

## Teaching and Learning Policy

### Part 1 - Our approach to teaching

As a First School our core purpose is to ensure all of our pupils attain the highest standards in early reading, writing and mathematics, leaving this school in Year 2 having both high levels of attainment and having progressed well from their starting points. This would not be possible without an engaging, broad and well-rounded curriculum that takes children's **wellbeing and happiness** as the fundamental principle.

We believe that a shared ethos and purpose is vital to achieve our core purpose. Our teachers and governors believe that our approach should be underpinned by the following School Values:

Our children should be:

**Safe** Our curriculum aims to teach the children the skills to keep themselves safe, in the community, at school and online.

**Happy** Child initiated planning in the EYFS means that children are able to lead their own learning and follow their interests. In Key Stage 1 the children follow the National Curriculum through topic based learning. Learning should be fun!

**Learning** Our curriculum encourages children to find different ways to approach problems and tasks, with a focus on hands on learning.

**Creative** Our children sing, dance, create artwork, make films, write and perform play scripts and express themselves in amazing ways. Creativity is not restricted to the arts and is used in Maths, English and Science.

**Successful.** Our curriculum is designed to be ambitious and to challenge every child to reach their full potential. Progress is measured from each child's starting point and successes are celebrated.

**The Curriculum Intent Statement** on our school website sets out what we intend our curriculum to achieve.

This teaching and learning policy sets out our approach to achieving this goal and was produced by the teachers during CPD and INSET sessions.

#### **Reception Year**

The Characteristics of Effective Learning underpin the approach in Reception. These are:

- Playing and exploring
- Active Learning
- Creating and thinking critically.

Child initiated learning forms the basis for most lesson planning in Reception. The children's interests and fascinations are used to plan the learning activities, both child-initiated learning in the continuous provision and adult led learning in small groups.

The environment is set up into zones to support the children's learning through play, with activities set up following the themes chosen by the children. Children in Reception free-flow in

play, with carefully chosen activities set up for them to choose from. Adults lead groups of children or individual children in learning activities. Adults observe children in group sessions and at play to assess them against the Early Learning Goals.

Early Reading is taught systematically through daily phonics sessions, guided reading and individual reading sessions. Maths is taught through daily number sessions games, counting, building and making activities. Writing and mark-making are encouraged through a wide variety of interesting opportunities and purposes to write.

Children's wellbeing is nurtured through PSHE lessons, reflection times, assemblies and through our positive behaviour rewards.

Children with SEND or children who need additional support are supported through interventions and programmes tailored to the individual needs of the child.

Children's transition from Reception to Year 1 is carefully managed. The children have some whole class lessons during the final half term of Reception, and have additional free-flow activities during the first half term of Year 1.

***How you will see this policy in action:***

Children will be busy, talking, exploring and making. Adults will be teaching children in small groups or observing their play. Some whole class learning will be happening for short periods – such as phonics, number sessions or circle times.

**Key Stage 1**

English and Maths form the basis of the learning in Key Stage 1, and are taught every morning. Phonics continues to be taught daily.

Each year group has a "topic" per half term (or sometimes for a whole term) and the learning is planned around this topic. This means that the children get an in-depth understanding of the topic, and that connections can be made between subjects.

Children's creative learning is encouraged with as much hands-on work as possible, particularly in Maths and Science. Play continues to be vital to learning, and lessons are planned to support the children's exploration of topics through play, for example making the Windrush ship out of Lego.

Children's wellbeing will continue to be nurtured through PSHE sessions, reflection times and assemblies

Children with SEND or who need additional support will be supported through careful planning by the teacher to ensure that lessons are accessible to all, and in addition a programme of structured interventions delivered by teaching assistants.

***How you will see this policy in action:***

Children will be talking about their work and enthusiastic about their topics. Pupils will use hands on learning in maths and explore topics and themes in play and structured sessions. Adults will be teaching the whole class or a small group.

**Lesson planning**

A yearly and termly overview will set out what is to be taught in each year group. There should be coverage of the National Curriculum or the EYFS Curriculum over the year.

The teachers at TGFS will plan lessons with the following elements:

Element	Why?
Clear links to the National Curriculum or programme of study/Development matters/ ELGs	We should follow the NC and EYFS framework which is an entitlement
Learning objectives link to NC/DM/ELGs or skills	Clear LO helps children understand what is required of them
Is the learning broken down into small chunks ?	Principles of effective teaching
Are the tasks effectively modelled?	Principles of effective teaching
Can all learners access the lesson and be challenged?	All children should be stretched and challenged
Are support staff effectively deployed?	Not always with the SEND group – need to support independence
Assessment opportunities identified - AFL	Assess-plan cycle
Resources identified?	Helps with organisation
Balance of input, activity, pupil talk, questioning.	Principles of effective teaching
If using previous lesson plans or published lessons have they been tweaked to reflect this group of learners?	Each cohort is different and has different needs. Generic plans should be adapted.

## **Questioning**

Questioning is a key tool for teachers to develop children’s thinking skills as well as to find out what children know.

At Tylers Green First School we try to use a range of questioning for a range of reasons. Some questions teachers use are management related (“Have you finished your work?") some are information recall related (who is the author?) and some are higher order questions (give me a reason for that).

In order to develop higher order thinking, teachers will carefully plan key questions in some of their lessons using elements of Bloom’s taxonomy to aid their decision making.

