



*‘Through God’s Love We Learn and
Flourish Together’*

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

TEACHING & LEARNING POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Rationale

The Severn Federation Academy Trust believes it is the right of all pupils to be given access to a high quality, broad and balanced curriculum (the National Curriculum and the extended curriculum) which enables each learner to have high expectations and achieve high standards. The Christian nature of our school is reflected in the learning and teaching which takes place.

To ensure that we achieve high expectations and achieve high standards we must continuously work and strive to ensure each school within the Severn Federation Academy Trust provides the highest quality of learning and teaching.

The Severn Federation Academy Trust aspire for:

- Every child to be taught by an **Outstanding Teacher**
- Every child is **inspired to learn** by an exciting innovative and challenging curriculum
- Everyone in the Trust is a **Lifelong Learner**

In order to achieve these aims here at Aylburton and English Bicknor Church of England Primary Schools, we base our teaching and learning pedagogy on Rosenshine's Principles of Instructions. We have adopted this approach as the principles come from three sources: research in cognitive science, research on master teachers and research on cognitive support. The research-based principles support how pupils acquire and use information, how we use our short-term and long-term memory and how we can provide scaffolds and models for effective learning.

2. Teaching and Learning

OFSTED identifies that the characteristics of outstanding learning and teaching are:

- teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils
- teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well

- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers
- the school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

2.1 The Planning of Lessons

When planning lessons, teachers should make good use of formative assessment so as to ensure learning builds on prior knowledge and understanding and learning is moved forward.

Teachers must have identified clear obtainable objectives and should communicate these with the children. Teaching methods employed should engage, motivate and challenge all pupils, enabling them to progress at a challenging pace. Ensuring pupils are aware of their achievement and progress will give them ownership over their learning and help to promote good learning behaviours. All the appropriate resources (time, human and materials) are available, planned for and ready to use.

There are many factors which affect the quality of learning and teaching. Below is a list of points for consideration when planning a lesson:

Teaching promotes effective and positive interaction between teacher and pupil

Relationships are positive and motivate all pupils. Pupils receive positive constructive feedback which helps them know what to do next and how to improve further. Feedback is informative and encouraging, uses praise and gives approval. Teachers are sensitive to the needs of all pupils.

Teaching promotes high expectations

Good subject knowledge; clear explanations and effective questioning provide challenge for all. Teachers only accept good learning behaviour and promote a positive 'can do' approach to learning.

Teaching uses a range of styles

A range of different styles engage and enthuse learners. A balance of different styles, relevant to the task, promotes good understanding for example:

- Direct teaching (class, group, individual)

- Discussion and debate, use of talk partners
- Question and answer
- Individual and group investigations
- Role play and drama
- Story telling (talk for writing)
- Fieldwork (This is not an exhaustive list and other methods should be used as appropriate)
- There is a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving.
- Children will access a wide range of resources to support their learning including books, artefacts, ICT, film, music, pictures and people.
- Teachers demonstrate a wide range of skills and approaches.

During their time at Aylburton and English Bicknor Church of England Primary Schools, children will experience different teaching styles which will equip them well for further education and the wider world. Aylburton and English Bicknor Church of England Primary School celebrates the individualities and differences of all staff and pupils.

Interventions support pupils to make good progress

At times, specific interventions may be necessary to support children to make good progress. Where possible these should be immediate, same day support delivered by the class teacher or TA. Other intervention programs such as 'Precision Teaching' and 'Number Stacks' will be delivered by trained staff and will form part of a child's 'My Plan'.

Opportunities are provided for children to work individually and collaboratively

Independence is actively encouraged

Lessons provide sufficient opportunities for pupils to work for sustained periods, without interruption, appropriate to their age and stage of development.

2.2 Promoting Partnerships between Home and School.

Teaching values and promoting partnerships between home and school, acknowledging the role that parents and carers have in the development of every child.

The support of other adults

Teaching recognises the valuable support offered by all adults who work with children. They are supported and managed effectively and provided with continued professional development. The role and contribution of other adults in the classroom is planned

clearly. They contribute to pupils' learning by being suitably informed, involved in planning, evaluation and assessment as appropriate.

Work and information is shared regularly with parents and carers using the 'Seesaw' app, parents can also share 'Wow' moments and information with teachers through this app.

2.3 Developing the Christian Nature of the Church school within the Trust

Our Christian vision, that 'Through God's Love we Learn and Flourish Together' (Corinthians 16:14), underpins our entire approach to teaching and learning. Love drives our ambition that all children may flourish now and in the future (as to live 'life in all its fullness' John 10:10) and in order for this to happen, they need the highest quality education, teaching, and learning.

