



Teaching & Learning Policy

December 2023

Review: December 2025

Contents:

1. Introduction and philosophy	p2
2. Aims and objectives	p2
3. Effective learning	p3
4. Effective teaching	p4
5. Knowledge retention and retrieval practice	p6
6. The role of governors	p10
7. The role of parents	p10
8. Monitoring and review	p11
9. Reporting to parents	p11

Policy on Teaching and Learning for All

1 Introduction and Philosophy

1.1 At Little Melton Primary School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This is also encapsulated in our School Vision and Children's Code (see website).

1.2 We expect that all adults working in the school are reflective practitioners with a commitment to ensuring their own professional development. It is also a commitment that the school will support them in this process through structured challenge and support- see school strategic overview diagram. This also includes lesson study, peer observations and opportunities to visit other schools. We do this because research clearly shows that a major driver of increased pupil achievement is the quality of teaching, therefore we should make it a priority.

1.3 We also believe that we have a responsibility towards developing future education professionals in general, and as such are actively involved in supporting parents or other volunteers within the community to gain work experience, or a vocational qualification, and are also regular contributors to the UEA PGCE scheme. We are also outward looking towards giving and receiving support to and from other schools.

1.4 This policy should also be read with reference to 'Assessment for Learning, Marking and Feedback policy' (March 2021).

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school, we provide a rich, creative and varied learning environment that allows all children to develop their skills and abilities to their full potential.

2.2 Through our teaching, we aim to:
enable children to become confident, resourceful, enquiring and independent learners; foster children's self-esteem, and help them to build positive relationships with other people; develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings; show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people; enable children to understand their community, and help them feel valued as part of it; help children grow into reliable, independent and positive citizens, developing character education and cultural capital.

3 Effective learning

3.1 Children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners.

We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

3.2 We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide breaks at various points in the day or even lessons to refocus children's attention, and make sure that the children have access to drinking water.

3.3 All teaching will provide learning opportunities, and the learning activities will be planned with the following principles:

- the teaching should build on previous learning;
- it should give pupils the 'big picture' of the lesson;
- the teacher will explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- when appropriate, the teaching should indicate what the next step in the learning

there are opportunities for peer feedback in UKS2 using the SC that they have created and self assessed on, so they have opportunities to redraft from peer assessment

3.4 We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- investigation and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- use of a range of media;
- debates, role-plays and oral presentations;

designing and making things;
participation in athletic or physical activity.

3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

4 Effective teaching

4.1 When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the combination of subject narratives and skills progression sheets to guide our teaching. This sets out what is to be taught to each year group.

4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's provision maps (see SEND). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, social background and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters will be.

4.3 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum and Early Years Foundation Stage Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

4.4 To promote the growth of both knowledge and skills, and to ensure that links are drawn by teachers across and between subjects; we use (in each subject)

- A4 skills progression sheets (key vocab)
- A4 subject narratives (2 yearly)
- A4 subject rationales
- A4 topic based 'knowledge organisers'
- Coding on topic curriculum plans

Examples of each of these are included in the appendix.

4.5 We use regular 'low-stakes' retrieval quizzes in our teaching to promote knowledge retention. These may be based on specific information drawn from each topic's 'knowledge organiser', or from other key facts in lessons. The implementation of this approach varies in each classroom in order to be age appropriate, but the principles are consistent. There is no expectation that 'data' from these 'tests quizzes' is necessarily used or kept for other purposes. (See section 5 for more detail of our approach to knowledge retention and retrieval.)

4.6 All staff make a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our policy on behaviour.

4.7 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.

4.8 We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

4.9 Our classrooms are attractive learning environments. We change displays regularly, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, alphabets and work banks. They also contain collections of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children. Working walls are a major feature, to promote independence and consolidate learning- see Teaching Non-Negotiables.

4.10 All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teacher's in developing their skills, so that they can continually improve their practice.

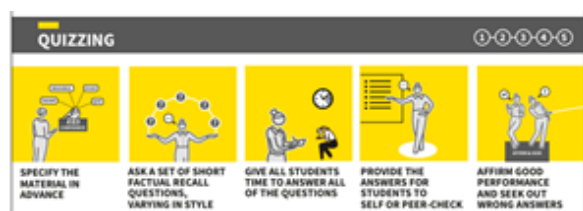
4.11 We conduct all our teaching in an atmosphere of trust and respect for all.

5. Knowledge Retention and Retrieval Practice

5.1 Our approach in this important area was honed and developed through professional development using the (Sherrington) 'Walk Thru' resources and professional reading of 'Retrieval Practice' (Kate Jones). We followed a structured programme looking at eight different strategies and discussed and listed practical applications of each strategy in an age-appropriate way in each classroom.

