

Our Curriculum

How we teach... THE EARLY YEARS FOUNDATION STAGE

WHAT IS IT?

The Early Years Foundation Stage (EYFS) is the time in your child's life between birth and age 5. At Wavell, we continue to build on the work of our feeder nursery settings. Children across EYFS learn through a mix of child led activities and adult directed activities.

WHY IS IT IMPORTANT?

The Early Years Foundation Stage provides the building blocks for your child's journey through education. The seven areas of learning begin this journey and support their development as life long learners.

SUMMARY

The EYFS provides children with the opportunity to develop language skills, their emotions & creativity and their social & intellectual skills. Children develop these skills through their play. Opportunities for learning take place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. They have the chance to practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others.

So that children can apply prior knowledge to make deeper connections.



SEVEN AREAS OF LEARNING

- Language and Communication
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



INDEPENDENT LEARNING TIME

Children are given the opportunity to follow their interests, make connections and apply the knowledge they have in their play. Adults observe, interact and engage in conversations with children to aid their development and build their vocabulary.



ENABLING ENVIRONMENTS

The environments and provision created at Wavell closely support children's learning and are used to promote independence. All environments inspire children, stimulate curiosity and allow them to flourish as learners. The provision changes in response to the interests of the children or to challenge learning.



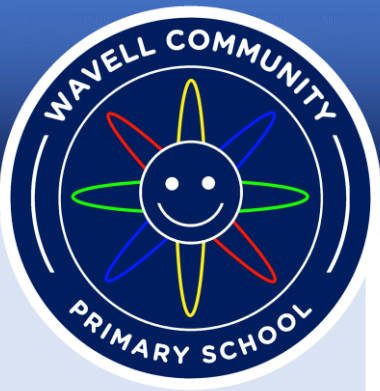
HOW ADULTS SUPPORT LEARNING

Adults are an integral part of the learning process. They support this by communicating and modelling language; showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what the child is doing, facilitating and setting challenges. They also lead specific activities and 'inputs'.



OBSERVATION AND ASSESSMENT

Adults observe and join in with children's play to find out more about their learning and interests. Adults act on this knowledge to ensure that children make progress and expand their understanding.



Our Curriculum

How we teach... FEEDBACK

WHAT IS IT?

Feedback is information allowing a learner to reduce the gap between what they can do now and what they should be able to do in line with their age or aptitude. Feedback is:

- goal referenced
- tangible
- actionable
- user-friendly
- Timely we teach
- consistent
- focused
- proactive
- descriptive.

WHY IS IT IMPORTANT?

Research, for example, John Hattie (2011), suggests that quality feedback contributes towards improving the rate of learning in one year by at least 50%.

SUMMARY

Feedback should be motivating, meaningful and manageable. At Wavell we use several different feedback mechanisms in relation to what is appropriate for the child and the type of learning. Feedback is planned for and children are given time to respond.

So that children think about and further develop their knowledge and skills.



LIVE MARKING/VERBAL FEEDBACK

Circulate and give verbal feedback in the moment. Identify misconceptions, discuss and model improvements. Give positive praise.



WHOLE CLASS FEEDBACK

Identify misconceptions or errors. Feedback and discussion opportunities to whole class with modelled improvements. Target and address individual errors.



RESPOND TO FEEDBACK

Ring fence time in the moment or before the next lesson for pupils to respond. Encourage pupils to self reflect. Ask pupils to explain corrections.



PEER FEEDBACK – TALK PARTNERS

Work in pairs to mark work. Discuss in pairs and support each other to identify misconceptions. Feedback to whole class discussion.



POSITIVE PRAISE

Specific praise of what they are doing well. Share with whole class. Ensure ALL children are recognised for efforts.



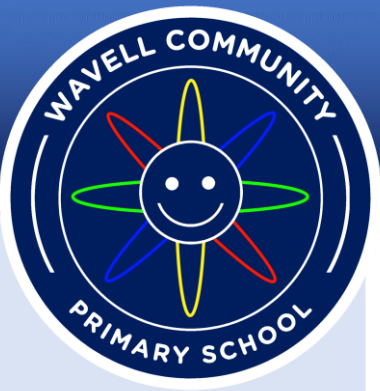
SELF MARKING

Teacher feedback and modelling allows child to start to identify their own errors and make improvements. Children can make remarks about what they have done well.



WRITTEN FEEDBACK

Provide written feedback when appropriate. Feedback is concise and relates to success criteria. It relates to individual child's misconceptions. Indicates spelling errors.



Our Curriculum

How we teach... MODELLING

WHAT IS IT?

Modelling is a key element used in teaching. In order for a child to learn how to do something, they need to be able to watch an expert. This person can then guide the pupil through the process, step by step.

WHY IS IT IMPORTANT?

