



At St Mary's we champion every child to be the **best that they can be**. Our knowledge-led curriculum therefore endeavours to develop our children's **character**, **core skills**, **creativity** and sense of **community**.

Supported by our school's vision, ethos and position as a junior school, we believe that our specialist knowledge of the Key Stage 2 age range ensures **improving outcomes, opportunities and experiences for all our children**. To achieve this, we are aspirational for our pupils, instilling high expectations, the passion, perseverance and stamina to succeed.

Teaching & Learning Policy

Ely St Mary's CofE Junior School

Written by:	Rebecca Gilpin-Davies Rachel Clarke
Last reviewed on:	10/10/2024 SEMH Policy link added March 2023
Next review due by:	June 2026, or earlier to reflect updated practice.
Related Documents:	See hyperlinked policies below. In addition, please see: - Antibullying Policy - Behaviour Policy - Code of Conduct - Safeguarding (and related policies and guidance) - Education Visits Policy
Approved/Ratified by	Rachel Clarke 20.6.22

Our Vision

Our vision is to:

Provide opportunities for children, of all faiths and none, to be the best that they can be, in an environment where everyone is valued, respected, and challenged. In our school, individuals are supported in their personal journeys of learning, growth, and development within an ethos of nurture, encouragement, and love.

Let us think about each other and help each other to show love and do good deeds. (Hebrews 10:24)

Our School Values

At Ely St Mary's, we welcome and respect each other and all our visitors.



"Championing every child to be the best that they can be"

Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance

- **Responsibility** – We will be responsible for learning and our behaviour.
- **Excellence** – We will strive for excellence.
- **Spirituality** – We will open our eyes in awe and wonder at God's creation.
- **Perseverance** – We can achieve anything with effort, resilience, and the right strategies.
- **Energy** – We will give our best at all times: our focus, positive attention and determination to succeed
- **Caring** – We will care for each other, our school and our world.
- **Tolerance** – We will respect our differences.

Our School Rules

We follow two rules.

Respectful – we respect each other, our resources, and our environment.

Safe – we follow instructions to keep ourselves and others safe

Teaching and Education Principles

In line with the Diocese of Ely Multi Academy Trust (DEMAT), all our children are entitled to a knowledge-rich curriculum where knowledge is **valued, specified, well-sequenced and taught to be remembered**.

We seek opportunities to ensure that children are taught 'powerful knowledge' which takes children beyond their otherwise lived experiences and opens up life choices.

Our Curriculum Summary

See our long term plan here: [ESM Curriculum Long Term Plan](#)

Our knowledge-rich curriculum content has been carefully chosen by our subject leaders, who are closely matched to their areas of expertise and qualification. The content is organised progressively in a coherent way, enabling children to build on their knowledge from year to year. Its implementation prioritises the direct teaching of subject-specific knowledge and vocabulary and the skills to apply it. Our approaches to the delivery of our curriculum are underpinned by evidence informed research and CPD, including Rosenshine's Principles of Instruction as well as regular training and resourcing provided by the Knowledge School's Trust.

Facilities such as our STEM room, Art hub and Music room provide a wealth of resources to support children's learning across the curriculum, where we aim to provide pupils with high quality, inspiring curriculum experiences within a primary school ethos.

We also draw upon a number of supporting subject-specific curriculum programs, carefully selected to meet the needs of our school, pupils and staff and enable every child to achieve their very best – please see below and subject specific policies.

Teaching and learning strategies

The strategies we adopt in the classroom are underpinned by educational research. Examples include: The Teaching and Learning Playbook (Feely and Karlin), Instructional Coaching (Get Better Faster), informed by Tom Sherrington's 'WalkThru Guide' and Principles of Instruction; direct vocabulary teaching, informed by Doug Lemov's Reading Reconsidered principles; and live marking, feedback and



"Championing every child to be the best that they can be"

Responsibility **E**xcellence **S**pirituality **P**erseverance **E**nergy **C**aring **T**olerance

questioning, informed by a wealth of research (*Visible Learning* by John Hattie, *What does this look like in the classroom?* Dylan Wiliam & Daisy Christodoulou, *What if everything you knew about education was wrong?* David Didau, *Walkthrus* by Sherrington & Caviglioli, EEF Teacher feedback to improve pupil learning)

Planning

Experienced subject leaders provide input and guidance on planning for their curriculum areas each term. Lesson plans provide: opportunities to revisit knowledge, ensuring a sound foundation for learning; direct vocabulary teaching, providing children with the tools to speak and write knowledgeably about what they learn; and talk tasks to encourage active learning.

