Falconbrook Primary School

Teaching and Learning Policy

EFFECTIVE SEPTEMBER 2024

<u>Setting the scene</u>

A calm, inclusive classroom culture is established and maintained. It creates motivated and independent learners who feel safe and supported.

This is achieved through the following:

Talk partners	- These are randomly selected and changed weekly. - The pairing is mixed ability
Questioning and use of lolly sticks	- When a question is posed talk partner discussion follows - Lolly sticks are used to select a child to share - No hands up to answer questions - Teacher to use follow up questioning to support or extend learning
No extrinsic rewards	- Children develop an intrinsic motivation to learn and succeed. - Praise is given with specific reference to what is successful/what made them successful.
Inclusive classroom culture	- Children sit and work in mixed ability pairs - Learning is made accessible to all and lessons are developed so that all children can achieve success - Support (adult support/visuals/resources etc) is pre-planned and delivered within the lesson in the classroom - Classroom arrangement (row or horseshoe seating)
Calm and purposeful environment	- Use of non-verbal instructions/cues - Respectful volume and tone from adults and children - Clear established routines and expectations
TEDI (time, effort, deliberate practice, input)	- This is developed through explicit lessons and culture established in the classroom - Referenced in verbal feedback - A TEDI certificate is awarded each week to a pupil displaying one or more element of TEDI in their learning
Growth mindset	- Children know they can 'grow' their brain - They are excited by mistakes

	• Mistakes are included in modelling/as a teaching point • Praise is focussed on the route and not just the end point
Small steps learning	• New learning is presented in small steps with plenty of models and scaffolds. These are mastered before moving onto the next step.

Developing the Learning

Learning is supported and extended through effective in the moment feedback specific to the pupil. Capturing misconceptions and barriers during the lesson ensure all children can be successful.

This is achieved through the following:

Feedback and assessment	• 'Helicoptering' = moving around the classroom to immediately address misconceptions and provide support • Targeted and pre planned support • Verbal, in the moment, feedback • Self and peer assessment
Pre teaching	• Supports children to access the learning in a lesson • Completed before the lesson • Reduces the cognitive load for those children and develops confidence

Teaching and learning frameworks

Lessons are planned with a clear understanding of the intended learning. Children are shown and know how they will achieve the learning.

Learning intentions	• Short and clear • Shared with the children • Referenced to during the lesson • Written in books as a title e.g Character Description
Easing the cognitive load/support for children	• Visuals (e.g widget symbols) • Explicit teaching of new, unfamiliar words (Word Aware) • Scaffolds and success criteria for children to follow • Story maps • Prompts available (e.g sound mats, word banks) • Resources available to all children e.g manipulatives in Maths