TEACHING & LEARNING POLICY
2026-27

Potter Street Academy

Part of the Passmores Co-operative Learning Community

Updated February 2026
Review February 2027

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

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Our Curriculum

Our curriculum has been designed specifically to meet the needs of our local community, ensuring that we develop the whole child.
Our pupils' needs and backgrounds and our values for learning underpin all areas of our curriculum: 'Learning for Life'.

Our Curriculum Intent
At Potter Street we want all our pupils to enjoy school whilst adopting school values that allow children to become resilient, ambitious, independent learners who are prepared for a changing, global society.

We offer a designed range of experiences and provision which support a full spectrum of academic, physical, spiritual, moral, social and cultural activities that enrich pupils' lives and provide them with the confidence, skills and knowledge to progress to the next stage of their education. We aim for our pupils to become resilient, curious learners who find pleasure in tackling challenging work.

We believe that our pupils should experience a rich curriculum which balances academic and personal development. We recognise the importance of all National Curriculum subjects. We teach all subjects in the National Curriculum, as well as following the agreed local syllabus for Religious Education, along with a well-planned and structured programme of personal, social, health and emotional learning. Our aim is for our pupils to thrive and achieve well across all subjects.

We plan our curriculum for security and depth of learning. To do this, we ensure that pupils do not just cover the curriculum but return to the key concepts, knowledge and skills repeatedly each time gaining a deeper and more secure understanding. This then allows for the application of ideas and knowledge across different subjects.

We assess a pupil's depth of knowledge, skills and understanding at regular intervals throughout the year, and use this as a forecast as to whether they are on track to meet our curriculum expectations.

At Potter Street, we use the National Curriculum and associated educational research as a helpful starting point for making curriculum decisions. The OFSTED framework enables us to plan our curriculum work around three keyways of thinking: Intent, Implementation and Impact.

Intent
We intend to create a curriculum:

- That challenges all pupils but is accessible to all
- That is coherently planned and sequenced
- That is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- That is broad and balanced for all pupils
- Parents and our local community feel welcome, involved and proud of the children's and school's curriculum and achievements

Implementation

We implement the curriculum by ensuring that:

- Cognitive science underpins approaches to learning
- Regular opportunities are planned to revisit and embed prior learning throughout the curriculum
- Learning is checked and misconceptions are addressed, and learning is reshaped when appropriate
- Learning is put into a context and links are made across different subjects and domains
- Feedback is given to children to ensure they are aware of how well they are doing and what they need to do next to progress further
- We maintain a stimulating, vibrant and well-ordered learning environment that actively supports pupil achievement

Early Years Foundation Stage

- In EYFS a variety of teaching methods are used to support the six areas of learning in a variety of ways. These include child-led activities, independent structured learning, small group and whole class activities. Independence is encouraged and children routinely learn in our well-equipped outdoor area as well as in the classroom. (See policy for EYFS)

KS1 & KS2

- At KS1 and KS2 teachers follow the National Curriculum which is broad and balanced. Pupils are encouraged to be independent learners; given the opportunity to make choices; set themselves challenges; know where to get support and resources and take responsibility for their learning. Lessons are planned to meet the needs of all the children in each class.

Impact

We intend that the impact of the curriculum will:

- Increase children's knowledge, skills and understanding of concepts in all subjects
- Allow children to enjoy and discover interests and talents that they can pursue in the next part of their learning journey
- Ensure pupils make at least good progress from their relative starting points and prior attainment
- Formative and summative assessments are used to inform teaching and its impact on learning. (please see Assessment Policy)

Our Learning and Life Experiences

At Potter Street we believe that every child should have amazing childhood experiences, ones they will remember for life. Throughout their time with us children at Potter Street are offered the chance to take part in our 63 learning and life experiences. (Please see website for list)

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Pupil Voice and Pupil Leadership
We are proud to place pupils at the heart of everything we do and we make sure everyone has the opportunity to contribute towards the development of the school. Children have the opportunity to express their views through our school council and an annual pupil survey. In each subject, pupil perceptions take place to collect children's views on teaching and learning.

Children have opportunities to take on different roles within the school such as school councils reps, play leaders, lunchtime helpers, wellbeing champions, sports leaders, curriculum ambassadors and librarians.

Partnership with Parents
At Potter Street, we recognise and value the partnership between home, school and the wider school community and are proactive in forging links and encouraging mutual participation. We believe that children learn best when parents/carers and the schoolwork together. It is important that we keep parents well informed and enable them to support their children's learning in the most effective way.

'Meet Your Teacher' meetings are held at the beginning of each academic year, where the routines in school are explained and suggestions are made about how parents can support their children's learning at home most effectively.

Class teachers write curriculum letters each term to inform parents of their child's learning for that term and these also appear on the website.

Parents' consultation meetings are held twice a year. Children are invited to these meetings and encouraged to discuss their learning. Reports to parents are sent at the end of the spring and summative assessment reports are sent at the end of the summer term (see Assessment Policy)
We regularly invite parents and carers into school to read with children; take part in workshops; and have an active involvement in classroom activities and events.

Parents have the opportunity to share any concerns or questions with the class teacher at the end of the day. Parents/teachers may also use the app 'Class Dojo' to communicate with each other.

Monitoring
The quality of teaching and learning is monitored regularly by senior leaders and subject leaders through lesson observations, drop-ins, book scrutiny and pupil perceptions.