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## 1.   Title Page

| Revision | Revision Date | Description |
| --- | --- | --- |
| 1A | July 2019 | First Issue |
| 1B | October 2021 | Reviewed |
| 2A | May 2024 | Re-formatted and up-issued |

| Prepared. | Deputy Head Teacher | 12/05/2024 |
| --- | --- | --- |
| Reviewed. | Curriculum and Standards Committee | 05/06/2024 |
| Authorised and issued. | Head Teacher | 05/06/2024 |
| Date for next review. | June 2026 | |

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## 2.    Contents

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## 3.     Purpose of this policy

Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high quality teaching and learning throughout the school. It is written to help the teachers in the school become the most effective practitioners they can be by using principles established from research, cognitive science, and experience. The impact of quality teaching and learning is the progress pupils make and the outcomes they achieve.

## 4.     What is Teaching and Learning?

Teaching and Learning is the purpose of our school. It is the method through which we offer a curriculum which is broad, balanced and relevant and meets the requirements of the National Curriculum (DfE, 2014) and the Statutory framework for the Early Years Foundation Stage (DfE September 2021) and of spiritual, moral, social and cultural education.

## 5.     Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE 'Primary school accountability'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- STA 'Early years foundation stage: Assessment and Reporting Arrangements (ARA)'
- STA 'Key stage 1: Assessment and Reporting Arrangements (ARA)'
- STA 'Key stage 2: Assessment and Reporting Arrangements (ARA)'
- DfE 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Assessment framework: Reception Baseline Assessment'
- DfE 'Reporting to parents at the end of key stages 1 and 2'.

Other documents referenced:
- Ofsted research review series -all
- The reading framework
- Maths Hub Teaching for Mastery
- Nurture UK www.nurtureuk.org

Links to other school policies:
- Assessment
- Curriculum
- Early Years Foundation Stage
- English
- Equality
- Feedback and marking
- Learning Environment
- Mathematics
- Other foundation subjects e.g. Computing

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- Science
- SEND

## 6. Aims

Our aim is for teaching and learning to be of a good or better standard throughout the school according to the latest Ofsted criteria and teaching standards. There is a cycle of continuous support from middle and senior leaders, staff CPD, pupil progress meetings and staff appraisal to facilitate good or better teaching.

The teaching and learning expectations were written in consultation with staff to provide the best possible education for the children at Higham School Primary. These expectations are reviewed regularly and used within the teaching monitoring process.

Through our teaching we aim to:

➢ achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and competent at applying their knowledge as skills.
➢ deliver academic excellence.
➢ secure knowledge into long-term memory.
➢ develop secure schemas/structures with connected networks of ideas.
➢ equip children with knowledge and cultural capital that they need to succeed in life.
➢ enable children to become confident and interested learners, actively engaged in their own learning.
➢ develop children's self-respect and for the cultures and values of others.

## 7. Higham Values

Our whole school values underpin the basis of all our school policies including our approach to teaching and learning.

| Respect | Responsibility | Perseverance | Teamwork | Kindness | Creativity |

## 8. Our Philosophy

Much research and focus has been undertaken by the school to understand how children learn best. This has resulted in a refined understanding of what conditions are needed for great learning. All the strategies which have been adapted are rooted in evidence-based research.

