

# COOMBE BISSETT PRIMARY SCHOOL

## PEDAGOGICAL SUMMARY 2021-22

### School Vision

*“Soar on wings like eagles,  
Run and not grow weary,  
Walk and not be faint.” (Isaiah 40:31)*

Here at Coombe Bissett, we believe that each and every child is unique and special. It is our aim to enable each and every child:

- to flourish into and to be recognised as, a **unique** and special individual,
- to have the **knowledge, skills and characteristics** to equip them for their time in the world
- to feel **dignity** about themselves, have **self-confidence**, and to **know how to manage their wellbeing**
- to have the **courage** to stand up for what is right and make **a positive difference** to others and the world
- to know that they are **loved and cherished** within a caring Christian environment.

Put simply... FLY HIGH, RUN WITH JOY, WALK TALL... AND TOGETHER WE CAN CHANGE THE WORLD

OUR CORE VALUES	
Care (love & service) Commitment (friendship & respect) Creativity (environment)	Belief (trust & hope) Bravery (courage & justice) Brilliance (wisdom & truth)

## LEARNING POWERS

OUR LEARNING POWER DIAMOND 9				
		FOCUS		
	OBSERVE (LOOK AND LISTEN)	PERSEVERE (keep trying)		
COLLABORATE (work together)		PRIDE IN YOUR LEARNING	PRACTISE	
	SET CHALLENGING GOALS	QUESTION / IMAGINE		
		ORGANISE		

## THE COOMBE BISSETT WAY

- Vision and Values are taught and delivered, learning powers are taught
- Teaching and Learning Policy is followed
- Behaviour Management system is followed

## PEDAGOGY TEACHING AND LEARNING AND THE CURRICULUM

CURRICULUM PEDAGOGY	TEACHING AND LEARNING PEDAGOGY
<ul style="list-style-type: none"> <li>• National Curriculum</li> <li>• Leitner System – retrieval</li> <li>• Tom Sherrington – The Leaning Rainforest</li> <li>• Frederick Bartlett – Schema Theory (Schemata)</li> <li>• John Sweller – Cognitive Load Theory</li> <li>• Paul Kirschener &amp; Carl Hendrick – How Learning Happens</li> <li>• Kate Jones – Retrieval Practice</li> <li>• Katherine Muncaster &amp; Shirley Clarke – Growth Mindset Classrooms</li> <li>• Katherine Muncaster &amp; Shirley Clarke – Thinking Classrooms</li> <li>• Geoff Smith &amp; Shona Pye – Character Education</li> <li>• Mary Myatt – The Curriculum, Gallimaufrey to Coherence</li> <li>• Learning without Labels – Marc Rowland</li> <li>• School and the magic of children – Greg Bottrill</li> <li>• Planning in the moment with young children – Anna Ephgrave</li> <li>• Dual Coding – Oliver Caviglioli</li> <li>• Teach like a Champion – Doug Lemov</li> <li>• The Monkey Proof Box – Jonathan Lear</li> <li>• Assessment for learning without limits – Alison Peacock</li> <li>• Why don't children like school – Daniel Willingham</li> <li>• The Wellbeing Curriculum – Andrew Cowley</li> <li>• Physical Literacy: A guide for Educators – Elizabeth Durden-Myers</li> <li>• Recognition that schemas are also cultural constructs - TES</li> </ul>	<ul style="list-style-type: none"> <li>• Barak Rosenshine = Principles of Instruction</li> </ul> <div data-bbox="1137 236 1630 954"> <h3 style="text-align: center;">THE PRINCIPLES OF INSTRUCTION</h3> <p style="text-align: center;">TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION</p> <p style="text-align: center;"><small>This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:</small></p> <ul style="list-style-type: none"> <li>• research on how the brain acquires and uses new information</li> <li>• research on the classroom practices of those teachers whose students show the highest gains</li> <li>• findings from studies that taught learning strategies to students.</li> </ul> <p style="text-align: right;"><b>HOW?</b> <small>www.pearson.com</small></p> </div> <ul style="list-style-type: none"> <li>• John Hattie - Visible Learning for Teachers</li> <li>• Guy Claxton - Building Learning Power</li> <li>• Carol Dweck – Growth Mindset</li> <li>• EEF – Teaching and Learning Toolkits (various)</li> <li>• John Hattie &amp; Shirley Clark – Visible Learning Feedback</li> <li>• Pie Corbett - Talk for Writing</li> </ul>

## **CORE subject lessons**

- English and Maths are taught following the National Curriculum using the prioritised curriculum
- Units vary in length from 1 to 3 weeks (depending on the focus)
- We assess against the National Curriculum Age-Related expectations
- English is divided in Reading Spine, Group decoders for KS1, Phonics/Spag, English lessons

### Reading Spine:

We want every child to have read 50+ quality texts by the time they leave Coombe Bissett. As such we deliver reading comprehension / and reading for pleasure through a daily, whole class reading session of a selected text that is just slightly beyond the average range of the pupils. These sessions allow children to read aloud, to hear an adult read aloud, to develop tier 2 and 3 vocabulary, to experience a shared text, to engage in 'reading as an author' exploring comprehension strategies.

