



Teaching & Learning Policy

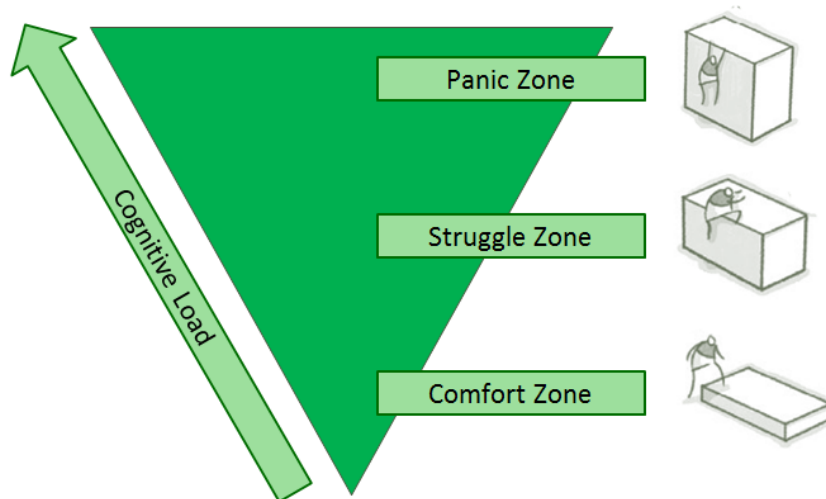
Prepared by J Payne, September 2018

Version	Date	Reviewed by	Date of next review	Comments
1.0	September 2018		Autumn 2021	
1.1	February 2023	J Payne/P&C Ctte	Spring 2026	<ul style="list-style-type: none">• Removed reference to marking code• Added reference to whole class feedback

What does great teaching look like at Kingslea Primary School?

Expectations are high, children are challenged and learning is appropriate

- Concise learning objectives, success criteria and feedback are used to provide challenge for all
- Children are expected to develop their knowledge and skills during lessons
- Examples of excellence are shared, discussed and deconstructed with the class
- Formal, subject-specific language is modelled by teachers and expected from children
- Vocabulary is made accessible for children through scaffolding
- Scaffolding and support is appropriate and balanced with challenge; scaffolding is timed right so that children have enough 'struggle time' before being supported
- Scaffolding is used to:
 - motivate pupils
 - simplify tasks
 - provide direction
 - indicate steps to success
 - reduce frustration and risk
 - model and clearly define the expectations
- Cognitive load is reduced through the use of scaffolding: steps to success, exemplars, sentence starters, key vocabulary, practical resources and equipment, answer frames or stem sentences, photo prompts, pre-teaching, modelling, questioning, adult support etc.
- Scaffolding is seen as a means to independence through gradual removal
- Children are actively encouraged to visit the 'struggle zone' and are rewarded for their effort.

