



Deepdale Community Primary School Teaching and Learning Policy



At Deepdale Community Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that great teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Aims

- To be ambitious for all children, ensuring they ALL reach their full potential
- To develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- For learning to take place, we understand the need to provide frequent and spaced opportunities for children to retrieve and practise prior learning, ensuring that it becomes embedded in long term memory
- To enable children to become confident, resourceful, enquiring and independent learners
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture
- To encourage children to take pride in their work and the work of others
- To develop children who are assessment literate (they have an in depth understanding of their learning needs and what they need to do to improve)
- To develop a growth mind-set in children so that they have the self-belief that, with practise, effort and perseverance, they can achieve well and anything is possible.

Learning Culture

To enable children to learn well, we will work to develop a culture where children:

- have a love of learning and realize their dream
- feel safe – respect, value and support each other as learners
- take risks
- practise lots!
- recognise mistakes and errors as a learning opportunity and persevere
- develop a 'can do' attitude - 'I can't do it... yet!'

And where adults:

- establish positive working relationships with all children in the class
- have high expectations – learning behaviour, progress in learning, presentation etc.
- model learning and expected behaviour for the children
- ensure that the development of language is at the heart of learning
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all
- have ambition for all

Effective Teaching

‘The single most important attribute of great teaching is PROGRESS’

What does effective learning look like?

Together as a staff, we have created a useable list, of what we feel at Deepdale, are the most important elements of teaching. Our learning discussions, coaching and CPD are centred on this document. It is the heart of great teaching at Deepdale.

DEEP KNOWLEDGE OF THE SUBJECT
<ul style="list-style-type: none">• Teachers have specific knowledge and understanding of the subjects they teach
<ul style="list-style-type: none">• The sequence of learning is planned well and purposeful
<ul style="list-style-type: none">• Common misconceptions are revealed and addressed
<ul style="list-style-type: none">• Teachers can evaluate the thinking behind children’s methods
QUALITY OF INSTRUCTION
<ul style="list-style-type: none">• Teachers use effective questioning for a range of purposes such as to check the facts, develop deeper thinking and find out what children don’t know
<ul style="list-style-type: none">• Teachers avoid overloading pupils’ working memory by breaking down complex material into smaller steps
<ul style="list-style-type: none">• Dialogue is effective and encourages children to talk through their thought processes, give reasons and build on others ideas
<ul style="list-style-type: none">• Teachers review prior learning and meet the needs of their children
<ul style="list-style-type: none">• Teachers assess during lessons and adapt teaching to meet the needs of their children
<ul style="list-style-type: none">• Teachers model the process (demonstrate the struggle) and set the expectation
<ul style="list-style-type: none">• Time is given so children can practise and consolidate key learning and become fluent
<ul style="list-style-type: none">• Teachers encourage the retention of learning by using repetition practice, and retrieval of critical knowledge and skills
<ul style="list-style-type: none">• New learning is introduced progressively ‘Idoldoyouhelpyouodhelpyoudotopgetheryouodo’
<ul style="list-style-type: none">• Explicit strategies are taught and children are encouraged to identify how best to approach a particular task
<ul style="list-style-type: none">• Feedback has a purpose: it has a focus on improving outcomes; encourages further effort; provides guidance on how to improve or challenges learners
<ul style="list-style-type: none">• Teachers check on understanding at different points in the lesson
CLASSROOM CLIMATE
<ul style="list-style-type: none">• Teachers have high expectations
<ul style="list-style-type: none">• The focus is on effort not ability
<ul style="list-style-type: none">• Promotes pupils self-worth
CLASSROOM AND CURRICULUM MANAGEMENT
<ul style="list-style-type: none">• Teaching assistants are well deployed and impact learning
<ul style="list-style-type: none">• Pupil groupings are flexible and do not stifle progress
<ul style="list-style-type: none">• Teachers are ambitious for all pupils
<ul style="list-style-type: none">• Pupils behaviour is well managed and rules and routines are in place that are consistently enforced
<ul style="list-style-type: none">• Good time management – optimizing opportunities to learn
<ul style="list-style-type: none">• Teachers ensure opportunities for spaced study and practice so that learning is embedded securely

Learning Expectations

Learning expectations are shared and discussed at the beginning and throughout lessons so that all children understand how to be successful with their learning. This ensures that there is a shared understanding of the 'concept of quality'. This may be achieved by:

- Modelling excellence: sharing excellent examples of previous pupils work and discussing with the class what makes it high quality
- Comparing examples: which do you think is better and why?
- Breaking down the learning taking place into small steps
- Including the steps/success criteria the children need to be successful in their learning
- Sharing or co-constructing the steps/success criteria orally and/or in writing with the children, often alongside the sharing of good/modelled examples

Learning Outcomes

- Sufficient time will be given to enable children to achieve meaningful learning.
- Are matched to the children's next steps in their learning, identified in prior learning
- Allow for opportunities for connections to be made across and between subjects

Learning Discussions

- Are planned times/pit stops to discuss learning during any point in the lesson deemed necessary. We make effective use of the visualizer to aid these discussions
- Allows adult, and children, to address misconceptions, make improvements and add further challenge
- Allow time to reflect on the 'how' of learning in addition to 'what' has been learnt

Challenge for All

- Is present throughout the lesson
- May occur through adult support; range and level of resources; time; task; different outcomes
- Children with Special Educational Needs have challenging targets ensuring high expectations and rapid progress are made
- Children working at greater depth and 'rapid progressers' will be challenged through teacher questioning, variation in task etc.

Questioning

'Effective questioning lies at the heart of great instructional teaching'

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy)
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning
- Thinking time will be given once a question has been asked
- At Deepdale we adopt a 'no hands up' policy, ensuring we are asking ALL pupils for responses
- The effective use of learning partners will be utilized so that *all* children are active in the questioning process.

Pupil Response Systems

How do we know, at different points in the lesson, what learning/understanding is taking place? At Deepdale we use 'quick checks' at different points in the lesson. This may include the use of learning partner discussions, mini whiteboards, true or false etc.

Self & Peer Assessment

- Children are trained to self and peer assess effectively
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions, learn from their mistakes and make improvements to their work

Effective Learning

“Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.” *Brian Tracy*

What does effective learning look like?

Again, together as a staff, we have created a useable list, of what we feel at Deepdale, are the most important elements of effective learning. Our aim at Deepdale is that the vast majority of children:

ENGAGEMENT
<ul style="list-style-type: none">• Are ready to answer questions
<ul style="list-style-type: none">• Are ready to ask questions relevant to the learning
<ul style="list-style-type: none">• Move quickly from listening to active learning (e.g. undertaking the tasks set, having the necessary materials/resources)
<ul style="list-style-type: none">• Sustain their concentration to remain on task, even in the face of distraction
<ul style="list-style-type: none">• Do not give up
<ul style="list-style-type: none">• Do a lot of work
<ul style="list-style-type: none">• Try to complete the tasks set
<ul style="list-style-type: none">• Take care in the presentation of their work
<ul style="list-style-type: none">• Expect to succeed
<ul style="list-style-type: none">• Are interested in their learning
<ul style="list-style-type: none">• Know what is expected of them and want to achieve or exceed the expectations
CREATIVE LEARNING
<ul style="list-style-type: none">• Show independence in selecting appropriate resources/materials
<ul style="list-style-type: none">• Have strategies to solve problems
<ul style="list-style-type: none">• Know what to do when they are stuck
<ul style="list-style-type: none">• Are ready to take risks and learn from their mistakes (e.g. Have a go!)
<ul style="list-style-type: none">• Have a chance to surprise the teacher
<ul style="list-style-type: none">• Can describe the strategy they are learning
CRITICAL THINKING
<ul style="list-style-type: none">• Are able to describe or explain what they are learning (not just what they are doing) to others
<ul style="list-style-type: none">• Look for links between what they are learning and what they have already learned
<ul style="list-style-type: none">• Can choose the best strategy for their learning task
<ul style="list-style-type: none">• Can describe, explain or justify their thinking
<ul style="list-style-type: none">• Can generate questions which deepen learning
ACHIEVEMENT
<ul style="list-style-type: none">• Are working within or exceeding the expected standards
<ul style="list-style-type: none">• Are building on prior learning
<ul style="list-style-type: none">• Have the skills and knowledge required to undertake the learning set
<ul style="list-style-type: none">• Develop learning strategies which they can remember
<ul style="list-style-type: none">• Use and apply their learning strategies
<ul style="list-style-type: none">• Learn new skills and knowledge

Transforming Knowledge into Learning

For effective learning to take place we understand that our children need many opportunities to recall and apply previously taught knowledge. We achieve this through ensuring that our curriculum planning takes into consideration the need for frequent and spaced retrieval practice. This we believe, will cement learning, strengthen memory and ultimately improve long term retention.

Retrieval opportunities at Deepdale may include:

- Regular low stake quizzes
- Sticky knowledge starters
- Daily practise of basic skills (Everyday Maths/Test Your memory Reading)
- End of unit 'double page spreads' (show what you know)
- The use of Knowledge Organisers

Learning Environment

- Stimulating environments that set the climate for learning.
- Exciting, well-organised and respected classrooms that promote an independent use of resources and support high quality learning.
- Environments that are 'dripping' with language
- Classrooms that are bright and welcoming, that are word and number rich.
- Displays and working walls are changed regularly and reflect the current learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are fully engaged with children at all times during lessons. They are involved in:

- Supporting learning and children's progress
- Supporting assessments of children's understanding
- Developing children's independence

Parental Support

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Annual year group welcome meetings at the start of each academic year
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children at home
- Holding parent workshops to explain the learning to be covered and the strategies and methods taught to the children.
- Sending information to parents at the start of each half term in which we outline the learning areas that the children will be covering
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.
- Open door policy







Home Learning:






At Deepdale we recognise that each family is unique and because of this we offer a variety of approaches to home learning. These include:

- Use of the online learning platform 'Purple Mash' – all children in school have a login and password for this
- Use of text books and work books such as CGP
- Home readers
- Opportunities to be more creative through 'topic homework'
- TTRockstars/Numbots – all children in school have a login and password for this.

All classes will provide home learning each week, which in general, is based on the learning that has taken place in class. The focus of weekly home learning will mostly be in the form of 'practising' what the children have been learning in school that week.

The following are examples of what weekly home learning consists of in key stage 1 and 2:

Year 2 Home Learning: Group 1	
Date: 25.09.20	
Weekly Message	
	Hello Year 2 and a happy weekend to you all! Well done for working very hard in school this week. Please complete your Home Learning below. Remember – your homework is due in on Wednesday for an adult to check.
Phonics	
	This week in class, we have explored different phonemes. Please watch the video link below to recap on the phonemes – ir CLICK HERE - ir
Reading	
	Log on to Purple Mash and read the story of the week. This task appears in your 'to-do' section. Chapter 2: Wolf's new friend Try and complete the two quizzes.
Spelling	
	This activity appears in your 'to-do' section on Purple Mash. Try your hardest to learn these ready for our test on Friday. annoy dream cried summer moon hutch
Mathematics	
	Please log onto Numbots to practise your number bonds! Your login is stuck in the front of your reading diary.  or This week we have set a weekend challenge based on Place Value. This activity appears in your 'to-do' section on Purple Mash.

Year 6 Home Learning: Group 1	
Date: 11.9.20	
Daily Message	
	Hello Year 6 and a happy weekend to you all! A huge congratulations on working so hard this week for your first full week of Year 6; you've blown us away! Please complete all your homework by completing the quizzes or writing your answers in your new home learning book. Remember – your homework is due in on Wednesday for an adult to check.
English	
	This week in class, we have explored fronted adverbials and how to use these in our writing. Please recap this further by using this lesson by Oak National Academy (https://classroom.thenationalacademy/lessons/10-explore-fronted-adverbials-71b6470m-source=copylink&utm_medium=copy&utm_campaign=share-button&entry_quiz=true&exit_quiz=true&view=stationtrue&worksheets=true) Please complete any writing activities in your new home learning book.
Reading	
	This task appears in your 'to-do' section. Please read Chapter 2 'Our Big Kitchen' and answer the multiple choice questions in the quiz. Remember to read the text a couple of times to make sure you understand it fully before you begin the questions.
Spelling	
	This activity you can find in the to-do section. This quiz is a recap of some Year 5 spellings. Try your hardest to learn these ready for our quiz on Thursday.
Mathematics	
	This task can be found at this website: https://whiterosemaths.com/homelearning/year-6/week-2/ Click on the link and find the video entitled 'Round any number'. Complete the questions from the worksheet (Round any Number Worksheet.pdf) by writing the answers in your home learning book. Please mark this yourself by using these answers: Round any Number ANSWERS.pdf Please still return your home learning book to school so we can see how you got on!

These can be accessed via Purple Mash by opening the PDFs shared on the class blogs.

Knowledge Organisers

These are available for all classes across school. Their purpose is to provide children and their families with an overview of the key knowledge required in different subjects in different year groups. These are taken home by the children so that they can practise and learn key knowledge and can also be found on the school website.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Ensure that staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteachers report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Review

This policy was written in September 2015

This policy was renewed in September 2017

This policy was renewed in September 2019

This policy was reviewed in September 2020

This policy was reviewed in September 2022