



TEACHING AND LEARNING POLICY

Ben Rhydding Primary School



Teaching and Learning Policy

Policy document:	Teaching and Learning Policy
Legislation: education/ other	Statutory document for school
Lead member of staff:	Glen Hartford, Head teacher Peter Timms, Deputy Head teacher
Lead governor:	Sarah Hughes
Governor committee:	FGB
Committee approval date:	2 ND December 2021
Review Frequency:	Every 3 years
Next review	December 2024



Translating Curriculum into Teaching and Learning

QUESTION MASTERS

The curriculum at Ben Rhydding seeks to introduce pupils to the big ideas of the subjects they meet, knowledge that helps them piece together an understanding of the essence of each subject and draw on these as they progress through school. Explicitly teaching pupils to engage with these through showing them how to ask insightful questions which deepen their understanding is at the heart of **conceptual understanding**.



Big Ideas

CONNECTION KEEPERS

To use the big ideas they come across and transfer these into new contexts, teaching and learning should experiment with how teaching sequences can enable recall, explanation and connections in learning, so learning does not remain 'domain-specific' and so episodic memory doesn't mask semantic memory. Thus, we teach children how to connect the learning sequence together and develop deep, **procedural understanding**.




Deep Understanding



Flexible Selves

RISK TAKERS

To develop this deep understanding, pupils must be active participants in knowing their own learning. By expressing the importance of learning from mistakes, reflecting on 'how' they learn, gently scaffolding thinking, we draw pupils away from obsessing just on the outcomes of their work. Encouraging to view themselves as flexible selves who can change we hope to develop self-regulation, independence and **metacognitive understanding**.



Real Purpose




MEANING MAKERS

For pupils to truly understand themselves as learners, we need to provide the 'why', anchoring each part of learning into a real purpose or real-world context, that reflects the wider world. Teaching and learning should plan for real purposes and help learners develop **affective understanding** and the communicative purpose of their learning. By encouraging this we are developing lifelong learners.



i) Developing Fluent learners

At Ben Rhydding, we recognise that when assess ‘pupil progress’ we are not talking about whether they can just do more, or just remember key concepts, nor that they can cognitively process new information and remember it in the long term (cognitive and procedural). For this to take place, learners also need to develop the ‘affective’ and ‘metacognitive’ domains, that is their learning behaviours and choices directly influence their transfer and informed use of the learning they receive. This why (Meaning Making) and the how (Risk Taking) of learning needs to nurtured through the pedagogy and school environment to develop learners who are ready for a complex world. Pupils move from learning discrete facts, towards learning threshold concepts that ‘*organises the knowledge and experience which makes a eureka moment possible*’ (Didau 2017) which then transforms the learners view of a subject through adopting new schemas for understanding. When pupils can use and recall these schemas without much cognitive load, it means learners have developed a certain ‘automaticity’ within their understanding of their subject and are therefore fluent learners. Those who are fluent learners will not just learn from the curriculum, but learn ‘through’ the curriculum.

Discrete/Threshold/Fluent	What this means for learners...
	Pupils can grasp some concepts and vocabulary (Big Ideas) but can’t always recall these. Pupils show some understanding of how to follow steps in learning with support Pupils find it difficult to focus and concentrate on occasion Pupils reflect on how they are approaching their learning when prompted.
	Pupils can grasp and use key concepts and vocabulary (Big Ideas) and are mostly able to recall these quickly Pupils show increasing understanding of how to follow steps in learning given practice Pupils are self-motivated and are mostly able to focus and concentrate on learning Pupils reflect on how they approaching their learning
	Pupils can use and define key concepts and vocabulary (Big Ideas) connecting these across subjects and learning Pupils show deep understanding of how to follow steps in learning and transfer this understanding to new contexts Pupils are self-motivated and independent across all learning Pupils systematically reflect and adjust their approach to learning to improve

ii) Growth Mindset and Beautiful Work

To develop ‘fluent learners’, Ben Rhydding is committed to developing both the ‘process’ and ‘product’ of learning. Those learners who see learning as a publicly, visible performance will be held back from recognising that ‘*desirable difficulties*’ (Bjork) and challenge drive forward learning. We seek to develop mindsets that are comfortable with taking on board feedback and learning from mistakes. Both parents and teachers have a key role in nurturing this. At Ben Rhydding, we look for opportunities for teachers to model overcoming mistakes in teaching, provide feedback that focuses on effort and specific praise and encourage growth mindset language. Adhering to a ‘growth mindset’ approach encapsulates a pupil’s learning journey, whilst simultaneously celebrating and sharing the ‘product’ of learning. Pupils follow a ‘Presentation Promise’ which forms the foundation for beautiful work. We acknowledge that beautiful work (see Beautiful Work Policy) will only appear under conditions where the curriculum allows breathing space for revising and evaluating learning and has an authentic audience (Austin’s Butterfly, Ron Berger). Recognising ‘Wow’ work, sharing learning outcomes and term-long sequences of learning enable us to develop learning that is both ‘useful and beautiful’ (Mary Myatt).



