



Adopted on: April 2024
Date for review Review: April 2025

Article 28 of the UN Rights of the Child

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Contents

Aims and Rationale

Planning

What a good lesson looks like at Olga

Presentation

Marking, feedback and acknowledgement of learning

Assessment

Homework

Classroom Expectations

Aims

We believe that every child has the right to a well-planned and meaningful curriculum that will provide them with the tools needed to succeed throughout their lives. Regardless of culture, beliefs, social class, gender, physical and cognitive capabilities, and neurodiversity, we want our children to become **curious, courageous and kind** and fulfill the school's ethos of **'Be the best you can be'**.

Diversity and inclusion are our priority and therefore we aim to ensure our planning and resources represent our diverse society, reflect British values and promote success and respect for all.

Regular monitoring and evaluation of children's progress enables us to continually adjust our planning, provision and offer in response to any areas of underachievement that may be identified.

We are committed to narrowing the gap in progress and attainment, ensuring that no child underachieves, especially those from identified underperforming or underrepresented groups and those living in poverty.

At Olga Primary School, we recognise that high quality classroom practice is the key to improving learning and raising pupil achievement. This policy aims to outline the fundamental principles which underpin all learning and teaching at Olga Primary School. Quality classroom practice encompasses high quality first teaching, engaging and enabling environment and AFL strategies. Our approach to teaching and learning at Olga is based on the principles and research of three key educational academics.

Carol Dweck

Dweck developed the concept of two mindsets (fixed and growth). Our learning and teaching at Olga supports the development of a growth mindset. Dweck's research is based on the concept that a growth mindset creates a powerful passion for learning and is essential for success.

Mary Myatt

Myatt has developed thinking on curriculum development. Myatt's philosophy is underpinned by the ideas that all children deserve rich, demanding work, that high quality talk underpins learning and that people are curious and that they find deep work very satisfying.

Tom Sherrington

Sherrington has developed thinking on assessment and improving the quality of teaching. His ideas on every child in the classroom making meaning of learning supports Olga's approach to formative assessment.

Developing a Learning Culture

At Olga, we believe that the route to developing good learning behaviours is engagement, attitude, and input. We aim to encourage and develop a growth mindset in all the adults and children who are part of our school community (see 'Mindset' by Carol Dweck, 2006). To this end, we use language that promotes the idea that time, effort and attitudes are key to learning and that everyone is capable of improvement.

Language that encourages a growth mindset	Language that encourages a fixed mindset (avoid these!)
I'm really impressed with your thinking/effort/ideas Comments about challenges (because they've worked hard/shown resilience) Look how much you've achieved What have you learned? Higher/lower achievers (not fixed)	I need a big strong boy You're always good at that You did that really easily You must be so and so's sister/brother That's a good picture More able/less able (fixed)

We teach and promote that making mistakes is an essential part of learning and we encourage children to use them as a useful teaching and learning points.

As part of our establishment week at the beginning of a new school year, we discuss learning and produce a display that reinforces growth mindsets and the characteristics of successful learning. These are reinforced through teaching and through our interactions throughout the year.

Planning

Wider curriculum plans have been carefully designed alongside the National Curriculum and Olga's curriculum drivers (community, environment, growth, possibilities) to underpin the vision and values of the school.

Our curriculum has been designed by our subject leaders who have mapped progression of knowledge for all subjects across the EYFS, KS1 and Key Stage 2. Knowledge is purposefully sequenced across our curriculum so that knowledge can build on prior learning and can be revisited in subsequent years so that knowledge is deepened and mastered over time.

Wider Curriculum medium term planning units

History and Geography have 5 key questions, Science, Art, DT and RE have 6 key questions.

Rationale behind this is to ensure there is sufficient time to effectively cover the key knowledge in each curriculum subject across the year while also allowing for hands-on practical learning including science experiments, educational visits and experiences.

Our curriculum is designed to narrow the gap for children who are disadvantaged and sets out purposefully sequenced knowledge and vocabulary for each subject and for each year group so that children know more and remember more over time.

