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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Teaching and Learning Policy

Together we believe, learn and achieve

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Teaching and Learning Policy

Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.

INTENT

Curriculum Intent

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience. In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners. Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as members of the community of Marlborough and global citizens.

Our curriculum is designed to help us achieve this Vision. We have learnt however that there are some barriers that are trying to stop us from reaching this ideal. We know that our children often start their school journey with low reading skills and poor phonic awareness. We also know that our children find it difficult to express themselves through vocabulary and language. In addition to this our children can find persevering difficult and have shown us that they may struggle with self-esteem. Finally, our children may not feel like 'Marlborough belongs to them'. We recognise these 4 challenges and we call them... The Drivers!



TALK READ PRIDE MARLBOROUGH



IMPLEMENTATION

So how do we implement our curriculum to achieve the Vision and beat the Drivers?

Through Values

We believe that for our community to be happy and successful we need to be confident, caring and kind. In order to help our children become this, we teach them 6 key Christian Values. These permeate our teaching, are regularly referred to and are examples of them are celebrated. The Values are: *Respect, Love, Courage, Friendship, Fairness and Perseverance*.

Through Curriculum Principles

Our first principle, and the most important, is that happiness and well-being come first for our children and our whole school community. In our classrooms you will always see our rule of 'Kindness, Compassion and Positivity'. Our positive approach to behaviour management, following 5 to Thrive training, adds to our culture of curiosity, understanding and kindness. **This links to our driver of Pride.**

Reading. Reading. Reading. We love reading! We provide opportunities to read as much as possible across a range of subjects. We facilitate times to explore the etymology of words to support children to make links with vocabulary and their learning within and across subjects. When possible, we use stories and scenarios to give a context to key information to support learning and understanding. **This links to our driver of Read.**

Writing floats on a sea of talk- and so does a lot more! We provide opportunities for our children to talk and verbally construct their ideas in a low-stakes environment. **This links to our driver of Talk.**

Our curriculum is for everyone. We provide opportunities within lessons to explore positive differences and promote cultural awareness. We will celebrate our children's diverse backgrounds and illustrate how we all contribute to the world of Marlborough. **This links to our driver of Marlborough.**

Through our Curriculum Pedagogy

Learning is broken down into small steps with models and scaffolding. The average brain is only able to manage four bits of information at any one time. Breaking the learning down into small steps helps the brain's working memory to chunk together key bits of learning and store them in the long-term memory as one piece of information, freeing up the working memory to access new information. The more knowledge a child gains, the more they are able to chunk their learning and the more space they free up in their working memory, making them **confident independent learners**.

Learning is brought to life! We have 3 main pathways for receiving information: words, graphics and experiences. New learning increases when we can utilise all of these. And when we can also add emotion such as curiosity, excitement or awe and wonder this increases further and **we are brilliant and bold!**

Learning is active; everyone is expected to take part and every minute counts. This means we observe the children closely so that we can support and we include everyone - no screen saver mode. Transitions are smooth and prompt. **Busy children are happy and successful!**

Some learners will need additional opportunities to practise. We teach to the top and scaffold as needed. We also use a highly effective keep up and catch up intervention model that is responsive to the children's long term and shorter-term needs. **Only together do we believe, learn and achieve.**

Personalised Learning

We 'pitch' our teaching as high as we can. Teachers use their professional judgement to perfect this balance but the ethos remains one of 'teach to the top'. We do not differentiate down as we believe this practice sets limitations on our children's potential- something not in-line with our Vision. Instead, we use adaptive teaching to support children to achieve their full potential. This may include strategies such as:

- Concrete materials in mathematics
- Working walls
- Partner work
- Pre-learning
- Support from a TA

Children who require regular adaptive teaching may have their personalised learning strategies described on their pupil passports.

Parents and Carers' involvement

Parents and Carers play an important role in supporting the teaching and learning of our children. In EYFS and Year 1 we regularly send home phonics support materials and videos via ClassDojo and ask families to share these with children at home.

Throughout their time in school we consider reading and talking about books as the most important support families can give to their children's learning. Children are continually provided with appropriate high-quality texts that can be shared and enjoyed at home.

Expectations of homework will change as children move through the school. These tasks will also centre around reading and key number work. In Year 6 there is a greater emphasis on diarised tasks to help children prepare for secondary school. The expectations of homework in each phase are communicated via ClassDojo and the school website.

IMPACT

Assessment

At Marlborough St. Mary's Primary School we ensure assessment is manageable, purposeful and useful. Formative assessment data for reading, writing and maths is gathered three times per year. The school utilises PUMA and PIRA tests to help support these data points.

Non-core assessment informs teachers of the strengths and weaknesses of their current cohort. This 'light touch' assessment happens 6 times per year and may take a variety of styles including:

- Mind maps
- Low-stakes quizzes
- Pupil Voice

The results of these assessments are monitored and moderated by subject leaders who analyse the data for trends and patterns to inform their own action plans and CPD programmes. Teachers and TAs use regular assessment for learning such as questioning and feedback to quickly inform teaching and learning. This is described in greater detail in the 'Assessment Policy'.

Subject leaders will also utilise formal tests such as the EYFS Baseline, the Phonics Screener, Y4 X tables Check and Y6 SATs to inform their own action plans and CPD programmes.