



# Teaching & Learning Policy



CONSIDERATION

ASPIRATION

RESPONSIBILITY

ENJOYMENT

Our school is:

- a safe, supportive stimulating learning environment;
- a team of respectful, tolerant, open-minded citizens;
- a community where everyone aspires to be the very best, they can be;
- a community of resilient lifelong learners;
- a centre of excellence where all achieve success.

### **PURPOSE**

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

### **RATIONALE**

This policy is a statement of the aims, principles and strategies for developing quality first teaching and learning at Edleston Primary.

We have a teaching and learning policy so that all staff understand and achieve our shared standards of good practice. It provides an agreed framework for teaching and learning within our school, which secures a coherent and continuous education for our children and promotes quality teaching, equality and inclusion.

Teaching and learning are the core functions of our school. Effective teaching is the provision of high-quality experiences in a stimulating and supportive environment leading to good outcomes for pupils. The ability to establish and maintain good relationships is central to effective teaching, so that we provide the best quality education for all the children of Edleston.

### **OUR PHILOSOPHY**

At Edleston, we believe that our children will learn most effectively when they have access to a rich, deep and systematically planned curriculum that meets their diverse needs, academically, socially and culturally. To this aim, we have developed (and continue to develop) a curriculum where children gain knowledge and skills which are revisited over time so that they are firmly embedded. Our thematic approach provides opportunities for children to make links between different areas of the curriculum and apply their knowledge as skills.

We believe that children should be encouraged to learn in a variety of ways, that they should learn together and be given the opportunity for their voices to be heard and be actively involved in deciding what they need to do next in order to make further progress.

Teaching and learning at Edleston reflects our children's unique lived experience within their diverse local area and beyond.

Our approaches are rooted in the effective use of evidence-based research and our school-based practice experiences. We focus on what really matters for Edleston.

## **QUALITY FIRST TEACHING**

At Edleston, we work hard to ensure that each child reaches their full potential. One of the ways we do this is by ensuring that all our children receive Quality First Teaching. This means that our teaching uses high quality, inclusive methods and strategies that help all children to overcome barriers to their learning and provides opportunities for challenge and curiosity.

We have a 'tiered' approach to planning for the development of effective teaching so that there is a logical and well-sequenced plan to support and sustain the highest quality:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider Strategies

Professional development is focused on the development of the skills necessary for all teaching staff to deliver high quality teaching.

These skills are embedded, revisited and adapted where necessary, and include:

- developing an enabling environment including our classrooms being well organised and accessible with labelled resources to promote independence
- ensuring that lesson design has a clear structure where children are made aware of the learning objective at the start of the lesson
- staff planning together in phases to ensure continuity of experience for the children and workload reduction for the staff
- learning which is sequenced in small steps supported by the use of concrete and pictorial resources building towards abstract concepts
- explicitly teaching new vocabulary – often with the aid of visuals and displays
- children are asked to demonstrate and recall core knowledge in a variety of ways, e.g. drama, mind-mapping, drawing, digital literacy
- children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
- making explicit links to prior and future learning to make connections across the curriculum - including future careers
- children work in flexible groups - mixed, pairs and individually and show their understanding in different ways
- children's' effort and achievement in their work is celebrated using a range of age-appropriate strategies including: sharing work with SLT, 'Class Dojo', 'Certificates', verbal and written praise etc.
- teachers ensure that learning is enjoyable (and therefore memorable) and that children are excited about what they are doing
- every teacher is a teacher of children with Special Educational Needs and Disabilities (SEND) and receives training to ensure they are using the appropriate techniques and resources to support any children with SEND

- use appropriate strategies such as ‘scaffolding’ and encouraging home language to support children with EAL
- staff carefully track each child’s progress to ensure that they are able to achieve their full potential
- staff meet with parents and carers to discuss their children’s progress and keep them up to date with what their children are learning
- In EYFS, teachers plan activities and experiences based on children’s interests and fascinations, ensuring the motivation to explore and learn is high.
- SEN support plans, one-page profiles and provision maps detail the strengths and needs of children with SEND. Clear, specific and measurable targets are set to ensure appropriate progress.

