



## **Teaching and Learning Policy**

**Written: September 2022**

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## 1. AIMS

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school to ensure delivery of the curriculum is effective. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

## 2. THE SUPPORTIVE LEARNING ENVIRONMENT

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We have used the EEF Improving Behaviour in Schools Guidance Report to support our whole school approach alongside Trauma Informed Schools Training. The general principles we follow are:

1. Know and understand pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use of classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of your regular routine
5. Use targeted approaches to meet the needs of individuals in your school
6. Consistency is key

As a school, we have an expectation that the classroom is a learning environment, so the learning environment should be conducive to supporting the learning currently happening.

Within classrooms, there should be access to the following:

Talk for Writing washing line displaying: Text map, Toolkit, Vocabulary teaching, Shared writing on handwriting flipchart paper, Short burst writing (date and picture must be at the top of flipchart with the stimulus) on handwriting flipchart paper, Boxing up, Word banks.

Talk for Writing Working Wall: vocabulary, sentence patterns, magpie, cold write and hot write from the previous unit. Key vocabulary that is being taught in the unit. Maximum of 3 taught and 4 words to explain with a child-friendly definition. The child-friendly definition starts with someone who, something that, somewhere that. These are to be type and have the word class written.

PowerMaths display board should reflect current topic area and display:

- key vocabulary with child friendly definitions.
- worked examples of skills taught including concrete and pictorial examples where appropriate.

Topic board containing the current vocabulary, key learning and be built up during the duration of the topic. Topic boards may vary but needs to support pupil learning.

## 3. PLAN, DO AND REVIEW

At St. Peter's we follow a Teaching and Learning: Plan, Do, Review cycle. At each stage of the cycle, there should be consideration of prior knowledge and outcomes for pupils of differing abilities.



## PLAN

Planning in all subject areas should consider the last piece of assessed work. This means that teachers can focus on the greatest need at the correct time. As a school, we believe that teachers can make professional judgements in the best interest of the pupils in their class. However, there always needs to be a clear focus on the learning outcomes.

Planning normally takes two key foci:

- coverage of age related curriculum content (knowledge and skills);
- response to formative or summative data regarding pupils' current understanding of a topic area.

When planning, there is an expectation from subject leaders that current proformas are used (Appendix A), which always begin with prior learning from the previous unit and builds a logical sequence of learning focused on learning outcomes.

The starting point for all sequences of learning should be the agreed planning overview and progression document which outlines the disciplinary skills of a subject area. These, and all short term and medium plans, are saved on the Shared Google Drive - Curriculum Information – Subject Specific Folder. All short term plans (along with resources) will be saved on Google Drive by 5pm on Sunday of the week before, so plans are available in case of absence.

Learning objectives should be specific and success criteria should be incorporated into the planning sequence to ensure that teachers and pupils understand the standard of learning intention and the standard of learning outcome expected. For example, we want to incorporate the specific nature of learning rather than simply the task, so the learned skill should be incorporated into the objective:

### **LO To write a non-chronological text using questions as subheadings.**

The objective may be different depending on the stage of development of the learner.

Success criteria will incorporate age related expectations (these may be differentiated depending on stage of development), individual targets and non-negotiable expectations if required.

Success criteria will be provided to pupils in Key Stage 1 with the use of images to support expectations, especially in writing.

Success criteria will be provided for pupils in Year 3 and 4 to be stuck in under the learning objective. In Year 5 and 6, pupils will be expected to write their own criteria, linked to individual targets. Success criteria for extended writing will be printed and given to pupils in Key stage 2.

English example:

<b>ARE (Year 4) Grammar &amp; Genre Specific Toolkit</b>	<b>Self / Peer</b>	<b>Teacher</b>
Use a wide range of adjectives.		
Use interesting and varied vocabulary.		
Use of fronted adverbials.		
<b>Individual (tickable) target</b>		
Apostrophes for possession		

The SEND Code of Practice (2015) makes it very clear that differentiation is an expectation: ‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people’ (para. 1.24).