We teach to support *all* children to access learning through the use of quality first teaching, adaptive teaching and differentiation. As a school we use a model focusing on 'keeping up' rather than 'catching up' to ensure all children, especially those disadvantaged and those with additional needs have the key knowledge that they need to access the curriculum. At Olga this is an issue of equity and social justice and is key in our drive to narrow the disadvantage gap and ensure all children thrive. Teaching needs to ensure that children know the learning intention and the key knowledge for each lesson and unit. Children need to know what they need to do in order to be successful in the lesson and the unit.

Key foundation knowledge such as phonics, handwriting and number sense are taught systematically from the Early Years.

The agreed short term planning proformas below need to be completed and shared by the Friday before the teaching week to ensure all staff have time to engage, adapt and prepare to teach effectively for their class.

Plans are saved in Google Drive- staff share-Curriculum- core curriculum and staff share-year group planning

Long term planning	Subject leads have a curriculum map for their subject Year groups have a curriculum map for all subjects
Medium term planning	Wider curriculum- each unit has a detailed medium term plan that shows sequenced knowledge progression. English- each unit has a medium term plan showing progression of knowledge Maths- each unit has a medium term plan based on White Rose showing progression of knowledge.
Short term planning	<u>EYFS- Year 6</u> English and Maths- Class teachers to create detailed short term plans showing; recap, teaching input (modelling), activity and assessment. Include adaptive teaching, oracy, resources- Templates in Appendix 1 <u>EYFS</u> – In addition: Weekly plan for areas of learning including UW, EAD, PSED, PD and C and L Daily continuous provision and enhancement plan Templates in Appendix 2 <u>SEN</u>- For children where individualised planning is required an agreed proforma will be developed alongside the SENDCO. Class teachers will then be responsible for ensuring this planning is updated on a weekly basis.

What a Good Lesson Looks Like at Olga

Principles of Effective Teaching
Based on EEF evidence base

1. Recap/Revisit Prior Knowledge	2. Know the purpose	3. Modeling	4. Formative Assessment
5. Scaffold Learning and Adaptive Teaching	6. Oracy	7. Cognitive Load Theory	

1. Recap-Revisit Prior knowledge

There are numerous interactive strategies which can be used to assess prior knowledge. They include:

- Mini-whiteboards/ show me;
- True/ false sorting activities or statements;
- Cards/ number fans;
- Use of 'no hands up' random selection (lolly sticks) after discussion in learning partners;
- Here's the answer, what's the question?
- Giving a range of answers for discussion;
- Odd one out.
- Visual images and props such as concept cartoons.
- Image and tell the story e.g. diagram of water cycle with key vocab

We use the information gained during these activities to shift the focus of the lesson, if necessary, either for the class as a whole or for individuals within it.

2. Know the Purpose

We ensure the purpose of the lesson is clear by providing effective and precise WALTs or key questions based on the National Curriculum knowledge. Children are told how key knowledge (component parts) will contribute to the lesson outcome and the unit outcome. Children understand how the lesson fits into the sequence of lessons and how it builds on prior knowledge.

3. Modelling

A key aspect of teaching at Olga is the clear and specific modelling of the task that the children are required to do. This involves the teacher modelling good learning strategies

such as thinking aloud, explaining choices and comparing one possibility with another. Visualisers (or other technology) are very useful when showing a model so all children can see it. In most lessons writing should be modelled by hand. 'Good models' for writing are pre-planned to ensure high standards and consistency, this model is agreed as a team but potentially adapted based on contributions from the children. The sequence of I do, we do, you do is used to ensure children have opportunities to practice independently.

4. Formative Assessment

Effective questioning means challenging children to deepen their thinking. Children's responses are used to adapt the lesson if required.

Examples of good questioning include:-

What do you mean by ...?

Why do you think ..?

Give me an example of what you mean.

Can you/ anyone develop that?

So why is this one better than that?

How could you change this to make it clearer/ more effective?

What makes this tricky?

