



Teaching & Learning Policy

2021- 2022

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Teaching & Learning Policy

At Bramhope Primary School we view teaching, learning, planning, assessment and home learning as interwoven; therefore, this policy covers aspects of all of these.

This policy identifies and describes our core beliefs (shown in bold) about the teaching and learning that we plan for the children from Reception to Year Six. The aim of doing this is to provide a cohesive experience for the pupils on their journey through our school. Our policy is informed by research into teaching and learning.

Aims

- **We believe in providing a knowledge-rich curriculum which provides opportunities for children to remember and develop key subject knowledge as they journey through primary school.**
- **We believe that educating a child consists of the whole-school experience.** Teachers create a safe learning environment with positive teacher/pupil and pupil/pupil relationships. In such an environment, pupils are willing to take risks and challenge themselves, helping them achieve at a high level and fulfil their potential. The classroom is characterised by both trust and challenge.
- **We believe in a school community where adults model to children how to treat each other.** We look for opportunities to praise effort, determination, independence, thoughtfulness, resilience and seeking challenge. In addition to the national curriculum, we have a strong commitment to a broad range of foundation subjects including art, Spanish and P.E. These subjects are all taught by specialists.

A child at Bramhope Primary School can work independently and collaboratively; respects others; is interested in the wider world and is not afraid to make mistakes.

The core purpose of a school is to provide consistent, high-quality teaching. Excellent teachers motivate their pupils, are patient and insistent on high standards. They have clear and consistent classroom rules and routines and make efficient use of lesson time. **Pupils are encouraged to think hard about the significant skills and knowledge they have been taught** (e.g. challenge assumptions, justify opinions, learn new knowledge, recall and make links with previous learning) Pupils are challenged in an atmosphere of support and encouragement, where failure is seen as a learning opportunity.

Planning knowledge-rich lessons

When planning and teaching a unit of work or an individual lesson, all teaching staff (subject leaders, teachers and support assistants) can articulate the following:

1. The most significant knowledge that all pupils should learn and remember from this unit or lesson.
2. What knowledge this unit or lesson builds on.
3. How and when this knowledge will be tested and revisited.
4. What prior experiences this unit or lesson builds on.
5. What is the key vocabulary that all pupils should understand, use and remember from this unit or lesson?
6. How and when this key vocabulary will be tested and revisited.
7. What is the key text which underpins this unit or lesson?

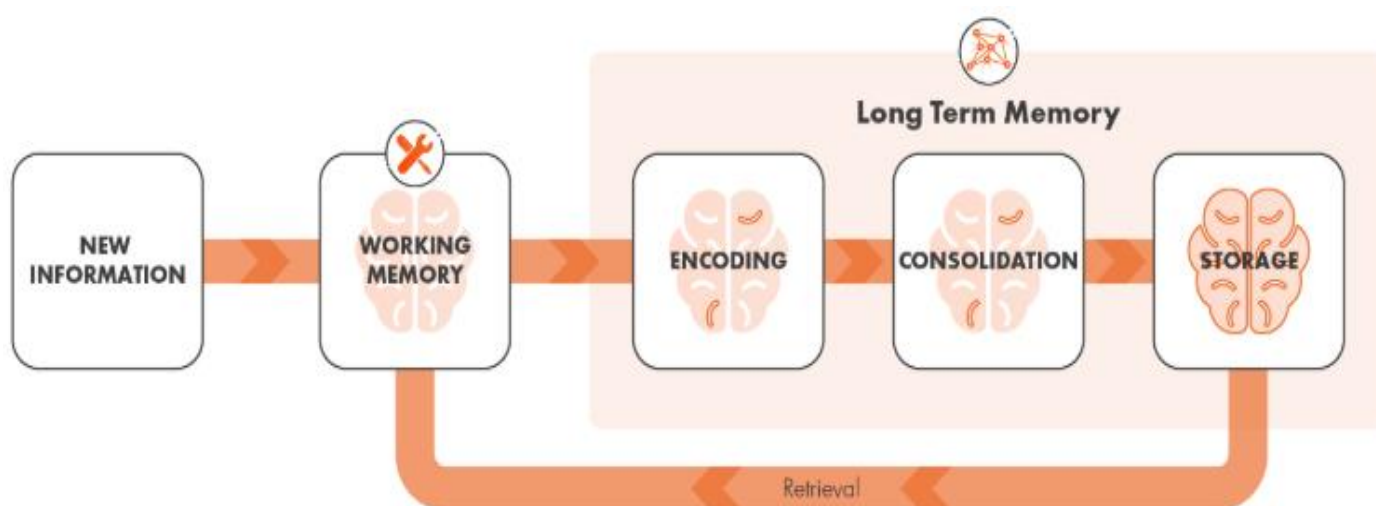
8. What is the relevance to our local community or our connecting classrooms project?

