



Nor**th**bourne CE Primary School Nurturing Excellence.

Our Curriculum, Teaching & Learning Approach

Our Vision and Values

Our curriculum, teaching and learning are deeply rooted in our vision of 'Nurturing Excellence' and are shaped by our core values of **Courage**, **Compassion** and **Community**.

These values underpin all aspects of school life and are central to our desire to provide an education that **promotes a love of learning** and **grows personal character**.

Inspired by the story of **Peter stepping out of the boat to meet Jesus**, we encourage pupils to:

- Have **Courage** to embrace challenge, take risks & show resilience in the face of difficulty.
- Show **Compassion** by helping those in need & treating others with kindness & respect.
- Contribute to our school **Community** by working collaboratively & supporting one another.



The Theory Behind Our Practice

The 3 Stages of Memory

At Northbourne, our aim is clear: we want every child to **know more, remember more, and apply** their learning in different contexts. Learning happens when new knowledge is processed through **working memory**, connected to what is already known, and **transferred into long-term memory**, where it can be **retained and recalled** over time.

This is strengthened through **regular review, repetition, and making connections** with prior learning. As children recall knowledge more automatically, they free up thinking space to engage with new learning more effectively. Children can then develop **deeper thinking**, enable **application, analysis, evaluation, and creation** with that new knowledge and ensure **progression beyond basic recall**.

Curriculum Design

Our teaching is therefore deliberately designed to: **Build on** what children already know; Present new learning in **small, manageable steps**; Provide opportunities to **practise, apply, and revisit** learning; Ensure knowledge is **memorable and repeated**

Subject Long and Medium-Term Planning

Our subject long-term plans set out the big picture of the curriculum, ensuring **clear coverage, progression, and sequencing over time** so that all pupils access a broad and balanced education. Each subject is underpinned by clearly identified **key concepts, knowledge and vocabulary**, which are systematically revisited to ensure that learning becomes embedded. Learning is always developed within context, enabling pupils to make connections, deepen their understanding and apply knowledge in a range of meaningful situations.

Medium-term planning translates this into **sequenced units of learning**, with SMART Learning Objectives, where content is broken down into manageable steps, builds on prior knowledge, and includes appropriate challenge, adaptation, and opportunities for retrieval and practice.

Mixed-Year Group Planning

Due to having **mixed-year group classes**, we work on a **two-year planning cycle** in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The two-year cycle ensures **full curriculum coverage** while allowing for **meaningful repetition and reinforcement**.

Rosenshine's Principles of Instruction

Our teaching approach is rooted in **Rosenshine's Principles of Instruction**, which emphasise: Reviewing prior learning; Modelling and guided practice; Questioning and checking for understanding; Independent practice and regular retrieval

The Twelve Teaching and Learning Principles of Northbourne School

These provide a **shared framework** that brings together educational theory, evidence-informed practice, and day-to-day classroom application. They are designed to ensure **clear expectations and consistency across the school** while giving teachers clarity about what high-quality teaching looks like in action and is the point of reference for all our discussions about how and why to improve teaching practice.

At their core, these principles translate key ideas from research—such as cognitive science, behaviour theory, curriculum design, and effective pedagogy—into **practical, observable strategies**. They bridge the gap between why we teach the way we do and what this actually looks like in the classroom, ensuring that practice is both intentional and impactful.

The Northbourne Twelve: Teaching and Learning Principles

	Vision and values
1a	Agreed and understood SO THAT it drives our thoughts, words and actions
1b	Displayed and referenced SO THAT they are a point of reference and kept relevant
1c	Acknowledged and praised when observed SO THAT we celebrate when they are being 'lived out'
	Classroom environment
2a	Tidy and organised SO THAT it is an effective and efficient environment to teach and learn in
2b	Resources are prepared and accessible SO THAT no teaching or learning time is wasted
2c	Displays reflect the current learning SO THAT independent learning is supported
	High expectations of learning behaviour
3a	Rules and routines are established SO THAT minimal lesson time is wasted dealing with poor concentration/low-level disruption
3b	Praise for effort and achievement SO THAT positive behaviours are celebrated and reinforced
3c	Appropriate de-escalation strategies are applied SO THAT children learn free from distraction
	Curriculum & Planning
4a	Long term curriculum plans have clear coverage and progression SO THAT children have a broad, balanced and sequenced curriculum
4b	Medium term subject planning is sequenced and with challenge SO THAT children are knowing, remembering and doing more each week
4c	Weekly and daily planning demonstrates reflective practice SO THAT gaps and misconceptions are addressed
	Quality of instruction
5a	Clearly defined learning objectives/intentions SO THAT children know what they are working towards
5b	New ideas are presented in small steps in a timely manner SO THAT children can master new learning more easily
5c	Teacher models, shows worked examples and/or thinks aloud SO THAT children see and hear how best to achieve the learning objective/intention
	Subject mastery
6a	Comprehensive understanding (from the teacher) of curriculum SO THAT the most able are stretched and less able supported with breadth & depth
6b	Opportunities to apply and try new learning in different contexts SO THAT children's depth of understanding is challenged and tested
6c	Achieve high success rate SO THAT learning is mastered in preparation for new learning
	Making it stick
7a	Effective use of questioning SO THAT children are challenged when rehearsing previous and new learning
7b	Reviews and recaps SO THAT children begin to embed learning in long-term memory
7c	Opportunities for independent practice SO THAT children can develop fluency and accuracy
	Adaptive teaching
8a	Teaching is scaffolded and TA deployed effectively SO THAT all children are assisted in their learning
8b	Teaching is adapted as needs emerge SO THAT all children make progress
8c	SEND/P5 exceptions have tailored teaching SO THAT they make good progress relative to their need
	Effective feedback
9a	Timely feedback SO THAT success or misconceptions are identified early and further learning can continue
9b	Comments are specific and clear SO THAT children's actions are focused or directed to a learning outcome/intention
9c	Time is given to reflect and act upon feedback SO THAT children are independently improving their learning
	Book look
10a	High expectation for presentation & volume of work SO THAT children take pride in producing high quality and quantity of work
10b	Written feedback is purposeful SO THAT children reflect on, consolidate or move and deepen their learning
10c	Progress within a lesson and over time SO THAT children's learning is moving forward
	Assessment
11a	Administered consistently SO THAT there is fairness and accuracy of outcomes
11b	Individual/Class question based-level analysis SO THAT next steps in teaching are identified
11c	Phase/Key Stage question based-level analysis SO THAT good practice is shared and support is put in place to address areas of weakness
	Extended Curriculum
12a	High quality sport, music and art activities SO THAT interests and talents are nurtured
12b	Events and experiences SO THAT children are challenged in their capabilities and thinking
12c	Wrap around care SO THAT children and families can access additional provision depending on need

What This Looks Like in the Classroom

At Northbourne, our Teaching and Learning Principles are not just understood—they should be **consistently seen, heard, and experienced** in every classroom. The following outlines what this looks like in practice:

1. Learning is Built on What Has Come Before

- Lessons begin with **short, focused reviews** of prior learning
- Teachers make **explicit links** to previous lessons, units, and prior year knowledge
- Key vocabulary and concepts are **revisited regularly**
- Children confidently recall and use prior knowledge to support new learning

2. Teaching is Clear, Structured and Sequential

- Learning is broken down into **small, manageable steps**
- Teachers clearly explain **what pupils are learning and why**
- New content is introduced in a **logical sequence**, avoiding overload
- Misconceptions are anticipated and addressed early

3. Teachers Model Excellence

- Teachers **demonstrate thinking aloud**, showing how to approach tasks
- Worked examples are used to show **what success looks like**
- High-quality responses are shared and discussed
- Children understand the **standard expected of them**

4. Questioning Drives Learning

- Teachers ask a **high volume of purposeful questions**
- All pupils are expected to participate and respond
- Questions are used to **check understanding, deepen thinking, and challenge**
- Misunderstandings are quickly identified and addressed

5. Practice is Purposeful and Progressive

- Pupils engage in **guided practice** with immediate support
- Opportunities for **independent practice** allow pupils to apply learning
- Tasks increase in challenge to deepen understanding
- Pupils experience a high level of success before moving on

6. Learning is Revisited and Embedded

- Regular **reviews, recaps, and retrieval activities** are planned into lessons
- Key knowledge is **repeated and applied in different contexts**
- Learning is designed to be **memorable**
- Pupils retain and recall knowledge over time

7. The Classroom Environment Supports Learning

- Classrooms are **tidy, organised, and purposeful**
- Resources are **ready and accessible**, maximising learning time
- Displays support **current learning and independence**
- Expectations for behaviour are **clear, consistent, and high**

8. All Learners are Supported and Challenged

- Teaching is **adapted in real time** to meet pupils' needs
- Scaffolds are used effectively and **gradually removed**
- Additional adults are deployed strategically
- All pupils, including those with SEND, make **meaningful progress**

What This Should Look Like in the Classroom

9. Feedback Moves Learning Forward

- Feedback is **timely, specific, and purposeful**
- Pupils are given time to **respond and improve**
- Teachers address misconceptions promptly
- Pupils understand how to improve their work

10. Assessment Informs Teaching






- Teachers regularly check understanding during lessons
- Assessment information is used to **adapt teaching and plan next steps**
- Patterns and gaps are identified at **class and phase level**
- Teaching is responsive and informed by evidence

The Northbourne WAGOLL

The WAGOLL (What A Good One Looks Like) structure provides a clear, shared model for **how learning unfolds within a lesson**, turning educational theory into a consistent classroom routine. It reflects key principles from **cognitive science, particularly around memory, sequencing, and practice**, and ensures that lessons are designed to help pupils retain, understand, and apply knowledge over time.

Built around the cycle—**Recap it, Learn it, Build on it, Practice it, Review it**—the WAGOLL approach breaks learning into manageable stages, usually through an ‘I Do. We do. You do’ teaching approach. This supports how pupils learn best: by connecting new knowledge to prior learning, encountering new ideas in small steps, practising with guidance, and revisiting content to secure it in long-term memory.



 Recap it...	 Learn it...	 Build on it...	 Practice it...	 Review it...
Review previous learning (any previous knowledge)	New learning/concept introduced (Learning Objective/s)	Build on new learning (in <u>small</u> steps)	Independent Practice (obtain high success rate)	Review new learning (checking understanding)
Review previous learning	Show models/worked examples	Guided practise: “I do, we do, you do”	Have a go at new learning	What have we learned/Next Steps?
Questioning Techniques: Core Discuss it: class/group/partner Twist it: Check for understanding	Success: What this looks like... Key Vocabulary: Specific to LO Discuss it: class/group/partner	Check: Understanding/misconceptions Discuss it: class/group/partner Twist it: variations/different contexts	Adaptive Teaching: Scaffold/support Discuss it: class/group/partner Twist it: Check for understanding	Questioning Techniques: Core Discuss it: class/group/partner Twist it: Check understanding/Mark work

CORE Questioning Techniques		CORE Review & Recap Strategies		CORE Support & Scaffolding Strategies	
Probe & problematise knowledge & understanding		Checking understanding of previous learning		Be mindful of visual, auditory & kinaesthetic learners	
Say is again, better Cold Calling No opt out Think, pair, share	Whole class response Probing questioning Pose Pause Pounce Bounce Check understanding	Low stakes quizzing Picture links Brain Dump (30,60, Peak) Mind maps	Speak like an expert Challenge Grids STM Reviews	Worked/Modelled examples Stem sentences Bespoke checklists Bespoke word/number mats Writing frames/templates	Sort and Match Acting and actions Relevant Working Walls Pre/Post teaching Now and Next Boards

Assessment Approach to Support Teaching and Learning

Assessment is a continuous process integral to teaching and learning, enabling children to reach their true potential. It is incorporated into teaching strategies to promote better-than-expected progress for individuals, groups, and cohorts.

Aims

- **Inform Planning:** Use information about attainment and progress to inform teachers' planning.
- **Monitor Progress:** Monitor & record the attainment & progress of individual children, groups, & cohorts.
- **Communicate with Stakeholders:** Inform parents, governors, and ODST about progress and attainment.
- **Measure Against Standards:** Measure progress towards and against national standards.

Types of assessment

Formative assessment

Formative assessment is the ongoing, daily assessment carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and play an important role when children self- and peer-assess.

- This is the ongoing, daily assessment carried out by teachers and key to effective classroom practice and adaptive teaching.
- Learning outcomes and success criteria are shared with pupils and play an important role when children self- and peer-assess.
- Teachers gather assessment information in various ways
 - **Observing:** Watching students as they work to understand their learning processes and identify areas needing support.
 - **Asking Questions:** Using targeted questions to gauge understanding and provoke deeper thinking.
 - **Listening:** Paying attention to student discussions and responses during class activities.
 - **Assessing Pieces of Work:** Reviewing assignments, projects, and other student work to assess comprehension and progress.
 - **Testing:** Conducting short quizzes and tests to evaluate immediate understanding.

Summative assessment

Summative assessment is used to evaluate student learning at the end of an instructional period by comparing it against some standard or benchmark. It is used to measure the overall effectiveness of the instruction and the extent to which learning objectives have been achieved.

Assessment periods

Within Oxford Diocese of Schools Trust, the assessment cycle is divided into three periods over the academic year: Terms 2, 4 and 6. This allows attainment and progress to be measured and monitored at regularly timed intervals by class teachers, subject leaders and senior leaders. To inform the teacher judgements, children from Year 1 to Year 5 complete NTS test in reading, grammar/spelling, and maths. Year 6 complete previous SATs papers.

Inclusion and Excellence for All

Our vision of Nurturing Excellence reflects our unwavering commitment to **inclusion, equity and high expectations for all pupils.**

We believe that every child has the right to access a high-quality curriculum that enables them to succeed. Our curriculum is therefore designed to be **ambitious and accessible** for all, including pupils with **SEND and those who may be disadvantaged.**

We achieve this through:

- High-quality **teaching that is carefully structured and clearly explained**
- **Adaptive teaching strategies** that respond to pupils' individual needs
- **Scaffolded support**, including writing frames, stem sentences and visual aids
- **Pre-teaching and post-teaching** to support understanding of key concepts and vocabulary
- **Targeted adult support** and timely intervention

At the same time, we ensure that all pupils are **appropriately challenged.** Opportunities for deeper thinking and greater depth are built into lessons, enabling pupils to apply their knowledge in increasingly complex ways.

We do not narrow the curriculum. Instead, we try to **remove barriers** to learning, ensuring that all pupils can access the full breadth of the curriculum and achieve their potential.

Through our inclusive approach, pupils **develop confidence, resilience and independence.** They are supported to become successful learners who are well prepared for the next stage of their education.

Pupil Profiles for SEND Pupils

We use Pupil Profile's for SEND children to provide clear, shared understanding of a child's **needs, strengths, and support strategies.**

Its purpose is to ensure that all staff know **how the child learns best, any barriers they face, and the adaptations required** to help them access the curriculum.

It promotes consistency and effective provision by outlining **practical strategies, targets, and key information,** so the child is supported to make good progress across all areas of school life.