



"I have come so that they may have life and have it to the full." John 10:10

Teaching, Learning & Curriculum Policy

Summer 2022

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Summer 2022	
Governor Signature	Headteacher Signature
Date of next review: Summer 2025	

Version Control

Change Record

Date	Author	Version	Reason for Change
Spring 2021	J Whittaker	New	Fully revised policy to reflect revised practice
08.06.22	J Whittaker	2	Included Epworth emblem Updated documents in legal framework section (EYFS) Third curriculum driver updated to inclusion EYFS curriculum information updated to reflect changes to statutory guidance for EYFS (2021) Changed throughout any reference to curriculum being 'new' as this is now fully embedded 18 months in Increased focus on end points to ensure consistency of language Added zones of regulation as a strategy used to create calm, happy space where children are ready to learn Added graduated approach more prominently to SEND section due to recent Trust project In the 'All classrooms should have' section have included: John Wesley's rule, Mrs Mason's secret jar and blue dragon - now from KS2 only - to reflect time passed.

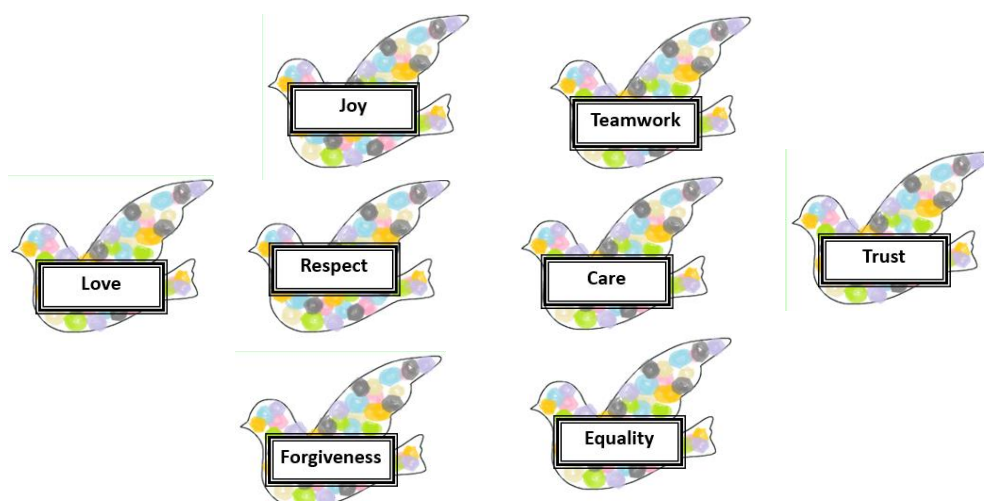
Rationale

Every child has the right to the best possible education. Teaching and learning are the core functions of our school. At Summerseat Methodist Primary, we aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. Our teaching, learning and curriculum policy aims to outline the intent and organisation of our curriculum and communicate our whole school principles and strategies for effective teaching and learning so that all staff understand our shared standards of good practice. It is in place to provide an agreed framework for teaching and learning within our school, in order to secure a coherent and consistent education for all our children.

The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John 10:10

Believe. Achieve. Shine.



Definitions

Teaching: Teaching is the work that a teacher does in helping students to learn.

Learning: 'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.' Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory (Vol. 1)*. Springer Science & Business Media.

Curriculum: The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education. Within the Ofsted framework, the working definition of curriculum is that it is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation); and for evaluating what knowledge and understanding students have gained against expectations (impact).

Teaching, learning and curriculum are inextricably linked. At the heart of effective teaching, is ongoing assessment.

Aims:

Through this policy, we aim to:

- Outline the intent of our curriculum
- Explain the theoretical underpinning of our curriculum
- Share the breadth and organisation of our curriculum
- Embed an agreed range of good practice across the school
- Ensure consistency throughout the school
- Inform staff of the school's expectations
- Provide a unified focus for monitoring learning and classroom practice
- Ensure that the needs of pupils are met
- Improve and enhance the quality of teaching
- Ensure that pupils are receiving a broad, balanced and locally relevant curriculum, meeting the requirements of the national curriculum
- Ensure that teaching is appropriately differentiated for all pupils
- Establish targets for improvement
- Enhance the professional development of staff

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Primary school accountability in 2018'
- DfE (2013) The National Curriculum in England
- DfE (2021) 'Statutory Framework for the Early Years Foundation Stage'

This policy operates in conjunction with the following school policies and documents:

- School vision and values statement
- Assessment Policy
- Feedback and Marking Policy
- Mental Health and Wellbeing Policy
- SEND Policy

- Positive Behaviour Management Policy
- Early Years Foundation Stage Policy

Curriculum Intent

Our curriculum intent is underpinned by learning theories which are outlined in the pedagogical knowledge section of this document and has been driven by our Christian vision and values.

