



...we really care and make learning fun.

# Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust



# Teaching and Learning Policy

## Contents

1. Aims .....	2
2. Our Guiding Principles .....	2
3. Our Curriculum (Intent) .....	3
4. Our Implementation .....	4
5. Staff agreed aspects which are instrumental in our current practice: .....	5
6. Learning Environment .....	7
7. Home Learning .....	8
8. Monitoring and Evaluation .....	8
9. Review .....	8
10. Links with other policies .....	8

## 1. Aims

This whole school policy has been created to reflect the philosophy and pedagogy at Stottesdon CofE Primary School to teaching and learning. All staff have created it as a document to underpin daily activities.

This policy aims to:

- › Explain how we'll create an environment at our school where pupils learn best and love to do so
- › Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all pupils in our school
- › Involve pupils, parents and the wider school community in pupils' learning and development

## 2. Our Guiding Principles

Pupils learn best at our school when they:

- › Have their basic physical needs met
- › Feel secure, safe and valued
- › Feel a sense of belonging to the group
- › Are engaged and motivated
- › Can see the relevance of what they are doing
- › Know what outcome is intended
- › Can link what they are doing to other experiences
- › Understand the task
- › Have the physical space and the tools needed
- › Have access to the necessary materials
- › Are not disrupted or distracted by others
- › Can work with others or on their own, depending on the task
- › Are guided, taught or helped in appropriate ways at appropriate times
- › Can practise what they are learning
- › Can apply the learning in both familiar and new contexts
- › Can persevere when learning is hard
- › Can manage their emotions if things are not going well
- › Recognise that all learners make mistakes and mistakes can help us learn

### 3. Our Curriculum (Intent)

Our curriculum is designed to:

- ensure that children have the right knowledge and skills for the next stage of their education
- ensure high quality learning ('an alteration in long-term memory') for all children
- give clear progression of knowledge and skills so that children make excellent progress ('no more, remember more, do more') in all subjects and areas of learning
- develop pupils' pride and self-esteem in their knowledge and abilities
- promote a love of reading, an interest in vocabulary and a valuing of fluency and comprehension
- give a breadth of experience supported by subject specialists (PE, Music, RE, French)
- develop active learners who are able to: think critically, collaborate, be independent, be resilient, apply their skills across the subjects
- inspire, motivate and excite pupils
- give first hand experience through classroom activities, educational visits/visitors and extended opportunities (clubs)
- develop an understanding and celebration of the local area, Modern Britain and the world to lead them to good citizenship and community cohesion

The curriculum, based on the National Curriculum and the Shropshire RE Syllabus, is designed within each subject (see subject policies and progression grids). These are summarised in termly curriculum maps (2 year programme) for each class. Teachers use these long term plans to inform their medium and short term plans (see planning policy).

## 4. Our Implementation

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

We:

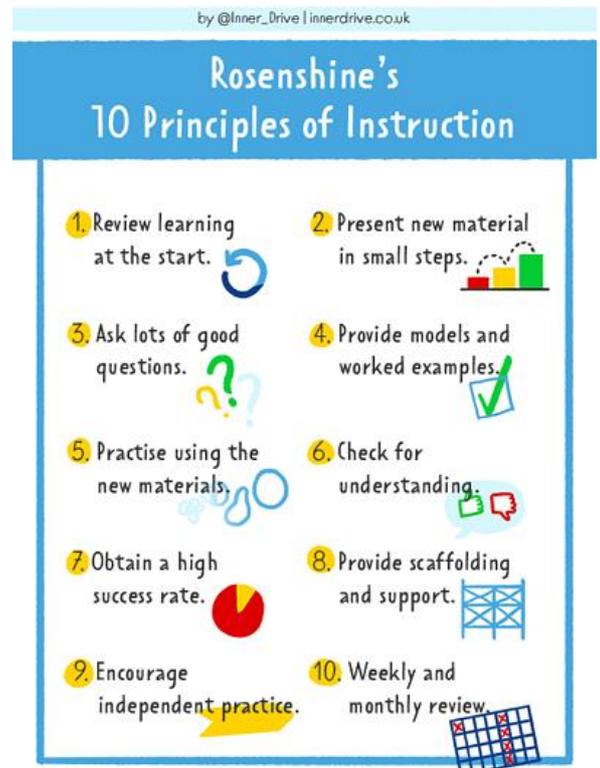
- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning [newsletters, website, letters, open days/mornings, liaison, reports, parent consultations].
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies (see assessment policy)
- Use effective marking and feedback as required (see marking and feedback policy)
- Have high expectations and celebrate achievement
- Demonstrate and model learning behaviours
- Create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Provide support and guidance to other staff through coaching and mentoring
- Promote team working at all levels
- Address underachievement and intervene promptly
- Teach children to take responsibility for their own learning, and support the learning of others
- Teach children expectations for good behaviour for learning, respecting the rights of others to learn (see behaviour policy)
- Help children to know what is good about their learning and how to improve
- Help children put maximum effort and focus into their work