iii) Learning Values

Developing pupils who are fluent learners, who can reflect and produce beautiful work needs to be embedded in a wider culture of belonging and purpose, for pupils to develop ownership and shared language as to ‘why’ learning matters, beyond the individual success they achieve. This shared language of ‘why’ and ‘how’ also needs to be modelled and communicated within the leadership of the school (see Leadership Policy). If we get teaching and learning right it should nurture the ‘head, heart and hand’ (Hyman). In 2018, we developed ‘learning values’ at Ben Rhydding based on the book ‘The Little Book of Values’ (J Duckworth). Every week, we introduce a new learning value, which is shared and discussed with pupils in assembly and a Learning Hero is chosen who each class feels reflects this value. These are listed below:

Appreciation	Caring	Cooperation	Courage	Freedom
Friendship	Happiness	Honesty	Hope	Humility
Love	Patience	Peace	Quality	Respect
Responsibility	Simplicity	Thoughtfulness	Tolerance	Trust
Understanding	Unity			

iv) Dialogic Teaching

At Ben Rhydding we have adopted a whole school approach to oracy starting in the Early Years and progressing through to Year 6. We believe, and backed by research evidence, that children learn best through the power of talk which enables them to extend their thinking and deepen their learning and understanding through discussions with their teacher and peers. Dialogic teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk through skills of cooperation, collaboration and mutual respect for each other’s view point. Through its inclusive approach dialogic teaching provides all pupils with a voice. They have opportunities to develop their ability to articulate their thoughts and feeling, whilst developing their oracy skills in front of an audience. It improves pupil’s capabilities to listen, reason and discuss rather than merely respond. Therefore, this provides pupils with the necessary skills for them to be successful in life.

This is achieved through five key principles:

- **Collaboration** - teachers and pupils discuss learning tasks together as a group or class (Big Ideas)
- **Supportive Environment** - pupils articulate their ideas freely without fear of “being wrong” or embarrassed - they help each other to gain a common understanding (Flexible Selves)
- **Mutual Understanding** - teachers and pupils listen to each other, share ideas and consider alternative viewpoints (Real Purpose)
- **Cumulative Learning**- teachers and pupils build on their own and each other’s ideas and chain them into coherent lines of thinking (Deep Understanding)
- **Purposeful Planning**-teachers plan learning that is meaningful to pupils (Real Purpose)

This allows for the teacher to accurately reflect upon the individual pupil needs, plan the next teaching steps and assess pupil progress.



v) QFT and Learning Sequences

The inclusiveness and participation in learning that dialogic teaching encourages is just one strategy that encapsulates Quality First Teaching (see SEND policy) and we are developing a range of approaches that enables every learner to thrive (see Inclusion Policy). At Ben Rhydding we focus on exploring and refining our understanding of key vocabulary as our pupils move through school. We see the school journey as a 'narrative' and mapping a successful learning journey means giving them every opportunity to make sense of how their learning builds on prior learning. For sequences of learning within our teaching and learning to be effective, at Ben Rhydding we start from the premise that *'memory is the residue of thought'* (Willingham) and that we need to be mindful of avoiding 'proxies for learning' that give the illusion of learning. To ensure pupils are not distracted from the 'key thinking' in a sequence, teachers present learning in small chunks avoiding cognitive overload. Opportunities are built in for retrieving information already taught and providing clear steps within lessons and between lessons. Use of pictures and alternative ways of recording and presenting learning enables all learners to achieve well, regardless of any needs. Flexible use of groups and dialogic teaching also facilitates pupil access to learning. We also acknowledge that as learners become 'fluent', they are likely to benefit from less direct instruction but from opportunities to develop mastery of the content through problem solving, reasoning or revising their learning independently or with peers. To create learning sequences that complement each subject taught, teachers are mindful of 'subject-knowledge', generic 'pedagogical knowledge' and how these interact to develop 'subject-specific pedagogical knowledge' which enables teachers to make informed decisions of how best to plan a sequence of lessons in any subject.

vi) Disciplinary Learning and Phenomenon Based Learning

We believe it is important, in a knowledge rich curriculum, to preserve the integrity of each subject discipline. We acknowledge the difference between disciplinary knowledge and substantive knowledge, and as such a focus on big ideas and deep understanding helps teachers to see that while there are common ingredients to a good learning sequence, this will differ from subject to subject. Our 'big ideas' create a curriculum narrative which acts as an overview to ground teaching and learning. We celebrate different subject disciplines throughout the academic year through 'House Days' where children work in mixed age groups with a focus on one particular subject i.e. Art House Day, Science House Day. The purpose is to showcase the knowledge and skills associated with a subject and help pupils make a meaningful connection to it to aid 'disciplinary' knowledge.

Equally we recognise the importance of Phenomenon Based Learning, which sees an approach to learning that sees a real-world issue or phenomenon as a starting point, and uses each subject to respond to a question or issue. We want pupils to be 'meaning makers' and connect what they are learning to real issues that affect the world outside the school environment and see how each subject can make a contribution to that. In turn, through learning about real world issues, we hope to develop their agency and voice as learners, enabling them to develop skills of self-regulation and be 'risk-takers', to see their learning and their world differently. In our Special Events week every year, classes rotate around class teachers, with each class teacher/middle leader teaching their subject to each class in school developing teachers' awareness of how each learner responds to their subject, but also using it as opportunity to showcase and celebrate the integral disciplinary interest of their subject.

