

~Teaching and Learning Policy~

Spring 2024

SMILE

At Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of speaking, moving, imagining, learning and exploring. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way, potential is realised.

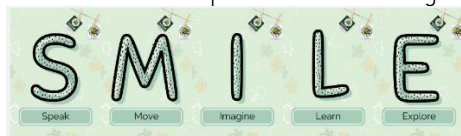
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- Philosophy and Aims
- Teaching and learning (inc linked policies)
- Inclusion
- Assessment
- Roles and Responsibilities
- Policy Review

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Mission Statement: "Valuing Everyone and Aiming for Our Best"

We want all children to aspire to be the best they can be and to value all members of the class embracing the similarities and differences. We want all teachers to aspire to be the best they can be.



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Policy Purpose

This policy promotes best practices and establishes consistency in Teaching and Learning across the school. It aims to ensure that all children are provided with high-quality learning experiences that lead to a consistently high level of pupil achievement and attitude. This policy closely links to the [Teacher Standards](#) and provides details on how the standards look in practice.

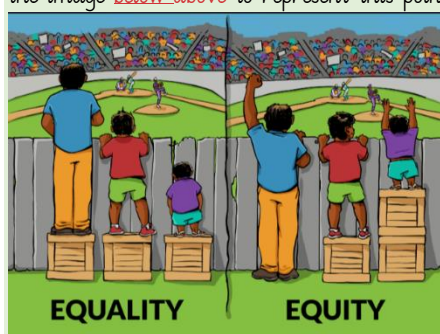
Aim and Values

WE VALUE BEING EQUITABLE, INCLUSIVE, ASPIRATIONAL, KIND

Why are these our values?

All of these values link to our mission statement. When we value everyone, we give everyone what they need and this looks different for different people. It also means we include everyone. Aiming for our best means being aspirational and believing we can achieve highly. Kindness is key at Chuter Ede and not only do we encourage kindness between all members of the school community, we also promote kindness to self.

- Being fair and equal with everyone is important to us. We know that equality and equity are different and we use the image [below](#) to represent this point.



INCLUSIVE- We want everyone to feel like they belong and are part of our school community no matter what. We welcome all pupils and aim to meet the needs of all learners.

ASPIRATIONAL- Our local area has a history of low social mobility. A Social Mobility Commission report on social mobility in November 2017 identified our local district as one of the least socially mobile areas in the country. It is crucial that we are aspirational for our children and promote the message that they can work hard, be [successful](#) and aim high.

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KIND- Showing kindness every day at Chuter Ede is one of the most important things we do. Being kind to ourselves and others is of utmost priority to us.

At Chuter Ede, the fundamental British Values of **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for Those with Different Faiths and Beliefs** are woven through the culture and curriculum of our school. Through the curriculum, our children develop skills and attitudes that allow them to positively participate and contribute to life in modern Britain and the wider world.

Evidence Based Teaching in Practice

The Evidence Based Teaching Network describes six stages to outstanding teaching and learning, outlined below. These stages describe an effective learning cycle, enabling all children to close gaps in existing knowledge and build new understanding in a comprehensive and progressive way, throughout KS1 and KS2. For specific details on Teaching and Learning in EYFS, please see the EYFS Policy.

The following table provides an outline of these six stages and an overview (and links) to how Chuter Ede Primary School ensures that they are met.

