GATLEY PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The school Teaching and Learning Policy maintains our belief that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

March 2023

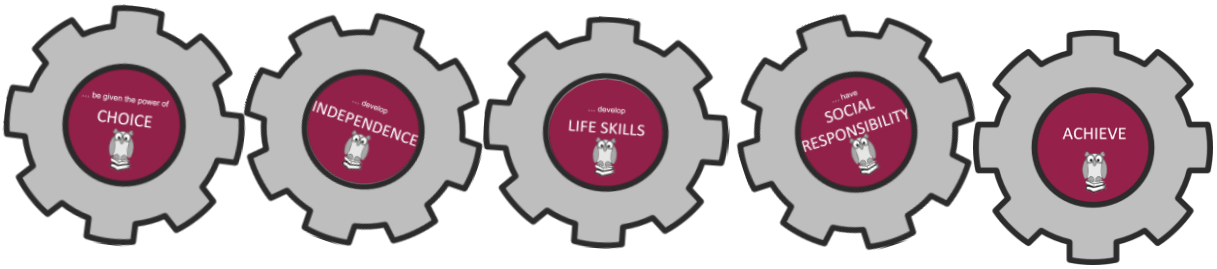
VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser

Introduction

At Gatley Primary School, we believe in the concept of lifelong learning, and the idea that both adults and children learn new things every day and through this approach we realise our mission statement where we 'all enjoy learning and achieving together'. In our approach to the curriculum our teaching practices and through the learning experiences provided for our children we focus on the delivery of our school values in order to promote these within our pupils.

Our School's values are for all pupils to



Our school values and our school mission statement are further embodied and lived through our curriculum intent and its implementation.

Our Curriculum Intent

At Gatley Primary School, our curriculum is a key element which supports the school's vision of 'Enjoying Learning and Achieving Together'. The curriculum delivery is a progressive journey from Nursery to Year 6 and aims to delivery the National Curriculum and beyond

We have a curious curriculum, which is explored in collaboration, developing comprehension, creativity, connectivity and compassion in all our children.

The key drivers of our curriculum are 'the 6 Cs':

curiosity

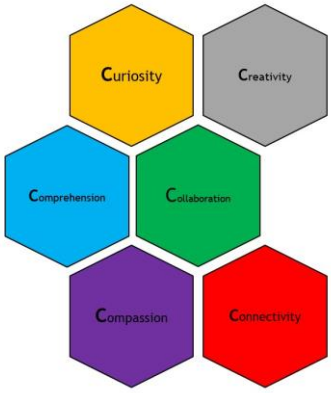
collaboration

comprehension

creativity

connectivity

compassion



'To enable students to understand the world around them, and the talents within them so that they become fulfilled individuals and active compassionate citizens' **Sir Ken Robinson**

We are 'unashamed champions of knowledge and citadels of civilised debate where (our) pupils are encouraged to express views and discuss ideas'. **Nick Gibb**

At Gatley Primary School, the intent for our curriculum is to capitalise upon the knowledge our children bring and to further grow and develop this knowledge through 'enjoying learning and achieving together', as everybody in our school community is viewed as a learner. To support us in achieving this vision, our intended curriculum's purpose is to implement:

- A curious curriculum, explored in collaboration, enabling comprehension, developing creativity, connectivity and compassion. We refer to these as 'the 6 Cs of our curriculum'.

At our school, our curriculum journey is coherently and sequentially planned, enabling all aspects of 'the 6 Cs' to be implemented and evidenced, as the impact of our curriculum upon our pupils.

Our curriculum is designed to support pupils to:

- Build a body of knowledge that is underpinned by the National Curriculum. This is the basis for the conceptual knowledge our children acquire, which is further refined through the identification of **big ideas** and **powerful knowledge concepts.** **(Comprehension)**
- **See and articulate coherence and connectivity within their learning,** through the regular revisiting of big ideas and identified powerful knowledge concepts within and across subject disciplines. This enables our pupils to gain a cumulative body of knowledge that grows over time and is strengthened through the sharing of ambitious subject specific vocabulary, which is ultimately evidenced in our pupils' responses to **learning questions.** **(Connectivity and Curiosity)**
- Grow their **cultural capital** building upon their existing knowledge of our local context to enable our pupils to become proud citizens of Greater Manchester. This additional layer adds to the ambition of our curriculum, extending our pupils' knowledge beyond the National Curriculum. **(Compassion and Comprehension)**
- **Experience enrichment** that capitalises upon pupils' awe and wonder to support the sticking of knowledge through practical and real-life exploration and experience.
- Achieve at all levels, both **personal** and academic, where achievements are celebrated and underpinned by our school values. **(Compassion and Comprehension)**
- Work in partnership with others to co-construct our curriculum and their school experiences, promoting pupils' motivation and engagement as active learners in the classroom and beyond and enabling all to exercise agency. **(Collaboration)**
- Become the owners of their learning journeys, in the **short, medium and long term** so that pupils can raise further questions, provide their own informed

opinions and show a deep understanding of **concepts and big ideas** over time. **(Curiosity and Creativity)**

- **Experience an ambitious curriculum**, which is carefully adapted and refined to improve outcomes and strengthen knowledge. This is supported by our Trust Charter, demonstrating symbiosis across the schools within our Trust. **(Comprehension, Collaboration and Connectivity)**

As a result of experiencing this, our children will have an expansive body of knowledge anchored in our local context. This knowledge will not only prepare our pupils well for their next stages of education, promoting them to be life-long and passionate learners, who continue to pursue new knowledge, it will enable them to make positive contributions to our society through the choices they make and the values they exude.

This intent has been shaped in consultation with all of our staff and is lived in pupils' day to day curriculum experiences.

Curriculum Teams

Gatley believes in teaching and learning through collaboration and this is the same with curriculum leadership. Every member of staff works within a curriculum team to drive improvement in an identified area. All subject disciples, while offering a bespoke learning opportunity, value and mirror our overarching intent.

The English, Communication and Languages Intent:

Through taking a co-constructed approach, all learning opportunities are designed to encapsulate children's passions, curiosity and creativity. The curriculum intends to encourage children to see the true value of communication as a means to develop themselves into full and active contributors to society, with excellent levels of cultural literacy. Children will see reading as an opportunity to extend their knowledge of the world around them and their love of this will be fostered through access to a wide range of texts, exposing them to the thoughts and feelings of the greatest and most influential minds. Children are given the opportunity to be fully immersed in their class texts through experiential, enrichment activities in order to deepen comprehension. The curriculum will also deliver powerful and permanent knowledge to equip children with the skills to become fluent and effective readers, writers and evaluators with an expert level of language, which they can apply to demonstrate their critical and independent thought.

All of the above will be underpinned through the adoption of a cyclical approach that ensures grammar, reading and writing are embedded and that all subjects are appreciated and maximised upon. As a result, children will grow to become learners with independent thought, who are motivated and inspired and who have a deep appreciation of the written and spoken word.

For further information about our principles for the teaching of reading and our approach to the teaching of phonics please see our reading strategy.

" I do believe something very magical can happen when you read a good book"
J.K Rowling

The Mathematics Intent:

Our Maths curriculum intent is to support children's curiosity in making rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We want them to know that maths is essential to everyday life and that our children are confident and collaborative mathematicians who are not afraid to take risks. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Gatley Primary School with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

Mathematics is delivered through a cyclical process so children have the opportunity to revisit, apply and embed skills within different mathematical concepts. Our curriculum will allow children to become inquisitive, passionate mathematicians who have the ability to transfer skills in a range of context, allowing them to achieve highly in an economically advancing world.

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers"
Shakuntala Devi

The Science and Technologies Intent:

Through our co-constructed and creative curriculum, we aim to embed and develop our learners' comprehension within Science and Technological Understanding. Collaborative learning experiences will enable pupils to develop their curiosity in order to prepare them for the world that they live in. Through adopting an immersive and explorative approach, our learners will become equipped with a range of transferable and connected skills to solve problems, thus allowing them to become successful, productive and compassionate members of the wider community.

Integrating prior knowledge from the outset will allow the children to become competent, practical innovators, whilst developing integral life skills that allow them to achieve a socially responsible approach to a rapidly advancing, scientific and technological world.

"Programming is a skill best acquired by practice and example rather than from books"
Alan Turing

The Arts Intent:

Exposure to the arts will equip children with the creative knowledge and skills to explore and experiment, recognising and developing talents within themselves. We encourage curiosity as we critically engage with and appreciate high-quality, relevant pieces of art from a diverse range of practitioners, including those of local significance. Inspired by these, pupils can then go on to practically create their own unique outcomes in hands-on, collaborative explorations.

Within the arts, we have identified 'big ideas' that drive our learning, as well as concepts that develop the children's comprehension. These are connected within and across the curriculum, and revisited throughout a child's journey at Gatley Primary.

By also offering a range of enrichment experiences across the arts, children should leave Gatley Primary recognising themselves as artists on a personal creative journey, with the confidence to independently make choices and share outcomes with pride.

"These kids need the chance to make amazing [art] together."
Tom Ogden, lead singer of Blossoms (Stockport-based Indie band)

The Personal Development Intent:

Our aim is to support children in developing the necessary knowledge and skills needed to build positive relationships, through compassion and rooted in mutual respect. We aim to encourage happy, healthy and safe lifestyles, giving children the confidence to embrace challenge and collaboration through competing with others and to excel in a broad range of sporting activities. Through PSHE & Physical Education, our pupils will develop an ability to articulate their feelings and emotions in order to better understand the connectivity between physical and mental health.

As a result of our PE and PSHE curriculum, pupils will better understand how to keep themselves both physically and mentally healthy and ready to tackle any future life challenges with a combination of strategies to hand. Wellbeing ambassadors were involved in the creation of the RSE and Health Education Policy through the development of key concepts. The curriculum is enhanced through inspirational visitors and experiential enrichment opportunities, to promote competitive sports and develop an

awareness of cultural capital both through lessons and our extra-curricular offers, beyond the national curriculum.

"Sport is friendship, sport is health, sport is education, sport is life, sport brings the world together."

Juan Antonio Samaranch – Former president of the International Olympic Committee.

The Humanities Intent:

Our intent is to deliver an ambitious and enriching curriculum, through which children can explore how our world has come to be, develop an appreciation of the rich diversity of life on earth, and consider how the decisions we make can impact future generations. Drawing on their innate curiosity, pupils will develop a sense of awe and wonder for both their local area and the world in which they live.

The 'big ideas' and 'connected' and 'comprehension concepts' that we have selected for our curriculum ensure that children cumulatively develop a depth and breadth of connected knowledge and practical and critical research skills throughout their journey from EYFS to year 6 that will equip them for life as compassionate and responsible citizens in an ever changing world.

"The more you know about the past, the better prepared you are for the future."

Our Curriculum Implementation

Our Curriculum Design

Our curriculum is co-constructed with our children, using a careful blend of what pupils would like to learn about (curriculum consultation), what they need to learn about (progression grids), knowledge of our local context (cultural capital), interleaved prior knowledge in order to build connectivity and coherence.

Progression of Knowledge and Skills

The implementation of our curriculum is underpinned by the six '**Big Ideas'** identified by subject leaders within each curriculum subject. Born out of the national curriculum, subject leaders have identified a set of '**Big Ideas'** within each subject discipline. These big ideas have been expertly broken down into small steps for each year group,

demonstrating the expectation for our pupils; allowing connectivity to be planned for; and supporting staff to see the small steps in progress that should be made and planned for. These grids are consistently used in all parts of the planning process and result in standardised delivery of subject knowledge within each subject discipline, which is scaffolded through subject leaders' identification of key subject specific terminology.

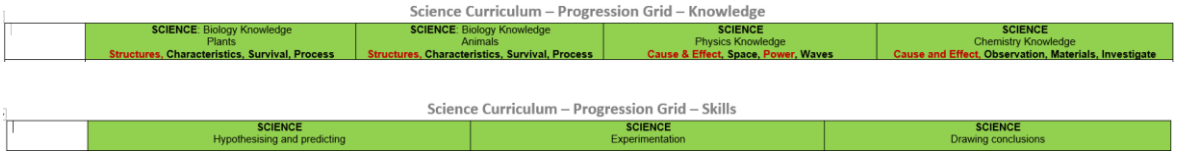
Each of the '**Big Idea'** strands builds overtime, from our pupils' entry point in nursery or reception, to their exit from key stage one to, ultimately, their exit from key stage two. Within each strand subject leaders have clearly defined the subject specific knowledge to be imparted to our pupils supporting our children to build a broad and secure body of knowledge over time. At the end of each phase, there are a set of **key mile stone knowledge statements** which each child should know at the end of each phase. There are 3 for the end of EY and KS1, and then 5 at the end of LKS2 and UKS2.

Additionally, connected concepts have been identified. These concepts (power, cause and effect, influence, significance, structures and appreciation) are explored across the curriculum. They are regularly revisited and pupils are supported to make explicit links between their new knowledge and their exisiting knowledge within these concepts to support them in developing deep schemes of knowledge over time. Within each subject discipline, additional 'comprehension' concepts have been identified, which support the delivery of our 'big ideas'. These comprehension concepts are also regularly revisited over a pupils journey at Gatley Primary School, allowing our pupils to develop deep disciplinary conceptual understanding, which is underpinned by our subject specific mile stone knowledge statements.