### Teaching and Learning Criteria:

As a result of your teaching your pupils:	To support this your teaching should show:
<ul style="list-style-type: none"> <li>• understand what they are doing, how well they have done and how they can improve (AFL)</li> </ul>	<ul style="list-style-type: none"> <li>• excellent subject knowledge and understanding in the way you present progressions of lessons to pupils</li> </ul>
<ul style="list-style-type: none"> <li>• develop, consolidate and deepen their knowledge, understanding and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• enabling of pupils to develop skills in phonics, reading, writing, communication and, where appropriate, maths across the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• apply intellectual, physical or creative effort in their work</li> </ul>	<ul style="list-style-type: none"> <li>• effective planning with lesson objectives and success criteria that are understood by pupils</li> </ul>
<ul style="list-style-type: none"> <li>• are productive and work at a good pace</li> </ul>	<ul style="list-style-type: none"> <li>• challenge of pupils so as to extend or apply their previous knowledge, skills and understanding</li> </ul>
<ul style="list-style-type: none"> <li>• show interest in their work, are able to sustain concentration and think and learn for themselves (how do you engage pupils in their learning?)</li> </ul>	<ul style="list-style-type: none"> <li>• effective use of methods or interventions which enable all pupils to improve their learning and prevent them from falling behind.</li> </ul>
<ul style="list-style-type: none"> <li>• show enthusiasm, engagement, curiosity and motivation to learn – they love and thrive on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• pupils are managed well, standards of behaviour are high, rules are clear and reinforced. Promote effort and pride; recognise efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• have time to review their learning and develop further.</li> </ul>	<ul style="list-style-type: none"> <li>• effective use of time, support staff and other resources, including ICT</li> </ul>
<ul style="list-style-type: none"> <li>• make strong progress.</li> </ul>	<ul style="list-style-type: none"> <li>• thorough and constructive assessment of pupils work which is used to inform feedback and next learning steps.</li> </ul>
<ul style="list-style-type: none"> <li>• are eager to use feedback and next learning steps. They are committed to improving their work.</li> </ul>	<ul style="list-style-type: none"> <li>• effective use of homework to reinforce and/or extend what is learned in school.</li> </ul>
<ul style="list-style-type: none"> <li>• are resilient to failure—errors are a good thing...a point of learning</li> </ul>	<ul style="list-style-type: none"> <li>• effective use of questioning and discussion to probe learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• effective monitoring of learning in order to adapt and reshape as appropriate - tackle misconceptions—direct support.</li> </ul>
	<ul style="list-style-type: none"> <li>• challenging of stereotypes and derogatory language</li> <li>• promotion of equality and diversity.</li> </ul>

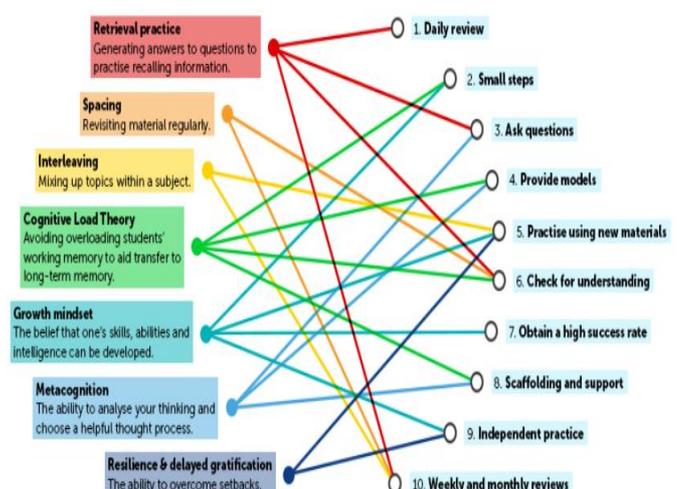
## 5. Staff agreed aspects which are instrumental in our current practice:

- Clear concepts that are taught in progression (learning objectives)
- Children's ownership of the learning objectives and success criteria to get there. As a result, pupils can engage in self and peer assessment
- Review recent learning (previous lesson) with low stake 'check ups' to embed it into the long-term memory and address any misconceptions (e.g. starter questions; multiple choice questions; word/picture what do you know activities)
- Effective adult explanations and modelling are aural and visual with appropriate pitch, interaction and pace
- New information is presented in small steps with visuals, modelling and scaffolding children can return to
- Children are given time to practise new learning, and this is guided and monitored
- Activities that are purposeful and tightly tied to the learning objectives
- Explicit use of vocabulary (new or previously learned) - displayed as appropriate
- Calm learning environments with structured routines to help children learn in all parts of the lesson
- Purposeful use of adults with clearly defined roles throughout learning
- Differentiation (of the process or the product expected) so that all pupils progress and achieve the intended outcome despite any particular needs or different starting points (e.g. using support staff effectively to provide extra support; using ability groupings for certain subjects where appropriate; providing writing frames and word banks; overlearning and pre-teaching; specific intervention on key skills and areas on EHCP or provision map) (see SEND policy)
- Working walls, concrete resources and prompts to support children in their learning



### The cognitive science behind Rosenshine's Principles of Instruction

by @Inner\_Drive | innerdrive.co.uk

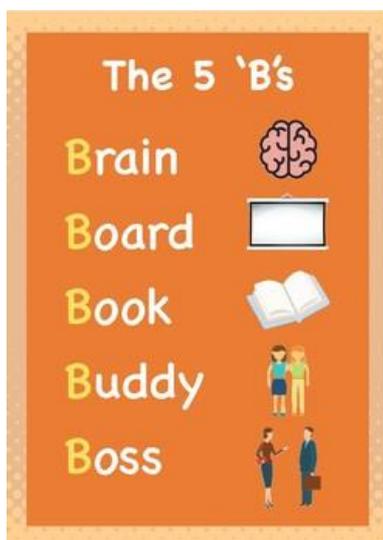


- › Use of consistent behaviour codes and high expectations to engage and motivate: strong use of positive praise; positive redirection; celebration.
- › Prioritising active learners at all parts of the lesson through: explicit understanding and praise of learning behaviours; talk partners; targeted questioning; no hands up questioning; whiteboard/magpie book notes/practise; physical responses to questions (hands on head/nose if you think...); supporting pupils self-esteem and confidence to contribute through talk then share/stem sentences/scaffolded answers
- › Effective AFL (questioning, whiteboards) and feedback to know where pupils are and move them on

› Retrieval practice (learning strategy not an assessment tool) refers to the act of recalling information from memory (with no or little support). It cements learning into the long-term memory, which should enable that information to become easier to retrieve in the future

› Strong communication between all stakeholders (teachers, TAs, pupils, parents, subject leaders, headteacher, governors)

› Adults who help children to independently and actively learn e.g by sign posting to scaffolds; gesturing or prompting; hinting or clueing; remodelling if necessary; using 5 B's



**4 Methods of Retrieval Practice**

Copyright © 2018  
Before you start put away all your books & classroom materials

<p><b>Retrieval Practice Examples</b></p> <ul style="list-style-type: none"> <li>✦ Exit Tickets</li> <li>✦ Starter quizzes</li> <li>✦ Multiple choice quizzes</li> <li>✦ Short answer tests</li> <li>✦ Free write</li> <li>✦ Think, pair, share</li> <li>✦ Ranking &amp; sorting</li> <li>✦ Challenge grids</li> </ul>	<p><b>BRAIN DUMP</b></p> <p>Write, draw a picture, create a mind-map on everything you know about a topic.</p> <p>Give yourself a time limit, say 3 minutes, then have a look at your books &amp; add a few things you forgot.</p>	<p><b>QUIZZING</b></p> <p>Create practice questions on a topic. Swap your questions with a partner &amp; answer.</p> <p>Question - What is a metaphor?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A comparison using 'like' or 'than'.</li> <li><input type="checkbox"/> A comparison where one thing is another.</li> <li><input type="checkbox"/> A comparison with a human attribute.</li> </ul>
	<p><b>FLASHCARDS</b></p> <p>Create your own flashcards, question on one side answer on the other. Can you make links between the cards?</p> <p>You need to repeat the Q&amp;A process for flashcards you fail on more frequently &amp; less frequently for those you answer correctly.</p>	<p><b>KNOWLEDGE ORGANISERS</b></p> <p>Complete a knowledge organiser template for key information about a topic.</p> <p>You can use knowledge organisers to learn new words &amp; make links in between subjects or ideas.</p>