5.2 The eight areas explored are listed and explained below:

(i) Quizzing-



All teachers use quizzing as a common approach to help children to retrieve and consolidate knowledge. We recognise the following principles as good practice when designing age-appropriate quiz based activities.

- (a) Specify the material in advance so that children can be prepared
- (b) Ask a set of short factual questions in different styles
- (c) Give all children time to answer the questions
- (d) Provide the answers for students to mark them or peer mark
- (e) Affirm good answers and deliberately seek out wrong answers to begin fruitful class conversations

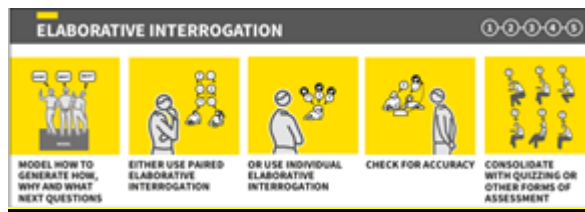
In Year 5/6, examples of quizzing practice are: lesson recap starters are routinely used in a wide variety of subjects including Maths SATS Testbase, Kahoot is used as fun quiz eg Romans- used also for assessment learning.

In Year 3/4, examples of quizzing practice are: Maths White Rose flashbacks powerpoints, referring back to diagrams to label eg human skeleton and a covered World Map is used to recall names of countries and continents and times tables.

In Year 1/2, examples of quizzing practice are: White Rose flashbacks are also used routinely, labelling pictures from memory, and Quickspell in Phonics- often whiteboards are used as a medium to share retrieved information.

In Reception, examples of quizzing practice are: phonic sounds are retrieved every day as are 'tricky words'. Numbers are revisited from memory using concrete resources but with children encouraged to work independently.

(ii) Elaborative Interrogation-



All teachers make use of the elaborative interrogation techniques, principally through the use of organised peer learning partners.

These sessions in class may include adult led scaffolding- for example in Early Years, but building towards more open ended work in Key Stage 2. Learning partners are encouraged to use open ended questions for example- 'How Do You Know'?

The use of success criteria for example in Big Writing across the school also focuses learning partners on having a more structured conversation about each other's work.

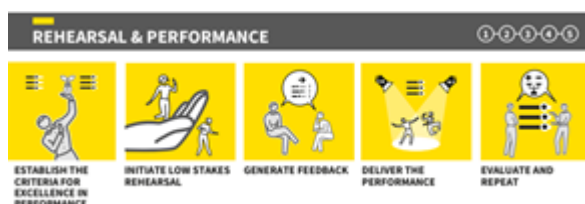
Knowledge Organisers are also sometimes used as the basis of learning partner work, for example by children testing each other on them in class.

(iii) Using a Knowledge Organiser



Classes have knowledge organisers to support the curriculum for each topic. They are shared with children and parents. In class, teachers use them as a supportive resource- including giving children closed quizzes on them to support generative recall . They are encouraged to also learn them at home. There is a **half-termly Headteacher Google Forms Quiz online** for each class where participants can win certificates for getting involved- although scores are not recorded or shared because it is designed to be low stakes.

(iv) Rehearsal and Performance

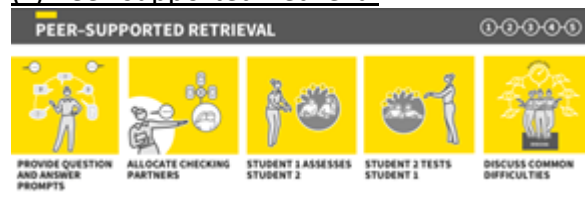


We understand and make use of the 'rehearse-perform- evaluate cycle' to develop skills and consolidate knowledge.

Examples in our school include:

Sketch Books (Art and DT) in Eagle - Research pages (including ICT or skills based) - Draft page (plan lay out etc) and then Final Page, English (including but not only Big Write) - drafts and redrafts, rehearsal of SP&G in practice sentences as well as part of a wider piece of text. Big Write: Drafting - peer marking - redrafting

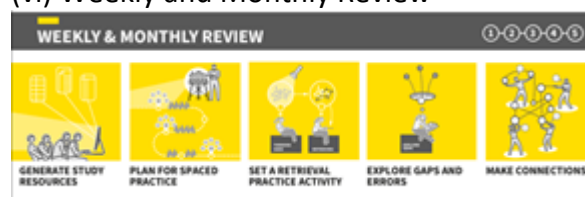
(v) Peer-supported Retrieval



This has some overlap with 'elaborative interrogation' see section (i) above, particularly through the use of learning partners. Children are often given success criteria to evaluate each other's work against, as well as more basic checking of whether answers are accurate. They often take it in turns to be the one doing the checking or the recipient.