Tasks should be carefully planned by staff to meet the intended outcome, reflecting:

- Are children thinking about what I want them to think about?
- Is the task carefully planned so it does not create misconceptions?
- How will we assess the impact of the lesson on children's learning? What is the quality of their written work or dialogue?

At Ely St Mary's, staff have access to templates for Maths, English, Reading and Foundation planning to ensure consistency within and across year groups.

Subject Specific

Subject Leaders: Curriculum planning is supported by subject leaders, who provide updates on national policy and ensure a clear progression of knowledge and skills (substantive and disciplinary knowledge) within their subject. Subject leaders monitor the quality of teaching and learning through learning walks, book looks, and conversations with pupils about their learning experience and retention.

Reading: Our English curriculum aims to inspire and develop children to '**Read as a Writer**' and '**Write as a Reader**'. We believe that success in reading is inextricably linked with success in writing and the curriculum as a whole. We follow the Reading Reconsidered approach, developing reading fluency, inference skills, and an awareness of authorial intent. We carefully select texts which provide challenge and foster a love of reading.

See [ESM English Policy](#)

Writing: Writing follows the principles of the Talk4Writing teaching sequence (not scheme), but tailored to our school position and community. It is taught with audience and purpose at its forefront, giving children the skills to select and apply techniques with an awareness of their impact on the reader or listener. All writing is underpinned by a thorough and targeted approach towards the teaching and application of the technical skills required for accurate transcription (punctuation, spelling and handwriting), with frequent opportunities to consolidate English skills across the wider curriculum. Faster graspers are challenged through targeted questions, the inclusion of greater depth challenges and increased routine exposure to high quality texts to inform writing.

See [ESM English Policy](#)

Maths: Our Maths curriculum aims to develop mathematicians who can retain and apply previous knowledge and achieve mastery of mathematical concepts. We follow the White Rose Hub teaching sequence and lessons are planned to include retrieval practice; active guided practice (I do, We do, You do) and provide children with varied opportunities to practise and apply their skills with increasing depth. Children engage with their year group curriculum and staff implement scaffolding to enable children to success rather than differentiation determined by deterministic notions of fixed ability in maths. Children are supported to represent mathematical concepts using practical resources and jottings, and to demonstrate stamina when problem solving.



"Championing every child to be the best that they can be"

Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance

See [Maths Policy 2020](#) (due for review) and [Calculation Policy 2020](#)

Religious Education: Our Religious Education Curriculum enables children to acquire a rich, deep knowledge and understanding of Christian beliefs and practices, as well as those of other world religions. We follow the Emmanuel Project scheme of work, which follows an 'Enquiry Cycle model' within each unit (Engage / Enquire / Explore / Evaluate /Express). The scheme of work is progressive and knowledge-based, enabling children to understand and know Christianity and other major world religions and worldviews.

See [ESM Religious Education Policy](#)

Science: Based on PKC objectives, our Science curriculum supports children to understand the world through a scientific lens. Substantive scientific knowledge provides the basis for each science topic, before pupils progress to enquiry-based learning and learn the disciplines of scientific investigation. Pupils are taught to gather information, record data and interpret findings. All children at St Mary's also work towards a CREST award, planning and conducting investigations which inspire them to think and behave like scientists.

See [Science Policy 2022](#)

History: In History, children gain a coherent knowledge and understanding of Britain's past and that of the wider world. History is taught broadly chronologically with pupils exploring two overarching themes of 'legacy', a period's, or culture's, impact on Britain, as well as social history, including from children's perspective. Children develop both substantive and disciplinary knowledge to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. We use educational trips and visits to broaden pupils' experiences and bring learning to life and are a member of 'Key Stage History' as well as PKC to support high quality planning and delivery of this subject area.

See [ESM History Policy](#)

Geography: By the end of the key stage, children will learn about places globally, nationally and locally, applying progressive geographical vocabulary and map skills in the process. We begin each Geography unit with a challenge question to promote curiosity, research and discussion. Initially, the geographical focus takes on a macro view of the world, focusing on the continents, oceans, hemispheres and land masses. As the children progress through school on their learning journey, this macro view is refined and funnelled to focus on individual continents, countries, regions and specific geographical features such as rivers, mountains and volcanoes. This sequence equips pupils with a sound sense of location within the world first, so that any subsequent place knowledge can be connected to the bigger, global picture. The pupils' learning will not only develop their geographical knowledge, but also has great value in developing their understanding of the worldwide community: lifestyles, cultural traditions and international links e.g trade.

