



Kind, Respectful, Safe

The Clara Grant Primary School

Teaching, Learning and Curriculum Policy

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Signed by:

Karen Symons _____ Headteacher Date: 21/02/2022 _____

Mark Taylorson _____ Chair of Local School Committee Date: 21/02/2022 _____



A Happy, Healthy and
Active Member of the
Community

A Curious,
Questioning Life Long
Learner

A Global Citizen
A Clara Grant Child is ...

A Creative and Critical
Thinker



A Literate and
Numerate Achiever

Emotionally Literate

A Resilient Team
Player

A Well Mannered,
Empathetic Problem
Solver

We are a UNICEF Rights Respecting School

This policy has links with the following Articles of the United Nations Convention on the Rights of the Child:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends other people.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 42

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Teaching & Learning Policy

This policy outlines the fundamental aims which underpin all learning and teaching at Clara Grant Primary School.

1. School Vision

2. School Expectations

3. Teaching

4. Learning

5. Curriculum

6. Assessment and Feedback

7. Target Setting

8. Monitoring, review and sharing effective practice

1. School Vision

INTENT

Our curriculum intent aims to achieve:

1. The statutory curriculum aims: successful learners; confident individuals; responsible citizens.
2. A focus for well-being: being a happy, healthy and active member of the community; being kind, respectful and safe.
3. A focus for learning: attitudes (confident, problem-solver, critical, curious); skills (literate, numerate, creative thinker, emotional intelligence); knowledge and understanding (big ideas that shape the world).

The purpose of our curriculum at Clara Grant Primary School is to ensure that all our children are creative and critical thinkers who are prepared learners for the 21st Century and are responsible global citizens. Our curriculum will introduce our children to the essential knowledge, skills and understanding that will help them become literate and numerate achievers and develop into curious, questioning and life-long learners. The Clara Grant child will be a well-mannered, empathetic problem-solver who is a happy, healthy and active member of the community. We want our children to be confident and independent learners as well as resilient team-players who have an appreciation of their own place in the wider world.

At Clara Grant, we want our children to be proud and passionate about their learning and have a desire to be successful within and beyond the school day. Our curriculum is designed to ensure depth of learning. Learning is organised into components leading to learning goals (composite goals) that are progressive and ensure that children know more and remember more. Its design is to outline components of core knowledge that enable our teachers to develop exciting and stimulating lessons to promote the development of children's knowledge, understanding and skills as part of the wider school curriculum.

At Clara Grant, we set out expectations for learning through shared learning goals which are articulated to the children. Through short term planning, staff devise a range of strategies to ensure that all children progress through the components of learning. The lowest 20% toolkit will ensure that identified children make rapid and sustained progress. Mastery is planned for all children to ensure opportunities to deepen learning and understanding.

Our curriculum has a clear progression of learning to help our pupils learn essential knowledge and skills and develop an understanding of all subject domains. We aim to integrate a Rights Respecting dimension across our curriculum. There is also a focus on providing an anti-racist and more inclusive curriculum. The curriculum is specially designed to help children build and sequence knowledge, without cognitive overload and is designed to inspire our children and nurture a love of learning.

IMPLEMENTATION

- To deliver a curriculum that ensures children develop their skills and knowledge progressively by building on key components of learning that work towards shared learning goals (composite goals) and enable children to communicate their understanding and what they remember both orally and in writing.
- To design sequences of learning in each subject that inspires, deepens learning and engages children through the use of a range of teaching strategies including: practical activities, hooks, resources, visits, outdoor learning, speakers, and workshops.
- To ensure the topics taught within the subject enable children to develop depth and breadth of

understanding through a mastery curriculum.

- To promote the Clara Grant curriculum within the local, national and international context and make explicit links to the world beyond the school gates.
- To ensure that the children are exposed to high level subject vocabulary and can articulate their understanding confidently using the correct terminology.
- To ensure the curriculum is accessible to all children through carefully planned and delivered lessons that are inclusive and ensure all children are able to succeed including our lowest 20%.
- To promote links across the curriculum to enable learning to be contextualised, exciting, creative and fun.

IMPACT

Children are engaged and motivated about their learning at Clara Grant Primary School. They demonstrate a love and passion and are able to talk and write about their learning and how it links to the wider world confidently.

