



# Clifton-upon-Teme Primary School

## Teaching and Learning Policy

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| Date of Review      | September 2022 |
| Date of Next Review | September 2023 |

## Aims

At Clifton-upon-Teme Primary School we believe that the quality of teaching is the foundation on which our school's success rests, and we must be uncompromising in every lesson about striving for the very best for all pupils: pupils of different ages, pupils at different stages of language acquisition, and pupils with different cognitive abilities. We firmly believe that all children, regardless of their starting point deserve the very best provision to enable them to flourish and develop as successful learners.

Throughout our curriculum offer, we aim to Inspire Minds and Shape Futures.

In order to do this, we believe that children need:

- To be loved
- To know what is expected of them
- To feel valued
- To experience success
- To develop self-awareness
- To understand their own and others' feelings
- To develop positive relationships

Our school values, The Clifton Way, underpin all of our teaching and learning and are evident in all the relationships within our school community.

In order for children to be able to demonstrate The Clifton Way, our behaviour policy ensures all children and adults in and around the school community are **Ready, Respectful and Safe**.

## The Clifton Way

|         |                                                                                                                                                                                                                                                               |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clifton | <b>Curiosity:</b><br>we ask questions and are excited about our learning<br><i>doing it well, happy memories, love of learning, meaningful engagement</i>                                                                                                     |
| Upon    | <b>Understanding:</b><br>we understand what is expected of us, show friendship and celebrate our differences<br><i>friendship, love, cultural appreciation, understanding and building relationships</i>                                                      |
| Teme    | <b>Teamwork:</b><br>we communicate and co-operate well with each other<br><i>teamwork and leadership, managing conflict, understanding relationships</i>                                                                                                      |
| Primary | <b>Perseverance:</b><br>we always try our very best, even if it is tricky, and celebrate our learning journey<br><i>high self-esteem and confidence, reaching potential, managing disappointment</i>                                                          |
| School  | <b>Self-awareness:</b><br>we know how to keep ourselves physically and mentally healthy and how we can be a positive member of our community<br><i>global awareness and ethical responsibility, managing risk and uncertainty, being healthy, mindfulness</i> |

## INTENT

At Clifton-upon-Teme Primary, we pride ourselves on providing an engaging curriculum that meets all the National Curriculum requirements and is personalised and designed to build on the unique needs of every pupil in our school. Our broad and balanced curriculum supports and promotes British Values and 'The Clifton Way'. Local context data highlights the following four key areas and, through our curriculum, we aim to address each of these:

- Lack of diversity.
- Tolerance to different religions.
- Low job satisfaction.
- Low female job rate.

Our aim is to provide rich opportunities and real-life experiences for all pupils to foster their spiritual, moral, social and cultural development. We achieve this by embedding key curriculum skills and knowledge within engaging, purposeful and topics to ensure the best possible outcomes for all. Our intention is to foster a life-long love of learning through adopting a highly engaging approach.

Our Curriculum aspires to equip our children with the key skills and knowledge required to be independent, successful and responsible citizens of the future.

Through our teaching, we aim to:

- Developing children's key skills, knowledge and understanding within the context of engaging, meaningful and progressive topics that are personalised to our learners and ensure an alteration of long-term memory.
- Maximise children's learning potential.
- Promote high quality effective learning.
- Enable children to value and respect themselves, each other, our school and the wider community.
- Understand that excellent behaviour and attendance makes us happy and safe at school.
- Recognise and celebrate everyone's achievement, however small the step.
- Challenge and support all learners to become lifelong learners who achieve their full potential.
- Encourage children to learn through curiosity, questioning, critical thinking and investigation.
- Enable children to understand that we are all different, but all equally valued, no matter what religion, race, culture or gender we are.
- Cultivate every child to become a happy and caring individual at home, in school and in the wider community and who is aware of their eco-responsibilities.
- Celebrate and develop pupils' understanding of the future opportunities available to them.
- Celebrate and develop pupils' understanding of diversity and the world around them and support them in understanding their role as global citizens.

