Teaching and Learning Policy

Greenlands CP School

At Greenlands School, it is our intention that learning should:
- Be a meaningful, rewarding and enjoyable lifelong process
- Equip pupils with the knowledge, skills and understanding to be successful learners
- Prepare pupils to be ready for the next stage of education, training or employment, and lead rewarding lives and be responsible citizens.
- Enable pupils to make good progress and achieve high standards

Principles

- To develop a community of learners where learning is highly valued, enjoyed, supportive and lifelong
- To enable pupils to become respectful, compassionate, trusting, resilient and aspirational learners who persevere to become confident and independent learners.
- To ensure learning is based on prior knowledge and understanding and is sequential thus embedding in long-term memory
- To develop pupils' self-respect and respect of the ideas, attitudes, values and feelings of others
- To encourage pupils to take pride in their learning and the learning of others
- To develop pupils' own metacognitive understanding so they know how to plan, monitor and evaluate their own learning, knowledge and skills

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Learning Culture

To enable pupils to learn well, the school should develop a culture where adults:
- Establish positive working relationships with all pupils in the class
- Establish classroom environments and clear routines which support pupils' learning
- Have high expectations for all pupils' behaviour and learning
- Are consistent in dealing with pupils' behaviour and learning
- Teach and model positive learning behaviours
- Model learning and expected behaviour for the pupils
- Treat all pupils fairly and with kindness and respect with encouragement, praise and rewards for all
- Develop pupils' metacognitive knowledge of how they learn

And where pupils:
- Enjoy learning
- Feel safe
- Interact respectfully with adults and other pupils and take risks
- Recognise mistakes and errors as learning opportunities
- Recognise and make links between learning developing their own schemata
- Persevere and are resilient
- Respond positively to high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Growth Mindset'
- Take responsibility for their own learning

This learning culture will be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the pupils at every stage.

Effective Pedagogy

Subject Knowledge
When planning for learning, teachers must have:
- Thorough, accurate subject knowledge (content knowledge)
- A range of effective teaching strategies (pedagogical knowledge)
- An understanding of which teaching strategy will be most effective in teaching a particular subject or topic (pedagogical content knowledge)
- An understanding of common misconceptions and errors.
- An understanding of how all learning fits into the subject and sequence of learning from EYFS to KS2 and beyond.

Adaptive Teaching
Appropriate scaffolding & support will be provided in lessons to ensure all pupils achieve the intended learning outcome (based on the objective) - where possible. To enable this, teachers will:
- Check prior learning to build on prior understanding
- Plan an appropriate way to evidence all pupils' learning
- Avoid differentiation that caps or artificially creates different tasks for different groups
- Use evidence of learning in the lesson to adjust or target the support provided
- Adapt any schemes used in the school to meeting the needs of the pupils.

Learning over time
Learning can be evidenced by a change in long-term memory, which may be different to 'performing' in the short-term or completing a task in any given lesson. Teaching will be organised to help pupils encode learning by:
- Sequencing learning so that there is progression over lessons, units, the year and between years and drawing pupils' attention to this prior learning

- Making links between elements of learning where these are present (Interleaving & building schemata)
- Recapping learning regularly – short-term, medium-term and long-term (Spacing)
- Planning regular opportunities when pupils use strategies to recall information and key ideas – quizzes, questioning… (Retrieval)
- Planning opportunities for purposeful talk and critical questioning to enable pupils to be able to discuss and explain learning with others (Elaboration)
- Representing learning visually and verbally (Dual-modality leading to dual-coding)
- Designing tasks and the learning environment to avoid overloading working memory (Cognitive Load Theory)
- Teaching pupils to review and direct their learning and the strategies they use (Metacognition)

Strategies

Teachers will use a range of strategies in order to engage pupils in the teaching and promote a love of learning for all. These will include:
- Paired talk
- Investigation and problem solving
- Reasoning and explanation of learning
- Focused research
- Opportunities to communicate findings in a variety of ways
- Opportunities to practise and apply newly acquired skills and knowledge
    - Whole-class learning
    - Purposeful group learning (in groups selected for different reasons)
    - Purposeful paired learning
    - Individual learning
    - Independent learning, which is child directed
    - Collaborative skills are taught and developed
    - Selecting and using relevant resources to support learning
    - Asking and answering questions
    - Use of IT including visual images, film, interactive teaching resources etc
    - Fieldwork and visits to places of educational interest
    - Guest visitors and performances
    - Creative activities
    - Debates, discussions, oral presentations and other speaking and listening strategies
    - Drama techniques
    - Designing and making things
- Participation in athletic or physical activity (60 active minutes per day)
- Setting challenges for themselves
- Producing work for a variety of audiences

Metacognition

Pupils will be taught to take responsibility for their own learning; to review what they are learning/have learnt, how they learn and how to overcome challenges in their learning.