Learning is at least in part defined as a change in long-term memory. As Sweller et al (2011) has pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned'. It is, therefore, important that we use approaches in our classrooms which help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.
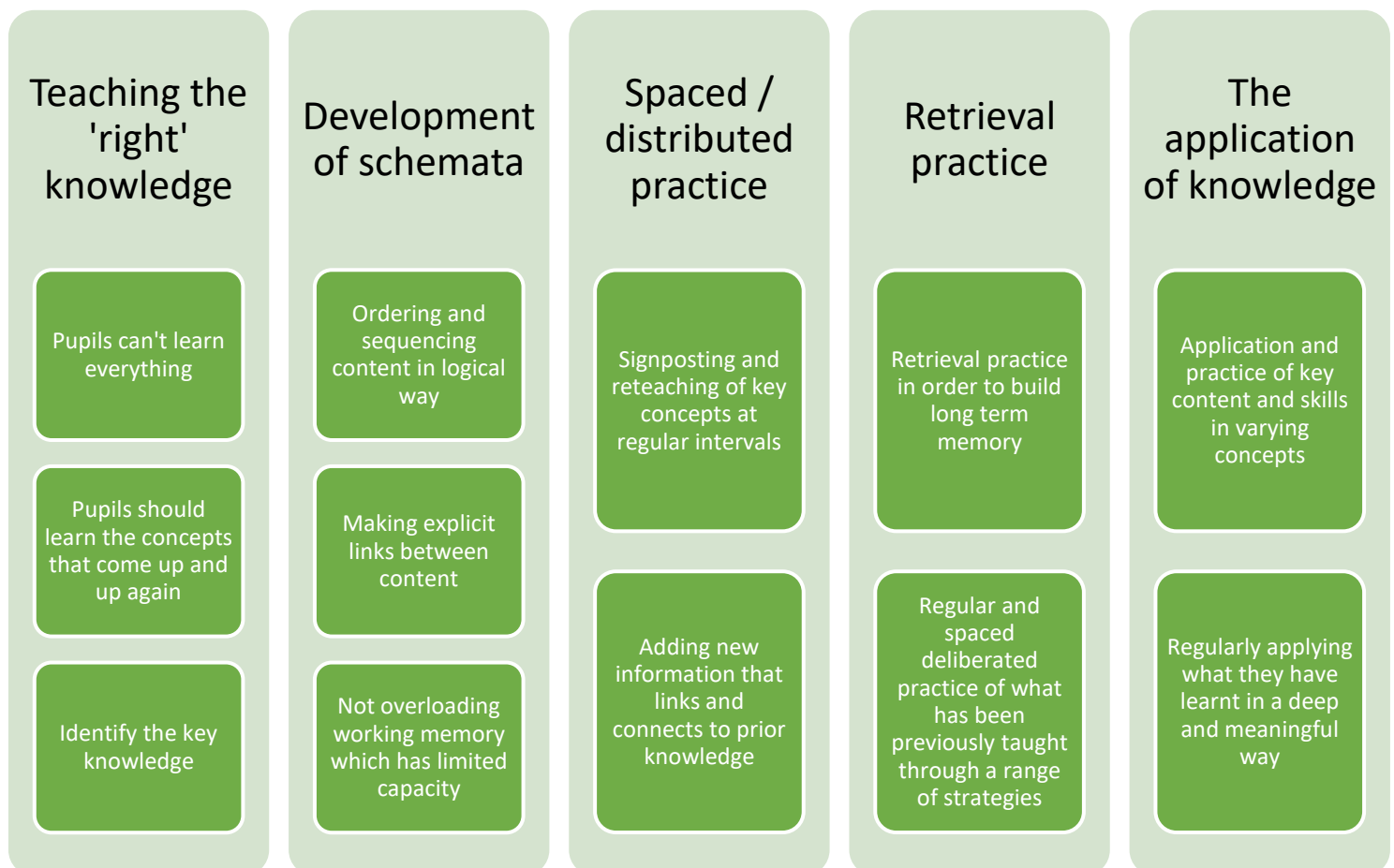
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We base our practice on an awareness and understanding of The Six Principles of Nurture, as defined by Nurture UK, being:

1) Children's learning is understood developmentally.
2) The classroom offers a safe base.
3) The importance of nurture for the development of wellbeing.
4) Language is a vital means of communication.
5) All behaviour is communication.
6) The importance of transitions in children's lives.

As a result of this research and philosophy, the intent of our curriculum has been constructed using five key pillars:

## Teaching the 'right' knowledge

- Pupils can't learn everything
- Pupils should learn the concepts that come up and up again
- Identify the key knowledge

## Development of schemata

- Ordering and sequencing content in logical way
- Making explicit links between content
- Not overloading working memory which has limited capacity

## Spaced / distributed practice

- Signposting and reteaching of key concepts at regular intervals
- Adding new information that links and connects to prior knowledge

## Retrieval practice

- Retrieval practice in order to build long term memory
- Regular and spaced deliberated practice of what has been previously taught through a range of strategies

## The application of knowledge

- Application and practice of key content and skills in varying concepts
- Regularly applying what they have learnt in a deep and meaningful way

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## 9. Strategies for Teaching and Learning

We advocate research-based principles of instruction that are adopted and adapted from research in cognitive science, research on master teachers and research on cognitive supports. We encourage all teachers to read these to develop their knowledge and understanding of the art of teaching. Teaching at Higham School Primary should be guided by these principles.

