

## Teaching and Learning Policy

### 1.1 What is the purpose of our policy?

The purpose of our policy is to ensure pupils' learning is developed continuously and progressively to a high standard. Within this policy we intend to set the context for all other curriculum policies and in doing so provide a clear statement of the practice which will help us achieve our whole school aims. It will also enable teachers to reflect on their work in an informed way and it is an essential tool for informing governors and parents about the ethos of the teaching and learning at Mordiford CE Primary School.

### 1.2 Vision

Our school ethos is encapsulated in 3 words: **Nurture, Inspire, Flourish**. At Mordiford Primary school we **treasure each individual**, believing that everyone is unique and valued by God. We create a **nurturing, inspiring** and challenging learning community rooted in Christian values: **compassion, respect and love**. We provide an outstanding education for our pupils underpinned by a **growth mindset** philosophy enabling our pupils

### 2.1 Curriculum Intent

We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through from the Early Years and into each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education. We are committed to ensuring that all our children become curious, creative individuals ready for their future learning. This is achieved through the delivery of a carefully sequenced, knowledge rich curriculum that is designed to inspire life-long learning.

Our knowledge-based curriculum is ambitious and places knowledge at its heart. The content is carefully sequenced to ensure that it is progressive in nature from the Early Years through to Year 6. This accumulation of knowledge enables children to build firm foundations from which they can develop deeper conceptual understanding and subject-specific knowledge and skills.

Learning builds upon learning; children and adults gain new knowledge only by building upon what they already know. We are aiming for our children to MASTER the curriculum; we want them to be able to use, apply and reason with their knowledge.

Our curriculum is inclusive; it allows all children to overcome inequality of opportunity and promotes aspirational outcomes for all learners.

Opportunities for child voice are planned at the beginning of each new topic and this is used to inform the learning for each topic to ensure relevance.

### 2.2 Growth Mindset – Secrets of Success

We encourage everyone at Mordiford to have a Growth Mindset which means we thrive on challenge and see failure not as something that defines us but as a springboard for growth and developing our abilities. We believe our intelligence and talents can all grow.

We use Chris Quigley's 'Secrets of Success' as a framework for teaching our children how to be great learners with a growth mindset.



We work hard to ensure our children have excellent attitudes and behaviour towards their own learning. We want them to be highly motivated and engaged, to have high expectations of themselves and be ambitious, wanting to achieve success

We want to remove any barriers to their learning and develop their brain power by building growth mindsets. We are also learning to go deeper in the brain to teach the children to think about thinking and develop metacognition skills.

**See Appendix 1 for more information**

Whilst at work and at play, children are encouraged to use their learning behaviours. They are displayed in each classroom and are referred to throughout the day and during assemblies.

### **3 Curriculum Implementation**

#### **3.1 Breadth of Study documents**

Our scheme/unit of work in foundation subjects is taught from an overarching enquiry question. 'Big questions' allow leaders to frame narratives and focus the learning within a unit of work and bring clarity. These overarching questions have multidimensional answers that require a breadth of knowledge to answer comprehensively. Each question is broken down into smaller questions (one for each lesson of the unit) that reveal new insights lesson on lesson. We believe that unless children develop a depth of knowledge about something, they will be unable to talk about it confidently, and will subsequently be unable to write about it coherently.

To ensure our curriculum is taught to develop cumulatively sufficient knowledge by the end of each Key Stage we follow the stages outlined below:

1.) **Substantive** knowledge (knowing what) for each subject is mapped from EYFS to Year 6 to ensure our children learn cumulatively sufficient knowledge by the end of each Key Stage.



2.) **Disciplinary** knowledge (knowing how knowledge originates in that domain – how to) is mapped from EYFS to Year 6 to enable children to apply their knowledge as skills.

3.) Explicit teaching of **vocabulary** is central to children's ability to connect new knowledge with prior learning.

4.) **Spaced retrieval** practice, through questioning, quizzes, peer-explanations, further consolidates the transfer of information from working memory to long-term memory. Quizzing etc are primarily learning strategies to improve retrieval practice – the bringing of information to mind. Sequencing the 'quiz' questions on the content to be taught is essential when planning units of work.

### 3.2 Golden threads & Subject threads

There are **3 Golden Threads** that run through each subject in our curriculum:

**Global Perspectives** – to develop our pupil's viewpoint of understanding places of individuals, groups, cultures and societies in the world and how they relate to each other.