	Six Stages of Outstanding T&L	How we aim to achieve this
1	Orientation Orientation is how the school creates the right context for learning. It includes the space children learn in, the culture and high expectations and the attitude pupils bring to their learning.	<u>1.1 Our School Values and 'Be Chuter Ede'</u> WE VALUE BEING EQUITABLE, INCLUSIVE, ASPIRATIONAL, KIND Whilst these are our values, we recognise that learning behaviours should be taught and encouraged to enable excellent progress. To achieve this, we have clearly set out the behaviours that are expected of all members of our school community. <u>1.2 Behaviour Policy</u> We believe that children learn best when they are encouraged to form positive relationships with their teachers, peers and other members of the school community. Strong behaviour management, based upon clear, consistently applied requests and positive reinforcement is fundamental. Children need to feel secure and relaxed to learn and know if they make the wrong choice, they can learn how to not make the same decision again. When appropriate, a period of reflection and a restorative conversation will take place. We strive for a school where: Pupils demonstrate high levels of engagement, commitment and cooperation within learning time. Pupils respond well to teachers and lessons proceed without interruption. Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress. Work is sustained with a sense of commitment and enjoyment. Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available. A copy of our behaviour policy can be found here: [hyperlink] <u>1.3 High Expectations</u> Teaching staff have high expectations for all pupils and believe in their capacity to succeed. They need to ensure that their language, teaching strategies and behaviours do not limit

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		pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias. It is also important that children are taught and encouraged to embrace challenges and demonstrate resilience in their learning through growth mindset techniques and the power of yet and because. <u>1.4 Environment</u> Classrooms and shared spaces around school are organised, accessible, attractive spaces that value the children and learning. They reflect our professionalism and school values and encourage a calm focus. A copy of our Environment policy can be found here:
2	Knowledge New learning builds on what we already know.	<u>2.1 Curriculum Design</u> The curriculum is delivered through a subject specific approach. Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with <u>a</u> subject/unit of work for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum: The Primary National Curriculum 2014; The Early Years Foundation Stage Framework ; The Nottinghamshire "RE For All" Agreed Syllabus for Religious education; Relationships and sex education (RSE) and health education <u>2.2 Progression Documents</u> All curriculum subjects have a progression document that details knowledge from the National Curriculum and Early Year Goals the children should learn in each year group divided into substantive and disciplinary knowledge. The documents are sequential and progressive allowing children to build upon prior knowledge. All progression documents can be found on our website. <u>2.3 Shared language</u> It is essential that teaching staff use similar and progressive language to allow children to build their knowledge and be able to know and remember more. All subjects have a progressive vocabulary list that should be used at each stage. We encourage children and adults to use this vocabulary in their work and conversations to aid their knowledge and application of new learning. Key vocabulary is displayed in the classrooms. <u>2.4 Planning</u> Planning per year group is detailed on three key documents: i. Long-term plans that show which half-term the substantive and disciplinary elements will be taught, enrichment activities and link school values. (whole school document) ii. Medium-term plans for each half-term break the substantive and disciplinary statements down into lesson knowledge objectives and explain the unit outcome. (year group specific) iii. Short-term plans for the week/unit of work must be created for English (Reading and Writing). For other subjects, it is the teacher's professional judgment as to whether one is needed, for example in maths staff may either create a weekly

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		plan or use the White Rose units. This is dependent on the level of detail in the medium-term planning. All planning should be in the correct format, stored centrally on SharePoint and be available for all to see and use.
		<u>2.5 Learning Objectives</u> Learning objectives are based on the substantive and disciplinary statements from the progression documents. Learning objectives must be made explicit to the children, this is done visually so they are clear and aim to be delivered in a way that hooks children to the learning. All learning recorded in books should have a clear and specific learning objective.
3	Presentation This is how staff present new knowledge, so it engages all pupils.	<u>3.1 Presenting new information</u> Teaching staff present new material effectively by using a variety of approaches and consideration is taken to the age, stage and subject being taught. Teachers may introduce new material in small steps, worked examples, modelling, scaffolded practice and questioning – removing support as pupil expertise increases. Subject policies offer guidance on how best to present new knowledge to ensure high-quality outcomes, for example the pace of phonics sessions varies considerably to the connect and calm me time in PSHE. It is essential that teaching staff are familiar with the progression documents for the subjects they teach and follow their steps unless otherwise agreed with the subject or phase leader. <u>3.2 Outcome approach</u> Each sequence of work has clear substantive and disciplinary outcomes. This must be delivered in an engaging way with links made to educational visits and visitors where appropriate Opportunities should also be made to discuss and reflect on the outcomes throughout the term. Towards the end of the term opportunities must be created to ensure the outcomes can be achieved. <u>3.3 Working memory: Knowing and remembering more</u> We believe that, in order for children to make significant progress, we need to help our pupils to remember what they already know about a subject before they start to connect new knowledge. We do this by assessing prior knowledge through quizzes, short assessments, 'show-me' boards etc. at the start of a unit of work. Teachers may also use Working Walls and learning journey displays to remind children of the unit of work to date. Teachers should also explain to children an overview of their unit of work before it starts, this is done by use of a cover sheet in a topic book. This helps put the learning into context. Working memory is limited so it's best when we present new material in short chunks, making sure we reinforce material before moving on. <u>3.4 Concrete, Pictorial and Abstract</u>