The importance of teacher's subject knowledge

As well as knowing the subject content well, teachers are aware that they need to know the pedagogical knowledge or how best to teach the content. They also need to know the common misconceptions and how best to prevent and address them. This can be done by modelling (explaining and using worked examples) questioning, differentiation and scaffolding. Once pupils are working, it is vital that they are given adequate time for guided and independent practice.

The importance of knowledge retrieval

Our practice at Bramhope is research-based and recognises that in order for pupils to commit new information to their long-term memory, they must be given many opportunities to retrieve it, within different contexts and over various time periods.







If pupils are not given daily opportunities to retrieve new information it will be forgotten. Our working memory only provides a temporary storage solution. Although we can train our working memory, it has a flexible but finite capacity. Once pupils can easily retrieve information from their long-term memory, they have usually mastered it.

Because all pupils need daily opportunities to retrieve information, every lesson at Bramhope starts the same way:

- A teacher-led review which puts the lesson's learning in context with previous learning and learning which is to follow.
- A follow-up, knowledge-based retrieval activity before the teacher introduces any new learning.

In addition to these daily opportunities, teachers plan spaced practice. Spacing practice supports long-term retention due to the intrinsic difficulty created by recalling information from the long term memory. The act of recalling distance information, while not as enjoyable as quickly retrieving recently taught information, is also linked to increasing our storage strength and therefore reduce the rate of forgetting.

	Low Storage Strength	High Storage Strength
High Retrieval Strength	Crammed 	Mastered 
Low Retrieval Strength	Forgotten 	Buried 

If retrieval tasks are similar, children can become experts in context, not content. Introducing variability into tasks through context, time of day and even location can result in improved long term retention. Spaced practice might include producing a double page spread, writing an essay or recording an interview

Questioning in knowledge-rich lessons

Questioning strategies



Recalling from memory makes memories stronger

Hands up to ask, not answer questions

Push for an improvement on the first response

Give adequate thinking time



Check children's understanding

Choose who answers

Whole class responses



Prompt deeper thinking to improve understanding

Think, pair, share

Write, pair share

Differentiation

All our staff teach in flexible groupings, making decisions about what is the best way to use their time. Any of the children in a class may need time working with an adult individually or in a small group. This is to allow a closer matching of the task to the pupil and may be to increase the level of challenge for pupils who have already mastered what the other pupils are working on. Regardless of ability, there are often times when pupils need a bit more time, reassurance or support to reach a point of fluency. **The responsibility for all children's progress and for deciding when and how to support them lies with the class teacher.** Class teachers often support the least able children and if a teaching assistant is given this role, the responsibility for over-seeing the impact of the support still lies with the class teacher.

