

# Our approach to teaching and learning



**Crowle**  
Primary Academy

### **Growth Mindset**

The children use their learnabilities;  
Resilience  
Effort  
Collaboration  
Talk.

These support their learning.  
We expect our children to step out of their comfort zone and enjoy the challenge it brings.

### **Research based approach**

Our approaches to teaching and learning are research based.

### **Knowledge**

We value knowledge and work hard to build long term memory – storage and retrieval strength. We use a variety of retrieval and spacing strategies within lessons, during daily and weekly reviews. We ensure that knowledge is taught in manageable chunks to optimise retention. We use scaffolding and modelling in lessons to support the acquisition of the knowledge.

## **Our general approach to teaching and learning.**

**Responsive teaching** is at the centre of our approach.

**We use ongoing assessments to adapt provision to meet children's needs.**

**Teachers do not pre-judge** children as to what they will be able to do before the lesson starts.

In English and maths, children start at the point that they need - based on **self-assessment aided by the teacher** - and make progress through their learning. There is no glass ceilings to learning.

### **Questions, questions, questions.**

We use questioning to continually check for understanding and address misconceptions.

### **Gold standard**

We expect children to strive for gold standard in all of their learning. This is praised and celebrated.

Our gold standard is also about the way we look and behave. All staff encourage the children to have pride in themselves and their surroundings.

### **Preparation over planning**

Medium term planning is completed for most foundation subjects and Science. No other planning is expected by the academy.

Teachers' time is better used in preparing good quality resources (including lesson slides, retrieval practise activities etc.).

# Assessment

## Our approach to testing and ongoing assessment.

### Data meetings

Data is collected each term and analysed to identify whole school patterns/ priorities for school development/ evaluation. Data is discussed each term in meetings with teachers and senior leaders.

### Retrieval activities

These are used at the end of learning sessions or units of learning to assess understanding and to ensure that knowledge and vocabulary are retained and revisited on a regular basis.

### Diagnostics

A question level analysis (QLA) of each test is used to guide future teaching and learning. Teachers use the outcomes of the QLA alongside STAR analysis to plan subsequent learning experiences and plan for any interventions that are needed.

### Writing

Assessment grids for writing aid the teachers in assessing where the children are. Each child has a writing portfolio. This contains their pieces of independent writing which can be used for assessment purposes. We moderate in school, across the trust and with the local authority to ensure our judgements are sound. 'No more marking' is also used in years 1-6 as a comparative judgement of a child's independent writing.

### Reading

From the start of their reading journey in Reception, children are assessed half termly through the RWI programme. The children are grouped accordingly and extra support is provided if necessary. Children in UKS2 who are still following the Fresh Start programme are also assessed half termly. Reading ages are assessed through Star Assessment and FFT reading assessment. Progress is tracked over time and helps us identify children in need of extra support. YARC testing is used to further identify areas of support for key children.

### Maths

Children are tested termly using Star Assessment.

Times tables are taught weekly and progress checks are completed half termly.

### An individual approach

Teachers use assessment to plan lessons for their class to ensure they are ready to move on within the subject.

**Meeting need in English  
and Maths**  
**Our approach to ensuring  
learning is matched to  
individual needs.**

**One size does not fit all**

Children may choose different challenge levels for different subjects and even for different activities/concepts within a subject.

**There is no ceiling on learning**

**Greater depth thinking**

Challenge for all opportunities are provided throughout lessons which are designed to promote greater depth thinking.

**The reward for good learning is the chance to  
do more learning and be challenged.**

**Teacher workload**

Teachers at Crowle Primary Academy work hard.

## Feedback

The longer we wait to give feedback to children, the less value it has.

Unless feedback leads to a positive change, it has no real value.

### **Learning objectives**

In all marked work, the teacher will mark against the learning objective to show if it has been achieved or partly achieved.

### **Retrieval practise marking**

Retrieval activities may be adult/self/peer marked.

### **In-lesson marking**

Most work in English (not writing) and maths lessons will be marked in the lesson. Teachers and TAs work hard to mark as much as possible of everyone's work. This is vital to giving immediate feedback.

### **Peer/self-marking**

There are many occasions where peer or self-marking may be appropriate and helpful to learning.

### **Marking colour**

Pupils mark and edit in green pen. Class teachers/TAs mark in a different colour.

### **Gold standard**

The children are asked to strive for gold standard in every piece of learning they do.

