



Claremont Primary School

A hub of educational excellence and innovation, supporting
and valuing everyone

Teaching for Learning Policy

Responsible person(s)	Sarah Seddon Jon Greaves
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Non-Statutory Policy	Claremont Internal

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

Vision and Aims

At Claremont, it is our intent that pupils participate fully in their learning regardless of their starting points, and so we provide them with learning that is interesting, fun and challenging. We aim to provide them with opportunities that allow for their secure development, accelerate their progress and extend their thinking and achievements as they cumulate knowledge and skills for future learning. We strive to implement a rich, enquiry-based curriculum where learners study the full curriculum. This is supported by the clear and appropriate discrete teaching of National Curriculum core subjects i.e. Mathematics, English and Science, and the Early Years Foundation Stage (EYFS) Framework. The impact of this allows for transferral of key skills across a range of subjects within the wider curriculum. We use educational visits and special visitors to extend the children's real-life experiences. The use of IT, computing and film support us to maintain a current comparison with the digital world we live in, and drama and outdoor learning are at the forefront of our learning experiences. The team adopt and construct the curriculum to ensure it is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and the cultural capital they need to succeed in life.

Quality First Teaching

At Claremont, Quality First Teaching is high quality, and coherently planned and sequenced teaching that includes all children. We insist on high expectations in our learning and provide appropriate challenge to support every child achieve their potential in a consistent and purposeful way so that they believe in themselves and hold joint responsibility with us for their progress. The learning opportunities are personalised yet accessible, and teachers use a 'toolkit' of creative strategies within the classroom to facilitate optimum learning, personal development and enjoyment.

Quality First Teaching provides a learning culture which promotes independence, deeper thinking, and inspires an ability to challenge oneself. Our environment supports learning, encourages discussion and celebrates our creative and sporting achievements, providing the same academic, technical or vocational ambitions for all learners. All teachers have strong subject knowledge and leaders provide effective support and training to ensure the children receive the very best experiences.

Our curriculum is value driven; we promote an ethos of care, mutual respect and support and every effort is valued and success celebrated. We believe this supports us to inspire and motivate the children to learn and try their best at all times. Our four school values link intentionally with our curriculum long term plan:

- Autumn 1: Determination with Self-belief
- Autumn 2: Respect and kindness
- Spring: Joy in Wellbeing
- Summer: Imagination through curiosity

We aim to enable appropriate and pertinent aspects of emotional and personal; social, moral, spiritual and cultural development of our pupils in order to develop and support their general wellbeing. Learning needs to equip children to feel safe to explore, question and take risks in order that they are confident members of society; as we are privileged to

belong to a richly diverse world- a cultural capital- and so we embed British Values within our provision in a meaningful context.

Each subject has a long term plan on our website, under the Learning tab.

Mathematics

Claremont aims to provide a high-quality mathematics education that provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. There is a balance of fluency, problem solving and reasoning following the White Rose scheme in Reception, and using the Power Maths scheme in the other years. The children make use of manipulatives (equipment), working walls, the outdoors and each other to develop their understanding. Teachers develop children's independent higher order thinking skills. When children describe, represent, explain, and use a concept, idea or technique they are demonstrating 'mastery'. When children solve problems of greater complexity, and independently investigate, communicate and generalise, they are working at greater depth.

English

English includes the teaching of reading and writing as well as speaking and listening skills. Lessons are inspired by the use of engaging texts, film and drama. Children have lots of opportunities to talk and work with others, as well as time to reflect upon, edit and improve their writing, following constructive feedback from teachers as well as their peers. Spelling is taught through our program, Spelling Stars, and, along with grammar, punctuation and spelling (GPS), is rigorously monitored across the school. Early Reading is taught through our systematic synthetic phonics scheme, Supersonic Phonics Friends, and reinforced with our reading scheme, which matches the stages of our phonics program. In addition, we have a fully stocked library which is open daily and used regularly by all children. We offer an extensive range of both fiction and non-fiction texts, as well as poetry and graphic novels to promote reading for pleasure. The learning environment is used to support and enhance teaching and learning: working walls in every classroom provide a point of reference and eye-catching displays share high-quality writing that the children are proud of.

