Harlow Inspirational Learning Trust
Teaching, Learning and Curriculum Policy

Aims

- To develop independent, inspired learners
- To develop every child to their fullest potential
- To develop and encourage a range of intelligences
- To develop enquiring minds
- To develop emotional and social intelligence
- To develop children spiritually and culturally
- To prepare children for life
- To develop self-confidence and self esteem
- To identify, encourage, nurture and develop individual interests and talents
- To develop good citizens-children/adults who know the difference between right and wrong
- To develop global citizens with good values including British values

Outcomes

- Children who are curious, driven learners
- Every child fulfilling their potential
- Children having high aspirations
- Children being and feeling successful
- Well balanced children/adults of the future
- Creation of global citizens with good values, including British values
- Children/adults who recognise that education is a lifelong experience
- Children/adults who can make a valuable contribution to society
- Children/adults who can make quality relationships
- Children/adults at peace with themselves
- Children/adults feeling valued
- Children/adults having confidence and self esteem
- Rounded individuals with interests outside of home and school/work

Strategies

- HILT schools deliver a broadly thematic curriculum with some areas of some subjects being taught discreetly

- Making the school a place where everyone 'wants to be'
- All staff aware of the school vision/ethos
- Delivery of a broad and balanced curriculum, including the National Curriculum, Locally agreed syllabus for RE, PSHE, concepts for life and Values Education- including British values and global goals
- Quality authentic outcomes for blocks of work
- High quality links established with local organisations and employers
- Subjects taught explicitly and implicitly
- A wide range of extra-curricular activities
- A determination to **not** narrow the curriculum down to 'testable' subjects
- A well-planned curriculum using a range of teaching and learning styles and groupings of children
- Curriculum reviewed annually (minimum) or when necessary
- Children are active learners within lessons
- A culture of shared teaching and learning-e.g., watching each other's lessons/visiting other schools to see good teaching and learning, children sharing work
- Assessment of all subjects well used to inform planning to take learning forward and to fill gaps in learning
- Children involved in self, and peer assessment of work
- Leaders of the school aware of curriculum issues via data/book looks
- External School Improvement Partner supporting the monitoring of the school
- Governors monitoring school progress-Data Group
- Subject Leadership well developed monitoring and leading the subject.
- Governors knowledgeable about the curriculum and issues of the school
- A high-quality learning environment to inspire pupils and 'provide an additional adult in the classroom' (support)
- A range of visits out and visitors to the school
- An encouragement of the creative arts and sport
- An ethos of everyone feeling valued
- A positive/firm climate in the school with clear boundaries and consequences
- Staff demonstrating respect and kindness towards others
- An effective, integral School Council
- A supportive/approachable staff, management team and Head Teacher
- A 'fun' approach to school and learning
- Positive determination to forge good relationships with parents/carers and any other people who have connections with the school
- High standards and expectations at all times
- An insistence and determination on 'Standards'
- Constant Self Review by leaders of the school
- Trust and respect being at the root of all we do
- Effective Performance Management
- Performance Management feeding into the School Development Plan
- Appropriate training for all groups of staff
- Good open dialogue in the school at all times-including challenge and praise

Reviewed August 2024 ME/MD/SC