Teaching and Learning Policy
Reedley Primary School

Our school nurtures curiosity and creativity through an inspiring, broad, and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.
(Mission statement)

At Reedley Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching, we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Principles

- Develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- Enable children to become confident, resourceful, curious, and independent learners.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values, and feelings of others, regardless of race and culture.
- Encourage children to take pride in their work and the work of others.

Learning Culture

We explicitly teach lifelong learning skills so that children are taught to take responsibility for their own learning; to review the way they learn and to overcome challenges in their learning.

The school are working to develop a culture where pupils:

- enjoy learning.
- make choices to take responsibility for their own learning.
- feel safe.
- respect, value, and support each other as learners.
- take risks in learning.
- are challenged.
- recognise mistakes and errors as a learning opportunity and persevere.
- set high expectations for learning behaviour, progress in learning, presentation etc.
- develop a 'can do' attitude.
- strive to be the best that they can be.

And where adults:

- establish positive working relationships with all children in the class.
- model learning and expected behaviour for the children.
- treat all children fairly, with kindness and respect; with encouragement, praise, and rewards for all.

Effective Learning

People learn and process information in different ways. Learning opportunities incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving.
- research.
- flexible group work (in groups selected for different reasons).
- paired work.
- individual work.
- independent work, which is child directed.
- collaborative work.
- selecting and using relevant resources to support learning.
- asking and answering questions.
- use of IT including visual images, film, interactive teaching resources etc.
- fieldwork and visits to places of educational interest.
- guest visitors and performances.
- debates, discussions, oral presentations, and other speaking and listening strategies.
- drama techniques.
- designing and making things.
- participation in athletic or physical activity.

Effective Teaching

A seven step plan is used to deliver the wider curriculum subjects.
The main focus is to assess what the children know and can do already, and then to build on this to ensure that all pupils make good progress in all aspects of the National Curriculum. When planning theme units, each class teacher uses a format called 'Teaching Backwards' to consider the starting points and next steps for each child.

STEP 1 – Research the theme
STEP 2 – Deliver pre assessment activities
STEP 3 – Devise 5 key questions
STEP 4 – Create a Knowledge Organiser
STEP 5 – Plan the theme
STEP 6 – Deliver the theme
STEP 7 - Assessment

In all subject areas, assessment for learning is evident in planning and lessons to ensure learning is pitched accurately and all pupils make progress. Prior assessment of the pupils' understanding is used to inform lesson planning to develop good progression in skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Key Learning

- Clear and focused; based on learning rather than task.
- Succinct and child friendly.
- Discussed and explained to the children.
- Based on prior attainment, knowledge and understanding.

Success Criteria ('Steps to Success' in Maths)

- Breaks down the learning taking place.
- Includes the steps or 'ingredients' the children need to succeed in their learning.
- Identified by the teacher during the planning process.
- Generated with the children during the lesson.
- Written up and referred to during the lesson and editing process.

Formative Assessment

- Planned times during the lesson (and in response to need).
- Reviews progress towards the key learning and success criteria.
- Allows adults, and children, to address misconceptions, make improvements and add further challenge.
- Use of a range of techniques to determine adaptations in learning.
- Time to reflect on the 'how' of learning in addition to 'what' has been learnt.

Outcome

- What the children will achieve by the end of the lesson.
- Learning activity/evidence of learning.
- Time given to enable children to achieve meaningful learning.
- Matched to the children's next steps in their learning.

Challenge for All Learners

- Takes place throughout the lesson.
- Matched to children's next steps in learning.
- Adaptive strategies in place so all children can access learning e.g. adult support, range and level of resources, modelling and scaffolding, time, different outcomes.
- When planning work for children with additional needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed.

