Chacewater School

Teaching and Learning Policy

Ratified Date: May 2024

Review Date: May 2025

Introduction

At Chacewater School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we 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 appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Leap Curriculum

When planning our curriculum, Chacewater School has considered the needs of all pupils and families. We want learning to be meaningful and memorable under our ethos of 'Caring and Learning together'. With this in mind, we have worked to prioritise the ideas we want our children to experience during their time with us. We have developed our own LEAP curriculum and these fundamental ideas are at the forefront of our mind and key drivers we use when thinking about learning opportunities:

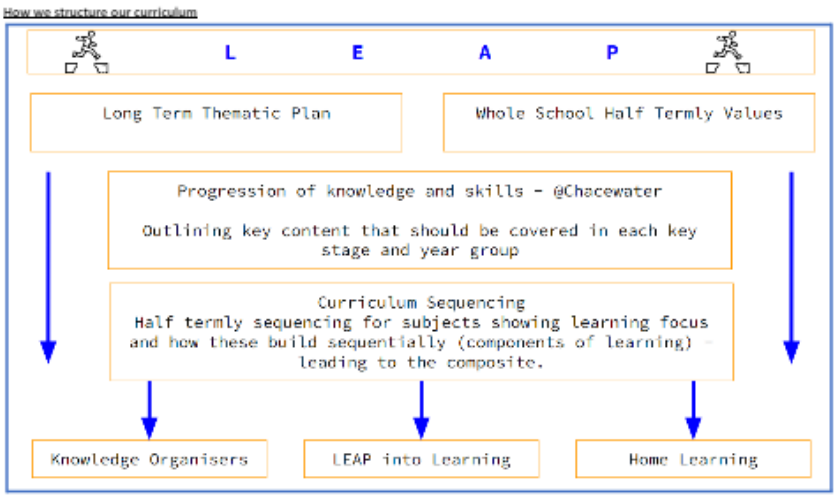
Locality - our local area and community are very important to us and we will make the most of local links available. Through exploration, investigation and enquiry we will make use of our local area of Chacewater and Cornwall and the people within it, so that children develop a sense of place, understand their heritage and can celebrate what makes our local area unique and special.

Engaging - we want all of the learning experiences we offer children to be memorable. Through thematic links when possible we will make sure learning is contextualised, is relevant and encourages a real 'thirst for learning'. We will have a broad offer of trips, residential visits and visitors which enhance our wider curriculum.

Aspiring and ambitious - we will ensure that our children understand that there is no limit to what they can achieve. We will embrace 'blue sky thinking' and our outcomes will reflect this. As much as we will celebrate our locality, we will also look beyond this, ensuring that we celebrate the diversity in the world that exists around us, embracing role models in our locality and wider afield.

Powerful and purposeful - by making use of research, we will tailor our teaching to take account of ideas linked to the latest ideas around cognitive science and learning behaviours. We allow our children time to work collaboratively, share and discuss to empower them to become independent thinkers.

At Chacewater we use a thematic approach to learning, with each half term having a core driver of either science, geography or history which other subjects linked to as appropriate. This helps to build links between different subjects and provides an immersive experience for our children. Although we aim to build links, we also recognise that these don't always exist and our approach has the flexibility to also teach subjects in a more discrete way if needed.



Model of Learning - 'Teach, Learn, Challenge, Understand'

At Chacewater we aim to ensure that we have a consistent approach to teaching and learning across the school and as such we have adopted a model of learning to help structure this. In all learning we follow a model of learning of Teach, Learn, Challenge and Understand. As a staff team we have worked together to highlight key points to remember and consider in each of these stages.

TEACH *Ready to learn*	• Setting up the learning environment so that it is conducive to supporting learning for all - see Positive Behaviour & Relationships Policy. Including the adoption of 'trauma informed' strategies - recognising that relationships are key. • Classroom is tidy and well organised. • Routines are established and promote calmness. • Consistent use of both agreed sanctions and rewards. • Use of adaptation i.e. visual timetable, now & next boards, 5 point scale to help regulate behaviour. • SEN folders with key information are used to help support all adults in understanding individual need. • Weekly timetable and relevant planning shared with support staff, ensuring that they are directed and used effectively. • Physical learning environment - display is used to actively support learning i.e. learning walls for English and maths that grow and are actively referred to. • Careful consideration given top table layout and the positioning of children. • When building sequences of learning, prior learning is taken into account to aid progression and to help contextualise learning.

