

Welton St. Mary's Church of England Primary Academy



Our Vision

As an inclusive Christian community we value each person, seeking to release everyone's full potential as promised by Jesus Christ. We seek to provide a safe, inspiring and creative learning environment providing opportunities for all to flourish. Through challenge, support and care, we strive for excellence in all that we do; always building on the foundations of shared values with consistently high expectations rooted in God's love. Together we are encouraged to be agents of positive change in this world.

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' Romans 15:13

Wisdom Hope Community Dignity

Teaching and Learning Policy

Approved November 2020
Review Bi-annually
Next Review Term 3 2022

Welton St Mary's Church of England Primary Academy

Teaching and Learning Policy

Aims:

Our Teaching and Learning policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and sustained progress. We aim to put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation. We believe that knowledge itself is power and that knowledge begets knowledge. In order for children to develop the necessary skills such as to evaluate, analyse, think critically and synthesise ideas, we believe that children need to possess deep-rooted substantive and disciplinary knowledge. Our teaching and learning places great emphasis on developing knowledge, and developing the necessary skills and attitudes, in a progressive and sequenced model.

Our approach to effective teaching and learning:

- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness, respect and fairly. Relationships form a key part of our behaviour policy.
- We continually set targets for the children against the year group expectations. Targets are set at the beginning of the year and progress towards them is shared with the parents at the mid and end point of the year. We constantly review the progress of each child and set revised targets as and when appropriate.
- Reading, communication and language are applied in teaching and learning across the curriculum. Teaching across the curriculum supports pupils' ability to 'read to learn' once they have learnt to read.
- All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines as outlined in our school behaviour policy.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Their role is always to support teaching and learning.
- All our staff reflect on their strengths and areas for development and plan their professional development needs through the appraisal process. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Pupil progress meetings are used to reflect on, and potentially adapt, provision and Teaching and Learning strategies.
- Where possible, interventions are made within the lesson and in the classroom. If necessary, children may sometimes work in small intervention groups with an adult to develop their learning.

Effective learning requires effective teaching. When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We aim to build effective learners who:

- Explain their learning in their own words.
- Take responsibility for their own learning.
- Learn something new.
- Practise hard until they get it right.

- Master what they have learnt and apply these new skills and knowledge across the curriculum.
- Make connections between learning.
- Think and listen carefully and then ask questions.
- Read regularly for pleasure and read to learn and gather new information.
- Can work with their peers to help each other's learning by asking questions, explaining learning, and constructively challenging ideas.

Teaching and Learning Principles:

At Welton St Mary's we use educational research and cognitive science, along with our own experiences of effective teaching to inform our teaching and learning. We use Barak Rosenshine's principles to inform our teaching in order to try to maximise the learning for all of our children. The teaching and learning principles are broken down into four key strands which we use to underpin our teaching practice to ensure that effective teaching and learning takes place. These principles underpin our teaching across the curriculum but may look different in each subject area. It may not be appropriate to see each of these principles being modelled during a given lesson and will not form a lesson by lesson checklist but these principles provide a framework for the teaching and learning framework at Welton St Mary's.

Strand 1: Sequencing concepts and modelling

- Present new material using small steps
- Provide models and think aloud
- Provide scaffolds for difficult tasks

Strand 2: Questioning

- Ask a large number of questions with students explaining their learning.
- Check for student understanding including as many children as possible

Strand 3: Reviewing material

- Daily review
- Weekly and monthly review using retrieval techniques (see appendix A for retrieval techniques)

Strand 4: Stages of practise

- Guide student practice
- Obtain a high success rate
- Independent practice

Lesson Framework:

1. Do Now (review of previous learning which might include retrieval practise)

- Quiz
- Consolidate learning
- Check for understanding – self/peer assess

2. Introduction

- Subject concept and overview of the focus of the lesson shared with children. This title might come in the form of a big question to direct this focus.
- Why are we learning this?
- How are we learning this?
- Small steps
- Explain new material

3. Model

- Explicit thinking aloud
- I do, we do, you do.
- Worked examples
- Model answers
- Check for student understanding before independent practise

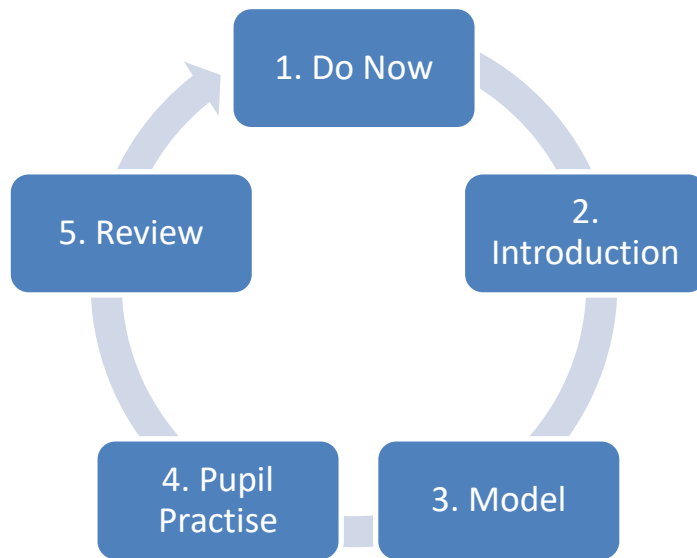
4. Pupil Practise

- Guided Practise
- Scaffold/independent practise and monitor students, providing feedback where necessary.
- 'Go to children' based on varying needs.

5. Review

- Assess pupil knowledge and understanding
- Whole class feedback template

What do I now need to adapt for my next lesson (if anything)?



For effective teaching to take place teachers ensure that:

- They know where the lesson fits in to their children’s learning journey. What do they already know? What will they be learning next?
- They know what they want the children to know or understand in the time frame of the lesson. There is a clear outcome to be achieved at the end of the lesson.
- Effective prior preparation and planning results in a purposeful, well prepared teaching plan.
- A clear subject specific learning concept is referenced. This is shared with the children along with the journey of learning unless withheld for a specific teaching purpose.
- The sequencing of learning is clear with links made to previous and future learning.
- A review of the learning is made within and at the end of the lesson.
- There is appropriate challenge for all children.
- Teachers model through effective use of ‘teacher talk’ time. Teacher talk is not capped to a specific time as this may differ depending on many different variables. Teachers are the experts and direct instruction is used when appropriate.
- Quality interaction takes place between teacher and pupil and pupil and pupil through effective questioning.
- All children are learning. Directed questioning is one way of ensuring this is happening.
- Behaviour is managed excellently. Good behaviour management and strong routines allow the teacher to focus their attention on high quality teaching and learning.
- There are opportunities for independent learning.
- Feedback is effective (see feedback policy for further information).

Knowledge Organisers

Knowledge organisers capture the key information, terminology, and dates or quotes for a topic (Appendix B). The information on the knowledge organiser is the minimum that needs to be known, rehearsed and stored over time in the long-term memory, in order for pupils to become fluent in the material. It is a given that plenty of other technical vocabulary and facts will be encountered and learnt through the topic. Pupils benefit from knowing up front that the knowledge organiser contains the essential information they need to know in order to succeed. Knowledge organisers

help to reduce cognitive load; support the most disadvantaged pupils who may not have the relevant prior knowledge; develop a pupil's wider vocabulary; and are a vital reference point for both staff and pupils.

Pupils are not expected to know the content from the start, but incrementally over time. This is done by setting some information to be learnt through retrieval practice for homework, revisiting in class and low stakes testing or quizzing. It is fine for pupils to make mistakes as the act of revising and checking for the correct answer deepens learning. Pupils benefit from the 'testing effect' which is the finding that there are gains in long-term memory and retention of knowledge by active retrieval through testing. If the quizzes are given on a regular basis, pupils will be able to see the progress they have made, over time. This is satisfying and rewarding for pupils, helps to build confidence and means that they are more likely to persevere with difficult material, when they understand it can be mastered over time. It is vital that organisers are routinely used as part of lesson delivery.

Cognitive load theory

Dylan William has described cognitive load theory as 'the single most important thing for teachers to know'. Grounded in a robust evidence base, cognitive load theory provides support for explicit models of instruction. The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information. Information is processed in the working memory, where small amounts of information are stored for a very short time. The average person can only hold about four 'chunks' of information in their working memory at one time. The findings from this research lead to a number of implications for classroom practice:

- **Tailor lessons according to pupils' existing knowledge and skill and use worked examples.** When teaching new content to pupils without much pre-existing knowledge, teachers should provide pupils with lots of detailed, fully guided instruction and worked examples.
- **Gradually increase independent problem-solving as pupils become more proficient.** Finally, as pupils become very proficient, teachers should provide minimal guidance and allow pupils to practise their skills with lots of problem-solving tasks. Some pupils will progress to independent problem-solving faster than others. To provide a need for greater independence, teachers will omit steps from a worked example or gradually give pupils fewer worked examples.
- **Cut out inessential information to avoid overloading the working memory.** For example, instead of presenting a quote as one big block of text on a PowerPoint slide, the teacher could break the quote up into smaller sections of text across several slides.
- **Simplify complex information by presenting it both orally and visually.** Accompany diagrams with narrated explanations, not written explanations. This is based on the theory of Dual Coding. Research has shown that pupils learn new words more effectively through visuals with verbal information rather than with just verbal.