Curriculum

At Claremont we aim for our curriculum to be purposeful and inspiring. The year is divided into three long terms. This is to ensure that there is a broad and balanced coverage of the National Curriculum content and skills:

- Autumn: Discover
- Spring: Explore
- Summer: Create

Learning is linked to a **Big Question** and is cleverly framed around an enquiry process – it involves and leads children to investigate important ideas and questions. Through this approach, pupils create their own projects – often taking inspiration from ‘experts’ who visit the school – this makes learning relevant and connects them to real life issues. **The project** can take a variety of forms e.g. being curators at an exhibition, making of a film, sharing a

published book at a book launch. Each term ends with a celebration of what the children have achieved with an **exhibition** at school.

Our 'Curriculum Characteristics' are embedded to support this critical part of our approach:

- Be adaptable and work in a team
- Make links to the community and the wider world
- Ask questions
- Be critical and analyse what you see
- Seek challenge, take risks and give things a go

Science

Our primary aim is to ensure that all children love learning about science during fun, practical investigations, intellectual discussions, trips, science days and within our outdoor learning environment. All of our lessons are planned in line with the national curriculum whilst ensuring that our expectations match the aspirational needs of our children. Our children receive a high-quality science education which provides the foundations for 'working scientifically' and allows them to develop an understanding of the world through the specific disciplines of biology, chemistry and physics. Lastly, we feel that it is vital that our pupils are equipped with the scientific skills and subject knowledge required for them to be successful within their secondary context.

History

Pupils gain knowledge and understanding of Britain's past and that of the wider world. Our aim is to plan and teach lessons that inspire children's curiosity to know more. Through an enquiry approach, teaching equips children to ask questions, think critically, weigh evidence, and develop perspective.

Planning and assessment is focused around 4 key strands:

- Chronology
- Knowledge
- Enquiry
- Interpretation

Our robust skills-progression enables knowledge to be developed and revisited year on year and children are encouraged to apply knowledge in more complex ways. As the majority of History takes place in one term (Discover), we ensure that there are opportunities to 'anchor learning' with the use of quizzes on Kahoot.

Geography

We aim to teach Geography lessons that inspire children's curiosity and develop their knowledge about the world around them. Planning and assessment focuses on four key strands:

- Physical and human geography
- Locational knowledge
- Place knowledge
- Map skills and fieldwork

Through enquiry learning, the human and physical geography is driven by a big question, which encourages pupils to consider our impact on the community and world around us.

It is important to us that pupils see themselves as geographers. Therefore, our aim is to engage children with 'real-world' learning that takes place outside the classroom. Every year, all classes complete a fieldwork study – either in the school grounds or out in the wider community – where they generate questions, collect data and present their findings.

As the majority of Geography takes place in one term (Explore), we ensure that there are opportunities to anchor learning with the use of quizzes on Kahoot.

Religious Education (RE)

At Claremont, we follow the recommended Kent Agreed Syllabus for Religious Education. We aim to teach an exciting broad and balanced curriculum which builds pupil's depth of knowledge, vocabulary and understanding of a range of religions and worldviews. We foster an ethos of care, mutual respect and tolerance during all RE lessons. Pupils are engaged through provoking and challenging questions from which they develop responses of their own and draw on personal knowledge and experiences. We have to teach RE but parents can withdraw their children for all or part of the lessons.

French

The aim at Claremont is to prepare our pupils for secondary school and beyond by ensuring that their basic sentence structure, pronunciation, and grammar foundations are secure, whilst, at the same time, fostering a love of languages and curiosity about other cultures.

To achieve this, pupils in KS1 start by learning some fun French songs which introduce them to useful French vocabulary, and then, in KS2, a web-based, interactive scheme called 'Salut!' is introduced. 'Salut!' allows pupils to learn about a wide variety of interesting topics whilst expanding their vocabulary and giving them the opportunity to play games, sing, talk and write. In addition to this, the children also watch a variety of topic related videos to complement their learning. These videos use native French speakers and give pupils the opportunity to see how children live in French speaking countries.

Furthermore, pupils in lower KS2 learn French phonics by listening to songs from '21 Fun Songs to Teach French Phonics' whilst pupils in upper KS2 learn use a new interactive scheme called 'Planet Phonics'. Both schemes aim to help the children to pronounce words with more accuracy and to decode unfamiliar words which, in turn, will allow their reading and listening skills to flourish. The Year 5 classes also write 'pen pal' letters to pupils in Ecole La Salle Saint Louis in Pont-l'Abbé-d'Arnoult in Southwestern France, which gives them the opportunity to put their French into practice in a real-life context.

Physical Education (PE)

Our aim is for all pupils to enjoy sport, provide different opportunities to discover their sporting interests, promote healthy living and its benefits and create life-long lovers of physical activity.

All children at Claremont in KS1/2 receive two hours of PE a week in-line with DfE guidance; this includes the use of a progressive scheme for the development of skills in both indoor and outdoor sports. The EYFS supports physical development as one of the prime areas; in addition, the children have daily opportunities to develop their gross motor skills. The

curriculum does not just focus on explicit skills for each type of sport e.g. throw and catch a ball, but also the following:

- Teamwork
- Fair play
- Confidence to express ideas
- Develop leadership skills

We continuously seek opportunities for pupils to represent the school and to attend extra-curricular sports events, encouraging children to find their passion in a particular sport. These opportunities are a blend of competitive and non-competitive inclusive events.

Outdoor Learning

See Appendix 1

Computing

At Claremont we use the DfE funded computing curriculum TeachComputing. This comprehensive programme teaches children to develop their computational thinking and improve their understanding of technology. Children will practise using hardware and software, often novel to them, to develop several key skillsets including programming, publishing, data handling and art. Online safety is embedded with links to PSHE so that all children understand the importance of responsible use of online communication tools.

Personal, Social and Health Education (PSHE) and Relationships, Sex and Health Education (RSHE)

At Claremont, PSHE and RSHE is taught collaboratively through a planned, personalised and developmental curriculum, which meets all statutory expectations. Our curriculum is tailored to meet the changing needs of all Claremont pupils, including those with SEND. We use a question-based model and teach through regular, discrete lessons. Any events or guest speakers are always used in addition to regular timetabled provision. We also ensure that links are made to the wider curriculum and in particular our school values and termly targets. Through our engaging programme of study, we ensure that all children develop a positive sense of well-being, feel confident in managing feelings and making relationships, and understand their place in society and the world around them. The children leave Claremont as prepared learners for life in modern Britain.

Music

At Claremont, we teach exciting music lessons that engage and inspire all pupils to develop musical curiosity and nurture their talent as musicians. Teachers use the Model Music Curriculum to support the planning of lessons. We aim to foster a life-long love of music by offering a variety of musical experiences, both inside the classroom and through extra-curricular opportunities. As part of our curriculum, all children have the chance to listen, compose, play, perform and analyse. They are encouraged to be critical and creative in order to develop their skills and confidence as young musicians.

Art

The principle aim is for all children to be confident, creative and expressive learners and to be able to think critically. Recognising individuality is very important to us and that personal journey is seen in pupil sketchbooks. Teachers plan using our own skills progression and mastery document. Through a range of skills and media, pupils develop a better understanding of what art and design entails, as well as reflecting on how our diverse

cultures can contribute to and support the Arts. We work with experts to give real experiences and opportunities to the children, raising their cultural capital and raising the profile of the Arts within the school and beyond into the community.

DT

Our intention is to ensure that children develop their creative thinking, problem solving, collaborative and independence skills at a challenging level in a safe way, taking account of other cultures and their impact on the world around them. Pupils have three DT projects over the course of the year, when they will plan, design, make and then evaluate their products. This process is recorded in a process diary.

