



## Christ the Sower Ecumenical School Teaching and Learning Policy

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we individually and collectively, will **care for, nurture, and develop** each and **every child**.

### Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- SLT
- Teaching staff
- Governors

### Vision

At Christ the Sower School Ecumenical School we provide the '**good earth**' for all our children to flourish, where **every child** can explore who they are created to be. Our Christian values ensure that **all** of our children grow to become the best they can be in a loving place where we all care, learn and grow together through our **CARE Curriculum**, we create regular, well-thought-out opportunities which encourage our children to make good **choices, appreciate** themselves, each other and the world in which they live, **reflect** on their learning experiences and events and **engage** with each other, their learning and opportunities.



Our **Care Curriculum** is designed so that it enables **all** children to CARE, learn and grow within our Christian community so that they are ready to make a positive contribution to the wider world and are fully prepared for the next stage of their education and development.

## Intent



At Christ the Sower Ecumenical Primary School, we are highly **aspirational** for our children, and we aim to inspire a sense of personal pride in achievement while providing a purpose and relevance for learning.

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Whilst the National Curriculum forms the basis for our **CARE curriculum**, we have designed our curriculum carefully to ensure that that is built on an in-depth knowledge and understanding of our pupils. Our **Christian** values and our **CARE** ethos drive the curriculum, and ensure that it is both challenging and coherently sequenced in order to enable new knowledge and skills to build on prior knowledge; thus, ensuring that children know more, and remember more over time. We also ensure that **all our** children develop learning behaviours including resilience, growth mindset, curiosity, and independence. These learning skills ensure that our pupils believe that they can achieve their potential and this in turn encourages them to take greater responsibility for their own learning.



We understand the importance of building **cultural capital**, enabling our children to benefit from the best that has been said, thought, and done in the wider world. Therefore, our curriculum is enriched by a range of off-site visits, visitors, and carefully planned experiences, to ensure that children can identify and apply curriculum links and concepts.

We firmly believe that a successful curriculum is **underpinned by reading**, our curriculum has **reading at its centre**, and carefully selected, challenging texts are used in lessons across the curriculum. This works to ensure that all our children are equipped with the **vocabulary, syntax, and communication skills** that they will need to access learning at a deeper and more meaningful level both now and in the future. Our curriculum carefully plans for the fundamental key skills in maths, reading, writing, and spoken language to be revisited regularly, and therefore embedded over time, ensuring that knowledge and skills are transferable across contexts, disciplines, and subjects. Most importantly of all, the sequencing of our curriculum also ensures that key knowledge will remain in children's long-term memory to be built upon in the future.



We know that self-belief can and will lead to personal success and our curriculum enables pupils to do that. **Core British Values** and **SMSC** run through our curriculum to ensure that pupils understand their rights and responsibilities, as well as the roles of law and democracy that they need in life now and in the future. Furthermore, as a **culturally diverse** school, our children are well equipped with the suitable knowledge, behaviours, and attitudes that allow them to live **harmoniously** in a multicultural society.



## Implementation

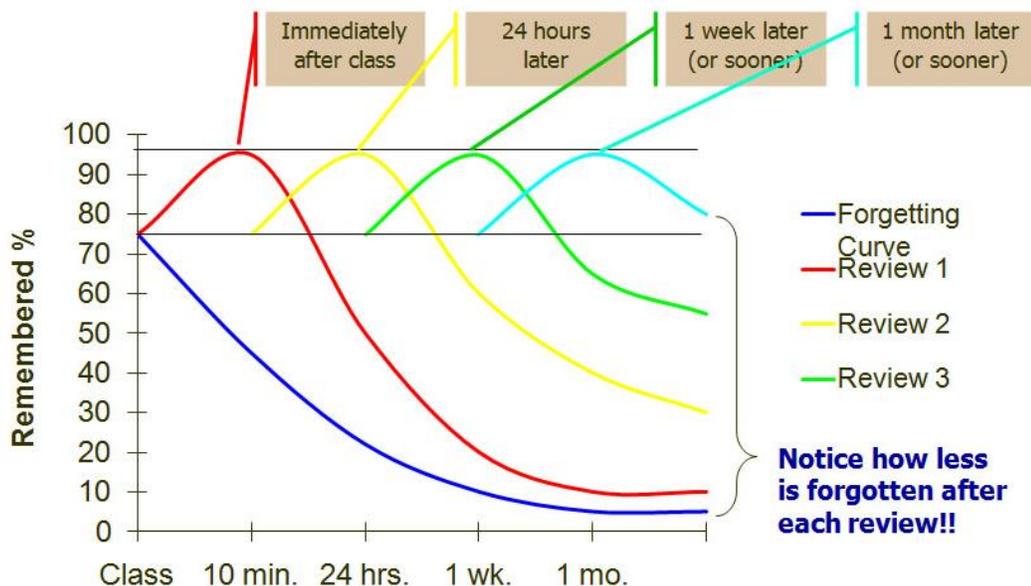
Our Curriculum is implemented with our Curriculum Intent, Christian Values, and CARE ethos at the heart of all we do. We deliver a coherently planned, ambitious curriculum with progressive development and understanding of key knowledge, skills, and concepts, which build over time and are revisited regularly.

