

Our approach to teaching and learning



Crowle
Primary Academy

Growth Mindset

The children use their learnabilities;
Resilience
Effort
Collaboration
Talk.

These support their learning.
We expect our children to step out of their comfort zone and enjoy the challenge it brings.

Knowledge

We value knowledge and work hard to build long term memory - storage and retrieval strength.

We make use of the low stakes quizzes in Humanities and Science.

Our general approach to teaching and learning.

Responsive teaching is at the centre of our approach.

We use ongoing assessments to adapt provision to meet children's needs.

Teachers do not pre-judge children as to what they will be able to do before the lesson starts: no 'traditional' differentiation.

In English and maths, children start at the point that they need - based on **self-assessment aided by the teacher** - and make progress through their learning. There is no glass ceilings to learning.

Gold standard

We expect children to strive for gold standard in all of their learning.
This is praised and celebrated.

Our gold standard is also about the way we look and behave. All staff encourage the children to have pride in themselves and their surroundings.

Preparation over planning

Medium term planning is completed for most foundation subjects and Science. No other planning is expected by the academy.

Teachers' time is better used in preparing good quality resources (including SMARTboard slides, retrieval practise activities etc.).

Summative assessments

NFER tests are used to provide summative assessment judgements for reading, maths and SPAG.

These are completed termly in years 3, 4 and 5 and at the end of the year in year 1.

Years 2 and 6 use previous SAT papers in order to best prepare the children for the end of year

Data meetings

Data is collected each term and analysed to identify whole school patterns/ priorities for school development/ evaluation.

Data is discussed each term in meetings with teachers and senior leaders.

Diagnostics

A question level analysis (QLA) of each test is used to guide future teaching and learning.

Teachers use the outcomes of the QLA to plan subsequent learning experiences and plan for any interventions that are needed.

Retrieval activities

Retrieval activities are used to ensure that knowledge and vocabulary is retained and revisited on a regular basis.

Assessment **Our approach to testing and ongoing assessment.**

Other assessments

A test is used to assess the reading age, reading fluency and spelling age of each child at the beginning of the year. This is useful for tracking progress over time and for identifying children in need of extra intervention, we are aware of its limitations for very young children who do not score on the test.

A multiplication assessment is completed whilst the children are in year 4.

Writing

Teacher assessment of writing is completed termly. Assessment grids for writing aid the teachers in assessing where the children are. The academy also uses no more marking to support writing assessment.

Each child in key stage 2 has a writing portfolio. A piece is added at the end of year 2 as a baseline. We moderate in different ways to ensure our judgements are sound.

Phonics

Phonics is assessed throughout the Read, Write Inc. programme from reception onwards. At the end of year 1 the phonic check is completed. Children who do not meet the expected level are checked again at the end of year 2.

Teacher workload

Teachers at Crowle Primary Academy work hard.

However, work is focussed on **immediate feedback** rather than detailed *written marking*.

At Crowle Primary Academy, we do not believe in the value of extended narrative 'bottom-of-the-page' marking.

Dylan William described this style of marking as "one-to-one tuition ...the most expensive form of education" but where the pupil is not even there.

Feedback

The longer we wait to give feedback to children, the less value it has.

Unless feedback leads to a positive change, it has no real value.

Learning objectives

In all marked work, the teacher will mark against the learning objective to show if it has been achieved or partly achieved.

Retrieval practise marking

Retrieval activities may be adult/self/peer marked.

In-lesson marking

Most work in English (not writing) and maths lessons will be marked **in the lesson**. Teachers and TAs work hard to mark as much as possible of everyone's work. This is vital to giving immediate feedback.

Peer/self-marking

There are many occasions where peer or self-marking may be appropriate and helpful to learning.

Marking colour

Pupils mark and edit in green pen. Class teachers/TAs mark in a different colour.

Gold standard

The children are asked to strive for gold standard in every piece of learning they do.

If they achieve the gold standard they are rewarded with a gold star stamp in the top right hand corner of their books.

We also celebrate with a gold standard award from each class at the end of each term. This recognises the child who either always strives for gold standard or who has made a marked improvement and is now attaining gold standard.

Presentation

Presentation and pride in our work is of upmost importance.

Setting the standards

The expectations for presentation are stuck into each of the children's books and referred to regularly to ensure there is consistency.

The expectations for gold standards are different for each year group. They contain the expectations for presentation as well as other things such as spelling and punctuation.

