

Teaching and Learning Policy



Chisenhale
Primary School
Confidence • Curiosity • Kindness

Approved by: Full Governing Body

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1. Aims

High quality teaching and learning is at the heart of everything we do here at Chisenhale.

We want every child to leave our school with the **confidence, skills and love of learning** they need to succeed in the next stage of their journey.

The aims of this Teaching and Learning policy are as follows:

- To illustrate how we create an environment at Chisenhale where pupils **love to learn**
- To summarise expectations to make sure the **whole school community** knows how we can **achieve high quality teaching and learning** at Chisenhale
- To promote **high expectations** and **raise standards** of achievement for all pupils at Chisenhale

2. Key teaching and learning approaches at Chisenhale

The following **three approaches** underpin our ethos at Chisenhale and are the drivers for our curriculum.

2.1 Children's Rights

As a **Gold** United Nations Rights Respecting School, teaching and learning **about, through and for** children's rights is integrated into the whole school curriculum. Children from Nursery through to Year 6 are taught about the **Convention on the Rights of the Child**.

About: We aim to teach the whole school *about* rights so that the whole school knows about children's rights and this knowledge is used to improve child well-being and the school, as well as to advocate for global justice and sustainable living.

Through: Teaching *through* rights is concerned with the planning and structures that underpin school life, ensuring that the operational structures of a school are rights respecting.

For: Teaching *for* rights is about looking out to the wider community and beyond, empowering students to become active global citizens.

Links to articles from the Convention are made within topics and lessons. Explicit and implicit teaching about rights is threaded throughout the school year.

In addition, reference to children's rights are also made in whole school and phase assemblies.

2.2 Communication and Oracy

We are committed to raising **pupil voice**, which reflects our **Rights Respecting School** ethos. Teachers plan frequent opportunities for all pupils to discuss and **share their opinions and understanding of the world around them**. This takes place through talk partner discussions, role play activities, readings and performances, weekly oracy assemblies, and class assemblies.

We have adopted the Tower Hamlets Oracy Hub **Discussion Signals**, which promote in-depth discussion. We encourage our pupils to:

- **share their new ideas**
- **build on others' ideas**
- **challenge others' ideas**

Pupils indicate their intent by showing the appropriate hand signal during the discussion.

See **Appendix 1**.

Word Aware:

Word Aware is a process for teaching vocabulary that promotes **vocabulary development** in all children.

The programme has been adopted across the whole school in the following ways:

- The headteacher introduces the school **Word of the Week** at the start of the week in assembly. Teaching staff **revisit** the word throughout the week to consolidate pupils' understanding of the word.
- When planning a unit of study, teachers identify the **Goldilocks** words. These are the most **useful words** which are likely to be encountered again and again across topics. Goldilocks words are **not too easy, not too hard, but just right!**
- Teachers explicitly teach a Goldilocks word using the **nine steps** – see **Appendix 2**.

2.3 Active Movement

Teachers plan opportunities for pupils to **move their bodies** throughout the day, as at Chisenhale, we believe **active children learn more**.

For example, pupils may stand up to answer the register or a question in a class discussion, or stand up whilst speaking to their talk partner instead of sitting down. They might do a quick counting activity whilst moving their body or jump on a large number line outside rather than using small number lines at their tables. All these **little changes** to everyday tasks help to **increase pupils' activity levels** and make learning **more engaging**.

Active Movement has been proven to have a **highly positive effect on learning outcomes** as well as on **children's behaviour and mental health**.

As PE is an active lesson, teaching staff should ensure they are being a **positive role model** and **wear appropriate sports kit** on PE days themselves.

3. Roles and Responsibilities

Teaching and learning in our school is a **whole school approach**, and everyone in our school community has an important role to play.

3.1 Teachers

Teachers support the development of high-quality teaching and learning by:

- Working collaboratively with staff in their teams
- Developing positive relationships with pupils
- Following the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engaging parents and carers in their child's learning. We do this in a range of ways, including:
 - Communicating as required with parents (face to face, phone or email)
 - Involving parents and carers with their child's progress in parents' evening meetings in the Autumn and Spring terms
 - Producing an annual written report on their child's progress in the Summer term
 - Providing weekly family learning questions
 - Allocating weekly home reading tasks
 - Sharing curriculum maps which highlight key learning for each half term
 - Holding an open classroom event every half term
 - Planning and delivering class assemblies
 - Delivering a Christmas Concert (EYFS), Nativity (KS1), Leavers assembly (Y6)
 - Updating the "Reach More Parents" app

