



At Lobley Hill Primary School we aim to 'Be the Best We Can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

Lobley Hill Primary School

Teaching and Learning Policy

Linked Policies/Documents:
Assessment Policy
Responding to Work Policy
Behaviour and Relationships Policy
Early Years Handbook 2021

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Introduction

We want to provide an inspirational, enabling and welcoming environment where all children are respected, feel happy, safe and secure in their learning. We promote an inclusive and effective learning community where we celebrate diversity and have high expectation for all.

We want to enhance children's life chances through a stimulating supportive partnership with parents and carers that nurture each child to achieve their full potential and we aim to achieve this through a creative holistic approach in all that we do.

We want our children to become responsible, confident members of a global society who can apply their experiences gained at Lobley Hill Primary School to all future learning.

This document aims to outline the policy, practices, theory and inspirations behind our approach to teaching and learning within Lobley Hill Primary School.

Our aims for Teaching and Learning

- Ensuring all staff have high expectations of our children; of what they can achieve and how to facilitate this through **Quality First Teaching** based on a secure **pedagogical knowledge**.
- Ensuring staff create a positive, safe and stimulating learning environment built on trust and mutual respect thus ensuring readiness to learn and the promotion of emotional well-being.
- Value diversity, our community and its culture capital to ensure inclusion.
- Ensuring our children become independent, resilient and confident learners who are engaged, involved and motivated to learn.
- Raising achievement through stimulating teaching; an enabling environment and a progressive skills-based curriculum which focuses on key concepts.
- Ensuring all staff maximise teaching and learning opportunities to promote progress, consolidate prior learning and deepen understanding.
- Ensuring staff have a good understanding child development and how children learn best to meet of all individuals/groups of children.
- Ensuring staff employ assessment for learning strategies as outlined in school policy.
- Ensuring staff are encouraged and personally motivated to keep up to date with developments and initiatives in education for their CPD and subsequently improve the provision for our children.
- Build effective relationships with parents to promote pro-active home/school relationships.



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Lobley Hill Primary School Curriculum Drivers

The following drivers were created to outline the underlying threads that run throughout our school and community in order to ensure we are true to the ethos and vision for our children. They run alongside the EYFS Framework and the National Curriculum.

Health, well-being and resilience - this is a key aspect of what we do at Lobley Hill and it covers everything from PE to Thrive. We feel that now more than ever, our curriculum plays a pivotal role in developing confident, resilient and independent children. An integral part of this is ensuring that our parents are engaged with each aspect of school life, including building up a volunteer base to support with school priorities. Mental health and well-being are central to the work we do; this incorporates our children and families understanding how to look after themselves as well as each other. We believe the use of the outdoor classroom and local environment supports our children to understand and **respect** nature. It encourages **curiosity**, discovery and **adventure**, and allows holistic development to take place.

Locality and community - it is vital that our children develop an understanding of where they come from in the world and how their community has been shaped and formed over time. We want our children and families to develop a sense of pride in their origins, wherever they come from in the world and develop **respect** for the range of faith communities in our locality. Through learning about a range of aspirational local people who have helped to have a positive influence in the North East of England, we can encourage our children to '**Be the Best that we can be**'. We believe that it is essential that our children and families understand environmental and global issues that have an impact on their daily lives and that they understand how we can **co-operate** with others to make positive changes as global citizens. Accessing our local outdoor environment, within and beyond the school grounds, is fundamental to our curriculum; we place great value on learning in the outdoors and see this as a fundamental aspect of our curriculum.

Creative and Active learning - it is key that our children are engaged, motivated and inspired by the curriculum that we deliver. We strive to ensure that there is a sense of **enjoyment** throughout each area of the curriculum. We will adapt to the needs of individual cohorts and seek to improve and enhance our provision each year. Our curriculum will create **curious, adventurous** and resilient children whose independence skills are fostered and developed. Through an enquiry based and investigative curriculum, our children will be motivated to question and supported to deepen their understanding of the world around them. Utilising the outdoor environment is pivotal to this as we ensure opportunities are woven into the curriculum to enhance and support our provision. An integral aspect of our curriculum is to provide children with real, concrete experiences using artefacts and manipulatives to stimulate learning, deepen thinking and develop understanding.