Through teaching and learning, the school pursues this aim by ensuring:

- The curriculum and all areas of our community life will be explicitly rooted in Christian values such as compassion, courage, perseverance, respect, thankfulness and trust;
- Opportunities for SMSC will be pro-actively planned in to the curriculum and actively encouraged in all areas of school life;
- The curriculum will be delivered using creative and imaginative teaching strategies which allow individual gifts and talents to flourish;
- The school building, classrooms and outdoor environment will provide appropriate spaces for silence, stillness and prayer e.g. in reflection areas, prayer corners;
- The children's spiritual capacities such as imagination, empathy and insight will be fostered through interactive, multisensory teaching strategies;
- That children's moral development will be linked to spiritual development such as through the language of Ows, Wows and Nows;
- Whole school projects which celebrate diversity within the local and wider community feature in our curriculum;

That the outstanding RE curriculum will deliver knowledge and understanding about a range of faith perspectives relating to SMSC;

That children will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.

3. Health and Safety

Aylburton and English Bicknor C of E Primary Schools Health and Safety policy and national guidelines (in line with HSE) are followed.

4. Learning

Quality learning is taking place if:

- There is eye contact with teachers and other speakers. However, we are an inclusive school and recognise that some pupils with SEND find eye contact uncomfortable and may still be learning well. Whilst eye contact is a useful indicator, it is not a requirement.
- Pupils can remember previous lessons and speak confidently about prior learning
- Pupils relate learning to their own experiences
- Pupils ask questions, put forward ideas and respond to contributions by others
- Pupils demonstrate a 'Have a go' attitude
- Pupils are able to explain their thinking and demonstrate their understanding
- They apply their knowledge to new situations

5. Framework

This section of the policy sets out the framework for how we approach teaching and learning at Aylburton and English Bicknor Church of England Primary Schools. As mentioned in the rationale, we use Rosenshine's Principles of Instruction to support our teaching, learning, intervention and planning. These research based principles allow us to develop our pupils through key features such as addressing cognitive load, and effective instructional procedures.

6. Positive Classroom Culture

6.1 Routines

Routines make managing behaviour easier for classroom teachers.

They should include routines for entry to lessons, beginning lessons, transitions between tasks and the end of lessons.

Routines should be explicitly taught.

6.2 Classroom management

Positive and preventative behaviour management – the focus of classroom management should be to reinforce positive behaviour and relationships, and prevent negative behaviour.

Pupils are greeted positively and reminded of our expectations (enter quietly, equipment ready, be ready to learn immediately).

Means of participation – we explain exactly how we want pupils to complete a task/activity. This will include giving behavioural instructions at the start of a lesson.

Instructions very specific and clear, including time limits. To check pupil understanding we may ask pupils to repeat the instruction back.

Narrate the positive – we normalise the positives, making normal the expected behaviour.

Teacher positioning – teachers are aware of a position in the classroom where all pupils will be in our field of view. This allows us to check pupils are on task using non-verbal intervention if needed.

Be seen observing – we make it obvious that we are looking around the room. We deliberately move our heads around, raise our chins, turn heads and stand on tip toes so that pupils are aware we are scanning the room.

Least invasive intervention – rather than drawing attention to non-compliance and challenging pupils in front of the whole class, we use proximity, gestures, anonymous correction and private correction.

6.3 Praise

- Praise should be specific to identify exactly what is being praised.
- Praise behaviour, effort and learning/progress towards objectives.
- Acknowledgements, not praise should be used when a pupil meets our expectations.

6.4 Explicit Instruction

Explicit instruction is teacher led and fully guided - a way to teach in a direct, structured way. When we use explicit instruction, we make lessons exceptionally clear. We show pupils how to start and succeed on a task. We also give our pupils plenty of feedback and chances to practice.

Subject knowledge

- Explicit instruction requires teachers to have excellent subject knowledge
- Subject leaders will provide national/local updates and CPD information

- Staff will attend CPD through the academic year

Chunking

- We present new information in small steps/chunks
- We practice embedding knowledge/checking for understanding between each chunk

Teacher-led clear and concise explanations

- Clear and concise,
- Throughout explanations,
- Use questioning to check attention and understanding this includes new content and skills
- This may be verbal or non-verbal.

Daily Review

At Aylburton and English Bicknor Church of England Primary Schools, we begin each lesson with a short review of previous learning. The daily review can strengthen previous learning and can lead to fluent recall. This is a form of retrieval practice.

6.5 Scaffolding

Scaffolds should be provided to ensure pupils are able to succeed. This may include:

- Teacher-led practice with questioning, discussion and support
- Verbal prompts and reminders
- Partially-completed questions or tasks
- Sentence starters or other writing aids
- Written checklists or step-by-step lists for completing the task.