- Inviting parents to assist on trips
- Meeting the expectations set out in our Curriculum policy, Positive Relationships and Behaviour policy, and Marking and Feedback policy

3.2 Support staff

Support staff contribute to the development of high-quality teaching and learning by:

- Working collaboratively with staff in their teams
- Knowing pupils well and scaffolding support to meet their individual learning needs
- Supporting teaching and learning with flexibility and resourcefulness
- Using agreed assessment for learning strategies
- Using effective marking and feedback as required
- Taking an active role in delivering inspiring lessons and learning opportunities
- Questioning pupils to ensure they have understood expectations for learning
- Using quality resources to support learning
- Having high expectations for learning and behaviour and celebrating achievement
- Being a positive role model for learning and behaviour
- Supporting teachers in maintaining the learning environment
- Meeting the expectations set out in our Curriculum policy, Positive Relationships and Behaviour policy, and Marking and Feedback policy

3.3 Phase leaders

Phase leaders support the development of high-quality teaching and learning by:

- Overseeing that the Teaching and Learning policy is being implemented in the phase, providing support where necessary
- Using phase meeting times to discuss key areas for development
- Ensuring consistency in learning across the phase
- Providing feedback to senior leaders to identify support and training

3.4 Senior leaders

Senior leaders support the development of high-quality teaching and learning by:

- Having a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrating achievement and having high expectations of everyone
- Holding staff and pupils to account for their teaching and learning
- Planning and evaluating strategies to secure high-quality teaching and learning across the school
- Managing resources to support high-quality teaching and learning
- Providing support and guidance to other staff through coaching and mentoring
- Monitoring the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promoting team working at all levels, for example by buddying teachers up to support one another where appropriate
- Addressing underachievement and intervening promptly
- Meeting the expectations set out in our Curriculum policy, Positive Relationships and Behaviour policy, and Marking and Feedback policy

3.5 Pupils

We aspire for our pupils to:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be ready to learn
- Ask for and accept help when needed
- Be curious, ambitious and engaged learners
- Put maximum effort and focus into their work
- Work collaboratively and communicate effectively with their talk partner or group
- Complete home reading activities

3.6 Parents and carers

We encourage our parents to:

- Support their child to be ready and able to learn every day
- Try to ensure their children attend regularly and on time
- Engage with discussions about their child's progress and attainment
- Communicate with the school to share information promptly

- Support and give importance to home reading
- Encourage their child as a learner
- Where there are any concerns, work collaboratively with staff to support the child in improving their learning, attendance or behaviour

3.7 Governors

Governors contribute to the development of high-quality teaching and learning by:

- Monitoring resources and funding, to ensure that they are allocated effectively
- Monitoring the impact of teaching and learning strategies on pupils' progress and attainment
- Monitoring the effectiveness of this policy and holding the Senior Leadership Team to account for its implementation
- Making sure other school policies promote high-quality teaching, and that these are being implemented

4. Reading

We believe reading is the foundation to our pupils accessing the curriculum and for this reason it must be prioritised and valued highly by all members of staff. Our reading curriculum strives for all children to develop a love of reading and to become motivated to develop their reading skills, which will enable them to flourish as fluent and confident readers. We also recognise how regular reading of high-quality texts enables children to develop a rich and varied vocabulary bank.

THE Partnership has shared the following evidence to support the importance of regular reading:

“Children learn **4,000 to 12,000** words per year through reading.”

“Read **20 minutes** a day and you’ll read **1,800,000** words per year.”

“If you read just **one** book a day to your child, they will have been read **1825** books by their fifth birthday.”

4.1 Taught lessons

Early Years:

- Daily shared reading in Nursery and Reception, with staff talking through the books read aloud with the children

- Linked opportunities and activities to explore books read independently in the wider provision
- Children learn to read using phonics as the main strategy to decode words in the Early Years. Daily 20-minute phonics lessons in Reception follow THE Partnership programme planning, assessment and use the accompanying resources. Adherence to the programme is paramount.
- Teachers and support staff read Pearson's Bug Club decodable texts with individuals or groups to apply the learnt phonics sounds throughout the week.

KS1:

- Daily **storytime** time, with staff modelling fluency and prosody, and promoting **reading for pleasure**.
- In Year 1, daily phonics lessons (as detailed above) continue to follow THE Partnership programme.
- In Year 2, daily phonics continues for identified pupils. Whole class Phonics is taught on an incidental basis depending on class needs.
- Teachers timetable a minimum of fifteen minutes of reading for each child each day; this could be individual reading, guided reading or one to one reading.

