



St Katharine's CE VA Primary School

TEACHING AND LEARNING RATIONALE

"We want everyone who is part of St. Katharine's to know that they are unique, and that they can flourish and make a difference in God's World through living out the values of Grace, Integrity and Aspiration, now and in the future."

To achieve this vision we have developed a holistic curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness and ensure that they flourish.

Below are the key areas of our curriculum that are fundamental to the Teaching and Learning ethos here at St. Katharine's.

An inspiring curriculum

Our curriculum is driven by our core values (Grace, Integrity, Aspiration) and powerful learning attributes (Collaboration, Independence, Resilience, Effective communication, Reflective Thinking, Creativity, Problem Solving, Decision Making) as well as seeking wider opportunities which are delivered through our SEASIDE curriculum (Spirituality, Environment, Arts, Sport and Wellbeing, Inspirational People and Places, Diversity, Enterprise and Technology) with both a local and global perspective. The curriculum is the totality of the experiences which are planned for through their school journey. It includes the ethos and life of the school, curriculum areas and subjects and opportunities for personal development and achievement. We wholeheartedly embrace a broad and balanced curriculum in that we are continuously improving and extending opportunities to ensure delivery of the best possible curriculum for all our learners.

Our memorable sayings:

- ✓ "Ewe Matter"
- ✓ "Find Your Thing"
- ✓ "Be the Best You Can Be"
- ✓ "You are God's Masterpiece"
- ✓ 'If you make enough ripples, you might just create a wave'

A Challenging Curriculum

We have created a curriculum which has, at the core, a focus on progression of knowledge and skills and recognises the importance of making learning irresistible, meaningful and memorable. We teach the curriculum through a mixture of projects, book studies and discrete subjects. Subject leaders have written progression pathways which clearly map out the learning for each year group and, alongside the year group curriculum maps, guide teachers on what to teach. We also value the importance of having a flexible and fluid curriculum that allows us to respond to local and global events and issues that occur within the year.

We select our content carefully to give ourselves time to allow deeper learning and enquiry based-approaches as well as subject content (knowledge).

- ✓ Longer projects
- ✓ Shorter projects
- ✓ We ensure we teach the 'subject' well, whether in the context of a project or discretely – we are clear on what we want the children to learn
- ✓ Themed or subject weeks or days
- ✓ Expert subject leaders have a whole school overview of their subject so there is progress from year-to-year
- ✓ Subject leaders and teachers know what should be taught in each year group: key content, knowledge, skills, vocabulary
- ✓ We plan so that we make purposeful links between subjects to maximise learning
- ✓ We plan using the 'Famous Five' principles of Powerful Learning: Clarity about what success is, a sense of significance, a sense of challenge, options and choice, an end product and audience.
- ✓ We use Hattie's three feedback questions: *Where are we going?, How are we doing?, Where next?*

Our SEASIDE Curriculum

We have 7 themes that are woven through our curriculum which we believe broaden children's learning and enjoyment at school, strengthening personal development and cultural capital.

Spirituality – we use the saying 'Inside Out' to explain how spirituality is our relationship with ourselves and our relationship with others and the world. Children are encouraged to ask and respond to 'Big Questions' to deepen their spirituality.

Environment – we make the most of our school setting, which is located right next to the Jurassic Coastline. We recognise through our curriculum how we can engage pupils with environmental issues which are affecting their own locality but also on a more global scale.

The Arts – we believe in the importance of both participating and responding to the arts.

Sport and Wellbeing – we use the saying 'Head, Heart, Hands' to explain to the children three key factors of being healthy. Head: learning and mental health; Heart: spirituality; Hands: physically active.

Inspirational People and Places – within our curriculum we include a range of people, (historical, recent, famous, those within our community) who can inspire our children to make a difference. We also recognise key places, both locally and globally, and research their significance.

Diversity – we celebrate difference and explore diversity within our school, community, nationally and internationally.

Enterprise and Technology – we recognise that our children need to be ready for the future and seek opportunities to grow their skills in this area.

