

Arden Primary School



Teaching and Learning Policy



Introduction

The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Our School Vision

At Arden Primary School we believe that our children, whatever their needs, deserve a broad and imaginative curriculum that enables them to become independent and resilient learners who develop into respectful citizens of the future with high aspirations.

Effective Teaching

The Evidence Based Teachers Network (ETBN) clearly states that there is a process by which learning happens. This means that *all* students can learn - and that when students fail, it is because they have not gone through this process. We call this process the '*learning cycle*'; it has 6-steps.

These six steps to outstanding teaching and learning are outlined on the following page. These steps come together as an effective learning cycle.

This learning cycle enables pupils to close any gaps in existing knowledge and build new understanding in a comprehensive, long-term way.

Our Learning Cycle can be found within this document.





Inclusion

We employ an inclusive teaching approach to make whole-class teaching accessible to every child. According to research, the key factor in enhancing outcomes for learners with Special Educational Needs and Disabilities (SEND) is quality first teaching (EEF, 2020). Our Learning Cycle allows us to integrate effective strategies into our day to day classroom practice; strategies and approaches are built in, not bolt on. Staff recognise every child as a unique, individual learner, and maintain an open-ended view of every child's capacity and potential to learn. These approaches empower all children to experience a sense of worth, achieve progress, and succeed, as highlighted in the Stockport Entitlement Framework.

Support staff

Our dedicated team of skilled teaching assistants receive regular CPD (most recently on Rocket Phonics and high quality questioning). TAs should be carefully planned for by the teacher within the lesson and liaison between the teacher and TA must take place daily before and after school to ensure learning is continually moved forward.

It is important that pupils with Special Educational Needs have access to quality first teaching from the teacher. TAs work with a range of pupils in the class to support learning for all pupils, and may deliver same day interventions and pre-teaching of knowledge. When working with pupils, TAs should aim to give them the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. Teaching assistants should intervene appropriately when pupils demonstrate they are unable to proceed (EEF, 2018).



CPD



Staff follow a carefully planned programme of professional development, which is aligned with the school development priorities. This programme includes opportunities to collaborate with colleagues, through the Arden Teacher Research Group model, and through facilitated discussion. We work alongside experts in their field, such as the NCETM Maths Hub and Jonathan Lear, to enhance our curriculum offer for all children. We offer staff opportunities to participate in external training which is relevant to their own training needs.

Role of governors

Our governors support, monitor and review the school policies on teaching and learning. In particular they:

- 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
- Ensure that the school buildings and premises comply with current Health and Safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil's attainment through headteacher reports
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of teaching and learning through the school self-review process and analysing assessment data



Monitoring

Teaching and learning is monitored by the Senior Leadership Team and subject leaders who carry out a range of actions to ensure:

- Our school vision is at the heart of everything we do
- Teaching timetables reflect the entitlement to a broad and balanced curriculum
- Any aspect of the school that needs development is identified and actions put into place to ensure this happens
- Teaching and learning empowers children to want to learn and they are fully engaged in learning
- Children are provided with the tools to enable them to realise their full potential



Teaching and Learning Cycle

Step 0 is about the wider learning environment. Steps 1-5 of the learning cycle are about what happens during the teaching/learning process.

