

# Teaching and Learning Policy

Edmund Waller Primary School



## Know, Explore, Communicate

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### 1. Aims

Our vision for Edmund Waller is clear: humanity, creativity and ambition are the keystones on which the school is built and we believe that children must have the best possible education in order to thrive. We promote and celebrate these values outlined below.

**Humanity:** a culture of visible kindness where everyone is treated fairly and respectfully.

**Creativity:** an environment where children have the skills to think creatively, take risks, explore the world and communicate their findings with others.

**Ambition:** high expectations for all learners ensuring equitable access to the curriculum and other opportunities within school.

This policy aims to:

- Explain how we will create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school

- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

## 2. Our guiding principles

Pupils learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

## 3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Parents sign a home school agreement to reinforce the importance of the relationship between home and school.

This is how we will create the above conditions for pupils' learning at all times:

### 3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning. This includes setting weekly home learning using Microsoft Teams (Reception – Year 6) and communicating with parents/carers through meetings/email/telephone contact as appropriate.

- Update parents/carers on pupils' progress through twice yearly parent/carer consultations and produce an annual written report on their child's progress
- Meet the expectations set out in all relevant policies attached to this document.

### 3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in all relevant policies

### 3.3 Subject & phase leaders

Subject and phase leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Lead their subject to ensure that pupils:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

### 3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all

- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

### 3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the behaviour policy.

### 3.6 Parents and carers

Parents and carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

### 3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

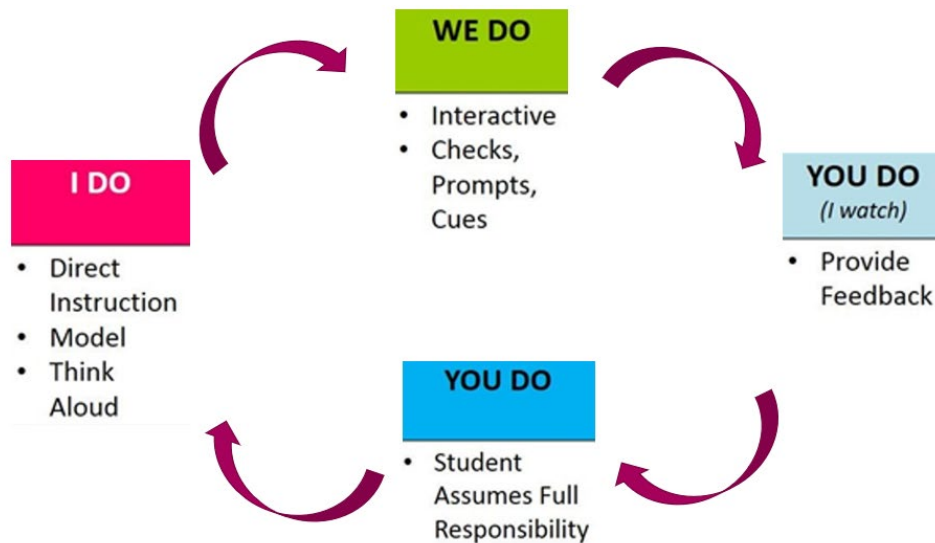
#### 4. Planning

At Edmund Waller, we know that an education that supports and challenges all our learners, is central to pupils' success. Our curriculum reflects the multicultural community in the local area so that children begin to develop a sense of where they fit in the world as they learn about London and beyond. We foster their curiosity as they journey through the school, encouraging them to be socially responsible citizens who understand not only what came before but also think positively about the future and their place in it. Through a carefully constructed curriculum, we ensure that our children develop the skills and knowledge necessary to be prepared for the demands of the 21st century. Our three drivers of **London and beyond**, **social justice** and **sustainable future**, summarise this intent.

We want all our pupils to have the confidence to take risks and embrace mistakes so that they develop a 'can do' attitude not only for learning but also life. Our core values of **humanity**, **ambition** and **creativity** not only are weighted with equal importance but also balance each other. For creativity to succeed it needs underpinning with academic rigour, and ambition is meaningless without social justice. These three values thread together throughout the curriculum to provide powerful learning opportunities for all our pupils.

So that learning is meaningful a curriculum must also enable children to make links and build schema. This is achieved by revisiting key principles and objectives. In order to do this our curriculum has themes which run between different subject disciplines. The themes of **empire**, **trade**, **conflict**, **migration**, **childhood**, **settlement**, **legacy** and **belief** create a secure tapestry of knowledge from which children can build their expertise. This thematic repetition encourages an emphasis on mastery – doing 'fewer things in greater depth' (Mary Myatt 2020).

