

If you have any questions related to this teaching and learning model please feel free to contact our Director of Education, Sarah Young at [syoung@apat.org.uk](mailto:syoung@apat.org.uk)

## Amadeus Primary Academies Trust Principles of Curriculum, Teaching & Learning

We believe as an educational Trust and a learning community, that our key responsibility is high quality teaching and learning in every classroom every day. Embedded and sustained improvement is dependent on this. Our expectation therefore is that all pupils are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate and independent learners.

### Aims

By promoting a consistent and coherent approach to teaching and learning across the Trust, we aim to fulfill the Trust Values:



- ✓ to ignite a lifelong love of learning and equip children with skills and confidence to thrive in an ever-changing world;
- ✓ to provide a safe and happy learning environment;
- ✓ provide high standards of teaching and learning in every class, by all staff members;
- ✓ to enable teachers and support staff to teach as effectively as possible;
- ✓ to understand the National Curriculum's age-related expectations for each year group;
- ✓ to understand each child's attainment, progress and gaps in learning;
- ✓ to enable children to know and remember more;
- ✓ to give children the skills, knowledge and understanding they require to become confident, articulate and independent;
- ✓ to provide an inclusive education for all children;
- ✓ to appreciate British values and Christian beliefs;
- ✓ to provide a diverse curriculum that enables our children to develop a global perspective and better understanding of the world around them;
- ✓ to raise expectations for all pupils, to enable them to fulfil their full potential;
- ✓ to develop high levels of emotional intelligence to promote cooperation and collaboration in learning;
- ✓ to promote high standards of behaviour through clear expectations and by the example of the adults;
- ✓ to develop a clear sense of personal responsibility as a member of the school community and the Trust.

Teaching and learning in each school needs to be adaptable and focused on the needs of each group of pupils in each lesson.

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## Summary of lesson expectations

### INTENT: Curriculum Expectations:

Subject maps vocabulary lesson to lesson, including etymology and morphology

Curriculum is sequenced logically from EYFS to Y6 and enables revisiting knowledge.

What we want children to know and remember is explicit in planning for each lesson.

Curriculum plans highlight connections with prior learning, in and beyond subject.

There is a rich Literacy Spine mapped from EYFS to Y6 highlighting diversity.

Each lesson has a clear 'prescribed' learning question or objective.

Retrieval practice is embedded into the curriculum offer strategically.

### IMPLEMENTATION: Teaching Expectations:

Retrieval checks are made at the start of all lessons.

Clear links are made to prior learning, in and beyond the subject.

Today's knowledge is specific and clear from the start.

Key vocabulary is taught in context.

Modelling selects resources carefully to reinforce what we want children to know and remember.

Where appropriate modelling is followed by shared practice (my turn / your turn)

Teachers clearly check for understanding and respond to findings.

Live marking is used to provide the majority of feedback.

Challenge questions are used to extend children's understanding, retrieving and applying key knowledge.

### Feedback

Feedback Policy is underpinned by 'Mark less, Mark Better' and was adopted with staff.

Subject specific vocabulary and misconceptions are responded to.

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This is a model of how the Trust Curriculum, Teaching and Learning Policy **could** be delivered in practice, however this would look different in every classroom, based on topic, prior knowledge and links, the cohort and assessment for learning information.

