|  |  |
| --- | --- |
|  | Teaching and learning Policy |
| Approved Autumn Term 20 | Review Autumn Term 23  |
|   |  |
|  |  |
|   |  |
|   |  |

This policy sets out the aims, principles and strategies for teaching and learning at St John the Baptist RC Primary School. We offer a rigorous knowledge-led curriculum and its implementation is the responsibility of all the members of the school community. The aim of this document is to help the teachers in the school become the most effective teachers they can be by using principles established from research and experience. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

Through our teaching we aim to:

* achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
* secure knowledge into long-term memory
* develop secure schemas with connected networks of ideas
* equip children with knowledge and cultural capital that they need to succeed in life
* provide a high quality provision for pupils to express themselves creatively
* enable children to become confident and interested learners, actively engaged in their own learning
* develop children’s self-respect and for the cultures and values of others
* develop the Learning Dispositions of communication, collaboration, resilience, determination, independence, curiosity and reflection

Strategies for Teaching and Learning

* Lesson objectives, which focus on learning, are explicitly shared with pupils, using age-appropriate language
* Children can be involved in co-constructing the success criteria so that they know what they need to do to be successful
* Teachers work with individuals and groups during lessons to develop pupils and students’ understanding
* Learning behaviours are consistently promoted and high expectations are set for this
* Teacher talk is kept to a minimum (typically no longer than 10 minutes)
* Challenge opportunities are open-ended and appropriate
* Teachers model excellence and how to achieve it
* Teachers link new knowledge to existing knowledge
* Misconceptions are routinely anticipated and corrected
* High expectations of quantity, quality and presentation of work are embedded

We have adopted the Rosenshine’s principles of instruction as a basis for high quality teaching and learning

1. Each lesson begins with a **short review of previous learning**. This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson. At St John the Baptist, teachers use multiple-choice quizzes, timed tests, counting activities or review knowledge organisers.

2. **New material is presented in small steps** with pupil practice after each step. Only small amounts of new material are given at any one time, and then pupils are helped as they practice this material. Our working memory can only hold a few bits of information at once - too much information swamps the working memory. Effective teachers present only small amounts of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced. They check pupil’s understanding on each point and reteach when necessary.

3. **Ask lots of questions and check the responses of ALL pupils**. Questions help pupils practice new information and connect new material to their prior learning. Questions provide necessary practice and allow a teacher to determine how knowledge has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. Teachers at St John the Baptist also ask pupils to explain the process they used to find the answer. Teachers might ask pupils to: - TTYR- Turn to your partner; Summarise the main idea in one or two sentences or repeat the procedures to a neighbour; Write the answer on a mini-whiteboard and hold it up; -Explain how you worked out the answer; -Raise hands or raise hands if they agree with an answer someone else has given. The school has a policy of avoiding ‘hands ups’ as this can be the same child answering each

time and can involve guessing what is in the teacher’s head. Teachers target questions at specific pupils and students to support and challenge them at their level, providing sufficient thinking time

* Ask a range of types of questions (for example Blooms Taxonomy hierarchy) to extend pupils and students’ and students’ thinking and deepen their understanding. (This hierarchy should not be used to differentiate, but rather to ensure all pupils and students are appropriately challenged by a range of questions and activities.)
* Ask follow up questions to encourage pupils to give reasons for, or reflect on, their answers

4)**Modelling**, done well, is an immensely powerful teaching tool. This should be used appropriately and as required to develop pupils and students’ skills. Not all pupils and students will need the same level of modelling so, as with other teaching tools, teachers should identify those pupils and students who can make a start more quickly.

Providing pupils with models and worked examples can help them learn to solve problems faster. Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps.

 When modelling we:

* Prepare appropriately by thinking the task through, but not rehearsing it or producing a finished product in advance, as this loses the impact
* Think aloud, taking care to explain why you are making the decisions
* Ask pupils and students why they think you might be making those decisions
* Be ‘realistic about the approach, acknowledging when some elements are challenging or difficult to start
* Use relevant vocabulary
* Model to relevant groups and individuals, optimising learning time for pupils who do not need the rehearsal of modelling
* Take care not to over-support so that pupils and students become reliant on a model to get started
* Compare with other finished work so pupils and students can consider which is more refined, relevant, etc.

5. **Guide pupil practice**: Successful teachers spend more time guiding pupils’ practice of new material. After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time having pupils work out problems with teacher guidance. Pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a guided group.

6. **Check for pupil understanding**: Checking for pupil understanding at each point can help pupils learn the material with fewer errors. Effective teachers frequently check to see if all pupils are learning the new material. They check for understanding by asking questions, by asking pupils to summarise the presentation up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. At St Johns we avoid asking, “Are there any questions?” Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or defend their position to others. This can help to limit misconceptions. The wrong way to check for understanding is to ask only a few questions, call on volunteers to hear their (usually correct) answers, and then assume that all of the class either understands or has now learned from hearing the volunteers’ responses.

7**. Obtain a high success rate**: It is important for pupils to achieve a high success rate during classroom instruction. Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged.

8. **Provide scaffolds**: The teacher provides pupils with temporary supports and scaffolds to assist them. Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, checklists to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers should carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all.

9. **Require and monitor independent practice**: Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory. Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work – the optimal

time for these contacts was 30 seconds or less. Cooperative learning can increase achievement if it provides extra instruction through someone else (the other pupil) explaining the material to the pupil.