Lessons will be planned well to ensure good short, medium and long-term progress and teachers will be clear about end of year expectations. They will incorporate strategies that consider the fundamental theories of **Maslow's Hierarchy of Needs**, **Vygotsky's Zone of Proximal Development**, **Bruner's Instructional Scaffolding** and **Rosenshine's Principles of Instruction (see Appendices 1-4)**. In addition to providing the optimal circumstances for children to thrive, adults will support children as they learn new concepts. This scaffolding will be appropriate to the needs and development of the child and will follow the teaching sequence of modelled instruction, co-construction, facilitation and independent practice. (I do, we do, you do). Children will be actively encouraged to develop a growth mindset and understand that in order to learn and commit knowledge to long term memory they first need to go through a process of forgetting and making mistakes. Tasks will be broken down into small manageable chunks to aid retrieval and prevent cognitive overload.



Our EYFS policy sets out the aims and principles of teaching and learning in the early years.

### 5. Learning environment

When pupils are at school, learning will take place in mainly in classrooms. However, the wider school environment will also be utilised including outdoor spaces, halls, and music rooms. These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas for reflection.
- Working walls to support current classroom learning with vocabulary, visuals and teacher/pupil models.
- Accessible resources for learning such as books, manipulatives and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

### 6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and capabilities of all pupils into account. Our first emphasis will always be on high quality teaching in the classroom, however, we understand that some children will require reasonable adjustments in order to fulfil their potential. In these cases, we will differentiate learning to meet to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils and pupils eligible for Pupil Premium funding.

We will use various strategies and resources to support these pupils. These will include:

- Using support staff effectively to provide extra support and targeted interventions.
- Working with the SENCO, our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using flexible groupings for certain subjects where appropriate
- Providing writing frames, word banks, scaffolds and manipulatives.

Please refer to the school's SEND policy, SEND information report, equality statement and equality policy for further information.

## **7. Home learning**

Home learning will support pupils to make the link between what they have learned in school and the wider world. Reading at home with a trusted adult and spending quality shared time will always take precedence, however, the school acknowledges the benefits of sharing the curriculum with parents and carers. As children progress we also want to help them develop the independent study skills they require for secondary school. Home learning, in this instance is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available for Year 1 – Year 6 on Microsoft Teams. Teachers will set English, maths and topic weekly on rotation and the purpose will be clearly outlined alongside each task. If children do not have the necessary resources at home to support the home learning, any necessary equipment will be provided, loaned or made accessible.

In EYFS, we recognise parents as children's most enduring educators. Children in Reception use a combination of Microsoft Teams and Tapestry for home learning. Nursery use Tapestry to communicate with parents and carers and strengthen the partnership between home and school.

## **8. Marking and feedback**

Marking and feedback serves as an important dialogue between pupil and teacher or teaching assistant. Adult feedback will clearly explain to pupils what they are doing well and what they need to do next to continue to improve. It will usually take place verbally during lessons, but written feedback will be given weekly in writing books. The focus is on improving the learner.

Children will also be encouraged to feedback to adults and self-identify whether they need further clarification. Thus, feedback in the classroom becomes a dynamic process where pupils develop metacognitive strategies which support the learning process.

Please refer to our marking and feedback policy for further information.

## **9. Assessment, recording and reporting**

At Edmund Waller, we are ambitious for the whole community and know that assessment for learning is an essential tool for growth. In order to achieve these high expectations, we promote the following assessment strategies.

- A culture of reflection and collaborative learning.
- Feedback rich classrooms with lessons adjusted to meet the needs of all learners.
- Effective questioning to review prior learning, identify misconceptions and establish current understanding.
- Collaborative learning using talk partners which enable peer assessment and feedback.
- The facilitation of self-assessment encouraging pupils to think about their own learning more deeply.
- Explicit sharing of learning intentions and success criteria where appropriate. (This is not always written down and can be done verbally.)

Formative assessment will be used to inform teaching and learning. It will be recorded as annotations on planning, through marking and on classroom working walls. Formative assessment should not be an onerous task which distracts from teaching and learning and so any written recordings will be brief.



