



Windmill Values and Vision

'Every day is a new day'	I	Include everyone
'Be there for each other'	G	Guarantee opportunities
'Aim high'	N	Nurture aspirations
'Do your best'	I	Inspire each other
'Don't give up'	T	Try everything
'Believe in yourself'	E	Encourage independence

Curriculum, Teaching, Learning and Assessment Policy 2024

Through full coverage of the National Curriculum, ensuring access for all, we aim to spot and nurture talent.

We want all children to see themselves as artists, authors, designers, engineers, geographers, historians, linguists, mathematicians, musicians, performers, players, scientists... the list is endless.

We provide the sequential knowledge, the real-life contexts, and the inspiration to encourage children to try new things confidently and develop their aspirations for their future lives as contributors to British society.

There are five important things that make The Windmill Curriculum distinctive and successful:

1. Our curriculum is designed around the 'cultural capital' we believe Windmill children should have:

- Everything is built on the solid foundation of an enabling Early Years experience
- [Prioritising the ability to read as the key to unlock life's doors](#)
- Full access to the National Curriculum, plus:
 - Spiritual, Social, Moral and Cultural education through guaranteed [Deep and Diverse experiences](#)
 - Outdoor and adventurous activities
 - Sports competitions and learning to swim
 - Performing, and learning to play a musical instrument
 - Visiting every Ironbridge Gorge Museum
 - Visiting places of worship and meeting religious leaders
 - Learning about Ghana and Kenya
 - Learning hospitality
 - and many more... (including: joining the library, road safety, fire safety, law courts, parliament, residential)
 - [Personal, Social, Health, Economic education and Relationships and Sex Education](#), using [Jigsaw](#)
 - Religious Education, following a bespoke Windmill plan in accordance with the Standing Advisory Council for RE's recommendations.
- Every subject is given enough time in our timetable so that our curriculum is well-rounded.

2. Our curriculum is 'knowledge-engaged':

- We want children's newly learned knowledge to stick, so:
 - we are really clear with children what they should be learning and remembering.
 - we practise new things lots.

- we remind the children of their new knowledge by referring back to it with spoken and visual cues.
- we check whether children have remembered it in recall sessions.
- We plan for children to be able to use (engage) their knowledge in different contexts (prototype theory).
 - this often means that they apply some knowledge from one subject (horizontal links, e.g. 'invasion' in History links to 'invasion' in certain games in PE and/or 'invasion' in Science - viruses in living things).
 - we believe this helps make the curriculum relevant and meaningful to them.

3. Our curriculum is delivered using a mastery approach:

- We believe everyone can succeed
- We include everyone and guarantee access to all the experiences
- We practise in order to become fluent

4. Our curriculum is sequenced so that new learning builds on prior learning:

- Each subject's progression map is planned so that new learning can relate to knowledge gained earlier in the year, or knowledge from previous years (vertical links)
- We help children to spot links between new knowledge in one subject with things they have learned in previous years and in other subjects (diagonal links)
- We know that by planning for horizontal, vertical and diagonal links, we are helping children to develop schemata - interconnected webs of knowledge (metacognition)

5. Our curriculum prepares children well for secondary school and for citizenship:

- We believe the (knowledge) rich get richer and the (knowledge) poor get poorer
 - 'The Matthew Effect'
- We believe knowledge empowers the least privileged and combats social injustice
- We get great feedback from secondary schools about how well-prepared Windmill children are

Other fundamental principles:

Our approach to the curriculum, teaching, learning and assessment is consistent with Windmill Primary School's **mission** ('giving children the best possible start to the rest of their lives'), **motto**, **vision** and **values** (all listed in this document's header).

Families should be engaged in their child's learning, helped by regular communication from school about children's progress.

Teachers should have a healthy work-life balance, so the amount of planning, preparation and assessment needed for effective teaching and learning should not take so much time as to deny that.

Monitoring of teaching, learning and assessment is done in accordance with the monitoring policy.

The Role of Subject Leads

Subject leaders are responsible for monitoring and evaluating the curriculum provision and implementation of their subject. This will take place as part of the school's ongoing cycle of monitoring. Subject leaders have responsibility for:

- Helping to create a well-sequenced, broad and balanced curriculum that builds on knowledge and skills.
- Sequencing lessons in a way that allows pupils to build on prior knowledge and make good progress.
- Moderating progress and attainment in their subject area.
- Improving areas of need identified from monitoring activities.
- Supporting colleagues to develop practice and subject knowledge.

