



The
Coombes
CE Primary School

Teaching and Learning Policy

October 2020
Review October 2021

Teaching and Learning Policy

Aim

This policy outlines the expectations of teaching and learning at The Coombes Church of England Primary School. The best schools continually reflect upon and develop their pedagogy in line with their children's needs, government direction and current research. This policy provides an outline of The Coombes's pedagogy. Additional detailed guidance is available for the staff in The Coombes Teaching and Learning Guidance document.

Ethos

This School has a Christian foundation and our vision and values are based on this. We seek to achieve academic excellence and provide the good conditions described by Jesus Christ in the parable of the sower where each child can grow and thrive. We aim to see each child grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

The Coombes vision is about growing. Here we grow to

Love learning

Be the best we can

Respect and care for each other

Serve our community

Look after our environment

The Coombes uses the following Christian Values to guide the children and staff;

Compassion Wisdom Respect Forgiveness Perseverance Responsibility

This vision must be 'lived out' by the children and the staff during each lesson. Below are examples of how our Christian Values can drive the planning and teaching pedagogy of our adults

<i>Christian Values in Practice</i>	
<i>Value</i>	<i>Practice</i>
<i>Compassion</i>	Teachers will plan to ensure that all children can reach their full potential, with effective scaffolding, differentiation, support and challenge.
<i>Wisdom</i>	Teachers will plan a knowledge rich curriculum which will underpin all future learning and inform the decisions which children make.
<i>Respect</i>	Planning, teaching, resourcing and assessing will be respectful of the learning journey made by each individual child, their needs and their abilities.

<i>Forgiveness</i>	Teachers will value all mistakes demonstrating how learning is enhanced by mistake making.
<i>Perseverance</i>	Teachers will plan work which challenges all children and provides the opportunity for children to work hard and value effort
<i>Responsibility</i>	Teachers will take responsibility for the progress of all children within their care and teach children how to take responsibility for their own learning

Our Aim

We strive to ensure our pupils will receive high quality learning opportunities which inspire, as well as develop and deepen understanding, knowledge and skills. We believe that to meet the learning needs of all pupils, we must recognise their individual identity and adapt our teaching to allow each pupil to be successful and excited about learning. We aim to provide a broad and engaging curriculum where learning experiences excite and challenge all pupils.

Our Principles

Our teaching and learning policy is a statement of our beliefs on:

- what makes effective learning opportunities and lessons
- how children learn best
- how learning environments support learning
- how parents and carers support learning
- the role of governors

We are constantly reviewing our practices according to the broad principles outlined in this policy.

Teachers at The Coombes use the following strategies to provide *high-quality teaching* for all pupils

Understanding effective teaching pedagogy

The quality of teaching is central to high educational standards and pupil achievement. The principles of Quality First Teaching (QFT) underpin our approach to teaching across the school and inform the way that we plan and deliver learning. *All* teaching is an opportunity to ensure all children at The Coombes reach their full potential; we expect every teacher to be a good teacher – no child deserves less.

In order to ensure we are providing an engaging curriculum, and for children to reach their full potential, teachers will use the following as part of preparing for and delivering each teaching sequence:

- **Planning** – using robust subject knowledge to effectively capture the requirements of the school and statutory guidance to plan for effective learning opportunities whilst having high expectations of the lesson outcome by preparing appropriate resources, questions and support in place
- **Questioning**- posing thought-provoking, purposeful questions as opportunities to build on, challenge or reflect upon learning and what it means to each child
- **Modelling**- effective modelling of learning through talk and presentation to allow pupils to absorb the knowledge being shared and applied in a lesson
- **Assessment**- Assessment for Learning (AfL) comes in different forms at The Coombes in the form of (but not restricted to): questioning, retrieval practice, whole-class feedback, DIRT time, group work and marking books. It is used to gather information about requirements for support, opportunities to challenge and address misconceptions as well as to secure a basis on which teachers can build knowledge to make good progress for all learners. Feedback may be given directly to the pupil, a group of pupils or to the whole class.

