

Longcot and Fernham Primary School



Teaching and Learning Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	August 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

We recognise that any attempts to further raise standards at Longcot and Fernham Primary School must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils.

The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using consistent principles established from evidence based best practice research, cognitive science and experience. By adopting a whole school approach to teaching and learning across our school, we believe confident, happy and successful learners for life will be nurtured.

At Longcot and Fernham we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective and ambitious learning environments to support and facilitate the learning of all children: considering cognitive load theory and the importance of small, progressive steps
- to give children the skills they require to become effective lifelong learners
- to achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- to deliver a curriculum that secures knowledge into long-term memory; developing connections via clear progression and consideration of cognitive development, following a retrieve, strengthen and consolidate cycle of practice
- to enable children to become confident and interested learners by actively engaging them in their own learning
- to develop self-respect and respect for the cultures, experiences and values of others in line with our school values of love, honesty and respect.
- to ensure pupils and staff learn from each other, through the establishment of an enquiry-based approach to teaching and learning and a culture where opportunities for coaching and sharing good practice are in place.

Implementation

Whilst we use a range of materials, approaches and schemes to ensure quality teaching and learning, all lessons will follow a basic 6-step approach. This 6-step approach is rooted in the CUSP curriculum lesson structure.

Precise interpretation of the 6-step structure may have slight variations in certain situations considering age, ability, timing of the lesson, subject area and the particular focus for the lesson. For example, teachers may well need to revisit a step more than once during the lesson and challenge, for example, should not be restricted to the end of the lessons.

Step 1- Connect: where prior learning is activated

Step 2- Explain: where explicit and clear instruction of vocabulary occurs alongside the explanation of core concepts.

Step 3- Example: where high quality modelling and explicit direct instruction occurs. This referred to as '**My Turn**' in lessons so that children understand it is the teacher modelling.

Step 4- Attempt: where guided practice is built into the lesson and thus scaffolding is gradually reduced. This is referred to as '**Our Turn**' during the lesson so that children understand the collaborative aspect of the step.

Step 5- Apply: where children get the opportunity to independently practice work and apply the new concepts. This is referred to as '**Your Turn**' so that children understand it is their opportunity to use their new knowledge and skills.

Step 6- Challenge: where children deepen understand their understanding and become more sophisticated thinkers about key concepts.

In addition to following the structure outlined above, all lessons are built upon:

- planning that has clear learning intentions in line with the small steps set out in long-term overviews
- planned units of work centred around identified learning intentions which are revisited regularly throughout the year
- intended learning intentions which ensure ambitious levels of challenge and are built upon prior learning

- positive relationships and an awareness of the needs of the children in our classes so that they feel safe, respected, engaged and challenged.

In addition to following the structure outlined above, all lessons have:

- clear learning intentions which are broadly the same for all children. This is to ensure that all our pupils have access to the same learning. It is the responsibility of the class teacher to adapt and scaffold tasks through the use of questioning, resources and levels of support.
- well planned success criteria, which where appropriate, is referred back to throughout the lesson
- learners who are clear about how they will achieve the intended learning through clear modelling and discussions of strategies
- access to working walls, word mats and other scaffolds to ensure all children can follow and engage with the learning whilst maintaining independence
- direct instruction on how to use tools, equipment and manipulatives required to build upon and develop their knowledge and skills
- situations where teachers may refer to individual children's work during lessons to illustrate examples of good practice and effective use of the success criteria
- all groups of learners being challenged appropriately in lessons, including pupils with SEND. More information can be found in the SEND policy
- opportunities to work with talk partners, within small groups, take part in whole class discussion and also practise skills individually depending on the lesson

In addition to following the structure outlined above, all children will have:

- access to regular and clear feedback which enhances their learning
- feedback sharply focused against the intended learning intention, which identifies next step prompts and engages children in setting and knowing their next step targets
- regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support, where required
- access to live marking: The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions.
- learning experiences which are enhanced through the use of our Positive Relationship (behaviour) policy, which has been designed to minimise the time spent on behaviour management and maximise the time spent on learning. All

our staff must consistently apply the same approaches which are clearly outlined in the Positive Relationship Policy.

- Homework which encourages children to explore their broader interests and see how their learning fits into world around them.
- Extra-curricular activities that allow access to a range of enriching experiences.

SEN

Across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support of schemes and materials we follow as a school (such as CUSP, Read, Write, Inc. or White Rose), additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required. Working alongside the SLT and SENDCO, progress of SEND children is regularly reviewed, and progress discussed with parents/carers.

Impact

The outcomes of this policy will be evidenced by:

- learners who are happy and keen to engage within all areas of school life
- learners who express respect for and an awareness of their role as part of a multi-cultural world; reflecting our school values of love, honesty and respect through their daily behaviours
- learners who make consistent progress in line with their personalised targets, which is evidenced through termly assessment points
- teachers who are confident in responding to and tailoring lessons and tasks to meet to the needs of learners. Immediately responding to summative assessments and information gathered via daily relationships/feedback. They will talk confidently about pupil's achievements and gaps; outlining next steps and how any barriers to learning will be addressed
- learners who can discuss their strengths and their ongoing targets and goals. They will be confident and express a growth-mindset approach; believing that with continued practise they can achieve more
- learners who draw upon a range of strategies and skills, including the use of technology where appropriate, to solve new problems and challenges