

Silkmore Primary Academy



Curriculum, Teaching and Learning Policy

September 2026

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Teaching and Learning

Teaching and learning of curriculum in more detail:

Teaching and learning is underpinned by cognitive science. Space retrieval activities are used to build links and review learning from previous lessons.

Teachers model tasks effectively and highlights the importance of starting at pupils current understanding drawing links on prior knowledge and narrating thought processes to make it clear how an expert might think when completing a task. Teachers' facilitate learning through a 'I can, we do, you do' process to build small steps of learning and allow for opportunities of assessment.

Teachers use the model of 'Accessing, Independent, Mastery' to ensure teaching is adapted effectively to scaffold learning, build independence and effectively challenge ensuring all pupils can achieve and build confidence in learning. This also allows for no preconceived limitations to be placed on pupils. Teachers understand that pupils learn at different rates and require different levels of support to achieve. Teaching is adapted in a responsive way, including by providing targeted support to pupils identified with specific needs.

Adapted practice occurs by careful and strategic task planning ensuring scaffolds are in place to ensure all children can access the learning. The level of scaffolding is reduced over time so that pupils develop the necessary knowledge and skills to solve problems independently and build confidence in learning. Teachers effectively model learning and incorporate a model of 'I do, we do, you do' within sessions.

Assessment is continuously used throughout units and within each lesson, to inform teachers of how they will adapt practice, this could be through scaffolds, groupings, dialogue, next steps or continuing guided practice.

Dialogue is used effectively within sessions, both between teacher and pupil and between peers, to stimulate pupils' thinking and understanding. Peer dialogue is effectively scaffolded and directed to allow each child to have a voice, discuss learning and respectfully challenge and build on learning. Teachers use this time as an effective tool to assess understanding and use questioning to embed and move learning on.

The environment engages and inspires pupils. Washing lines are used to reflect the learning process and as a scaffolded point of reference for the pupils to support the development of their oracy and writing skills. The environment is language rich and captures tier 2 and tier 3 vocabulary. Each child's final piece is displayed and celebrated for the individual progress made.

A focus for our curriculum is to prepare our pupils to be 'secondary ready' by the time they leave Silkmore and equip them with the knowledge and cultural capital they need to succeed in life. This is achieved by providing contextualized, purposeful learning that develops 'life skills' and focusses on pupils' development in becoming writers, mathematicians, historians and geographers etc.

Silkmore's 'Learning Attitudes Framework' of AIM HIGH will be central in encouraging pupils to be responsible for their learning attitudes. Throughout units of work, pupils are given opportunities to reflect on how their learning attitudes are developing in accordance to the AIM HIGH learning values. Pupils demonstrating these attitudes are recognised and rewarded within the classroom and the whole school celebration assembly. (See behaviour policy).

At Silkmore Primary Academy, we believe the bridge between teaching and learning is assessment. Therefore, our feedback policy is an integral aspect of the curriculum. We believe the most valuable feedback is in the moment and teachers will provide this feedback continuously throughout lessons, using planned for dialogue opportunities to facilitate this. The sequential curriculum ensures prior learning is reflected on and built on, ensuring misconceptions are identified and addressed. Our Knowledge Constructions are an integral part of this process. The feedback policy ensures that learning

is addressed and celebrated or moved forward in accordance to the learning objective where the planning has been derived from. Through the use of in the moment feedback, pupils are given time to reflect on the feedback that the teacher gives and the expectation of this reflection is of the highest standard across the school. Feedback at Silkmore is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved.

Writing

As reading is central to our curriculum, our writing units use a quality text as a stimulus with a focus on audience, purpose and outcome. The writing process initiates with the children exploring a range of WAFOLs and developing their fluency and comprehension through engaging with a 'Reading Theatre' to read, discuss, practice, perform and reflect on their reading. The writing process then follows a three-week structure which follows a process of analysis of text, direct teaching and application of identified features and a process of collecting, planning, editing and improving their own final piece ready to be published.

Throughout the direct teaching of skills, children are taught the correct terminology and provided with a range of contexts to practice application of these. These are skills are sequentially planned across the school and year groups to ensure they are revisited and embedded.

Every child's published piece is celebrated for the progress they have individually achieved.

The Wider Curriculum:

- Our curriculum is sequenced to build on prior knowledge and secure foundational skills to allow children to make links with their learning and acknowledge how this this learning will be used in future learning
- Each curriculum subject is sequenced progressively with skills, knowledge and vocabulary
- The curriculum is sequenced progressively from Nursery to Year 6 which allows subjects to be structured over time and revisited
- The pupils reflect on prior learning through developing a whole class 'Knowledge Construction' to create links in learning, allowing pupils to revisit learning, build on prior learning and bank new learning and vocabulary. This also serves as a tool for teachers to assess prior learning
- Teachers plan small steps of learning to support children in their learning journey of learning new knowledge, concepts and skills
- Teaching and learning is adapted to ensure every child is scaffolded and challenged to achieve
- The content of many subjects (especially literature, humanities and arts) is planned to require thoughtful, sustained review
- Teachers have strong subject knowledge which allows teachers to teach effectively and motivate pupils
- Teachers have high expectations of what children can achieve and ensure that no limit is set on achievement
- Teachers have a strong understanding of 'Cognitive Science' and use space retrieval activities to support children in processing learning from their working memory to their long-term memory
- Our curriculum is planned to develop vocabulary and children's communication skills
- Our curriculum is broad and balanced across all foundation subjects

- Our curriculum is engaging and purposeful, ensuring that learning is contextualised
- Children's aspirations are raised by exposure to a range of enriching opportunities and links with positive roles/careers in the community
- The curriculum and school life is underpinned by our AIM HIGH values
- A growth mindset is developed through the curriculum with a balance of scaffolding and challenge
- The process of learning is celebrated as opposed to just the product and ensures that failing is seen as an opportunity for new learning
- Strong relations with the community; the school, local and wider community are planned for
- Provides entrepreneurial experiences
- The curriculum promotes SMSC, British Values and Cultural Capital throughout the learning journeys
- Learning is facilitated to ensure children's personal character is developed alongside the curriculum where children enhance their personal skills eg. Confidence, resilience and critical thinking