### **QUALITY FIRST TEACHING – What our children tell us!**

Our children have told us that their favourite lessons are when we:

- do practical lessons
- have trips and visits to help our learning
- share our work with parents
- learn interesting facts that we didn’t know before
- move about and work together
- work with different year groups
- do some something new
- learn new skills
- invite our parents in to help support and learn with us
- use technology
- learn new ways of doing things
- learn from experts
- create and make things
- are given responsibility for our own learning
- try something new for the first time

### **Mastery**

The Education Endowment Foundation explain mastery:

*“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.”*

In the ‘mastery learning’ approach, learning is broken down into discrete units and presented in logical order. Children are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but the expectation is for all.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school, no child will be taught content from the year group or phase above them, they will spend time becoming true masters of content, broadening their knowledge, applying and being creative with new knowledge and skills in multiple ways.

### **Adaptive Teaching**

Adaptive teaching recognises that children are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

This approach seeks to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning and is an essential part of teaching. It means adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling which is likely to increase pupil success.

Teachers will adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. They will carefully balance input of new content so that pupils master important concepts.

At Edleston, we believe it is our duty to ensure that children have a deep understanding of subject knowledge and skills so that they are ready for their next stage of learning.

Teachers plan and deliver lessons that meet the needs of their classes using the format and strategies that best suit the purpose of the learning:

- connect with prior learning – for example, a quick card sort game / think pair share activity
- share the big picture and outcomes – explain the format of the lesson (what and how), share the objectives ('To know that/ To be able to...'), share the success criteria (by the end of this lesson you will be able to ...).

All children must be clear about what they are learning and this should be recorded in child friendly language in any written work.

- explore and process the learning – pupils work independently, in pairs, in groups (with and without adult support) on tasks that allow them to practise the skills / process the knowledge in many ways (for example – drama, artwork, writing, digital learning)
- review and reflect – the children 'show what they know' – to what extent they have reached the success criteria and then think about what helped / hindered their progress/what they could do differently next time to improve.

Children are actively encouraged to participate in the assessment of their own learning and this is done in a variety of ways. In class we use a range of 'assessment for learning' strategies which are embedded throughout the learning cycle in each lesson. The following list highlights some of the techniques and strategies frequently used in lessons at Edleston:

- 'show of fingers' – pupils show 5 fingers for 100% or fewer to respond to a statement like, 'I am really good at using the grid method for multiplication'
- Self and peer assessment – pupils read their own, and each other's work, and write a comment or complete a feedback sheet. They might evaluate a piece of music, PE sequence, drama presentation or art orally or using show of fingers / thumbs up to comment on the work of others – explaining what they liked (and why) and how it could be improved

### **DEVELOPING VOCABULARY**

The development of a rich vocabulary is important in helping children develop both the ability to understand spoken and written language and acquire a control of language that enables them to express their ideas and feelings clearly.

One key aspect of a child's language development is the growth of their vocabulary – the words they understand and the words they use to communicate. There is a strong relationship between vocabulary and comprehension, where a broad vocabulary (knowing lots of words) and a deep vocabulary (knowing those words well) correlates with better understanding.

When children write, a wider vocabulary gives children a rich palette with which to express their ideas, choosing a word to communicate with elegance and precision.

New vocabulary is identified at the planning stage of all subjects. Our lesson design approach highlights the new vocabulary necessary in a lesson or series of lessons. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

### **AIMS**

In our strong commitment to effective and varied teaching strategies and our flexible approach to learning, we aim for children to:

- develop a responsible and independent attitude towards their work and towards their roles in society
- engage in learning in a positive way and to approach challenging tasks with confidence and enjoyment
- reach their full potential in terms of academic achievement and spiritual, moral, social and cultural development (SMSC)
- develop good behaviour and high levels of personal responsibility
- be tolerant, sensitive and understanding, showing respect for the rights, views and property of others

## **GENERAL PRINCIPLES TO SUPPORT OUR AIMS**

In order to fulfil these aims for all pupils, at Edleston we hold the expectation that everyone involved in the school, in any capacity, will adhere to the following principles:

### **All members of our school community can contribute to our aims by:**

- using time and resources effectively
- developing a well ordered and high-quality learning environment
- promoting equality of opportunity in all aspects of school life
- working collaboratively with all members of the school community
- planning for, and presenting children with, a challenging curriculum that is adaptive and meets the needs of all groups and individuals
- Children who have English as an additional language and SEND are supported by teachers and bi-lingual support staff who have had regular CPD opportunities