Level	Possible Question Words
knowledge	What, who, when, name, list, define, show, identify
comprehension	Compare, distinguish, illustrate, tell, predict, explain
application	Apply, select, solve, choose, consider, connect, plan
analysis	Analyse, classify, relate, support, compare, contrast
synthesis	Propose, formulate, draw together, invent
evaluation	Judge, measure, defend, evaluate, decide, assess

Children will be given time to think and will be supported to develop their answers. Teachers will provide opportunities for children to rehearse and practice their answers, and to discuss their thoughts with their peers.

***How you will see this policy in action:***

Not every question will be directed at every child. Teachers will target specific questions at children to elicit different responses in their thinking. Children will be given time to think and opportunities to develop their answers through classroom techniques such as “talk partners”.

Sometimes, a question will “bounce” around the room so that the teacher and children can hear different answers and thoughts, and children can reflect on each other’s answers.

**Modelling**

Modelling is another key tool for teachers to support children’s learning. Modelling can be used in different ways depending on what the teacher is aiming to demonstrate to the pupils. Children can also demonstrate to the class how they have tackled a problem. Teachers will carefully plan how tasks, thoughts and behaviours are modelled to the pupils.

The most effective modelling combines the teacher modelling the thought processes behind a learning task with the completion of the task.

Type of modelling	Why?	Example
Disposition	The teacher models <b>behaviours and disposition</b> that will most support children’s learning	I’ve made a mistake! That’s OK because mistakes make my brain grow!
Task or performance	The teacher models <b>how</b> to complete a task for the pupils so they know what they need to do. This may include working through examples together. This can reduce the “cognitive load”.	The teacher shows the class what steps to take to complete a maths problem or demonstrates how to fold a leaflet.
Metacognitive	The teacher models the <b>thought processes</b> involved in completing a task to support the pupils’ understanding of the learning processes.	It doesn’t look like a big enough number so I’m going to check using an inverse operation.
Scaffolding	The teacher models parts of the task, or remodels the task so that a pupil with SEN or pupils who are in the zone of proximal development can complete parts independently.	If we do this first part together you can do the next one yourself.
Student Centred	The teacher asks a pupil who is proficient to model the task or thought processes to their peers	Can you come up and show us how you solved it?

***How you will see this policy in action:***

Children will clearly understand what task they are expected to do. Modelling will enable pupils to work independently on a task. The teacher will talk through their thought processes where

this is appropriate for the lesson. Some children will be supported by additional modelling of the task or parts of the task.

### **Assessment for learning**

Assessment for learning means that the learning is informally assessed, and then this assessment is used to help the learner progress.

There are three key aspects to consider when planning assessment for learning:

1. Where the pupil is going (linked to the curriculum and lesson learning objective)
2. Where the pupil is now (how close are they to achieving the objective)
3. How will they get there (what do they need to do to achieve?)

Assessment for learning can be designed to be used by the teacher, the pupil or the pupil's peers. Activating peers as a learning resource for each other is a powerful tool for teachers.

Strategies include: clear learning objectives and success criteria, eliciting evidence of learning, providing feedback on the learning, activating children as owners of their own learning and activating peer support.

There are many techniques to support these strategies, and these may vary depending on the age of the pupils and the particular lesson being taught.

### ***How you will see this policy in action:***

The lesson will have a clearly stated learning objective and the children will know what they are learning. The teacher will use different ways to find out what the children know, for example "thumbs up for yes and thumbs down for no" or "write it on your whiteboards". The children will have opportunities to talk through their answers with their peers. Feedback on learning is given during the lesson by the teacher. Children will be encouraged to try and correct their mistakes.

### **Adaptive Teaching**

#### ***What is Adaptive Teaching?***

At Tylers Green First School our children are taught in mixed ability classes, as research shows us that this is the most effective way of teaching all children.

Adaptive teaching is an evolution of differentiation that focuses on the entire class while still responding to individual pupil needs. It involves the teacher knowing pupils' prior levels of attainment and providing targeted support.

We define adaptive teaching as: adjustment and teaching strategies based on assessment of learners' performance before and during lessons.

#### **What adaptive teaching strategies will be used?**

Depending on the age, development and needs of the children and also the subject matter at hand, the teacher will employ strategies which may include:

- The teacher assessing the pupils' prior knowledge using formal or informal methods
- The teacher identifying key vocabulary for the lesson and teaching this explicitly – sometimes pre-teaching this to a group of children to help them understand the lesson

- Use of physical resources or images to support understanding, and sometimes pre-teaching how to use these in the lesson
- The teacher identifying common misconceptions and planning for these, but also using questioning to pick up misconceptions during the lesson
- The teacher planning challenges for greater depth learners and moving some children on to these quickly
- The teacher pausing teaching to address whole class misconceptions
- Resourcing to hand for the children to use – such as word mats or counting objects
- The use of working walls and vocabulary displayed in the classroom
- The teacher live marking during pupil independent or group work to directly address and move children on in the moment
- Concepts being revisited often, and built on
- Flexible small group working within whole class teaching

**How you will see this policy in action:**

Children will be taught in mixed ability groupings, which are flexible. The children will be working at different levels within the classroom, but all will be able to access the learning. The learning will be adapted to ensure that all pupils are stretched and challenged.