

Cape Primary School

Teaching and Learning Policy.



Approved by:	Full Governors	Date: July 2025
Last reviewed on:	July 2024	
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Change Log:

Date	By Who	Comment
July 2024	S. Baker	Assessment – updated in line with marking policy. Monitoring – updated to reflect peer support monitoring in 2024-25.
July 2025	S. Baker	The 'Cape Pledge' included in the policy

School Aims and Ethos *Excellence through Partnership*

The overriding aim of our school is to provide a happy, friendly and exciting, yet disciplined environment where every child matters; where every child is valued and encouraged to always do their best.

We value, respect and care for each other, our resources and our environment. We help pupils develop their Spiritual, Moral Social and Cultural understanding and to build strong relationships as this is imperative for life and it sets the best platform for learning.

Introduction

Here at Cape Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. In order to promote a love of learning and therefore encourage lifelong learning we strive to ensure that our Teaching and Learning strategies enthuse, motivate and inspire our children through ensuring that the education that we offer is a rewarding and enjoyable experience for everyone. Alongside teaching the statutory curriculum we also develop our children holistically and prepare them for the next step in their lives through the delivery of the Cape 8. It is our aim that by the time our children leave us they will have developed characteristics of mastery. We have identified 8 key characteristics that will ensure that our children have exceptional personal development and they are prepared for life in Modern Britain.

Our key characteristics are:

1. Try new things
2. Work hard
3. Concentrate
4. Push ourselves
5. Imagine
6. Improve
7. Understand others
8. Not give up

These eight characteristics are embedded in our curriculum and our teaching and learning strategies.

Effective Learning

Here at Cape we understand that children learn in many different ways and therefore it is imperative that we recognise the need to design our curriculum, teaching and lessons to incorporate these different strategies to allow the children to learn in ways that suit them best. We pride ourselves on providing the children with first hand experiences such as educational trips, visitors to school and workshops which often provide the 'initial hook' for learning for the children. These provide the children with a real life experience that they can relate their learning to. During our taught lessons we provide the children with the opportunity to work independently and discover their own learning, to work in pairs and groups to promote collaborative thinking and learning and in whole class situations. Key questioning plays a major role in all of our planning and lessons to encourage the children to become intelligent thinkers and ask questions for themselves, which in turn develops their thirst for learning. We provide our children with the opportunities to learn through investigations, problem solving activities, self-research, debates and creative and enterprise activities. We are very proud of the cross curricular links that we make at Cape, as we believe that learning does not happen in isolation and therefore provide the children with the opportunity to apply their skills to other areas of the curriculum and to life.

Learning Environment

At Cape the children are at the heart of all that we do and we endeavour to support and progress their learning through many different means. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-

quality work by the children. Our classrooms are all equipped with working walls. These provide the children with a visual prompt for their learning that they can refer to during the lesson and allows them to track and revisit their learning across the week/ unit of work. All working walls identify the learning aims and success criteria, key questions, key vocabulary to be used, examples of good work and targets for the unit of work. They also provide the children with effective modelling of the expectation for the session. The learning does not stop in the classrooms and is extended to the corridors around school, the halls and the outside areas. This is achieved through interactive and learning displays that not only showcase our fantastic work but also promote discussion and thinking.

Effective Teaching

At Cape we believe that good teaching begins with building positive relationships between the children and adults in a school community. In order for effective teaching to take place there has to be mutual respect and understanding by all parties. At the start of every academic year the teachers and children build on these relationships through a range of activities before formal teaching begins. These relationships are then continually developed throughout the academic year. All of the staff at Cape have high expectations of behaviour and learning which the children fulfil.

The teachers design their lessons effectively so that they take children's prior learning and current assessment into account whilst exposing them to an age appropriate curriculum. Teaching is then differentiated through the level of support (practical, adult or differentiated task) in order to allow all children to achieve and progress to the best of their ability.

Our teachers all follow the National Curriculum and demonstrate secure subject knowledge which ensures that the children receive an age appropriate curriculum and have the opportunity to develop mastery at each level.

Our teachers apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and progress. This is achieved through formative assessments carried out on a daily basis being used to match planning, resources and support for the children.

The Cape Pledge

Each year group will make a pledge to the children in their care to ensure that by the end of the year every opportunity has been given to ensure all children attain certain key skills, attributes and knowledge related to their year group so that the children are ready to access the next year group with the knowledge they need. Planning should reflect how teachers are addressing their pledges to the children.

Pedagogical Choices

What does pedagogy mean?

It has various definitions, including:

"the way teachers deliver the content of the curriculum to a class."

"the method of teaching, both as an academic subject or theoretical concept."

"Working together allowing conversation, which teaches language, meaning, and values in the context of immediate issues."