### **Teachers support these general principles by:**

- establishing a challenging and stimulating programme of study, designed to enable all children to reach the highest standard of personal achievement following the 'mastery approach'
- providing additional challenge for our most able learners to ensure the number of children working within Greater Depth increases
- planning a suitable programme of work to meet the needs of each individual child according to ability, aptitude and particular need
- ensuring that the acquisition of new knowledge is progressive and continuous, building on prior knowledge
- maintaining an up-to-date knowledge of the National Curriculum for Key Stages One and Two and The Early Years Foundation Stage
- ensuring that pupils, who are learning English as an additional language, have their home language and background valued and recognised. We are aware that bilingualism can be a useful learning tool and that all EAL pupils can make a valuable contribution to our school community
- using EAL strategies to support ALL learners including those with English as an additional language such as, using scaffolding including the Tower Hamlets materials and the EAL strategy placements
- displaying and celebrating the children's work effectively, using quality materials
- maintaining well-ordered and tidy classrooms
- ensuring teaching strategies, deployment of resources and classroom organisation supports children irrespective of background, promotes inclusion and reflects the diverse nature of Edleston
- working collaboratively with other staff, with a shared philosophy and clearly defined goals
- developing their own expertise and showing flexibility within their working patterns

- being good role models through conduct and dress

**Children support these general principles by:**

- attending school regularly, punctually and with a positive attitude, being organised by bringing the correct kit and returning homework on time
- demonstrating outstanding behaviour in classrooms to support learning
- demonstrating outstanding behaviour at all other times - in line with the school's Behaviour Policy - **Be Ready, Be Respectful, Be Safe.**
- taking an increasing amount of responsibility for their own learning.

**Parents support these general principles by:**

- ensuring that children attend school regularly, punctually and in good health
- providing support for the good behaviour expected in school
- working with their child's teachers to maintain high standards of behaviour
- being realistic about their children's abilities and offering encouragement and praise
- giving support with homework, reading and encouraging their children to take an active interest in home learning
- ensuring early contact with school to discuss matters which may affect a child's happiness, progress and behaviour
- attending Parent's Evenings to discuss their children's progress
- allowing their children to take an increasing responsibility as they progress through the school
- responding to letters and permissions in a timely manner

**QUESTIONING**

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children must always be given thinking time and a range of strategies are employed in this school to facilitate a 'no hands up' approach: talk partners, think-pair-share, word wave, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

**FOCUS WEEKS/DAYS**

Throughout the year we hold a series of focus days or weeks; these range from specific curriculum areas e.g. book week or science week/maths investigation day Internet Safety Day, History themed weeks, to health or community based events e.g. Mental Health week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

**DISPLAY**

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

## **TECHNIQUES TO SUPPORT EFFECTIVE LEARNING**

### Music

Music is used for a variety of purposes:

- To influence mood and atmosphere e.g. to energise or relax a class or to create a calm start or end to the day
- To demarcate time on a task e.g. using a timed piece of music for tidy up time, changing for PE or during handwriting
- To carry content e.g. through learning songs which carry subject content; learning with music enhances the ability to store and retrieve related information

### Brain Gym/Mindfulness moments

Brain breaks/Mindfulness moments can be used before, during or after formal learning as a means to ensure pupils are ready and actively engaged in their learning.

### Trips and visitors

We are fortunate to be located within easy reach of a variety of interesting and educational places which we use to enhance the curriculum and stimulate learning. Teachers should plan a minimum of one visit/visitor per term with a range of experiences being provided across the year.

Teachers must obtain written permission from parents/carers before a child can go out.

## **WORKING WITH OTHERS**

### Parents

We actively encourage the participation of parents as partners in learning and aim to create a welcoming atmosphere.

- Two official parent/teacher meetings are held across the year but parents are entitled to make an appointment to see the teacher at other times. Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through year group drop ins, craft afternoons, Literacy and Maths mornings.

### Teaching assistants

Each class has assigned teaching assistants; teachers are responsible for the effective direction and deployment of TAs to support learning. Teachers hold regular planning and feedback meetings with TAs and are responsible for ensuring learning intentions and activities are clear.

### Pupil voice

We encourage and respect pupil voice. We have a School Council which meets regularly and makes recommendations and undertakes work to improve our school. All classes use circle time to make sure children have opportunities to raise concerns and voice opinions. Children's opinions are regularly sought through questionnaires and discussions.

### Governors

Our governors monitor how effective teaching and learning strategies are in terms of raising pupil attainment and through the school self-review processes. They are kept informed by visiting the school, as well as attending meetings and reading reports by the Head teacher and other key staff.

