

I never teach my pupils. I only attempt to provide the conditions in which they can learn. – Albert Einstein



### Our Teaching and Learning Philosophy

At Priory School, we understand that learning and development come hand in hand. We adapt our teaching and the environment to provide meaningful learning opportunities for all pupils appropriate to their developmental stage. We have developed a teaching and learning approach that progresses with the child. We do not expect our 5-year-olds to learn in the same way as our 11-year-olds. We believe all children flourish when they are happy, safe and are in the centre of their own learning. We value the importance of play in a child's development. Whatever their age, opportunity for play and social interactions are key to a child's overall sense of wellbeing and achievement. We ensure our pupils have opportunities to learn through active and immersive experiences to make links and consolidate learning.

Our teaching is underpinned by our values: curiosity, hope, opportunity, and trust. At Priory School, we foster a culture of courageous teaching and learning and inspire curiosity by making learning fun and purposeful. In our school there is a culture of trust because our staff build strong positive relationships with our pupils and each other. It is through these connections our pupils learn how to manage feelings and behaviour in a safe and trusting environment. Together we celebrate the diversity of our community through school events. Priory has a whole school approach to using the curriculum proactively to intervene in how racism is produced. Wherever we can we ensure that subjects and themes reflect global influences including slavery and colonialism. We involve our teachers and pupils in the reviewing and evaluating our curriculum with the

The curriculum is under constant evaluation using the following questions to support our monitoring and review:

- Are the units of work engaging and interesting to the pupils?
- Have we under or overestimated their abilities skills or knowledge?
- Are the resources age appropriate and accessible to all?
- Are we giving pupils the opportunity to work in greater depth?
- Are pupils producing good quality work?
- What coverage to be have to reflect global influences and how relevant are the units of work to multi-cultural Britain.

Julie Fisher's 'Moving on to Key Stage 1', Bill Laar and Jackie Holderness 'Reclaiming the Curriculum' and Hawkes 'The Inner Curriculum' influence our teaching and learning philosophy. We use a thematic approach and value the importance of all subjects. Our curriculum is designed to sufficiently cover all expectations of the National Curriculum. Teachers plan for logical and purposeful links to be made, enabling children to gain experiences and providing a context for meaningful discussion. To overcome the high levels of disadvantage, EAL and special needs in the school our curriculum is carefully sequenced to build skills and knowledge over time. Learning is linked not just to prior learning but to our pupils' past, present and future. We use constructive alignment to plan our wider curriculum themes to support the definition of clear learning outcomes and assessment criteria. The process encourages children to take ownership of their learning, puts them more in control, and therefore increases motivation and participation.

Our pedagogy is influenced by SOLO and Blooms taxonomy. To define progress so teachers can formatively assess and ensure that pupils achieve or exceed the expected, we describe expected level as relational understanding and greater depth as the extended abstract.

### The Learning Environment

- A key ingredient in all of our classrooms is laughter and humour because it has a positive effect on the brain and helps children remember.
- Children should have a safe, organized environment.

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- At the end of the day all resources are carefully tidied away including resources outside so that classrooms and learning environments are kept tidy.
- Classrooms are given sufficient storage to ensure that equipment is preserved.
- Resources that are used should be as far as possible, natural, and sustainable. Where plastic must be used it should be of good quality
- The staff and children look after the environments well so that classrooms and outside spaces are in good condition, tidy and well organized.
- Engaging and welcoming book corners containing a range of genre and high-quality texts from both classic and contemporary authors, non-fiction, poetry, plays and graphic novels.
- Topic related books available to inspire interest and research with each new theme.
- All display boards should be backed according to the colour zone they are in. See the section on colour zones.
- There is a good range of children's work and displays that support children's learning.
- Every child can find their work on display.
- Displays are not too busy, and they are kept tidy and current.
- Displays reflect the diversity of the classroom and support language development for children with English as an additional language.
- Ruluko font is used for curriculum resources and learning materials as far as is possible.
- Child-friendly furniture for their age group.
- Tables arranged to encourage paired and group working.
- Every year group has access to intervention spaces.
- We incorporate a sensory opportunity through the curriculum.
- Children can 'garden' fruit, vegetable, and flowers in the school garden.
- The school has an ongoing plan to ensure quality outdoor spaces.
- Children are challenged, they are given time to get things wrong and put it right again.
- Children are highly engaged and motivated.

