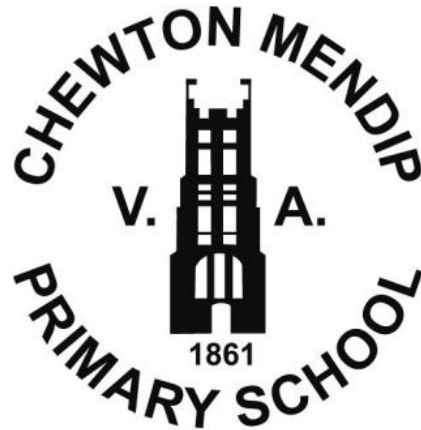


Chewton Mendip Church of England
Voluntary Aided Primary School



Teaching and Learning policy

Last reviewed on: September 2025

Next review due by: September 2027

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1. Curriculum aims

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8

We strive to be that ‘good ground’ where our children can grow in knowledge, skills, and wisdom, with hope, aspiration, dignity, and respect. Our ambition is that they can thrive and contribute to their communities and live well together. We embrace the Church of England’s vision for education that all children will have “life in all its fullness” (John 10:10).

At Chewton Mendip Primary school we committed to ensuring children receive a broad and balanced curriculum that motivates them to develop their understanding of the world around them. We aim to deliver a curriculum that engages children in learning, develops curiosity and makes links across subject areas. Children are given opportunities to apply what they have learnt in a range of contexts through activities and enrichment events that excite and motivate them to want to learn more.

Our schools’ values combine the Church of England’s vision for education with our aims, and links closely with the PSHE curriculum areas.

The Church of England vision for education promotes:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

Our values have been chosen to link with our curriculum and to support children to thrive and contribute to their communities, living well and growing together.

Each term we focus on one of our values. Our collective and class worship teaches children about the meaning of the value and links this with teachings from the Bible and with the themes in the Kapow PSHE curriculum. Our values are also carefully linked with the fundamental British values.

Our core values are:

Term 1: **Kindness**

Term 2: **Respect**

Term 3: **Perseverance**

Term 4: **Responsibility**

Term 5: **Honesty**

Term 6: **Courage**

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our curriculum is a spiral system which has been carefully mapped out to ensure there is a clear progression in knowledge and skills as children move through the school, and that they cover all of the national curriculum objectives. An in-depth overview of our curriculum can be found on our website.

As we are a small school with four mixed age group classes, to ensure children cover all of the statutory curriculum requirements, we work on a 2-year curriculum cycle.

Quality first teaching ensures lessons are clearly structured and engaging for all.

Teachers adapt materials from White Rose to teach maths across the school. We work closely with the Boolean Maths Hub to monitor the teaching and learning of maths.

We use a text-based approach to teaching writing. High quality texts are used to stimulate creativity in writing across a range of contexts, which are clearly linked to the national curriculum objectives.

For Science, History, Geography, DT and RSE and PSHE we follow KAPOW schemes of work; Teach Computing for ICT and Sing up for music lessons. We follow the Somerset agreed syllabus for RE.

Phonics

- We follow the 'Little Wandles Letters and Sounds Revised' to teach phonics in Reception and Key stage 1 to teach children to read. Children can be taught past Key stage 1 if they need this support. Children are taught phonics daily where they are taught Grapheme-phoneme correspondence. (GPC) This is the process of matching both the grapheme (the symbol) and phonemes (unit of sound) together and vice versa. The programme is organised so children are taught more simple GPCs first and then complex ones, taking into account the frequency they occur in the most commonly encountered words.
- Graphemes are taught and practised in words, sentences and later in fully decodable books. Books sent home are carefully matched to learning that has taken place in school and the graphemes taught. Children review and revise tricky words and GPCs daily. Children who are not keeping up with their peers are identified quickly and given additional support.
- At the end of Year 1 children are assessed using the national phonics screening check. This identifies where children may need additional support to enable them to become confident and fluent readers.

Reading

- At Chewton Mendip Primary School we use the 'Little Wandle' reading scheme for KS1 pupils. Books are read in school, in line with the children's home reading scheme and their phonic learning.
- We follow 'Fred's teaching' reading scheme in KS2 to ensure children are taught all reading skills to enable them to become confident and fluent readers. Texts are carefully selected to ensure children have exposure to a range of different text types.

Our learning environment extends beyond the school grounds to the local woods and surrounding village. We ensure that the children are well supervised, though still allowing them the freedom to play and interact with their environment. All children participate in regular 'forest school' sessions. These are led by our qualified staff and enable pupils to problem solve and work as a team.

We embrace all elements of a healthy lifestyle, developing healthy minds and healthy bodies. We ensure that all children engage in at least two hours of physical activity a week and have access to extended school opportunities to maintain their physical fitness. The benefits of outdoor activities are recognised. We are very lucky to have our own swimming pool providing lessons for children during the summer term.

Information on how we support children with SEND to access the curriculum can be found in our SEND policy and information report.

Assessment

We focus on promoting pupil progress by providing children with meaningful feedback that is linked to the learning objectives and success criteria of the lesson, so that children can develop their skills and knowledge, knowing what they have achieved and what they need to do next to improve build on their learning. Effective feedback is specific and of a high quality, moving the learning on by targeting specific gaps in knowledge and understanding. Feedback is carefully linked to ongoing assessment.

Staff are encouraged to use in the moment (live) marking during lessons to quickly address misconceptions through scaffolding or modelling.

After the lesson, support may be given to individuals or groups of children to address misconceptions.

More formal assessments are carried out at the end of each half term. Children are assessed against the objectives they have been taught that term.

5. Inclusion

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 SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Regular book looks at full governor meetings and at the Teaching and Learning committee meetings.
- School visits
- Meetings with subject leaders

Curriculum leaders monitor the way their subject is taught throughout the school through:

- Book scrutinises
- Lesson observations
- Monitoring activities with leaders from other schools.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the headteacher and the Teaching and Learning Governors Committee. At every review, the policy will be shared with the full governing board.