Our curriculum design is based on evidence from principles of learning, ongoing assessment, organisation, and cognitive research. (EEF research, Cognitive Science, Psychological Science)

### These main principles underpin this:

- Start from a learner's **existing understanding**.
- **Involve the learner** actively in the learning process.
- Develop the **learner's overview**, i.e. metacognition – this requires that students have a view of the big picture, understand what effective learning looks like, and can also self-assess. (EEF Metacognition and Self-regulation of learning).
- Emphasise the **social aspects of learning** (i.e. learning through discussion) as these make a unique contribution to learning. (EEF research Collaborative Learning).
- Curriculum organisation and timetabling enable learners' opportunities for **constant recapping of knowledge** and skills with well-spaced reviews. (Interleaving and addressing the forgetting curve).

## Overcoming the Curve



## Implementation Curriculum Overview

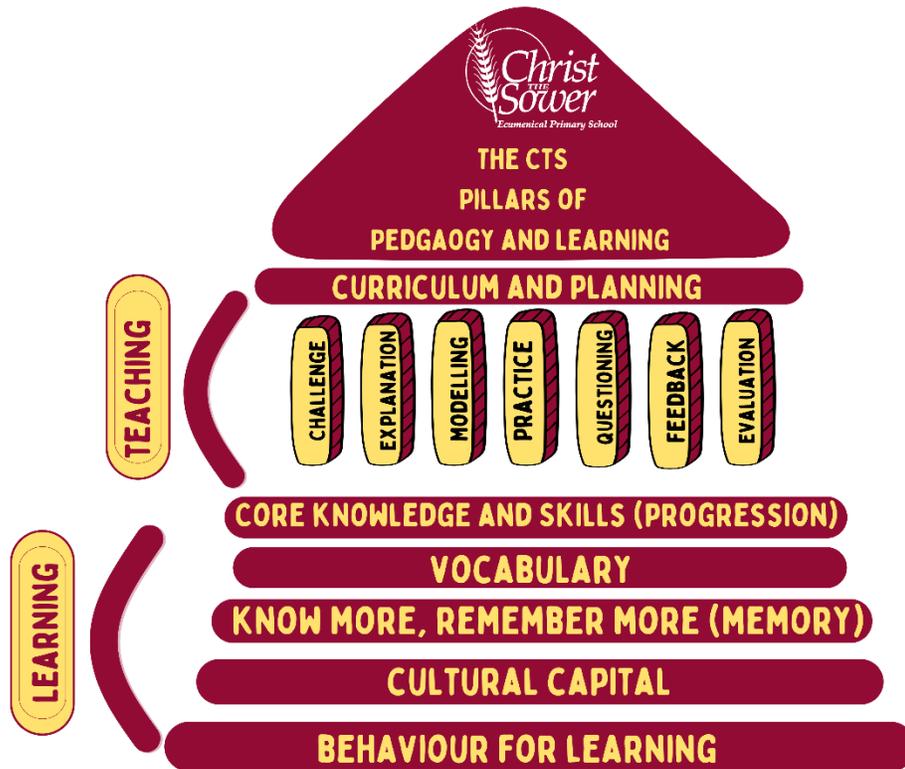
- Growth documents, overviews, and clearly identified learning intentions and end points are produced for each year group ensuring clarity of coverage with a strong emphasis on the progression of knowledge and skills.
- Carefully selected enrichment opportunities are key to providing all pupils with rich experiences to enhance their learning. These experiences are reviewed annually as part of our curriculum review.
- Monitoring takes place on a regular basis and is supported in school by the Governing Body.
- Every curriculum area has a linked Governor who visits their subject leader regularly supports in deep dives and reports back to the LGB on the progress in that subject.
- Our curriculum is reviewed regularly (at least annually) by Governors, SLT, Subject leaders, and teachers. This ensures that it remains relevant, and ambitious and that all component parts are as logically sequenced and fit for purpose as possible.
- Developing an understanding of the fundamental British values infiltrates all aspects of the curriculum and assembly themes.
- We have also mapped out opportunities for SMSC and safeguarding throughout our curriculum, and these are available in a separate document.

