Southfield Curriculum

Our Pedagogy Model

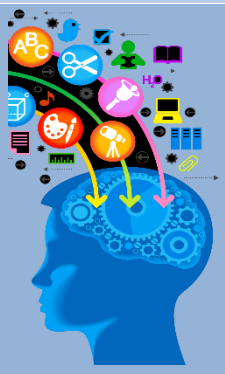
Responsive teaching is the cornerstone of the Southfield Pedagogy Model. We consider being responsive to children impacts on the way they learn through identifying what children understood in a lesson. Our model ensures we are cognisant of our pupils and through learning, sensitive to the needs in the class in addressing and supporting pupils beyond their mistakes. This is achieved in a number of ways such as:

- Setting clear goals, planning learning steps carefully,
- Identifying what needs to be understood and adapting to support pupils in reaching their goals.

Our model is dividing into the following areas:

Story:
Story is used as a deliberate pedagogical tool as a way of transmitting knowledge, understanding and creating meaning. It's both a way of thinking and interpreting knowledge. This is evidenced through the use of a story at the beginning of each unit of work to place the learning in context.

Contextualised Learning:
Our contextualising of curriculum supports children in placing learning in everyday life and in its broader context. Embedding knowledge and understanding in children's long term memory is an essential tenet of pedagogical practice at Southfield. Contextualising learning supports the brain neurologically which is stimulated by making connections to previous learning and an understanding of where learning fits in this continuum.



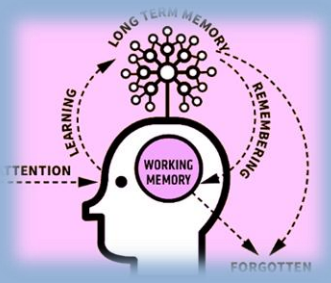
Subject Knowledge:
High-developed teacher subject knowledge is at the heart of our pedagogic offer. This is evidenced through bespoke CPD which includes subject masterclasses led by senior leaders, high-quality Inset training and a reciprocal teaching model. Teachers foster the development of high-level subject-specific vocabulary and undertake independent study to further deepen and sharpen their knowledge. Tailored support through cognitive science specialists and our highly-skilled curriculum leads guide teachers in sequencing and planning lessons to ensure all pupils' outcomes are consistently outstanding.

Rosenshine:

Rosenshine's Principles of Instruction inform the scaffold for lesson delivery at Southfield. It combines three distinct areas:

- cognitive science
- classroom practices
- cognitive support

Our teachers adopt and use these principles to support children in acquiring and learning new information, carefully scaffolding pupils as they learn new and complex material. The principles are divided into four key areas*: retrieval, explicit teaching, practice and checking for understanding*. They are evidence based and form part of our daily practice which ensure that all pupils achieve a high level of success in learning within each curriculum subject.



Cognition and Learning:

Learning is defined as a change in long term memory. Our teachers create and teach using expertly sequenced curriculum plans and expert questioning to infuse prior learning, make connections, check understanding and ensure learning makes a lasting change to a pupil's capability or understanding. Through the Rosenshine's Principles of prior learning, quizzing and sequencing the curriculum into small, manageable chunks, children's cognitive load and working memory are supported, leading to long term memory gains.

Assessment for learning:

Master teachers (those with a deep and extensive knowledge of their specialism) spend more time in guided practice, more time asking questions, more time checking for understanding and more time correcting errors. Teachers constantly check for understanding throughout our lessons both to activate prior learning and to assess the assimilation of new knowledge and if has been understood and embedded. This tool is not used as a facilitation of learning but rather it ensures teachers are actively checking that knowledge has been received and understood and allows an immediate response to any potential misconceptions that may arise within lessons.

Adaptive teaching:

At Southfield we are highly ambitious and aspirational for all pupils to achieve. Consequently, we have designed our curriculum to ensure all children are supported in accessing each and every lesson. Our teachers monitor children's learning closely in lessons and adjust instruction where necessary in order to accommodate children's developmental learning which supports access to the curriculum and challenges to extend. This works symbiotically with our AFL, high level of subject knowledge and leading to our successful pedagogy model.