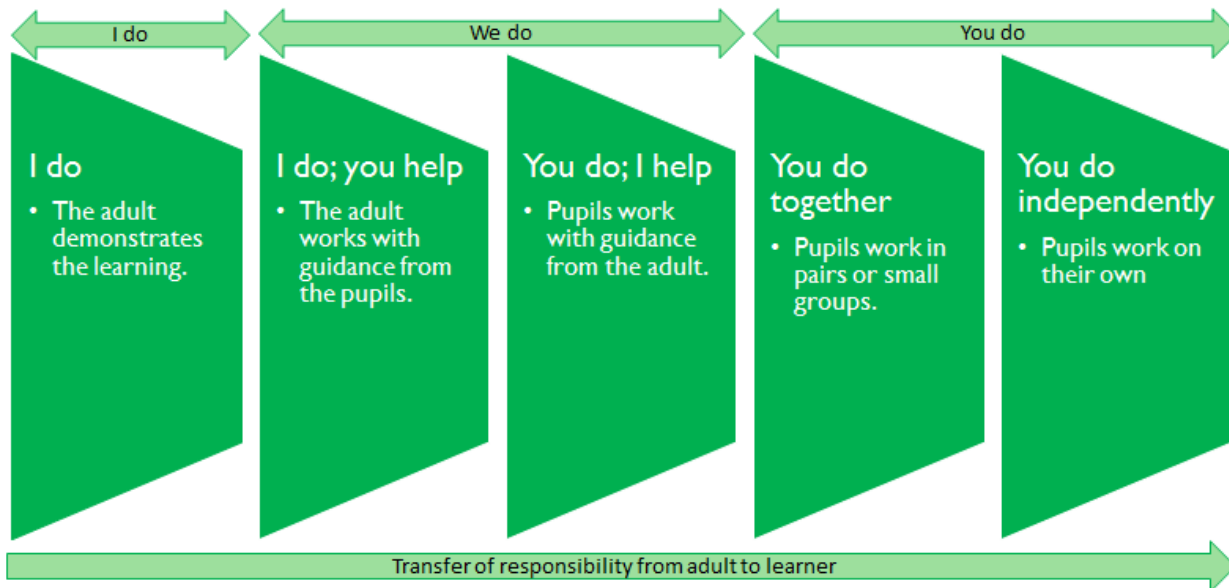


New concepts are explained clearly and concisely

- Children's prior knowledge is used to 'hook into' new knowledge; start with what they know
- Explanations:
 - focus on key learning points, success criteria and subject specific knowledge
 - are made concrete and credible (demonstration, visual images/video, practical) using stories and emotion where applicable, and using the concrete, pictorial and abstract approach in maths lessons
 - generate curiosity and identify children's gaps in learning
 - are used to address common misconceptions

New learning and activities are modelled

- Examples of work are shared and deconstructed. “This is great because....”, “This needs improving because...”
- Teachers use subject specific vocabulary and high quality language.
- Modelling is scaffolded to maximise the learning for all children
- Questioning is used to check understanding
- The following progression is used as appropriate to aid independence:



Children practise new knowledge and skills to move learning from the short to the long-term memory

- Children are given time to practise new knowledge and skills
- Feedback is provided during practice; the teacher identifies mistakes and intervenes when necessary
- Mistakes are used as a key aspect of learning
- Scaffolding and support are removed when appropriate
- Key skills and knowledge are practised regularly to improve retention
- Homework, IT and regular quizzing supports practice.

Questioning both deepens and develops thinking, and checks for understanding and misconceptions

- The teacher develops children’s responses by asking more complex follow-up questions
- Children answer in full sentences when appropriate
- Children respond to each other’s contributions in lessons, using habits of discussion if appropriate
- Children ask questions and seek clarification if they are unsure
- Teachers encourage pupils to go beyond “I don’t know” by:
 - Asking another child, then tracking back to the original child who didn’t know to repeat the answer (phone a friend)
 - Giving a few of options from which they can choose and explain why
 - Providing the answer and asking them to explain why it is correct
- Time to think is given and talk partners are used to develop pupils’ responses
- Teachers Cold Call during questioning, so specific children can be targeted
- Closed and open questions are used to elicit knowledge and deepen understanding.

Teachers use feedback (both to and from pupils) to ensure learning is appropriate

- Feedback is:
 - useful – to the teacher or the learner, preferably both
 - effective when it is timely (during or not too late after the task), frequent and acted on (not ignored)
 - used to identify the 'learning gaps' of individuals
 - specific and clearly focused on learning
- Feedback to pupils (verbal, individual, group, written) is:
 - Kind
 - Specific
 - Challenging
- Feedback should encourage pupils to aspire to excellence and will be different for different subjects
- Children's work is always checked – this shows that it is valued and that their teachers has seen it and taken it into consideration for future learning
- Feedback, including written feedback, should be high impact but manageable and sustainable for staff
- Tickled Pink (Positive) & Better Blue (Next Steps) are used for feedback
- Children know what they have to do to achieve
- Children understand and reflect on the feedback given by the teacher. They respond when appropriate
- Teachers receive feedback from pupils in the form of pre-assessments, responses to questions in lessons, talk partner discussions, statements made about the learning, work in books, comments made by a TA
- Such feedback is used for planning, including post-teaching, and feedback grids help to facilitate this
- Lessons are flexible and can be adapted based on the feedback teachers receive during lessons
- Whole class feedback is used to minimise teachers' marking time but maximise the impact on children's learning