Teaching and Learning Policy

Reedley Primary School

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission statement)

At Reedley Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles
- Develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- Enable children to become confident, resourceful, curious and independent learners.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others, regardless of race and culture.
- Encourage children to take pride in their work and the work of others.

Learning Culture
To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning.
- Feel safe – respect, value and support each other as learners.
- Take risks.
- Are challenged.
- Recognise mistakes and errors as a learning opportunity and persevere.
- Set high expectations – learning behaviour, progress in learning, presentation etc.
- Develop a 'Can do' attitude.
- Strive to be the best that they can be.

and where adults:

- Establish positive working relationships with all children in the class.
- Model learning and expected behaviour for the children.
- Treat all children fairly, with kindness and respect; with encouragement, praise and rewards for all.

This learning culture needs to be actively taught and quickly established (in September), then further developed and reinforced throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- Investigation and problem solving.
- Research.
- Flexible group work (in groups selected for different reasons).
- Paired work.
- Individual work.
- Independent work, which is child directed.
- Collaborative work.
- Selecting and using relevant resources to support learning.
- Asking and answering questions.
- Use of IT including visual images, film, interactive teaching resources etc.
- Fieldwork and visits to places of educational interest.
- Guest visitors and performances.
- Debates, discussions, oral presentations and other speaking and listening strategies.
- Drama techniques.
- Designing and making things.
- Participation in athletic or physical activity.

Children are taught to take responsibility for their own learning; to review the way they learn and how to overcome challenges in their learning.

Effective Teaching

A 7 step plan is used to deliver the wider curriculum subjects. (See appendix 4)
The main focus is to assess that the children know and can do already and then to build on this, to ensure that all pupils make good progress in all aspects of the National Curriculum.
A planning format called 'Planning Backwards' is used by each classteacher, to enable staff to consider the starting points for each of the pupils, when planning the Theme.

STEP 1 – Research the theme
STEP 2 – Deliver immersion assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

In all subject areas, assessment for Learning is evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding is used to inform the planning lessons with a clear progression in skills.

Key Learning

- Clear and focused - based on learning rather than task.
- Child friendly.
- Discussed and explained to the children.
- Based on prior attainment, knowledge and understanding.

Success Criteria (Steps to Success in Maths)
- Breaks down the learning taking place.
- Include the steps or 'ingredients' the children need to be successful in their learning.
- Identified by the teacher during the planning process.
- Generated with the children during the lesson.
- Written up and referred to during the lesson and editing process.

Formative Assessment
- Planned times during the lesson (and in response to need).
- Reviews progress towards the key learning and success criteria.
- Allows adults, and children, to address misconceptions, make improvements and add further challenge.
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.

Outcome
- What the children will achieve by the end of the lesson.
- Learning activity/evidence of learning.
- Time given to enable children to achieve meaningful learning.
- Matched to the children's next steps in their learning.

Challenge for All
- Takes place throughout the lesson.
- Is matched to children's next steps learning.
- May occur through adult support; range and level of resources; modelling and scaffolding; time; task; different outcomes.
- When planning work for children with additional needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed.

Adult Input
- Engages children in the learning.
- Is active and interactive.
- Has appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Clearly models successful learning/the learning activity.
- Generates success criteria.
- Is flexible according to the learning taking place e.g.
    - Different inputs for different groups
    - Different start times for different groups
    - Input – activity – input – activity
    - Guided groups etc.

Questioning
- Questions will be asked to assess learning, challenge and deepen thinking and understanding.
- Range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy).
- Will be matched to the children's understanding and ability.
- Opportunities will be planned for children to develop their own questions and questioning to embed understanding.

Feedback & Marking
- Regular verbal and written feedback will be given to the children.
- Identifies success and areas for improvement/next steps in learning.

- Refers to learning objectives, success criteria and age-related expectations across the curriculum.
- Opportunities are planned for children to regularly respond to feedback and marking.

Self & Peer Assessment
- Children are trained to self and peer assess.
- Guidelines are discussed, agreed and developed with the children.
- Used regularly to enable children to address misconceptions and make improvements to their work.