We will track pupils' progress using a combination of formative and summative assessment. There will be regular assessment windows three times a year. Pupil progress meetings will take place in the autumn and spring terms where we will provide targets for pupils and track progress from agreed starting points.

Verbal reports regarding pupil's progress will be shared at parent/carer consultations in the autumn and spring term. Pupils will receive a written report annually at the end of the summer term.

For further information regarding the school's approach to assessment, please refer to our assessment policy.

## **10. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Pupil progress meetings
- Analysis of internal data
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies

Please refer to the school's appraisal policy to see how this monitoring and evaluation process may be used to assess teacher performance.

## **11. Review**

This policy will be reviewed every year by the headteacher and shared with the governing body.

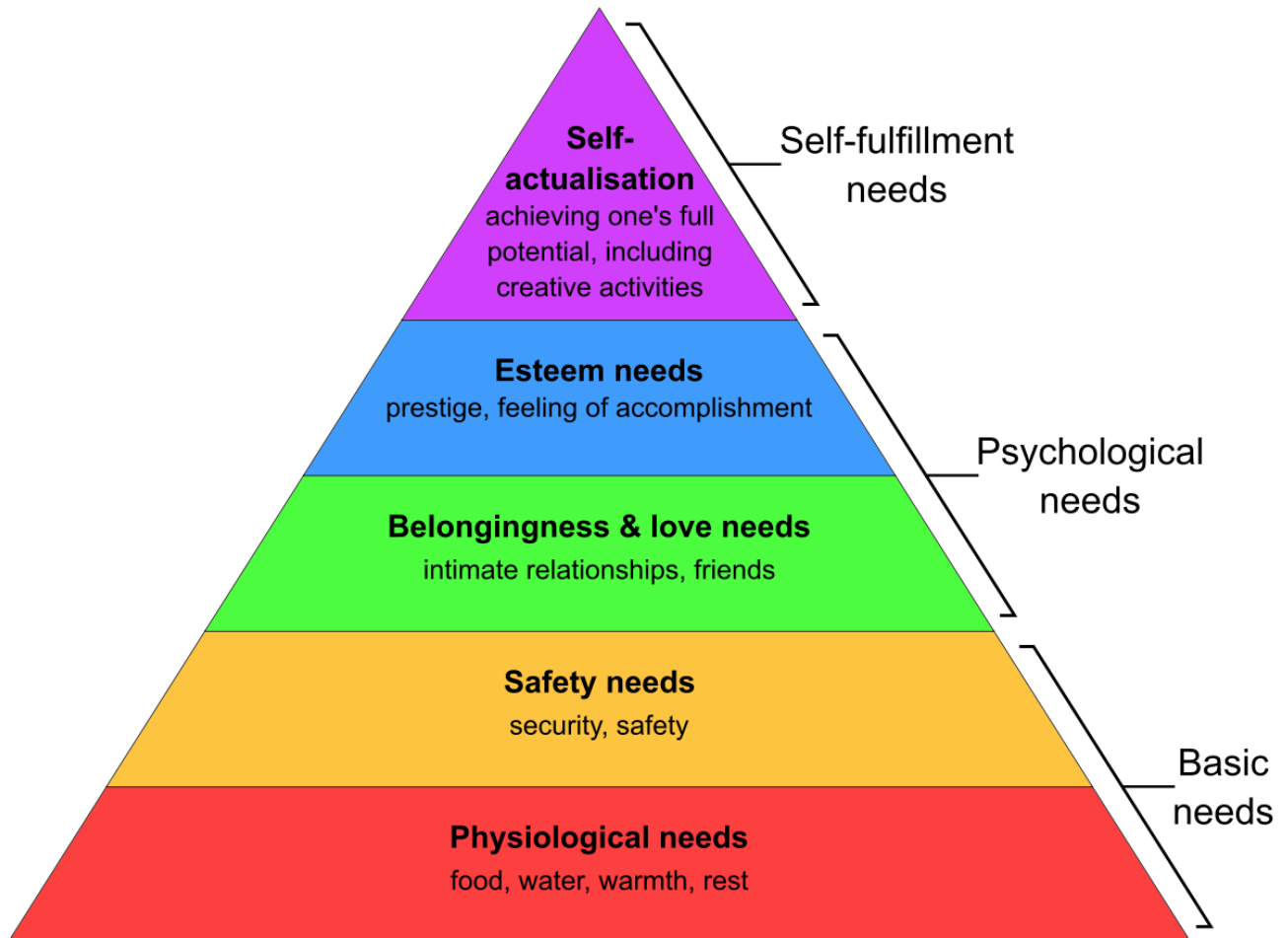
## **12. Links with other policies**

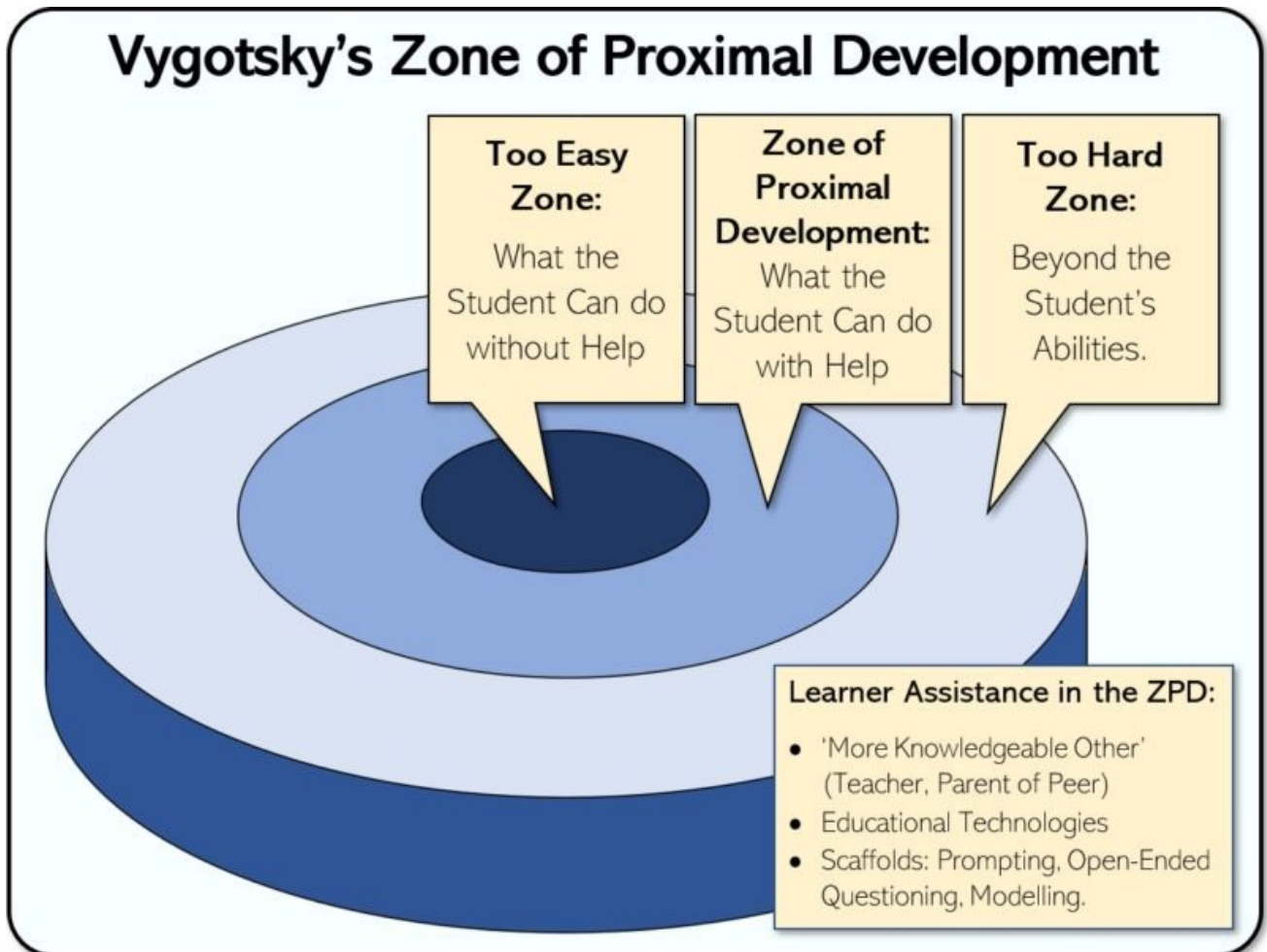
This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Assessment policy
- Equality information and objectives