At Summerseat Methodist Primary School, we pride ourselves on offering all of our pupils a safe, calm, happy and nurturing learning environment so children can learn effectively, enabling them to access the full breadth of our curriculum offer and ultimately reach their full potential. (**Reduce Interference - Relax Kids, Calmaiclass, Forest School, Growth mindset - Maslow**) Across the curriculum, we engage and interest children through learning hooks and high quality books which will foster a love of reading and learning that will last a lifetime. Our book-led approach supports children to build meaningful connections across the curriculum. (**Attention - Book led learning / hooks**) We have designed our curriculum to be sequential, logical and cumulative and meet the ambition of the National Curriculum. Key knowledge, facts, skills and concepts are identified through our 'Steps in Learning' curriculum and children have regular opportunities to revisit, recall and apply key knowledge and skills in order to deepen their understanding. When teaching new content and skills, teachers provide explicit support and guidance and fully explain the concepts and skills that students are required to learn in manageable smaller steps. Formative, ongoing assessment is inextricably linked with our curriculum method. (**Working memory – avoid overload – Vygotsky & Sweller**) We believe in the 'power of practise' across all areas of the curriculum enabling children to know more and remember more and move from basic, to deeper understanding and into mastery. (**Transfer to long-term memory - Bloom**) We recognise our school context and want children to leave us with a strong moral and spiritual compass; respecting and celebrating diversity and promoting resilience, care and individuality. We hold high aspirations for all our pupils and want them to grow into successful and responsible adults of the future with a rich 'cultural capital' formed through their experience of a high quality, holistic curriculum that has at its heart: key skills, knowledge arranged through concepts, broad and engaging experiences and a focus on personal development.

Breadth of the Curriculum

The school has due regard to the full range and ambition of national curriculum at all times throughout the academic year.

In Early Years, school has due regard for the 'Statutory framework for the Early Years Foundation Stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE

- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (Statutory at KS2)
- Geography
- History
- Music
- PE
- PSHE
- Sex education

For further information on each area of the curriculum, please see individual subject policies.

At Summerseat Methodist Primary School, we have designed a curriculum that not only meets the breadth and ambitions of the national curriculum in an engaging way, but also one that is unique to Summerseat.

We ensure that our curriculum:

- Supports our school vision and values
- Is tailored specifically to the needs of our children i.e. preparing them for life outside Summerseat through three identified key drivers: *diversity, aspiration, inclusion*
- Prioritises reading; an interest in books and the development of life-long readers. We strongly believe reading is a gateway for all other subjects and place emphasis on ensuring children develop the skills of reading fluency and understanding
- Enables our pupils to leave the school as ‘well rounded’ individuals with learning to learn skills taught progressively and explicitly in all year groups. These are:

- Building Resilience
- Gaining Independence
- Becoming Collaborative
- Developing Confidence
- Being Inquisitive.

We want to enable children to fully understand themselves as learners and take charge of their own learning, so that they are in the best possible position to make the most of all the learning opportunities that present themselves in our school

- Is enjoyable and memorable for the pupils
- Gives children a toolkit of strategies to help them maintain positive mental health and wellbeing now and for later life
- Places an emphasis upon the development of vocabulary
- Gives our children practical, first hand experiences
- Utilises the rich resource and history of our local community in Summerseat and the surrounding area
- Includes parents in its delivery
- Is skills, knowledge and concept based and creative in essence

- Contributes to highest standards in English and Maths

As part of our unique whole school curriculum offer and to meet our curriculum aims, children access the following additions to the national curriculum:

- Relax Kids & CalmaClass sessions
- Forest School
- Growth Mindset sessions

Organisation of the Curriculum

Our 'Summerseat Steps in Learning' curriculum outlines the broad and balanced curriculum that all our pupils can expect. As stated above, it outlines our emphasis on key skills, knowledge arranged through concepts, broad and engaging experiences and a focus on personal development.

We provide the following key curriculum documents:

- **'Whole School long-term overview'** which shares the overview of topics for every year group across the year.
- **'Year Group Steps in Learning'** which provides an overview of the topics taught in the year group for all subjects and also outlines the end points for the learning for the year group. It also shares the progressive learn to learn skills.
- **'Subject long-term overviews'** which share the whole school sequence of topics that are covered in each year group
- **'Subject Steps in Learning'** which outline the progressive subject skills, knowledge and concepts. *This is our key progression document for each subject.*
- **'Unit Plans'** which guide staff on the learning journey a class may take to meet the end points identified for a unit of work. These highlight prior knowledge a child would need, hooks and supporting books. They work in close conjunction with the 'Subject Steps in Learning'
- **'Knowledge Organisers'** outlines key knowledge and vocabulary we want children to know in particular subject areas.

We have mixed age classes and so we operate a two-year curriculum cycle (*Cycle A and Cycle B*) which you will see across our curriculum documents.

In Early Years Foundation Stage, the topics have been created to ensure full coverage of the statutory guidance for the Early Years Foundation Stage. Our Early Years curriculum has been carefully designed and sequenced to provide the necessary skills, knowledge and vocabulary to ensure children are well-prepared for the next stage of their education and that learning in school is cumulative. There is a degree of flexibility dependent on class interest and need but the EYFS year group 'Steps in Learning' document outlines the core learning and experiences for children in their Early Years. The 'Subject long-term overviews' reflect how learning is progressive from Early Years to Year Six.

Planning

Given the disruption caused by the pandemic, it is even more vital that when planning for each unit of work there is additional time given to check prior learning and starting points and fill any gap so children can move on effectively and not reach cognitive overload.

Planning – General Guidelines

The school gives teachers adequate preparation, planning and assessment (PPA) time, as per the School Teachers' Pay and Conditions Document (STPCD).