Lesson expectations

Responsive teaching (Formative Assessment) will be evident in planning and lessons, to ensure learning is maximised. Prior assessment of the pupils' understanding will be used to inform planning of lessons with a clear progression in knowledge and skills. Planning will be shared with TAs in an appropriate format. Pupils will also be confident in answering questions about their learning.

The following elements may be used to support the above but are not intended to be used as a formulaic 'tick list'.

- **Learning Objectives are:**
    - Clear and focused so as not to add to cognitive load

- o Focused on the intended learning (disciplinary / substantive) rather than the completion of tasks
- o Displayed and referred to at the appropriate time in the lesson
- o Discussed and explained with the pupils
- o Based on prior attainment, knowledge and understanding
- o Written in the format: "to..." or as a title e.g. Equivalent Fractions
- o Recapped to remind pupils of the learning and help to reduce any anxiety around learning
- o Be evident in all children's books

- o **Success Criteria should:**
    - o Be identified by the teacher during the planning process
    - o Break down the learning taking place into smaller steps (when appropriate)
    - o Include the steps or 'ingredients' the pupils need in order to be successful in their learning
    - o Often be 'generated' with the pupils during the lesson
    - o Be short, visual and appropriate for the year group
    - o Be written up and referred to during the lesson when appropriate
    - o Be gradually withdrawn as learning becomes embedded
    - o Outline content to be covered and signal transitions between different parts of the lesson
    - o Link to age-related non-negotiables

- o **Explicit teaching (modelling) should**:
    - o Provide clear explanations with a clear learning focus
    - o Model the learning the pupils are expected to do
    - o Provide WAGOLLS (What a good one looks like)
    - o Provide examples and non-examples
    - o Anticipate misconceptions and common errors
    - o Model how to use prompts for learning (e.g. manipulatives, working walls, SC)
    - o Break the learning down in to small steps
    - o Provide a gradual 'handover' to the pupils (repeated 'I do… We do…' until pupils are ready to attempt independent task… 'You do…')

- o **Checking Learning at appropriate times during the lesson will:**
    - o Reflect on the learning which is taking/has taken place
    - o Review progress towards the learning objective and success criteria
    - o Allow adults and pupils to address misconceptions, make improvements and add further challenge
    - o Allow time to reflect on the 'how' of learning in addition to 'what' has been learnt
    - o Make connections with past learning and with future learning, where appropriate

- o **Outcomes should be:**
    - o Linked to the learning objective.
    - o Achievable by the pupils by the end of the lesson or sequence of lessons
    - o Given sufficient time to enable pupils to achieve meaningful learning

- o **Challenge for all - Teaching should:**
    - o Be appropriately pitched to the needs of the age group taking into account age-related (Key Stage) expectations
    - o Support all pupils to achieve the learning and deepen learning of pupils who grasp the concept quicker than others
    - o Be adaptive throughout the lesson and will respond to learning needs as they arise
    - o Address the needs of pupils with SEND

- o **Questioning should be:**
    - o Used to assess learning to inform the teacher
    - o Use to challenge and deepen thinking and understanding of the pupil
    - o A range of different types such as open/closed; higher and lower order (e.g. Bloom's Taxonomy); product (single response) and process (explanation response)
    - o Matched to the pupils' understanding and ability
    - o Used to show how pupils can answer questions effectively
    - o Modelled to support pupils to develop their own questions and questioning

