

Wardley CE Primary School Teaching & Learning Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	May 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	May 2024

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

1 Vision & Intent

Our school vision is that we can do all things and this belief drives the intent and implantation of our curriculum. It is the belief that, 'Every child is capable of learning anything depending on the way it is presented to them and the effort they put into learning it.' Our curriculum intent rests on this vision and its breadth and scope is designed to deliver it with five key goals in mind:

- To secure, for all children, fluent and effective reading to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure and as a door to further learning.
- To secure, for all children, a fluency in number and an ability to manipulate number to support problem-solving and reasoning.
- To develop resilience and problem-solving skills to enable children to link their knowledge and skills to become creative thinkers who act with wisdom.
- To ensure children are able to communicate articulately and confidently in a range of forms and situations.
- To provide our children with secure knowledge and skills across all National Curriculum subjects to equip them for future learning and to enable them to discover areas of interest.
- To ensure children understand how to keep themselves safe and healthy, both physically and mentally, to support their long-term wellbeing.
- To share the life-giving message of Jesus and develop an understanding of, and deep respect for, the beliefs and cultures of everyone in our global society.

2. Implementation

The aim of our curriculum implementation is to make learning stick! We believe that learning must be seen as a change to long term memory. We want children to develop powerful knowledge that they retain, recall, transfer and use in a range of contexts. We will achieve this through adaptive teaching.

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

At Wardley, we take staff professional learning extremely seriously. We believe that the best educators are the best learners and we therefore expect staff to be avidly engaged with their own professional learning within a dynamic learning community. Staff should actively connect with research in order to best inform their own classroom practice.

We recognise and embrace the complexity involved in professional learning. Changing practice is an intricate process, sometimes we have to stop doing something good to do something better, but the impact that can be had on pupil success makes it a priority.

The purpose of this Teaching & Learning policy is an attempt to promote a consistency of practice, ensure clarity of purpose and engage staff in an ongoing debate. It is an opportunity to reflect upon aspects of our practice that, as a school, we hold to be effective.

“...one of the main tasks of the teacher - to introduce children to the best of what has already been discovered or thought.” Tom Bennett

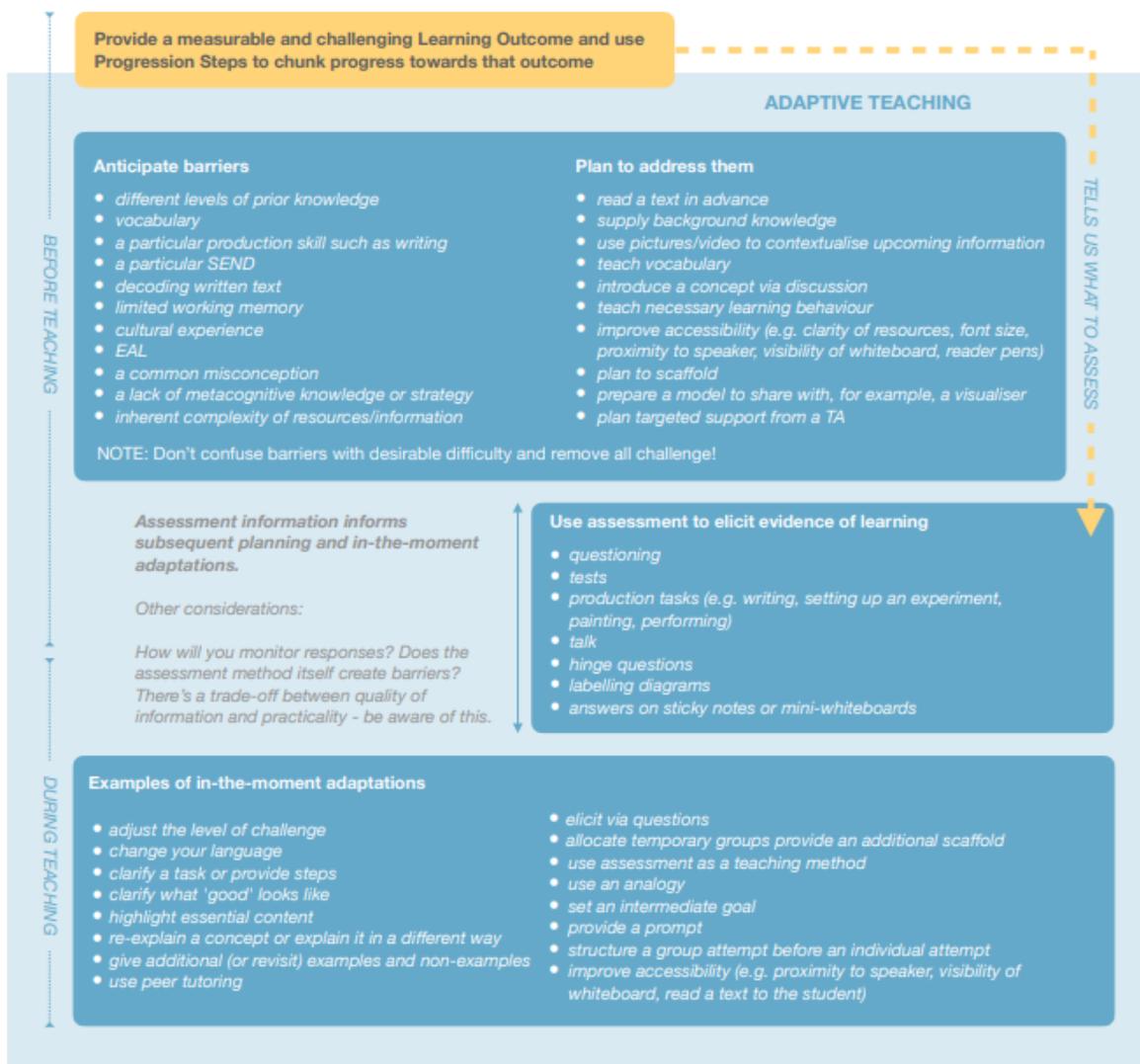
It is important that we recognise the role of the teacher as an expert and build upon this.