Lesson plans must:

- Be clearly linked to the national curriculum and our progressive 'Subject Steps in Learning' with work building towards the end points.
- Be differentiated to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Show how teaching assistants are used to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Have a clear structure with the plan clearly demarcating the salient parts of the lesson

Long term planning:

- We have a 'Whole School Long-term Overview' that outlines the key topic to be covered in each class, each half term.
- We have 'Year Group Steps in Learning' that outlines the topics to be covered each half term in each area of the curriculum. This also provides the end points for each year group for each subject and also contains details of progressive learning to learn skills.
- Subject specific progression can be seen in our 'Subject Steps in Learning'. They provide a breakdown of the key skills and knowledge for each curriculum area. These are organised by key concepts. Progression in key skills span over a two-year period so that key concepts are repeated regularly. This ensures this enters children's long-term memory. Progression in knowledge is organised by class and cycle to support teachers ensuring full coverage of the curriculum and is again organised into key concepts where possible with a focus on providing opportunities within our curriculum design to revisit regularly ensuring learning moves from basic, to deeper, to mastery and to greater depth for those able to. The expectation is that children have opportunities to revisit and recall this knowledge. These are the end points for each year group.

Medium term planning:

- In English, the medium-term plan is a suggested learning journey which outlines the core texts and genres that children should cover but the objectives and focus must be adapted to meet the needs of your class and groups of children. Children must work on the key skills from teacher assessments in line with the 'English Steps in Learning'. The medium-term plan is a guide. For phonics we use the validated, 'Supersonic Phonic Friends' scheme and for spelling, we use 'No nonsense spelling' where there is a detailed MT plan for expected learning in each year group.
- In mathematics, we use the mixed age White Rose Scheme of Learning.
- For each of the Foundation subjects, there is unit plan that provides a medium-term overview of learning and suggested learning journey. The objectives must be covered but the learning journey itself is flexible. The unit plans outline the end points for each unit of work.

Short term planning:

Each week teachers must:

- Create a weekly overview / timetable
- Write a weekly English planner
- Write a weekly mathematics planner
- Write weekly phonic plans for all groups
- Complete the guided reading planner
- Staff should keep a record of guided reading texts covered to pass to the next teacher to avoid repetition of texts.

Planning should be informed by ongoing formative teacher assessment. Plans should be annotated on an ongoing basis to demonstrate how assessment for learning has shaped tasks and plans or alternatively, staff should maintain an AfL diary that shows this process.

For Foundation subjects, a written plan is not required as long as it is clear from your resources (e.g. PowerPoint) or annotations to the unit plan what the proposed learning outcomes and any differentiation have been. This is because of the detailed unit plans in place. The exception to this is if the learning journey taken is significantly different to the one on the unit plan – then a written plan would be expected. Again, the approach must ensure end points of the unit are clearly met.

In Science, history and geography learning objectives should be recorded as K – knowledge or S – skills. In all other subject areas, you should use the term L.O.

*All plans and resources must be shared with support staff and **saved on the staff drive** under ‘**planning (current year)**’, your class and in the correct folder. Plans should be on the system by the Friday ahead of the new week. They should be in detail for Mon, Tues and Weds with a brief outline for Thurs and Fri that can be adapted from assessments if necessary.*

Quality First Teaching

At Summerseat Methodist Primary School, we want all pupils to achieve their full potential. One of the ways we do this is through Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies which help all children overcome barriers to their learning and provides opportunities for challenge.

Some of the ways we do this which will be seen within all our lessons are:

- (i) Making sure we have created the right learning culture though: high expectations of behaviours for learning, clear classroom routines, an environment where children have positive relationships with staff and feel safe, calm and learning ready. This is supported by our school values.
- (ii) Ensuring teachers have strong subject and pedagogical knowledge
- (iii) Ensuring lesson design typically has a clear, predictable pattern including the following features:
 - **Fix-it** – To address any misconceptions or issues arising from prior learning
 - **Revisit and Review** – Short, quick retention activities based on 5-10 quick questions (FIF, SPaG)

- **Teach** – *Explicit instruction should be provided by the teacher for new content with clear modelling and small steps. I do, we do, you do approach.*
 - **Practise**
 - **Master / Apply**
 - Set homework (if appropriate)
 - *Feedback should be given to whole class, groups or 1:1 across the lesson and lessons shaped by what the children are doing. (mini plenaries and plenaries may be helpful)*
- (iv) Prioritises development of reading fluency and understanding as reading is a prerequisite skill to all other subject areas
 - (v) Use of effective and varied questioning used for a variety of reasons but including for recall, to check understanding and application.
 - (vi) Explicit teaching of vocabulary
 - (vii) The planning of learning is given in small steps and supported by visual clues including concrete, pictorial and abstract and recognising children's different learning styles
 - (viii) Children are regularly asked to recall and rehearse core knowledge in a variety of ways within and outside the lesson to support retention e.g. mind maps, concept maps, quizzes, 'Stop it. Drop it. Phonics.', phonic aprons, raps and songs, quizzes
 - (ix) Children are taught different strategies to remember important information (retention) and are encouraged to use the ways that work for them.
 - (x) Making explicit links to prior and future learning to make connections across the curriculum
 - (xi) Children work in flexible groups – mixed ability groups, ability groups (which are regularly adjusted), friendship groups, pairs and individually
 - (xii) Teachers ensure that learning is enjoyable through learning hooks and high-quality supporting books and children are engaged by what they are doing.
 - (xiii) Ongoing formative assessment used to reshape lessons and adjust cognitive load - use assessment to inform next steps
 - (xiv) Teachers will have high aspirations and set appropriately challenging targets for all pupils
 - (xv) Every teacher is a teacher of SEN and receives training to ensure they are using the appropriate techniques and resources to support any child with SEND. There is a clear graduated approach in place to facilitate this.
 - (xvi) Developing an instructive and stimulating learning environment
 - (xvii) Support staff are used effectively
 - (xviii) Staff meet regularly with parents and carers to discuss their child's progress and keep them up to date