Appendix 1

Maslow- Hierarchy of Needs





## Bruner's Instructional Scaffolding

### What is Scaffolding?

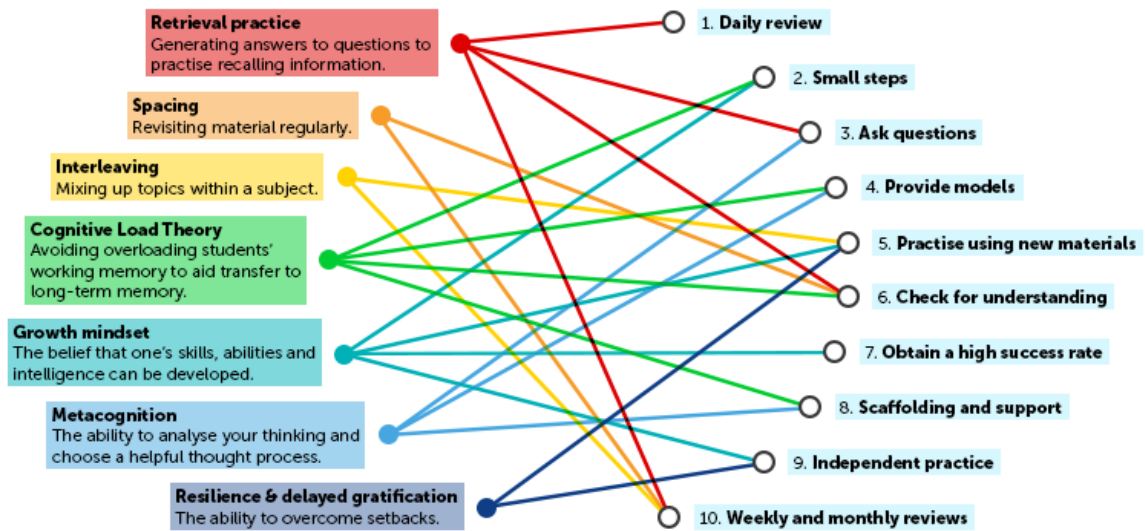
An instructional scaffold is a temporary learner support provided to help a student learn how to complete a task. The scaffold should be withdrawn once the student is capable of completing the task alone.

### Examples of Scaffolding

<b>Modelling</b>	Demonstrate to the student how to complete the task before asking them to give it a go themselves. This will give them a chance to observe then try out good practice.
<b>Directing Attention</b>	Intervene to direct students' attention to important elements of a task if you feel the student is going off track. However, remember that following bad leads can sometimes also be a good lesson.
<b>Open-Ended Questioning</b>	Open-ended questions require students to respond in full sentences, think deeply about their answer, and justify their response.
<b>Breaking the Task into Smaller Parts</b>	If a task is complex or overwhelming, give students a series of small steps toward success. Once the student has completed each small step, ask them to do the task from beginning to end without support.
<b>Use Visual Aids</b>	Visual aids with advice or prompts can act as cues to help students work through their task. Consider placing visual aids strategically around the classroom for students to draw upon when necessary.

Appendix 4

Rosenshine – Principles of Instruction



## PRIOR TO TEACHING NEW CONTENT

### 1) ESTABLISH ROUTINES



Establish routines that encourage children to be ready to learn. For example, children line up in a single file quietly before entering their classroom; they go straight to their tables and look at the teacher ready to learn.

### 2) BUILD ON PREVIOUS LEARNING



Establish what the children already know and identify children's new learning, using summative and formative assessment. Ensure new learning builds on previous learning.

### 3) PROVIDE FEEDBACK



Provide feedback from previous learning; address any misconceptions before moving on.

### 4) LINK NEW LEARNING TO PRIOR KNOWLEDGE



Activate prior learning. Plan how you will link new learning to previous learning.

### 5) RETRIEVAL PRACTICE



Provide opportunities for retrieval practice to support the storage of knowledge into long-term memory.

### 6) DAILY REVIEW



Plan opportunities for daily review of previously learnt content to support long-term memory of content.

### 7) AGE-APPROPRIATE



Ensure that (for the vast majority of children) the anticipated learning outcome reflects the national curriculum objectives or knowledge organiser for the year group. If it does not, have a clear rationale for this (eg: consolidating previous learning based on assessment).


### 8) PREREQUISITE KNOWLEDGE CHECK



Carry out a prerequisite knowledge check. What knowledge must children already have in order to be successful in their new learning?


