

King Edward Primary and Nursery School

Teaching and Learning Policy

Reviewed: March 2023

Next Review: September 2024

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| Approving body | |
| Date approved | |
| Supersedes | |
| Consultation undertaken | |
| Complies with Equality Act | |
| Supporting policies | Behaviour policy Marking and feedback policy Induction policy Collective worship policy Remote learning policy SEND policy Equality policy |
| Review date | |
| Lead person | M Vere |
| Signed | |

KING EDWARD PRIMARY SCHOOL AND NURSERY TEACHING AND LEARNING POLICY

Excitement + Determination = Success

As pupils, parents, staff and governors we believe that school should be an exciting, fun and inspiring preparation for our futures. We value this friendly place where we enjoy our work and play, where we respect each other whatever our background, where we learn to be organised and follow a variety of creative activities.

We take pride in always doing our best because we are determined to learn. We enjoy being challenged and realise that we will continue to improve if we keep trying hard. We also value the opportunity to work and play at home. We know that, if we never give up, there is no limit to our future achievements.

We have high expectations and we work with our teachers, who know what we are good at and how to help us to improve. We want success in all our work and play, as individuals and in groups, in and out of the classroom. High expectations will help us to learn in all our subjects. We love to visit places. We respect and care about the world we live in. We are proud of our school, our town and our country. We like to question and explore.

We support each other and we want to be rewarded for trying hard. We know that together, inspired, excited and determined, we will succeed

1. RATIONALE

At King Edward Primary School and Nursery, we believe in lifelong learning. We maintain that learning should be a rewarding and enjoyable experience for all. Through our teaching, we equip children with the skills, knowledge and understanding necessary to make informed choices in an ever-changing world. We believe that appropriate teaching and learning experiences help children to lead happy lives.

2. AIMS

The aim of this policy is to provide a clear statement of the principle and practice of teaching and learning at King Edward Primary School and Nursery, these principle and practices are based on educational research to ensure that teaching and learning in the school is highly effective. This statement represents our agreed view of how our children learn and how we intend to encourage and support that learning. It provides a framework which enables teachers and support staff to be confident in developing their own practice and ensures that we are consistent in the way we work with our pupils.

We aim to help our children to:

- Enjoy their learning through experiencing success and by increasing their self-esteem
- Become independent, confident learners who take increasing responsibility for their own learning
- Become resilient, reflective, resourceful and reciprocal learners
- Feel secure and comfortable in school
- Acquire the necessary skills for learning, now and in the future, by developing lively, enquiring minds along with the ability to question, share ideas and work cooperatively
- Recognise and develop their own personal skills to the best of their ability
- Access a rich, balanced and relevant curriculum in a variety of ways. This includes encouraging creativity and self-expression
- Use language and number effectively as a foundation for learning, and to feel confident in all areas of the curriculum
- Develop an understanding of British Values, other beliefs, cultures and ways of life and well as an understanding of the protected characteristics
- Develop and enjoy a variety of positive relationships with others, understanding how the social conventions of these can differ.

3. EQUAL OPPORTUNITIES

Equality and diversity will be embedded in all areas of the curriculum. Pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. This will be kept under review by subject leaders in the usual monitoring cycle. We are committed to ensuring resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected termly and used to inform planning and provision to support individuals and groups of pupils. We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN etc. and modify as appropriate, and recognise the importance of scrutinising assessment materials for cultural bias.

4. THE CONCEPTUAL FRAMEWORK FOR LEARNING

This policy has 4 main themes threaded through it which underpins the teaching and learning at King Edward Primary School and Nursery; these form the Conceptual Framework for Learning.

The four areas are:

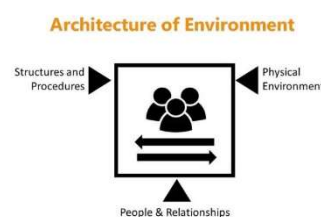
- Architecture of Environment
- Science of Design
- Art of Delivery
- Philosophy of Development



5. ARCHITECTURE OF ENVIRONMENT

At King Edward, we believe a positive learning environment sets the climate for learning and enables all children to access the curriculum. A high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school. At King Edward Primary School and Nursery we:

- Encourage pupils to take pride in their work by celebrating children's achievements to raise their self-esteem
- Create a learning environment that will stimulate interest
- Foster respect for the school environment
- Influence children's best presentation, organisation and tidiness through high expectations
- Use our environment to positively impact on learning
- Provide an environment which supports children to recap prior learning



What does it look like at King Edward?