### The Orchard

- Many Early Years strategies will apply to The Orchard including:
- Zoning classrooms into a help zone, independent learning zone, adult led zone and sensory, calming zones – helps children to understand the purpose of the learning space and manage their distractions.
- Zoning will reflect the needs of the learners so may differ class to class. Promoting independence – labelled areas, visual expectation.
- The classrooms may look quite bare compared to mainstream classrooms, this to manage high arousal and maintain a calm environment.
- There will be visual timetable, displayed in a easily seen place, using widget.
- All communication is supported through a highly visual environment
- Space to celebrate children's work
- Displays – the whole building is the same colour of pale pastel on displays
- Space for wellbeing and communicating feelings
- Seek to have natural materials but due to hygiene
- Celebrate reading in a reading zone or display – but recognise that to keep the environment distraction free these might be more discrete

### The Early Years

- In our Early Years, most of the teaching and learning is through structured and carefully planned play.
- Our children are given sufficient space for active learning.
- They have significant access to outside learning environment.
- The environment is efficiently resourced to facilitate independent learning.
- Staff take care to plan high quality play and experiences inside and out based on what skills the children need to develop and practice.

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- Learning is relevant and meaningful.
- In all classrooms children know what the routines are, where to find things and what to do with the equipment in the classroom.
- There is a visible phonics and number display in line with the curriculum expectations.

#### KS1 (Years 1 and 2)

- We recognise that children between the ages of 5-7 will continue to learn in a similar way to those in Early Years and they need practical, concrete learning opportunities to help them understand more abstract ideas.
- Our children are given sufficient space for active learning.
- They have significant access to outside learning environment.
- The environment is efficiently resourced to facilitate independent learning.
- Staff take care to plan high quality play and experiences inside and out based on what skills the children need to develop and practice.
- Learning is relevant and meaningful and there are opportunities for reading and writing throughout the learning environment.
- Children are given plenty of opportunities to be active, develop their fine and gross motor skills.
- In all classrooms children know what the routines are, where to find things and what to do with the equipment in the classroom.
- Displays that support learning are presented at child height so that they can use them.
- There is a visible phonics and math's display in line with curriculum expectations.

#### KS2 (Year 3 and Year 4)

- We recognise that children still learn best when they are active and have physical resources to handle.
- The environment is efficiently resourced to facilitate independent learning.
- Resources that are used should be as far as possible, natural, and sustainable. Where plastic must be used it should be of good quality.
- Staff take care to plan high quality play and experiences inside and out based on what skills the children need to develop and practice.
- Children in KS2 have access to an outside classroom.
- Learning is relevant and meaningful and there are opportunities to apply basic skills throughout the day.
- Children are given plenty of opportunities to be active, develop their fine and gross motor skills.
- In all classrooms children know what the routines are, where to find things and what to do with the equipment in the classroom.
- Displays that support learning are presented at child height so that they can use them.
- There is a visible phonics and math's display in line with curriculum expectations.

#### KS2 (Year 5 and Year 6)

- Well labelled practical resources available for children to use including Maths zones.
- Working walls linked to English and Maths topics to support learning.
- Topic display linked to term's theme.
- Classrooms and corridor display used to celebrate children's work.
- Sentence stems displayed for children to use that develop children's Oracy.
- Useful words and aids displayed for all children to access independently.

#### Positive Relationships – as per behaviour policy – using a trauma informed approach

- It is critical that staff build trusted relationships which facilitate communication.
- In all our classrooms, you will see positive relationships between adults and pupils.
- Teachers find the time to have conversations with individual pupils.
- Staff model through the way they speak and listen respectfully both to other adults and to the children.
- Class charter co-constructed in each class at the start of the year of 'rules' and 'the ways we wish all to behave'
- Culture of trust established where it is understood that mistakes are part of the learning process.
- Staff know the children in their class very well and others in the school because staff get involved with all year groups.
- Staff are supported to develop cultural competency in relation to the communities we serve.
- Children feel valued by their peers and their teachers.

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- The teachers feel valued by their SLT and the governors.
- Staff build positive relationships with each other, will support other staff across the school.
- Staff are able to reflect on their own emotional wellbeing and use strategies and support to maintain positive interactions.
- Staff are able to recognise in others when they need support and will step in to offer help but also know when to give a colleague time and space to see through an intervention.
- There is a culture of trust and respect amongst staff, we are one school, one team.
- Staff welcome the opportunity to work collaboratively across year groups and across the school and seek the chance to observe and support each other.
- There are effective adult interactions with pupils that assist and deepen play and learning.
- Staff build positive relationships with parents from the very beginning.
- All adults engage in purposeful interactions with the pupils both in the classroom and in the garden.
- The atmosphere is relaxed and supportive and children are seen to be enjoying themselves.
- Adults give children the time to think.
- Children are prepared to take risks.
- Zones of regulation are used to support children to effectively manage feelings and behaviour.
- All adults understand that behaviour is a communication.
- We only employ staff who are passionate about teaching, supporting and nurturing children.
- Discussion rules established with the children in line with Oracy framework.
- Oracy sentence starters and strategies used by the children to resolve conflicts, challenge each other courteously in class discussions and support their peers positively.
- High expectations of standards of behaviour and respect established.
- Positive reinforcement behaviour strategies used by all staff.
- Achievements celebrated in class and in weekly phase assembly.
- Restorative intervention is a critical part of our behaviour process to enable all children to be able to talk through the issues and come to a resolution together.

### **Working together with parents**

- Staff build positive relationships with parents right from the start. Ensuring that parents have no doubt that the adults who work with their children have their well-being at heart.
- We understand that parents know their children best and ask them for genuine participation.
- We listen to families and respect their views.
- We foster family contributions through a welcoming ethos.
- Priory school ensures that we communicate regularly with our parents through newsletters and the website.
- We will offer parents the opportunity to come to workshops to help them support their children at home.
- Parents will have lots of chances to come into school for performances, events, celebrations and to see their children's classroom and learning.
- Each year group hosts a 'welcome meeting' during the school day so that parents could meet the staff working with their children and learn key information.
- We share resources with parents to support learning at home. This may include Maths and English strategies, statutory spellings, recommended reading lists etc.
- Parents informed of homework expectations at the start of the year.
- Parents able to e-mail/phone/make face to face appointments with staff if needed.
- SATs info provided to parents.
- The school provides information on 11+ and secondary school visits (Year 5).

### **The Orchard**

- For children and parents in The Orchard and The Woodland communication with parents needs to be more robust and rigorous.
- Every child with significant communication difficulties has a communication book so that parents are kept regularly informed of their child's day.
- Staff in The Orchard work hard to develop strong relationships with parents because staff recognise that parents of children with complex SEN have a tough time and need more support.

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- Staff are honest with parents and do not shy away from difficult conversations.

### Teaching Pedagogy – how children learn best

- Our teaching and curriculum are underpinned by our values: Curiosity, Hope, Opportunity and Trust. Our aim is to provide children with skills, knowledge, experience, and a strong sense of humanity.
- Teachers respond to the needs of the pupils and change approach if appropriate.
- Children are given the opportunity to take control of their learning and teachers permission to follow an interesting line of enquiry.
- Teachers enjoy the process of trying new strategies and sharing them with their colleagues. Teachers are reflective and regularly check that their approach is working.
- There is strong collaborative work between staff, they support each other, take time to observe each other and feedback and share good practice.
- Teachers and support staff are given opportunity for regular action research projects.
- We ensure that all staff have good subject knowledge.
- Collaboration with colleagues from other schools and professional organisations is encouraged.
- We understand that children need to be active learners, so we build in sufficient time for play, practical learning and application and access to physical resources.
- We also recognise the importance of movement during a school day and encourage children to stand up and have regular movement breaks.
- To minimize disruption to lessons, we only expect the child to stand when they are speaking and not as a way of signaling, they have an answer.
- Children record their work in learning logs with blank pages; children are encouraged to record work in a variety of ways. Writing guides should be used when writing.

### The Orchard

- Pupils will need a significant amount of Sensory input before they are able to focus on learning.
- There should be clear expectations of what the outcome should be of each session/ zone
- How our children learn tends to change more frequently – there needs to be flexibility in approach
- Observing pupils is a key strategy in understanding how best to provide that child quality rich learning.
- Repetition of key skills should form part of the daily routine
- Learning outcomes should be broken into small steps.
- Teaching has to be discrete, building on generalisation and direct children to the links in learning.
- Every child's EHCP should be reflective of need and capture the strengths of the child, it should include high quality targets and outcomes and the recommended provision is evident in classroom.
- Children in The Orchard will have access to experience and practice everyday life skills – more daily effort, high focus
- Every person involved with the child should aspire to developing a child to become an independent adult and work towards that outcome.