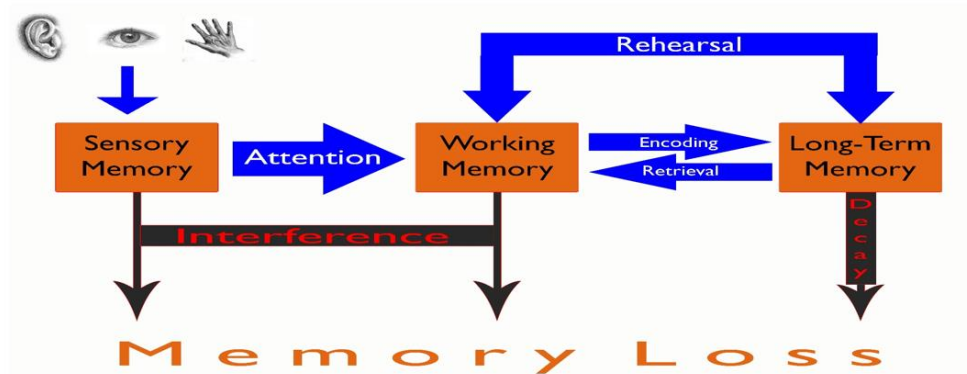
Some aspects of our Quality First Teaching expectations are outlined in further detail below.

Teacher Subject and Pedagogical Knowledge

The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education. If curriculum lies at the heart of education, and subject lies at the heart of curriculum, then it follows that teachers need solid knowledge and understanding of the subject(s) they teach. As well as this, they need to know how

to teach that subject, and, more generally, how to teach. These three types of essential knowledge are known as content knowledge, pedagogical knowledge and pedagogical content knowledge. The theological underpinning below goes some way to explaining the evolution of our curriculum intent and to supporting teachers in their pedagogical knowledge.

Our curriculum intent is underpinned by the following learning model which we use to support pupils to know more and remember more:



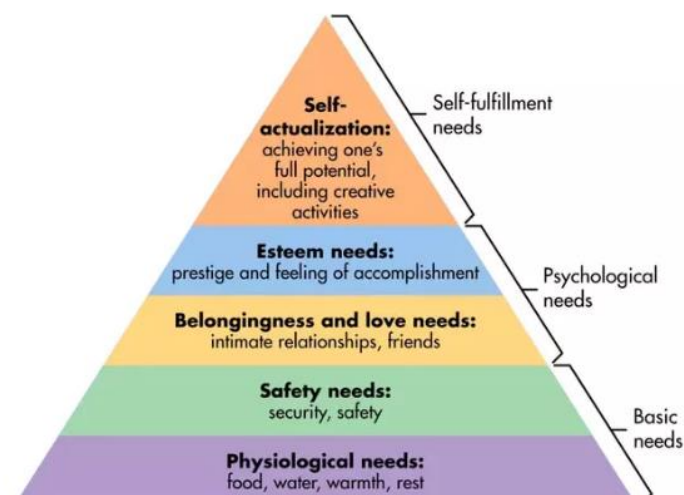
Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968). 'Human memory: A Proposed System and its Control Processes'. In Spence, K.W. and Spence, J.T. The psychology of learning and motivation, (Volume 2). New York: Academic Press. pp. 89–195

Maslow – Hierarchy of Need

First and foremost, our curriculum intent aims to ensure children feel safe and secure so they are able to learn effectively. We purposely adopt a range of approaches to facilitate this. These include but are not limited to: **Relax Kids, CalmaClass, Zones of regulation, Forest School, Behaviour expectations, our Christian Values.**

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.



Sweller – Cognitive Load Theory

Cognitive Load Theory was developed by John Sweller. He published a paper on the subject in the journal Cognitive Science in 1988.

Sweller's cognitive load theory is a cognitive theory that emphasises that teachers need to consider the mind's 'cognitive architecture' when teaching. The most important thing to remember from this learning theory is that our working memory can only hold a certain amount of information at once. If we give students too much information at once, their mind will go into 'cognitive overload' and learning will slow down or stop.

The practical implication of this theory is that teachers should teach information in small and manageable 'chunks' of knowledge.

Cognitive Load Theory also shows us that working memory can be extended in two ways. First, the mind processes visual and auditory information separately. Auditory items in working memory do not compete with visual items in the same way that two visual items, for example a picture and some text, compete with one another. This is known as the "Modality Effect." So, for example, explanatory information has less impact on working memory if it is narrated, rather than added to an already complex diagram.

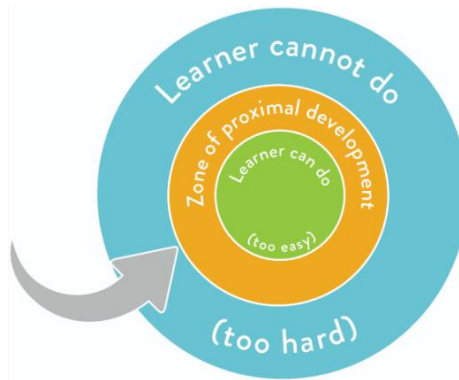
Second, working memory treats an established schema as a single item, and a highly practiced "automated" schema barely counts at all. So, learning activities that draw upon your existing knowledge expand the capacity of your working memory. This means that pre-training, or teaching people prerequisite skills before introducing a more complex topic, will help them establish schemas that extend their working memory; and this then means that they can understand and learn more difficult information.

