

Curriculum & Pedagogy Policy

A holistic policy which incorporates our approach to curriculum design and delivery alongside our teaching and learning ethos.



Curriculum - Curriculum is **what** is taught in a course or subject. Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. The desired outcome of curriculum is successful transfer and/or development of knowledge, skills, and attitudes.

Pedagogy - the **method** and practice of teaching, especially as an academic subject or theoretical concept

Approved by: Governing Body

Date: July 2022

Last reviewed on:

Next review due by:

At Marlborough, We Aim for Excellence in all that we do.

We embrace high expectations
We respect the team
We have a positive attitude
We take individual and collective responsibility

Curriculum For Wales

The [Curriculum For Wales](#) provides us with a clear framework on which to build our broad, balanced, and inclusive education, for our pupils. At its heart is our aspiration for every child at Marlborough to embody the [Four Purposes](#) of curriculum and for them to become;

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work. To learn throughout their lives.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The four purposes embedded through Character Education.

For several years, at Marlborough, we have put the widely recognised, [Twenty Four Character Strengths](#), at the heart of our teaching and learning. The educational benefits of these characteristics are well documented as having a very positive impact on mental health and wellbeing. We teach them explicitly through our Health and Wellbeing curriculum, have regular focused assemblies on each strength, display examples of pupil's work throughout the school and celebrate children's/staff achievements in them every week at our celebration assembly on Fridays. The diagram below shows how well aligned they are with the Four Core Purposes of the Curriculum for Wales.

[The rationale behind Character Strength Education](#)

[Summary report from the Department of Education, \(England\), on Character Education in schools\).](#)

Teachers help pupils identify where the four purposes are covered in their work by using the following visual symbols in the margin;

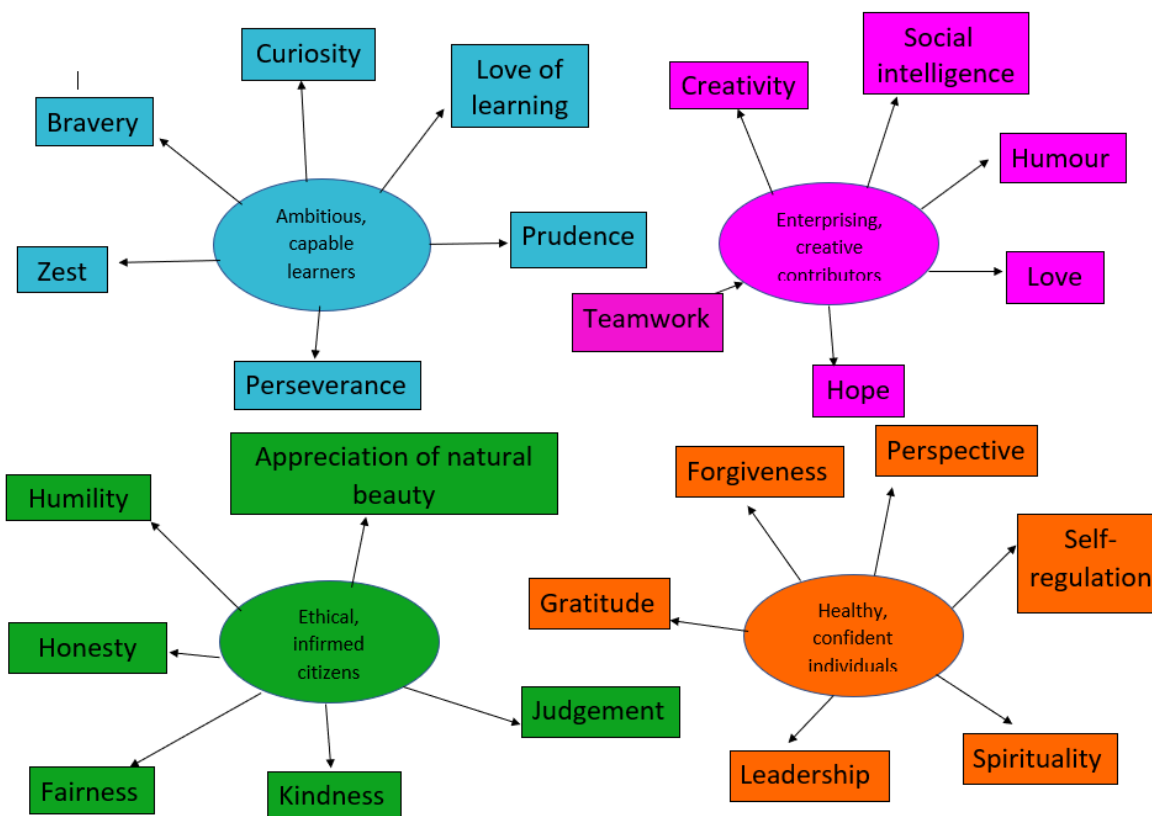
Ambitious, capable learners (star)