**Environmental Consciousness** – to develop our pupil's personal awareness of the environment and how their actions affect the well-being of our local and global environment.

**Innovation & Enterprise** – to develop our student's ability to 'think outside the box' and respond to real-life problems.

**The subject threads** (threshold threads) are the key aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic and revisited throughout our pupil's school career. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

### 3.4 Knowledge organisers

The use of **knowledge organisers** for some subjects keeps essential information together to guard against split-attention effect. Children are taught to forge connections between their current learning and the 'big picture' of subject content.

- Teachers ensure subject knowledge is up to date.
- Used regularly with children.
- Teachers model how to check in with a knowledge organiser about the content they are learning.
- Teachers model how to use as an independent reminder strategy.
- Used to provoke and promote oracy through structured learning conversations.
- Support retrieval practice and questioning. Children generate questions about content.
- *Sent home, with explanations, for parents to use and support their children?*

#### Example of a Knowledge Organiser



### 3.5 Other planning paperwork

### 3.6 Timetable expectations

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration 08.45-8.55					
08:55 – 10:00					
10:00-10:40					
10:40 -11:00	Collective Worship (SW)	Collective Worship (rotation)	Collective Worship (class led)		
11:00-11:15 Morning Break					
11:15-11:45					
11:45-12:15					
12:15-13:15 Lunch Break					
13.15-14:00				CW singing	CW celebration
14:00-15:00					

Subject	EYFS	KS1 Y1-Y2	KS2 Y3-Y6
Core Subjects			
English	Continuous Provision	6	6
Maths		5	5
Science		2	2
Foundation Subjects			
Geography	Continuous Provision	3*	3*
History		3*	3*
IT		0.5	0.5
Art		1 **	1 **
DT		1 **	1 **
Music	0.5	1	1
PE	2	2	2
			Inc Swimming
PSHCE	0.5	0.5	0.5
French			0.5
Total			

\* Either History or Geography will be taught











\*\* Sometimes these subjects are blocked rather than doing a short session each week.



## 4 The way we teach

Learning can be defined as an alteration in the long-term memory. To ease the transfer between working memory, that only holds around four new 'chunks' of information, to the long-term memory, we have adopted Rosenshine's "10 Principles of Instruction" to help teachers develop effective lessons. Here is a summary of these principles.

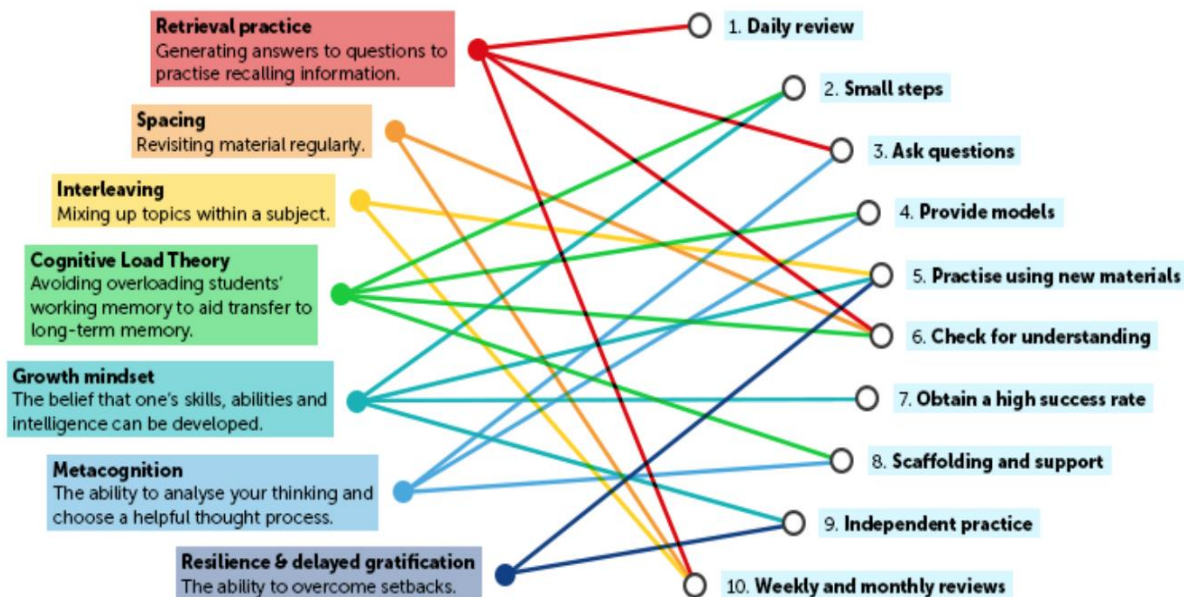
### 4.1 Rosenshine's 10 Principles of Instruction

