



The Meadows

Primary School

‘Learning by Caring and Sharing’

Teaching and Learning Policy



The B.A.D cognitive domains describe a pupil's level of understanding of areas of the curriculum. At the basic stage of understanding, pupils are mostly reliant on instructional teaching and require scaffolding. At the advancing stage, learning is underpinned by making decisions and with guidance, applying knowledge and skills to a range of different and diverse situations. At the deep stage, pupils show a high level of understanding by drawing upon their knowledge and skills and skilfully and creatively solving non-routine and often abstract problems.

The table below shows the cognitive domains, the type of teaching that they will receive in each domain and the typical nature of tasks. The thing that changes is a pupil's depth of understanding.

Cognitive domain	Predominant form of teaching	Type of thinking	Types of activities
Basic	Supported modelling, explaining	Low level cognitive demand, involves following instructions	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Guided application activities with review	Higher level of cognitive demand, involves mental processing beyond recall. Requires some degree of	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns,

		decision making.	organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Independent coaching and mentoring	Cognitive demands are complex and abstract, involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Solve non-routine problems appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

A visual representation of the three cognitive domains is pictured below:

Depth of learning



Provision is designed to **advance understanding**, gradually throughout a key stage.

Lessons are not an event in themselves. They are part of the process of learning and therefore we do not expect pupils to complete learning within a lesson.

Many lessons will carry on over several days or even weeks until a pupil is

showing the required degree of understanding. Many lessons will involve multiple learning objectives, some of which may be encountered for the first time whilst others are being revised in a new context.

Progress is defined as: **The widening and deepening of essential knowledge, skills, understanding and behaviour.** This means that pupils will experience the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding. We do not rush to introduce new content as it is important that pupils have sophisticated problems that challenge them in a wide variety of different and diverse situations first.

Pupils are assessed according to the curriculum standards for each Milestone and whether they have a Basic, Advancing or Deep understanding of them. It is expected that by the end of each Milestone, the vast majority of pupils have an advancing understanding and only some will have a deep understanding. All children are expected to make good progress from their starting point.

For children to advance their depth of understanding they must develop intrinsic motivation and a determination to succeed. A successful learner is resilient and enjoys the challenges of "being stuck". To develop such personal qualities in all our learners, we teach Chris Quigley's 'Secrets of Success'. This runs as a thread throughout our curriculum, ethos and everyday practice.

What is success?

Success isn't just about money. It is about happiness, choices and feeling good about yourself. Successful people feel good about:

How hard they have tried

Who they are

What they spend their time doing

The choices they have made in their lives



Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Reviewed	July 2023
Document Owner	E. Kuffour
Approved By	G. Taylor
Review Period	2 years