Enterprising, creative contributors (lightbulb)

Ethical, informed citizens (stick person)

Healthy, confident individuals (heart)

Ultimately, all children in KS2 should be able to identify their work within the four purposes independently once this aspect of the new curriculum is embedded.



The Framework gives every school in Wales the opportunity to design their own curriculum within a national approach that ensures a level of consistency. It encourages schools to build their own vision for their learners within the context of the Four Purposes and the learning defined at a national level. It provides the space for practitioners to be creative and to develop meaningful learning through a range of experiences and contexts that meet the needs of their learners.

At Marlborough, we ensure that these cross curricular themes are woven throughout our planning and delivery of the curriculum:

- Creativity and innovation;
- Critical thinking and problem solving;
- Personal effectiveness;
- Planning and organisation.

Areas of Learning Experience (AoLE)

The Curriculum for Wales is divided into 6 Areas of Learning and Experience, (AoLE)-

[Language, Literacy and Communication](#) which includes Welsh and other modern foreign languages at KS2/3 and beyond. At Marlborough we will be learning French as our additional language.

[Humanities](#) which includes religion, values and ethics, history, geography, and environmental education.

- [Mathematics and Numeracy](#) which includes conceptual understanding, communication using symbols, fluency, logical reasoning and strategic competence.
- [Science and Technology](#) which includes science, design, technology, and IT.

[Health and Well-being](#) which includes personal and social education, emotional and physical health, exercise, relationships and sexuality education and the United Nations Convention, rights of the child, and rights of persons with disabilities.

[Expressive Arts](#) which includes art, drama, music, and dance.

[Literacy, Mathematics](#) and [Digital Competence](#) are the three cross curricular themes that run through all our projects as they are essential to all learning and the ability to unlock knowledge. Wherever possible, we aim to highlight and explore cross curricular links to provide a more integrated approach to learning and to help our learners to understand how skills are transferable and applicable in many situations throughout their lives.

Principles of progression

These are our 5 overarching principles of progression across all AoLEs (Areas of Learning and Experience,), taken from [The Curriculum for Wales – Progression Code](#)

1. Increasing effectiveness - As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective, they can seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.

2. Increasing breadth and depth of knowledge - Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.

3. Deepening understanding of the ideas and disciplines within the Areas - Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress, they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.

4. Refinement and growing sophistication in the use and application of skills - Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop the skills of evaluating and organising information in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific, and more sophisticated skills. Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources, or equipment appropriate to their purpose and audience.

5. Making connections and transferring learning into new contexts - Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply and use previously acquired knowledge and skills in different, unfamiliar, and challenging contexts.

Our Marlborough Curriculum is suitable for learners of differing ages, abilities, and aptitudes.

At Marlborough, our first strategic aim lies at the heart of all teaching and learning;

‘Excellent teaching where all learners are fully engaged in the learning process and actively drive a dynamic curriculum that excites and ignites a lifelong passion for learning.’

Our curriculum aims to be inclusive for all and to provide a breadth of learning, drawing together a range of experiences, knowledge, and skills across a range of contexts, topics, and activities. We want our learners to

consider; local, national, and international contexts, develop understanding of human rights education and diversity, and to understand their role in our society and the World.

At Marlborough we-

- Deliver whole school projects with a primary AoLE focus and a secondary AoLE focus half termly;
- Plan immersion days to engage our children, families, and wherever possible foster community links;
- Capture the children's prior knowledge, formulate enquiry questions, and gather pupil voice to feed into planning;
- Celebrate diversity and place inclusion at the heart of our curriculum design.