Differentiation

At Welton St Mary's we have high expectations of all our learners and understand that learning happens at different rates. We do not believe that learners always fit into three groups and therefore should have three completely different learning opportunities. We recognise that children's ability changes based on the lesson content and sometimes subject area. There will be times when a child needs a particular activity or adaptation of the learning based on their needs.

However, where possible, children should access their year group's curriculum, work on the same objectives, and, for the most part, access the same activities. Some children however will need extra support and teaching will need to be adapted to meet the children's needs.

This differentiation can involve:

- Pre teaching key vocabulary or knowledge to support cognitive load within the lesson.
- Access to support and scaffolds linked to a child's specific IEP targets.
- Scaffolding planned with guided practice leading to independent practice. Scaffolding can of course be removed – it is a temporary support. Scaffolding can come in many forms including the use of models in maths, visual references, writing scaffolds for some pupils.
- Providing appropriate help, possibly with different but carefully selected resources. This could also include extra support in the form of explanations or modelling from a teacher.
- Different modes of questioning and feedback, tailored to push pupils forward from wherever they are.
- Extension or challenge activities to deepen the learning.

The Learning Environment

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. The main purpose of displays is to value the work of pupils and scaffold the learning process and enable cognitive release. The learning environment should positively impact on learning and complement the principles as stated above. Displays will provide an opportunity to review previous learning, provide models or scaffolds for children, provide information to reduce cognitive load or to celebrate children's work to motivate learners. All classrooms have a display area for each subject, with key subject specific vocabulary evident in the classroom to support learning. Teachers have the autonomy to choose the seating arrangements in the classroom to best support the learning and meet the needs of the children in the class.

We aim for our learning environment to:

- be welcoming, challenging and stimulating
- be peaceful and calm with clear routines in place, proving for a working atmosphere.
- be well resourced and clearly labelled making learning accessible
- be encouraging and appreciative
- provide for equal opportunities
- support the development of independent learners

Routines

Routines in the classroom contribute to a healthy learning environment. Routines bring about familiarity, which in turn brings about consistency. Once learning routines are in place, we believe teachers can focus on what is important, which is high quality teaching and learning. To be effective they should be:

- agreed with the children and clearly understood
- fair and consistent
- realistic and positive
- kept to a minimum but consistently used

Children are made aware of the expectations with regard to the presentation of work both with work in school and with homework.

High expectations:

- Teachers have high expectations of all children regardless of ability and do not accept work that is poorly completed or presented. Children are made aware of these expectations. The same high expectations are for both in school and homework.
- Teachers work with their class to set out expectations in terms of behaviour, by discussing and enforcing the school rules and by agreeing class rules at the beginning of the year.
- Teachers demonstrate and promote these expectations by their own attitude and behaviour.
- High standards are set when work is modelled to the children in terms of handwriting, and presentation.

Subject Leads:

- Have a clear understanding of the strengths and areas for development in their subject and ensure CPD is consistent and focused for maximum impact/leverage across Welton St Mary's.
- Are able to model outstanding practice, to ensure the quality of teaching is continually improving across their subject.
- Are able to make a clear judgement on the quality of teaching and learning within their subject specialism and how it is impacting on individual pupils' progress.
- Have a clear grasp of the overall progress being made by all pupils within their subject.
- Subject leads can evaluate and articulate their impact and identify next steps for improvement.

The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are best used to support successful teaching and learning.
- monitor teaching strategies in the light of health and safety regulations.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- ensure that staff development and appraisal policies promote good quality teaching.
- monitor the effectiveness of the school's teaching and learning policies through the school self - review processes. These include reports from subject leaders, the head teacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Updating the year group's website page regularly so that children and parents can support the teaching and learning that term.
- Posting regular updates on our social media pages to celebrate with parents the learning that is going on in school.
- holding 'Meet the Teacher' at the start of the year to share expectations of the pupils.
- holding Parents' evenings to share and discuss the child's progress.
- setting homework according to the school's policy and in line with the guidelines for that particular year group.

- contacting the parents promptly if there is a concern about a child's learning or behaviour.
- sharing progress, effort and targets at mid-point through the year to enable parents to support their child with meeting the expectations of the year group. End of year reports are also sent to parents in which we explain the progress and effort made by each child and indicate how the child can improve further.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school with the correct uniform and PE kit.
- 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 at school.
- support school with the learning of basic facts including statutory spellings of words, number bonds and multiplication facts.
- Read regularly to and with their child
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in our Home School Agreement.

Appendix A – Retrieval techniques

Challenge Grid

Retrieval Practice Challenge Grid!

What's your score?

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunacharsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.

Last lesson (1)

Last week (2)

Two weeks ago (3)

Further back! (4)

This can also be used to give various points based on the difficulty of the questions. You can also use this as a vocabulary challenge grid.

What gas do we breathe in which is transported through the blood?	Which blood type is referred to as the 'universal donor'?	How many chambers of the heart are there?	Explain the difference between veins, arteries and capillaries
How is water transported around the body?	Explain the cycle of the circulatory system using the key parts (heart, lungs, blood, blood vessels)	What is the largest blood vessel in the body called?	Explain why a professional footballer might have a lower pulse rate than a non-footballer?
Name 4 components that the blood transports around the body	What is the function of the septum?	Name the 4 components of blood and explain their function	The doors in the heart to ensure blood travels in one way system are called what?

1 point	2 points	3 points	4 points
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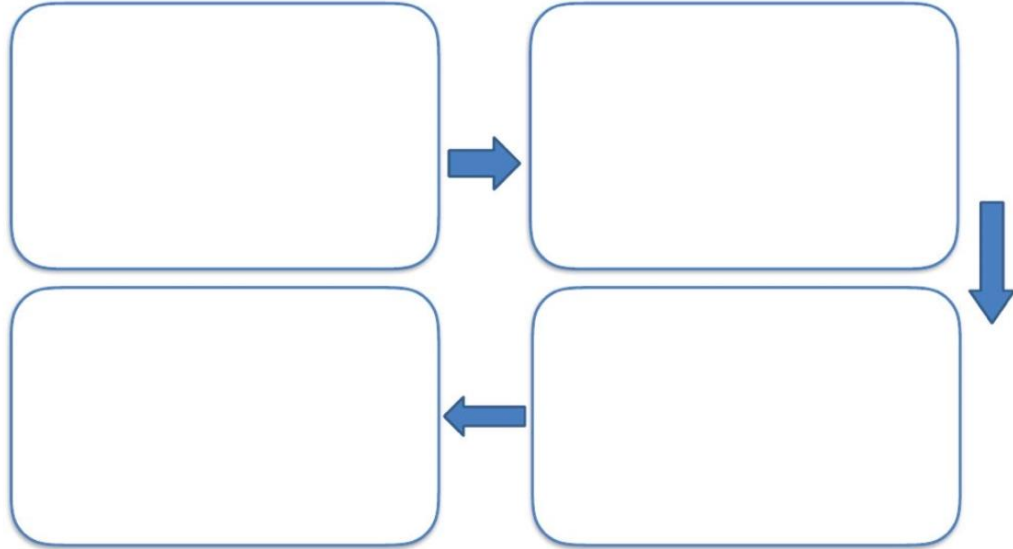
Retrieval Relay Race



Retrieval Relay Race!



Instructions: In the first box **write as much as you can remember** about our topic. In the second box one of your peers must write what they can recall about our topic **but they cannot repeat any of the information from your first box!** The third box needs to be completed by someone else but again this must include new information and the same for the final box.



Retrieval Practice Placemat

Retrieval Practice Placemat ...

What keywords did you use or learn last lesson?

State 3 key facts from last lesson.

Explain a key concept or idea from last week in your own words.

Ask your partner 3 questions based on the content covered this term.

Discuss with your partner what we were studying in the lesson last week.

No notes allowed!

Brain Dump

Dumping as much information from the brain about a topic or lesson (long-term memory, no notes) onto a piece of paper or whiteboard. Some children (SEND) could do this verbally and video

themselves for evidence. You could provide prompts with headings but be careful not to provide too much information, as it will make the retrieval easier. Retrieval should be hard!

Picture Prompt

You could also provide a picture prompt (map, diagram, illustration, photo) and ask them to recall information linked to that image. The key is for the children to recall relevant information and not describe what they see.

For example:

Explain how World War One began.





Quiz, Quiz, Trade

Cards have a question on one side and the answer on the other. This could be tier 3 vocabulary with a definition on the back or a question from the knowledge organiser. Children can use this as a self-revision strategy too. A student will ask the question that is on their card – this is the first quiz question. The student being asked has to try to answer and their partner will inform them if they are correct or not. Then the child answering becomes the questioner, asking the second question to their peer as the roles are reversed. Once they have both answered each other’s card, the trade and ask that question to another child with the process being repeated.