Vygotsky – Zone of Proximal Development

Vygotsky's learning theory believed that we learn through 'external speech', for example when talking out loud to work through an issue. As we get older and more intellectually competent, we develop 'private speech' where we talk things through in our minds, thereby internalizing the learning process.

Vygotsky also argues that students learn best when in interaction with a 'more knowledgeable other'. That more knowledgeable other can model language use and the steps required for completing a task. By being exposed to others' explanations and modelling, learners see others' perspectives and explanations. These explanations can help us critique and improve on our own thought processes.

The third contribution of Vygotsky was the concept of the zone of proximal development. This concept highlights that students need to be taught things that are just too hard for them to complete alone, but achievable with the support of the more knowledgeable other.



Kirschner et al - Direct Instruction vs Inquiry Learning

In 2006, a now seminal piece of research was published by Paul Kirschner, with John Sweller and Richard E Clark.

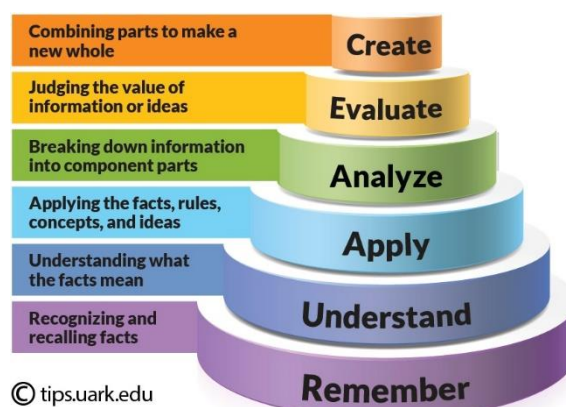
It contradicted the often-accepted orthodoxy in teaching: that students learn best when they discover things by themselves. They proposed that not only was this not the case, but that the best learning frequently took place when guided direct instruction by an expert was the main strategy.

Decades of research demonstrates that for novices (*the state of most students*), direct explicit instruction is more effective and efficient – and in the long run enjoyable – than minimal guidance. So, when teaching new content and skills to novices, teachers are more effective when they provide explicit support and guidance. Direct, explicit instruction fully explains the concepts and skills that students are required to learn. It can be provided through all types of media and pedagogies (*e.g., lectures, modelling, videos, computer-based presentations, demonstrations, class discussions, hands-on activities etc.*) as long as the teacher ensures that the relevant information is explicitly provided and practised. Minimal instructional guidance, on the other hand, expects students to discover on their own most, if not all, of the concepts and skills they are supposed to learn. This approach has been given various names such as discovery learning, problem-based learning, inquiry learning, experiential learning, and constructivist learning.

Bloom – Taxonomy of Learning

Benjamin Bloom developed his theory of domains of learning to explain the differences between lower-order surface learning approaches and higher-order cognitive approaches. Higher-order learning tends to enable students to demonstrate deeper knowledge of a topic and greater ability to apply it in the real world. Lower-order learning involves the ability to replicate already existing knowledge in simpler, less creative ways.

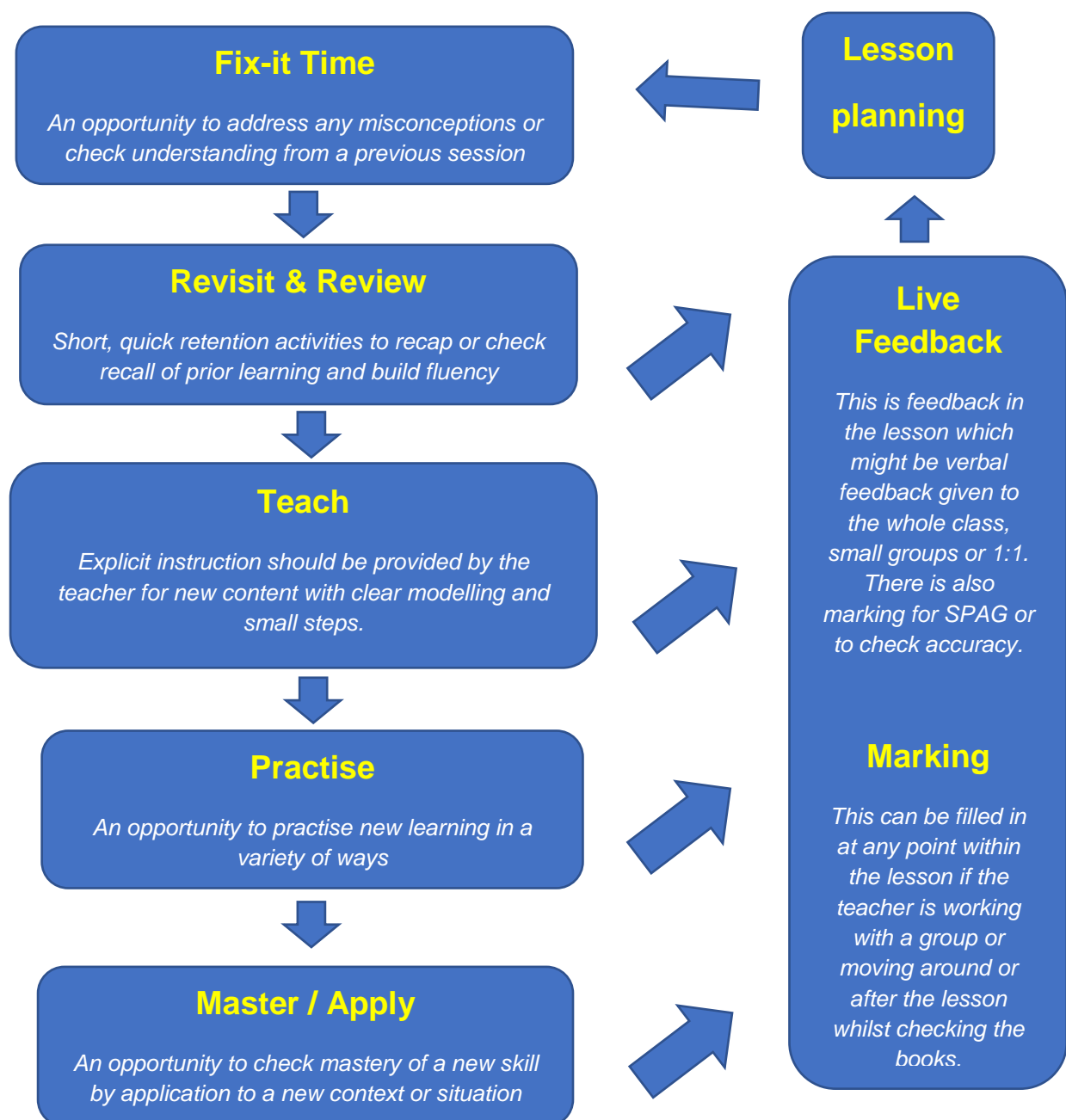
Bloom created his taxonomy of learning to demonstrate the different levels of learning that can be demonstrated in students' work:



At Summerseat Methodist Primary School, all our staff are expected to have a working knowledge of the theory that our curriculum intent is built upon in order to fully follow our approach to teaching and learning for our pupils.

Lesson Structure & General Approaches

Whilst lesson structure may, at times, need to be flexible the following components make up a typical lesson in our school although the order in which the components are delivered may be different for different groups:



Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place in our mixed- age classes eg.
 - Different inputs for different groups
 - Different start times for different groups
 - Input – activity – input – activity
 - Guided groups etc

Approaches

- Lessons are delivered in a confident, lively style with good projection. Lessons are balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. Although we have elements we expect to see in lesson, a range of lesson types are used including practical, visual, dramatic, investigative and group work.
Following clear explanation and instruction of any new learning, the following range of methods may be utilised:
 - Investigation and problem solving
 - research
 - whole-class work
 - group work (in groups selected for different reasons)
 - paired work
 - individual work
 - independent work, which is child directed
 - collaborative work
 - selecting and using relevant resources to support learning
 - asking and answering questions
 - use of IT including visual images, film, interactive teaching resources etc
 - fieldwork and visits to places of educational interest
 - guest visitors and performances
 - creative activities
 - debates, discussions, oral presentations and other speaking and listening strategies
 - drama techniques
 - designing and making things
 - Participation in athletic or physical activity
 - Setting challenges for themselves
 - Knowledge organiser activities

Resources

Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles. Resources are shared between teachers in order to facilitate good practice.

In-class support

TAs are actively involved in the lesson to aid pupils' learning. They are involved in prior planning and preparation, and possess a good knowledge of the needs of individual pupils. They support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs are utilised on a one-to-one basis with a child in need of additional help.

Effective Questioning

At Summerseat Methodist Primary, effective questioning is a key part of lessons and a powerful tool for checking retention and recall, assessing the depth of learning and extent of progress. Effective questioning in the classroom is about moving beyond questions that require simple recall and seeing questioning as part of an extended dialogue between pupil and teacher. Research conducted by Susskind, tells us that teachers ask 45-150 questions per half hour, but that pupils answer fewer than 2 questions per lesson. 67 – 95% of teacher questions require straight recall of information; few prompt deep or searching intellectual activity. Lower order questions elicit short pupil responses; low participation rates and generates few pupil questions. Effective questioning is anchored in the context and content of the lesson. It builds on previous knowledge. It involves staff being familiar and confident in their use of Bloom's taxonomy of questioning, using open questions, allowing for wait time, supporting the learner to reformulate what he/she is saying rather than rephrasing a response for him/her and encouraging questions from students (to the teacher and their peers). Effective questions are structured in such a way that they elicit thoughtful answers and provoke further questions. They are the building blocks of dialogue rather than its terminal point. Effective questioning enables teachers to gauge current understanding and progress made, to reshape explanations and to differentiate learning activities.

Effective questioning strategies could include:

- Using a planned mix of 'conscripts' and 'volunteers'
- Lollypop sticks to randomise choice of which student should answer a question
- 'Phone a friend'
- Paired rehearsal of a question answer
- Previewing a question
- 'You are not allowed to answer this question in fewer than 15 words'
- Staging questions with increasing levels of challenge
- Using the 'no hands up' rule – 'cold calling'
- Snowballing – asking another student to respond to the answer of the previous student
- Buzz groups – where each group contributes part of the answer.

Teaching of Vocabulary

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018). At Summerseat, we also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore, pupils are regularly taught new vocabulary in all areas of the curriculum.

