TEACHING AND LEARNING POLICY

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At Coddington C *of* E Primary and Nursery School we believe in developing the whole child. Through our teaching we aim to equip children with knowledge, skills, and attitude necessary to attain high levels of achievement and for all children to be able to make ambitious choices about their lives.

Everything we do is underpinned by our school values of Care, Community and Courage.

1 Thessalonians 5:11. Encourage one another and build each other up.

Policy Purpose

This policy promotes best practice and establishes consistency in Teaching and Learning across the school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude. This policy closely links to the Teacher Standards and provides detail on how the standards look in practice.

Aim and Values

Coddington C *of* E Primary School and Nursery aims to provide children the opportunity to develop to their full potential; academically, emotionally, socially, and spiritually.

We work towards these aims by:

- Providing the highest standard of teaching, embedded in high expectations, to enable all children to acquire and retain knowledge, skills, and concepts.
- Providing a wide range of inspiring, engaging, and challenging learning experiences within all that we do, through the curriculum design, the use of Big Questions, the school environment, enrichment activities and the interactions between all members of the school community.
- Promoting a culture of responsibility, mutual respect, ambition, and kindness, where effort is valued and celebrated.
- Working in partnership with families and the wider community.

We believe that we teach through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day. Learning and teaching should not just be seen as an isolated activity that happens only in a classroom.

Evidence Based Teaching in Practice

The Evidence Based Teaching Network describes six stages to outstanding teaching and learning, outlined below. These stages describe an effective learning cycle, enabling all children to close gaps in existing knowledge and build new understanding in a comprehensive and progressive way, throughout KS1 and KS2. For specific details on Teaching and Learning in EYFS, please see the EYFS Policy.

The following table provides an outline of these six stages and an overview (and links) to how Coddington C *of* E Primary School and Nursery ensures that they are met.

	Six Stages of Outstanding T&L	How we aim to achieve this
1	**Orientation** Orientation is how the school creates the right context for learning. It includes the space children learn in, the culture and high expectations and the attitude pupils bring to their learning.	**1.1 Our School Values and The Coddington Way** Our whole approach at Coddington C *of* E Primary and Nursery School is driven by our 7 Rainbow Christian Values which are; Respect, Happiness, Friendship, Honesty, Cooperation, Responsibility and Love which together with our School motto 'Shining the Light of Learning' help inspire the whole school community. Whilst these are our values, we recognise that learning behaviours should be taught and encouraged to enable excellent progress. To achieve this, we have clearly set out the behaviours that are expected of all members of our school community. These are called The Coddington Way. A copy of which can be found here: The Coddington Way.pdf
		1.2 Behaviour and Relationships Policy We believe that children learn best when they are encouraged to form positive relationships with their teacher, peers and other members of the school community. Strong behaviour management, based upon clear, consistently applied requests and positive reinforcement is fundamental. Children need to feel secure and relaxed to learn and know if they make the wrong choice they can learn how to not make the same decision again. It is also essential that a period of reflection and a restorative conversation takes place. A copy of our behaviour policy can be found here: Behaviour & Relationship Policy.docx
		1.3 High Expectations Teaching staff must have high expectations for all pupils and believe in their capacity to succeed. They need to ensure that their language, teaching strategies and behaviours do not limit

3		pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias. It is also important that children are taught and encouraged to embrace challenges and demonstrate resilience in their learning through growth mindset techniques and the power of yet and because.
		1.4 Environment Policy Classrooms and shared spaces around school should be organised, accessible, attractive spaces that value the children and learning. They should reflect our professionalism, Christian values and encourage a calm focus. A copy of our Environment policy can be found here: Display Policy 2021 - Coddington.docx
2	**Knowledge** New learning builds on what we already know.	2.1 Curriculum Design The curriculum is delivered in three distinct sections: Discover (History focus), Explore (Geography focus) and Create (Art and Music focus). This allows for a depth of learning whilst still maintaining cross-curricular links that complement the overarching theme. Maths, English, Science, RE, PSHE and PE are taught throughout the year. All terms have an over-arching Big Question and an outcome that children work towards to apply and evaluate their learning.
		2.2 Progression Documents All curriculum subjects have a progression document that details knowledge from the National Curriculum and Early Year Goals the children should learn in each year groups. These are called 'Know that' statements. The documents are sequential and progressive allowing children to build upon prior knowledge. All progression documents can be found on our website.
		2.3 Shared language It is essential that teaching staff use similar and progressive language to allow children to build their knowledge and be able to know and remember more. All subjects have a progressive vocabulary list that should be used at each stage. We encourage children and adults to use this vocabulary in their work and conversations to aid their knowledge and application of new learning. Key vocabulary is displayed in the classrooms.

4		**2.4 Planning** Planning per year group is detailed on three key documents: i. Long-term plans that show which half-term the 'Know that' statement will be taught, enrichment activities and link school values. ii. Medium term plans break the 'Know that' statements down into lesson knowledge objectives and explain the unit outcome. iii. Short-term plans must be created for English (Reading and Writing). For other subjects it is at the teacher's professional judgement if they wish to write one or not. All planning should be on the correct format, stored centrally and be available for all to see and use. A document overview can be found here: Coddington Planning Documents Overview.docx
		2.5 Learning Objectives Learning objectives are based upon the 'Know that' statements from the progression document and should be knowledge based. Learning objectives must be made explicit to the children, this is done visually so they are clear and delivered in a way that hooks children to the learning. All learning recorded in books should have a learning objective.
3	**Presentation** This is how staff present new knowledge, so it engages all pupils.	**3.1 Presenting new information** Teaching staff can present new material effectively by using a variety of approaches and consideration must be taken to the age, stage and subject being taught. Teachers may introduce new material in small steps, worked examples, modelling, scaffold practice and questioning – removing support as pupil expertise increases. Subject implementation plans offer guidance on how best to present new knowledge to ensure high quality outcome, for example the pace of phonics sessions varies considerably to the connect and calm me time in PSHE. A copy of all subject's implementation plans are available in the curriculum folder, on the staff drive. It is essential that teaching staff are familiar with these documents and follow their steps unless otherwise agreed with the subject or phase leader.
		3.2 Big Question / outcome approach As part of our curriculum design, each term and year group (half-termly in EYFS) have a 'Big Question' and inspiring outcomes. The big question should provoke thought and wonder and be displayed in the classroom and in relevant

5		books, where appropriate. Opportunities should also be made to discuss and reflect on the Big Question throughout the term. Towards the end of the term opportunities must be created to ensure the outcome can be achieved. A copy of our big question and curriculum outcomes can be found here: Big question and outcomes.docx
		3.3 Working memory: Knowing and remembering more We believe in order for children to make significant progress, we need to help our pupils to remember what they already know about a subject before they start to connect new knowledge. We do this by assessing prior knowledge through quizzes, short assessments, 'show-me' boards etc. at the start of a unit of work. We also use Working Walls and in some year groups learning journey displays to remind children of the unit of work to date. Teachers should also explain to children an overview of their unit of work before it starts, this should be done by a cover sheet in a topic book. This helps put the learning into context. Working memory is limited and so it's best when we present new material in short chunks, making sure we reinforce material before moving on
		3.4 Concreate, Pictorial and Abstract The Concrete Pictorial Abstract approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Although typically used in maths, using concreate and pictures can be used when teaching other subjects. For example, the use of images when teaching Active English to embed grammar terms. Resources to support learning (especially English and Maths) should be of good quality and available for children to access independently in the classroom.

4	**Challenge** Ensuring that all children are achieving their potential	4.1 Challenge The school acknowledges that there are 3 layers in the challenge model, the centre circle when pupils are bored or overly comfortable with the level of work. The outer circle however is where children may feel frustrated or disinclined to take part and with therefore disengage with their learning. The middle section is the stretch zone; here children are willing to take a risk and are challenged with their learning. Teaching staff must know their children well and reflect on their learning to ensure the correct level of work has been provided. It is essential that children are also involved with this process and able to assess and initiate challenges independently. For example, in maths children are encouraged to select their own level of challenge thus empowering them to act and be responsible for their own learning
		4.2 Target Setting All lessons have Learning Objectives that are explained at the beginning of lessons, the initial target is that the child achieves that learning. A green highlight confirms they achieve the learning to a good standard, an orange highlight indicates that they are working towards, and additional support may be necessary. In addition to this, target cards are used to give individualised targets in English, such as using capital letters for names. These should be available and monitored regularly.
		4.3 Questioning A range of questioning strategies are vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress. A range of question types should be used from literal to higher order. Children should be given thinking time and a range of strategies are employed in the school to ensure all participate, these include talk partners, think-pair-share, use of whiteboards, countdown timer. In addition to this, we must teach and encourage children how to raise their own questions and how to use a range of

