



South Hiendley Primary School

TEACHING AND LEARNING POLICY

Headteacher: Mr S Walker

Last reviewed on: September 2020

Next review due by: September 2021

Signed (CoG):

A handwritten signature in black ink that reads 'C. Foy'.

22nd October 2020

Teaching & Learning

We believe we provide all staff with a framework for the highest quality teaching and learning in order to inspire all children to learn and achieve to the best of their ability. Through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality teaching:

- To talk regularly with learners about their learning and to listen to them.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners through understanding how they learn.
- To formally and informally assess the attainment of our pupils.

We believe quality learning is reflected in the outcomes of the education experienced by the children and this is evident in their response, attainment and progress.

Aims

- To maximise children's learning potential.
- To promote high quality effective teaching.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To stimulate a desire for lifelong learning.
- To teach a well organised and planned curriculum, where knowledge, skills and understanding builds progressively across the school in each subject
- To deliver learning using pedagogical techniques which have been proven through research to help children know more and remember more.

Procedure

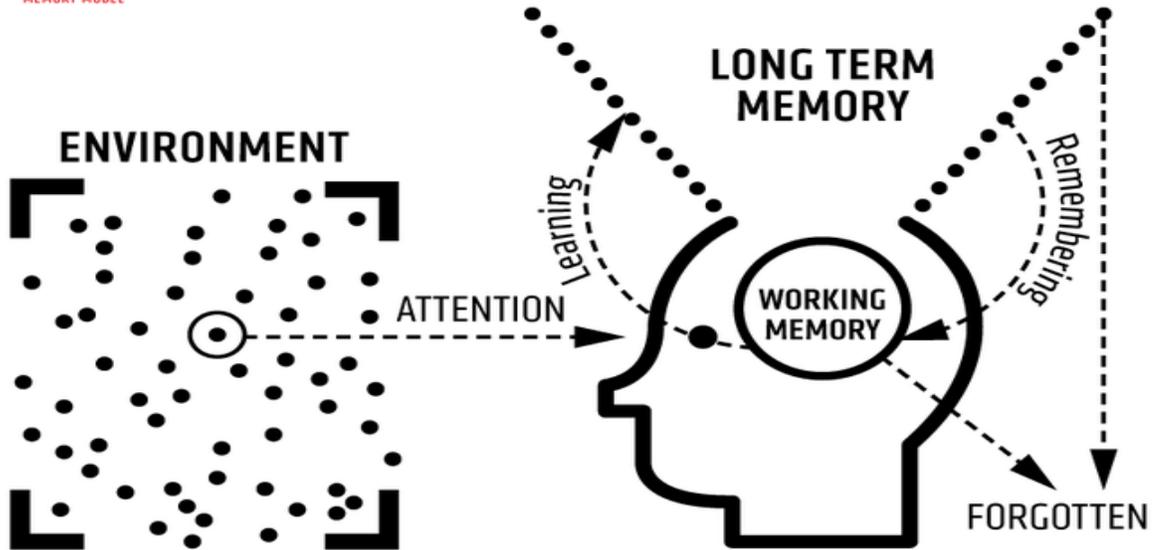
Role of the Governing Body	<ul style="list-style-type: none">• The GB has:<ul style="list-style-type: none">▪ appointed a member of staff to be the Teaching and Learning Coordinator; (Headteacher)
Role of the	<ul style="list-style-type: none">• The main role of the Headteacher will be to:

Headteacher	<ul style="list-style-type: none"> ▪ monitor teaching and learning across the school, following the guidelines of the whole school monitoring policy; ▪ report to the GB about teaching and learning in the school. ▪ Provide clear guidance to staff about the appropriate pedagogical techniques needed to enable children to know more and remember more ▪ Co-ordinate at a school level the organisation and planning of a progressively structured curriculum.
Role of the Teaching and Learning Coordinator	<ul style="list-style-type: none"> • The Headteacher as Teaching and Learning Coordinator will: <ul style="list-style-type: none"> ▪ lead the development of key skills throughout the school; ▪ provide guidance and support to all staff; ▪ keep up to date with new developments and resources; ▪ monitor planning and to observe lessons; ▪ monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas; ▪ annually report to the GB.
Role of Subject Coordinators	<ul style="list-style-type: none"> • Subject coordinators will: <ul style="list-style-type: none"> ▪ monitor and evaluate the quality of learning for their subject; ▪ report the main findings of monitoring to teaching staff and the head teacher. ▪ Write and update curriculum policies in line with school policy ▪ Update and maintain the curriculum maps. Knowledge progressions, subject files and subject pages on the website. ▪ Keep up to date with curriculum developments, through subject associations as appropriate. ▪ Provide CPD and support to teachers who are non-specialists in their area or are at a less experienced stage of their career.
Role Class Teachers	<ul style="list-style-type: none"> • All teachers will adhere to the teaching and learning policy.

