



Teaching and Learning at Coppice Valley Primary School

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The Coppice Curriculum

The curriculum at Coppice Valley Primary is designed to provide our pupils with the knowledge and skills they need to lead successful lives. We want them to become learners for life.

There are three key parts to the Coppice Curriculum



The Coppice Core

National curriculum subjects and objectives, with a focus on clear progression steps and knowledge retention.



The Coppice 50

Spiritual, moral, social and cultural learning experiences that dovetail with our Coppice Core.



PSHE

Personal development, relationships and health education, safeguarding, SMSC, British values and internet safety.

“ The beautiful thing about learning is nobody can take it away from you. ”

BB King

Our vision for the Coppice Curriculum has pupils at its heart.
Through what they learn, we want to help them become:

Brave and resilient in the face of challenge

Imaginative, creative and deep thinkers

Kind and responsible people

Curious and knowledgeable

Understanding, open-minded and appreciative about the world we live in



Top 10: Principles of Planning

High-quality planning is the key to excellence in teaching and learning. By considering these principles when planning lessons, our teachers ensure consistency, quality and enjoyment in teaching and learning across school.



Top 10: Teaching & Learning

Our pupils experience a consistent, coherent approach to teaching and learning from Foundation stage through to Year 6. Our teachers follow 10 key principles when helping our children to grow and learn.



Our teachers:

1

Focus on knowledge

Open the door to key facts, vocabulary and experiences that will shape pupils as successful, lifelong learners. Knowledge is empowering!

2

Develop good citizens

Give pupils opportunities to take part in community projects and encourage them to take responsibility locally, nationally and globally.

3

Read!

Read to and with pupils several times a day to expand their knowledge and vocabulary, and broaden their understanding of the world.

4

Cultivate prejudice-free thinking

Encourage understanding of the world, its history, inhabitants and their beliefs.

5

Meet pupils' needs

Plan ways to allow pupils with different needs to access the learning.

6

Encourage independence

Teach pupils through explanation and instruction, allowing them to learn through their mistakes and giving them the chance to put their knowledge and skills into practice independently.

7

Promote creativity

Encourage pupils to create, innovate and imagine.

8

Question and challenge

Give pupils opportunities to think deeply, make connections, solve problems and discover.

9

Build learning and memory

Build learning in small, logical steps to help pupils understand and remember it better. Revisit key skills and facts regularly.

10

Nurture kindness

Help pupils develop as kind, respectful children who have good relationships and personal wellbeing.

Top 10: Giving Feedback

The following principles and procedures underpin our culture of feedback at Coppice Valley Primary. According to the Education Endowment Foundation, effective feedback can add eight months' progress to a pupil's learning!



Our culture of feedback is based on **growth mindset** principles.



Feedback can come from staff to pupils and pupils to pupils.



Feedback starts with knowing your pupils' prior attainment and current needs well.



We expect pupils to present their work to the same high standards in all subjects.



Feedback is always specific and provides information that brings about an improvement.



We mark all subjects and books to the same standard as maths and English.



We praise effort and attitudes to learning.



Mistakes are valued as an essential part of learning.



Feedback is most effective when it is given at the time of learning and when it is acted on straight away.



Staff should also be alert to feedback from pupils – if a significant number of pupils do not understand your lesson, this is feedback on your effectiveness.

The Role of Teaching Assistants

Teaching assistants are an invaluable resource in the classroom and they play a key role in teaching and learning at Coppice Valley. Here are some important dos and don'ts for teachers and TAs to remember.



DOs for teachers

Teachers should:

- plan and direct TAs' time purposefully and carefully
- share planning in good time, so TAs can seek clarification as needed and enhance their own subject knowledge and skills before the lesson
- co-teach with TAs from the front of the room
- teach a group while the TA has the class.

DOs for TAs

Teaching assistants should:

- move the room to stop low-level behaviour, check understanding, give instant feedback, see who is being under-challenged and prompt intervention from the teacher
- teach a group while the teacher has the class
- scribe for the teacher at the whiteboard to help maintain pace and flow
- use higher-level questioning skills and allow plenty of thinking time, to allow pupils to think and do for themselves
- support with planning and marking when providing cover for teachers
- provide social and emotional support to pupils
- keep CPOMs up to date with information.

DON'Ts for teachers

Teachers should not:

- see TAs' job as getting pupils to get their work done (task completion)
- adopt the 'Velcro TA' model for SEND or low-attaining pupils
- adopt the 'Passive TA' model, whereby the TA just listens to the teacher.

DON'Ts for TAs

Teaching assistants should not:

- distract pupils from the main teaching, e.g. by rephrasing/modelling for a child or group while the other adult is teaching
- stop pupils making progress by inadvertently creating a 'snow plough effect' by removing all barriers and supplying answers to get the job done
- over-organise pupils and fail to support independent learning skills
- deskill a pupil by working with them for the majority of the time.

Assessing Pupils' Work

At Coppice Valley, assessment is used as a source of powerful information to help pupils make progress in their learning.