At Marlborough we are all committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers irrespective of race, gender, disability, religion, or socio-economic background. We aim to develop a warm culture of inclusion and diversity in which all those connected to the school feel proud of their identity and can participate fully in all aspects of school life. We celebrate the cultural differences within our community and the religious festivals our families observe.

The school recognises it is essential to ensure that all groups prosper equally and is an inclusive community where differences are accepted understood and respected

The wellbeing and achievement of pupils is monitored closely considering many factors including race, gender, additional learning needs and disability. We use this data to support pupils more effectively, raise standards and ensure inclusive teaching. We tackle discrimination by the promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that our diversity and inclusivity is a strength, which should be respected and celebrated by all those who learn, teach, and visit us.

Roles and responsibilities in Curriculum Design

Curriculum Design is priority area 1.1 in our School Improvement Plan (SIP):

To design a curriculum that engages all stakeholders and fully embraces the Curriculum Framework for Wales

Leading on curriculum are Sally Hodges and Cath Davies who lead a Team of AoLE leaders for each of the AoLE areas. Within the teams, each member of staff has a specific role to lead on within that AoLE, for example in the Language, Literacy and Communication Team, (2021-22), we have the following areas of responsibility:

- Team leader -Jude Davies
- Reading -Sally Hodges
- Writing- Megan Stanley
- French- Caroline Norton
- Oracy -Anna Kosaner
- Welsh Cathryn Davies

Assigned to each team is a governor.

In Autumn 2022, we intend to establish pupil representatives for each of the AoLE teams. Each of these representatives are responsible for weaving their areas of responsibility through the curriculum to ensure coverage and progression. These teams will occasionally change due to staff leaving or taking maternity leave. September 2022 these will be staff members within each team-

Areas of learning and experience

Expressive Arts

Team Leader - Amanda
Governors - Mark Pryce Williams

Music Lead - Helen A
 Art Lead- Michaela
 Dance and Drama Lead – Jess/ Caroline C
 Digital Media Lead- George

Support Staff
 Laura B
 Anna P
 Donna
 Sue L (art)

Health and Wellbeing

Team Leader – Hannah
Governors - Samantha Bray

Physical Health and Development Lead (PE) – Ross/ Max
 Emotional and Social health Lead – Leah /Laura
 Rights of the Child- Sarah

Support Staff
 Nelson
 Heidi F
 Sam K
 Shahida
 Rebecca Lewis

Humanities

Team Leader- Natalie Nelson
Governors - Mark Pryce Williams & Jake Hinchorth Brown

Geography Lead- Jane
 History Lead- Alison
 Religion, Values and Ethics Lead- Vanessa

Support Staff
 Caroline Nightingale
 Pat Bird
 Sarah C

Language Literacy and Communication

Team Leader – Jude
Governors - Arghavan Bonker & Emma Alexander

Speaking and Listening Lead – Jude
 Reading Lead (inc RWI) – Anna K / Helen Beaven (RWI)
 Writing Lead- Kate
 Welsh Lead- Cath
 Modern Foreign Language Lead- Caroline Norton

Support Staff
 Steph
 Farida
 Mark Barrett

Mathematics

Team Leader- Nathan
Governors - Joanna Richards, Gwyn Jones & Andrew Skinner

Maths (Coverage and Progression) Lead- Sally
 Mental Calculation Lead- Jeanette/ Helen Coombs
 Numeracy Across the Curriculum Lead- Simon/ Sue E

Support Staff
 Emma W
 Frazana Mustafa
 Ann Bladen

Science and Technology

Team Leader – Lauren
Governors - Andrew Skinner

Science Lead- Rachel
 Design and Technology/ Engineering Lead – Alex H-O.
 Computation/ Digital World Lead- Geraldine

