

*Learning to make a positive difference
in God's world*

Pilgrims' Cross CE Aided Primary School



Teaching and Learning Policy 2023-24

Date Agreed: October 2023

Review Date: September 2024

Signed: _____
Chair of the Board of Governors

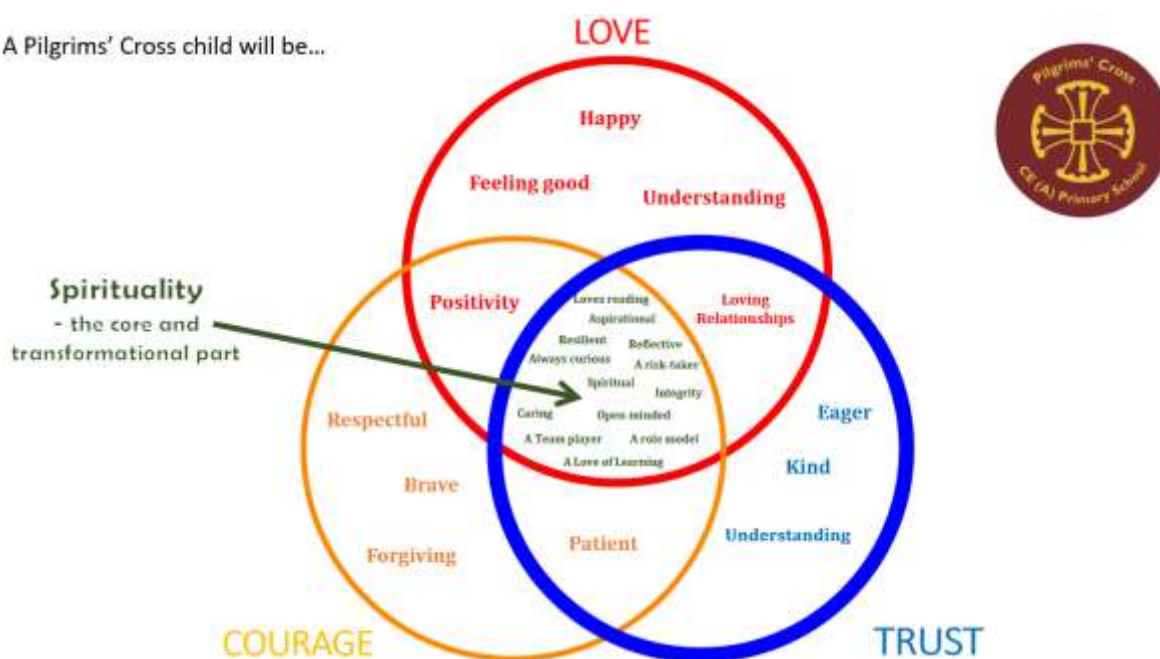
PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL Teaching and Learning Policy

The purpose of this Teaching and Learning Policy is to summarise how staff at Pilgrims' Cross CE of E Primary School support and guide the children to achieve the School Vision.

Pilgrims' Cross Core Values

We believe that Pilgrims' Cross Core Values help embed and underpin the curriculum and support our ethos and culture toward learning. Our values of **LOVE**, **COURAGE** and **TRUST** when brought together create a central core of **SPIRITUALITY** that can transform children's learning experiences, enabling them to believe in their capabilities and remove any limitations.

A Pilgrims' Cross child will be...



‘At Pilgrims' Cross CE (A) Primary School **we are**
LOVING, COURAGEOUS and **TRUSTWORTHY** so we will become **TALENTED**
ROLE MODELS and **MAKE A POSITIVE DIFFERENCE** in God's world.’

Pilgrims' Cross School Curriculum Vision 2023-24

At Pilgrims' Cross we believe that ALL our children should experience infinite learning possibilities. Through the consistent delivery and celebration of our core values and adventurous curriculum, we want our children to acquire the necessary skills and knowledge that will enable them to prosper in the present and flourish in the future.