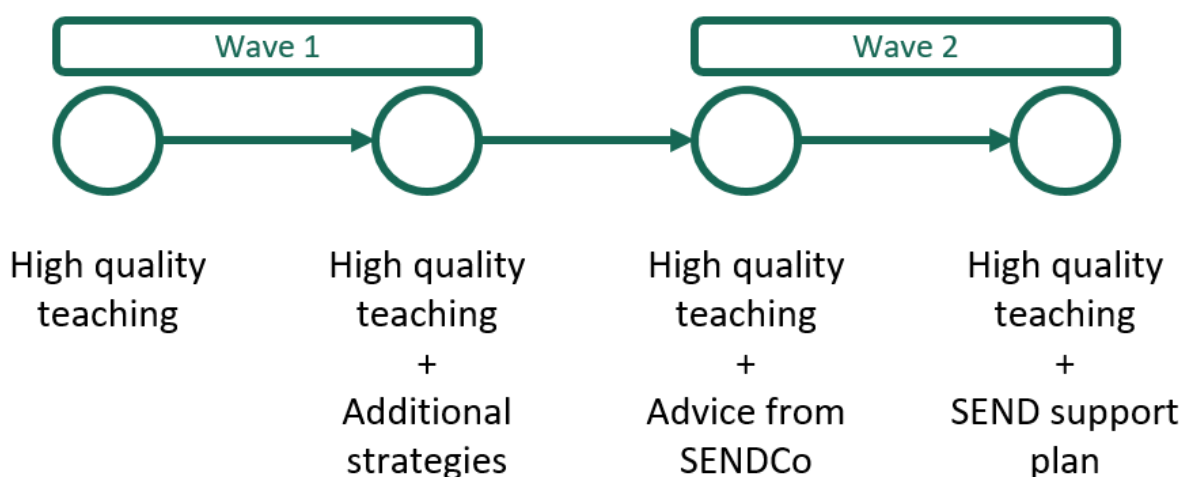
Additional support ('Quality First Teaching') can take many forms including:

- Simplified examples of the concept (always aiming to progress until the pupil can access the same degree of difficulty as the rest of the class);
- Additional adult support (as little support as possible to avoid 'learned helplessness')
- Adapting the targets that the pupil is to work towards (different success criteria)
- Providing additional time, prompts or scaffolded activities.

Interventions

If children do not respond to adaptations such as these, teachers (with advice from the SENCO) may decide to use a more formal intervention. The SENCO is aware of all children who have a formal intervention and is given a copy of their support plan. Support plans are reviewed termly with class teachers, parents and the SENCO. Further details of our provision for children are explained in our Special Educational Needs Policy.

Supporting children with emerging needs



DfE (2014)

Differentiation

Practice

What will all children be thinking about? This task should help them to develop conceptual understanding.

Scaffold

Adaptations to the task to enable all to access it.

Deepen

Adaptations to the task to develop deeper understanding of the concept.

Do

Provide support to access challenging content | Remove obstacles | Gradually withdraw scaffolds

