

Tunstall CofE Primary School



Teaching and Learning Policy

Tunstall CEP Vision

'Thinking deeply, loving abundantly, serving graciously, for the Glory of God'

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique, Discovery Curriculum. Children and staff are safe, secure and empowered to be risk takers.

We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John 10:10 being: 'A place where everyone can flourish'.

Signed: P Gregory

Date: January 2026

Review Date: September 2029

FRIENDSHIP, KINDNESS, SERVICE, FORGIVENESS, PERSEVERANCE,
TRUTHFULNESS

Vision, Intent, Design, Implementation

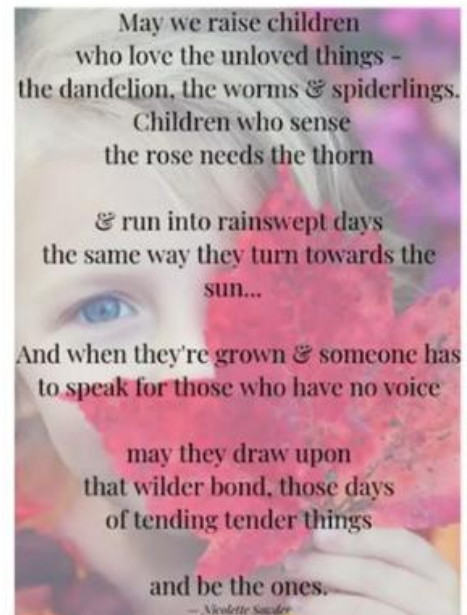
Vision

Our Vision Statement:

'We believe that God's abundance is for everyone, nurturing a servant heart for the local community of Tunstall and beyond. Learning opportunities are broad, inclusive and inspiring where creativity is nurtured and harnessed at every opportunity through our unique discovery curriculum. Children and staff are safe, secure and empowered to be risk takers. We are a culturally diverse school who value each other's uniqueness with dignity and respect. We think deeply, love abundantly and serve graciously for the Glory of God and thus uphold our biblical underpinning of John 10:10 being; 'A place where everyone can flourish'.

We want to raise future generations of skilled and independent learners who can take responsibility for their own education and maximise their potential. As a Church of England School we also wish for our children to find strength through their own spirituality and beliefs. We wish to equip our children to be courageous advocates, giving voice to the voiceless with a loving, servant heart. The starting point of what we envisage for our children is captured in this poem by *Nicolette Sowder*.

Our Christian Vision, Values and Ethos intertwine alongside British Values to underpin and provide the secure foundation from which our teaching and learning offer is based.



Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.

Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play a useful and positive role in society and make informed choices about their lives both now and in the future.

High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, question existing ideals and beliefs, both now and in the future.

Our curriculum **intent** is:

- to provide a coherent, structured, inclusive curriculum that inspires children and builds knowledge sequentially, ensuring pupils are ready for the next stage in their learning to make good progress in their learning journey.

- to give all pupils a wide range of learning experiences, harnessing creativity so they grow to become confident, resilient, respectful and motivated individuals who are equipped for life beyond school and who are global neighbours of the future, being a voice for the voiceless.

Our curriculum **design**:

- Our curriculum is ambitious. It harnesses creativity at every opportunity and empowers children to become risk takers. Our overarching topics serve across the school to allow for joined up thinking for a Discovery Curriculum. Each year group is then immersed in their focus Discovery Question to fulfil a broad, balanced and sequential curriculum. Through interdisciplinary learning children are able to see and make links; fostering critical thinking, enhancing problem-solving skills, and promoting creativity and innovation.
- It is knowledge based with regular opportunity for recalling prior knowledge and building upon it, whilst also securing the necessary skills to become successful, responsible, independent and expert learners, providing the cultural capital they need to succeed in life.
- Children are valued individuals at the heart of our curriculum, with an emphasis on health and wellbeing both physically, mentally and spiritually. Provision for outdoor learning and enrichment activities provide immersive hands on, relevant experiences.
- Our curriculum has been designed to ensure that it is relevant and contextual, both locally and globally, to develop a deep understanding of the changing world and community that we live in.

Our curriculum **implementation**:

A Hook, Line and Sinker approach is planned for each topic each term. This is based on a topic approach using the Programmes of Study given in the National Curriculum, our own core knowledge and skills progression and underpinned by our Christian Vision, Ethos and Values.

