



Teaching and Learning Appendice

Inception Date: November 2019

Date Ratified: _____

Signature _____

Every child deserves a high quality and appropriate education. Twydall Primary School aims to provide a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum is based upon our school values of Care, Courtesy consideration and commitment by demonstrating these values and through our teaching of PSHE and we promote British values within our curriculum.

Overall, the curriculum is designed to ensure that children receive their entitlement to a broad curriculum and all statutory elements of the National Curriculum in the long-term. There is continuity and progression of skills, knowledge and understanding in the medium-term and balance in the short term.

Our curriculum intent is to increase each child's cultural capital through:

- Recognising children's prior learning,
- Providing a specialist based teaching, which offers rich learning experiences connected through the skills of reading.
- Developing interpersonal skills, resilience, intellectual curiosity
- Stretch, challenge and inspire.
- Developing a sense of passion and knowledge of their local area and communities.
- Experiencing the joy of learning through challenging enrichment opportunities.

Nurturing of our children is paramount; childhood should be a safe, happy, and inquisitive time with opportunities to develop a thirst for new experiences, skills and knowledge. We inspire children to become confident decision makers, who reflect upon their choices and become valued global citizens.

The **Curriculum map** ensures the progression of skills and knowledge across the school and identifies cross curricular links and opportunities for enrichment activities such as trips and guest speakers.

The **curricula overviews** provide a framework for planning.

PPA is collective on Friday afternoons (EYFS at different times).

Enrichment afternoons allow teachers time for department planning and review.

Planning is stored in the One Drive @Teachers at Twydall >Planning 2019-20

Timetables are available on SIMS.

Specialist rooms to be used where possible.

Curriculum Implementation

In Key Stage 2 we have developed **specialised teaching**, whereby we deliver the core subjects **Reading, Writing and Maths** and the foundation subjects of **Humanities, Art and Science** in specialised classrooms and our pupils move between the classroom. This prepares our pupils for secondary school but also helps ensure effective teaching and has developed teaching expertise. Pupils are set according to ability and assessments. The groups are fluid. There are generally 3 groups per year and there is the opportunity for vertical groupings allowing a "stage not age" approach. We have thus created teams/departments of teachers who work together to plan and develop pedagogical skills. This also ensures a development of skills and progression at the same time as developing a consistent approach which is of paramount importance.

The Home Tutor teaches: PSHE, RE, Music, MFL, Computing and P.E (supported by sports coaches).

In Key Stage 1 Pupils are registered in their home classrooms but then move for phonics, English and Maths lessons. The children are regularly assessed in phonics and phonics sets are fairly fluid to ensure that pupils are in appropriate classes and stretched, challenged and supported. All other subjects are taught in the home classrooms with the exception of ICT, PE and music.

EYFs and in Year 1 The pupils learn through a mixture of child initiated play and direct teaching in small groups through continuous provision.

Our **Learning Environments** should be clean, tidy and enriching. Displays and washing lines are used to show working walls and promote learning. Each classroom should have a reading area to encourage reading for pleasure.

Our Principles of Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation within KS1 and 2. In the foundation stage the children are assessed against the month bands described within development matters and are judged to be emerging, developing or secure within any given month band. At the end of the foundation stage the children are assessed against the Early learning Goals as described in development matters and those children who have reached the Early learning goals in the three prime areas of Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy and Math's are judged to have reached a good level of development.

Each term we have an assessment week, which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations. Please see assessment policy. The core team monitors the accuracy of these assessments via book scrutinies and progress meetings. The core team uses this data to produce milestones

School Expectations The values of our 4 C's-Care. Courtesy. Commitment. Community permeate through everything we do.

- Staff have high expectations of themselves and all pupils
- Provide a calm and effective environment
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in Lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps
- We expect children to show respect for themselves, each other, for the community and the environment

Teaching

We expect:-

1. Staff to provide appropriate challenge and resources, which support learning outcomes and provide challenge for the more able

2. Staff are to use the Feedback policy to ensure that all pupils make rapid progress.
3. Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject coordinators
4. That every lesson has a clear Learning Intention which is explained to the class and which remains on display throughout the lesson
5. The development of vocabulary including subject specific vocabulary is a priority.
6. Use RWI teaching strategies to reduce teacher talk and ensure pupil learning
7. That all lessons demonstrate key elements of good AFL practice
8. We follow a no hands up rule except when children wish to ask a question.
9. That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts
10. That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding
11. That staff have high expectations of presentation, quality and quantity of work. All adults to be fully involved and active in lessons

Expectations of Learning

- Pupils attend school regularly and are punctual
- Lessons start on time
- Pupils demonstrate the 4 C's.
- Pupils respond well to teachers and lessons proceed without interruption
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress
- Lessons are productive, work is sustained with a sense of commitment and enjoyment
- Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available
- They are provided with the skills to evaluate their own work and encouraged to do this every lesson

Learning Intentions and Success Criteria

All lessons should have a learning intention and a success criteria. This makes it clear to children and all staff what the children are learning and how successful outcomes should be expressed.

- Learning intentions are drawn up using Blooms Taxonomy action verbs
- Learning intentions are not the same as the activity
- Learning intentions start with “Can I..”
- Learning intentions and success criteria should be in child friendly language
- Success criteria is process criteria and enables children to demonstrate how they have succeeded
- Success criteria starts with “Can I..”
- LI and SC is explicitly shared and visible throughout the whole of the lesson

Assessment for Learning within Lessons

- AFL activities, Hinge questions or Hinge activities are explicitly identified on planning and can take place:
 - at the beginning of the lesson
 - in the middle of the lesson
 - at the end of previous lessons.
- AFL activities, Hinge questions or Hinge activities are used within lesson:
 - to provide a snapshot of learning for the whole group, quickly and efficiently – all classes should make use of whiteboards specifically, as good practice, to facilitate this, alongside, talk partners and other strategies from RWI training.
 - to direct different groups of learners to different activities

- to direct adults or scaffold resources to fill gaps in knowledge
- to identify children that are ready to move on and those that need the learning reshaping
- Rag rating using red, amber and green cups.

Questioning

At Twydall Primary school, we use blooms taxonomy questions stems to draw out higher order thinking. No hands up rule, unless a child is asking a question.

- Open questions are structured to provoke thoughtful, extended answers.
- Closed questioning only for AfL via whiteboards.
- Answers provoke more questions
- Both teachers and pupils ask questions
- Children have the confidence to make a mistake
- Feedback gives reasons for praise
- Children listen to children
- Children question children
- There is time to think