When we are talking about the environment at the King Edward Primary School, we are not just talking about the physical environment. There are three main areas that contribute to an effective teaching and learning environment:

- Structures and procedure
- People and relationships
- Physical environment

These areas should be consistent across the school and the expectations may differ depending on whether it is a communal area (ie corridors, staffroom or the staffroom) or a teaching environment (ie classrooms, intervention rooms or the library).

Structures and procedures

Communal areas of the school

All members of the school community are expected to move around the communal areas of the school in a calm and respectable way, ensuring they are following the school rules. Where necessary, people should pass on the left side of the corridor. At the start of the day and at the end of breaktimes, children should wait outside the classroom or be supervised by a MDSA, the children should be quiet and ready for learning.

If a child is not moving around the school in a calm and respectful manner, it is the responsibility of all staff to deal with the situation, as per the behaviour policy.

In the learning environment

At the start of the day, class teachers should welcome the children at the door. This means that any wellbeing issues that the child may have will be identified and can be addressed during the register. When children exit the classroom they should line up in a quiet and orderly fashion, some staff may wish to have a particular order to avoid behavioural issues in the line.

The register must be taken twice a day (0845 & 1300) in line with the attendance policy. During learning time, staff are expected to be well prepared for the lesson and ensure that learning routines are established (i.e. handwriting during morning registration and quiet reading during the afternoon registration). Teachers should consistently use the same strategies for gaining attention within a classroom. This is particularly important in classes with part time teachers as this will help to reduce the cognitive load on the children. Issues in behaviour in the classroom will be dealt with in line with the behaviour policy.

People and relationships

As a school, developing strong relationships with all learners, staff and the wider community is at the heart of everything we do. We believe that an atmosphere of trust and respect should permeate through every aspect of school life. As teachers we must endeavour to know the children in our care and help them to grow as individuals, developing their confidence, positivity, team work and resilience.

We achieve this through ensuring that everyone is listened to and feels respected. In lessons, opportunities are given for children to develop as individuals through open ended tasks as well as ensuring children are able to build up their interpersonal skills through group activities. The Talking Point curriculum strongly supports staff to develop these attributes in class and provide structured discussion points.

Physical environment

Communal areas of the school

For a calm atmosphere throughout school to be created, the communal areas need to be welcoming, uncluttered working spaces. It should be a celebration of work, an opportunity to revisit as well as a place that clearly demonstrates the school's identity.

To achieve this displays in the communal areas need to be kept up to date, while being mindful of workload. Each subject leader is responsible for a display board which will be used to showcase progression across the school in a particular area, showing children across the school what they have already done and what they are going to be doing next, these display boards are changed on, at least, a yearly basis. Each year group has a board that is used to celebrate the work from the previous term. Work displayed should showcase the work of all children in the school. Therefore, at least once in the year, every child should have their work displayed in the corridor. The emphasis is on the effort but in to produce the work rather than its presentation. The boards that subject leads and year groups are responsible for is highlighted on the plan.

The tops of cupboards next to the display boards should be used to display books and objects linked to the display, this reduces the possibility of clutter being placed on top of them.

In the learning environment

The physical environment in classrooms should be used to support the learning in the classroom as well as creating a calm learning environment. Children with sensory needs often find very bright and busy displays over stimulating, therefore pastel colours should be used for the backing paper.

Working walls

Working walls are used to support the learning in the lessons and should be positioned on the boards near the interactive whiteboard (where possible) as they can then be easily referred to. Working walls provide a scaffold for learning as well as supporting children to understand the sequence of learning through a unit of work and can support instant retrieval. For them to be impactful they must be relevant to the current learning in the classroom. At the start of a unit, working walls should start with a recap of previous knowledge that is to be built on or it starts with a stimulus (such as a book cover), as the wall will be added

on during the lesson, staff should try to avoid a large number of laminated sheets as these can increase teacher workload.

