

Teaching and Learning Policy

West Hill Primary School



Approved by:

Date:

Last reviewed on: November 2023

Next review due by: November 2025

Rationale

This policy offers clarity about what the expectations of teachers are when working at West Hill Primary School. This policy should be fulfilled in line with the expectations laid out and agreed in the 'West Hill Curriculum.

This policy defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school. Aspects such as the marking code should become common practice in the same way as the steps in the Behaviour for Learning Policy. The teaching and learning criteria will be monitored, but the main purpose is to ensure progress over time rather than ease of monitoring.

Introduction

Children learn in a variety of different ways. At West Hill Primary, we provide a rich and varied learning environment that allows our children to develop their skills and abilities to their full potential. We believe in using an evidenced informed approach to ensure our pupils achieve the greatest outcome possible. Evidence informed pedagogy helps us to identify the most effective strategies, supported by research evidence, as being the most likely to result in optimal teaching and learning and so have the greatest impact on pupil outcomes and life chances. Using this approach also reduces teacher workload by identifying those practices that have a large impact on workload but little impact on learning. This approach also prevents us from using ineffective practices that may result in "surface" learning and not equipping our pupils with the deep, meaningful knowledge and skills needed for the next stage of their education.

Through our teaching we aim to:

- develop core skills that enable children to build strong foundations rooted deeply in a clear and concise focus on reading, writing, maths and emotional literacy;
- offer a creative approach to learning which develops a love of learning and encourages all children to have enquiring minds and become independent and collaborative learners;
- promote pupils' spiritual, moral, social, emotional and cultural development through a broad and balanced curriculum which provides support and challenge;
- encourage children to become responsible citizens who can make a positive contribution to society and show care, consideration and respect for difference of race, creed, culture and gender.

Our evidenced-informed approach is supported by a range of research including:

1. MARGE: a whole brain learning approach-five principles of effective learning.
2. What makes great teaching-Six Components of Great Teaching.
3. The science of learning-Deans for Impact.
4. Cognitive science approaches-Education Endowment Foundation.
5. Cognitive load theory-Centre for Education Statistics and Evaluation.
6. Tom Sherrington-author of Walkthrus

7. Teacher feedback to improve pupil learning- Education Endowment Foundation.
8. Barak Rosenshine-professor in the Department of Educational Psychology Illinois.

Many of our pedagogical approaches (but not all) are based upon Rosenshine's ten key principles, which he argued underpin any effective approach to instruction in lessons which are:

1. daily review
2. present new material using small steps
3. ask questions
4. provide models
5. guide Student practice
6. check for student understanding
7. obtain a high success rate
8. provide scaffolds for difficult tasks
9. independent practice
10. weekly and monthly review

Effective teaching and learning

We encourage children to take responsibility for their own learning and reflect upon the way they learn.

We focus on keeping the children motivated and building on their skills, knowledge and understanding.

The school curriculum sets out what is to be taught to each year group and we believe that effective learning has taken place when children retain skills, knowledge and understanding over a sustained period of time.

At West Hill teachers:

- identify the significant gaps in children's learning (assessment)
- plan purposeful lessons to narrow the most significant gaps (planning)
- deliver these focused lessons (teaching)
- mark and provide feedback (evaluating/reflecting)

During lessons teachers will:

- have a clear learning objective which is shared and clarified with pupils
- demonstrate a clear link to previous and future learning
- ensure there is a review of the learning at the end of the lesson
- deliver appropriate challenges for all pupils
- use appropriate and engaging resources
- deploy teaching assistants as effectively as possible
- ask a range of effective questions to check understanding and learning
- treat children with kindness and respect, ensuring that they all have equal opportunity to succeed
- provide opportunities for independent learning

- ensure vocabulary is shared, clarified with pupils and referred during teaching and learning

Marking and Feedback

At West Hill Primary School, we have high expectations about the quality of children's written work. Teachers must ensure that the quality, quantity and presentation of work meet these expectations and is in line with the Marking and Feedback Policy.

The purpose of marking and feedback is to ensure pupils:

1. Understand what they have done well.
2. Understand how to improve.
3. Make visible signs of improvement as a result of feedback.

Planning

All classes

- Plans for each class are available on the P Drive: *P:\STAFF ONLY\Whole school planning*
- Timetables for every class are on display in the classroom

Early Years

- Outdoor and indoor learning plans must include learning objectives for all the EYFS strands.
- Access to outdoors/free flow activities must be included – equal and timetabled for all classes.

Key Stage 1 & 2

- There are medium term planning grids for foundation subjects.
- Trips are included in medium term plans.
- Meetings take place with parents throughout the academic year.
- Newsletters are sent out each term.

Consistency in the Classroom

Displays should include:

- 100 Square
- RWI speed sounds
- Reading skills (pawsome reading gang)
- Handwriting poster
- Groups of words and sounds that are being worked on eg ai, ay, tricky words
- For Key stage 2 a Multiplication Square
- Working Wall-outline of the unit-the key steps on the way-vocabulary pupils will encounter
- Number lines
- Recognition board
- Behavior rules for whole school-ready, respectful and safe
- Zones of regulation

Vocabulary cards relating to subjects that term

- The class time-table & visual timetable
- Resources must be clearly labelled and accessible
- Displays of children's work must be high quality, properly labelled and contain

questions or explanations.