Adult Input

- Engages children in the learning.
- Is active and interactive.
- Has appropriate pace to ensure maximum learning takes place.
- Responds to, and is adapted to, ongoing assessment during the lesson.
- Clearly models successful learning.
- Generates success criteria.
- Is flexible according to the learning taking place e.g.
    - Different inputs for different groups.
    - Different start times for different groups.
    - Input – activity – input – activity.
    - Guided groups etc.

Questioning

- Questions will be asked to assess learning, challenge, and deepen thinking and understanding.
- Range will include open/closed; higher and lower order (e.g. Bloom's Taxonomy).
- Will be matched to the children's understanding and attainment.
- Where appropriate, children will have independent thinking time before sharing ideas.

- Opportunities will be planned for children to develop their own questions to embed understanding.

Feedback & Marking

- Regular 'on the spot' verbal and written feedback will be given to the children.
- Identifies success and areas for improvement/next steps in learning.
- Refers to learning objectives, success criteria and age-related expectations across the curriculum.
- Peer and self-assessment used regularly to enable children to address misconceptions and make improvements to their work.
- Opportunities are planned for children to regularly respond to feedback and marking.

Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive, welcoming, and well organised environment engendering respect, care, and value for all resources.
- Classrooms are bright and tidy and are word and number rich.
- Displays might be used to:
    - Celebrate success and achievement.
    - Support class organisation e.g. visual timetables, clearly labelled resources.
    - Promote independence by providing prompts, questions, and support for when children are stuck.
    - Support learning e.g. working walls, presentation examples, interactive & challenging.
    - Displays are changed regularly and reflect the current topic/themes/learning.

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They engage in:

- Supporting learning and improving children's progress.
- Supporting assessments of children's understanding.
- Developing children's independence.

Role of Subject Leaders

- Monitor teaching and learning, progress and attainment in subject areas and action plan to address areas of need.
- Support colleagues to develop practice and subject knowledge to maximise progress.
- Take the lead in policy development.
- Have responsibility for the purchase and organisation of resources.
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.

Role of Parents

Parents have a fundamental role to play in helping their children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed.
- explaining to parents how they can support their children with homework.
- holding parent workshops to explain the work covered and the strategies and methods taught to the pupils.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term.
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors 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 performance management policies promote good quality teaching.
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and Evaluation

Staff are all encouraged to keep an electronic portfolio to record their own professional development. Objectives for this are mutually agreed during the appraisal process, although staff can choose to add other techniques to the portfolio. Videos and audio recordings are a 'snapshot' of the learning, which should be summarised. There is no expectation that staff record lengthy videos or that it happens regularly. The expectation would be two or three five minute clips each term, with an emphasis on demonstrating progress using successful teaching techniques. All video clips are kept in school.

In addition to the electronic portfolio, staff may be observed for monitoring and professional development purposes. They would always be informed of this in advance. A professional discussion takes place, following the lesson, considering pupils' work, assessment information and behaviour for learning, over time. Staff are encouraged to identify their own areas of strengths and development following an observation as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with senior leaders and opportunities to address these put in place.

Other monitoring to include within the triangulation of teaching and learning may include:

- Learning walks.
- Sharing of good practice.
- Peer support groups to focus on whole school development.
- Senior leaders or subject leaders conducting brief observations for shorter sessions, for example, a guided reading session.
- Data analysis.
- Work/planning scrutiny.
- Assessing the quality of the classroom environment.
- Professional conduct.
- Marking and feedback.
- Pupil conversations.

Written by: K. Gorrell
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Appendices:

1. Principles of First Quality Teaching at Reedley
2. Assessment For Learning (including assessment toolkit)
3. Strategies for Developing Vocabulary
4. Oracy Strategies to Support the Writing Process across the Curriculum
5. Writing Stamina Activities

Appendix 1

Principles of First Quality Teaching at Reedley

1. Pre-assessment: pre-assessment cold tasks are used to get an accurate starting point for pupils.

2. Teach to need: teacher's input for pupils are adapted for need, based on their starting points. Children with additional needs must be planned for by the teacher and all activities need to consider their specific needs.

