



Bunny C of E Primary

Teaching and learning Policy

March 2024

Written by C. Taplin

Bunny C of E Primary School

Curious Curriculum

Teaching and Learning Policy

The Intent of the Curious Curriculum

At Bunny C of E Primary School our Curious Curriculum is carefully designed to engage children as active participants in their learning journey. We believe that children are at their most successful when their imagination is stimulated, their curiosity is heightened and their learning makes links to their lives and the wider world.

Our curriculum is based on discovery – the action or process of finding out or self-discovery. We use enquiry questions as essential devices to engage children as active participants in their learning.

We have designed our curriculum with the intent that all pupils will:

- be inquisitive and have an opportunity to explore and try new things
- be creative
- engaged and motivated
- build on their prior learning and knowledge
- enjoy learning new skills for life
- feel included and feel like they are part of something
- understand about themselves and their place in the world
- get along with and collaborate with others
- be brave, ambitious and resilient
- “be the best that they can be”

We intend that all pupils achieve this through a curriculum, which is designed to be investigative and enquiring. Teachers strive to achieve the highest standards from learners, in order for them to be exceptionally well prepared for the next stage in their education and their future careers.

The curriculum is cohesive and progressive, with knowledge and skills that are built upon year-on-year, but also flexible enough to ensure that it remains relevant and stimulating and reflects the context of Bunny School within the wider world. Through this curriculum, teachers inspire children to develop a love of learning.

We organise most learning into themes, although some learning is taught discretely (e.g. PE, computing, PSHCE).

We follow a three-term structure:

Discover - History themed

Explore - Geography theme

Create - Art, drama and music themed

The focus is on skills for the subject of that term so that they are taught in depth. This enables us to deepen the children's understanding of these subjects in a much more focused way. Other curriculum subjects are still taught as 'enhancement' subjects.

We have chosen to integrate our Curious Curriculum enquiry themes with the United Nations Sustainable Development Goals (SDGs) as we aim to provide our children with the knowledge, skills, values and attitudes that empower them to contribute to sustainable development. We want to teach our children about the world around them and for them to become sustainability change-makers.

Concept Grid and Christian Values



Adversity	Consequences	Freedom	Passion	Spirituality
Beauty	Creativity	Friendship	Peace	Stewardship
Belief	Democracy	Happiness	Poverty	Strength
Belonging	Discrimination	Identity	Power	Sustainability
Care	Diversity	Individuality	Prejudice	Tradition
Change	Dreams	Influence	Pride	Transformation
Choice	Duty	Integration	Protest	Trust
Class	Equality	Judgement	Reform	Truth
Cohesion	Failure	Justice	Resilience	Value
Common good	Fairness	Love	Responsibility	Virtue
Community	Faith	Loyalty	Rights	Weakness
Compassion	Fear	Media	Sacrifice	Wealth
Conflict	Forgiveness	Morality	Segregation	Well-being
consent	Free will	Oppression	Service	Wisdom

Each term we choose concepts linked to our themes, with at least one of these being one of our key school Christian values (treasures). This ensures that Christian values are at the heart of our teaching and learning each day because these words underpin and create connections across subjects and themes in our project work.

What If Learning

We connect the Christian faith within our teaching through the values-based learning approach described as “What If Learning”. Teachers embed opportunities for character development in their planning and in the delivery of their lessons. This is a values based, enquiry led teaching style for teachers who want their classrooms to be places with a Christian ethos or atmosphere, whatever the subject or age group they teach. It explores what teaching and learning might look like when rooted in Christian faith, hope, and love. It does this by offering over 100 concrete examples of creative classroom work and an approach that enables teachers to develop their own examples. At Bunny School, What If Learning brings our school “treasures” to life in a way which enables children to begin to see what these values or virtues might mean for them in the world they are growing into. There is more information on the What If Learning website; <https://whatiflearning.com/>

How we implement our curriculum

The school adopts a creative approach to learning through the Early Years Foundation Stage (EYFS) (DfE 2021) and National Curriculum (DfE 2014). National Curriculum subjects are approached in a flexible way throughout the school, and are planned sequentially to ensure that new knowledge and skills build on prior learning.

The school does not dictate a specific lesson structure and instead allows teachers the flexibility to plan for their individual class’ needs and learning styles. Teachers will make judgements about how to target children to achieve the best learning outcomes for all. It is expected that an effective balance is struck between meeting children’s individual learning needs and enabling all children to achieve the same learning intention through the use of practical and supportive resources. Teachers will use a range of teaching styles and approaches to ensure that learning is engaging and appropriately challenging. We believe this enables children to be part of a learning culture, take responsibility for their learning, self-assess and self-evaluate.

Curriculum Planning and Organisation

We have an ambitious curriculum to meet the needs of all learners, building on the knowledge and skills of enquiry whilst enriching our children’s cultural capital – especially for those from the most disadvantaged backgrounds.

Children are consulted in the development of their curriculum and pupil voice is used as a vital tool in the continuous evaluation of enjoyment, engagement

and challenge, which helps us with the continual development of our curriculum practice.

As a school, we have defined the culture that underpins the process of planning for learning. This culture is built around these key principles:

- Good planning is about being prepared to teach.
- Planning is about the learning journey you build and not what you write down.
 - We do not 'do things for the sake of it'. If we record something, it is because this has purpose.
- Planning must be flexible, in order to enable the learning to move with the children and in response to assessment for learning.
- Planning effectively ensures that all learners are challenged appropriately
- It is crucial that we ensure coverage of the NC objectives and progression of knowledge and skills.
- It is essential that we use what we know of the children in order to match learning experiences to the needs and abilities of all learners.

Subject Leaders have designed subject skills and knowledge progression documents that ensure that the National Curriculum is adequately covered and that learning is built upon year-on-year. These documents have been used to develop a school curriculum for each year group.

Medium term plans are in place to ensure that the knowledge and skills for each subject are taught progressively and appropriately throughout the year. Teachers use these medium-term plans to design sequences of lessons that cover the appropriate knowledge and skills in an engaging and exciting way and builds on prior learning.

Children's individual interests and experiences are sought at the planning stage to ensure that topics are tailored in a child-centred way. Where appropriate, subjects are co-ordinated as part of a topic-based approach. However, this is not always appropriate and some subjects are taught discreetly for part or all of the year. Individual lessons may be blocked together to form focused projects or taught as discrete sessions, which are revisited throughout the year and their journey through the school.

This flexible approach enables the school to ensure that that quality of teaching and learning remains high.

Assessment and Feedback

Our school considers accurate and focused assessment as the cornerstone of high-quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation. The intention of our curriculum is to not create unnecessary work load for our teachers. This includes planning and assessment.

The culture at Bunny School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time. Skilled teachers and teaching assistants will use this information to provide interventions and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

Working with parents

The school's curriculum is published on the school website (www.bunnyprimaryschool.com), in accordance with DfE guidelines.

At the start of each year, teachers will provide parents with information about the curriculum and the expectations for that year group and how parents can support this. Staff will also provide information sessions to parents over the course of the year to help support understanding of how the curriculum is taught and how they can support their children at home.