- **Hook** – Interdisciplinary activities to motivate and engage children into a topic launch. These 'hooks' are to engage and immerse the children immediately into the topic. This allows for pre learning of rich vocabulary, knowledge and skills. Plus immersive hands on activities across the school incorporating; workshops, visitors, Rainbow Days and trips for example.
- **Line** – Follow a line of learning to fulfil National Curriculum (DfE 2014). Within the overarching whole School Topic each Year Group has a Discovery Topic Question to answer to develop substantive knowledge. The curriculum is progressive through year groups in their learning journey through the school. This enables children to build on prior learning and knowledge, make connections and use transferable skills. The curriculum is mapped out to make links where it can through interdisciplinary learning.
- **Sinker** – Application of knowledge through planned sinker activities. The 'sinker' is designed to overcome misconceptions, whilst contextualising and deepening learning. It provides opportunity to share made connections across the school and look at ways to apply their learning, viewing the impact. Courageous Advocacy questions are also raised to think outwardly and globally.

The school works towards our intent by:

- Promoting high quality learning, progress and attainment.
- Providing a high quality learning environment.
- Valuing the skills and well-being of each other and ourselves.
- Working in partnership with parents and the community.

The learning culture in our school is a culture where:

- Everyone in our school community shows respect, Christian values and supports each other as learners
- We have high expectations – of learning behaviour, progress in learning, presentation and effort
- Children and adults recognise mistakes and errors as learning opportunities
- Children are encouraged to take risks, challenge themselves and try out new ways of learning
- Diversity from across society is respected, embraced and celebrated
- Children are encouraged to become independent learners and make their own choices about their learning and to choose helpful resources
- The curriculum and teaching strategies will integrate appropriate digital technologies to enhance learning, develop digital literacy, and prepare children for a rapidly changing world
- Adults establish an inclusive approach to teaching and learning and positive working relationships with all children in the class
- Teachers use Adaptive Teaching strategies to support and challenge all learners. Curriculum adaptations will be clearly documented to meet the needs of pupils with SEND and other vulnerabilities. Staff will receive ongoing training (TTTT) to develop expertise in adaptive teaching strategies and inclusive practises.
- All adults model expected learning behaviour
- Effort and personal progress are highly valued and celebrated.

Quality First Teaching

At Tunstall Church of England Primary School, we believe that outstanding teaching is when staff consistently:

- Form positive relationships with all the children.
- Plan lessons / resources effectively which takes children's prior learning and current assessment into account.
- Lessons are inclusive and appropriately differentiated in order to consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Use a wide range of different teaching strategies and teaching styles.
- Exemplify whole-class teaching in an interactive and engaging manner
- Facilitate extension and consolidation tasks to ensure there is no lost learning time
- Make regular and productive use of the various environments available across the school
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Effectively assess and monitor children's progress
- Use classroom displays effectively as a learning tool that aids learning and that the children interact with

- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Ensure that texts and learning opportunities reflect the diverse world that we currently live in.
- Develop and maintain safe, secure and inspiring classroom and learning environments.
- Develop and sustain good links and focussed communication with parents/carers, colleagues and Governors in order to support children's learning.
- Provide feedback which will be timely, actionable, and tailored to individual learning needs, ensuring that children understand their next steps and have opportunities to respond and improve their learning.
- Moderate their standards and judgements both within school and across external collaborations

Curriculum Planning

Tunstall Church of England Primary school's planning is based on the following requirements:

- The Primary National Curriculum 2014 including RSHE
- The Early Years Foundation Stage Framework
- Understanding Christianity for Religious Education

Long Term Planning

Our Whole School Discovery Curriculum Map Overview has the overarching topic titles to outline focus and to link up each Year Group's topic Discovery Question. This also enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits. Alongside the overview Curriculum Map there are the Church of England's Vision for Education Statements and our Christian Values.