Children can also be provided with question and answer prompts at the start of the activity as an additional form of scaffolding to support learning. In UKS2 pupils create their own SC following development of understanding and they choose their own SC to work towards.

(vi) Weekly and Monthly Review-



Teachers make use of 'testing' at periodic intervals - (either oral or written) to consolidate learning. Common examples of this are included orally in the starters of lessons, and when re-capping. This 'spaced practice' looks different in different age groups, but is built on shared principles.

An example of this is using a retrieval grid. These are due to be refined in school in Autumn 2021.

WHAT CAN YOU REMEMBER CHALLENGE? RETRIEVAL PRACTICE

Take turns - What can you score in 5 minutes?

last lesson (1 point)
last week (2 points)
two weeks ago (3 points)
a while ago (4 points)

5 body parts above the shoulders with correct gender	List 10 sporting activities	Outline 3 ways to remain healthy
What should someone who is overweight do to lose weight?	Name 3 things connected to the leg	You are at the doctor's surgery with multiple problems. Talk about it in detail
Explain how: 'Meine Nase tut mir weh' changes in past tense	Explain what type of lifestyle you and your family lead and why	Describe your neighbour's body

(vii) Concrete Examples

CONCRETE EXAMPLES 1-2-3-4-5

MAKE ABSTRACT-CONCRETE CONNECTIONS EXPLICIT
 HIGHLIGHT A RANGE OF USEFUL CONCRETE EXAMPLES TO LEARN
 QUIZ ON CONCRETE EXAMPLES FOR A GIVEN ABSTRACT IDEA
 QUIZ ON ABSTRACT IDEAS FOR GIVEN CONCRETE EXAMPLES
 EXTEND THE RANGE OF EXAMPLES

Teachers regularly use concrete examples to reinforce more abstract concepts as a teaching staple. A common example is with the concrete-pictorial-abstract model in Mathematics in which concepts are first underpinned with the use of concrete resources- and these resources are regularly re-visited when checking understanding.

A school example of this is in Eagle Owls- Using a text that we are reading together to look at examples of sentence structures /punctuation, which are identified in place and their purpose and effect explored. Then, the same structure will be looked at abstractly to break them down and practice the structure, before returning to how to use it within a whole text?

(viii) Guided Practice

GUIDED PRACTICE 1-2-3-4-5

EXPLAIN AND MODEL THE NEW LEARNING
 SET SHORT TASK USING MODELLED KNOWLEDGE OR SKILL
 CIRCULATE ACTIVELY CHECKING FOR SUCCESS
 CHECK FOR ERROR; AFFIRM SUCCESS
 RE-TEACH OR EXTEND THE PRACTICE

We understand the value of designing activities with high success rates in order to build confidence and fluency. We regularly model success for children eg when introducing new concepts in writing, or new techniques and skills in Physical Education. We seek to move children on in their learning when they can demonstrate good levels of success through this guided practice, and as a step before independent work.

A school example of this is in Eagle Owls in Maths, practising basic skill (written multiplication method) and rehearsing it until confident, then beginning to use that skill within a context, again with guidance on how to approach the problem, e.g. word problems: identification of the skill being practiced within the question and how to apply.

6 The role of governors

6.1 Our governors determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning;

check teaching methods in the light of health and safety regulations;

seek to ensure that our staff development and our performance management both promote good-quality teaching;

monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the annual Headteacher's report to governors, and a review of the in-service training sessions attended by staff.

7 The role of parents

7.1 We believe that parents have a fundamental role to play in helping children to learn.

We do all we can to inform parents about what and how their children are learning: by holding parents' evenings to explain our school strategies for literacy, numeracy and health education;

by sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school; by sending parents yearly reports in which we explain the progress made by each child, and indicate how the child can improve further;

by explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

7.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

to ensure that their child has the best attendance record possible;

to ensure that their child is equipped for school with the correct uniform and PE kit;

to do their best to keep their child healthy and fit to attend school;

to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;

to promote a positive attitude towards school and learning in general;

to fulfil the requirements set out in the home-school ag

8 Monitoring and review

8.1 We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

9 Reporting to parents

9.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

9.2 We offer parents regular opportunities to meet their child's teacher, either through scheduled parent meetings, or bespoke arrangements throughout the year when requested.

9.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We also include a space for parental feedback.

9.4 In reports for pupils in Reception, Year 2 and Year 6, we provide details of statutory assessments. In all reports we provide details of children's current PITA ('point in time assessments'- see school website for full details) levels- updated termly.

9.5 At the start of each half term, each of our teachers gives parents an update that identifies the main areas of study for that particular class- see website. There is also a 'This Week Next Week' box in the weekly school newsletter which features pictures of recent work and outlines main areas of learning in each class in the week ahead.