



# Teaching and Learning Policy

| Date of Policy/Reviews | Author(s)  | Approved by Gov. Body | Date for Review |
|------------------------|------------|-----------------------|-----------------|
| January 2025           | Liz Crosby | 29.1.25               | Summer 2027     |
|                        |            |                       |                 |

## Contents

|   |    |
|---|----|
| Vision, Aims and Values.....                  | 2  |
| Safeguarding Statement.....                   | 5  |
| Rationale .....                               | 6  |
| Aims.....                                     | 6  |
| Legal Framework .....                         | 6  |
| Curriculum Intent .....                       | 7  |
| Breadth of Curriculum.....                    | 8  |
| Organisation of the Curriculum.....           | 9  |
| Planning.....                                 | 10 |
| Quality First Teaching.....                   | 11 |
| Teacher Subject & Pedagogical Knowledge ..... | 13 |
| Lesson Structure & General Approaches.....    | 15 |
| Effective Questioning.....                    | 16 |
| Teaching of Vocabulary .....                  | 16 |
| Strategies to Recall and Retrieve.....        | 17 |
| Assessment.....                               | 18 |
| High Expectations.....                        | 19 |
| SEND.....                                     | 19 |
| Learning Environments.....                    | 19 |
| EYFS.....                                     | 20 |
| Roles & Responsibilities.....                 | 20 |
| Monitoring & Reporting.....                   | 21 |



## Our Vision Statement



## Our Values



Compassion



Friendship



Forgiveness





## Our Vision Statement



Our vision statement was reviewed in 2024 in discussion with staff, the church, and the children.

In our school we have always had very strong relationships but we have recognised social changes. The need for faith's guidance and strength has intensified. We looked at what our community needed- we saw a need for Christian values, and above all a need for compassion, forgiveness and friendship.

We looked at what the Bible teaches us about these things, and adopted them as our values. We saw them as encapsulated by the theme of Christian love.

We looked at the two most important commandments- (Matthew 22:36-40) love the Lord thy God with all thy heart" and "love thy neighbour as thyself", and saw Paul's message to the church in Corinth as relevant to our school today: "Do everything in love."

At Rosehill Methodist Primary School we strive to do everything in love.

Through living out our Christian Values we seek to equip our pupils with the skills to become the very best they can- for themselves, for others and for our wonderful world. We want our children to be grounded in their relationships with themselves, in their relationships with others, in their relationships with their world and in their relationship with God/ the big beyond.

We want children to be able to enact positive change across all spheres of society- that our children feel empowered and that the world benefits from their words and deeds.

"Do everything in love," is at the heart of what it means to be Christian. The context of the verse is that Paul was writing to the church in Corinth. He said: "Be on your guard; stand firm in the faith; be courageous; be strong. Do everything in love."

At Rosehill we aim to apply this instruction to our lives as we pursue our vision and strive to be more like Jesus. That is our calling- to provide a school where the values of Jesus are alive.

We actively seek to let love guide our thoughts, actions and words as we embrace a culture of togetherness.

Likewise, following the words of John Wesley, "I look upon all the world as my parish"- Journal, June 11, 1739- we aim to ensure that all members of our school have a clear understanding of Christian faith and are able to develop the skills required to reach out and engage with the world. That they may truly love God, and also love their neighbour. (Mark: 12:30-31)





## Living out our Values



Compassion



Friendship



Forgiveness

**‘Love one another as I have loved you’ John 13:34**

**In our school, we believe that God’s love surrounds us all. This part of our vision guides our way in setting the highest aspirations for the relationship we enjoy with both God and each other. This is why we do what we do.**

**In our school community, it is important to show that love for each other in the ways we act towards others. Everyone is welcome. We value compassion and peace, respecting each other and accepting difference so as to live in harmony.**

**“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.” 1 Corinthians 13:4-8**

**Our goal is that in the passage above you may replace “Love” with “Our school” and that is how we shall be.**

**John Wesley (co-founder of the Methodist movement) urged us to ‘watch over one another in love.’**

**Hence our overriding mission statement: “Do everything in love.”**



## **Safeguarding Statement**

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its school's premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

## **Rationale**

We believe we provide all staff with a framework to achieve the highest quality teaching and learning in order to inspire all children, regardless of ability, SEND or circumstances, to learn so that they can achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult. We are also committed to our Christian values and teaching the children how to apply them in their daily lives. Our teaching and learning 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.

## **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 policies and documents:
- School vision and values statement
- Epworth Education Trust Teaching and Learning Model
- 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 values and drivers.

At Rosehill Methodist Primary Academy, 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. 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.

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 in our long term planning and knowledge organisers 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.

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
- Spanish (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 Rosehill Methodist Primary Academy, 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 Rosehill.

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 Rosehill through three identified key drivers: **aspiration, resilience** and **community**.
- 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.
- 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 whilst retaining the focus on learning
- 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 Rosehill 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:

- Forest School
- My Happy Minds

### **Organisation of the Curriculum**

Our 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:

- 'Year Group overview' which provides an overview of the topics taught in the year group for all subjects.
- 'Subject long-term overviews' which share the whole school sequence of topics that are covered in each year group
- Key progression documents 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 texts and resources
- 'Knowledge Organisers' outlines key knowledge and vocabulary we want children to know in particular subject areas.

We are two-form entry but in 2023 – 2024, we had mixed age classes in y1/2 and 5/6 and so we are currently operating 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 overview document outlines the core learning and experiences for children in

their Early Years. The 'Subject long-term overviews' reflect how learning us progressive from Early Years to Year Six.