Tunstall C of E School - Whole School Curriculum Map Overview 2025/26

Term	1	2	3	4	5	6
Christian Distinctiveness ternity focus Christian Values ternity focus	Global guardians of God's abundance	Holding onto hope	Valuing each other's uniqueness	Thinking deeply – shaping Communities	Flourishing together – Global guardians of God's abundance	Flourishing together
Whole School Overview Topic Titles	Friendship	Kindness	Perseverance	Service	Forgiveness	Truthfulness
What's special about me?	My Local Place: Exploring the UK	Battles, Blazes and Betrayals: Power Struggles Through Time	Wonderful World explorers - Discovering the UK and Beyond!	Britain Through the Window of Time: Local Lives, National Stories	Our amazing Earth: The Forces That Shape Our World	Legends, Leaders and Lifesavers: Heroes from the Past
EYF5 Year R Enquiry Question	What's special about me?	How do people celebrate?	Who helps us in the places where we live?	How have stories and life changed since long ago?	What is wonderful about our world?	What can we learn from the past as we get ready for the future?
KS1 Year 1 Enquiry Question	Where is my school?	Why was the gunpowder plot important?	What are the similarities and differences between the countries in the U.K?	How have toys changed over time?	How does the UK compare to Kenya?	What were castles for and who lived in them?
KS1 Year 2 Enquiry Question	What can we see from our window?	What changed because of the Great Fire of London?	How does the UK compare to India?	Who changed history in our local area?	Would you prefer to live in a hot or cold place?	What impact have nurses made to Britain over time?
LKS2 Year 3 Enquiry Question	What happens on the sand where we live?	What was it like in the bronze, stone and iron age and how do we know?	How does UK compare to Italy?	What effect did the Romans have on Britain today?	Where in the world is Antarctica and why is it so extreme?	How do we know about the Ancient Shang Dynasty and what can we learn from them?
LKS2 Year 4 Enquiry Question	What Can We Discover About UK Coasts?	What did the Anglo Saxons and Vikings leave behind?	How does UK compare to a region in North America? Canada (chosen country)	What was the British Industrial revolution and how does it affect us today?	What are rivers and how are they used?	What made Ancient Egypt such a unique civilization and how did it shape the world?
LKS2 Year 5 Enquiry Question	How is the UK connected?	How has the British monarchy evolved since 1066?	How does UK compare to Greece?	How did the lives of people in Britain change as a result of WW2?	What Makes Earth's Mountains, Volcanoes, and Earthquakes So Extreme?	What aspects of Greek society are still relevant today and why?
LKS2 Year 6 Enquiry Question	How Are People and Places Changing in the UK?	How has life changed for a criminal in Britain?	How does UK compare to Galapagos Islands/ South America?	How has the British Empire changed over time?	Why are rainforests so important to us?	How does Ancient Britain compare to other ancient civilisations?

Each year group has a Year Group Curriculum Map with a topic based approach using the Programmes of Study given in the National Curriculum (DfE 2014), including our own knowledge and skills progression. Topics for each subject have been selected and tailored

to each year group to support an interdisciplinary approach making links where appropriate. EYFS skills are progressive and the content is child led.

Tunstall Year 1 Curriculum Map for Year													
Term	1	2	3	4	5	6							
Annual Whole School Events	Consultations Harvest (There is no planet B day - sustainable lessons)	STEM Week Remembrance Day Fireworks Children in Need Christmas	Humanities week Inspirational/Significant person: Who do you think deserves to go on a bank note and why? Cultural Diversity day	Languages Week World book Day Consultations on Easter	Creativity Week Dancing Day SATs (KS1/2)	Well-being days Sports Day Phonics/Maths check Class CW/ Church service/Play Reports Transitions	Computing (including enrichment) PE 1 (Indoor)	Rebels	Scratch Jnr	Computer skills	Word processing	Using and applying	Digital paint
Christian Distinctiveness	Global guardians of God's abundance	Holding onto hope	Valuing each other's uniqueness	Thinking deeply – shaping Communities	Flourishing together	Flourishing together	PE 2 (Outdoor)	Gymnastics - Animals Sales Multi-skills Brooming and catching	Dance - Story Skits But and ball	Gymnastics – Traditional Tales Invasion Games At the fair	Dance - The seasons	Dance - dancing day	Circuit training
Christian Values termly focus	Friendship	Kindness	Perseverance	Service	Forgiveness	Truthfulness	Maths	Place Value (within 10)	Addition and Subtraction (within 10)	Place Value (within 20)	Place Value (within 50)	Multiplication and Division	Place Value (within 100)
Whole School overarching focus	Geography focus My Local Place: Exploring the UK How can we look after our area and the people in it? Diversity and Sustainable lesson	History Battles, Blazes and Betrayals: Power Struggles Through Time	Geography Wonderful World explorers - Discovering the UK and Beyond! How does UK compare to other countries around the world?	History Britain Through the Window of Time: Local Lives, National Stories	Geography Our amazing Earth: The Forces That Shape Our World How can we look after our planet? Sustainable lessons	History Legends, Leaders and Lifesavers: Heroes from the Past	Geometry (shape)	Addition and Subtraction (within 20)	Measurement (length and height) (Mass and Volume)	Geometry (position and direction)	Measurement (time)		
KS1 Year 1	Where is my school?	Why was the gunpowder plot important?	What are the similarities and differences between the countries in the UK?	How have toys changed over time?	How does the UK compare to Kenya (Non EU country)?	What were castles for and who lived in them?	Follow plans on RSH: overview September 2024 planning 2024.docx						
							Enrichment/Book activities	Church (Easter tree festival)	Visiting Panto	Space dome	Well-being day (teacher choice)	Traps from the past workshop	African music workshop
							Workshops				Well-being day (see and develop outdoor area)		
							Outdoor learning					Well-being day (handwriting)	Well-being day (see and develop outdoor area)

Medium Term Planning

From the Year Group Curriculum Map a Pacer is built laying out all the subject's progression of lessons across the term. This medium term planning Pacer document gives the opportunity to make clear cross curricular links to follow a line of learning with sequential lessons across the term. Enrichment activities are designed here to enhance the learning.