All planning needs to consider different learning needs and how to overcome any barriers in recording. Overcoming individual learning barriers can take different forms but should be evident in pupil workbooks or observing classroom practise. Differentiation has a broad meaning, as it includes any way in which you modify the content, presentation, environment or expectations of teaching and learning. It may be something which you have planned carefully, such as a specific activity linked to B-Squared, and it may also be something spur of the moment, based on a pupil’s response to teaching. All children should be challenged appropriately to experience learning independently.

Differentiation may be ‘big’ (e.g. using a Teaching Assistant (TA) to support a particular pupil) or ‘small’ (e.g. rephrasing a question to make it simpler). Differentiation may be used to meet the needs of any pupil, including those with SEND but also including those who may be more able in the subject area. Differentiation may be linked to the learning behaviours or child’s ability to access the learning on offer. See Appendix B for examples.

DO

The delivery of lessons at St. Peter’s has been influenced by the works of Barak Rosenshine’s Principles of Instruction. The principles follow four key themes:

1. Reviewing Prior Learning:
  - a. Daily Review
  - b. Weekly and Monthly Review

We expect that all lessons start with a recap from previous lessons, which will include the previous lesson in the sequence but might include learning from previous terms or academic years. This will embed prior learning and in time move knowledge from the short term to the long-term memory. Linked content will also be activated in working memory.

2. Questioning
  - a. Ask Questions
  - b. Check for Student Understanding

Ask more questions to a wide range of pupils. Range the questions (open rather than closed) to encourage deepening of thinking. Avoid a hands-up culture and target pupils who may need additional prompts and get children in the habit of expecting to be asked. Use a range of strategies to ensure understanding of all learners:

<b>Cold Call</b>	No hands up or calling out. Ask everyone ☒ select who answers.
<b>No Opt Out</b>	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
<b>Check for Understanding</b>	Ask a selection of students to relay back what they have understood about the question under discussion.
<b>Probing Questioning</b>	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
<b>Think Pair Share</b>	Allocate talk partners, set a question with a time limit , ask students to think, then discuss, then report back.
<b>Say it again better</b>	Accept students' first half-formed responses but then help them to reframe a better more complete response.
<b>Whole Class Response</b>	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Formative assessment is a crucial part of the teaching and learning sequence. Teachers should respond appropriately to how pupils respond to targeted questioning. This should directly inform the learning intentions and learning gaps.

Feedback should be given at the time of need.

3. Sequencing concepts and modelling
  - a. Present new material in small steps
  - b. Provide models
  - c. Provide scaffolds for difficult tasks

Linked to the planning sequence it is essential that consideration is given to prior knowledge, stage of development and expectations of outcomes.

The teacher always considers how the learning will be recorded from the lesson (for example in pupil books/photographs/working wall) and this is specified in the planning. The planning will specify variance for different learners (is there a need for a writing frame / scaffold) and the use of a quality model (WAGOLL – What A Good One Looks Like).

Expectations should always be high and use of talking frames or displayed vocabulary will enhance explanations. Use of sentence starters will support high quality responses and help to model expectations.

4. Stages of Practice
  - a. Guide student practice
  - b. Obtain a high success rate
  - c. Independent Practice

## REVIEW

Teachers will make sure that the expectations of each lesson are clear to the pupils. Use of success criteria will be used as appropriate and it supports pupil understanding of what a finished task should look like.

Teachers assess all pieces of work by reading through the completed piece of work. Linking marking to the success criteria is crucial and makes a tangible link of expectations to outcomes for pupils. Self-assessment and peer assessment should link directly to the success criteria.

Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are followed. Marking should relate directly to the success criteria by highlighting evidence in pupil work and relevant statements on the success criteria.

Verbal methods of feedback can improve pupil attainment and may be more time-efficient when pupils struggle to access written feedback. This is particularly effective at the point of learning.

At the start of each lesson, there should be a recap of the previous lesson, where pupils are given the opportunity to respond, in blue pen, to the feedback (verbal or written). Extended blue pen work should take place at the bottom of the work. Spelling and grammar tense can be written in the margin.

When conducting Quality Assurance of pupil workbooks, consideration will be given to the volume of blue pen as this will be an indicator of the quality of feedback and whether feedback has been effective in moving learning forward.