Say it again better

Effective comments are used throughout lessons to model thinking processes. For example'' I wonder if...' 'Could we...' 'What would happen if we tried...'

5. Scaffold Learning and adaptive teaching

The children at Olga have diverse learning needs, scaffolding learning and adaptive teaching is essential in order to maximise learning for all children.

Teaching and learning is adapted including for higher attainers, by using some of the following strategies:-

- Providing appropriate resources (concrete, pictorial and abstract)
- Planning for additional adult support of groups or individuals
- Opportunities to extend and deepen knowledge and skills in a different context
- Providing writing frames appropriate to the child
- Scaffolding support as appropriate through prompts and questions
- Providing word banks/ pictures
- Promoting independent choice
- Providing alternative ways of recording work eg photographs, video, knowledge organisers, voice recording, Tapestry, adult observation.
- Task Planners
- Coloured paper and overlays
- Pre-teaching where required

Interventions

When needed a range of interventions are offered to support children to access the curriculum and meet their individual next steps. These interventions include specialist

Speech and Language groups, emotional regulation learning, specific pre-teaching groups and small group teaching to consolidate Numeracy/ Literacy knowledge (e.g phonics interventions). These interventions are delivered for a set period of time (one term) and monitored for impact and effectiveness using provision map. These interventions are separate from small group work where misconceptions in learning are addressed.

At Olga, we recognise that it is key to provide carefully chosen, high quality resources in order to support all children. We aim to ensure that resources offer positive images of different communities and avoid and challenge stereotypes.

To support children's communication, we use resources such as colourful semantics, shape coding and Widget Online. Children who are working significantly below age related expectations and who may be on P levels are provided with a personalised curriculum which includes individualised planning to ensure that learning is effective and they reach their full potential. Additional planning time will be allocated where there is a high proportion of children requiring individualised curricula. This will be agreed with the Assistant Head for Inclusion.

6. Oracy

Learning Partners

A key element of our teaching at Olga is the use of learning partners. We recognise that the development of good oracy skills is essential for learners to be able to articulate their thinking and extend their learning.

Learning partners should:-

- Be changed every two weeks (across years 1 – 6)
- Include mixed ability
- Enable self and peer assessment.

Language structures

We know that many of our children benefit from the explicit teaching of language structures, subject specific vocabulary and ambitious vocabulary to help them to explain their thinking and take part in discussions. We use the Tower Hamlets Language Structures to support us with this alongside Olga's oracy guidelines Appendix 3. We model good use of spoken language and use of the specific language structures being taught.

In the EYFS 'Every Tower Hamlets Child a Talker' (ETHCAT) strategies are used to promote and support the development of language and sustained shared thinking.

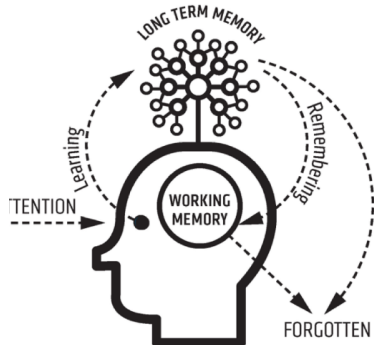
Oracy sentence stems are used to scaffold high quality talk, with some lessons prioritising an oracy outcome over a written one.

Appendix 4- Dialogic Talk-

We encourage all children to participate as fully as possible during lessons. Dialogic talks strategies support all pupils by giving them thinking time to prepare their responses. See appendix 4 for examples

7. Cognitive Load Theory

Cognitive load theory (CLT) is about the architecture of memory and the brain and in particular, the capacity of the short-term memory to process information. Long-term memory consists of a range of schemata. These are complex structures that link knowledge, create meaning and allow skills to be performed. They are built up over time.



Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once.

However, CLT is not about minimising cognitive load. It is about not exceeding the cognitive load that people can deal with. Deep learning requires cognitive load (learning is hard!), but it must be relevant to the task and help rather than hinder learning.

At Olga we use a range of strategies such as working walls, visual maps, concrete resources and vocabulary banks to support cognitive load.

