

The Devonshire Hill Nursery & Primary School



Primary Teaching and Learning Policy (KS1 & KS2)

Approved by the Governing Body

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Statement of intent

Every child has the right to the best possible education. The Devonshire Hill Primary School aims to ensure that all pupils reach their full potential and gain the skills and knowledge necessary to lead successful lives. We do this by providing a sequenced knowledge rich curriculum that enhances pupil's cultural capital and knowledge developing limitless aspirations in all our pupils.

This policy provides procedures aimed towards ensuring high-quality teaching and learning throughout the school. It is the method through which we deliver a rigorous knowledge-led curriculum. Its implementation is the responsibility of all the members of the school community.



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 School practice(Teachers' handbook)
- Behaviour Policy
- Primary Assessment School Practice (Teachers' handbook)

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 pupils' achievement.
- ★ Involving parents and other professionals in the monitoring process.

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 a termly basis and will be geared towards aiding learning, not providing distraction. The class displays will prominently showcase children's learning.

The curriculum

The school follows the National Curriculum' 2013. Teachers follow the relevant schemes of work outlined for each subject within the school.

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

Planning and preparation

We expect teachers to think carefully about their lessons, resources and plan their teaching to enable the very best learning to happen and recognise that planning is a thought process. Teachers adjust and adapt their planning as a result of the formative assessments they are making, within and between lessons. This ensures that we are tailoring lessons in response to the needs of the pupils we are teaching,



and that we update our teaching methods considering developments in our understanding of best teaching practice.

Clear focus is given through explicit learning objectives and carefully planned, small step teaching, which identifies what learners' need to understand and be able to do in order to achieve. Teachers choose purposeful tasks which keep to the focus of the knowledge and vocabulary they want pupils to learn. Teachers remove the emphasis from task completion to learning.

Teachers are expected to plan effectively and appropriately to ensure all pupils are given the opportunity to reach their full potential. They will be provided with appropriate preparation, planning and assessment (PPA) time.

In line with expectations set across the whole school, lesson plans will:

- ★ Be clearly linked and carefully sequenced to the curriculum.
- ★ Be differentiated, to show how pupils of all abilities are catered for.
- ★ Have clearly written learning objectives that identify the measurable aims that enable the child to achieve the success criteria, showing continuity from one lesson to the next.
- ★ Highlight the strategies for teaching designed to achieve the learning objectives.
- ★ Clearly state the activities that will be undertaken.
- ★ Explain how pupils will be grouped.
- ★ 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 support high quality teaching.
- ★ Highlight any opportunities for assessment and evaluation.
- ★ Clearly state timings and structures of lessons.

Culture for learning

All teachers create a positive culture for learning with their pupils. Good teacher-pupil relationships are imperative at the Devonshire Hill Primary School. Without these, pupils will not effectively engage with teacher feedback. Pupils are confident in their learning and know they are provided with opportunities for their opinions to be considered.



All staff adhere to the school's behaviour policy and the Anchor Approach. Clear systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All class teachers use the 'hand up' method consistently to gain attention without raising their voice and the three, two, one signal for transitions. All teachers need to be prepared for lessons, engaging with the planning and resources and pre-empting errors to help with guided practice.

Pedagogical approaches such as Rosenshine's Principles of Instruction and Tom Sherington's WALKTHRUS are deeply embedded in our strategies for teaching and learning at the school.

Pupils understand that mistakes are part of the learning process and are supported by all staff to move on in their learning through verbal feedback, diagnostic marking and challenge questions. A calm and focussed learning environment eliminates distraction and ensures high quality teaching and learning is the focus.

Teachers think carefully about the value of each activity they plan in a lesson, and how efficiently it supports pupils to achieve the objectives of the lesson. Teachers use a range of strategies to avoid overloading pupils' working memories. Teachers plan carefully, to hook learning on to prior knowledge by comparing new learning with what the pupils already know. They make explicit links across year groups and topics so that pupils can draw upon prior learning to support and deepen their understanding of new material. Teachers must ensure they carefully plan retrieval and spaced practice in order to secure learning.

Longer term learning goals and subsequent short-term learning objectives must always drive teaching. Clarity regarding learning is vital; learning objectives must be shared with learners in every lesson both verbally and in written form. All planning should be based on the learning and not task orientated, and teaching should be responsive to the needs of the pupils.

Teachers must plan a variety of opportunities within the lesson to gain formative feedback of pupil understanding. This could be achieved through questioning, monitoring responses and mini plenaries. This enables teachers to adjust the learning if needed, revisit modelling or plan to repeat the learning objective in future planning. Teachers must ensure learning is differentiated to meet the needs of all pupils to both challenge and scaffold learning.



Pupils need extensive, successful practice for skills and knowledge to become automatic and embedded in long-term memory. Independent practice is necessary because a good deal of repetitive practice is needed in order to become fluent and automatic in the recall of knowledge or a skill.

Lesson delivery

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

Most lessons will begin with a short review of previous learning to activate prior knowledge. This could be a review of events, previously learned concepts, key vocabulary or additional practice to learn facts and skills where overlearning is required to develop automatic recall.

New material is explained and modelled in small steps and then consolidated through practice and retrieval and Mode B teaching as outlined in Tom Sherrington's WALKTHRUS. Teachers check for understanding by asking open questions, and asking pupils to explain their understanding or summarise key events.

Resources used to aid learning are:

- ★ 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.

Teaching assistants are fully engaged with children, both, on the carpet and at tables during lesson times. They are involved in prior planning and preparation, and will possess a good knowledge of the needs of individual pupils. Teaching Assistants will have a clear understanding of which pupils they are supporting and why. Planning is shared in advance with teaching assistants.

Teaching Assistants 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.



Photocopying work, sharpening pencils, sticking work in books or doing displays should be completed outside of direct learning time.

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

Presentation in books

Pupils should take great care and be proud of their books. Books are regularly labelled with a printed sticker. The date is recorded in every lesson and the learning objective is recorded for each new objective. In maths books, children should use one square for each digit. Work may be recorded in a variety of different ways, including use of photographs. If work is stuck into books, it is trimmed first so it fits. Children are strongly encouraged to join their writing in all books across the curriculum. They should be working towards their 'pen licence' in Year 3.

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 learning plans (ILPs) are available for pupils who are not progressing as expected. ILPs are reviewed regularly 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.

Marking and Assessment

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

Teacher feedback should influence and encourage pupils and give them the confidence to take another learning step. Written marking is linked to the learning objective and identifies next steps. KS1 and KS2 pupils should have written comments by a teacher regularly informing pupils of next steps and challenging learning.

All adult written comments must be clearly legible and follow the handwriting expectations of the school. They should be easy to understand using child friendly language and the marking guidelines.



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.

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:

- ★ Telephone calls/communications home.
- ★ Meetings
- ★ Assemblies
- ★ Parents/carer' evenings /open sessions.
- ★ Annual reports.

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
- ★ Achievement assemblies



- ★ Providing certificates for Anchor, Curriculum and Reading
- ★ Inviting the pupil to see the headteacher

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 Champion and lead.
- ★ Involve parents and carers in their teaching.
- ★ Understand and implement effective behaviour management strategies.

Monitoring and reporting

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