- o Planned to be inclusive, allowing all pupils an opportunity to respond

- o **Feedback & Marking should:**
  - o Be in line with the school policy (see Feedback & Marking Policy)
  - o Be used to identify success, misconceptions, errors and areas for improvement/next steps to improve learning
  - o Refer to learning objectives, success criteria, and age-related expectations in spelling, punctuation and grammar where appropriate
  - o Give opportunities & time for pupils to regularly respond to feedback and marking
  - o Inform further planning, teaching and well-timed interventions

- o **Self & Peer-Assessment should:**
  - o Be used once pupils have been trained in the process (see Feedback & Marking Policy)
  - o Have guidelines which should be discussed, agreed and developed with the pupils
  - o Be used regularly to enable pupils to address misconceptions and make improvements to their learning

- o **Vocabulary should be:**
  - o Explicitly taught (Tier 2 and Tier 3 words)
  - o Modelled by all staff using standard English, and misconceptions and misuse will be addressed to develop accuracy and fluency.
  - o Practised and applied by pupils using full sentences when appropriate.
  - o Enhanced within planned opportunities.
  - o Subject specific, and academic, and should be taught progressively throughout the school
  - o Displayed and regularly reviewed during the unit of work
  - o Revisited regularly after the learning has taken place

Learning Environment

The learning environment should be tidy and organised to:

- Promote and maximise learning.
- Enhance learning and promote independent use of resources.
- Be word and number rich.
- Help teachers and pupils to work together to establish an attractive welcoming and well organised environment engendering respect, care and value for each other; the learning taking place and resources.
- Celebrate success and achievement.
- Enhance intrinsic cognitive load and reduce extraneous cognitive load.
- Support class organisation – visual timetables, clearly labelled resources.
- Promote independence by providing prompts – questions, support for when pupils are stuck.
- Support learning – working walls, WAGOLLs, presentation examples, interactive & challenging,
- Reflect the current topic/themes/ learning.
- Ensure vocabulary is displayed to support learning.

The Role of Curriculum Subject Leaders / Lead Practitioners

(Refer to the Subject Leader Policy/Job Description)

- Have a clear understanding and overview of the intent, implementation and impact (including attainment and achievement) of their subject area within the curriculum
- Develop expertise in their subject
- Provide pedagogical content knowledge and support for teaching and learning in their curriculum area
- Regularly review, monitor and evaluate the security of the pupils' learning.
- Monitor progress children are making in relation to age-related expectations
- Plan and implement a regular monitoring cycle in order to evaluate and adapt the curriculum throughout the year

Teaching Assistants

Teaching Assistants are deployed effectively throughout school to support learning. Teaching Assistants work with a range of groups and individuals.
They are involved in:
- Developing pupils' independence
- Supporting learning and pupils' progress
- Supporting assessments of pupils' understanding
- Developing their own subject knowledge
- Liaising with teachers to discuss their own deployment and pupil progress in lessons

Support for Parents

Parents have a fundamental role to play in helping pupils to learn. They should be informed about what and how their pupils are learning by:

- Attendance at consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement
- Explaining how they can support their children with homework and learning
- Holding parent workshops to explain the learning covered and the strategies and methods taught to the pupils.
- Communicating information to parents at the start of each term in which the learning is outlined
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

The Governing Board/Board of Trustees strategically support, monitor, and review the school policies on teaching and learning rather than the operational, day to day running of the school. They should always ensure confidentiality in relation to school matters.

Their role in teaching and learning is to:
- Ensure that the school is staffed by suitably qualified staff appointed through recommended recruitment guidelines.
- Ensure that school budget use is targeted at improving outcomes by allocating enough funding to purchase an appropriate range of resources and external support to support learning.
- Support continual improvement in teaching and learning by facilitating staff involvement in a range of CPD (e.g., by agreeing funding and release time).
- Ensure senior leaders structure improvement plans focused on promoting effective teaching and learning: they should frequently monitor and ask questions about the implementation and effectiveness of these plans.
- Ask questions which allow them to understand and support improvement in teaching and learning.
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by staff.
- Be aware of school and national standards of attainment and achievement and challenging these.

Governors may also monitor school performance by taking a passive role in school monitoring activities, alongside staff, to improve their understanding of the teaching and learning process. They should not make judgements related to professional matters.

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.
This policy should be in line with the other school policies.

Review

This policy was written in March 2026 and will be reviewed in March 27