# Hugglescote Community Primary School

# Teaching and Learning Policy

# September 2024

# Contents

## 1. Aims

This policy aims to:

> Explain how we'll create an environment at Hugglescote Community Primary School (HCPS) 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

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

At HCPS we base our practice and understanding of effective learning on Rosenshine's Principles of Instruction.  These ten principles draw on cognitive science, research into effective instructional procedures and studies of successful teacher.  Rosenshine sets out a methodical approach with concrete and practical examples of how each technique can be used in the classroom. By using these principles, successful teaching enables new material to move into learners' long-term memory, linked to their existing knowledge. This means that when learners are faced with a new problem, they can recall information they already know to help solve it. The ten principles are:

# THE PRINCIPLES OF INSTRUCTION

## TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
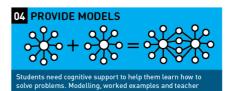- findings from studies that taught learning strategies to students.

**HOW2** teachinghow2s.com

**01 DAILY REVIEW**

MO   TU   WE   TH   FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**

WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5   WEEK 6   WEEK 7   WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

# 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 through termly curriculum newsletters, weekly, website information and Weduc information. Parents are invited for two face to face meetings a year (more so if a child has additional needs) including clearly communicating the purpose of home learning

› Update parents/carers on pupils' progress at parent's evenings and produce an interim and end of year annual written report on their child's progress

› Meet the expectations set out in wider school policies including: Feedback and Marking; Assessment; Relationships and Behaviour; Curriculum Policies.

## 3.2 Support staff

Support staff will:

› Know pupils well and adapt 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 Feedback and Marking; Assessment; Relationships and Behaviour; Curriculum 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:

   o Achieve breadth and depth

- o   Fully understand the topic
- o   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 Feedback and Marking; Assessment; Relationships and Behaviour; Curriculum 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 Feedback and Marking; Assessment; Relationships and Behaviour; Curriculum 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 how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in following the School Rules and Hugglescote Way.

## 3.6 Parents and carers

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
- › Follow the expectations as set out by the home/ school agreement signed when their child starts at school here at HCPS.

### 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

Reading lies at the heart of our curriculum since we recognise that the ability to read well has a significant impact on children's future success including their self-esteem. Additionally, we feel that the ability to communicate fluently and confidently is vital to a child's development and success. Our curriculum is designed to allow our children to develop their oracy skills not only their understanding of language but their confidence in orally presenting themselves fluently for different purposes for different audiences. We recognise that achievement is dependent on children's personal development including good physical and mental health. Our curriculum is designed to teach the children the importance of making good decisions about their own physical health and wellbeing. We pride ourselves on being a warm and welcoming school which lies in the heart of our community. Our curriculum is designed to teach our children the history of our area, the importance of community and how we can contribute and make a difference to other people's lives.

Our aim is for all our children to leave us as resilient and confident life- long learners with a strong sense of self-awareness, thirst for knowledge and the ability to contribute positively to society.

The planning of our subjects refer to these aims. Our lessons are built around clear leaning intentions and success criteria designed to meet the needs of all learners

Lessons will be planned well to ensure good short, medium and long-term progress. We use Rosenshine's Principles and have a focus on:

1. Reviewing and retrieving prior knowledge (Principles 1, 3, 6 and 10)
2. Explaining and Introducing new content and providing opportunities to rehearse (Principles 2, 3, 4 and 8)
3. Time for pupils to complete guided or independent practice (Principles 5, 6, 7, 8 and 9)
4. Review learning and plan next steps (Principles 6, 7 and 10)

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

# 5. Learning environment

When pupils are at school, learning will take place in classrooms, assembly halls, the playground and other outside areas.

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

> The environments may be adapted for children who have specific needs

We will use recent research evidence to keep updated with what are effective ways to develop our learning environments.

# 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.

This may involve:

This may involve:

> Using support staff effectively to provide extra support for a child's learning, emotional physical, medical and/ or sensory needs

> Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress

> Using groupings across the school as required to best accommodate the needs of the children e.g. groupings in maths to target gaps or extend higher attaining pupils.

> Providing writing frames and word banks

[Insert reference to your SEN/SEND policy and information report, and your statement of equality information and objectives]

# 7. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available for parents/ carers to access either electronically or via paper. 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.  A significant amount of feedback will be given verbally in lessons.

Our Feedback and Marking Policy details the amount and frequency of feedback and marking.

## 9. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment

We will provide regular targets for pupils, and provide verbal reports against these at parents' evenings. Pupils will receive a written report annually, which for the majority of pupils will be at the end of each academic year.

Our Assessment Policy includes full details of the expectation across school including details about the frequency and format of assessments.

## 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
> Pupil interviews
> Planning scrutinies
> Book scrutinies
> Reviewing assessment data

Whole school development points will form part of the |School Development Plan and form the basis of teachers and other adults performance management targets.

## 11. Review

This policy will be reviewed every two years.  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
> Curriculum policy
> Early Years Foundation Stage (EYFS) policy
> SEN/SEND policy and information report
> Marking and Feedback policy
> Home-school agreement
> Assessment policy

> Equality information and objectives

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| **Approved by:** | Governing Body | **Date:** | |
| **Last reviewed on:** | September 2024 | | |
| **Next review due by:** | September 2027 | | |

**Signed:**

_Paul D_

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Nick Fordyce                                                    Paul Driver

**Chair of Governors**                                  **Headteacher**