

# **Samuel Cody School - Primary**

## **Teaching & Learning Intent**

In Samuel Cody Primary we prioritise children's individual learning journey's and aim to deliver an exciting and engaging curriculum which embeds a love for learning and growing. Our curriculum is broad and balanced, following exciting topics to gain the children's interest and create enthusiastic learners. We follow the EYFS framework and National Curriculum and adapt the level of learning according to our pupil's individual needs and areas of development. We therefore assess children against the EYFS framework and National Curriculum objectives at a level appropriate and meaningful to their development. Teachers meet regularly to collaboratively discuss and review individual pupil's needs and the whole department.

Teaching and learning typically takes place in small groups or 1:1 with an adult where necessary. Where appropriate, sessions include the whole class to encourage a feeling of community and to support the development of children's social skills. Specialist teaching strategies are used to improve the children's attention and engagement, such as Attention Autism.

We have carefully selected educational schemes which meet the learning styles of our pupils. Read Write Inc. is a reading and phonics programme which uses short, sharp activities in bite size pieces with a repetitive manner, to allow our pupils to remain engaged and retain new learning. The NCETM resources and Power Maths combine to create a maths curriculum which is engrossing and relevant to the children, by involving life-like scenarios which are meaningful and relatable. The remaining subjects in the curriculum are delivered through a new interesting topic each half term, such as 'Space' and 'Superheroes', and brought to life through interactive lessons and purposeful projects.

### **Nature of monitoring Teaching & Learning:**

- Monitoring of teaching and learning in lessons allows high standards and consistency across classes to be maintained
- Planning being shared on the communal area means that Subject Leaders can ensure the appropriate content of the curriculum is being met
- Feedback allows teachers to continue to share best practice and continually develop and improve their teaching
- Monitoring allows us to target areas of development for the whole department and arrange training where needed most, to progress and improve as a whole department
- Book-looks and learning walks provide evidence of consistency across class and highlights and areas to be discussed and reviewed in the future