Lesson Design	<ul style="list-style-type: none"> • Teachers will plan lessons: <ul style="list-style-type: none"> ▪ Which are in line with teacher standards and support the teaching assistant standards. ▪ Which follow the Rosenshine's pedagogical model (10 steps to develop long term memory)
Cross Curricular Learning	<ul style="list-style-type: none"> • Teachers are encouraged to: <ul style="list-style-type: none"> ▪ plan learning which takes advantage of strong and meaningful links between subjects and to 'block' work where possible to make effective use of time.
The Learning Environment	<ul style="list-style-type: none"> • We believe the learning environment makes a significant contribution to the quality of education provided. • We have created a learning environment in which: <ul style="list-style-type: none"> ▪ space is used effectively; ▪ layout accommodates movement; ▪ resources are clearly labelled and accessible; ▪ display reflects current learning and is changed regularly; ▪ the environment offers challenge and opportunity for further learning; ▪ the needs of the children are catered for; ▪ resources are well maintained; ▪ children are encouraged to be creative independent learners and thinkers. ▪ Subject vocabulary and knowledge organisers are displayed, referred to and used to support development of pupil long term memory.
Effectiveness	<ul style="list-style-type: none"> • We believe this policy will be effective only if we ensure consistency across the whole school by regular monitoring.

Appendix one: pedagogical approaches

Teaching Handbook
A guide for teachers, support staff and parents



What do our lessons look like			
Introduction	Teaching input	Pupil activity	Ongoing assessment
Daily Review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks	Weekly and monthly review
	Independent practice		

Daily Review

This is to bring pre-learned knowledge from the Long-term memory

- Vocabulary Flashcards (RWI)
- Definition lottery / matching
- Key Fact Bingo
- Partner connections game

Low stakes, introduce movement and activity if appropriate. Keep it fun and interesting.

Weekly Review

This is to begin the process of revisiting, reviewing and retrieving

- Low stakes team quiz
- Build up over time by increasing amount of knowledge and connections
- Knowledge organisers – cover a section up, ask the children to recall and fill it back in. Increase over time.

Termly Review

This is to embed learning, secure retrieval and deepen knowledge

Can they recall the key knowledge taught after a period of forgetfulness?

- Low stakes independent quiz
- Knowledge organisers – create own section about the area being checked

How to use knowledge organisers

Knowledge organisers contain the essential knowledge and vocabulary for a topic. Keep them brief and purposeful.

Step one: Pre-teaching – go through with groups of children before the lesson, and ensure this is sent home.

Step two: Recall the knowledge using language prompts (e.g. talk to your partner about 3 facts from this section of the KO)

Step three: Repeat, but start removing bits of the KO, to see if they can still recall it.

Use it as the knowledge basis for the games in the daily review, and in the weekly and termly reviews.

Present new materials using small steps

- Deliver learning in small steps at a time
- Each new piece of learning needs to attach as much as possible to something they already know
- Break down into mini goals, using the same principal we use to support SEND

Provide Model

Just one example is not enough; children need several.

- Worked example reduces cognitive load, so give lots
- Model the thinking process – don't just show them an example, explain why it is effective
- Model the creation process – show them how to create a specific part of the model and how it is done.

Scaffold, then slowly remove

Supports learning by reducing cognitive load, should be gradually withdrawn. Think of it like stabilisers on a bike, on the journey to mastery!

- Models
- Teacher thinking out loud
- Checklists
- Cue cards
- Knowledge organisers
- Sentence stems
- Images
- Concrete materials
- Success criteria
- WAGOLL

Guided Practice

Lots of it, supported by questioning and feedback to address misconceptions.

- Do lots of it
- Use questions to check understanding
- Take time to ensure they can do it.

Achieve a high success rate

Guided practice should continue until the children achieve a high success rate.

- 80% correct is considered a high success rate
- 95% correct means the work is not challenging enough

Independent Practice

Give time for children to independently use the knowledge they have mastered.

- Many opportunities to practice their new skills independently
- Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
- Like learning to drive – we become unconsciously competent.

Questioning

Choose carefully; higher order questions not necessarily more complex.

- Ask MORE questions to MORE pupils in MORE depth
- Focus on PROCESS Questions
“How did you get the answer?”
- Asking questions is about
GETTING FEEDBACK ON
HOW WELL WE HAVE
TAUGHT new learning.
- Check understanding

- No more hands up
(whiteboards, lollipops, name
generators etc.)