Support Staff
 Adriana Bulai
 Ray S
 Cath Turner

Monitoring and evaluation

Through termly reviews and reflections of the SIP we monitor and evaluate each of the areas of learning. In order to ensure continuous provision termly monitoring sessions are scheduled. In these sessions teams discuss coverage, progression between year groups, coverage of progression steps and statements of what matters as well as individual's progress in that area of the curriculum. Feedback is given to all staff to ensure consistency. Half termly moderation exercises take place in the form of regular staff inset meetings where pupils' work is examined and discussed to identify principles of progression and levels of attainment. This enables staff to become familiar with the language and terminology of the new curriculum while comparing pupil's progress against the progression steps. Pupils' levels of attainment are consistently graded using the sub-levels of Emerging, Developing, Securing and Mastering. This process feeds into our pupil progress meetings where we reflect on the progress of individual pupils and specific groups of learners and address their specific needs, including any opportunities to provide intervention, appropriate levels of challenge as well as to set achievable targets.



**Marlborough Curriculum Overview
 2020-2024**



The Four Purpose

<p>Yn ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu drwy gydol eu hoes</p> <p><i>Ambitious, capable learners who are ready to learn throughout their lives.</i></p>	<p>Yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith.</p> <p><i>Enterprising, creative contributors who are ready to play a full part in life and work.</i></p>	<p>Yn ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd.</p> <p><i>Ethical, informed citizens who are ready to be citizens of Wales and the world.</i></p>	<p>Yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.</p> <p><i>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</i></p>
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Projects Overview 2020-2021

Autumn / Hydref		Spring / Gwanwyn		Summer / Haf	
Lead AoLE: Health and Well-being/ Humanities	Lead AoLE: Humanities	Lead AoLE: Science and Technology	Lead AoLE: Expressive Arts/ Science and Technology	Lead AoLE: Humanities/ Health and Wellbeing	Lead AoLE: Expressive Arts/ Health and Well-being
Black History Month	How are animals adapted their environment?	Science Starts With Why/ Winter Festivals	Is Wales the land of art and song, where music runs in your blood and poetry lives in your soul? / Innovating for the future	Time Travel/ Marlborough Trips	Inspiration From Nature/ Transition
<p>Lead Statements of What Matters-</p> <p>SoWM4 -How we engage with social influences shape who we are and affects our health and well-being. SoWM 4- Human societies are complex and diverse, and shaped by human actions and belief</p>	<p>Lead Statements of What Matters-</p> <p>SoWM3-Our natural world is divers and dynamic, influenced by processes and human actions.</p>	<p>Lead Statements of What Matters-</p> <p>SoWM 4-Matter and the way it behaves defines our universe and shapes our lives SoWM 5- Forces and energy provide a foundation for understanding the universe.</p>	<p>Lead Statements of What Matters-</p> <p>SoWM1 – Exploring the expressive arts is essential to develop artistic skills and knowledge and it enables learners to become curious and creative individuals.</p>	<p>Lead Statements of What Matters-</p> <p>SoWM 1-Enquiry, exploration and investigation inspire curiosity about the world, it's past, present and future. SoWM 3 – Our decision-making impacts on the quality of our lives and the lives of others.</p>	<p>Lead Statements of What Matters-</p> <p>SoWM 3- Creating combines skills and knowledge, drawing on the senses, inspiration and innovation.</p>

Projects Overview 2021-2022

Autumn / Hydref		Spring / Gwanwyn		Summer / Haf	
Lead AoLE: Humanities	Lead AoLE: Health and Wellbeing	Lead AoLE: Science and Technology	Lead AoLE: Language, Literacy and Communication	Lead AoLE: Mathematics and Numeracy	Lead AoLE: Expressive Arts/ Health and Well-being

On Our Doorstep	Lighting up the World	Rollo and His Furry Friends	Once upon a Picture Book	Maths and The World Around Us	Summer
Lead Statements of What Matters- SoWM 2- Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Lead Statements of What Matters- SoWM 4 -How we engage with social influences shape who we are and affects our health and well-being# SoWM 5 – Healthy relationships are fundamental to our well-being.	Lead Statements of What Matters- SoWM 3- The world around us is full of living things which depend on each other for survival. SoWM 2- Design Thinking and Engineering Offer Technical and Creative Ways to meet society's needs and wants. SoWM 6 - Computing is the foundation of the digital world.	Lead Statements of What Matters- SoWM 4- Literacy fires imagination and inspires creativity. SoWM 1 – Languages connects us.	Lead Statements of What Matters- SoWM 3 - Geometry focuses on relationships involving shape, space and position, and measurement focuses on qualifying phenomena in the physical world. SoWM 4 – Statistics represent data, probability models chance, and both support informed inference and decisions.	Lead Statements of What Matters- SoWM 1- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to be curious and creative individuals. SoWM 1 - Developing physical health and well-being has lifelong benefits

