

# Hateley Heath Academy Teaching and Learning Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best Art provision for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

## Aims & Principles

The aim of this policy is to explain how our Art curriculum is implemented at Hateley Heath Academy.

## Curriculum Intent

At Hateley Heath Academy our vision is to 'grow curious creative thinkers', and 'independent reflective learners'. Our intent is that our curriculum will develop independence, responsibility and a love of learning throughout the children's lives.

Our curriculum is bespoke to our children and the community around us. It is designed to be ambitious for all pupils and to prepare them for their next stages in life. A knowledge rich and progressive curriculum has been implemented to broaden children's experiences, their understanding of the world and to add depth to their knowledge.

Through our curriculum, we will provide opportunities for the children to seek knowledge by asking questions. Our Learning Clouds support independence and responsibility for their own learning and encouraging the children to develop a growth mindset. They also develop positive dispositions and habits for lifelong learning.

**Collaboration**

**Contemplation**

**Curiosity**

**Creativity**

**Challenge**

**Confidence**

### School Values

Our school curriculum is underpinned by our core values:



Hateley  
Enjoy  
Achieve  
Respect  
Teamwork

Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum has been designed around a series of principles that reflect our school values, British Values, pedagogical approaches and needs. We clarify our vision of the curriculum through a carefully sequenced and progressive journey that has key concepts, key knowledge and makes connections with other subjects. Within this journey, the children are exposed to both substantive and disciplinary knowledge, which is appropriate to their level of understanding and supports the development of schema.

We teach discreet subjects with an aim of children having a deeper understanding of each subject discipline, whilst at the same time, we encourage the children to make connections where appropriate. We ensure that our curriculum provides the children with both substantive and the disciplinary knowledge that is needed for children to appreciate and understand what is unique about historians, geographers, and scientists. By doing this, our curriculum support schema development. Key concepts in each subject area are carefully considered and interconnected with other subjects. These concepts and skills are carefully sequenced, revisited and built upon from Early Years to Year 6.

At Hateley Heath, our curriculum is underpinned by stories, which feature within each subject area throughout the whole school. Each story brings real life purpose and meaning to learning and research shows that this has a significant impact on long term memory.

## Curriculum Implementation

Hateley Heath Academy is committed to providing an ambitious and bespoke curriculum which as a minimum, meets the requirements of the primary National Curriculum. The curriculum is taught taking into consideration of the needs of all learners. We deliver all National Curriculum subjects: English, Mathematics, Science, Computing, Physical Education, Personal, Social, Health and Education (PSHE), Art & Design, Design & Technology, Modern Foreign Languages (Key Stage 2) French, Religious Education and Music. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that enrich the experiences of our children.

In addition to this, our approach to learning beyond the school day has been designed to give the children opportunities to further explore the learning happening in class and topics which they are interested in or that they would like to gain a better understanding of. This approach is called 'Pursue Your Passions'. This learning is shared and celebrated in class every 2 weeks with the children and displayed around school.

## Organisation and Planning

We plan our curriculum in three phases: Early Years, Key Stage 1 and Key stage 2, agreeing a long-term plan for each key stage. This indicates what units are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. Thorough and detailed medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our Curriculum Team have devised our localised schemes of work taking into consideration the needs of our children and the community of Hateley Heath.

To ensure curriculum coverage, subjects are taught in blocked units across 39 weeks of the year. These 39 weeks are broken down into 3 units of 13 weeks. Within those units, time is allocated to 3 afternoons of learning each week. This approach to teaching our curriculum was adopted based on pupil and staff voice along with research around the transfer of knowledge from working memory to long term memory. In addition to this, we return to learning, called Return and Explore, where the children can further develop and add depth to their understanding of a concept or skill or explore something in more depth. Research shows that reviewing and refreshing information regularly halts the forgetting curve. We plan for Return and Explore so that the children can recall, and revisit skills taught in order to support them in remembering and articulating their understanding.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the foundation stage curriculum and early learning goals, and there is planned progression in all curriculum areas.

Our Early Years Curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured learning opportunities. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. Our curriculum content for Early Years (Nursery and Reception) is outlined in our Early Years Policy in detail.

## Inclusion

Hateley Heath Academy is committed to providing an appropriate and high-quality education for all children, including those identified as having Special Educational Needs. All children are entitled to a broad and balanced academic and social curriculum, which is accessible to them and are to be fully included in all aspects of school life. We believe all children should be equally valued in school. Wherever possible, we ensure that there are no barriers to every pupil achieving.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

## Curriculum Impact

At Hateley Heath, through our curriculum, we will enable children to become creative and curious learners of the future, along with having the confidence and thirst to continue learning independently. High aspirations in our school curriculum enable our children to fulfil our school motto of 'Dream it! Believe it! Become it!'

Our school curriculum enables the children to make at least good progress for all pupils, regardless of their starting point.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, subject leaders and most importantly, our children, will review individual subjects regularly. The learning and outcomes will be monitored, and feedback will be given around what is going well and what are the ways to grow. We do this by reviewing each unit after it has been taught through staff and pupil voice.

Our teacher assessment framework (TAFs) will be used by the staff to reflect on the progress that is being made over time with individual children. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

Consistent evaluation of the quality of education ensures that children can achieve the highest possible standards and supports them in being the best version of themselves.