We see each subject in school running along separate tracks, but occasionally these tracks will meet and merge and while each subject is grounded in common teaching and learning pedagogy, each subject has its own distinct intent, implementation and impact.



English at Ben Rhydding

Intent

At Ben Rhydding Primary School, the foundations of accessing each part of the curriculum is channelled through the teaching and application of English. In order to ask good questions and engage with big ideas, to develop connections and articulate these, to reflect inwardly on their own thinking and communicate their understanding to others starts and ends with English. We seek to develop pupils who can who show high expectations of speech and oracy amongst their peers and teachers. We seek to develop pupils who are able to read fluently and expressively and can draw out increasingly complex thinking from their reading and connect these meaningfully to their own lives. We want pupils to see themselves as accurate and active writers, belonging to a community of writers and for them to be able to adapt their writing voice to different audiences with increasing effectiveness as they move through school.

Implementation

Our focus on reading and writing has foundations in the EYFS curriculum, where there is a focus on phonics, pre-cursive writing independent mark making, purposeful writing and developing an awareness of what it means to be a reader and what it is to enjoy and share books and the written word.

In KS1, the learning sequence is taught through engaging picture books which are less well known. Each sequence lasts 3-4 weeks and focuses on predicting, comprehension, vocabulary and grammar, drafting and publishing. These are taught with tasks using set scaffolds so the children can be explicitly taught the reading/grammar skill at the start of the year and then be practised with more independence when they are more familiar and confident with the objective. Phonics is taught daily, with Y1 children preparing for their Phonics screening and Y2 children focusing on spelling rules ready for their spelling, grammar and punctuation SAT.

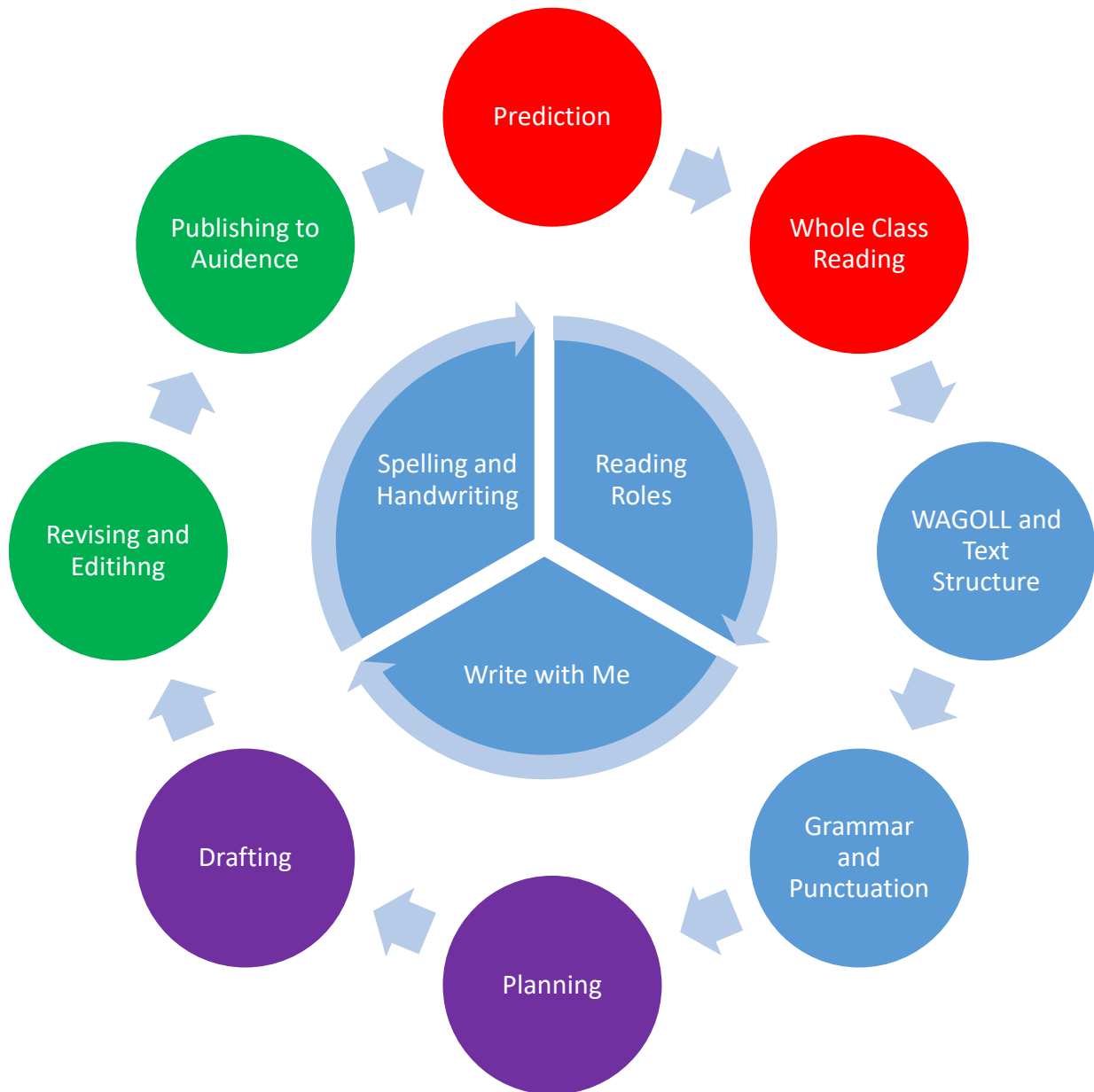
In KS2, children embark on a phased journey from picture books to chapter books through whole class reading. Typically, this involves whole class reading every week or through 'reading weeks' with longer chapter books. Each year group selects books on an interwoven theme and where possible for greater depth readers, links are made between class texts. We have a multi-layered approach to creating a reading culture, starting with 1:1 reading with pupils, particularly early on in their school journey. Pupils access our school library and those who need additional support utilise a range of banded books. Our English curriculum is text-led, with each year group following a series of picture books or ambitious class novels through whole class reading, which provides a thread through which genres and grammatical features of writing can be explored and used within independent writing. We follow a reading into writing sequence developed by Philip Webb with a focus on vocabulary, prediction and scaffolding inference in reading. We use a carefully scaffolded approach to teaching inference which is carefully withdrawn to develop independence. Our focus on Reading Roles across the school, explicitly teaches reading skills which develop self-regulation. Our reading provision is supplemented through reading buddies to develop less confident readers and train groups in asking good reading comprehension questions. In writing, pupils respond to a WAGOLL, developing key spelling, punctuation and grammar skills in the context of their class book and go through a phase of planning, drafting, revising, editing and publishing their writing to an audience. We develop a writing culture through Write with Me's, with the expectation that pupils from each year group will write alongside the teacher every day. Spelling is modelled through approaches such as Word of the Day and spelling games and pupils seek to gain Pen Licences through a focus on handwriting and our school presentation promise.

