



Seven Stars Primary School

Teaching and Learning Policy

William Butler Yeats: "Education is not the filling of a pail, but the lighting of a fire."

At Seven Stars Primary School, it is our intention that learning should:

- Be a meaningful, rewarding and enjoyable lifelong process
- Equip children with the knowledge, skills and understanding to be successful learners
- Enable children to lead rewarding lives and be responsible citizens

Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong
- To enable children to become confident, resilient, resourceful, enquiring and independent learners
- To ensure learning is sequential and connected thus embedding in long-term memory
- To develop children's self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage children to take pride in their learning and the learning of others

Learning Culture

To enable children to learn well, the school will develop a culture where children:

- enjoy learning
- feel safe
- interact respectfully with adults and other children take risks
- recognise mistakes and errors as learning opportunities
- persevere
- respond positively to high expectations – learning behaviour, progress in learning, presentation etc
- develop a 'Growth Mindset'

and where adults:

- establish positive working relationships with all children in the class
- have high expectations for all children's behaviour and learning
- are consistent in dealing with children's behaviour and learning
- model learning and expected behaviour for the children
- treat all children fairly, with kindness and respect (with timely encouragement and specific praise)

This learning culture will be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Teaching and Learning

When planning for learning, teachers must have:

- thorough, accurate subject knowledge (see Appendix 1 for an outline of four areas of knowledge we will focus on in our curriculum; Appendix 2 for Open Doors Curriculum intent & Appendix 3 for Cultural Capital expectations)
- a range of effective teaching methods
- an understanding of which teaching method would be most effective in teaching a particular subject or topic

Teaching will be organised to help pupils remember learning by:

- sequencing learning so that there is progression over lessons and the year
- making links between elements of learning where these are present (Interleaving)
- recapping learning regularly – short-term, medium-term and long-term (Spacing)
- using strategies to recall information – quizzes, questioning... (Retrieval)
- planning opportunities for purposeful talk and critical questioning to enable children to be able to discuss and explain learning with others (Elaboration)
- representing learning visually and verbally (Dual-coding)
- designing tasks to avoid overloading working memory (Cognitive Load Theory) building on previously established proficiencies (and ensuring proficiencies are embedded early on in a child's career)

Teachers will draw from a range of strategies in order to engage children in the teaching and promote learning for all. These will include:

- paired talk
- investigation and problem solving
- reasoning and explanation of learning
- focused research
- opportunities to communicate findings in a variety of ways
- opportunities to practise and apply newly acquired skills and knowledge
 - whole-class learning
 - purposeful group learning (in groups selected for different reasons)
 - purposeful paired learning
 - individual learning
 - independent learning, which is child directed
 - Collaborative skills are taught and developed
 - selecting and using relevant resources to support learning
 - asking and answering questions
 - use of IT including visual images, film, interactive teaching resources etc
 - fieldwork and visits to places of educational interest
 - guest visitors and performances
 - creative activities
 - debates, discussions, oral presentations and other speaking and listening strategies
 - drama techniques
 - designing and making things
- participation in athletic or physical activity
- setting challenges for themselves
- producing work for a variety of audiences

Children will be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Constantly adaptive teaching (Assessment for Learning) will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with TAs. Children will also be able to answer questions on what they are learning, not what they are doing.

- **Learning Objectives are:**
 - clear and focused - based on learning rather than task
 - displayed at the appropriate time in the lesson
 - discussed and explained with the children
 - based on prior attainment, knowledge and understanding
 - written in the format: "to..."
 - referred to throughout the lesson
- **Success Criteria will:**
 - be identified by the teacher during the planning process
 - break down the learning taking place
 - include the steps or 'ingredients' the children need to be successful in their learning
 - be short, and maybe visual
 - usually be generated with the children during the lesson
 - be written up and referred to during the lesson when appropriate
 - be gradually withdrawn as learning becomes embedded
- **Review of Learning/Plenary will:**
 - allow teachers to be constantly adaptive in response to children's learning
 - reflect on the learning which is taking/has taken place
 - review progress towards the learning objective and success criteria
 - allow adults 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
- **Outcome will be:**
 - what is achieved by the children by the end of the lesson
 - the learning activity/evidence of learning
 - given sufficient time to enable children to achieve meaningful learning
- **Challenge for All: Teaching will:**
 - be appropriately pitched to the age-group
 - support children to achieve the learning and extend children who grasp the concept quicker than others
 - Be adaptive throughout the lesson and will respond to learning needs as they arise
 - Address EHCPs/IEPs for children with SEND
- **Adult Input**
 - Provides overviews and reviews of objectives
 - Outlines content to be covered and signals transitions between different parts of the lesson
 - Calls attention to main ideas and addresses misconceptions
 - Reviews main ideas