Understanding Adaptive Teaching (from the EEF)

Understanding Adaptive Teaching

The Early Career Framework provides a helpful explanation of why Adaptive Teaching matters:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

As far as possible, make curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well-planned curriculum will reduce the teacher's need to make in-the-moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.

For an overview of strategies which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND, see the EEF's '5-a-day' approach:

<https://bit.ly/EEF5aday>



Presentation

At Olga we believe that through an emphasis on presentation, the importance of pride, clarity and precision are reinforced and valued:

- Pride in your work fuels a sense of self-worth
- Your ideas have value
- Clarity is important in presenting ideas, explanations and descriptions.
- Precision matters in punctuation so the meaning of what you are saying is clear. There's likely to be a connection between neat writing and accurate writing; there are standards for writing
- Precision matters in diagrams so that you can make good mental models for concepts.
- Precision matters in setting out mathematical problems to avoid errors – eg with column addition, rearranging equations, graphical solutions

Handwriting is taught daily and we expect a high standard of presentation across all learning, not just handwriting books.

English and Wider Curriculum

- A sharp pencil must always be used to write with. Writing should be in neat cursive or pre-cursive handwriting (Appendix 4). When the children can write with a neat cursive script, pen licences will be given from Year 2 upwards.
- Long date to be written and underlined in English, Geography, History, PSHE, Science and R.E books in key stage 2.
- KS2: WALT or key questions to be written by children after missing a line – not underlined.
- KS1: WALTs or key questions should not have any images on them (with the exception of widgets).
- Remember to's to be displayed on the board/classroom for children to refer to.
- Cross out any mistakes with 1 neat line – ruler – no rubbers to be used.
- Children to use every page and space on a page. A new page does not need to be started for each new piece of work.
- Editing to be done in green pen below the section to be edited, or with an asterix, on the next page. Small or short edits can be done above the word.
- Teachers to use green highlighter pen to demonstrate where children have demonstrated the success criteria well.
- Worksheets/proformas to be kept to an absolute minimum – colour to not be used where possible.

- If worksheets are needed, these need to be trimmed before being stuck into books. Do not fold worksheets.
- Photographs do not need to be stuck in – instead children can write a sentence about what they learnt below the WALT.
- Rulers to be used for all straight lines
- A sharp pencil to be used for all sketches, drawing and graphs

Maths

- A sharp pencil must always be used to write with.
- Date to be written on top line and underlined KS1 short date e.g. 12.9.2023, KS2 short date and Roman numerals date (KS2) e.g. 12.9.2023 XII.IX.MMXXIII
- WALT below and not underlined
- Success criteria to be stuck in the books which should make clear what the children have done in the lesson and how they have done it.
- Manipulatives used to be written by either the children or adult using the marking codes, alternatively these could be typed onto the success criteria.
- Work to be marked by the adults, not the children, in blue pen. Children respond to marking and feedback in green pen.
- Highlighters may be used by children if it makes the activity easier to understand e.g. highlighting words in a word problem; highlighting certain things in a table or the side of a shape etc.
- Rulers to be used for all straight lines