### **MONITORING TEACHING & LEARNING**

At Edleston, the monitoring of teaching and learning is regular to ensure consistency across the school. This is done through Pupil Book Study, book looks, observations and regular learning walks from senior and subject leaders. We value feedback and use a high challenge, high support model. Where a member of the team has been in a class for 1 minutes or more, feedback must be given.

**PROTOCOL FOR IMPROVING TEACHING & LEARNING**

<b>Limited Success</b>	<b>Formative Assessment</b>	<b>Success Criteria</b>	<b>Quality of Provision</b>	<b>Challenge</b>
	<p>Limited emphasis on prior knowledge.</p> <p>Ineffective assessment and therefore intervention did not support learning.</p> <p>Overall inaccurate assessment results in poor quality tasks.</p> <p>Chosen strategies do not support learning.</p> <p>Continues with lesson when misconceptions are evident.</p> <p>Self-evaluate/Self assess-limited or ineffective opportunities i.e. go through a process.</p> <p>No feedback provided either prior or during lesson.</p>	<p>Learning is not taken directly from the intent or progression statements or is lengthy and unclear to children.</p> <p>Children do not know why they are doing what they are doing.</p> <p>Children unclear of what to do.</p>	<p>Children go through the process of completing tasks that do not have a clear purpose.</p> <p>Children are asked to do 'holding' activities or repeat tasks they are secure with, therefore, are held back in their learning.</p> <p>Confusing explanations or instructions given by the teacher.</p> <p>Lack of appropriate scaffolding</p> <p>No or poor-quality modelling</p> <p>Lack of preparation evident: no worked examples where required.</p> <p>Tenuous links are made between taught subject and other subjects.</p> <p>Task is not adapted for children with learning needs.</p> <p>Oracy strategies used but not moving learning forward.</p> <p>Vocabulary is shared but children are not confident in using.</p> <p>High cognitive load-large passages, long checklists or set of instructions or broad online research tasks.</p>	<p>Questions are too often inappropriate for the learning needs of the children.</p> <p>Teacher demonstrates inability in taking response or discussion in the intended direction or create fruitful discussion.</p> <p>Teacher continually tells children information without any opportunity for problem solving</p> <p>Deep Learning: no evidence of children; explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers</p>

Partially Successful

**Formative Assessment**

**Success Criteria**

**Quality of Provision**

**Challenge**

Prior knowledge is recapping previous session as part of the 'warm up.'

Assessment evident but not used to support effective intervention

Relevant strategies but taught with little understanding

Recognised misconceptions but unable to adapt lesson

Self-evaluate/Self assess: some emphasis during task with little impact on overall learning and/ or misconceptions remain.

Little feedback provided either prior or during lesson

Teacher does not anticipate or demonstrate knowledge of common student strategies, misconceptions and sticking points in relation to the content being taught.

learning/ success does not aim to deliver intent or progression and is not understood by children.

A significant number of children not fully aware of why they are doing what they are doing.

Children struggle with task as limited understanding of what to do.

Poor quality modelling

Insufficient scaffolding

Ineffective instruction

Poor quality worked examples or none where required.

Tasks that do not match or support in the delivery of the learning/success

Task is not appropriately adapted for children with specific needs.

Oracy strategies used but does not move learning forward.

Vocabulary is shared but not secured.

High cognitive load-large passages, long checklists or set of instructions or broad online research tasks.

Thought provoking questions: Some level of differentiation is built in questioning, both in terms of the question type and the pupil asked it

Problem Solving: limited evidence of children having to discover for themselves

Deep Learning: children not supported effectively in explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers

Good Success	Formative Assessment	Success Criteria	Quality of Provision	Challenge
	<p>Good use of prior knowledge and teacher responds to the learners' needs.</p> <p>Good use of assessment as it informs next steps in learning effectively.</p> <p>Effective strategies taught in a manner that supports understanding.</p> <p>Recognises misconceptions and adapts lesson.</p> <p>Self-evaluate: good use of self-evaluation during task which impacted on overall learning throughout the lesson.</p> <p>Self-assess: good awareness of progress and improvement made at the end of lesson.</p> <p>Feedback: good feedback provided prior and during the lesson - therefore good understanding of they did well and what they need to do next.</p>	<p>Meaningful learning linked to progression is shared and understood (continually linked to purpose of lesson.)</p> <p>Good understanding of children knowing why they are doing what they are doing.</p> <p>Children are clear on the process and therefore able to perform task</p>	<p>Sequence of Recall, Apply, Learn and Justify is followed.</p> <p>Tasks match the learning intention.</p> <p>Teacher's instruction is clear and concise.</p> <p>Learning is modelled with explicit explanation.</p> <p>Suitable worked examples are used.</p> <p>Sessions are appropriately scaffolded.</p> <p>Learning is adapted to help individuals achieve same end point.</p> <p>Effective provision for new arrivals.</p> <p>Effective use of oracy strategies used to move learning on-not staged.</p> <p>An environment in which children's metacognitive skills are being developed is evident.</p>	<p>Thought provoking questions: Knowledge of the pupil's current understanding and attainment influences the questions – these questions are appropriately targeted and help to clarify misconceptions.</p> <p>Problem Solving: children offered opportunities to find solutions to relevant and appropriate problems.</p> <p>Deep Learning: clear evidence of children explaining concepts, hypothesizing, investigating or proving/justifying their theories/answers.</p> <p>Teacher provides opportunities for disciplinary knowledge.</p> <p>Challenge is regularly pitched in the zone of desirable difficulty.</p>

Successful Progress	Formative Assessment	Success Criteria	Quality of Provision	Challenge
	<p>Effective use of prior knowledge which can refer to previous session, horizontal, vertical or diagonal learning.</p> <p>Effective use of assessment that supports the necessary intervention/or not to move learning forward.</p> <p>Effective strategies which are manipulated and applied accordingly.</p> <p>Recognises misconceptions and reshaped lesson based on effective AfL.</p> <p>Self-evaluate: evidence of self-evaluation showed a high level of independent learning and improvement throughout the lesson</p> <p>Self-assess: children identify and correct misconceptions.</p> <p>Feedback: effective feedback provided both prior and during the lesson -therefore a high level of understanding of what they did well and what they need to do next.</p>	<p>Shared: clear meaningful learning are shared and understood that supports the path and direction of learning to an effective outcome</p> <p>Children are able to identify, reflect or share their own progress.</p>	<p>Teacher demonstrates pedagogy of how learners learn through effective and meaningful tasks to move the learning on presented in different ways.</p> <p>Teacher skill evident in effective modelling, scaffolding or worked examples where required.</p> <p>Learning is adapted to help individuals achieve the same end point.</p> <p>Effective and well thought out provision for new arrivals.</p> <p>Effective use of oracy strategies used to move learning on.</p> <p>Modelling-teacher may explicitly narrate own thinking where required.</p> <p>High levels of engagement.</p> <p>An environment in which children's metacognitive skills are being developed is evident.</p>	<p>Thought provoking questions: using questions and dialogue to promote elaboration and connected, flexible thinking among learners.</p> <p>Problem Solving: children effectively guided through effective teaching in solving complex problems without teacher resorting to giving the answer</p> <p>Deep Learning: teachers build learning so children have necessary knowledge and skills to explain concepts, hypothesize, investigate or prove/justify their theories/answers</p> <p>Teacher provides opportunities for disciplinary knowledge.</p>

## **Teaching and Learning Glossary**

**Sessions**-a period devoted to learning. Lessons may vary in length.

**Challenge**- Learners need to expect difficult tasks to be difficult. Children should be encouraged to face their challenges and strive to the highest.

**Assessment for learning**-is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

**Feedback** is provided on a learner's performance of a task which is used as a basis for improvement

**Learning Objectives**-are brief statements that describe what students will be expected to learn by the end of school year, course, unit or lesson, project

**Success Criteria**-are the standards by which the learning will be judged at the end to decide whether or not it has been successful in the eyes of the learners and teachers.

**Self-Assessment**- assessment or evaluation of oneself or one's actions, attitudes, or performance

**Peer Assessment**- assessment or evaluation of another person's work/performance using set criteria

**Cognitive skills**-Cognition is the umbrella term for your learning skills—your ability to process information, reason, remember, and relate. You are taught something, some new information.

**Metacognitive skills**-thinking about thinking! Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature.

**Conceptual understanding**- the successful student understands ideas, and has the ability to transfer their knowledge into new situations and apply it to new contexts

**Problem Solving**- the process of finding solutions to difficult or complex ideas

**Strategies**-teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified



