



Hayesdown First School

Teaching & Learning Policy

Date: September 2022

Review date: September 2025

Teaching & Learning Policy

Aim

Our aim is that ‘all learners have clarity on their current position and the quality of knowledge, attitudes, skills and habits they need to develop further in order to achieve their goal.’

(Griffith and Burns, 2014, Teaching Backwards)

This policy does not stand alone: to be effective it must be embedded into our classroom practice and other related policies. Therefore, this policy should be linked to:

- “Will, Skill & Thrill” Curriculum handbook
- Behaviour Policy
- Marking and Feedback Policy
- Assessment Policy
- Planning guidance
- Learning Behaviours

All learning starts with what the children need to learn, where their gaps are and what steps need to be in place for children to be successful. To achieve high quality teaching and learning we must start with securing consistency in our approach to learning and provide a high quality learning environment.

OUR SHARED UNDERSTANDING OF QUALITY OF ENVIRONMENT & APPROACH TO LEARNING

In **every** class we will see the following:

- a) High Quality Teaching. This is our first intervention. Our most vulnerable learners get the most support from our teachers. Pupil books and our planning reflect this.
- b) Clear evidence of the 7 principles which support teaching and learning – called “The Hayesdown 7”.
- c) In planning and teaching we refer to learning and practice, not “doing” “activities” or “work” - we use this language with the children so they understand and use it as well.
- d) Assessment is the most important factor in our planning - learning led planning not planning led learning. Daily use of feedback journals supports assessment and next steps planning.
- e) Teaching Assistants have an excellent short term and long term knowledge of where children need to get to - daily learning conversations are held with the teacher.
- f) Development and explicit reference to our Learning Behaviours (Resilience, Independence, Linking, Reflection and Creativity). This includes the development of Growth Mindset (amongst staff and pupils) the use of marvellous mistakes, recognising and praising effort and the process rather than simply the outcome, and building pupils’ resilience through challenging learning experiences.
- g) Supportive language and a warm atmosphere so children are ready and eager to learn.
- h) The use of no hands up to support pupil engagement.
- i) Full sentences used by all children (say it again better) and precise vocabulary (adults always insist on this)
- j) A neat, tidy, well organised environment (no distractions!)
- k) Interactive working walls should demonstrate and celebrate the process as much as the outcome. No wallpaper - if it doesn’t support learning regularly then consider removing.
- l) Minimum of a School values/learning behaviours; writing wall; English; maths and project display which celebrates success and exemplifies school expectations.
- m) Well modelled adult handwriting (in books and on the board) - every opportunity is taken to model excellence.

To achieve high quality teaching and learning, we at Hayesdown believe that the following seven key principles need to be in place – we call these **“The Hayesdown 7”**.

1. CHALLENGE – so that pupils have high expectations of what they can achieve



It's not about immediate perfection. It's about learning something over time: confronting a challenge and making progress. (Carol Dweck 'Mindset')

What we do in practice

- a) We always aim for children to be stretched and scaffold learning to ensure this can happen. This means having one set of success criteria for all, which is decided by the teacher (although can be co-constructed during lessons with the class).
- b) We check for understanding in lessons so that “rapid graspers” can be moved on in their learning.
- c) Children are given regular opportunities to choose tasks as part of their learning.
- d) We use precise language and insist that children do too. This means talking in full sentences and insisting that children do too, ensuring children use precise vocabulary in their explanations.
- e) Classroom routines are practised so time is saved in the future and learning is not disrupted.
- f) We benchmark excellence regularly and use visualisers to discuss the merits of learning by pupils.
- g) A range of audiences will get to see our work as regularly as possible e.g, Golden Book, Golden presentation display, Writing Walls, project celebrations, school news, school website.

2. EXPLANATION – so that pupils acquire new knowledge and skills

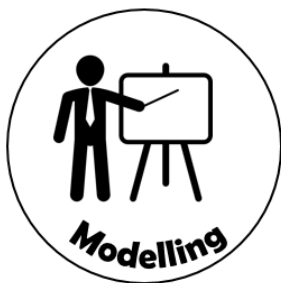


A solid explanation is the key to effective teaching. (Jo Payne & Mel Scott 'Making Every Primary Lesson Count')

What we do in practice

- a) We **plan** to ensure common misconceptions are addressed and we consider the children who are most likely to not understand before teaching
- b) We share learning intentions clearly and explicitly with children so they are aware of what they are learning
- c) In order for pupils to avoid misconceptions they need: explanation, practice and non-examples (This is an example - show x. This is also an example – show y. This is not an example – show z. What it is/What it is not. Why is it? Why is it not? Daisy Christodoulou - on Twitter)
- d) We plan how to explain complex ideas in accessible ways e.g. chunking it into small steps, using past pupils' learning, engaging the emotions and using appropriate analogies.
- e) Explanations are clear and use specific vocabulary. When children explain their thinking this is also the expectation.
- f) Children have frequent opportunities to give each other explanations e.g. partner talk, 'phone a friend' – child can choose someone to answer a question but they **must** repeat the full question the teacher has asked.
- g) We frequently use the concrete, pictorial, abstract approach to support explanations throughout the curriculum.
- h) Sometimes we just tell children rather than drawing out questioning and possibly increasing misconceptions.