Pilgrims' Cross Curriculum Intent and Implementation

At Pilgrims' Cross Primary school our curriculum creates opportunities for our children to develop the skills and knowledge that will enable them to flourish in an ever changing world by;

- Navigating and exploring new experiences
- Widening their interests
- Problem solving
- Generating curiosity
- Working cooperatively

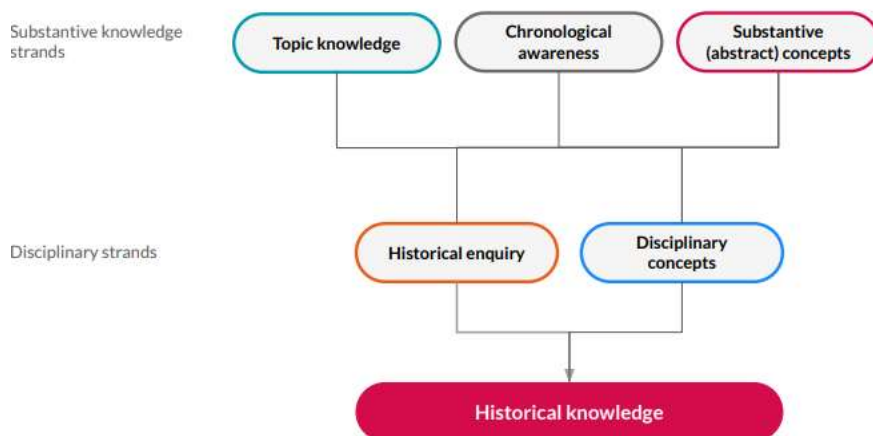
We believe that these are the skills and attributes children will require in the future.

Subjects are taught through overarching and varied Learning Adventures which are designed to inspire children's interests and develop their understanding of the world around them. Adventurous learning experiences engage the children and encourage real life context where skills and knowledge can be applied. These are linked and progress each year, encouraging children to build on their previous learning.

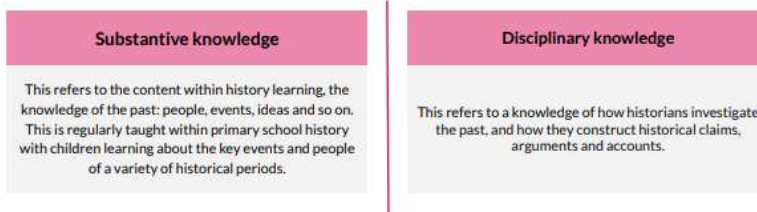
Initially, in Key Stage 1, children will begin to develop their understanding of key (substantive) concepts and the fundamental elements of learning. When progressing into and through Key stage 2 the children deepen their understanding of these key concepts and others which supports the children in broadening their skills, knowledge and understanding.

Below are examples of how the History Curriculum is organized;

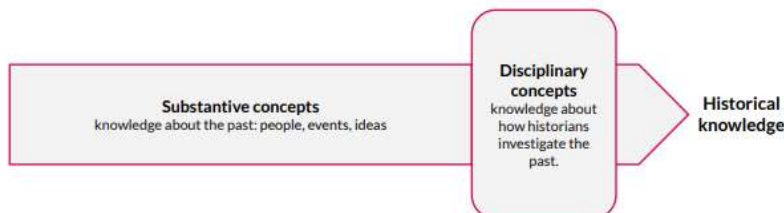
How is the History scheme of work organised?



