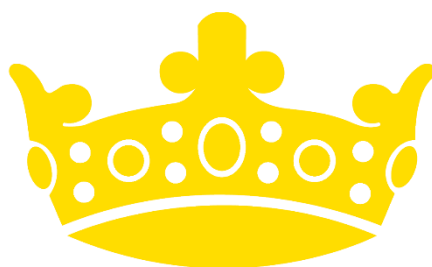# Manorcroft Primary School

Teaching & Learning Policy

# Teaching & Learning Policy

Background & Rationale:

Evidence-based research underpins the pedagogical approach we have developed as a school to ensure all pupils have access to an education that caters for their individual needs. Our approach is consistent, while acknowledging the need for teachers to be autonomous - if we are to enable them to be responsive to the needs of pupils' they teach.

As part of our ongoing commitment for inclusive education, our coaching and mentoring framework serves to empower teachers to reflect, adapt and develop strategies, suited to the pupils' current needs. Teaching and learning remains high profile amongst our everyday practices, interwoven into performance appraisals, subject leader action plans and pupil progress meetings and support for Early Career Teachers (ECTs). Subsequently, this informs our continuous professional development cycles for teachers and learning support assistants (LSAs), ensuring pupil progress is accounted for at every opportunity.

Our approach contributes to the sustainable and positive impact on pupil outcomes, socially, emotionally and academically. We celebrate diversity within the rich and meaningful learning experiences we offer. We have adopted an exploratory approach to removing any potential barriers to learning, allowing us to provide the right level and type of support for pupils at the right time. This contributes to our bank of shared pedagogies, which fall under our overarching aim: to enable pupils to become self-regulated learners.

We are mindful that the strategies discussed below will be tailored for individual needs.

Self-Regulated Learning:
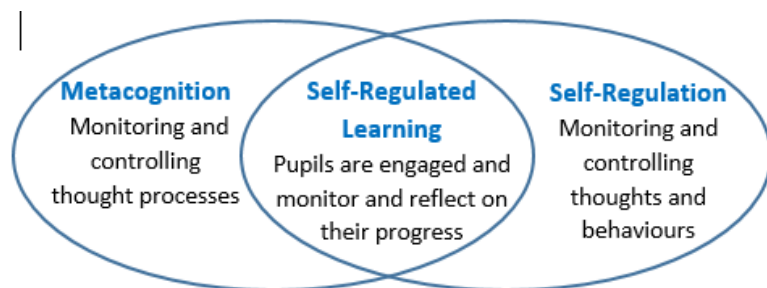
Self-regulated learning is the use of metacognition alongside self-regulation. The purpose of promoting self-regulated learning is to ensure pupils are equipped with the transferrable skills they need for future learning.

Self-regulated learning supports pupils in many ways:
- Goal setting
- Self-monitoring
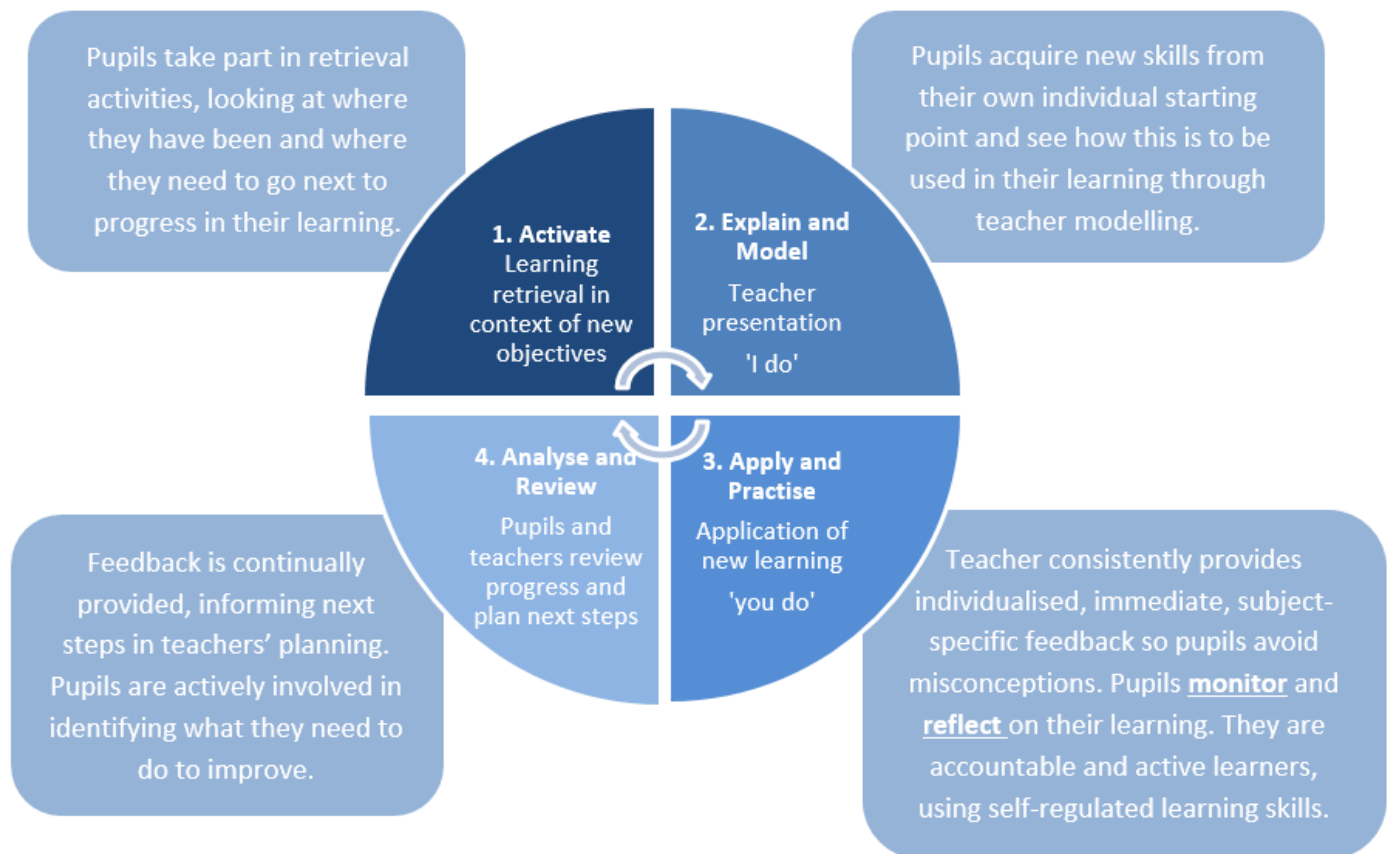- Self-instruction
- Self-reinforcement

Self-regulated learning is a self-directed process. It is the development of skills that allows pupils to learn effectively, efficiently and with independence. It relies on guided practice and feedback from the teacher so that pupils are motivated in achieving their individual goal.

Immediate Feedback:

At Manorcroft, we use immediate feedback. It is an instant and subject-specific response to a learners' action and, most importantly, **in the flow of learning**. It supports to deepen understanding, reinforce knowledge, affirm competence and avoid misconceptions. The feedback is based on a pupil's performance; this may be in relation to effort, goals, outcomes, learning strategies or processes, with the aim of contributing towards a pupils' individual progress and motivation in their learning.

Immediate feedback may be verbal, modelled or written and different tasks lend themselves to different methods of immediate feedback. Through this approach, pupils are supported in acquiring self-regulated learning skills, taking ownership of their learning and enabling them to make informed decisions about their next steps; being able to articulate where they were, where they are and where they need to go next in their learning.

Pupils take part in retrieval activities, looking at where they have been and where they need to go next to progress in their learning.

Pupils acquire new skills from their own individual starting point and see how this is to be used in their learning through teacher modelling.

1. Activate
Learning retrieval in context of new objectives

2. Explain and Model
Teacher presentation
'I do'

4. Analyse and Review
Pupils and teachers review progress and plan next steps

3. Apply and Practise
Application of new learning
'you do'

Feedback is continually provided, informing next steps in teachers' planning. Pupils are actively involved in identifying what they need to do to improve.

Teacher consistently provides individualised, immediate, subject-specific feedback so pupils avoid misconceptions. Pupils **monitor** and **reflect** on their learning. They are accountable and active learners, using self-regulated learning skills.