LEARN
Our approach
	• Pre-teach and same day interventions are routinely used to close gaps and to support access to the wider sequence of learning.
	• SEND adaptations are in place to support curriculum access.
	• Clear learning focus for each lesson is in place. These are focused on the learning and not the activity.
	  ○ Be able to
	  ○ Know . .
	  ○ Understand . . .
	• Success Criteria are used to help support children achieve learning.
	• Learning sequence always starts by building on prior learning and by ensuring that children understand the learning journey.
	• The learning sequence will build to a composite i.e. using learnt skills within final learning or outcome.
	• Knowledge organisers are in place and actively used to help frame learning.
	• Within class any groupings are always flexible and based on prior attainment.
	• Interventions are used to help children to 'catch up and keep up'.
	• Teaching style is varied and multi-sensory - this is adapted to suit what is being taught and recognises that children learn in a variety of different ways.
	• Retrieval strategies, using Chacewater's guide (appendix 1) are routinely used - recognising that this has a firm evidence based footing. Often these will promote and support collaborative learning.

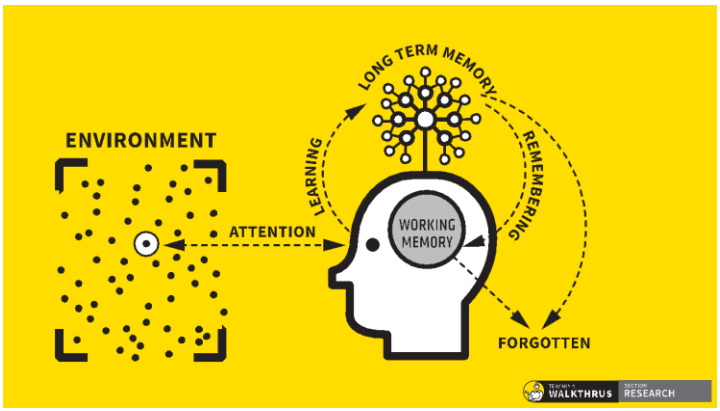
CHALLENGE *Activity and further development* *Sparking curiosity*	• There is a focus on children developing and recognising the key learning behaviours of **resourcefulness, reflectiveness, reciprocity and resilience.** Children can talk about these and explain how they use them in their learning. • Recognition that learning is hard - building new connections in the brain is crucial and this takes effort! Zone of proximal development is understood by teachers (appendix 2). • A range of resources are used to support and extend learning e.g. chromebooks, IPADS, maths resources (10s frames, dienes, PV counters, PV grids), dictionaries, thesauruses, complex speed charts, atlases. • All adults in the room are active in supporting 'focus' groups and children. • Independence of learning is promoted - enabled by effective scaffolding. • Peer to peer talk is used and children learn, support and challenge each other. • There are frequent opportunities for reasoning, problem solving and applying learning.

	• Learning is designed to promote children's natural curiosity.
UNDERSTAND *Plenary* *Learning review and looking forward*	• Plenary session is used to reflect on the learning journey - 'what have we learnt?' and refers back directly to the learning focus. • Self assessment is used to help identify how successful the learning has been and to help inform the next step. • Peer assessment is used. • Retrieval practice is used to help reinforce learning - both at the time and at distance. • Knowledge Organisers are used to help retrieval and as a way of measuring impact i.e. can children use these as a prompt and extend on these? • Connections are made and the children develop a rich schema. • The next steps in the learning sequence are explored. • Marking policy is applied and helps scaffold and address misconceptions, whilst helping children know their next steps. • Quizzes are used frequently.

