

West Row Academy



Teaching, Learning and Curriculum Policy
2022-23

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Intent

At West Row Academy, we have designed our curriculum with the intent that all of our pupils encounter, engage with and study the content which is considered integral to a well-rounded and holistic education. We have designed our curriculum with the whole child in mind; we aim to motivate our pupils to:

- be curious about the world around them and have thirst for learning
- be imaginative and creative and value the arts
- be respectful of their school, community and wider world
- be passionate about learning and develop resilience when things go wrong
- be brave enough to try new things
- be kind and helpful and appreciate other people

- be safe and healthy: physically, mentally and emotionally and build positive relationships with others and themselves
- be emotionally literate, empathise with others and be sure of their integral value as a person
- know right from wrong and develop personal integrity
- ignite a love of reading, writing and maths
- understand and feel that they belong and are part of their local community

We have chosen to use the Primary Knowledge Curriculum because it is a well-sequenced, knowledge-rich curriculum which is based on the following principles:

- Knowledge is **valued** and **specified**
- Knowledge is **well-sequenced**
- Knowledge is **taught to be remembered**

The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year. We recognise and value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections (e.g. our children learn about Northern Europe in geography before learning about the Vikings in history). We have made adaptations to this curriculum in order to include local history, geography and other locally relevant subject content for our pupils.

Knowledge, skills and vocabulary to be taught are specified through:

- Our whole school curriculum overview outlines the units covered in each subject across the year
- Subject curriculum maps: detail exactly what we cover in each subject, with additional detail showing what is covered in each lesson
- Subject rationales: explain the reasoning behind how our curriculum was developed for each subject
- Unit rationales: outline the substantive knowledge, concepts and disciplinary knowledge taught in each unit, and how each unit fits in with the bigger curriculum picture
- The knowledge goals and assessment goals set out in our planning documents for each subject; these explain what we plan for all children to know by the end of each lesson, and the assessment shows what we expect children to commit to long term memory by the end of the unit

Implementation

Our intended curriculum is translated over time in the classroom following a structured approach and Quality First Teaching: each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary (e.g. looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply these new words. Our teachers enact our intended curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and effectively modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback

At West Row Academy, teaching and learning provides a rich and varied learning environment that allows all children to develop their skills and abilities to reach their potential, regardless of their socio-economic background, ethnicity or gender.

Our Quality First Teaching aims to:

- provide a safe, secure and supportive learning environment;
- enable children to become confident, resourceful, curious, independent and reflective learners
- develop children's self-esteem and self-belief
- develop self-respect and respect for the ideas, attitudes, values and feelings of others
- promote kindness toward themselves and others

For more detail about Quality First Teaching at West Row Academy, please see our Quality First Teaching statement.

Impact

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals laid out in the intended curriculum, enabling us to check whether children can remember what we set out for them to learn. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development.

As we know that curriculum impact, implementation and impact go hand in hand, one cannot be successful without the other and the curriculum cannot be successful without careful thought in all three areas. We are always reflecting upon the impact of our intent and implementation and identifying ways in which we can improve outcomes for our children. Our curriculum work is never finished - it is at the very core of our purpose and our children deserve the very best curriculum we can create.

Quality First Teaching at West Row Academy



- Our overarching principles:
1. Highly focused lesson design with sharp learning objectives
 2. High demands of pupil involvement and engagement with their learning
 3. High levels of interaction for all pupils
 4. Appropriate use of questioning, modelling and explaining on the part of the teacher
 5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
 6. An expectation that pupils will accept responsibility for their own learning and work independently
 7. Regular use of encouragement and authentic praise to engage and motivate pupils



Teaching

- We plan for what our pupils should do but also plan for the errors that our pupils could make. This way we can make these errors explicit through direct teaching, as well as the strategies that we can use to overcome these errors.
- We plan how to challenge pupils' thinking and misconceptions.
- We follow the agreed lesson structures for subjects.
- We scaffold learning to suit different needs/attainment levels.
- Concrete resources are for everyone (not just lower-attaining children), as these enable pupils to understand the links between the manipulatives and the mathematical ideas they represent.
- Our working walls reference current learning and modelled work is added and built upon in the moment.
- We know that student participation is crucial to learning. If we don't get pupils really engaged with their learning, they won't remember it. We use cold-calling and checking for understanding strategies to ensure that 100% participation is the normal expectation.



Behaviour

- Ready, Respectful, Safe is consistently modelled and "lived" by all adults.
- Our behaviour policy is followed consistently.
- We give specific praise referencing effort and learning behaviours.
- We have quiet and clear transitions between lessons.
- We consistently signal, pause, insist.
- We create well thought-out seating plans.
- We build positive relationships with pupils.
- We position ourselves in appropriate places around the classroom.
- All children are engaged and motivated in their learning.



Modelling

- We model how to use manipulatives effectively to secure abstract concepts.
- We model mistakes (and celebrate it!).
- We model to the tops to create high-quality models of the learning in the moment of teaching
- We clearly explain the 'what' about what needs to be done to be successful but also explain 'why' certain choices have been made.
- We put the onus on the pupils to explain the 'why', first through shared talk e.g. in partners or in group work (or even role play exercises), before increasingly asking them to be more independent with their thinking.



Feedback

- Feedback is embedded throughout all lessons.
- We work in mixed-attainment learning partners.
- We plan well thought-out questions for pupils.
- We identify between whole class and small group recap / redirection.
- We check for understanding to find out what the pupils have learnt and understood.
- We provide feedback that improves pupils' learning.
- Pupils help each other to learn effectively.
- We develop pupils' ability to monitor and assess their own learning.
- All adults live-marking and giving in the moment feedback.
- We use whole class feedback to adapt teaching for the next lesson to improve progress.