Through achieving set learning goals throughout their primary school career and deepening their learning, our curriculum will have prepared the children for their next phase and transition of learning. Clara Grant children will also be equipped with the skills of resilience, curiosity, independence and proactivity which will ensure they continue to be successful in their learning experiences as they embark on their learning journey beyond Clara Grant Primary School.

We use a range of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

-CPD to ensure that teacher pedagogy and assessment is secure.

-Subject monitoring, including book looks and learning walks.

-Regular low stakes knowledge assessments, using a range of creative approaches.

-Marking for Progress: We look for misconceptions and address these with example and scaffold prompts. 'Next step' style questions and prompts are used to challenge, provoke thought and develop critical thinking.

-Formative Assessment: We use a range of questions to develop breadth, depth and accuracy. Mini-plenaries are embedded in lessons to showcase achievement and address misconceptions. Brainstorms, Concept Maps and Mind maps are used to elicit knowledge and initial understanding.

-Summative Assessment: In the Nursery, children are assessed termly across the three Prime Areas with the addition of Literacy and Maths in the summer term. In Reception children are assessed termly across all seventeen of the Prime and Specific Areas. Read Write Inc. Assessments and PiRa (Progress in Reading Assessments) are used to assess reading across the school. Tower Hamlets Writing Grids are used to assess writing across the school. White Rose Maths Assessment are used to assess maths across the school. Rising Stars Science Assessment is used to assess science across the school.

Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding across the curriculum. We recognise that parents are the child's primary educators and work closely with them throughout their time in EYFS, starting with home visits and encouraging parents to 'stay and play' with their child as they begin each year. Parents are encouraged to attend learning workshops, sharing assemblies, Weekend News and sharing home learning via email. The

curriculum for each year group across the school is shared at Meet the Teacher meetings and uploaded onto the school website. There are regular Parent Workshops covering topics such as how to support the different areas of the curriculum at home. Curriculum Overviews are shared termly to inform parents what the topic is and what is being learnt across the subject domains. Reading, Writing and Maths attainment is shared with parents in Parents' Meetings and parents are informed how to best support their child in their next steps in their learning.

2. School Expectations

We expect all pupils to follow the **following motto**:

- ❖ Kind
- ❖ Respectful
- ❖ Safe

- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils
- We expect pupils to make rapid and sustained progress in lessons
- We expect teachers to systematically check understanding, intervening when needed
- We expect pupils to be challenged and where appropriate individual needs to be met
- We expect teachers to provide high quality and constructive feedback to pupils that assists in next steps

3. Teaching

We expect:

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject leads
- Staff to plan appropriately for all groups of children and access high quality resources (including our lowest 20%) to support children accessing our curriculum.
- That every lesson has a clear WALT (component to learning) which is explained to the class
- That all lessons demonstrate key elements of good Assessment for Learning practice
- Tasks are adapted to ensure that children explore, develop, practice new skills/ concepts and deepen their learning. This is in order to meet the aims of the learning objective (learning component).
- All WALTs (learning components) achieved ensure the children are working towards their learning goal (composite goals).
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources which support learning outcomes of our mastery curriculum. Thus deepening learning and understanding for the more able as well as ensure all pupils consistently achieve highly, particularly the most disadvantaged, lowest 20% and SEND pupils.
- That all staff have high expectations of presentation, quality and quantity of work.
- TAs are fully involved and active in lessons.

- That all staff are familiar with the Clara Grant Teaching Timeline and use it to guide practice
(DISCUSS in next Staff meeting)

Clara Grant Teaching Toolkit

Knowing where the lesson fits within the unit

Knowing the overall outcomes of the whole unit (composite goals)

Lesson Structure:

- Short recap of previous learning
- Clear WALT and success criteria (which needs to be displayed for the children during the lesson)
- Quality teacher input, good questioning, present material in manageable steps, keep pace, reduce teacher talk and encourage more pupil talk (oracy),
- Setting task (children have about 50% of the lesson to work on their task)
- Teacher working with the lowest 20% (guided group) to provide further scaffolding and then setting them off to work independently.
- Walking round all the tables giving verbal feedback and marking in red pen.
- Clear guidance for TAs (what do you want them to be doing during each part of the lesson?)
- Plenary (time for children to make reflective comments in green pen or orally-refer back to the success criteria-teacher uses this to feed into the next lesson)

4. Learning

We expect:

- Children to provide high levels of engagement, commitment and cooperation within learning time.
- Children to respond well to teachers and lessons proceed without interruption.
- Children to respond readily to tasks set, showing a willingness to focus and make good progress.
- Work is sustained with a sense of commitment and enjoyment.
- Children are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.
- Children are provided with the skills to evaluate and reflect on their own work and are encouraged to do this every lesson.