This approach flows through into lesson design and is linked to the TPAT 'four pillars' of pedagogy: Direct Instruction, Independent Practice, Assessment and Feedback. In our school this is how it looks in connection with the TLCU model of learning and a typical 'flow' in a lesson.

- Teach
  - Lessons begin with retrieval linked to previous learning and/or assessment
  - Low stakes quizzes are used to assess children's security with key concepts and to determine starting points
  - Direct Instruction and Guided Practice
- Learn
  - Effective Questioning to support continuous assessment
  - Independent Practice - learning activities purposefully thought out/designed
- Challenge
  - Questioning and assessment checks
  - Challenge and stretch for all children
- Understand
  - Low stakes quizzes to check understanding
  - Immediate feedback
  - Building connections and links within learning – looking forward to the next step in learning.

Cognitive Science Approaches (as informed by EEF evidence review - click HERE)



At Chacewater we use cognitive science to help inform our approaches to teaching and learning, particularly exploring the link between working memory and long term memory. Teachers at Chacewater understand that working memory is limited so key knowledge and skills are practised to achieve automaticity/rapid recall; High status is given to developing automaticity through routinely using the following strategies:

- spaced learning—distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice. For example revisiting a concept, idea or topic several times one or twice over several weeks, this can also include applying within different contexts.
- interleaving—switching between different types of problem or different ideas within the same lesson or study session i.e. introducing subtle differences to enable children to make comparisons and establish links.
- retrieval practice—using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping (appendix 1 for examples)
- strategies to manage cognitive load—focusing students on key information without overloading them, for example, by breaking down or 'chunking' subject content or using worked examples, exemplars, or 'scaffolds'
- dual coding—using both verbal and non-verbal information (such as words and pictures) to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML). Use if key images are explicit in out knowledge organisers.