Research by Rosenshine identifies modelling a procedure in small step by step chunks, then providing opportunities for focused practice, followed by more modelling and practise is the most effective way of supporting a pupil. By doing this, pupils grasp processes concepts at a greater rate. and

SUMMARY

Teachers are modelling in every lesson, every day. At Wavell, we do not assume that a pupil knows how to do something and always provide high quality models that demonstrate excellence in a particular skill or subject. Capture pupil voice through questions. discussion. and opinions. Ask for constructive and specific feedback. Adapt modelling to address specific misconceptions or difficulties.

So that children can observe an 'expert', see the process of thinking in action, and understand what is expected.



LIVE MODELLING

Capture pupil voice through questions. discussion. and opinions. Ask for constructive and specific feedback. Adapt modelling to address specific misconceptions or difficulties.



PRE-PLANNED MODELLING

I do, we do, you do. Use small chunks of knowledge. Don't always start at the beginning. Include intentional errors and model how to correct.



THINKING ALOUD

Make explicit thought processes when modelling.

"This paragraph covers the features of plants, so an appropriate summary would be..."

"What do I know about problems like this?"



PROVIDE EXAMPLES

Deliberately share various models with pupils. Place models side by side to make comparisons. Isolate the key skills and re-model

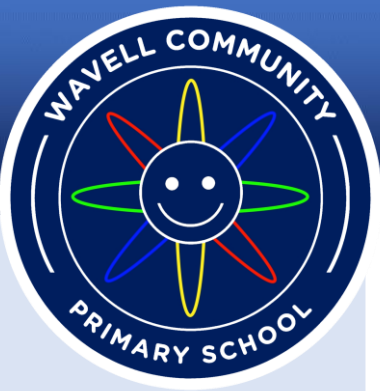


DECONSTRUCT

Break processes into small steps.

Work backwards from end point.

Ask pupils to critique and proofread example/model with teacher.



Our Curriculum

How we teach... QUESTIONING

WHAT IS IT?

Questioning in lessons is found everywhere and occurs in different forms. It takes place in each part of a teaching and learning cycle. Questioning works to enhance the principles of explanation and modelling.

WHY IS IT IMPORTANT?

Questioning allows teachers to deepen and develop a child's understanding. Teachers embed a culture where simple or incomplete answers are not accepted teachers should 'dig deep' to find out more. At the same time, we want children to think deeply therefore, we allow them time to think.

SUMMARY

The more that teachers embed a culture of good questioning in their classroom the more children develop high levels of academic rigour. There is less chance of knowledge being unchallenged meaning pupils become better learners.

So that feedback deepens understanding and ensures progress.



TIME TO THINK

Give time to think. Choose at random or target individual pupils.



ENCOURAGE PARTICIPATION

Child does not have answer. Ask another child. Return to original child for answer or explanation.



CHECK FOR UNDERSTANDING

Encourage children to further develop answers. Check for deeper understanding.



A B C

Ask a question. Bounce to another child to develop. Ask another child to challenge answer.



PROBING QUESTIONS

Ask a child a question. Follow up with probing questions. Ask another child to continue.



WORKSHOP

Acknowledge first response. Give supportive, formative feedback. Invite child to give an improved answer.



WHOLE CLASS RESPONSE

Ask question and give a timeframe. Build in thinking time. 1-2-3-Show me.

THE WAVELL STRUCTURE



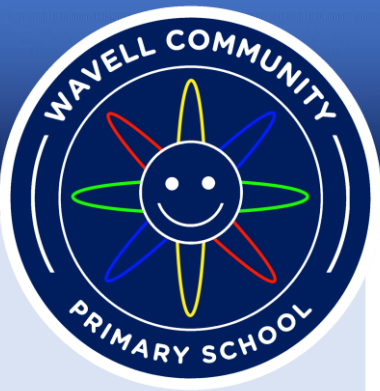
Think, Pair, share



Peer Coaching



Group Discussion



Our Curriculum

How we teach...

RETRIEVAL

So that children can apply prior knowledge to make deeper connections.



REGULAR RECALL OF INFORMATION

Start sessions with the activation of prior knowledge to help children to make deeper connections. Weekly review. Review from last week, last month, last term. End of unit quiz.



QUIZZES

Quick fire quiz: 2-3 questions asked verbally.

Paper quiz: Pre-prepared answers for pupils to check.

Self Quiz: Pupils generate answers and check privately



SELF EXPLANATION

Pupil explains an answer or process to themselves. Pupil records a version of their answer or explanation. Question responses to correct or deepen understanding.



ELABORATIVE INTERROGATION

Work in pairs or small groups. Pupils ask 'how and why' questions. Pupils answer, explain and justify.



SUMMARISE

Pupils provide a summary of a process or topic. Provide success criteria or good example. Pupils check for misconceptions or omissions.



MAPPING OR DRAWING

Create a mind map. Use a Learning Ladder. Draw the process or label a diagram. What did you get right? What did you miss out?



PARTNER TEACHING

Provide success criteria and steps. Pupil teaches the process to a partner to develop understanding. Swap roles and teach partner.

WHAT IS IT?

