



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. Opportunities to promote our equality objectives, SMSC and British Values are incorporated across the Curriculum. Teachers have strong subject knowledge, and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Grammarsaurus 3D Curriculum'. As according to the most recent research by the EEF 'nothing has been learnt until it is in your long-term memory', we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our units. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

## 2. Promoting Values

As a school we promote British Values throughout the curriculum and daily life and our ethos is one of respect, tolerance and fairness.

- We teach children about **democracy** through decisions that are made in class and across the school.
  - Through our programmes of Personal, Social, Health Education (PSHE) and Citizenship children are taught about democracy.
  - Our pupils have a strong voice through our UNICEF Rights Respecting Schools ethos.
  - We aim to ensure that our pupils have a genuine and significant voice when decisions are made that affect them.
  - Pupils take part in annual elections for the representatives of our Groups & Advocates.
1. The Senior Advocates (Year 6 pupils who oversee and promote advocacy and the work of the groups)
  2. Advocates of Vision (School vision, Christian character and collective worship)
  3. Advocates of Rights (Rights Respecting School agenda, anti-bullying, the Kabanda Trust and charity fundraising)
  4. Advocates of Wellbeing (Mental health, physical wellbeing and online safety)
  5. Advocates of Earth (Sustainability, climate change, outdoor learning and green spaces)

Children are taught about **the rule of law** through lessons and additional activities. Our School Advocates have visited Stoke Council and worked with our local MP.

- Through our programmes of Personal, Social, Health Education (PSHE) and Citizenship children are taught about several aspects of the law and safety.
- We work closely with our local PCSOs and they regularly visit school to support any issues and to enhance the curriculum e.g. through mock crime investigations.
- We run the 'Junior Cadets' programme with our local Police Officers. Through this, children are taught about the law, the need for laws and the role of the Police. At the end of each 10-week course, we celebrate achievement with a 'passing out' ceremony.
- Children are involved in conflict resolution on a daily basis through the use of Peer Mediators to support issues during playtimes.

### Prory CE Academy: Teaching and Learning Policy

Children understand **individual liberty** as it features strongly in the UNICEF Rights.

We are a Level 1 UNICEF Rights Respecting School (RRS) and our ethos promotes respect for everyone. Children are aware of the UNICEF Rights for all children and have a deep understanding of the main five Rights we have chosen to promote in school. These Rights underpin our behaviour system.

### TOGETHER Values

Our TOGETHER Values are the heart of all we do, ensuring that we provided a values-based education, which allows all pupils to flourish.

A values-based education ensures that we can provide:

- **Opportunities for Spiritual Development** – Values-based education fosters spiritual growth by integrating Christian values into the curriculum and daily activities. It encourages pupils to reflect on their beliefs, which inform their actions and decisions.
- **Moral and Ethical Foundation** – Values-based education provides a strong moral and ethical framework, rooted in Christian teachings, By emphasising values such as honesty, trust, gratitude and respect, pupils learn to make ethical decisions and develop a sense of right and wrong, which guides their choices both inside and outside of school.
- **Community and Social Cohesion** – Values-based education encourages pupils to respect and value diversity, fostering a sense of belonging and mutual respect. This is essential in creating an inclusive school environment, where all pupils feel valued and supported.
- **Academic Achievement** – When pupils learn in an environment that promotes positive values, they are more likely to be engaged, motivated and focused. This supportive atmosphere can enhance their overall learning experience and academic outcomes.
- **Personal Development** – Values-based education helps in the holistic development of pupils; focusing not just on academic skills, but on personal growth. It encourages qualities such as resilience, empathy, and self-discipline, which are vital for personal success and wellbeing.
- **Preparing for Future Challenges** – By instilling strong values, pupils are prepared to face future challenges with integrity and confidence. The values they learn, provide a strong foundation that helps them to navigate complex social, moral and ethical issues that they may encounter in their lives.
- **Role Models** – Our staff serve as role models of Christian values. This modelling is crucial, as pupils learn by observing the behaviour and attitudes of the adults around them. The consistent demonstration of the school values reinforces their importance and impact.