Projects Overview 2022-2023					
Autumn / Hydref		Spring / Gwanwyn		Summer / Haf	
Lead AoLE: Health and Well-being	Lead AoLE: Humanities	Lead AoLE: Language, Literacy and Communication	Lead AoLE: Science and Technology	Lead AoLE: Mathematics and Numeracy	Lead AoLE: Expressive Arts/ Health and Well-being
Being Me	TBC	Reading Project	TBC	TBC	TBC
Lead Statements of What Matters- SoWM 2 – How we process and respond to our experiences affect our mental health and emotional well-being. SoWM 5 – Healthy relationships are fundamental to our well-being.	Lead Statements of What Matters- SoWM 4 - Human societies are complex and diverse, and shaped by human action and beliefs.	Lead Statements of What Matters- SoWM 2 - Understanding languages is key to understanding the world around us. SoWM 1 – Languages connects us.	Lead Statements of What Matters- SoWM 1 – Being curious and searching for answers is essential to understanding and predicting phenomena.	Lead Statements of What Matters- SoWM 1 – The number system is used to represent and compare relationships between numbers and quantities.	Lead Statements of What Matters SoWM 1- Developing physical health and well-being has lifelong benefits
Projects Overview 2023-2024					
Autumn / Hydref		Spring / Gwanwyn		Summer / Haf	

Lead AoLE: Health and Well-being	Lead AoLE: Humanities	Lead AoLE: Language, Literacy and Communication	Lead AoLE: Science and Technology	Lead AoLE: Mathematics and Numeracy	Lead AoLE: Expressive Arts
TBC	TBC	TBC	TBC	TBC	TBC
Lead Statements of What Matters- SoWM 2 – How we process and respond to our experiences affect our mental health and emotional well-being. SoWM 3 – Our decision-making impacts on the quality of our lives and the lives of others.	Lead Statements of What Matters- SoWM 5 – Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	Lead Statements of What Matters- SoWM 3 – Expressing ourselves through languages is key to communication. SoWM 1 – Languages connects us.	Lead Statements of What Matters- SoWM 4 -Matter and the way it behaves defines our universe and shapes our lives SoWM 5 - Forces and energy provide a foundation for understanding the universe.	Lead Statements of What Matters- SoWM 2 – Algebra uses symbol systems to express the structure of mathematical relationships.	Lead Statements of What Matters- SoWM 2 – Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Our bespoke Marlborough curriculum is heavily influenced by local, national and global events as well as pupil voice. Our up coming project titles have yet to be decided at the time of writing this policy. However, the Statements of What Matters for each Area of Learning and Experience have been mapped over a three-year rolling programme to ensure complete coverage of the new curriculum.

Weekly Timetable

Below are two examples of a weekly timetables in Foundation Phase and KS2. Digital literacy is taught discreetly and is woven throughout all sessions. Curriculum Projects will focus on the Lead SoWM for the half term and the other 5 AoLE will be covered through cross-curricular skills.

Foundation Phase Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY MATHS	DAILY MATHS	DAILY MATHS	DAILY MATHS	DAILY MATHS
HEAD TEACHER ASSEMBLY		TEACHER ASSEMBLY		CELEBRATION ASSEMBLY
LITERACY & READ WRITE INC	LITERACY & READ WRITE INC	LITERACY & READ WRITE INC	LITERACY & READ WRITE INC	BIG WRITE Y1 from spring term & Y2
GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING
NUMERACY	NUMERACY	NUMERACY	NUMERACY	NUMERACY
HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW
CURRICULUM PROJECT	HEALTH & WELLBEING-GAMES	CURRICULUM PROJECT	CURRICULUM PROJECT	CURRICULUM PROJECT