Don't

Create several different tasks | Make work 'easier' | Replace the thinking

Scaffolding strategies

Break tasks down into smaller **chunks**

Allow enough **time** to **practice** to automaticity

Give sufficient **time** to **process** instructions and work on tasks

Present information in **graphic organisers**

Prioritise understanding over task completion

Use **concrete / pictorial** representations

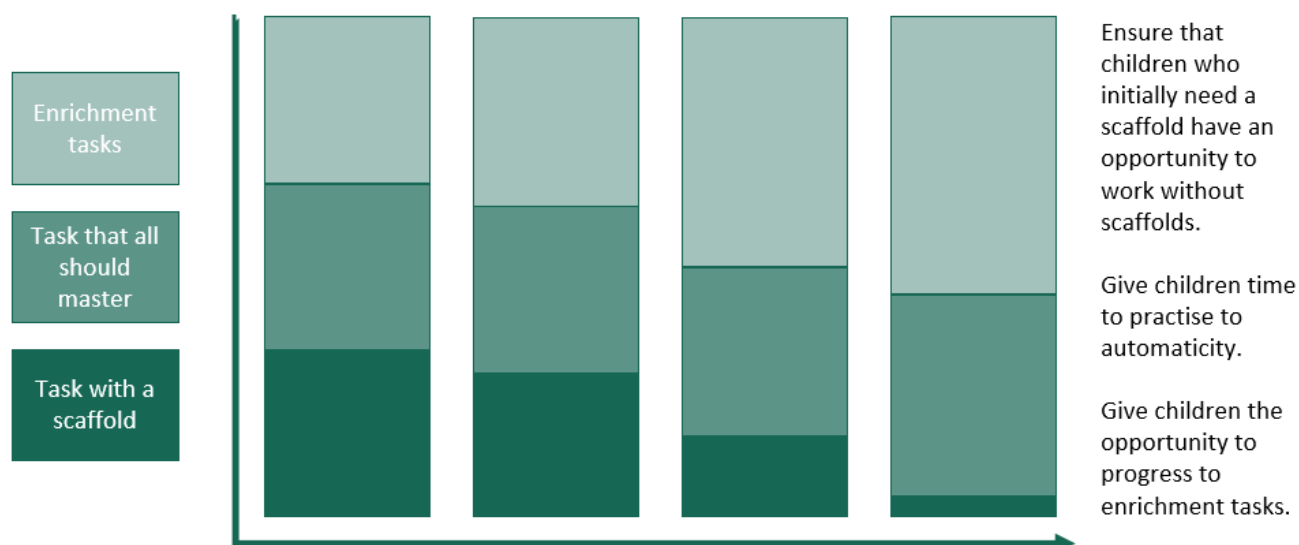
Pre-teaching intervention

Oral rehearsal with an adult

Use **partially completed** examples

Use **minimally different** questions

Removing scaffolds over time



Providing challenge for previously high-attaining pupils

If pupils spend most of their time on work that is easily completed, they are denied the opportunity to develop the work ethic and resilience that is necessary to master challenges.

Meeting the needs of high-attaining pupils is based on the same principles as that of effective teaching for all pupils. However, we recognise that teachers must plan in order to ensure that is sufficient challenge for the most capable pupils in the class.

Teachers do not assume that age or test scores are always reliable indicators of what their pupils are capable of learning, particularly for pupils with advanced abilities or achievement levels. A conversation with a pupil may well provide a more accurate assessment of their abilities within a particular subject than just a test score.

Pupils with advanced reasoning abilities in a subject may lack content knowledge due to lack of prior exposure, but they may be able to master it in much less time than other children.

Pupils that are highly capable in one domain (area of learning) may not be equally capable in other subjects or even in other domains within that subject. Teachers use assessment and feedback to ensure that the planning and delivery of the curriculum is sufficiently flexible to match the needs of the children in the class.

Teachers plan for opportunities for discussion and debate to provoke deeper levels of thinking. Teachers encourage the development of pupils' critical thinking and reasoning abilities by providing opportunities for solving complex problems, particularly in domains in which pupils already have substantial knowledge. **Sustained, project, problem or design-based tasks) addressing authentic problems offer high-ability learners the opportunities they need to flexibly apply and extend their knowledge and skills. All children benefit from these experiences but children will first need to learn the knowledge needed to apply it in a different context.**

We understand that pupils with advanced cognitive abilities may not be as advanced socially and emotionally. Such children may need help with social skills development.

Learning behaviours

Behaviours conducive to learning and appropriate social interaction should be explained at the beginning of the academic year and reinforced throughout the year. Pupils benefit from high expectations, predictable classroom routines, clear guidance and consistently enforced rules. The consistently enforced rules for good learning behaviours can be summarised by our insistence on what we refer to as 'Show me 5'. We place great importance on this because we recognise that no matter how great a lesson is, if pupils aren't alert, sitting up, and actively listening, learning is limited. Show me 5 is an effective shorthand because it identifies the five key learning behaviours that will allow pupils to be successful and remember the most information. The five learning behaviours we ask children to show in every lesson are:

1. Sit up
2. Listen
3. Ask and answer questions
4. No talking
5. Track the teacher

This strategy serves as a short, quick reminder of how pupils need to be acting in class. This phrase doesn't take a lot of time; therefore, teachers are not wasting valuable learning time explaining what they expect from their pupils. By consistently using this phrase in all lessons, pupils understand exactly what they are expected to do. We expect children in all lessons to 'show 5' whenever the teacher is speaking, and visual prompts are used to remind the children which learning behaviours are expected all the time.

Pupils tend to enjoy learning and to do better when they are more intrinsically rather than extrinsically motivated to achieve. However, children are unlikely to be intrinsically motivated if they do not have a high degree of success or feel that their efforts are recognised.

