

## Teaching and Learning Guidance

### Challenge and Aspiration

#### Our main Principles

At Copperfield Academy we believe that children learn best through a well-planned vibrant curriculum that provides opportunities for working cooperatively and independently. Each Year group has a bespoke timetable to meet the needs of the pupils, allowing teachers to focus on developing skills in the core subjects.

The Copperfield Way recognises that learning is the purpose of the whole school and is a shared commitment. At Copperfield Academy we believe that education involves children, parents, staff, and the community, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community.
- Recognise the needs and **Aspirations** of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements through appropriate levels of **Challenge**.
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum.
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding.
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils.
- Develop individuals with reflective, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes.
- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being.
- Develop children's confidence and capacity to learn and work independently and collaboratively.
- Develop our 6 core values.
- Encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world.
- Encourage children to value the diversity in our society and the environment in which they live.

## Planning

Medium term plans are submitted to the Acting Deputy Head Teacher for Teaching and Learning. There is a school format for this that can be found on the shared drive in the curriculum folder. It is recommended that weekly plans are sent to Phase/Year leaders to ensure that they are able to provide additional support with the planning process.

Year group teams have PPA together which enables a holistic and collaborative approach. It is essential that teams use this time to plan together and that every professional leaves the PPA session knowing the LOs for English and Maths and Cornerstones for the following week. There is a PPA agenda on the shared drive in the curriculum folder to support the structure of PPA if teams choose to use this.

## A Broad and Balanced Curriculum

### English

Reading is at the heart of learning at Copperfield Academy, we strongly believe that becoming a successful reader allows pupils to flourish in all areas of the curriculum. Pupils are encouraged to develop a love for reading; we ensure that our pupils have regular access to our local library where they can expand their interests in a variety of genres.

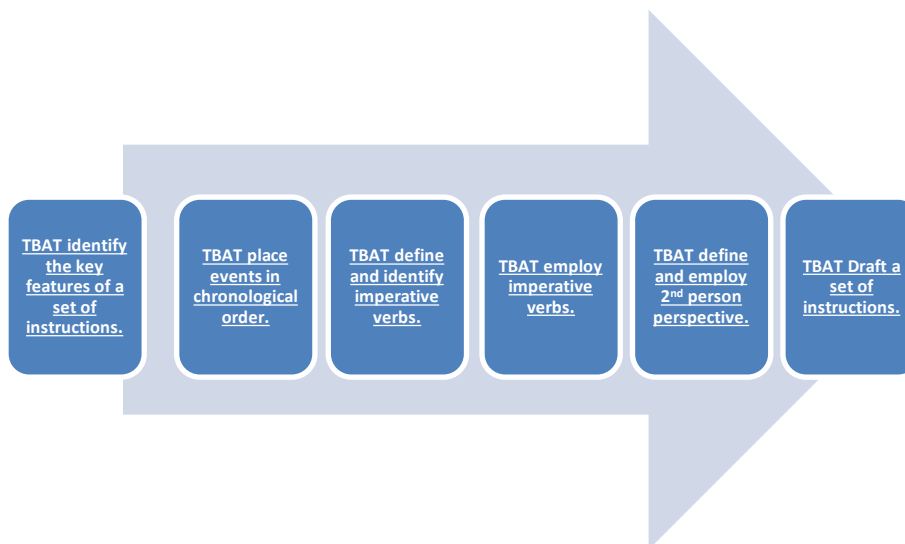
To teach our younger pupils initial reading skills we use the Read Write Inc programme. Pupils engage in daily phonics lessons and we regularly encourage parents to join us for reading workshops in order to support our youngest readers.

In Key Stage Two, the focus of teaching shifts further towards developing pupils' understanding of the content of what they have read and is centred on the reading domains. Children engage with a range of high-quality texts linked to their theme of learning for the term.

Each classroom has a dedicated space for Reading, this area is filled with high quality fiction and non-fiction texts that are age appropriate.

Writing is taught through a clear and considered learning sequence. Sequences start with the end result or product and working backwards. This doesn't have to be spread just across a week and it doesn't have to go from Monday to Friday but each lesson should have a clear learning intention.

### Example of English Learning sequence



## Developing vocabulary

- Using thesaurus'
- Using wordle to create word banks (please see example below)
- Teaching children these new words
- Use throughout your teaching sequence so that children become familiar and can use in context
- Encourage dictionary use for unfamiliar words
- Display ISPACED in classrooms to help children regularly challenge their vocabulary choices



### Ing Words (Verbs)

sprinting, weeping, hiding, sobbing, wailing, recoiling, battling, cowering, pondering, wondering, searching, whimpering, howling, questioning, seeking

### Similes (or metaphors)

like lightening, as quick as as brave as, as tall as as lonely as, as cold as, as hot as, as slow as

### Prepositions

besides, next to, adjacent to betwixt, between, alongside, underneath, parallel with, in the distance, on the horizon, opposite, towards, in front of, during, near, through, across

### Adverbs

anxiously, cautiously, apprehensively, menacingly, painfully, carefully, foolishly, rigorously, meticulously, generously, thankfully, suddenly, gravely, regrettably

### Connectives

even though, as a result, however, nevertheless, despite the fact, whilst, although, meanwhile, furthermore, moreover, subsequently, thus, therefore, initially

### Ed words (or other adjectives)

petrified, terrified, bewildered, relieved, shocked, disheartened, appalled, shocked, sickened, dismayed, devastated, dazed, traumatised, stunned, dumbfounded, astounded, staggered

## Maths

Within mathematics, we follow the mastery approach which enables pupils to develop their mathematical fluency without resorting to rote learning and are able to solve non-routine Maths problems without having to memorise procedures.