Impact

We develop pupils who are able to immerse themselves in their reading, both at school and at home. Through this and with support, they develop individual confidence as a fluent reader, whilst communicating their ideas and thoughts to a community of readers. Equally, using this in-depth understanding of character, structure and vocabulary through engagement with nonfiction and fictional writing, pupils develop a strong voice as a writer, carefully honing both their transcription and communicative intentions in writing. Pupils use these skills across the curriculum and leave Ben Rhydding with excellent independent and communicative capabilities and ready to engage deeply with the wider world.



The Learning Sequence





Maths at Ben Rhydding

Intent

At Ben Rhydding Primary we attend for all our children to become mathematicians who are not just capable of solving calculations but have a deeper understanding of the principles of mathematics and can apply this in different contexts. We aim for all children to be able to recite facts quickly, use correct terminology and be able to apply strategies to suit the problem they are tackling.

Implementation

Maths is taught daily across all year groups from Reception to Year Six. We follow the Teaching for Mastery principles which are:

- Variation
- Representation and Structure
- Mathematical Thinking
- Fluency
- Coherence

Units of work start with an introduction to key vocabulary. This is displayed and used by all teachers. Children are expected to use the correct terminology when answering questions both orally and written.

Units are taught through a variety of small steps which progress through a teaching sequence. Teachers use Power Maths and White Rose schemes of work to support their planning and use the NCETM Professional Development materials for further guidance.

Each small step is taught through the same process:

- Using concrete resources followed by pictorial representations to allow children to “see” the maths
- Moving into abstract representations e.g. calculations
- Apply the learning to problem solving and reasoning tasks allowing for deeper understanding and giving children the opportunity to explain their understanding using the correct terminology

Each lesson provides opportunities for children to discuss their understanding. Maths at Ben Rhydding challenges pupils’ thinking and gets to look beyond one correct answer. It develops resilience and systematic thinking.

Children who need challenging will be asked to “Dive Deeper” and asked to explain their understanding or show it in another context.

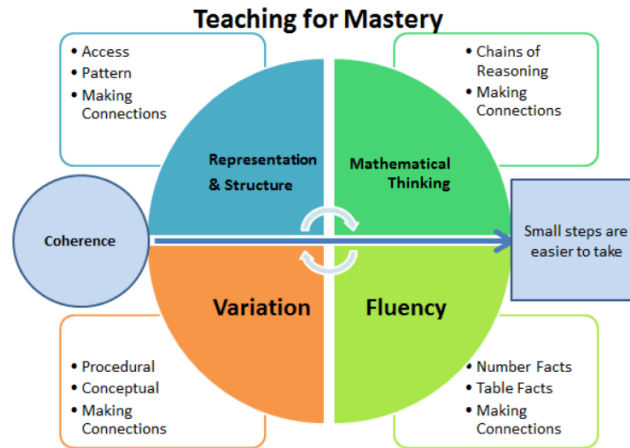
Maths teaching is consolidated through all the other areas of the curriculum. Data Handling is applied in Computing, Science and Geography; measure is applied in Design and Technology; shape is looked at in Art and History.