There is not a recipe for adaptive teaching. The following information should be viewed as a guideline for staff to work within and beyond.

....adaptive teaching

Adaptive Teaching matters because pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. We see this as a low threshold, high ceiling teaching model. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

As far as possible, make the curriculum do the work of determining learning objectives, assessment methods and likely barriers. A well planned curriculum will reduce the teacher's need to make in-the moment adaptations. When additional adaptations are necessary, note that the strategies below are illustrative, not exhaustive, and that adaptations will need considering from a subject-specific point of view.



Other key elements that we believe are integral to effective adaptive teaching are:

....knowing the pupils

Knowing your pupils enables you to assess their needs and effectively raise their expectations. When is their engagement drifting? Why might this be happening? Do they need some help or should you leave them to figure this out? These questions can only really be answered if we know our pupils well.

Learners need a trusting, fair and safe environment that acknowledges that they 'may not know' and will make errors in learning. Learning takes time but one of the teacher's roles is to maximise the efficiency of the time available, to provide many opportunities to learn the same idea over time, and to ensure time is spent on learning and not merely doing 'something'.

.....high levels of challenge

"A successful teacher establishes a student's expectations of their abilities but then dispels those expectations by telling them they can do better".

Prof J. Hattie

Appropriate challenge ensures that pupils have high expectations of what they can achieve.

Robert Coe contends "Learning happens when people have to think hard." This seems like a great starting point and is directly connected to Daniel Willingham's proposition that "Memory is the residue of thought." What we think about is what we will remember and thinking 'hard' is more likely to produce long-term retention.

....engagement

We need our pupils to engage in what is happening within the classroom. Engagement means that 'they will be thinking about what we want them to think about' and therefore learning is more likely to take place. Lessons must get off to a flying start, with pupils purposeful from the beginning.

....explanation & modelling

It is critical that new material is effectively explained in order for students to be able to move to other aspects of the learning process. If not, often you will find yourself returning to further explanations or pupils will need to look elsewhere for additional support. Once information has been explained to pupils, they need to know what to do with it. The best way for pupils to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge.

....opportunities for autonomy

"Don't practise until you get it right. Practise until you can't get it wrong." Unknown

This is the phase in learning where pupils will be working most independently of the teacher. Within this stage, pupils should be completing activities that have been carefully designed to allow application and intelligent practice of key principles. Intelligent practice is designed to develop the thinking process rather than a repeated mechanical activity. There may be further conceptual and procedural development taking place.

....effective questioning

Questioning is a key part of what takes place in the classroom. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can force our pupils to think. This is a key part of the learning process. We are far more likely to transfer something to long-term memory if we think about it. Effective questioning can also ensure that students are accurately using subject specific language within their answers.

Skilled questioning can be used to assess current performance. These ‘hinge’ questions, on which the next stage in the lesson depends, should be carefully planned in order to assess if students are ready to move on as well as diagnosing potential misunderstandings.

....feedback

Marking is planning, marking is differentiation.

Effective marking and feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback practices lead to high levels of differentiation as pupils work on the particular content or skill that will move them forward.

