

Our approach to teaching and learning



Crowle
Primary Academy

Our general approach to teaching and learning.

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.

Research based approach

Our approaches to teaching and learning are research based.

Knowledge

We value knowledge and work hard to build long term memory – storage and retrieval strength. We use a variety of retrieval and spacing strategies within lessons, during daily and weekly reviews.

We ensure that knowledge is taught in manageable chunks to optimise retention. We use scaffolding and modelling in lessons to support the acquisition of the knowledge.

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.

Questions, questions, questions.

We use questioning to continually check for understanding and address misconceptions.

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. 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 national tests.

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

These are used at the end of learning sessions or units of learning to assess understanding and to ensure that knowledge and vocabulary are retained and revisited on a regular basis.

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

Reading

A test is used to assess the reading 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.

YARC testing is used to further identify areas of support for key children.

We moderate in school, across the trust and with the local authority to ensure our judgements are sound.

Writing

Assessment grids for writing aid the teachers in assessing where the children are. Each child in key stage 2 has a writing portfolio. This contains their pieces of independent writing which can be used for assessment purposes. A piece is added at the end of year 2 as a baseline.

Maths

The maths curriculum is organised into blocks of objectives over the year. These are tested at the end of each block.

An individual approach

At the start of an activity each child is asked to self-assess where their understanding lies and what challenge they would like to take on.

If the child feels that they need some support they start on the bronze activity. This may be scaffolded or supported in some way.

The next challenge level is silver.

If the children are particularly confident with the objective they may choose to start on gold.

A teacher may support the child if they feel that the level they have chosen is not fully appropriate for that activity.

Meeting need in English and Maths Our approach to ensuring learning is matched to individual needs.

One size does not fit all

Children may choose different challenge levels for different subjects and even for different activities/ concepts within a subject.

There is no ceiling on learning

Greater depth thinking

Within each learning challenge whether it is bronze, silver or gold, there is an opportunity for greater depth thinking.

The reward for good learning is the chance to do more learning and be challenged.

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.

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.

Presentation

Presentation and pride in our work is of utmost importance.

Setting the standards

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.

The expectations are updated termly to reflect new learning that has taken place.

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 stuck in each child's book.

Shared with parents

The Knowledge Organiser is sent out to parents at the start of a topic so that facts can be practised at home.

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 colleague.

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. This covers all aspects of the National Curriculum.

Creative curriculum

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

The art and design curriculum has been redesigned for 2020. This will be evaluated at the end of the academic year.

Evidence

We do not put an expectation on the what the final outcome should look like and instead, encourage children to show throughout a unit of work that their skills are improving.

We use sketch books to evidence ongoing progress.

Design and Technology

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

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

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

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 'on entry' 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 a daily Letters and Sounds lesson with follow up input for those that need it. We hear children read individually on a weekly basis.

Children progress through sets of sounds, words, tricky words and reading scheme at an individual rate to ensure more able children are not held back.

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

Writing

Planned 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. Daily maths meetings take place.

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.