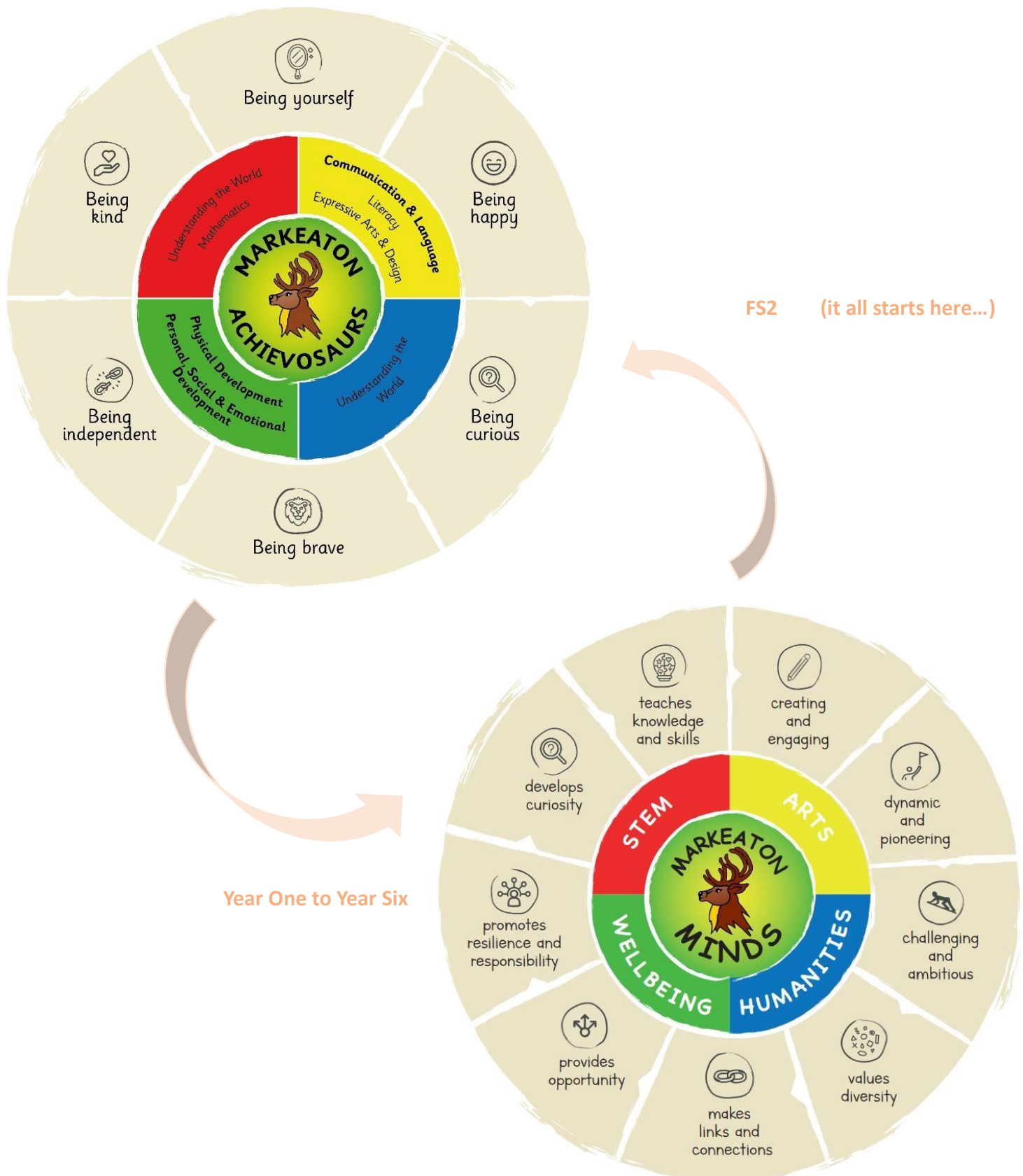


Teaching and Learning Policy

When each child starts at Markeaton, we recognise that they bring knowledge, an understanding of the world and a unique set of life experiences with them.

