ANDERTON PRIMARY SCHOOL
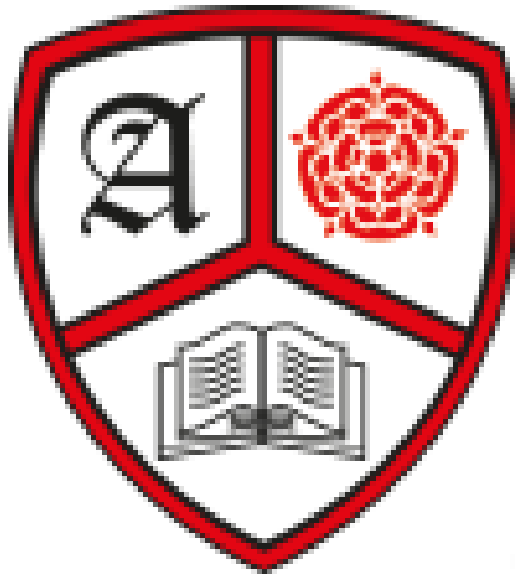
Teaching and Learning Policy

July 2022

At Anderton Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Our core values of perseverance, self-reflection, respect, trust and kindness are embedded into the curriculum.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and our five core values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, creative, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect our core values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year.

At Anderton we explore, we create, we innovate!

Our Curriculum is:

Children leave Anderton with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:

- ✓ Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- ✓ Follow the expectations as set out in this policy
- ✓ Update parents/carers on students' progress through termly reports on progress, parents' evenings and the annual end of year report.

Support staff at our school will:

- ✓ Know students well and differentiate support to meet their individual learning needs under direction from the class teacher
- ✓ Support teaching and learning with flexibility and resourcefulness
- ✓ Meet the expectations set out in this policy.

Subject Leaders will:

- ✓ Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- ✓ Sequence lessons in a way that allows students to make good progress
- ✓ Use their budget effectively to resource their subject, providing teachers with necessary resources for learning, evidenced in evaluated budget bids
- ✓ To monitor and evaluate their subject highlighting strengths and areas for improvement and communicate this through the whole school improvement plan
- ✓ Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence
- ✓ Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing assessment data
- ✓ Create and share clear intentions for their subject
- ✓ Encourage teachers to share ideas, resources and good practice and to provide CPD in order to support colleagues
- ✓ Provide enrichment opportunities e.g. visitors, extra-curricular clubs to raise the profile of their subject across school.

Senior leaders at our school will:

- ✓ Have a clear and ambitious vision for providing high-quality, inclusive education to all
- ✓ Celebrate achievement and have high expectations for everyone
- ✓ Hold staff and students to account for their teaching and learning
- ✓ Plan and evaluate strategies to secure high-quality teaching and learning across school
- ✓ Manage resources to support high-quality teaching and learning
- ✓ Provide support and guidance to other staff through coaching and mentoring
- ✓ Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- ✓ Promote team working at all levels
- ✓ Address underachievement and intervene promptly.

Students at our school will:

- ✓ Take responsibility for their own learning, and support the learning of others
- ✓ Meet expectations for good behaviour for learning at all times

- ✓ Be curious, ambitious, engaged and confident learners
- ✓ Know their targets and how to improve
- ✓ Put maximum effort and focus into their work
- ✓ Complete homework activities as required.

Parents and carers of students at our school will:

- ✓ Value learning and encourage their child as a learner
- ✓ Make sure their child is ready and able to learn every day
- ✓ Support good attendance
- ✓ Participate in discussions about their child's progress and attainment
- ✓ Communicate with the school to share information promptly
- ✓ Encourage their child to take responsibility for their own learning
- ✓ Support and give importance to homework.

Governors at our school will:

- ✓ Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- ✓ Monitor the impact of teaching and learning strategies on students' progress
- ✓ Monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Planning

Planning is a process. It has one purpose; to enable high quality delivery which enables all students to learn. All teachers are clear and precise about the knowledge and skills they want students to learn in every lesson.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?

2. Where do you want them to get to?

3. How will you know when they are there?

4. How can you best help them get there?

Each year group has a bespoke curriculum planned for, which is detailed within the year group yearly overview. Medium term planning details the learning intentions for each lesson following the key skills progression documents and the National Curriculum.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge.