As these concepts (and the corresponding miles stone knowledge statements) are regularly revisited, opportunities for retrieval practice can be planned for. As such, our pupils are articulate in sharing their knowledge and they know and remember more over time.

Grounding each series of lessons within a '**Big Idea'** supports our pupils to see connectivity within their learning, where the accumulation of knowledge is coherently and sequentially planned for.

Example Science Knowledge and skills strands with connected concepts in red and comprehension concepts in black.



Science Curriculum – Progression Grid – Knowledge

	SCIENCE: Biology Knowledge Plants **Structures, Characteristics, Survival, Process**	**SCIENCE**: Biology Knowledge Animals **Structures, Characteristics, Survival, Process**	**SCIENCE** Physics Knowledge **Cause & Effect, Space, Power, Waves**	**SCIENCE** Chemistry Knowledge **Cause and Effect, Observation, Materials, Investigate**

Science Curriculum – Progression Grid – Skills

	SCIENCE Hypothesising and predicting	**SCIENCE** Experimentation	**SCIENCE** Drawing conclusions

Example Science Progression Grid:

End of phase mile stone knowledge statements

Big Idea

Science Curriculum – Progression Grid – Skills

	SCIENCE Hypothesising and predicting	SCIENCE Experimentation	SCIENCE Drawing conclusions
By the end of Key Stage 2 pupils will know	the 5 steps to a successful investigation, demonstrated through their own written examples (enquiry, hypothesis and prediction, method including variables, results, conclusion) How to use 4 different pieces of scientific equipment to perform experiments and to make accurate and appropriate measurements 3 more (and more complex) methods of recording and presenting data (e.g. line graphs, scatter graphs, classification keys) 2 examples of scientific evidence produced by someone else (e.g. a famous scientist) that supports a scientific idea How to plan and carry out their own scientific enquiry.		
Y5/6	Draws on a range of sources, knowledge and experience to make accurate and informed predictions. Develops their own line of enquiry based on observations of the real world.	Can create scientific experiments from their own hypothesis, which use a range of variables, equipment and observation techniques, keeping the tests fair and accurate at all times.	Can further explain how some processes can be manipulated to create different outcomes and can accurately highlight when this is/or isn't possible. Can draw sophisticated conclusions from their own experiments and scientific enquiry and the experiments of others.
	Drives their own scientific enquiry, consulting secondary sources to research their ideas and inform further hypothesis.	Can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate.	Can draw conclusions, supported by relevant scientific knowledge, from their own investigations. Knows if evidence will support or refute a scientific theory.
By the end of Lower Key Stage 2 pupils will know	5 ways to manipulate scientific data: recording, classifying, presenting, comparing and refining 4 steps to take when planning and performing a scientific investigation (aim, method, results, conclusion) 3 ways in which data can be collected and/or presented effectively (e.g. bar chart, labelled diagram, drawing) 2 practical enquires, led by relevant questions, that they have performed and their consequent findings. The 2 types of variable (dependent and independent) and how these can be controlled, varied or altered How to use the results of a scientific investigation to answer a scientific question		
Y3/4	Explores their ideas about scientific phenomena and raises a range of relevant questions to prompt investigations. Draws on existing knowledge to make informed predictions and explanations.	Can identify and plan different types of scientific enquiry to answer questions, including recognising and controlling variables.	Begins to identify patterns/drawing comparisons between findings.
	Can describe Can use their prior knowledge to create rational explanations to justify for their prediction.	Can make their own decisions about the most appropriate type of scientific enquiry, drawing upon their scientific understanding to justify their choice.	Discusses the changes taking place during various processes and what is required for these process to take place, highlighting variables that can change these.
	Begins to make appropriate predictions which are supported by prior experiences.	Shows consideration of the most appropriate scientific enquiry. Can collate data which is increasingly complex.	Can report on findings from enquiries, producing both oral and written explanations. Can highlight naturally occurring patterns and relationships between variables.
By the end of Key Stage 1 pupils will know	3 things to consider when performing a scientific investigation (e.g. fair testing, predictions, results, conclusions) 2 ways in which a scientific question could be answered or explored How to make simple observations to answer a scientific question		
Y1/2	Can ask relevant questions and use different types of scientific enquiries to answer them.	Makes systematic observations, taking accurate measurements to collect appropriate data.	Begins to influence processes through experimentation, observation and testing. Can draw simple conclusions based on their results.
	Ask questions of the world around them and use answers to predict similar outcomes.	Can test out their hypothesis through experimentation and suggest what is required to ensure it is a 'fair test'.	Can identify if processes occur naturally or through a designed sequence.
	Can use their previous understanding of changes and features of their environment to refine what they think will happen in given scientific experiments.	Can carry out simple tests and understand what is meant by a fair test	Observes processes through the use of timed observations, pattern seeking and comparing.
By the end of EY pupils will know	3 ways to share their experiences of the natural world (including plants and animals): drawings, discussions, observations 2 ways to make comparisons within observations (similarities and differences) The name of 1 piece of scientific equipment they have used		
N/R	Asks simple questions and recognises that they can be answered in different ways.	Can use simple equipment and make relevant observations to answer a specific question.	Use descriptions to discuss changes they have seen and use these to explain why/how they think it happened.
	Recognises and discusses similarities and differences amongst the world around them.	Answers questions and reflects upon the changes they see.	Discusses differences and changes that they notice.
	Begins to explore the world around them.	Develops a curiosity of the world through their senses.	Begins to use simple descriptions to discuss their observations.

As these grids have been constructed by our curriculum leaders, they are regularly reviewed by relevant curriculum teams as part of the school's self-evaluation exercises.

The progression grids for maths and computing have a slightly different layout and the mile stone knowledge statements are at the end of each year groups as opposed to a phase.

Sample of the maths progression grid:

End of year group mile stone knowledge statements

Big Idea

Mathematics Curriculum Progression EYFS – KS1 – KS2

Concept	DM	ELG	Y1	Y2	Y3	Y4	Y5	Y6
By the end of this year, children will.... In number and place value	- Count objects, actions and claps - Represent numbers using objects	- Understand the composition of numbers to 10 - Identify patterns within numbers (including numbers beyond 20)	- Count, read and write numbers to 100 (including in steps of 2s, 5s and 10s.) - Identify one more and one less than	- Read, write, order and compare numbers from 0-100 (including counting in steps of 2, 3 and 5) in numerals and words - Identify and represent the place value of numbers using different representations in order to solve problems	- Count in multiples of 4, 8, 50 and 100 including finding 10/100 more and less - Read, write, order and compare numbers up to 1000, including solving problems	- Count in multiples of 6, 7, 9, 25 and 1000 including finding 1000 more or less - Read, write, order and compare numbers up to 1000, including solving problems (e.g. rounding)	- Read, write, order, compare and round numbers up to 1 million, applying to problem solving contexts - Use and interpret negative numbers	- Read, write, order, compare and round numbers up to 10 million including decimal numbers. - Solve practical problems in context applying knowledge of negative number.
Number - Number and Place Value	Count beyond ten Link the number symbol (numeral) with its cardinal number value Subitise Count objects, actions and sounds	**Number** Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 **Numerical patterns** Verbally count beyond 20, recognising the pattern of the counting system	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas	count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above

Curriculum Organisation

To allow pupils the opportunity to explore their learning in depth, we run a unique curriculum timetable where by maths and English lessons are blocked across a morning or afternoon. This allows our pupils to maximise upon the benefits of our unique learning environment (see **'**Why do we have Independent learning opportunities and key skills?') and to explore the Learning Question being studied in a range of ways. This blocked and absorbed time gives scope for the interleaving of concepts and spacing and retrieval practices (Bjork and Bjork's desirable difficulties) in order to avoid cognitive overload. This reduces cognitive overload through the delivery of chunked new information with a focus on one specific subject or theme. (referencing Sweller's Cognitive Load Theory).

Additionally to this in-depth study within English and maths, across a week pupils will experience the following:

- A 'major' foundation subject study. This will be an in-depth study of an identified subject discipline, where cross-curricular links may be made and assessed and there will be a clear link between the context of the learning and the overall 'big' topic question or sub-question.
- 'Minor' foundation subjects. These subjects will be planned to ensure full curriculum coverage and to give pupils the opportunity to build further upon their subject specific knowledge. This interleaved study allows pupils to revisit subjects committing their knowledge to their long-term memory from their working memory.
- Two PE lessons, with two contrasting foci, supporting pupils to develop their knowledge and skills across the PE curriculum.
- Daily phonics (EYFS and Year 1 and Year 2 Autumn Term) or spelling (Year 2 and KS2)
- Daily reading during our wave activity time to foster our love of reading (through a combination of exposure to our class read, independent reading and focused reading intervention)

In addition, across the course of the academic year our pupils will have the opportunity to engage with our Forest School provision. This provision is directly linked to long-term curriculum planning.

We also offer two 'waves of entry' to our pupils in reception to Year 5. Parents are given the flexibility to choose a school day running from 08:40-15:10 or 09:00-15:30. In doing this, two daily opportunities for specific and focused intervention have been created. The learning within these wave times is diagnostically planned for to meet the needs of the specific cohort and also provides an additional opportunity for focused retrieval practice.

Key Stage Two Model Timetable

	8:40-9:00	9:10-11:00	11:00-11:30	11:30-12:40	12:40 13:30	13:30-15:10	15:10 – 15:30
	Wave Activity	Session 1		Session 2		Session 3	Wave Activity
Monday	Reading / Spelling	**Maths**		**English**		**Minor Topic/Outdoor PE** *French*	Reading / Spelling
Tuesday	Reading / Spelling	**KS2 Assembly** **Maths**		**Minor Topic** *Computing/Music*		**Major Topic**	Reading / Spelling
Wednesday	Reading / Spelling	**English**	Break	**Minor Topic** Computing/Music	Lunch Break	**Major Topic**	Reading / Spelling
Thursday	Reading / Spelling	**English**		**Minor Topic**		**Major Topic**	Reading / Spelling
Friday	Reading / Spelling	**Maths**		**Maths Arithmetic** **Star of the week**		**Indoor PE/Golden Time**	Reading / Spelling

Cultural Capital and Enrichment

The importance of developing our pupils' cultural capital is a belief that is held strongly by all of the teachers at Gatley Primary. We believe the most powerful cultural capital for our pupils is that of our local environment and our local inspirational and influential people and places. Within our curriculum design, teachers inter-weave opportunities to develop our pupils' awareness of their cultural heritage and their knowledge of the community within which they reside.

This cultural capital grows as our children progress throughout the school. For example, in EYFS there is a clear focus on our immediate local environment and community, moving through to in-depth study of inspirational figures, places and events important to Greater Manchester and The North West in Key Stage Two. In capitalising upon the cultural capital of our local area, we build our pupils' sense of social responsibility and develop within them a sense of community and belonging.

Examples of key people, places and events explored within our local context:

EYFS: our local religious centres, visit from the local dentist

KS1: visit to the airport, The Manchester Bee

KS2: Study of Scotch Bob, visit and study of Gatley Carrs, visit to Manchester City Centre, visit to the Bridgewater Hall and study of the Halle Orchestra

Enrichment:

We offer a wide range of extra-curricular opportunities which are re-viewed half termly to ensure there is 'something for everyone'. These include forest school club, netball

club, choir, table tennis, cycling, drawing club, board-game club, Lego club, 'Be Inspired' club and many more. We also work closely with external providers to further enrich our offer. In addition, we have a pop-up swimming pool on school site in the summer term to enable all children the opportunity to access high quality swimming sessions.

Additionally to our extra-curricular offer, we provide many opportunities for enrichment within our curriculum. Each year group will have the opportunity to:

- Visit a local place of significance with a clear curriculum link
- Be visited by an individual or group who has a clear link to their curriculum
- Visit a location further afield, which is planned to deepen their appreciation of an identified element of the curriculum
- Write, Plan and Perform their own production
- Engage with 'enrichment' activities planned to compliment identified class texts
- Take part in sports competitions with other schools in our local area
- Develop their notion of social responsibility through participation in charity events, community ventures and activities that contribute to the improvement or promotion of our local area.

RSHE and the Golden Thread

The teaching of RSE/PSHEE appears on our curriculum progression of knowledge grids as a 'Golden Thread'**;** it is the thread that runs through all of our curriculum areas meaning that it is embedded into teaching and learning across the curriculum. The 'Golden Thread' is related to the 6 'big ideas' which have been formed from the PSHEE and RSE curriculum and related policies. These 'big ideas' enable us to embed health and wellbeing within our curriculum.

The 6 RSHE big ideas are:

- English, Communication and Language: **Caring Friendships**
- Mathematical Understanding: **Economic Wellbeing**
- Physical Development, Health and Well-Being: **Health and Wellbeing**
- History, Geography and Social Understanding: **Families & People who Care for us**
- Arts: **What it means to be healthy** (hobbies, healthy mind, creativity)
- Science and Technological Understanding**: Internet Safety**

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, we aim:

- to help prepare our pupils for the onset of puberty,
- to give them an understanding of sexual development and the importance of health and hygiene,
- to create a positive culture in relation to sexuality and relationships, and
- to ensure that pupils know how and when to ask for help and where to access support.