## I DO; WE DO; YOU DO DIRECT INSTRUCTION

### 1) ESTABLISH PURPOSE



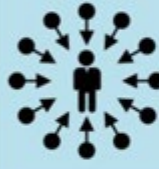
Establish purpose. Share intended outcomes. Link learning to previous learning.

### 2) EXPLAIN CONTENT CLEARLY




- Don't ask questions: teach the new content
- Use visual representation, allowing thinking and processing time (for example, in science, a simplified diagram of the heart).
  - Use simple diagrams (with no words/labels)
  - Avoid using speech and text: children cannot listen and read simultaneously
  - Using speech and diagrams together aids learning

### 3) ENSURE ALL CHILDREN ARE PAYING ATTENTION




Expect all children to be watching and listening. Reduce extraneous cognitive load.

### 4) MODEL




- Walk through the process to show children an example. Repeat. (For example when teaching children to add 3 digit numbers)
- Teach in small steps to reduce cognitive load
- Provide ambitious high quality examples (for example, in writing, a model that includes the writing features expected of the children or in reading, a model answer that children can aspire to).
- Use correct subject-specific terminology

### 5) THINK ALOUD



Model the process whilst thinking aloud (for example: model choosing specific vocabulary to have a particular effect).

### 6) GIVE EXPLICIT INSTRUCTIONS



- Pick your spot
- Face the children and stand still
- Don't 'multitask' when giving instructions
- Never talk over the children
- Formal Tone
- Economy of language

## I DO; WE DO; YOU DO GUIDED INSTRUCTION



### 1) INTERACTIVE INSTRUCTION

- Provide scaffolded examples for children to complete
- Prompt and support guided tasks
- Use talk partners to support language development (provide sentence stems: I think... because...)

### 2) CHECK FOR UNDERSTANDING

- Teacher asks questions using a variety of:
  - Cold calling - no opt out
  - Use focus children (low/middle attainers)
  - Choral responses (or call and response)
  - Think, Pair, Share
  - Ask open ended questions: What have you understood?
  - Bounce questioning around to hear multiple responses from children.
- Use mini whiteboards to ensure participation from ALL children.



### 3) DEVELOP PUPILS' RESPONSES



- Use universal prompts such as:
  - Tell me more.
  - What makes you think that?
  - How do you know?
  - Why is that important?
- Provide sentence stems:
  - I know... because...
  - I think that... because
- Feign ignorance so that children elaborate on their responses.

### 4) PROVIDE ADDITIONAL MODELLING OR CLARIFICATION

Establish how confident pupils are. Return to the 'I DO' phase if necessary and provide further modelling.



### 5) CHILDREN ASK QUESTIONS



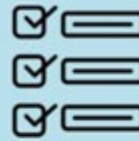
Provide opportunities for children to ask questions.

### 6) DECIDE WHEN TO MOVE ON

Establish whether pupils are ready to move into the independent phase.



## I DO; WE DO; YOU DO INDEPENDENT PRACTICE



### 1) PROVIDE SUCCESS CRITERIA

Provide success criteria so pupils know how to be successful

### 2) SET EXPECTATIONS (TORN)

- Time | Outcome | Resources | Noise level

For example: 'You have 15 minutes to write 2 paragraphs in the front of your book. We're going to complete this in silence so that everyone can focus.' Check in with children. 'How long do we have? How many paragraphs do you need to write?'



### 3) 'STRUGGLE' TIME

Allow 'struggle time' so children have an opportunity to apply independent learning skills.

### 4) ENSURE ALL CHILDREN ARE ON TASK

- Narrate the positive: 'I like how Mark has made a quick start' or 'Fantastic handwriting from James, what a great start!'
- Deliberately scan the room for off-task behaviour: be seen looking.
- Move around the room and walk between the tables. Stand at the corners where you can monitor all children's work.
- Anticipate 'off-task' behaviour. Redirect children with the least invasive intervention necessary:
  - Proximity; eye contact; nonverbal; recall previous positive or small consequences.



### 5) PROVIDE SCAFFOLDING

Provide scaffolding to allow all children to access the learning. Link this to prior attainment, interventions and IEPs.

### 6) MONITOR CHILDREN'S PROGRESS RIGOROUSLY

Monitor children's progress rigorously. Circulate the room and know what you're looking for. For example, checking ALL children's handwriting on their first sentence, or checking ALL children have correctly calculated the first question in maths.

- Carry out live marking
- Provide 1:1, small group or whole class feedback
- Use mini-plenaries