Triangulated judgements

We triangulate our judgements about pupils through:

- **day-to-day formative assessment** – e.g. low-stakes quizzes (weekly spellings and tables, plus other areas of the curriculum chosen by the teacher, feedback and marking procedures
- **in-school summative assessment**
- **nationally standardised summative assessment**

In-school summative assessment procedures

We use a range of in-school summative assessments, including:

- standardised progress tests in maths, reading and EGPS
- regular writing moderation
- baseline assessment for EYFS and use of the early years profile to make judgements about attainment
- reviews for pupils with SEN and disabilities
- end-of-year annual reports outlining progress and attainment in relation to national curriculum age-related expectations
- assessment of science, RE and foundation subjects by gathering work samples from each year group to create portfolios of age-related expectations in their subjects. Class teachers use these work samples to make assessment judgements.

Reporting to parents

- Parents' meetings are held in the autumn and spring terms to report on pupil progress.
- If a teacher is concerned about a pupil, they should not wait until a parents' meeting to speak to a parent. Teachers with concerns should talk to their senior leaders and/or the SENCo for advice on whether to approach parents.
- In the summer term, teachers complete an annual report about each child using the school template.

Tracking

- Pupils' achievements are tracked several times a year.
- Pupil progress meetings happen with senior leaders throughout the year.

Top 10: Your Workbooks

Your workbooks are a record of your learning over time. You will make mistakes, edit and redo work. It's important to keep your work tidy and well organised so you can easily refer back to it when you need to.

1

Labelling

Each of your books should have a label with your name and the book's subject. Your teacher will give you these.



6

Doodles

Respect your work and keep your books beautiful – no scribbling or doodling!



2

Pens and pencils

Use a pencil for maths and a blue pen for writing and a red pen to make improvements.



7

Starting a new page

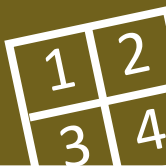
Don't start a new page every day if there is space to fill on a page.



3

Squared paper

In maths, write one number or symbol in each square.



8

Space between pieces of work

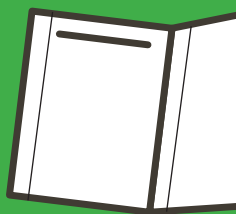
Draw a line with a ruler or leave a few lines blank before starting a new piece of work.



4

Titles

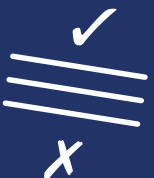
Write a short title in the centre of the page.



9

Top and bottom

Always write on the top line and never write under the bottom line.



5

Underlining

If you're in key stage 2, underline dates and titles. Use a ruler to do it neatly.



10

Dates

Write the date like this – 12.9.20 – on the right-hand side of the page. The date will be displayed on the board in the classroom. Your teacher may ask you to write the day and month in words if it doesn't slow you down too much.

12.9.20

Top 10: Classroom Conventions

We want Coppice Valley classrooms to be calm, friendly spaces that encourage collaboration, enjoyment and learning.

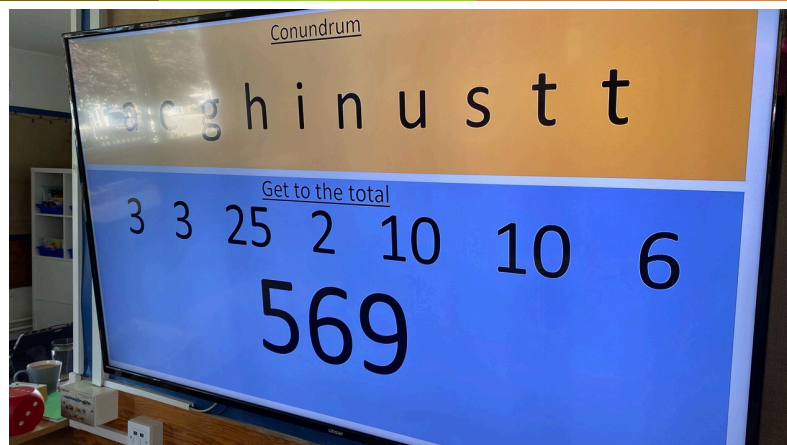
Keep your classroom and desk neat and tidy. This means less time looking for things; more time learning!

Teach pupils to keep the classroom and cloakroom neat and tidy.

Make sure class displays are a balance of pupils' work and learning aids.

Use hessian backing paper to match the natural colours and materials in the room and keep borders to blue, red, green, yellow or black.

Don't attach anything to the ceiling or floor. Don't display dangling items or washing lines. Don't stick anything on the windows.



Use dyslexia-friendly background colours on the smartboard and use a large enough font size so it can be read from the back of the classroom.

Return resources to their proper place in the central stock rooms.

Put exercise books and general resources away in classroom cupboards and drawers.

Use your stock cupboard for personal belongings, planning files etc. Keep the door closed! Don't display your own documents or admin.

You can bring a cold drink in a sports-lidded bottle into the classroom when children are there, but no hot drinks, mugs or glasses.

Give Me Five!



Eyes looking.

Lips quiet.

Hands still.

Ears listening.

Brain switched on.

