Dale Community Primary School

Teaching and Learning Policy

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Policy Approved by: **Governors Standards Committee**

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1. Introduction

A mastery curriculum is based on the central belief that virtually all learners can learn all important academic content to a level of excellence. Teachers reinforce an expectation that all pupils are capable of achieving high standards.

When taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in lesson objectives, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding tasks which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, and concepts and ultimately learning is accessible to all.

Our curriculum is designed to ensure that children have a solid, concrete understanding of subject knowledge and skills. We aim to take teaching and learning at a steadier pace, so that no child is left behind and not moving on until the majority have mastered a concept.

2. Teaching for mastery principles

- Children will not be separated into ability groups during whole class teaching. Teachers may decide that on occasion focused teaching may need to take place for specific groups of children due to an identified need at an appropriate point in the lesson.
- Teachers reinforce an expectation that all pupils are capable of achieving high standards.
- Pupils will work in mixed ability pairs and/or matched pairs (where children are deliberately paired to support and extend each other). Mastery learning appears to be particularly effective when pupils work with partners or groups and take responsibility for supporting each other's progress.
- In a mastery curriculum model, classes move through topics at one pace until the vast majority (approximately 80% of a class) reach an agreed level of competency.
- If necessary, pupils will be supported to access the same learning through the provision of resources.
- Intervention will take place at the point of need e.g. pre-teaching, immediate intervention during a lesson or post teaching (pre-teaching of new knowledge, skills and concepts will support children in accessing new learning).
- Pupils will be identified for interventions using ongoing assessment of children's conceptual and procedural knowledge through their response to questioning and the work they produce.

3. Positive learning culture

To enable children to achieve their full potential, the school will work to develop a culture where children:

- Enjoy learning.

- Feel safe – respect, value and support each other as learners.
- Take risks with their learning.
- Recognise mistakes and errors as a learning opportunity and persevere.

To enable children to achieve their full potential, adults in the classroom will:
- Establish positive working relationships with all children in the class.
- Model learning and expected behaviour for the children.
- Treat all children fairly and with kindness and respect with encouragement, praise and rewards for all.
- Set high expectations – learning behaviour, progress in learning, presentation etc.
- Promote an inclusive ethos within their classroom.

4. Planning process
- A system using long term, medium term and short-term planning ensures coverage of the National Curriculum and progression of learning both within a year group and from year to year.
- Difficult points and potential misconceptions are identified in advance (during the planning stage). Teachers plan to address misconceptions and consideration is given to key questions designed to challenge thinking and develop learning for all pupils.
- The needs of all pupils will be planned for including identifying the support and challenge for all lessons.
- Pre-teaching is planned on an ongoing basis in response to assessment of the previous lesson.
- See appendix 1 (lesson design based upon Rosenshine's principles of instruction).

5. Sharing information with parents
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' meetings to explain our school strategies e.g. the teaching of literacy, numeracy and health education.
- Providing an overview of learning in all subjects on the school website.
- Sending information to parents outlining the Imaginative Learning Projects (ILPs) that the children will be studying in the form of a Knowledge Organiser.
- Celebrating learning through ILP open events.
- Sharing information about the approach to whole school reading and their child's individual reading through reading records.
- Providing a half termly newsletter showing what children will be learning in the following half term.
- Sending termly reports to parents in which we indicate the progress and effort made.
- Sending an end of year report that outlines effort, attainment, progress, attendance and how parents can help their child.
- Having a consistent approach to Homework which aims to give children opportunities to learn and reinforce basic skills via Google Classroom.
- Involving parents in developing learning through shared learning, displays and homework projects.
- Holding Parents' Evenings three times per academic year.

6. Role of parents

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

- Talk about, support and encourage their children's learning i.e. through the weekly homework and listening to their child read.
- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Ensure that their child is ready for learning e.g. home routines.
- Inform school if there are any issues that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.

7. Monitoring and review

We review the school teaching and learning policy on a timetabled basis so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Appendix 2 shows the 'Teaching and Learning Standard' summarised for classroom-based staff.