Different types of knowledge in History learning



This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The Kapow Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



A spiral curriculum

Kapow Primary's History scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.
- ✓ **Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.
- ✓ **Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



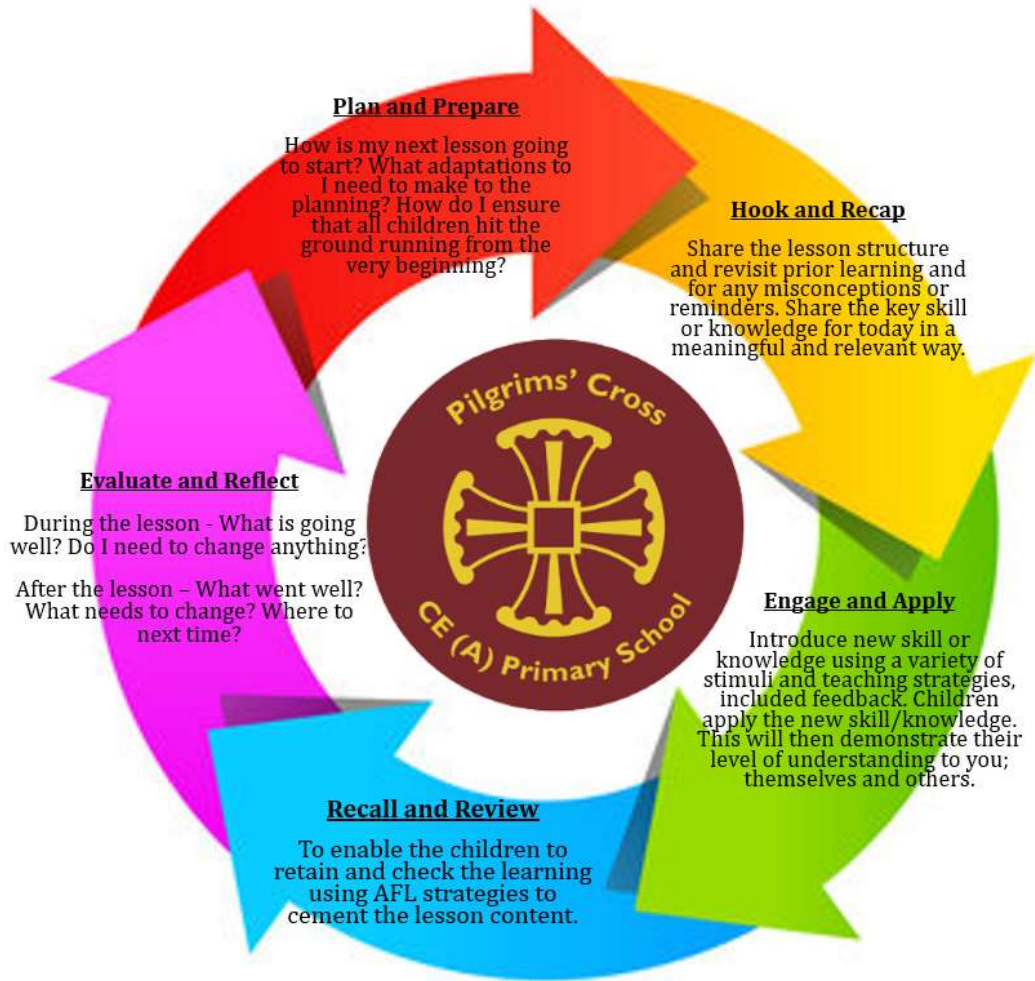
The Kapow scheme of work fulfils the statutory requirements for all subjects as outlined in the National Curriculum 2014. The Kapow curriculum takes the aims from the National Curriculum and has created a series of strands which run throughout each subject's scheme of work.

Each subject area taught using the Kapow scheme is organised using the above principles and ensures that skills and knowledge are taught in a systematic way to build on knowledge as children progress through school from Year 1 to 6.

Teaching and Learning

Ensuring our curriculum is implemented consistently across the school is essential for ALL our children to enable them to experience success and achievement in their learning. At Pilgrims' Cross we have identified key attributes within the teaching and learning that need to be demonstrated both in, and over a series, of lessons, in order for the children's education to flourish.

OUR TEACHING AND LEARNING PEDAGOGY FOLLOWS THIS CYCLE



This is monitored and quality assured by the SLT and Subject Leaders to ensure that this teaching and learning cycle is applied consistently. Regular training and guidance supports teachers to demonstrate and deliver these research based principles throughout their lesson teaching to ensure effective and consistent outcomes for ALL children.