5. Curriculum

Our Mastery curriculum is an ambitious curriculum that is designed to give all pupils, particularly disadvantaged pupils and those with SEND the knowledge and cultural capital they need to succeed in life. This is broad and balanced, focusing on depth of learning and mastery of content. Our curriculum is designed to ensure that learning is sequenced and progressive across the year and across the school and embeds opportunities for PSHE and SMSC. The work given to pupils is demanding and matches the aims of our curriculum stated above to ensure that pupils gain knowledge cumulatively through learning goals (composite goals). We use a range of resources to support our curriculum:

Planning

- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The Tower Hamlets Agreed Syllabus for Religious Education
- The National Curriculum for computing is supported by Twinkl
- The National Curriculum for science, geography, history, art, DT and RE is supported by Plan Bee
- The National Curriculum for PSHE is supported by Jigsaw
- The National Curriculum for music is supported by Music Express
- Schemes are also used to support work in Maths (White Rose)
- Read, Write, Inc. Phonics to support the planning and delivery of phonics and reading.
- The Talk4 Writing approach is used across the school
- Our 'Whole School Curriculum Map' plots the content covered from Nursery to Year 6 for each individual year group and each curriculum area, this is broken down carefully with opportunities to promote mastery are available throughout
- The Curriculum Map ensures balance and progression across the school and includes cross-curricular links through overarching themes.

Weekly Planning

- Teachers are responsible for producing weekly plans/lesson flipcharts/slides. Teachers are encouraged to work with year group partners and other stakeholders to ensure that planning is relevant to the children in their class.
- Teachers are expected to adapt their planning/ lesson flipcharts/ slides to address any misconceptions from previous lessons
- Assessments inform areas which need further input
- **SLT and curriculum leads regularly monitor, give feedback and support teachers' planning process**

Homework

As a school, we believe that homework instils good learning habits for life. It allows children to consolidate skills learnt in class; particularly in English and Maths as well as engaging and informing parents about children's current learning.

Homework is a weekly requirement across the school and is set accordingly to phase groups and where appropriate for children with specific additional/ special education needs.

Remote Learning (in the event of school closure)

During emergency closure or due to unprecedented circumstances, support to encourage continued learning from home will be accessed primarily online and via our school website:

<https://claragrantschooltrust.org/wp-content/uploads/2021/11/Remote-Education-Provision-1.pdf>

In the event of a 'school closure' or your child having to possibly self-isolate, where possible, we do still

expect our pupils to engage in learning every day.

Whilst being encouraged to read daily, suggested timetables, activities, and online resources alongside useful guides and policies will be made available to support children's learning from home.

As most learning will be accessed online, online safety is paramount (refer to our E-Safety policy).

Digital devices can also be requested if needed. These will be assessed on a case by case basis.

For those families with no access to the internet, connectivity can be made possible where possible and home learning packs can be organised as requested and appropriate, but these will be dealt with on a case by case basis.

For additional information regarding remote learning please also refer to the following documents:

- [The remote Learning Policy](#)
- [Computing Policy](#)
- [E-Safety Policy](#)

Reading

As a school we believe that the teaching of reading skills across the school and across the curriculum is of high importance. In order to deliver this, it is expected that:

- Reading is prioritised across the school to allow pupils access to the full curriculum offer.
- A culture of 'Reading for Pleasure' is encouraged and cultivated
- Each class has a reading area
- The school library is available to all classes
- Reading is assessed to identify barriers to reading
- All pupils in KS1 and 2 take a reading book home (plus a decodable book in KS1) that is changed weekly and reading records are maintained.
- There is a weekly KS2 Book Club
- Enjoyment of reading is portrayed across the school through events, author visits, Tower Hamlets Library Services, activities and day to day lessons.
- Early reading is taught to ensure pupils use their phonics skills effectively to decode words.
- Phonics skills are used across the school to ensure all pupils can decode words.
- All subject leads ensure there are opportunities to read in their subjects and provide the key vocabulary to develop confidence and competence across the curriculum.

Mathematics

Mathematic lessons that are planned and taught will promote the elements of fluency, problem solving and reasoning for children to achieve mastery. Mathematics is taught using the White Rose Maths approach in EYFS through to Year 6. This scheme follows the National Curriculum. This allows all pupils not only to be fluent in the fundamentals but to reason and solve problems by applying mathematical skills with increasing sophistication.