Appendix 1

Lesson design (based upon Rosenshine's Principles of Instruction):
1. Begin the lesson with a review of previous learning.
   Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of questioning techniques to check understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes. This will strengthen understanding and the connections between ideas.

2. Present new material in small steps.
   Presenting new information in small, bite-sized chunks increases the progress made by the pupils. Introducing too much at once will see progress rates fall as they can only process so much at one time. This reduction in cognitive load allows metacognition to take place (it allows them to think about how they are thinking about the task).

3. Ask a large number of questions (and to all pupils).
   Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge pupils to think deeper into a subject. The greatest value of questioning though is that they force pupils to practice retrieval; this strengthens and deepens memory.

4. Provide models and worked examples.
   Delivering new information to pupils by linking it to something or some process they are familiar with allows pupils to gain an understanding quicker, it also gives them deeper retention. This is especially true of more conceptual ideas. In Science, we may explain the flow of electrons in a circuit by using the model of the water in a "lazy river". The water being the flow of electrons, the pumps providing the voltage (power) and the people in the water providing resistance.

5. Practise using the new material.
   Practice makes perfect right? Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that successful teachers allow more time for guidance, questioning and repetition of processes. Actually, in teaching, I prefer to use the phrase "Practice makes Progress".

6. Check for understanding frequently and correct errors.
   Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes/pupil's understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need re-teaching.

7. Obtain a high success rate.
   Teaching for mastery ensures all pupils in a class are ready to move on to the next stage in the topic, thus preventing pupils from taking misunderstanding into their future learning. From his research, Rosenshine found that a class that the optimal success rate is an 80% understanding. This shows that not only have the pupils learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

8.   Provide scaffolds for difficult tasks.
       When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian
       scaffolding. Providing pupils with a framework that more easily allows them to make
       progress. The scaffolds can then be gradually removed as their competency grows.
       Examples of scaffolds can include; checklists, cue cards or writing frames. Teachers
       can also anticipate commonly made errors and build tools into the scaffold tasks
       that reduce the chances of pupils making the same mistakes.

9.   Independent practice.
       Following scaffolded tasks, pupils should be competent in the task and therefore can
       practice the task independently. This repetition of the task will promote a deeper
       fluency; Rosenshine called this "overlearning".

10.   Monthly and weekly reviews.
       An extension of the first principle, monthly and weekly reviews of previous learning
       aids recall of information and processes.

Appendix 3
Expectations for lessons and books November 2021

Books
All work is to be recorded in books including worksheets and drafts
Children will write the subject in the top right-hand corner of topic books (Art, DT, Geog, His, Sci, Comp, PSHE, RE, Music)

<u>Dates</u>
Year 1 – the short date will be used in all books (children to write if appropriate)
Year 2 onwards – the short date will be used in maths and topic books and the long date in English books

Slides
Subject icons to be included on the slides
The learning Intention to be included on the slides

Memory
Topic – At the start of each lesson there should be a quick recall of prior learning in the format of 'Last lesson, last month, last year' (use progression documents to help with this). This should be quick recall and this does not need to be recorded by the children.

Dale Community Primary School > Teaching and Learning Standard

FLOURISH at Dale and Stonehill

1. Classroom Culture

1.1 **Effective Start.** Teacher welcomes pupils, seating plan in place, clear routines, clear organisation, starter activity ready, equipment on desks and visual timetable displayed.

1.2 **High expectations.** Both the teacher and pupils demonstrate high expectations in relation to the quality of work and progress.

1.3 **Maximising learning time.** Effective strategies are used to maximise learning time. Pupils are learning right from the beginning of the lesson. Active listening is expected e.g. system to gain attention, eyes on the speaker, body language shows you are listening

1.4 **Smooth transitions.** Routines are in place to ensure that no time is wasted transitioning between activities. Transition points are calm and purposeful.

1.5 **Excellent relationships.** All members of the school community are positive and polite towards each other.

