

Curriculum Implementation

Our curriculum has been carefully sequenced; progression documents clearly outline both the knowledge and skills developed in each area of study across the school. Dedicated time for revisiting key knowledge is being developed into each half term and class teachers' planning builds in time to recap previous learning in order to then build on knowledge and understanding in new, related areas of study.

Purposeful links are planned across the curriculum, meaning that knowledge and understanding is consolidated.

We understand the power of authentic experience; learning is brought to life and given relevance and meaning. We therefore carefully design trips, excursions and in-school events across school, supporting our key driver of 'Aspirations' by ensuring a balance of experiences.

What will I see if I visit a lesson in Ellington Primary School?

Creative and thoughtful teachers: At Ellington Primary, we love learning. Class Teachers bring children's learning to life through planned experiences, which make learned content both memorable and engaging.

Skilful questioning: To stretch children to the appropriate cognitive level, class teachers use prompts and cues to extend thinking. To develop this further, class teachers probe for reasoning and clarification of understanding, and, as pupils move further up the school, they are taught to give full, detailed and reasoned answers.

Clear, detailed explanations and modelling: We fully understand the importance of teaching being explicitly clear, and tailored to individual need. The use of WAGOLLs and WABOLLs (What a good/bad one looks like) means that expectation is clear and children are scaffolded during independent practice. Children across school are taught to analyse shared examples in order to identify key ingredients for success. Support is layered; class teachers' keen understanding of assessment allows them to know each child as an individual and know when the time is right to remove a of support, guiding the child to independence, at a pace right for them.

Retrieval of key learning: At Ellington Primary School, we are developing a number of strategies, which support children in the recall, and retention of key knowledge. These are drawn upon during low-stakes assessments and prior to the teaching of new, yet related, content.

Clear learning objectives and age appropriate tasks: We value the Blooms Taxonomy framework and this supports learning sequences across the curriculum. Our aim is for children to remember key knowledge, but also to develop a full understanding of it in order to then apply this in context, creating authentic outcomes, which draw on their learning experience over time.

Independent Thinking: We think carefully about tasks which allow children space to attempt putting new learning into practice. Low-stakes tasks and open discussions allow misconceptions to be addressed. We also value thinking hard and thinking independently; this type of active learning supports working memory and helps children to embed key knowledge. Class Teachers are skilful at ensuring that all children are expected to work in teams, pairs and also independently and tasks are designed to support this.

Resilient, independent learners: We are introducing strategies for children, including how to plan, monitor and evaluate their own learning. Shared success criteria allow children to have ownership of their learning and support them to be able to monitor their progress. Shared and verbalised class teacher thinking also models the thinking process for children and this is evident across school.

Well Presented Work: At Ellington Primary, we are working extremely hard to improve the presentation of work. Driven by one of our core values of 'pride', we teach children the importance of well-presented, carefully planned work.

Attentive Learners: Children at Ellington are fully aware of our core values. They show respect towards each other and all staff, demonstrating excellent focus, effort and resilience. We use recognition boards to support our learning behaviours and values and positive behaviour is constantly reinforced by all teachers.

Aspirations – Tolerance – Independent Thinking