 1. Daily phonics is taught using *Little Wandle Letters and Sounds*, with regular assessments and group reading sessions to support early literacy.

Our curriculum is enriched with real-life experiences, such as cooking, handling money, and community visits, helping children develop essential life skills. A carefully planned transition to KS1 ensures children feel confident and supported as they move forward in their learning journey.

b) Phase 2: Year 1/2

As children transition into Key Stage 1 at Uplands, we build on the strong foundations of Early Years by continuing to develop essential learning behaviours such as independence, problem-solving, focus, and the ability to apply skills. A smooth transition is supported through collaboration with the EYFS team, gradually introducing a more structured routine that helps children feel secure and confident.

Phonics continues through the *Little Wandle Letters and Sounds* programme, alongside *Kinetic Letters* for handwriting. Guided Reading is closely linked to writing texts, allowing children to become familiar with

language and develop key reading strategies. In Maths, we use the Concrete, Pictorial, Abstract (CPA) approach, ensuring children understand concepts through hands-on experiences before moving to abstract methods.

Our enquiry-based curriculum offers rich, engaging topics such as the Great Fire of London and Animals and their Habitats, enhanced by trips and community visits. PDL and RE lessons promote identity, diversity, and safety, both offline and online.

As children approach the end of Year 2, we prepare them for Key Stage 2 by embedding key skills in maths, writing, and reading. Close collaboration with the Year 3/4 team ensures a confident, well-supported transition into the next stage of their learning journey.

c) Phase 3: Year 3/4

By the end of Year 4, children at Uplands are expected to show growing independence, teamwork, and pride in their learning. Our enquiry-based curriculum in Science, History, Geography, and RE is driven by big questions such as “*What did the Romans do for us?*” and “*Who needs the rainforests?*”, introduced through engaging hooks like themed days, artefacts, and expert visitors. English and Maths are taught daily, with pupils developing writing for purpose, joined handwriting, spelling strategies, and reading comprehension. In Maths, children build fluency and reasoning through the Concrete, Pictorial, Abstract approach.

Diversity and global awareness are explored across subjects, with Geography comparing life in different countries and RE examining beliefs such as Christianity and Islam. SMSC and British Values are embedded through PDL, assemblies, and texts like *The Lion and the Unicorn*, promoting inclusivity, freedom, and respect.

Children experience rich cultural learning through Hampshire Music Service, trips, and Year 4 camp. RSE in Year 4 covers lifecycles, biological differences, and family diversity. As children prepare for Upper Key Stage 2, we ensure they have mastered core skills and developed into motivated, independent learners ready for the next stage of their education.

d) Phase 4: Year 5/6

In Years 5 and 6 at Uplands, we focus on developing independence, resilience, and readiness for future learning. Pupils are expected to be organised, take pride in their work, and contribute positively to school life through roles such as librarians and lunchtime leaders. The Year 6 Citizenship Award encourages responsibility, empathy, and awareness of global issues through service and reflection.

English lessons are centred around high-quality texts like *Macbeth* and *Romeo and Juliet*, inspiring a range of writing styles and deep engagement. Guided reading and spelling are taught meaningfully, with a focus on comprehension and vocabulary. Maths is taught in age-specific groups to support mastery, fluency, and preparation for statutory assessments.

The wider curriculum includes Science investigations, French, and rich topics such as Ancient Greeks, Rivers, and South America. Personal development is supported through PDL, RE, and current affairs discussions, promoting inclusivity and British Values. Children also take part in swimming, Bikeability, and inter-school events.

Residential trips to Avon Tyrell and Calshot challenge pupils physically and socially, building confidence and independence. These experiences, alongside a broad and engaging curriculum, ensure children leave Uplands as curious, capable learners ready for the next stage of their education.

7. Personal Development and the Wider Curriculum

At Uplands, we believe that personal development is integral to preparing children to be **ready** for life beyond the classroom. Our wider curriculum offers rich, meaningful experiences that extend learning and nurture the whole child. Through opportunities such as Rocksteady Music School, Hampshire Music Service tuition, and a wide range of extra-curricular clubs (e.g. cooking, choir, multiskills, art), pupils develop confidence, creativity, and collaboration.