6. Assessment

As demonstrated from the teaching timeline, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the on-going process of Assessment for

Learning (AFL).

Assessment for Learning (AFL):

All lessons should contain these AFL elements:

At the planning stage

- Use assessments from the last lesson assessment related to success criteria and learning components - are children secure with their learning/ require reinforcement/ Peer / self-assessment?
- Generate open ended questions, adapt to assess understanding of the lowest 20% and more able to provide deepening of learning and understanding in the next lesson during the plenary
- Use information from marking - responses from children to teacher's comments

During the introduction

- If appropriate, spend time re-visiting feedback from the last lesson taught and/or the last piece of work marked
- Recap on previous learning - what did you learn in our last lesson? How will you create sticky knowledge?
- Share Learning objective (learning component) for the lesson. What does this mean? What do you know already?
- Introduce Success Criteria - older children can generate their own — what will make this a good piece of work? How will I know I have been successful in this lesson?
- Model the activity
- Use focussed questions to check understanding
- Ensure activities are engaging and varied

Main Activity

- Identify in the planning a single focus group to work with for the duration of the main activity – (Rotate this between groups during the week)
- Use mini plenaries for example to revisit components of learning (WALT and Success Criteria) to share a good example- have they achieved all elements of the learning objective (learning component)? Address misconceptions promptly with targeted pupils
- Use 'in the moment' marking to move learners on by discussing with them their next steps – ensure at all times that the success criteria for the lesson is being met
- Consider extension activities to deepen learning further for those who complete early and also means for pupils to be independent/self-checking whilst the staff are working with focus group

Plenary

- Revisit Learning components (WALT and Success criteria) — what have we been learning about today?

Have we achieved the learning component (WALT and success criteria)?

- Peer/ self- assessed work against learning component (WALT and Success criteria) — make an improvement or address mistakes
- Use of Talk Partners

Feedback through Marking:

At Clara Grant, we believe that the marking of pupils' work should provide excellent opportunities to ensure that pupils are well motivated, have good self-esteem and clear direction. Marking allows pupils to see the quality of their work and gives clear guidance for improvement and recognition of excellence. It is a powerful assessment tool and provides a diagnostic analysis of the level of the pupils' understanding and achievements.

Pupils should be given the opportunity to reflect upon the marking, respond to the comments and correct their work as part of the process.

Procedures and non-negotiables:

- The school has explicit rules that apply to all pieces of work (e.g. the date and the title must be underlined at the top of the page) and teachers will not accept the work unless these rules have been followed.
- Work must be marked in red pen and teacher's comments should be presented to a high standard in line with the school's whole school handwriting approach. .
- Avoid negative marking, e.g. large red crosses and damaging comments.
- Responding to marking by the child is incorporated daily into lessons and encouraged across the school to aid with supporting, consolidating, accelerating and challenging learning. Children are expected to respond to teacher's marking and responses as appropriate using green pen.
- Where appropriate, children may mark his or her own or another child's work following the ground rules set. The teacher must always review this marking.
- Peer marking doesn't replace the marking by the teacher.
- For one-to-one feedback discussions (teacher to pupil) to be effective, sufficient mutual trust must be established. It is a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teacher comments should be in neat, presentable, legible handwriting as well as spelt correctly, setting an example to the children of the school's high expectations
- Children should be given the opportunity to improve their work
- Significant achievements need to be noted, recorded and rewarded
- Marking in foundation subjects and Science should reflect conceptual understanding rather than only language skills – again with explicit reference to success criteria linked to the learning component being taught with next steps for improvement
- Comments which give little or no guidance should be avoided, e.g. 'good', 'pleasing'
- Children should be encouraged to read comments written by the teacher and reflect upon them for future improvement – time can be set aside in follow-up sessions and prove an effective time in which to address misconceptions
- Certain pieces of work may be moderated, in line with the school's assessment calendar - to inform the pupils of their level of achievement and what they need to move on
- Most marking should be in-the-moment as this is the most effective. For longer pieces, e.g. writing,

the teacher may mark in more detail after the lesson.

