



Marriott Primary

Achieving Together

TEACHING & LEARNING POLICY INCLUDING FOUNDATION CURRICULUM

(in conjunction with assessment, marking, SEND, English and Maths policies)

Approved	15 th June 2021
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Introduction

This policy is the school's core Teaching and Learning policy and forms the basis of our classroom practice. It is based on reflective practice and research directed at meeting the needs of the children at Marriott Primary.

Our aim is to:

- Create opportunities for children to acquire key core values. Values which will enable them to be successful in their future lives.
- Expose children to a variety of experiences that will enable them to feel part of and able to contribute to their community and to the wider world.
- Provide a quality of teaching that enables all children to reach their full potential irrespective of any barriers to learning they may face.
- Provide a stimulating language rich environment giving children the necessary oracy skills to be able to express themselves in a productive and meaningful way.

This policy will:

- Explain teaching and learning within our school
- Outline our expectations for highly effective teaching through the whole curriculum
- Describe our assessment for learning strategies
- Outline how we involve children in their own learning
- Describe how we promote continuous professional development
- State what our expectations of best practise are

Contextual Factors

Marriott's school community has changed rapidly over the last 10 years. From being a predominately white British working class community the school in 2021 recorded only 42% of its pupils as being White British. Over 45% of the pupils now speak English as a second or third language and consequently it is imperative that an EAL focus is on ensuring that these children acquire a sound command of English as soon as possible. However, educational outcomes for EAL children at Marriott are extremely favourable, from a low point on entry, they make rapid progress throughout their journey at school. In terms of barriers to learning and low outcomes it is the White British children who require the greatest concentration of educational efforts and resources.

This situation is outlined in the House of Commons Education Committee Underachievement in Education by White Working Class Children First Report of Session 2015 and closely echoes the current situation at Marriott.

'White working class underachievement in education is real and persistent. White children who are eligible for free school meals are consistently the lowest performing group in the country, and the

difference between their educational performance and that of their less deprived white peers is larger than for any other ethnic group. The gap exists at age five and widens as children get older. This matters, not least because the nature of the labour market in England has changed and the consequences for young people of low educational achievement are now more dramatic than they may have been in the past. '

It is essential that we continue to focus resources and tailor a curriculum that meets the needs of this under-performing community.

We do this by:

- Tailoring our curriculum to meet the needs of our community.
- We plan for all children including those with SEND needs to achieve.
- Offering more opportunities for the children to speak and participate in their own learning.
- Providing the children with an access to a wide variety of literature.
- Providing opportunities for them to read, write and talk about events outside of their own community-past and present.
- Providing a range of out of school sporting, musical and cultural opportunities.
- Providing collaborative events aimed at developing resilience, confidence and self-belief.

Our Reasoning

Children learn more effectively if they are emotionally engaged in the learning process and if the learning intentions are relevant and engaging.

Our intention is to provide a curriculum that allows children to become independent creative thinkers, creating children who are not afraid to take risks and see mistakes as opportunities for learning. It is the responsibility of the school to ensure that the necessary skills and knowledge is taught to ensure that this will happen.

The majority of our children start their school lives with low levels of vocabulary and expressive language. Some of our children face challenging home circumstances, which impacts negatively on their readiness to learn and does not equip them with the necessary skills to succeed in school. Our priority is to provide a language rich environment and a curriculum which helps children develop the necessary resilience and attitudes to learning to be successful in an ever changing and challenging world. Many of our children at Marriott struggle with their short term working memory. Lessons are structured so that they follow Rosenshine's principles of instruction with the aim of embedding new knowledge and skills into their long term memory.

We believe that by looking out to the wider educational field we can improve our own practice and enhance the learning experience and outcomes for our children.

Intent

Our intent is to ensure children have the following embedded values. By developing these values our children will be equipped to meet future challenges in all areas of their lives. Our Intent links directly to our PHSE curriculum - Marriott's Merits, Routes to Resilience programme, Voice 21 programme, our British Values statement and SMSC policy.

