



Teaching and Learning Policy

Aims

- to explain how we will create an environment at our school of high expectations where pupils learn best
- promote a common understanding and language illustrating highly effective teaching and learning strategies across the school to ensure accelerated pupil progress
- ensure all members of the school community recognise the importance of highly effective teaching and learning strategies
- ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching

Roles and Responsibilities

All members of the school community will:

- regard children as individuals and respect their rights, values and beliefs
- foster and promote good relationships and a sense of belonging to the school community
- encourage, praise and positively reinforce prosocial relationships, behaviours and work
- work as a team to support and encourage one another

Teachers at our school will:

- follow the expectations for teaching and professional conduct as set out in the [teachers' standards](#)
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement (see curriculum policy, website, and plans)
- ensure that learning is progressive and continuous
- have a positive attitude to change and the development of their own expertise
- meet the expectations set out in the **assessment policy, behaviour policy, homework policy, marking and feedback policy, curriculum policy, teaching and learning guidance**

Support staff at our school will:

- support teaching and learning with flexibility and resourcefulness
- use agreed assessment for learning strategies
- feedback observations of pupils to teachers
- identify and use resources to support learning
- meet the expectations set out in the **assessment policy, behaviour policy, homework policy, marking and feedback policy, curriculum policy, teaching and learning guidance**

Parents are encouraged to:

- ensure that their child attends school regularly, punctually, well-rested and in good health
- ensure that their child arrives at school wearing the correct uniform and bringing necessary equipment
- support the work of educational targets and become actively involved in the implementations of any support programme
- participate in discussions concerning their child's progress and attainment

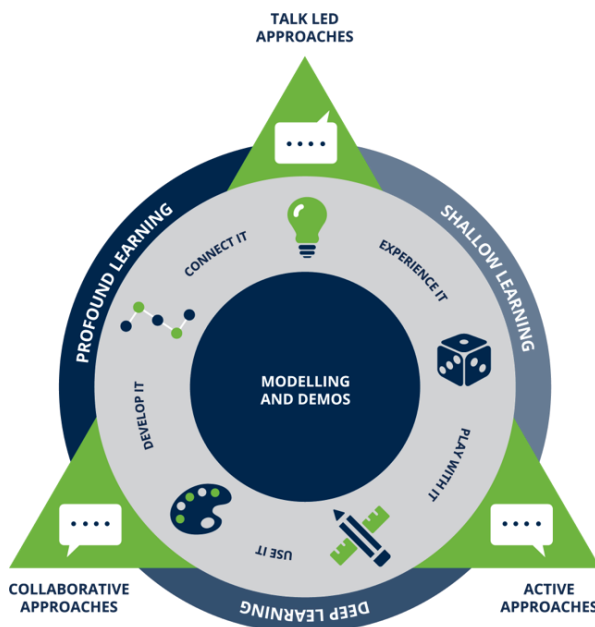
Pupils at our school will:

- attend school regularly and punctually
- be organised and bring necessary equipment etc.
- conduct themselves in an orderly manner in line with the behaviour for learning policy
- facilitated to take increased responsibility for their own learning



Our Teaching Model

Teaching at Leechpool follows the Path to Success model and is applied across the curriculum. It develops and enriches children's ability to problem-solve, think creatively and improve their skills as learners. It is crucial throughout this process that all adults within the classroom - and within the school at large - position themselves alongside the children as learners, actively engaging in the learning process. High-quality modelling and demonstration should be underpinned by an active, talk-led, collaborative learning climate, in which children move from learners to teachers.



Stage 1: Experience it

Children need rich experiences to which they are able to relate in order to support them in developing a particular skill or fully assimilating the core knowledge they need. For example, how can you expect a child to solve a money problem if they have never really used money in any type of meaningful context? Making the abstract real and immersing children in situations in which they are really experiencing the concepts they need to learn is vital.



Stage 2: Play with it

This is where we consider the gamification of learning. When children are invited to enjoy their work, do something that is real and has meaning, participate in their own learning, repeat and persevere with an activity and develop their language skills through peer interactions, they will learn.

Therefore, the power of playing a variety of games, including short burst games to practise key skills on a daily basis, should not be underestimated. Not only do they act as a hook to excite, engage and challenge the children but they also support children in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.



Stage 3: Use it

Once children have experienced a particular skill and/or knowledge base and had an opportunity to play with it, in order to fully assimilate the technique and information, they then move on to use it themselves in context. Practical application in context is key to successful outcomes for children. With children taking ownership of the learning they have completed up to this point, they feel empowered by having experienced and played with the concept; therefore, they are more willing and able to use it contextually.



Stage 4: Develop it

At this stage, children continue to develop the skill in context. The 'develop it' stage is where children are starting to move from a shallow surface-level learning to deeper learning and understanding. This might be the stage where children have more freedom to use their newly acquired skills and knowledge to complete their own research projects, extended writing, maths investigations etc. They have the skills and have practised them in context. Now they move on to using them more independently and perhaps even share them with their peers. If a child can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another child, then in doing so they are demonstrating that their initial learning has been internalised and embedded.