3. MODELLING – so that pupils know how to apply the knowledge and skills



A model serves to set a high standard and, at the same time, show the path to attaining that excellence. (Ron Berger 'An Ethic of Excellence')

What we do in practice

- a) We take the time to model key routines so that time is saved in the longer term - anything can be modelled!
- b) During lessons, we demonstrate our thinking and model the learning process in front of the class e.g. shared and guided writing really demonstrates the thinking process.
- c) Pupils are given plenty of opportunities to rehearse orally.
- d) We also use models of work prepared before the lesson. (WAGOLL – What a good one looks like)
- e) By demonstrating high quality talk, handwriting and high expectations, we ensure children are always aware of the expectations.
- f) Teachers use modelling techniques and strategies such as “I do, we do, you do”; worked examples and backwards fading; set the standards; live modelling and deliberate vocabulary practice (see WALKTHRU for additional guidance)

I do	We do		You do	
	<i>I do; you help</i>	<i>You do; I help</i>	<i>You do together</i>	<i>You do independently</i>
Adults model the learning	Adults demonstrate with guidance from pupils	Pupils practise with guidance from the teacher	Pupils practise in pairs or in small groups	Pupils practise on their own

4. PRACTICE AND RETRIEVAL– so that skills and knowledge become a habit or second nature



Purposeful Practice ...involves attention, rehearsal, repetition over time, precise feedback and getting out of your comfort zone. (David Didau and Nick Rose 'What Every Teacher Needs to Know About Psychology')

Deliberate Practice respects the limits of the working memory. (Daisy Christodoulou 'Making Good Progress')

“Don’t practise until you get it right; practise until you can’t get it wrong.” (Author unknown)

What we do in practice

- a) We have high expectations and understand what each child needs to practise to improve.
- b) We plan for deliberate, guided and independent practice – teachers use this language in class.
- c) We use stem sentences to practise sentence construction.

- d) We use RWInc phonics, Numbersense and Purple Mash (timetables) as platforms to help pupils practise key skills. This is in order to become fluent and automatic in these skills so they don't take up any space in the working memory.
- e) We interweave practice with explanation, challenge and retrieval to ensure a deeper understanding, address misconceptions and promote long term fluency.
- f) We use retrieval strategies at the start of lessons across the curriculum to ensure that children rehearse core knowledge and embed learning.
- g) We ensure that retrieval encompasses learning from yesterday; last lesson; last term; last year
- h) We plan low stakes quizzes for each project, that link directly to the learning content for a project/ sequence of lessons in a subject
- i) Knowledge Organisers are produced for projects (key driver subjects) and they are used for retrieval practice.
- j) We use a 'You do, we do, I do' approach to more open, enquiry-based learning to enhance thinking and develop independence in learners. (Including problem solving and reasoning in Maths)

You do		We do		I do
<i>You do independently</i>	<i>You do together</i>	<i>You do; I help</i>	<i>I do; you help</i>	
Pupils explore / investigate on their own	Pupils explore / investigate in pairs or in small groups	Adults address misconceptions observed during exploration	Adults model with guidance from pupils	Adults model the learning to those who need it

5. QUESTIONING – so that pupils are made to think hard with breadth, depth and accuracy



Students are given, on average, one second or less to think, consider their ideas and respond; the brighter students are given longer to respond than the less able; and thus those students who most need the wait time are least likely to get it. (Cazden)

What we do in practice

- a) We give all pupils thinking time before expecting an answer -at least 3 seconds, often more
- b) We use talk partners, which are changed every term, so that children can discuss answers with someone before being asked to respond.
- c) We put lots of effort into framing (and planning) questions that are worth asking - ones that open the dialogue in the classroom.
- d) We use no hands up to ensure all children are engaged and to send a clear message that we expect all pupils to opt in. If a question is worth asking it is worth everyone answering.
- e) We always return to a child who does not have an answer – there is no opt out. Children should listen to other answers given and then can adopt/adapt or build on these.
- f) We challenge low level answers and provide opportunities to “say it again better”. Children are expected to answer with full sentences.
- g) We use a variety of question frames including: true or false; odd one out; TED – Tell, Explain, Describe; starting from the answer; agree/disagree.
- h) We use a variety of different questioning techniques such as:
 - o Cold Calling (selecting who answers a question; involving everyone in thinking);
 - o Think Pair Share (a routine for structured discussion);
 - o Pose, Pause, Pounce, Bounce (a routine for structured discussion);

- Show Me boards (all pupil response technique);
- Check for understanding (what have you understood?);
- Say it again, better (generating improved verbal responses) (see WALKTHRUS for additional guidance).