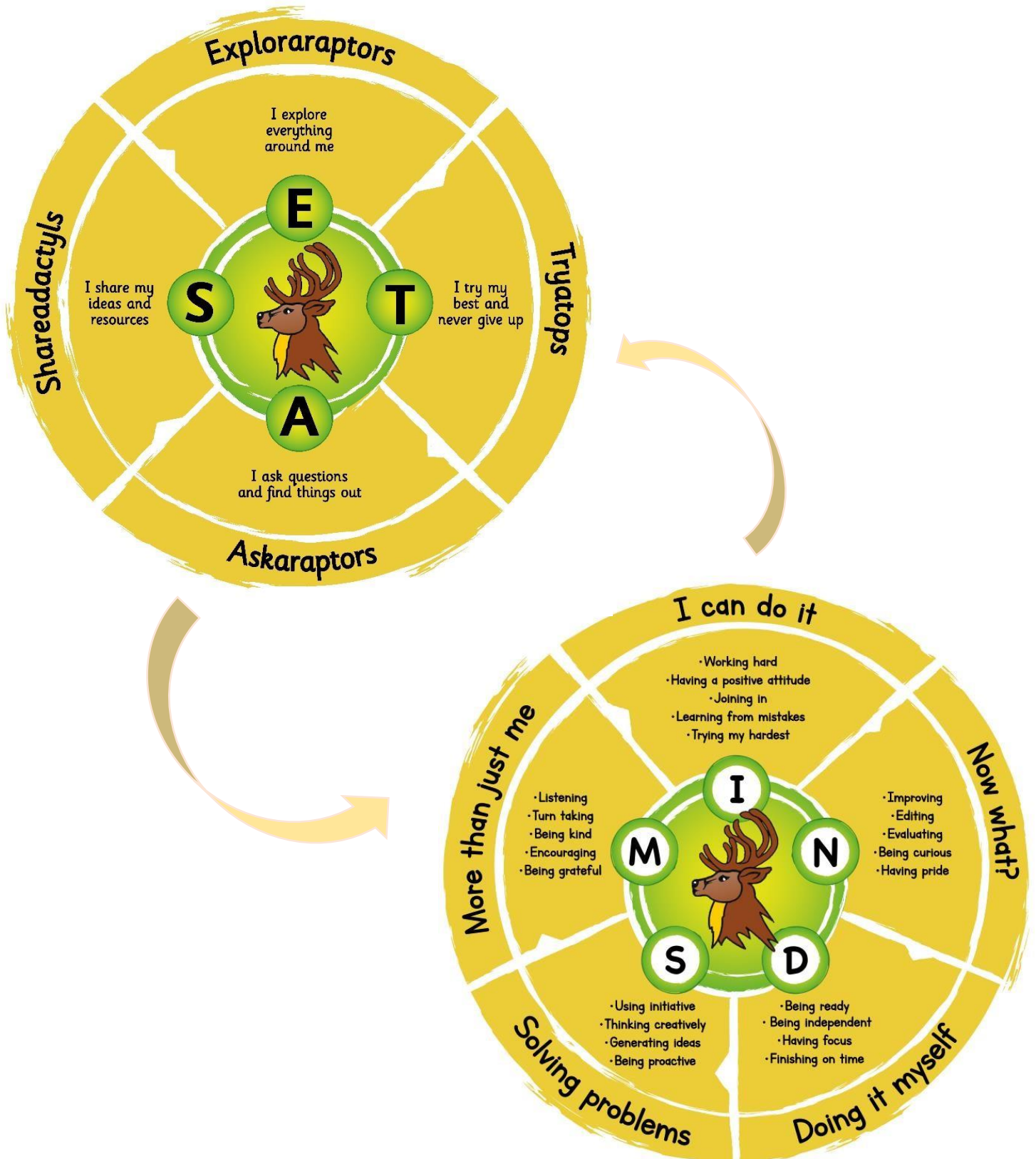
Our curriculum, with [Markeaton MINDS](#) at the very heart, is designed to build on this and take them on an educational journey; one which values knowledge, skills and attitudes. And this journey starts in Foundation Stage Two).

OUR CURRICULUM



HOW DOES OUR CURRICULUM WORK?