## Implementation of Teaching and Learning

- We have the highest expectations for **ALL** learners.
- We do not differentiate by task; Teachers will aim the pitch high and challenge all to get there through scaffolding and support.
- **Growth mindset, resilience, and CARE** underpin all learning, our children are taught how to learn and we celebrate success in this.
- Our curriculum is underpinned by the principle of 'fewer things in greater depth' and embedded in an **understanding of how memory works**. We know that children need to embed learning in their long-term memory and that children need time to develop mastery of a concept or skill. Therefore, learning intentions may be extended over several lessons, and children are supported to understand and apply their learning at a deeper level.
- As a school, we have developed 5 memory super hacks that support our pupils to know more and remember more over time. These are retrieval, note-taking, chunking, scaffolding/modelling, and the big picture.

- Teachers begin all lessons by sharing the **big picture** with pupils, which includes sharing end points and links to previous and future learning.
- Teachers have **excellent subject knowledge** and are supported to maintain and improve this knowledge through training, observing best practice, and undertaking relevant research
- The teaching of **key vocabulary** is a primary feature in all curriculum areas, with explicit instruction, modelling, scaffolding, pre-teaching, and an expectation that it is used in spoken and written outcomes.
- Subject leaders provide colleagues with support for planning, resourcing, and teaching
- Lessons incorporate modelled examples, scaffolding, key vocabulary, retrieval practice, and, over time, revisiting teaching, knowledge, and skills.
- Pupils are taught **note-taking skills** to support working memory and shown how to use these notes to support learning later in the unit of work.
- Materials within lessons are broken down into manageable 'chunks' to ensure that learning is easier to access and retain in the **working memory**.
- Lesson materials are chosen to **add value** to pupils' learning, and wherever possible, teachers go back to the highest quality source material for a curriculum subject.
- **High-quality texts** are used across the curriculum, to ensure that children are exposed to a wide range of vocabulary and syntax styles, this will include high-quality fiction, non-fiction, poetry, and academic texts.
- Leaders ensure that teaching is sequential with teachers ensuring that knowledge and skills are taught in a **logical and progressive** order.
- **A High challenge; low threat approach** is used at all times, and in all lessons with teachers aiming high, checking understanding in a low-threat way, and then applying responsive teaching to impact learning and address misconceptions.
- **Challenge for all** underpins every aspect of the curriculum, with extension tasks always available and an expectation that **all children will be challenged to achieve their potential**.
- Opportunities for enrichment are **logically and strategically** placed in the curriculum to ensure that they add the greatest amount of value to the children's learning.
- **Target Tracker** is used for the assessment of pupils' learning for all areas of the curriculum.

## The Pillars and Principles of Teaching and Learning at CTS.



### Teaching

#### Pillar one: Challenge



We believe that challenge in the classroom is the careful planning and delivery of challenging work that causes children to think deeply about what they are learning and to support the application of new learning independently. It is not just about challenging the 'most able.' Challenge means having high expectations for all children, all the time and using, adaptive teaching methods to ensure strong success for all groups of learners, Appropriate scaffolding during lessons will challenge and support all children to achieve the high levels of expectations set by teachers.

#### Pillar two: Explanation



A key element of effective explanation is to tether new knowledge to what is already known. The ways we do this in the classroom are by making comparisons, using analogies, and by using concrete examples. When introducing new learning, explanations are short and introduce new information in manageable chunks (memory hack) to ensure that children are not overloaded with information. The clarity and concision of the language used to explain topics are vital in helping our children understand and remember. Excellent explanation focuses on key learning points and explicit success criteria and is supported by demonstration, modelling, and the development of teacher subject knowledge.

### Pillar three: Modelling



Modelling involves the deconstruction and co-construction of examples. For effective learning to take place, children need to watch and listen to experts in their subject as they guide them through the step-by-step process of applied learning, before supporting children to make an attempt themselves. Our

approach to modeling is supported by clear explanations, strong questioning, and timely feedback. We recognise that it is important to share model examples of excellent work with for comparison and critique. The 'I do, we do, you do' approach to modeling ensures scaffolding is in place to maximise the learning for all children before they attempt to complete independent learning.

### Pillar four: Deliberate Practice



Once children have had input from their teacher, time to practice the new knowledge and skills is used to embed their learning. The aim of deliberate practice is to create autonomous learners, who can fluently manipulate knowledge and skills independently, by applying them to new contexts. Through deliberate practice, mistakes can be observed by the teacher leading to swift intervention. During lessons, it is used to support children to reflect on their learning,

address any misconceptions and allow for further challenge or precision. Teachers offer regular opportunities to apply learning and share skills acquired e.g. through talk partners, open-ended questions, effective use of plenary, a variety of opportunities to respond in different ways e.g. as a group, using mini whiteboards, number fans, etc, self and peer assessment, thinking skills.