....skilful formative assessment of pupil performance

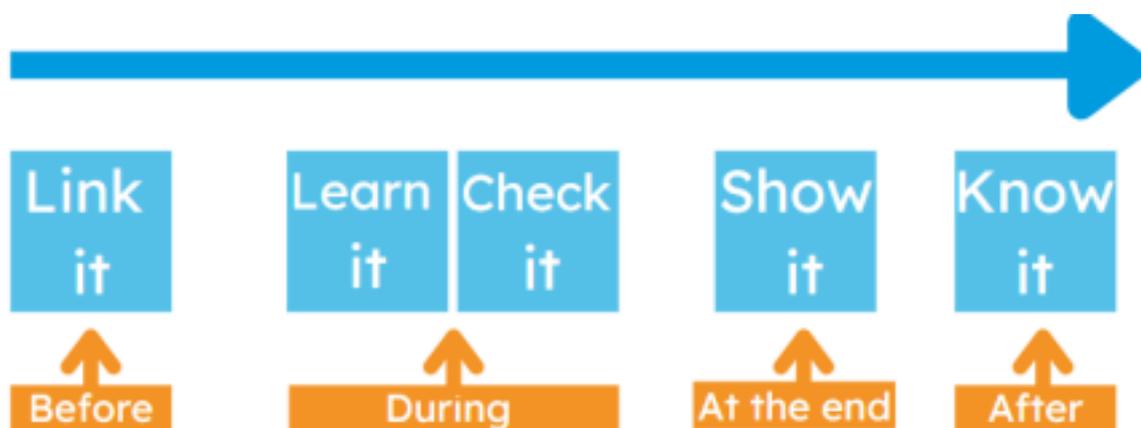
adaptive and responsive teaching will enable the effective scaffolding of next steps within the lesson and beyond.

Formative assessment is a means to consider the improvement in performance that a pupil is making. Expertly used it will enable a teacher to judge where to take the lesson.

It is important to acknowledge that learning takes place over time. We need to reflect on this carefully as teachers and consider how we will change this improved performance into learning.

....remembering more and knowing more

Five key pedagogical ideas underpin the teaching across the curriculum. These are shown in this diagram:



Link It: At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load

recognises the potential benefits this will have on long-term retention. Once established, we move onto the 'Learn It' stage where the composite learning is broken down into manageable components.

Learn It: This is new learning. It is often taught through a sequence of lessons that follow a 'line of enquiry'. These are shaped by key questions which shapes the children's exposure to new knowledge and aims to link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

Check It: Throughout the 'Learn It' phase, teacher's plan 'Check It' opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils' knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children's understanding will be checked by the teacher through a range of 'Check It' tasks.

Show it: At the end of a sequence of learning, we use 'show it' which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the 'line of enquiry' that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

Know It: At Wardley, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

3. Planning for adaptive teaching

Teachers will:

- Plan according to the school's curriculum framework, curriculum design statements and teaching cycles that have all been agreed in line with the 2014 National Curriculum. Staff must use the school's agreed planning formats.
- Take into account children's prior achievement ('The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly' (Ausubel, 1968).
- Plan to include clearly defined threshold concepts and milestone skills focuses that are shared with the children. Schunk (1996) has shown that when goals are made transparent at the start of a lesson – students have a higher confidence that they can be achieved.
- Plan and deliver lessons that take into account children's depth of learning using the features of expert teaching outlined in the school's implementation statement. The

development in learning from initial explanation and modelling to autonomy is the basis of the school's BAD model of learning. This is the progression in learning from basic to advancing to deep:

DEPTH OF LEARNING	USEFUL VERBS FOR THE SKILLS FOCUS
BASIC	List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.
ADVANCING	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.
DEEP	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, discuss, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.
APPROPRIATE SUPPORT: Follow a concrete to pictorial to abstract model.	

- Through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities.
- Where appropriate, plan all units of work with the end of unit assessment in mind (backward design).
- Ensure that support staff are deployed effectively and with maximum impact to support learning
- Use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- Plan to ensure the correct level of challenge with a low threshold and high ceiling to learning.

4. Classroom Environment at Wardley CE Primary

Psychological classroom environment

Teachers will:

- Create a class climate that is seen to be fair
- Actively encourage the phrase 'I don't know' and errors as routes to learning
- Establish clear routines that will maximise learning time
- Have clear expectations of behaviour and children that respect the teacher
- Ensure children know that the teacher is passionate and believes in them
- Use positive behaviour management techniques (see Behaviour policy)

5. The Role of Governors at Wardley CE Primary School

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school focus visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health & safety regulations.
- Seek to ensure that our staff development and our performance management both promote good quality teaching

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Monitor the school with regard to meeting the needs of the community it serves

6. The Role of Parents & Carers at Wardley CE Primary School

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the National Curriculum and early Years Foundation Stage Curriculum to new parents.
- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- Curriculum information and support on the school website for all subject areas.
- Explaining to parents how key areas of the curriculum are taught through parent meetings.
- Holding termly parents' evenings which provide an opportunity to discuss progress children are making.