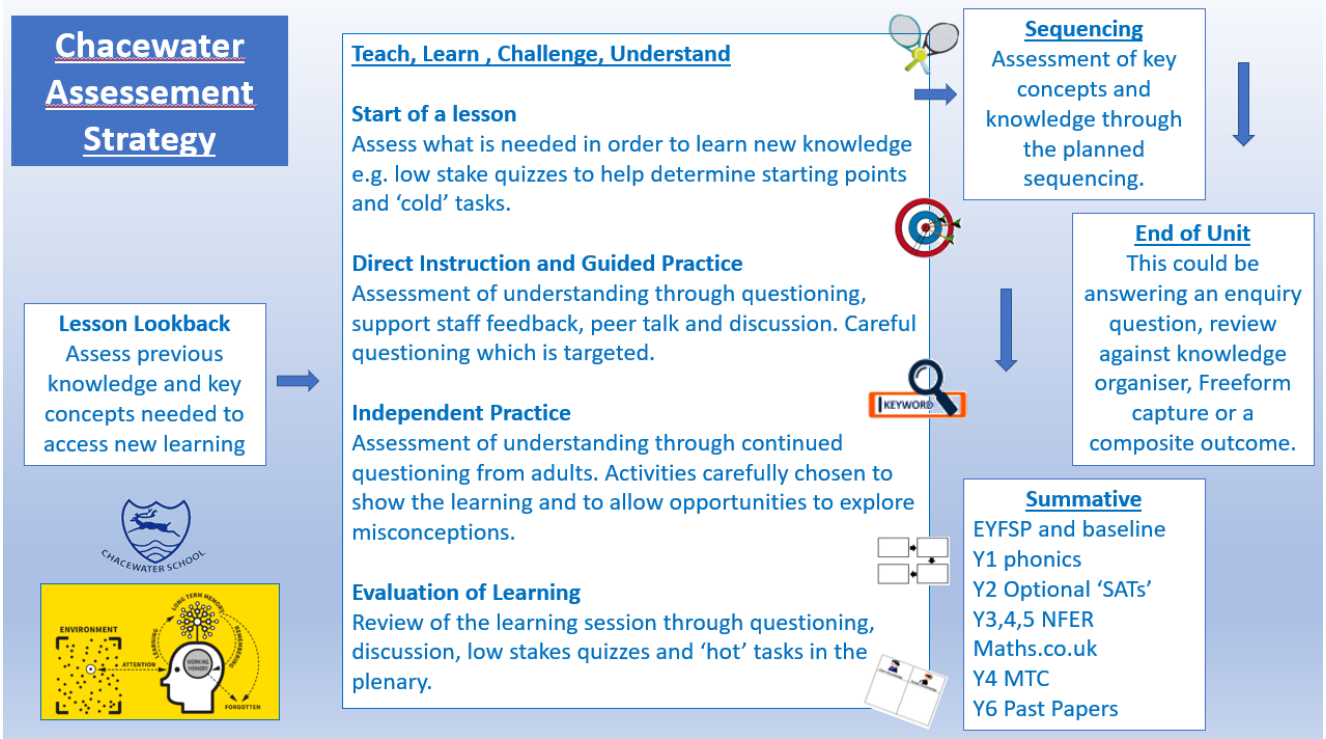
Learning Focus

All learning is given a clear learning focus (LF) which is shared with the children during the lesson. These learning focuses are linked closely to our sequences of learning and progression. They will normally be framed as:

- Know . . .
- Understand . . .
- Be able to . . .

Assessment

It is important to recognise that assessment takes place all of the time in our school and can take many different forms. Our strategy for assessment can be seen below:



Marking/Feedback

As a school we have adopted the TPAT policy for assessment.

We are committed to providing relevant and timely feedback to children, both orally and in writing. Giving feedback intends to serve the purposes of valuing children's learning, helping to recognise areas for development or next steps, and evaluating how well the learning has been understood. Feedback should be about facilitating a dialogue with the child, through which feedback can be exchanged and questions asked - the child should actively be involved in this process. Research shows that feedback is crucial in moving children forward in their learning and is most effective when given as soon as possible.

At Chacewater we aim to ensure that we aim to provide feedback to all learning. This can take different forms:

- Verbal feedback - this is often the most effective form of feedback. Verbal feedback allows teachers to give an immediate response to children's learning and helps to facilitate same day and immediate interventions.
- Acknowledgement marking - used to show where learning has been checked for completion and correctness.

- Written marking/feedback - more detailed marking. This will often lead to a required pupil response or further action.
- Peer assessment - used to support children in working collaboratively and to have conversations about their learning.

These different forms of marking/feedback will be used based on the teacher's professional judgement and will depend on the content or the subject i.e. in mathematics there is usually no need for detailed written feedback. It is expected that all learning receives feedback in some form and is at least acknowledged as a minimum.

Children are also encouraged to self assess their own learning and this is done using a simple smiley face system. Indicating with a smile, straight or sad face against the learning focus: sad face indicating that they do not feel confident, straight indicating that they are not yet fully secure and smile indicating that they are confident in their understanding against the learning focus. Teachers indicate progress against the learning focus with one tick or two ticks, depending on if the learning focus has been met - Appendix 3

Knowledge organisers are used to share the learning journey with the children and then as an a retrieval aid to support measuring the impact of learning i.e. annotating the knowledge organiser, adding in more detailed information or filling in gaps.

Summative Assessment

Each term the children in key stage 2 take NFER tests in reading, grammar, spelling and mathematics. These generate standardised scores which are used to help track progress and to inform gaps in learning that need addressing.

Recording and evidence of learning

We encourage a creative and varied approach to the recording of learning; recognising that it is crucial that this is learning and not activity based. Where learning is not recorded in a book then it will be evident in planning or through photographic or video evidence, often this children will have the opportunity to reflect on this and annotate such learning.

Books follow the children through the school so that progression can easily be seen by adults and children alike. Recording is in pencil and when children are ready (usually from year 2) they progress to using a pen. In maths recording is in pencil and in years 5 and 6 the children can choose to use a pen if they prefer.

In some subjects a floor book is used to record learning - these are referred to regularly so that children can actively recall and retrieve what they have learnt.