Celebration and stimulus display

In addition to the working walls, there should be a mixture of interactive display to support current topic as well as an opportunity to celebrate children's work. To support teacher's workload, at the end of a term, the work being celebrated in the classroom will form the celebrate display in the communal area. It should be clear when walking into a classroom what topic they are covering that term as any stimulus displays or work on walls will reflect this.

Key vocabulary

The key vocabulary linked to the current topic (which can be found in the long term plan) must be displayed in the classroom and referred on a regular basis. This supports the development of language and is particularly helpful when supporting EAL children. This key vocabulary will also be evident on the knowledge organisers.

Resources and equipment

Resources and equipment are tidy and well organised. These are clearly labelled, accessible, stored safely and relevant to the year group. Each classroom has a range of manipulatives readily available for use in maths lessons.

Teacher areas (desks and cupboards) - The teacher's area should be tidy and well organised as this provides a good role model and sets high expectations for the children. It is also part of producing an environment conducive to learning.

Use of space and positioning of people

Teachers must ensure that the layout of the classroom is appropriate, allowing for a range of groupings and ease of movement so effective learning can take place. Positioning of tables must ensure that children are able to see the board without having to turn their chairs around.

Consistency of approaches in classrooms

As a school we recognise the autonomy that teachers have in their classroom and how this values a staff individuality, but we are also aware, that to support the cognitive load of children, there are aspects that must be consistent across the school.

Expectations of what should be in each classroom can be found in the appendix.

6. THE SCIENCE OF DESIGN

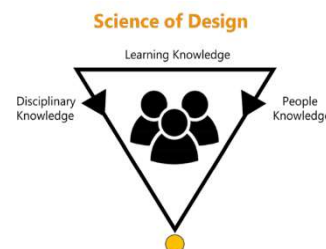
We are committed to providing high quality teaching and learning in which all students are challenged. We believe in developing a passion for learning through designing lessons that:

- Are well planned and progressive, that are paced and build on prior learning
- Provide high quality resources that are well prepared and varied
- Give children the opportunity to explore diversity and understand Britain as a multi-cultural society
- Have clear steps to success through scaffold children's learning

For this to occur teachers will ensure that they:

- Have a good knowledge of their children and how best to support their progress
- Can demonstrate good knowledge and understanding of the subject being taught
- Can effectively use assessments to support children in their next steps in learning (See Assessment policy)

As a school we use different models to support the design and delivery of our curriculum. Through these models we help children to know more and remember more. We focus on effective learning and the retrieval of the knowledge through strong retention and quick retrieval. The three main models we use are: Dan Willingham's Learning model, Ebbinghaus' Forgetting Curve and Rosenshine's 10 principles.



Dan Willingham's Learning model is based in cognitive science and pictorially describes how the human brain retains information. It looks at the importance of the environment as well as the importance of deliberately recalling information that is stored in the long term memory.

Ebbinghaus' Forgetting Curve is a memory model which shows how learned information slips out of our long term memory if it is not reviewed on a regular basis. It is key that children have the opportunity to revisit learning not only from their current year but also from previous years so that links can be made to prior knowledge.

Rosenshine's 10 principles of instruction are 10 steps that are used to ensure that the sequence of teaching is highly effective. These principles are underpinned through all subjects and are in line with the structure of Power Maths lessons as well as the Jane Considine writing approach. The 10 principles can be found in the teaching and learning folder.

Retrieval of knowledge

As a school we ensure that children are given ample opportunities to revisit learning so that they develop strong retention and quick retrieval. To achieve these regular recaps are used across the curriculum (called Do Now in English and Maths). The recaps are used to support not only retrieval of knowledge from the current year but also to recap (and make links) to knowledge from previous years. A list of the retrieval activities can be found in the Teaching and Learning Folder.

Curriculum organisation and planning

At King Edward, we adopt an interdisciplinary, skills and knowledge-based approach to curriculum planning. Our long-term plans indicate the topics to be covered termly each year. RE is delivered through discrete sessions throughout all school years in accordance with the Agreed Nottinghamshire Syllabus.

