



## **Theale Church of England Primary School**

### **Teaching and Learning Policy**

“What sculpture is to a block of marble, education is to the human soul.”

Joseph Addison

#### **Aims**

Teaching and Learning should ensure that each child:

- fulfils their potential and achieves the highest possible standards
- has their talents recognised, nurtured, developed and praised
- develops interest, enjoyment and motivation in their work
- derives satisfaction from a sense of achievement and pride in all that they do
- has confidence in his/her ability to work at an appropriate level
- is offered an exciting curriculum with breadth and balance
- has equality of access to the curriculum
- feels their background, religious beliefs, culture and language are valued
- has high self-esteem
- experiences continuity and progression in his/her learning
- is supported and challenged
- experiences a range of teaching methods which addresses their individual learning styles
- is involved in both integrated and subject specific activities
- works individually and as a member of a group
- has his/her progress monitored and recorded
- works with a number of adults

At Theale CE Primary School, we aim to create a culture of the highest possible expectations through the daily practice of using intentional and consistent language that promotes challenge and aspiration for all pupils and colleagues. We recognise that expert teaching is complex process and our lesson design and planning draws on what current high-quality evidence tells us about classroom culture and practice, how pupils learn, and the importance of a knowledge rich, progressively sequenced curriculum. Where appropriate, we use the model of direct instruction to enable pupils to understand, apply and remember what they have learned, taking into account that able pupils may need less direct instruction whilst SEND pupils may need increased support and guidance.

To support achieving our ambitious teaching and learning aims, we have clear expectations in the key areas of:

### **Classroom Climate and Setting High Expectations**

The curriculum rationale for Theale CE Primary School states that “a culture of highest expectations, limitless ambition and rigorous work ethic is effectively modelled by school leaders”. To enable all pupils to be successful in what they do, we also recognise that teachers are key role models who can influence the attitudes, values and behaviours of their pupils. Most importantly, teacher expectations can affect not only pupil outcomes, but the well-being, motivation, and resilience of their pupils. To create a culture of high expectations and a positive environment where making mistakes is seen as part of the learning process, teachers will:

- set challenging, motivating tasks which stretch pupils and which are achievable
- emphasise the need for effort, perseverance and resilience and know that making mistakes is part of learning
- model the language of challenge and aspiration ( “you haven’t got there yet”)
- create a positive culture of respect and trust with clear behavioural expectations
- acknowledge and praise pupil effort and the progress they make in their learning

### **Planning for High Quality Teaching and Learning**

(Refer to Subject Policies for more detailed information about distinctive subject expectations, approaches and subject content)

To ensure that pupils can reach the highest standards in every subject area, teachers’ planning takes account of what we know about how pupils learn, how memories are formed, the importance of memory in bringing about a change in understanding and the impact of cognitive load upon learning. Teachers plan and structure lessons with an understanding of the principles of instruction (Barak Rosenshine 2012) to enable pupils to hold in to their learning.

Teachers will ensure that:

- **lessons are planned with challenging learning objectives** and success criteria, drawn from subject curriculum plans which reinforce and develop key conceptual knowledge. Where possible, **teachers will “plan to the top”**, providing support and adapting lessons whilst maintaining high expectations for all pupils
- **when presenting information and/or new concepts to pupils in any given form, a range of strategies are used to avoid cognitive overload and confusion** caused by either too much unnecessary content or complex subject matter which is not made comprehensible (strategies -including only the essential information; keeping instructions simple and clear; using diagrams alongside text, using known vocabulary; linking to current knowledge; breaking down difficult material into small chunks; using worked examples; presenting essential information together; choosing text books carefully)
- **teaching builds well on what pupils already know and pupils have regular, purposeful practice of what has been taught previously** to consolidate material, develop habits of independent working, and help pupils remember what they have learned (beginning with links to prior learning; using quizzes, daily reviews & recaps; linking to memorable stories; developing mnemonics; linking concepts across subjects; revisiting concepts in a new context)

- **teachers use a range of strategies when explaining new material and/or difficult concepts** including introducing new material in small steps, worked examples, modelling, scaffold practice and questioning – removing support as pupil expertise increases (narrating thought processes when modelling to make explicit how experts think; using concrete representation of abstract ideas through analogies, metaphors, examples and non-examples; exposing pitfalls and explaining how to avoid them; gradually increasing independent problem solving)
- **pupils are explicitly taught how to plan, monitor and evaluate their learning so they can become confident, independent learners** (peer and self-assessment; enabling pupils to use teachers' precise verbal or written feedback to assess and improve their learning; asking pupils to explain what they have learned and what they are puzzled by;)
- **questioning is used as an essential tool to check prior knowledge, assess and probe understanding**, identify misconceptions, provide intellectual stretch and promote higher order thinking and enquiry, encourage critical thinking (using Bloom's Taxonomy; providing wait time between question and response for more developed responses; prompting pupils to elaborate on answers to check understanding is secure; not asking pupils with hands up;)
- **there are planned opportunities for high quality classroom discussion** which support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (think, pair, share; providing scaffolds for pupil talk to increase the focus and rigour of the dialogue; modelling new vocabulary, asking pupils to justify their answers)
- **teachers will model high quality oral language** across all subjects, recognising that spoken language underpins the development of reading and writing across the curriculum
- **teachers will model subject specific vocabulary** and expect pupils to use this vocabulary in responses and subject discussion

We also expect that teachers will have flexible teaching styles depending on the task set and the individual needs of the learner and teachers will use their professional expertise to plan and deliver their lessons to secure engagement, active involvement in learning, and ensure all pupils good progress in learning.

### **The Curriculum Context for Teaching and Learning**

(Refer to the school Curriculum Statement, Rationale and Subject Plans for details of curriculum vision and aims, content and subject progression information)

Theale CE Primary curriculum design has been planned and coherently sequenced to ensure that pupils will grow to be knowledge rich, achieve the highest academic outcomes, make outstanding progress and demonstrate a deep understanding and extraordinary skill level. High quality teaching and learning is essential to ensure the successful implementation of the school's ambitious curriculum. To achieve this, school and subject leaders will support and work with teachers to ensure that:

- teachers have secure subject knowledge which motivates and challenges pupils, deepens learning, and sparks their thirst for learning
- teachers can accurately predict and diagnose pupil misconceptions and assess how well pupils are progressing through the curriculum as part of daily teaching as well as through more formal assessments. These processes include the ability to identify latent talent and potential high achievers as well as pupils showing very high ability in any subject area
- teachers are able to adapt lesson plans effectively to ensure very good progression for all pupils and especially pupils with SEND and able pupils. Teaching approaches and learning arrangements can be skilfully adapted in a

range of ways according to pupils' needs (pace, content, task, resources, extension, adult support, independent working, grouping, feedback)

- teachers liaise with the school's specialist subject teachers to have a clear picture of the progress of their class in those subjects taught by specialist colleagues

### **Supporting Information**

At this school each child has an entitlement to a programme of learning experiences which offers him/her the maximum opportunity for development, is adequately resourced, takes place within an attractive and efficient environment and is presented in a planned, varied and stimulating way.

The programme of learning experiences will be shared with parents at the beginning of each term in both letter and display forms and wherever possible and appropriate, their involvement should be encouraged.

This policy statement, specific subject policies, the schemes of work, knowledge organisers and school development plan will together form the framework within which each teacher will plan their work on a termly and weekly basis for the individual needs of the children.

Policies which link to the Teaching & Learning Policy include:

- Curriculum and Subject policies
- Assessment and Marking Policy
- Able Pupil Policy
- Learning Environment Expectations
- Outdoor Learning Policy