Below are some of the SEASIDE theme opportunities across the school to date.

Spirituality	<ul style="list-style-type: none"> ✓ Inside Out ✓ Be still ✓ Jam Club ✓ Lent/Advent collections ✓ Visitors ✓ Global Citizens 	<ul style="list-style-type: none"> ✓ Acts of Kindness ✓ Class Worship ✓ Boat – fishing for people ✓ Ewe Matter ✓ Standing Together
Environment	<ul style="list-style-type: none"> ✓ Beach schools ✓ Jurassic Week ✓ Bee Day ✓ Golden Switch ✓ Rainforests 	<ul style="list-style-type: none"> ✓ Big Pedal ✓ RSPB day ✓ World Ocean's Day ✓ Rivers
Arts	<ul style="list-style-type: none"> ✓ Theatre visits ✓ Choir ✓ Band ✓ Orchestra ✓ Productions 	<ul style="list-style-type: none"> ✓ Class Worship ✓ Nativities ✓ Easter Service ✓ Dance club ✓ Sculpture Park
Sport and Wellbeing	<ul style="list-style-type: none"> ✓ Trick Box ✓ JIGSAW ✓ Life Ed Van ✓ Fit and Fruity Friday ✓ NSSW ✓ Go Noodle ✓ Tournaments 	<ul style="list-style-type: none"> ✓ Zumba ✓ Clubs ✓ Head, Heart, Hands ✓ 30 minutes of daily activity ✓ Exercise breaks ✓ Healthy Eating
Inspirational People and Places	<ul style="list-style-type: none"> ✓ House Teams (Churchill, Edison, Pankhurst, Yousafzai) ✓ Athletes ✓ Jurassic Coast ✓ Worship Visitors ✓ Emergency services 	<ul style="list-style-type: none"> ✓ Bee Keeper ✓ Mary Anning ✓ Authors ✓ Artists ✓ Real life heroes
Diversity	<ul style="list-style-type: none"> ✓ Adoption friendly school ✓ Anti-bullying ✓ Fiesta Time ✓ Festivals ✓ Can Do Festivals 	<ul style="list-style-type: none"> ✓ Kick book study ✓ Links with Wickmeads Nursing Home ✓ Uganda study
Enterprise and Technology	<ul style="list-style-type: none"> ✓ Grow a pound ✓ Food Technology ✓ Code Club ✓ D-day code breaking 	<ul style="list-style-type: none"> ✓ Film Trailers ✓ Children run clubs at lunchtime ✓ Enterprise Days

A Reading Curriculum

We want to build learning through language. We use quality literature often and promote a positive reading culture. Book projects across the school inspire a love of language and authors. Talk for writing is successfully used in early years and key stage one. Children take part in the oral rehearsal of storytelling and are given the opportunity to imitate and innovate the narrative. In KS2, reading is taught through whole class reading lessons which provide challenge and breadth. In these sessions there is a focus on reading for fluency and expression as well as developing specific reading strategies such as retrieval, clarifying word meaning, inference, explaining and summarising. Alongside this, the children are encouraged to be independent readers and have access to a broad range of fiction in their classroom reading corners.

Early reading is supported through the Rising Stars Rocket Phonics reading scheme which correlates with the Letters and Sounds phases. These books are matched to the children by their teacher and taken home to read and re-read to build accuracy and fluency. Books are changed weekly and children move up through the phases of the scheme as they become more accomplished and secure with their sounds. Alongside this book, the children are able to independently choose a reading book from coloured book band boxes in their year group areas. These books come from a mixture of reading schemes.