It will also:

- Model learning
- Engage children in the learning
- Be active and interactive
- Make effective use of teaching strategies
- Have appropriate pace to ensure maximum learning takes place
- Respond to, and be adapted to, ongoing assessment during the lesson
- verbal and visual Generate success criteria
- Be flexible according to the learning taking place eg.

- Different inputs for different groups
- Different start times for different groups
- Input – activity – input – activity
- Guided groups etc

Throughout the above, teachers will communicate clearly and directly with pupils

- **Questioning**
 - Questions will be asked to assess learning, challenge and deepen thinking and understanding
 - A range of different types of question will be used as appropriate: open/closed; higher and lower order (eg. Bloom's Taxonomy); product (single response) and process (explanation response)
 - Will be matched to the children's understanding and ability
 - Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking (see separate policy)**
 - Regular feedback will be given to the children in line with the school policy
 - It identifies success and areas for improvement/next steps in learning
 - Refers to learning objectives, success criteria, and age-related expectations in spelling, punctuation and grammar where appropriate
 - Opportunities are planned for children to regularly respond to feedback and marking
 - Informs further planning, teaching and well-timed interventions
- **Self & Peer Assessment**
 - Children are trained to self and peer assess
 - Guidelines are discussed, agreed and developed with the children
 - Is used regularly to enable children to address misconceptions and make improvements to their learning
- **Vocabulary**
 - All staff will model the use of standard English and children will be corrected if not speaking correctly
 - Pupils will be encouraged to use full sentences when appropriate
 - Opportunities will be taken to develop and extend children's working vocabulary
 - Subject specific and academic vocabulary will be taught progressively throughout the school
 - Displays will promote vocabulary

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

The learning environment will be organised to:

- Promote and maximise learning
- Provide a stimulating environment which sets the climate for learning.
- Be tidy and organised to focus and enhance learning and promote independent use of resources
- Be word and number rich.
- Help teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Displays might be used to:
 - Celebrate success - achievement, Star/Learner of the Day/Week
 - Support class organisation – visual timetables, clearly labelled resources
 - Promote independence by providing prompts – questions, support for when children are stuck
 - Support learning – working walls, WAGOLs, presentation Seven Stars, interactive & challenging,
 - Displays are changed regularly and reflect the current topic/themes/ learning
 - Vocabulary will be displayed to support learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school and planned for, by the teachers, to support learning as effectively as possible. Teaching Assistants work with a range of groups and individuals.

They are involved in:

- supporting learning and children's progress (including interventions and social emotional needs)
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers (including parents and governors) are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

Role of Curriculum Subject Leaders

- Will have a clear understanding and overview of the intent, implementation and impact of their subject area within the wider 'Open Doors' curriculum
- Will provide pedagogical content knowledge and support for teaching and learning in their curriculum area
- Ensures the three aspects of powerful knowledge (declarative, procedural and conditional) are key elements in the teaching and learning of their subject across school
- Refer to the Subject Leader Policy / Job Description and Curriculum Policy

Role of Key Stage Leaders:

Early year Foundation Stage (Nursery & Reception)

Key Stage One & Early Key Stage Two (Year 3)

Key Stage Two (Years 4 to 6)

Key Stage/Phase leaders will:

- Ensure stage/phase-appropriate and relevant implementation of the general principles of our key teaching policies:
 - Teaching and Learning
 - Curriculum
 - Feedback and Marking
 - Assessment
- Facilitate the development of good practice in teaching and learning relevant to the stage/phase they are responsible for via professional dialogue and collaboration:
 - Moderation of outcomes
 - Sharing good practice and promoting relevant CPD (monitoring its impact)
 - Partnering in research and development of innovation
 - Supporting stage/phase staff who are facing challenges with specific cohorts
 - Identify Key Stage/phase specific areas for development based on assessment analysis outcomes and monitoring of practice (e.g. EYFS might focus on early language acquisition, Key Stage One might focus on progress in Phonics and Key Stage Two might identify progress in Reading comprehension/inference)
 - Support the effective use of resources (including use of Teaching Assistants) across the Key Stage/phase

Role of Parents

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 appointments (face to face, by phone or virtually) in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- 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 (e.g. with homework)
- holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils.
- communicating information to parents at the start of each term in which we outline the learning areas for each subject and themes that the pupils will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate (e.g. additional meetings for SEND/CLA pupils, monitoring behaviours or when pupils are going through critical points in their lives such as bereavement)

Role of Governors

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

- support the use of appropriate teaching strategies by allocating resources effectively;
- 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;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management 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 Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

