

Powick Church of England Primary School



Teaching and Learning Policy

Reviewed: September 2023

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Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



At Powick CE Primary we recognise that effective teaching is teaching which leads to progress and high attainment for all of our pupils. In line with our Christian vision of **embracing learning** we aim for all of our children to flourish academically. We also understand the value of **learning together** – with adults and children working alongside each other towards the same goal of making good progress.

In order to achieve this, we have aligned this policy with the findings of research studies and guidance from reputable organisations, including the EEF and NASEN. Our policy makes explicit our aims for high-quality pedagogy and these are applied by all teachers and staff, leading to improved outcomes for pupils.

The *Great Teaching Toolkit – Evidence Review (2020)* identifies four individual elements of effective practice:

1. Understanding the content
2. Creating a supportive environment
3. Maximising opportunity to learn
4. Activating hard thinking

Our teachers, as well as having a sound subject knowledge, provide high-quality teaching which is designed around an understanding of how our learners think, and is supported by high-quality questioning and the use of formative and summative assessment.

Subject Knowledge

The curriculum at Powick CE Primary is based on a progression model.

‘A progression model requires teachers to make decisions about what tasks are most likely to lead to the attainment of an end goal in that subject.’ (Christodoulou, 2016)

The end goal for our pupils is to fulfil the aims of the National Curriculum and to ensure children know more, remember more and can do more in each specific domain.

The basis for progression within our curriculum is from the National Curriculum (2014) and the Statutory Framework for the Early Years Foundation Stage (2021). Powick Curriculum ensures that the National Curriculum and Statutory Framework for Early Years Foundation Stage is mapped across the phases of EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Curriculum planning takes place in the implementation phase where our teachers plan for the most effective sequences of learning to ensure pupils learn and retain the knowledge in the National Curriculum and other statutory curriculum documents.

Teachers plan sequences of learning for English, Maths and Science that allow for regular opportunities to review learning and to reapply skills in different contexts. At Powick, we have created bespoke ‘Spines’ for Literacy and Maths which map the National Curriculum in clear steps, ensuring progression from one year group to the next. Maths planning and teaching is further supported through the use of White Rose Maths Resources.

Foundation subjects are planned using schemes of work which have been developed by subject experts. Teachers and subject leaders use these schemes of learning to build a strong subject knowledge of the learning in their year group and across the school.

Within all elements of the curriculum, opportunities are planned to review and recall knowledge regularly throughout the curriculum. Knowledge organisers and vocabulary building are used to support recall and develop a deep understanding of key concepts and themes.

Subject leaders have a good understanding of the curriculum in their subject across the school. They monitor their subject through a rigorous monitoring cycle planned through the school year to give regular opportunities for teachers to receive feedback on strengths and areas for development. Subject leaders complete work scrutinies and pupil voice, and monitor how well the curriculum is implemented across the school.

Quality of instruction

Teachers apply the model of quality teaching as set out by Barak Rosenshine (2010). Rosenshine lays out ten research-based 'Principles of Instruction' which create the greatest impact when applied in the classroom.

1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps, with pupil practice after each step.
3. Ask a large number of questions and check the responses of all pupils.
4. Provide models for problem solving and worked examples.
5. Guide pupil practice.
6. Check for pupil understanding.
7. Obtain high success rates.
8. Provide scaffolds for different tasks.
9. Require and monitor independent practice.
10. Engage pupils in weekly and monthly review.

Our teachers apply these principles consistently when planning and delivering lessons to ensure they are creating effective sequences of learning. Within in-house CPD, our staff regularly review and discuss this model of high-quality instruction to share good practice and continually develop effective instruction across the school.

Adaptive teaching

As Standard 5 of the Early Career Framework identifies, "Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed."

At Powick, teachers are responsive to information about learning gained from different sources – for example, from both formative and summative assessments, classroom observation and assessments from external bodies – and subsequently adapt and adjust teaching to meet the needs of pupils. This is done in different ways, including the five specific approaches identified by the EEF as having a positive impact for all pupils, including those with SEND:

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

Objectives and Success Criteria

The learning objective for each lesson is clear and explicit: lessons are built around one learning objective (LO) which is shared with pupils, and teachers provide scaffolds to ensure all pupils are supported to access this.

High-quality models are used to ensure pupils are clear on the success criteria to achieve. Christodoulou (2016) explains that, 'Showing an excellent model is not enough to develop excellence,' therefore teachers use WAGOLLS (What a good one looks like) which are either:

- broken down into small steps which are recorded as Success Criteria
- used to identify and explicitly highlight key aspects which are of a high-quality

Questioning

Our teachers ask open questions which elicit thinking and understand that questioning is a key part of the learning process, building formative assessments about pupils' understanding.

