

Caldecote Community Primary **School**



Teaching & **Learning Policy**

‘Care, Challenge, Persevere, Succeed – we are Caldecote!’

Reviewed: September 2024 by MA and YB

TEACHING AND LEARNING POLICY

Statement of Intent

We believe that all the members of our school are part of a learning community that is committed to the concept of lifelong learning. Our teaching is designed to help pupils to remember long term the content they have been taught and integrate new knowledge into larger ideas. The learning of new skills and knowledge will prepare our pupils for the next stage of their education and have better chances in their life. It is our duty to equip pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital is based on the wording taken from the National Curriculum and latest Ofsted guidance: 'It is essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' The teaching in this community will be suitably challenging, respond to the pupils' diverse needs and overcome potential barriers to learning of individuals and groups of children.

Aims

- To define best practice in facilitating learning across all curriculum areas
- To raise levels of attainment throughout the school
- To ensure that the learning opportunities constructed by teachers to deliver the school's curriculum enable all children to learn effectively and to make sustained and consistent progress to reach their full potential.
- To define best practice
- To identify the measures that constitute best practice
- To identify the steps that the school will take to ensure that best practice is achieved
- To define monitoring, evaluating and reviewing procedures for quality assurance

Acquisition of Knowledge and Skills

We use mastery teaching and learning approaches to planning and delivering daily lessons; teachers ensure that all pupils have secure understanding of concepts, can explain in a variety of ways and apply their learning in a range of contexts; they develop, consolidate and deepen pupils' knowledge, understanding and skills. Pupils are given enough time to review what they are learning and to develop their learning further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

The Mastery-learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. It is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for the next stage of their education and have better chances in their adult life.

Planning and Sequencing

The work given to pupils, over time and across school, needs to be consistently matching the aims of our curriculum in being coherently planned and logically sequenced towards cumulatively sufficient knowledge and skills for future learning and adult life.

Diagnostic Pre-Assessment with Pre-teaching

We understand the importance of administering a quick and targeted pre-assessment to all pupils before beginning teaching to determine whether they have the prerequisite knowledge and skills for success in the upcoming learning sequence. Teachers pre-assess pupils using cold task and orally, by asking them about previous learning experiences or understandings or use short specifically designed tasks or quizzes. For pupils, whose pre-assessment results suggest deficiencies, mastery learning teachers take time to directly teach them the needed concepts and skills. In other words, teachers ensure the conditions for success before teaching new concepts.

High-Quality, Group-Based Initial Teaching

Teachers plan effective teaching and learning sequences that meet needs of all learners, including groups of learners. Teaching should be multifaceted; adapted to the context; tied to pupils' interests and experiences; and adapted according to the knowledge, skills, dispositions, and background characteristics of pupils.

Progress Monitoring Through Regular Formative Assessments

Another element of mastery learning that many other interventions share is the use of regular formative assessments to systematically monitor student progress and give pupils prescriptive feedback (Hattie & Timperley, 2007). These brief classroom assessments measure the most important learning goals from a teaching unit and take place in class all the time: minute-by-minute, lesson-by-lesson and part of unit etc. They reinforce precisely what pupils were expected to learn, identify what they learned well, and describe what they need to learn better.

High-Quality Corrective Teaching

We do not charge ahead knowing that pupils have not learned key concepts or skills well. Following formative assessments, therefore, mastery learning teachers provide high-quality corrective teaching designed to remedy whatever learning problems the assessments identified.

High-quality corrective teaching is not the same as "re-teaching," which often consists simply of restating the original explanations louder and more slowly. Instead, mastery learning teachers use corrective instruction approaches that accommodate differences in pupils' learning styles, learning modalities, or types of intelligence (Sternberg, 1994). Some teachers engage pupils in peer tutoring or collaborative learning groups; others use additional adults.

Enrichment or Extension Activities

Mastery learning teachers also offer effective enrichment activities that provide valuable, challenging, and rewarding learning experiences for learners who have mastered the material and do not need corrective teaching. These activities should enable successful learners to explore in greater depth a range of related topics that keenly interest them but lie beyond the established curriculum. Pupils engaged in enrichment activities gain valuable learning experiences without moving ahead into a new unit or year group expectations.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

Learning Behaviour

In planning and delivering the curriculum the development of learning is defined as:

- A quantitative increase in knowledge
- Memorising
- The acquisition of facts or procedures which can be used in practical situations
- Making sense and abstracting meaning
- An interpretative process aimed at understanding reality
- An independent learning

Emotional Intelligence is vital to learning and pupils, motivation, persistence controlling of impulses, regulation of mood and the keeping of stress from impending learning are key whole school issues addressed in the Behaviour Policy and Mission Statement.

