



Teaching and Learning Policy

| | |
|--|------------------------------|
| Headteacher | Mrs Cassie Pamplin |
| Written and agreed by teachers | 23.10.19 |
| Date Reviewed and appendix 2 and 3 added | November 2020 and March 2021 |
| Reviewed and appendix 4 added | May 2022 |
| Next Review Due | January 2023 |

Introduction

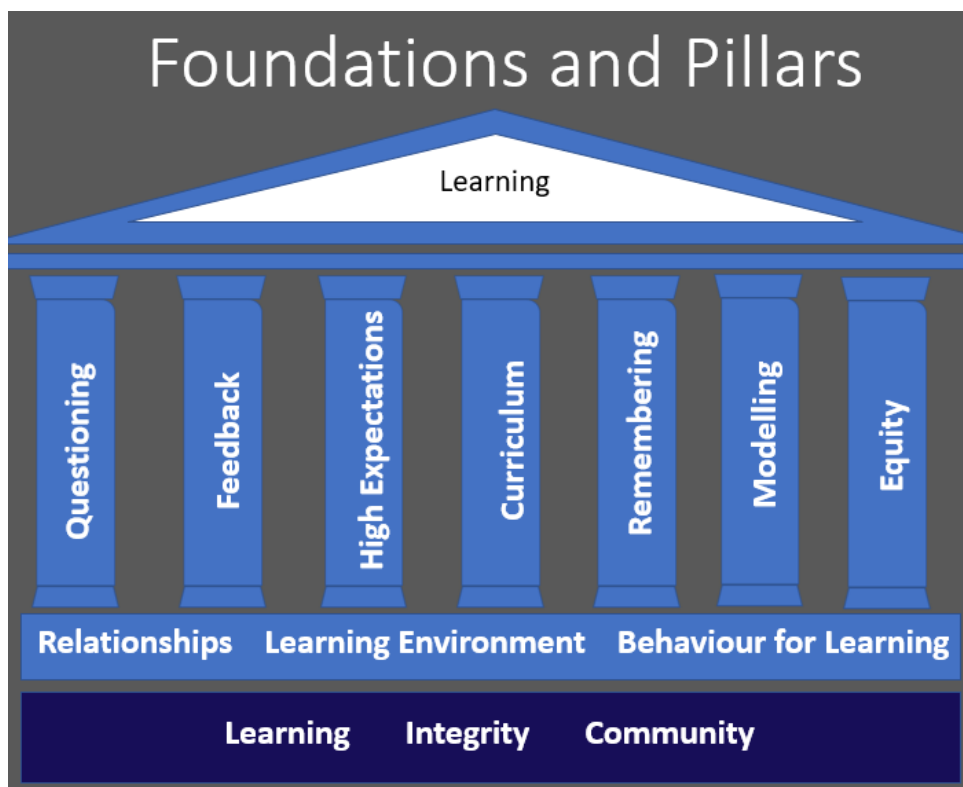
At Portreath, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and fulfilling lives.

Teaching is a cyclical process where the teachers' knowledge of individual pupils, how they learn and the progress they make is vital. Knowledge of pupils is used to inform planning, the success of which is then monitored assessed and reviewed throughout the lesson, thus informing the focus for subsequent learning.

We are a learning-focused school and believe in devoting curriculum time to teaching children how to develop as learners. This is reflected in our belief that we promote an awareness and understanding of our five learning behaviours. We helped children to be: brave, ready, resilient, responsible and happy. *We teach children about metacognition. We are explicit about why we are teaching what we are teaching and also why we are teaching in the way that we do. We try to help children to become independent and reflective learners.*

Quality First Teaching

In order for children to learn we believe they need to feel happy and secure. Not all lessons will look exactly the same, we do not believe there is one set formula that must be used in every lesson. Instead, we have principles that guide us. The Rosenshine Principles of Instruction influence how we teach and the Crofty Teaching and Learning Principles underpin how we teach:



For more details are these, please see the 'Crofty Teaching and Learning Principles' document.