So, ultimately, the term pedagogy can be used to define the various ways that teaching and learning is carried out, in an educational and business sense. Think of it as joint-learning opportunities, both for the facilitator and the learner, and the earlier quote of 'eliciting response that demonstrates understanding' is key to the learning process.

Ofsted points out in the new inspection framework, 'The curriculum is distinct from pedagogy. ' Put simply, pedagogy is the way that the teacher delivers the content of the curriculum to the pupils – for example, the teaching style used and theories employed.

We recognise that whilst there are some key pedagogical choices that our school has made to ensure teaching and learning is effective for all children in all lessons. Our teacher toolbox provides all staff with the opportunity to make professional decisions about the pedagogical choices they make in lessons whilst recognising there are a whole raft of strategies that can be used. See appendix 1 for our teacher toolbox.

However, we must also recognise that some subject areas have very specific pedagogy to ensure the subject area is taught well. Appendix 2 identifies subject specific pedagogical strategies.

Planning

Our teachers at Cape are expected to plan (formally and informally) for all of the subjects taught. In English and Maths planning takes the form of a working document that teachers use to deliver lessons. In all other subjects planning takes the form of a more traditional 'medium term' planning approach. Teachers across each year group collaboratively plan together, using the National Curriculum, to ensure consistency and continuity between classes. Each teacher will then personalise the planning to ensure that it meets the needs of the children.

Assessment

Assessment is a crucial element to Teaching and Learning. Here at Cape we identify the importance of both formative and summative assessments. Formative assessments are carried out daily through questioning, self-assessments and marking (see our marking policy). We feel it is important that the children take ownership of their learning and understand their achievements and what they need to work on to improve. To take this a step further, in Maths children may be responsible for marking their own work. Although there is an element of this through our current marking policy, the children will be fully responsible for their Maths marking (where appropriate). We will encourage the children to celebrate their achievements and also unpick for themselves where they might have gone wrong in their learning and therefore figure out how to put it right. This is a very powerful tool for children to take ownership of their learning and become independent learners.

We currently abide by the statutory assessments set by the government therefore we carry out baseline assessments with our Reception children, in Year 1 the children have the Phonics screening and in Years 6 the children sit the SATS and in Year 4 the children complete the statutory multiplication check. In order to support our teacher judgments Running Reading Records are completed along with PIRA reading tests. In Maths end of unit checks are completed.

Teachers upload termly summative data onto SIMs our schools tracking system. This outlines the children's learning each term and informs future planning as teachers can map out what objectives need to be covered or revisited.

Monitoring of teaching and learning

Teaching and Support staff

Teachers are required to reflect on their teaching and evaluate lessons informally to celebrate good work and also inform future planning. Informal assessment carried out on a daily basis outline the impact of teaching and learning and teachers are encouraged to adapt and improve future lessons and planning where appropriate to better support the children.

SMT

The Head Teacher along with SMT monitor teaching and learning in a number of ways so that the evidence can be triangulated and a holistic picture can be made up. The assessment data is analysed every half term and pupil progress meetings are held with SMT to identify the progress made by different groups of children. These valuable meetings allow us to identify children who are making better than expected progress and also question why some children are not progressing as well as they could.

SMT will be working in the classroom with the teachers at least once every half term to provide support, guidance and to team teach with each teacher so that our monitoring has a direct positive impact on the children and teaching and learning. Other forms of monitoring such as work scrutinies, learning environment, planning monitoring and pupil voice are all elements that will be monitored in this time along with the teacher so that they are also taking an active part in the monitoring process. **New for 2024-25.** During 2024-25 will trial the use of peer monitoring and coaching to support each other. This will take place supported by SMT.

Governors

During regular governor meetings, the governors are required to look at anonymised data and teacher profiles firstly to gain a true perspective of teaching and learning and also to raise questions and challenge how SMT are ensuring that the teaching and learning strategies are effective in raising pupil attainment.

The governors also track the effectiveness and implementation on the School improvement plan (SIP) and ensure that the School Evaluation form (SEF) is an accurate reflection.

Parents

At Cape we value the importance of parents and carers being the primary caregivers and very first educators to our children. We therefore endeavour to build strong parent partnerships with our parents in order to better meet the needs of our children. Our class teachers meet with parents twice a year during our Learning together days to discuss the children's learning and then at the end of the academic year the parents/carers receive a written report celebrating the children's achievement and outlining their progress. Our family support workers work very closely with some of our families in supporting them with their own learning through holding a range of parenting classes and support groups. The parents are kept informed about the teaching and learning at Cape through our weekly Cape Newsletters, our Curriculum newsletters and our extensive website.

Homework

The expectations for homework at Cape are that parents will ensure the following activities are completed weekly:

- Reading - Collins e-book, Reading Plus, Reading Eggs, Home Reader, Real book
- Maths – Learning KIRFS and any fluency activities e.g. TTRS, Numbots
- Phonics – EYFS/KS1 to send home the weekly phonics sheet outlining sounds and words learnt during the week.
- Spellings – for year groups where spellings are learnt.