### Early Years

- The children are at the center of things in the classroom and the teacher and support staff are there to facilitate the play and learning.
- They learn through a play based, hands on curriculum where the adults help not hinder the play.
- Through introduction of resources designed to stimulate thinking and imagination adults facilitate deeper play opportunities.
- Adults model language effectively and to a high standard.
- Teaching skills are taught through class inputs, small groups and 1:1; adults' model, scaffold and play with children.
- In our Early Years children are given opportunities to develop characteristics of effective learning through playing, and learning, active learning and creating and thinking critically. Ensuring the development of skills that will last a lifetime.
- Our adults will become involved in play where it is appropriate, and it will help the children to do so.
- Teachers regularly assess pupil and teach from individual starting points.
- Learning activities are planned based on children's interests but teachers are also able to respond dynamically and immediately.

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- Staff will give children time for learning opportunities to develop through observation and listening before supporting, questioning, interacting, or providing appropriate resources.

#### KS1 (Year 1 and Year 2)

- Our teaching is underpinned by our values: Curiosity, Hope, Opportunity and Trust.
- We understand that children learn best when it happens naturally and spontaneously, therefore play is an important ingredient to facilitate learning.
- We also know that children of this age need to move to learn, so active learning positively influences children's brains.
- We build on children's experiences and progress from the Early Years.
- Our children are at the centre of things in the classroom they are encouraged to be explorers and investigators. The adults are there to support this process and to get the most from the children.
- Through introduction of resources designed to stimulate thinking and imagination adults facilitate deeper play opportunities.
- Children are given meaningful experiences to broaden their communication and learning.
- Adults model language effectively and to a high standard.
- Teaching skills are taught through class inputs, small groups and 1:1; adults' model, scaffold and play with children.
- Children record their work in books with blank pages. Writing guides can be used if appropriate.
- Teachers regularly assess pupils and teach from individual starting points.
- We understand that it is very important not to put a ceiling on children's learning. All children will be given the same opportunities to succeed. Teachers and support staff understand how to support a child to access those opportunities and complete it at their level.
- Sufficient time is given to activities to enable pupils to practice and enhance skills like perseverance, flexibility, creativity. Ensuring the development of skills that will last a lifetime.
- Teachers respond to the needs of the pupils and change approach if appropriate.

#### KS2 (Year 3 and Year 4)

- In lower KS2 we want to build on the experiences of KS1 and provide children with a rich curriculum full of opportunity to apply their skills and further develop their learning skills.
- We also know that children of this age active learning still positively influence children's brains and helps them to consolidate new ideas.
- The use of stimulating resources inspires imaginative, creative thinking and facilitates deeper learning opportunities.
- Children are given meaningful experiences to broaden their communication and learning.
- Adults model language effectively and to a high standard.
- Teaching skills are taught through class inputs, small groups and 1:1; adults' model and scaffold new concepts.
- Teachers regularly assess pupils and teach from individual starting points.
- We understand that it is very important not to put a ceiling on children's learning. All children will be given the same opportunities to succeed. Teachers and support staff understand how to support a child to access those opportunities and complete it at their level.
- Sufficient time is given to activities to enable pupils to practice and enhance skills like perseverance, flexibility, creativity. Ensuring the development of skills that will last a lifetime.

#### KS2 (Year 5 and Year 6)

- Children learn best when engaged!
- When teachers are flexible and confident enough to respond to children and change aspects of the lessons as appropriate
- Stimulating lessons that all can access and where all are challenged.
- When the necessary support and scaffolds are in place to allow all children to feel successful
- When targets/goals are shared
- When work responds to the children's interests and current events
- Immersive experiences (imagined and real world) through drama, trips, creative partners etc.
- When their curiosity is sparked – investigative, enquiry based, discovery etc.
- Cross curricular links. Children being able to build on and utilise knowledge and skills learnt across the curriculum.
- Opportunities for collaborative work and projects.

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- When they have the resources necessary to support their understanding.
- When goals are aspirational and pitched high
- When they feel accountability for their own development and success.
- When they are given clear steps to success and feedback that will help them improve.
- When there are real world links as much as possible. Where they can answer 'why am I learning this? How is it useful?'
- When expectations and modelling are clear
- Greater opportunities to work independently – research tasks, presenting to others.

### **Teaching of Maths and English skills**

- There will always be time given in the curriculum to teach specific skills, we have a whole school approach to Maths and English and adopt the White Rose Mastery scheme and use The Write Stuff and Power of Reading to inform the teaching of English.
- We recognise at Priory that English and Maths skills can be accessed through a rich curriculum and these links should always be utilised to maximise learning opportunities.
- Every child will hear a story every day in every class.
- Where children are developing emerging reading skills to their age and stage, they will be given the opportunity to read with an adult every day and access to appropriate intervention.