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		The Concrete Pictorial Abstract approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Although typically used in maths, concrete and pictures can be used when teaching other subjects. For example, the use of images when teaching SPaG to embed grammar terms. Resources to support learning (especially English and Maths) should be of good quality and available for children to access independently in the classroom.
4	Challenge Ensuring that all children are achieving their potential	<u>4.1 Challenge</u> The school acknowledges that there are 3 layers in the challenge model, the centre circle is when pupils are bored or overly comfortable with the level of work. The outer circle however is where children may feel frustrated or disinclined to take part and therefore disengage with their learning. The middle section is the stretch zone; here children are willing to take a risk and are challenged with their learning. Teaching staff must know their children well and reflect on their learning to ensure the correct level of work has been provided. It is essential that children are also involved with this process and able to assess and initiate challenges independently. For example, in maths children are encouraged to select their own level thus empowering them to act and be their own learning maths children of challenge responsible for  Ideal zone for personal/professional development <u>4.2 Target Setting</u> All lessons have Learning Objectives that are explained at the beginning of lessons; the initial target is that the child achieves that learning. Teachers will tick the objective to identify that this has been understood or achieved. Teachers may indicate areas for improvement and targets through feedback and marking. <u>4.3 Questioning</u> A range of questioning strategies is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children should be given thinking time and a range of strategies are employed in the school to ensure all participate, these include talk partners, think-pair-share, use of whiteboards, and countdown timers. In addition to this, we teach and encourage children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

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5	Feedback and Marking The checking of learning and planning of next steps	5.1 Feedback and Marking Quality feedback and marking is an essential part of the learning process. Effective feedback should: • be specific, accurate and clear • encourage and support further effort • be given sparingly so that it is meaningful • provide specific guidance on how to improve and not just tell pupils when they are wrong • redirect or refocus either the teacher's or the child's actions During lessons, teaching staff should regularly check that the pupils' learning is correct and that their brains are making the correct links. Marking is most effective if it happens during the learning process, not afterwards. Feedback can be verbal or written, and can be given by the teacher, peers, or by the child themselves. Marking should be used to identify children who would also benefit from an intervention before the next lesson.
6	Repeat It's important there are planned opportunities for repetition.	6.1 Working Walls All classrooms have an English and Maths working wall. These document the focus of the learning, strategies and support, challenges and key vocabulary. Working Walls are updated regularly, and teachers should start English and Maths lessons by linking the learning to the bigger picture and children should be encouraged to revisit independently earlier learning displayed on the walls. 6.2 Post and Pre-teaches / Interventions Where possible we understand that it is good practice to deliver pre-teach and post-teach sessions. These allow for children to have tailored support so they can make the next step in their learning. Pre-teach interventions happen before the lesson to introduce the selected pupils to the knowledge or activity, this builds confidence and allows the children to hear the input twice. Post-teach happens after the lesson and are a quick intervention to correct misconceptions. Both of these strategies allow for teaching staff to immediately intervene to minimise or prevent any gap in learning 6.3 Fluency Children's ability to read fluently and with confidence is essential in enabling pupils to access the curriculum. Phonics and early reading are core priorities of our curriculum. Children should be encouraged to read regularly (including at home) and have the opportunity to exchange books when they need to. Number bonds and timetables must also be taught and practised regularly ensuring children are confident in recalling the facts immediately. Teaching strategies should be put in place to support this. 6.4 Morning tasks Opportunities may be given in the morning to review their learning, act on feedback or revisit prior learning to embed. This firstly allows children to make sure they've got it right and understood it, and secondly because the repetition helps to transfer to long-term memory.