1. Markeaton MINDS (also known as Markeaton Achievosaurus in FS2 – see image below) are a set of attitudes that sit at the very heart of our curriculum. They are attitudes that we mirror, promote and celebrate with the children in school. We talk about them in lessons, we talk about them in assemblies and we reference them in school as often as we possibly can. Each letter has a different meaning and a different set of attitudes attached to it (see below). For example, in Year One to Year Six, a child can show that they are thinking of others (**M**ore than just me) by listening or taking turns respectfully. A child can show they are challenging themselves (**N**ow what?) by editing and evaluating their work after it has been completed. In FS2, a child can become a Tryatops by doing their best and persevering with a challenge:



We believe these attitudes are essential to life. They are not exclusive to the classroom and they can be transferred all the time; permeating through life and helping children to become successful and ambitious citizens of the future.

2. Circling Markeaton MINDS/Markeaton Achievosaurus is our curriculum. In Foundation Stage Two it is split into:

- **Communication and Language, Literacy, Expressive Arts and Design**
- **Understanding the World**
- **Physical Development and Personal/Social/Emotional Development**
- **Mathematics**

In Year One to Year Six it is split into what we call Curriculum Families:

- **STEM (Science, Design and Technology, Computing and Maths)**
- **Humanities (Geography, History, EAL, Modern Foreign Languages and RE)**
- **Wellbeing (PE and PSHE)**
- **Arts (English, Art and Design and Music)**

Each family/area (consisting of different Subject Leaders) works together across the whole of school to promote skills and knowledge progression within the curriculum whilst encouraging children to make concrete connections with their learning. By doing this, in principle, the children are equipped to know more, do more and remember more.

These skills, which appear in every subject, are taught, rehearsed and refined with the intention that children will become 'masters' of them. 'Deepening Stars' are an example of how we move them closer to this mastery, enhance their thinking and challenge their level of understanding. In Foundation Stage Two, they have different coloured challenges within discrete learning and continuous provision.

3. The curriculum, with Markeaton MINDS/Markeaton Achievosaurus at its heart and the Curriculum Families working together, will:

- Promote resilience and responsibility
- Develop curiosity
- Teach knowledge and skills
- Be creating and engaging
- Be dynamic and pioneering
- Be challenging and ambitious
- Value diversity
- Make links and connections
- Provide opportunity

HOW DO WE DELIVER THE CURRICULUM?

Foundation Stage Two

Alongside the statutory content of the [EYFS Curriculum](#), the Foundation Stage Two children are taught predominantly within a 'free-flow' environment. Here they will experience a range of play-based activities which are adult led and child led (both indoors and outdoors); giving them the freedom to explore wherever their curiosity takes them.

Planning for this experience is focused around the three prime areas and there is a clear emphasis on igniting curiosity, increasing an enthusiasm for learning and a broadening a capacity to learn. Children are also encouraged to build positive relationships with the adults and their peers and enjoy a caring, fun and happy environment. Every week the children are supported to complete five challenges so that they can create their own rainbow – which also complements the Markeaton Acheivosaurus and allows them to be independent as much as possible.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, the skills taught within EYFS feed into national curriculum objectives/subjects. In essence, children in FS2 develop the prerequisite skills required to engage with the National Curriculum within KS1 and KS2. Both curriculums complement each other on a child's learning journey at Markeaton.

Whilst subjects are not defined and labelled in the EYFS Curriculum in the same way they are in the National Curriculum, we deliver a range of experiences which develop early Historians, early Geographers and lots of other early learners. We are able to do this as our own small steps document shows clear progression from one stage to the next.

Year One

Commencing in September 2023, we have decided to deliver a continuous provision based curriculum in Year One. It mirrors many of the key principles of FS2 (as explained in the previous paragraph) and encourages children to further enhance their independence and overall holistic development. Throughout the year, teaching staff in Year One review the provision; with one eye on how best to prepare them for the content of the Year Two curriculum.

Year Two to Year Six

Each term, within the timeframe of a two-year cycle, the curriculum in Year Two to Year Six has a different theme e.g. Tomb Raiders (Y3/4) or 'How does your garden grow?' (Y2). These themes are visible on our longterm plans which can be found on the school website under 'Our Learning' and each individual year group. These long-term plans are the '*birds' eye view*' of our curriculum and are a broad description of what each year group will deliver.