From time to time there may be different project for activities for children to complete.

Equal Opportunities

Our school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. Equality is an important part of the planning and teaching of all lessons. When planning work for children with Special Educational Needs we give due regard to information and targets contained in the children's Passport/ EHC plans and their personalised/ group education plans. We also encourage all children to become independent learners (to the best of their ability) as we feel this

prepares them for future life. We have high expectations of all children and we believe that the principles of equality underpins work and life throughout the school.

First, Quality Teaching at Cape Primary School

The purpose of this aide memoir:

- To support the teachers and support staff to know what quality first teaching looks like at Cape Primary School.
- To support all teachers and support staff to systemize the key ingredients of quality first teaching.

Strategies used for each step of the principles may vary by subject.

Principle 1: Prior knowledge influences new learning

Activate prior knowledge by:

- Use retrieval practice to identify what has been retained, this could be by using white boards to make a note of prior understanding, a quick warm up quiz or task, a paired talk or group discussion.
- Use story maps to recap and recall what has gone before.
- Link prior knowledge to the day's learning.

Principle 2: We learn what we think about

- Plan the learning you want to happen in the lesson.
- Have a routine to start lessons.
- Focus children's attention before you give any instruction or explain knowledge.
- Front load your expectations on attention.
- Refocus and keep children on task using a range of engaging activities.
- Follow the school behaviour policy and set high expectations of self and the children.

Principle 3: Our working memory is limited when we are learning new knowledge

- Sequencing the knowledge to be taught in the day's lessons in the order it is to be taught – don't jump around!
- Pre-teach vocabulary before expanding knowledge.
- Dual code explanations as much as possible.
- For each step in the sequence, plan purposeful questions to check for understanding.
- Use a range of strategies to allow children to answer questions, whiteboards, quizzes, show me etc.
- Fade out your guidance after modelling to cognitively support children to make their first steps.

Principle 4: Fluency arises through practice over time

- Make sure children practise new knowledge more than once.
- Vary the practise of new knowledge, don't repeat the same task – variation on a theme.
- Do homework tasks allow further practice at home?
- Have you taught the skills of revision and practice for the subject so children know how?
- Have you given children guidance over time to do well?

EVERYTHING YOU DO MATTERS

Appendix 1

Differentiation

Differentiation is ensuring all children can access the learning intentions. Differentiation may look different in a variety of situations. For example by support given, by outcome or by task.

Knowledge of Pupils

The key to any teacher toolbox is knowing the children in their care. Understanding children and their learning needs will ensure a productive learning environment. The relationship between staff and child is key to success.

Knowledge Organisers

Knowledge organisers are to highlight key information that will be referred to during the unit of work. The content varies depending on the subject. They are a reference point and working document used during the unit.

Big 5

The big 5 are 5 key questions that are specific to a unit of work and are answered through the taught content. The purpose of the big 5 is to support teacher assessment of a unit and pupil understanding. Can the children answer the big 5?

Speaking & Listening

Speaking & listening is a multi-layered tool that can be used throughout the teaching sequence. There are a number of techniques used, for example; paired talk, envoying, snowballing, magpie-ing, 'stem sentences', embedding vocab.

Learning Environment

The learning environment should be used like an additional adult in the room, not providing the answers, but ensuring children have prompts and support to access the learning independently.

Modelling & Scaffolding

Modelling is one of the most important factors in ensuring learning of a particular topic, but it is most impactful when it can introduce new concepts without increasing pupils' cognitive load – hence the 'I, We You' approach. When scaffolding learning, you are giving the children the small steps to enable them to access the next stage.

Peer & Self-Assessment

Peer & self-assessment, where children assess each other and themselves, can encourage them to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers.

Marking & Feedback

Marking & feedback is one of the most powerful and effective tools used in teaching. Ensuring that a carefully selected close the gap activity is given to enable children to address misconceptions, extend learning or get children ready for the next step in their learning.

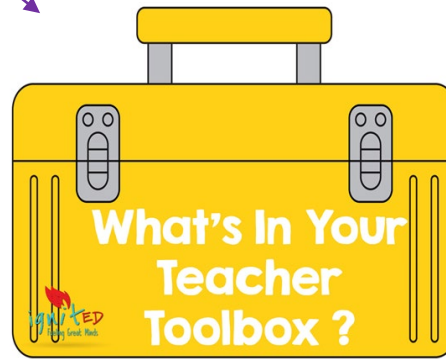
Effective Questioning

Effective questioning is used for a variety of purposes. Encourages children to engage with their work and each other. Helps students to think out loud. Facilitates learning through active discussion. Empowers children to feel confident about their ideas. Improves speaking and listening skills. Builds critical thinking skills. Teaches respect for other people's opinions. Helps children to clarify their understanding. Motivates children and develops an interest of a topic. Allows teachers to check children's understanding.