Assemblies are carefully planned to reflect key religious festivals, national events, and charitable causes, reinforcing British Values and promoting **respect** for diversity. Whole-school themed days—such as Art Day, Languages Day, and Wellbeing Day—immerse pupils in focused learning and foster curiosity and enjoyment.

Children take on leadership roles including School Council, librarians, House Captains and anti-bullying ambassadors, helping them develop responsibility and a voice in school life. Our Year 6 Citizenship Award encourages pupils to give back to their community, reflect on global issues, and demonstrate empathy and commitment.

We maintain strong community links through events like the Citizenship Fayre, visits from emergency services, and partnerships with our local Holy Trinity Church. These experiences help children understand and **respect** difference, while learning how to stay **safe** and active in their community.

As part of our broad and balanced curriculum, we are committed to teaching all pupils about the protected characteristics as outlined in the Equality Act 2010. This learning is delivered in an age-appropriate and sensitive manner, ensuring children develop respect, understanding, and empathy for others.

We also embed the teaching of the Fundamental British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs—throughout our curriculum. This prepares our children to become responsible, respectful, and active citizens in modern Britain.

Our curriculum, supported by before- and after-school care, PTA events, and family engagement, ensures every child has the opportunity to thrive—academically, socially, and emotionally.

8. Enrichment Opportunities

At Uplands, we are committed to providing a rich and inclusive curriculum that nurtures the unique talents, interests, and potential of every child. We believe that learning extends beyond the classroom and that enrichment plays a vital role in developing well-rounded, confident, and curious learners.

Our enrichment programme offers a wide range of opportunities designed to broaden pupils' experiences and deepen their understanding across the curriculum. These include trips and visits in every year group, carefully planned to enhance learning and bring topics to life. We welcome a variety of visitors and experts into school to support units of work, including authors, theatre companies, and professionals from a range of fields.

Children also benefit from writing workshops with published authors, STEM workshops at UTC Portsmouth, and collaborative learning experiences at local secondary and private schools, where they access high-quality facilities and specialist teaching. These opportunities promote aspiration and expose pupils to advanced learning environments.

We offer both competitive and non-competitive sporting events with other schools, encouraging teamwork, resilience, and physical wellbeing. Enrichment is embedded in our teaching and learning approach, supporting our core values of being **Ready, Respectful, and Safe**, and ensuring every child is inspired to achieve their full potential.

9. Remote and Home Learning

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

10. Progress and Attainment

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

- a) Learning a new skill
- b) Improving fluency for mastery
- c) Applying learning into a new context
- d) 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.

11. Recording Learning and Progress

At Uplands, children from Year 1 to Year 6 use dedicated exercise books for Maths and English. Additional books are used for subjects such as RE, History, Geography, and DT to record key knowledge and understanding, providing a clear learning journey as pupils progress through the school. Art is documented in a personal 'art journal' that follows each child year to year, showcasing their creative development. Scientific thinking is captured in a science book, with a strong focus on investigation and enquiry.

Progress is monitored through ongoing teacher feedback, both during and after lessons, helping children reflect and improve. Parents are kept informed of their child's progress through termly parents' evenings and annual written reports. They also have the opportunity to view their child's work during regular open classroom events held each term.

12. Curriculum Monitoring and Review

Senior Leaders carry out lesson observations and learning walks linked to school improvement, professional development and subject monitoring plans – they may be supported by subject leaders. Work samples are monitored by subject leaders 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 pupil discussions, sampling final outcomes and through work sampling. At Uplands, we take

opportunities to monitor our outcomes in clusters with other local schools.

Our curriculum will continue to grow, 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.

13. 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 senior leaders, alongside the site manager. For learning specific risk assessments: cooking, textiles, woodwork, teachers follow Hampshire health and safety guidelines and these risk assessments are approved by a senior leader. 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 our other policies which are found on our website.