As a school we discuss and reflect on how we teach regularly. In appendix 2 there is further detail about what we feel great teaching looks like and in appendix 3 what key ingredients/strategies teachers can use within a lesson. These have been created in staff meetings. We have a 'Continuous Professional and Personal Development Programme (CPPD), which is a tool for continuously reflecting and improving our teaching. As part of this we have a key whole school area of focus each term and this helps us to continually revise and refine our practice.

Key Principles when planning and preparing a lesson:

- Planning starts with the children and knowledge of their individual strengths and next steps for learning; it uses knowledge gained from 'Assessment for Learning'
- *It is important to have a clear understanding of what you want the children to learn in the lesson and consideration should be given to how this can be presented to the children (We are learning to) so they know what they are learning and why*
- *The teacher considers the long-term goal and plans the small steps that are required to achieve the goal*
- Tasks set should match the desired learning outcome and offer sufficient challenge in addition to being engaging and motivating
- Consideration should be given to differentiation through support/ resources/ challenge etc. – maintaining high expectations of achievement for all
- Resources should be organised and appropriate

- Planning should be flexible and reactive to the needs of each class and group of children

Key Principles During a Lesson:

Teachers should:

- Review previous learning (not only previous lesson)
- Share the WALT (We are Learning To) and expectations of learning with the children
- Be clear about high expectations,
- Show the pupils what good looks like, provide models and model tasks to the children, talking aloud the thought processes
- Make learning exciting, interesting and engaging
- Generate success criteria with the class which make the desired outcome and steps to success very clear to the pupils
- Pitch the lesson so children are challenged but also experience success
- Use support and scaffolding so all children experience success
- Make room for pupils to take risks, explore new thinking and test their understanding
- Focus on developing children's vocabulary
- Allow pupils sufficient time to complete the task set independently or collaboratively with peers as appropriate
- Give time to the children to practise new skills
- Give opportunities to apply their knowledge
- Use questions to check understanding and also to promote deeper thinking
- *Adopt a 'responsive teaching' approach*
- Throughout the lesson monitor pupil's progress through observation, listening and questioning – adapting the lesson as necessary for individuals, groups or the class;
- Move learning on in the lesson once children display an understanding to enable them to test/apply their learning
- Provide pupils with feedback opportunities throughout the lesson e.g. from teacher/TA, peers or self (using success criteria or model example), and children have opportunities to edit and improve on work (see marking policy)

Key Principles After the lesson

- Complete review of pupil's learning / progress through marking, discussion with other adults and reflection
- Provide pupils with purposeful feedback where necessary
- Amend any planning as necessary in the light of information gathered
- Facilitate time for pupils to respond to marking
- Retrieval practise is a regular feature in the week, and things such as quizzes are used to reactivate learning

Assessment for Learning and Responsive Teaching and Feedback

A key reason for assessment is to help the staff know what children can and cannot do, understand and know. This is formative assessment. Teachers use this information to adjust their teaching, whether this be in the moment or their planning for subsequent lessons. We gather the evidence we need for responding and giving feedback in the moment and in order to plan future lessons in a variety of ways including:

- *Use tasks and discussions that can tell the teacher where children are in terms of their knowledge and understanding*
- *Use things such as whiteboards so all the children can respond*
- Use open-ended questions
- *Use further questions to probe to get a better idea of the child's understanding and any misconceptions*
- Ask pupils to explain
- Encourage pupils to assess their own progress against agreed success criteria
- Test true understanding by encouraging application to a new context
- Revisit concepts at a distance (sometimes through mental and oral starters)
- Use mini plenaries
- *Through live marking*
- *Through occasional in depth marking*
- Use *regular* low stake quizzes
- Monitor the children as they work
- Observe and listen to the children

Learning Environment

The environment that pupils (and staff) work in is important both culturally and physically. We recognise the importance of pupils feeling safe, happy and supported, enabling them to take risks in their learning. The culture within our classrooms is inclusive, purposeful and engaging with opportunities made to reinforce the good learning habits. *The environment itself can be a learning resource* so we have a list of things that should be on display in each room (see appendix 1). Research demonstrates the importance of children feeling that their classroom is 'theirs'; with this in mind, we also expect each to be personalised to the needs and demands of each class. This personalisation will be achieved through the display of pupils' work to celebrate personal achievements and motivate others; teachers will ensure that all children have the opportunity to see their work celebrated over time.

