Our Curriculum

How we teach...

THE EARLY YEARS FOUNDATION STAGE

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

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.

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.

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How we teach…

FEEDBACK

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

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.

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 children to respond. Encourage children to self reflect. Ask children 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.

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How we teach...

MODELLING

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

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, children 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.

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 children. 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 children to critique and proofread example/model with teacher.

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How we teach...

QUESTIONING

So that feedback deepens understanding and ensures progress.

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 al 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 children become better learners.

TIME TO THINK
Give time to think. Choose at random or target individual children.

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

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How we teach…

RETRIEVAL

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

WHAT IS IT?
Retrieval practice is a strategy used to bring prior knowledge and learning into the mind. By deliberately recalling information, children can boost their learning by pulling knowledge "out“ and examining what we know to make deeper connections.

WHY IS IT IMPORTANT?
very time a child recalls learned Information from their memory (with little or no support), they make stronger connections. When Information is retrieved or an answer is generated, the original memory becomes stronger and easier to access in the future.

SUMMARY
Children should be provided with frequent, regular and brief opportunities to rehearse and remember previously taught materials and information. Every time a child retrieves a memory it becomes deeper, stronger and easier to access in the future.

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 children to check.
Self Quiz: children 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. children ask 'how and why' questions. children answer, explain and justify.

SUMMARISE
☑ children provide a summary of a process or topic. Provide success criteria or good example. children 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.

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How we teach…

SCAFFOLDING

So that children can be supported to reach an outcome.

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 children have opportunities to work without them and to practise automaticity.

PRE-TEACH VOCABULARY & KNOWLEDGE
Identify difficult concepts or vocab. Teach to targeted children prior to lesson. Ensure children 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.

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How we teach...

SEND

So that individual barriers to learning can be effectively removed.

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 children 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 children' individual needs are met and barriers to learning are removed.

UNLOCKING THE CURRICULUM
Scaffolding Pre-teaching Modelling Personalised Feedback

KNOW Children & 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, children with similar barriers to learning working together to overcome these.

CIRCULATE > CHECK > REACT
Movement around classroom. Observe and interact with children. Check for misconceptions. Praise, support and targeted questioning.