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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

At Marlborough St Mary's, our engaging, active curriculum is inclusive, experiential and rooted in our Christian values. We enrich children's learning through practical, cross-curricular experiences that spark curiosity and resilience, enabling every child to thrive. We place a strong emphasis on the fundamental skills of reading and talk, ensuring our pupils develop a love of reading that opens doors to knowledge and imagination and the ability to communicate with clarity, confidence and respect. We want our pupils to feel a strong sense of connection: to each other, their families, our school and the wider community. Through partnerships with local schools, businesses and community groups, children learn to see their place in the wider world and understand how they can contribute positively to it. We also believe that joy should be at the heart of childhood. Our curriculum is deliberately designed to create moments of happiness, wonder and delight - experiences that make pupils smile, laugh and love learning.

Our curriculum is challenging, sequential and aspirational for all. It builds knowledge and skills over time while linking learning to real-life experiences. In doing so, we support children to grow independence, creativity and self-belief, preparing them to take their place as responsible and compassionate citizens of the Marlborough community and as citizens of the wider world.



## 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**

Happiness and well-being come first for our children and our whole school community. Our classrooms follow the rule of 'Kindness, Compassion and Positivity', and our positive approach to behaviour management, informed by 5 to Thrive training, creates a culture of curiosity, understanding and kindness. **This links to our driver of Joy.**

Joyful learners are engaged learners. When children experience joy through discovery, creativity, collaboration and achievement, they develop a lifelong love of learning. Joy means creating an environment where children feel safe to take risks, celebrate progress, and delight in new understanding. We prioritise learning experiences that spark enthusiasm, build confidence, and help every child find pleasure in growing as a learner.

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 explore positive differences, promote cultural awareness, and celebrate our children's diverse backgrounds. Through our curriculum, children learn they are valued members of multiple communities - our school, our local area, and the wider world. We teach children to appreciate how different perspectives and cultures enrich our collective life, empowering them to be active, passionate community members. **This links to our driver of Community.**

### **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 staff

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.