

Goldenhill Primary Academy



Teaching and Learning Policy

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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Statement of intent

Every child has the right to the best possible education. Goldenhill Primary Academy aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Marking and Feedback Policy
- Behaviour Policy
- Primary Assessment Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring an effective approach to teaching and learning is implemented across the school.
- Ensuring high expectations are set for all pupils, regardless of their abilities or needs.

The headteacher will be responsible for:

- Overseeing the school's approach to teaching and learning.
- Ensuring the needs of all pupils are met.
- Ensuring teachers are provided with support to deliver high-quality teaching.
- Promoting a culture of high-quality teaching across the school.

Teachers are responsible for:

- Monitoring and evaluating their teaching.
- Seeking opportunities to develop their teaching.
- Reviewing and evaluating their planning regularly.
- Setting appropriate and challenging targets for pupils based on ability.
- Collaborating with colleagues to moderate pupil achievement.
- Involving parents and other professionals in the monitoring process.

3. Learning environment

The school will create and maintain a learning environment that will support pupils to achieve their full potential. Teachers will be responsible for ensuring their classrooms and other learning areas provide opportunities to maximise and enhance learning.

Teachers will ensure that learning spaces are used flexibly to facilitate different activities. Seating arrangements will be made in order to maximise pupils' learning experiences. Arrangements will be changed to suit different activities and to allow pupils to work independently and in groups.

Classroom displays will be changed on an ongoing basis and will be geared towards aiding learning, not providing distraction.

4. The curriculum

The school follows the national curriculum. Teachers will follow the relevant schemes of work outlined in the school's Curriculum Policy.

Subject	Scheme of work (if appropriate)
Reading	Academy agreed long term plan and teaching sequence (use of differentiated texts)
Writing	Pathways for Writing
Spellings	Pathways for Spelling
Maths	White Rose Hub
Science	Cornerstones (Curriculum Maestro)
History	Cornerstones (Curriculum Maestro)
Geography	Cornerstones (Curriculum Maestro)
Design Technology	Kapow
Art and Design	Kapow
PSHE	Jig Saw
Music	Kapow
MFL (French)	Kapow
PE	Get Set 4 PE
RE	Stoke-On-Trent agreed syllabus
P4C	Trust generated 10 step plan sequence and long term plan

The school will ensure that the curriculum is broad and balanced. It will be carefully timetabled, and the content will be suitable for the age and ability of the pupils. In addition, the curriculum will be made accessible to all through differentiation and the provision of the necessary resources. The school will also ensure that other aspects of learning, such as the development of social skills and self-esteem, also form a significant part of pupils' education.

5. Planning and preparation

Teachers will be expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential.

Teachers will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, when planning lesson, teachers will consider and ensure lesson:

- Are clearly linked to the curriculum.
- Are adapted, to clearly show how pupils of all abilities are catered for.
- Have clearly identified learning objectives and success criteria, showing continuity from one lesson to the next.
- Highlight the strategies for learning designed to achieve the learning objectives.
- Clearly state the activities that will be undertaken.
- Show how TAs will be utilised to enhance learning.
- Contain a list of resources to be used during the lesson and how these resources will complement teaching.
- Highlight any opportunities for assessment and evaluation.
- Clearly state timings and structures of lessons.
- Take account of prior learning; ensuring this is 'reactivate' via retrieval and assessment processes

Teachers will ensure their lessons are planned so they can be flexible to ensure the needs of all pupils are met.

6. Lesson delivery

Lessons will be balanced, in terms of teacher and pupil-led activities, and cater for different learning styles. A range of lesson types will be used including practical, visual, dramatic, investigative and group work.

Resources used to aid learning will be:

- Accessible to all pupils.
- Appropriate for the activities pupils undertake.
- The right quality for the task.
- Sufficient in range to allow pupils to make appropriate choices.
- Organised and regularly checked

TAs will be actively involved in the lesson to aid pupils' learning. They will be involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. They will support different focus groups at different times (for example, pupils with SEND and academically more able pupils). In some circumstances, TAs will be utilised on a one-to-one basis with a child in need of additional help.

Rosenshine's Principles of Direct Instruction:

Barak Rosenshine's principles of direct instruction informs the way teachers plan and deliver their lessons. This ensures that pupils build strong understanding in their long-term memory.

