

Teaching and Learning Policy

**Wadsworth Fields Primary
School
2022**

Teaching and Learning Policy

This policy details how we deliver the curriculum at Wadsworth Fields Primary School. We believe we should have an exciting and broad curriculum and we also believe that **how** this is implemented is crucial to maximising the progress and attainment of all pupils.

At Wadsworth we believe that all children can succeed and that all staff should have high expectations with no 'glass ceilings' for children. To achieve this we believe there should be a consistent approach to teaching and learning throughout the school which enables all children to succeed and be the best they can be.

Creating a positive climate for learning

Firstly we need to create a positive climate for learning. This does not ensure outstanding or good teaching and learning, however, at Wadsworth we believe that these are essential prerequisites for successful learning to take place. This includes:

- The physical environment
- Routines
- Behaviour
- Attitude to learning

The Physical Environment

- Children should have all they need for lessons on their tables or so near at hand that no time is wasted
- Other necessary resources should be clearly labelled and either out ready for lessons or easily accessible (e.g. number lines, dictionaries) All children should know where they are to enable them to become independent
- Visual timetables or daily timetable displayed
- Classrooms should be tidy and children used to tidying away at the end of each session
- Teachers' desks should be tidy – modelling high expectations
- There should not be unnecessary clutter on children's desks
- All to have responsibility to keep shared areas tidy
- Displays should either celebrate children's learning or support learning
- Displays all in place by October half term.
- All displays should be changed at least twice a year
- Key vocabulary should be on display

Routines

Routines for everyday activities should be established in September to ensure smooth transitions and clear expectations.

These should include:

- For settling tasks in the morning and after lunch
- For getting children's attention e.g. 321, clapping. etc
- For giving out and collecting books
- For speedy transitions between sessions – no time wasted
- For going to the toilet in lessons
- For use of water bottles in lessons
- For tidying away at the end of lessons – all children to know where items are to be stored and to take responsibility for this
- For wet playtimes – what can they do and what can't they do.

Behaviour

Children have the right to learn and teachers have the right to teach, therefore high standards for behaviour are essential for learning to take place. At Wadsworth we believe that every member of staff is responsible for behaviour.

- High expectations for **all children to stop**, put everything down, face adult, not to start writing, fiddling, looking away when someone else is talking
- Low level disruption **will not** be tolerated
- Display, refer to and apply the school rules
- Consistent application of school behaviour policy
- Positive reinforcement of the behaviour we want to see
- All staff to act as role models, modelling positive behaviour
- All staff to insist on following of school rules:
 - ❖ Be kind in what we say and do
 - ❖ Listen and do as we are asked
 - ❖ Be honest
 - ❖ Stay Safe
 - ❖ Care for our environment
- All staff to insist on the Three S's when children walk in the school building:
 - ❖ Single file.
 - ❖ Silently
 - ❖ Sensibly

Positive attitude to learning

At Wadsworth we believe a positive attitude to learning is the key to a creating a life long love of learning. Therefore we

- Promote respect for all (adults and other children) . Children will be taught explicitly what respect looks like *eg treating others the way they would like to be treated, random acts of kindness, saying please and thank you, holding a door for others to pass, saying good morning, helping each other, being tolerant of others*
- Have high expectations at all times
- Encourage a positive atmosphere across school promoting well-being for all
- Promote a positive Growth Mindset – we are here to learn and it is ok to make mistakes . All staff will reinforce the message *What do we do when we make a mistake? Learn from it. Reinforce it is OK to make mistakes, it is how we learn. And that we don't have 'I can't do it' but it might be 'I can't do it yet.'*
- Encourage children to have a good work ethic, set personal challenges and not to give up – have resilience

Teaching

At Wadsworth, we regularly review our teaching, developing our practice in the light of new research. We believe good teaching includes:

1. Strategies to recap and embed learning into long term memory
2. Effective use of modelling
3. Effective questioning
4. Monitoring to intervene and address misconceptions
5. Use of a rich and varied vocabulary

Each of these should be built into every lesson.

Embedding learning to long term memory

Learning is knowing more and remembering more. If nothing has changed in our long term memory then nothing has been learned

We need to ensure that we are building learning on secure foundations and it is vital that every lesson incorporates a recap, revisiting of previous learning, not only to assess what they know but to assess what they have forgotten.

Every lesson will incorporate opportunities to check children's understanding and recall of prior learning, identifying misconceptions and making links between learning or previous learning.

In order to build on previous learning teachers will refer to the curriculum plan to ensure they are building on prior learning and make reference to it. Teachers will consider where it fits in the sequence of learning, what has come before and where will they go next again to ensure that lesson is continuing to build on those foundations.

When planning lessons, teachers will focus on their intended outcome, and learning objective clear. They will consider if the activity itself is detracting from the actual learning objective. For example *eg if children are writing their name in shaving foam, do they remember that they are practising letter formation or covering themselves in foam?* Making learning exciting is great, but if it detracts from the actual learning then it is a wasted lesson.

Modelling

What is Modelling?

Modelling is defined as 'an instructional strategy in which the teacher demonstrates a new concept or approach to learning and pupils learn by observing. Modelling refers to the practice of teachers demonstrating how to perform a skill, task or think through a concept before the children have a go themselves.

Many studies have demonstrated the importance of modelling. Two out of the 17 Rosenshine's Principles of Effective Instruction refer to modelling. Rosenshine states that effective teachers 'provide models of worked out problems' as well as 'think aloud and model steps.'

There are two types of modelling: task modelling and metacognitive modelling.

- **Task modelling** is when the teachers shows children how to carry out a task by doing it themselves
- **Metacognitive modelling** is when the teacher shows children the thinking process behind the task ie thinking out loud and narrating the process, thus making it explicit.

Effective modelling is an essential part of the teaching process and at Wadsworth we follow a 3 step process:

1. **I do** – the teacher models the task or activity
2. **We do** – the teacher models together with the children
3. **You do** – the children then practise independently

Questioning

'The subtle art of questioning is the art of teaching. In a real sense, learning to teach is learning to ask questions.'

Tanner and Jones (2000)

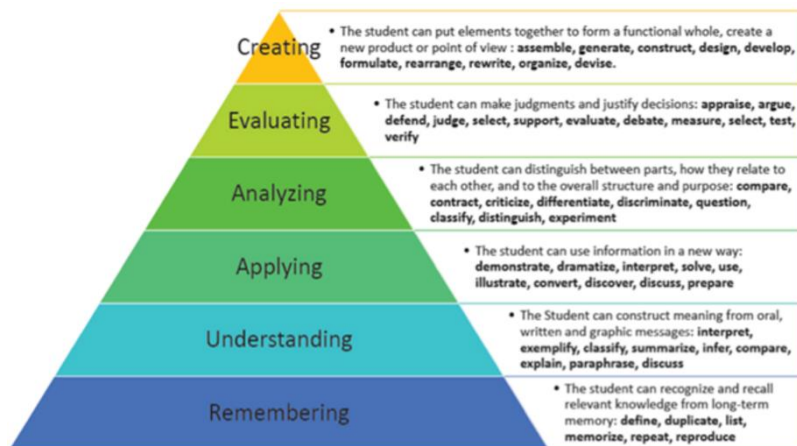
What is questioning?

Questioning is a strategy which can enhance explanation and modelling; check recall of facts; deepen and develop understanding; stimulate discussion and debate and encourage children to

ask questions of their own. It is inextricably linked to the other pedagogical elements mentioned in this policy.