### Barak Rosenshine's Principles of Instruction

| | |
|---|---|
| Daily review | **Begin a lesson with a short review of previous learning (Retrieval practice)** <br> This might be a review of vocabulary, events, knowledge, a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge that is essential for the lesson and use low stakes testing to ascertain gaps in knowledge. This also helps to support new learning which may be connected. |
| Small steps | **Present new material in small steps with pupil practice.** <br> Our working memory can only hold a few bits of information at once - too much information will result in cognitive overload. The most effective teachers present new concepts in small, logical steps. They check pupils' understanding on each step and reteach when necessary. |
| Ask questions | **Ask a large number of questions and check the responses of all pupils.** <br> Questions help pupils practice new information and connect new material to their prior learning. They allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions. <br> See Appendix A |
| Provide models | **Provide models** <br> 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. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. |
| Guide pupil practice | **Guide pupil practice** <br> After presentation of new material, the most successful teachers guide pupil practice. This might consist of the teacher working on the first problems, serving as a model for pupils and providing pupils with enough time to ask questions, practice retrieval, or get the help they need. It's not enough for pupils to learn information once, they have to keep rehearsing it through summarising, evaluating, or applying this knowledge. Pupils are then better prepared for independent work. |
| Check for pupil understanding | **Check for pupil understanding (Responsive Teaching.)** <br> Effective teachers frequently check to see if all pupils are learning the new material. They check for understanding by asking questions, by asking pupils to summarise the key learning up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and to alert the teacher to when parts of the material need to be retaught. |
| High success rate | **Obtain a high success rate** <br> It is important for pupils to achieve a high success rate during classroom instruction. Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material and that they are being challenged. |

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| Scaffolds | Provide scaffolds for difficult tasks |
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| | Scaffolds are a temporary form of guided practice. They include modelling the steps by the teacher or tools, such as word banks, checklists to guide or evaluate their work, or a model of the completed task, against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils. Teachers should carefully consider who needs what type of scaffold, rather than regularly provide the same scaffold to all. |
| Independent Practice | Require and monitor independent practice |
| | Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in the recall of knowledge or a skill in order to embed it into long-term memory. Students should be able to complete tasks independently and take responsibility for their own learning. Independent practice should involve the same material as the guided practice and the teacher circulates the room monitoring individual work. |
| Regular Review | Engage pupils in regular review |
| | Pupils need to be involved in extensive practice in order to develop well-connected networks of ideas (schema) in their long-term memory. This makes it easier to learn new information and prior knowledge is more readily available for use. |

## 10.     Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:
- ➢ Pupils with special educational needs and disabilities (SEND)
- ➢ Pupils with English as an additional language (EAL)
- ➢ Disadvantaged pupils
- ➢ Pupils that are exceeding their age-related expectations and/or making accelerated progress

Adaptive teaching applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all learners learn things at the same rate – some will need more help, more time or more guidance. In practical terms, adaptive teaching involves setting the same learning objectives and adapting planning and resources to support pupils to achieve it.

Adaptive teaching at Higham Primary School, can involve:
- ➢ Setting common high-challenge learning objectives with success criteria. Adaptive teaching involves teachers sharing learning objectives and success criteria with children.
- ➢ The provision of scaffolding with the aim to lead from guided practice to independent practice. Scaffolding can of course be removed – it is a temporary support.
- ➢ Providing appropriate support, possibly with different but carefully selected resources.
- ➢ Providing distinct tasks.
- ➢ Different modes of questioning and feedback, tailored to push pupils forward from wherever they are.
- ➢ Providing alternative methods of recording their work.
- ➢ Working with our SENCO, our pupils with SEND, and their parents and external agencies to establish the appropriate level of material and strategies to support these pupils to make good progress

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## 11. Learning Environment

We strive to provide an environment which is orderly, stimulating and conducive to learning. Learning can take place both inside and outside the classroom.

