



# **Bingham Primary School Culture of Learning**

**January 2025**

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## Introduction

### Intent

At Bingham Primary School we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners, fully ready for a productive happy life in modern Britain. We will aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents. We believe that education should take place in a fully inclusive environment with equal opportunities for all where children feel safe to try new things.

### Vision and values

At Bingham Primary School we provide our children with outstanding educational opportunities in an inspiring environment. Our whole school community work together in partnership to ensure that all our children develop a lifelong love of learning, a positive attitude, and the confidence to grow and thrive as individuals and future citizens.

Our curriculum reflects our core values. At Bingham Primary School, we believe in:

- Making learning fun and inspirational so that children will enjoy their schooling
- Fostering positive attitudes, respect and inclusivity so that all our children feel safe and valued
- Building confidence in our children so that they can solve problems, show resilience and work effectively as a team

### The Bingham Belief

The 'Bingham Belief' encompasses all our Vision and Values in the phrase:

*"We believe that if we work hard and never give up, we can achieve anything!"*

Our school song helps the children to understand our vision and values, as well as the expectations and aspirations we have for their development as members of our school community.

*"We can be who we want to be. Everything is in reach for me.  
We love learning, which is fun. Solving problems, with everyone.  
We are polite, and we care for all. Include everyone, don't give up if we fall.  
We can be who we want to be. Everything is in reach, for me."*

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## Aims

At Bingham Primary School, it is our expectation that all learners are entitled to quality first teaching in all subjects of the national curriculum. All subjects have equality of importance and all subjects will be taught with the same expectation of quality of education.

We aim to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health.

The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them. This includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

British Values will be woven through the full scope of all curriculum provision, making sure that children understand explicitly what the five agreed values are, as well as having an age-appropriate knowledge of what they mean and look like in practice.

## Quality First Teaching

At Bingham Primary School, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing every child's progress.

In line with our vision and values:

- Staff have high expectations of themselves and all of the children, with the understanding that children will 'Keep up, not requiring catch up'
- Staff have high expectations of all children engaging with their learning

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- Children have opportunities within their learning for problem solving, where they will develop resilience, independence and accept responsibility for their own learning.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Lesson design is highly focused with sharp objectives.
- Teachers are expected to revisit and build on prior knowledge and experiences and to move learning forward from this in a systematic way.
- Questions, resources, scaffolds and approaches will be adapted to meet the learning needs of all pupils in the class, supporting all children to become more independent learners and access the curriculum at the same level as their peers
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue, expecting learners to not only answer questions but ask them – and to be given time to reflect, reason and make choices linked with their learning outcomes.
- Regular use of specific encouragement and praise to motivate children.

## **EYFS – great lifelong learning starts in the earliest stages**

At Bingham Primary School, we believe that we must start the journey of high expectations and lifelong learning as early as possible. This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

'Everything Early Years' is a unique, Trust-wide Early Years curriculum, designed to support this learning ethos through the pedagogical structure of 'Plan-Do-Review'. 'Everything Early Years' follows the seven areas of learning, and sets a progressive sequence of knowledge that moves the children in their learning from entry, to the vast majority achieving Early Learning Goals.

Through the implementation of our sequential curriculum, our learners start the journey of high expectations and lifelong learning as early as possible. CIT schools prioritise their youngest pupils and support them to be autonomous, make choices, explain and reason, reflect and explain their learning, and to take responsibility for their choices.

Links are made between learning in the EYFS and the start of Y1 so that learning flows naturally from one stage to the other, making sure learners build on what they have learned in EYFS and no gaps in learning appear.

## **Enrichment opportunities**

At Bingham Primary School, we will always aim to ensure we can offer diverse curriculum enhancement experiences for our pupils both as part of the planned curriculum as well as extra-curricular activities.

We believe that all children should access high quality sports, cultural, musical and academic experiences both in and also beyond the classroom. This supports our methodology of ensuring all our pupils whatever their learning need have their needs met.

As a school we subscribe to the sports charity 'Inspire+'. They help us to deliver outstanding sports and activity provision, which is an integral part of our post-covid response, as well as a variety of extra-curricular clubs to help our pupils' access external competitive sports networks. The organisation also gives our school access to excellent sporting role models such as Olympians and Paralympians who come in to school

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to present key sporting messages to our learners on areas such as resilience, dedication, self-discipline and striving for goals.

We are keen to promote and support all our pupils accessing high quality music provision both in and outside the classroom. We expose the children to a wide range of opportunities to engage with music through visits from musicians, and also offer wind instruments and drumming tuition through external companies. In order to be fully inclusive, we will commit to using Pupil Premium funding to support those disadvantaged pupils who wish to take up the opportunity to learn an instrument

## **Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study.

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.

## **Roles and Responsibilities**

### **The Local School Board**

The local governing committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The local governing committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

### **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.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Local School Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Local School Board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

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## Subject Leaders

Subject Leaders are responsible for establishing a high profile for their subject across the school, and ensuring that:

- Their subject curriculum is well sequenced and progressive to ensure children are activating and building on prior knowledge
- The learning sequence, detailed in curriculum planning, has been successfully delivered to all pupils
- Pedagogy has been adapted to meet the needs of all learners and groups of learners.
- Appropriate resources are available to ensure that teaching staff are able to meet the needs of the curriculum.

## Teaching Staff

Teaching staff are responsible for delivering Quality First Teaching, as detailed above, and ensuring that:

- The school curriculum is implemented in accordance with this policy.
- The curriculum plans are translated into smaller units – medium term and then weekly plans where the specific needs of the learners are addressed.
- Weekly planning sets out the learning objectives (To know...) and the pedagogy of how the learning will be delivered to the class.
- Weekly planning identifies key resources, questions, and differentiation based on prior learning and promoting challenge.
- Teaching is to be carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.
- Children are given low stakes quizzes to ensure that they know more and remember more.
- The classroom/learning environment is adapted to the children's learning needs including: use of learning resources and ICT, effective use of spaces around the school, displays to celebrate children's work and act as support or 'learning walls'.
- They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - More able children
  - Children with low prior attainment
  - Children from disadvantaged backgrounds
  - Children with SEND
  - Children with EAL

The Local Governing Body, at their meeting in Nov 2024 adopted this policy. It will be reviewed in Nov 2025

Signed:

\_\_\_\_\_ (Head Teacher)

\_\_\_\_\_ (Chair of LGB)