Questioning has many different purposes:

- Assessing
- Reviewing
- To interest and motivate



To develop critical thinking skills At Wadsworth

we use Bloom's Taxonomy to help plan a rich variety of questions that fall into these 6 categories:

- **Remember** - finding & recalling information
- **Understand** – organising and selecting facts and ideas
- **Apply** – able to use of facts, rules and principles
- **Analyse** – able to contrast and compare ideas
- **Evaluate** - opinions, judgements and decisions
- **Create** – assemble and create own ideas

We also use a range of question types that serve a variety of purposes and it is important to get a balance of these in the classroom:

- **Closed questions** help check understanding and assessing. They help keep a lesson flowing
- **Open questions** provoke deeper thinking and in making connections

Effective questioning is not just about the questions that are asked but the variety of questioning techniques. Here are a few examples:

- **Wait time** Use wait time (at least 5 seconds) Use Extra Wait Time - wait after the first response to encourage further responses/clarifications. Give processing cues 'In one minute I am going to ask every one about...'
- **Talk partners**
- **All respond** could involve tools to indicate each child's answer (e.g. wipe boards, number fans, thumbs up/ down etc)
- **Random responders** means that everyone needs to be prepared with an answer. (e.g. Lolly sticks/random name selectors etc)
- **Question chains** are used after an answer to create a new question that probes deeper; bounce the question from one pupil to another; agree. Build or challenge a peer's answer

The research would indicate that many of our children are not exposed to that rich use of language at home. Our aim is for all children to develop an extensive vocabulary to aid them when communicating both orally and in writing, and to deepen their understanding in reading and writing across all areas of the curriculum. Our aim is to submerge our children in rich texts and vocabulary and not be tempted to 'dumb down' our own vocabulary.

Outstanding and good teaching happens when:

- We make overt vocabulary acquisition 'visible' to the learner
- New vocabulary is taught and practised explicitly, not just in English lessons but across the whole curriculum – 'taught, not caught'
- Teaching vocabulary explicitly and clearly is planned coherently throughout the curriculum
- Reading opportunities are structured that support students with vocabulary deficits
- High quality talk is promoted and scaffolded throughout school
- High quality writing is promoted and scaffolded in our teaching and learning
- We foster 'word consciousness' (morphology)
- We teach students independent word learning strategies

At Wadsworth we do this by:

- Having a 'word rich' environment
- Reading books aloud and discussing them (pupils and adults)
- Choosing appropriate texts to extend and develop vocabulary
- Give pupils a wide range of opportunities to acquire new vocabulary by having a broad, balanced and deep curriculum with a wealth of different opportunities.
- Teaching vocabulary explicitly through focussed and structured speaking and listening activities that extend expressive and receptive vocabulary
- Develop reading comprehension by using vocabulary in context and through modelling, discussing, rehearsing, practising, and applying to different contexts
- Pupils work in pairs and groups to discuss and share thought processes and apply and practise new vocabulary
- Adults consistently model the use of correct pronunciation and grammatical structures both in writing and oral form and then support pupils to correct themselves when errors are made
- Teaching and practising strategies for understanding new vocabulary orally (verbalising) , in their reading (decoding and comprehension) and when spelling (applying) so that pupils can access and use new vocabulary
- Use a range of resources to help extend vocabulary acquisition and usage: word walls, an age-appropriate dictionary, a thesaurus, a word mat, a knowledge organiser, a computer and an ipad, etc.

Success for all

At Wadsworth we believe that all children can succeed and all staff should have high expectations with no 'glass ceilings' for children.

In order for children to succeed as well as all of the strategies above a range of scaffolding techniques can be used to support their learning. Effective scaffolding might include:

- pre-teach
- pre-teach focussing on key vocabulary
- use of manipulatives
- use of pictures
- effective modelling (see modelling section)
- WAGOLL (What A Good One Looks Like)
- peer/ response partner work
- use of word banks
- use of information organisers or key facts sheets
- adult support
- use of key questions or sub-headings to provide structure
- starter sentences
- success criteria
- smaller learning steps
- oral rehearsal