Differentiation and Scaffolding:

- **Differentiation** is the adaptation of planning, activities and methods of teaching to ensure every pupil can learn, be challenged and progress from their starting point and individual needs.
- **Scaffolding** is where the activity is supplemented with additional resources and/or instruction so that pupils can access the learning.

Where scaffolding is provided and a pupil is unable to access the learning, and therefore progress, the task must be differentiated. Differentiation can challenge every student at the **appropriate level**; it allows them to progress and succeed in a way that's **fair and tailored to them.** Differentiation is not always planned as a result of academic ability/attainment; it may be due to preferred learning styles and needs.

What do we need to know in order to differentiate and scaffold effectively?
1. What is the core objective of the lesson?
2. What is the pupil's starting point in relation to the learning objective?
3. What are the pupil's strengths and needs?

In order to differentiate and scaffold effectively, teachers will consider pupils' Zone of Proximal Development:
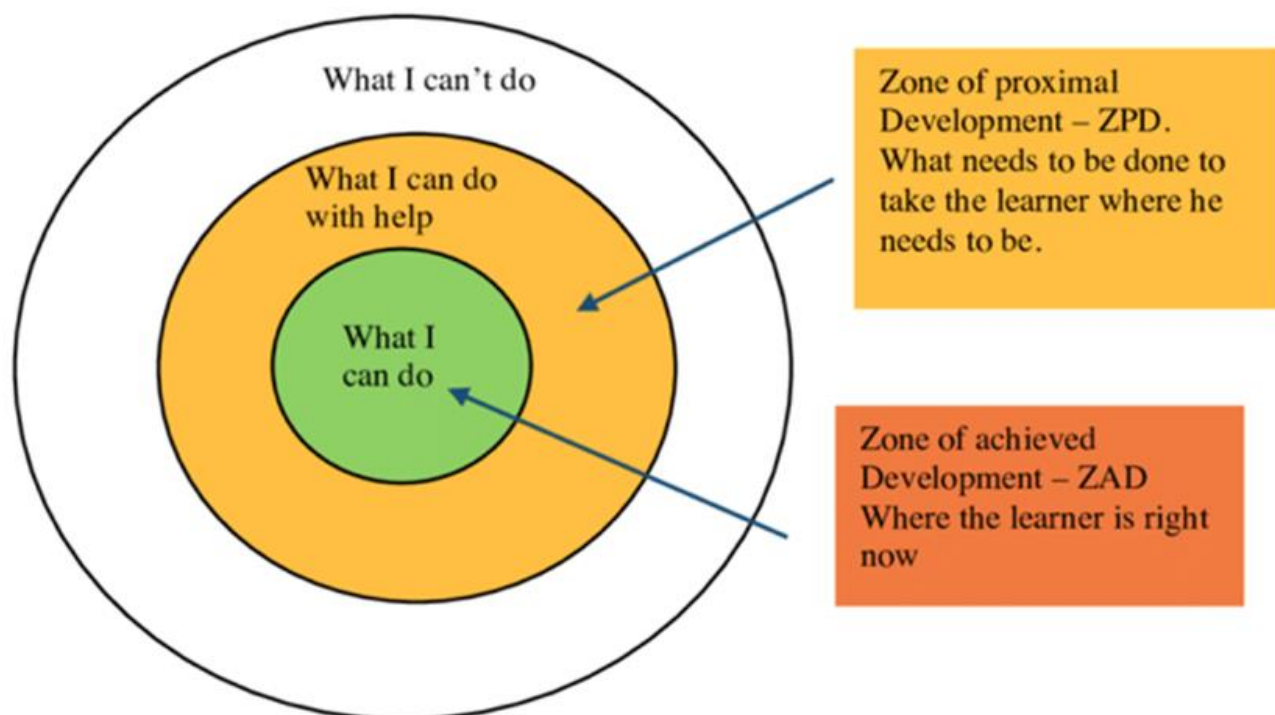
Learning within Zones of Proximal Development	Beyond/Below Zones of Proximal Development
- More **engaged** with an appropriate level of challenge - Higher level of **participation** - Pupils **think and *learn*** more independently - **Better metacognition** – pupils learn how they learn and can find solutions to support them in their understanding - Scaffolding and differentiation is familiar to pupils and they understand **that we all learn differently** - Inclusive - learner-centric method of teaching	- May become bored or frustrated - The brain struggles to cope when provided with a task that is too difficult - Pupils may not feel included - Pupils are more likely to give up - The attainment 'gap' is more likely to widen