Effective questioning:

- Questioning is carefully designed to elicit thinking.
- Strategies such as 'No hands up' and 'Think pair share' lead to a culture of all pupils preparing and discussing answers.
- Questioning is employed to engender deeper thinking. E.g. 'Why and how' questions are used to develop depth in responses and analytical answers.
- Pupils are given opportunities to rephrase answers and repeat back increasingly accurate answers.
- Questioning is used at key points in lessons to allow teachers to assess the understanding of individuals and groups – this is then acted on within the lesson.

Example question stems

- How are _____ and _____ alike?
- What is the main idea of?
- What are the main strengths and weaknesses of?
- In what way is _____ related to?
- Compare _____ and _____ with regard to _____?
- What do you think causes _____?
- How does _____ tie in with what we have learned before?
- Which one is best _____ and why?
- What are some of the possible solutions for _____?
- Do you agree or disagree with this statement?
- What do you still not understand about?

Assessment

Both summative and formative assessments are made to provide teachers with a clear picture of their pupils' knowledge and skills and to plan the appropriate next steps for each pupil.

Summative assessments are used termly to assess progress in the Core Subjects: Reading, Writing, Grammar and Maths. The results of these assessments are used to identify pupils requiring support or those exceeding expectations as well as to inform future curriculum planning and intervention. Foundation subjects are assessed regularly and teachers use this assessment to adapt the learning for groups and individual pupils.

Teachers utilise formative assessments as part of their teaching in every lesson. To be effective, formative assessments must lead to consequences for the teacher and pupil (William and Black 1998). Therefore, our teachers change and develop their sequences of learning both within and across lessons in response to their pupils needs.

Teachers build relationships with their children which enable them to become adept at using formative assessment to analyse a pupil's understanding through:

- The use of effective questioning
- Analysing students' oral and written responses

For further information on how feedback is used to support formative assessment, please see our Feedback Marking Policy.

Classroom Climate

At Powick CE Primary, we have a clear vision linked to our distinctive Christian ethos. We aim for all of our pupils, staff and stakeholders to be: 'Embracing Learning Together'. This ethos is embedded through our core Christian Values which are: Perseverance, Thankfulness, Compassion, Respect, Forgiveness and Community.

At Powick CE Primary School we maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that broad and balanced opportunities will support children in leading happy and rewarding lives.

At Powick, we believe it is our duty to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- model perseverance and learning from our mistakes. We use the things we don't get right as opportunities to learn and grow;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- use of whiteboards and other technology;
- Forest school learning;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

Our teachers use working walls and displays to support learning and to celebrate pupils' work. Each class has an English and Maths Working Wall. These are updated regularly to support the current learning. Displays provide opportunities for daily, weekly and monthly review to make links in learning where appropriate. Vocabulary is reviewed frequently through the use of working walls as part of daily vocabulary building activities.

Our classrooms are well resourced with dictionaries, thesaurus' and word banks as well as the equipment pupils need for their learning. Equipment is well organised and clearly labelled. Pupils are encouraged to grow independence through selecting and organising their equipment for each lesson.

Within our classrooms we foster a culture where pupils are aware of the high expectations for productivity and challenge and both pupils and staff work together to ensure every member of the class is able to make progress and achieve.

We always;

- Work in a focussed manner with respect to those around us
- Value every individual's responses and ideas
- Give opportunities for paired thinking time to enable collaborative thinking and discussion
- Have opportunities to revisit and rephrase answers
- Respect our working areas and equipment
- Are able to work independently and collaboratively in pairs and small groups
- Allow opportunities for all groups to access adult support

Our teaching assistants are an invaluable resource to support children in their learning. They are deployed effectively to support and scaffold learning as well as leading carefully targeted interventions. Volunteers and other adult helpers are encouraged to join our classroom teams from time to time. They may work with pupils or listen to readers under the supervision of school staff.

Classroom management

At Powick CE Primary we have three school expectations:

We celebrate these expectations through the use of reward systems such as Class Dojo, certificates and tokens for displaying our school values.



For more information on our school expectations, please see our Behaviour Policy.

We ensure that all tasks and activities pupils take part in are safe by carrying out risk assessments. When we plan to take children out of school, we first inform parents and obtain their permission

Performance Management and Review

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. This is done through performance management and a rigorous use of monitoring and evaluation conducted by our Senior Leadership Team and Subject Co-ordinators. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

Wider elements

Powick CE Primary is very proud of its place within the wider Powick community and works hard to foster relationships with our parents, governors and the local Church.

At Powick, we value feedback and constructive critique from our stakeholders and hold termly Parent and Pupil Questionnaires and Pupil Voice to gather feedback and create positive change.

In addition, we hold termly Families Learning in Partnership Workshops (FLIP) where parents, carers or other family members are invited in to find out more about our curriculum and spend time in lessons with their children.

We report to parents regularly on their child's progress and our teachers will, throughout the year, listen to and discuss any concerns or feedback from our parents and community members.

Please see our Homework policy for further information on how parents can engage with their child's learning at home.

School Governance

Our governors determine, support, monitor and review the school policies related to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes, the Head Teacher's termly report to governors as well as a review of the in-service training sessions attended by our staff.

Policy Review

We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.