

St John's CE Primary School

Teaching and Learning Policy



St John's
CE Primary School

'They will soar on wings like eagles.' Isaiah 40.31

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Rationale

To ensure a successful school, we need to work effectively as a team. This document is intended to help us unify our classroom practice. We would expect to see professional judgement exercised relating to the pupils age and the nature of the subject taught. As a team we are constantly adapting and improving our practice. A consistency of approach to teaching and learning will support the progress and achievement of all our pupils.

Aims

The aim of this policy is to provide a clear statement of the principles and practice of teaching and learning at St. John's Primary School. It represents our agreed view of how children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils. We aim to help our children to:

- enjoy their learning through experiencing success and by increasing their self esteem;
- become independent, confident learners who take increasing responsibility for their own learning;
- become resilient and reflective learners;
- feel secure, safe and valued in school, able to approach adults and share concerns;
- acquire the necessary behaviour for learning, now and in the future, by developing lively, enquiring minds and the ability to question, share ideas and work co-operatively;
- access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression;
- use literacy and numeracy effectively, as a foundation for learning and to feel confident in all areas of the curriculum.

Effective Teaching and Learning

Teachers need to provide high quality instruction. As the EEF states, in delivering effective teaching, teachers need to:

- build upon pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage retention of learning by using repetition, practice and retrieval of critical knowledge and skills;
- deliver a carefully sequenced curriculum which teaches essential concepts, knowledge, skills and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons and demonstrations;
- be aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations and scaffolds to support learning;

- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all;
- provide pupils with tools and strategies to plan, monitor and evaluate their learning.

In order to facilitate good teaching and learning as a staff we will commit to:

- getting to know, value and have consistent high expectations of every pupil, irrespective of race, gender, age, or prior attainment;
- having a good understanding of the primary curriculum- the domains, key concepts knowledge and end points;
- using a suitable range of organisational strategies and teaching methods to establish a positive learning environment;
- maintaining good relationships and learning environment based on mutual respect, in line with our school rules-Be Ready, Be Respectful Be Safe;
- use the school curriculum planning-progression maps and medium term plans, to guide our teaching;
- Adopting a 'no hands up' approach during teaching sessions.

Support Staff

Effective use of TAs

At the start of each year, the teacher and any teaching assistants working in the classroom will complete the Teacher-TA Agreement. This agreement should be a guide as to the most effective ways that staff can support pupils during lesson times. See the Teacher-TA agreement document for more information.

Planning

Lessons should be:

- part of a clear sequence of learning that build children's knowledge;
- be communicated to all adults working in the class, so that everyone is clear about the learning intentions;
- teachers will work in close cooperation with SENDco and TAs to create bespoke support for learners with identified needs.

Lessons

To offer effective feedback, teachers must first lay the foundation (Linked to Feedback Policy). Good initial instruction will reduce the work that feedback needs to do, while formative assessment strategies are required to inform teaching. Teachers need to:

- Set learning intentions (which feedback will aim towards);
- Assess learning gaps (which feedback will address).

As stated by the EEF, sharing the learning intention provides the teacher and the pupil with a shared understanding of the 'concept of quality' that they are aiming for. Feedback can then be used to move the pupil towards this concept.

Dylan William offered several techniques for what sharing the learning intention might look like.

- Strengths and weaknesses discussion-using anonymised examples of other children's work;
- Model work-share excellent examples of previous pupils' work;
- What not to write-share examples and non-examples;
- Choose-swap-choose- pupils are asked to do the same thing multiple times, before working with a partner to identify which attempt was the most successful. For instance, in KS1 a pupil might write the letter d ten times, then circles their best attempt and see if their partner agrees. This provides an opportunity to discuss the quality of work and this technique can be used across subjects and phases.

In books, date and title written at the top of work neatly underlined and age appropriate. No written learning objective

Tasks should be designed carefully with feedback in mind, so that the task provides feedback on what a pupil is thinking. When designing tasks, teachers should consider; 'will the task reveal what the pupil is thinking, and can I use this to give feedback?'

Children should be able to articulate what they are learning

Children understand the reason, relevance and importance of the learning and how it links to previous and future learning.

Learning Behaviours

There is a strong body of evidence about the importance of metacognition and self-regulation on pupil learning. We will use EEF's research to inform this policy and our practices in class. Self-regulated learners are aware of their strengths and limitations. Learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. EEF suggests that self-regulated learning can be broken down into three essential components that teachers can use to help their pupils become successful learners: cognition, metacognition and motivation.

EEF defines the three components as:

Cognition- we mean skills like memorisation techniques or subject-specific strategies. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition- strategies we use to monitor or control our cognition

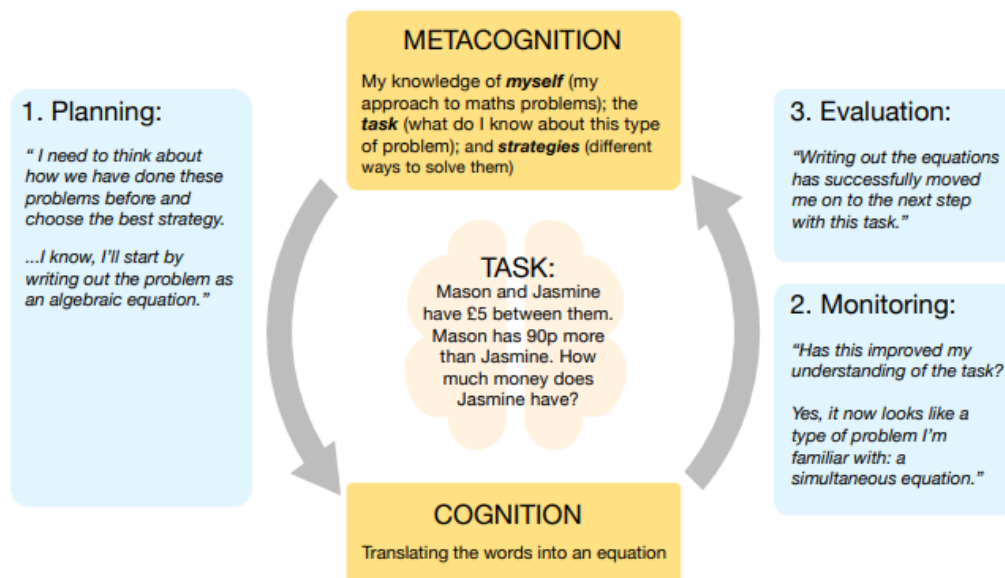
Motivation – strategies will include convincing oneself to undertake a tricky task, such as doing a revision task now in order to improve our well-being in the future, such as a test the next day.

The three components interact in complex ways during the learning process. As a school our focus will be on developing metacognition strategies. According to the EEF's research, when we undertake a learning task, we start with some metacognitive knowledge:

- our own abilities and attitudes (knowledge of ourselves as learners);
- what strategies are effective and available (knowledge of strategies); and the particular type of task (knowledge of the task).

Applying and adapting this knowledge is metacognition regulation. It is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluating the overall success. This is an ongoing cycle. As you progress through the task applying your metacognitive and cognitive skills, you update your metacognitive knowledge (of yourself, strategies and tasks), as well as updating your subject knowledge and skills. The cycle of plan, monitor and evaluate and the different aspects of metacognitive knowledge (learner, strategies, task), should be considered by teachers when setting learning tasks and supporting pupils to complete them. In an expert learner, these processes are unconscious and automatic. In novice learners, however it can be valuable to make them explicit.

Example taken from EEF document



It is important to provide explicit instruction in metacognitive regulation strategies. The EEF created a seven step model:

1. Activate prior knowledge
2. Explicit strategy instruction
3. Modelling of learned strategy
4. Memorisation of strategy
5. Guided practice
6. Independent practice
7. Structured reflection

EEF discusses that some 'deliberate difficulty' is required so that pupils have gaps where they have to think for themselves and monitor their learning with increasing independence. What is the appropriate level of challenge? We need to plan tasks that avoid cognitive overload but also offer the right degree of challenge. Understanding cognitive load in relation to self-regulation and metacognition needs to be considered. In developing self-regulated learners and metacognition we need to make sure we don't give too much information at the same time, and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples and breaking down activities into steps can help.

Cognitive Science

Deans for Impact is an organisation representing leaders in education preparation who are committed to transforming the teaching profession *The Science of Learning* focuses on the cognitive view of learning in order to focus on those principles that are most applicable to what teachers do in classrooms,. Empowering individual teachers with knowledge of learning science principles can change the way instruction is delivered in individual classrooms. There are six key questions about learning that are relevant:

1. How do students understand new ideas?
2. How do students learn and retain new information?
3. How do students solve problems
4. How does learning transfer to new situations in or outside of the classroom?
5. What motivates students to learn?
6. What are common misconceptions about how students think and learn?

This year we are focussing on questions 1 and 2, and the associated cognitive principles with specific staff development on Daniel Willingham's Simple Model of Memory. Lessons will be planned carefully to support 'knowing more and remembering more' by avoiding cognitive load and creating opportunities for to retrieve information from memory to ensure higher storage and retrieval strength.

See Deans for Impact-The Science of Learning for more information.

Rosenshine's Principles

Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how people learn and acquire new information. Rosenshine's Principles incorporate many features already discussed in this policy and combine them together to create the following ten principles:

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.

5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.

These principles and strands inform day to day high quality teaching and learning and should be considered when planning lessons.

Classroom Consistency & Learning Environment.

Each Classroom will have:

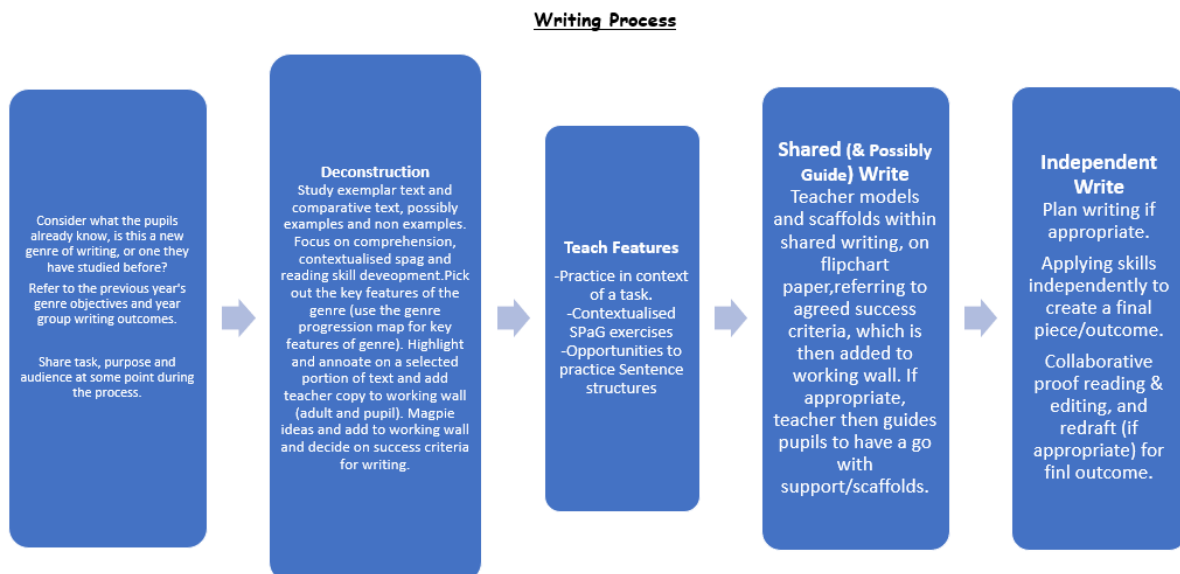
- see learning environment checklist;
- display boards backed in hessian;
- minimal decoration and additional items on the wall, (following the science of learning and to avoid distractions). Everything should earn its place on the wall and be purposeful;
- resources clearly labelled, neatly stored and accessible for the children;
- regularly added vocab, so that there is a rich range of purposeful words in the room;
- high expectations are needed in the classroom both in classroom organisation and with the learning environment;
- a visual timetable;
- working walls that reflect children's learning, as well as giving vocabulary, prompts, models and images;
- a range of learning support resources for English and maths on display or easily available at all times (appropriate to age)
- tidy, uncluttered work surfaces and areas;
- engaging and regularly enhanced reading area;
- non-white IWB background (dyslexia-friendly practices);
- no clutter on children's desks. Water bottles stored elsewhere. Minimum equipment on desks to avoid distractions;
- children's desks arranged so that all pupils can easily see the front, no child should sit with their back to the main teaching area;
- children sat in mixed ability table places.

Maths

We are developing Teaching for Mastery in school using the NCETM's Curriculum Prioritisation materials supported by White Rose. Please see maths policy for additional information.

English

Please see English policy for guidance. We follow an agreed writing process (see below) and set success criteria with the pupils as part of that process. This is then used during marking and feedback-please see separate feedback policy.



For all other subjects, a unit cover will be used at the start of each new unit stating the title and the learning objectives to be covered during that unit of work. Knowledge Organisers will also be added to display and books where appropriate.

MONITORING AND EVALUATION

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored by SLT and Subject Leaders through:

- informal classroom observation and output of work in pupils' books;
- progress of the School Development Plan;
- external inspection reports;
- assessment data and results;
- Trust-wide collaboration.

We are aware of the need to review this policy regularly to reflect any changes in technology or changes to the physical environment of the school. We will review this policy frequently and continue to be researched-informed and up-to-date with current good practice.