Talking about Learning

Teaching will encourage pupils to discuss and reflect upon

- The quality of their learning
- Next steps for their learning
- Their targets and how they will move their learning on
- Excellence in their learning

Learning Environment

Teachers create a learning environment that focuses on pupils. To ensure that all pupils achieve their full potential as learners it is recognised by the school that it is vital to create a learning environment that is high on challenge but low on stress and workload for teachers. High quality displays of work, computers, libraries and reward/praise systems support the learning environment. All learning resources, materials and displays need to clearly support the intent of our coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and adult life.

To create a challenging but supportive learning environment for pupils we aim to:

- connect the learning
- see the big picture
- recognise learning outcomes/success criteria
- scaffold learning where appropriate to the needs of individuals and groups of pupils
- use other adults in the classroom effectively to support learning
- to use a wide range of learning approaches creatively to link and develop learning
- create opportunities to review learning for recall and retention
- use praise and encouragement to support confident positive learning
- home challenges (homework/learning) will be given weekly to support and extend learning and practise into the child's home
- regularly review and evaluate the learning environment of the school and classrooms to ensure that it supports our curriculum intent, implementation and impact.

Assessment

The school believes that effective assessment is the basis upon which to build a challenging learning experience. To ensure that each pupils' attainment and achievement achieves its fullest potential the school will use both summative and formative assessed throughout the year

The school marking policy will be applied to all pieces of learning

Summative assessment will include

- Termly Assessments of Pupil Progress
- Base line assessment, including Reception Baseline Assessment
- Statutory end-of-key-stage tests
- Non-statutory 'optional tests' for KS1
- Commercially produced tests for reading and mathematics
- End-of key-stage Teacher Assessment
- Targets
- Pupil Trackers to monitor progress
- Moderation by staff to ensure accurate assessment across the school

Formative assessment will be based on:

- Pupil progress meetings where all summative and formative assessments are used to monitor and evaluate the progress of identified pupils
- Sharing learning objectives at beginning of lessons – success criteria
- Involving children in self-evaluation against learning intentions
- Focusing oral and written feedback around the learning intentions of the lesson and tasks
- Organising individual pupil targets on a half-termly basis
- Effective questioning

- Raising children's self-esteem through use of key vocabulary and the ways in which achievement is celebrated
- Assessment for learning strategies are used to identify and address misconceptions as they occur in the lessons
- Identifying gaps, prioritising next steps and meeting pupils' needs with effective provision to build on what children already know to accelerate their progress and enable them to secure end of year expectations
- The changing of planning to reflect observations in the lesson
- Developing independent and confident learners

Role of Curriculum Co-ordinators

- To attend courses and keep abreast of the latest research into learning and teaching and disseminate to all staff
- To lead staff meetings and training days on teaching and learning
- To provide support for individual members of staff in the area of teaching and learning
- To observe lessons and report back constructively to staff
- To monitor and evaluate teaching and learning
- Conduct work sampling and report to Head Teacher and teaching staff
- To report to the Head teacher on teaching and learning
- To work with and lead as appropriate the work of the Learning Co-ordinators.
- Attend pupil progress meetings
- Monitor and evaluate planning
- Identify and purchase resources to support teaching and learning

Equal Opportunities

Learning is considered to be the right of all pupils and staff and that access to learning is offered to all regardless of race, creed, sex or disability. To ensure access to learning for all it may be necessary to adapt or extend the curriculum and provide differing levels of support for particular pupils and staff.

Dyslexia

We are currently a Dyslexia Friendly School. This is a quality kite mark awarded by the British Dyslexia Association.

It is the responsibility of all staff to be familiar with and implement the guidelines and identification procedures relating to dyslexia. These can be found in the Dyslexia Handbook published by the school and available to staff, parents, pupils and all stakeholders.

We adopt many classroom strategies to assist dyslexic pupils, such as multi-sensory techniques, visual timetables and coloured paper/backgrounds. In addition, we implement a structured phonics programme and specific reading interventions which have proved to be extremely successful for children with dyslexia.

For further information, see the BDA website <http://www.bdadyslexia.org.uk/> .

Role of Leaders

- To monitor and review the quality of education: the extent to which the school's curriculum sets out knowledge and skills that pupils will gain at each stage; the way school's curriculum is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills; the outcomes that pupils achieve as a result of the education they have received.
- To monitor and review the progression and consistency of the curriculum

Monitoring and Reviewing

This will be through:

- Regular reviews of curriculum and progression of skills in each subject
- Review of pupil progress and setting relevant targets
- Observations of teaching and learning within teaching and learning sequences
- Book and work scrutinies
- Discussions with pupils, teachers and subject leaders
- Cross-curricular links and application of knowledge and skills across all subjects over time
- Emotional well being of pupils and staff
- Identification of progress strengths and weaknesses and areas to be addressed

Role of the Governors

This will be to oversee the school's Policy on Teaching and Learning

Date of Policy: September 2024