### 3. Organisation of Teaching and Learning: Early Years

In Early Years, we have a practical and playful approach through which we teach and develop children's characteristics of effective learning. Through our engaging environment and high-quality adult interactions, we encourage all our children to explore and develop their curiosity. We recognise the value of child-led learning experiences as high-quality teachable moments. Children take their learning where they want to, explore their own interests and make connections in their ideas. Our aim is to create 'high skill, high will' situations where pupils are deeply engaged in activities, using and applying their learning and exploring new ideas.

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. Knowledge and skills are taught in a progressive manner and children have the opportunity to apply their learning and skills into their independent play and exploration (both indoors and outdoors).

We deliver daily high-quality direct teaching in phonics and reading through 'Read, Write Inc'. For maths, we use White Rose to help to structure and break down maths skills; these skills are covered in daily sessions with more in-depth teaching twice per week. We teach writing, on a daily basis, linking with the KS1 curriculum. Nursery use 'Master the Curriculum' for their maths learning, which is based on White Rose Maths to ensure consistency with our whole school approach.

We make links across the curriculum, and to life, wherever possible, as we believe this deepens the children's level of learning. We use the most up to date Early Years framework, as appropriate, to guide our teaching. These documents set out the aims and objectives for each age band and provide details of what expected learning in each age band might look like.

The framework is broken down into areas of development. There are two main sections of the curriculum: the "Prime" areas and the "Specific" areas. The **Prime** areas are fundamental and work together to support development in all other areas; the **Specific** Areas of development include essential skills and knowledge for children to participate successfully in society.

<p>The Prime areas of development are:</p> <p><b>Personal, social and emotional development</b></p> <p>Self-Regulation Managing Self Building Relationships</p> <p><b>Communication and language</b></p> <p>Listening, Attention and Understanding Speaking</p> <p><b>Physical Development</b></p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>The Specific areas of development are</p> <p><b>Literacy</b></p> <p>Comprehension Word Reading Writing</p> <p><b>Maths</b></p> <p>Number Numerical Patterns</p> <p><b>Understanding the world</b></p> <p>Past and Present People, Cultures and Communities The Natural World</p> <p><b>Expressive arts and design</b></p> <p>Creating with Materials Being Imaginative and Expressive</p>
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### 4. Organisation of Teaching and Learning: Key Stage 1 and 2

Priory CE Academy aims to develop each and every pupil to be the best that they can be. To do this, we teach a broad and balanced curriculum.

### Priory CE Academy: Teaching and Learning Policy

The basic classroom curriculum for all schools is comprised of two main elements: The National Curriculum and Religious Education (agreed locally).

English is taught daily and there are strong links to the rest of the curriculum. Reading and Phonics are taught discreetly and systematically throughout the school, including in the Early Years. Mathematics is taught daily and links are made to the rest of the curriculum where appropriate. Opportunities to apply English and Maths skills are maximised throughout the curriculum.

## The 3D Curriculum

At Priory, we are committed to offering a curriculum that not only covers essential content but also fosters a cohesive understanding of interrelated concepts. Benefitting from a bespoke curriculum to our locality and community, as a Grammarsaurus consultancy school, the 3D curriculum offers a model where each subject unit is designed to complement and enhance students' learning experiences.

This innovative curriculum method ensures that new knowledge is integrated with previously acquired learning, creating what we refer to as "substantive knowledge". For instance, a unit on the Anglo-Saxons will not only introduce key historical facts but also develop essential skills in historical inquiry, such as chronology, source evaluation, and interpretation. By intertwining substantive knowledge with disciplinary concepts, we build a robust 2D plane of understanding that prevents learning from becoming mere information that collects dust.

To further enhance retention and comprehension, the Grammarsaurus curriculum employs "big idea" concepts that make interconnected links between units across subjects. For example, pupils studying trade in Key Stage 1 through "Jack and the Beanstalk" will see those concepts re-explored and expanded upon in Key Stage 2. Such continuity facilitates deeper learning and ensures that children know and remember more across various disciplines such as history, geography, and literacy.