- At Clara Grant, when we are marking a piece of pupils' work, we should be looking at:
 - Content in line with the session's success criteria (ensuring these components of learning lead to the achieving the learning goals (composite goals) set.
 - Presentation in line with the school's handwriting style and overall neatness
 - Independent learning

Marking should always be in line with the determined components of learning being taught (WALT & SC)

When marking, teachers must use their professional judgement with regard to how many mistakes should be correct for individual children. Recurring errors should always be corrected with saturated marking being avoided to prevent damage to pupil self-esteem.

There must never be queues at the teachers' desk for marking. This is a total waste of time for the teacher and the children.

Aims:

We mark children's work and offer feedback in order to:

- Show that we value their work and have high expectations;
- Boost their self-esteem and aspirations
- Give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- Offer them specific information on the extent to which they have met the component of learning (lesson objective, and/or the individual targets set for them);
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations
- Assess their understanding, and identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson planning
- Provide a good role model of handwriting

Feedback can be verbal, written or peer assessed:

Oral and written feedback

- Oral feedback should be carried out as often as possible especially for younger children
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- An honest balance of positive praise and constructive ways forward has to be achieved.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, add oral comments made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Marking will be done before the next lesson in that subject where possible.

Peer and self-assessment

- Teachers should aim to promote children's self-assessment by linking marking and feedback to engaging the child in his or her own learning. This includes sharing the components of learning (WALTs and SCs) and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. For younger children, the more important it is that the feedback is oral and immediate.
- Feedback can be given through peer assessment.
- Children should always be given the opportunity to improve their work through self-analysis times at the end of the task or where appropriate.
- When children are self –assessing or reflecting on the teacher's marking they should use a green pen.

In-the-Moment-Marking

In-the-Moment-Marking (ITMM) marking forms a pivotal part of AFL. Through research-based knowledge and case studies conducted by Shirley Clarke, John Hattie and Dylan Williams, our whole school approach and purpose of ITMM should always aim to support, consolidate, accelerate and challenge.

Intervention marking...

- Ensures children's learning is deepened
- Supports children that are struggling
- Can inform the next lesson
- Should address misconceptions immediately
- Should be seen to have immediate impact
- Should be planned for; teachers can only offer tailored learning opportunities if adaptations through strategies such as support, resourcing and questioning are considered to deepen learning – intervention marking simply points to the next step (also refer to Clara Grant's Lowest 20% toolkit)
- Should allow for some degree of flexibility
- Is also verbal (Particularly in EYFS, and earlier stages of KS1)

ITMM marking should intervene to...

Aim:	Example:
Support	<p>This could refer to use of resources e.g. <i>Good try. Use a number-line/counters/dienes to help you.</i></p> <p><i>It will be easier if you write your numbers in squares like this.</i></p>
Consolidate	<p>Not about giving another 10 questions. This is when a child may need a few more examples before he/she is ready to move on. The examples are tailored to the errors a child has made previously, after guidance has been given e.g. where zero is not being used correctly as a place holder. <i>A good try. Now try these and don't forget to use zero as your place holder.</i></p>
Accelerate	<p>Through variation, lesson activities will be tiered and appropriately pitched to match the abilities in your class. Intervention marking may well just be moving the child on to the next tiered task. A comment might be: <i>Great! Now go on to question 6!</i> Or <i>Well done! Now try Red Chillies task!</i></p>
Deepen learning	<p>This is a little different to simply moving the child onto the next tiered task. This is about turning the learning around and asking the children to put their learning into practice (working towards mastery!).</p> <p><i>Good! How many ways can this be achieved?</i></p> <p><i>Great! How much change would you have if you had spent twice as much?</i></p>

7. Target Setting

Ambitious targets are set for all year groups and teachers work towards their classes meeting the targets. Pupil progress meetings are held with class teachers and members of SLT once every half a term.

Each term parents receive report cards which detail their child's attainment. An annual report is produced for parents in the summer term with parents evenings taking place in Autumn and Summer Term.

8. Monitoring and Review

Teaching and learning is monitored regularly by SLT and ELT by:

- The senior leadership team through teaching and learning observations
- The phase leaders during planned termly book audits
- The subject leaders through planning and book audits
- Pupil Voice questionnaires and interviews
- Displays

- Parent questionnaires

The Teaching, Learning and Curriculum Policy of Clara Grant shall be reviewed regularly to ensure all aspects of the policy meet the latest statutory regulations and that it is sufficiently up-to-date, so as to help provide the best possible education to pupils. The points set out within the policy should also be realistic, achievable and workable so school staff are able to deliver it effectively in relation to other duties and requirements.