See [ESM Geography Policy](#)

PSHE: St Mary's follow the Cambridgeshire PSHE curriculum, providing children with the skills and resilience they need to live healthy, safe, and fulfilling lives. Our curriculum promotes the needs and interests of our community, and we value and celebrate the different backgrounds of our children. These essential learning opportunities and reflections are captured within a class book of work samples, quotations, teacher/TA scribe both for reference in the future as situations arise and for staff to evaluate the impact and next steps of our PSHE curriculum.

See PSHE Policy and our otherwise for other supporting policies and guidance (e.g. Drugs Policy, Relationships Policy) <https://www.elystmarys.org.uk/web/policies/392977>



"Championing every child to be the best that they can be"

Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance

Computing: Pupils receive a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully and safely in the modern world. Pupils are taught in our STEM room, where they have access to a range of resources to support communication, data analysis, programming and creative expression through technology. To assist with the teaching of computing, pupils have access to Animation Studio, Lego We Do, Micro Bits, Office 365 and iLearn. See [ESM Computing Policy](#)

Music: We recognise music as a vehicle for personal expression which can play an important part in the personal development of children. Our music curriculum is structured and delivered through the use of Charanga Musical School. It introduces children to different music genres and provides a structured approach to the teaching of appraisal skills, musical notation and performance. Children have access to an equipped music room as well as suites of recorders, ukuleles and steel pans. See [ESM Music Policy](#)

MFL (French): The learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Planning at St Mary's is led by the Primary Languages Network, and children in all year groups are taught French through the use of direct instruction (PLN places a native speaker in every classroom), games, role play and action songs, building a strong foundation for Key Stage 3 and beyond.

See [ESM MFL Policy](#)

Art: Our Art and Design curriculum gives children the skills, concepts, and knowledge necessary for them to communicate their thoughts, ideas, and observations in a practical and expressive way. Each new topic begins with the study of an artist, and lessons are supported by project-specific resources. Our pupils maintain an art folder throughout the key stage, enabling them to work with a variety of media, paper types and sizes and observe progress over time. Our well-resourced Art and Design Studio provides a creative backdrop in which to explore and learn new techniques and apply them to their own artwork. Staff also have access to 'Access Art' which provides inspiration and CPD to support the delivery of art lessons.

See [ESM Art Policy](#)

Design Technology: Our Design & Technology curriculum (D&T) aims to provide opportunities for children to use their creativity and imagination to design and make products and systems that solve real and relevant problems, within a variety of contexts and for varying audiences and purposes. Each unit begins with a challenge question, which provides a real-life context and problem to be solved, and initiates the design process that underpins all D&T lessons and takes the children through the stages of: identifying the problem; exploring what others have done, possible materials and techniques to be used, market research; drawing designs; creating and building their ideas; testing their product; evaluating and adjusting their designs.

See [ESM D&T Policy](#)

PE: In lessons, children develop their physical education skills through guided practice, peer coaching, personal best development, competitions and games. Pupils also have access to extra curricular sporting opportunities such as tag rugby, orienteering and archery. Partnership with Active Play and Witchford Schools Partnership provides regular opportunities for inter-school competition and PE lessons are largely delivered by specialist coaches (Premier Sport) alongside class teachers, who follow the Get Set 4 PE planning.

[Pupil Groups](#)

All teachers engage in termly **pupil progress meetings** which enable us to identify the impact of teaching and learning as well as any pupils who are at risk of falling behind. Where pupils are identified as 'at risk' for two consecutive terms for the same need, there is an expectation that their needs and provision will be tracked via a class provision map, in line with Trust policy. A termly SEN Support Plan



"Championing every child to be the best that they can be"

Responsibility **E**xcellence **S**pirituality **P**erseverance **E**nergy **C**aring **T**olerance

will be written in liaison with parents to identify the building blocks to success and input required to overcome any barriers to learning or difficulties.

Our **whole school provision map** captures the range of support provision available to learners across the school. It identifies pupils on the SEND register and those groups who are receiving intervention support or tuition, and enables staff to evaluate the impact of such support.