Daily Review 	Daily review means pupils retrieving the knowledge they used in previous lessons. This also helps to support new learning which may be connected. We use knowledge organisers to support this.
Monthly Review 	Monthly review should concentrate on retrieving previously learnt knowledge through low stakes testing and reviews.
Ask questions 	Pupils are encouraged to ask questions, and with support find the answers to those questions. All learning within the curriculum is built upon key questions which supports this approach.
Check for student understanding 	There is a key focus on teachers asking lots of questions which go deeper. Teachers should check pupils understanding through questioning. Questions such as ' <i>how did you get that answer?</i> ' and ' <i>can you prove it?</i> ' are a key feature of our provision.
Present new material using small steps 	To make sure we don't overload pupils, any new concepts should be presented in small, logical steps. For example planning a piece of writing or a multistep maths problem.
Provide models 	This is where teachers may use thinking maps to structure their own thinking. Worked examples (teachers showing how they do things) enables pupils to see what thinking needs to happen to complete an activity.

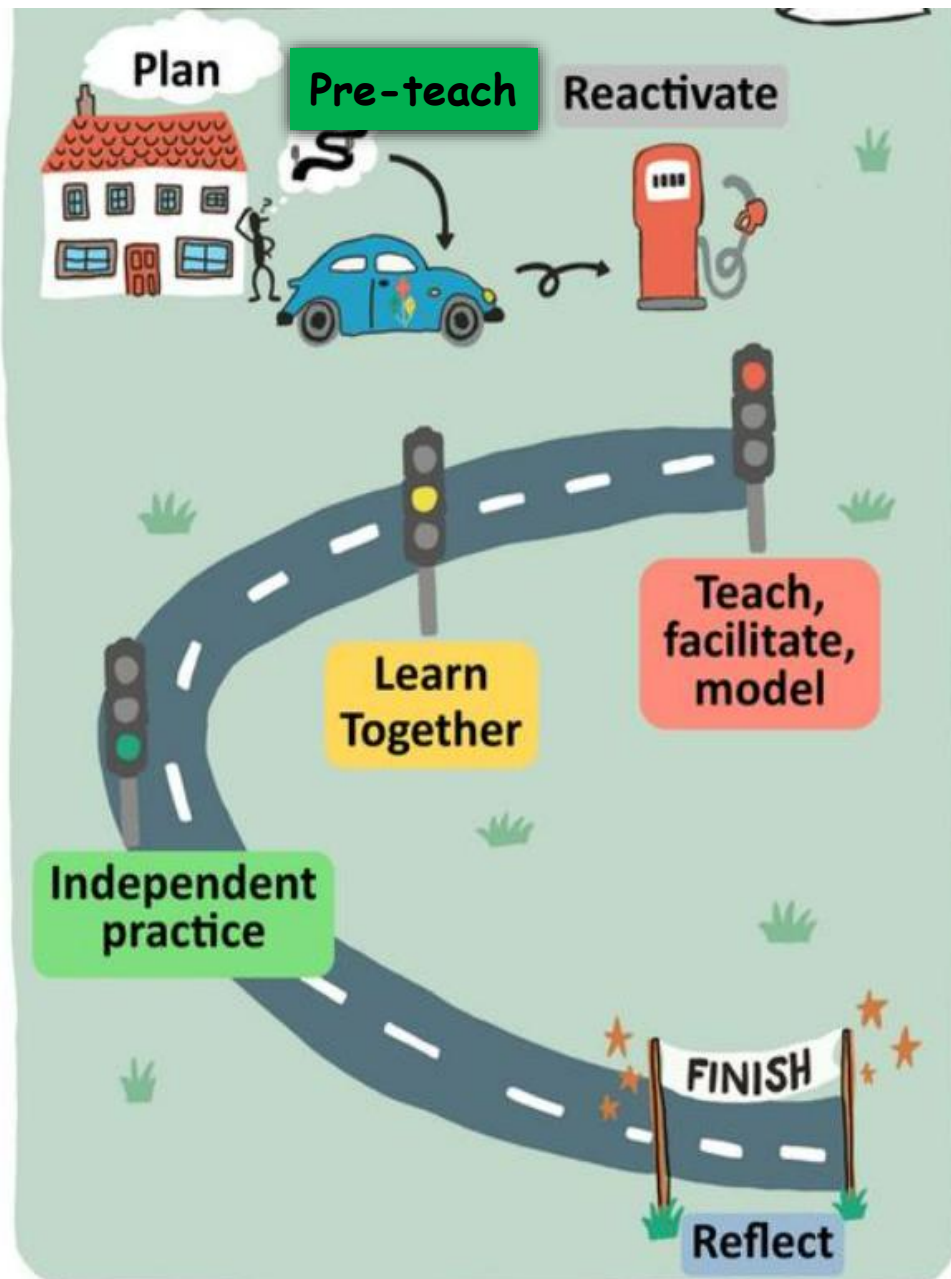
Provide scaffolds for difficult tasks 	When pupils are completing a challenging tasks, teachers provide models or structures to break down the task. This again may include thinking maps. Over time, these scaffolds are removed so that the pupil can master the skill themselves.
Guide student practice 	When pupils are learning something new, the teacher monitors the learning closely ensuring pupils don't make too many mistakes. This makes sure they will be successful as the learning gets deeper.
Obtain a high success rate 	In practice, to be successful pupils need to be successful 80% of the time. Teaching should allow time to practice to ensure pupils can gain this level of success.
Independent practice 	Teachers make sure pupils have regular time to practice the knowledge and skills they have learnt by themselves. This secures the knowledge in the long term memory.