Monitoring

The Senior Leadership Team (SLT) monitor standards of presentation regularly.

Teachers also take responsibility for monitoring this through peer to peer work during phase meetings.

Gold standard personal presentation

The children are expected to look smart at all times whilst in school. The teachers will encourage this and give reminders of what is expected.

Approach

We have moved away from topic-based project learning, towards *building long term memory* and *improving retrieval*, with a focus on pre-agreed knowledge and vocabulary.

Each new unit of learning has a knowledge organiser which shows the key knowledge and vocabulary that will be learnt in that unit.

Shared with children

The Knowledge Organiser is shared with children at the start of each topic and is referred to throughout.

Knowledge Organisers

Our approach to the teaching and learning of knowledge in humanities and science.

Retrieving knowledge

Humanities and science lessons contain retrieval activities which could be things like a quiz of selected key knowledge or vocabulary.

This cumulative approach to learning allows children to revisit previous knowledge and retain it in their long term memory.

Humanities outcomes

The agreed outcomes for humanities are tasks designed to demonstrate the knowledge acquired over the topic.

These are planned for each unit of learning. Parents are invited in to the academy so that the children can demonstrate their learning and it can be celebrated.

Art

Art is planned to ensure that key skills are revisited.

Knowledge and skills are built on each time an art form is covered i.e. painting, sculpture, drawing, textiles and collage.

The children will also be taught about artists, designers and architects.

Every year the whole school engages in the Take one Picture project from the National Gallery

Music

The academy uses the Charanga music scheme alongside other activities; ensuring that the national curriculum is covered.

Creative curriculum

Our approach to the teaching and learning of Art & Design, Design & Technology and Music.

Outcomes in art

We do not put an expectation on what the final outcome should look like and instead, encourage children to show that their skills are improving over time.

We use sketch books to evidence ongoing learning in art.

Outcomes in DT

Each phase completes two projects a year, one that is food based and the other is project based.

Each product based unit gives the children a challenge around a real life context.

Children are then asked to carry out the design, make and evaluate cycle each time.

RE

The academy uses the Discovery RE scheme of work alongside other resources to match the national curriculum.

PE

Primary Steps in PE is used to support teachers with planning for the development of PE knowledge and skills.

We ensure that the children have opportunities to take part in inter and intra school competitions.

We place a high priority on the physical wellbeing of our pupils through high quality PE and active breaks.

Other curriculum areas

An outline of our approach to the teaching and learning in PE, RE, Computing and e-safety, MFL and PSHE and RSE.

Computing and e-safety

Purple mash is used to cover the objectives of the national curriculum and to give purposeful learning opportunities in computing.

Gooseberry planet provides relevant and up to date e-safety lessons which support children and their parents.

MFL

Lightbulb Languages is used to deliver MFL lessons in French in key stage 2. Incidental opportunities are used across school to promote a love of language learning.

PSHE and RSE

A variety of resources such as the jigsaw scheme of work, Kapow and Big Talk sessions are used to develop children's knowledge and skills in PSHE and RSE.

Visit and Visitors

These are planned for each area of learning to enrich children's cultural capital.

All staff are a positive role-model to children at all times. They demonstrate how to make and maintain respectful relationships to ensure a happy and safe ethos is achieved.

We explicitly teach all children how to listen attentively and engage in lessons, whilst acknowledging what is appropriate to their age and ability.

We strive to achieve a balance of adult-led and child-initiated activities that ensures children learn and have opportunities to apply this learning.

Assessment

Thorough and reliable baseline data is collected.

Significant achievements that demonstrate progress are recorded onto individual learning journeys. Tapestry is used for this and parents have access to this online.

Teachers are continuously aware of next steps through detailed record keeping.

EYFS

Our approach to teaching and learning in the early years.

Reading

We teach daily Read, Write Inc. sessions with follow up input for those that need it.

We hear children read individually on a weekly basis.

There is daily whole class reading consisting of shared reading and/or 'story time.'

Writing

Daily activities are planned which are designed to improve fine-motor control and writing skills.

Writing opportunities in all areas of provision are provided to encourage children to write independently and with a purpose.

Maths

We follow the mastery maths schemes of learning. Maths meetings take place on a regular basis.

Maths activities are also provided in the continuous provision to encourage children to apply what they have learnt.

Learning through Play

We believe learning can take place within the indoor and outdoor environment so we plan activities using all provision areas and to suit the needs of different learners.