If they achieve the gold standard they are rewarded with a gold star stamp in the top right hand corner of their books.

We also celebrate with a gold standard award from each class at the end of each term. This recognises the child who either always strives for gold standard or who has made a marked improvement and is now attaining gold standard.

### **Setting the standards**

The expectations for presentation are placed in the classroom where children can see/ have access to, these are referred to regularly to ensure there is consistency.

## **Presentation**

**Presentation and pride in our work is of upmost importance.**

### **Setting the standards**

The expectations for gold standards are different for each year group. They contain the expectations for presentation as well as other things such as spelling and punctuation.

The expectations are updated termly to reflect new learning that has taken place.

### **Monitoring**

The Senior Leadership Team (SLT) monitor standards of presentation regularly.

Teachers also take responsibility for monitoring this through peer to peer work during phase meetings.

### **Gold standard personal presentation**

The children are expected to look smart at all times whilst in school. The teachers will encourage this and give reminders of what is expected.

### **Approach**

We have moved away from topic-based project learning, towards *building long term memory* and *improving retrieval*, with a focus on pre-agreed knowledge and vocabulary.

Each new unit of learning has a knowledge organiser which shows the key knowledge and vocabulary that will be learnt in that unit.

### **Shared with children**

The Knowledge Organiser is shared with children at the start of each topic and referred to at the beginning of each lesson

## **Knowledge Organisers**

Our approach to the teaching and learning of knowledge in humanities and science.

### **Retrieving knowledge**

Humanities and science lessons contain retrieval activities which could be things like a quiz of selected key knowledge or vocabulary.

This cumulative approach to learning allows children to revisit previous knowledge and retain it in their long term memory.

### **Humanities outcomes**

The agreed outcomes for humanities are tasks designed to demonstrate the knowledge acquired over the topic.

These are planned for each unit of learning. Parents are invited in to the academy so that the children can demonstrate their learning and it can be celebrated.

### **Art**

Art is taught using the Access Art resources.

Art is planned to ensure that key skills are revisited.

Knowledge and skills are built on each time an art form is covered i.e. painting, sculpture, drawing, textiles and collage.

The children will also be taught about artists, designers and architects.

We use monthly art appreciation to develop knowledge of different artists and how to critique art.

### **Music**

The academy uses the Sing Up music scheme. This covers all aspects of the National Curriculum.

## **Creative curriculum**

Our approach to the teaching and learning of Art & Design, Design & Technology and Music.

### **Evidence**

We do not put an expectation on the what the final outcome should look like and instead, encourage children to show throughout a unit of work that their skills are improving.

We use sketch books to evidence ongoing progress.

### **Design and Technology**

Each phase completes two projects a year, one which is food based and the other is project based.

Each 'product based' unit gives the children a challenge based around a real life context.

Children are then asked to carry out the design, make and evaluate cycle each time.



All staff are a positive role-model to children at all times. They demonstrate how to make and maintain respectful relationships to ensure a happy and safe ethos is achieved.

We explicitly teach all children how to listen attentively and engage in lessons, whilst acknowledging what is appropriate to their age and ability.

We strive to achieve a balance of adult-led and child-initiated activities that ensures children learn and have opportunities to apply this learning.

### **Assessment**

Thorough and reliable 'on entry' data is collected.

Significant achievements that demonstrate progress are recorded onto individual learning journeys. Tapestry is used for this and parents have access to this online.

Teachers are continuously aware of next steps through detailed record keeping.

## **EYFS**

### **Our approach to teaching and learning in the early years.**

#### **Reading**

We teach a daily Read Write Inc phonics lesson with follow up input for those that need it. We hear children read individually as often as possible (this may be more than others for some children).

Children progress through sets of sounds, words, red words and reading scheme at an individual rate to ensure more able children are not held back.

There is a daily whole class reading consisting of shared reading and/or 'story time.'

Reading for pleasure books are sent home

#### **Writing**

Daily activities are planned which are designed to improve fine-motor control and writing skills.

Writing opportunities in all areas of provision are provided to encourage children to write independently and with a purpose.

#### **Maths**

We follow the Mastering Number scheme of learning which is supplemented by other available resources. Maths reviews also take place.

Maths activities are also provided in the continuous provision to encourage children to apply what they have learnt.

#### **Learning through Play**

We believe learning can take place within the indoor and outdoor environment so we plan activities using all provision areas and to suit the needs of different learners.