By the end of their learning journey at Gatley Primary School our pupils will have developed resilience and feelings of self-respect, confidence and empathy; they will understand how they are developing personally and socially, in order to enable them to flourish in society with the confidence to keep themselves mentally healthy, and to be able to tackle many of the moral, social and cultural issues that are part of growing up in preparation for the responsibilities and experiences of adult life.

Golden Thread within the PE curriculum

PE Curriculum – Progression Grid – Knowledge

	PE Tactics and Strategies Attacking/ defending, Rules, Structures, Influences	PE Developing Technique Competence, Movement, Skills, Appreciation	RSHE Health & Wellbeing Strategies, Impact, Appreciation, Cause and effect
By the end of Key Stage 2 pupils will know	**5 tactics or strategies for overcoming opponents in competition 4 factors that contribute to an effective performance 3 safe practice principles 2 ways to safely self-rescue At least 1 way in which their tactics and strategies in a sport have been improved through consideration and analysis of the performance of a team or individual significant to our locality**		
Y5/6	Uses and develops a variety of tactics and strategies to overcome opponents in team and individual games. Studies the performance of known local sporting figures and teams to develop tactics and strategies within chosen sports.	Shows increased competence, confidence and expertise in their techniques, and applies them across different sports and physical activities.	Understand how, when and who to reach out to for support when experiencing worries about health and wellbeing.
	Changes/responds appropriately to the tactics of others. Perform safe self-rescue in different water based situations.	Applies and develops a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Uses a range of swimming strokes effectively (e.g. front crawl, backstroke and breaststroke).	Recognise that people may experience mental ill health, and that there are a range of strategies to support this.
By the end of Lower Key Stage 2 pupils will know	**5 skills used in a wide range of activities 4 tactics that can impact a game 3 principles for attacking and fielding 2 link movements for dance 1 performance using a range of movement patterns At least 1 locally significant sports figure and 1 locally significant sporting venue linked to a sport they have developed tactics and strategies within.**		
Y3/4	Applies basic principles suitable for attacking and defending. Explores local sports figures to consider the tactics and strategies they demonstrate.	Performs and applies complex skills and techniques with control and accuracy.	Understand that negative experiences can have a long term impact on mental health and wellbeing.
	Understands how tactics impact a game. Knows where in the local area sports they are playing/exploring are played.	Develops the quality of their actions based on feedback given.	Understand how activities such as: physical exercise, community participation and voluntary work can positively impact on health, wellbeing and happiness.
	Varies the tactics they use in a game.	Demonstrates a set of successful skills to use in a wide range of activities.	Understand that there can be negative impacts on the wellbeing of yourself and others (e.g. bullying, body image, relationships as appropriate).
By the end of Key Stage 1 pupils will know	**Show 3 examples of movement with control Show 2 examples of striking and fielding skills One example of a tactic they can use in attacking/defending, particularly within sports that are played professionally locally. How to apply and follow rules fairly How to develop appropriate tactics for specific sports**		
Y1/2	Discusses tactics with others and chooses the most appropriate ones.	Demonstrates basic skills with increasing control.	Can gain an awareness and understanding of what is meant by mental wellbeing.
	Develops simple tactics for attacking and defending, particularly within sports that are played professionally locally.	Practises basic striking, sending, receiving and balancing skills.	Acquires simple self-care techniques, and understands the benefits, for example sleep, hobbies, eating healthily, and relationships etc.
	Applies and follows rules fairly.	Develops fundamental movement skills.	Has an awareness of the positive and negative impacts of basic hygiene and healthy choices.
By the end of EY pupils will know	**3 different examples of movement 2 things to consider when moving around 1 example of a rule they should follow in sport How to develop fine and gross motor skills How to develop strength, balance, co-ordination and agility**		
N/R	Develops confidence competence, precision and accuracy when engaging in activities.	Progresses towards a more fluent style of moving, with developing control and grace.	Can manage own basic hygiene and personal needs, by making healthy choices.
	Follows simple rules to play games, including team games.	Develops fine motor skills.	Know and talk about the different factors that support their overall health and wellbeing.
	Follows simple rules.	Uses large muscle moments to develop gross motor skills.	Can understand what a healthy choice is.

Short, medium and long term planning

Our curriculum is carefully co-constructed by our pupils, our teachers and our subject leaders.

In the first instance, each year group's curriculum is mapped out onto three (one per term) curriculum boards. Each board is headed with a 'Big Question', which will then be explored through the study of four 'Sub Questions'. These boards show the coverage of our identified big ideas and milestone knowledge statements across the year and map out curriculum coverage, ensuring subjects and concepts are interleaved and revisited. Here, opportunities for enrichment are also planned for and mapped out.

From these maps, teachers create medium term plans, which map out, in detail, the coverage for each term. Within these maps, more detail of the context behind each big idea to be covered is given. The connected and comprehension concepts to be taught are also described and the sequencing of of these big ideas and concepts clearly mapped out, showing how knowledge will be built upon coherently and sequentially.

Gatley Primary School
Year 6 Medium Term Plan: Autumn
Can Animals Overcome Adversity?

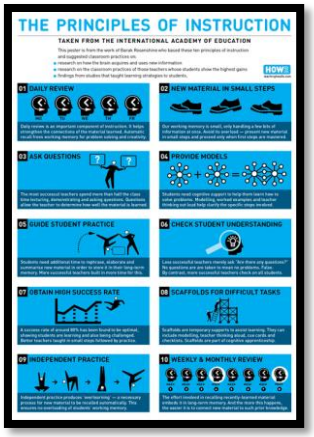
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1		W.C 06.09.21	W.C 13.09.21	W.C 20.09.21	W.C 27.09.21 Kingsway art project	W.C 04.10.21	W.C 11.10.21 Bikeability	W.C 18.10.21 Bikeability
English								
Class Text		Why The Whales Came						
Powerful Knowledge Concept and detail		Reading: Retrieval Retrieving key details from non-fiction texts with a focus on classification of animals	Reading: Retrieval Retrieving key details from non-fiction texts with a focus on classification of animals And baselining of reading and grammar	Grammar: Structure and Content with a focus on developing understanding of different sentence structures	Writing: Outcome: Non chronological report focusing on animal classification Inspiration- focusing on taking inspiration from others writing for their own	Reading: Vocabulary And Language Using Why The Whales Came to explore new vocabulary in context and consider impact of authors choice of language in descriptions	Grammar: Vocabulary and Spelling Focusing on development of descriptive devices in writing e.g. expanded noun phrases, figurative language	Writing: Refining Outcome: Setting description based upon the coast and inspired by Why The Whales Came Powerful Knowledge Concept
Maths								
Powerful Knowledge Concept and detail		Number Place Value – adding and subtracting	Number manipulation Multiplying and dividing by 10, 100, 1000 including decimals	Calculation Addition and Subtraction	Making connections Multistep problems including measure	Calculation Multiplication short and long multiplication	Calculation: Division Review short division and explore long division	Making connections Multistep problems including area, perimeter and volume
Topic								
Main Topic	Question Driving Learning	What Key Skill Area Would Improve Our Learning Environment?			Why Do Animals Evolve?			Is British Wildlife Unique?
	Subject Discipline	DT	DT	DT	Science	Science	Science	Geography
	Powerful Knowledge Concept and detail	Considering Functional Properties, and Practical Skills Creation of diorama exemplifying key skills.	Considering Functional Properties, and Practical Skills Creation of diorama exemplifying key skills. What makes an effective learner?	Critically analyse Designing and planning for a new key skill area.	Biology knowledge: Animals Micro-organisms	Biology knowledge: Animals Evolution and inheritance -fossils	Biology knowledge: animals. Experimentation Evolution and inheritance- adaptation	Locational and Cartography skills Understanding Physical Geography Where Britain is geographically and impact on British biomes
Minor Topic	Subject Discipline	Science Biology	Science Biology	Science Biology	Science Biology	Art	Art	Music
	Powerful Knowledge Concept and detail	Animal Classification Linnaeus	Animal Classification - Linnaeus	Drawing conclusions/ Biology: Animals Animal Classification	Drawing conclusions/ Biology: Plants Tree classification and deciduous woodland	Experimentation Fossil artwork to explore what life was like.	Control and accuracy Fossil artwork to explore what life was like.	Listening and Evaluating Carnival of the animals
Additional topic	Subject Discipline	PSHE	PSHE	MFL	MFL	MFL	Computing	Computing
	Progression of Skills Statement and detail	Managing Transition Uniqueness	Managing Transition independence	Speaking Recapping on personal descriptions	Speaking Introduction of vocabulary specific to animals	Speaking Combining new vocabulary with existing vocabulary to discuss where animals live	Logical Reasoning Scratch: Moving figures using code.	Computational Thinking Scratch: Moving figures using code.
PE								
Outdoor		Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together	Netball Working Together
Indoor		Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating	Circuits and personal best Analysing and Evaluating

Finally, on a week by week basis, detailed short term plans are created. These are born out of the medium term plan and give specific detail of the content to be delivered within a lesson, including key vocabulary ('exploded' from the comprehension and connected concepts) and key aspects of prior knowledge to be re-visited and highlighted (taken from our milestone knowledge statements). These plans are used consistently across year groups ensuring there is a clear expectation of both lesson delivery and impact.

Principles of our Pedagogy

Rosenshine's Development Model

Education involves helping a novice develop strong, readily accessible background knowledge. It is important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge.



The following is a list of some of the instructional principles that have come from the three sources: (a) research in cognitive science (b) research on master teachers (c) research on cognitive supports, which in turn have supported the development of 'The Principles of Instruction' and these principles underpin any effective approach to instruction in lessons:

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Ask a large number of questions and check the responses of all students.
- Provide models.
- Guide student practice.
- Check for student understanding.
- Obtain a high success rate.
- Provide scaffolds for difficult tasks.
- Require and monitor independent practice.
- Engage students in weekly and monthly review.

Rosenshine's Principles of Instruction **Appendix 9**

The Roshenshine's Development Model is an Assessment Charter which has been devised using Rosenshine's Principles of Instruction and is a tool which enables us to benchmark practice at each stage of development from beginning to transforming by addressing how:

- Pupils learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support pupils whilst learning complex material

ELT Rosenshine's Principles of Instructions Development Model

Principle and link to Teacher Standards	Beginning	Developing	Embedding	Transforming
	Teachers are beginning to develop an awareness of the need for new material to be delivered in small steps. A large amount on material is provided in one go as such the pupils are overloaded e.g. visually confusing and over stimulating resources. Time spent on introducing new material or concepts is limited resulting in unclear instruction. This may present as poor learning behaviours, such as children off task or distracting others. Pupils attempt to complete the task given, however the lack of clarity can provide barriers to learning and this may require teachers spending time giving continued individual instruction during the lesson.	Material provided is broken down into chunks and is sequential, meaning that the information shared is becoming less overwhelming for pupils. Time is spent on new material and concepts, however it is not always clear which information is new and in which ways children might be able to apply their prior knowledge. This results in gaps in pupils learning because they are unable to make the necessary links to prior knowledge.	Small amounts of new material are presented at one time, and they are taught in such a way that each point is mastered before the next point is introduced. At each point a pupils understanding is checked and material is retaught where necessary. Time is spent presenting new material and guiding student practice, for example through demonstration, questioning, additional explanations and working examples, checking for student understanding and providing sufficient instruction so that pupils can learn to work independently and without difficulty by making links to prior learning.	All staff recognise and overcome the limitations of their pupils' individual cognitive load by teaching material in small steps. They consistently adopt this sequential learning approach across the curriculum to ensure that their pupils have mastered a concept before moving onto the next step and can make connections across the curriculum. Student mastery is assessed both through retrieval practice and knowledge application.
Exemplification	e.g New material is presented through paper based/worksheet activity without small steps without adult discussion. -The ratio between direct instruction and guided practice is imbalanced. -Lack of clarity around content/expectations results in	e.g New content in lessons is delivered without capitalising upon prior knowledge. -Lack of awareness of children's sticky knowledge results in misconceptions and missed opportunities for adaptive teaching.	e.g Input to application model of learning. -Provide worked modelled examples/analogies- Some use of 'I do, we do, you do' approach. -Longer independent work produced at the end of a unit of work. .	e.g. Tasks are broken down into small steps. -I do, we do, and you do model of delivering the input. -Using talk/learning conversations (Dialogic teaching approach) between teacher and pupils and pupils with pupils rather than just a teacher presentation.

Appendix 9

Why do we have success criteria? (Appendix 1)

Success criteria is shaped by teachers to develop lessons that drive learning and offer challenge to children of all abilities. This is written with consideration of the age related expectations of the national curriculum, which are the foundations from which all learning opportunities are planned. It is a self-reflective tool for children to be able to identify and articulate their next steps to deepen and challenge their learning further. With the ultimate end goal of supporting children to respond to the Learning Question, each step within the success criteria draws upon knowledge and the application of to drive learning, thus promoting rapid and sustained progress. The success criteria is consistently structured comprising of three layers.