Sequence		Our expectations
0	Orientate	Classroom Environment: Our classrooms are therapeutic, trauma-informed and attachment aware. Decluttered, calm environments with minimal distractions enable all children, including those with SEND, to focus. We use the Stockport Entitlement Framework to ensure our learning environments are fully inclusive. Learning Journey displays in every classroom reflect prior learning to enable children to build connections with prior knowledge.
		Behaviour: All staff have high expectations of behaviour and positively reinforce our Behaviour Policy through building positive relationships. Class Dojos are used to reward good learning behaviours. All staff are trained in the Team Teach approach.
		Mindset: We know from neuroscience that all children have potential and can improve with practice: our intelligence isn't fixed, or limited. Pupils need to understand this too, otherwise they will limit themselves. We develop children's growth mindset which places the emphasis on effort, dedication, and determination, building their self-belief, resilience to mistake making and ability to sustain effort.
		Expectations: Staff have high expectations for all pupils and believe in their capacity to succeed. Support staff are well prepared and have a clear understanding of the lesson objectives. We ensure that our language and behaviours do not limit pupils, particularly through fixed concepts of ability, socio-economic disadvantage or other forms of unconscious bias such as gender or culture.
1	Prior Knowledge	Assess and Update Prior Knowledge: We engage in ongoing assessment of learning and use this to inform teaching. We focus on filling gaps in pupils' existing knowledge before moving on to new learning. A variety of different methods for developing recall and retention are used, including dedicated timetabled Friday Reflection Time.
2	Presenting	Link to prior knowledge: We connect new knowledge to what pupils already know and their prior experiences.
		Working memory limits: We present new material in short chunks removing unnecessary information and break down learning into small steps for pupils. Lessons are well paced and engaging.
		Give the big picture: At the start of a new topic or unit of learning we always share the end goal. We regularly refer to the big picture and ensure pupils understand how specific learning intentions link into a wider learning journey.
		Multisensory approach: We ensure presentations have visuals and use dual coding to explain. We use a variety of multisensory approaches including practical and enquiry-based learning.
		Link abstract to concrete: We support children to engage with abstract ideas through the use of concrete and pictorial resources. We also use examples, narratives and analogies which enable children to relate new concepts to things they can imagine.



Teaching and Learning Cycle

Sequence	Our expectations
3	<div data-bbox="320 297 1549 454"> <p>Planning without limits: Aspire challenges are used across all subjects and teachers support and adapt tasks carefully. Our source-based approach to foundation subjects ensures that we do not limit learning by creating ceilings on what we expect pupils to achieve, or how they demonstrate what they know.</p> </div> <div data-bbox="320 465 1549 566"> <p>Questioning: Our questioning engages all pupils not just a few. Pupils are provided with thinking time and are expected to answer clearly and confidently.</p> </div> <div data-bbox="320 577 1549 678"> <p>Adaptive teaching: We use our planning flexibly by continually assessing pupils' responses to learning and adapting lessons as we go along.</p> </div> <div data-bbox="320 689 1549 857"> <p>SOLO Taxonomy: SOLO taxonomy provides us with a structure to apply to a sequence of lessons, moving through levels of increasing complexity in students' understanding of subjects that develops children's ability to analyse, sometimes drawing upon the abstract, and make connections.</p> </div> <div data-bbox="320 869 1549 1037"> <p>Collaborative methods: We provide a range of opportunities for children to work collaboratively in talk partners or groups. All children change talk partners weekly. This enables children to continuously present, explain, justify and adapt their ideas and provides support and challenge, enabling pupils to learn from each other.</p> </div> <div data-bbox="320 1048 1549 1216"> <p>Modelling: We show pupils what they are aiming for through modelling 'what a good one looks like'. Examples are built with a class so that the process of effective working, as well as the outcome, is modelled and children are given time to rehearse their learning.</p> </div> <div data-bbox="320 1227 1549 1373"> <p>Source analysis: The use of sources throughout the foundation subjects ensures that children are given purposeful learning opportunities and develops children's substantive, disciplinary and procedural knowledge.</p> </div> <div data-bbox="320 1384 1549 1507"> <p>Metacognition: Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> </div>
4	<div data-bbox="320 1536 1549 1675"> <p>Effective Feedback: We recognise that instant feedback has the most impact on learning. We also understand that pupils need time to act on feedback in order to make improvements or address misconceptions (see Feedback for Learning policy).</p> </div>
5	<div data-bbox="320 1704 1549 1850"> <p>Types of repetition: We use a variety of retrieval practice methods across the curriculum such as questioning, low stakes quizzes, flashback 4, 'Can you still...?' activities, as well as timetabled Friday Reflection.</p> </div> <div data-bbox="320 1861 1549 1984"> <p>Multisensory approach: Lesson content is enhanced by visuals and multisensory approaches, whilst dual coding means that teachers demonstrate as well as explain.</p> </div> <div data-bbox="320 1995 1549 2141"> <p>Link abstract to concrete: We support children to engage with abstract ideas through the use of concrete and pictorial resources. We also use examples, narratives and analogies which enable children to relate new concepts to things they can more easily imagine.</p> </div>