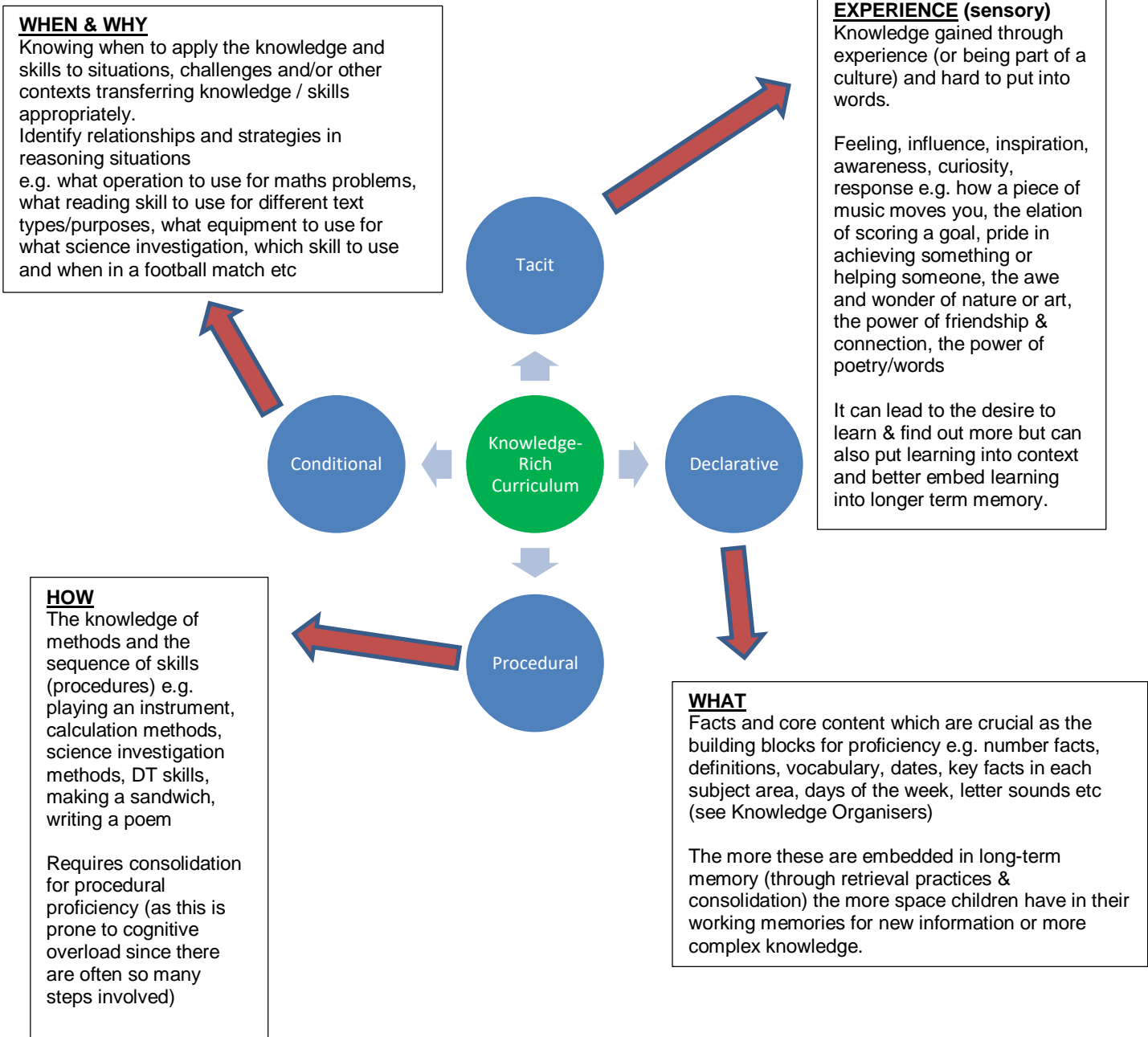
Monitoring & Evaluation

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 July 2021 and will be renewed in July 2022 (with ongoing updates were relevant)

APPENDIX 1
Four key knowledge areas in a knowledge-rich curriculum



APPENDIX 2
'OPEN DOORS' whole school curriculum intent

SEVEN STARS 'OPEN DOORS' CURRICULUM				
To open doors for pupils that would otherwise be closed – providing access into opportunities for learning and life				
Key Skills	The World	Healthy Lives	Creativity	Communication
<p>Developing key knowledge and skills for the twenty-first century so pupils can engage confidently with learning and with life</p> <p>a) Reading</p> <ul style="list-style-type: none"> - To engage with: <ul style="list-style-type: none"> i. Information (e.g. news, instruction, messages, research, knowledge) ii. Debate (e.g. thinking, points of view, beliefs & ideas) iii. Beauty (e.g. poetry, arts, prose, plays, inspiration) - To understand the world around them <p>b) Writing</p> <ul style="list-style-type: none"> - To communicate (with increasing effect): <ul style="list-style-type: none"> i. Information ii. Ideas & beliefs iii. Beauty - To persuade others (for positive social change) <p>c) Maths</p> <ul style="list-style-type: none"> - To equip pupils for life (e.g. telling the time, budgeting, cooking, jobs in retail, design, construction, science, data analysis, computing etc) - To develop problem-solving skills (analytical and critical thinking and reasoning skills) identifying patterns, possibilities, probabilities and ways of organising, using and presenting data 	<p>Understand, celebrate and take responsibility for our local and global 'neighbourhood'</p> <p>People</p> <ul style="list-style-type: none"> o Culture o Identity / ethnicity o Beliefs o Traditions <p>Place</p> <ul style="list-style-type: none"> o Local o National o Global <p>Environment</p> <ul style="list-style-type: none"> o Climate / human impact o Nature/bio-diversity o Ecosystems <p>Beliefs</p> <ul style="list-style-type: none"> o Religious/faith o Ideological o Philosophical <p>History</p> <ul style="list-style-type: none"> o British & global o Chronology o Context (connections) o Key figures & events <p>Equality, diversity & human rights</p>	<p>Physical health (fitness, nutrition, addiction, hygiene, caring for self, rest)</p> <p>Mental health / well-being (emotional self-regulation, talk, support, strategies, resilience)</p> <p>Relational health (connecting, on-line and off-line safety, bullying, respect, inclusive attitudes, positive contribution to wider society)</p> <p>Financial health (employment, budgeting, value of money)</p> <p>Moral health (values, character, dispositions)</p> <p>All of the above are key elements in the 'Preparation for Adulthood' curriculum:</p> <ul style="list-style-type: none"> o employment o independent living o community participation o good health 	<p>Artistic expression</p> <p>Musical opportunity</p> <p>Drama and physical self-expression</p> <p>Design</p> <p>Creative thinking (e.g. problem-solving)</p> <p>Exposure to 'high culture' in all of the above <i>i.e.</i> knowing about, appreciating, critiquing and experiencing great thinkers, creatives and events from the past and present (from all parts of society, ethnicities, gender, culture and tradition), as a springboard for their own creativity and to enrich their lives</p>	<p>Vocabulary (reducing word gaps and acquiring the technical and specific vocabulary useful for making progress in learning in all subjects and walks of life)</p> <p>Social and emotional language skills (how to express yourself well to others about what you are thinking, feeling, needing or believing)</p> <p>Listening well (actively listening to understand others and the world)</p> <p>Discussion and debate (collaborative communication skills)</p> <p>Persuasion and presentation (convincing communication skills)</p>