Learning Journey will include:

1. The Launch

This is the hook into the children's learning. It gives all the children a shared common experience to draw upon. *It will motivate and inspire the children to engage with their learning.* It must be a first-hand experience.

It might involve:

Use of artefacts

Storytelling

A visit or trip linked directly to the children – maybe the children find a letter or challenge whilst there

Video

A visitor/expert

A phone call or email from an expert or character

Music

Use of the grounds/outside

A dramatic change to their environment

Food and/or drink

Home task – perhaps making or preparing a presentation

Teacher and/or adult in role

2. Tree of Knowledge

This engages the children in their learning and allows them to steer their learning. It could include:

A mind-map or record of what the children know already about the subject – this could be ascertained through quizzes, pyramid activities etc

What and how the children want to learn about the subject

It should be adapted and built upon as the learning journey progresses

It should be reviewed and revisited at the end of the journey

3. The Learning Journey

This gives the children an overview of what they will learn on the journey. This is either a display or a record in the children's learning journey. It could include:

Which subject area the children will be studying

What knowledge and skills they will learn in each subject

Knowledge organiser

Overview of journey with identified vocabulary

4. Celebration

This is a culmination of the children's learning – of the knowledge, skills and understanding they have acquired through their journeys; where possible parents will be invited to share in the celebration. It might involve:

A display

A presentation of any form

First-hand experience involving role play

Creative outcome

Book making

Written review for a specified audience

Blog

Trip or visit

Photo diary

Subject day

5. The Learning Experiences

We want pupils to understand and appreciate the uniqueness of each discipline; to leave primary school understanding what each subject is. We want to promote a love and intrigue of each subject and do each one justice. Where possible, we make connections with the wider curriculum as we recognise that it is crucially important for children to learn skills and make links between their learning.

RE and some subjects may be blocked into units which may have meaningful links to other areas of the curriculum.

English and maths will be taught daily - wherever possible links will be made with other areas of the curriculum.

PE is taught twice a week as we value the impact physical education can have on mental health and wellbeing. PSHE will be taught every week - wherever possible links will be made across the curriculum.

Skills such as handwriting, spelling, punctuation, grammar, phonics and reading will be taught as discrete subjects and applied where appropriate.

Some areas of computing will also be taught discretely especially E safety.

The Role of Key Stage and Subject Leaders

Key Stage and Subject Leaders provide professional leadership and management to secure high-quality teaching, effective use of resources and improved standard of learning and achievement. Strong key stage and subject leadership is essential in order to ensure an enriched, broad and balanced curriculum.

The key role of Key Stage Leaders is to:

- provide a model as a consistently good or better classroom practitioner
- provide support to members of the key stage
- implement the agreed curriculum policies of the school
- promote high standards of behaviour from the pupils
- participate in or lead staff meetings
- liaise with parents

The key role of Subject Leaders is to:

- Ensure that there is a policy for the subject and that this is kept up to date
- Devise, monitor and evaluate an annual action plan for their subject
- Monitor the provision of the subject through observations, work scrutiny and planning scrutiny
- Ensure that resources are available, up-to-date and in good condition.
- Ensure all pupils make good progress in their subject
- Provide guidance and training to staff within their area of expertise
- Assist with planning, teaching, assessment and reporting within their subject
- Ensure that their subject has a high profile within the school

Inclusion

We are a fully inclusive school and ensure that all children, whatever their background, level of need or ability are part of the school community. We have high aspirations for all our pupils. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. They:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We inform parents about their children's learning by:

- holding parent/teacher meetings three times a year
- sending home regular newsletters explaining what the children will be learning and how this can be supported at home
- holding parent meetings for particular subjects to demonstrate how a subject is taught
- updating the school website with photographs and news about school activity and learning

We would like parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- 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
- fulfil the requirements set out in our Home School Agreement.

1. MARGE: a whole brain learning approach-five principles of effective learning.

<https://headguruteacher.files.wordpress.com/2018/10/marge.pdf>

2. What makes great teaching-Six Components of Great Teaching?

<https://www.cem.org/blog/6-elements-of-great-teaching>

3. The science of learning-Deans for Impact.

<https://www.deansforimpact.org/tools-and-resources/the-science-of-learning#:~:text=The%20Science%20of%20Learning%20summarizes,in%20how%20learning%20takes%20place.>

Cognitive science approaches-Education Endowment Foundation.

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom>

4. Cognitive load theory-Centre for Education Statistics and Evaluation.

<https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2017-cognitive-load-theory.pdf>

5. Tom Sherrington-author of Walkthrus

<https://walkthrus.co.uk/>

6. Teacher feedback to improve pupil learning- Education Endowment Foundation.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

7. Barak Rosenshine-professor in the Department of Educational Psychology Illinois.

<https://www.scribd.com/document/340831803/Rosenshine-Principle-of-Instruction>