Beyond this '*birds' eye view*', we have created our very own set of 'small steps' for each subject. These small steps break down the much larger National Curriculum objectives into bitesize pieces. Each bitesize piece represents the expectations we have for our children at various points of their learning journey (beginning in FS2/Reception all the way up to Y6). For example, one of these small steps might be ***multiply and divide by 10***.

Over this two-year cycle, teaching staff work together in teams to plan and develop exciting, creative and engaging lessons that incorporate these small steps and Markeaton MINDS.

These lessons, to begin with, are planned to ensure that children revisit knowledge and skills taught previously. By '*interrupting the forgetting*' we believe that this approach will support children in the retention of essential knowledge and vocabulary – sometimes referred to as 'Sticky Knowledge'.

We then sequence these lessons to create a web of understanding and knowledge around a topic; encouraging children to be curious and enthusiastic at all times with a view to them achieving high standards.

In order for the children to achieve these high standards within the curriculum, teaching staff require:

- A thorough working knowledge of each individual in the class
- Excellent subject knowledge in every subject, and
- A range of teaching strategies, approaches and resources to enable all pupils to learn effectively.

With these factors combined, we believe the children can really thrive; enjoying and developing an array of skills, working independently and collaboratively and making at least good progress in all aspects of their learning.

THE PHYSICAL ENVIRONMENT

We firmly believe that a warm, positive and inclusive environment, whether it be the school as a whole or each individual classroom, can have a significant impact on a child's progression and development. To that end, teaching staff are responsible for:

- Teaching children to respect and care for their environment and resources.
- Arranging furniture and space to create a safe, flexible learning environment.
- Ensuring classrooms are inviting, tidy and well organised.
- Creating classroom displays* that celebrate success and underpin essential learning.
- Providing equipment and resources in a way to support independence.
- Providing an inviting book corner
- Creating role play areas (where and when relevant)
- Using colours and tones which do not adversely affect a child's learning

CLASSROOM DISPLAYS

We use classroom displays to support, reinforce and celebrate learning. As a minimum, displays should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each classroom across school should have:

- An English working wall featuring the 5-step writing process, with relevant information and modelled examples to support learning.
- A Maths working wall promoting conceptual understanding around the relevant unit being studied; including concrete, pictorial and abstract modelled examples and associated vocabulary.
- An engaging topic wall (usually at the back of the class) which highlights essential learning points alongside the topic enquiry route.
- Esteem raising, well-presented displays of high-quality children's work that reflects their achievements.

In addition, classroom displays should:

- Promote diversity and inclusion and use images that challenge stereotypes, wherever possible.
- Include the Markeaton MINDS wheel/logo (as seen earlier in this policy)
- Include a visual timetable

Teaching staff are also encouraged to be creative, use their initiative and provide bespoke/unique elements to their classrooms as they see necessary e.g. a fish tank!

PEDAGOGY (*the method and practice of how something is taught*)

We aim to teach children in ways that spark curiosity and encourage them to be lifelong learners. To this end, our practice centres around an inquiry-based approach developed by Barak Rosenshine.

Rosenshine's Principles

Barak Rosenshine (1930 – 2017) was a professor in the Department of Educational Psychology at the University of Illinois. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice.

Before we demonstrate the defined elements of Rosenshine's practice in a lesson (see below), we initially look for engaging and memorable ways to 'hook' children into their learning. This might be a visit linked to the topic, it might be a visitor coming into school or it might be something 'wow' in the classroom like a piece of poetry or a powerful video clip.

Once this hook has been achieved and sparked the children's curiosity, we then move on to Rosenshine's four different strands (what he considered to be the four most effective ways to teach).



How do we do this?

We do this through the use of Fast Fours; a series of questions presented at the start of every lesson in the form of a grid which invite the children to think about what has gone before and how it might link to their upcoming lesson. They are designed to be a short and focused activity which promote quick retrieval of information. This could be retrieval from the last year, the last topic, the last week and the last lesson.

We then have something called Final Fours which come at the end of a unit, a series of lessons or a topic. There are four questions again and the primary objective of a Fast Four is to test the children's level of independent understanding so that an informed judgement can be made about their progress.

