

St Michael and All Angels Church of England VA Primary School



Teaching and learning policy

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Person Responsible	Sara Richardson

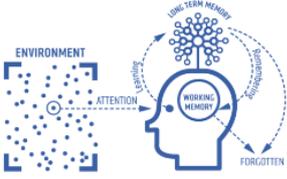
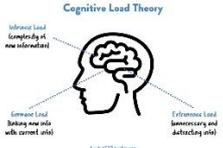
'Great' Teaching & Learning at St Michael and All Angels CE VA Primary School

Teaching and Learning Policy



Curriculum Drivers					
	Growth and Wellbeing	High Aspirations	Communication and Collaboration	Innovation and Evaluation	Spirituality and Diversity

	Key Feature	What?	How?
INTENT		<p>Planning</p>	<ul style="list-style-type: none"> All staff have strong subject knowledge. Curriculum is planned in a progressive and structured way – teachers able to articulate the sequence of learning across units. Medium term plans take into consideration prior learning and (what comes after- where relevant) Foundation subjects to include 1 x pre-learning task, at least two retrieval tasks during the units 1 x post-learning. Knowledge organisers are a child-friendly useable resource for the children including prior knowledge, sticky knowledge and vocabulary. Some subject specific organisers e.g. Science also includes working scientifically, History included key concepts. Plan presentation of new material in small, planned steps – consider cognitive overload. Precise planning for the quality of instruction Highly effective planned use of classroom support Adaptive teaching takes place where the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals. Learning objectives decontextualised to allow transfer of procedural knowledge (formerly known as skills) and knowledge (factual) Clear learning objectives, outcomes and success criteria Cognitive and metacognitive strategies embedded- planning monitoring and evaluating- questioning planned in Planning for extension and challenge for “rapid graspers”

	<h3>Conditions for learning</h3> 		<ul style="list-style-type: none"> • Cognitive and metacognitive strategies • Proactive as opposed to reactive teaching • Activation of prior knowledge • Teachers and children making good connections between learning • Classroom environment and climate – clear daily routines and high expectations for tidy, working environment. • Consistent behaviour for learning and high expectations – see behaviour policy. • Equality of opportunity – including SEN and EAL • Displays must enhance learning and not restrict it • Mixed ability seating/grouping • Clear sequence of learning, where possible starting with concrete experiences using the opportunity to learn outdoors where appropriate
	<h3>Cognitive Load Theory</h3> 		<ul style="list-style-type: none"> • Optimising intrinsic load (pre teach, retrieval strategies, questioning- “where have you learnt this before?”) • Reducing extrinsic load • Learning intentions and success criteria clearly defined.
	<h3>Planning for challenge</h3> 		<ul style="list-style-type: none"> • Knowledge of the end point for each lesson and unit of work • Plan for scaffolds to ensure all learner groups can meet their end points. • Create suitable WAGOLL and WABOLL (“What a “bad” one looks like”) containing specific examples of required learning for all lessons in all subjects where appropriate. • Awareness of possible misconceptions and a readiness to address these. • Identify the key vocabulary that will need explicit teaching during each lesson. • Plan for interactive, dynamic and responsive questioning
IMPLEMENTATION	<h3>Reviewing Material</h3>	<h3>Daily Review</h3> 	<ul style="list-style-type: none"> • Begin every lesson with a short review of previous learning to establish schema already gained – knowledge and concepts. • Systematically check pupils’ retention of knowledge • Daily reviews – reteach material where necessary. • Ensure children make consistent use of knowledge organisers and that there is explicit teaching of the vocabulary and regular revisits. <p>Examples:</p> <ul style="list-style-type: none"> ▪ Quizzes ▪ Third Space Learning – maths ▪ Reflect/review time in Reception PLODS- possible lines of direction
		<h3>Retrieval Practice</h3> 	<p>Retrieval Practice is a learning tool not an assessment tool.</p> <ul style="list-style-type: none"> • Prompting children to recall information from memory with little or minimal prompting (EEF) leading to automaticity. • Use of a variety of resources to recall work from previous day/week/month/year (Spacing – EEF). This must be regular to lead to automaticity.
	<h3>Questioning</h3>	<h3>Ask Questions</h3> 	<p>Cognitive and metacognitive strategies embedded- planning, monitoring and evaluating questions planned in. Example- see appendix.</p>