Medium-term planning is developed in planning teams which ensures that teaching and learning is correctly pitched and progressive.

Our curriculum ensures National Curriculum coverage and progression. It is inclusive and promotes community cohesion through clearly defined teaching, which is pertinent to our children and the area in which they live. During an academic year, all children will experience a variety of topics based on a broad and balanced range of curriculum areas.

Short term plans are produced for English and whole class guided reading. English and Mathematics follows the long-term plan which is broken down into units of learning to ensure full coverage and progression. They are produced within year groups and are working documents; class teachers provide suitable scaffolding to suit the needs of children within their learning group and to inform their future planning. In English, we follow the Jane Considine approach to the teaching of writing and in Maths we follow the Power Maths scheme of work and adapt it where necessary.

The agreed format for the plans can be found in the teaching and learning folder.

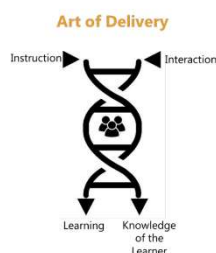
Planning is shared with other relevant adults (verbally or via email), so that the role of all within the classroom facilitates learning to the highest potential. Planning is also stored on the year group section of the server so that it can be easily accessed by subject leaders.

Timetabling

Each year group will have a timetable which details which lessons are taught and when. It is designed to provide a balanced curriculum throughout the children's time at school.

- English, Mathematics, Whole class guided reading and Phonics (in KS1) take place on a daily basis
- Some foundation subjects are blocked within the term, so that they may not be taught on a weekly basis
- RE is taught weekly in line with the locally agreed syllabus.
- Every class has the equivalent of 2 hours of PE timetabled into their week which is taught once a week by the PE leader or outside provider.
- Modern Foreign Language is taught from Year 3 to Year 6
- Daily Collective Worship is included on the timetable.

7. ART OF DELIVERY



We are committed to providing engaging lessons where there is a clear understanding of what is going to be learned and children are taken on a journey of discovery. To achieve this, the school looks at the instruction provided to the pupils as well as the interactions that occur in the lesson. As a school, we have split the art of delivery into 7 key areas which we focus on when looking at how a lesson is delivered: Explanation, modelling, Communication including visuals, pace, AfL, Listening and responding and reading your audience.

As a school, we ensure that staff:

- demonstrating good communication skills, developing positive relationships with children, parents and colleagues
- use a range of questioning to ensure appropriate challenge for all learners
- are enthusiastic and inspire children
- use a range of teaching approaches, effectively using AfL to assess and move learning on.
- set high expectations of children's behaviour, attitudes towards learning and the work they produce
- are able to identify children's next steps in learning through regular, clear feedback (See Marking and Feedback policy)

Explanation

When explaining a concept, staff must ensure that when giving an explanation it is clear and concise. Complex concepts need breaking down into smaller steps to ensure the cognitive load is not too great on the learner. Staff need to be able to use a range of strategies when explaining concepts.

Modelling

There are very clear links with explanation. Modelling involves being able to demonstrate/show what you are explaining, through worked models. It sets the expectations of what a child can achieve. It is often broken down into small steps and can be adapted to meet the needs of different learners. Models should provide a clear vision of what the end goal is for the learner and be uncluttered so that the learning is not lost.

Communication including visuals

The use of visuals to support learning can be highly beneficial. Where possible, staff should use real-life objects or photos of those objects, and this helps to bring the learning alive. The resources should be intelligently designed using a knowledge of cognitive load theory to effectively aid understanding. Effective dual coding helps learners encode information in their brains more effectively, enabling it to be more easily retrieved later.

Pace

The pace of learning can vary depending on the concept being taught; more tricky concepts require smaller steps and a higher cognitive load and will therefore take longer to master. Whereas some concepts can be mastered a lot quicker. Staff are also aware that people learn at different paces and that some children may require additional support to keep up with the pace in a lesson. The pace is also linked to the AfL occurring in the lesson.