Role of the Head

- To support the use of appropriate teaching strategies by allocating resources effectively
- To ensure that the school buildings and premises are best used to support successful teaching and learning
- To monitor teaching strategies

- To monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- To ensure that staff development and appraisal policies promote good quality teaching

Role of the Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parental consultations to discuss children's progress at least twice a year
- Giving a mid-year and an annual report to parents in which we explain the progress made by each child and indicate how the child can be improved further
- Explaining to parents and carers how they can support their children with homework
- *Providing leaflets with end of year expectations in reading, writing and maths*
- *Providing information leaflets on things such as spelling, growth mindset, reading, mental health and well-being*
- *Providing a leaflet at least once a term about what the class are learning*
- *Providing each half term a copy of at least one knowledge organiser (which includes key information and vocabulary from the topic work)*
- *A curriculum section on our website*

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

Monitoring and evaluation

Staff development needs are continually reviewed as part of the ongoing Monitoring and Evaluation timetable: information gathered feeds into the school development plan and appraisal. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation including learning walks and drop-ins
- sampling pupils' work and discussion with children
- internal and external moderation of pupils' work

Appendix 1

Environment Checklist:

School golden rules

Anti-bullying poster

Motto

Maths working wall

Maths equipment (accessible to children)

English writing wall

Spelling/phonics displayed

Book area

Internet safety posters

Growth mindset/mistake posters

Vocabulary display

General resources that children can get independently

Please note that in line with our behaviour policy, behaviour charts with names that display children who are not following the rules must NOT be displayed (this to be recorded in a book)



Teaching and Learning Policy Appendix 2

Developing Great Teaching and Learning at Portreath School

In Oct 2020 the teachers created lists to describe what great teaching involves and then we followed this up in November by reflecting on the teaching standards and adding any additional points:

What does great teaching and learning look like?

- Child centred
- Children are engaged, loving learning and having fun
- Builds on previous learning and moves children's understanding and learning on
- Flexible, adaptable and staff know when to scrap a plan
- Accessible to all
- Varied, inc. practical and considers how different children learn
- Children know why they are learning what they are learning
- Two way process-teacher reacts to the children and children reacts to the teacher
- Builds on children's interests
- Different...it depends on the child/situation, objective-it is not one fit formula
- The staff are always developing and improving as practitioners
- Creates enthusiastic and independent learners
- Staff are aware of the needs within the class and provide appropriate resources and support
- Lots of resources available to help learning styles and needs
- Good subject knowledge
- Creative and engaging lessons with great resources
- Positive praise and language used
- Children are clear about their next steps
- Effective use of summative and formative assessments (staff have a good knowledge of what the children can and cannot do and use this to plan, support and challenge)
- Children aware of their learning and their barriers- they know what to do to get help
- Ensures children make good progress
- Uses a range of behaviour management strategies to ensure positive behaviour and to promote children taking personal responsibility
- Develops children's learning behaviours and well-being

What does great provision for SEN and disadvantaged children look like?

- Enabling them to access the whole curriculum at their level
- It enables them to succeed at their small steps
- Class are accepting of all
- Low anxiety and high self esteem
- Good relationship with parents and support each other, and ensure parents know how to best support the child
- Provision integrated within the lesson with the emphasis on promoting independence
- Support allows them to be independent in the long term
- Resources at home and school that are suitable – e.g. technology and apps

- Providing life experiences
- Flexible- adapt and change ILPs when they are not working
- Recognising each individual's unique needs
- Setting ambitious targets and having high expectations
- Personalised ILP/PP Provision map
- Liaising with relevant agencies
- Transition into and out of the school year

What does contributing to the school as a whole look like?