		Plan	Do	Review	
		Does this remind me of anything I have learnt before? What can I do if I get stuck?	Can you explain what you are doing to someone else? Has someone used something different?	Would I do it the same way again? What can you do now that you couldn't do before?	
		<p>Questions that make connections. "Hinge point" questions (Dylan Williams)- ensure checking ALL children's understanding. Examples:</p> <ul style="list-style-type: none"> ▪ Sentence starters... <i>I know that because...</i> ▪ <i>I can explain this further by...</i> ▪ Sentence stems in mathematics ▪ Questions continually check pupil understanding. ▪ Think pair share used. ▪ Cold calling – no hands up ▪ No opt out/pose, pause pounce, bounce. ▪ Say it again better. ▪ Whole class response ▪ Open and probing questions, not closed questions – asking 3, 4 or 5 questions for depth before moving on to the next child 			
	<p>Check for Understanding</p> 	<ul style="list-style-type: none"> • Check for understanding - move back through the model appropriately and adapt if necessary • Address misconceptions • Encourage critical thinking • Just because one child understands does not mean the whole class does • Ask a number of children to relay back what they have understood 			
	<p>Elaboration And effective talk partners</p> 	<ul style="list-style-type: none"> • Delivering instruction beginning with simple, foundational concepts followed by more detailed, specific and complex concepts. 			
	<p>Adaptive Teaching</p> 	<ul style="list-style-type: none"> • Approach a teacher uses to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. <p>Based on positive and knowledgeable relationships with each child Based on prior assessment Promotes independence and participation of all children Informs pre-teach Informs planned scaffold and support Informs modelling Avoids overloading working memory</p> <ul style="list-style-type: none"> • Examples of adaptive teaching practices include worked examples, elicit via questions, guided groups, providing extra WAGOLLS 			

Sequencing Concepts and Modelling	New Material in Small Steps 	<ul style="list-style-type: none"> • Break up the content of the lesson in to parts and teach a part at a time. • Ensure each part is mastered before moving onto the next. • Verbalise the thought process • Pre-teaching if necessary 	
	Provide Models and Dual Coding 	<ul style="list-style-type: none"> • A fully worked out example OR a model answer. • WAGOLL / WABOLL • Should always be similar to what the pupils will be doing. • Use of visualisers / iPads • Think out loud – pupils know the steps. • Mix up completed, partially completed and uncomplete activities – this works best. • Narration of thought processes when modelling 	
	Scaffolds for difficult tasks 	<ul style="list-style-type: none"> • NOT differentiation for lower attaining children – WHOLE CLASS with support/scaffold for some children for difficult tasks. • Scaffolds include WAGOLLS, working walls, table top prompts, manipulatives and artefacts, use of images/generation of language, vocabulary prompts, answer prompts, knowledge organisers, graphic organisers • Success criteria supports learning • Give partially completed questions/tasks • Anticipate errors – show them examples of common mistakes 	
Stages of Practice	Guiding Student Practice (Gradual release of responsibility)   <p>I do... We do... You do Extended handover Lan</p>	I do	<ul style="list-style-type: none"> • Explain the purpose. • <i>This is what we are learning.</i> • <i>This is why we are learning it</i> (where it fits in) • Introduce tier 2 and 3 vocabulary. • Appropriate WAGOLL or WABOLL (What a bad one looks like) used as relevant to the subject. • Identify and create steps for success and/or toolkit clearly on your working wall (could be co-creation)
		We do	<ul style="list-style-type: none"> • Share examples in many forms (concrete, pictorial, abstract)– and linked to lived experiences where possible. • Work through a small part of WAGOLL/appropriate resource as a class with teacher leading. • Partner / group work
		You do Repeated Loop/extended handover	<ul style="list-style-type: none"> • Work through a small part of WAGOLL/appropriate resource in pairs/small groups/independently • Ensure opportunities for children to engage with activities. • Extended handover • Independent application
		Obtaining a high success rate 	<ul style="list-style-type: none"> • At least 80% of the class should be correctly answering questions/accessing work at the level in guided practice before you move on to independent practice. • Teach in small steps • Check for understanding • If too many students are making errors during independent practice, your success rate is too low. STOP, and reteach the material. • Ensure pupils have mastered before moving onto the next.