Active Learning
- Children are given opportunities to be involved in the learning throughout the lesson.
- A range of strategies are used.
- There is an appropriate balance of adult/pupil talk.

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment
- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms are bright and tidy and are word and number rich.
- Displays might be used to:
  - ✓ Celebrate success - achievement, Star/Learner of the Day/Week
  - ✓ Support class organisation – visual timetables, clearly labelled resources.
  - ✓ Promote Independence by providing prompts – questions, support for when children are stuck.
  - ✓ Support learning - working walls, presentation examples, interactive & challenging.
  - ✓ Displays are changed regularly and reflect the current topic/themes/ learning.

Teaching Assistants
Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- Supporting learning and children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.

The Role of Subject Leaders.
- Monitor progress and attainment in subject areas and action plan to address areas of need.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

Role of Parents

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

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed;
- sending termly reports to parents explaining the progress made by their child and indicating areas for improvement;
- explaining to parents how they can support their children with homework;
- holding parent workshops to explain the work covered and the strategies and methods taught to the pupils;
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning.
In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

Staff are all encourage to keep an electronic portfolio, to record their own professional development. Objectives for this are mutually agreed during the appraisal process, although staff can choose to add other techniques to the portfolio. Videos and audio recordings are a 'snapshot' of the learning, which should be summarised. There is no expectation that staff record lengthy videos or that it happens regularly. The expectation would be 2- 3 five minute clips each term, with an emphasis on demonstrating progress using successful teaching techniques. All video clips are kept in school.
In addition to the electronic portfolio, staff may be observed for monitoring and professional development purposes. They would always be informed of this in advance. A professional discussion takes place, following the lesson, taking into account pupils' work, assessment information and behaviour for learning, over time.

If staff are observed, they are asked to complete a self-evaluation of their lesson observation to be used as a basis for discussion in the feedback session with senior leaders and/or observers. Staff are encouraged to identify their own areas of strengths and areas for development following an observation, as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with senior leaders and opportunities to address these put in place. Following a professional

discussion, the lesson observation will be written up on a 'Quality of Teaching and Learning Feedback Form'.

Other monitoring to include within the triangulation of teaching and learning may include;
- Learning walks.
- Sharing of good practice.
- Peer support groups to focus on whole school development.
- Senior leaders or subject leaders conducting brief observations for shorter sessions – for example, a guided reading session.
- Data analysis.
- Work/planning scrutiny.
- Assessing the quality of the classroom environment.
- Professional conduct.
- Marking and feedback.
- Pupil conversations.

Review Written by: K. Gorrell
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Appendix 1 – Pedagogical approaches

Pedagogical Approach 1

Highly effective teaching and learning is dependent on...

building on what pupils already know.

Pedagogical Approach 2

Highly effective teaching and learning is dependent on...

regular and effective feedback

Pedagogical Approach 3

Highly effective teaching and learning is dependent on...

higher-order activities that challenge thinking.

Pedagogical Approach 4

Highly effective teaching and learning is dependent on...

high quality questions from adults and pupils.

Pedagogical Approach 5

Highly effective teaching and learning is dependent on... the learning having meaning to all pupils.

Pedagogical Approach 6

Highly effective teaching and learning is dependent on...

explicit development of learning behaviours.

Pedagogical Approach 7

Highly effective teaching and learning is dependent on...

pupils have a chance to construct their own learning.

Pedagogical Approach 8

Highly effective teaching and learning is dependent on...

variation in inputs during the learning process.

Pedagogical Approach 9

Highly effective teaching and learning is dependent on...

supportive learning environment.

Pedagogical Approach 10

Highly effective teaching and learning is dependent on...

worthwhile classroom dialogue.

Pedagogical Approach 11

Highly effective teaching and learning is dependent on...

a pupil-centred learning process.

Appendix 2 – Examples of how to apply pedagogical approaches

Pedagogical Approach 1

This could happen by:
- Using learning panes to review previous learning.
- Starting lessons with an entry-learning task.
- Using talk-partner activities.
- Cold tasks prior to topic being taught.
- 'Never Heard the Word' grid.

