Crowton Christ Church C. E. Primary School

Teaching and Learning Policy

★ **Aspire**   ⊙ **Discover**   ❊ **Flourish**

"With God, all things are possible"
Matthew 19:26

Teaching and Learning	
Review Frequency	Annual
Reviewed and approved by	Full Governing Body
Date	September 2024
Headteacher Signature	Lauren Hill
Chair of Governors Signature	Ruth Downes Sarah Thompson
Date of next review	September 2025

Statement of Intent

Our school curriculum comprises all learning and other experiences that we plan for our children. Our main aims are to provide opportunities for all children to learn and achieve; to promote children's spiritual, moral, social and cultural development and to prepare them for the opportunities and experiences of their next stage of education and future life. Our curriculum is planned so that children are inspired, encouraged and challenged to develop their individual potential and personality to the full. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. We have designed our curriculum to reflect our aims and also to meet the requirements of the National Curriculum and other government guidance.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential:
- Every child will be educated to the highest possible standard, as set by the Department for Education.
- Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged in and process their learning.
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Contents

1. Aims

We aim to develop and refine our teaching by adopting a reflective approach to teaching, a proactive approach to change and a responsibility for our own continuing professional development and learning.

This policy aims to:
- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school.
- Promote high expectations and raise standards of achievement for all pupils in our school.
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

2. Our Guiding Principles

Our curriculum is designed to provide the children of Crowton with the very best education rooted in excellence and Christian values. Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children.

At Crowton, we continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school actively promotes equality and fosters positive attitudes and commitment to an education for equality.

Pupils learn best at our school; when they:
- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials

- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

Whole School Objectives:
• To ensure that in following the National Curriculum, children perform up to and beyond their expected levels of achievement.
• To provide active learning experiences, including a range of extra-curricular activities, which encourage the children to apply their knowledge and develop their skills and attitudes.
• To provide an environment where children will develop respect for others, good manners, self-discipline and independence.
• That the school offers a safe and secure environment for pupils and staff.
• To provide an environment where staff are valued and they are given opportunities to develop their professional skills.
• To promote equal opportunities for pupils and staff.
• To maintain good relationships and links with parents so that they are well informed and used effectively in the work of the school.
• To work co-operatively with other schools in the area and to maintain links with the local community and businesses.

3. Roles and Responsibilities
Teaching and learning in our school is a shared responsibility and everyone in our school community has an important role to play

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers
Teachers at our school will:
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, website, letters, open days/mornings and curriculum workshops, including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress during parent/teacher meetings and produce an annual written report on their child's progress
- Meet the expectations set out in the teaching and learning, behaviour and marking and feedback policies.

3.2 Support Staff
Support staff will:
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning

- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in the teaching and learning, behaviour and marking and feedback policies.

3.3 Subject Leaders

Subject leaders at our school will:
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in the teaching and learning, behaviour and marking and feedback policies.

3.4 Senior Leaders

Senior leaders will:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the teaching and learning, behaviour and marking and feedback policies.

3.5 Pupils

Pupils will:
- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

> Meet the expectations set out in the behaviour policy.

Parents and carers of pupils at our school will:
> Value learning
> Encourage their child as a learner
> Make sure their child is ready and able to learn every day
> Support good attendance
> Participate in discussions about their child's progress and attainment
> Communicate with the school to share information promptly
> Provide resources as required to support learning
> Encourage their child to take responsibility for their own learning
> Support and give importance to home learning

3.7 Governors
Governors at our school will:
> Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
> Monitor the impact of teaching and learning strategies on pupils' progress and attainment
> Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
> Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:
1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide pupil practice
6. Check for pupil understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage pupils in weekly and monthly reviews

At Crowton, we facilitate these principles through:

1. Begin the lesson with a review of previous learning.
Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes.

This will strengthen understanding and the connections between ideas. Pupils each have their own individual retrieval journals and retrieval opportunities are planned and built into daily lessons.

2. Present new material in small steps.
Presenting new information in small, bite-sized chunks increases the progress made by the students. Introducing too much at once will see progress rates fall as they can only process so much at one time. This reduction in cognitive load allows metacognition to take place (it allows them to think about how they are thinking about the task).

3. Ask a large number of questions (and to all pupils).
Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge students to think deeper into a subject. The greatest value of questioning though is that they enable students to practice retrieval, this strengthens and deepens memory.

4. Provide models and worked examples.
Delivering new information to students by linking it to something or some process they are familiar with allows students to gain an understanding quicker, it also gives them deeper retention. This is especially true of more conceptual ideas.

5. Practise using the new material.
Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that successful teachers allow more time for guidance, questioning and repetition of processes.