Appendix 1

Outdoor Learning Aims

- To create a love of learning outside the classroom to inspire lifelong learners.
- To raise the profile of outdoor learning.
- To provide a safe environment where children are allowed to take risks.
- To promote care and appreciation of the outdoor environment.

Rationale

The rationale behind learning outside the classroom as stated by the Department for Children, Schools and Families provide:

- Improvement in engagement and attendance.
- The development of learning and thinking skills.
- Strengthening of social and emotional development.
- Improved attention and enhanced self-concept, self-esteem and mental wellbeing.
- An attainment of higher levels of knowledge and skills.

The outdoors provides space and inspiration for a type of learning that can be difficult to replicate indoors. All children have the right to experience the unique and special nature of being outside. Using the outdoors, children have the opportunity to grow through appropriate challenges and become more independent preparing them for life as an adult.

Policy in practice

Outdoor learning will be considered as valuable tool using it as a context and natural resource for learning.

At Claremont we will:

- Ensure our outdoor environment provides what the indoors cannot.
- Ensure the environment is flexible and versatile allowing children to be creative.
- Support inclusion meeting the needs of all individuals.
- Provide learning opportunities that are energetic where children are able to develop their motor skills.
- Provide collaborative activities where children can work together to solve problems as well as individual ones.
- Encourage children to appreciate the beauty of nature.
- Encourage children to have fun.
- Help children to respect their environment and to care for all living things.
- Provide opportunities for children to take risks and to succeed and fail and tasks, with chances to review them.
- Allow children to make their own choices and explore.
- Provide (on average) one weekly lesson using the outdoors.
- Develop our forest school programme with a mixture on in house training and external providers.

Outdoor learning planning

The expectation is for teaching and learning across all subjects to incorporate outdoor learning – once a week (as mentioned above) after many years of CPD for staff. Evidence will need to be provided in weekly plans, curriculum planning documents shared with parents, and photographs in books/displays.

Having recently installed the cross-curricular orienteering courses and received training on how to use it, it is expected that this is used twice a short term.

Forest school plans will be developed for year groups for short terms over the course of this policy as will regular staff meetings to support the development of teachers, teaching partners and teaching support assistants.

The outdoor classroom will be used to support the recovery of pupils lost learning from the pandemic and support learning from inside the classroom. The three trugs will be maintained by the year groups and they will have sensory plants in to support SEN provision.

School grounds

We are exceptionally lucky to have extensive grounds offering excellent opportunities for both formal and informal learning.

Local environment

The locality of Claremont offers a wealth of opportunities within a walkable distance. This allows learners to develop their skills in the local community.

Places further afield

Teachers must plan opportunities for learning beyond the school grounds. Each year group will have a planned programme of educational visits to compliment learning. These must be linked to the curriculum planning and stimulate children (and adults) to make a worthwhile learning experience. Claremont should provide trips to challenge children and, when appropriate, take them out of their comfort zone. The visits will be monitored annually to ensure there is a broad variety across the school, building on previous trips.

EYFS curriculum

The children in EYFS have daily access to the outdoors in the safety of the Reception pen and playground. They also have access daily to the woods field. Reception are to incorporate the phonics orienteering course in the Reception pen to support the teaching of phonics.

Monitoring and review

The Outdoor Learning including PE leader is responsible in supporting colleagues CPD, are informed in the current developments in outdoor learning and help direct outdoor learning opportunities in the school. Through meetings, the Outdoor Learning including PE strategic team monitor strengths and opportunities in the curriculum, identifying areas for improvement.

Health and safety

All staff must ensure a school risk assessment and EVOLVE form is completed before any offsite activity.

Onsite activities will continue to use in-school risk assessment and will be reviewed and updated as the year progresses by staff running the activity.

As outdoor learners, the school understands the inherent risk of outdoor activities. Claremont only visits AALA and LoTC sites for adventurous activities.