### Early Years and Year 1

- Discrete teaching of English and Maths has a place in the Early Years setting but is generally more fluid and at the judgement of the teaching staff.
- In Nursery children will hear a story every session, pupils will have access to some discrete phonics and Maths's teaching but not necessarily every day.
- In Reception and Year 1 there will be discrete phonics teaching and guided or 1:1 reading sessions every day.
- Maths teaching will be taught discretely and using White Rose objectives but not necessarily every day. However, there will be Maths opportunities in the provision every day in line with White Rose objectives.
- English in EYFS and Year 1 is taught through The Write Stuff and Power of reading. However, children will also have opportunities to develop their writing skills through the wider curriculum.
- Children will record their work in a variety of ways, but they will have a book with blank pages to record Maths and foundation subjects. In English they will record their work in books with large, lined pages.

### Year 2 and Year 3

- From Year 2 teachers will deliver a discrete Maths lesson every day and will use White Rose workbooks.
- Teachers will deliver a discrete English lesson in line with The Write Stuff and Power of Reading.
- Children will record their Maths work in the White Rose workbooks and Maths books with large 2cm squared grids moving towards smaller grids.
- Children will record their English work in English books with large, lined pages moving towards smaller lines when ready.
- Children will have shared reading sessions three times a week.

### Year 4, Year 5 and Year 6

- Teachers will deliver a discrete Maths lesson every day and will use the White Rose workbooks.
- Teachers will deliver a discrete English lesson in line with The Write Stuff.
- Children will record their Maths work in the White Rose workbooks and Maths books with squared grids.
- Children will record their English work in English books with lined pages.
- Children will have shared reading sessions three times a week.
- High expectations for all
- Higher reading skills developed through shared reading.
- Focused, purposeful intervention is used to support children who are not meeting age-related expectations.
- English is taught using a text-based approach with high quality texts at the heart of all learning.
- English skills are taught in English lessons but applied in all areas of the curriculum.
- Children learn to write for a range of purposes and to suit a range of audiences.
- Where possible English is linked to wider themes.
- English lessons are creative and fun incorporating a range of teaching techniques such as drama, presentation, debate etc.
- Opportunities are sought for writing to be purposeful and for children to 'publish' their writing.

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- Use of resources are modelled and encouraged.
- Arithmetic skills are taught discretely as well as part of the White Rose lessons
- Preparation for SATS through practice of exam techniques when appropriate (Year 6)
- Grammar techniques are addressed through modelling. In Year 6, some discrete grammar lessons to prepare children for the tricky terminology they will be expected to understand in the GPS assessment. As much as possible these will be taught within a context.
- Children understand that Maths and English are at the heart of life and the importance of these subjects for their future successes.

### Transition

- We understand that children who have strong positive relationships have better social and emotional health and a better resilience to transition times. Therefore, we ensure that we develop strong positive relationships with all children.
- Opportunities to build relationships with staff in next year group throughout the year because transition is a process and not a single event.
- Transition should be viewed as positive and exciting.
- All adults work together and are involved in the process to ensure it is a smooth journey for the children.
- Transition is done in consultation with children and parents.
- Children taught skills of social interaction.
- Children taught to work with an adult in a group, take turns to answer in line with their developmental stage.
- Years 5 and 6 go to secondary schools for challenge events as well as them coming into our school.
- Transition showcase for each year group.
- Develop independence in lessons and responsibility for own learning.
- As they get older they develop skills and strategies needed to resolve friendship issues themselves rather than relying on adult intervention.
- Develop organisational skills - remembering homework, spellings
- Opportunities to complete research tasks and to present work independently to others
- Year 6: Transition lessons linked to PSHE – how to follow a timetable, strategies to cope with change, we have a great video featuring Year 6 staff!
- Work alongside secondary schools and community links (church, Kooth etc.) to ready the children
- Children are given the opportunity to reflect on and celebrate their time with us through productions, events and their leaver's celebration.
- Children are given the opportunity to leave a legacy by raising money in a summer fayre that they have organised.
- Children learn independence and to challenge themselves through their residential trip.
- Additional support is given to SEN and vulnerable children to assist with transition via effective functioning groups with the learning mentors and additional visits.
- Year 6 staff meet with nearly all local secondary schools and complete forms to share handover information as well academic data.