Tunstall Year 3 Pacer Term 1							
Whole School overarching Focus: My Local Place: Exploring the UK (Geography focus) Term 1 Enquiry Question: What happens on the land where we live?							
Christian Distinctiveness: Global guardians of God's abundance							
Christian Values termly focus: Friendship							
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Annual Whole School Events	Hook activities				Consultations	Harvest	Sinker activity There is no Planet B day - sustainable lesson
Geography Knowledge	To name and locate the countries and major cities of the UK. To know the key land-use patterns in the local area and understand how this has changed over time. To know the key human and physical characteristics of our local area. Field work: Sittingbourne main land-use to study: Homes and buildings, farms and fields, parks and green spaces, industry and factories, transport. (Four view points from Tunstall school; farm, recreation, residential)						
Geography Skills	Use maps to locate features studied. Use & recognise symbols on an OS map. Use maps to identify hills using contour lines within the UK. Make a map of a short route including a simple scale drawing, using a simple key and symbols. Use 4 compass points to follow and give directions. Use letter/number coordinates to locate features on a map. Use fieldwork to observe, measure, record and present human/physical geography.						
Year 3	LO: I can say what Human and Physical features are and give examples. LO: I know the key human and physical characteristics of our local area. Lesson 2 LO: I can name and locate the countries, seas and major cities of the UK.	LO: Use maps to identify hills using contour lines within the UK. LO: Use & recognise symbols on an OS map. https://getoutside.org/hancesurvey.co.uk/guides/understanding-map-contour-lines-for-beginners/	LO: To know the key land-use patterns in the local area and understand how this has changed over time. Look at Tunstall conservation area (info sheets pick out relevant/interesting points) What are topographical features? What are topographical features/land use in our local area? (soil	LO: Use 4 compass points to follow and give directions. Use letter/number coordinates to locate features on a map. Find topography on maps use grid reference to find them. What are topographical features/land use in our local area? (soil	LO: Make a map of a short route including a simple scale drawing, using a simple key and symbols. Prep for field work in local area. #share KS2 video of FW from Twinkl How has land use changed over time in our area?	LO: Use fieldwork to observe, measure, record and present human/physical geography. Field work in local area - take a walk to local area. Look at Tunstall Conservation area Vocab urban, rural, hamlet, village, walk north/south etc.	Enquiry question: What happens on the land where we live? There is no Planet B - sustainable lesson CW Question

English is developed from the Genre overview and links with Discovery subjects with a History, Geography or Science focus to develop writing from. Knowledge Organisers are year group specific to support the vocabulary and key learning for children and parents. Maths is developed and adapted from the 'White Rose' planning where necessary. RE is developed from the Kent Agreed Syllabus from the Diocese incorporating Understanding Christianity. Termly topic heading sheets are used for RE and Science to support vocabulary and prior learning. Kapow units are used and adapted to support the teaching of Music, Art and DT to ensure coverage and range of skills. The Curriculum is shared termly with parents via our website in a reader-friendly Headline page alongside a Knowledge Organiser.

Term 3 Curriculum Headlines
Topic: Wonderful World explorers - Discovering the UK and Beyond!
 Christian Distinctiveness focus: **Valuing each other's uniqueness**
 Christian Values focus: **Perseverance**



A-Z of learning within the topic
Year 2 Discovery Question – How does the U.K compare to India?

Art: Building clay houses.
Competing: Scratch Junior and Safer internet day.
Courageous Advocacy: Link to issue of injustice in India e.g. water, access to education.
Enrich: Stories from other cultures and instructions.
Enrichment: Collective Worship daily, Spirituality ...
Geography: How does the U.K compare to India?
Maths: Money, multiplication, length and weight.

Music: Call and response – Animals.
Physical Education: Bangra dance and invasion games.
PE days: Monday (Indoors) Thursday (Outdoors)
Religious Education: Who are humanists and how do they live?
RSHE: Yasmine and Tom - My brilliant body.
Zones of regulation: Emotions and anger.
Heartsmart: Too much selfie isn't healthy.
Science: Animals including humans.