Considering Zones of Proximal Development allows teachers to effectively plan and adapt the learning content, process, product or learning environment:

Content *What* pupils learn	**Pupils have different starting points so differentiating content is needed.** Designing activities for groups of students that cover various levels intellectual behaviour e.g. Bloom's Taxonomy - going from lower to higher-order thinking skills - remembering, understanding, applying, analysing, evaluating, and creating. **Bloom's Taxonomy** create — Produce new or original work — *Design, assemble, construct, conjecture, develop, formulate, author, investigate* evaluate — Justify a stand or decision — *appraise, argue, defend, judge, select, support, value, critique, weigh* analyze — Draw connections among ideas — *differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test* apply — Use information in new situations — *execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch* understand — Explain ideas or concepts — *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate* remember — Recall facts and basic concepts — *define, duplicate, list, memorize, repeat, state*
Process **How** pupils learn	**Considering how the material is delivered: visual, auditory and kinaesthetic and through words.** Learning style supplemented with the choice of working in pairs, small groups, or individually and with an adult to cater for the different levels of support pupils may need.
Product How pupils **show** their learning	**By outcome - this is the end result, what the pupil creates as a result of the learning that has taken place.** Pupils demonstrate their understanding on concept in a way the pupil prefers. Alternatively, the task may be supplemented with scaffolding to support the product/outcome.
Learning Environment and Equipment **Where** pupils learn	**The conditions for optimal learning include both physical and psychological elements.** A flexible classroom layout is key, allowing pupils to work individually and within groups. A range of classroom management techniques should make pupils feel safe and supported within their learning environment.

'Independent' can be used to describe pupils completing a task on their own, usually to practise a particular skill they've just learned - although the *practising* is independent, the *learning* isn't. When we talk about independent, we acknowledge the importance of discriminating between independent task completion and independent learning. Using frameworks such as Zones of Proximal Development and Blooms' Taxonomy, teachers consider how to facilitate independent learning.

Pedagogy:
We regularly review and adapt our pedagogy based on the learning needs of the pupils we teach. Whole-class and individualised strategies are used to support all pupils in accessing and feeling successful in their learning. These will support the four main areas of need:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs

In order to support pupils in becoming self-regulated learners, we have enlisted the use of 'Teaching WalkThrus' (Tom Sherrington & Oliver Caviglioli, 2020) to develop a bank of shared pedagogies. Our approach is consistent but adaptive, to maintain a positive impact on pupil progress.

We have constructed pedagogy 'clusters' as a way of organising a bank of evidence-based strategies that is easily accessible to our teaching team. These are organised into the following five areas:
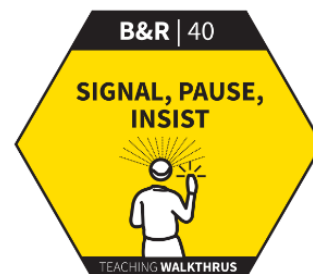
1. **Behaviour and relationships**

    It is essential that pupils feel safe in their learning environment. This includes allowing children to feel a sense of belonging, driven by an inclusive culture alongside high expectations that are established by the teacher clearly.
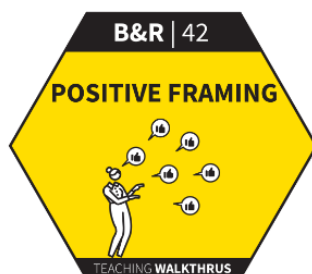
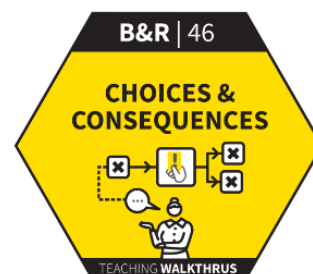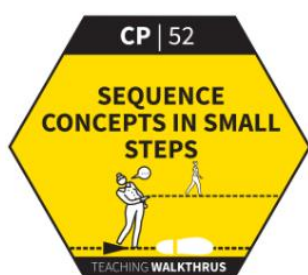| B&R | 36 | B&R | 38 | B&R | 40 |
|---|---|---|
| **POSITIVE RELATIONSHIPS** | **ESTABLISH YOUR EXPECTATIONS** | **SIGNAL, PAUSE, INSIST** |
| Blending warmth, kindness and assertiveness | Setting and maintaining high expectations | Gaining focused attention on a signal |
| **POSITIVE FRAMING** B&R \| 42 | **REHEARSE ROUTINES** B&R \| 44 | **CHOICES & CONSEQUENCES** B&R \| 46 |
| Creating a positive atmosphere through affirmative language | Designing, rehearsing and reinforcing common class routines | Using choices and consequences systems for excellent behaviour |

