Alexandra Primary School
Aspire, Perform, Succeed

Pedagogy at Alexandra Primary School

At APS, highly effective teaching and learning enables **all children to aspire, perform and succeed**. Our pedagogy is inclusive, adaptive, and rooted in high expectations, strong relationships, and meaningful learning.

Purpose

At APS pedagogy is driven by the belief that children come first and that every child deserves excellent teaching every day. School strives to develop this through carefully sequenced learning, strong subject knowledge and clear learning intentions that build knowledge and skills over time.

Teaching at APS is adaptive and inclusive, ensuring that all pupils, including those with SEND and those who are disadvantaged, are supported and challenged to succeed.

Teachers use high quality explanations, modelling, purposeful practice and effective questioning to deepen understanding and develop independence. Assessment is integral to teaching and learning and is used thoughtfully to inform next steps and remove barriers to learning.

By empowering learners to take ownership of their learning, we foster curiosity, resilience and confidence, ensuring that every child is prepared for the next stage of their education and for life beyond APS.

Highly effective teaching and learning is achieved when:

- learning is **challenging, meaningful, inclusive and engaging**
- children understand **why, how and what** they are learning
- teachers adapt learning to meet needs
- children are supported to **perform and succeed**, not just comply
- reflection, feedback, and dialogue are embedded in daily practice

Pedagogy In One Sentence

Aspire sets the vision for excellent teaching,
Perform describes what teachers do daily,
Succeed provides the practical strategies that ensure all children can achieve, thrive, and make sustained progress.

Aspire – What Great Teaching Depends On

Highly effective teaching and learning depends on:

- Appropriate **challenge** to develop higher-order thinking
- **Interactive and engaging activities** that motivate learners
- Children understanding **purpose and relevance** of learning
- Regular, high-quality **verbal and written feedback**
- **Barriers to learning being identified and removed**
- Learning building on **prior knowledge and making connections**
- **High-quality classroom dialogue and questioning**
- Opportunities for children to **reflect on their learning**
- A curriculum that supports the **whole child** (academic, emotional, social)

Perform – What This Looks Like in Practice

Teachers enable children to perform well by:

Planning and Adaptation

- Careful planning with **appropriate pitch and adaptations**
- Different starting points and **in the moment adjustments**
- Concrete, pictorial, abstract progression (CPA)
- Enquiry-led and investigative learning
- Curriculum relevance to real life, values, and context

Engagement and Experience

- Cross-curricular and project-based learning
- Practical, outdoor, and digital learning opportunities
- Drama, role play, speaking and listening
- Learning based on children's interests
- Balance of independent work and teacher input

Feedback and Reflection

- Feedback linked directly to learning intentions
- Daily time to respond to feedback (soft start / purple pen)
- Peer and self-assessment
- Feedforward to deepen learning
- Clear success criteria and next steps

Inclusion and Wellbeing

- High expectations for all
- Inclusive practice and clear SEND provision
- Strong relationships and emotional safety
- Resilience and adaptability
- Early identification of gaps and swift intervention

Curriculum Coherence

- Clear curriculum intent and progression
- Spiral curriculum with spaced retrieval
- Key knowledge prioritised
- Strong English and Maths across the curriculum
- Focus on transferable skills

Succeed – Strategies That Help Children Achieve

Children succeed when teachers use:

Questioning and Dialogue

- Bloom's taxonomy and planned questioning
- ShREC (Share, Respond, Expand, Conversation)
- Open, probing, and elaborative questions
- Wait time, hot seating, debate, think–pair–share
- Vocabulary-rich classrooms and sentence stems

Cognitive Support

- Dual coding and graphic organisers
- Worked examples and scaffolding
- Gradual release of responsibility
- Breaking learning into manageable steps (cognitive load)
- Knowledge organisers, word banks, manipulatives

Active Learning and Engagement

- Problem solving and reasoning
- Physical and interactive activities
- Role play, games, drama, debates
- Collaborative learning and peer support
- Choice and challenge

Feedback and Assessment

- Hinge questions and low-stakes quizzes
- Whole-class feedback
- Redraft, revisit, rehearse, respond
- Immediate action on feedback
- Formative assessment driving planning

Memory and Retention

- Retrieval practice
- Spacing and interleaving
- KWL grids and concept maps
- Linking new learning to existing knowledge
- Making learning meaningful and memorable

Reflection and Metacognition

- Children explain their thinking
- Self-assessment and goal setting
- Exit tickets, traffic lights, learning detectives
- Thinking aloud modelled by teachers
- Productive struggle encouraged

This pedagogy underpins teaching, learning, inclusion and wellbeing at APS.
More information can be found on the pedagogy cards and in the staff handbook

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Pedagogical Vision

ASPIRE – What Great Teaching Depends On

- Appropriate **challenge** that develops higher-order thinking
- **Engaging, interactive learning** that motivates pupils
- Clear understanding of **why, how and what** children are learning
- Regular, high-quality **feedback**
- **Barriers to learning identified and removed**
- Learning that **builds on prior knowledge**
- **High-quality dialogue and questioning**
- Opportunities for **reflection and metacognition**
- A curriculum that develops the **whole child**

PERFORM – What Teachers Do Daily

- Plan with **clear pitch, adaptations and different starting points**
- Use **in-the-moment adaptation** to move learning on
- Teach through **enquiry, investigation and problem-solving**
- Ensure **engagement through talk, drama, practical and outdoor learning**
- Use **clear success criteria** and backwards planning
- Provide **timely, actionable feedback** and time to respond
- Build **strong relationships and emotional safety**
- Deliver a **coherent, progressive curriculum** with strong links across subjects

SUCCEED – How Children Are Supported to Achieve

- Scaffold learning with **worked examples, modelling and gradual release**
- Use **dual coding, graphic organisers and manipulatives**
- Plan **retrieval practice, spacing and interleaving**
- Use **effective questioning (Bloom's, ShREC, probing)**
- Promote **active learning and collaboration**
- Adapt tasks using **Must / Should / Could**
- Provide **formative assessment that drives next steps**
- Encourage **reflection, resilience and productive struggle**

In Every Classroom, Every Day

✓ High expectations for all ✓ Adaptive teaching ✓ Meaningful learning ✓ Consistent language and routines ✓ Inclusion and belonging ✓ Children who know they can succeed

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Relation to Teacher Standards

TS1: Set High Expectations
- Challenge for all, inclusive practice, growth mindset

TS2: Promote Good Progress
- Clear success criteria, feedback, retrieval, next steps

TS3: Subject and Curriculum Knowledge
- Progressive curriculum, key knowledge prioritised, links across subjects

TS4: Plan and Teach Well-Structured Lessons
- Adaptive planning, CPA, enquiry-led learning, scaffolding

TS5: Adapt Teaching
- In-the-moment adaptation, SEND provision, different starting points

TS6: Assessment
- Formative assessment, hinge questions, whole-class feedback

TS7: Behaviour and Relationships
- Emotional safety, consistency, positive relationships

TS8: Professional Responsibilities
- Consistent whole-school pedagogy, collaboration, reflection

Governor Summary (Strategic Overview)

What is pedagogy?

APS uses a clear Aspire–Perform–Succeed model to ensure consistent, high-quality teaching across the school.

Why it matters?
- Ensures high expectations for all pupils
- Supports inclusion and SEND
- Builds strong learning behaviours
- Improves outcomes and wellbeing

How leaders ensure impact?

- Consistent CPD and coaching
- Curriculum monitoring and review
- Pupil progress and book studies
- Pupil voice and staff feedback

How governors can monitor?

- Ask how adaptive teaching is evident
- Review curriculum coherence and progression
- Monitor outcomes for vulnerable pupils
- Link pedagogy to school improvement priorities