Curriculum Provision for ALL

Our curriculum is designed to enable ALL children to access their learning first and foremost through High Quality Inclusive Teaching. We define High Quality Inclusive Teaching to be that which ensures all pupils are able to actively engage in meaningful learning experiences, making progress and succeeding. Teachers' have identified the central elements of this provision as being:

- **Inclusive classroom environments:**

Examples

- Adaptations to support sensory needs (e.g. use of ear defenders, chewlery, movement breaks)
- Clearly displayed visual timetables
- Well organised, accessible resources which are clearly labelled with words and symbols
- Appropriate seating positions and a layout for movement as appropriate i.e. Yr R

- **Inclusive use of language, including:**

Examples

- *Proactive teaching of vocabulary, including pre-teaching to support specific pupils*
- *Information is delivered to children in manageable chunks*
- *Appropriate take-up time*
- *Symbols to support understanding*

- **Planned and targeted use of scaffolding to support learners, including:**

Examples

- *Use of concrete resources*
- *Writing frames, task planners and other tools to reduce the load on working memory*
- *Clear modelling (I do, we do, you do approach), Worked examples and WAGOLLS (What A Good One Looks Like)*
- *Supporting the development of metacognitive skills and other executive functions*
- *More intensive approaches such as backwards chaining or hand over hand instruction*

- **Use of ongoing assessment strategies to appropriately adapt learning to ensure pupils are accessing their learning, including:**

Examples

- *Adaptation in response to “in the moment” assessment made during a lesson (changing resource, addressing misconceptions and enhancements in Year R)*
- *Adjusting plans for future lessons*
- *Planning mixed ability groupings for maximum impact*
- *Considering where and how support needs to be targeted in the next lesson*

- **Ensuring the way in which children record their learning enables them to best demonstrate their knowledge and understanding.**

Examples

- *Children may use pictures, recording themselves, mind maps, posters, etc. to enable them to show their learning in a way that works for them*

For greater detail on what High Quality Inclusive Teaching looks like at Pilgrims' Cross please refer to Appendix 1

Planning

At Pilgrims' Cross, we teach daily Maths and English lessons. Teachers plan a 'Learning Adventure' for the majority of subjects which may last between one and three weeks for English and for a half term with foundation subjects. Within that journey, teachers will identify the skills and knowledge required. Within Reading and Writing we use the Hampshire Phased Model as a guide. Maths follows The White Rose blocks.

They will then follow the principles of 'Teaching and Learning Cycle' (seen above) in order for children to fully understand a skill or concept. In English, we identify rich texts which drive both the English curriculum and where possible, links to our wider 'Adventure' for each half-term. Each Year Group will study at least 5-6 Adventures throughout the year. These are based on either the interests of pupils or as a key scientific, historical or geographical subject that can broaden the children's knowledge.

We use the Geography and History overarching themes from Kapow to create our half termly Adventures, complemented with rich texts to develop our English curriculum to link in with this wherever possible.

Our foundation subjects are taught through the Kapow curriculum.

At Pilgrims' Cross, within Maths, we are guided by the White Rose Schemes of Learning when structuring our Maths Curriculum for Years R-6. The White Rose Schemes of Learning group and sequence Maths National Curriculum Objectives for each year group, into blocks across the Autumn, Spring and Summer Terms.

Phonics and Early Reading

At our school we follow the Little Wandle Letters and Sounds Revised for the teaching of phonics and early reading. Please refer to our Phonics Policy.

Subject Teams supporting Curriculum Implementation

Unique experiences and trips

In support of our wider curriculum and developing childrens' understanding of the world around them, we plan and carry out trips and unique experiences that enhance the learning and knowledge of our pupils. Each year the children experience one enjoyable external trip and one in-school learning opportunity from an external source.

