

Pedagogy

At All Saints Academy Trust, we strive to provide an enriched, creative and relevant learning experience and environment for our pupils – one that ensures the highest levels of achievement possible for every individual child. The quality of our curriculum is the driver for progress. Through high quality teaching and learning, pupils experience a curriculum designed to prepare them for the next stage of their education, promoting a lifelong love of learning and enabling them to make positive and productive relationships with others. We want our pupils to look back on their primary school years with great fondness and believe our church school distinctiveness enriches these years for our pupils.

We know that learning over time underpins the progress pupils make. We fully understand our pupils' ability to apply knowledge and skills to other problems is dependent upon them chunking the information learnt and over-learning it. This ensures easier retrieval from long term memory into working memory and offers the best opportunity for them to be successful. This means embedding key skills (with a particular focus on early reading) and knowledge by providing opportunities to master and being frequently required to recall what has been learnt.

Our aim is for our curriculum to be steeped in real life experience, to develop a purpose for learning for children. We build in opportunities for exploration and investigation, ensuring high levels of engagement and elements of self-selected research. Topics are full of possibility, encouraging our children to ask 'What if..?' Research indicates that children learn best when there is an element of challenge or struggle in their remembering. What children will remember from a lesson that has bored them is being bored!

Varied delivery, learning experiences and demonstration of learning encourage inclusivity and children to feel they are all smart in their own ways. Delivery may include the use of ideas such as adult led-fictional or non-fictional provocation, child-led investigation and other forms of experiential learning. Above all else, we want our children to be inspired, engaged, challenged and immersed in their learning and love coming to school each day to discover what is in store for them.

Our Learning Behaviours underpin our daily life here at St. Andrew's they have been established to not only benefit our both pupils and our community whilst children attend primary school but we believe they are encourage positivity for life. Our Christian Character runs through them all like writing within a stick of rock. Our posters with examples of what these behaviours may look like in within our community are displayed in every classroom and our front entrance.

- Work Hard and Concentrate
- Respect Yourself
- Try New Things
- Improve

- Don't Give Up
- Imagine

Our Trust's Curriculum is based within the Early Years Foundation Stage Framework, ensuring coverage is at least what is expected from this document. We also use both the non-statutory curriculums, Development Matters and Birth to 5 Matters. Literacy and Maths are taught in the mornings ensuring a timetable that largely remains stable as pupils move through school, supporting routine. However, it is important to note we take advantage of opportunities to work in a cross-curricular way when it is helpful to do so, and our curriculum is designed to support staff in making these links for their pupils. Topic plans cover Understanding the World and Expressive Arts and Design. These have been developed with our communities in mind, for example we have included progressive topic themes focusing upon working scientifically to ensure greater exposure to the specific knowledge and skills needed across the sciences.

In addition to all of the above, we, as a community, have added elements we believe enhance the offer for our particular pupils. They work to offset disadvantage and aim to support extending oracy - language and communication. We use the WellComm assessment and NELI and these assessments have identified a need for a curriculum that includes exposure to rich working language.

Children in Reception are provided with many opportunities to talk, building on prior vocabulary as well as being exposed to new vocabulary through the use of learning partners, class circle times, role play, stories and during high quality play. Our challenge-based learning facilitates high-quality interactions which will enable children to develop their language and ideas, to think critically, problem-solve and reflect sustained, shared thinking. For example, as well as positive comments that might be made about the child's work, children are also asked to reflect on what they like, why they chose particular materials and how they might solve a problem or develop an idea further to improve it next time. Supporting the building of greater learning behaviours.

All staff model good language skills and include frequent daily opportunities for conversations and discussions with children to promote critical thinking and problem solving. Staff observe play (sometimes from a distance, without interaction), scaffold learning, challenge, reset learning spaces and deliver planned objectives. It is our job as trained practitioners to enhance their play and extend learning at every opportunity through careful planning and 'in the moment extension'. Staff receive high quality CPD in order to do this. Tapestry is used as an online Learning Journal to celebrate each child's unique learning journey in our setting and to celebrate with parents their achievements.

We follow a 'Plan, Do, Review' approach to our challenge-based curriculum in which pupils are able to choose their own child-initiated challenges. Practitioners facilitate and carefully support the children to extend their chosen challenges to

ensure coverage and achievement of the Early Learning Goals across the seven areas of learning. Challenges are enabled through a well-resourced environment and a highly skilled team that focus on questioning and encouraging the children to review their own learning. Staff encourage children to evaluate their work and to consider what could make their challenge even better. This is another key element in our Early Years philosophy.

Our enabling environment is key to supporting and enhancing our pupils learning and development. We see the role of the environment as our 4th adult. We ensure our environment sparks awe and wonder in our children whilst encouraging independence. We provide ambiguous and open-ended resources to nurture creativity and imagination as well as foster children's relationships and communication skills. Our classroom and outdoor space are designed to allow children to explore and lead their own challenges for themselves, peers and the adults they work with. Resources are all freely accessible and children are taught to independently access what they need and are responsibly for independently tidying away too!