



Mill Lane Community Primary School &

The Windmill Community Nursery

Growing, Thriving, Flying

Pedagogy at Mill Lane

Early Years

The Early Years provides the building blocks for a child's journey through education. The seven areas of learning begin this journey and support their development as lifelong learners. The seven areas of learning are:

- Language and communication
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Positive Relationships

Children learn to be strong and independent through experiencing positive relationships. Positive relationships are developed through:

- Fostering a sense of belonging
- Being sensitive and responsive to the child's needs, feelings and interests
- Supporting a child's own efforts and independence
- Consistently setting clear boundaries
- Building on key person relationships

Child Centred Learning

Learning experiences and activities are designed to meet the needs and interests of each individual child, allowing them to actively engage and take ownership of their learning.

Independent Learning Time

Children are given the opportunity to follow their interests, make connections and apply the knowledge they have in their play. Adults observe and engage in conversations with children to aid their development.

Play Based Learning

Play is a central component of learning. Play is a natural and meaningful way for children to explore, make sense of the world, and develop essential skills and knowledge. Play based environments promote open-ended exploration, problem-solving, imagination and creativity.

Enabling Environments

Children learn and develop well in enabling environments in which their experiences respond to their individual needs. The environments created closely support children's learning and are used to promote independence. The environment aims to inspire children and to allow them to flourish as learners. The environment changes in response to the interests of the children. Our Early Year's environments offer:

- Stimulating resources relevant to all the children's cultures and communities
- Rich learning opportunities through play and playful teaching

- Support for children to take risks and explore

How Adults Support Learning

Adults are an integral part of the learning process. They support this by communicating, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what the child is doing, facilitating and setting challenges.

Observation and Assessment

Adults observe and join in with children's play to find out more about their learning and interests. Adults act on this knowledge to ensure that children make progress and expand their understanding.

Key Stage 1 & Key Stage 2

Having a shared pedagogy across the school can bring learners many benefits. By having a consistent shared language and approach, children transition seamlessly across year groups as they can focus on what they need to learn rather than adapting to new methods. A well-considered pedagogy can help children move beyond basic memorisation and comprehension to complex learning processes like analysis, evaluation and creation. Consistency of approach also enables children to employ good learning habits, help to understand expectations and reduce cognitive load

Our approach to teaching and learning is based on four stages: Engage, develop, innovate and express.

Engage

Children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. Children reflect on prior knowledge and reflect what they already know about any key concepts or thematic content.

Develop

Children delve more deeply into the knowledge and skills required to understand and build their conceptual understanding. Learning is well sequenced and interconnected and builds over time through a series of sequenced and interconnected lessons. Children are provided with opportunities to work in different ways, in small or large groups or as individuals. This also helps children to further develop their social skills, oracy and cooperation.

Innovate

Crucial opportunities for children to retrieve previous knowledge and skills is provided in order to apply them in new contexts. There is a more practical, problem-solving approach where children work together to invent, create, use and apply their learned knowledge and skills.

Express

Children are given opportunities to reflect upon their learning, test their knowledge and celebrate their achievements. This is achieved through opportunities for speaking, listening, and expressing understanding. Low stake quizzes or more formal tests are provided to help assess children's learning.

Our Curriculum

The school has developed an ambitious, carefully planned and sequenced curriculum. Teachers have a good subject knowledge and present subject matter clearly and in sequence. They integrate new knowledge into larger concepts.

Mastery-Based Learning

Mastery learning means a deep, long-term secure and adaptable understanding of a subject or concept. This involves:

Culture:

- An expectation that almost all pupils can achieve age-related learning expectations
- Confident children who are able to take risks – a growth mind set culture
- Emphasis on depth rather than acceleration

Practice:

- Whole class teaching, with adaptive teaching built in through questioning and scaffolding
- Learning is broken down into small, logical steps
- Continual assessment
- Intervention to address gaps
- Skilful questioning to develop better understanding
- An emphasis on acquiring and fluently applying skills and vocabulary
- Flexibility in long-term planning (moving on when the large majority have mastered the previous step)
- High quality feedback to pupils
- Daily opportunities for purposeful practice
- Flexible groupings

SEND

Meeting the needs of all children, including those with SEND, means using strategies that make learning accessible and engaging for all. The Education Endowment Foundation's (EEF) *5-a-day* approach guides us to embed good practice into daily teaching by focusing on explicit instruction, scaffolding, flexible grouping, metacognitive strategies, and effective use of technology. These techniques ensure that all our pupils, especially those with SEND, receive the right level of support while encouraging independence and high expectations. By applying these approaches to whole class teaching, we create an inclusive classroom where every child has the opportunity to succeed.

Deployment of teaching assistants: The school follows the EEF's 5 recommendations for the effective deployment of teaching assistants within a school. These 5 recommendations are:

- Use TAs in a way that enables all pupils to access high-quality teaching
- Use TAs to scaffold learning and to develop pupils' independence
- Use TAs to deliver well-chosen, evidence based, structured interventions where appropriate
- Prepare and train all staff around effective TA deployment
- Engage all staff in the process of implementing effective TA deployment