### Group Decoders for KS1:

Twice a week KS1 pupils read phonically decodable books in a small group session. These are matched to the Schools Synthetic Phonics programme.

### Phonics/SPAG:

In KS1 there is a daily phonics session following the schools selected School Synthetic Phonics programme. Books are sent home each week to match the programme.

In KS2 there is a daily SPAG session focusing on handwriting, punctuation and grammar.

### English:

There is a daily English lesson focusing on a particular style of writing. Each term there is a Fiction and a Non-Fiction style of writing, with poetry being built in across the longer terms. We follow a Talk for Writing approach.

English lessons follow this structure:

- Retrieval of key technical vocabulary
- Talk for Writing model
- Direct teaching input - modelling
- Opportunity for pupils to apply learning
- Self or peer assessment

- Maths lessons follow this structure:
  - Mental fluency
  - Vocabulary fluency
  - Direct teaching input – modelling
  - Opportunity for pupils to apply learning
  - Self or peer assessment
- Morning tasks are available between 8.40-9am focussing on handwriting / maths fluency / grammar / spellings
- Each day there is a 10-15-minute Maths Fluency session after lunch

### **NON-CORE subject lessons**

- History, Geography, Art, DT, Science are taught in 2 week blocks
- RE, PE, Music, Computing, PSHE are taught with a weekly lesson over the full term
- Key knowledge and skills taught – we call these ‘golden threads’
- Golden threads are what we assess against for each unit / subject. These incorporate the national Curriculum and other aspects we identify as important.
- Knowledge Organisers (we call them Fact Files) created for each ‘unit’ – issued to parents and available in every session
- Fact Files have on them – overall question, key facts, key vocabulary, diagrams or maps, weblinks for further ideas
- Each Unit structure is the same:
  - Introduce the unit with overall question and relate to prior learning
  - Quiz
  - Key facts over several lessons
  - End of unit repeat quiz
  - End of unit ‘Essay’ – extended writing opportunity for children to apply the knowledge they have learnt (not in ART/DT)

- Each lesson structure is the same:
  - Key vocabulary retrieval
  - Key facts provided and explored
  - Opportunity to apply learning / record learning
  - Self-assessment / peer assessment (if time)

### **Marking and Feedback**

- Marking and feedback is best done verbally, 'live' in the lesson alongside the child
- Written feedback will follow our Feedback Policy – using 'visible learning' approaches identified by John Hattie, Shirley Clarke and within the EEF toolkit "Teacher Feedback to Improve Pupil Learning"
- Full details can be found on our Feedback Policy

### **Personalised Learning / Metacognition**

- When children understand what they have to do, why it will help and how it fits within the wider context and progression of learning (schemata) they will learn better
- When children know what they have to do to improve as an individual they learn better

### **Quizzes**

- Across the year there will be a growing 'bumper-quiz' where key 'golden-thread' questions will be repeated – as a mechanism for helping the children to retain more knowledge
- At the end of the year the 'bumper-quiz' becomes an 'end-of-the-year' quiz
- We hope to develop 'end-of-phase' quizzes for Y2/Y4/Y6/KS2 – should the curriculum timetable provide this opportunity

### **Homework**

- In EYFS homework is daily reading of the phonics decodable books. There are also word cards. There are also regular Maths tasks.
- In KS1 there is daily reading of the phonics decodable books. There are also word cards. There is a fortnightly swap of Maths Tasks (including Fluency) and Reading Comprehension. CGP books are provided to support good engagement in homework.

- In KS2 there is the daily reading of the school book. There are weekly spellings. There is a weekly Reading Comprehension task, Maths task and Fluency practice. CGP books are provided to support good engagement in homework, and the homework is marked together in class on a Friday to show how homework is valued and to support any common misconceptions.

### **Learning Environments**

- Should be organised, ordered and accessible to children to encourage independence
- Displays in classrooms include boards for English, Maths and Topic learning walls, behaviour and friendship, values and learning powers

### **Curriculum**

- Should enable children to know more and retain more
- Should build on previous learning
- Should be sequenced
- Should be interconnected (encourage opportunities to make links) within subjects and across subjects, and to other experiences
- Should be balanced and holistic – seeing the whole child and all subjects as important
- Should encourage wellbeing
- Should be tweaked to be relevant for and to meet the needs of the children in our school community
- Should meet our Vision and Values specific to our school