## IMPLEMENTATION

### The Curriculum

Our curriculum is broad and balanced with a focus on high quality vocabulary and a thirst for knowledge. Each class produces a long term plan (on a two year rolling programme from Year 1 onwards), which details the topics we cover in each subject. Each year group also produces a MTP for each subject which allow us to plan what we want our children to learn, how we will achieve that and how we will know whether it has been achieved or not. We also produce knowledge organisers from Y1 – Y6 in Geography, History and Science. These KOs provide a flavour of the learning that is to take place that half-term in the subject with key information and is used to help children to learn key facts and explore the vocabulary prior to the topic beginning.

### The Classroom Environment

The surroundings in which children learn can greatly influence their academic performance and wellbeing. The better the school, the more it inspires the people inside it – a well- cared for classroom and school can make pupils feel that what they achieve and how they themselves are perceived is important. We will, therefore, ensure that all classrooms, group learning rooms and whole school areas are spaces that everyone can use to learn and be proud of.

In our school we believe that classrooms should be calm and well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. Different teachers have different likes/dislikes about how to organise their classrooms; however, to ensure a sense of security and consistency across the school, the points below need to be adhered to in all classes:

- Class rules/code of conduct is on display in all classes. The Behaviour system needs to be clearly visible and each class has a 'thinking time' space.
- Classrooms are tidy with resources labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources.
- Basic equipment (pen/pencils/rulers...) is out on tables at all times – pupils should not waste time getting rulers/pencils from trays etc.
- All trays are clearly labelled.
- Exercise books are labelled appropriately.
- Displays are a learning resource – they are not just a reflection of previous learning. All displays are labelled and changed at least once a term.

## Teaching and Learning blueprint

All lessons taking place should include the following key elements to ensure high quality teaching and learning:

### 1) Clear Learning Objectives

- Learning intentions are shared orally and displayed as Learning Objectives
- All Learning Objectives are written up and shared orally in child friendly language
- Learning Objectives are not confused with the context of the lesson
- When providing feedback on children's work, the main focus is on meeting the learning intention.

### 2) Well planned Success Criteria

- All pupils are clear about how they will achieve the Key Question, sometimes generating this themselves with the support of the class teacher
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success
- Teachers' planning includes success criteria for each learning intention
- Children use the success criteria to self-assess their own or their partner's work
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action

### 3) Lessons are constructed carefully, and adapted when needed, to enable all pupils, including those with SEND, to access learning

- Planning shows clear implementation of the EEF's 'Five a Day' principle:

**Explicit instruction** - Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

**Cognitive and metacognitive strategies** - Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

**Scaffolding** - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

**Flexible grouping** - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

**Using technology** - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

- Learning intentions are the same for all children. We want all our children to access the same learning and it is through the use of materials/apparatus that may differ from child to child.
- Personalised success criteria, where appropriate, so that all learners make progress and can judge their own progress

#### **4) Actively engaged pupils in their learning**

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods
- Opportunities to Think/Pair/Share and discussion with a Talk Partner are regular features in all lessons
- Pupil whiteboards (and other resources such as number fans etc) are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson
- Visuals, artefacts, auditory input are all used creatively to enhance learning
- Often there is a 'hook' to ensure that learning is meaningful and fun

#### **5) Regular and clear feedback which enhances learning**

- Effective feedback is embedded in everyday practice and is used to inform teaching and learning, pupils are challenged through the teachers' feedback (see Feedback for Learning Policy)
- All pupils are clear about how they need to improve
- Feedback is linked to the learning intention and identifies next step prompts
- Pupils are given regular time to address issues raised in marking and are expected to respond daily to their feedback comments
- Be explicit about what is expected of the children in terms of presentation, detail, pace etc., and encourage pupils to be proud of their work
- Have clear high expectations of work and communicate these to the pupils

#### **6) Pupil progress supported by the effective use of adults within the classroom**

- Additional adults are clearly directed to support learning
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson time (not photocopying work, sharpening pencils or sticking work into books during learning time)
- All adults are clear about who they are supporting and why
- Planning is shared with teaching assistants
- All adults are involved in assessing pupil's understanding, recording observations and feeding assessments to the teacher

#### **7) Clear lesson structure that is carefully planned for**

- Create opportunities for the children to show what they have learnt (making reference to Knowledge Organisers and using ICT to facilitate quizzes where appropriate)
- Teacher input is delivered with good pace appropriate to the age of the child
- Planning will demonstrate a clear lesson structure with each aspect carefully planned for a considered purpose/to meet a particular objective
- Lessons will be well-organised and transitions between lesson phases will be carefully planned to ensure the continuity of learning is maintained
- Ensure every child is listening to whole class instructions to support transitions between lesson phases
- Plan thoroughly and communicate clearly with everyone in the classroom, explaining and demonstrating clearly what tasks are to be undertaken

- Plan resources and support to drive the learning that is intended and the needs of the particular groups
- Be flexible and confident changing the content of their plans if it is apparent that the work is incorrectly pitched or not having an impact
- Ensure that learning takes place through planned opportunities for pupils to question, and engage in high level talk and discussion
- Provide opportunities for children to work together, to develop confidence and personal responsibility
- Provide opportunities for pupils to reflect and assess their own learning, and time to address teachers feedback
- Reshape lessons immediately if children are not learning
- Provide meaningful and timely plenaries incorporating effective and open questioning and driving learning forward

## ALTERATION OF LONG-TERM MEMORY

Based on Cognitive Load Theory research, at Clifton-upon-Teme Primary we optimise the likelihood of information entering children's long-term memory by:

- Building on pupils' prior knowledge to reduce how much new information needs to be handled in the working memory. This is achieved through activities such as: setting home learning challenges prior to starting topics, pre-teaching key vocabulary, using cross-curricular texts in whole class guided reading to increase pupils' exposure to new knowledge and concepts
- Using WAGOLL (What A Good One Looks Like) examples to teach pupils new content and skills
- When presenting information on whiteboard files, reducing inessential information and irrelevant details and direct pupils' attention to key information
- Ensure working walls provide adequate support and scaffolds to enable pupils to focus upon key new information

## Provision for children with SEND

All children are assessed and monitored carefully. Staff are all fully aware of, and have access to children reports and records. These are used to personalise teaching approaches according to the individual children's needs. Every effort is made to ensure that children with SEND are able to access all aspects of the curriculum that is provided for their peers. We do this through quality first teaching. Long term aims are identified and provision is planned to meet these aims. Regular and careful monitoring means that provision can be evaluated and carefully targeted to each child's needs.

We recognise three different levels of support for learning:

**Wave 1** describes high-quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. (All children have an entitlement to quality first teaching; therefore Wave 1 is not classified as SEN SUPPORT).

**Wave 2** describes specific, time-limited interventions, provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored, often individual, interventions to accelerate progress or enable children to achieve their potential. In some instances, the pupil may have an Educational Health Care Plan (EHCP).

## IMPACT

### Assessment:

#### Formative:

To have maximum impact, success criteria must be generated with the pupils to enable them to have more ownership of their work and be more confident that the quality of the work has improved.

Pupils' depth of learning should be assessed against the Key Question. (See Feedback for Learning Policy for guidance.)

#### Summative:

Pupils' starting points will be established in order to personalise learning by assessing prior knowledge and skills at the start of each topic.

In addition to updating FFT Aspire for core subjects, year bands will highlight the objectives on their Curriculum MTP. This can then be passed up to the next year band (along with their curriculum topic overview) to ensure gaps are addressed and pitch remains appropriate.

#### Monitoring:

Topics overviews, Medium Term Plans and Curriculum Progression documents are monitored by the Headteacher and Subject Leaders to ensure an appropriate breadth, balance and pitch of planned activities. This process is reflected in the Leaders' action plans and is achieved through:

- a) regular scrutiny of planning, learning environments, learning walks and pupil's work
- b) pupil interviews
- c) collating data from questionnaires