### Pillar five: Questioning



Good questioning allows our teachers and children to deepen and develop understanding. Effective questioning ensures a strong balance of pupil voice versus teacher voice. Questioning will involve a wide range of children and support both the development of thinking and checking for common misconceptions. Our approach to questioning causes our children to clarify their

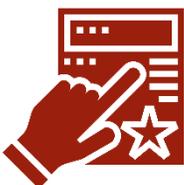
thinking, and challenge and probes assumptions about topics or ways of thinking.

### Pillar six: Feedback



Feedback is a reciprocal process. Feedback is aimed at closing a specific learning gap. It can be written, or verbal, from teachers, peers, or self-generated (see feedback policy for methods to ensure pupil responses and reflection.)

### Pillar seven: Evaluation



Evaluation is concerned with assessing the effectiveness of teaching, teaching strategies, Methods, and techniques. It provides feedback to the teachers about their teaching and the learners about their learning. Teachers will use evaluation to inform future planning. We teach pupils how to reflect on their learning, and build in opportunities for this to take place, this encourages our pupils to aspire

highly and strive for excellence by supporting them to learn from their mistakes and take pride in their progress, whether it be at small steps, expected or accelerated rate.

## Learning

### Core knowledge and skills (progression)



Teachers will define the key knowledge (e.g. information, date lines, terminology) and skills (e.g., sketching in charcoal, map-reading) for learning content. This is the minimum that needs to be known, rehearsed, and stored in long-term memory for children to master learning.

### Vocabulary



A wide vocabulary is closely related to good reading comprehension; a lack of vocabulary can hinder children's ability to think, speak, read, comprehend, and write. As a result, all curriculum planning identifies the subject-specific words children need to access the content and these will be explicitly taught by teachers with the expectation of storing them in children's long-term memory.

### Know more and remember more



Learning occurs when changes take place in our long-term memory. Therefore, our curriculum provides children with opportunities to ensure knowledge has been retained. Children need to be given time to return to previously studied topics for 'retrieval practice' and are given strategies to support them to remember key information.

### Cultural Capital



A breadth of cultural knowledge and awareness is an important part of success in academic study and later life. This could be described as the essential, assumed prior knowledge that is needed to illuminate or fully understand a topic or concept. Our teachers recognize that our pupils come from a range of backgrounds and therefore some of this knowledge will need to be explicitly taught. Cross-Curricular learning opportunities provide a variety to practice and explore the same skills and understanding in different subject areas. E.g. humanities through English or maths through art. Learning is about making connections.

### Behaviours for learning



Creating a context for learning that is safe, supportive, and responsive to ongoing needs is essential. E.g. high expectations of behaviour and engagement, actively supporting children in their social & emotional needs through pro-active teaching and exploration of related skills. We explicitly teach and promote resilience, aspirations, and a growth mindset approach to learning, to ensure that children know and believe that effort will lead to progress and success.

## The role of governors

Our governors support, monitor, and review the school's approach to teaching and learning.

In particular they:

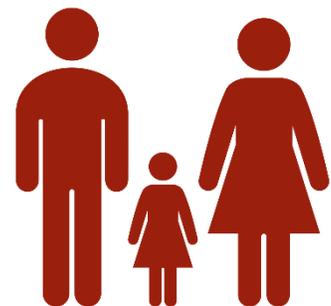
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders and external assessors, the head teacher's report to governors, and school visits.
- support the use of appropriate teaching strategies by allocating resources effectively; ensure that the school buildings and premises are best used to support successful teaching and learning.
- ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health and safety regulations.
- seek to ensure that our staff development and our performance management both promote good quality teaching.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- monitor the school with regard to meeting the needs of the community it serves.
- Ensure that staff appraisal is undertaken systematically and according to school policies.



## The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching individual curriculum subjects.
- sending Curriculum News to parents at the start of each term in which we outline the topics that the children will be studying during that term at school.
- holding regular meetings with parents and publishing an annual school report in which we explain the progress made by each child and indicate how the child can improve further.
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.



**We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:**

Parents have the responsibility to support their children and the school in implementing school policies:

- To ensure that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- To read with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard.
- To attend parents' evenings and strive to work positively in partnership with school staff.
- Holding workshops and sessions for parents on how to support their children with their learning.
- Ensuring that our school websites contain up-to-date information about our curriculum and how learning can be supported at home.
- To promote a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey.
- To ensure that their child is equipped for school with the correct uniform and PE kit.
- To inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour.

**Impact**

We assess the children using formative assessment daily and summative assessment in December, May, and July. We use Bromcom to track progress and attainment. We also use a variety of appropriate other assessment tools to monitor the progress of our children.

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology, or changes to the physical environment of the school.

**Written December 2022.**