School Value	Foundation	Outcome
Being Kind and Supportive	Preparation to be a successful and positive member of our multi-cultural society.	Ability to recognise similarities and differences between themselves and other individuals and communities and to respect the right for others to be different to themselves in a kind and supportive way.
Taking Responsibility	British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.	Have the confidence, self-belief and courage to share thoughts and creativity with others and to take responsibility for their learning and their actions.
Working Collaboratively	Equality Act, there are nine protected characteristics:	Ability to negotiate, share, explain ideas, compromise and reach an agreement in a variety of situations.
Showing Empathy	<ul style="list-style-type: none"> •age •disability •gender reassignment •marriage and civil partnership •pregnancy and maternity •race 	<p>Ability to listen and articulate ideas effectively, to discuss and respond with empathy and understanding.</p> <p>Ability to debate moral or ethical issues sensitively.</p>
Showing Determination	<ul style="list-style-type: none"> •religion or belief •sex •sexual orientation 	Have the characteristics and positive mental attitude towards change and challenge and to find effective behaviours/strategies to ensure positive well-being.
Thinking Ambitiously		Ability to demonstrate effective critical thinking skills and to think ambitiously for themselves and their community.

What Is Good/Highly Effective Teaching at Marriott?

- We expect lessons to be engaging and motivating, where children learn within each lesson.
- We expect all teaching staff to use positive behaviour management strategies and follow the school behaviour policy.
- We expect all lessons to begin with informing the children what they are learning, how this lesson fits into the overall unit plan and how it links to any other learning to improve long term memory recall. The rationale of the subject should also be shared to ensure children have an understanding of why they are learning about this subject.
- We expect lessons to be a balance of teacher and pupil talk opportunities, whether as whole class or in small group settings
- We expect teaching staff to continuously use assessment for learning strategies, to assess children's knowledge and progress and to make adjustments e.g. offering additional challenge or support as children learn.
- We expect at the end of lessons/units of learning that the children are aware of the next steps in their learning and are actively involved in evaluating their own work.
- We expect all of our staff to have a sound knowledge of children's academic/SEND needs and an awareness of the contextual information for the children they work with. This could include safeguarding needs or specific family issues.

Continuing Professional Development

Marriott is committed to improving the knowledge and skills of its teaching staff and allocates a sizeable portion of its budget on staff training. An expectation is that having completed training/courses participants will share knowledge and expertise with other teaching and support staff. The expectation is that SLT and curriculum leads will model and share expertise.

Marriott provides a variety of CPD to all members of its teaching staff:

- Coaching / Mentoring
- External CPD – led by outside agencies, involving in class/school activity
- Guided Observations
- Visits to other schools – focus visits of 'best practise'
- Whole school training / team training – knowledge sharing

- All staff performance management has a key element of CPD reflection attached to it. Support staff have appraisals twice a year and further CPD is identified through this.

The Curriculum

The context of the community has been used as a basis for designing the whole school curriculum. Running through our wider curriculum area are the 5 themes of success, inequality, playing my part, conflict and significance. Units of work are linked to these themes which we believe give children a wider understanding of their place in the world, how they can overcome barriers in their own lives and how they can contribute to society. Key questions are used throughout most units as a starting point to challenge children's thinking and gather their previous knowledge. Teachers are expected to use AFL to plan for children's next steps and to identify key missing skills with a focus on underperforming groups of children/pupil premium. Teachers use long term, medium term and daily plans and adapt these as necessary to meet the needs of their class.

Our curriculum plans for National Curriculum progression throughout the school and enables children to build upon previous knowledge and skills. The key content and vocabulary is selected to ensure this progression and knowledge organisers are used to support learning. School trips and experiences are used to supplement the curriculum and give children wider opportunities to learn.

At Marriott we have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve. Teachers will differentiate the curriculum according to individual needs by pace, content, task, relevance, resources, extension, outcome, teacher/TA support.

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to individual Learning Plans where appropriate. Feedback is given in a range of ways e.g. verbally, marked work to move children's learning on.

Pupils with SEND needs receive appropriate support where necessary in various ways. Extra support is given in the classroom from TAs. Pupils may also access the SEND Hub at times. Additionally, advice is sought from the SENCO and relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Homework is considered to be a valuable element of the learning process. Homework is set weekly for all year groups according to the needs of the children. It is posted on our remote learning platform ClassDojo and a paper pack may also be requested if needed. Weekly reading books and reading logs are also sent home.

We believe that homework should be set:

- to involve parents in their children's learning;
- to help parents keep abreast of what their child can and cannot do;
- to take advantage of the home context to apply learning;

- to encourage children to talk about their work to their parents and explain what they are doing and how;
- to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- to prepare children for secondary school experiences of homework;
- to view learning as a lifelong process and not just restricted to school hours.

