2021/2022

Ham Dingle Primary School

The best in everyone™

Part of United Learning

# Teaching and Learning Policy

## A POLICY FOR GREAT TEACHING

# Teaching and Learning Policy

*Great teaching is defined as that which leads to improved student progress. We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students.*

Our aspiration is to enable all of our pupils to develop their capacities as successful learners, confident individuals and responsible citizens who are secondary ready and ultimately go on to make an effective contribution to society. It is our hope that every pupil can look back positively on his/her school experience having achieved the highest standards of work and achievement. To this end, we provide a broad and balanced curriculum, which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills.
Our Teaching and Learning Policy is built and driven by evidenced informed research, ensuring we put evidence based teaching and learning at the heart of what we do

The school will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research, the context in which we work in, professional judgement and disciplined inquiry in our school.

## Policy Objectives

- To define and embed the school's expectations of teaching and learning that support and challenge the school to move the quality of education to 'Outstanding'
- Provide clear exemplification of highly effective teaching and learning through the implementation of the EEF 'Great Teaching Toolkit' and Barak Rosenshine's 10 Principles of Instruction
- To provide a classroom framework to help develop successful learners, confident individuals, responsible citizens who are secondary ready
- To provide teachers with a framework to inform, direct and scaffold high quality professional development which in turn leads to growth of knowledge, skills and understanding throughout their career

## The School's Teaching and Learning Principles

The school's model for great teaching presents as a simple narrative and is based on the Four Broad Dimensions of the EEF 'Great Teaching Toolkit'.

1. Great teachers understand the content they are teaching and how it is learnt
2. Great teachers create a supportive environment for learning
3. Great teachers mange the classroom to maximise opportunity to learn
4. Great teachers present content, activities and interaction that activate their students' thinking.

## Understanding the content

### All adults will ensure they have:

- deep and fluent knowledge and flexible understanding of the content they are teaching
- Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas they are teaching
- Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas they are teaching
- Knowledge of common pupil strategies, misconceptions and sticking points in relation to the content they are teaching

## Creating a supportive environment

### All adults will ensure they:

- Effectively promote interactions and relationships with all pupils that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with pupils; being sensitive to the individual needs, emotions, culture and beliefs of pupils
- Consistently promote a positive climate of pupil-student relationships, characterised by respect, trust, cooperation and care
- Promote learner motivation through feelings of competence, autonomy and relatedness
- Create a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

## Maximising Opportunity to Learn

### All adults will ensure they:

- Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so pupils understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- Are consistently explicit when applying rules, expectations, praise and consequences for behaviour
- Prevent, anticipating and responding to potentially disruptive incidents; reinforcing positive pupil behaviours; signalling awareness of what is happening in the classroom and responding appropriately

## Activating Hard Thinking

### All adults will ensure:

- Structuring: giving pupils an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all pupils succeed at the required level
- Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples

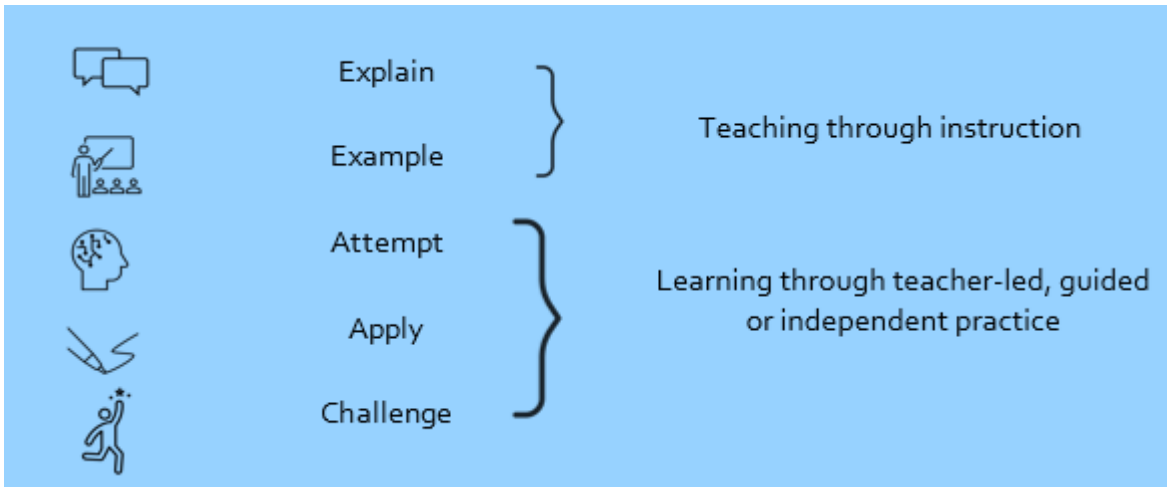
- Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit pupil thinking; getting responses from all pupils; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- Interacting: responding appropriately to feedback from pupils about their thinking/ knowledge/understanding; giving pupils actionable feedback to guide their learning
- Embedding: giving pupils tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