At St Mary's we do not employ general classroom assistants. Support staff are deployed based on the needs of each cohort and whilst their main remit will be to support meeting the outcomes of an EHCP, in line with best practice (MITA) there is the expectation that they will **work with the teacher to contribute to having an impact on the wider class needs**.

At St Mary's we hold high expectations for all and, as such, use **scaffolding** to enable all children to access the curriculum they are entitled to, rather than more rigid and potentially limiting forms of differentiation.

We recognise that some pupils, including but not always those disadvantaged, may benefit from a '**First & Best**' approach (seating, questioning, feedback) within the classroom to close the attainment gap.

See [Policy for Most & Exceptionally Able Learners 2022](#)

See [ESM SEND](#)

Assessment and feedback

Progress and attainment is measured using both formative and summative assessments.

Our Marking and Feedback policy outlines our approach to formative assessment. [ESM Feedback Policy](#) Live marking provides an on-going dialogue between teachers and pupils, allowing children to correct, edit and improve with adult support. Use of WalkThru questioning during lessons provides regular opportunities to gauge understanding and address misconceptions, and short burst feedback provides targeted support to address misconceptions or missing skills.

Headstart assessments are used termly in Maths, specifically focusing on place value and the four operations, which underpin all maths learning, as well as more broadly in arithmetic and reasoning, which enable staff to gauge retention and application over longer periods of time.

In Reading, Diebels is used each term to assess pupils' reading fluency and accuracy. Whilst we recognise reading comprehension is intrinsically linked to children's background knowledge, we also make use of Headstart Comprehension to inform staff of children's functional reading skills of skimming, scanning, summarising to name a few.

Writing is assessed each term against Ely St Mary's writing criteria and TAFs, which reflect national curriculum writing targets. We also participate nationally in No More Marking as well as cluster and Trust moderation activities to support staff judgements.

Foundation subjects are assessed within and at the end of each unit and focuses on pupils' improved understanding of Key Questions. Staff make assessment notes on Whole Class Feedback Sheets for each unit, which are submitted to subject leaders so they are able to evaluate the impact of their curriculum sequence and policy over time.

At St Mary's we believe that 'learning sits with the child' and subject leads and senior leadership prioritise curriculum conversations and pupil voice as a true insight into a child's knowledge and understanding of subjects, which may not always be evident in books or on display.



"Championing every child to be the best that they can be"

Responsibility **E**xcellence **S**pirituality **P**erseverance **E**nergy **C**aring **T**olerance

Displays

All classes have a Maths, English and Foundation working wall. Working walls are used as an aide memoire for pupils: they contain key vocabulary (dual coded with pictures) and modelled examples of work. Classes also have a Collective Worship board, displaying our vision, RESPECT values and school prayer for reference and reminder of our school culture and goals. Pupil artwork is displayed in the Art Studio and in the school corridors.

Communication

Key messages to staff are communicated via a weekly briefing note (all staff are required to read and action this accordingly) and expectations of duties and conduct are outlined in the staff handbook and related policies. This includes frequent checking of school emails, a prime method of communication within a busy school setting. Key policies are on display in the staff room and via the school or Trust website.

Class Dojo enables direct communication between teachers and parents and staff are recommended to only reply during work hours of approximately 8am – 5pm. Staff are expected to maintain their class story regularly (suggest weekly posts) and contribute to the whole school social media pages.

CPD & Staff Wellbeing

Staff are offered a varied program of personal development opportunities. Some of these are provided by DEMAT and others are provided 'in-house'. Our training program is informed by our School Development Plan.

Teachers undertake an annual cycle of appraisal also, including a mid review meeting. Targets are informed by the school development plan; CPD program; subject leadership areas; personal aspirations.

St Mary's is committed to supporting staff and pupil wellbeing. Some of the ways we aim to achieve this include:

- Whole staff access to Employee Assistance Program
- Mental Health First Aiders
- Ringfencing of PPA
- Reduced email traffic at weekends
- High quality classroom resources and technology
- High quality, supportive curriculum planning and delivery programs e.g. Music, Languages
- New Feedback Policy, including significant reduction in written comments.
- Purposeful planning, removing the need to provide scripted lesson plans as well as resources
- Promoting time efficiency and ensuring work requests will directly impact children.

The school's Social, Emotional & Mental Health policy can be found here and includes a provision pathway for supporting children: [ESM SEMH Policy & Pathway](#)



"Championing every child to be the best that they can be"

Responsibility Excellence Spirituality Perseverance Energy Caring Tolerance