Provision for Higher Ability Pupils (HAPS)

“Educational attainment is affected by a range of factors but the key areas of ethnicity and deprivation play a key role in determining success at secondary school” *A compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment research report.*

At Marriott we aim to provide outstanding EYFS provision to ensure that children from deprived backgrounds, who are predicted poorer outcomes, even at pre-school ages, develop the necessary cognitive and behavioural attitudes to learning needed to achieve their true potential in later life. We believe it is our responsibility to identify those children who have potential to become higher attaining pupils, despite their circumstances, and to ensure that these children are provided with the necessary support and are tracked throughout the school and are prepared for their transition to secondary school.

As a research based school we are particularly aware of a growing attainment gap between different groups of pupils who do not achieve grades 7-9 in Maths and English at secondary school. National data shows that those children who come in with low starting points often stay low even if they have the potential to be higher attaining pupils. Once HAP children have been identified from these groups they are added to focus groups and targeted to make sure they are where they need to be – this can be with their learning or through PHSE/nurture intervention. We provide as many new learning opportunities, extensions and mastery activities for these pupils so they can realise their potential. These children and their needs are reviewed half termly at pupil progress meetings with teachers and targets/interventions are adjusted accordingly.

Science

At Marriott we provide a Science curriculum that leads to confident, independent learners who have a passion for learning and are able to adapt to the changing needs of the world. We want the children to work in ways which allows them to be collaborative as well as independent and build their resilience. We want children to have the ability to pose questions about how and why things happen in the world. We provide opportunities for children to learn how to use tools accurately and safely that they may need within their daily life. We provide opportunities to complete practical experiments, to learn by doing, to observe carefully, to question results and to make conclusions. We hope to develop children’s curiosity in science so that they will want to find out more independently. We aim to equip children with a scientific vocabulary that prepares them for their future life and work. Each unit follows a line of enquiry and allows children to revisit key skills and knowledge using regular retrieval sessions. We aim to build this knowledge year upon year by ensuring this knowledge becomes ‘sticky’ and by using knowledge organisers. To assess pupils’ progress and understanding in science we ask children to complete a standardised test and a double page spread or presentation to check their knowledge and understanding at the end of each unit. We update the school’s

assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

History

At Marriott we provide a History curriculum that leads to confident, independent learners who have a passion for learning and are able to adapt to the changing needs of the world. We want children to have the ability to pose questions about the past but also to question current news stories. We provide opportunities to compare historical evidence and question its reliability and the importance of this in our modern day world. Each unit follows a line of enquiry and allows children to revisit key skills and knowledge to allow them to make comparisons across different periods of time and understand what we can learn from this. We have clearly identified the crucial knowledge and we aim to make clear our learning intentions to pupils in our knowledge organisers for each unit. With this in mind, we complete regular retrieval practice sessions so that pupils can revisit the key learning from their own and previous years. We aim to build this knowledge year upon year by ensuring this knowledge becomes 'sticky'. We do this by providing a range of learning activities such as opportunities to handle artefacts, trips to museums or places of interest, visitors and using a range of sources of information. To assess pupils' progress and understanding in history we ask children to complete a final piece of work, which could be a presentation or a double page spread, to share their knowledge and understanding at the end of each unit. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Geography

At Marriott we provide a Geography curriculum that motivates children to find out about the world around them as well as their place in it. We believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our curriculum aims to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. There is a focus on locational and place knowledge as well as geographical skills such as using maps, atlases and globes. We want our children to be global citizens who show respect for other cultures and environments. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond. Knowledge organisers will be used in Geography to set out the key concepts and knowledge for units and make individual lessons more effective and efficient. The Geography curriculum at Marriott has been organised to allow for regular opportunities to revise and revisit previous learning from a lesson, a unit and a year group. To assess pupils' progress and understanding in geography we ask children to complete a final piece of work, which could be a presentation or a double page spread, to share their knowledge and understanding at the end of each unit. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