Cops and Robbers

‘Cops’ column is for students to write as much as they can from memory about a specific topic, or previously-covered material (similar to a brain dump). When finished, they complete the robbers section by getting out of their seats, reading their peers’ work, swapping and sharing content. They will see information they forgot or didn’t have time to include. You can adapt this by adding some scaffolding down the side to provide some focus and structure.

Factor	Your ideas & own knowledge....	Ideas & information you have “stolen” from your peers....
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Victorian London		
Working conditions		
Living conditions		
Jack the Ripper		
Other key facts		

Walkabout Bingo

In each box there will be a **question**, focusing on the topic or lesson. In the same box a space to write the **answer** and underneath, still in the same box, it will say '**name**'. The aim of the game is to have all the boxes filled with correct answers but students must get their answers from other members of the class. They cannot answer the question on their sheet themselves; they can only answer for other people. Also, **they can only ask someone a question once** – hence the name in the box.

Walk about Bingo! World Religions

Q. What is the largest world religion? A: Christianity Name: Abi	Q. Who was the founder of Islam? A: Muhammed Name: Jay	Q. Where did Islam begin? A: Saudi Arabia Name: Lauren
Q. What is the symbol for Christianity? A: Cross Name: Cameron	Q. What is the name of the Jewish Holy Scripture? A: Torah Name: Lewis	Q. What is the Arabic word for God, used by Muslims? A: Allah Name: Poppy
Q. Who was the founder of Sikhism? A: Guru Nanak Name: Ben	Q. What is the name of the founder of Buddhism? A: Buddha Name: Megan	Q. What is the name of the Islamic holy book? A: Qu'ran Name: Jack
Q. Which religion has no founder? A: Hinduism Name: Tora	Q. Where do Jews go to worship? A: Synagogue Name: Amalie	Q. What is the Christian Holy book called? A: Bible Name: Jess

List it!

List as many keywords link to the circulatory system as possible.

List as many key facts about our previous topic as you can.

List all the key individuals we have studied in our farming and industry topic including what they invented or their idea.

Throwback Thursday or Flashback Friday

Children create five/ten questions at the end of a lesson based on the content, with answers.

Children return to these a week later and answer their own or their peer's) questions. They can write the questions on the left side of the page and answers on the right and fold over, so they can self-check. These can be used as part of homework and a good technique for children to revise content independently.

Mini whiteboard

This technique involves all children, and the fact that answers can be rubbed off so easily adds to the low and no stakes element of retrieval practice.

Retrieval grid

Each lesson, the child picks one of the boxes and writes as much as possible about that concept/person/idea as possible. The following lesson the same grid is displayed and the children choose another box. Children can't repeat a box. After 9 lessons, each idea will be recalled and they have a full page.

Jethro Tull	Isambard Brunel	Medieval farming
Ancient farming	Industrial Revolution	Factory working conditions
Invention of the tank	Thomas Edison	Agricultural Revolution

Quizziz

Online quizzing tool which offers teachers detailed feedback on answers given so assessments can be made. This rewards speed but also accuracy encouraging children to think and not rush through, enhancing their retrieval process.

Retrieval Raffle

As children enter the classroom they collect a number from a jar. On the board, a list of questions, topics, or keywords are projected next to a number. The students then have to carry out a brain dump, answer the question, or provide a definition of the word next to the number,

History: Year 1 – Significant People in History

Florence Nightingale

Key Vocabulary	
Germes	Tiny living things that can cause illness. Germes are passed from one person to another.
Medicines	Liquid or tablets that are given to sick people to make them better.
Patient	Someone who is ill or injured and who is being cared for
Lady of the Lamp	This was the name given to Florence as she would visit the wards at night carrying a lamp.



Where this links in our curriculum



Overview

After her training, Florence was asked to take a group of nurses to Turkey to see what they could do for the soldiers fighting in the Crimean War. When they got there they were shocked by the dirty and crowded hospital. At first the doctors did not want Florence and her team to help. But as more patients arrived, they were allowed to help. The nurses cared for the patients and cleaned the hospital. After the war, Florence went back home and continued to make hospitals better for patients. She is an important person in history – it is because of her that nurses are now properly trained to care for us all.

Key Dates	
12 th May 1820	Florence Nightingale was born in Italy. Her family were wealthy and she had a good education.
1851	Florence trained to be a nurse at a German hospital.
1854	Britain joined the Crimean War.
1860	Florence opened the Nightingale Training School for Nurses in London.

Key People & Places

William and Frances Nightingale	Florence's parents
Sidney Herbert	A politician who asked Florence and her nurses to go to Turkey
Queen Victoria	Ruled Great Britain
Scutari Army Hospital, Turkey	Where Florence and her 38 nurses travelled to
Lea Hurst & Embley Park	Where Florence grew up in England