Our Approach to Lesson Design:

Sweller's Cognitive Load Theory and Rosenshine's Principles of Instruction informed the approach to our lesson design to ensure that we reactivate our children's existing knowledge before teaching new knowledge in small 'chunks' of granular knowledge.

The rationale behind our lesson design is to ensure the following is in place:

- Develop a Mastery Approach to teaching across the school driven by research (Rosenhine, 10 Principles of Instruction, 2012)
- Consistency in how we teach across the whole school
- High quality teaching to ensure all pupils achieve the best possible outcomes
- Planning sequences of work which build on children's learning (storing information in the long term memory and reducing cognitive load)
- Process of teaching allows sufficient time for children to deepen their learning
- Children make connections between prior and current learning, meaning children can recall more information that is stored in the long term memory



Our Lesson Design:

Plan

Considerations: What do I actually want children to learn from this session (plan backwards from this point)

What does successful learning look like in this lesson?

- Identify pre-requisite knowledge
- Identify the most basic first steps
- Pre-empt misconceptions
- Check understanding after each step

What will the lesson look like if it goes well and what will I do if it doesn't?

Pre-Teach

Pre-teaching is where we deliver the pre-requisite knowledge or skills required to access the upcoming learning. A pre-teach is the equivalent of giving children a 'head start' to new learning. **Not all lessons will have a pre-teach element.**

Reactivate

Children retrieve the required prior knowledge out of their long-term memory so we can build on it through the lesson. Knowledge that is retrieved is then re-encoded stronger back into long-term memory stronger at the end of the lesson.

Teach, facilitate, model

This section is where the children learn from direct instruction and teacher modelling. The teacher introduces the new learning by showing how it builds on the knowledge that they have just retrieved from long-term memory. Models are used, where appropriate, to support children's learning and to make connections with prior knowledge.

Learn Together

At this stage of the lesson, children begin to apply their new learning themselves under the supervision of the teacher. Answers and responses are shared with peers either in pairs, groups or whole class discussion. The teacher will use this opportunity to gradually reduce and remove any scaffolds currently in place. They will also address any misconceptions prior to independent practice.

Independent Practice

At this stage children will apply their learning independently. It is the expectation that all learners will go beyond just replicating what has been modelled to ensure that the new learning is encoded into long-term memory. The teacher will work the room to assess children in the moment and provide intervention as required.

Reflect

To conclude the lesson, the key learning is reiterated and reflected on by the children. This helps to encode this in long-term memory.

Using our Lesson Design:

Our lesson design is not to be seen and used as a rigid framework, but as a fluid model. A session would typically begin with a 'Reactivate', followed by the 'Teach, Facilitate, Model'. From this point, staff have the flexibility to navigate the model, as they deem appropriate.

It is imperative that each learning objective is broken down into smaller teaching points within each lesson in order to support the pupils with the understanding and retention of new learning.

Each teaching point should be taught and modelled through the Teach, Facilitate, Model (TFM) section of the lesson design. Pupils should then be given the opportunity to apply each teaching point through the Learn Together (LT) section of the lesson design. Once this has been completed, teachers can move onto the next teaching point to repeat the same steps of TFM into LT. When teachers move the lesson back and forth between TFM and LT to prepare pupils for their Independent Practice (IP), we refer to this as 'ping-ponging'.