RE

At Marriott we have designed a Religious Education curriculum which supports the aims of the National Curriculum to promote the spiritual, moral, social, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. RE contributes dynamically

to the education of children at Marriott by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE the pupils learn about religions and worldviews in local, national and global contexts, to discover, explore and consider different ways to answer these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Whilst RE is not part of the National Curriculum, it is a statutory subject and at Marriott we follow Leicester's Agreed Syllabus. Our RE curriculum reflects the facts that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching practises of other principal religions represented in Great Britain and Leicester. In KS1 the children mainly focus on Christianity and Islam and in KS2 the main focus is Christianity plus Islam and Hinduism. Other religions are also discussed and we also acknowledge the place of non-religious world views. On the whole it is taught discretely, as individual lessons, with some blocked RE days. The curriculum allows children to revisit and build upon key knowledge and allows them to make comparisons across different religions. To assess pupils' progress and understanding in RE we ask children to complete a final piece of work, which could be a presentation or a double page spread, to share their knowledge and understanding at the end of each unit. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Art and Design

At Marriott, our Art and Design curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Throughout both key-stages, they are provided with opportunities to deepen their understanding in drawing, painting, printing, textiles, collage, sculpture and computer design. Our planning allows us to make links with other areas of the curriculum as well as explore a breadth of artists, designers and craft makers. The curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork as set out in the National Curriculum and so will enable the children to reach and exceed their potential at Marriott Primary School. To assess pupils' progress in Art and Design we ask the children to create a final piece of work including their evaluation of the artists and skills studied that half term. This process will enable pupils to create artwork with a real purpose in terms when displaying and sharing the work they create and showcasing the skills and progress they have made. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Design Technology

At Marriott we provide a DT curriculum which encourages children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers. Our Design and Technology curriculum provides children with a real life context for learning, and also allows them to revisit key skills and knowledge as well as setting out new knowledge and vocabulary by using knowledge organisers. Through the DT curriculum, the children are given

opportunities to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. To assess pupils' progress in DT we ask the children to create a final piece of work including their evaluation of the design and skills studied that half term. This process will enable pupils to create DT work with a real purpose in terms when displaying and sharing the work they create and showcasing the skills and progress they have made. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Modern Foreign Languages

At Marriott we provide a French curriculum that provides our pupils with the opportunity to find out about other cultures, to recognize that people around the world communicate using different languages, and to encourage curiosity about the world and a desire to learn further languages. We want our children to start secondary school with a good knowledge of a variety of topics in French that makes them confident to engage with further language learning. We provide a range of speaking, writing and reading opportunities as well as enabling children to use French in a real-life context such as a French café. Each unit allows children to revisit key knowledge and vocabulary to allow them to develop their understanding of French. We have clearly identified the key vocabulary and knowledge to be taught in each unit by providing children with knowledge organisers. To ensure children are given the opportunity to build on their knowledge and vocabulary year upon year we provide a range of french learning activities such as art work, video recordings, posters and role play. To assess pupils' progress and understanding in French we ask children to complete a final piece of work, which could be a presentation, a double page spread or end of unit assessment to share their knowledge and understanding. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Music

At Marriott we aim to provide our pupils with a practical approach to their musical learning. We offer a broad range of practical, listening and compositional opportunities. These opportunities cover a wide range of musical genres and allow the children to build their own musical opinions and skill set. Our goal is to ensure that all pupils can play a musical instrument, read and compose using notation and have experiences of different live and recorded music where they are able to create their own musical identities. This curriculum enables our children to revisit and embed the crucial musical skills and knowledge that has been identified. To assess pupils' progress and understanding we ask children to complete a final piece of work, which could be a live recording or a completed notation document to demonstrate their new skills, knowledge and understanding. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.

Computing

At Marriott we provide a Computing curriculum that leads to confident, independent learners who have a passion for learning and are able to adapt to the changing needs of the world. We want the children to work in ways which allows them to work collaboratively as well as independently and build their resilience. Our curriculum is mainly based on the use of Purple Mash and Toodlebit and prepares pupils to participate in a rapidly changing world where they can use varied and developing technology. Pupils use ICT to find, explore, analyse, exchange and present information responsibly and creatively. On top of these, our lessons are linked

to Computational Thinking focusing on problem solving, in a systematic way with real life contexts. At Marriott, our Computing curriculum builds on learning from previous year groups so children have a solid foundation of key skills to enable them to progress further through the key stages and beyond. The use of knowledge organisers ensure that the key vocabulary and skills are clearly identified in each unit. To assess pupils' progress and understanding in computing we ask children to complete a final task or a Purple Mash assessment task to share their knowledge and understanding. We update the school's assessment system twice a year in the Autumn and Summer term for Foundation subjects to track pupils through the school.