6. Check for understanding frequently and correct errors.
Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes/student's understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

7. Obtain a high success rate.
Teaching for mastery ensures all students in a class are ready to move on to the next stage in the topic, thus preventing students from taking misunderstanding into their future learning. From his research, Rosenshine found that a class that the optimal success rate is an 80% understanding. This shows that not only have the students learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

8. Provide scaffolds for difficult tasks.
When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian scaffolding. Providing students with a framework that more easily allows them to make progress. The scaffolds can then be gradually removed as their competency grows. Examples of scaffolds can include; checklists, cue cards or writing frames. Teachers can also anticipate commonly made errors and build tools into the scaffold tasks that reduce the chances of students making the same mistakes.
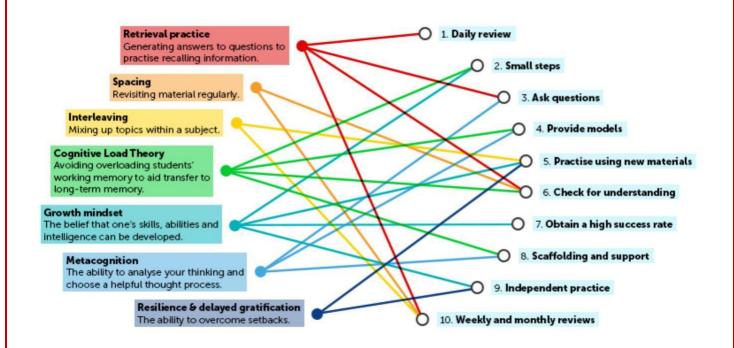
9. Independent practice.
Following scaffolded tasks, students should be competent in the task and therefore can practise the task independently. This repetition of the task will promote a deeper fluency, Rosenshine called this "overlearning".

10. Monthly and weekly reviews.
An extension of the first principle, monthly and weekly reviews of previous learning aids recall of information and processes.

At Crowton, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined below.

Retrieval practice
Generating answers to questions to practise recalling information.

Spacing
Revisiting material regularly.

Interleaving
Mixing up topics within a subject.

Cognitive Load Theory
Avoiding overloading students' working memory to aid transfer to long-term memory.

Growth mindset
The belief that one's skills, abilities and intelligence can be developed.

Metacognition
The ability to analyse your thinking and choose a helpful thought process.

Resilience & delayed gratification
The ability to overcome setbacks.

1. **Daily review**
2. **Small steps**
3. **Ask questions**
4. **Provide models**
5. **Practise using new materials**
6. **Check for understanding**
7. **Obtain a high success rate**
8. **Scaffolding and support**
9. **Independent practice**
10. **Weekly and monthly reviews**

Lessons will be planned well to ensure good short, medium and long-term progress.

See our Early Years Foundation Stage (EYFS) policy for more details on our school's teaching and learning in the Early Years.

5. Learning Environment

Our school environment supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. We are all responsible for making this happen in our classrooms and shared spaces.

We want to encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.

Therefore, we want to:
• Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
• Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
• Influence children in best presentation, personal organisation and general tidiness
• Celebrate achievement and raise self-esteem for all
• Use displays and resources to positively impact on learning, using working walls effectively to ensure children can access the information that will help grow their knowledge and understanding

Displays have many purposes, for example, to focus attention, to stimulate, to showcase, to be interactive. Working walls should help to promote the children's learning and encourage their understanding of a subject. Displays which showcase work should help children to feel pride in their work and encourage them to always present work to their highest standard.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. Differentiation or Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are gifted and talented

Our Adaptive Teaching Strategy outlines how we adapt teaching to respond to the strengths and needs of all pupils.

In addition to this, we:
- Use support staff effectively to provide extra support
- Work with our SENCO, our pupils with SEND and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Use ability groupings for certain subjects where appropriate
- Provide writing frames and word banks

Please refer to the SEND policy and information report for further information.

7. Home Learning

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

All home learning will be sent home weekly. Home learning will be reasonable in challenge and length and its purpose will be clearly outlined alongside each task. Any necessary equipment or resources will be provided, loaned or made accessible.

8. Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work.

Please refer to the Marking and Feedback Policy for further details.

9. Assessment, Recording and Reporting

We will track pupils' progress using a combination of formative and summative assessment. We will provide regular targets for pupil and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually

10. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School Leaders and Subject Leaders will monitor and evaluate the impact of teaching on pupils' learning through:
> Conducting learning walks
> Reviewing marking and feedback
> Termly pupil progress meetings
> Gathering input from the school council
> Planning scrutinies
> Book scrutinies

11. Review
This policy will be reviewed every year. At every review, the policy will be shared with the full governing board.

12. Links with other policies
This policy links with the following policies and procedures:
> Behaviour Policy
> Early Years Foundation Stage (EYFS) policy
> SEN/SEND policy and information report
> Marking and Feedback Policy
> Home-School Agreement
> Equality Information and Objectives
> Curriculum Documents/Policies