6.6 Guided Practice and Independent Practice

Guided practice is interactive instruction between the teacher and pupils. After the teacher introduces new learning, he/she begins the student practice process by engaging pupils in a similar task to what they will complete later in the lesson independently.

Retrieval Practice

As learning builds pupils need to retrieve previously learnt and embedded material from their long-term memory.

6.7 Managing Cognitive Load

Managing cognitive load helps to ensure that pupils' limited working memories are not overloaded, and that new content can be transferred to the long-term memory also known as *learning*. New content is progressive and builds on the skills and knowledge that children have acquired in previous lessons. The structure of particular lessons, such as phonics, rarely changes, which means that the children know exactly what is expected of them in each part of the lesson.

6.8 Questioning and Checking for Understanding

Wait Time

- give pupils time after asking a question to think of an answer
- can be done by answering questions individually first or during a class discussion
- 3-5 seconds after asking a factual question, longer for more complex questions
- Improves the number of pupils willing to answer: confidence, quality of responses, reduces failures to give an answer.

Cold Calling

The teacher selects a pupil to respond to the question they have asked, calling on all pupils regardless of whether they have raised their hands

Say the chosen pupil's name at the END of the question

Whole-class Response Systems

Any strategy that allows teachers to assess the learning of all pupils at one time – mini whiteboards, hand signals etc.

- Count down and ask pupils to turn their boards over (prevent copying)
- Allow pupils to write a question mark if they do not know the answer
- Address incorrect answers, misconceptions and common errors
- Ask pupils to elaborate on/explain their answers
- Pair/Small Group Discussions
- Encourage pupils to better formulate their thoughts by including short, contained paired discussions
- Make it obvious/clearly instruct pupils on who they are working with
- Use a cue to get pupils to start talking immediately
- Ensure that pupils are informed of the allocated time at the start of the discussion

- Check the ideas and understanding discussed
- Follow up with a whole-class discussion where appropriate

6.9 Feedback

The qualities of effective feedback include:

- Being focused on a specific task pupils have completed
- Being timely
- Helping pupils to improve their performance and learning
- Is acted on by pupils
- Focuses on formative feedback
- Effective feedback may include:
 - Provide structure/scaffolding before pupils complete tasks
 - Live modelling
 - Live marking
 - Live whole-class feedback
 - Self-assessment
 - Peer-assessment
 - Whole-class verbal feedback
 - Written marking where necessary/appropriate

6.10 Challenge

- Challenging material
- Challenging tasks/activities – that make pupils think hard about the content.
- Sharing excellence – models, displays, exemplars
- Extension tasks
- Direct challenge – questioning/feedback from live marking to improve work
- Reading
- Oracy – verbal responses
- Challenging questioning – cold call, wait time, higher cognitive questions
- Ensure all pupils are involved and doing the cognitive

- High expectations – demand high standards of work/behaviour from all pupils

7. Assessment

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Assessment Principles:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

We use Insight Tracking as our school assessment tracker system. Teachers use this software to assess pupils in Mathematics, English, Science and all foundation subjects.

A Learning Point (LP) is shared (written and spoken) during each session so children understand the purpose of the lesson, at the end children are guided to assess their progress and discuss how they have achieved. Teachers are constantly assessing; they observe, ask questions and work with groups and individuals throughout the day. Work where possible is marked alongside the child. Marking is a dialogue and teachers often ask a question or give a challenge when marking written work. We also value summative assessments of learning, where the children are assessed against national standards. We use a variety of resources (such as NFER Assessments) and use the results intelligently to record progress and to predict future levels of attainment. Each term, teachers record the attainment in reading, writing, and maths on Insights for each individual pupil.

7.1 Pupil Outcomes

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools

provision we aim to integrate and promote these ideals through the curriculum so that all pupils can:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

We provide opportunities for learning in these areas through the PSHE and wider curriculum, through the use of visits and visitors e.g. fire brigade, police officers and through the participation in community or charity-based events.

7.2 Homework

It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new topic. This also supports assessment. Teachers are responsible for setting and marking this work in line with the school policy.

8. The Physical Environment and Displays

8.1 Classroom

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area
- Creating a topic focused environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs
- Using music to 'set the scene'
- Teaching and expecting children to respect and care for their environment

- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner
- Creating role play areas (where and when relevant)

8.2 Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning. Flipcharts and flipchart paper are to be used to support the working walls. Each class across school should have:

- A Maths working wall
- An English working wall
- A reading/vocabulary display
- A topic display

9. Links to Policies & Legislation

This policy supports and is supported by:

- Curriculum Policy
- Health and Safety
- Handwriting
- Feedback and Marking

9.1 Relevant Legislation

Teacher Standards:

<https://www.gov.uk/government/publications/teachers-standards>

This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies

[Policies | English Bicknor C of E Primary School](#)

Paper copies are available on request from the School Office