10. **Engage pupils in weekly and monthly review**: Pupils need to be involved in extensive practice in order to develop well-connected automatic knowledge Pupils need extensive and broad reading and extensive practice in order to develop well connected networks of ideas (schema) in their long-term memory. When one’s knowledge on a particular topic is large and well-connected, it is easier to learn new information and prior knowledge is more readily available for use. For this reason, we employ weekly reviews in mathematics, opportunities to retrieve knowledge at the start of lessons, weekly reviews as part of homework, knowledge organisers for revision and end of unit assessments. These principles are presented in the Appendix B in a thematic interpretation suitable as a reminder or for displays.

**Differentiation**

At St Johns we teach mixed year group. Differentiation is of the upmost importance and is needed for all children to reach aspirational learning goals. Scaffolding planning with guided practice leading to independent practice. Scaffolding can be a temporary support and can be achieved through selecting different resources to support learners, providing distinct tasks , different levels of questioning and feedback to support or push pupils.

**Planning**

Good planning is essential for effective Teaching and Learning. The stages of planning at St John the Baptist are:

1. National curriculum supported by schemes and computer platforms such as White Rose Maths, Read, write, Inc, IXL learning, Purplemash, Come and See(RE), Primary Connected Geography and History.
2. Long term and Medium term plans developed by the Curriculum lead which show the progression of knowledge that pupils should be taught to recall in topics. Assessment opportunities are planned for and provide formative assessment to plan future sessions.
3. Short term planning – Teachers plan weekly to provide specific learning objectives, success criteria and outcomes for each sequence of lessons.

**The Learning Environment**

The Learning Environment should be orderly, stimulating and aid learning. Displays should value work and help to scaffold the learning process. Key vocabulary should be on display as well as key questions to promote thinking. Displays should be of a high standard. Every classroom should have working walls for English, Maths and RE and be updated each week. Other displays should reflect current work being taught. Worksheets should not be displayed. Vocabulary from current class texts should be on display and large enough for pupils to read. Pupils should know where to

access math’s equipment and be able to access resources independently. Maths equipment needs to be easy to access and organised. Support materials such as scaffolds need to be available on working walls and on tables.

Middle leaders should monitor the areas they lead in their designated subject leader time through learning walks. This will include conversations with other teachers, work scrutiny, planning scrutiny and discussions with pupils

**Seating**

Teachers need to be able to justify seating arrangements. A seating plan needs to be available with the pupils name, significant group, prior learning level and target. This needs to be available in the class file. Seating arrangements should optimise opportunities for peer learning

**Tidiness**

General tidiness across the school is the responsibility of everyone. Pupils should be trained to share this responsibility. Classroom and corridors should be kept tidy and pupils should be trained to tidy up after themselves and take pride in their classroom. Routines must be established early in the term to ensure that floors, chairs and every desk is clear at the end of the school day of pens, paper, books and other stationary to allow for the caretaker to clean effectively. Teachers should allow sufficient time at the end of each day to tidy their classroom.

**Knowledge Organiser**

Knowledge organisers capture the key dates, information, and terminology for a topic. The information is the essential that needs to be known to succeed. This needs to be stored in the long term memory. Other technical vocabulary and facts will be met during the learning. Information to be learnt can be set through retrieval practice for homework, revisiting it in class through low stake tests and quizzes. Pupils need to accept that it is okay to make mistakes and this is how we deepen learning.

**Common areas to address**

1. Ensure that we have high expectations for written work. Work needs to be presented neatly and children need to take pride in their work and respect their books. Doodles and drawings are not acceptable on the outside of their books. Ensure that we do not accept mediocrity. This includes verbal answers. Ensure children answer in full sentences and link ideas. Do not celebrate work being completed at the expense of quality.
2. Ensure that there are high expectations of behaviour and that low level disruption is addressed. The teacher needs to be aware of everything that is happening in the classroom, in

the corridor and in the toilets. If you want pencils down that is everyone, eyes front that is everyone. Low level chat and off task behaviour is not acceptable. The teacher needs to own the space and be assertive in a calm firm manner. At any time a teacher can re-set, explain or re-establish the level of focus and attention that is required.

3)Pupils need lots of practice with feedback. Practice needs to get progressively harder. Too much time can be spent explaining a task and not enough time for practising it. Pupils need time for both. During practice allow children to concentrate. It can be easy to interrupt constantly with helpful hints and tips.

4)We need to spend every minute of time productively. If a question is asked and the majority of pupils cannot answer it and are relying on getting the information from someone else then you are making the pupils, ‘Guess what’s in my head?’ This is to be avoided. If pupils have forgotten previous knowledge then try TTYP ‘Turn to your partner’ and allow them to talk to a partner before answering.

5)Over use of group work. Collaborative learning can be a useful tool where everyone in the group has a role. Group work can involve working in pairs and helping each other with an independent task. There is a time for independent practice carried out in silence where pupils can really focus without distraction and can give a reliable indication of what pupils can do on their own.

Appendix 1

Knowledge Organiser

Key tips

1. Use a bold font for heads and key terminology
2. Avoid using dark fonts on a dark back round
3. Diagrams and images should be simple and clear
4. Definitions for key vocabulary should be written with the intention that pupils remember it
5. Knowledge organisers are not designed as a reference source. Pupils are expected to learn the information and retrieve it from their memory.