The main purpose of displays is to value and celebrate the work of pupils and scaffold the learning process. In classrooms, there should always be an English and maths working wall which is added to throughout the week to reflect the current learning journey. Other displays in the classroom should reflect subjects currently taught and may include consolidation of previous learning, introduction of new information and knowledge, key vocabulary and open-ended questions to prompt thinking and opportunities for pupil contribution. The school's values and British values are displayed in every class. All resources in the classroom should be clearly labelled and accessible for all learners.

Please refer to Appendix B for further details.

## 12. Role of the Headteacher and the Governing Body

- ➢ Ensure school's buildings and premises are best used to support successful teaching and learning
- ➢ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ➢ Ensure that staff development and performance appraisal procedures promote good quality teaching
- ➢ Allocate resources effectively to ensure high quality teaching and learning;

## 13. Role of Parents/Guardians

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:
- ➢ displaying termly curriculum maps on the school website
- ➢ sending a termly newsletter detailing current curriculum topics
- ➢ holding parents' consultations twice a year to discuss children's progress.
- ➢ sending an annual report to parents in which we explain the progress made by each child and indicate how the child can improve further.
- ➢ explaining to parents how they can support their children at home through newsletters, parent workshops and social media updates.
- ➢ regular open classroom afternoons for pupils to share their work
- ➢ regular communication of events through social networking and fortnightly newsletters
- ➢ giving parents access to online programmes e.g Home Connect (Accelerated reader)

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like the parents to:
- ➢ ensure that their child has the best attendance records possible and is punctual.
- ➢ ensure that their child is equipped for school to partake in all activities.
- ➢ do their best to keep their child healthy and fit to attend school.
- ➢ inform school if there are matters outside of school that are likely to affect a child's performance or behaviour.

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➢ promote a positive attitude towards school and learning in general.
➢ support with home learning activities.
➢ fulfil the requirements set out in the home/school agreement.
➢ read the class and school newsletters and other correspondence, and make use of the school website
➢ make the most of opportunities such as workshops
➢ sign up to and use 'My Child at School App' (Bromcom)


## 14.    Monitoring and Evaluation

Staff development needs will be identified in line with this policy and the Performance Appraisal policy. The Teaching and Learning Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school. In order to provide a clear picture of the quality and consistency of practice across school; when evaluating teaching and learning in school, it will be monitored and evaluated through:

➢ classroom observation by senior leaders, middle leaders and external visitors
➢ drop-in visits to classrooms
➢ peer observations through the lesson study approach
➢ book scrutiny
➢ sharing pupil's work throughout the school and discussing quality
➢ internal moderation of pupils' work
➢ looking at the curriculum to ensure progression of skills and equal opportunities over year groups
➢ learning walks focusing on different groups in the school or different areas of the curriculum
➢ performance appraisal process
➢ discussion with pupils (pupil voice)
➢ pupil progress meetings
➢ assessment data (both summative and formative)

## 15.    Appendix A

### 15.1    Classroom Talk and Questioning

| | |
|---|---|
| **Cold Calling** | **Principle:** All pupils should be involved in engaging with the teacher-pupil dialogue with time to think, and not be allowed to hide, dominate or be overlooked. |
| | **Practice:** No hands up. Teachers ask questions and then select pupils to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that involves all pupils. |
| **No Opt-Out** | **Principle:** Pupils should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. |
| | **Practice:** If a pupil or several pupils get an answer completely or partially wrong or they say they don't know, move to other pupils or provide the correct answer. But then go back to all those pupils who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice. |
| **Checking for Understanding** | **Principle:** Teachers should not assume that knowledge aired and shared in the classroom has been absorbed. It's necessary to check for understanding from pupils to determine whether they understood what you meant. |
| | **Practice:** After any question exchange with a particular pupil, ask a number of others to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple pupils, often yielding various different responses which throw up subtle points for further teaching. |
| **Probing** | **Principle:** In order to explore a pupils' schema in any depth, you need to ask them several questions; asking several pupils one question each provides shallow responses compared to when each pupil has to provided multiple responses. |
| | **Practice:** Aim to try 3-5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. The ABC approach can be used to support this – Agree, Build on, Challenge. |

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## Say it again, better

**Principle:** It's normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit pupils when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

**Practice:** When pupils offer a short, half-formed of partially incorrect answers, say, 'thanks, that's interesting…. now say it again better. Try again but make sure you add in X and link it to idea Y' giving them an immediate opportunity to give an improved response. Modelling this for pupils is vital.