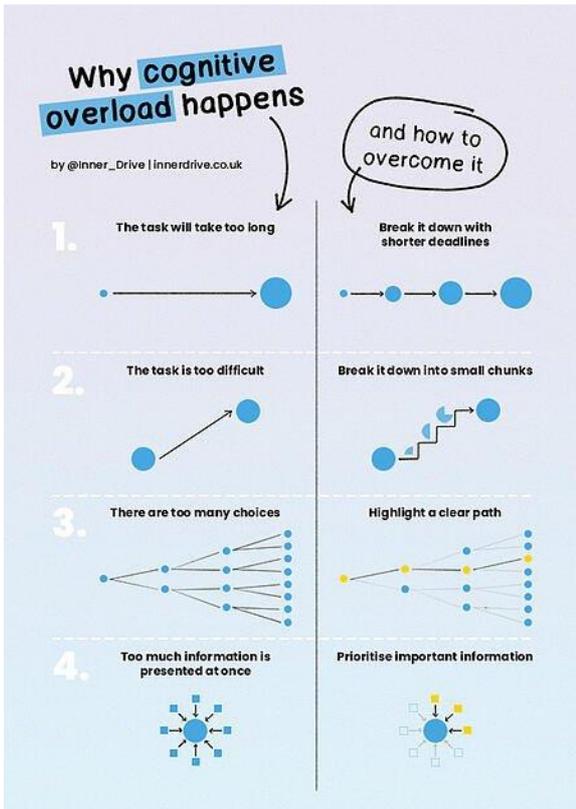
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

**Retrieval Practice Placemat ...**

- What keywords did you use or learn last lesson?
- State 3 key facts from last lesson.
- Explain a key concept or idea from last week in your own words.
- Ask your partner 3 questions based on the content covered this term.
- Discuss with your partner what we were studying in the lesson last week.

**No notes allowed!**

- As appropriate to classes, teachers may target and support pupil's meta-cognition (their own understanding of how you learn....'learning to learn')
- Use of our school values to promote learning behaviours:
  - Courage e.g. to have a go and persevere when it seems hard
  - Responsibility e.g. for our behaviour choices and focus
  - Compassion e.g. a helping hand to others
  - Friendship and respect e.g. when we collaborate in our learning



## 6. Learning Environment

When pupils are at school, learning will take place in classrooms, outdoor spaces, hall, and smaller support rooms. These spaces will be kept safe, clean and ready for pupils to use them. They will be arranged to promote learning through:

- Being welcoming and inviting to children and adults
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning and effort

## 7. Home Learning

Home learning, or homework, will be related to their learning in school. Reading at home will always take priority but we will also set other 'simmering' activities such as spelling practice and mental maths. At KS2 children will have a weekly English and Maths activity. Occasionally the school will set more creative themed projects for enjoyment or a specific task to help bring in information for the next lesson.

All regular home learning will be made available with a consistent set and hand in day.

## 8. Monitoring and Evaluation (Impact)

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. This monitoring and evaluation contributes to our school evaluation and improvement systems (SEF and SDP). Teacher monitoring and evaluation (See Assessment Policy) informs the progression of lessons, next steps for pupils, support and intervention, whole school foci.

School leaders/subject leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- › Learning walks
- › Book scrutinies
- › Pupil interviews and discussion
- › Lesson Observations
- › Termly pupil progress meetings (which also inform appraisal mid term reviews)

## 9. Review

This policy will be reviewed every 3 years. We believe in continual improvement and keeping abreast of research-based evidence. At every review, the policy generated and shared with all stakeholders.

## 10. Links with other policies

This policy links with the following policies and procedures:

- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Home-school agreement
- › Assessment policy
- › Equality information and objectives