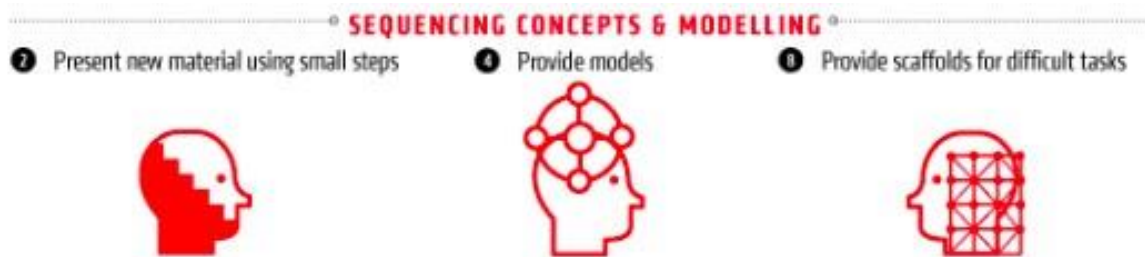
Strand Two – QUESTIONING



How do we do this?

This is where teaching staff, at carefully considered points throughout a lesson, will use of questioning and guided activities to evaluate a child's knowledge, understanding, application, analysis, synthesis and evaluation of what they have been taught. Different types of questions will be used and some questions, depending on a number of different factors, may be tailored to elicit a certain response. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, countdown timer. We also teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

Strand Three – SEQUENCING CONCEPTS AND MODELLING



How do we do this?

Lessons progress through 'Small Steps' and teachers use modelling to support their exposition. Support is provided through careful resourcing and 'Deepening Stars'.

Strand Four – STAGES OF PRACTICE



How do we do this?

Lessons give a variety of opportunities for children to practise and master skills and understanding; which they then apply to independent work.

PLANNING AND PREPARATION

In order to deliver this style of teaching, Teachers are expected to plan effectively and appropriately to ensure their lessons meet the needs of all pupils. They are provided with appropriate preparation, planning and assessment (PPA) time for ½ a day a week.

In line with expectations set across the whole school, these lesson plans must:

- Be clearly linked to the curriculum and reference the small steps being covered, clearly stating how the planning sits in a sequence of lessons.
- Indicate the subject being taught, any cross curricular ties and MINDS skills.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Clearly show how pupils of all abilities will be catered for including support and deepening star activities/opportunities.
- Where necessary, explain how pupils will be grouped and how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.

SUPPLEMENTARY LEARNING EXPERIENCES

At Markeaton, we are keen to develop cultural capital and plan experiences and opportunities within the learning sequence of a topic. These may include:

- Trips and visits to museums, theatres etc
- Visitors and workshops in school
- Dedicated days / Week events
- Sports events
- Residential trips
- Forest School
- Clubs held in school by staff or outside agencies
- Peripatetic music lessons
- Whole class brass lessons (provided by the Music Partnership)

To get an idea of what cultural capital experiences the children have been immersed in, visit the school Twitter Feeds for each year group on the school website ([Y1 as an example](#)).

Throughout the year we also hold a series of focus days or weeks; these range from specific curriculum areas e.g. book week or science/maths investigation day, to health or community based events e.g. Times Tables Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

SUPPORTING CHILDREN

- High expectations will be set for all pupils, regardless of ability, circumstances or needs.
- The delivery and content of lessons will be structured to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.
- Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.
- Support documents (MEPs, EHCPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. These are reviewed termly to ensure that they are still effective.
- The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

ASSESSMENT AND FEEDBACK (see Feedback Policy)

Assessment and feedback lie at the heart of the process of promoting children's learning. It provides a framework within which our small steps and objectives may be set and progress can be monitored.

Assessment and feedback should be done with the children not to the children and should be incorporated systematically into teaching strategies. Effective assessment and feedback helps the school to strengthen learning across the curriculum and enables teachers to enhance their skills and judgements.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

What do we want our assessment and feedback to do?

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

WORKING WITH PARENTS/CARERS

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- Parents' evenings (now known as Child Progress Meetings)
- Letters home
- Annual reports

BEHAVIOUR AND ATTITUDES

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- Verbal praise during lessons
- Commendation stickers
- Calling the pupil's parents/carers and praising the pupil
- Sending a postcard home praising the pupil
- Inviting the pupil to see the headteacher
- Achievement assemblies
- Credits towards the school reward scheme (Class Dojos)

Behaviour which impacts on a child's learning or the learning of others will be managed by teaching staff in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.