Assessment is pivotal; our cumulative assessments are designed to check for understanding and guide instruction, ensuring that no child is left behind. Additionally, our curriculum incorporates complimentary reading units that enhance learning and provide opportunities to revisit prior knowledge.

In summary, our bespoke curriculum brings together the best of education - efficiently, engagingly, and effectively - the Grammarsaurus 3D curriculum is a transformative approach that promises to nourish and invigorate students' educational journeys.

## iPads

At Priory, the children have access to 1:1 iPads from Year 1 to Year 6 to integrate technology effectively into the educational environment and ensure that pupils have the knowledge and skills that they need to thrive in an increasingly digital world.

Our vision is to empower pupils to become confident, responsible and digitally literate individuals prepared for a rapidly evolving technological landscape.

## Our Aims

- Equip pupils with foundational digital skills and ethical awareness
- Use technology to enhance learning across the curriculum
- Foster creativity, collaboration, critical thinking and problem solving
- Prepare pupils for future education and careers by introducing emerging technologies



## Benefits of Using iPads

Recent research in UK primary schools shows that iPads can be a powerful tool for learning - when used in the right way. Here's how they help:

1. Better Learning in Reading, Writing & Maths 📖

Studies found that children who use iPads regularly often improve their skills in literacy, numeracy, and communication.

2. More Enjoyment & Motivation 😊

Children often see iPads as fun, which makes them more excited to learn. They stay focused longer and are more eager to finish their work.

3. More Feedback from Teachers 💬

iPads make it easier for teachers to give quick feedback on pupils' work. Children can also share work with classmates and get helpful advice from their friends.

4. Learning at Their Own Speed 🧠

iPads allow children to work at their own pace. Apps can adjust to suit different ability levels, helping each child learn in a way that's right for them.

5. Learning at Home & School 🏠

Because children can have access at school and at home, children can continue learning at home. Some schools allow iPads to be taken home, which helps parents support their child's learning.

6. More Teamwork and Talking 👥

Even though it's a screen, using iPads often gets children talking more - not less! They help each other, work in pairs or groups, and share ideas.

7. Easier for Teachers to Plan & Mark Work 📝

Teachers say iPads save time on tasks like marking and planning. This means more time can be spent helping the children.

8. Preparing Children for a Digital World 💻

Using iPads helps children build digital skills they'll need in the future - like typing, coding, and using online tools safely.

Finding the Right Balance ⚖️

iPads work best when they're used alongside traditional methods like handwriting and books. We believe shouldn't replace these things - but add to them.

In Short... ✅

iPads can boost learning, make lessons more fun, and help teachers give better support; they prepare children for both school and the future.

## 5. Leadership and Management

The Headteacher and all Senior Leaders are responsible for maintaining a whole school overview, for introducing changes and for monitoring the quality of teaching and learning across the school. All teachers have annual appraisals and CPD and coaching is planned and used to address areas which need to improve. The classes are organised into four Phases:

## Priority CE Academy: Teaching and Learning Policy

- The Early Years: Nursery and Reception (EY)
- Key Stage 1: Year 1 and 2 (KS1)
- Lower Key Stage 2: Year 3 and 4 (LKS2)
- Upper Key Stage 2: Year 5 and 6 (UKS2)

Each Phase has a leader who is also part of the Middle or Senior Leadership Teams. Each Phase leader is responsible for supporting and overseeing the planning, assessment and progress of pupils in their Phase. The Phase Leaders are supported by their Senior Leader (responsible for Key Stage) and the Principal.

A Subject Leader oversees each National Curriculum subject. They are responsible for ensuring the coverage of the National Curriculum, monitoring and ensuring progression and standards in their subject. They are also responsible for ensuring that our current practice is up to date and new initiatives are adopted and adapted when necessary. Faculties will help to monitor and support subject leaders (these are made up from subject leaders).

### 6. Monitoring and review

The Senior Leadership Team are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. This policy will be reviewed every two years or earlier if necessary.

### 7. Other related policies:

- English
- Phonics
- Mathematics
- All Foundation Subject Policies
- Marking and Feedback
- Presentation and Handwriting
- Assessment
- Early Years

Policy Author: Jenny Cunliffe and Lee Facey

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