AfL

As a school, we see assessment for learning as a pivotal tool for supporting children to progress across the curriculum. It allows staff to understand a child's prior knowledge as well as to gauge their understanding as they progress through a unit of work. Assessment for learning allows staff to ensure they are adapting the lesson to the needs of the children. Using a range of question types appropriately will aid staff to understand the depth of learning being achieved. Assessment for learning is woven into all aspects of the curriculum and should not be seen as an add-on.

Listening and responding

Oracy is very important and King Edward Primary and Nursery school, we want children to be able to confidently talk about a range of topics. As staff we must ensure we give the children opportunities to practice talking confidently to other people. In order for this to be successful, everyone needs to become good listeners as well. As staff we need to model and teach good listening by not jumping in straight away on a conversation but sit back and listen, ensuring the person talking has had time to process what they want to say. Often misconceptions are identified when children have open ended discussion.

Reading your audience

As a member of staff it is important that you are able to understand your class. Are they engaged in the lesson or are they just passively learning? What strategies are you implementing to ensure that children are engaged in their learning and have grasped the key concept being taught? When the children are struggling with a concept or have a misconceptions, staff are able to step in and address the misconception.

8. PHILOSOPHY OF DEVELOPMENT



As a school we recognise that all members of staff should be self-reflective practitioners who are able to identify areas of strength as well as identifying areas in which they need to improve. Staff appreciate that an investment in themselves and the ability to learn and grow is central to being an effective practitioner. As a school we actively develop our staff's professional identity and are keenly aware of professional behaviours. Members of staff seek and act upon feedback and have clear mechanisms to develop as highly effective practitioners, though carefully throughout

CPD opportunities. We are all learners and take we take professional development seriously. This means that as teachers we never stop learning and developing and are a great role model to everyone around us.

CPD opportunities in the school may include (but not an exhaustive list): Team teaching – working in a triad, observing other members of staff, coaching sessions, mentoring sessions, planning and subject knowledge support from subject leaders or external CPD courses.

9. HIGH EXPECTATIONS

Effort and progress

As a school we set high expectations of our staff and our pupils. We expect children to work hard in all areas of school life. When children are finding an aspect challenging (often referred to as 'being in the pit') we expect children, with appropriate support, to persevere with their area of need. There is a weekly Super Star assemblies that celebrates the effort and progress children are making across school life. We acknowledge that children progress at different rates, however staff should always be aware of the areas that are stopping a child from progressing and how, as a school, we are addressing those areas of need.

Presentation of pupils work

At King Edward we have high expectations for children's work, instilling pride and a sense of achievement. There are clear guidelines on how work is to be presented in books and these are on show in all classrooms. In addition to this, there is a set of non-negotiables regarding the minimum level of English expected in their books. Staff will monitor the presentation in pupils books and ensure they are following the Marking and Feedback Policy when addressing areas that need to be improved.

10. MONITORING AND EVALUATING TEACHING AND LEARNING

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- classroom observation and learning walks
- scrutiny of children's work
- the progress of the School Improvement Plan and termly working plans review
- pupil progress data
- staff professional reviews in line with the Appraisal policy.

The role of teaching and learning leads

- Ensure that the teaching and learning policy has been fully implemented in their phase
- Monitor and evaluate the teaching and learning in their phase, through the three main areas of architect of environment, science of design and art of delivery
- Where necessary, support staff who have areas of their teaching that needs to be improved.
- Monitor data pertinent to their phase and identify trends that need to be addressed
- Ensure they have completed all of the aspects of the monitoring timetable on a termly basis.

The role of subject leaders

- Ensure there is a progressive curriculum from EYFS – Y6 for their subject in line with the long-term plans
- Monitor and evaluate the progress and development areas of their subject;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Monitor the progress and attainment within their subject
- Take the lead in policy development;
- Have responsibility for purchase and organisation of resources;
- Keep up to date with developments in their particular subject area and are responsible for sharing this with colleagues.
- Access networking opportunities within their subject to further develop their expertise

The role of governors

Our governors, determine, support, monitor and review the school policies on teaching and learning. They will regularly meet with the Teaching and Learning leader to discuss the quality of teaching and learning across the school.

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review this policy every 2 years.