



Teaching and Learning Policy

Introduction

We believe in lifelong learning, that both adults and children learn new things every day. Our approach to teaching and learning is based on Daniel Willingham's nine cognitive principles:

1 Curious

People are naturally curious, but they are not naturally good thinkers.

2 Knowledge

Factual knowledge must precede skill.

3 Memory

Memory is the residue of thought.

4 Understanding

We understand new things in the context of things we already know and most of what we know is concrete.

5 Proficiency

It is virtually impossible to become proficient at a mental task without extended practice.

6 Cognition

Cognition early in training is fundamentally different from cognition late in training.

7 Differences

Children are more alike than different in terms of how they think and learn.

8 Intelligence

Children do differ in intelligence, but intelligence can be changed through sustained hard work.

9 Teaching

Teaching, like any complex cognitive skill, must be practice to be improved.

This policy aims to:

- guide and support teachers and classroom colleagues in ensuring the best possible standards of teaching and learning
- create an ethos of high expectations for all pupils
- promote consistency in the quality of teaching and learning
- ensure that all pupils make good or better progress
- cultivate a learning environment that inspires and motivates
- develop confident, resourceful, enquiring and independent learners

Good quality teaching and learning at Rainbow Forge Primary Academy is characterised by:

- high aspiration for **all** children so that their achievement and enjoyment is maximised
- high staff morale, motivation and teamwork where all staff support each other in striving for the best
- sound teacher subject knowledge
- effective planning to ensure children gain knowledge and are given opportunities to apply this knowledge in different contexts
- a range of teaching strategies and resources that interest, encourage, engage and challenge pupils
- children's involvement in their learning, including self and peer assessment, reflection and correction time
- the provision of learning experiences outside the classroom
- strategies that promote high standards of behaviour and engagement
- the effective use of the significant contribution of learning support assistants
- engagement with parents including the provision of homework
- marking and feedback that moves learning on and closes the gaps in learning

Good quality learning is characterised by pupils who:

- have high self-esteem and resilience
- believe that their own efforts and practice bring improvement and success
- enjoy both independent and collaborative ways of working
- are aware of how they learn and what helps their learning
- understand the need to self-question, reflect and problem-solve



- use their knowledge and skills to support the learning of others
- self manage their own feelings and show empathy to others

Planning

Progression maps are devised by subject leaders to ensure spaced practice and interleaving of knowledge. Half termly medium term plans are devised with reference to the National Curriculum 2014, Early Years Foundation Stage and progression maps to ensure coverage, progression and high expectations.

Short term plans are completed in year groups to ensure consistency and then personalised to each class to allow for differentiation, use of other adults and class context to be taken into consideration.

All planning formats including the yearly and medium term planning grids can be found in the planning folder in the staff shared drive on the network.

Teaching assistants are involved in the planning process as much as possible and receive a final copy of planning by the Friday of the week before the lessons.

Learning Clarity

Knowledge

Learning is acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities.

Peter C. Brown

Therefore it is vital that children are given teaching experiences that allow them to submit knowledge to their long term memory so that they can draw on their knowledge and apply it to new concepts and make links to previous knowledge. This is achieved through carefully planned lessons using seven effective strategies:

1. **Spaced Learning:** Sequencing the curriculum to ensure that children return to the same concepts over their time in school. Revisiting concepts after leaving a space of time.
2. **Retrieval Practice:** bringing knowledge previously learning to mind in the present moment
3. **Worked examples:** Teachers model an example, the children then complete an example with some support to give them the confidence to tackle a task independently
4. **Elaboration:** children are encouraged to ask themselves questions about how and why things work, and then they produce the answers to their own questions.
5. **Interleaving:** switching between, subjects and concepts, bringing learning from one lesson to another eg using maths knowledge in Science
6. **Concrete examples:** teachers ensure that children are given using specific examples to understand abstract ideas.
7. **Dual Coding:** Representing knowledge in different ways

Lesson Structure

All lessons follow a similar structure that promotes the use of the strategies:

REVIEW/REVISIT
READ
TEACH
PRACTICE
APPLY
REFLECT

Lesson Context

- Learning is made interesting and engaging by being set in a meaningful and purposeful learning
- Pupils are clear *what* they are learning and *why* they are learning it.

Learning Objectives are used to clearly define what the child is learning.

Success Criteria support children's learning during writing tasks. Success criteria should be:

- In note form
- Teacher or child led
- Differentiated and refer back to previous learning and expectations

Differentiation ensures that all children can access learning, this can be done by pace; content; task; resources; extension; outcome; teacher/adult support.

Teacher intervention needs to be judged carefully so that pupils receive enough support to move them forward in their learning, whilst maintaining a reasonable amount of challenge and independence in their learning.

Pupils with special educational needs receive support by the teacher and teaching assistants during lessons. They will also receive support through interventions led by the classteacher and teaching assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. When a child has a special educational need, teachers set individual targets each term per child in English and Mathematics using the Birmingham Toolkit and the child works on a personalised approach to their learning. (See Special Educational Needs Policy)

Groupings

Children are grouped in different ways for different lessons, these 'fluid groupings' may be based on prior learning and assessments. The children may be grouped into mixed ability pairs, ability pairs, 'Kagan' fours or randomly generated groups. These groupings are strategically used to incentivize children, build relationships, provide opportunities for collaborative and cooperative learning and peer tutoring.

Questioning

Teacher's plan questions for different groups of children using the hierarchy of Bloom's Taxonomy: recall, comprehension, application, analysis, synthesis, evaluation

Assessment for Learning

Assessment for Learning is used in order to engage pupils by personalising their learning. It also enables pupils to take ownership of their learning and actively participate in moving their learning forward to the best of their ability. When children make and recognise improvement, this also encourages accelerated learning.

Assessment for Learning must:

- be part of effective planning
- focus on how pupils learn
- central to classroom practice
- constructive and motivate the learner
- give constructive guidance
- develop skills of self assessment, self management and reflection

Assessment for Learning may take in all parts of the lesson:

Review/Revisit: the teacher can assess children's understanding of previous learning. This can allow for effective organisation and deployment of support within the 'practice' part of the lesson.

Read: a chance to assess children's reading and comprehension skills.

Teach: assessment for learning will be used to clarify children's understanding and identify any misconceptions so that they can be addressed immediately.

Practice: assessment for learning allows for in the moment scaffolding and support.

Apply: the teacher can assess how well knowledge has been understood as children apply it to a new task.

Reflect: children are explicitly taught self reflection skills.

Organisation

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources will be organised effectively and clearly labelled;

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- book corners will be comfortable and attractive;
- well thought out learning walls to support pupil's during lessons
- pupils will be involved in the maintenance and care of all equipment and resources.

Time Management

- Lesson activities are well planned and start promptly as soon as pupils enter the classroom.
- Children should know what to do as soon as they come into the classroom and also what to do once they have completed a piece of work.

Presentation of work

High expectations are paramount. Presentation checklists should be made available to remind children how to layout their work and this is insisted on by staff. Books must be cared for and correctly labelled using the agreed format. *(Please see Presentation of Work Policy)*

Assessment, Recording and Reporting

Formal summative assessment is carried out in accordance with national expectations. Regular assessments are used to establish the level of attainment and to inform future planning. Formative assessment is used to identify each child's progress in each area of the curriculum, and to inform future planning. *(See Assessment Policy)*

Marking & Feedback

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective marking:

- helps children understand how to improve and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task. *(See Marking & Feedback Policy)*

Reporting

Parent consultations are held twice a year and an annual written report is given in the summer term. Results of individual pupils' assessments are shared termly and the overall statistical profile is on the website.

Involving Parents

Parental involvement is vital. For the classroom teacher this means:

- Keeping parents informed of their child's learning and progress. This will include:
 - an introductory parent meeting during transition week
 - half termly behaviour and progress trackers
 - formal parents, teacher & child consultations
 - an end of year written report
- Hosting parent workshops regularly to explain methods of learning and the year group curriculum.
- Providing termly information to parents which explains what the class will be learning and how
- Involving and guiding parents in supporting their child's learning
- Providing relevant homework and clear guidelines for parental support

As a school we communicate with parents and encourage parents into school through:

- SLT being available at the start and end of every day to be available to discuss any worries or concerns
- Stay and play in FS1 as part of the induction process.
- Parents invited to celebration assemblies
- Weekly newsletters
- An inclusion team to support children and families
- Transition days
- New starter home visits and inductions
- Our website, Class Dojo and Parent Gateway

Homework

Homework is planned so that children can practise the skills taught in class. Homework begins simply focusing in EYFS with a focus on reading and builds up in expectation incrementally. *(See Home Learning Policy)*



Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly by the subject leaders and the Senior Leadership Team. A termly review of monitoring procedures is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Performance Management cycle informs learning and teaching. (*See Performance Management Policy*)