Class teachers will provide a broad and balanced curriculum for pupils. They will ensure their own subject knowledge is sufficient to teach each subject to the appropriate depth for the pupils in their class.

Effective Teaching and Learning

Our aim is for there to be consistently high standards of teaching and learning in all classes.

All lessons should include the following seven elements to ensure high quality teaching and learning:

1. All lessons have a clear learning objective.

- Learning objectives are always aligned with the National Curriculum and are expressed in language the pupils can understand.
- Objectives are clear and focused, based on the learning rather than the task.
- Objectives are discussed with and shared with the pupils throughout lessons.
- Working walls are used to share the learning objective and the steps that pupils need to be successful in their learning. (see appendix working walls)

2. Teachers have high expectations of pupils.

- Teachers demonstrate a commitment to every pupil's success, making them feel valued, included and safe.
- Teachers raise pupil's aspirations and praise the effort they put into learning.
- Lessons are appropriately challenging and risk taking, they foster curiosity and inspire creative thinking.
- Teachers promote a growth mindset, aiming to develop proficient and independent learners who want to improve and achieve to the best of their ability.

3. Teachers know their pupils.

- Teaching is flexible and the needs of different groups of pupils is planned for so that they can all be successful.

4. Assessment is used to progress learning.

- Assessment for Learning (AfL), including effective feedback, is embedded into everyday practice and is used to inform teaching and learning.
- Ongoing AfL leads to adaptations in lessons to help meet the needs of all pupils.
- Prompt feedback is given to pupils so that misconceptions are addressed immediately.
- To facilitate AfL, teachers will, as part of lessons and units of work:
 - Question – including several seconds of thinking time, sometimes using talk partners
 - Observe – assess and support learning (it's ok to sit, watch, take notes, take photos...)
 - Discuss – assessing understanding and following up assessments
 - Analyse – mark alongside children and guide their learning
 - Test – check understanding and inform planning
 - Review – self and peer assessment
 - Feedback – orally or as written comments
- Teachers will give opportunities for pupils to demonstrate their learning:
 - With a partner
 - Showing work to the class or their group
 - Explaining something to others

5. Questioning is used to develop thinking.

- Verbal questioning is used to assess learning, challenge, and deepen thinking and understanding.
- Keeping all pupils focused when asking a question by not allowing hands up – instead choose targeted children to answer questions.
- Teachers use higher-order, open questions which are more inclusive, elicit more responses and usually require a higher level of thinking than closed questions.

6. All pupils are actively engaged in their learning.

- Lessons have appropriate pace to ensure maximum learning is taking place.

- There is a good balance between adult/pupil talk (see appendix – silent signals)

7. Children know how to learn effectively. They know more, remember more and are able to do more.

- Teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.
- Teachers model own thinking to help pupils develop their own metacognitive and cognitive skills.
- Teachers plan regular opportunities where knowledge and learning will be revisited. There are planned opportunities for recall at the beginning of each lesson and at the end of each day. (Recall appendix?)

Feedback and Marking

Effective feedback supports pupil progress; building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. Feedback should have a positive impact through supporting pupils to focus future learning on areas of development, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve (metacognition)

For feedback to be effective, teachers should:

- Lay the foundations for effective feedback.
 - Before providing feedback, teachers should provide high-quality initial teaching that includes careful formative assessment strategies.
 - High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)
- Deliver appropriately timed feedback, that focuses on moving learning forward.
 - Teachers should judge when to deliver feedback considering the task and the individual pupil,
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that the pupils exhibit.
- Plan for how pupils will receive and use feedback.
 - Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
 - Teachers should also provide opportunities for pupils to use feedback, enabling pupil learning to progress.

All teachers should follow the principles of dynamic teaching. By moving around the room, teachers can successfully assess, give feedback, make effective interventions, and address misconceptions. For pupils, who require further support and/or intervention, teachers should add their name to the class FAN sheet (further action needed). This information will be then used to adapt future planning and/or plan interventions to close any gaps in learning and address misconceptions.

Links with other policies

- EYFS policy
- Monitoring policy
- CPD policy
- Behaviour policy
- SEN policy
- EAL policy

List of appendices:

- Expectations of teachers (non-negotiables)
- Working Walls
- Silent Signals
- Recall
- Feedback Crib Sheet
- FAN sheets

Appendix 1

Expectations of teachers

(non-negotiables)

- Meet the class promptly at the door, greet every child by name and share your expectations for them entering the classroom, then check they follow those instructions calmly (Meet, Greet, Seat).
- Acknowledge and respond to every child's emotional needs throughout each day.
- Take responsibility for every child in your class, planning for appropriate steps of progress for each of them.
- Prepare intellectually for every lesson (mental rehearsal, focused on Learning Objective).
- In planning and teaching, prioritise the retention of knowledge by every child.
- Sequence your planning well, so that every lesson builds on prior knowledge.
- Use effective working walls for every lesson (apart from RWI).
- Start every lesson with a review of the previous learning (apart from RWI).
- Model your expectations of the task clearly, to give every child the best chance of success.
- Follow the principles of dynamic teaching (moving around the room, assessing, giving feedback, making effective interventions, addressing misconceptions).
- Assess and mark pupils' responses, giving feedback according to school policy.
- Carry out recall checks at the end of every day (mini test / quiz).
- Give clear and effective direction to support staff in your classroom.
- Use R's and C's consistently according to school policy.
- Engage with every child's parent/s on ClassDojo, fostering positive relationships.
- Work well with partner teachers, giving them what they need, when they need it.

Appendix 2

Working walls

Learning to

- The precise focus of the lesson
- NOT what pupils are doing; what pupils are learning
- Taken from unit grid steps

Remember

- Success criteria or checklist
- Key features / elements of achieving the 'Learning to'
- Breaking down the 'Learning to' into short, helpful reminders
- Often used on tables next to where pupils are working
- Involve pupils in setting these

Important vocabulary

- Only the words you want the pupils to be making an effort to use in the lesson
- Probably 3 or 4
- NOT all the relevant words for the unit

Model

- What a good one looks like
- Demonstrate what you are looking for
- If the model is on display somewhere else in the room, signpost it

Appendix 3

Silent Signals



Class Management Signals - Whole School



Team Stop

Quick, calm way to get attention
Adult raises hand, children raise hand.
Children lock eyes on adult.
Adult lowers hand, children lower theirs.



Full Sentence

Improving verbal reasoning
Insist in all lessons.
Open arms as if opening curtains



MTYT
(my tum your tum)

Quick cue for repeating/practising.
Touch chest with palm of hands.
Turn hands open palms to children.



TTYP
(turn to your partner)

Quick, visual cue for partner talk
Turn hands towards each other in front of you.



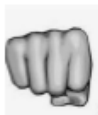
Star Words
(key vocabulary)

Giving significance to new words
Close fists and then open into a wide open hand.



Magnet Eyes

Being sure all are listening
Point to your eyes with two fingers.
Children's eyes should be on yours and their bodies still.



Full Stop

Physical reminder of punctuation
Punch the air forwards.



Capital Letter

Physical reminder of punctuation
Place hands firmly on your head as if donning a cap.



No Hands Up

Keeping all learners focused
When asking a question don't allow hands up – choose targeted children to answer.



Handwriting

Reminder of expectations
Hold a pencil (real or imaginary) in a pencil grip, with the non-writing hand flat holding imaginary paper.



Move from carpet
1, 2, 3

Calm movement around the room
1 finger: stand
2 fingers: walk to chair and wait
3 fingers: sit ready to read/write



Pinny Time

Frequent recall opportunities
Wear pinny at all times with sound cards, vocabulary cards, maths facts/questions to use throughout the day.

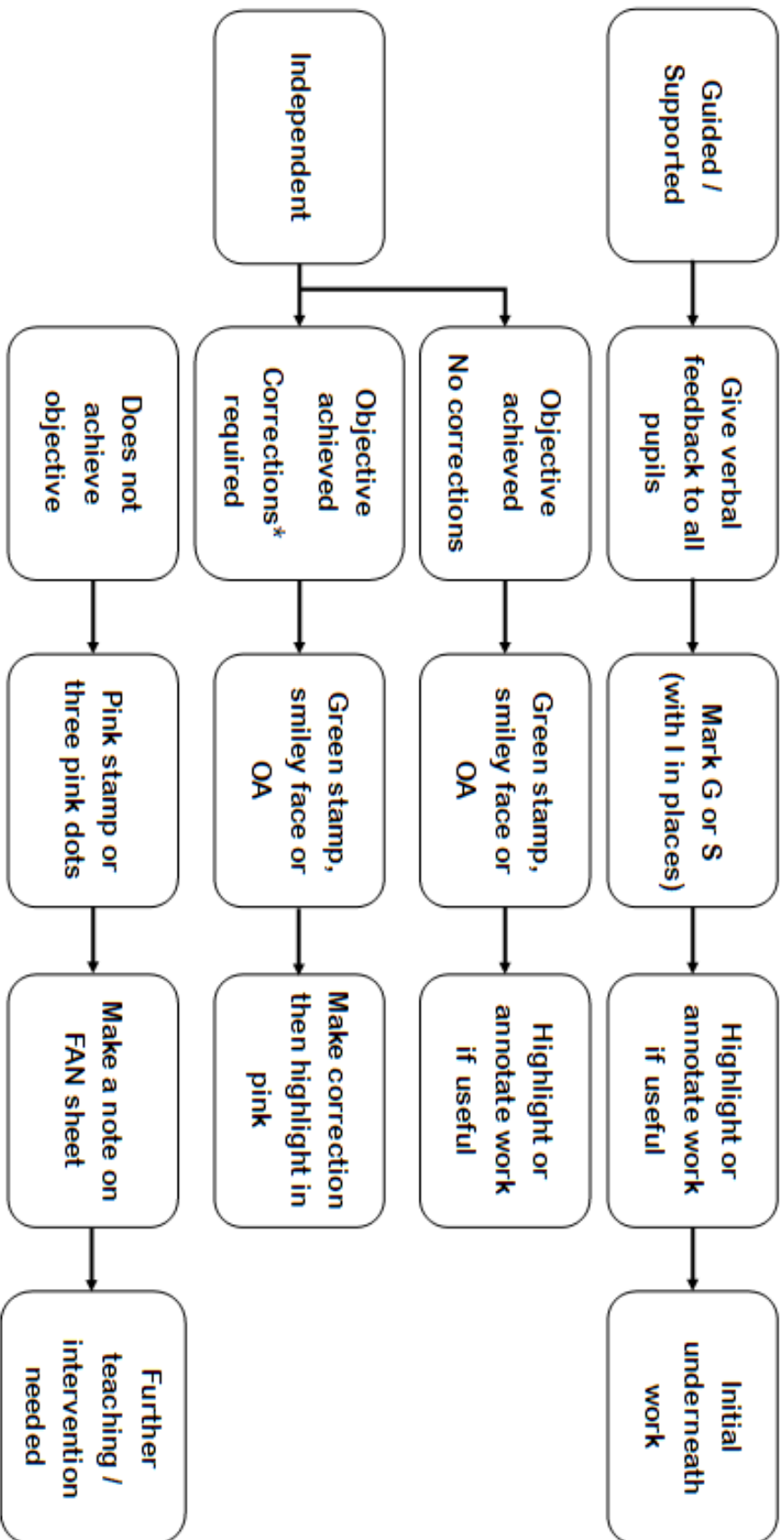
Appendix 4

Recall Boards

- Simple, visual cues
- Readable/recognisable from the far side of the room
- Adult should be able to point to a board, point to a child and the child explain what the information to be recalled is
- Cover up boards for end of day recall checks
- When board is full, ask children which board to wipe off and use for the next one

Appendix 5

Feedback Crib Sheet



* corrections are only required if:

- the pupil shows examples in the same piece of work of not making that mistake
- spelling, punctuation or letter/number formation error that you would expect that pupil not to make (simple rule of thumb: the child sees the mistake and thinks 'oh yes, I know that')

It is not necessary to correct every error, but please signpost each one. Correct each different type of error.

Year 4, 5, 6 FAN sheet



Further Action Needed (FAN) sheet

Week Beginning:

Class:

Friday	Thursday	Wednesday	Tuesday	Monday	
					Love to Read
					English
					Maths
					Curriculum
					Recall