Key Stage 2 Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY MATHS MEETING	DAILY MATHS MEETING	DAILY MATHS MEETING	DAILY MATHS MEETING	DAILY MATHS MEETING
HEAD TEACHER ASSEMBLY		TEACHER ASSEMBLY		CELEBRATION ASSEMBLY
LLC	LLC	LLC	LLC	LLC BIG WRITE (HALF TERMLY)/ WELSH
GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING	GUIDED GROUP READING
MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS
HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW	HELPWR HEDDIW
CURRICULUM PROJECT	CURRICULUM PROJECT	HEALTH & WELLBEING-GAMES	CURRICULUM PROJECT	CURRICULUM PROJECT

Cross Curricular links

Wherever possible, we exploit cross curricular links and identify where numeracy across the curriculum can be developed, as well as using our writing genre for the term, through Big Writing sessions, as a vehicle for our thematic learning. Digital literacy sessions are taught and then woven throughout all sessions.

Through careful planning we endeavour to make cross curricular links to enhance pupils' learning and to take a holistic approach to all topics.

Teaching and Learning

Relationships

We believe that developing life-long learners starts with strong relationships. These relationships are not only teacher/pupil, pupil/teacher but extend to, and permeate through, our whole school community from pupil to pupil, parent to head teacher, teachers to cleaners, school dogs to families new and old. Learning at Marlborough starts with relationships.

'No significant learning can occur without a significant relationship.'

James Comer

Immersion Days

At Marlborough we are passionate about immersing our pupils in tangible experiences to spark an enthusiasm for learning. Once a new project has been identified, all staff work together on planning an Immersion Day to engage our children and their families. This often involves dressing up, decorating the school and playground, as well as providing immersive activities in and outside the classroom. Where possible, we give the children a new experience to get them engaged in the project. Our curriculum is further enhanced with school visits and visitors from our community and those with specialist knowledge.

Research

Teaching and learning at Marlborough has developed over the last ten years. Through collaboration, whole-school action research, and the study of a wide range of leading educational professionals' research. We have shaped the rationale behind how lessons are delivered at Marlborough. Action research remains at the forefront of teaching and learning, we adapt to meet the needs of our pupils. Staff and pupils strive to continually develop their love of learning by embracing new research and empowering our pupils to understand their progress and set learning goals.

For effective teaching to take place it is essential that relationships are developed. Only when relationships are strong can teacher clarity and effective feedback be helpful to pupils. Encouraging self-efficacy at all ages is how we encourage pupils to become lifelong learners. No matter what age/stage or level a pupil is at, encouraging self-efficacy is their means to take ownership of their own learning.

Through our whole school action research based on John Hattie's [Visible Learning Research](#), [Formative Assessment](#) , the greater the effect size, the greater the rate of progress made by pupils. We focused on the elements that had the greatest effect sizes for our pupils, which is why relationships remain at the heart of everything we do.

Differentiation

Children are not grouped by ability as research shows that ability groups can put a ceiling on what pupils can achieve. Instead, we offer pupils differentiated challenges. We encourage self-efficacy through levels of challenge and differentiation offered to pupils during lessons. With support, pupils select the appropriate level of challenge for them in lessons. In Foundation Phase this is a more guided process, but by KS2 children are well practised in selecting appropriate levels of challenge for themselves. In line with the research of [Shirley Clarke](#), [Outstanding Formative assessment](#) , we encourage pupils to consider how they feel about the different levels of challenge offered to them and to consider the stage in learning that they find themselves.

Pupil Voice

Pupil Voice informs the direction of our planning. Teachers ensure that the skills, knowledge, and experiences have their roots firmly in the Curriculum for Wales and Four Purposes.

We have established several pupil voice leadership roles including Digital Leaders, School Councillor, Health, and Wellbeing Ambassadors, Criw Cymraeg and Eco Councillors. We hope to extend these roles to each of the 6 AOLEs (Areas of Learning and Experience,)(Areas of Learning and Experience,).