Explanation

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.

2. Give clear and simple instructions and explanations.

3. Think aloud and model steps.

4. Use more time to provide explanation and provide many examples.

5. Re-teach as necessary.

Planning to meet the needs of all students

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. Teachers are expected to know the individual needs of the students they teach. High quality teaching is the first wave of intervention for meeting the needs of all pupils including those who are disadvantaged or with SEND. Differentiation should be planned over time to ensure a quality first approach which meets the needs of all students and groups and maximises the use of any additional adults in the room. When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners.

Any pupils requiring additional intervention to enable them to catch up in their learning, details of such intervention will be outlined on class provision maps or where necessary on SEND pupils Individual Education Plans.

Modelling (I do)

Teach to the top with expert instruction and modelling. To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help students to make abstract ideas concrete. E.g:

1. Demonstrate the worked activity in front of students, e.g. using the interactive whiteboard

2. Think aloud to show the thought process

 3. Show it is ok to make a mistake and empathise, e.g. I found this bit challenging too.

4. Integrate quick fire questioning e.g. why am I doing this now?

5. Provide model answers

Guided practice with scaffolding (we do)

Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc. Effective class discussion and questioning can happen at this stage.

Independent, deliberate practice (you do)

Students should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding is reduced or removed for majority of students. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of student's comfort zone.

Responsive Teaching

Teachers should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for students the lesson should be adapted or retaught differently. Students will have the opportunity to revisit prior knowledge with the use of the sticky knowledge cards and evidenced in class jotters.

For responsive teaching teachers can use:

Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of open questions, to all students, and then use what they learn from this process to adapt and reshape teaching within and between

lessons. Questions may be asked through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, completed without access to notes and used in a spaced manner. This will be evidenced in the students' jotters and during review and do sessions.

Use effective feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self assessment), but what matters is what teacher and students do with it.

 Effective feedback should:

- ✓ Be frequent and timely
- ✓ Be specific and focused on the most prominent areas to improve.
- ✓ Be accompanied by support in how to be successful and the next step
- ✓ Allow time for deliberate improvement and reflection time to cultivate an environment of redrafting work in purple pen.

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

High expectations

Teachers should always have high expectations for learning and behaviour for all their students.

- ✓ Teach to the top, with necessary scaffolds to support those who need it
- ✓ Promoting active engagement not just compliance
- ✓ Establish a growth mindset culture, mistakes are celebrated, use language of "not there yet"
- ✓ Focus praise on effort, value the "struggle of learning."

Teachers build positive relationships with all students through positive behaviour management.

- ✓ Welcome all students into your class by greeting them
- ✓ Positively remind students of expectations and learning routines
- ✓ Use meaningful praise and rewards as much as possible e.g. class dojos
- ✓ Provide students with the opportunity to change their behaviour, before receiving a consequence, continuing with poor behaviour and accepting the resulting consequence is a "choice they have made"
- ✓ Have restorative conversations when necessary
- ✓ Demonstrate consequences are temporary, e.g. new lesson, fresh start.

Metacognition

Teachers should effectively embed metacognition strategies within their classrooms.

- ✓ Make links between subject content enabling students to recognise the relevance of their learning

- ✓ Consider how pupils learn and teaching them how to manage their own learning independently
- ✓ Students will be grouped accordingly to teach children to work together effectively e.g. paired work, mixed ability or ability groupings.

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- ✓ To make secure judgements of teaching and learning across the school
- ✓ To monitor and evaluate the progress of students
- ✓ To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- ✓ To identify training needs across the teaching and support staff and drive the CPD programme.

SLT will monitor and evaluate the impact of teaching on student's learning through:

- ✓ Conducting learning walks
- ✓ Book scrutinies
- ✓ Review of termly monitoring by subject leaders
- ✓ Gathering input from student voice.

Continuing Professional Development

All staff should engage with high quality researched based CPD and to be open minded, reflective and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused around what will make the biggest impact to teachers and students, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at Anderton is:

- ✓ Focused on Quality First Teaching
- ✓ Underpinned by the Teaching Standards
- ✓ Linked to the priorities within the School Improvement Plan
- ✓ Linked to the appraisal process for all staff
- ✓ Underpinned by recent research and legislation ensuring all teaching staff achieve their best practice.