Impact

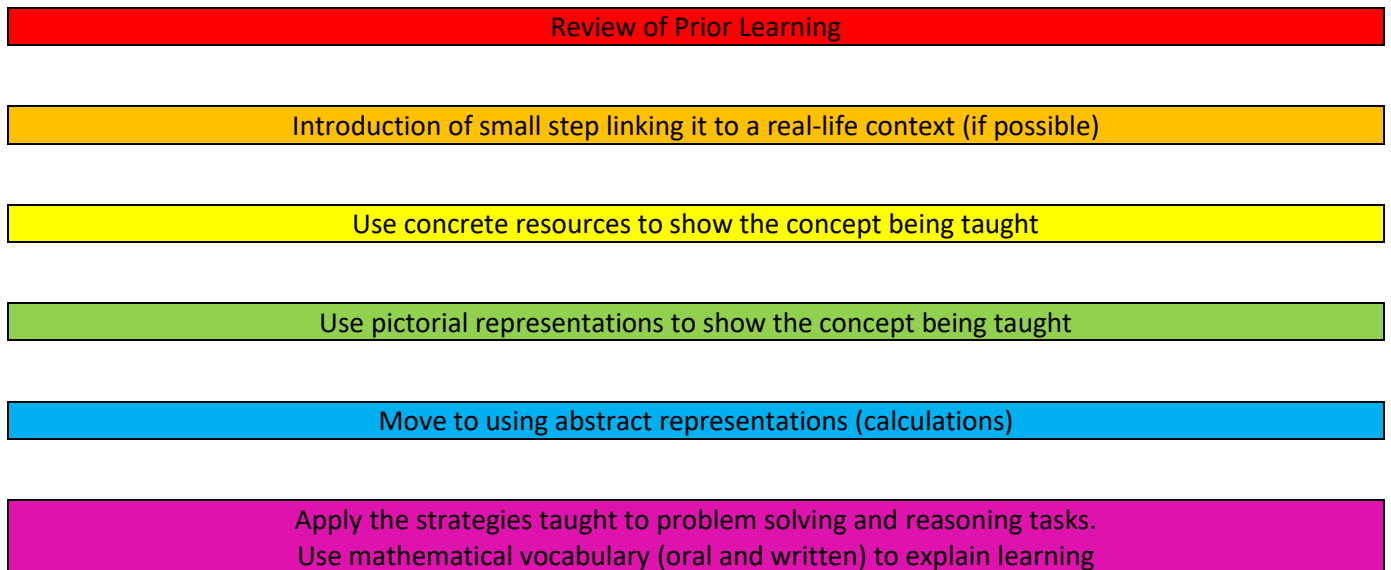
Through the teaching of maths at Ben Rhydding all children are able to recite the key number facts for their age group. They have a deep understanding of the strategies they have been taught and can articulately discuss these using the correct vocabulary. Maths at Ben Rhydding develops children to become problem solvers and systematic thinkers. Children leave Ben Rhydding not just being able to do maths but as mathematicians with confidence and ability to articulate their understanding of this subject.



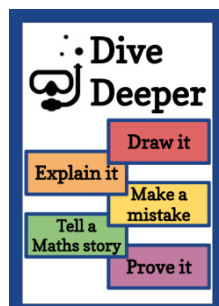
Principles for Mastery Teaching



Learning Sequence



Dive Deeper challenges





History at Ben Rhydding Primary School: A Guide

Intent

History is taught by class teachers through Topic lessons. Teachers often use the subject of History as a vehicle to drive learning in other curriculum areas e.g. art or DT. Throughout their time at Ben Rhydding, children will gradually build up a toolkit of skills that will encourage analytical thinking of past events to compare and evaluate the impact on our lives today in order to become effective **Meaning Makers**.

Teachers look for opportunities to work towards a real purpose e.g. living Museum or a public exhibition and will also try to compliment class-based learning with external sources in the form of educational visits and or experts.

Implementation

The Big Ideas that we want pupils to develop on their journey through school fall into 5 themes or concepts: Kingdom/Civilisation; Changes and Events; Legacies; Individuals; Expressions and Beliefs. These help us make the connections between different historical periods as we compare these themes which are common to all. Our learners can build links, deepening understanding and making them more able to consider the impact on our lives today - **Connection Keepers**.

At Ben Rhydding we recognise the importance of vocabulary. All teaching sequences start with a vocabulary lesson that teaches vocabulary specific to that topic. In addition, we have established a progression of vocabulary from Year 1 to Year 6. These words are linked to the skills and tools that we want our children to acquire. They are related to key questions that run through all of History - **Question Master**

Impact

History enables all children to access wider thinking about society as a whole and more specifically, his or her place in shaping our future. Through History we aim to foster a sense of pride in our work and an understanding of each one's role in developing self-regulation, independence and **metacognitive understanding**.

What pupils think...

Child A has an excellent understanding and reflected on how history makes you think about your own lives and how others are different. He found the comparative work really interesting i.e. Egypt and Stone age. He remembers Romans from Year 4 because he is particularly interested in that time period. He liked learning about Linnaeus as it linked science and history. He expressed a desire to have more time to 'ask' historical questions and explore these rather than being taught a set amount of information.

Child B has a passion for history and he is already making links e.g. he can compare Viking and Roman fighting tactics and even their hygiene. He has shown a particular interest in ships and has got or made Vikings, Roman and pirate ships, about which he can speak in detail. He would really like to learn about Romans as he knows a bit about them, already. He doesn't see recent events as History and feels that History is really only events that happened 'a long time ago.'