### **Key features of a Mastery approach to Maths:**

#### **Whole class moves through content at the same pace**

When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of mathematical concepts.

#### **Time to think deeply about the maths**

Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.

## **Builds self-confidence in learners**

In a traditional primary school maths lesson, children are put in different groups and given different content based on their anticipated ability. This means that from an early age children are classed as those who can and can't "do maths". Teaching maths for mastery is different because it offers all pupils access to the full Maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

## **Differentiates through depth rather than acceleration**

Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Unlike the old model, where advanced learners are accelerated through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on.

## **Basic skills**

At Copperfield we are committed to raising standards of basic skills. By basic skills, we recognise the important of one's ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

## **Cornerstones**

The school follows the Cornerstones curriculum to deliver topic based learning during the afternoons, which enables pupils to be fully immersed into their learning theme. Topics begin with a 'stunning start' with a have a 'marvelous middle' and finish with 'fabulous finale'.

All topics are based on a key core text.

## **Computing**

We use Rising stars 'switched on' computing scheme. Teachers systematically work through the units provided.

## **Science**

We subscribe to Empiribox to help teachers deliver inspirational practical science lessons throughout Key Stage 1 and 2.

## **PSHE**

At CA we use a whole school scheme to support the teaching of PSHE. This provides appropriate coverage and progression. See curriculum coverage map and scheme of work.

### Home Learning

	Reading	English	Maths	Topic
<b>Nursery</b>	Children in Nursery choose a book from the book corner and should have a picture book read to them each night.		Children in EYFS have an individual access to 10 town. This supports both recognition and early understanding of number.	Children are set three topic based home learning tasks which they can choose 1 to complete as a family. These are to be sent out at the start of the term.
<b>Reception</b>	Children in Reception choose a book from the book corner and should have a picture book read to them each night. In addition to being read to children in Reception also take a RWI book home with them to read matched to their individual reading ability.		Children are set three topic based home learning tasks which they can choose 1 to complete as a family. These are to be sent out at the start of the term.	Children are set three topic based home learning tasks which they can choose 1 to complete as a family. These are to be sent out at the start of the term.
<b>Year 1</b>	Children in Year 1 take a reading book linked to their individual reading ability home daily to read each night. In addition to this pupils take a RWI book home with them on a Friday as a celebratory read (fluency and comprehension are the focus of this text).	Weekly Spellings linked to the sounds they have learnt in phonics that week.		Home learning matrix 3 Maths, 3 English, 3 topic
<b>Year 2</b>	Children in Year 2 take a reading book linked to their individual reading ability home daily to read each night.	Weekly Spellings linked to the sounds they have learnt in phonics that week.	Home learning matrix 3 Maths, 3 English, 3 topic	Home learning matrix 3 Maths, 3 English, 3 topic
<b>Year 3</b>	Children in Year 3 take a reading book linked to their individual reading ability home daily to read each night.	Weekly Spellings linked to the words on the NC spelling list for the year group.	Home learning matrix 3 Maths, 3 English, 3 topic	Home learning matrix 3 Maths, 3 English, 3 topic
<b>Year 4</b>	Children in Year 4 take a reading book linked to their individual reading ability home daily to read each night.	Weekly Spellings linked to the words on the NC spelling list for the year group.	Weekly Timetables	Topic home learning matrix
<b>Year 5</b>	Children in Year 5 take a reading book linked to their individual reading ability home daily to read each night.	Weekly Spellings linked to the words on the NC spelling list for the year group.	My Maths	Topic home learning matrix
<b>Year 6</b>	Children in Year 6 take a reading book linked to their individual reading ability home daily to read each night.	Weekly Spellings linked to the words on the NC spelling list for the year group.	My Maths	Topic home learning matrix

*In addition to all of the above children receive a reading challenge matrix to complete.*

## Learning Environment

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, spaces both indoors and outdoors EYFS Development Matters – Enabling Environments

'...the quality of the physical learning environment...goes hand in hand with academic performance.' gei (Global Educator Institute)

Classrooms will be tidy, organised, and purposeful and child centred.

- Resources will be clearly accessible and identifiable.
- Reading areas will be comfortable and attractive and evoke a love of reading.
- Labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- In EYFS and Lower KS1 areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- Pupils will be involved in the maintenance and care of all equipment and resources.

## Working Walls

