

Hunstanton Primary School



Teaching and Learning Policy

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1. Aims, principles and purpose

This policy aims to set and maintain standards of conduct that we expect all staff to follow. By creating this policy, we aim to ensure our school is an environment where everyone has the opportunity to learn and receive an education of a high standard. Many of the principles in this code of conduct are based on the Teachers' Standards. The aim of this policy is to ensure that teaching and learning follows the principles of the school motto- Succeed, Enjoy, Aspire.

School staff have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour and model the expectations set out in this policy. All school staff should use this policy to guide their teaching practices.

Failure to follow the code of conduct may result in disciplinary action being taken, as set out in our staff disciplinary procedures.

Please note that this teaching and learning policy is not exhaustive. If situations arise that are not covered by this policy, staff will use their professional judgement and act in the best interests of the school and its pupils.

The purpose of this policy is to:

- Ensure that Teaching and Learning is at the heart of all we do
- Provide a consistent approach to teaching and learning throughout the school
- Ensure the learning environment enables all children to feel included and successful
- Enable all teachers to teach as effectively as possible
- Ensure all learners receive high quality teaching and can learn effectively

2. Underlying Theory

The practises set out in this policy are based on The Teacher Standards, ECT (Early Career Teacher) standards, research and from up-to-date research or advice from experts. The ideas in this policy are grounded in research, current pedagogical thinking and scientific evidence of how children learn. For example, many techniques will follow the work and recommendations of Rosenshine's Principles of Effective Instruction.

3. Behaviour for Learning

Pupils learn best when they are focused, settled and engaged. All pupils should be able to see the board and the teacher clearly during lessons.

It is essential that no learning time is lost for pupils due to poor or challenging behaviour. Many aspects to managing behaviour are outlined in the school's Behaviour Policy. The strategies used from the Behaviour Policy should ensure that the pace of the lesson remains consistent and undisturbed.

Staff will remind children of the expectations regarding learning behaviours- Be Ready, Be Safe, Be Respectful and will also provide regular praise and rewards when these behaviours are shown by pupils. Children should be sitting safely at all times, when instructions are being given by adults, all pupils must be listening and tracking their adult.

If a pupil persistently causes disruption to learning, the Behaviour Policy indicates the relevant measures that should be taken.

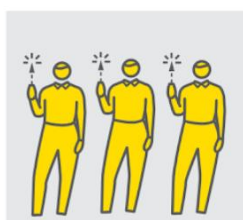
Some strategies that may be used by staff:

- No hands-up selection (Cold Calling, Think-Pair-Share and Show-me boards)
- Consistent countdown, '3,2,1, voices off, eyes on me' followed by the insistence that all children follow (Signal, Pause, Insist)
- Stem sentence repetition
- Greeting students at doorways after transition periods (with a reminder of the task to begin the next session) which sets the standard and tone for the next session
- Clear, focused transitions and routines
- Short, clear instructions

Signal, Pause, Insist:



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST

4. Classroom Environment

Pupils spend most of the time in their classrooms so it is crucial that these environments are organised in a way that promotes inclusivity and enables all pupils to achieve. All desks should be arranged so that children are able to clearly see the board. All classrooms across the school should:

- Be tidied and free of unnecessary clutter
- Display the three school rules- Be Ready, Be Respectful, Be Safe
- Have a daily timetable displayed (using Widget symbols)
- Have resources and equipment clearly labelled (using Widget symbols)
- Pupils' books are labelled and kept in a location where they are not at risk of damage
- Zones of regulation display and child-level, appropriate, emotional monitoring for children to use
- Resources to support pupils in calming exercises (calm corner, calm box)

4.1 Displays

Displays should be maintained and used as working walls throughout the year, meaning that they should be regularly added to and updated to reflect the current learning. Displays in the classrooms should use SEND friendly backing paper (neutral colours, greys, blues) and the borders should be one colour only. Displays should include Knowledge Organisers (where relevant), key vocabulary and teacher modelled examples. Displays should be useful and purposeful.