Year 2, Term 3 Knowledge Organiser: How does the U.K compare to India?

Learning Objectives	Key Questions	Key Vocabulary	Key Concepts
- Name and locate the seas of the U.K. - I can locate India on a world map. - Identify human and physical geography in India. - Compare a village in India with a village in the U.K. - Compare a city in India with a city in the U.K. - Recognise and facilitate change for an issue within a country.	- What are the seas surrounding the U.K? - What continent is India in? - How does a U.K village compare to an Indian village? - How does a U.K city compare to an Indian city? - What can I do to help other countries?	- India - United Kingdom - England	- Human geography: How a place and place with human and physical features. - Physical geography: The study of the physical features of the Earth, like mountains, rivers, and weather. - A village is a small community or a group of houses in a countryside area. - A city is a large area where many people live and work, with lots of buildings and activities.

What should I already know?

- The four countries within the U.K.
- That the U.K is a country.
- What a world map is.
- What a globe is.

National Curriculum:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Name and locate the seas of the U.K.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.





Union Jack Map showing U.K and India Flag of India

Short Term Planning

Planning is completed at the teacher's discretion but may be asked for by members of SLT in order to form a more complete picture of the teaching and learning that is taking place. Short term planning is available on Sharepoint where Phase Leaders and SLT have access to ensure consistency and quality across the school. All planning will explicitly incorporate strategies for monitoring pupil engagement and progress, including clear success criteria and adaptive teaching methods. Planning formats will be reviewed annually to ensure they meet evolving curriculum and assessment needs.

- These show progressions, learning outcomes, success steps, adaptive teaching, differentiation / challenge, choice, along with an outline of the lesson, where appropriate.
- Planning formats are at the discretion of the teacher as a professional but may be supported or directed by Phase leaders or SLT in an attempt to improve the schools teaching and learning offer.
- Planning is subject to peer / Phase Leader/SLT scrutiny / evaluation. The school uses transparent systems for regular monitoring and evaluation of teaching and learning through the monitoring timetable, including lesson observations, book scrutiny, book bingo, pupil voice, and data analysis. Findings will inform professional development and school improvement planning.

Teaching and Learning in Religious Education

The teaching of Religious Education is statutory in all schools. It is taught as a subject outside the National Curriculum.

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10).

It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential Religious Education (RE) programme is essential to meet the statutory requirement to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others. In our school, we follow the Diocese of Canterbury Primary syllabus – Understanding Christianity.

Teaching staff ensure that learning opportunities:

- Have the principles behind Christianity at the heart of the curriculum
- Incorporate an empathy for a range of faiths and world views by improving religious literacy
- Respect, embrace and celebrate the diversity that exists across the world through our Christian ethos.
- Utilise an enquiry based approach, combining theory with children's own understanding
- Foster high expectations for children's attainment in RE
- Deepen and broaden understanding and beliefs, encouraging healthy debate and collaborative work
- Allow opinions and views to be treated with sensitivity and respect, seeking not to persuade, encourage or promote any faith
- Explore a range of media and environments outside of the classroom

The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- to support the teaching; either through direct delivery or by enabling access for identified children.
- supporting a small group within the lesson.
- promoting engagement in the learning that is taking place.
- to use effective questioning techniques that consolidate or extend the children's learning
- use various tools/equipment to record learning that has taken place and communicate with the class teacher
- delivering intervention groups under the guidance of the Inclusion lead or class teacher.
- carrying out assessments.
- preparing resources.
- support the nurture and emotional well-being of pupils
- under the guidance of the Inclusion Lead proactively lead in areas of specialism such as Speech and Language/ Rainbow Room / Sensory Circuits
- supporting children with the requirements of EHCPs.

The Role of Governors

The Governing body have ultimate responsibility for ensuring high quality teaching and learning throughout the school. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively, in line with the school improvement needs
- ensure that the school building and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor and challenge how effectively teaching and learning strategies are in terms of raising pupil attainment and progress
- ensure that performance management policies and appraisal targets promote good quality teaching

- monitor and challenge the effectiveness of the school's teaching and learning policies through the school self- review processes. These include reports from the Headteacher and teachers as well as reports of Governor visits to the school.

The Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the child's progress, and their next steps in learning, are explained and discussed
- sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- explaining to parents how they can support their children with learning at home
- holding parent workshops to explain the work covered and the strategies and methods taught to the children. The school develops a structured programme of parental engagement including curriculum workshops, regular home learning guidance, and opportunities for parents to contribute to curriculum and school life through Parent Forum.
- making information available to parents at the start of each term on our website, in which we outline the learning areas and topics that the children will be covering that term
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.