



Teaching and Learning Policy

Reviewed- Every year	Full Governors
Adopted on: 21/6/18	

Teaching and Learning Policy

QUALITY OF ENVIRONMENT & APPROACH TO LEARNING

In **every** class we will see

- Quality first teaching is our first intervention. Our most vulnerable learners get the most support from our teachers. Pupil books and our planning reflects this.
- In planning we refer to practise not activities or work- we use this with the language with the children too
- Planning for lessons (even just the bare bones) is best done in teams. This is the reason we try to ensure PPA is at the same time for teachers in the same year group
- Assessment is key- learning led planning not planning led learning!
- No wallpaper- if it doesn't support learning regularly then consider removing! Nothing above the height of display boards.
- Minimum of a writing, maths and topic display which celebrates success
- A neat tidy environment (no distractions!)
- The use of WALT- no need to write this in books- just a title is fine
- A book area which inspires and motivates children to read
- The use of no hands up to support pupil engagement
- Full sentences used by all children and precise vocabulary (teachers always insist on this)
- Books include child's name, class & year group (in mixed classes this is really important i.e. Y3 not Y3/4)
- Well modelled adult handwriting (in books and on the board)- every opportunity is taken to model excellence
- Supportive language and a warm atmosphere
- Regular opportunities to learn outside the classroom
- Teaching Assistants have an excellent short term and long term knowledge of where children need to get to- daily learning conversations are held with teacher

CHALLENGE

It's not about immediate perfection. It's about learning something over time: confronting a challenge and making progress (Carol Dweck 'Mindset')

- We always aim for children to be stretched and scaffold learning to ensure this can happen. This means having one set of success of criteria for all which is decided by the teacher.
- Children are given regular opportunities to choose tasks as part of their learning
- We use precise language and insist that children do too! This means talking in full sentences (& insisting that children do too), ensuring children use precise vocabulary in their explanations & practising classroom routines so time is saved in the future.

- We benchmark brilliance regularly
- A range of audiences to get to see a range of our work

EXPLANATION

A solid explanation is the key to effective teaching (Jo Payne & Mel Scott 'Making Every Primary Lesson Count')

What we do in practise

- We **plan** to ensure common misconceptions are addressed and we consider the children who are most likely to not understand before teaching
- In order for pupils to avoid misconceptions they need: explanation; practice and non-examples (This is an example- show x, This is not an example – show y. Why isn't it) Daisy Christodoulou- on Twitter
- We plan how to explain complex ideas in accessible ways e.g. personal anecdotes, using past pupils, engaging the emotions and using analogies
- Children have frequent opportunities to give each other explanations e.g. 'phone a friend' – child can choose someone to answer a question but they **must** repeat the full question the teacher has asked
- We frequently use the concrete, pictorial, abstract approach to support explanations throughout the curriculum
- Sometimes we just tell children rather than drawing out questioning and possibly increasing misconceptions

MODELLING

A model serves to set a high standard and, at the same time, show the path to attaining that excellence (Ron Berger 'An Ethic of Excellence')

What we do in practise

- We take the time to model key routines so that time is saved in the longer term- anything can be modelled!
- During lessons we demonstrate our thinking and model the learning process in front of the class e.g. shared and guided writing really demonstrates the thinking process
- Pupils are given plenty of opportunities to rehearse orally
- We also use models of work prepared before the lesson
- By demonstrating high quality talk, handwriting and high expectations we ensure children are always aware of the expectations

PRACTISE

Purposeful Practise ...involves attention, rehearsal, repetition over time. Precise feedback and getting out of your comfort zone. (David Didau and Nick Rose 'What Every Teacher Needs to Know About Psychology')

Deliberate Practise respects the limits of the working memory (Daisy Christodoulou 'Making Good Progress')

What we do in practise

- We have high expectations and understand what each child needs to practise to improve
- We plan for deliberate practise – teachers and pupils use this language in class
- We interweave practise with explanation and challenge to ensure a deeper understanding, address misconceptions and promote long term fluency.
- We use 'I do, we do, you do' process to develop independence in learners.
- We use Alan Peat sentence types to practise sentence construction and TimesTable Rockstars to help us learn our timestables. This is in order to become fluent and automatic in these skills so they don't take up in any space in the working memory.

I do	We do		You do	
	I do; you help	You do; I help	You do together	You do independently
The teacher demonstrates that learning	The teacher works with guidance from pupils	Pupils work with guidance from the teacher	Pupils work in small groups or in pairs	Pupils work on their own

FEEDBACK

Feedback is categorised at the most effective strategy for improving learning in the classroom; it can have 'very high effects on learning' when implemented correctly (Teaching & Learning Toolkit, EEF)

What we do in practise

- We ensure that our feedback is specific, accurate and clear
- We know that feedback is most effective when immediate and verbal
- Feedback informs our planning and we plan in time to give it
- We model editing & correcting process to pupils so that they can become increasingly independent
- In any lesson we are aware of and aim to provide feedback relative to: 'Where am I going?'; 'How am I going there?' and 'Where to next?' (John Hattie, Visible Learning)

QUESTIONING

Students are given, on average, one second or less to think, consider their ideas and respond the brighter students are given longer to respond than the less able; and thus those students who most need the wait time are least likely to get it. (Cazden);

What we do in practise

- We give all pupils at least 3 seconds to answer a question (sometimes even more)
- We put lots of effort into framing (and planning) questions that are worth asking- ones that open the dialogue in the classroom.
- We use no hands up in most lessons to ensure all children are engaged and to send a clear message that we expect all pupils to opt in
- We use a variety of question frames including: true or false; TED; starting from the answer; agree/disagree