



Cameley Church of England Primary School

Teaching & Learning Policy

This policy is written with reference to the Christian Foundation of the school.

'Nurturing Faith: Inspiring Learning'

Our vision has been inspired by Matthew 17:20

"Let the words of Christ, in all their richness, live in your hearts and make you wise."

Colossians 3:16

Ratified _____ Date _____

Review Period _____ years. Next Review _____

Teaching & Learning Policy

Aim

Our aim is that 'all learners have clarity on their current position and the quality of knowledge, attitudes, skills and habits they need to develop further in order to achieve their goal.'

(Griffith and Burns, 2014, Teaching Backwards)

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy should be linked to:

- Behaviour for Learning Policy
- Marking and Feedback Policy
- Assessment Policy
- Curriculum overviews

All learning starts with what the children need to learn, where their gaps are and what steps need to be in place for children to be successful. To achieve high quality teaching and learning, we at Cameley CEVC Primary School believe that the following key principles need to be in place.

QUALITY OF ENVIRONMENT & APPROACH TO LEARNING

In **every** class we will see clear evidence of the 7 principles which support teaching and learning. We will also see:

Quality first teaching.

This is our first intervention. Our most vulnerable learners get the most support from our teachers. Pupil books and our planning reflect this.

In planning we refer to learning and practice, not activities or work - we use this language with the children too.

Formative and Summative

The most important factors in our planning - learning led by planning not planning led learning is assessment (formative and summative) and assessment for learning.

Teaching Assistants have an excellent short term and long term knowledge of where children need to get to - daily learning conversations are held with the teacher.

Development of Growth Mindset, amongst staff and pupils. Specific approaches include the use of marvellous mistakes, recognising and praising effort and the process rather than simply the outcome and building pupils' resilience through challenging learning experiences.

Supportive language and a warm atmosphere.

The use of no hands up to support pupil engagement and to promote positive learning behaviour.

A neat tidy environment (no distractions!)

No wallpaper - if it doesn't support learning regularly then consider removing. Interactive working walls which demonstrate and celebrate the process as much as the outcome as well as curriculum topic knowledge organiser.

Minimum of a writing, maths and curriculum topic knowledge organiser which celebrates success.

Well modelled adult handwriting (in books and on the board) - every opportunity is taken to model excellence.

Regular opportunities to learn outside the classroom.

Learning environment

(j) (k) (l) and (m)

Atmosphere

(f) (g) and (h)

Planning and Assessment

(d) and (e)

Adult Support

(e) Teachers and Teaching

1. CHALLENGE - so that pupils have high expectations of what they can achieve

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

What we do in practice

- a) We always aim for children to be stretched and scaffold learning to ensure this can happen. This means having one set of success criteria for all, which is decided by the teacher.
- b) Children are given regular opportunities to choose tasks as part of their learning.
- c) Classroom routines are practised so time is saved in the future and learning is not disrupted.
- d) We benchmark brilliance regularly and use visualisers or webcams to discuss the merits of learning by pupils.
- e) A range of audiences will get to see our work as regularly as possible.

- f) Reasoning and problem-solving form part of the children's learning, to stretch and challenge

2. EXPLANATION - so that pupils acquire new knowledge and skills

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

What we do in practice

- a) We **plan** to ensure common misconceptions are addressed and we consider the children who are most likely to not understand before teaching
- b) In order for pupils to avoid misconceptions they need: explanation, practice and non-examples (This is an example - show x. This is also an example - show y. This is not an example - show z. Why is it? Why is it not? Daisy Christodoulou - on Twitter)
- c) We plan how to explain complex ideas in accessible ways e.g. personal anecdotes, using past pupils' learning, engaging the emotions and using appropriate analogies.
- d) 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 adult has asked.
- e) We frequently use the concrete, pictorial, abstract approach to support explanations throughout the curriculum.
- f) Sometimes we just tell children rather than drawing out questioning which could possibly lead to increased misconceptions.
- g) We use precise language and insist that children do too. This means talking in full sentences and insisting that children do too, ensuring children use precise vocabulary in their explanations.

3. MODELLING - so that pupils know how to apply the knowledge and skills

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 practice

- a) We take the time to model key routines so that time is saved in the longer term - anything can be modelled!
- b) 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.
- c) Pupils are given plenty of opportunities to rehearse orally.
- d) We also use models of work prepared before the lesson. (WAGOLL - What a good one looks like)
- e) By demonstrating high quality talk, handwriting and high expectations, we ensure children are always aware of the expectations.

