



Teaching and Learning Policy
Adopted by FGB September 2008/ Re-written September 2019
Review Period 3 years

Rewritten, reviewed on 7th October 2019: Chair *L Maykels*

Head *H Trickett*

Reviewed with amendments
Reviewed without amendments:

Chair _____

Date: _____

Head _____

Reviewed with amendments:
Reviewed without amendments:

Chair _____

Date: _____

Head _____

Statement of Intent

Maple Cross School is a unique and progressive learning community which prioritises professional trust. We believe all children and adults in our community can develop and grow in a safe and supportive environment. We believe that the ability to reflect, lead and aspire is at the core of the learning experience.

Children at Maple Cross are confident to direct their own learning and adults are encouraged to lead their own professional development with the trust that

- ❖ All lessons must be carefully **considered** and **prepared** based on **prior learning** and **broader curriculum objectives**.

By this we mean that all lessons should be sequential having a balance of knowledge and skills. Each individual lesson must have a clear and defined purpose in guiding children to achieve broader curriculum objectives. Teachers must use their preferred formats for medium and short term planning to ensure all single lessons are purposeful. Teachers must be able to articulate how lessons connect and the role they play in ensuring all children meet wider learning intentions.

- ❖ All pupils must experience a **range of opportunities** for **reflection**.

By this we mean all pupils are taught to articulate their process, behaviours and strategies, using common learning language which deepens and extends knowledge and understanding. Reflection is defined in two ways:

'What I am learning' and 'How I am learning'

What relates to the academic skills learnt, for example, finding a quarter of an amount.

*How relates to the metacognition and social learning behaviours for example, De Bono's thinking hats, growth mindset, leadership, characters, resilience**

**This list is not exhaustive*

Reflection opportunities must be planned for as well as adapting plans for when reflection opportunities arise. Class reflection culture must be evidenced through working walls, annotations in books and dialogue.

- ❖ All learning is **introduced** to the pupils in a **purposeful, engaging** and **exciting** way.

*By this we mean all possible links to real life learning must be explored prior to planning for the sequence of lessons. This should be presented in a range of ways, aimed at motivating their on-going engagement in the subject area. Examples can include: props, role-play, question, images, videos, visitors, trips**

**This list is not exhaustive*

- ❖ All lessons will have **high expectations** for all pupils through a **differentiated** and **scaffolded** approach.

*By this we mean all abilities are engaged and planned experiences enhance learning so that each and every child has the opportunity to make significant progress. This can be achieved through the use of common learning objectives and differentiation can be developed using a scaffolding learning approach including: visual prompts, words banks, writing and speaking frames, modelled examples, personalised resources **

**This list is not exhaustive*

- ❖ All lessons must be **varied** in **structure** using a **range** of teaching strategies and providing rich learning **opportunities**.

By this we mean children should experience a spectrum of lesson structures not always the traditional three-part lesson. This means lessons could begin with teacher input or child-led exploration which should include greater use of resources and reduce teacher talk. Teachers should have the confidence to encourage high quality participation and engagement to empower children to direct their learning; therefore lesson structures should be adapted accordingly. Teachers should look for opportunities where misconceptions can be addressed and learning can be enhanced through the use of mini-plenaries.

- ❖ **Evidence** of **clear** and **considered** **success criteria**

By this we mean all Success Criteria for all lessons must be considered in depth by reviewing prior learning to identify gaps, misconceptions and next steps in order to ensure learning progression. Following this consideration,

the process of formally constructing the S.C can be decided by the teacher /pupil alone or through co-construction. Every lesson S.C must be shared explicitly. To ensure variation of lessons this can occur at the beginning or following initial explorations. Evidence of the S.C must be found through the learning environment, in books or through lesson reflections.

❖ **Regular** and **robust assessment** must **inform** ongoing learning.

By this we mean that we prioritise formative assessment (making regular teacher judgements about the progress of individuals and groups within your class and acting upon this to maximise progress). Assessment strategies can include use of mini white boards, responses during partner/small group talk, use of individual resources (e.g. number squares and mini clocks), review of learning a varied points in a lesson or sequence of lessons. Summative assessments (a final assessment at the end of a topic or sequence of learning usually in the form of more traditional tests or exams) are used once a term to strengthen the formative assessment gained through the course of learning. Assessments should be transparent and regularly communicated with the children (and parents when appropriate) through quality feedback. .

❖ All learning is **extended** and **depended** through quality **dialogic feedback approach**.

By this we mean all children must experience quality verbal feedback from the teacher in all lessons (excluding assessment lesson). This feedback process must include a range of comments, which will confirm, correct, challenge, constructively criticise and link to the success criteria. Both teacher and child must engage equally in a shared cycle of dialogue, which challenges existing knowledge through quality questioning and honesty. The dialogue can be given to individual children, small groups or whole class through the use of mini-plenaries.

❖ **Learning environments** must be **accessible, relevant** and represent a **richness** of learning

By this we mean every classroom and outdoor learning experience must represent varied learning using a range of working walls which always relate to current learning. Working walls must be referenced during teaching and all pupils should be encouraged to use the environment as a learning support.

- ❖ Children must experience a breadth of quality **questioning** aimed at challenging and deepening existing knowledge to enable a higher level reasoning.

By this we mean questions should be thought of in the planning stage, where teachers know why they are asking the particular question in an explicit way. However, questions should also be asked and answered within teaching in a reactive and responsive approach. This can be done using a number of styles:

-blooms taxonomy style (Create, evaluate, analyse, apply, understand and remember)

-strategies (no hands up, targeted etc)

-reasoning words (describe, explain, convince, justify, prove)

- Rhetorical questions to probe thinking

- Closed or open questions

**This list is not exhaustive*

- ❖ **Modelling** sets the **highest standard** for learning through a **diverse** and **dynamic** demonstration of concepts.

Modelling involves all children regularly observing the teacher creating a high quality example. Teacher modelling is a fundamental part of the learning process. It must inspire and instruct children in how to achieve the expected standard and must be varied and purposeful to motivate all children. The modelling approach can include, silent modelling, guided modelling, staggered modelling, verbal modelling as well as consistently modelling the desired attitudes and behaviours.