APPENDIX 3
Cultural Capital in our Seven Stars Curriculum

	CULTURAL CAPITAL IN ALL OF THE SUBJECTS (examples overview)	What is Cultural Capital and why is it important?
English	Classic poems and significant poets Classic texts and significant authors Grammatical knowledge & formalities of speech Advanced vocabulary Performance (drama, plays, theatre visits) & Library visits	<p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. (142 p31 <i>Ofsted Early Years Inspection Handbook</i>, Sept 2019)</p> <p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p> <p>Within each subject and each cohort it is important to ‘open the doors’ for our children into great thinking, art, writing, creativity, design, achievements in the past and present in each subject and across cultures, genders, and social groups.</p> <p>Exposure to ‘high culture’ is about knowing, appreciating, critiquing and experiencing great thinkers, significant figures, creatives and events from the past and present (from all parts of society, ethnicities, gender, culture and tradition), as a springboard for pupils’ own creativity and to enrich their lives.</p> <p>Increasing the ‘cultural capital’ of our pupils is not just about facts but also about experience (tacit knowledge)</p> <p>It is achieved both discretely (specific lessons about ‘high culture’) but also incidentally (e.g. through discussion, texts, conversations, TV/CBBC newsround ,subjects) when appropriate reference can be made within the context of lessons in all subjects.</p> <p>Providing opportunities e.g. via clubs, sporting events, visits and visitors are all key to building up a pupil’s cultural capital.</p>
Maths	Famous mathematicians Mathematical discoveries and laws & Mathematical vocabulary Financial matters Critical analysis of data Cultural contributions to mathematics (from different societies & cultures e.g. Islam)	
Science	Famous scientists Famous scientific discoveries and laws & Scientific vocabulary The role of science in society Visits to science museums & places of scientific interest (e.g. beach / nature reserve) Science lectures including TV programmes / media	
History	Famous historical figures from each period of time studied (and those beyond periods of study) and significant events British monarchy through time Visits to museums and historical sites (local and further afield) Famous historical discoveries & historical vocabulary Significant days e.g. Remembrance, Queen’s Platinum Jubilee Famous explorers and historical figures from other subject areas	
Geography	Capital cities of the UK / UK flag and flags of the world & four UK nations Continents & study of people groups (now and ancient) and climates and knowledge of equator, hemispheres and tropics Significant places, locations, national parks, places of world heritage and geographical interest Geographical vocabulary (e.g. landforms and physical features or processes)	
Art	Significant artists (in all genres including sculpture, painting and textiles) & significant works of art Traditions / genres in art Participation in arts projects Architecture (including significant architects e.g. Leitch, Foster, Wren)	
Music	Significant composers, compositions and musicians Music traditions across the ages and around the world Learning to play a musical instrument and musical notation / vocabulary (e.g. six key elements) Learning traditional songs and participating in a choir Experiencing a live concert/performance	
DT	Significant engineers, designers, craftspeople and designs/engineering Visits to technology museums Food from around the world Design through the ages and key technological innovations over time	
RE	Visits to places of worship (and chance to talk to people from different faiths) Significant aspects of different religions: symbols, food, clothes, ritual, art, vocabulary, life events and journeys Significant religious figures and religious stories / scriptures / texts	
PE	Significant sports people (past and present) from a variety of sports and significant sporting events Participation in competitive and traditional sports and visits to sports stadiums	
MFL	Speaking in another language (including pronunciation) & reading/writing Understanding and immersing in the culture of another country (Spain, of pupils in school and focus countries from topics)	