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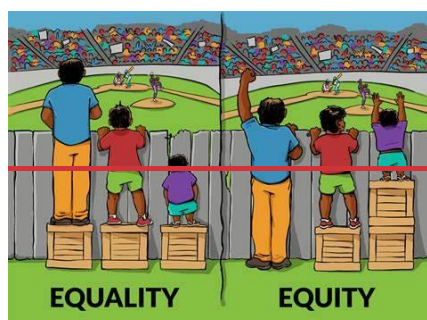
		<u>6.5 Foundation Topic Retrieval</u> The teacher creates opportunities for children to recall their previous topic and learning. An example of good practice could be to complete a POP quiz (point of progress) where the teacher identifies what the children have recalled. 'Geog your memory' is an example of this.
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Assessment

Summative assessment takes place termly and Years 1-5.6 use Scholastic assessments and scaled scores to identify if a child is Working Towards, Y6 use past SATS papers. Expected or Greater Depth in Reading, Maths and SPAG. Teachers' professional judgement can change the grade given; however, this must be justified in progress meetings.

Writing is assessed using the Teacher Assessment Framework and teacher judgement, supported by moderation meetings. All summative assessment is stored on Eazmag. FFT targets are used to set aspirational goals.

Inclusion



In our school, we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire and communicate information at different rates
- need a range of different teaching approaches and experiences
- may have protected characteristics

Teachers respond to children's needs initially through quality-first adaptive teaching and inclusion in the classroom with strategies tailored to support their needs. Class teachers are also responsible for:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This does not mean that we will treat all pupils in the same way, but that we will respond in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment, and background.

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A copy of our SEND Policy can be found [here](#):

Monitoring and Evaluation

The core purpose of schools is to improve the lives of children through high-quality teaching and learning so that every child can achieve their potential. School leaders, therefore, have a responsibility to monitor the quality of teaching and learning. Effective monitoring contributes to establishing priorities for future improvement plans.

Teaching and learning is monitored by the Senior Leadership Team, Curriculum and Pastoral leads and external agencies in a variety of ways:

- through learning walks and observations
- through work analysis
- through planning scrutiny
- through book looks
- through pupil interviews
- regular assessment and teacher assessment data
- through SATs and test analysis and feeding back findings to staff
- through appraisal
- through observations by governors to an agreed programme
- through staff/ parent/ pupil questionnaire

Although monitoring can happen in isolation, we believe it is best to triangulate the evidence to ensure as leaders we get a full and accurate picture. A copy of the Monitoring and Evaluation Policy can be found [here](#):

Role of stakeholders

We actively encourage the participation of the school community in learning and see them as partners.

Ways we inform and reach out to families include:

- Parents are informed of their children's progress, targets, and ways to support learning through termly information
- Two official parents/carers meetings are held across the year, but parents are welcome to make an appointment to see the teacher at other times.
- Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through year group drop-ins, craft afternoons, and English and Maths meetings.

Governors support teaching and learning by challenging and supporting leaders to ensure:

- All pupils make progress in achieving the expected educational outcomes.
- Teaching is well-led, effectively managed and well-planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to pupils with SEND.
- Clear information is provided to parents
- The budget is managed effectively to ensure that the school can fulfil its legal obligations.
- SIP priorities are met.

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[Link to other policies](#)

[Curriculum Policy](#)

[Behaviour and Relationships Policy](#)

[Assessment Policy](#)

[Environment Policy](#)

[Feedback and Marking Policy](#)

[SEND Policy and Strategy](#)

[PP Policy and Strategy](#)