Must- focus on prior knowledge and providing an opportunity for retrieval practice

Should- application of the new knowledge being imparted

Could- reflection and identification of connectivity within knowledge to offer challenge.

Why Do We Have Learning Questions? (Appendix 2)

Each series of lessons children experience is underpinned by a learning question, which is carefully constructed by teachers using the progression of knowledge document. These questions offer a high level of challenge, whist supporting pupils' acquisition of subject specific knowledge, demonstrating the ambition we have for our pupils. Learning questions are posed to capitalise upon our pupils' natural curiosity; to promote enquiry;

and to encourage our children to think creatively and differently. This approach is born out of the principles for our curriculum design.

Learning Questions are constructed to frame our children's learning across a series of lessons and to support our pupils in articulating their growing body of knowledge over time. These questions also support the coherent planning and delivery of our curriculum as connections between learning are capitalised upon, as pupils work towards answering the learning question throughout their learning journey. Additionally, learning questions are constructed and reflected upon to support pupils in identifying and articulating their own starting points. Opportunities for reflection against our learning questions are capitalised upon, to demonstrate to pupils their progress over a series of lessons and to support them in a coherent and considered response to the question, which shows depth of knowledge and clear connectivity across ideas.

Why do we have Independent learning opportunities and key skills? (Appendix 3)

Our independent learning environment creates opportunities for independent practice (Rosenshine's 9th principle of instruction- **see appendix 9**). The opportunities, which are born from the overarching learning questions are represented in conceptually different ways that all allow children to answer the learning question. Metacognition and self-regulation approaches to teaching support pupils to think about their learning more explicitly and support pupils in effectively managing their independent learning (EEF metacognition and self-regulated learning summary of recommendations) within this environment. This results in high levels of intrinsic motivation where children choose an activity (see appendix 8- the learning cycle) based on their understanding of their own learning journey and their next steps in developing their knowledge, thus creating independent, confident, inquisitive learners from the outset. Knowledge and skills are seen as transferrable and as such, children are able to make connections between existing knowledge and new learning. The skill areas of learning support children to do this through Communication, Collaboration, Reflection, Problem Solving, ICT/Research and Application.

Why do we have adults as facilitators of learning? (Appendix 4)

Within the classroom, adults provide support for children to access the learning and challenge children to move their learning on using Rosenshine's principles of instruction (**appendix 9**). Through diagnostic assessment, adults identify which children need focussed interventions and will plan and deliver these to ensure all children learn to their full potential. Our adults are highly skilled in offering variation, which supports all children to access our unique learning environment.

Within independent opportunities, adults offer bespoke and targeted support through modelling, scaffolding and questioning to promote pace and productivity. In doing this it is ensured that every learning opportunity is maximised upon. Additionally, adults ensure children's behaviours for learning are reinforced and that they are promoted to develop independence. Adults support children to articulate their learning journey by means of effective questioning and feedback

Adults work with a groups of children at the focus task in order to generate success and to scaffold difficult tasks. Adults provide both written and verbal feedback which questions and challenges children's responses and thinking at both the focus task and within the independent learning environment.

Why do we have feedback? (Appendix 5)

The role of feedback is an integral element in the learning journey of our pupils. It is a mechanism which supports children to develop and enhance their knowledge and quality of outcomes through discussion and reflection and provides structures (support and challenge) through which pupils can achieve more highly. Feedback focuses upon key identified elements: celebration of achievements; ensuring accuracy; reinforcement of prior knowledge; addressing misconceptions; establishing connectivity; providing challenge; scaffolding; and reflection.

Feedback is underpinned by the success criteria, our learning questions and our expectations and aspirations for our pupils and their learning behaviours.

Feedback is given, both verbally and written, in the directed, focus and within our independent provision and can also be through tests or via digital technology, it is given by teachers, teaching assistants and pupils.

This enables everyone to be a facilitator of learning and supports us in embedding this as a consistent whole school approach.

We use four different types of feedback within a lesson and these are categorised under the headings as:

Praise- The use of praise through feedback is important as it acknowledges the hard work put in by a pupil to a task and this in turn can impact on self-confidence and motivation.

Expect- Pupils have a clear understanding of their teachers' expectations of them, enabling them to identify strengths and information on how to improve their performance.

Each phase within school has a set of expectations (as exemplified within the appendices). These expectations will link to skills and knowledge which the children have already been taught and so maybe addressed through feedback (either verbal or written). For example- in EYFS, a teacher may look to ensure that pupils are correctly spelling taught 'red words' or that the formation of letters is correct where there has been specific teaching input previously for letter formation.

Check- Feedback will be given to allow pupils to review and address/act upon possible misconceptions (this may be verbal or written) following or during their completion of a task. The teacher or teaching assistant may ask a pupil to revisit an area of work and may provide some scaffolds in order to support them in completing the task or developing their knowledge and understanding.

Stretch- Feedback is used as a tool for formative ongoing assessment, ensuring children are effectively challenged and visible progress is evident through a dialogue which supports progression.

Why do we have the Focus-Task? (Appendix 6)

The focus task is designed to maximise progress through facilitated learning between children and adults and between children in a group (Rosenshine's 5th and 7th Principle of Instruction- **appendix 9**). The task is designed to enable children to make rapid progress towards the 'could' of the success criteria in order to support the child to ultimately answer the learning question with tangible or practical examples. Variation of this task supports children with scaffolds where needed and extended challenge where appropriate. Feedback, both written and verbal, supports the facilitation of learning required to make progress in the learning task and can be seen between adults and children and between children.

Live marking is used within the focus task to give immediate feedback and to promote dialogue between the adult and the pupil. This is known as journey marking. The focus task provides an opportunity for accurate formative assessment where judgements can be made based on the child's progress in the task. It also supports the child in their ongoing self-assessment of their own learning and their use of the learning environment, as they are given the autonomy to make that self-assessment and to assess the learning environment as to their next steps.

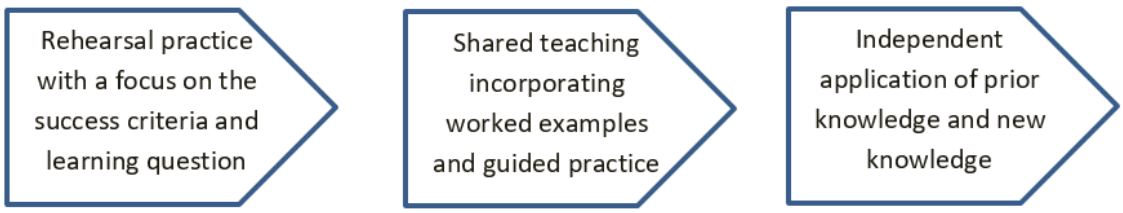
Why Do We Have The Directed Session? (Appendix 7)

The role of the directed session within a series of lessons is multifaceted. As the directed session takes place at the start of a series of lessons, it provides an opportunity for prior knowledge to be revisited through retrieval practice and accuracy reinforced and then built-upon, ensuring connectivity within and across concepts. The learning experience

begins with a baselining opportunity, which focuses on the activation and rehearsal of relevant prior knowledge.

Following this, and interwoven within the delivery, worked examples and guided practice promotes a practical approach where our pupils are actively involved in exploring the foundations of the learning question. Timely delivery ensures misconceptions are addressed and adaptations to teaching can be made to ensure all pupils are supported and challenged to achieve their very best. Next, pupils are given the opportunity to apply their prior and new knowledge independently and this is recorded in books.

This diagnostic and sequential approach gives teachers immediate insight into pupil's achievements and necessary next steps. It also provides pupils with the opportunity to reflect, drawing upon and developing their understanding of the success criteria. The directed is planned to provide our pupils with the scaffold needed to go forwards and navigate our unique learning environment with confidence and with the necessary knowledge to support them in achieving highly, whilst continuing to make outstanding progress.



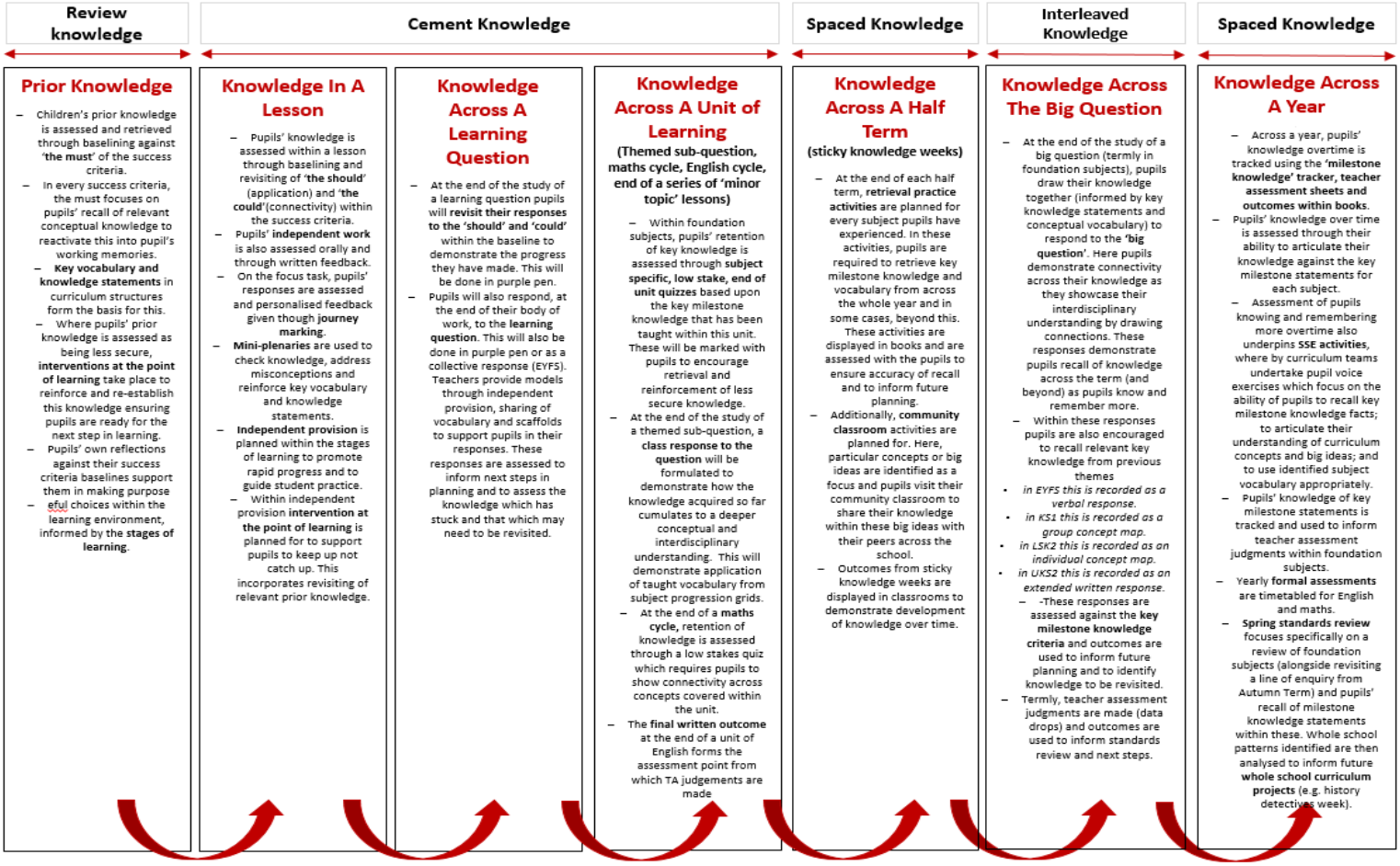
Our Curriculum Impact

Our curriculum has impact as our pupils know and remember more over time and are confident to articulate their growing body of knowledge. This body of knowledge is underpinned by our milestone knowledge statements, as the 'baseline' expectation of pupil's knowledge, alongside key subject specific and cross-subject vocabulary. This vocabulary is born out of our connected (significance, influence, appreciation, cause & effect, structures and power) and comprehension concepts. Children's articulation and understanding of these concepts develops into deep schemas of knowledge where pupils can identify the connections across ideas and can confidently articulate, drawing upon real examples to deepen their explanations, their understanding of these key concepts and the knowledge they have accumulated in relation to each one.

Example concepts taken from music knowledge progression grid with connected concepts in red and comprehension concepts in black and demonstrating milestone knowledge for upper key stage two.

MUSIC Listening and Evaluating Significance **Instrumentation, Composers, Preference**	MUSIC Theoretical Understanding Structures **Notation, Rhythm, Pitch**
5 further pieces of music (including the date of composition/release) from a range of composers, cultures and periods that they have listened to and evaluated with a detailed study of at least one musician who is significant to our locality or context. 4 features of a given period of musical history (eg. instrumentation, structure, performance) 3 basic time signatures (4/4, 3/4, 2/4), 3 further notes on a stave (A to C) 2 further note types (semibreves, semiquavers) and their rests 1 piece of music that they have studied in detail, making reference to a range of theoretical understanding and historical significance when discussed	

We consider, assess and track the progress our pupils make, with specific relation to knowing and remembering more, in a number of ways, in line with our established assessment blueprint.