Questioning

Some good examples:

What feature does have in common with ...?

Describe how the body keeps a constant temperature.

Explain the process of

What connects to

How is that the same as

How is that different to

What caused to happen?

Questioning

Some good examples:

How do you know that?

How did you find that out?

Can you explain that to someone else?

What is wrong with this statement?

What is true about this, what is false?

Where have we learned about this before?

How can this knowledge help you
with ...?

The Journey to Mastery

When you plan a learning journey of several lessons, remember this.

- Start with lots of models and small steps.
- Hook the children in with hinterland (link new learning to what they already know)
- Guide practice, checking through questions and improving through feedback
- Give them chance for lots of independent practice
- Plan in a daily, weekly and termly review to let them get that knowledge into their long-term memory
- Have fun, be fun, keep it fun.

Appendix two: the learning environment

Working walls and displays

Corridor display spaces

Each subject leader should take one display board. They should collate examples of work from across the school, and use this to display the knowledge progression. It is fine to use work from this year, and change as you go.

Library and entrance area

Art coordinator will lead on this space – this should display the art focus work for the year (this year it will be progression in painting linked to black history month). Reading leader will ensure the library is well organised, with some themed areas and reading photographs (including staff pictures).

Classroom working walls

English wall:

- Should show the half termly text you are studying and draw the eye to this
- Should show text level features and word level features that children will use in their text
- WAGOLL, including examples of pupil work if appropriate
- Useful spellings, including the half termly spellings
- Reflect the SPaG that is being taught that half term

Reading nook:

- Attractively displayed collections of text, rotated on a regular basis.
- Fiction and non-fiction
- VIPERS prompts
- Pupil responses to reading (simple reviews; comment collections; recommendations)
- Photographs of reading and readers

Maths wall:

- Worked examples of the calculations required in that year group
- Appropriate vocab and spellings of key words
- Reflect a sense of the current topic (WALT)
- Useful aide memoires
- Number formation if appropriate

Phonics area (KS1, EY, possible Y3 depending on need)

- RWI materials as appropriate

Wider curriculum:

- Divided into the topic areas
- Should have the key vocabulary needed from the progression documents for the half term

- Knowledge organisers as appropriate.

Values:

- Behaviour recognition board
- Sugar paper weekly booklet around assemblies and SMSC
- Vocab and display relating to your PSHCE unit
- Personal targets
- “How do we keep safe” – children’s safeguarding charter, child line number, people who can help us etc.
- Pupil leaders (photos of children with jobs etc.)

Class scrap books:

- Record photos, comments etc. of visitors in, wider curriculum enhancements
- Should show the journey of the year – can be fun and personal to the children.

Subject display

- 1) Choose a selection of the **very best, neatest, most attractive** work from each year group (we are setting aspirations).
- 2) Mount it on black and white, and arrange it to demonstrate the learning in each year group. If possible, back the board with beige hessian.
- 3) Identify photographs, artefacts and books that can enhance the display. For non-book based subjects e.g. PE, photographs is fine.
- 4) Display statements from the **knowledge progression**
- 5) Display statements from the **vocabulary lists**

Each year, identify quality work and change it over. Only needs to be done once a year.

Appendix three: monitoring lessons; what we look for in lessons throughout the school day

South Hiendley Primary School Learning walk monitoring pro-forma

To capture supportive conversations and professional development discussions between SLT and teaching staff

Teacher standards are an expectation in all situations:

TS1 Are expectations set which inspire, motivate and challenge all pupils?	TS2 – Is good progress promoted for all pupils
TS3 – Does the teacher demonstrate good subject and curriculum knowledge?	TS4 – Is the lesson well planned and structured?
TS5 – Is learning adapted to the strengths and needs of all pupils?	TS6 – Is assessment used accurately and productively?
TS7 – Is behaviour well managed to create a safe learning environment?	TS8 – Are support staff appropriately deployed?

Agreed Pedagogical Techniques (Rosenshine's)

Daily Review	Present new material in small steps	Models provided
Scaffolding provided for difficult tasks	Guided student practice	Obtaining a high success rate
Independent student practice	Use of questioning	Checking for student understanding
Evidence of weekly / monthly reviews and use of knowledge organisers	Comment about any pupil voice taken during the learning walk (ability to recall knowledge from organisers etc.)	

Point for support and development to look at:

_____ (SLT) ____ / ____ / ____

_____ (teacher) ____ / ____ / ____