KEYINGHAM PRIMARY Teaching & Learning Policy

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RATIONALE

Research shows that the aspect of school life that most improves outcomes for pupils is high quality classroom practice. This policy frames practice & pedagogy for staff so that they can effectively frame learning for pupils and has been developed in partnership with all teaching staff, in line with the TCAT Teaching & Learning Strategy.

PLANNING FOR EFFECTIVE TEACHING

As a school, we have developed a core offer of classroom practice that we call our "Big Five" (Appendix 1). These five principles, developed through research and staff discussion, innovation and observation, shape our short and long term practice in our classrooms.

ORGANISING EFFECTIVE LEARNING

At Keyingham Primary School, learning is framed through objectives and key questions. Learning objectives and key questions are mapped out in our curriculum documents and can be introduced, re-visited or further developed as guided by effective assessment to ensure that the knowledge gained in lessons and beyond the classroom 'sticks'. The provision in our school allows pupils to access learning in ways that both suits and challenges them

The following are some examples:

- Investigation and problem solving
- Open-ended tasks
- Research, with independent access to relevant resources
- Group, paired and independent work
- Questioning
- Presentation and drama
- Use of ICT, multi-media, visual and aural stimuli
- Educational visits
- Creative activities, designing and making
- Participation in athletic and/or physical activity
- Homework opportunities
- After school clubs
- Guest visitors and performers

MONITORING AND EVALUATION

When evaluating teaching and learning in school, we make use of:

- Classroom observation
- Data analysis
- Analysis of pupils' work and teachers' feedback
- Planning scrutiny against curriculum mapping
- Moderating and discussing the quality of pupils' work with colleagues
- Learning walks
- Pupil interviews
- Feedback from parents and wider stakeholder surveys

Keyingham Primary School

"The Big Five"

These five aspects of teaching and learning are at the heart of our provision and contribute to the core offer we provide for every pupil in our school. We believe that these five aspects are essential for achievement for all and they are present and visible in Keyingham Primary School across the school day.

1. We ensure that all pupils and staff have access to an enabling environment
2. We facilitate learning through effective questioning
3. We ensure pupils progress in their learning through effective assessment strategies
4. We enable all pupils to achieve positive outcomes through adaptive teaching
5. We place subject specific vocabulary at the heart of our planning

An Enabling Environment

Our classrooms:
- A clutter-free learning space with no unnecessary items on display
- Tidy pupil desks with space to learn
- Displays and working walls in accordance with school procedures (RWI charts, vocabulary displays, reading lenses, book corners, maths resources, curriculum artefacts/texts)
- Desks situated for a clear view for learning
- A considered seating plan that promotes success for all pupils

Our resources:
- Concrete resources (esp. in Maths) to assist with learning
- Artefacts and high-quality texts on display to support wider curriculum knowledge and understanding
- Up to date and well used vocabulary wall
- Personalised resources for SEND pupils
- Easily accessible age appropriate technology

Supporting adults:
- Knowledgeable and well-prepared
- Friendly, approachable and supportive
- Consistent routines used across the school
- Consistent high expectations and use of rewards, praise and fix its, at all times

Effective Questioning

- Open ended questions that match age-related curriculum expectations displayed clearly in the lesson and referred to frequently to recap learning
- Children contributing to the questions that shape the curriculum, perhaps creating more questions to deepen their learning
- Questions that promote curiosity and a high level of engagement with learning
- New vocabulary being used to formulate answers (verbal or written)
- Children knowing how to find answers from the range of available resources
- Staff modelling verbal reasoning techniques and encouraging pupils to imitate, then innovate in their responses
- Strategies that allow all pupils to have a voice and to contribute
- Pupils and staff listening to answers and giving considered responses
- 'Scaffolds' and 'starters' that spark discussion and responses to promote engagement

Effective Assessment

- Children working on tasks/texts at age-appropriate levels
- Evidence of support and challenge for all
- Children responding to verbal and written feedback to improve their work and understanding
- Shared success criteria that promote reflection and improvements
- Responsive teaching and adaptation of lesson planning to meet the needs of the class
- Start and end point measures of learning and knowledge acquired
- Spaced retrieval techniques to sustain knowledge acquisition

Adaptive Teaching

- Explicit instruction through clear and precise language is apparent. Knowledge is broken down into "chunks" and modelling of tasks inspires confidence and encourages independence
- Cognitive and meta cognitive strategies support pupils to recall, retrieve and plan their learning and monitor their progress
- Scaffolding is non-stigmatising and is presented visually, verbally and in written form
- Grouping is flexible and responsive to assessment
- Technology is used to support modelling and encourage independence

Progressive and Sequential Use of Vocabulary

- Children confidently using the vocabulary they have learned in discussion and written work
- Clear access to vocabulary and frequent retrieval of definitions/application of meaning
- Children contributing to the vocabulary based on their own interests and understanding
- Accurate spelling of age appropriate vocabulary
- Children building on knowledge and understanding from previous topics/years of study
- Staff building learning sequences based on prior learning and experiences