Geography at Ben Rhydding

Intent

Geography is taught by class teachers through Topic lessons. Teachers often use the subject of Geography as a vehicle to drive learning in other curriculum areas e.g. art, science and maths. Throughout their time at Ben Rhydding, children will develop a range of skills that help them understand their place in the world and their responsibility for being a global citizen.

Teachers look for opportunities to link the geography curriculum to the places that children are familiar with. At Ben Rhydding, we are very conscious that we live in a beautiful area with a range of physical and human features where the children can explore to give their learning purpose and meaning.

Implementation

The Big Ideas that we want pupils to develop on their journey through school fall into 4 main concepts: graphicacy and the use of maps; where I am in the world; enquiry and environment. Through these themes children will develop their understanding of physical and human geography leading to an appreciation of the world they live in and a desire to be responsible for the care of the planet.

At Ben Rhydding we recognise the importance of vocabulary. All teaching sequences start with a vocabulary lesson that teaches vocabulary specific to that topic. In addition, we have established a progression of vocabulary from Year 1 to Year 6. These words are linked to the skills and tools that we want our children to acquire.

Impact

Geography helps all children to understand their place in our world. It shapes their values and their respect for people of different nationalities, cultures and faiths. Geography teaches us to live sustainably and makes us unite with others to protect our planet.



What pupils think...

Child A had a great understanding of the main geographical concepts learnt in Year 6 that year. "I used a map to find where Savannah biomes were; longitude and latitude across the world; the states of America, in particular Massachusetts. We studied time zones of the world and we also found famous bridges locations in America." They also talked with real interest about how in Year 5 they were part of a forest school which taught them how to live in a natural environment and use resources around them.

Child B talked passionately about how whole school events such as Special Events Day taught them about the environment specifically plastic waste, the importance of recycling and protecting endangered animals. They were very interested in looking after our school environment by taking part in a joint class litter pick.



Computing at Ben Rhydding

Intent

The use of Computing is an integral part of the National Curriculum and is a key skill for everyday life. At Ben Rhydding Primary, we intend for each child to use a variety of devices and a range of software to provide them with the skills they need to be competent users of ICT and to understand the processes and logic of computer science. Children also understand how to be responsible digital citizens.

Implementation

Children in Year One through to Year Six have an hour session of Computing per week. The sessions are taught using a scheme of work from Purple Mash. The scheme of work covers all areas of the Key Stage One and Two curriculum and covers objectives in these three main areas:

- Computer Science
- Digital Literacy including e-safety
- Information Technology

Children all have a digital diary. At the end of each session children are asked to evaluate what they have learnt in the session and reflect on the progress they have made to reaching this objective.

Children in all year groups are taught about online safety and digital responsibility at a level appropriate for their age. This teaches children dangers that may occur when using online technologies, how to deal with problems that arise and how children should act when they are using online resources.

The use of a range of software and apps is also encouraged to engage children across the curriculum. For example the use of a green screen has been used to create videos about Brazil, Adobe Spark Video has been used to create presentations in History and Chatterpix has been used to enhance English lessons.

Impact

Computing gives children the digital skills they need to participate in a global world increasingly reliant upon technology. Through computing children can problem solve, think logically through a problem, have opportunities to evaluate their own work and develop the confidence to improve them. It makes them responsible digital citizens

What pupils think...

Child A explained he had been learning about timer and repeat and in Year 1 he had been learning free code chimp and in Year 2 more coding commands. He enjoyed using iPad apps in subjects like topic and particularly enjoyed in using Adobe Spark to create videos in Y2. The digital diaries were useful because he reflected back on his work

Child B described some computing key vocabulary (debug, algorithm etc) and had a good understanding on how to stay safe online. He enjoyed Computing lessons. He could tell us about digital diaries and their purpose.





Science at Ben Rhydding

Intent

- At Ben Rhydding, we work hard to provide a rich and varied curriculum to challenge and meet the needs of pupils. Children love the chance to learn through being hands-on and finding things out for themselves - the perfect way to understand the world around them. That is why at Ben Rhydding we encourage as many 'child-led investigations' as possible: where the child decides the course their experiment is going to take and what it is going to prove. (Links to Real Purpose)
- Alongside the practical, all pupils should be taught the essential aspects of knowledge, processes and uses of science in our world.
- From EYFS up to KS2 our pupils will build up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. (Links to Deep Understanding)
- We provide our children with wider opportunities in science and encourage links to other subjects.
- Teachers teach and challenge pupils based on our progressive curriculum planning, which is in line with the requirements set out in the National Curriculum for science.
- We monitor our pupils progress in science regularly with end of unit tests which are cohesive across both key stages.

Implementation

In KS1 & KS2, the content of science teaching and learning is set out in the 2014 National Curriculum for primary schools in England. Within this, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each year of primary school but with increasing difficulty and with a different focus each time. For example, the area of animals including humans, is examined in every single year group, with a very clear progression of knowledge and understanding over the six years:

In Year 1 this involves: looking at the human body, recognising animal groups and sorting these animals.