Stage 5: Connect it

This is the stage at which children begin making connections across the curriculum. At this deeper level of understanding, children will begin to make links and connections as to how they could apply the skill or concept they have just learnt across their other school subjects and in the wider world. Making and exploring these possible connections moves the child from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats, as new skills, concepts and ideas are added. The whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

High Quality Teaching Strategies

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills teachers want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress.

We allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately.

What a 'typical' lesson will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used regularly and effectively.

Teach Like a Champion (TLaC)

We have focused on 9 TLaC strategies and these support our pupils in receiving an exceptional education to ensure all thrive in their learning. These strategies are centred on high expectations and levels of engagement from the very start of each lesson, regular knowledge retrieval, as well as driving literacy and the use of academic language. These strategies are as follows:

- **100%** - a teacher does not move on until the entire class is attentive
- **Cold Call** – call on pupils regardless of whether they have raised their hands
- **No Opt Out** – turn 'I don't know' into success by ensuring pupils who won't or can't answer, practise getting it right
- **Right is Right** – hold out for answers that are 'all-the-way-right' or all the way to your standards of rigour
- **Format Matters** – help your pupils practise responding in a format that communicates the worthiness of their ideas
- **Every Minute Matters** – respect pupils' time by spending every minute productively



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- **Without Apology** – embrace, rather than apologise, for rigorous content, academic challenge, and hard work
- **Work the Clock** – measure time, an educator's greatest resource, intentionally, strategically, and often visibly
- **Circulate** – move strategically around the room during all parts of the lesson

Challenge

Teachers should have high expectations of **all** pupils **all** of the time.

It is good for pupils to feel challenged just outside their comfort zone.

All pupils should be working harder than the teacher over time and should begin learning as soon as they arrive in the classroom and for the whole lesson.

Explanation

Teacher instruction should be planned with an awareness of demands on pupils' cognitive load, by presenting new material in small steps.

1. Limit the amount of material pupils receive at one time
2. Give clear and simple instructions and explanations
3. Think aloud and model steps
4. Use more time to provide explanation and provide many worked examples
5. Re-teach as necessary

Modelling (I do)

Teach to the top with expert instruction and modelling.

To learn how to do something, pupils need to watch and listen to experts guide them through the process, step-by-step, before they make an attempt themselves.

Modelling supports explanation and can help pupils to make abstract ideas concrete e.g.

1. Demonstrate the worked activity in front of pupils e.g. using a visualiser
2. Think aloud to show the thought process
3. Show it is okay to make mistakes
4. Integrate quick fire questioning e.g. 'why am I doing this now?'
5. Provide model answers

Guided Practice with Scaffolding (we do)

Worked examples and scaffolding is used to all support pupils so they are able to demonstrate their learning e.g. sentence starters, key word definitions, procedural steps visible etc.

Effective class discussion and questioning can happen at this stage

Independent, Deliberate Practice (you do)

Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding reduced or removed for the majority of pupils and gradually reduced and removed for others.

This is the part that will look most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the pupils' comfort zone to ensure appropriate challenge.



Responsive Teaching

Teachers should ensure that learning has been retained by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt - not just from the learning of that lesson but also from historic knowledge and skills that have been taught previously.

If learning is not yet secure for pupils, the lesson should be adapted or retaught differently.

For responsive teaching, the following strategies can be used:

Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.

Teachers and support staff should ask multiple questions, to multiple pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons.

The majority of questions should be strategically asked through Cold Calling, with targeted questioning used to support and challenge pupils. Whole class responses to questioning can be facilitated effectively with mini whiteboards, hand gestures etc.

Retrieval Practice

Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It should be low stakes, ideally completed without access to notes and used in a spaced manner.

When used at start of lesson as a starter activity it can help to recap prior knowledge needed for today's lesson and support teacher with understanding the prior learning of the class.

Use of Effective Feedback

Feedback exists in many forms (e.g. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what pupils do with it. Effective feedback should:

- be frequent and timely
- always generate action and should be more work for the pupil than the educator
- be specific and focused on the most prominent areas to improve. focus on these most important areas only as not all areas for improvement can be addressed at the same time
- be accompanied by support in how to be successful and the next step
- allow time for rap (reflect and progress) to cultivate an environment of redrafting work in blue pen



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Links with other policies and documents

The implementation of this policy is supported by the following frameworks and documents:

Appraisal Policy

Assessment Policy

Behaviour for Learning Policy

Coaching Policy

Curriculum Policy

Gifted, Talented & More Able Policy

Homework Policy

Marking and Feedback Policy

Professional Standards for Teachers – DfE

Teaching and Learning Guidance

SEND and Inclusion Policy