Guided reading sessions in KS1

As children are learning how to read, texts are carefully selected according to a child's phonics level, so pupils may be in smaller groups in their guided reading sessions, each group reading a different text. Teachers and support staff will each be with a group of children reading aloud a decodable Pearson's Bug Club text matched to the children's current phonics/reading ability. The rest of the class should be independently reading a book matched to their ability. When these books are introduced, staff talk through the front cover which introduces key sounds, tricky words and decodable words. At the end of the session, teachers use the back cover to ask follow up questions related to the reading domains. Teachers structure group discussions about texts thinking about the characters, plots, themes and ways that the author has written the books. This develops a range of reading skills and strategies, such as predicting, summarising, retrieving and forming inferences to meet the end of KS1 expectation.

KS2:

- Daily **storytime** time, with staff modelling fluency and prosody, and promoting **reading for pleasure**.
- Teachers timetable a whole class guided reading lesson on **four days of the week**, each lasting **20 minutes**.
- In addition, teachers timetable independent reading time for each child (normally this takes place at the start of each school day) to ensure they are having time to achieve their reading miles. This gives all pupils the opportunity to practise their reading, build experience with a range of texts, encounter new knowledge and vocabulary, and develop their fluency.

Guided reading sessions in KS2

Within guided reading sessions, all pupils have access to the same high-quality text, which promotes our ethos that 'no ceiling' should be placed on our pupils' learning. Staff focus on developing children's fluency in our guided reading sessions. Staff model reading aloud and discuss how they read the text, sharing their "thinking as a reader". Through strategies such as choral reading, echo reading or reading with a partner, children practise their fluency, developing this with repeated reads of the same text and receiving feedback on this from the teacher. As a class, staff facilitate discussions around what has been read, such as analysing story themes, clarifying vocabulary, summarising the main events or discussing authorial choices in language. The focus of these discussions is planned by teachers as part of their English planning and links to the THEP Reading Tool expectations and KS2 reading domains.

4.2 School Library

All classes have a weekly library session. Pupils can also access the library for quiet reading time at lunchtimes if they wish. Ruth helps children to take books out from the library at this time.

4.3 Reading in the wider curriculum

We aim to raise the profile of reading across the wider curriculum.

- Staff are expected to order topic-relevant books for each term from the Tower Hamlets Library Service.
- Texts related to subjects or topics are displayed in the class reading areas.
- Children are encouraged to use books to help them find answers to their questions or to discover further information.
- Staff are encouraged to select a range of books written by underrepresented authors which reflect the diverse backgrounds and experiences of our school community.

4.4 Promoting home reading

EYFS and KS1:

Pupils receive either a physical levelled book to take home or a book that has been allocated online on our Bug Club platform. In addition, pupils may select a book to take home and enjoy from the class reading corner.

KS2:

Children choose a book from the class reading corner or library to read at home. In Years 5 and 6, they write a daily sentence to summarise what they have read.

The Chisenhale Core Book Challenge

The challenge begins in Spring 1 and runs until the end of the academic year, and is an opportunity for pupils to engage with a range of quality texts appropriate to their age. These are “must reads” for each year group rather than levelled books so parents and carers may wish to read them out loud to their child instead. The aim is for all children to have heard and to be familiar with a common library of popular texts, thus contributing to their language development. Pupils receive badges depending on how many texts they manage to read.

10 books – bronze (children can go up in the phase assembly to receive their badge)

20 books – silver (children can go up in the phase assembly to receive their badge)

30 books – gold (children can go up in the whole school assembly to receive their badge)

Note: for UKS2, this is 5 books, 10 books and 15 books due to the length of the books

5. Planning and preparation

At Chisenhale, we aim to provide an **ambitious, inclusive curriculum**, inspiring **all children** to acquire the knowledge and skills they need to succeed, to create inquisitive minds and to **ignite a lifelong love of learning**.

We **celebrate the social and cultural diversity of our community**, building on this to broaden children’s understanding of the world.

Our curriculum is **inclusive** and supports **all pupils** regardless of gender, ethnicity, social and economic background, Special Educational Needs and/or disabilities, and faith.

We have **high expectations** of every child and take a holistic approach to their development, valuing each child’s **individuality**. We want every child to reach their full potential not only academically, but personally, socially and emotionally and to become **respectful citizens in a world of possibilities**. We believe it is vital that teachers **get to know their pupils as individuals** and plan to meet their needs.

Skills progression in each subject is carefully mapped by our Subject Leaders across the year groups, ensuring good short-, medium- and long-term progress.

5.1 Planning meetings

- Teachers meet weekly with their partner teacher in their PPA (Planning, Preparation and Assessment) time to discuss pupils' learning and adapt the planning for the next sequence of lessons. If teachers are doing their PPA out of school, **they should find an alternative time** to meet and discuss the learning. This is essential for ensuring consistency across the year group and for sharing good practice.
- We use schemes of work for particular areas of the curriculum, however **teachers should adapt these** based on their understanding of the pupils' needs.
- Teachers **share and moderate their pupils' exercise books regularly** with their partner teacher to ensure they have an understanding of progress across the year group and to plan effective sequences of learning.
- If one teacher has planned a subject in the year group, the partner teacher should look at the planning in advance of the lesson, and **adapt** the lessons for their class. As a unit of work progresses, teachers should continue to review the planning and adapt it following assessment for learning.

5.2 Support staff involvement

We value our experienced team of teaching assistants, nursery nurses and HLTAs, and encourage them to share their expertise and observations when planning lessons.

Support staff meet weekly with their phase leader to share best practice and strategies for supporting all pupils.

In most classes, support staff start their working day at 8:30am. This gives an opportunity for teachers to share lesson plans and to have important discussions about the day ahead.

Teachers should plan lessons and activities which can be accessed by **all pupils**. Support staff are then encouraged to use their best judgement to adapt lesson plans if needed and in agreement with the class teacher.

5.3 Pupil voice in planning

We hold regular PALS (Progress and Learning Survey) meetings for all areas of the curriculum.

This involves subject leaders inviting a small group from each class to meet and talk about a subject, sharing their honest views about their learning, what they have enjoyed and what could be done to improve the lessons.

The outcomes of these meetings are shared with teaching staff, and allow subject leaders to action plan for their subject.

6. Schemes of work

We use high quality schemes of work to support planning across each subject.

Teachers are expected to adapt lessons within these schemes.

Note: The EYFS follows bespoke units across the curriculum unless mentioned below.

- **English** - Planned with reference to CLPE (Centre for Literacy in Primary Education), which informs our core book choices and THE Partnership units of work.
Years 2-6 - No Nonsense Spelling programme
- **Phonics** – THE Partnership programme
- **Maths** – Years 1–6 – White Rose with adaptations
Reception – Maths Mastery
Nursery – bespoke materials
- **Science** – Years 1-6 - PLAN progression documents
- **History, Geography, Art and D&T, Computing** – bespoke Chisenhale adaption of National Curriculum
- **RE** – Tower Hamlets SACRE agreed syllabus
- **Music** - Charanga
- **PE** – Get Set 4 PE
- **PSHCE** – Years 1-6 - Jigsaw
EYFS - Think Equal
- **MFL** – Language Angels

EYFS

See our EYFS policy for more details on our school's teaching and learning in the early years.

7. Adaptive Teaching

Teaching and learning at Chisenhale takes the **backgrounds, needs and abilities** of **all pupils** into account.

We believe that **every child** has the right to achieve their **full potential** and for this reason we do not put a 'ceiling' on their learning.

We use an **adaptive teaching** approach to cater to the needs of all of our pupils, including:

- pupils with special educational needs and disabilities (SEND)
- pupils with English as an additional language (EAL)
- disadvantaged pupils
- more able pupils

Please note: Adaptive teaching applies for the majority of pupils, but for a very small minority with significant needs, we offer an individualised maths and English curriculum. This must be agreed in consultation with the SENCO and be carefully planned and assessed by the class teacher to ensure these pupils are also making good progress.

Enabling all children to access the learning in class can be achieved through the following adaptive teaching strategies:

- **Every pupil has access to resources**

Where appropriate, carefully selected resources should be ready and accessible to all pupils to support their learning. For example, in Maths, this may be having a manipulatives such as cubes or dienes available which pupils can select to use.

- **Flexible groupings**

Seating in class is not arranged by ability and should change regularly. This enables pupils to benefit from working alongside a range of peers and from seeing good role modelling of learning behaviours from each other. It also encourages all to work towards and achieve the ambitious lesson objectives.

- **Target pupils**

Teachers identify the pupils that they and support staff intend to work with for each lesson, with the aim of giving specific feedback and support to **all children on a regular basis**. This also ensures that pupils get used to working independently at times, and do not become over reliant on staff to support them.

- **Learning Intention**

Teachers should plan a challenging learning intention for the whole group, but within this the skill may be adapted to enable all children to achieve the learning outcome at their level. Scaffolding may also be given to support particular pupils in achieving the learning intention. See **Appendix 3**.

- **Hinge points**

Teachers and support staff should aim to have a short conversation at least once during the lesson, where they discuss their **assessment for learning** and decide if the teaching needs to be adapted. Intervening at the right stage is important so that misconceptions can be addressed.

- **The Five a Day Principle**

We follow the Education Endowment Foundation's '**Five a Day**' guidance (see Appendix 1), which gives strategies for supporting all pupils, thus improving outcomes for all pupils and as well as those with SEND. See **Appendix 4**.

The five key strategies include:

- Explicit instruction
- Cognitive and metacognitive strategies
- Scaffolding
- Flexible grouping
- Using technology

- **Additional intervention groups**

Where concerns have been identified in a key area of learning, identified pupils may take part in an additional intervention group, to enable them to make progress and to 'narrow the gap' so that they can keep up with their peers. Intervention groups will often be focused on developing key skills, such as reading, writing, speech and language, maths, or handwriting. We also run Emotional Literacy sessions for targeted pupils, which are led by highly trained members of staff. These support target pupils to feel calm and settled at school; which are prerequisites to being ready to learn.

Please see **Appendix 5** for more clarification on adaptive teaching strategies.

8. Lesson structure

Lessons should be structured to promote Chisenhale's **adaptive teaching approach**.

For this reason, we expect teachers to **respond to the needs of pupils and adapt lessons on the go**.

A typical lesson may look like this:

- A short and engaging **revisit activity** to **activate prior learning** and to 'hook' pupils into the lesson.
- The **Learning Intention** (L.I.) and **Success Criteria** (S.C.) should then be shared with the whole group. **Key vocabulary** may be introduced and clarified.
- The teacher should then deliver the **main input**. This should involve some modelling and demonstration of the task ("I do") using resources or visuals to support. Teachers should aim for the main input to be **short and snappy** to ensure all children are able to maintain their focus.

- The class could then move onto a “we do” activity, where the teacher may guide the whole class as they work through the same task. Teaching staff should be scanning the room at this point to identify pupils’ understanding of the task and to consider ways they might provide support or challenge. Teaching assistants may need to work carefully with identified pupils to support them to complete the task.
- The class would then move on to an independent task (“you do”) and, based on prior **Assessment for Learning**, the teacher and teaching assistant would each work with an identified group or child. Please note, this should not always be the same group or child every day, as **all children should be receiving focused feedback at some point through the week**. Teaching staff should not be standing back and assessing the whole class at this point, this is a time to be more ‘hands on’ with a smaller group and to push the learning forward particularly for those children. **Resources to support should be readily available** to promote independence particularly for those working without adult support – for example, number lines or counters in maths.
- The teacher might then bring the group together and teach the next part of the lesson or repeat the teaching process for “**I do, we do, you do**”, depending on the lesson.
- The end of a lesson should involve an element of **sharing or performance**. In PE, this could be a dance or gymnastic sequence being performed. In English, it could be a short piece of writing being shared on the class visualiser. Pupils should be invited to give **constructive peer feedback**.
- Every lesson should always end with a **Plenary**. The plenary provides a vital opportunity for pupils to reflect on what they understood the learning intention to be, share what they learnt, and to self-assess. Teachers should **listen carefully to responses** and use these to **adapt the following lesson** based on class needs. Some plenaries may include a “Next Step Question”, in which new learning might be briefly introduced to challenge and extend pupils so they are more prepared or to give them a sneak peak of what they will be learning next.

PE

The lesson structure for PE is:

- Warm up
- Skills development (learning or developing a skill for the application part of the lesson)
- Skills application (for example, playing the game or creating the dance)

- Performance if appropriate
- Cool down
- Plenary

9. Learning environment

Learning takes place in classrooms, halls, small group-work rooms, the playground, library and school garden.

Due to a limited amount of outdoor space, classes often go to Victoria Park or Wennington Green.

We also have an outdoor classroom in the school garden which can be used if teachers want to transfer learning outside, providing more space and fresh air.

Every member of staff is responsible for keeping school spaces safe, clean and ready for pupils to use them.

9.1 Classroom essentials

Classrooms are arranged to promote learning through:

- providing a seating layout that allows everyone to see the board and participate
- providing an attractive and cosy reading corner which is well-organised for children to access books, like a mini bookshop. This should contain quality book choices for the age group.
- easy access to the red library book boxes
- a quiet work station for identified pupils to choose to work at
- a book table or shelf with a collection of topic-relevant books
- a resource station with equipment to support learning (for example, relevant maths resources for the week)
- flipchart board with both lined and squared paper to enable effective teacher modelling of tasks
- A visualiser for modelling of tasks

9.2 Classroom displays

Classroom displays provide an important scaffold for pupils learning.

We encourage teachers to adopt a 'less is more' approach to displays, avoiding any unnecessary 'clutter' on walls.