Teachers help pupils to observe the connections between their *learning* behaviour and their accomplishments. We have a reward system that prioritises recognising the effort that pupils have made. Teachers give frequent verbal praise and house points. Certificates are awarded weekly.

Classroom culture

We believe that emotional well-being is integral to successful, everyday functioning in the classroom and influences academic performance and learning. It is also important to interpersonal relationships, social development, and overall mental health.

All staff share a responsibility for children's emotional well-being as well as their academic progress. As learners, teachers must want to continually improve their practice and be given the time and opportunity to develop their subject and pedagogical knowledge in a focused manner. We encourage staff to learn from each other through professional dialogue, observing each other, acting on feedback and planning/evaluating together.

Staff conduct

All staff should strive to remain professional within the workplace and comply with the **staff code of conduct**

Classroom organisation

We value pupils' social skills as well as their achievements in other areas. We plan opportunities for learning cooperation/collaboration, respecting others' views, providing constructive feedback and conflict resolution. Depending on the type of learning that has been planned for the lesson, it may be most appropriate for children to sit in rows, groups or pairs. Children should only sit at and work in groups when it enhances the learning.

Teaching resources (vocabulary lists, etc.) should be current, accessible, and user friendly for all pupils. All teachers should employ dyslexia friendly strategies:

The classroom should be organised in a way that requires pupils to be independent. All pupils should be able to articulate where and how they can get help if they need help with their learning. All Pupils should demonstrate a respect for their classroom environment and leave it clean and tidy every day. Outside the classroom, communal spaces (including corridors) should also be left clean and tidy every day.

Dyslexia friendly strategies

- ✔ Print what's on the screen to place flat on their table
- ✔ Sit near the front
- ✔ Give sufficient time to process instructions / Repeat instructions verbatim
- ✔ Present information in graphic organisers
- ✔ Phonics vs precision teaching
- ✔ Support spelling so that the writing thought process is not slowed down

The importance of displays

We expect children to be able to identify and produce high quality work. In addition to working walls, some classroom displays should be used to showcase pupil's work. This should be their best effort, which reflect our school values: **Be your Best**.

In addition to classroom displays, each subject leader is responsible for overseeing one display board. This may be in KS1 or KS2. A subject leader's display board should be visually appealing and encourage pupils to develop an interest in that subject beyond the classroom. Subject leaders must ensure that displays are representative of the wider society. **Display boards should be changed each term.** Alongside subject boards, entrance areas are used to showcase our enrichment programme (e/g. photos of *extra-curricular, day and residential visits*) our personal development programme (e.g. *photos of our prefects, school council and play leaders*) as well as our commitment to equality and diversity through the *connecting classrooms* project.

Providing pupil feedback

Feedback should be appropriate to the learner and teachers should make a decision as to what is deemed effective for the individual. This is dependent on each pupil's stage of expertise as a **novice, intermediate or esilled** in that specific lesson or subject:

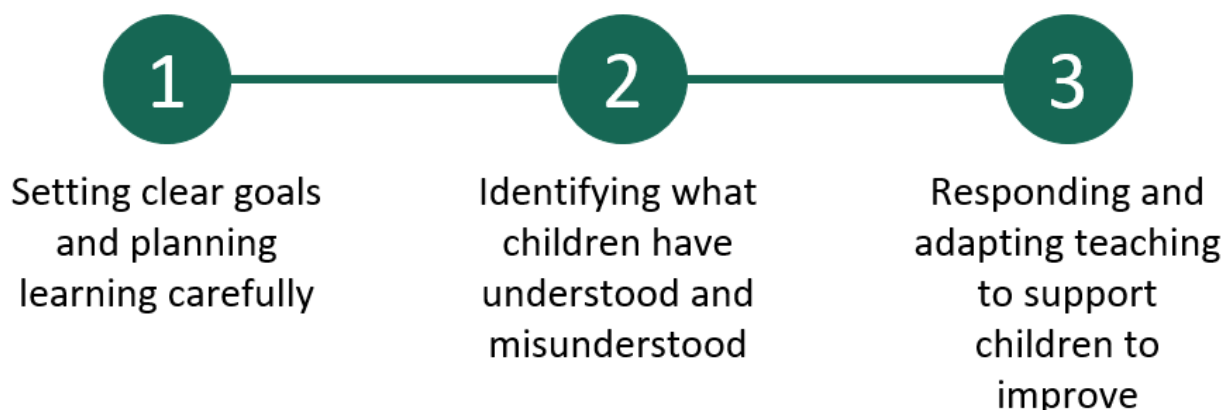
All feedback should be specific to the individual and be understood and acted upon by the learner.