Self-regulated learning

Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. How they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve. It will look different for learners of different ages, and for different tasks, but teachers will recognise these characteristics in their most effective learners.

Pedagogical Choices



Appendix 2

Design Technology

Purpose of study

practical subject...creativity and imagination...design and make...real and relevant...broad range of subject knowledge...take risks, becoming resourceful, innovative...evaluation of past and present...critical understanding

Aims

The national curriculum for design and technology aims to ensure that all pupils:
creative, technical and practical expertise needed to perform everyday tasks confidently...
design and make high-quality prototypes and products...range of users
critique, evaluate and test
learn how to cook.

Geography

Purpose of study

... curiosity and fascination about the world and its people... diverse places, people, resources and natural and human environments...Earth's key physical and human processes...interaction between physical and human processes, and of the formation and use of landscapes...Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:
contextual knowledge of the location of globally significant places...defining physical and human characteristics...understanding the actions of processes
...processes...key physical and human geographical features of the world...interdependent...variation and change over time
collect, analyse and communicate... Data gathered...fieldwork that deepen their understanding of geographical processes
interpret... sources...maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
communicate geographical...maps, numerical and quantitative skills and writing at length.



National
Curriculum

Subject Pedagogical Choices

Art & Design

Purpose of study

engage, inspire...experiment, invent and create...think critically... rigorous understanding...reflect and shape our history...contribute to the culture...

Aims

The national curriculum for art and design aims to ensure that all pupils:
produce creative work, exploring their ideas and recording their experiences
proficient...techniques
evaluate and analyse...language of art, craft and design
know about great artists... understand the historical...cultural development of their art forms.

History

Purpose of study

coherent knowledge and understanding of Britain's past and that of the wider world... curiosity...perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement....process of change...own identity and the challenges...

Aims

The national curriculum for history aims to ensure that all pupils:
know and understand...history of these islands as a coherent, chronological narrative, from the earliest times to the present day...lives have shaped this nation and how Britain has influenced and been influenced by the wider world
significant aspects...wider world...ancient civilisations; the expansion and dissolution of empires...past non-European societies...
abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
historical concepts...continuity and change, cause and consequence, similarity, difference and significance, make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.....methods of historical enquiry...evidence contrasting arguments and interpretations of the past have been constructed
gain historical perspective... connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Appendix 2

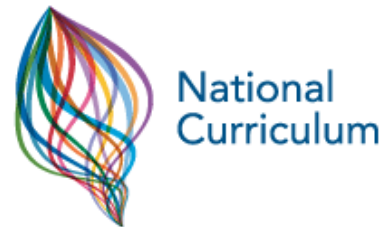
Science

Scientific knowledge and conceptual understanding

... describe associated processes ...common language...extended specialist vocabulary...collecting, presenting and analysing data....

The nature, processes and methods of science

observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data....



Subject Pedagogical Choices

Computing

Purpose of study

computational thinking and creativity ...principles of information and computation, how digital systems work, and how to put this knowledge to use through programming....technology to create programs...digitally literate...use, and express themselves...active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:
understand and apply...computer science, including abstraction, logic, algorithms and data representation
analyse problems in computational terms...writing computer programs...Solve problems
evaluate and apply information technology....analytically to solve problems
...responsible, competent, confident and creative users....

MFL

Purpose of study

Curiosity...deepen their understanding...express their ideas...understand and respond...speech and in writing....communicate for practical purposes...and read great literature in the original language.

Aims

The national curriculum for languages aims to ensure that all pupils:
understand and respond to spoken and written language from a variety of authentic sources ...speak... fluency...discussion and asking questions...improving the accuracy...pronunciation...intonation
...write...different purposes and audiences...grammatical structures
discover and develop...appreciation writing.

Music

Purpose of study

...engage and inspire...critical engagement...compose...listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:
perform, listen to, review and evaluate music
sing...voices, to create...compose...own...others... learn a musical instrument...technology appropriately...
understand and explore...created, produced and communicated...pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Appendix 2

Physical Education

Purpose of study

succeed and excel in competitive...physically-demanding activities...physically confident...health and fitness...values...fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils: develop competence...physically active sustained periods...competitive sports and activities...lead healthy, active lives.

Relationships & Health Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The Key Areas are:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Physical Health and mental well-being:

Mental well-being
Internet safety & harms
Physical health & fitness
Healthy Eating
Drugs, alcohol & tobacco
Health & prevention
Basic first aid
Changing & adolescent body



National
Curriculum

Subject Pedagogical Choices

Religious Education

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils can:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity