



# Teaching and Learning Policy

## Autumn 2021

Governing Body ratified policy.....

Signature of Head teacher.....

Signature of Chair of Governors.....

Date of Policy: Summer 2017

Review Date November 2021

### **Vision Statement**

We believe that all learners leaving Harlowbury, will be compassionate, courageous and confident citizens who can contribute to the ever changing global community.

### **Aims:**

Harlowbury School aims to provide:-

- the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- an ethos of care, mutual respect and support, where effort is valued and success as well as failure is celebrated.
- opportunities for children to become active, responsible and compassionate members of the school and their wider communities.

The school works towards these aims by providing high quality purposeful learning experiences within all we do.

### **Our Core Values "The 5 Cs of Harlowbury"**

- Commitment
- Craftsmanship
- Curiosity
- Communication
- Collaboration

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy is linked to:

- Behaviour Policy
- Assessment Policy
- Inclusion Policy
- Feedback and Marking Policy
- The Harlowbury Non-negotiables

It will also refer to other materials where they have contributed to our shared understanding of good practice such as Blooms Taxonomy, Carol Dweck research on Growth Mindsets and Rosenshine's Principles of Instruction.

## **Excellent learning and teaching may include a range of the following:**

- Learning objective made explicit to the pupils
- Learning put into a wider context - why are we learning this?
- Reference made to previous or future learning
- Models of good work shared and used to generate success criteria
- A range of question types and assessment for learning strategies
- Learning pitched appropriately for individual needs and adaptations where appropriate
- Activities which match the Learning Objective and fully engage the children
- Stimulating resources to support independent learning
- Children are asked to justify their opinions and ask big thinking questions
- Resources and manipulatives used to support and adapt learning
- Success criteria referred to during lesson and in plenary/feedback
- Self or peer assessment related to success criteria
- Time for children to edit and improve their work
- Small steps of learning to develop mastery
- Quizzes and low stakes tests
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## **Learning Objectives**

Planned and clear learning objectives are essential to ensure clarity around intended outcomes. This follows the structure of "Can I ...?" The learning objectives needs to be shared with the children. E.g. Can I explain...? Can I retell...?

## **Success Criteria**

Teachers may frame the success criteria as steps for learning, Top Tips or success criteria. All pupils are clear about how they will achieve the learning objective. Sometimes the Success Criteria will be generated by the teacher or with the children after exploring modelled examples.

## **Feedback, Next Steps and Feedforward comments**

Responding to learning is most effective when it is immediate, and the children have time to follow it up and take the comments forward in their work. We use next steps and feedforward comments in order to reinforce learning and move learning on. Pre teach and Reteach groups may be used after feedback to enable children to revisit new concepts and Knowledge. For some children, they may be introduced to concepts and knowledge prior to the lesson to enable them to access the learning. Please see the Feedback and Marking policy for explicit details.

## Develop a culture of Resilience

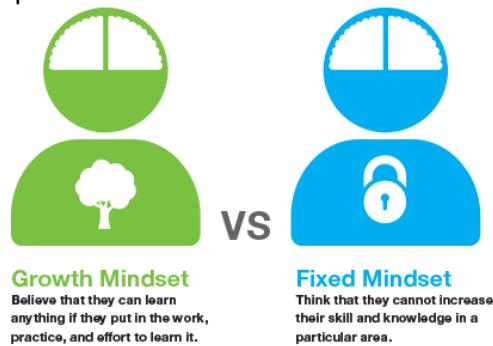
In order to develop a culture where mistake making and challenge is part of learning, our feedback is vital. We see learning as a continuum that everyone can move along despite their starting point, and then everyone should be challenged every lesson. Therefore we ensure the 5 Bs are referred to and displayed in class: - Brain, board, bits, buddy and boss to remind children what they can use to give things a go!

Dialogue from adults may include:-

- "When you find something challenging, it is an important opportunity to learn something new"
- "You cannot do that ....yet!"
- "This is how we learn. If everything was easy, it means you already knew how to do it, so there's no new learning"
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## Growth Mind-sets

Children are encouraged to learn from their mistakes, develop resilience and persevere when learning a new skill or solving a problem. Learners are encouraged to challenge themselves and to develop skills over time with practise.



## Effective Questioning and Quality of interactions

Adults ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move learning forward. We believe children should ask questions to demonstrate curiosity and inquiry about their learning and deepen their understanding. Effective questioning means challenging children to deepen their thinking. Key questions are carefully planned to go beyond basic recall with such strategies as:-

- Turning the question into a statement
- Finding opposites, why does one work? What is the same? What is different?
- Prompting to explain the answer
- Asking questions from opposing view points

Blooms Taxonomy is to be used when planning for differentiated questions.



## Strategies for Developing Oracy

We believe that excellent communication is central to learning. All lessons include opportunities to discuss and extend thinking. A range of strategies include:-

- Learning partners
- Lolly sticks
- My Turn, Your Turn
- Stem Sentences
- P4C
- Story Telling
- Explicit Vocabulary Teaching
- Peer teaching
- Shoulder and Face Partners
- Cooperative learning standards

As the promotion of speaking and listening is a key priority in our curriculum, children should be given opportunities to work collaboratively, or to share their ideas with others, regularly.

Specific strategies for collaborative learning (which help make the curriculum accessible for all learners) include:

- Snowballing (talk partners first, then share with another pair/group)
- Jigsaw (groups research one aspect of a topic becoming 'experts'. Re-organise into home groups to complete task using expertise of each member)
- Matching / sorting
- Diamond ranking
- "Venn" diagrams- concept stretchers
- Mind / concept mapping
- Drama / role-play
- Allocated group roles

## Adapting Learning to the Needs of the Learner

It is essential to match learning opportunities with individual learning needs to ensure children become independent learners.

This can occur in:

- The content delivered: teachers being clear about the knowledge and attitudes they want groups/individuals to remember.
- The learning process- varying learning activities/strategies to provide appropriate methods for students to explore concepts.
- The product- varying the complexity of the product (which means teachers setting clear expectations for the quality of the work expected, not just accepting a range of outcomes)
- Varying the environment in the classroom- using different teaching styles, groupings, levels of support

## **Adaptation and Inclusion**

Adaptation and Inclusion is outlined in more detail in our Inclusion Policy but we provide a range of strategies and provision to enable all learners to access the learning:-

- Employing a range of different teaching styles
- Providing resources which are appropriate: careful selection and evaluation is required
- Planning for support and extension of groups/individuals by additional adults or the teacher
- Through questioning and challenge
- Providing writing and/or speaking frames
- Scaffolding support as appropriate to the child
- Adapting activities as appropriate
- Providing word banks/pictures
- Adapting/ renegotiating success criteria (this could be used to further the challenge for higher achievers)
- Promoting independent learning (5Bs)
- Pre Teach and Re Teach sessions
- The use of Widgets to support learning new vocabulary and processing learning

## **Monitoring & Evaluation**

The quality of Teaching & Learning at Harlowbury will be monitored and evaluated in the following:

- Book scrutinies
- Staff meeting to moderate our assessments
- Pupil Progress Meetings
- Regular monitoring by Subject Leaders and SLT
- Dialogue from Performance Management meetings