By Year 6, this will have developed into knowing the internal structure of the human body in relation to circulation, classifying living things based on more complex characteristics and exploring scientific research into this classification.

Alongside these areas runs the Working Scientifically element. This focuses on the skills the children need to become accurate, careful and confident practical scientists. Children are expected to master certain skills in each year group and there is a very clear progression of these set out for each school to refer to. For example: In Year 1 a child may have to ask questions, carry out a simple test, record simple data and then try to answer questions. By Year 6, they should be able to plan and carry out a fair test by using equipment accurately and taking exact readings or measurements. They are also expected to be able to draw conclusions from their results and record them using a range of graphs and charts.

Impact:

- There is a clear progression of children's work and teachers' expectations in our school.
- Children's work shows a range of topics and evidence of the curriculum coverage for all science topics.
- Children are becoming increasingly independent in science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording.
- Feedback from teachers has impact on our pupils, often with next step questions to push learning on.
- Standards in science at the end of the key stages are good and issues arising are addressed effectively in school.
- Teachers' judgements are moderated internally and externally at Science cluster meetings.



Art at Ben Rhydding

Intent

In line with a focus on beautiful work and developing pupils as 'meaning makers', Art at Ben Rhydding focuses on developing disciplinary knowledge i.e. knowing how to interpret a picture or artists work, substantive knowledge of how to replicate a certain technique, opportunities for practice and critique and opportunities to share and evaluate quality artwork. The four big ideas: inspiration, experimentation, evaluation and celebration capture this intention to create artists who can see the integral beauty of art, appreciate its place in a historical content and see its connection to other subjects.

Implementation

As outline, in the DT section of this policy, Art is organised into its own learning sequence. Inspiration starts in each year group by analysing a piece of artwork, and using techniques, historical context as a framework through which to be 'question masters' and ask questions and develop curiosity about art. Here showing pupils that 'ambiguity' and subjective viewpoints are valuable and should be nurtured.

Art and DT take alternate turns to be integrated into a topic and therefore where art is not the major focus teachers will often 'Start with Art', where a topic may start by analysing a key painting or picture as a 'way in' to the topic. Where Art is a major focus, teachers choose whether skills will be built upon sequentially over weeks or built up through the course of one/two focus Art days.

Pupils are given opportunity to experiment and develop initial ideas, recognising that mistakes and ideas will be rejected as part of the artistic journey and are then taught explicitly how to evaluate their own and critique others works positively using the Austin's Butterfly technique. The quality of feedback will first be modelled through dialogic teaching and sentence stems. This is also an opportunity to development growth mindsets and self-regulation as an artist. Lastly celebrating the work as a class, is crucial in validating not only the beautiful work but mapping and evaluating the process each artist went through.

Impact

Through this approach we hope to develop artists who see art within the wider context of other subjects as well as developing an intrinsic love of art itself. Pupils will be connection keepers, question masters, risk takers and meaning makers and carry with them technical skills, comprehension skills and lastly are left with emotional skills in empathy and responding creatively and resiliently to all subjects





DT at Ben Rhydding

Intent:

DT is an inspiring, rigorous and practical subject. At Ben Rhydding our pupils aim to:

- Use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs.
- Acquire a broad subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.
- Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Evaluate historical and present-day design and technology, in order to develop a critical understanding of its impact on daily life and the wider world.

Implementation

Across school the 'DT Journey Teaching Sequence' is used to give a structure for each project to follow. The children travel through: Inspiration- where they plan & are inspired to design. Experimentation- where they consider all aspects of their work and whether it meets the success criteria. Evaluation- where they critique their own and others work and celebration- where they get to realise their best and final product and celebrate its success!

Impact

- Pupils get to express their creativity through designing
- Pupils ability to self- critique and peer critique is improved as they evaluate their work against success criteria and then consider ways to improve it.
- Pupils gain skills in collaboration, investigation, evaluation and designing.
- Pupils get experience with skills which are transferable into a future work life
- Pupils build upon skills each year through focus on the same themes



Music at Ben Rhydding

Intent

We strive to inspire children's creativity through music and intend to make it an enjoyable learning experience. We encourage children to participate in a variety of musical encounters and gain a firm understanding of the curriculum through listening, singing, playing, analysing, evaluating and composing. We aim to build the children's confidence and give them opportunities to express themselves. Children learn to be **flexible selves**, understanding the creative process is just as important as the finished performance and we ensure there are **real life purposes** to provide motivation.

Implementation

Music is taught by class teachers and HLTAs. We follow the Bradford Music and Art Service's scheme *Charanga* but also plan in activities, where appropriate, linked to topics. Throughout their time at Ben Rhydding, the children will learn how to express their feelings and opinions on a variety of styles of music across history and learn how to analyse music using subject specific vocabulary. They will access a range of tuned and untuned instruments and in Key Stage 2, they'll learn how to play these using musical notation. As they progress through school, they will use the skills they have acquired to improvise and compose their own music. Children are encouraged to reflect on their learning and self-assess their progress through music journals. Throughout the year, each class will have a real purpose to work towards to inspire and encourage musical creations.