It is important to note that movement between the sections needs to be fluid. Whilst pre-planned movement between the sections of the lesson design is important, teachers must also use AfL to be responsive to the needs of the pupils. For example, if a teacher notices a lack of understanding from pupils during the IP section of the lesson, they will need to bring pupils back to the TFM section of the lesson design to address the gaps in understanding before allowing pupils back into IP. (It is important that when moving fluidly between the parts of the lesson design, this is articulated to the pupils to give them understanding of where they are in the journey of the lesson and why).

Questioning:

In response to our ongoing CPD, exploring Rosenshine's Principles of instruction, we have agreed a range of questioning strategies that will be employed by staff to support learning:

Questioning technique	Description
Cold-call	No hands up. Ask everyone – select who answers
No opt out	If a pupil answers with 'I don't know', go back to them to check they now know the answer – allow them to repeat the answer given by another pupil
Think – pair – share	Allocate partners, set a question with a time limit. Ask pupils to think, then discuss, then report back.
Say it again better	Accept pupils' first half-formed responses but then assist them to reframe a better more complete response. No mediocre answers allowed.
Whole class response	Use techniques like mini WBs or RAG cards to provide simultaneous responses from the whole class
Probing	Ask pupils to narrate their thinking, e.g. how did you get to that answer? Why do you think that? Probe for understanding, misconceptions, add challenge /scaffold.
Add to someone else's answer	Ask a pupil to elaborate on a peer's answer, improve it, amend it.

7. Supporting pupils

High expectations will be set for all pupils, regardless of ability, circumstances or needs.

The delivery and content of lessons will be sufficiently adapted to ensure all pupils can access and achieve within the curriculum. Teachers will take account of all pupils needs when developing their lessons.

Teachers will be aware of any pupils who may require specific support to ensure they can access the curriculum and ensure this support is implemented.

Individual Education plans (IEPs) are available for pupils who are not progressing as expected, to allow pupils to lead their own achievement. IEPs are reviewed termly to ensure that they are still effective.

The SENCO will ensure that pupils with SEND receive the appropriate support, in line with EHC plans and the school's Special Educational Needs and Disabilities (SEND) Policy.

8. Marking and assessment

Teachers will mark pupils' work and provide feedback in line with the school's Marking and Feedback Policy.

Pupils will be assessed both formally and informally throughout the academic year. The school's approach to assessment is outlined in our Primary Assessment Policy.

Assessment outcomes will be utilised to inform teaching and learning strategies.

9. Working with pupils and parents

Pupils will be provided with opportunities to contribute to the teaching and learning strategies utilised in school. Teachers will ensure pupils fully understand their learning objectives and know what they need to do to meet these objectives.

The school will communicate with parents about their child's learning in a variety of ways, including the following:

- **Parents' evenings**
- **Letters home (including curriculum overviews)**
- **Meet the teacher sessions (at the start of the academic year)**
- **Annual reports**

10. Behaviour and attitude

All members of the school community will be responsible for developing a supportive learning culture. Staff will make sure that pupils understand that attitude to learning and behaviour are important aspects of maintaining a positive learning culture.

The principles of the school's Behaviour Policy will be implemented at all times.

Pupils will be encouraged to:

- Listen to each other.
- Adopt various roles in groups.
- Volunteer thoughts and opinions.
- Respect the thoughts, ideas and contributions of others.
- Give honest and positive feedback.

Teachers will recognise and reward achievements in various ways, including the following:

- **Verbal praise during lessons**
- **Commendation stickers**
- **Dojo's**
- **Calling the pupil's parents praising the pupil**
- **Sending a text/APP message home praising the pupil**
- **Inviting the pupil to see the headteacher**

- **Achievement assemblies**

Disruptive behaviour will be managed by teachers in line with the school's Behaviour Policy.

To ensure that the quality of teaching is of the highest standard, all teachers will:

- Understand what excellent teaching is.
- Creatively plan and deliver lessons.
- Motivate pupils effectively.
- Enjoy and have a passion for teaching.
- Continue to learn and enhance their skills.
- Hold high expectations for all pupils.
- Understand how thinking and questioning develop learning.
- Be consummate professionals.
- Engage pupils of all abilities.
- Seek out and accept constructive feedback from peers, pupils and parents.
- Be given opportunities to lead.
- Involve parents and carers in their teaching.
- Understand and implement effective behaviour management strategies.

11. Monitoring and reporting

This policy will be reviewed **annually** by the headteacher and governing board.

The next scheduled review date for this policy is **September 2026**