Marking Codes

We have consistent marking codes which are used across the school. The teacher identifies next steps in the margin and children respond to these and other feedback through the use of a purple pen. These codes are predominantly used in written work.

sp	Spelling error. (Can be underlined by the teacher.)
P	Punctuation error. (Can be underlined where punctuation is needed.)
g	Grammatical error. (Can be circled where needed.)
^	Omitted word or letter.
//	New paragraph.
ϟ	This does not make sense. (can be underlined with a wiggly line)
[	Redraft this section. (Can be highlighted).

All marking is done in green pen.

Pupils respond to marking and feedback in purple pen as appropriate to the subject and learning.

- In **mathematics** a circle is used by the teacher to identify any calculation error.

Governor Role

Our governors determine, support, monitor and review the school policies on teaching and learning. Each governor has taken an area of responsibility. In particular they:

- support teachers and subject leaders in subject review and monitoring, as identified in the school development plan and as per the agreed governor monitoring plan.
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- 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

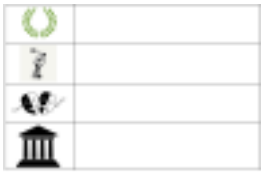
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- seek to ensure that staff development and performance management policies promote good quality teaching

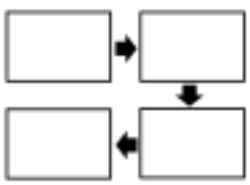
Appendix 1 - Chacewater Retrieval Prompts

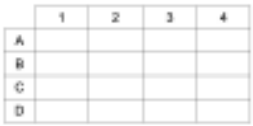
Examples of strategies to support low-stakes quizzing. Quizzing can be written or verbal but is not intended to be collected or marked.

Remember: Retrieval practice supports pupils in developing automaticity helps them to understand what they know well and what they need to continue to work on.

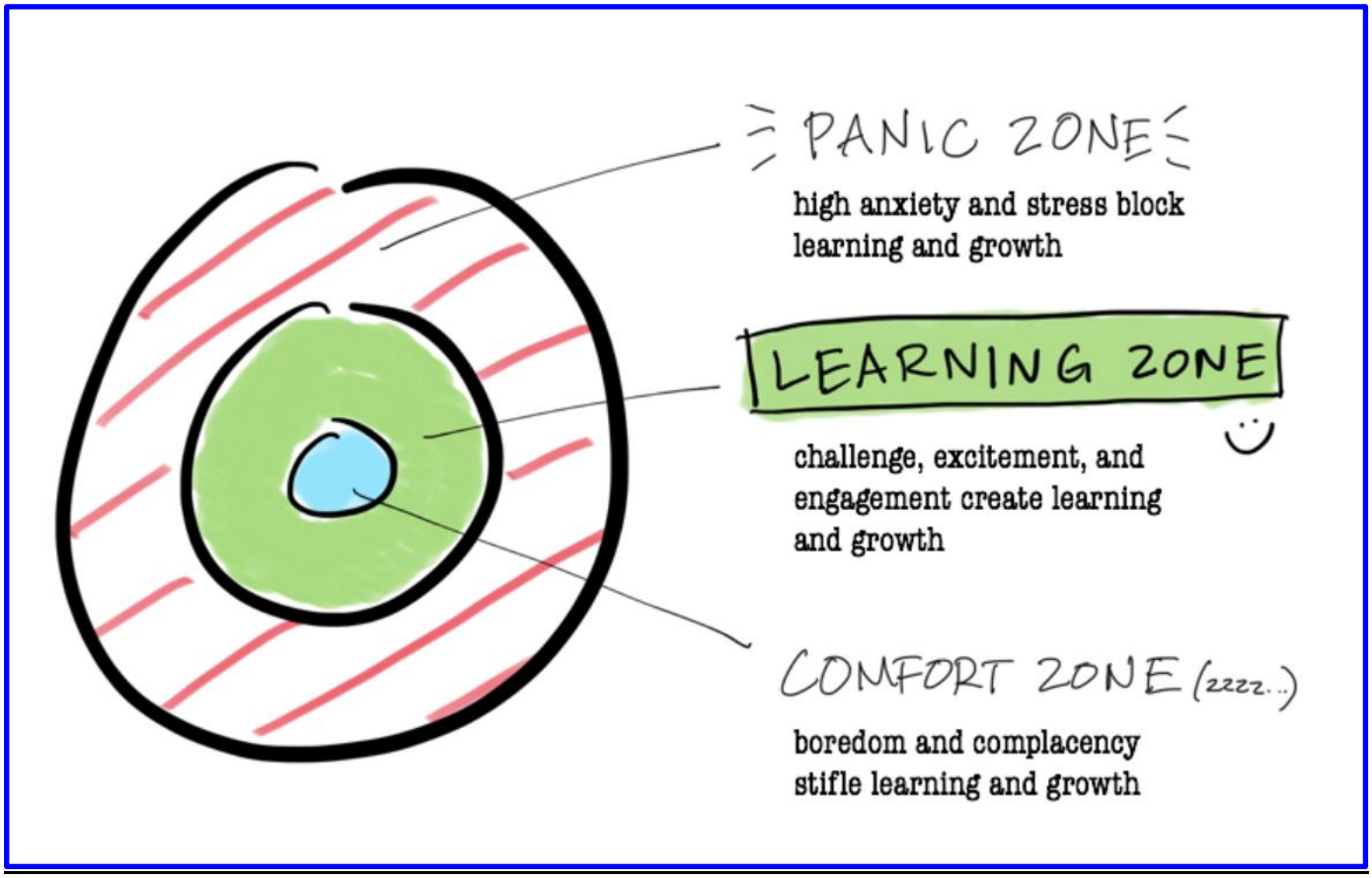
	Google Forms Use Google Forms to create multiple-choice questions. Remember to include the correct answer(s) and **plausible** alternatives.
	**Mini Whiteboards** These can be used for pupils to 'flash' answers to multiple-choice or short-answer questions simultaneously to allow the teacher to gauge the response of the whole class.
	**Quiz Quiz Trade** Each pupil is given a card that contains a question and answer. They pair up and each pupil asks their question and checks/corrects their partners answer. They then swap cards and move to a new partner.
	**Cops and Robbers** The 'cops' column is for students to write as much as they can from memory about a chosen topic. They then walk around the class reading what others have written and 'steal' additional information.
	**Label It** This is where pupils are asked to label key elements of a diagram. This works best in subjects like science and geography. 

	**List It** Pupils are asked the make a list of as many of something as they can remember. This could be vocabulary in Spanish, dates in history, food groups in DT etc
	**Image Link (Picture Prompt)** Pupils are asked to explain from memory how each image links to the topic they are studying

	**Bullseye** Pupils are asked to recall a number of examples/ facts to reach the bullseye. Teachers can assign key questions to each level of the target or leave it open.
	**Keyword grid** These can be used to support pupils in memorising key vocabulary by asking them to use the definition to add the key word or use the key word to add the definition. Pupils can also be asked to use the word in a sentence.
	**Reach the Top (Retrieval Pyramid)** This is similar to Bullseye but her pupils are quizzing to reach the top of the pyramid. It works well in pairs and small groups. The pyramid is used to scaffold questions from simple recall to higher order questions.
	**Retrieval Relay** This activity is completed in groups of 4 with the first person writing as much as they can remember (in a given time) on a given topic in the first box before passing to the next person who is allowed to add but not repeat. This is continued until all 4 have competed

	the grid.
	**Retrieval tennis** In this activity pupils take it in turns to remember one fact before 'batting it back' to their partner.
	**Thinking and Linking** In this activity pupils select two words/phrases/images from a grid and describe how they are linked.
	**Tell the story** Pupils are given an image and are invited to describe the process shown. This can be particularly useful in science and geography.

Appendix 2 - Zone of Proximal Development



Appendix 3 - Assessment Visual

	The teacher has discussed your learning with you.
	An adult had supported you with this learning
	You have completed this learning on your own

Self Assessment	**Teacher**
 I'm not there yet. I need some help understanding.	 You are nearly there but need a little more time and help with this.
 I am nearly there but still need a little more support.	 You can do this!
 I understand this and am feeling confident.	