		techniques to find the answers to questions that have been posed.
5	**Feedback and Marking** The checking of learning and planning of next steps	5.1 Feedback and Marking Policy Quality feedback and marking is an essential part of the learning process. Effective feedback should: - be specific, accurate and clear - encourage and support further effort - be given sparingly so that it is meaningful - provide specific guidance on how to improve and not just tell pupils when they are wrong - redirect or refocus either the teacher's or the child's actions During lessons, teaching staff should regularly check that the pupils learning is correct and that their brains are making the correct links. Marking is most effective if it happens during the learning process, not afterwards. Feedback can be verbal or written, and can be given by the teacher, peers, or by the child themselves. Marking should be used to identify children who would also benefit from an intervention before the next lesson. A copy of the Feedback and Marking Policy can be found here: Feedback and Marking Policy FINAL (1).docx
6	**Repeat** It's important there are planned opportunities for repetition**.**	6.1 Working Walls All classrooms have an English and Maths working wall. These document the focus of the learning, strategies and support, challenges and key vocabulary. Working Walls are updated regularly, and teachers should start English and Maths lessons by linking the learning to the bigger picture and children should be encouraged to revisit independently earlier learning displayed on the walls.
		6.2 Post and Pre-teaches / interventions Pre- teach and post- teach sessions allow for children to have tailored support so they can make the next step in their learning. Pre-teach interventions happen before the lesson to introduce the selected pupils to the knowledge or activity, this builds confidence and allows the children to hear the input twice. Post-teaches happen after the lesson and are a quick intervention to correct misconceptions.

8		Both of these strategies allow for teaching staff to immediately intervene to minimise or prevent any gap in learning
		6.3 Fluency Children's ability to read fluently and with confidence is essential in enabling pupils to access the curriculum. Phonics and early reading are core priorities of our curriculum. Children should be encouraged to read regularly (including at home) and have the opportunity to exchange books when they need to. Number bonds and timetables must also be taught and practised regularly ensuring children are confident in recalling the facts immediately. Teaching strategies should be put in place to support this.
		6.4 Morning and Afternoon missions Children should be given time in the morning to review their learning, act on feedback or revisit prior learning to embed. This firstly allows children to make sure they've got it right and understood it, and secondly because the repetition helps to secure long term memories.
		6.5 Foundation Topic recap Due to the curriculum termly design (Discover, Explore, Create) there will be times when the subjects are not being taught for one or two terms. It is therefore essential that teacher creates opportunities for children to recall their previous topic and learning. An example of good practice could be to complete a POP quiz (point of progress) where the teacher identifies what the children have recalled.

Assessment

Summative assessment takes place termly and Years 1-6 use NFER assessments and scaled scores to identify if a child is Working Towards, Expected or Greater Depth in Reading, Maths and SPAG. Teachers' professional judgement can change the grade given; however, this must be justified in progress meetings.

Writing is assessed using the Teacher Assessment Framework and teacher judgement, supported by moderation meetings. All summative assessment is stored on ScholarPack and FFT targets are used to set aspirational goals for each child.

Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they

are a valued part of our school community. Through appropriate curricular provision, we respect the fact that some children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs initially through quality first teaching and inclusion in the classroom with strategies tailored to support their needs. Class teachers are also responsible for:

- providing support for children who need help with communication, language, and literacy.
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

This does not mean that we will treat all pupils in the same way, but that we will respond in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment, and background.

A copy of our SEND Policy can be found here: SEND-policy-2021.pdf

Monitoring and Evaluation

The core purpose of schools is to improve the lives of children through high quality of teaching and learning, so that every child can achieve their potential. School leaders; therefore, have a responsibility to monitor the quality of teaching and learning. Effective monitoring contributes to establishing priorities for future improvement plans.

Teaching and learning are monitored by the Senior Leadership Team, Curriculum and Pastoral leads and external agencies in a variety of ways:

- through learning walks and observations
- through work analysis
- through planning scrutinise
- through book looks
- through pupils' interviews
- through staff carrying out a range of assessments
- through SATs and test analysis and feeding back findings to staff
- through appraisal

- through observations by governors to an agreed programme
- through staff/ parent/ pupil questionnaire

Although monitoring can happen in isolation, we believe it is best to triangulate the evidence to ensure as leaders we get a full and accurate picture. A copy of the Monitoring and Evaluation Policy can be found here: Monitoring-Evaluation-Policy- Feb 22.docx (sharepoint.com)

Role of stakeholders
We actively encourage the participation of the school community in learning and see them as partners.

Ways we inform and reach out to families include:

- Parents are informed of their children's progress, targets, and ways to support learning through a termly information
- Two official parents/carers meetings are held across the year, but parents are entitled to make an appointment to see the teacher at other times.
- Teachers are expected to raise any concerns about a child's learning or behaviour with parents as soon as possible so that work can be done in partnership to resolve issues.
- A range of learning opportunities are provided to parents and opportunities to observe the learning in lessons through year group drop ins, craft afternoons, English and Maths mornings.

Governors support teaching and learning by challenging and supporting leaders to ensure:

- All pupils make progress in achieving the expected educational outcomes.
- Teaching is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents
- The budget is managed in an effective way to ensure that the school can fulfil its legal obligations
- SIP priorities are met.

Link to other policies
Curriculum Policy
Behaviour and Relationships Policy
Assessment Policy
Monitoring and Evaluation Policy
Environment Policy
Feedback and Marking Policy
SEND Policy and Strategy
PP Policy and Strategy