



Teaching and Learning Policy

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Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors: Brendan Gibbs	Date: September 2024
Headteacher: Rebecca Mitchell	Date: September 2024

Enjoy

Persevere

Succeed

Teaching and Learning Policy

At Emsworth Primary School, we are committed to high-quality teaching and learning to raise standards of achievement for all children.

This policy should be read in conjunction with our other school policies.

Overview of Teaching and Learning:

At Emsworth Primary School, we recognise that education involves children, parents, staff, governors, the community and external providers, and that for optimum benefit, all should work closely together to support the process of learning.

Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- Provide a balanced, exciting and challenging curriculum that provides rich and varied experiences for all children so that they are all motivated and engaged by their learning
- Develop individuals with lively, enquiring minds, good thinking skills, self-discipline, positive attitudes and resilience and perseverance
- Develop children's confidence and capacity to learn and work independently and collaboratively

Principles of Effective Teaching

We use the Rosenshine Principles to ensure our teaching is effective. More information on the Rosenshine Principles can be found as appendix 1. The principles of effective teaching are:

- To review previous learning in core lessons on a daily basis
- To introduce new concepts in small steps
- To ask questions that allow teachers to determine how well material has been learned
- To model skills
- To guide pupil practice
- To check understanding
- To obtain a high success rate
- To provide scaffolds for difficult tasks
- To provide opportunities to practice independently
- To review learning that has been recently achieved in foundation subjects through weekly and/or monthly reviews.

Planning

We believe that lesson planning is a vital component of a teacher's role and provides a coherent framework for effective and high impact teaching and learning.

At Emsworth Primary School:

- All lessons are planned, with subject leaders having developed clear and consistent structures and expectations for all aspects of curriculum planning
- Planning should take into account the individual needs of the class members, including prior learning and starting points
- AFL informs planning at every stage and teachers should adapt planning in response to the needs of their class
- Planning has clear learning objectives and steps to success
- Planning details how learning is supported

Initially, year groups should work collaboratively to produce a skeleton plan. The same content will be delivered in each class but it may be adapted and/or broadened to meet the specific needs of children in each class. Children's starting points, learning achieved in previous lessons, misconceptions identified and curriculum coverage should all be taken in account when commencing the planning process.

When planning a sequence of lessons, teachers should start with the outcome and decide on the skills and knowledge that will be needed to be able to successfully achieve the desired outcome. This could be a big piece of writing in English or some key facts in maths, for example. The skills should be taught in a logical sequence with each skill building on the skills taught in previous lessons. Where new concepts are introduced, learning should be introduced in small steps. Learning objectives and steps to success should be clear and concise and shared with children at the beginning of and throughout lessons.

When planning a unit of work, Knowledge Organisers should be prepared. These include key information about the area of study and should be shared with children throughout the unit.

Delivery of individual lessons

Direct Instruction

We believe that pupils learn best through direct instruction. This is when the teacher explicitly explains concepts in small, carefully thought-out steps, giving children lots of opportunity to practise before going onto the next small step. Therefore, lessons at Emsworth Primary School should be delivered based on the structure of: **'I do, We do and You do'**.

Review of Learning

Each lesson should start with a five-minute review of previous learning. This helps to strengthen the connections of concepts learned and frees up the working memory. Learning should also be reviewed on a weekly and monthly basis as the effort of recalling recently-learned concepts helps to embed it in the long term memory.

Modelling

Modelling gives pupils the cognitive support they need to help them to solve problems. Teachers will do 'live' modelling where they verbalise their thought processes and explain why they are doing what they are. Modelling can be done at any point of the lesson. Modelling should be the same as what the pupils then complete. This constitutes the 'I' part of the lesson.

Questioning

During the 'We' part of the lesson, questioning should be used to assess pupils' understanding of the skills they are being taught and to assess whether pupils are ready for independent practice or whether further teaching needs to be carried out.

At times, questioning can be used to establish prior knowledge and to determine how best to structure, organise and present new learning. Teachers will plan questions to extend learning and encourage deeper thinking using a mixture of open and closed questions and questions with increasing levels of challenge. Big questions are used to encourage creative thought and imaginative thinking.

Overall questions are used throughout units to focus and reinforce the children's learning. The children are then asked to respond to these questions to ensure they have understood, internalised and can apply the information they have learnt. Teachers should also encourage pupils to consider what they need or want to know and ask questions themselves.

Guided Practice

Guided practice is where pupils will attempt the skill they are learning with the assistance of the teacher and other pupils. Pupils are encouraged to rephrase, elaborate or summarise their learning. It is a time where pupils can work collaboratively. Work produced during guided practice should be the same as what was modelled by the teacher. This constitutes the 'We' section of the lesson.

Independent/Deliberate Practice

Before pupils commence independent/Deliberate Practice, teachers should assess whether they are ready to work independently. This may be done by a hinge-point question. Teachers will ask all the class the same question, which pupils may answer on a whiteboard. This will enable the teacher to see who is ready to work independently and who will need further instruction or support. If more than 25% of the class have answered incorrectly, further whole-class instruction will be needed. Those who got it right will work independently. Other pupils will be supported in a small group or individually. This may be done by the teacher or a teaching assistant.

Independent/deliberate practice is where children will practice the skill that was taught in the lesson. Independent practice produces 'over-learning' which enables concepts to be recalled automatically and frees up the working memory. This work should be challenging but not introducing new material. Independent practice can take many different forms. During this time, the teacher or teaching assistant (who is not supporting a group) will circulate the room to further check children's understanding or to address any issues. This constitutes the 'You' part of the lesson.

Scaffolds

Teachers should use scaffolds where necessary to support learning. These might include: a worked example, cue cards, checked lists, word banks, stem sentences etc. These should be gradually withdrawn as learning is embedded.

(see SEN policy for more information)

Feedback

We recognise that feedback is a crucial part of the teaching and learning process and that feedback takes many different forms. Feedback should be positive, clear and appropriate in its purpose. Feedback may be written or oral.

(see Marking and Feedback policy for more information)

Monitoring of Teaching and Learning

At Emsworth Primary School, we believe that the monitoring of teaching and learning plays a key part in enabling teachers to improve their practice and to raise standards across the school. Monitoring is done by: the Headteacher, Deputy Headteacher/SENCO, and Subject Leaders.

The monitoring of teaching and learning will be done through:

- Drop-ins
- Learning walks
- Book scrutinies
- Monitoring data of individuals and groups ***(see Assessment Policy)***
- Pupil Progress meetings
- Monitoring planning

Coaching is provided for all teachers to help develop their professional practice.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.