

St Matthew's Church of England Primary School



Teaching and Learning Policy

At St Matthew's Church of England Primary School, our Christian vision: *Let Not Your Light Be Hidden... Let Your Light Shine* is embedded in our teaching and learning as we seek to challenge and close gaps to develop independent learners who know more and can do more. Our children will be fluent in their knowledge of the curriculum so that they can retrieve information effortlessly and they will have a good understanding of the curriculum so that they can explain their learning.

Our approach to teaching and learning is engaging and responsive to ensure that we meet the needs of all children in order for them to achieve by having:

- high expectations consistently: establish relationships and a climate where expectations are set high and where everyone knows the routines and the boundaries;
- knowledge of the children: what they can do and what their next steps are;
- good curriculum knowledge and pedagogy: what to teach and how to teach;
- secure subject knowledge: knowledge and understanding of what is being taught and use of the correct vocabulary/strategy/method/skill, etc.

Teaching

Teacher exposition is the part of the lesson where the teacher can explicitly teach the children. It is the opportunity to set things out clearly and it can be done by explaining, modelling and/or demonstrating. It is the teacher's responsibility to have good subject and curriculum knowledge in order to teach the content of the curriculum. Teaching should match the learning – i.e. teach what the children are expected to know and understand.

Learning

Learning is the opportunity for children to demonstrate their knowledge and understanding through questions, activities and/or tasks. Learning should be differentiated to meet the needs of children so that it is challenging and children can access it independently. If children require further support, this can be achieved by differentiating the learning, providing scaffolds and/or additional adult support.

Planning and resourcing

Planning should distinguish between the teaching and the learning, and it should identify:

- what to teach: to ensure all children are taught the same curriculum;
- how to teach: the teacher exposition to effectively deliver what teacher wants the children to know and what they want them to be able to do;
- the learning: how children will evidence their knowledge and understanding.

Planning should be collaborative to ensure that there is consistency and progression. One teacher will be responsible for documenting the planning, and resourcing the teaching and learning for a specific subject. All teaching staff should contribute to the planning to ensure that there is:

- consistency: all children are taught the same method/method/skills so that they can access the same teaching and learning;
- progression: assessment is used to inform planning so that the pitch of the teaching and learning is appropriately challenging for all groups.

Planning, and teaching and learning resources should be shared with all staff in the year group team to ensure that all adults have enough time to prepare to teach the lesson:

- planning should be uploaded by Sunday (of the preceding week);
- resources for teaching and learning should be uploaded two days before the lesson to ensure that all teachers have enough time to prepare and adapt resources, if needed. If resources are not uploaded in this time frame, teachers can prepare resources for their own teaching if they choose to.
- planning and resources should be uploaded on SharePoint (not S drive) for all staff to access.

If PowerPoint slides are used in a lesson, teachers should consider the purpose of each slide and what the active teaching and learning is (the number of slides should be limited). The content of each slide should be limited to ensure there is not cognitive overload (slides should not be content driven – i.e. they should not be used as subject knowledge content for teachers to know what they have to teach).

Learning objective (LO)

The learning objective is the focus of what the children are learning in the lesson. The LO should:

- be based on knowledge or procedural knowledge (the knowledge of how to perform a specific skill or task);
- not have a context within it if it is based on learning procedural knowledge (skills) that can be used in any context (i.e. transferable skills) - i.e. *to use adjectives*; not *to use adjective to describe a character*;
- have a context if the knowledge or procedural knowledge (skills) are specific to that lesson and cannot be transferred to other lessons or units of learning - e.g. *to know facts about Paris as a tourist destination*.

The learning objective should be simple and understood by the children as this is what they are aiming to achieve in the lesson. The LO should be highlighted at the end of the learning to assess the child's understanding of the LO, using one of the following highlighted colours, and this formative assessment should be used to inform next steps:

- green: secure understanding of the LO (learning completed independently; move learning on);
- yellow: some understanding of the LO but needs to do more to show a secure understanding of the LO independently (more support/practise needed);
- pink: not shown a secure understanding of the LO (more teaching needed to close the gap).

Success criteria (SC)

Success criteria are the process steps that the children need to demonstrate in their learning in order to achieve the learning objective. The success criteria should be:

- precise and succinct (no more than 3 steps) to ensure that children have clear guidance on what they need to do in order to achieve the learning objective;
- specific to the LO (it should not be a repetition of the LO) and not broad statements or skills that can be used in any type of learning;
- referred to by staff when they are teaching to show the children what they need to do (the process of learning) in order to achieve the LO;
- used in the lesson to give children precise verbal feedback in order to identify achievements (what has been achieved from the SC) and to close gaps (what needs to be improved or included from the SC in order to achieve the LO).
- used to inform the assessment of the LO.

Questioning and feedback from all

There are two main purposes of questioning:

- making all students think so that they are all engaged in the teaching and learning;
- providing feedback to the teacher as to how well things are going – i.e. if the children have understood what has been taught (message sent -> message received?).

