

Teaching and Learning Policy

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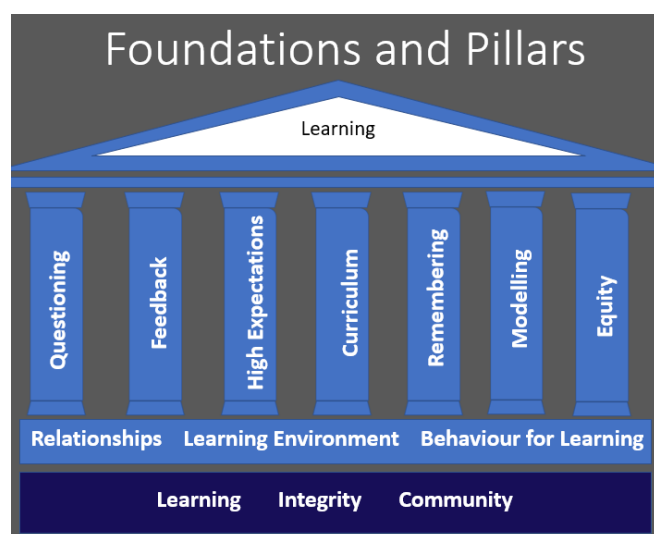
Introduction

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.—In order for children to learn we believe they need to feel happy and secure. Our nurturing and holistic approach helps our children to be ready to learn effectively. We believe good relationships are key to successful teaching and learning. Please see our relationship policy for more details about this. Through our teaching, we equip children with the skills, knowledge and understanding for their next stage of education and beyond. Our teaching and learning policy supports our curriculum drivers.

Quality First Teaching

Quality first teaching is expected from all staff. 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.

Our three main curriculum drivers are **curiosity, creativity and courage**. We want to ensure that our teaching helps children to develop these characteristics. We have created our own unique 'Growing and Making a Difference Curriculum' to enable this. Two of the key tools we utilise to achieve this are **books and people**. We have identified over 100 people the children will 'meet' during their learning in lessons and assemblies that will inspire them to make a difference. Story is the most powerful way for people to memorise information, so books form the building blocks of our curriculum.



The Crofty teaching and learning principles guide our practice.

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 a list of key ingredients/strategies teachers might use within a lesson. This have been created in staff meetings. We have an English policy and a 'Reading Journey at Portreath School' and a 'Writing Journey at Portreath School' documents that give more details. We also have a maths and a calculation policy to give further guidance.

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 the staff have a clear understanding of what they 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 adaption through resources and scaffolds, support by adults, and how children can be challenged, – 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 Lessons:

Teachers:

- 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
- When appropriate generate success criteria (or checklist) 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 appropriate
- 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. Please see Crofty MAT Assessment Policy for more details.

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 pupil attainment
- To ensure that the CPPD strategy helps staff to develop their teaching

Role of the Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We expect them to discuss with their child what they have learnt at school. 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 an end of autumn term summative assessment report for reading, writing and maths. Then a mid-year and end of year report to parents in which we explain the progress made by each child and indicate how the child can improve 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 letter at least once a term about what the class are learning
- Providing each half term, 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 (in EYFS a maths area)

Maths equipment (accessible to children)

English writing wall (WAGOLL, checklist, SPaG)

Class texts

Spelling/phonics displayed

Book area

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)



Appendix 2

Key Ingredients to Select from when Planning and Delivering a Lesson

In staff meetings teachers regularly discuss key teaching strategies that we use as a school. Here is a list that might act as a prompt for staff:

- 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 use of 'cold calling'
- 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
- 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

Appendix 3