2. **Curriculum Planning**

    We acknowledge that while an overview of the curriculum is essential, so are the fine details about students' knowledge and skills. In addition, careful consideration is taken to provide pupils with rich experiences and conversations. The concepts below are a vehicle to support the review and planning of units of learning.

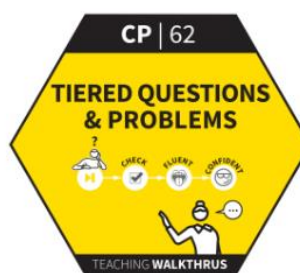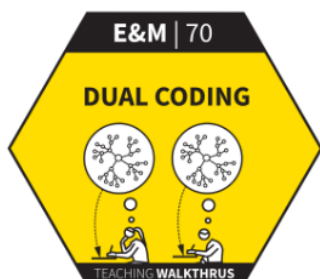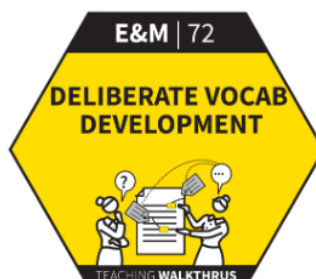| CP | 50	CP | 52	CP | 54	CP | 56
DESIGNING A KNOWLEDGE-RICH CURRIGULUM	**SEQUENCE CONCEPTS IN SMALL STEPS**	**COHERENT MAPPING**	**BLEND KNOWLEDGE & EXPERIENCE**
Defining the elements of 'knowledge-rich'	Identifying steps needed for strong schema building	Mapping a spiral curriculum with authentic connections	Weaving a range of knowledge inputs and experiences together
PITCH IT UP CP | 58	**PLAN FOR READING** CP | 60	**TIERED QUESTIONS & PROBLEMS** CP | 62	**DELIVER CORE; SIGNPOST HINTERLAND** CP | 64
Setting high expectations for curriculum content	Embedding reading into the curriculum	Mapping steps in learning through questions	The core-hinterland concept in practice

3. Explaining and Modelling

Explaining and modelling are vital components for ensuring the pupils are able to acquire knowledge, develop skills and apply these to a range of situations. We ensure that appropriate teaching strategies are adopted depending on the nature of the concept or process being taught.
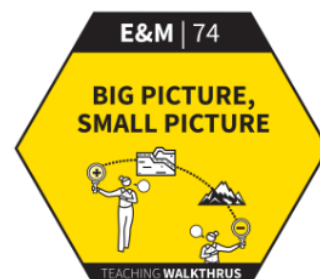
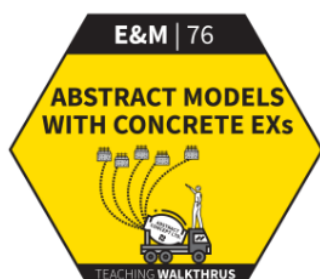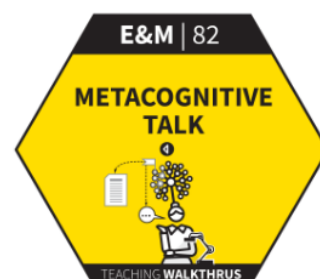|			
E&M | 68 **WORKED EXAMPLE & BACKWARD FADING** TEACHING WALKTHRUS	**E&M | 70** **DUAL CODING** TEACHING WALKTHRUS	**E&M | 72** **DELIBERATE VOCAB DEVELOPMENT** TEACHING WALKTHRUS	**E&M | 74** **BIG PICTURE, SMALL PICTURE** TEACHING WALKTHRUS
Stepped modelling and practice with worked examples	Using images to support conceptual understanding	Routines for securing fluency and confidence with words	Relating detailed knowledge to a wider framework
E&M | 76 **ABSTRACT MODELS WITH CONCRETE EXs** TEACHING WALKTHRUS	**E&M | 78** **LIVE MODELLING** TEACHING WALKTHRUS	**E&M | 80** **SCAFFOLDING** TEACHING WALKTHRUS	**E&M | 82** **METACOGNITIVE TALK** TEACHING WALKTHRUS
Making the concrete-abstract connection explicit	Showing how to complete tasks and solve problems	Providing temporary supports for learning	Making thought processes explicit
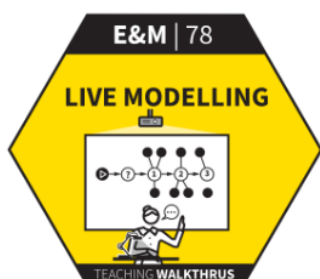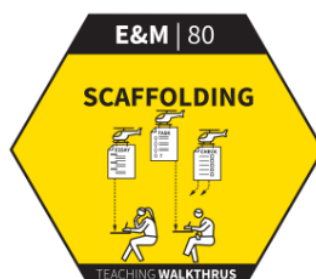
4. Questioning and Feedback