A vibrant reading culture

- ✓ singing, rhymes, music
- ✓ story-telling
- ✓ books
- ✓ drama, art, dance – creative responses
- ✓ vocabulary taught in all subjects
- ✓ dialogue, discussions, debate
- ✓ A book study project each term in key stage 2 including whole class reading lessons, writing and responses to literature through other subjects
- ✓ A book study or author study each term in Early Years and key stage 1
- ✓ Books used within/alongside other projects and subjects
- ✓ Class readers
- ✓ Whole class reading
- ✓ Group reading
- ✓ Individual reading – library books and reading scheme books

Over and Above Expectations

Our teachers and teaching assistants make a special effort to establish very good working relationships with all children in the class. All of our staff follow the school policy with regard to behaviour and classroom management and help to build positive attitudes towards school and learning. We insist on excellent behaviour at all times. We understand that some children may present inappropriate or challenging behaviour at times or simply make mistakes. We

follow the guidelines as outlined in our school behaviour policy. We aim to use a restorative approach to behaviour. *Please refer to our behaviour policy for further details.*

- ✓ 'Over and Above'
- ✓ Positive Recognition first
- ✓ Relentless Routines (Legendary Line ups, Delightful Door holding, Wonderful Walking)
- ✓ Moving up the Rainbow (EY & KS1)
- ✓ Recognition Boards (KS2)
- ✓ Recognition notes home
- ✓ Phone calls home
- ✓ Unwanted behaviour is dealt with privately with the child where possible

An Aspirational Curriculum

At every level, an ethos of high aspirations and ambition for all learners is encouraged and attainment, achievement and participation are recognised and celebrated. We encourage a growth mindset that celebrates effort. We celebrate mistakes as these can help learners to grow their brain. The learning environment is safe and a trusted space so that pupils can take risks without the fear of failure. There is no ability setting and all pupils are given the opportunity to achieve their best.

Our lessons are mixed ability- we don't set
A common thread in our teaching of our powerful learning attributes is the notion of 'Growth Mindset'
"I can't do it **yet**"
"Learning without limits"
"Grow your brain"
"Be the best you can be"
"See mistakes as opportunities"
"Move out of your comfort zone"
"I love challenges"

Quality first teaching

At St Katharine's, we aim for consistently high-quality teaching and learning in all areas of the curriculum. Effective learning requires effective teaching. For effective teaching to take place there a number of ingredients that we feel are needed.

- Reviews of previous learning.
- Clear LI and SOS – children know what good looks like
- High expectations & challenge
- New learning in small steps
- Ask questions
- Model for children/demonstrate in small steps
- Provide models eg concrete, iconic, abstract in maths

- Provide scaffolds for difficult tasks
- Teacher/TA checks for children's understanding - the children are providing feedback to the teacher (questions; talk partners; whiteboards/apparatus; talk to teacher or TA; self-review; adult 1:1)
- Responsive teaching
- Independent practice
- A high success rate achieved
- How powerful are the children as learners ...?
 - powerful learning attributes/learning behaviours

A Learning to Learn Curriculum

We aim to deliver a curriculum where learners are encouraged to be actively engaged in their own learning. Our curriculum focuses on the child and allows the breadth and depth of learning, offering challenge and enjoyment. We offer a choice and personalisation as well as progression, allowing the opportunity for attainment at the highest level. Learners are able to work at a pace that suits their learning needs, with enough challenge and support to stretch them. We acknowledge that people learn in many different ways. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

We want our children to learn how to learn and be effective learners (metacognition)

- Our Powerful Learning Attributes: *resilience, effective communication, collaboration, problem solving, reflective thinking, independence, creativity, decision making*
 - ✓ Talk partners
 - ✓ Co-constructed Signs of Success
 - ✓ Self-assessment
 - ✓ Peer assessment
 - ✓ Responsive feedback from adults during learning
 - ✓ Options and choices
 - ✓ Challenge
 - ✓ Next steps
 - ✓ Feedback during learning
 - ✓ Marking only where needed (minimal)
 - ✓ Tickled pink/growing green oral or written
 - ✓ We don't mark for accountability – only the children and ourselves
 - ✓ High challenge, low threshold

Assessment

Assessment at our school supports learning by engaging learners and providing high-quality feedback. It allows all learners to show what they have achieved and how well they are progressing. Different forms of assessment are appropriate at different stages and in different areas of learning. Feedback, whether it be written or verbal, should enable children to become reflective learners and help them to close the gap between what they can do currently and what we would like them to do. *Please refer to our assessment rationale for further information.*