4. PRACTICE - so that skills and knowledge become a habit or second nature

Purposeful Practice ...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 Practice respects the limits of the working memory. (Daisy Christodoulou 'Making Good Progress')

"Don't practise until you get it right; practise until you can't get it wrong." (Author unknown)

What we do in practice

- We have high expectations and understand what each child needs to practise to improve.
- We plan for deliberate practice - teachers and pupils use this language in class.
- We interweave practice with explanation and challenge to ensure a deeper understanding, address misconceptions and promote long term fluency.
- We use an 'I do, we do, you do' process to model procedures and structures.
- We use a 'You do, we do, I do' approach to more open, enquiry-based learning to enhance thinking and develop independence in learners. (Including problem solving and reasoning in Maths)
- We use progressive stem sentences to practise sentence construction.
- We use No Nonsense Spelling, Numbersense and 'Fluent in.... ' as platforms to help pupils practise key skills. This is in order to become fluent and automatic in these skills so they don't take up 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
Adults model the learning	Adults demonstrate with guidance from pupils	Pupils practise with guidance from the teacher	Pupils practise in pairs or in small groups	Pupils practise on their own

You do		We do		I do
You do independently	You do together	You do; I help	I do; you help	
Pupils explore / investigate on their own	Pupils explore / investigate in pairs or in small groups	Adults address misconceptions observed during exploration	Adults model with guidance from pupils	Adults model the learning to those who need it

5. QUESTIONING - so that pupils are made to think hard with breadth, depth and accuracy

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 practice

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

6. FEEDBACK - so that pupils think about and further develop their knowledge and skills

Feedback is categorised as 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 practice

- a) We ensure that our feedback is specific, accurate and clear.
- b) We know that feedback is most effective when immediate and verbal.
- c) Feedback informs our planning and time is built into lessons to provide feedback for immediate impact.
- d) We model editing & correcting process to pupils so that they can become increasingly independent.
- e) 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)
- f) We model feedback with the use of visualisers or webcams.

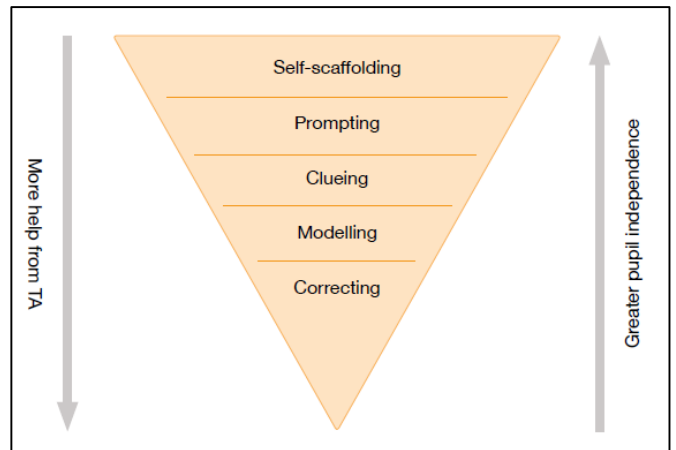
7. SCAFFOLDING - so that pupils engage in their learning and develop greater independence

What a child can do today with assistance, she will be able to do by herself tomorrow. (Lev Vygotsky)

Following practice and questioning, teachers and teaching assistants utilise this practical framework to scaffold pupils' learning and encourage independent thinking.

Self-scaffolding - represents the highest level of pupil independence. Adults observe, giving pupils time for processing and thinking. Self-scaffolders can plan how to approach a task, problem-solve as they go and review how they approached a task.

Prompting - Adults provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example, 'What do you need to do first?', 'What's your plan?', 'You can do this!'



Clueing - Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling - Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. Adults, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting - involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, adults should always aim instead to model and encourage pupils to apply new skills or knowledge first.

8. Conclusion

The aim of this policy is for the entire teaching team to collectively strive for the highest standards of teaching and learning, as well as ensuring we are consistent and offer equality of provision across the school. High standards of teaching and a consistent team approach will mean each child is more likely to meet their potential in primary education.

Signed:

Chair of Governors Date:

Signed:

Headteacher Date: