



Manor Primary School Policy Document

Teaching and Learning Policy

September 2023

Aims of this Policy

- ❖ To establish good, evidence-based practice in teaching and learning which will be followed consistently by all adults (teachers and teaching assistants) both within and beyond the classroom.
- ❖ To enable all children to access the curriculum, regardless of age, gender, ethnicity, cultural background or ability.
- ❖ To enable all children to make excellent progress and to achieve their full potential.

Rationale

Quality first teaching is essential in order to implement a robust and challenging curriculum, and research indicates that this is more important than any other factor in enabling children to succeed. Quality first teaching benefits disadvantaged children even more than those who are not disadvantaged, and is therefore a vital ingredient in closing gaps in achievement, which is a central aim of our curriculum.

Research also shows that specific teaching strategies are particularly effective, and we have combined this evidence with our own experience and knowledge of what works for our children, in order to construct this policy.

This is one of three ‘umbrella’ curriculum policies. In order to fully understand our curriculum offer, these need to be understood in conjunction with each other.

- **Curriculum Policy (Intent)**
This specifies our curriculum intent - i.e. *what* we want children to learn and achieve. It provides the foundation for the following two policies.
- **Teaching and Learning Policy (Implementation)**
This policy specifies *how* that intent will be implemented i.e. what we will do and how we will do it, in order to ensure that children learn and achieve what we intend them to.
- **Assessment Policy (Implementation and Impact)**
This identifies how assessment will be used as an important part of quality first teaching, and also how we will measure the *impact* of our curriculum in order to ensure continual review and development.

A Framework for Quality First Teaching and Learning

Teachers are individuals; they have different characteristics and styles of teaching, all of which can be highly effective. We believe that children benefit from encountering a range of different teachers as an important part of their holistic development. However, we also believe that there are specific elements of classroom practice which constitute *best* practice; adhering to these supports consistently strong teaching and learning for all our children throughout their time in school.

The following summarises our expectations for all teachers. These expectations are based on:

- ✓ The Teachers' Standards (DfE, 2011)
- ✓ The Education Endowment Foundation's Teaching and Learning Toolkit (2018)
- ✓ The Education Endowment Foundation's 'SEN in Mainstream Schools' Guidance Report (2020)
- ✓ Danielson's 'Framework for Teaching' (Danielson, C. (2007).
- ✓ Rosenshine's 'Principles of Instruction' (Rosenhine, B. (2012) Principles of Instruction: Research based principles that all teachers should know. American Educator, Spring 2012.)

This framework:

- Provides teachers with a clear summary of our expectations – a 'set of rules' that supports them in reflecting upon and developing their practice.
- Provides school leaders with a basis on which to monitor and evaluate teaching, so that they can work together with teachers to identify what is going well and where development is required.
- Provides parents, governors and other stakeholders with a clear idea of what they can expect to see and experience if they are visiting classrooms and talking with teachers and children.

Manor Primary School – A Framework for Quality First Teaching and Learning

Area of Pedagogy	Expectations
Classroom Environment	<ul style="list-style-type: none"> ➤ Classrooms are neat, tidy and well-organised, free of clutter and with a ‘minimalist’ approach. Children’s desks and working areas should contain only the resources needed, without anything to cause a potential distraction. ➤ Seating is arranged so that all children can easily see and be seen, particularly when direct teaching is taking place or they need to be able to see the board. Seating can accommodate both individual and collaborative work. ➤ Resources for learning are well organised and readily available, including books, stationery and learning aids. They are tidied and replenished at the end of each day. ➤ Displays are designed in line with school policy and are regularly updated and maintained. ➤ Each classroom has a clearly defined ‘reading corner’ which is attractive, well-organised, contains a good variety of quality books, and is kept tidy. The learning environment promotes and supports reading. ➤ The day’s plan is explained straight after registration and displayed visually at the front of the classroom. ➤ Natural sunlight is maximised and classrooms maintain a temperature suitable for working. ➤ Children’s behaviour will reflect an ethos of hard work and an expectation to ‘do their best’. This will result in a quiet, orderly learning environment where all children are actively engaged and engrossed, and where there is a zero-tolerance of low-level distracting behaviours. ➤ The importance of a Growth Mindset is evident both in the classroom environment and in the way that teachers communicate with children. They are praised not for their ability, but for their effort, perseverance, determination and resilience, and their achievements that result from this positive attitude. (see Growth Mindset Policy, 2016)
Planning and Sequencing	<ul style="list-style-type: none"> ➤ Teaching and learning activities are planned to ensure that knowledge and skills build on what has been taught before, and are logically sequenced towards achieving a clearly defined end point. This ensures that children build up their knowledge and understanding in layers, remembering content in the long term. ➤ Elicitation Tasks at the start of each new block of work in writing and maths establish what children already know, remember and understand and what their starting points are, enabling teachers to re-visit and overlap teaching as required.

<p>Direct Instruction and Modelling</p>	<ul style="list-style-type: none"> ➤ Previous learning is reviewed and discussed at the start of each session before moving on. Children actively participate in this review and the learning walls are used as an integral part of this process. ➤ Teachers present information clearly, methodically and systematically, breaking ideas down into their constituent parts so that concepts can be mastered separately before being rebuilt into an understanding of the whole. New material is presented in small amounts only, and children are not overloaded with too much information. ➤ Teachers use modelling as an essential element of their direct teaching in order to show children what to do, how to do it, and as a model of the quality they are aiming for. This includes physical representations, conceptual models, explicit narration of thought processes, and exemplars. ➤ Teachers use highly effective AfL to check pupils' understanding throughout each and every lesson, identifying and correcting misunderstandings, and 'planning in the moment' in order to personalise learning for all children. ➤ Teachers will often use the 'I do, we do, you do' model for teaching and learning. Alternatively, they may deliver an initial input and then work with a guided group or carry out individual conferencing (see next section).
<p>Learning Activities - Stages of Practice</p>	<ul style="list-style-type: none"> ➤ Teachers will allow a significant amount of time for whole-class <u>guided practice</u> to systematically build fluency and automaticity. This will feature high levels of teacher-pupil interaction, including detailed explanations, modelling, frequent questioning, feedback, and short tasks using scaffolds as necessary. (Scaffolds must be gradually withdrawn at the appropriate time so that pupils do not become reliant on them.) ➤ Guided practice will be followed by <u>independent practice</u> when pupils are ready. This may be individual or collaborative. Independent practice will require children to draw on their own resources using recall from memory, thereby building fluency and reinforcing connections and retrieval pathways. ➤ Activities will be high leverage – i.e. they will have the knowledge to be learnt at the centre of the task. ➤ For both guided and independent practice, children should achieve a success rate of around 80%, which has been found to be optimal for successful learning. ➤ Children are not organised into set ability groupings for any of the above activities. Any paired or group work is organised in response to current AfL and will therefore be organised flexibly on a day to day basis.
<p>Review and Retrieval</p>	<ul style="list-style-type: none"> ➤ Review and retrieval practice are routine elements of the learning and support long-term memory and fluency in recall. They are essential in ensuring that new material is not forgotten. ➤ See Appendix 1 for 'Ideas for Review and Retrieval Practice'

Evidence of Outcomes	<ul style="list-style-type: none"> ➤ The main source of evidence for children’s learning will come directly from the children themselves. In discussion, they will be able to talk about what they have learnt, describe the learning process, explain what they know and how this links to other learning, and discuss where they hope to go next in their journey. Children will be excited and enthused by their learning and eager and proud to share this with other people. ➤ Evidence that children are establishing understanding, skills and knowledge in all areas of the curriculum will also be available in their work books, in class books and in other recorded work. ➤ Both of the above will include: <ul style="list-style-type: none"> ✓ The establishment of basic literacy skills such as handwriting, presentation, spelling and grammar. ✓ The establishment of basic numeracy skills such as an understanding of number and place value. ✓ The learning of key facts and information across a broad curriculum, the layering of which has enabled children to commit to their long-term memory. ✓ The use of key facts and information in using and applying, developing a wide range of skills that they can apply in different situations and contexts. ✓ Evidence that children are applying and integrating their learning across the curriculum.
Inclusion for all children including those with SEN	<ul style="list-style-type: none"> ➤ All children, including those with SEND, will have access to the full curriculum. The curriculum will give all children the knowledge and skills that they need in order to progress in their education and to succeed in life. ➤ The needs of all children will be established through regular and on-going assessment, including input from parents and carers. ➤ “Good teaching for pupils with SEND is good teaching for all” (EEF Summary of Recommendations). Teachers should employ the following strategies flexibly and in response to the needs of all pupils – all are included elsewhere within this guidance: <ul style="list-style-type: none"> ✓ flexible groupings, planned and organised to ensure that all children are enabled to succeed; ✓ cognitive and metacognitive strategies; ✓ explicit instruction; ✓ the use of technology where this is appropriate and enhances learning; ✓ appropriate scaffolding and support at the point of need

Use of
Teaching
Assistants

- The use of TAs during a lesson is planned based on needs identified through AfL. They may be used to support individual children, pairs or a small group. TAs may also work with a much larger group if the teacher is working with a small group of children.
- TAs are as well prepared as possible before each lesson so they have a good awareness of what will be happening and what their role in that lesson will be.
- TAs are active throughout lesson inputs. They work with an individual or small group to enable them to access the learning, sitting with them at the same level. If this is not appropriate, they should be directed to an alternative task.
- TAs do not always work with the same children, as all children need regular time being taught and guided by the teacher. This should be planned and reviewed regularly.
- TAs are required to give feedback to the teacher at the end of each lesson, to inform them of progress made by the children they've been working with. Teachers and TAs may establish a system for this that suits them.

APPENDIX 1 - Ideas for Review and Retrieval Practice

Review and retrieval must:

- ...involve everyone – not just children who volunteer answers or put their hands up, and not involve only one child at a time.
- ...make checking accurate and easy – chn should usually self-mark so they know what they've got right or wrong, and where their own gaps are.
- ...be low-stakes, designed to give confidence and encouragement, not to add pressure.
- ...test memory, so remove or cover any information within the environment which might prompt or help them.
- ...be time efficient, planned in as an integral part of the learning. Reduce the number of objectives if necessary in order to make it manageable.
- ...be based on the idea that it's better to know and remember a few things, rather than a lot of things that will soon be forgotten.

Review	Retrieval – ‘Flashback’
<p>Start each lesson with a recap of what has already been learnt – in the previous block, or the previous lesson(s).</p> <p>Start and finish all lessons at the learning wall rather than the whiteboard or flipchart. Use the learning wall throughout as the focus for learning, and to develop a metacognitive approach. Encourage children to make their own contributions to the wall</p> <p>Use the children's own books and work for them to read back, refresh their memories, share with a friend, talk to an adult etc... (We will start using separate books for history / geog to better facilitate this).</p> <p>Use practical activities to recap and enhance understanding about a subject already learnt - e.g. the week after learning about evaporation, go outside and measure diminishing levels of water in a puddle.</p> <p>Learn a song / rhyme / poem – and practise regularly.</p>	<p>Simple, straightforward test – e.g. number 1-10 in your books, quick questions, self-marked.</p> <p>Write a glossary to explain new vocabulary.</p> <p>Explain a concept or process, either in writing or verbally. This could be quite broad (e.g. write down everything you've learnt so far about WW2), or focus in on a specific question (e.g. ‘What were the main reasons for the outbreak of WW2?’)</p> <p>Draw a mind map / spider diagram of what you have learnt so far.</p> <p>Draw a picture or construct a diagram, and add labels.</p> <p>Cloze procedure / fill in the blanks / label the diagram.</p> <p>Team quiz (possibly with teams of mixed ability chn).</p> <p>Make up your own quiz for a partner.</p> <p>What's the odd one out – and why?</p> <p>Concept cartoons</p>