- **Novices** should receive corrective feedback based on what was correct and what was incorrect.
- **Intermediates** should receive feedback based on linking ideas and seeing relationships.
- **Those deemed to be skilled** should receive feedback which encourages self-regulation and requires them to extend and apply their knowledge further

Pupil assessment

Good teachers constantly check on learning to guide future teaching, so that tasks match the children's needs. All staff are aware of the benefits and limitations of assessment. At Bramhope, we practice responsive teaching in every lesson. National testing (NFER) and teacher assessment takes place termly. Formal procedures are in place for science assessment. Pupils from summer term of Y1 take part in reading and maths tests. Writing is teacher assessed half termly and moderated termly.

Responsive teaching



Fletcher-Wood (2018)

Assessment usefulness

	More useful		Less useful
	Day to day responsive teaching	Standardised testing	Teacher assessment
Benefits	It allows us to: <ul style="list-style-type: none"> assess the extent to which children have understood what has been taught act quickly on information to inform sequences of learning 	It allows for: <ul style="list-style-type: none"> an external reference for children's attainment compared to national averages comparison of performance of groups and cohorts across subjects reporting meaningful data to governors 	It can provide: <ul style="list-style-type: none"> A snapshot of the extent to which groups or cohorts of children are keeping up with the curriculum
Limitations	No useful data created	Not aligned with our curriculum A change in score is not necessarily a measure of progress No standardisation of administration Tests are not necessarily a good indicator of understanding	The problem of bias Vague boundaries for different grades Too far removed from curriculum detail to describe progress Useless on an individual level

Testing

Recalling information from long-term memory increases the retrieval strength of that memory, making it easier to retrieve in the future.

Testing is simply asking children to recall what they have already learned and works best if it low stakes. The score does not matter – the process of recalling information does.

Testing can also have metacognitive benefits. Testing supports children and adults in identifying whether information has or has not been understood/learned. This can direct children to self-study and become

better self-regulating learners. It also helps adults to decide what to reteach or review and helps guide parents who are seeking the next ways to support their children

Tracking

Our assessment procedures are designed to help teachers deliver the curriculum accurately. **The gathering of data must be meaningful and manageable; the data must be reliable if it is to be worthwhile investing the time in gathering it.**

We choose to track what we have identified as mattering the most to the children's learning and store standardised data on FFT 'pupil tracker':