		<p>Independent Practice</p> 	<ul style="list-style-type: none"> • Pupils complete on their own • Activities should be similar to those completed during guided practice. • Circulate the room during this time – give support where required. • “Peel off children” into groups if required- flexible groupings. • In-lesson marking quickly identifies children who are struggling and misconceptions and addresses either in the lesson or with same day/next day intervention
	<p>Engagement</p>	<p>Active Learning</p> 	<ul style="list-style-type: none"> • Avoid passive learning (sitting and listening) • Opportunities for active learning • Activate learners as “owners of their own learning.” • Normalising and celebrating error • Self-regulated learners
		<p>Technology</p> 	<ul style="list-style-type: none"> • Use of technology for maximum participation e.g. Kahoot • Use of visualisers
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPACT</p>	<p>Assessment for Learning</p> 	<div style="text-align: right; font-size: small;">GREAT TEACHING</div> <p style="text-align: center;">Assessment within the Lesson</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; width: 30%; background-color: #0056b3; color: white;"> <p style="font-size: x-small;">Teachers use consistently high-quality questioning to check pupils’ understanding and deepen their learning.</p> </div> <div style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; width: 30%; background-color: #0056b3; color: white;"> <p style="font-size: x-small;">Mini-plenaries/Mid lesson learning stops (Should be used discerningly)</p> </div> <div style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; width: 30%; background-color: #0056b3; color: white;"> <p style="font-size: x-small;">Feedback and marking within the lesson. Talking to children helps to identify misconceptions, scaffold improvements, build confidence of the children ...</p> </div> </div> <div style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; background-color: #0056b3; color: white; text-align: center; margin-top: 10px;"> <p style="font-size: small;">Check regularly within lessons that pupils have understood each step in their learning and, if necessary...</p> <p style="font-weight: bold; font-size: small;">ADAPT the lesson to help pupils move on to new learning</p> </div> <div style="font-size: x-small; text-align: right; margin-top: 5px;">County </div> <ul style="list-style-type: none"> • Feedback at the point of learning – verbal or black pen • “On the move feedback” (Shirley Clarke) including spotting misconceptions, pairing up, quick whiteboard questions, eavesdropping • Distance marking before work is handed back – with time planned in to allow children to respond – this must then be checked by the teacher. • Testing/low stakes quizzing • Checking in to assess prior knowledge to inform teacher planning (completed at the end of the half term before the topic is taught – to inform planning) • Mini-plenaries – at the point of identified misconceptions, extending learning, re-model concepts. • Feedback related to learning objective/s. • Self-judgement and reflection 	

Appendix 1
Questioning to support metacognition

Plan	Do	Review
<p>Activating prior knowledge Thinking about the outcome Thinking about different strategies Choosing a strategy Selecting resources</p>	<p>Assessing progress Self-testing Self-assessing Re-directing</p>	<p>Self-assessing Reflecting on the outcomes Reviewing the strategy used Planning ahead for a similar task</p>
<p>Have I done something like this before? How have I done these before? Does this remind me of anything I have learnt? What kind of question is this? What have I learnt from doing this before? What do I need to get started? What resources can I use? What can I use from the working wall? What is the same and what is different? What is the best strategy I can use? What can I do if I get stuck? Which part might I struggle with? What are you going to do if you do struggle? What do we need to achieve? What do you want your outcome to look like? What is the question/problem asking us? How do you feel about this work? Do you have any questions about this?</p>	<p>How is this going? Is this working out as I thought? Have I used the success criteria? Is this beginning to look like the model/WAGOLL? Should I ask for extra help? Am I stuck? Where could I get extra support/resources? What extra information do I need? Do I need more time, resources or practice? Is there a better strategy? Has someone used something different? Is this challenging enough for me? How do I know this answer is correct? Have you included a....? Can you rate your confidence in this task? Can you rate your success so far? Can you explain what you are doing to someone else?</p>	<p>Is this the outcome I expected? What have I done well? What could I do even better? Where did I go wrong? Why didn't I get the answer right? Have I used the best strategy? Can I apply this strategy to other questions? What can I do differently next time? Would I do it the same way again? Can I explain what I have learnt? What can you do now that you couldn't before? What was the best resource you used today and how did it help you? What did you find the most challenging? Would you do anything differently next time? Have you "magpied" any good ideas from others?</p>