The range of strategies for questioning and feedback is vast. Therefore, we reflect and explore these strategies in context of the task at hand, applying the most appropriate strategy to support deeper learning and inclusion of all pupils.

Q&F | 90 **COLD CALLING** Selecting students to answer; involving everyone in thinking	**Q&F | 92** **THINK, PAIR, SHARE** A routine for structured discussion	**Q&F | 94** **SHOW-ME BOARDS** An effective all-student response technique	**Q&F | 96** **CHECK FOR UNDERSTANDING** A key question: What have you understood?
Q&F | 98 **SAY IT AGAIN BETTER** Generating improved verbal responses	**Q&F | 100** **PROBING QUESTIONS** Questioning as a set of probing exchanges	**Q&F | 102** **PROCESS QUESTIONS** How do we know what we know?	**Q&F | 104** **FEEDBACK THAT MOVES FORWARD** Elements of effective formative feedback
	Q&F | 106 **FEEDBACK AS ACTIONS** Five ways to make feedback productive	**Q&F | 108** **WHOLE-CLASS FEEDBACK** Giving feedback to a whole class at once	

5. Practice and Retrieval

The strategies below link strongly with Rosenshine's Principle of Instruction and Willinghams' ideas about fluency. They serve to engage pupils and develop their confidence in their knowledge and skills through effective and guided practice from the teacher, further supporting independent practicing and learning.

|			
P&R | 112 QUIZZING	**P&R | 114** ELABORATIVE INTERROGATION	**P&R | 116** USING A KNOWLEDGE ORGANISER	**P&R | 118** REHEARSAL & PERFORMANCE
Steps for running effective quizzing routines	Exploring schema with Why and How questions	Resources to support students' knowledge checking	The power of rehearsal in practising for performance
P&R | 120 PEER-SUPPORTED RETRIEVAL	**P&R | 122** WEEKLY & MONTHLY REVIEW	**P&R | 124** CONCRETE EXAMPLES	**P&R | 126** GUIDED PRACTICE
Using students as resources for each other	Routine knowledge checking to reduce forgetting	Linking concrete examples to abstract ideas	Securing early success with supervised practice
P&R | 128 INDEPENDENT PRACTICE	**P&R | 130** BUILDING FLUENCY		
Letting students go to practise on their own	Building from drills into more complex tasks		

Monitoring and Evaluation of Teaching and Learning:

Aligned with our pedagogical approaches, the effectiveness of the teaching and learning across the school is consistently evaluated, using a range of activities to gain a holistic view. Where appropriate, opportunities for professional development are planned. Coaching, mentoring and training serves to implement successful teaching strategies that support inclusivity and ultimately and love and curiosity for learning for our pupils.
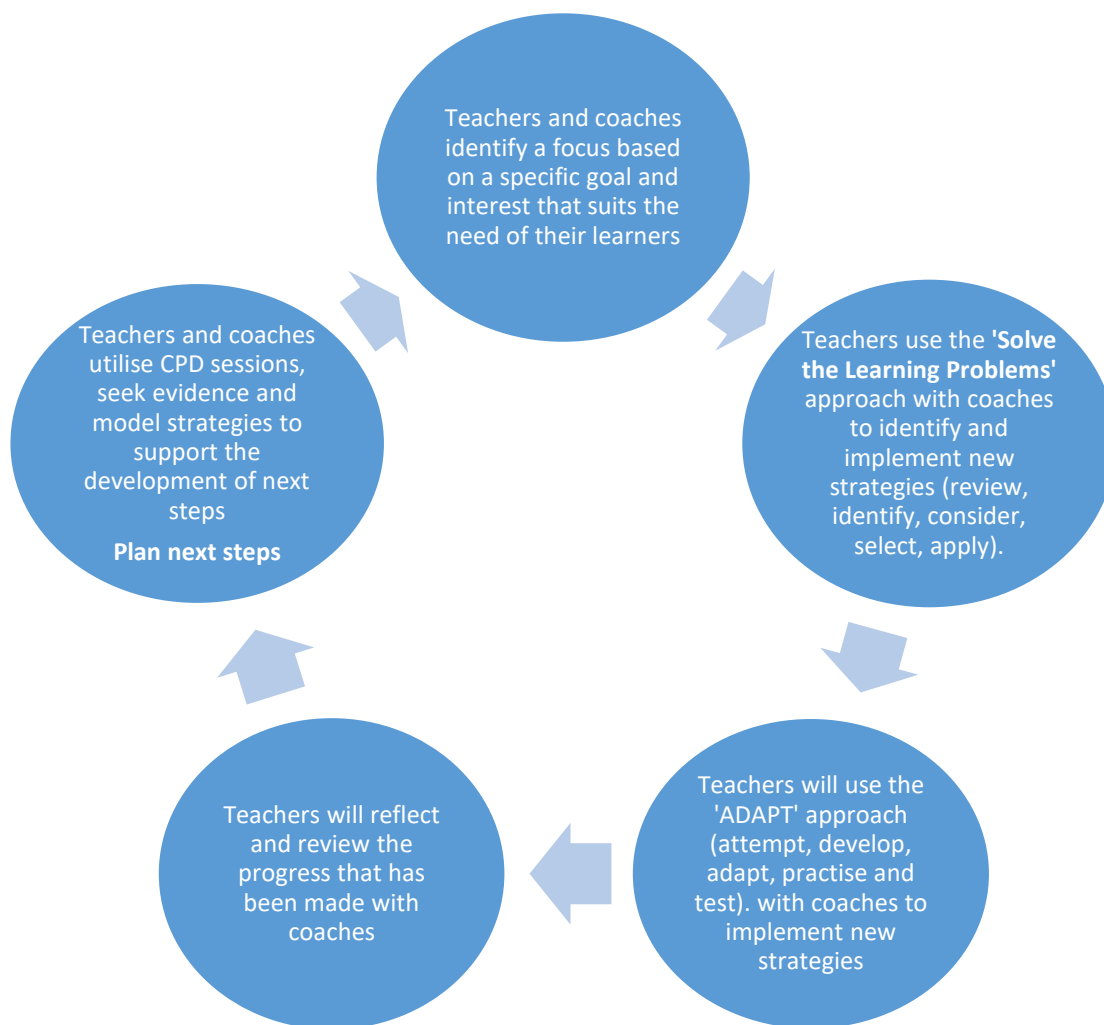
Careful consideration has been taken to ensure that a sustainable, consistent, but adaptive approach facilitates the transferrable skills with which we equip pupils to be:

- Independent in their *learning* (not task completion)
- Proactive rather than passive
- Solutions focused, seeking answers when they get stuck
- Able to make informed choices about the best methods for learning (with guidance from an adult as pupils, naturally, may choose easier and therefore weaker methods)
- Able to apply metacognitive strategies
- Able to use emotional regulation, including the ability to self-motivate, self-regulate, deal with setbacks and appreciate the need for delayed gratification

Policy Agreed: September 2023
Review Date: Autumn Term 2025

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.