



Larkrise Snapshot : Teaching & Learning

Ethos	Caring :: Confident :: Curious :: Celebrating :: Creative Underpin Larkrise’s vision & values and are reflected in all that we do.
Priorities	Broad & balanced curriculum drives a love of learning, excellent progress & attainment. Excellent teaching leads to improved outcomes for all pupils. Growth Mindset, ‘no ceiling’, meta-cognitive approach to achievement for all.
Environment	Stimulating, supportive and celebratory learning environment in which all can take pride.
Our Curriculum	We provide an enriching and engaging curriculum which captivates children’s curiosity and inspires them to become life-long learners. What we use: <ul style="list-style-type: none"> • In-house ‘Storytelling’ curriculum planned to lead English teaching through oracy and make supportive links between subjects while ensuring consistency and progression. • Letters & Sounds Phonics • White Rose Maths to support planning, coverage pitch and expectations • Strong team of curriculum leads to support teachers’ knowledge and understanding of the requirements for each subject in their particular year group. This ensures appropriate coverage, progression, pitch and expectations. Use of some schemes e.g. ‘The Power of P.E.’ <ul style="list-style-type: none"> • Where links are possible we encourage children to use the outdoor space (such as the Forest School, Nature Park and other areas) to support learning
Teaching Cycle	Teaching Cycle A4 Topic Web (per yr grp, per term): key learning for each curricular area → website and goes in paper for to parents and carers Medium term plan (working document per yr group): shows the intended learning and outcomes, week by week, across the term for each curricular area Foundation subjects: may be taught weekly or blocked e.g. for a week of afternoons, know skills to be covered and expectations for year group and how when you will teach re your story curriculum and English lessons English and Maths: (included on medium term plan with intended learning/outcomes) Weekly/fortnightly plan: overview with aims for sessions Plan & resource first one to two days in detail. Use information gathered from formative assessment of children in these lessons to decide next steps/rest of week plans. Only ever plan first two lessons in detail to ensure AFL can be used. Daily guided reading plans take place which are well planned. All planning take consideration of all groups and their individual needs. Particular attention is given to PPG and SEND children to ensure they close the attainment gap. Feedback (see policy) informs children of their successes and next steps
Differentiation	Differentiation refers to the support and scaffolding pupils need to meet learning goals We do not put a ‘ceiling’ on our expectations of pupils by labelling them with ‘abilities’. Instead we use flexible groupings in response to pupils’ learning needs in each lesson. While prior attainment is part of this picture, careful formative assessment enables teachers to ascertain how much and what kind of support a pupil will need. This may include, but is not limited to: <ul style="list-style-type: none"> - guided group or 1:1 support (could be for learning or behaviour/emotional needs) - additional resources e.g. 100 square, word bank, variety of writing frame, use of ICT to record - more time (pre-teaching, support during D.I.R.T., longer to finish)

	- more structured or open-ended verbal or written feedback
Lesson detail/ expectations	<p>All lessons should have:</p> <ul style="list-style-type: none"> • Learning Objective (LO) - what you want the children to LEARN (de-contextualised) • Success Criteria (SC) - how children will achieve the learning • Key vocabulary – which all children should be supported to understand and use • Models/exemplification ('WAGOLL') which children can then refer to via working wall • High expectations of presentation in books, in which they can take pride <p>(We spend time at beginning of year setting out age-appropriate expectations for this: e.g. short date maths, long date literacy, use of rulers in maths, one digit per box, neat/joined handwriting)</p>
How we ensure and monitor progression	<p>In addition to on-going formative assessment in class and three assessment points (see policy):</p> <ul style="list-style-type: none"> • Once-a-term Learning Logs to show individual progression across curriculum • Curriculum displays for show progression across year groups through the school • Termly pupil progress meetings to discuss attainment targets & strategies to achieve • Rigorous monitoring of individuals and groups using SIMs/Hello Data, overseen by Head and Curriculum Leads. Teacher should have a good awareness of prior attaining bands at previous statutory assessment points.
Celebrating learning	<p>WOW Slips/Team Tokens (see behaviour policy)</p> <p>High-quality displays showcase learning outcomes from across the curriculum</p> <p>Themed curricular days across the year raise the profile of each foundation subject.</p> <p>Termly Open Classrooms: parents/carers are invited in to see end-of-topic learning outcomes</p> <p>Performances:</p> <ul style="list-style-type: none"> • Class Assemblies: whole school and parents invited to see class present their recent learning • EYFS/KS1: Christmas Nativities/Carol Concerts • KS2 Dance Shows: Linked to Storytelling Curriculum • Y6 Leavers' Assembly: to reflect on their whole time at Larkrise • Children also have the opportunity to join Larkrise Samba Band and/or Choir