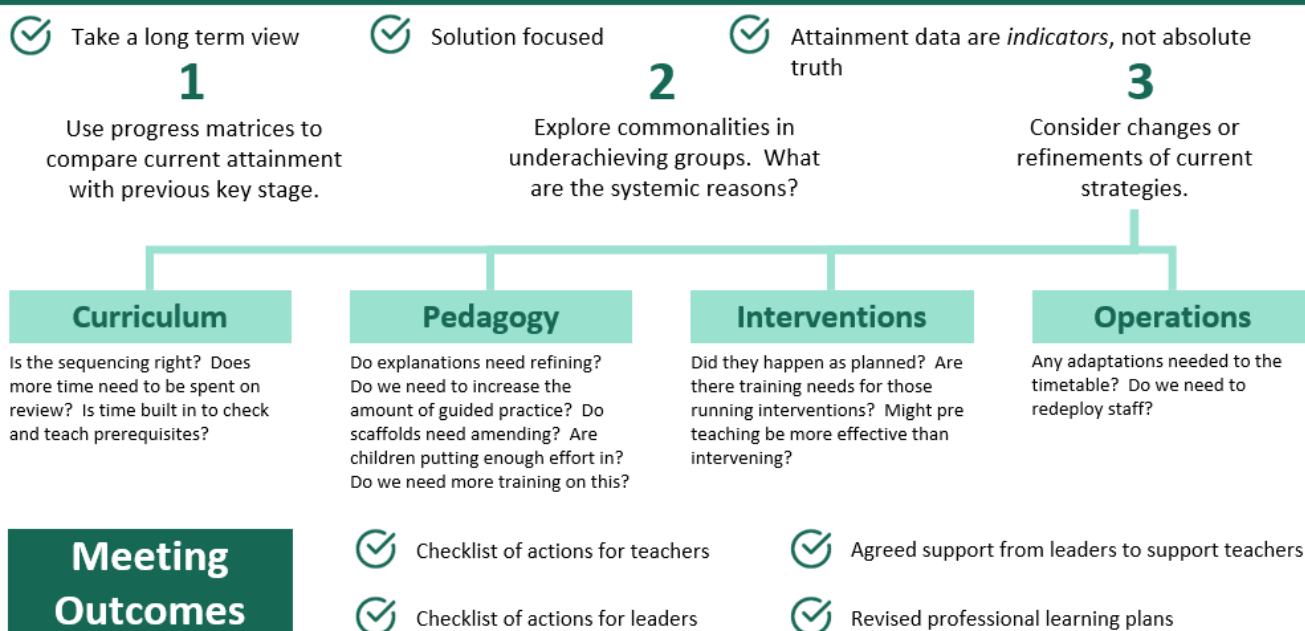
- **Phonics:** phonics record sheets (reception to end of Y3)
- **Reading:** termly fluency test and written NFER comprehension (Y1 onwards)
- **handwriting/spelling:** dictated half termly fluency test incorporating previous key words
- **Writing composition:** termly 'big write' (Y1 onwards)
- **SPAG:** termly NFER test (Y1 onwards)
- **Times tables:** half termly (Y3 onwards)
- **Maths calculation and reasoning:** termly NFER tests (summer of Y1 onwards)

Teachers may also choose to collate data at other times if they are confident that it reflects an accurate picture. **As with all assessment, summative assessment may or may not be accurate. Teachers should always use their professional judgement to help inform their decisions about teaching and what is communicated to parents.** Parents have a right to know about test scores and test papers can be returned to children and shared with parents as appropriate.

Data and accountability

The progress of groups of pupils and individuals is monitored by the Senior Leadership Team at Pupil Progress Meetings in January, April and July. These consist of discussions between class teachers, the Head Teacher, the SENDCO and a member of the SLT. There is an emphasis on what actions are being taken in response to what the data appears to be saying and reviewing the impact of previous actions:

Pupil progress meetings



The progress of children in receipt of the pupil premium grant and those who are deemed most vulnerable is tracked separately by the Head teacher and SENDCO.

Information on attainment, progress, interventions and changes to the teaching of the curriculum are communicated to the LGC and to Trustees of the CLT. The results of key stage tests are communicated to the full Governing body. In both cases, the data helps to inform the subsequent development plans for the school

For further details, see the Assessment Schedule, Monitoring and Assessment Policy and the Pupil Premium statement.

Homework /'Home learning'

Our Home learning provides children with opportunities to prepare, embed, extend, improve or apply their learning. Home learning should be specific and purposeful so that it is clear to pupils/carers and parents why it is worthwhile. As with all learning, the tasks may be adapted to meet the needs of a group or an individual.

We communicate with parents/carers so that their role in any home learning, particularly how much support to give, is clear. We take care to ensure that the level of difficulty does not require parents to teach new concepts to the children. We use Tucasi to help teachers and parents/carers communicate about home learning and parents are informed in person or by email if work is not completed as requested. We also use age appropriate rewards and sanctions to support the home learning policy.

In our view, the home learning that impacts most on a child's learning is the regular practise of reading and foundational maths knowledge.

We are aware that within any class there will be considerable variation in the home environment and that this may affect home learning. This includes the time, space and resources available for completing the

task. When necessary, we will offer support in school to enable the task to be completed (e.g. access to the library/internet).

For further details, see our Home Learning policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Acknowledgement: diagrams from Courthouse Junior School