1.6 **Independent, active engagement by all students.** Pupils are independently and actively engaged in their activities. Pupil motivation is clear to see through their enthusiasm and the pace that they are working. Pupils tackle learning with positivity showing solid inner resilience.

1.7 **Effective implementation of the Behaviour Policy** to maintain positive behaviour for learning. A range of teaching strategies are used to promote good behaviour for learning.

1.8 **A quality classroom environment.** Clean, tidy, organized classroom with attractive, engaging displays for learning which reflects the high expectations set within the classroom.

2. Precise Planning

2.1 **Establishing starting points.** Through assessments (questioning, marking work, low stakes testing, Insight tracking, observations) both teacher and pupil have a good understanding of the starting points. The planned activities then enable the pupils to make progress from this point.

2.2a **Clear learning intention taken from the medium term planning.** The learning intention shapes the learning of the lesson providing a good level of challenge and depth for all. Pupils can clearly and confidently articulate what they are learning at an age appropriate level.

2.2b **Clarity on success.** The teacher provides clarity on what success looks like including WAGOLL, worked examples, success criteria. Pupils can clearly and confidently articulate what success looks like.

2.3 **Mastery approach.** Support is given where necessary to allow all pupils to access the learning. Ambitious and appropriate challenges are provided to deepen children's understanding.

2.4 **Partner and group work.** Paired and group activities are used within the mastery approach e.g. working with a partner to complete an In-Focus task, sharing ideas with a partner before feeding back

2.5 **Oral rehearsal used to consolidate understanding** e.g. use of stem sentences in maths, oral rehearsal of sentences during editing and improving, develop accurate use of grammar and use of new vocabulary within a context

2.6 **Plenaries are planned for at regular intervals** to assess learning and progress against the learning intentions.

2.7 **Every moment counts.** Staff maximise every opportunity for learning so that pupils are actively engaged at all points throughout the day e.g. initiating games at playtime, engaging children in conversation, leading activities and play during Golden Time, both partners actively engaged during partner work.

3. Assessment for Learning

3.1 **Effective targeted questioning.** Staff skillfully use both closed and open questions to extend learning and gain an accurate idea of understanding. Follow-up questions are used to extend learning and involve more pupils.

3.2 **Good quality discussion.** Teachers ensure there are ample opportunities for pupils to engage in good quality discussion and dialogue (prior to questioning) involving all. Pupils engage in discussion with confidence.

3.3 **Effective AfL and Progress checks.** Effective AfL activities and regular checks on progress against the learning intention e.g. mini whiteboards, verbal Q&A, live marking to identify the individual pupils' current understanding. Teachers use this feedback effectively to adapt the lesson as needed to maximise pupil progress against the learning intentions and maintain the high level of challenge.

3.4 **Interventions.** Teachers use feedback from AfL to inform interventions at the point of need e.g. pre-teaching, immediate intervention during a lesson or post teaching (pre-teaching of new knowledge, skills and concepts will support children in accessing new learning).

3.5 **Peer and self-assessment** are used when appropriate to deepen understanding and enhance progress e.g. editing work, peer marking, paired writing conferences, checks against success criteria.

4. Book Progress Checks

Books clearly demonstrate pupils are making progress over time

4.1 **Tasks and activities reflect high expectations** including a good level of challenge or support.

4.2 **Teacher comments are regular,** improvement driven and subject specific. This includes live marking during lessons.

4.3 **The impact of teachers' marking and feedback is clear in** pupils' subsequent work (this includes the quality of English)

4.4 **English errors are identified and highlighted** in line with the Marking and Feedback Policy; teacher insists that errors are corrected.

4.5 **Pupils take pride in their work.** Teachers insist on good quality presentation.

5. Memory

6. Progress

6.1 Pupils are challenged, fully engaged and make clear progress in their learning as evidenced via teaching and learning in lessons, work in pupils' books and summative assessment including Insight and NFER.

6.2 The work in pupil's books clearly improves over time.