To support the Four Broad Dimensions of the EEF 'Great Teaching Toolkit', along with Rosenshine's Principles of Instruction, we use our **prepare** approach to bring the research to life:

| | | | |
|---|---|---|---|
| We effectively **PREPARE** pupils for their next stage of the education by… |  <br>**Plan Precisely**<br>• Build on previously taught knowledge and concepts, strengthening schema<br>• Knowledge and vocabulary<br>• Progressively sequenced learning journey's for each subject – cumulative sequence of lessons<br>• Clear learning objectives and measurable success criterial for core lessons<br>• Lesson question for foundation subjects<br>• Pre-empt and plan for possible misconceptions<br>• Plan learning environments to support and scaffold learning |  <br>**Retrieve Regularly**<br>• Every lesson begins with retrieval practise of relevant previously taught material to reduce cognitive load – Daily review<br>• Priming – preparing children to remember through structured discussions<br>• Low stakes quizzes through cumulative quizzing/Little and Often checks/Just two things/Word Paths<br>• Remembering should be effortful and assist the transference of knowledge form the working memory to the long term memory |  <br>**Explain Explicitly**<br>• Expert subject knowledge<br>• Clear and accurate explanations<br>• Information delivered in small steps<br>• Provide worked examples – full or partial<br>• Use of models/manipulatives/WB<br>• Metacognitive modelling – vocalise thought processes to strengthen pupil schema and reduce cognitive load<br>• Guided Practice – 'I', 'we' approach<br>• Provide scaffolds for difficult tasks<br>• Talk Agenda – structured questioning – cold calling, think, pair, share and say it again better<br>• Explain, Example, Attempt |
|  <br>**Practice Purposefully**<br>• Independent practice and application<br>• Repeat to increase fluency<br>• Interleaving to encourage automaticity<br>• Metacognition – encourage pupils to explain their thought processes<br>• Task design generates learning<br>• Elaborating and integrating prior and new knowledge<br>• Timely intervention to check pupil understanding - correcting or enrichment<br>• Attempt, Apply, Challenge |  <br>**Assess Accurately**<br>• Forensic in-depth gap analysis of summative assessments<br>• Identify common errors and reteach<br>• Ask lots of questions to check pupil understanding<br>• Provide bespoke live feedback – timely intervention for correction of enrichment<br>• Carpet conferences – keep up not catch-up |  <br>**Review and Reflect**<br>• Discuss teaching practices and pedagogy with peers<br>• Participate in Joint Practise Development (JPD) and Professional Learning Communities<br>• Instructional coaching<br>• Update subject knowledge and engage in latest research<br>• Read widely to support professional development<br>• Use of WalkThrus |  <br>**Evaluate Effectiveness**<br>• Monitor approaches and provide feedback to enhance provision<br>• Discuss what's working and what isn't<br>• Make changes when necessary<br>• Do what is best for pupils.<br><br>**Adult inconvenience never top trumps pupil need** |

## Lesson Design

Each lesson uses a clear structure for scaffolding pupils towards success. This is:

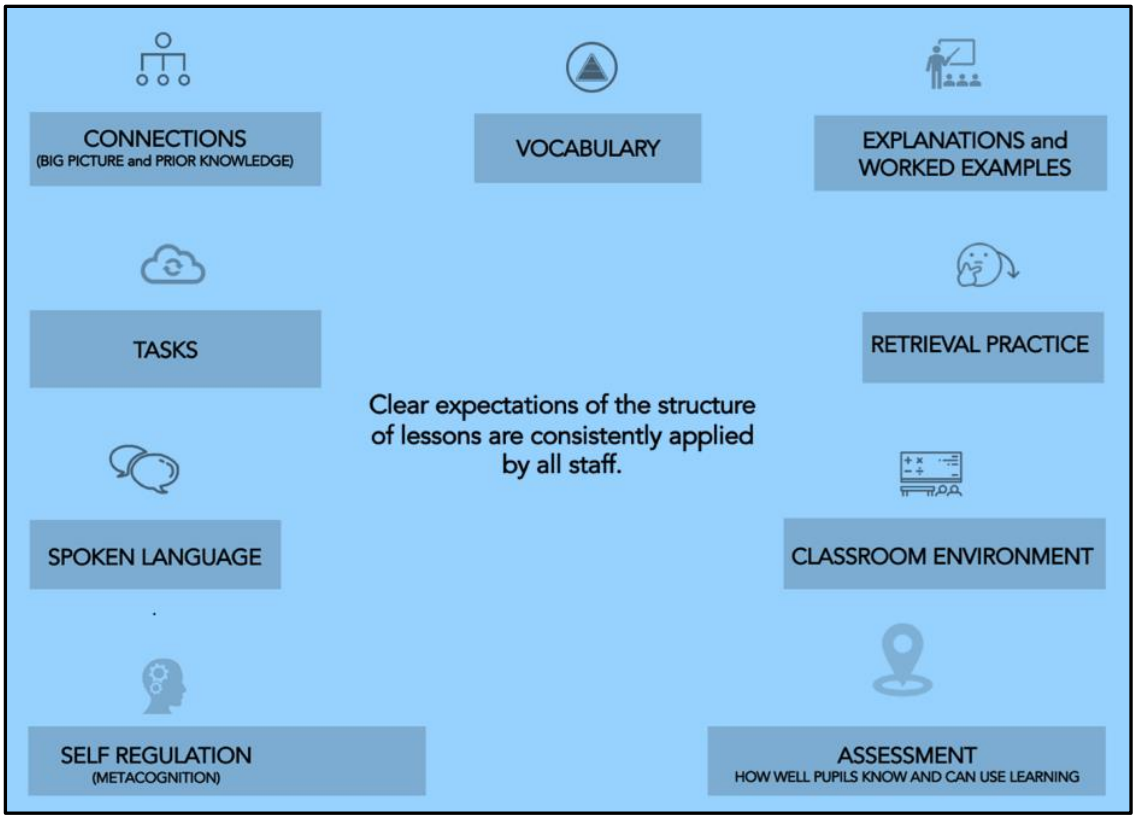



The matrix below shows where Rosenshine's Principles of Instruction supports the adult to effectively execute the school's lesson structure.

| | | | |
|---|---|---|---|
| Explain | 02 NEW MATERIAL IN SMALL STEPS<br>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered. | | 07 OBTAIN HIGH SUCCESS RATE<br>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice. |
| Example | 04 PROVIDE MODELS<br>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved. | | 08 SCAFFOLDS FOR DIFFICULT TASKS<br>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship. |
| Attempt | 05 GUIDE STUDENT PRACTICE<br>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this. | | 03 ASK QUESTIONS<br>The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned. |
| Apply | 09 INDEPENDENT PRACTICE<br>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory. | | 06 CHECK STUDENT UNDERSTANDING<br>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students. |
| Challenge | | | |

## Teaching Toolkit

Great teachers use professional and evidence-led understanding along with a wide range of tools articulated in teaching toolkits. Typically, teachers have autonomy about when and how they deploy and use these tools within lessons. The areas below form the basis of our teaching toolkit, informed by evidence-led practice.




The matrix below shows how the methods of our toolkit that support each element of the lesson Structure.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Explain | CONNECTIONS | VOCABULARY | EXPLANATIONS and WORKED EXAMPLES | RETRIEVAL PRACTICE | CLASSROOM ENVIRONMENT | SELF REGULATION | ASSESSMENT |
| Example | | | | TASKS | SPOKEN LANGUAGE | | |
| Attempt | TASKS | RETRIEVAL PRACTICE | VOCABULARY | SPOKEN LANGUAGE | SELF REGULATION | CONNECTIONS | ASSESSMENT |
| Apply | | | | | | | |
| Challenge | | | | | | | |

## CONNECTIONS
(BIG PICTURE and PRIOR KNOWLEDGE)

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## VOCABULARY

Explicit vocabulary instruction of Tier 2 and Tier 3 words. Teach a few words regularly and use them all the time.

|

Use vocabulary maps on working walls and incorporate into pupil practice to remember and connect meaning.

|

Pupil vocabulary organisers may be used with the teaching of Tier 2 and Tier 3 words.

|

Teach **etymology and morphology** of words help to unwrap meaning. This makes sense of vocabulary in context, helps pupils acquire a deeper understanding and unlocks thousands of other words.

|

**Vocabulary connection maps** help construct long-term memories through oral rehearsal and conscious use.

## EXPLANATIONS and WORKED EXAMPLES

Where relevant, **prior knowledge** is clearly referenced and brought to the attention of pupils, so they can think about it.

|

**Lesson questions** are posed, drawing upon prior knowledge.

|

**Fully worked** examples are clearly modelled when knowledge is new.

|

**Partially worked** examples are used to build upon knowledge which has been taught.

|

**Resources** clearly support explanations, including high quality books, maps, images, atlases, globes, diagrams and video (if appropriate).

|

**My turn, our turn, your turn** mastery techniques are used to support guided and independent practice.

|

Ensure pupils have resources/manipulatives to support independent practise.

## TASKS

Diagrams and drawings are not decorative or representational. They can be **explanative** - demonstrating cause, effect and consequence or **organisational** - showing relationships and comparative thinking.

|

**Images are used to scaffold and present** structured opportunities that enable elaboration and rephrasing of the knowledge-rich content.

|

**Skills are developed and applied** through vocabulary-rich and practical tasks,

|

Knowledge notes reduce the split-attention effect and support children to work with more independence.

|

**Technology:** use interactive web-based software, such as Wordwall, to enable deliberate and generative learning tasks to take place before summarising and integrating new understanding.

## RETRIEVAL PRACTICE

Use the **lesson question** to activate engagement or focus attention to prior learning

Techniques used to support retrieval practice, include:

**Cumulative questions** are built into each lesson sequence and are used diagnostically.

|

The **end of study quiz** summarises what children know and can retrieve.

|

Use **Two things** technique to help children show what they know at the point of learning, or near the point of learning.

|

Phased **vocabulary questions**, increase in breadth and depth.

|

**Focused summaries** with word connections maps and explanations support pupils to draw on prior knowledge.

|

**Partial diagrams** and models used alongside vocabulary instruction help increase coherent schemata formation.

|

**Self questioning** strategies increase the retrieval of **taught knowledge** using question and statement stems.

## SPOKEN LANGUAGE

Scripted explanations of vocabulary are live modelled with attention paid to the phases of vocabulary acquisition:

|

Language is framed for challenge and success. Vocabulary promotes the level of ambition across the curriculum through precise disciplinary literacy.

|

Define, decode, use, connect, deconstruct and analyse.

|

Oral modelling and rehearsal. For example, a geographical sentence is a dynamic component of every lesson.

|

A variety of models are used to affect the impact of oracy, including rote and recitation techniques, instruction, discussion and dialogue.

## SELF REGULATION
(METACOGNITION)

Self-regulation is made visible through **clear modelling.**

|

**Resources that guide** and instruct are used by pupils to plan, monitor and evaluate their own learning.

|

Pupils evaluate their studies through **self-regulation techniques** such as flick-back techniques, marking up on **knowledge organisers** and **knowledge notes.**

|

Children are initially directed to make cross-subject connections drawing on current and new understanding.

## CLASSROOM ENVIRONMENT

Pupils know and use examples from live modelling – My turn.

|

Children can **explain** what they are for and how they help.

|

Vocabulary, diagrams and explanations are **modelled** and clearly **accessible.**

|

Vocabulary connections maps, explanative or organisational drawings **help pupils make sense** of the knowledge taught.

|

**High quality books and images** create a sense of geographical wonder, for example, and curiosity.

|

World maps, newspaper articles, and events bring **Geography in the News**, for example, to the attention of pupils.

|

**Enhanced provision** supports skilful practice of taught knowledge, such as 'Geography Meetings' where pupils practise identifying countries of the UK with increasing independence.

|

**Sweller's Cogntive Load Theory –** working walls and scaffolds are prepared in accordance with CLT

## ASSESSMENT
### HOW WELL PUPILS KNOW AND CAN USE LEARNING

**Formative assessment** draws upon a range of tools that help pupils and teachers know where learning is strong and where misconceptions lie.

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**Questions** frame the lesson content. These are designed to act as a hinge for testing out how well pupils know and can use current learning and connect to prior learning.

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The results from cumulative lesson quizzes present a coherent picture for pupils and the class teacher. They outline who knows what and where pupils have struggled. As a result, post- or pre-teaching can be planned to close any knowledge gaps.

|

Whole Class Assessment methods allow teachers to monitor and evaluate.

## Professional Learning Communities

To support the professional growth of all adults in school we use instructional coaching following the five-step guides using WalkThrus. The table below sign-posts which five-step instruction guide supports the methods in our Teaching Toolkit.

| | | |
|---|---|---|
|  CONNECTIONS (BIG PICTURE and PRIOR KNOWLEDGE) | P26 – 27<br>P50 – 51 | P54 – 59<br>P62 – 63 |
|  VOCABULARY | P26<br>P54 – 55 | P60 – 61<br>P72 – 73<br>P103 – P104 |
|  EXPLANATIONS and WORKED EXAMPLES | P52 – 53<br>P68 – 71 | P76 – 81<br>P116 – 117<br>P124 - 131 |
|  TASKS | P20 – 23<br>P27 | P82 – 87<br>P124 - 131 |
|  RETRIEVAL PRACTICE | P68 – 75 | P82 – 87<br>P112 - 117 |
|  ASSESSMENT (HOW WELL PUPILS KNOW AND CAN USE LEARNING) | P28 - 29 | P94 – 95<br>P96 – 99<br>P104 – 109<br>P120 - 123 |
|  SPOKEN LANGUAGE | P90 - 93 | P96 – 99<br>P118 – 119<br>P120 - 121 |
|  CLASSROOM ENVIRONMENT | P30 – 31 | P36 - 47 |
|  SELF REGULATION (METACOGNITION) | P27<br>P82 - 87 | |