5. Lessons

All lesson time should be used to impart new learning, deepen understanding or strengthen the knowledge and skills of the pupils. For this reason, lessons should begin promptly and the timing of the lessons should be carefully managed to ensure opportunities for instruction and guided practise, independent learning (inclusive of scaffolding and stretch) and feedback or reflection. Pupils should also be given clear deadlines with regards to timing to ensure expectations are clear throughout the lesson and to maintain pace.

The objectives of the lesson should be clearly displayed and explained to the pupils, ensuring that the links to previous learning are explicitly clear. Lessons should begin with an age-appropriate starter task that revisits previous learning or requires retrieval of previously taught skills or knowledge.

Lessons should be clearly sequenced so that each one builds on the last and provides the next steps for each subject area. Lessons should match the school's curriculum planning.

There should be a range of scaffolding/differentiated approaches that enable all pupils to access the lesson.

Effective questioning should be used to make judgements and assessments throughout the lesson (see questioning techniques section and WalkThru Policy). Key vocabulary and misconceptions should be explored with pupils. Lessons may include opportunities for pupils to develop oracy skills- sentence stems, Think-Pair-Share or discussion approaches.

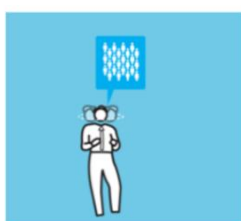
Teachers will interact actively with pupils throughout lessons, moving around the classroom to model learning, provide timely feedback and support engagement.

During the lesson, all adults should be live marking work based on the learning objective for that lesson and providing feedback (see Feedback and Marking policy). Following this, teachers may indicate that children are in need of intervention to support the progress of pupils. Teachers may choose to use flexible sitting and grouping to enable them to maximise support in the room.

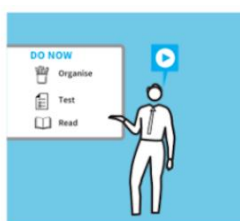
Getting lessons started:



ESTABLISH ARRIVAL & ENTRY ROUTINES



ADDRESS THE CLASS; TAKE THE REGISTER



DO NOW: ESTABLISH A REPERTOIRE OF ENTRY TASKS



SET THE CONTEXT FOR THE LESSON WITHIN A SEQUENCE



DISCUSS SPECIFIC LEARNING GOALS

6. Questioning Techniques

All staff should use a range of questioning techniques in order to maintain pupil engagement, strengthen understanding, expose misconceptions and make accurate assessments. These questioning techniques should be selected by staff during their lesson planning. When using a specific technique (Cold Calling, Think-Pair-Share, Show-Me Board), staff must refer back to the Widgit symbol, reminding all pupils of the types of questions and the expectations.

Staff should use the WalkThru guidance to ensure the distinctive nature of the questioning remains (see WalkThru policy).

Cold Calling:



**ASK THE CLASS
THE QUESTION**



GIVE THINKING TIME



**SELECT SOMEONE
TO RESPOND**



**RESPOND TO THE
ANSWERS**



**SELECT ANOTHER
STUDENT AND
RESPOND AGAIN**

Think-Pair-Share:



**ESTABLISH TALK
PARTNERS FOR EVERY
STUDENT**



**SET THE QUESTION
WITH A GOAL AND A
TIMEFRAME**



BUILD IN THINKING TIME



**CIRCULATE TO LISTEN
AS PAIRS ARE TALKING**



**USE COLD CALL TO
SAMPLE PAIRS'
RESPONSES**

Show-Me board:



**ENSURE EVERY
STUDENT HAS A
BOARD AND PEN TO
HAND**



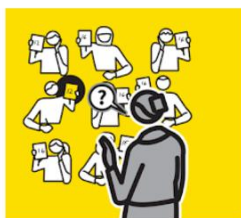
**SET THE QUESTION
WITH A GOAL AND A
TIMEFRAME**



BUILD IN THINKING TIME



**SIGNAL: 3-2-1 AND
SHOW ME**



**SAMPLE STUDENT
RESPONSES AND
FOLLOW UP**

Staff may also select their own questioning techniques to use to build in for the lesson. Sometimes, for example, hands-up is an appropriate method to use. Staff should use a range of questioning techniques creatively and carefully within their lessons.

7. Data Analysis and use

Staff will regularly use both formative and summative assessments to establish and monitor the progress of pupils. Staff will use these assessments to support their planning, pre-teaching decisions and interventions.

Regular pupil progress meetings will be held to analyse the data, set targets and review how best to support individual pupils. All staff working closely with these children should be aware of the target areas for attention.

Data held on pupils and classes must be passed up to new class teachers each year to ensure that teachers are able to use this to close any existing gaps and to ensure that the lessons are pitched at an appropriate level for all learners.

8. Use of additional adults

All staff are vital in supporting the learning and development of pupils. All staff working within the classroom should be fully immersed in learning and engaging with the pupils, including live marking and providing feedback. Adults should be given clear directions with regards to their role in the lesson, the learning objective, the expectations and how best to support the pupils. All staff should be involved in assessing and providing feedback to the teacher within and post-lesson.

9. Presentation

Exercise books are vital in providing evidence and making accurate assessment with regards to pupil learning. All pupils' books should be taken care of, carefully stored and labelled. The books should be appropriately selected for the subject (ie squares for Maths, lined for English).

- All work should be dated and should include a learning objective.
- All staff should refer back to and address the expectations regarding presentation.
- There should be no doodling, graffiti or damage to the books.
- Worksheets should be trimmed where possible and stuck in neatly.
- Rulers should be used for underlining or labelling.

The marking policy should be evident and followed within the books.

Staff should all ensure that they model the expectations regarding presentation to pupils.

10. Timetables

Timetables should be clearly displayed and discussed with children (see Classroom Environment section of this policy). Prepare children in advance of any changes to the timetable. Timetables should be shared with all adults in the room and adhered to as

consistently as possible with exceptions regarding trips, visits, swimming lessons all taken into account.

The timetable should include daily: a morning starter activity, one Maths and English lesson per day, opportunities for reading and spelling practises each day and a Maths Mastery session.

Additional adults should also be provided with timetables that outline opportunities to undertake their own admin time, intervention or assessment delivery and planning.

11. Quality Assurance

Teaching and Learning must be regularly monitored by the Teaching and Learning Lead, Senior Leadership and subject leads. This monitoring should be done in a variety of ways to ensure that staff continue to develop and receive appropriate support to develop and to continue with whole school improvement.

Monitoring can take place through drop-ins, learning walks, observations, book scrutinies, pupil voice, assessment data and pupil progress meetings.

10.1 Learning Walks

Learning walks will be regularly undertaken by SLT (Senior Leadership Team) or Middle Leaders. Evidence collected should be recorded on the learning walk proforma, which is a rolling document used to track, make notes and record. Judgements during these walks are not made on the specific teacher or lesson but focused around wider school development. Classrooms should be limited to 15 minutes per visit. The focus of the learning walk will change and develop to focus on current school priorities. All staff are entitled to ask for specific feedback regarding what was seen within the walk, if they would like it.

12. Support for staff

All staff at Hunstanton Primary School will receive opportunities to develop, strengthen and embed their practise. To do this, staff will take part in regular training from in-school leaders and experts, external support/agencies, CPD sessions, moderations and mentoring. Staff should seek support from the relevant professionals (Subject Lead, Teaching and Learning Lead, SLT) if there is an area that they would like to develop and can also be signposted to training programmes.

13. Equal Opportunities

All pupils should receive equal opportunities to access the curriculum regardless of gender, ethnicity, disability or ability. All staff should be given equal opportunities to access support also.

14. Links to other policies:

This policy also links to:

- WalkThru Policy (Questioning Techniques)
- Behaviour Policy
- Feedback and Marking Policy
- Curriculum Policy
- ECT Policy
- SEND Policy