6. FEEDBACK – so that pupils think about and further develop their knowledge and skills



Feedback is categorised as the most effective strategy for improving learning in the classroom; it can have 'very high effects on learning' when implemented correctly (Teaching & Learning Toolkit, EEF)

What we do in practice

- We ensure that our feedback is specific, accurate and clear.
 - We know that feedback is most effective when immediate and verbal.
 - We use our feedback journals after every lesson to note down how to adapt our teaching for the whole class, groups or individuals.
- Feedback informs our planning and time is built into lessons to provide feedback for immediate impact.
 - Lessons start with whole class feedback or retrieval
 - We model the editing & correcting process to pupils from reception onwards so that they can become increasingly independent (purple polishing pens; marvellous mistakes)
 - Children are expected to take responsibility for responding to marking codes e.g correcting spellings or punctuation and teachers facilitate this by giving children time to do so.
 - We provide opportunities for children to work with an adult to improve their learning during S4S session (shoot for the stars). Children know S4S is an opportunity to improve their learning.
 - In any lesson, we are aware of and aim to provide feedback relative to: 'Where am I going?'; 'How am I going there?' and 'Where to next?' (John Hattie, Visible Learning)

7. SCAFFOLDING (DIFFERENTIATION) - so that pupils engage in their learning and develop greater independence



What a child can do today with assistance, she will be able to do by herself tomorrow. (Lev Vygotsky)

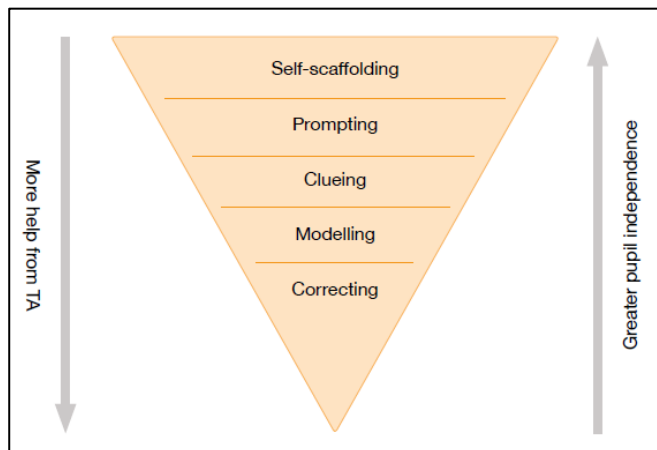
What we do in practice

- We ensure carefully crafted lesson design that will enable all children to move from what they know, to what they need to know (aka learning)
 - When planning lessons, we break down learning into small steps and design resources that will support every child to be successful at each of the steps. This means that some children will have different layout in books or individualised frameworks for the learning.
- Evidence of scaffolding for different steps of learning for different children will be apparent in their books.
 - Everyone will be working to the same end learning goal "Scaffold up - don't differentiate down"
 - We provide pupils with scaffolds at a **detailed level** e.g. word lists, sentence stems, sentence builders, useful phrases and conjunctions, knowledge organisers, cloze procedures, labelled diagrams or exemplars etc (see WALKTHRUS for additional guidance).

- f) We provide pupils with scaffolds at an **overview level** e.g., writing frames, sentence structure strips, checklists, success criteria, prompts, examples of completed tasks, concept maps, partially completed exercises, etc (see WALKTHRUS for additional guidance).
- g) During lessons, teachers and TAs ensure they work with all children. By over providing adult support children can develop “learned dependence” – it is important that scaffolds are not solely adult support.
- h) When adult input is provided, teachers and teaching assistants utilise this practical framework to scaffold pupils’ learning and encourage independent thinking.

Self-scaffolding - represents the highest level of pupil independence. Adults observe, giving pupils time for processing and thinking. Self-scaffolders can plan how to approach a task, problem-solve as they go and review how they approached a task.

Prompting - Adults provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example, ‘What do you need to do first?’, ‘What’s your plan?’, ‘You can do this!’





Clueing - Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling - Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. Adults, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting - involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, adults should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Conclusion

The aim of this policy is for the entire teaching team to collectively strive for the highest standards of excellence in teaching and learning, as well as ensuring we are consistent and offer equality of provision across the school. High standards of teaching and a consistent team approach will mean each child is more likely to meet their potential in primary education.

Signed:		Chair of Governors	Date: September 2022
Signed:		Headteacher	Date: September 2022