Pedagogical Approach 2

This could happen by:
- Teacher/pupil conversations.
- Peer-to-peer feedback
- Self-evaluation tools
- Addressing the learning.
- Identifying next steps.
- Timely response to feedback.

Pedagogical Approach 3

This could happen by:
- Plan which level of thinking for specific lessons.
- Keep a thinking grid for a half-term.
- Ensure all pupils have a balance of HOT activities
- Use school's HOT toolbox.

Pedagogical Approach 4

This could happen by:
- Start lesson with a key learning question.
- HOT cards for teacher and T.A.
- Planned questions on planning sheet
- Regular audit of adult questioning
- Pupil questioning tools e.g. Prove it!

Pedagogical Approach 5

This could happen by:
- Present 'big picture' at start of term
- Use 'Learning Panes to communicate/reflect learning.
- 'In a nutshell' during lesson.
- 5 reminders per lesson
- Offer learning as a challenge to be solved.

Pedagogical Approach 6

This could happen by:
- Identify and display the week's/fortnight's learning behaviour.
- Explicit planning for how the behaviour will be developed.
- Reflection tools that focus on 'how'.
- Train pupils to use self-learning tools

Pedagogical Approach 7

This could happen by:
- Immersion days
- Questioning tools for investigating a stimulus
- Supportive learning environment.
- Use of reflection tools.
- Develop an inquiry approach.

Pedagogical Approach 8

This could happen by:
- 2nd input and 3rd input must be different to first
- Vary emphasis on visual or auditory stimulus
- Use pupils who have mastered to provide input to others.
- Use flip-chart instead of whiteboard.

Pedagogical Approach 9

This could happen by:
- Positive relationships between all e.g. smile, laugh
- Consistent/fair approach to positive behaviour management
- Modelling behaviours e.g. ok to fail, learn from mistakes
- I can't do it yet.

Pedagogical Approach 10

This could happen by:
- Identify, display and discuss dialogic behaviours e.g. Dialogue wall
- Develop sharing strategies e.g. snowballing, envoys.
- Use learning panes to discuss learning

Pedagogical Approach 11

This could happen by:
- Building in elements of choice e.g. recording in learning panes
- Developing group roles
- Choosing group teachers before break-time (Reticular hijack)
- Lesson evaluation forms

Appendix 3 – Techniques to be used across the curriculum

Reedley Primary School Toolkit

Assessment for Learning

- 'Never Heard the Word' grid.
- Cold tasks
- Learning panes
- Key questions
- T4W
- Entry learning task (review prior knowldege)
- Reflection fans
- Six ways to share e.g. *snowballing, envoys, chiefs and indians, home groups, experts, buzz around.*
- Talk partners
- Talking chairs
- Role play
- Hot seating
- Magic microphone
- Magic mirror
- Thinker's keys
- The five whys/whats

Immersion days

- Alphabetogories
- Diamond nine (higher order thinking)
- Graffiti map
- Odd one out
- 'I Wonder….' grids
- PMI grids (Positive, Minus, Interesting)
- Questionning dice

This is not an exhaustive list, but just a sample of some of the activities in place within school.

Appendix 4 – Step by step guide to planning and delivering the curriculum at Reedley

Reedley Curriculum 2019-2020

STEP 1 – Research the theme
STEP 2 – Deliver immersion assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

STEP 1 – RESEARCH THE THEME

- Refer to the progression and concept map for your year group, for each subject covered in the theme
- Consider which concepts and vocabulary have been covered in previous topics and build on these
- Review previous Knowledge Organisers

Step 2 – IMMERSION

- To be completed two weeks before the theme topic.
- To last between half a day and a full day.
- EAL learners encouraged to ask parents to research the theme in their own language to help them gain an understanding into what is going to be covered.