- Knowing the children
- Having good relationships with the rest of the staff
- Playing your part and pitching in, stepping in when needed e.g. covering a duty
- Contributing to the feel and atmosphere of the school
- Being part of the whole school development, which includes being able to identify and make suggestions for how the school can improve
- Being flexible
- Sharing expertise and supporting others e.g. through subject leadership
- Offering emotional support-being there for each other, showing empathy and patience
- Active involvement in school life
- Good communication, professionalism, personable. approachable
- Take time to talk to other members of staff
- Support things such as School disco, Christmas plays
- Community involvement
- Sharing of responsibilities
- Staff conduct themselves professionally in school and in the wider community

What does working effectively with parents look like?

- Being friendly and approachable
- Empathetic of other people's situation and seeing things from their point of view/perspective
- Being 'available' to meet/speak
- Good communication-about progress, what they are learning etc, keep them updated
- Celebrate achievements of child with them
- Help them feel like part of the school
- Knowing those who do and do not read letters and communicate in other ways
- Use the parents to help you build a better picture of the child
- Working in partnership to support the child's learning
- Honest feedback and focus on the positive alongside any negative
- Getting parents involved in wider curriculum
- Resources packs and information about day to day
- Supporting parents at home inc. things such as routines and homework habits
- Signposting them to the help and support



Teaching and Learning Policy Appendix 3






Key Ingredients to Select from when Planning and Delivering a Lesson

In March 2021 the teachers discussed key teaching strategies that we use as a school. We also went back through the staff meetings from the last 2 years and added in anything that we had discussed and said that we were going to use as a strategy. From this we created the following list:

- Focus on vocab- preteach and revise
- Check for understanding throughout the lesson
- Overteach and revisit the bit they do not understand
- Find out what they do and don't know-never assume what they know
- Recap on previous lesson and reactivate learning
- Use of paired talk to discuss but also get them to explain, teach, summarise and ask Qs
- Use of images
- Get them active-kinaesthetic learning
- Clear explanations
- Not always hands up e.g use lollisticks to choose
- Unpick mistakes and misconceptions (difference between sloppy mistake and smart mistake)
- Teach each other and demonstrate to the class
- Bounce answers- children agree, disagree or build upon other children's answers
- Use of questions and also help children to be able to ask questions
- Use of mind mapping and story mapping
- My turn, your turn (I say it you say it)
- Sentence stems
- Challenge and extension tasks
- Give children thinking time
- Lots of children talk
- Use of low stake quizzes
- Activities that require children to retrieve information
- Activities that require children to link and apply information and skills
- Link to the key concepts-the big ideas (also think about subject statements)
- Be explicit about your thought processes
- Get children to set goals, monitor progress and reflect (use metacognition Qs to help this)
- Use of success criteria/marking ladders
- Self-assessment and peer assessment
- Use of knowledge organisers
- Use of story to hook them (Debra Kidd), real life, real reasons
- WALTs
- Explain the purpose of the lesson, why we are doing it, where it fits in
- Variety of audiences for work
- Use of high quality texts and videos
- Use of bitesize mindfulness
- Element of playfulness

- Use of IT
- Use of artefacts
- Use of manipulatives
- Use of grapple problems
- Live marking, use of oral feedback
- Time to respond to feedback (inc. written) purple pen
- Use of positive language and use of growth mindset and learning behaviour language
- Pitched at the right level
- Good pace and reactive to the children
- Use of resources to support independence e.g. word mats
- Use of working walls
- Use of mini whiteboards
- Variety of ways to demonstrate the learning, only use worksheets when the best way of doing it
- Modelling
- WAGOLL (what a good one looks like-share examples)
- Scaffold learning

Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 