

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"> • National Curriculum • Leitner System – retrieval • Tom Sherrington – The Leaning Rainforest • Frederick Bartlett – Schema Theory (Schemata) • John Sweller – Cognitive Load Theory • Paul Kirschener & Carl Hendrick – How Learning Happens • Kate Jones – Retrieval Practice • Katherine Muncaster & Shirley Clarke – Growth Mindset Classrooms • Katherine Muncaster & Shirley Clarke – Thinking Classrooms • Geoff Smith & Shona Pye – Character Education • Mary Myatt – The Curriculum, Gallimaufrey to Coherence • Learning without Labels – Marc Rowland • School and the magic of children – Greg Bottrill • Planning in the moment with young children – Anna Ephgrave • Dual Coding – Oliver Caviglioli • Teach like a Champion – Doug Lemov • The Monkey Proof Box – Jonathan Lear • Assessment for learning without limits – Alison Peacock • Why don't children like school – Daniel Willingham • The Wellbeing Curriculum – Andrew Cowley • Physical Literacy: A guide for Educators – Elizabeth Durden-Myers • Recognition that schemas are also cultural constructs - TES 	<ul style="list-style-type: none"> • Barak Rosenshine = Principles of Instruction <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; color: #0070C0; font-weight: bold;">THE PRINCIPLES OF INSTRUCTION</p> <p style="text-align: center; font-size: small;">TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION</p> <p style="text-align: center; font-size: x-small;">This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:</p> <ul style="list-style-type: none"> • research on how the brain acquires and uses new information • research on the classroom practices of those teachers whose students show the highest gains • findings from studies that taught learning strategies to students. <p style="text-align: right; font-size: x-small; color: #0070C0;">HOW?</p> </div> <div style="display: grid; grid-template-columns: repeat(2, 1fr); gap: 10px;"> <!-- 01 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>01 DAILY REVIEW</p> <p style="font-size: x-small;">Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p> </div> <!-- 02 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>02 NEW MATERIAL IN SMALL STEPS</p> <p style="font-size: x-small;">Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when the steps are mastered.</p> </div> <!-- 03 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>03 ASK QUESTIONS</p> <p style="font-size: x-small;">The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p> </div> <!-- 04 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>04 PROVIDE MODELS</p> <p style="font-size: x-small;">Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p> </div> <!-- 05 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>05 GUIDE STUDENT PRACTICE</p> <p style="font-size: x-small;">Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p> </div> <!-- 06 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>06 CHECK STUDENT UNDERSTANDING</p> <p style="font-size: x-small;">Less successful teachers merely ask "Are there any questions?" No questions are asked to mean no problems. False. By contrast, more successful teachers check in all students.</p> </div> <!-- 07 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>07 OBTAIN HIGH SUCCESS RATE</p> <p style="font-size: x-small;">A success rate of around 90% has been found to be optimal. Showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p> </div> <!-- 08 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p style="font-size: x-small;">Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p> </div> <!-- 09 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>09 INDEPENDENT PRACTICE</p> <p style="font-size: x-small;">Independent practice or deliberate "over-learning" — a necessary process for new material to be recalled automatically. This involves no overloading of students' working memory.</p> </div> <!-- 10 --> <div style="background-color: #0070C0; color: white; padding: 5px; font-size: x-small;"> <p>10 WEEKLY & MONTHLY REVIEW</p> <p style="font-size: x-small;">The effort involved in recalling recently learned material erodes it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p> </div> </div> <ul style="list-style-type: none"> • John Hattie - Visible Learning for Teachers • Guy Claxton - Building Learning Power • Carol Dweck – Growth Mindset • EEF – Teaching and Learning Toolkits (various) • John Hattie & Shirley Clark – Visible Learning Feedback • Pie Corbett - Talk for Writing

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