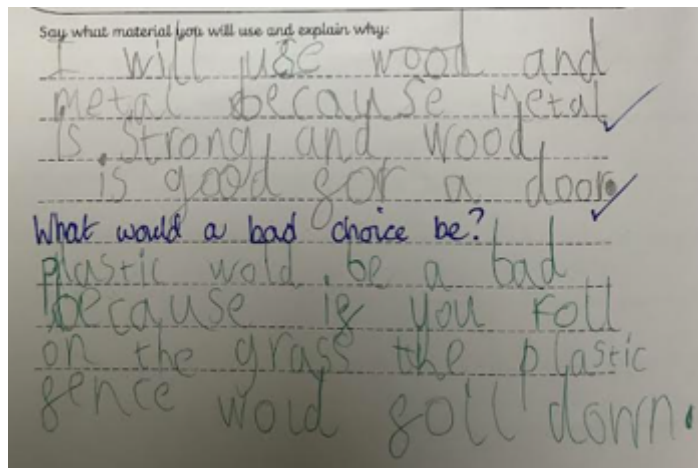
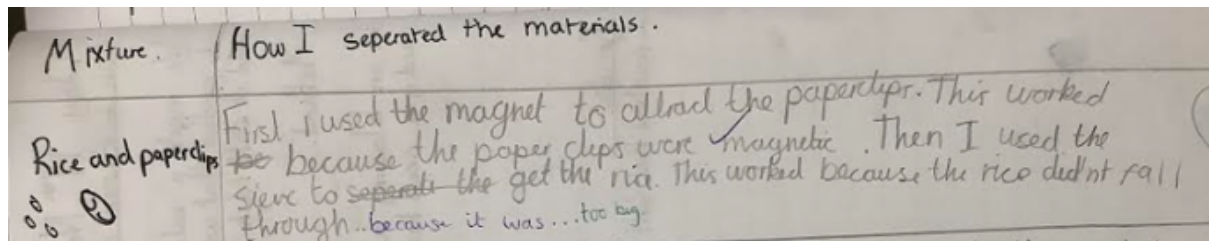
Marking, feedback and Acknowledgement of learning

All learning in books is acknowledged across all subjects. At Olga teachers marking, feedback and acknowledgment is in blue pen. Children respond to marking and feedback and complete editing in green pen.

Marking codes can be found in the inside covers of the English and Maths books (Appendix 5).

In wider curriculum subjects all work is acknowledged with either verbal feedback (v/f), written feedback or a tick to show a child has engaged with key knowledge and/or key vocabulary.

Extending learning can be done with the use of a question (see below). Anything requiring more substantial feedback should be given in the form of pupil conferencing during or after the lesson.



- Misconceptions or errors are addressed through verbal feedback, written feedback or time given to go back over knowledge at the start of the next lesson
- Do not use non-specific comments e.g. well done, good job

Where children are accessing individualised planning and provision, learning needs to be acknowledged by the class teacher through verbal feedback and written and feedback.

Assessment

Formative Assessment

Research shows that children learn best and make the greatest progress when they receive feedback on their work which:

- Is based on teachers' secure subject knowledge of prior learning, current learning and next steps.
- Is timely- *the more instant the feedback, the more able the child is to respond to it constructively*
- Involves the children
- Focuses on the intended learning
- Identifies the child's successes
- Identifies and clarifies misconceptions and/or errors
- Challenges them
- Is given at a level that the children will understand.

Summative Assessment

Summative assessments take place three times a year towards the end of each term for Year 1 to Year 6. See below for EYFS assessment times. Summative assessments can be completed at any time during a term. For example, short quizzes, comprehension questions during guided reading, Nrich activities and test base questions. This will support identifying gaps in order to inform future planning, adapt teaching strategies and allow tracking of all children's attainment. In addition this supports referrals both internally and externally to ensure children's academic and wider needs are met.

For Years 1-6

B1	working at Autumn term 1
B2	Age Related Expectations for end of Autumn Term
D1	working at Spring term 1
D2	working at Age Related Expectations for end of Spring Term
S1	working at Summer term 1
S2	Age Related Expectations for end of Summer Term
GD	Greater Depth (only to be used in the Summer term assessments)

For children working below their year group but within the key phase the following can be entered. E.g. for a Year 4 child working at a Year 3 End of Autumn term
3B2

For children working below the standard of national curriculum assessments and not engaged in subject-specific study P levels alongside target trackers are used to monitor and assess progress and attainment. At the end of each key stage data is submitted using the engagement model for children working, this is a statutory requirement.