Every Adventure begins with a Launch day., carefully planned to ignite children's interest for the theme for the upcoming half term.

Learning Environment

A positive learning environment that enriches the pupil experience is key in enabling children to feel both welcome and excited by their learning.

- Working walls (with a start and end point destination) including a mini-adventure page for English and other subjects. Working walls show good examples taken from the teaching and modelling and also examples of the learning journey the class are currently on. This includes WAGOLL's for the destination so that children understand why they are learning the content and what they are building up to. Working walls can also include quotes from children, definitions, and high quality examples of learning undertaken during the journey.
- Adventure has (mini adventure with start and end point for foundation and science) The Kapow format uses lesson recap, attention grabber , main event and wrapping up across lessons.
- Visual timetables class and individual as appropriate
- Classrooms are tidy and organised
- Year R learning environments are child-led

These are regularly updated to ensure they remain relevant to current learning.

Book corners encourage children to become immeresed in books and are updated to reflect new 'Learning Adventures' each half term. They also contain a high quality mixture of *bridging books* and free reading books as well as children having access to skills books.

Classrooms are organised and tidy, allowing for creativity to inspires pupils' educational exploration. Where classrooms have outdoor spaces these reflect and enhance previous learning for all to see. Outdoor classrooms need to enhance the experiences further for children enablilng

them to apply a mixture of creative skills including fine and gross motor skills and collaborative learning.

Thrive and the emotional wellbeing of pupils

We are a Thrive trained school that promotes the Thrive approach amongst staff, children and parents. We believe that understanding the emotional wellbeing of our children and working with them to address gaps in their emotional development helps them get back to learning. Using the expertise of our Thrive trained SENDCo and Head teacher, we assess classes, groups and individuals on their emotional development and then provide Thrive interventions to address emotional development gaps. Our ELSA trained staff will work with children with identified needs. These sessions support children through difficult periods in their lives and allow them explore their feelings and sensations with a trusted individual outside of the classroom. All ELSA's are fully trained and refresh their knowledge and understanding each year.

Impact of the curriculum

Assessing Curriculum Impact

Senior Leaders and subject teams monitor the impact of teaching and learning and the curriculum through observations, book scrutiny and pupil conferencing. Feedback is given to teachers and developmental targets are identified. Where required support and training is implemented and these specific targets are re-visited to ensure practice and improvement is evidenced. Within learning adventures, children may be given prior learning tasks which help assess their initial understanding of the skills and knowledge to be taught. An opportunity for reflection will be provided for the children at the end of a journey to summarise their understanding and identify the progress made.

Teachers will summarise at three points in the year the progress of pupils. For Maths and English, Teachers will use INSIGHT tracking in Years 1 to 6 and carry out this termly assessment. Foundation subjects are tracked via the Kapow assessment spreadsheets which indicate the skills taught within a Learning Adventure for each foundation subject and if the pupil is working: below expectation; towards expectation; achieving expectation; or exceeding expectation. Teachers will participate in moderation discussions each half term, either internal or within a phase to ensure that the curriculum is pitched correctly and that judgements of attainment are accurate. Assessment in EYFS is undertaken on a daily basis through interactions based on the skills taught through the curriculum.

LSA's

LSA's provide essential support to the learning of children in class. They are allocated based on the need of children and will support either whole classes, small groups or 1 to 1 when it is required. These requirements may change throughout the year and are reviewed regularly by the Senior Leadership Team.

It is the responsibility of class teacher to deploy LSAs in conjunction with the Phase Leader and their Line Manager, the school SENDCo

PPA Cover

PPA is covered by our HLTAs and if necessary a member of the Senior Leadership Team.

Learning at home

Please refer to our Home Learning Policy

And finally... *UP FOR IT* Attitude

This is a positive learning attitude which ensures all children fully participate, attempt risks and are involved in rich discussion and debate within their learning adventures. This is developed, encouraged and role modelled by the teachers creating a safe emotional and physical environment. Teachers and support staff may provide individual children with sensitive emotional guidance and support if they experience difficulty developing this positive mind set.