Teachers lead a weekly singing assembly every week. We use this time to prepare for whole school celebration events including Harvest, Christmas and Easter. We have also annually taken a group of KS2 children to a *Young Voices* concert where they sing with 5,000 other children at an arena and hold a weekly extra-curricular club leading to this event. Individual and Group instrument lessons are provided through Bradford Music and Arts Service as well as Learn to Rock.

Impact

Throughout their time at Ben Rhydding, we encourage children to enjoy music. We embed knowledge and vocabulary so children can articulate their opinions and ideas confidently. We build on the children's self-assurance so they are confident to use the knowledge they've acquired to create a range of musical performances. Music allows the children to access fundamental abilities such as achievement, self-confidence, interaction, collaboration and self-reflection as well as developing an understanding of history and culture.

We use music to create links between our school, the parents and our local community and ensure the children can see that music can produce happiness in others.

What pupils think...

Child A enjoyed composing for a real purpose, for example in Y4 when they wrote antibullying raps and filmed them using the green screen app. They also enjoyed whole class ukulele lessons as well as learning to play the recorder in Y2.

Child B was very confident and articulate when discussing learning. They defined the word improvisation as well as other subject specific vocabulary. They enjoyed singing assembly and had fun composing a song during our Special Events week.





RE at Ben Rhydding

Intent

At Ben Rhydding, Religious Education is about posing challenging questions about the meaning and purpose in life and beliefs in God. It examines moral issues, attitudes and values of people and society, for example what is right and wrong, and what it means to be human.

Religious Education encourages our children to learn about a range of different religions and worldviews. It develops children's knowledge and understanding through exploring different religions and faiths in detail, by asking questions as they learn, recognising and reflecting on their own experiences and opinions, and those of others.

As such the three keywords that structure our intended curriculum offer are: Believing (what people believe) Living (how those beliefs are acted out), Thinking (how beliefs interact with our own moral compass and world view).

Implementation

We follow the Bradford Agreed Syllabus, providing opportunities for children to explore artefacts from other religions, with some areas of Religious Education being enhanced with trips to places of worship or by inviting visitors in to speak. The curriculum supports children in developing their sense of identity and belonging and enables them to thrive individually, as an important part of our community, as well as a member of the wider world. Children develop compassion, empathy, reflection and the ability to think philosophically as they progress through school.

Religious Education is taught from Reception to Year 6 with key values and beliefs being revisited in whole school assemblies. In the Early Years and Key Stage 1, learning is through discussion and focused on children having a sense of identity and belonging. Children learn about the facts of Christianity and other Religions (Islam and Sikhism) and begin to express their opinions and viewpoints. They reflect on the beliefs and values of others and learn to treat these with respect. Throughout Key Stage 2 children learn more about the religions studied in Key Stage 1, but also about different religions (Hinduism, Buddhism and Judaism) and world views (Humanism and Atheism). They consider their own viewpoints and the opinions of others, while discussing different beliefs, values, attitudes and morals, again relating their viewpoints to their own experiences, whilst respectfully understanding and appreciating the experiences and opinions of others. Children are encouraged to explore themes within religions, identifying similar beliefs and attitudes, as well as developing an awareness of differences.

Impact

Religious Education encourages our children to be curious and to demonstrate humanity. It helps to prepare them for adult life by developing respect for and sensitivity to others and acceptance of other religions, cultures and faiths.



Child A – "I enjoy RE as I get to learn about different people, and I find that really interesting"



PE at Ben Rhydding

Intent - At Ben Rhydding Physical Education lessons are taught by class teachers in KS1 and by sports also a range of extra-curricular sports clubs and competitive opportunities within the local community.

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- develop physical fitness and coordination
- develop the ability to select and perform physical skills to allow successful participation in a range of physical activities.
- to be aware of their and others safety in sport, both in the physical environment and personal equipment.
- develop the self-confidence and the ability to function effectively in a team
- develop a good understanding of the physical effectiveness of exercise on the body, including the benefits, both physical and mental.
- develop respect for sporting equipment, teammates and opponents
- develop self-esteem.
- learn why rules are important in sport, leading to a knowledge of codified rules
- enable the children to make informed choices about physical activity throughout their lives.

Implementation

Lessons are taught by class teachers in KS1 and by sports coaches in KS2. We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity to both collaborate and compete with each other, and also use a wide range of resources.

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty, where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Providing a range of challenge through the provision of different resources

- We run Outdoor Educational residential visits in Year 3 (Buckden House) and Year 6 (Robin Wood)
- We encourage the pupils to be physically active at playtimes and have Wake Up Shake Up sessions available every morning before school and a range of sporting clubs after school.
- Compete in local competitions against other local schools which further develop the pupils sporting experiences. It also provides links with the local secondary school and sports clubs.

Impact

The pupils at Ben Rhydding will:

- Practice the underlying principles and skills and have opportunities to develop these into more complex processes.
- Be confident to try new things and take risks.
- Be able to make quick decisions and choices when planning tasks or performances.
- Have a range of strategies for solving problems and show resilience to keep going when they find things difficult.
- Understand the benefits of working in different group dynamics. will have the confidence to lead and support others.
- Understand the importance of physical activity in a wider context and possess the skills and enthusiasm to develop their learning further.
- Have confidence to join sporting activities in the local community



Appendix : Curriculum Cycle