Assessment for Learning (See above)

- ✓ Summative Assessment
- ✓ Pupil progress meetings
- ✓ PIRA/PUMA assessments twice a year
- ✓ White Rose Maths assessments each term
- ✓ YARC (Reading measure assessment)
- ✓ HAST (Spelling measure assessment)

Inclusion

We take into account any additional educational and emotional needs in order to include all children. For pupils with SEND, disadvantaged pupils and those pupils who have not yet met the age related expectations, we endeavour to use the most effective intervention strategies to enable them to overcome barriers to learning and make accelerated progress.

- ✓ Pre teaching
- ✓ Follow up teaching
- ✓ Precision teaching
- ✓ Daily reading
- ✓ Social Stories
- ✓ Clicker 7
- ✓ IDL Literacy/Numeracy
- ✓ Number Box
- ✓ Visuals
- ✓ Additional time
- ✓ Supportive equipment (overlays / writing slopes etc.)
- ✓ Now and next boards
- ✓ Sensory breaks
- ✓ Chatty chums
- ✓ Progress With Quest
- ✓ Paired reading
- ✓ Move 2 Learn (Motivators)
- ✓ Speed Up
- ✓ Turnabout
- ✓ Language for Thinking
- ✓ ELSA
- ✓ SALT programme as recommended by a trained therapist
- ✓ Colourful semantics
- ✓ Letters and Sounds (Super 7s)
- ✓ Nurture group (Octopus)
- ✓ Theraplay (Dolphin)
- ✓ Lego Therapy
- ✓ Talking Tins
- ✓ Draw and Talk

Writing

We systematically teach phonics, spelling, grammar, punctuation and handwriting. In early years and key stage one, daily phonics is taught. In key stage two, daily whiteboard spelling allows children to revisit and practice spelling patterns and rules. Grammar is taught as part of the writing process so that children can see how it is being applied. Some stand alone practice of grammar skills may be appropriate but children should always be given the opportunity to demonstrate how to apply this in their independent writing.

- ✓ Daily spelling
- ✓ Talk for writing
- ✓ Draft, Edit, Improve
- ✓ Models of good examples
- ✓ Imitation
- ✓ Innovation
- ✓ Word banks

Maths

We have developed a mastery approach to maths where learners are given opportunities to develop their fluency, reasoning and problem solving skills. We use concrete, iconic and abstract (CIA) approaches to teaching maths. Different models are relevant at different stages of learning and for different types of learners.

- ✓ We have a CIA progression document
- ✓ Bar model taught explicitly
- ✓ Resources used to support: Dienes, Numicon, Place Value Counters etc
- ✓ Part - part whole
- ✓ Recall of addition/subtraction number facts is tracked in KS1
- ✓ Times tables tracking in KS2
- ✓ Regular revision of skills through daily starters and mini quizzes

Sharing learning with parents

We believe that parents have a fundamental role to play in helping children to learn. We plan for regular opportunities throughout the year to share with parents their child's achievements and successes as well as to give further information to support with learning at home.

- ✓ Start of the year school development update from Headteacher and Deputy Headteacher
- ✓ Meet the teacher/see the classroom
- ✓ Recognition Notes
- ✓ Positive phone calls home
- ✓ Teachers on playground at the end of each day
- ✓ Learning plans agreed with parents of SEND children
- ✓ Book look
- ✓ Parents' evening and written next steps
- ✓ Fantastic finales

- ✓ Home Learning books or Powerful Learning at Home books showing what your child is learning
- ✓ Reading comments in home school diaries for early years and key stage 1 and for target readers in key stage 2
- ✓ Year group newsletters
- ✓ Books can be sent home if parent/carer unable to come to school for scheduled book look
- ✓ Certificates
- ✓ Early Years stay and play sessions and wow sheets from home
- ✓ Appointment with teacher to talk about progress at any time or informal catch up at the end of the day
- ✓ Parent workshops and specific year group information sessions – opportunities to find out how you can support your child at home