Questioning should engage all children so that the learning climate is a safe space, where all children feel comfortable and confident to contribute and feedback in a dynamic, responsive way. Children should be able to offer high quality feedback using the 'no hands up' approach by providing them with an opportunity to prepare their feedback, which can be done by giving them any of the following:

- time - e.g. thinking time; talk to you partner (TTYT);
- resources - e.g. prior learning, prompts, etc.;
- learning challenges – i.e. have a go at the learning so that they can prepare a response;
- a limited group size: no more than 3 children so that they are all engaged.

Strategies to gain feedback from all children, include:

- cold calling: no hands up or calling out (give thinking time and/or time for paired talk first);
- think, pair, share: allocate talk partners, set a question with a time limit, ask children to think, then discuss, then report back;
- basketball answers: feedback given by child then passed onto another child for further feedback;
- whole class/group response: set question/task with a time limit, signal 3-2-1 and show the answer (e.g. using whiteboards) or tell the teacher using a verbal (e.g. choral response) or a physical response (e.g. fastest finger);
- multiple choice questions: all children to respond by voting (showing or telling the answer);
- say it again better: guide children to reframe a better more complex response if it is not correct;
- Agree / Build on / Challenge (ABC): in response to feedback given by a child, ask others if they agree, want to build on challenge their response;

There may be instances when rapid recall questioning is used or more targeted feedback is required so children do not have to do the above all the time. Hands up should be directed by the teacher and used at times when the teacher wants to assess who has shown an understanding of the teaching and learning or to develop the pace in the lesson.

Checking for understanding (CFU)

Checking for understanding is formative assessment that should be used throughout the lesson to get feedback from all children using feedback from all strategies. The purpose of CFU is to assess children's understanding of the teaching in order for all children to make progress and achieve the LO.

Planned CFU should take place after teaching and before children begin their independent learning in order to assess children's understanding of the teaching (message sent -> message received?) and to identify which children:

- can start their learning independently or need to be challenged further;
- need more support in order to close gaps in the lesson to achieve the LO.

If children have not shown a secure understanding in the planned CFU, this gap needs to be closed in the lesson by: further teaching, support from the teacher/support staff or more practise. To check that the gap has been closed, children's understanding should be assessed before they start their independent learning to ensure they can access the learning independently. This does not have to be done through another planned CFU task, it can be assessed through ongoing formative assessment (e.g. observation, completing another question, etc.).

Feedback and marking

Feedback and marking are formative assessment strategies, which should be used to assess children's understanding of the teaching when they are learning independently (message sent -> message received?).

Verbal feedback and live marking should focus on closing gaps and challenging children so that they make progress in the lesson. Verbal feedback should be positive and specific; it should move learning forward by identifying what the child is doing well and/or needs to improve on. Verbal feedback should:

- relate to the learning objective and the success criteria so that children understand what they are doing well and/or what they need to improve on in order to achieve the LO;
- be used as an opportunity to address basis skills – i.e. presentation, number/letter formation, handwriting, spellings, punctuation, etc.;

- be acted upon by children in the lesson using a pink pen (if children do this then a marking code does not need to be used as they have acted on the feedback and the gap should be closed in the lesson).

Live marking should take place during the lesson and if children have errors/misconceptions, this should be addressed in the lesson – i.e. children should correct errors/make amendments to improve learning. Where possible, the LO should be highlighted by the end of the lesson so that children are aware of their achievements.

Any learning not marked, must be marked before the children next see their book so that they are aware of their understanding of the LO and can act on feedback and marking given to close gaps. Marking codes should:

- identify errors that have not been identified in the lesson;
- give children the opportunity to correct this error and learn from their mistake(s).

There is no requirement to provide a written comment but if it is made, it should specifically relate to the learning in that subject; it should not be a general comment

Learning walls

Learning walls should be used to support teaching and learning. They should showcase the learning journey so that children have the opportunity to recap on prior learning and display resources (e.g. models, examples) that children can use to support them when they are learning independently.

Learning walls are a valuable teaching and learning resource and should:

- display models, resources and vocabulary that children can use to support them when they are learning independently;
- be referred to during teaching to model how children can use them to support them with their learning;
- be up to date with any lesson/unit/topic of learning being taught at any time (they should not be blank at the start of the topic/unit);
- be presented and organised so that resources are accessible for the children.

Effective learning walls in school will have:

- resources, models, vocabulary or questions that children can use to support them with their learning at the start of a new unit;
- a model/strategy/method taught by the teacher displayed;
- worked examples of completed questions/tasks;
- captured the learning that has taken place in the unit thus far so that the children can recap on prior learning;
- key vocabulary (limited to what the children will need);
- additional resources appropriate to the year group and ability group that children can access – e.g. word mats, vocabulary lists etc;
- resources to support the teaching and learning in all aspects of the lesson:
 - Maths: arithmetic, mini maths and main maths.
 - English: spellings, grammar, modelled writing.
- accessible resources (size of resources are appropriate and displayed clearly).