

St Silas Church of England Primary Academy



'Loving God and one another, we work together to be the best we can be'

Teaching and Learning Policy

Vision Statement

At St Silas CE Primary Academy we strive to ensure our pupils will receive the highest quality learning opportunities which inspire, as well as develop and deepen understanding, knowledge and skills.

The quality of teaching is central to high educational standards and pupil achievement. We recognise that learning is the purpose of the whole school and a shared commitment. Education involves children, parents, staff, governors and the community.

Policy Aims

This policy is an evidence-informed approach to teaching and learning, setting out the principles and expectations. This policy is underpinned with extensive sources of research, providing a clear vision of the schools expectations.

It is important to remember that teaching is a creative profession where there is no prescribed formula. Therefore, when dealing with varied subjects, it is about how the principles below are best implemented to the subject and lesson in the most effective way, underpinned by reliable and up to date research and evidence.

Through this policy we aim to:

- ensure a consistent practice across the school in teaching, learning, assessment and provision of the learning environment

Through our teaching we aim to:

- recognise the needs of all individuals and provide opportunities for all pupils to make the best possible progress
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge
- enable children to become confident and interested learners, actively engaged in their own learning

All members of the school community will work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- meet the needs of all children through adaptive teaching.
- ensure that learning is progressive and continuous

Lesson Design - Rosenshine's Principles of Instruction (2012)

Taken from research in cognitive science, classroom practice and cognitive support to help children learn, Rosenshine has highlighted the essential principles. Although not a checklist for every lesson, teachers are encouraged to consider these when planning and delivering learning.

REVIEW PREVIOUS LEARNING - Begin a lesson with a short review of previous learning

This could be:

- a review of vocabulary, events or a previously learned concept
- additional practice to learn facts and skills where overlearning is required to develop automatic recall
- a review knowledge that is essential for the lesson

SMALL STEP WHOLE CLASS TEACHING - Present new material in small steps with pupil practice after each step

Our working memory can only hold a few bits of information at once - too much information swamps the working memory.

Teachers will:

- present only a small amount of new material at one time, and they teach in such a way that each point is mastered before the next point is introduced
- teachers are encouraged to use an I, We, You model when teaching
- during the teaching of this new material, teachers use a mixture of explanation, instruction, demonstration, questioning and worked examples while checking for understanding and providing additional explanations alongside sufficient instructions so pupils can work independently without difficulty
- use a variety of oracy strategies

QUESTIONING - Ask a variety of questions throughout lessons

Some questions can be planned for but some should be responsive to what is happening in the lesson.

Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. It can also help uncover misconceptions or provide deeper thinking.

MODELLING - Providing pupils with models and worked examples can help them learn to solve problems faster

Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. There are two main categories for modelling:

- Model the creation of products/procedures - model a piece of writing or the solving of a problem; discussing how/why you are doing each step as you go. Question them on what is being done and explain, out loud, the thought process. If mistakes are made, point them out.

- Deconstruct expert examples and use worked examples - have an excellent finished product and share it, discuss why it is good.

PRACTICE - Allow for time within the lesson for guidance, questioning and repetition of processes taught

SCAFFOLD LEARNING - Provide a series of temporary supports and scaffolds to assist learners

Teachers may provide:

- modelled steps by the teacher
- cue cards
- word banks
- writing frames
- success criteria to guide or evaluate their work

These scaffolds can then be gradually removed as their competency grows. Teachers can also anticipate commonly made errors and build tools into the scaffold tasks that reduce the chances of pupils making the same mistakes. Teachers should consider who needs what type of scaffold, rather than provide the same scaffold regularly.

Cooperative learning can also increase achievement here where it provides extra instruction through peer support/discussions/tutoring.

INDEPENDENT PRACTICE - Pupils require extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory

Students should be competent in the task and therefore practice independently promoting deeper fluency. Independent practice should include the same material as the guided practice. Teachers should circulate the room, and monitor pupils' work individually (live marking - see feedback policy).

REVIEW - Pupils need to be involved in extensive practice in order to develop well-connected, automatic knowledge

As an extension of the first principle, monthly and weekly reviews will aid recall of information and processes. The mastery approach to learning and the design of the curriculum will also allow for key knowledge and skills to be embedded through revisiting key skills and knowledge.

Adaptive Teaching

Taking a mastery approach to learning, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught. There is no differentiation in content taught unless children are working significantly below the expected level, but the questioning and scaffolding individual pupils receive in class as they work through their learning will differ.

- High attainers will be challenged through more demanding problems/tasks which deepen their knowledge of the same context
- Pupil's difficulties and misconceptions are identified through immediate formative

assessment and addressed with rapid intervention.

- Pre-teaching gives students an entry point when learning new content or new vocabulary words. Rather than "starting from scratch" during a new lesson, they will already have some familiarity with the target information and language — a foundation on which to build.
- Same day 'keep up' sessions will give the children rapid support so that they are able to continue their learning journey the following day

This is an inclusive approach to individual learner's needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

It is about equity of opportunity, not all getting exactly the same to reach the objective. Our aim is to keep students in the challenge zone, or as Vygotsky describes, the 'zone of proximal development'

Cooperative Learning

The cooperative learning approach, involving pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task or pupils in the same group working on separate tasks contributing to a common overall outcome is highly encouraged where appropriate when planning and delivering lessons. At St Silas we have adopted Voice 21 to support teachers in successfully embedding structured approaches for cooperative learning to promote classroom engagement.

Children will be seated in fluid groups to work with each other, supporting learning and enhancing talk and interactions between learners.

Intervention

At St Silas, we believe strongly in quality first teaching. However, we are aware that at times interventions are needed to support and move pupils on in their learning. They are determined by our accurate knowledge of the pupil's previous learning and by our high expectations of their progress. We know the impact we expect these interventions to have and we evaluate them with regard to the difference they have made to pupil's learning. Interventions should be short and time limited, with entry and exit data so that meaningful impact can be measured.

Learning Environment

Classrooms provide a stimulating and purposeful learning environment. The main purpose of displays is to value the work of pupils and scaffold the learning process. Working Walls should reflect the learning process and what is happening in the classroom as a reminder of the learning process/previous learning and the introduction of new information and knowledge.

Monitoring and Evaluation

Teaching and learning of each subject individually will be monitored both formally and informally by the subject leader and senior leaders. This will be triangulated through monitoring books, pupil conferencing and analysing pupil progress.