3. Check-in points using AFL strategies. These are used to assess children's progress within each lesson and to encourage them to self-assess their knowledge, skills and understanding. A variety of strategies instead of hands-up are used e.g. TPS, CC. Alternative teaching techniques are used to address children's misconceptions and lack of understanding if they don't understand from the initial input.

4. Feedback: outcomes from written work are used to plan the next activity. Verbal feedback is used throughout lessons to support and develop children's understanding. Children who have not achieved the year group objective may take part in a pre-teach or over-learning session.

5. Varied teacher input is used, to make learning accessible for all.

6. Vocabulary strategies are used across all areas of the curriculum based on Word Aware strategies.

7. Oracy strategies used across all areas of the curriculum to develop children's understanding.

8. Strategies are used to develop writing stamina, linked to all aspects of the curriculum. Sustained pieces of writing are carried out across all curriculum areas for children to apply knowledge and skills

9. Children who have English as an additional language and those who need additional support, take part in pre-teach sessions prior to lessons being carried out and over-learning sessions after the lesson where appropriate.

10. Teaching and assessment strategies specific for Reedley are used effectively e.g. CiP, T4W, Colourful Semantics, Blank Level Questioning, cold calling, 'show me' boards, 'Think, Pair, Share,' hinge questions. (See additional teaching and learning documents.)

Appendix 2

Assessment For Learning

Definition of Assessment for Learning:
The continual quest to find out how far children understand their learning so that individual and class feedback, and the direction of the lesson are adjusted appropriately.
(Taken from 'Outstanding Formative Assessment' by Shirley Clark)

What this looks like in the classroom:

- A learning culture where children and teachers demonstrate growth mindset, self-belief, meta-cognitive skills, and the belief that all can succeed.
- Staff make use of talk partners and a 'no hands up' culture for answering questions. The use of 'Think, Pair, Share' means children have independent thinking time and allocated time to share ideas.
- Children are taught in mixed groups so that self-esteem remains intact and expectations are high.
- Clear key learning objectives are shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured.
- Effective questioning and pre-assessment activities are used to establish current understanding and prior knowledge, including vocabulary related to the learning.
- Examples of excellence are modelled or analysed and shared before children produce their own work.
- Feedback from staff focuses on successes and where improvements are needed.
- Cooperative peer feedback is used, in which examples of improvement are modelled so that feedback and improvement-making is immediate and part of a lesson.
- Regular check-in points are planned for, with key questions and a range of strategies to assess understanding. These can be small acts such as 'show me' boards, hinge questions, TPS, quizzes, discussions, listening to pupil talk-partner work or larger activities.
- Staff make effective use of the end of lessons, where learning is summarised, reflected upon, and articulated or written by the pupils.
- Staff make regular notes within lessons and when reviewing work, regarding misconceptions or next steps with clear strategies for the next stage of learning they will deliver.

Appendix 3

Strategies for Developing Vocabulary

Reedley is a 'Word Aware' school. Each class has the 'Word Aware' vocabulary book which is a reference and guide to the strategies used across the curriculum at Reedley. Below are similar and/or additional effective strategies created in collaboration with staff to use with the children. (This is not an exhaustive list.)

Whole school

- WOW board used consistently across school and set out as stated in the 'Staff Handbook.'
- 'Goldilocks' (tier 2) words to be taught through shared reading, pre-teaching, and overlearning, guided reading.
- Theme (tier 3) words to be on KO, displayed on Theme boards and revisited in teaching.
- Strategies from 'Word Aware' books to be used to support teaching of vocabulary (e.g. STAR).

