

## Teaching and Learning Vision

### **OUR MISSION:**

To provide a real, relevant and engaging curriculum which is aspirational for all learners. We are dedicated to providing the best education for all children, inspiring bright futures and ensuring all pupils can reach their greatest potential. Our curriculum focuses on powerful knowledge which then enables children to be creative and take their learning to a greater depth, collaborating as they go. These are all skills which will serve them well in the future, along with the compassion and understanding of others to inspire them in the life ahead of them in a changing world. Everyone has a voice and every voice matters.

At Bovey Tracey Primary School, every child matters. The skilled staff ensure that all children are able to be supported and challenged.

In a recent staff survey (June '21):

'Staff feel well supported and confident in the pace of change. They feel they are listened to, can express their views and can use their skills and initiatives to do their work. They have positive relationships with their line managers and feel they have appropriate training to support their development. They feel the school is well led and has a positive atmosphere where fairness is valued.'

With the fast pace of educational change, their continual professional development means they are forward thinking and confident with the curriculum and learning which they are providing. With a relational approach to behaviour, we ensure each child feels included and knows they must live and learn in accordance with our school values:

**C** –Compassion

**H** - High Aspirations

**E** – Equity

**E** – Excellence and Enjoyment

**R** – Resilience

**S** – Self Belief

## Development of the whole child

### What do we teach?

The National Curriculum contains a wide range of subjects. Since the new OFSTED framework was designed, we have spent the last year overhauling our curriculum. We have subject leaders who have written detailed plans for their subject. They then share these with colleagues to ensure an ambitious, knowledge based curriculum is available for every child. This is called our Curriculum Intent and is based on small steps or components of knowledge for each subject. More information on our individual subjects can be found on our website under 'curriculum'. Through our curriculum, we endeavour to promote cultural capital, enabling all children to access this imperative knowledge, ambitious vocabulary, and therefore give them the knowledge and skills to progress onto the next step of education and indeed further into their lives in the future. We expose pupils to technical vocabulary and subject specific terminology to create a larger picture of meaning. We constantly ask ourselves 'Why?' we are teaching certain aspects of each subject ensures our relevant curriculum shares authentic knowledge which pupils need to know.

We treat language as the cornerstone of reasoning and so place high time and value on phonics and reading.

### How do we teach?

This is called the Implementation of the curriculum, in other words, how do we teach in order to help children to learn? Learning is not something to be covered...it is something which needs to be understood. Coverage does not mean understanding.

As a school, we have spent the last two years focussing on pedagogy – the method and practice of teaching. Here are some of our priorities:

**To secure learning over time** we revisit key objectives often. This is so that it can be secured in the long term memory. The teachers build in **retrieval tasks** each lesson for the children to think what they have learnt and keep it fresh in their minds. This then means they can use what they know and build on it, making connections to prior knowledge.

We ensure **components of knowledge are clear** and then encourage children to apply and extend their thinking.

In order to make learning 'stick,' we place it in the broader context and keep it relevant, explaining to the children why they are learning a particular concept. They develop schemas in which they can attach and build and grow more information on each concept, thus integrating new knowledge within larger concepts. This also helps the knowledge to become embedded.

## **Interleaving**

We space the learning for each area of the curriculum so that it is being refreshed often. Subject leaders carefully plan the sequence in which their subject builds.

## **Engagement and Access for all**

We have a universal provision for all children in every class. This includes looking at learning environments, positive learning behaviours and also proactive strategies and resources to remove possible barriers to learning and maximise the progress that children make. We can engage children in lessons using a variety of teaching styles, flexibly using different media, pre teaching vocabulary and a host of other strategies.

We then offer targeted and specialist provision to some children which is designed to respond to group and individual needs, to help ensure that children get the support that they need to achieve to their full potential.

Our teachers differentiate the tasks appropriately and build in the challenge needed, sometimes scaffolding tasks initially if needed. They ensure it is sufficiently challenging for the children it serves in every subject.

We expect children to engage with all of their learning and we make this possible by asking appropriate questions to the right pupils. Having a relational approach means that the children feel happy and safe to make mistakes, ask for help and help others learn.

By creating a vocabulary rich environment and ensuring adults model this, we encourage children to answer with subject specific vocabulary in full sentences.

## **Behaviour and attitudes to learning**

We expect every child to be able to describe the key elements of what they've learnt, in their own words and show how this can be applied in different contexts. By adopting a universal approach, this means that there are resources and approaches which help all children to do this. It also means that each child has an equal voice. This also means the quality of the talk is fundamental to formulating ideas, speculating, working out mistakes and misconceptions.