Rigour In Outcomes

Our robust internal assessment system ensures that outcomes (in terms of both attainment and progress) are tracked in both core and foundation subjects. Termly, pupil's attainment in Reading, Writing, SPAG and Maths is collated and comparisons drawn from pupil's previous key stage exit point to give a measure of progress overtime, with aspirational targets set to promote pupils in making accelerated progress. In EYFS, pupil's attainment in reading (word reading and comprehension), writing and maths (number) is tracked termly. Across the year, outcomes in foundation subjects (and all 17 areas in EYFS) are also collated and across all subjects comparisons to the cohort's previous data made to ensure high standards are maintained. Additionally, comparisons to national data are drawn, with the expectation that our cohorts perform in excess of national averages.

The attainment and progress of key groups is also tracked and monitored to ensure all pupils, regardless of their starting point and need are supported to make accelerated progress and to achieve extremely well. Further detail of the standards review process and our approach to assessment, including our approach to the triangulation of diagnostic, formative and summative assessment, can be found in our assessment policy. In spring standards reviews we focus specifically on the progress of pupils operating at WTS and Pre Key Stage, with systems established to measure their small steps of progress, and to support teachers in identify personalised targets and next steps for these groups.

Additionally, spring standards reviews focus on pupil's retention of knowledge over time across the curriculum, with staff assessing pupil's ability to recall knowledge (as identified through milestone knowledge statements taken from our progression grids) from across the previous two terms (and beyond, where appropriate). These grids 'move-up' the school with year groups, allowing pupil's knowledge over time to be tracked and next steps to be considered and diagnostically planned for.

(see appendix 10 for an example milestone knowledge tracker)

Responding To Learning Questions

Across all subjects, children respond to learning questions at three key points:

-at the end of a series of lessons

-upon completion of the study of a 'sub-question' in topic (whole class response)

-upon completion of the study of a whole topic question

Pupil's responses to these questions is assessed to establish their knowledge and how effectively this has stuck and to demonstrate their growing body of knowledge over time. Layering children's responses allows for the revisiting of knowledge to promote the transfer of knowledge from working memory to long-term memory and to subsequently support the development of a broad body of knowledge overtime.

The depth of response to these questions is assessed and pupil's ability to articulate their knowledge considered, with relation to milestone knowledge statements and their use/articulation of connected and comprehension concepts, and other subject specific vocabulary born out of these concepts.

It is our belief that knowledge builds in the following way:

Recall of key facts and figures, for example key people, places and events.

Connectivity between knowledge, for example through articulation of comprehension concepts where pupils draw upon subject specific knowledge beyond the context of a particular lesson.

Articulation of interdisciplinary knowledge that demonstrates pupil's broader appreciation and their ability to make connections within learning that are underpinned by factual recall. This knowledge recall will extend beyond the school year of study and span across subjects, with pupils able to draw upon their accumulated knowledge over time, as pupils revisit the same connected concepts across their primary journey.

Other Stakeholders

The Role of Governors

Our governors determine, support, monitor and review the school's approach to learning and teaching. They are part of the school's self-evaluation schedule and understand the way learning happens at Gatley.

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/workshops to explain our school strategies eg. literacy, PSHE, mathematical strategies, phonics;
- by meeting with and sending information to parents, at the start of the year, to outline the topics that the children will be studying during that year at school;
- by informing parents of assessment outcomes and targets which indicate how the child can improve further;

- by explaining to parents how they can support their children at home.
- By holding open afternoons when parents can come and see the progress children have made in their books.

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

Monitoring and Review

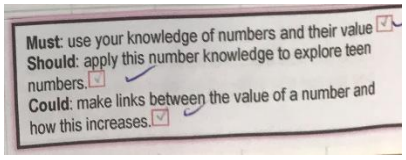
The learning and teaching policy at Gatley Primary is a working document and evolves around annual audits and planning by pupils, staff and governors. We are aware of the need to monitor the policy, and we take account of new initiatives and research, changes in the curriculum, developments in technology, changes to the physical environment of the school alongside key teaching and learning priorities identified through data analysis.

On an annual basis learner representatives will review the policy, discuss and plan adaptations, monitor and thus make positive changes to practice.

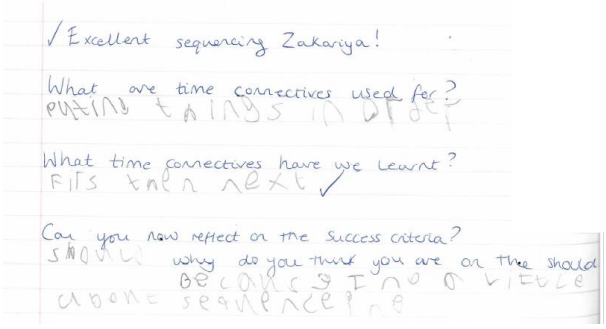
Appendix 1

Success criteria

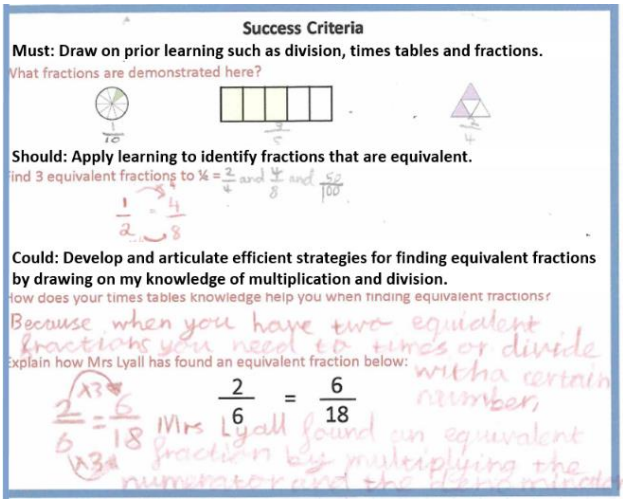
In Early Years, the children are introduced to the success criteria at the beginning of each new learning experience which is annotated together, using pictures and a range of vocabulary to ensure all children are able to access this tool to support them in driving their own learning by using what they already know. The success criteria is verbally reflected on throughout the week through mini plenaries and inputs so that the children are able to recognise the importance of the tool and how this can support their learning. The children have a personalised opportunity to discuss and record where they think they are on the success criteria (tick in red pupil voice box) after they have completed the focus task and are encouraged to utilise the learning environment to address their next steps. Adult will also tick in blue their assessment of the task.



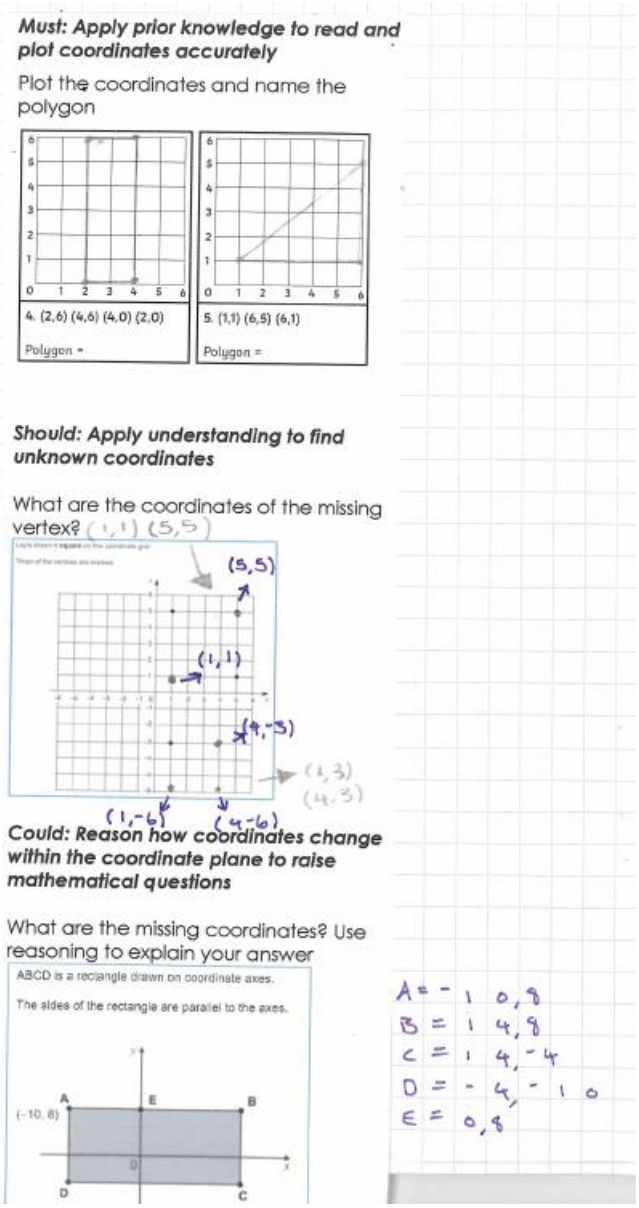
In Key Stage 1, the children are first exposed to the success criteria at the beginning of each learning experience. This is annotated with different wording and pictures, ensuring accessibility to all children. The success criteria is displayed visibly during the lessons for the children to access. The children complete a self-reflection against the Success Criteria during the directed session, with the support of an adult to act as a baseline to assess children's understanding. When working with the adult on the Focus task, a verbal discussion will occur to give the children the opportunity to reflect on where they think they are on the success criteria. Some children will be able to write a written reflection of the success criteria, where some children will tick to record where they think they have achieved. The whole of the success criteria will be visible in books.



In **Key Stage 2**, the success criteria is visible in books at the start of each series of lessons and is used as a baseline tool to assess the children's understanding prior to the teaching of the concept. Throughout the week, the success criteria is used to drive learning and offer challenge through mini plenaries and feedback. At the end of each unit of work, the children revisit the success criteria baseline in a purple pen and add to their answers or correct any mistakes, demonstrating their progress.



LKS2 Success Criteria

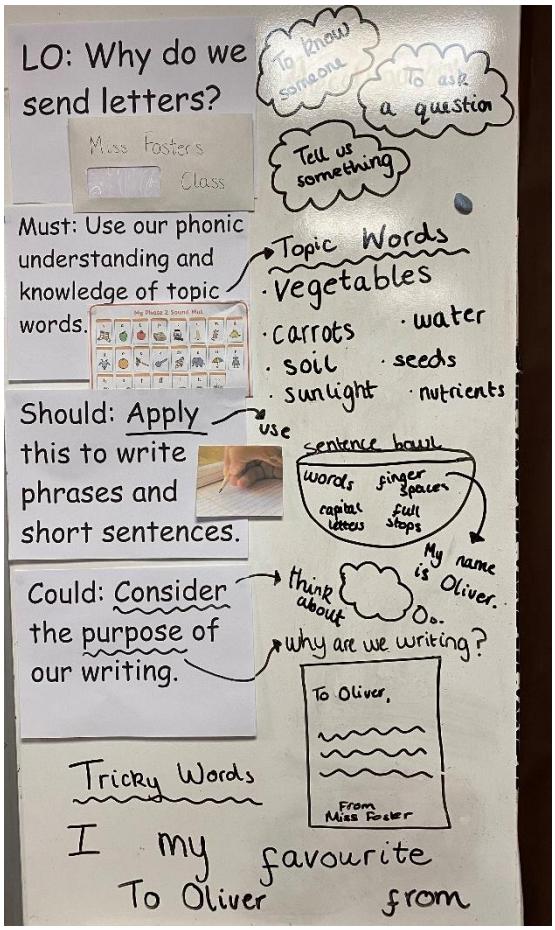


UKS2 Success Criteria

Appendix 2

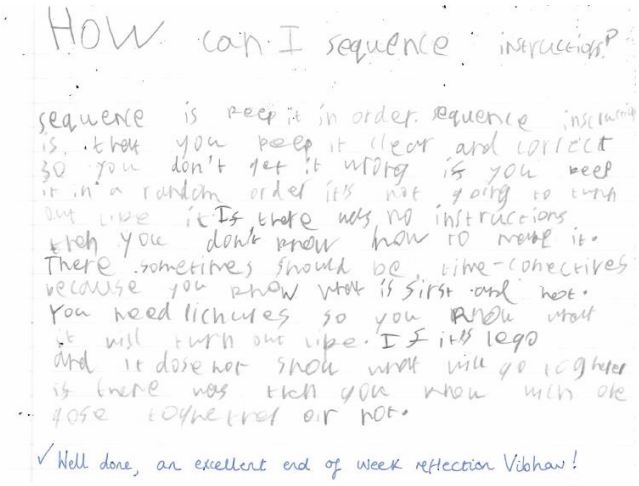
Learning question

In Early Years, the children exposed to the learning question at various points in the week. In the first instance this is discussed with the children at the beginning of each new session by starting with what we already know that can help us to answer the question during a whole class input. This then naturally encourages the children to want to explore and find out the answer to the question posed and is used as a 'hook' for learning. The learning question is recorded in books at the start of the focus task where the children have the opportunity to answer this question through the focus task and through journey marking. The question is also revisited at the beginning of every session to encourage the children to reflect on whether they think they have been able to answer the question fully and to think about what further questions they have or aspects they would like to explore in more detail.