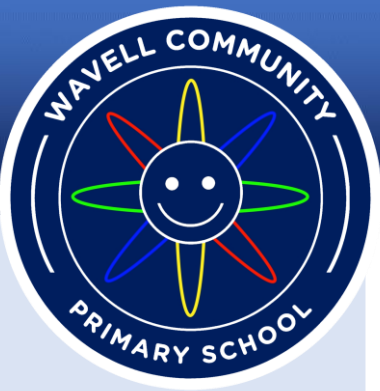
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Our Curriculum

How we teach... SCAFFOLDING

WHAT IS IT?

Scaffolding refers to a variety of techniques used to move a child progressively towards a stronger understanding and ultimately, greater independence in learning. Teachers provide temporary support to reach an outcome which, over time, can be removed.

WHY IS IT IMPORTANT?

Scaffolding is needed to develop expertise. Stabilisers are needed to support a child when learning to ride a bike but eventually they need to come off once learning and confidence is achieved. The same principle applies in teaching: it is important to adapt challenging tasks to enable success and reduce cognitive overload.

SUMMARY

Scaffolds are temporary and support the development of the cognitive process but are withdrawn so a child does not become reliant on them. The outcome should be considered when providing scaffolds and teachers must ensure pupils have opportunities to work without them and to practise automaticity.

So that children can be supported to reach an outcome.



PRE-TEACH VOCABULARY & KNOWLEDGE

Identify difficult concepts or vocab. Teach to targeted pupils prior to lesson. Ensure pupils are accessing learning in class.



BREAK LEARNING INTO SMALL CHUNKS

Identify intended outcome, potential barriers or misconceptions. Add in additional steps to address barriers or misconceptions.



PARTIALLY COMPLETED TASKS

Share or model a completed example. Remove relevant steps from example. Independent practice.



CONCRETE & VISUAL REPRESENTATIONS

Use manipulatives to represent learning. Use visuals to access texts & knowledge. Use visuals independently.



ORAL REHEARSAL

Walk through a story, problem or scenario. Practise or rehearse answer with partner. Practise or rehearse answer with an adult.



DUAL CODING

Simultaneous visual & auditory processing to reduce working load. Simple images that are linked to the steps in learning.



WORD BANKS & SENTENCE STEMS



Link to outcome and subject specific. Support ambitious sentence structure. Repetition and fluency leading to independent practise.



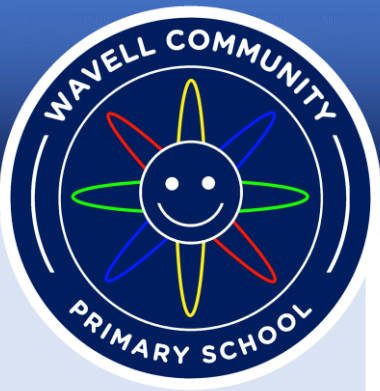
KNOWLEDGE ORGANISERS

Knowledge organisers are a summary of the key facts and essential knowledge about a unit of work. They can be a valuable tool for both children, staff and parents.



ALLOW ENOUGH TIME

Time to process, and adapt. Additional time to complete learning. Time for overlearning or repetition if required.



Our Curriculum

How we teach...

SEND

WHAT IS IT?

Every child has carefully designed opportunities and adaptations to achieve despite their individual barriers. There is no ceiling placed on a child's ability to learn or achieve.

We use the Assess-Plan-Do-Review (Graduated response) model to determine what the barriers to learning are, how we could overcome these, and what the impact of our actions has been.

WHY IS IT IMPORTANT?

High expectations are embedded for all pupils regardless of individual need. Inclusive quality first teaching is always prioritised over 'out of class' interventions meaning every teacher is a teacher of SEND. Staff members know EVERY child and understand their learning profile.

SUMMARY

Labels are not an excuse or a barrier to success; therefore teachers set challenges and make the adaptations required for all abilities - meaning pupils' individual needs are met and barriers to learning are removed.

So that individual barriers to learning can be effectively removed.



UNLOCKING THE CURRICULUM

Scaffolding Pre-teaching Modelling Personalised Feedback



KNOW PUPILS & BUILD RELATIONSHIP

Engage in high quality interactions. Know an individual child's background.



VISUAL AIDS

Word banks to support building key vocabulary, picture banks, pictorial representations used etc.. Use of films and clips. Visual timetables and objects of reference..



RESOURCES

Manipulatives. Sentence starters, language structure and word banks. Equipment pen grips, coloured paper, IT equipment such as dictation devices and other resources specific to need.



EARLY IDENTIFICATION

Quality first teaching + additional strategies.
Quality first teaching + advice and support from SENDCO. Quality first teaching + external agency support & guidance.



PRIORITISE UNDERSTANDING

Focus on understanding rather than task completion. Develop pupil voice. Alternative outcomes to demonstrate knowledge.



PLANNED GROUPINGS

Mixed ability talk partners. Mixed ability groups for activities. Groups or pairings to support social and emotional needs.

Where appropriate, pupils with similar barriers to learning working together to overcome these.



CIRCULATE > CHECK > REACT

Movement around classroom. Observe and interact with pupils. Check for misconceptions. Praise, support and targeted questioning.