1	 <p><b>RETURN</b> review content daily   improves automatic recall, freeing up working memory</p>	<p><b>CHECK IN WITH PUPILS</b> regularly and systematically   avoid assumptions by questioning and quizzing all pupils to check they understanding the content</p> 	6
2	 <p><b>SEQUENCE NEW MATERIAL</b> present new content in small steps   be precise - the working memory can only handle and process a few pieces of new information at once</p>	<p><b>GENERATE SUCCESS</b> small steps with lots of practice   this eases the load on the working memory and supports transfer to the long-term memory</p> 	7
3	 <p><b>ASK RELEVANT QUESTIONS</b> that engage all pupils, not just a few   use techniques that allow everyone to participate, such as show what you know or think-pair-share</p>	<p><b>SCAFFOLD DIFFICULT TASKS</b> temporary support to help with new or complex tasks   structured templates, modelling, teacher explanation, checklists</p> 	8
4	 <p><b>GIVE WORKED EXAMPLES</b> model teacher thinking and expectations   think aloud and explain how to present or solve problems My turn; Our turn; Your turn</p>	<p><b>OPPORTUNITIES FOR INDEPENDENT PRACTICE</b> practice what you know   teacher led guided independent</p> 	9
5	 <p><b>GUIDE PUPIL PRACTICE</b> plan time for pupils to rehearse, rephrase and elaborate learning   acquiring meaning through deliberate practice with varying instructional input from the teacher</p>	<p><b>REVISIT WEEKLY AND MONTHLY</b> spaced learning activates retrieval practice   revisiting recently learned content strengthens the cognitive connections within the long-term memory</p> 	10

See appendix for further information



#### 4.2 The Cognitive Science behind Rosenshines Principles of Instruction



#### 4.3 Enrichment opportunities

To enhance and enrich our curriculum, throughout the year, we hold a series of focus days or weeks; these range from specific curriculum areas e.g., book week or science/maths investigation day, Health and Fitness week and International Day. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

Children are given opportunities to develop leadership skills, to try new things, perform in front of an audience so they develop their personal skills and confidence.

#### 4.4 End celebration of work shared in school community: Purpose and presentation

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions, and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

#### 4.5 Classroom Expectations - Non-Negotiables





## **5 Curriculum Impact**

### **5.1 How do we monitor impact?**

At Mordiford CE Primary School we monitor the impact of teaching and learning by conducting the following procedures:

- The Curriculum Coordinator monitors planning at all subjects– i.e. a long term plan, breath of study and schemes of work (sequencing of lessons).
- Leaders of core subjects including Reading, Writing, Maths, Religious Education and Science conduct learning walks at least once a term for every member of staff.
- Leaders of foundation subjects including History, Geography, Art/DT and PSHE conduct learning walks
- Observe lessons to determine teacher skills, knowledge and the strategies used to promote pupils' interest and enthusiasm and meet the needs of different learning styles.
- Scrutinise pupils' workbooks and classroom displays to determine productivity and standards of attainment.
- Analyse assessment and tracking data to measure progress against pupils' individual targets.
- Conduct pupil surveys to assess attitudes towards learning, how highly pupils' work is valued and celebrated, and how much pupils are encouraged to become independent learners and what motivates them.
- Subject areas are assigned to governors as their area of focus, they will liaise with subject leaders and conduct scrutiny alongside them, the findings of which will be shared during full governor meetings.
- Compare practices and standards with similar schools and published data.

### **5.2 Pupil perspectives/voice?**

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

### **5.3 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. This is how we will create the above conditions for pupils' learning:

#### **Teachers**

Teachers at our schools will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage families in their child's learning for example via weekly class newsletters, blog posts, open days, parents' evenings etc.
- Update families on pupils' progress every term and produce an annual written report on their child's progress
- Meet the expectations set out in our Marking and Feedback Policy and Behaviour Policy.