In Key Stage 1, the learning question is introduced and posed during the start of each of the series of lessons. The children complete a baseline to show their understanding at the beginning of the session by answering the question based on their current knowledge. This response might be in the form of words, or sentences, depending on the child's ability. The question is discussed in more detail at the start of each session and the children will have the opportunity to share their understanding of the question. At the end of the series of lessons, this question will be

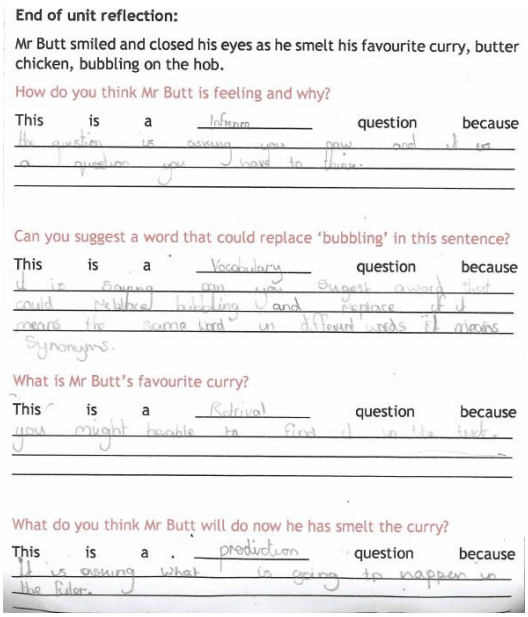
revisited. The children will re-answer the question, showing their understanding following on from their learning throughout the week.



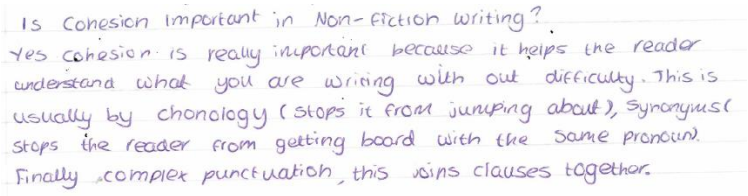
KS1 End of week reflection on the Learning Question

In **Key Stage 2**, the learning question is used to introduce the context of the lesson and is posed as the title of the series of lessons which is recorded in books by the children. It is used to form mini plenaries and written feedback throughout the week, allowing children to reflect against the learning question and demonstrate progress. At the end of the week, the children will apply their learning to respond to the learning question as a summative assessment. In **Lower Key Stage 2**, this will be in the form of a reflective activity that is carefully constructed by the teacher, such as scaffolded questions. In **Upper Key Stage 2**, the children will re-visit their initial baseline response to the question and up level it to produce a more extended and considered response, showing depth of knowledge and application of their learning throughout the week.

LKS2 Response to the Learning Question:



UKS2 Response to the Learning Question:



Appendix 3

Independent areas/key skills

In Early Years, the children move freely around the independent learning opportunities, where they have the chance to explore and investigate practising our fundamental key skills; collaboration, communication, reflection, application, problem solving and ICT/research. These skills link closely to the Characteristics of effective learning and they allow the children to embed, consolidate and deepen their learning by applying it to new situations whilst promoting curiosity, energy and enthusiasm for learning. The learning cycle is used within the independent learning areas to drive learning and encourage the children to make conscious decisions within their learning,

In Key Stage 1, the children are given the opportunity to explore the independent areas in the classroom. The independent areas of the classroom provide the children with a range of different activities, which offer the children the chance to work independently or collaboratively. The children can use these activities to embed and consolidate their learning. The independent activities will be linked to the Stages of Learning, which allow the children to make a considered decision about which activity will best support them in their learning journey.

In Key Stage 2, the independent areas offer children a range of opportunities to rehearse, apply and embed their understanding of the concept. Depending on the lesson, these opportunities may be completed in a group, individually or with a partner and are facilitated by an adult, where necessary. Learning is consolidated through practical exploration of the concept as well as written activities which are recorded in books. The independent areas are underpinned by the learning cycle which is used a metacognitive tool to support purposeful choices within the environment.

Appendix 4

Role of the additional adult

In Early Years, additional adults are used to facilitate independent learning both inside and outside the classroom, intervene at points of learning to question, support and challenge pupils and observe and assess the children providing bespoke 'live' feedback, some of which will be recorded on the child's work. Additional adults are also used to provide personalised interventions and may complete focus tasks with children as a class teacher would.

In Key Stage 1, the additional adult is used as support to facilitate learning around the classroom. The additional adult is there to support the children working on independent tasks. This may be as intervention at the point of learning, or to give challenge where needed. The additional adult might be facilitating the Stage 1 activity from the learning cycle as personalised intervention at the point of learning. Feedback is an integral role of all adults in the classroom. This might be written or given verbally to the children.

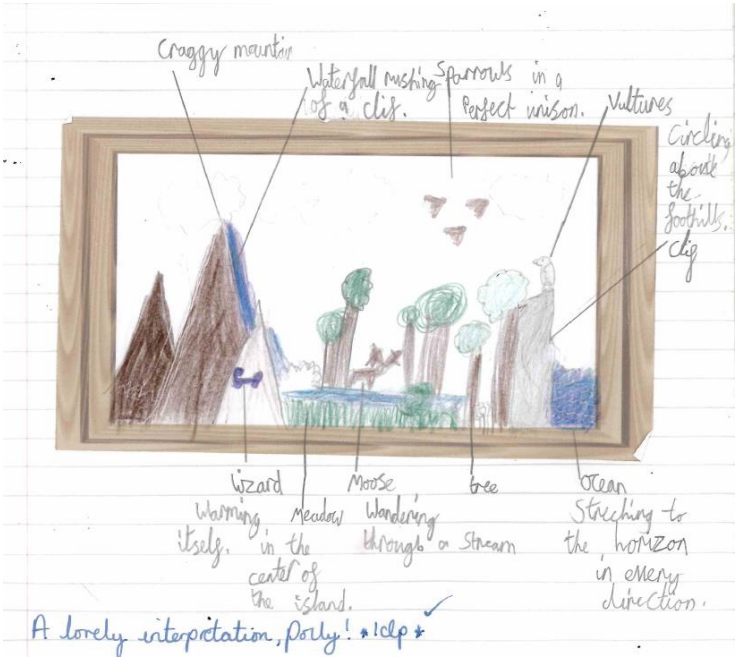
In Key Stage 2, additional adults are used within the classroom to support the delivery of the lesson and to ensure that all pupils are making progress. This may be through delivering intervention at the point of learning within the independent areas, such as facilitating a targeted activity, and offering support and challenge where it is needed. Additional adults may also facilitate the completion of the Focus task, and offer bespoke and targeted feedback to pupils.

Appendix 5

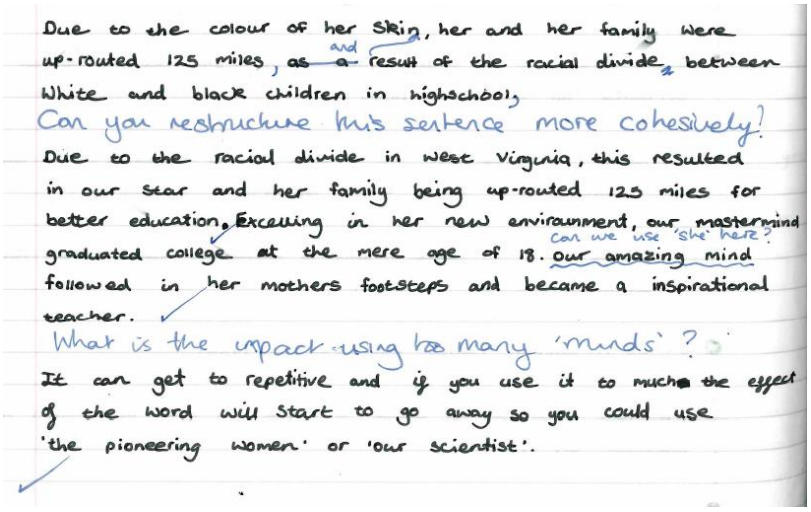
Feedback

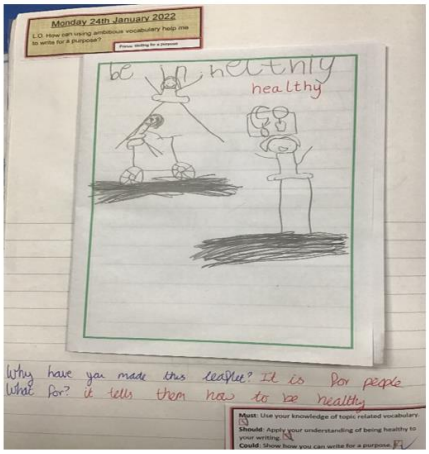
Across the school, feedback is provided both verbally and written to celebrate achievements, ensure accuracy, reinforce prior learning, establish connectivity, address misconceptions, to scaffold and encourage reflection and provide challenge. Examples of outstanding practise of these are seen below.

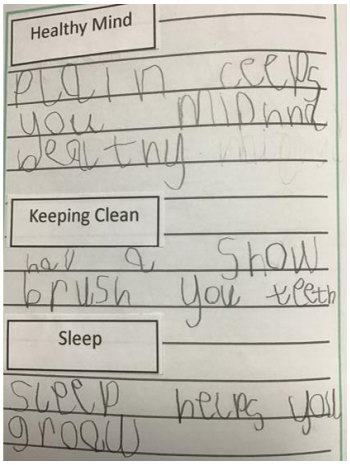
Celebrate achievements:



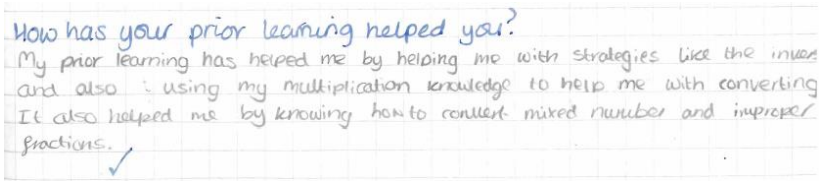
Ensure accuracy:

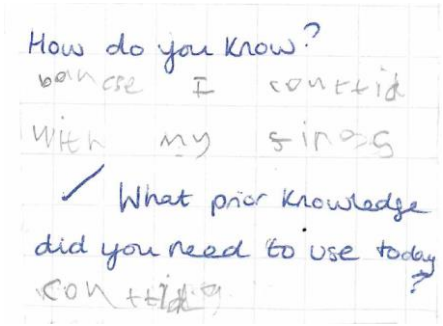




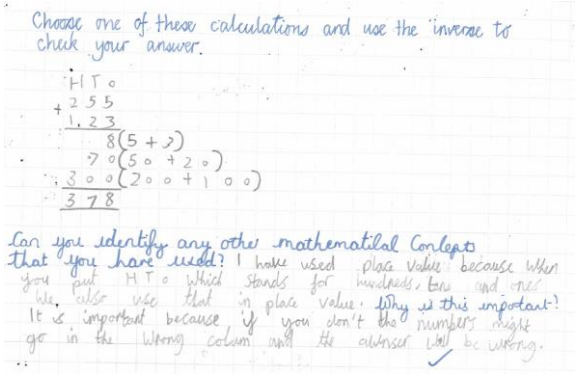


Reinforce prior knowledge:

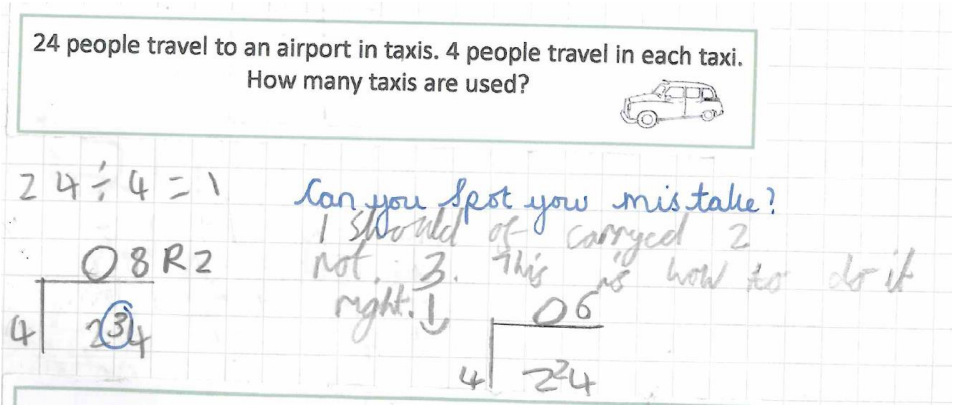




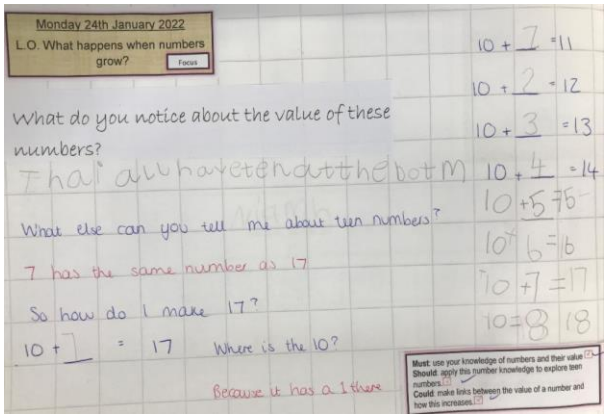
Establish connectivity:



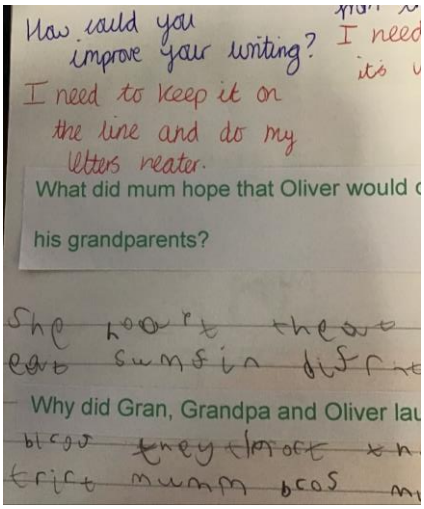
Address misconceptions:



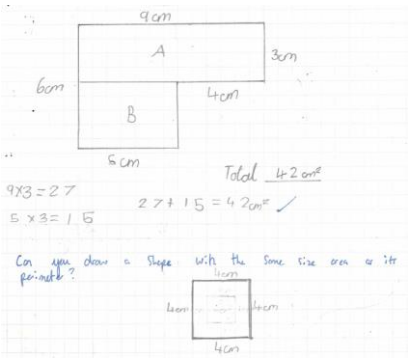
To scaffold:



Encourage reflection:



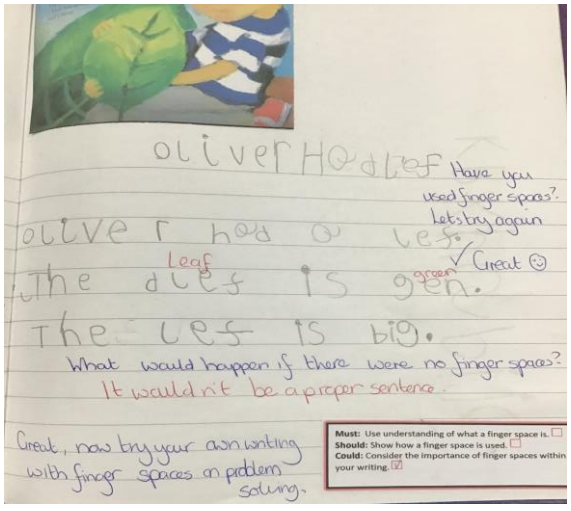
Provide challenge:



EYFS

Verbal feedback is a fundamental part of learning within **Early Years**, adults facilitate learning through modelling, questioning to provoke investigation and celebrate achievements. **In Early Years**, written feedback will be given in books on the focus task in blue to celebrate achievements, ensure accuracy, reinforce prior learning, establish connectivity, to scaffold and encourage reflection and provide challenge. Adults will write a statements or assessments in black within the focus task. Written feedback may also appear in blue within the independent tasks to address misconceptions, there will be at least 1 piece of independent work recorded in their books per week, per subject area and it may take form of a picture or a written outcome. The children's responses are captured in red, written in their pencil or in picture form and they will provide each other with verbal feedback throughout sessions- this is modelled and facilitated by an adult.

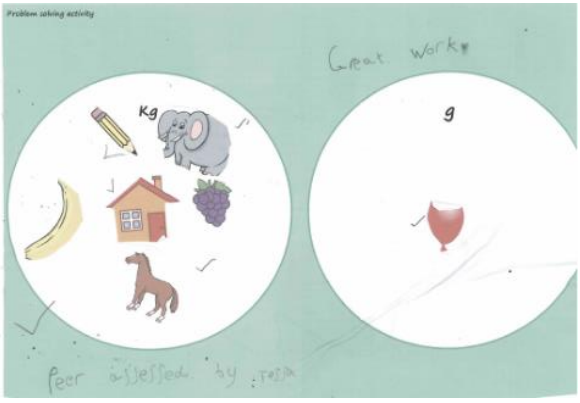
EYFS Next steps and encouraging reflection

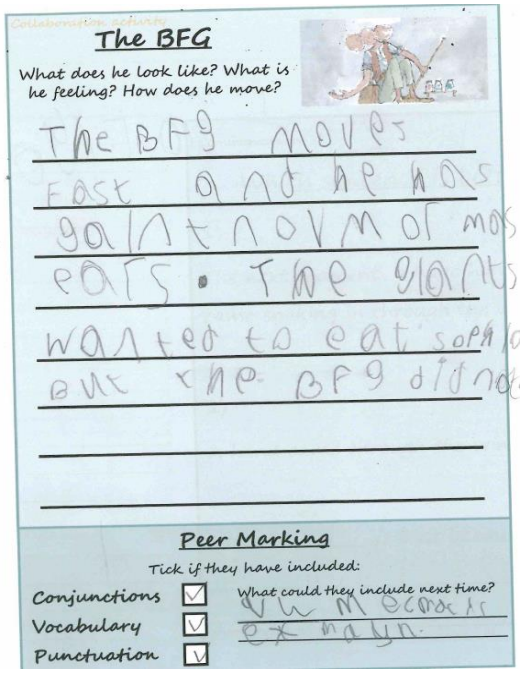


In Key Stage 1, feedback will be used for a range of purposes and will appear on activities inside books. Feedback might be written or given verbally. Written feedback will be given in blue pen by staff. Adults will write written assessments or statements in black pen. This will include offering challenge, addressing misconceptions, celebrating achievements and establishing connectivity

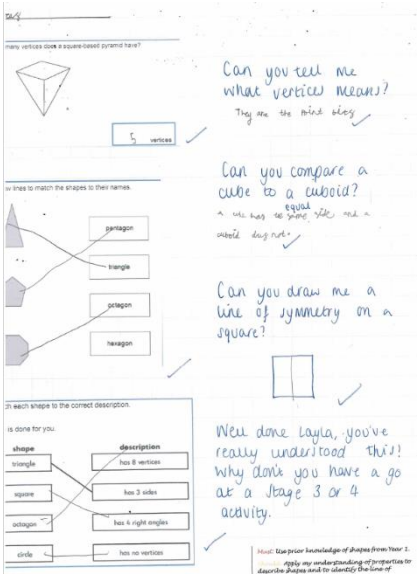
and establishing prior learning. The children's next steps might be given as feedback, such as directing towards the most appropriate independent activity to provide the correct level of challenge. Feedback will be given on independent work either by self, peer or adult. This will be given in pencil by the children. In Key Stage 1, there will be at least 2 pieces of independent work per week that is recorded in books. Within the independent work, feedback will be given on these pieces with one piece peer assessed or verbal feedback given, and one piece with written feedback from an adult.

KS1 Peer Assessed feedback





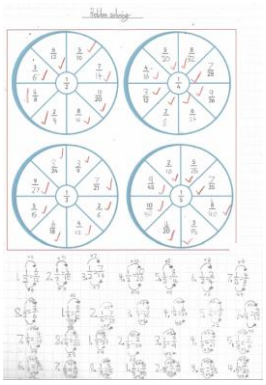
KS1 next steps marking



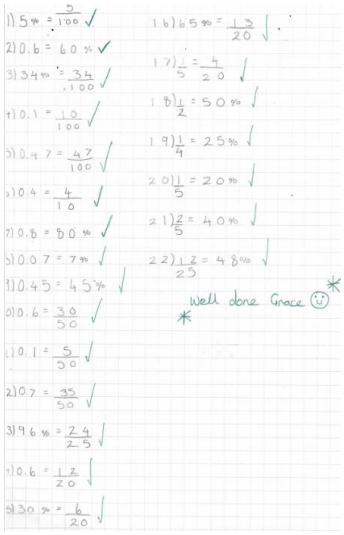
In **Key Stage 2**, feedback is provided in a range of ways to drive and deepen learning. Independent work will be either self-assessed in purple pen, peer assessed in green pen, or adult assessed in blue pen. In Key Stage 2, there will be at least 3 pieces of independent work, per

week, in each subject area recorded in books. Within the independent areas, 1 activity will be planned as a self assessment opportunity, 1 as peer assessment and 1 activity will be assessed by an adult.

KS2 Self Assessed Task



KS2 Peer Task



Appendix 6

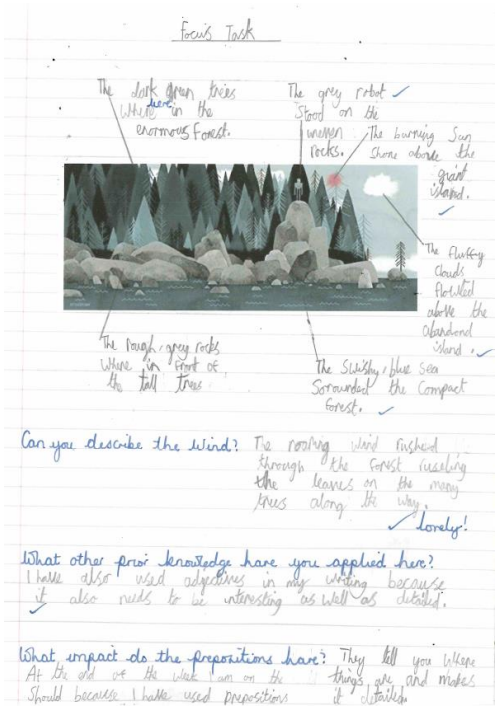
Focus task

In Early Years, the focus task provides the children the opportunity to work with an adult completing a personalised activity. This may be a practical, explorative task where a photograph is taken or where the children produce a written outcome and are asked individualised questions to deepen their understanding. Here the children will reflect on the success criteria and record where they think they are in the red box, the adult will then tick their assessment in blue.

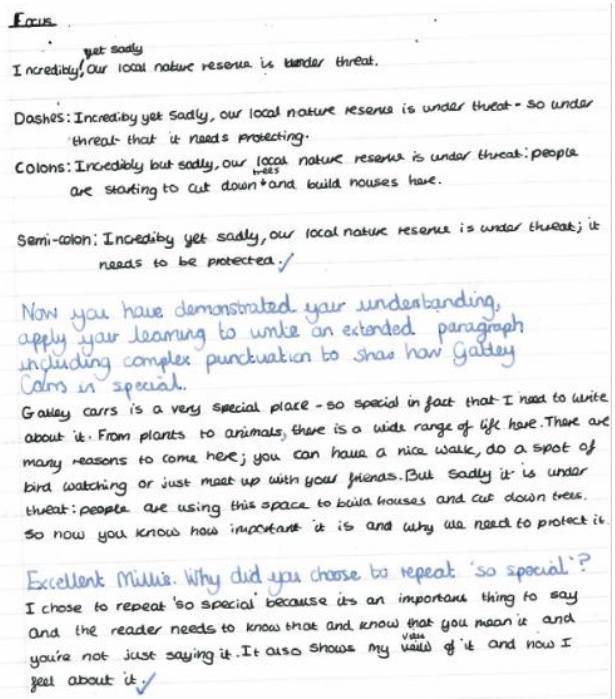
In Key Stage 1, the children have the opportunity to work with an adult, where the activity will provide an opportunity for the class teacher to consolidate learning, address misconceptions and offer further challenge. During the Focus activity, the adult facilitating the task will also provide the opportunity to discuss and reflect on the success criteria, as well as the stages of learning. Journey marking questions will be given to the children during the activity, given in blue pen.

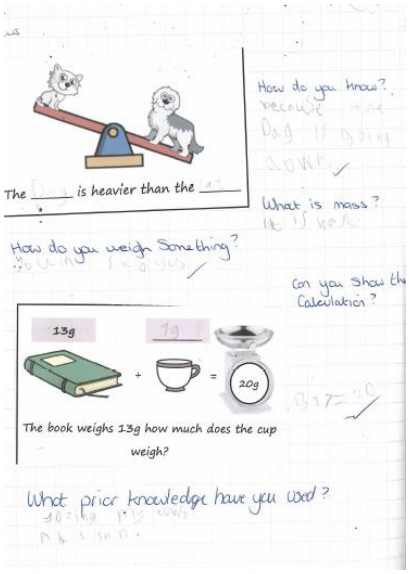
In Key Stage 2, the focus task is carefully constructed by the teacher to embed and drive learning in the form of a written activity which is recorded in books. This task will be led by an adult in a small group setting, offering children with targeted support and feedback bespoke to each learner.