Reception and Year 1:

- Play-script (adults modelling use of vocab)
- Object, picture, phonic sounds, say word in context
- Retell a story using the vocabulary (innovate)
- Use the word and link it with an action.
- Use real life objects
- Sign and gesture (CiP)
- Tell a 'Concept Cat' story
- Group activity e.g. 'one object is……., one isn't'
- Put on vocabulary display (WOW)

Year 2 to Year 6

- Age appropriate semantic maps (meaning)
- Zones of Relevance
- 'Thinking Around the Word' grid
- Find the meaning together, modelling how to find the correct definition.
- Say/write/model the vocabulary in different contexts/sentences
- Chant in different ways (Word Rap to activate word e.g. whisper, tell partner, count syllables etc.)
- Visual stimuli e.g. pictures, actions, film clips
- Relate to real experiences
- ELKLAN word map (speech and language training strategies)
- Synonyms and antonyms
- Give definition, ask children to use context clues to work it out
- Concrete e.g. physical object, pictorial, abstract
- Reciprocal Reading strategies
- Drawing and reading around the word
- Match definitions to vocabulary (Including word bingo and 'Call my Bluff')
- Dictionaries, including Word Hippo
- Vocabulary jar

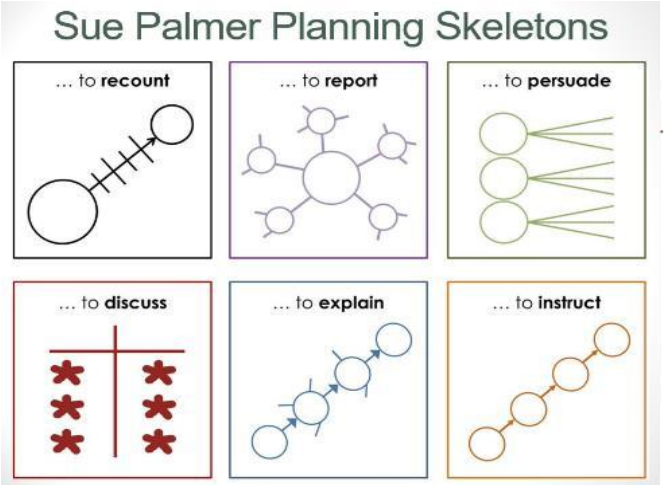
Appendix 4

Oracy Strategies to Support the Writing Process across the Curriculum

"If they can't talk it, they can't write it."

- Thinker's Keys linked to the curriculum. http://www.talenteducation.eu/toolkitforteachers/challengingyoungchildren/assets/Upoads/Document/4afa03a493/Thinkers_Keys-Tony-Ryan.pdf

- Vocalising as 'experts' e.g. child in role using tier 3 vocabulary.
- Articulate (describe a word without saying that word).
- 'Just a Minute' (talk for one minute about a subject or topic).
- 'Story Strings' (develops cohesion in narrative).
- Opportunities to listen and respond to others e.g. '5 Whys/Whats'.
- T4W for fiction and non-fiction allows children to experiment with language structure.
- Oral rehearsal enables children to rearrange, edit and improve.
- Speak-Well Wheel and sentence stems to support and structure talk. (Tower hamlet document)
- Provide children with feedback on what they say and how they say it.
- Different types of questions to encourage different thought processes at different stages of the learning e.g. clarifying, extending, compare and contrast etc.
- Model/make your own thought processes explicit so children have a scaffold to structure their thinking.
- Provide resources to support children to organise their ideas and present information when writing e.g. planning for writing



Appendix 5

Writing Stamina Activities

- Activities to build muscle strength.
- Activities to improve fine and large motor skills e.g. dough discos, plasticine
- Free writing (write constantly for a set period of time).
- Power writing.
- Set time dedicated for writing as much as they can (class charter).
- Keep a running record by counting words each day.
- Writing prompts.
- Short burst writing – exploring and practising the language and skills needed for the writing.
  https://www.talk4writing.com/wp-content/uploads/2019/03/Short-burstwriting-Maria.pdf
- Slow writing
- Improve handwriting
- https://teachhandwriting.co.uk/teach-handwriting-teachers.html