## Think, Pair, Share

**Principle:** In pairs, all pupils have space to think, air their initial thoughts, prepare to give good answers and to rehearse. They are all involved and subsequent discussions then have lots of material to explore.

**Practice:** Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, in three minutes – get them all talking in pairs, with a reminder at after half the time has elapsed to allow their partner to talk, and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

## Whole class response

**Principle:** Sometimes it is useful to get a response from every single pupil at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

**Practice:** Mini whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Set the question, give some response time and then, on cue ….3,2,1 Show Me…. pupils show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

## Hinge questions

**Principle:** Hinge questions are planned questions written prior to the lesson with a specific goal of assessing all pupils' understanding and thinking at that point. The responses to the hinge question guide the teacher as to what the next stage of the lesson should be – whether to recap or move on.

**Practice:** The questions can take several forms but should always aim to elicit a quick response from the whole class and should not interrupt the flow of the lesson. They should allow the teacher to assess the general understanding of a key concept within the class without having to ask each pupil individually for a detailed answer.

## Stem sentences

**Principle:** A stem sentence is used in a range of topics to provide clarity or to generalise concepts. They include accurate and subject specific vocabulary in a highly structured sentence that provides pupils with a way to communicate their ideas with precision as well as clarity.

**Practice:** Stem sentences are used primarily in Mathematics to either express a key concept, generalise a key concept or provide a template for discussions or explanations. The sentence should be initially modelled by the teacher, with learners repeating the stem sentence correctly. Each time learners repeat a stem sentence correctly; it helps embed the concept.

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## 16. Appendix B

### 16.1 Learning Environment and Display

At Higham Primary School, the learning environment is an important part of children's learning, as it reinforces the schools's commitment to high standards, high expectations and our drive to continually raise achievement. It raises self-esteem and encourages pride in the classroom and school. Display of resource material and children's work offers opportunities to develop and enrich the skills of learning and understanding. It is not only a tool to stimulate interest and thinking but also the basis for creative and aesthetic awareness. At Higham, we aim to provide a lively, stimulating and exciting learning environment by providing opportunities for children to be creative, enterprising and independent. It should enable children to feel part of and promote participation in the community. In Summary, display is a vitally important component of the learning environment and is highly valued by staff and pupils.

Our aim is to create and maintain a learning environment which:
- Increases self-esteem and pride in their work, by valuing the contribution of all pupils and celebrating their achievements.
- Encourages respect for others, their belongings and the environment by insisting on a high standard of tidiness and organisation
- Stimulates and motivates children to learn by setting high standards to which they can aspire
- Encourages aesthetic awareness and a positive attitude to our school environment
- Generates curiosity, stimulates enquiry and the ability to pose questions
- Reflects progression throughout the school, particularly in writing and maths
- Reflects and interacts with class themes being studied across the curriculum and provides a clear link with work going on in the classroom.
- Provides information to consolidate learning
- Makes all pupils feel safe from bullying and harassment by ensuring that all areas are safe and accessible
- Encourages children to be independent and take responsibility
- Reflects and values different levels of achievement and cultural backgrounds
- Informs and inspires pupils, parents, carers, governors, staff and visitors to the school

#### Our staff will:
- Create a calm, welcoming, stimulating environment where high value is placed on learning
- Display work which is representative of all children and all ability levels
- Insist on high standards during induction week and consistently throughout the year and take time to instill them
- Emphasise the shared nature of the learning environment: call it our classroom, our area, our school
- Be a clear role model for tidiness and organisation
- Teach the children to have roles and responsibilities for tidiness and organisation so that they understand that tidiness is everybody's responsibility
- Demonstrate an understanding that the environment has a direct impact on learning and attitudes
- Make effective use of music and visual images
- Ensure that all furniture and resources are used effectively
- Ensure that all areas are kept to an appropriate standard to meet health and safety requirements
- Be responsible for their own laptops and keep them secure at all times
- Have child centred displays which reflect the achievements of the children