Developing vocabulary occurs in two ways:

Through indirect instruction; using rich reading experiences to grow vocabulary 'naturally.' Paying attention to context to work out meaning and using background knowledge.

AND Through direct 'robust' instruction. Good vocabulary instruction involves...

1. Decisions about which words to teach
2. Decisions and expertise around how to teach these words

Vocabulary learning is taught in a fun and active way across the curriculum and innovative ideas such as the use of digital technology used. Key vocabulary is listed in our unit plans to support staff about which words may require explicit teaching. Key vocabulary is displayed on working walls and revisited regularly.

Teachers plan direct instruction for tier two words, as they can have a powerful impact on verbal functioning and be applied to a range of different situations (Beck et al, 2013). Tier three topic specific words are also targeted.

Strategies to Recall and Retrieve

In order for children to retain key information and avoid memory decay, it is important that they have opportunities to recall and retrieve key information they have learnt. This is built into our curriculum in the following ways:

- Lesson design with 'revisit and review' opportunities within in each lesson to recall, retrieve and practise key knowledge and skills
- Opportunities to retrieve key information at different points in the day i.e. 'Stop it. Drop it. Phonics', phonic and maths aprons.
- Use of knowledge organisers
- Direct teaching of strategies to learn new information: No nonsense 'top ten' ways to learn spellings, mnemonics, rhymes and songs, mind maps and concept maps.

Guidance on use of Knowledge Organisers at Summerseat Methodist Primary School:

At Summerseat Methodist Primary school, we use Knowledge Organisers to help children with their learning. These documents outline the essential knowledge that the teachers will be covering across a unit of work; including key knowledge, key dates, key personnel, vocabulary, definitions, and other contextual or technical information. We also share images of books or visits that are used as part of the topic to trigger memories.

These A4 documents are shared with pupils, parents and carers – with the aim that everyone knows exactly what is being taught, and what the children need to learn. End points for the unit are clearly identified on them. Subject Leaders have identified the essential knowledge within their subjects, and used that to write the Knowledge Organiser content – and then decided how best to teach it, with children being exposed to, accessing and retaining content which is deep and sophisticated.

Within class, we refer regularly to the Knowledge Organisers and they are on display in every classroom. Our aim is that through regularly referring to their content and asking children to recall their detail often through retrieval practice, that the knowledge they contain will 'stick' with the children. We ask parents and carers to look out for knowledge organisers coming home and use them as a reference guide for what children are learning, and also, as an opportunity to discuss the facts about the topic and how much they have learned. Share them together, quiz them about what they know and learn facts and vocabulary together. Teachers will be doing the same in class, and in doing so, we hope to provide our pupils' with the essential foundations for the next part of their educational journey and beyond.

We currently use knowledge organisers in the following areas: grammar, spelling, science, history and geography.

There are countless ways to use knowledge organisers, but here are the ways we make the most of them at our school.

1. Give the knowledge organiser to the children before the start of a topic to encourage discussion and prior research. A copy is also sent home.
2. Talk through the knowledge organiser at the beginning of the topic, asking the children what information has sparked their interest, and if they have any questions.
3. **Use the knowledge organiser as a regular retrieval tool.** Mix up practice using short, low stakes quizzes, games, partner discussion, and so on, rather than constant formal testing. Do the children know more than is included on the knowledge organiser? Ask higher-level 'why' questions to stretch the children's understanding and add detail. This is the ideal scenario, as it means they have deepened their knowledge beyond the baseline outlined on the knowledge organiser and have formed stronger schemata.
4. Use the knowledge organiser to identify knowledge gaps throughout the topic.
5. Display an enlarged copy of the knowledge organiser on a working wall or make it become a blue print for your working wall, encouraging children to add information around it during the topic.
6. Use knowledge organisers to strengthen teacher knowledge in a subject area.
7. Hide parts of the knowledge organiser or cut parts up to focus the children and deepen their knowledge in a particular area. You could let them know which part will be missing later in the week and say there will be a quiz on that part.
8. Make links between knowledge organisers to help children understand how their learning connects. For example, remind the children of a previous year's knowledge organiser and discuss how their new knowledge links and builds upon it. This is particularly useful at the start of a new topic to check prior knowledge.
9. Use the knowledge organiser as a handy spelling and vocabulary reminder. Keep it visible at all times and expect the children to use the proper vocabulary correctly.
10. Use the knowledge organisers as guided reading texts.

Assessment

Assessment is inextricably linked to effective teaching and learning. Teachers need to know what children already know in order to plan appropriately for next steps in learning for a class, group or individuals. Only by knowing what pupils know and can do can we effectively teach them the skills and knowledge they need in order to progress effectively.

Formative assessment is designed to inform the teacher about their pupils' performance, knowledge and skills, and this information is then used to plan lessons or remediation to improve pupils' learning. A key part of this type of assessment is feedback to pupils to help them to learn more effectively. Formative assessment has been found to have a significant positive effect on attainment in schools, *Education inspection framework: overview of research January 2019, No. 180045 18 and early years settings (Black and William, 1998; Hattie, 2009; Siraj-Blatchford et al, 2002).*

Summative assessment is more useful for general quality control and to provide a picture of how well a pupil (or group of pupils) has performed over a time period on a set of learning goals in a particular subject.

For further details about our whole school approach to assessment please see our assessment policy and feedback and marking policy

High Expectations

The school sets high expectations for all pupils, regardless of ability, circumstances or needs. We expect our staff and children to have high aspirations so that everyone can believe in themselves, achieve and shine.