Put simply, children will be guided by their teachers and support staff to ALL reach their LEARNING DESTINATION, acquiring and developing a wide range of skills and knowledge along the way.

Appendix 1

High Quality Inclusive Teaching

Environment

- Strong, positive relationships with all, ensuring pupils needs are understood and planned for
 - Welcoming pupils to the classroom
 - Knowing their strengths, interests and needs
 - Showing genuine interest
 - Communicating key information to all classroom staff
- An environment where it is safe to make mistakes and these are valued as learning opportunities
 - Adults model making mistakes
 - Share learning that has taken place as a result of mistakes
- The importance of non-verbal communication is recognised and used to develop positive interactions
- Routines are embedded and children are able to feel safe and secure in consistent environments
 - Regularly reference visual timetable
 - Frequent reminders of routines and expectations
 - Specific praise for behaviours
- Adaptations to support sensory needs (e.g. use of ear defenders, chewlery, movement breaks)
- Clearly displayed visual timetables
- Well organised, accessible resources which are clearly labelled with words and symbols
- Appropriate seating positions

During the learning sessions

- Learning is of interest to the children and they can engage in meaningful contexts
 - Some pupils may need learning more specifically bespoke to their interests in order for them to engage
 - Do children understand the relevance of what they are learning?
- Teaching offers multi-sensory access to learning
 - Children supported by hands on learning
 - Visuals
 - Dual coding (information being delivered in more than one format)
- Different learning styles are recognised and enabled (kinaesthetic, visual, etc.)
- Scaffolding is used effectively to support pupils and reduced at the appropriate time to enable the greatest level of independence for learners.
 - Use of concrete resources (including modelling use)
 - Writing frames, task planners and other tools to reduce the load on working memory
 - Clear modelling (I do, we do, you do approach), Worked examples and WAGOLLS (What A Good One Looks Like)
 - Supporting the development of metacognitive skills and other executive functions
 - More intensive approaches such as backwards chaining or hand over hand instruction
 - Cueing
 - Prompting
 - Questioning
- Language
 - Proactive teaching and modelling of vocabulary, including pre-teaching to support specific pupils
 - Information is delivered to children in manageable chunks (e.g. giving instructions)
 - Clear and concise
 - Appropriate take-up time
 - Symbols to support understanding
 - Modelling of grammatically correct use of language
- Flexible groupings
 - Planned to enable participation for all
 - Clear roles and tasks
- Enabling children to feel a sense of ownership over their learning.
 - Children know what they are doing and why
 - Children understand how they are being supported
- Ensuring the way in which children record their learning enables them to best demonstrate their knowledge and understanding.
 - Children may use pictures, recording themselves, mind maps, posters, etc. to enable them to show their learning in a way that works for them

Assessment, Feedback and Planning

- Planned and targeted use of questioning is used to further learning and assess understanding.
 - Used to establish information that has been retained
 - Assess understanding
 - Extend thinking
- Use of ongoing assessment strategies to appropriately adapt learning to ensure pupils are accessing their learning, including:
 - Adaptation in response to “in the moment” assessment made during a lesson (changing resource, addressing misconceptions)
 - Adjusting plans for future lessons
 - Planning mixed ability groupings for maximum impact
 - Considering where and how support needs to be targeted in the next lesson
- Feedback is given in an appropriate, timely way in a manner that is accessible and moves learning forward.
 - Children’s emotional response and readiness to receive feedback is considered
 - Preferences for how feedback is received are understood
 - Feedback is specific and clear
- Strong subject knowledge enables teachers to plan for appropriate starting points and next steps to ensure progress is being made.
 - Teachers engage with available resources to ensure they understand the progression of the skills they are teaching
 - Teachers to use their subject knowledge to identify adaptations that pupils may need in order to best access this.
- Dispersed practise
 - Teacher plan opportunities for pupils to revisit learning frequently so it is embedded.