Building on prior knowledge

At The Coombes, we design cycles of learning based upon prior knowledge that allow pupils to revisit this previous learning before building upon it. The ways in which teachers prepare for this are:

- Assessment – both summative and formative assessment and data are used to identify next steps and planning
- Moderation opportunities
- Retrieval practice
- Procedural Success Criteria
- Clearly linked breadth maps of learning of which both teachers and pupils understand what they are expected to do and what the final outcome of a lesson and a teaching sequence should be

Further examples of how we build upon prior knowledge can be found in the school's Teaching and Learning Guidance.

Scaffolding

At The Coombes, we recognise that in some lessons pupils will require additional support in order to reach their learning potential.

When scaffolding, we consider the following:

- **The impact of adult support-** this includes the opportunity for all groups of children to have regular access to support and individual impact from the class teacher and other support staff. We also encourage independent learning by ensuring pupils do not rely on adult support as a means to completing their learning tasks.
- **Experience-** we understand that to help pupils, real life experience brings learning to life. We use resources, including physical manipulatives to provide engaging learning opportunities with thoughtful outcomes.
- **Vocabulary-** the art of effective communication and oracy is key to successful learning so we model, use and refer to high quality vocabulary (and visual representations of this where necessary) to underpin all learning experiences
- **Worked examples-** providing pupils with clear, purposeful examples of the application of knowledge they are learning as a means of reference during a lesson allows pupils to gain independence in their learning. A good example of this would follow an 'I do, we do, you do' model of examples
- **Success Criteria-** sharing procedural, concise steps of Success Criteria encourages pupils to relate to their learning and what the expected outcome is. This model allows pupils to independently meet the learning intention and reflect upon their own success

Providing effective support

At The Coombes, staff will use different methods to support and develop pupils in their learning experiences. This could include:

- **Talk Partners-** teachers will pose a thoughtful question based upon the learning and encourage pupils to discuss and offer answers based upon their prior knowledge and learning within a lesson
- **Independence –** Once a teacher has provided the learning opportunity, pupils are encouraged to apply knowledge independently in their own work books or to complete a task. Pupils are also encouraged to have high expectations of themselves and self-reflect on this learning at the end of each lesson in the form of Success Criteria
- **Support-** there are times when pupils require additional support from an adult. This could be for part or all of a lesson but will encourage pupils to be independent rather than reliant on the adult. Pupils of all attainment and ability should have access and opportunity to work with teachers throughout a learning sequence

Teachers at The Coombes use the following strategies to provide *high-quality* learning for all pupils:

The Learning Environment

To support learning, at The Coombes we recognise that children may need to refer to examples, be reminded of how to apply their knowledge or connect learning and the learning environment is key to this. Having clear and structured routines ensures that pupils understand the value of respecting their work space and allows them to spend the maximum amount of time responding to learning.

The Learning Environment will include:

- **Working Walls-** sharing worked examples, key vocabulary and worked models can be found in classrooms as a point to refer to and apply. Pupils are encouraged to use these working walls in their independent learning.
- **Opportunities for all children to share their understanding-** in order to empower children as learners that are confident in taking risks, we use a 'no-hands-up' approach and expect children to have a go at answering a question and build upon this through the lesson. This method means pupils can learn from and deepen their understand and become active participants in all learning experiences.
- **Seating-** the positioning of pupils will be based upon effective partnerships for talking, good models of behaviour and outcome as well as access to adults. Pupils should not be placed according to academic attainment and will be responsive of all children's needs and experiences.

Other strategies used to support children in taking responsibility or their own learning can be found in the school's Teaching and Learning Guidance.

The role of parents and carers

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
- Attending parents' evenings and striving to work positively in partnership with school staff
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey
- Ensuring that their child is equipped for school with the correct uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include discussions with subject leaders, the head teacher's report to governors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
- Seek to ensure that our staff development and our performance management promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff appraisal is undertaken systematically and according to school policies
- Share their expertise and talents with the school