SEND

Pupils with SEND are treated as individuals. Every pupil is provided with the appropriate support. Pupils causing concern should be discussed with the SENDCo and, if necessary, additional professional support is provided. Teachers also discuss, informally, the needs of individual pupils, enabling all teachers to be aware of pupils requiring support. In addition, the school has adopted a SEND Policy containing strategies and procedures for assisting our pupils with SEND. This should be read in conjunction with this policy. There are clear systems and processes in place that shows the steps of our graduated approach.

Learning Environment

It is imperative that the learning environment maximises opportunities to learn.

Displays need to be changed to reflect current topics and learning and are geared towards aiding learning, not providing distraction.

An engaging, well-organised classroom promotes independent use of resources and supports high quality learning.

Teachers should involve pupils in the creation of an attractive and welcoming and well-organised learning environment engendering respect, care and value for all resources.

Classrooms should be vocabulary rich with vocabulary linked to current and previous topics available for review and recall.

Desks should be free from clutter and arranged in a manner providing suitable space for all.

Displays will:

- Celebrate success - achievement, Star/Learner of the Day/Week

- Support class organisation – visual timetables, clearly labelled resources
- Promote Independence by providing prompts – questions, support for when children are stuck
- **Support learning** – working walls, presentation examples, interactive & challenging, key vocabulary displayed
- Be changed regularly and reflect the current topic/themes/ learning

All classrooms should have:

- Good to be Green behaviour chart and rules / class charter
- Each class needs the following working walls: English, maths, science, computing, topic (*History / Geography & Art / DT*)
- A3 photographs or shoe box memory prompt of previous displays as new ones replace them to help memory and recall (Subjects should maintain the same board all year)
- An engaging and interactive book corner with: texts from the English curriculum and topics that build cumulatively across the year, (*key texts to follow children through school*) mixture of genres, Summerseat 50 stories, criteria for effective story time on display.
- Reflect & Relax area with basket of sensory items and CD for relaxation, zone of regulations posters, relax kids tips and feelings etc.
- Growth Mindset display
- Worship area that is actively used and enhances the Christian ethos, displaying their focus values and values floor book. John Wesley's rule must be on display.
- Jar of strength and jar of worries (all classes)
- Mrs Mason secret jar and blue dragon (KS2 only)

The teacher will consciously decide upon and plan the seating arrangements for pupils in order to maximise educational attainment. Arrangements will be changed to suit different activities and to allow students to work independently. A seating plan should be available for those providing cover when the teacher is absent. Any typical groupings should be available on display.

EYFS

This policy should be read alongside the Early Years Foundation Stage Policy which provides further detail of how Summerseat Methodist Primary School provides a balanced learning experience for every child within the Foundation Stage.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage (DfE 2021), but also the additional elements that we provide to develop our learners in meeting the school's vision and values, while also enriching their learning experiences.

Learning through play is one of the key principles of Early Years education, and this is at the core of our approach to the EYFS curriculum. At Summerseat Methodist Primary School, the curriculum is carefully designed to meet the requirements of the statutory guidance for the Early Years Foundation Stage and has been sequenced progressively from Early Years to Year Six to ensure

children are well prepared for the next stage of education with the necessary knowledge, skills and vocabulary. Topics have been carefully selected to ensure full coverage.

Roles and responsibilities

The governing board is responsible for:

- Ensuring reports are provided by the headteacher and curriculum coordinators and that action is taken where areas are identified as requiring improvement.
- Meeting regularly to monitor progress against targets.
- Visiting the school to increase knowledge of classroom activity and conducting the following activities:
 - Observing lessons
 - Viewing recordings of lessons as appropriate
 - Viewing samples of pupils' work
 - Viewing records of achievement
 - Talking to pupils about their experiences
 - Talking to teachers about their experiences
 - Reporting their findings to the entire governing board

The HT is responsible for:

- Taking a general overview of the atmosphere in the school on a day-to-day basis by visiting classes and talking to staff and pupils.
- Liaising with parents to ensure needs are being met.
- Carrying out focussed classroom-based observations and learning walks.
- Reviewing and commenting on planning, including on termly targets.
- Discussing all annual reports with staff.
- Completing a self-evaluation of the school's quality of teaching.
- Reporting on the quality of teaching and learning in the governors' report.
- Acting as role model and coach for teaching staff.

Curriculum coordinators are responsible for:

- Developing and reviewing curriculum policies and schemes of work in collaboration with colleagues.
- Taking accountability for the progress of pupils in their given subject.
- Reporting on the effectiveness of the curriculum to the HT and the governing board.
- Providing professional advice to the Local Advisory Board.

Teaching staff are responsible for:

- Monitoring and evaluating their teaching.
- Seeking professional dialogue and constructive criticism from peers and SLT.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.
- Completing an annual review assessing the progress of their pupils.

Pupils are responsible for:

- Being on time for school.
- Being prepared to learn.
- Placing coats and bags in the appropriate area.
- Storing personal belongings in the area provided.
- Not eating or chewing during lessons.
- Being attentive.
- Listening to and following all reasonable instructions.
- Treating everyone with respect.

Monitoring and reporting

This policy will be reviewed in line with the policy review schedule by the Local Advisory Board.

The governors' annual report will contain updates and analysis regarding teaching and learning at the school.

The next scheduled review date for this policy is Summer 2025 or earlier if significant changes are made.