INTENT OF DOING IMMERSION
- Review prior knowledge inc misconceptions
- Immerse children in experiences related to the topic
- Generate questions related to the topic from the children
- Allow children to explore and investigate
- To glean information from the children BEFORE you start to plan for the theme

HOW?
- Artefacts/pictures/books/video clips/maps
- 'Jump in the Picture' technique
- PMI, graffiti map, alphabetagory, focused KWI grids with specific aspects
- Wondergrids
- Sources such as diary entries, letters, accounts, recounts, newspaper articles
- Drama techniques – mantle of the expert, teacher in role, hot-seating
- Use Thinker's Keys to generate ideas – if relevant
  This is not an exhaustive list – teachers to add further ideasm – see back of T and L/ curriculum policies

STEP 3 – DEVISE 5 KEY QUESTIONS

- Construct 5 key questions for your theme (end points) and use these to ensure that desired outcomes are achieved from Concept and Progression map and the National Curriculum objectives
- These questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.
- Ensure all subjects within the theme are covered.

STEP 4 - KNOWLEDGE ORGANISERS

- To be given to all the children at least one week before you start to teach the topic
- One copy to go home, one copy to be in school for reference during the topic
- Knowledge organisers to be based on the information that the children need to know, from reviewing 'STEP2 – immersion'
- If children have gaps in knowledge, these are to be included alongside the aspects relevant for that year group:
- CONTENT
  Title of theme and brief description (EG Seaside – now and in the past)
  Vocabulary
  Key facts
  Concepts
  Timeline – if relevant
  Pictures – if relevant
- A copy of every Knowledge Organiser is to be kept in a master book for that class and passed up to each teacher they have

STEP 5 – PLAN THE THEME
- Work with your year group partner
- Use the Teaching Backwards planning format
- Teachers may use Lancashire Planning Document as a tool but are not expected to follow this to the letter – teachers will have other creative ideas and there is far too much content in the Lancashire Document to complete everything. Teachers plan content that will ensure that children will be able to answer the key questions.

STEP 6 - DELIVER THE THEME
- Challenge – look for opportunities to make links to other aspects of learning and to develop and apply skills in a variety of contexts (eg what if…?)
- Outcomes need to show progress in relation to the information gathered during IMMERSION phase.
- Children need to be able to reflect on their own progress within a topic, in relation to the key questions.
- Repeat or add further information to the immersion activities to demonstrate progress
  We want children to have retain knowledge (sticky knowledge) – not isolated vocabulary or ideas
- The theme should be fun and memorable, making use of a variety of teaching and learning techniques.

Within each lesson, staff use 'I do, we do, you do' the model

1) **I do**
   This is where staff model a skill to the children, clearly, concisely and just once. Children are not asked whether they are clear, or asked to put thumbs up to indicate understanding, as this is demonstrated in the 'we do' section.

2) **We do**
   Children prove they have understood in order to move onto next phase and to have a go independently.
   Staff decide this by what children say or do.
   Staff need to ensure that everyone has clarity on how and what they need to do to prove understanding.

   Staff consider what good questions they should ask and how they can ensure that they get a response from all the children.
   Teachers avoid questions where the answer can be guessed.
   If children understand, they go on to 'You Do' stage.
   If children make errors, then this should be the time.
   Evidence should be recorded in a variety of ways, including in books, to show the learning process.

   Examples of types of activities:
   - Be the teacher – work out which one is right/wrong and why
   - 3 of these have mistakes, work out which ones and in what way
   - Sort out mixed up statements
   - WAGOLL (what a good one looks like).
     Teacher shows children a few examples in order for them to decide which ones are good examples and WHY. (Include pieces of work that looks good and may have technical vocabulary or long words, but do not make sense or meet the agreed criteria and then unpick this together.

   Children have to prove their understanding to move onto next phase.

3) **You do**
   A series of activities planned to meet differing needs of ability based on information gleaned in cold tasks (absolutely essential to your planning) but this should be fluid based on the initial stages of the lesson. Send children off when they have proved they can do it independently not based on belonging to a specific group.

STEP 7 – Assessment
- Teacher assessment judgements need to based on the five key questions
  However, assessment needs to take into account individual needs and delve further to assess children where necessary (substitution tables etc)
- Progress is now about how well children know and remember more of the school's curriculum
- The five questions will form the basis of subject leader interviews and children should be able to answer the questions, drawing on vocabulary, key facts and concepts.