Displays should be at an appropriate height to enable children to see.

Print should be in a clear, cursive font where possible.

Working walls should be updated regularly so that they are relevant to the pupils' current learning.

The headings should be consistent and have been agreed within each phase.

EYFS working walls – Phonics, Maths, Writing, Topic

KS1 working walls – Phonics, English, Maths and Science

KS2 working walls – English, Maths, Science and Topic

In addition, each class should have on display:

- Rights Respecting School Class Charter and UNICEF Rights of the Child poster
- Recognition Board
- Zones of Regulation display
- School Rules poster
- Safeguarding poster (on teacher's noticeboard)
- Fire Drill poster (on teacher's noticeboard)
- a display that celebrates children's learning or exceptional pieces of work
- a hundred square (or smaller individual hundred squares readily available)
- a number line (or smaller individual number lines readily available)
- THEP phonics posters which are suitable for the year group
- 'Challenge Us' poster on the classroom door
- 'Storytime reads' poster on the classroom door
- E-Safety posters
- Discussion guidelines and oracy symbols poster

10. Trips out of school

Our school's vibrant location allows us to organise a range of exciting trips and activities. Pupils' participation in trips allows them to have memorable learning experiences, develop their social and emotional skills, and build their 'cultural capital'.

Staff should encourage all children to take part in trips, and should try to develop positive, trusting relationships with those families that need encouragement to allow their children to attend.

The expectation in every year group is to:

- arrange an educational visit or visitor at least once per half term
- visit at least one museum, art gallery and religious place of worship each year
- make best use of the local area for fieldwork or other educational activities
- arrange additional visits or walks to any other places that will enrich the curriculum

In addition:

- Y4 do a one-day taster session at Gorsefield Outdoor Activity Centre
- Y5 do a four-day residential trip to Gorsefield Outdoor Activity Centre
- Y6 do a five-day residential trip to an outdoor activity centre in Devon

All trips will be agreed in advance with the head teacher and a risk assessment completed on Evolve at least two weeks prior to each day trip. The trip should also be added to the school calendar so that office staff are aware and are able to respond to parent queries. See Educational Visits policy for more details

11. Family learning

Family learning supports pupils to make links between what they have learnt in school and the wider world.

All family learning is emailed to parents on a Friday afternoon.

Family learning focuses on English and Maths, through asking questions which require pupils to reflect on three areas: **prior learning from the week before, learning from the current week, and future learning for the upcoming week.**

The questions are designed so families know what children have been learning in school and to aid pupils' recall of the concepts covered.

Parents and carers may ask their child to write the answers, or they may prefer to discuss them verbally. Pupils do not need to hand in their answers.

In addition, pupils are expected to engage with regular reading at home, as detailed in the “Reading” section above.

12. Monitoring teaching and learning

We monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. All staff collaborate in this process.

We monitor and evaluate the impact of teaching on pupils’ learning through:

- Conducting learning walks
- Termly pupil progress meetings
- Lesson observations
- Peer observations
- Instructional coaching
- PALS
- Gathering input from the Rights Rangers
- Planning scrutinies
- Book looks
- Moderation

The information gathered is used to plan appropriate CPD and set school development priorities. We also aim to celebrate success and provide opportunities for sharing good practice.

13. Staff wellbeing

We believe that our outstanding teaching team is the key driver in enabling all of our pupils to thrive and succeed here at Chisenhale.

For that reason, we are committed to staff wellbeing, as we know that colleagues who feel healthy, happy and well-supported are going to facilitate the best outcomes for our pupils.

We recognise and value the fact that all members of our staff have their own lives outside of work. We encourage our staff to balance their work load and ensure they have enough time for their own health and fitness, family commitments and wider interests.

Therefore, our starting point with all members of staff is that of **professional trust**, with the inherent assumption that **everyone comes in and does their best**.

In practice, this means that:

- our staff can be flexible with **how, where and when** they do their work (outside of the statutory school-based requirements)
- we monitor teaching and learning outcomes in a **balanced way**, ensuring book looks and learning walks are evenly scheduled throughout the year
- we opt for **low-stakes, supportive** observation processes such as peer observations and coaching
- we ensure that feedback is always given in a **constructive manner**
- we value opportunities for the whole team to connect and feel a **sense of belonging**, through team meetings and collaboration
- we promote opportunities for staff social events and gatherings

14. Links with other policies

This policy links with the following policies and procedures:

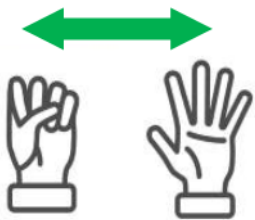
- Positive Relationships and Behaviour policy
- Curriculum documentation
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and Feedback policy
- Assessment policy
- Educational Visits policy

15. Appendices

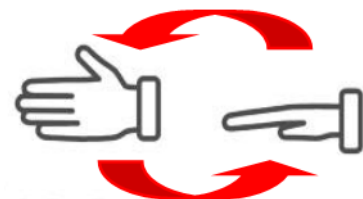
Appendix 1 – Oracy Discussion Signals



Discussion Signals



new idea



challenge



build on it



Appendix 2 – Word Aware process for teaching a new word



A new word in nine steps

The word

New word.....

Adult writes the word.
Underline spelling patterns.
Mark prefixes/suffixes

Image



Find an image or draw something if you can.

Say and write

b, c, t



Clap syllables, identify rhyme, say initial sound, and say the word to a partner.
Students write the word.

Semantics (meaning)



Define using simple words.
Discuss synonyms.

Sentence and story

He walked **cautiously**,
trying not to fall

Look at the context in the book. Why that word?
Make a new sentence.
Tell a story using the word.

Action



Song or rap



Word Pot



Word Wall



LEARNING WORDS

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Appendix 3 - Learning Intentions and Success Criteria

Learning intentions, questions and success criteria

The Planning Process

1. What skills and knowledge do my pupils already have that will support this learning? What is the range of this baseline in the class?
2. What knowledge, skills and/or understanding do I want each learner to have acquired by the end of the lesson that they did not have at the beginning?
3. What will I need to see from each learner to know that they have achieved the learning question?
4. What learning activities will be most effective in evidencing the knowledge, skills and/or understanding required to meet the learning objective?

Learning intentions and questions

At Chisenhale, each core lesson (English, Maths, Science) should start with the **learning intention** being shared with the group.

Foundation Subjects, such as History, Geography and RE, often have a **learning question**, which again should be shared with the group at the start of the lesson.

Learning intentions and/or questions describe what it is you want the children to get from the learning experience. It is what they are able to do by the end of the lesson that they couldn't do beforehand (or have become more proficient at). Beginning your planning with the learning intention will also help you ensure that your tasks and activities are appropriate and will help your students achieve their objectives.

- Use the curriculum as your starting point
- Use pupil friendly language
- Don't just describe the task. e.g. Instead of 'Can I draw the river system?' try 'What are the features and processes of the river system?'
- Ask open, rather than closed questions - 'What are the features and processes of the river system?' rather than 'Can you describe the features and processes of the river system?'
- The LQ/LI should be applicable to a range of tasks/methods of recording – with the above example children could draw the river system, write a report about the river system, build it from Lego, make a model etc. – the LQ is not about the method of recording. This enables some children with differing needs to record in a way appropriate them but still achieve the LQ.
- Use the phrases 'to know' or 'to understand' carefully - instead use active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'.
- You can make your learning questions difficult, demanding or challenging by changing the active verb that you use to something more complex, involve higher order thinking; or you can add specific conditions or limits via the success criteria.

Success criteria

The success criteria tell the children how to achieve the LQ/LI. They are the key steps or ingredients to achieving the objective.

- They should be linked directly to the LQ, but they can also be specific to the activity or task.

Example:

LQ: *What is the structure of the Earth?*

Possible SC: -

- *draw and label a diagram to show the structure of the earth*
- *name the layers*
- *sequence the layers into the correct order*

OR:

- *draw and label a diagram to show the structure of the earth*
- *add to your diagram at least one of the characteristics of each of the layers, describing what it is like*

OR:

- *draw and label a diagram to show the structure of the earth*
- *write a paragraph comparing and contrasting the characteristics of at least 2 layers*

Recording the LI/LQ and SCs

LQs and SCs should always be shared and discussed with the children. The LI/LQ should be recorded in books alongside the relevant task. To make best use of lesson time, you may wish to print them on stickers in advance of the lesson, and then children can quickly stick them in their books, without having to waste time copying them down.

Appendix 4 – Five a Day Principle (Education Endowment Foundation)

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Appendix 5 – Adaptive teaching

Practical tips for implementing **adaptive teaching** in your class.

This cycle is key - **ASSESS – PLAN – DO - REVIEW**

Before the lesson Plan	During the lesson Do, Review	After the lesson Assess
<ul style="list-style-type: none"> • Get to know your children. Know what motivates them, what they respond to best (e.g. private or public praise), what they like, what their interests are. • Assessment is key. Assessment should be regular and purposeful but this doesn't mean do lots of tests! Think about assessment for learning strategies. Assessment should seek input from pupils themselves, parents/carers and specialist professionals. • Plan and adapt lessons based on your daily assessments of the learning. Planning should reflect your understanding of the pupils' needs. • Think carefully about your seating plan. Consider how the children's needs affect where they sit. For example, a child who might struggle to sit for long periods of time could be near the door so that they can easily go out for a brain break with the TA. A low ability child might be close to you at the front of the class. Aim to keep groupings and seating 	<p>Explicit instruction.</p> <ul style="list-style-type: none"> • Choose your words carefully to minimise 'teacher speak'. "Less is more." 1. Be specific 2. Less words 3. Simplified vocabulary • Chunk information <ul style="list-style-type: none"> - provide in stages - bullet point - task planner • Symbol supported instructions • I do, we do, you do. This model is based upon the gradual release of responsibility from teacher to student. <ol style="list-style-type: none"> 1. I do – teacher models and talks about their thinking out loud. 2. We do – teacher completes some of the steps, the pupils complete the remaining steps. 3. You do – Pupils complete all the steps themselves. • Scaffolding <ol style="list-style-type: none"> 1. Modelling the task 2. WAGOLL (What a Good One Looks Like) 3. Adult support if needed <p>Resources.</p>	<ul style="list-style-type: none"> • Marking • Teacher feedback logs • Assessment to inform next steps: <ul style="list-style-type: none"> - Do you need to change the next lesson? - Should you do a conference with a small group? - Maybe ask the TA to work with specific children? - Change the seating? - More challenge? • Every child's learning is important. Aim to have an understanding of what every child has learnt by the end of the lesson.

<p>arrangements flexible. Note - sometimes, you may need to group pupils by ability e.g. for guided reading.</p> <ul style="list-style-type: none"> • Identify which children are working with which staff. Try to ensure it's not the same children every lesson. • Resources. Plan to use hands-on, practical resources. This shouldn't stop when they get to KS2! • Be clear on the key learning point. All children might be working to the same learning objective, but you can adapt their independent task to help them to achieve this on their level. e.g. We are learning to use column addition to add four digit numbers. Change it to "use column addition to add two digit numbers" for those who find it tricky. They are still practising the key skill but just in a more simple way. • Be prepared if something doesn't go to plan. For adaptive teaching to be successful, teachers need to be prepared to adapt! Observe the learning taking place and don't be afraid to adjust your plans mid-lesson if you need to. 	<p>Practical resources should be available to ALL groups, not just LA pupils.</p> <p>Flexible groupings. Do some pupils need to change where they sit during the lesson? Do the adults need to change who they are working with throughout the lesson? e.g. a child with attention issues might benefit from sitting on a quiet table on their own at different points in the lesson? Powerful if you allow the child to choose when they need to move to their quiet table – shift from being punitive, to being positive.</p> <p>Assessment for Learning.</p> <ul style="list-style-type: none"> • Whiteboards – Show Me • Digit fans • Teacher listening in to talk partner discussions • Thumbs up/thumbs down – Show Me
<p>Use of technology.</p> <ul style="list-style-type: none"> • 'Dual coding' – while you are teaching, have visuals on the IWB/ whiteboard to support understanding. • Widgets- symbols • SEN pupils might benefit from specific technology to help them access the curriculum – ipad, dictation tool, widget, claro, reader, clicker, docs plus <p>Hinge points. Teachers and support staff should aim to have a two minute dialogue at least once during the lesson, where they discuss what is happening and if the teaching direction/input needs to change. Intervening at the right stage is crucial.</p> <p>Promote independence. Create an ethos in class where if pupils get stuck, they know how to get unstuck. Avoid having a long line of children wanting to speak to you. e.g. think about it first to yourself, ask a partner, look at the learning walls – encourage them to do this before they ask you!</p>	<p>Use of technology.</p> <ul style="list-style-type: none"> • 'Dual coding' – while you are teaching, have visuals on the IWB/ whiteboard to support understanding. • Widgets- symbols • SEN pupils might benefit from specific technology to help them access the curriculum – ipad, dictation tool, widget, claro, reader, clicker, docs plus <p>Hinge points. Teachers and support staff should aim to have a two minute dialogue at least once during the lesson, where they discuss what is happening and if the teaching direction/input needs to change. Intervening at the right stage is crucial.</p> <p>Promote independence. Create an ethos in class where if pupils get stuck, they know how to get unstuck. Avoid having a long line of children wanting to speak to you. e.g. think about it first to yourself, ask a partner, look at the learning walls – encourage them to do this before they ask you!</p>