#### **Support staff**

Support staff at our schools 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 (AfL) strategies
- Use effective feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers



## Subject Leaders

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. Where there are opportunities, subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Subject Leaders at our schools 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
- Providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject 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
- Meet the expectations set out in relevant policies.

## Senior leaders

Senior leaders at our schools 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
- Address underachievement and intervene promptly
- Meet the expectations set out in relevant policies.

## Pupils

Pupils at our schools will:

- Take responsibility for their own learning, and support the learning of others
- Always meet expectations for good behaviour for learning, respecting the rights of others to learn
- Attend all lessons on time and ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners Know their targets and how to improve.
- Put maximum effort and focus into their work Complete home learning activities as required
- Meet the expectations set out in our Behaviour Policy.

## Governors

Governors at our Federation will:

- Monitor that resources and funding are allocated effectively to support the schools' 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 Executive Headteacher to account for its implementation
- Make sure that other school policies promote high-quality teaching, and that these are being implemented.





## Appendix 1

### Metacognition, Self-Regulation, Cognition and Motivation

It is not surprising that many of the low cost, high impact interventions outlined in the Education Endowment Fund toolkit centre on independence. One of the best approaches in the scientific literature, developed through action research and from meta-analyses of pilot studies in schools, is the development of independent learning through Self-Regulation – Motivation, Cognition and Metacognition.

#### Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence.



**Cognition** – the mental processes involved in knowing, understanding and learning. Cognitive strategies, such as memorisation techniques, are fundamental to acquiring knowledge.

**Metacognition** – the way learners monitor and purposefully direct their learning. Metacognitive strategies are strategies we use to monitor and control our cognition, such as checking that our memorisation technique was accurate.

**Motivation** – our willingness to engage our cognitive and metacognitive skills and apply them to learning. Motivational strategies include convincing yourself to carry out a complex revision task now as a way of doing well in a future test.

#### Metacognition

*Metacognition is so much more than thinking about thinking. Metacognition encompasses motivation, cognition, emotional awareness and intelligence, managing behaviours, improved well-being, the development of human connections and relationships and so much more. Everything is interrelated. (Anorara Mughal 2021)*

- Teaching children through thinking about thinking.
- Making mistakes and learning from them (Visible Learning by John Hattie 2009).
- Learners are encouraged to self-assess. These help children to not only identify where they currently are, but plan steps to reach the next stage of learning. Havelock Learning Journeys allow pupils to identify targets they have met and what the next steps are.
- Supporting pupils to plan, monitor and evaluate learning.
- Modelling and verbalising by the teacher of their metacognitive thinking ('what do I know about problems like this? What ways of solving them have I used before?') as they approach a task.
- Providing models to support pupils learning by thinking out aloud to help clarify the specific steps involved.
- Scaffolded tasks, worked examples, allow pupils to develop metacognitive and cognitive skills without placing too many demands on their mental resources.
- Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies.
- Promote and develop metacognitive talk in the classroom by pupil to pupil and pupil to teacher talk to build knowledge and understanding of cognitive and metacognitive strategies.
- Explicitly teach pupils how to organise and effectively manage their learning independently.
- Supporting teachers to develop knowledge of these approaches and expect them to be applied appropriately.



- Using anchor chart styled posters to break down key concepts on maths/English learning walls. Pupils often refer to these when they are stuck or they can act as a recap.

## Motivation

It is important to us as teachers at that we understand what motivates our children so that we can make them successful learners. We have created our own motivational mapping questionnaire based on the work and study of James Sale. With the information, we hope to find what it is that motivates each individual, whether their needs are currently being met and what their current level of motivation is. It also helps us to consider what learning activities can be constructed to best tap into their motivators.





## Appendix 2

### **Rosenshine's 10 Principle of Instruction**

#### **1. Begin a lesson with a short review of previous learning**

Reviewing previously learned material strengthen the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

#### **2. Present new material in small steps followed by student practice**

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

#### **3. Ask questions and check answers**

To learn something, pupils need to practice it. Every time pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more last-longing. The more variety of question types, the better.

#### **4. Use models**

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

#### **5. Guide practice**

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

#### **6. Check for understanding**

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

#### **7. Obtain a high success rate**

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

#### **8. Provide scaffolds in difficult tasks**

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand.

#### **9. Stimulate and monitor independent practice**

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.



## 10. Conduct weekly and monthly reviews

Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.