UKS2 Focus Task

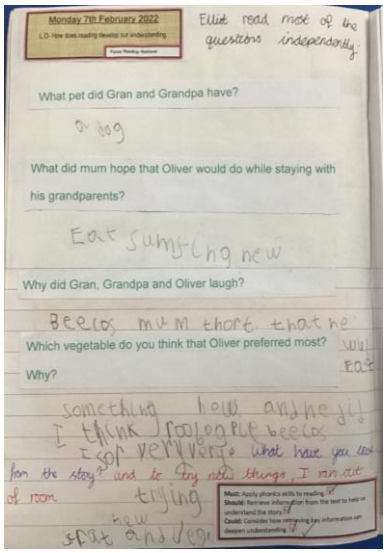


LKS2 Focus Task





KS1 Focus

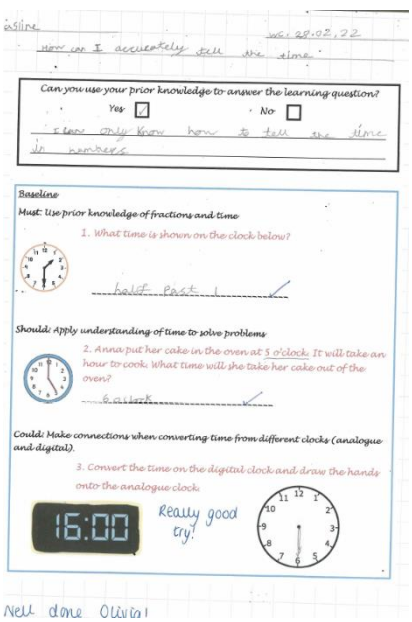


EY Focus Task

Appendix 7

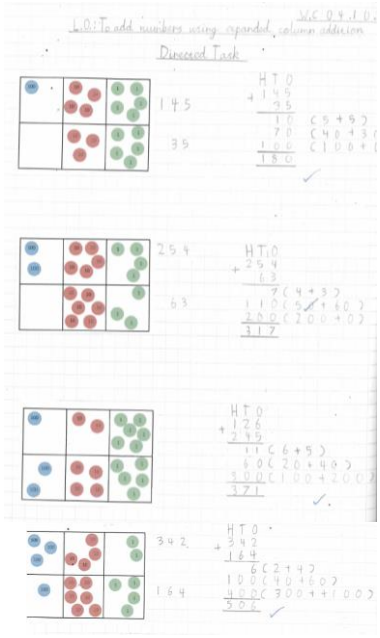
Directed session

In Key Stage 1, the directed session will consist of an initial reflection against the Learning Question, where the children are encouraged to write key words or sentences to answer the question. A baseline is then completed, consisting of 3 questions linked to the success criteria (must, should, could). During the directed session, the children will acquire the new knowledge to support them with their learning for this week and will complete an activity based on this new learning. The children will self-reflect on the success criteria during the directed session. Feedback may be provided by staff or peer marking; this might be given at the point of learning or during the focus activity.

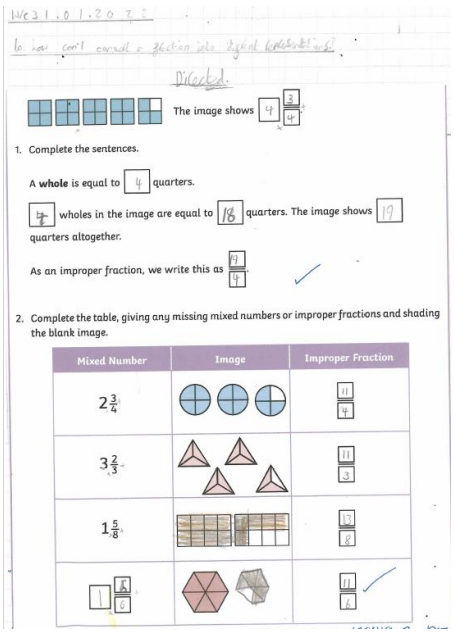


KS1 Directed Task

In **Key Stage 2**, the directed session begins with a baseline against the success criteria, which is visible in books. The session offers pupils the opportunity to revisit and consolidate prior knowledge that is necessary for the learning concept. This may be in the form of a shared discussion, or a baseline activity such as scaffolded questions. Opportunities for independent application and exploration of the taught concept are also integrated within the directed session through a written activity to build fluency and provide a strong foundation of learning for our pupils to use in the independent areas. Within books, the directed activity will be marked through self or peer assessment, and any misconceptions will be identified and addressed through adult support at the start of the focus task or at the point of learning.



LKS2 Directed Task



UKS2 Directed Task

Independent areas/key skills

In Early Years, the children move freely around the independent learning opportunities, where they have the chance to explore and investigate practising our fundamental key skills; collaboration, communication, reflection, application, problem solving and ICT/research. These skills link closely to the Characteristics of effective learning and they allow the children to embed, consolidate and deepen their learning by applying it to new situations whilst promoting curiosity, energy and enthusiasm for learning. The learning cycle is used within the independent learning areas to drive learning and encourage the children to make conscious decisions within their learning,

In Key Stage 1, the children are given the opportunity to explore the independent areas in the classroom. The independent areas of the classroom provide the children with a range of different activities, which offer the children the chance to work independently or collaboratively. The children can use these activities to embed and consolidate their learning. The independent activities will be linked to the Stages of Learning, which allow the children to make a considered decision about which activity will best support them in their learning journey.

In Key Stage 2, the independent areas offer children a range of opportunities to rehearse, apply and embed their understanding of the concept. Depending on the lesson, these opportunities may be completed in a group, individually or with a partner and are facilitated by an adult, where necessary. Learning is consolidated through practical exploration of the concept as well as written activities which are recorded in books. The independent areas are underpinned by the learning cycle which is used a metacognitive tool to support purposeful choices within the environment.

Appendix 8

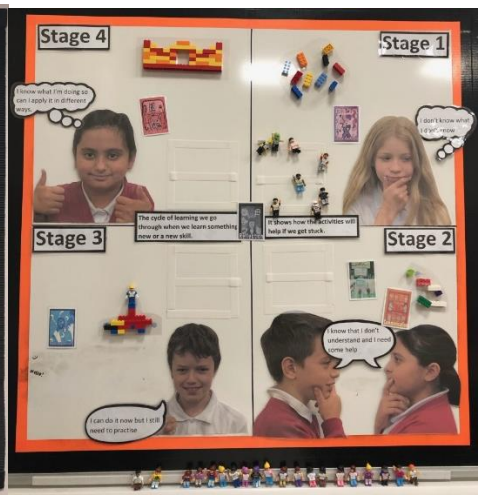
Learning cycle

In Early Years, the learning cycle is pictorially displayed in each classroom and within the outdoor areas, using a visual representation to support the children's understanding of this tool. The learning cycle is referred to within verbal discussions facilitated by an adult during independent learning opportunities. These discussions encourage children to make conscious choices about their next steps within their learning journey and to reflect on which activity would best support this.

In Key Stage 1, the Learning Cycle is displayed within each classroom with pictorial representations that have been decided by the children to support their understanding. The Stages of Learning offer the children a scaffold to navigate the classroom and each independent area of the classroom is linked to a different stage of the Learning cycle. The children can use the cycle to make choices about where to access to develop their understanding, and how to ensure their learning is being moved forwards. Feedback may be given by adults to support the children in moving through the learning cycle. The cycle is also revisited and discussed during mini-plenaries, where the children can receive feedback from adults or peers.

In Key Stage 2, the Learning Cycle is displayed pictorially within each classroom and serves as a visual tool to drive learning. Children are encouraged to access the learning cycle to support purposeful choices within the independent areas, as each activity correlates to a stage in the cycle. The learning cycle is also used to form mini-plenaries and facilitates reflective discussions with adults about the children's current stage of understanding and verbal feedback is given to identify their next steps and move their learning on. Self reflection and peer support opportunities are also promoted within lessons, such as during mini plenaries, to ensure that children are moving through the learning cycle throughout each lesson.

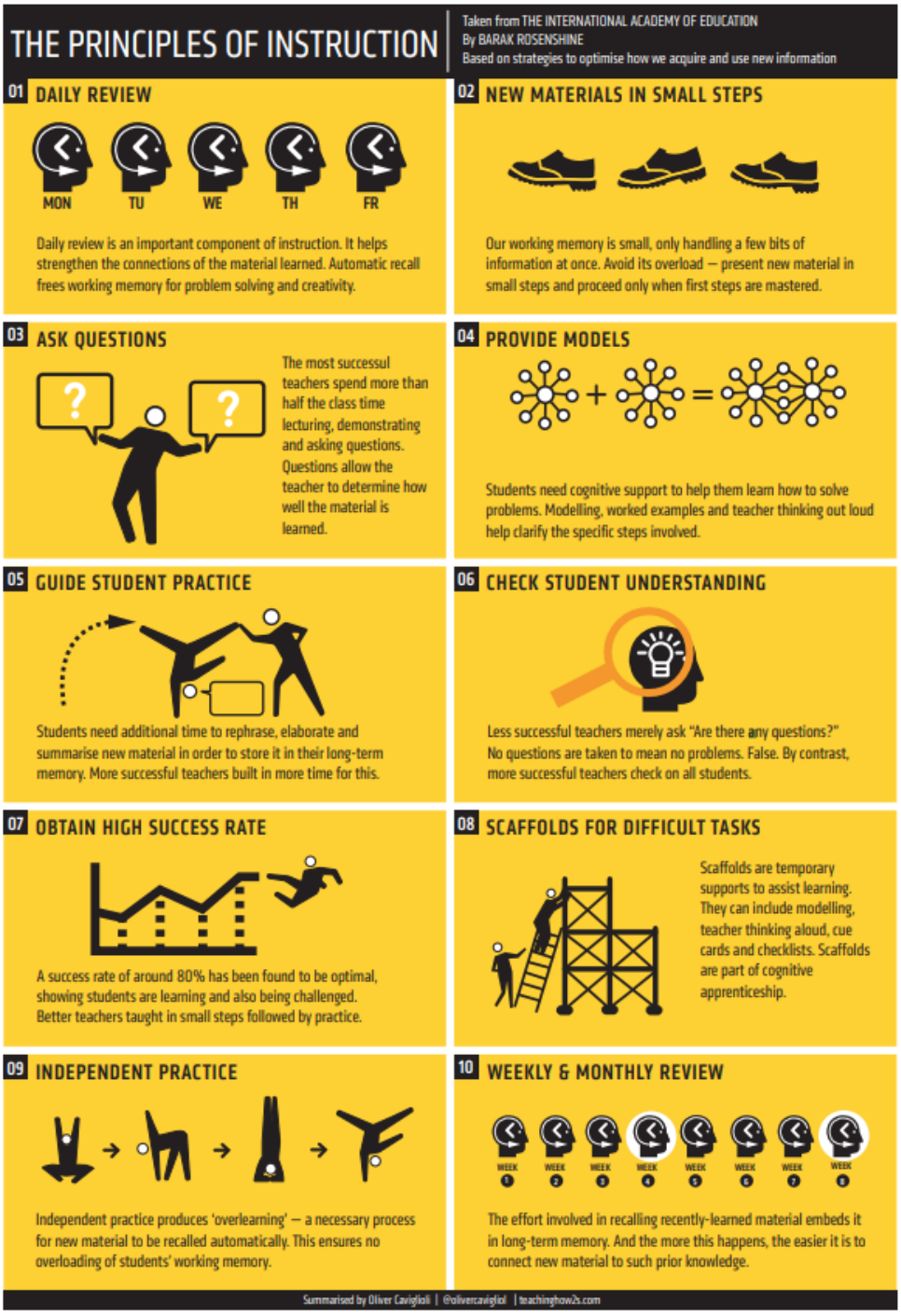
Year 3 Learning Cycle



Year 6 Learning Cycle

Appendix 9

Rosenshine's Principles Of Instruction



Appendix 10- example from year 6 milestone knowledge tracker

Year 6	
History	-5 more periods of history they have studied (including a non-European ancient civilisation, the Greeks, the Anglo Saxons and the Vikings) and place these chronologically on a timeline. -4 key ways in which people or events in Greater Manchester historically played a part in the shaping of the United Kingdom -3 ways in which the Egyptians and another early ancient civilisation differs or is similar to a period of British History, referring to: culture, societal structure, power and economy. -How the Anglo Saxons and Vikings were responsible for the formation of the United Kingdom and a way in which power, invasion and struggle existed over there time. -One study of an aspect/theme throughout British History from the Stone Age to the Present Day e.g food, houses, clothes, power/religion, invasion, education -One more Empire and the way in which it grew, expanded and fell drawing upon knowledge of significant individuals and events.
Geography	-5 environmental regions (covering Europe, North and South America) and their key human and physical characteristics, including climate zones, biomes and vegetation belts. -The location on a map of 5 more countries, including Russia -4 ways in which human and physical processes interact to shape our environment. -3 more natural processes, and how they cause changes in the landscape (such as the formation of hills and mountains or the alteration of coasts and rivers) (e.g. volcanoes, earthquakes, erosion). -2 examples of how economic activity and the distribution of natural resources (e.g. energy, food, minerals and water) impact the role that countries play internationally. -1 way in which land-use patterns have changed over time, and the reasons for this. Also the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Social Understanding	-Describe in detail 5 World views and the similarities and differences between them (Christianity, Islam, Hinduism, Judaism, Buddhism, Sikhism, Humanism) -Challenges and advantages of belonging to a religious community -Three pieces of religious art and their meaning -Name and locate two places of worship within the local community -Name one religious leader/key figure
Art	-5 pieces of high-level art and design vocabulary to use within artistic conversations (eg framing, mixed media, tonal contrast) -4 quality pieces of feedback that they have given someone else about their artwork to help them improve -3 pieces of art by an artist that they understand critically and who is significant within our locality or local context -2 pieces of their own work that they have analysed and evaluated, with clear next steps for their next project -1 further detailed journey from original idea to final outcome, including a comparison to initial aim