## **Planning**

It is 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. This is even more vital as school have in-year mobility.

### 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 curriculum drivers with work building towards the end points.
- Show adaptations to clearly show how pupils of all abilities are catered for with differentiation for high level need pupils as appropriate linked to NASEN guidelines
- 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,
- reflective of the Epworth Trust teaching and learning model.

### 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 progression documents for each subject. 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 identified from teacher assessments and linked to the National Curriculum Programmes of Study. The medium-term plan is a guide.

For phonics we use the validated, 'Read Write Inc' scheme and for spelling, we use the spelling appendices in the National Curriculum as reference to plan appropriate lessons.

- In mathematics, we use and adapt Oak Academy
- In reading, we use Grammarsaurus
- For each of the Foundation subjects, there is unit plan written by the class teacher 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.
- In computing, we use Purple Mash
- In Spanish, we use Primary Languages Network

### Short term planning:

Each week teachers must:

Ensure there is planning for each lesson and this is saved on the general drive in the planning file for future teachers to use or refer back to.

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, written plans do not need to be on the Rosehill planning format if it is a ready-made scheme. However, these should be annotated to show where changes have been made and include provision for SEND learners.

### **Quality First Teaching**

At Rosehill 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 time – 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 Pre-requisite 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, pinny time, 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

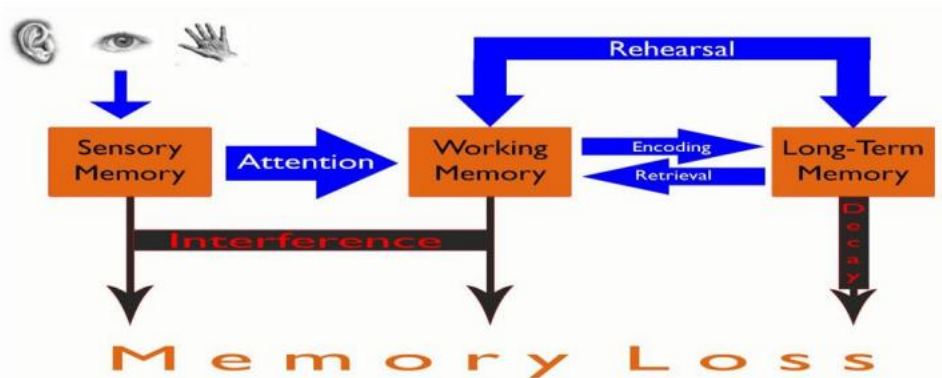
(xviii) Staff meet regularly with parents and carers to discuss their child's progress and keep them up to date

Some aspects of our Quality First Teaching expectations are outlined in further detail below. We use the Epworth Education Trust Teaching and Learning Model as a template for Quality First Teaching.

### **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:

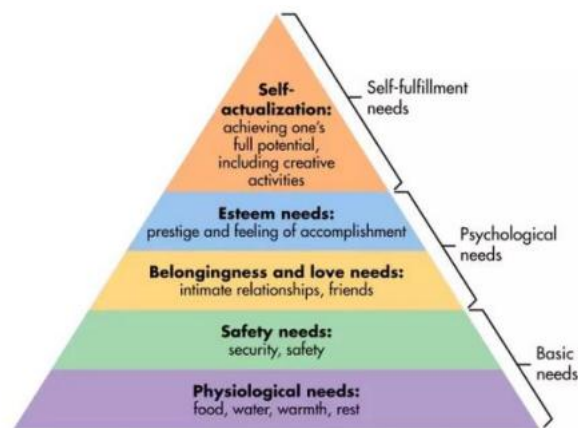


Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968). 'Human memory: A Proposed System and its Control Processes'. In Spence, K.W. and Spence, J.T. The psychology of learning and motivation, (Volume 2). New York: Academic Press. pp. 89-195 Maslow – Hierarchy of Need

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: Thrive, Zones of regulation, Forest School, Habits for Learning, Curriculum Drivers, 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

At Rosehill 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.

They must have understanding of and consistently implement the Epworth Education Trust Teaching and Learning Model.

At Rosehill 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. They must have understanding of and consistently implement the Epworth Education Trust Teaching and Learning Model.

### **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:

Lesson Plan > Fix it time > Revisit and Review > Teach > Practise > Master > Apply > Lesson Plan



Live Feedback

### **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 Rosehill Methodist Primary Academy, 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. 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:

- Cold calling
- 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 Rosehill, 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.

Through Guided Reading, we use Grammarsaurus, which provides teachers with tier two words which can be explicitly taught, 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. phonic and maths aprons.
- Use of knowledge organisers
- Direct teaching of strategies to learn new information: mnemonics, rhymes and songs, mind maps and concept maps.

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

At Rosehill Methodist Primary Academy, 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 stuck in books – 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, and in doing so, we hope to provide our pupils’ with the essential foundations for the next part of their educational journey and beyond.

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.
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 blueprint 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.

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.

### **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:

- 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:

- Habits for Learning

- Each class needs the following working walls: English, maths, science, RE topic (History / Geography & Art / DT)
- 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
- Worry Monster/ Zones of Regulation 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.

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 Rosehill Methodist Primary Academy 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 Rosehill Methodist Primary Academy, 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.
- Reporting on the effectiveness of the curriculum to the HT and the governing 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 2027 or earlier if significant changes are made.