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## Classrooms

- Class teacher is responsible for tidiness, organisation and displays in their classrooms
- All classes to have designated reading area that is vibrant, inviting and promotes a love of reading.
- All resources are labelled and accessible
- Classrooms should be ready for anybody to use
- Display boards will have up-to-date displays reflecting current learning.
- Classrooms may have one designated small area for information for teachers – this must be of tidy appearance and remain unobtrusive and comply with GDPR in terms of confidential information on pupils including full names, only first name to be visible
- All classrooms will have interactive white boards and Internet access
- All classrooms will have working blinds for security as well as shading

## Shared areas

- Cloakrooms to be kept tidy. Class teacher to train children during Induction Week with reminders consistently throughout the year.
- Outside each classroom, teachers will display samples of termly work from across the curriculum.
- To promote a love of reading, adults display the book they and their class are currently reading.
- Librarians to ensure the library is kept neat, with books in the correct sections on the shelf, vertically and with spine facing outwards. Teachers to remind pupils regularly to treat the library with respect when taking out and returning books.

## Hall

- Equipment stored neatly and safely in designated area (including PE and Sensory equipment)
- Displays to reflect our whole school values and community
- Tables and benches will be stored away correctly when not being used.

## Outdoors

- Use of the outdoors to be written into curriculum plans
- Outdoor play equipment to be carried out and returned by monitors / play leaders / midday meal supervisors
- Pupils to be taught about looking after the environment in Induction Week and at other times as necessary

## General Comments

- Avoid loose paper e.g art work goes into portfolios, teachers' documents filed
- Have storage boxes that are appropriately sized – no overflow
- Leave floors and surfaces clean and clear at the end of the day
- Teachers' areas to provide a model of good practice and left tidy at the end of the day.
- Have appropriate furniture but leave enough space for creative work
- Keep ICT equipment wires to a minimum and stored neat and tidy
- Keep display boards neat and tidy, repairing where necessary
- Do not leave things lying around school and get rid of unnecessary clutter
- Be aware of mud and encourage pupils to wipe their feet when entering the building.

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## Display

Displays in school reflect a broad and balanced curriculum both in the classrooms and in the shared areas of the school. Displays of any kind in and around the school are of the highest standard at all times.

Displays reflect what is being taught either for the current term or for the previous term and are thus changed regularly.

A balance of displays is created in classroom areas including those that are informative, provide reference materials for the children, are used as a teaching aid by staff and represent a range of children's work.

All classes must have:
- Working wall for English (See below)
- Working wall for Maths (See below)
- Theme display (linked to humanities, art, design and technology) including key vocabulary
- Science display including key vocabulary
- Reading corner display
- A speed sound chart (Year R to Year 3 only)
- A UK map (Key Stage One) or a UK map and World map (Key Stage 2)
- A History timeline (Key Stage Two only)
- A visual timetable
- House point and traffic light charts

All displays must have a clear title, an explanation of the learning that took place and children's work clearly labelled (First name only). Titles could be created using stencil lettering, cut out letters, computer generated, or handwritten. *Where possible the school's handwriting font should be modelled (either typed or handwritten) and used to create the explanation of work and pupil labels.* However other fonts may also be used for artistic effect.

All work is mounted (unless this impacts on the intended overall effect of the display) – single or double – using paper of a high quality that has been accurately cut on a slide cutter. Work is put on display boards using blutac or staples. Written work, wherever possible, is placed at a suitable height for children to read. Displays are surrounded by various style borders. Wall displays should be limited to display boards only – work should not be attached directly to walls.  All staples should be completely removed when changing a display. Display items may also be hung from ceilings and 3D items may be displayed on shelves or other surfaces.

## Working Walls

Working walls provide an opportunity for teacher's and pupils to model, scaffold and provide prompts as part of the ongoing learning in English and Maths lessons. They are used to display key vocabulary and record key elements of the learning journey and provide a visual and interactive tool for pupils to use to meet desired outcomes. Working walls should be referred to and added to throughout the lesson and unit of work. Work is not necessarily mounted as it is expected to develop rapidly and change frequently.

## Monitoring and Evaluation

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The Senior Leadership Team and subject leaders will regularly review the learning environment and classroom/school displays throughout the school, by observing lessons, learning walks, speaking to pupils and visitor feedback. Teachers and subject leaders will keep evidence of high-quality displays for future reference.