

Teaching and Learning Policy

# STUDLEY ST. MARY'S C.E.



# ACADEMY

We strive to inspire our children to flourish, so our staff, pupils and families can 'live life in all its fullness'. (John 10:10).



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Member of staff responsible	Headteacher

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## Introduction

At Studley St Mary's our broad and balanced curriculum is driven by our desire for the children to leave us as articulate, ambitious, inspired, independent, curious and knowledgeable individuals ready to take advantage of the opportunities, responsibilities and experiences of later life. We believe that excellent teaching, fully trained and passionate staff and a culture of high expectations enable all students to learn and therefore succeed. It is with these aims in mind that our curriculum is designed. It is underpinned in its delivery by our Christian values of Respect, Honesty, Perseverance, Compassion, Courage and Service.

This policy provides procedures aimed towards ensuring that quality first teaching is the driving force in securing excellent outcomes for all students.





It aims to:

- 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 teaching and learning.
- Ensure that the needs of all pupils are met.
- Improve and enhance the quality of teaching and learning
- Enhance the professional development of staff.







## Curriculum Design

Our curriculum meets the requirements of the National Curriculum and is carefully sequenced in each subject to ensure that new knowledge and skills build on what has been taught before. Teachers have a clear understanding of the end points that each subject is building towards and teacher know what the children need to know and be able to do. Reading is woven through learning in many subjects and vocabulary development is a key component of lessons. Visits and visitors are carefully planned to enrich the curriculum and to inspire children's learning and to support them to develop their aspirations for the future.

Teaching is based on cognitive science and in particular, Rosenshine's principles of instruction. All teachers receive regular CPD and this is reflected in the foci for monitoring of teaching and learning.

 <p>Daily Review</p>	Daily review means pupils retrieving the knowledge they used in previous lessons. This also helps to support new learning which may be connected.
 <p>Spaced Review</p>	Spaced review should concentrate on retrieving previously learnt knowledge through low stakes testing and reviews.
 <p>Ask Questions</p>	Pupils are encouraged to ask questions, and with support find the answers to those questions. All learning within the curriculum is built upon key questions which supports this approach.
 <p>Check for understanding</p>	There is a key focus on teachers asking lots of questions which go deeper. Teachers should check pupils understanding through questioning. Questions such as 'how did you get that answer?' and 'can you prove it?' are a key feature of our provision

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 <p>Present new material in small steps</p>	<p>To make sure we don't overload pupils, any new concepts should be presented in small, logical steps. For example planning a piece of writing or a multistep maths problem.</p>
 <p>Modelling</p>	<p>Worked examples (teachers showing how they do things) enable pupils to see what thinking needs to happen to complete an activity successfully</p>
 <p>Scaffolding support</p>	<p>When pupils are completing a challenging tasks, teachers provide models or structures to break down the task. This again may include thinking maps. Over time, these scaffolds are removed so that the pupil can master the skill themselves.</p>
 <p>Guided Practice</p>	<p>When pupils are learning something new, the teacher monitors the learning closely ensuring pupils don't make too many mistakes. This makes sure they will be successful as the learning gets deeper</p>
 <p>High Success rate</p>	<p>In practice, to be successful pupils need to be successful 80% of the time. Teaching should allow time to practice to ensure pupils can gain this level of success</p>
 <p>Independent Practise</p>	<p>Teachers make sure pupils have regular time to practice the knowledge and skills they have learnt by themselves. This secures the knowledge in the long term memory</p>

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Throughout the teaching and learning process children and adults will discuss the following key questions to support the children's metacognitive skills:

***'What knowledge have you learnt/will you learn?'***

***'What skills have you used/will you use?'***

## English

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that by the end Year 6, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

In daily reading lessons, the majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading in English lessons. This model for guided reading is as follows:

o Day 1: During this session the pupils are introduced to new vocabulary they will come across in the extract. Reading. As a whole class the extract is shared and read together with the emphasis on fluency. (Accuracy, automaticity and prosody).

o Day 2: Focus on skimming and scanning texts to retrieve information

o Day 3: A focus on inference

o Day 4: A focus on understanding author choice and the other skills of summarising, predicting and evaluating.

For early readers, we follow the systematic synthetic phonics scheme: Little Wandle Letters and Sounds. These pupils are taught phonics daily until they are ready to access guided reading lessons.

The application of key reading skills of decoding, vocabulary, retrieval and inference are applied across the curriculum where appropriate.

All English lessons are planned using a quality text as a stimulus.

Writing is a fundamental skill that supports children in their learning and also prepares them for life beyond the classroom. We believe it is important to teach the key skills of writing to enable all children to see stories as part of a whole text and understand its structure, presentation and language. It is imperative that children understand the purpose behind what they are asked to write and to provide children with a range of useful tools to develop their independence in building and writing texts for a specific audience and purpose. At Studley St Mary's we use the '**Immerse, Analyse, Write**' sequence of teaching, selecting a quality text as a model to ensure all the curriculum criteria is covered and taught in a progressive way. Children's stamina to write and key grammatical skills are developed through each unit of work. Writing skills are applied across all aspects of the curriculum to

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ensure a broad and balanced learning experience. See progression of writing document for further information.

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## Vocabulary

Understanding and developing vocabulary is a key aspect of our curriculum. Tier 2 & 3 vocabulary is explicitly taught in all subject areas and this vocabulary is displayed in the classroom where appropriate. Pupils in Years 5 & 6 are taught to use several strategies to help them understand unknown words. This is called CASE.

C= What word class does the word belong to?

A= What is the atmosphere of the text or paragraph it is in?

S= Sentence context. Read the sentences before and after the word

E= Explode the word. Identify prefixes, suffixes, root words and use knowledge of etymology to help comprehend the word.

## Maths

The content and principles underpinning the National Curriculum and the Maths curriculum at Studley St Mary's reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. To ensure whole consistency and progression, the school uses the DfE approved 'White Rose Maths' scheme.

These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics. The class is a learning team.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

Flash back 4 challenges start each lesson and act as spaced retrieval and spaced practice tasks as they are focused on prior learning. New concepts are then shared within the context of an initial related problem, which children are able to discuss in partners. This initial problem solving activity prompts discussion and reasoning.

Teachers use careful questions to draw out children's discussions and their reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed. Teachers' questioning is guided through the White Rose Maths guides. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

## Foundation Subjects

The Curriculum Intent provides medium term plans for teachers in foundation subjects. Within this, key knowledge and skills are identified for each unit of work. Alongside this, there is clear reference to the knowledge and skills the pupils will have already been taught as well as the future opportunities. Teachers use this to create short-term plans using the strategies discussed above. In PSHE teachers follow the jigsaw scheme. In Music they follow the Charanga scheme, in Spanish they follow the Language Angels scheme. RE is taught using the Worcestershire Agreed Syllabus.

## Monitoring

Subject leaders and senior leaders monitor the effectiveness of the implementation of the curriculum. The key questions being:

**As a result of high-quality teaching, what do pupils know? What can they do? What do they understand?**

They will gather the evidence for this in a variety of ways including:

- Learning walks
- Pupil discussions with books
- Low stakes retrieval quizzes with pupils
- Discussions with teachers
- Joint planning opportunities

Governors play a key role in the monitoring process. They are informed of each class's progress and attainment against age related expectations in core subjects on a termly basis. The end of key stage results are also discussed in the summer term. Curriculum governors meet with subject leaders to discuss the findings of pupil voice, subject leaders action plans and the impact of these plan on children's learning.

## Linked policies

Early reading and phonics

Behaviour for learning

Feedback and assessment

Curriculum intent statement