Effective Questioning and AFL (Assessment for Learning)

AFL focuses on how a student is learning as they undertake the task. It provides teachers with information with which to modify or change the teaching and learning activities in which students are engaged. Effective questioning on the part of the teacher is essential to ascertain a pupil's understanding of what is being taught. It can highlight any errors, gaps and misconceptions in the pupil's understanding. Teachers at Marlborough utilise a range of AFL strategies. These are regularly discussed, developed and built upon as part of staff training and twilight sessions. AFL allows teachers to assess pupils' understanding of a particular topic and the essential 'in the moment' feedback from this decides the direction of pupils' learning. Some of the AFL strategies used at Marlborough include, mini-pit stops, visualiser stops, multiple choice questions, use of mini-whiteboards, marvellous mistakes and my favourite mistake, no hands up where pupils are selected at random to answer questions and for our younger pupils, thumbs up and thumbs down.

Learning Partners

While pupils are not grouped for most of their learning, there are some areas of key skills where it is a necessity, such as, phonics - Read Write Inc synthetic scheme, mostly delivered in the Foundation Phase, spelling, and reading. These groupings are regularly changed and updated based on teacher assessment of pupils' progress and attainment.

To further enhance pupils' learning experiences at Marlborough, and in line with the work of Shirley Clarke, pupils are given a learning partner which changes on a regular basis. The idea of the learning partner is to support, complement and enhance one another's learning by developing oracy skills and their ability to give explanations and concrete their understanding. Therefore, on a weekly basis, pupils are selected at random as a learning partner using the classroom lolly sticks. This process encourages and nurtures new friendships that might not otherwise be formed as well as giving pupils exposure to each other's different learning styles and approaches. It again reinforces the idea of not capping pupil's learning by being placed in an ability group from which they are not able to deviate.

Levels of Challenge, Differentiation and Growth Mindset

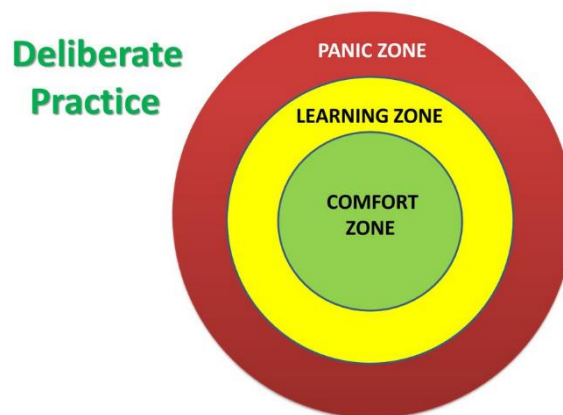
The diagram below is regularly shared with pupils and displayed in classrooms.

In planning teachers ensure that there are a minimum of three different levels of challenge for the work being covered. These levels of challenge are developed through use of the progression steps to encourage a well differentiated set of challenges. Pupils are encouraged to select the level of challenge that they feel will best place them in the learning zone, as shown below. We use levels of challenge to ensure that no child has a ceiling placed on their learning. Through careful use of tools such as, the visualiser pupils are encouraged to approach their learning with a growth mindset and celebrate mistakes as opportunities for learning. Teaching assistants and teachers are adept at supporting and scaffolding pupils to make the right choices in their learning. Discussions regarding what learning feels like and how we best learn are a regular feature of lessons and whole school assemblies.

Comfort Zone - Work is too easy

Learning Zone - Work is sufficiently challenging

Panic Zone - Work is too challenging and inaccessible



Further to the work of Shirley Clarke, here at Marlborough we have developed our understanding of how best to challenge and support pupils through the work of Professor [Dylan Wiliam, Inside the Black Box](#), Mary Myett, [High challenge, low threat](#), Hwyl Roberts, [Oops](#), and Carol Dweck, [Mindsets](#).

All pupils at Marlborough can expect to have:

- Positive relationships with their peers and all staff.
- A safe place to experiment and take chances on their learning journey.
- Explore personal aspects of project-based learning through their natural curiosity.
- Their needs recognised and supported.
- Examples of their work regularly uploaded for their parents to see and discuss with them.
- Regular feedback and dialogue about their progress.
- Accessible challenges.
- Character strengths taught and modelled.
- Reflection time about their learning.
- Opportunities to identify when they have been successful and to set targets for improvement.