Early Years Foundation Stage

Three points of assessment, children are assessed as working at either:

- Baseline
- February
- June

Working Towards

Working Towards +
On track
On track +

Final EYFS assessments are made in June and include whether a child has met a Good Level of Development (GLD)

Statutory Assessments

Reception	Baseline (September)
Reception	GLD (June)
Year 1	Phonics (June)
Year 4	Multiplication Check (June)
Year 6	SATs (May)

Homework

Nursery/Reception	Reading, Practical homework is shared on weekly newsletters
Year 1	Reading, weekly spellings, maths number skills weekly
Year 2	Reading, weekly spellings, maths number skills weekly
Year 3	Reading, weekly spellings, maths number skills weekly (times tables rockstars)
Year 4	Reading, weekly spellings, maths number skills weekly (times tables rockstars)
Year 5	Reading, weekly spellings, maths number skills weekly (times tables rockstars)

Year 6	Reading, weekly spellings, maths number skills weekly (times tables rockstars)
--------	--

Homework should be adapted to meet the needs of children. Homework is not marked however receipt of homework needs to be recorded and monitored.

Appendices

Appendix 1- Short term planning

EYFS- Year 6

- English planning unit plan template can be found in: staff shared-core curriculum-English
English planning example unit plan can be found: staff shared-core curriculum-English
- Maths planning unit plan template can be found: staff shared-core curriculum-Maths
Maths planning example unit plans can be found in: staff shared-core curriculum-Maths

Appendix 2- Short term planning for Early Years

Weekly plan for areas of learning including UW, EAD, PSED, PD and C and L

Daily continuous provision and enhancement plan

- EYFS templates can be found:
Staff shared-year group planning- Nursery or Reception

Appendix 3- Classroom organisation

Classroom set up reminders

- Picture on the front of your classroom door showing the year group team.
- Visual timetables
- Inviting book corner (establishment week activity for children to support with display) with books clearly organised in genres etc
- Zones of regulation display with strategies to be created as part of establishment week
- Maths working wall
- English working wall
- History timeline up
- Map of the world up (Olivia to provide)
- Labelled maths cupboard
- All trays and resources labelled with **widget labels** (please email the office if you need new labels)
- Children allocated coat cupboard/coat hook (**labels to be inside the cupboards, not on the cupboard doors**)
- Online Safety, Undressed and ChildLine posters to be up in all classrooms in a place where the children can read them
These can be printed out from:
Shared Area/Curriculum/Computing/Online Safety/Posters

Appendix 4– Dialogic Talk Moves

Dialogic Talk Moves

Wait

Teacher: "Who thinks they can explain what's happening here? No hands up. (3 second pause. The teachers scans the class, engaging in eye contact). Now talk with your partner. Find out what each of you thinks.

(After students have spoken together) Paul – would you like to tell us what the two of you thought? ('Cold calling': another Talk Move)

What's going on here?

Why does this talk move work?



Invite more

Teacher: Does anyone have any idea why the water level rose. What might have caused it?

Lynne: I think it was the weight of the ice.

Teacher: That's an interesting idea. **Can you say more?** (3 second pause).

Lynne: Because it's heavier than the water and it pushed the water up?

What's going on here?

Why does this talk move work?



Pass on

Teacher: Who thinks that they understood what James is saying...? Can someone put what he just said in their own words?

What's going on here?

Why does this talk move work?



Stay neutral

Neil: Just as Ayesha was saying, I don't reckon he was a good king because, look at all the terrible things he did to his enemies.

Teacher: Thanks Neil. Anyone else?

Wendy: I don't agree! A good king has to be a strong king and he was only protecting all of his citizens so he was a good king to them and the people he had killed, well he wasn't their King anyway was he?

Teacher: Hmm...

Ayesha: Yes, but he was cruel: look at how he got people to confess by torturing them. How can you call him good when he does that?

Wendy: I'm not saying he was nice...but he did it for the good of his country. That's his job isn't it?

Teacher: Interesting. Anyone else?

What's going on here?

Why does this talk move work?

Tip: save your praise and positive comments until later on, as a way of providing specific feedback on what went well and why.

Include yourself

Teacher: 'How can we draw some conclusions from this?';

'I think you are saying...';

'I'm wondering if there's another way of saying the same thing...';

'Am I right in thinking that you mean...?';

'I'm hearing some different ideas here. Is there a way we can pull them together?'

What's going on here?

Why does this talk move work?