Aspiration and inspiration – we aim to empower our children, encouraging them to take ownership of their own learning and to pursue **personal excellence** in everything they do. Our children will all experience a sense of **achievement** throughout all aspects of the curriculum and we feel that it is essential to celebrate this regularly: in the classroom, during assemblies and through display. We aim for them all to be aspirational about their future providing them with opportunities to be inspired by people who have had a positive impact in our local area. In this day and age, the use of the outdoor classroom and local environment is essential to inspire our children to feel connected to the outdoors and to enable them to become **curious** and **adventurous** human beings. It is also key that our children have a clear understanding of the British values: democracy, rule of law, individual liberty and mutual **respect**.



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Pedagogical Knowledge

In addition to the statutory curriculum requirements for the primary age phase and the school drivers, teaching and learning within Lobley Hill Primary School takes its inspiration and the lead from a number of key educational learning theories and documents. From these the day to day practice within school is developed.

Within Early Years, we follow the Statutory Framework for EYFS and have chosen to use the Birth to 5 Matters guidance as this resonates with the ethos and vision for our children:

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS. All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.

- 1. Unique Child** - Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.
- 2. Positive Relationships** - Children learn to be strong and independent through positive relationships.
- 3. Enabling Environments** - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- 4. Learning and Development** - (Recognise the) importance of learning and development. Children develop and learn at different rates.

Whilst these four principles are taken from an EYFS framework, they reflect our aims across the whole school. Further information about teaching in EYFS is located in the Early Years Handbook 2021.



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Learning and Development Theory

Lobley Hill Primary School is the lead school for Gateshead Primary SCITT. Many of our trainee teachers discover for the first time the work of a range of educational theorists across the categories of **Behaviourism**, **Cognitivism** and **Constructivism**. As they are supported on their journey into teaching, they will reflect on the educational theory in place within our school. (See Glossary)

Curriculum demands and expectations have been further exacerbated by missed learning due to the Covid pandemic. As a school, we feel the research-based Principles of Instruction outlined by Barak Rosenshine and further categorised by Tom Sherrington (Principles in Action) provide both clarity and simplicity in ensuring we consider cognitive science within teaching and learning.

Cognitive load theory and working memory are key to the success of this approach. The ten principles of instruction outlined by Barak Rosenshine are:

1. **Begin a lesson with a short review of previous learning:** Daily review can strengthen previous learning and can lead to fluent recall.
2. **Present new material in small steps with student practice after each step:** Only present small amounts of new material at any time, and then assist students as they practice this material.
3. **Ask a large number of questions and check responses of all students:** Questions help students practice new information and connect new material to their prior learning.
4. **Provide models:** Providing students with models and worked examples can help them to learn to solve problems faster.
5. **Guide student practice:** Successful teachers spend more time guiding students' practice of new material.
6. **Check for student understanding:** Checking for a student understanding at each point can help students learn the material with fewer errors.
7. **Obtain high success rate:** It is important for students to achieve a high success rate during classroom instruction.
8. **Provide scaffolds for difficult tasks:** the teacher provides students with temporary supports and scaffolds to assist them when they learn new tasks.
9. **Require and monitor independent practice:** Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.
10. **Engage students in weekly and monthly review:** Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.
(Rosenshine, 2012)



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What Is Quality First Teaching?

Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching personalises learning to the individual needs of pupils or to groups of pupils, encouraging greater inclusion of pupils with SEN needs, and works to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

In Lobley Hill Primary School our aim is that good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices and robust assessment for learning will be the first step in promoting progress towards Age Related Expectations.

Quality First Teaching is a universal offer (Wave 1) for all but some children may require additional intervention (Wave 2 teaching). This is for pupils who are identified in standards meetings as making slow progress where an identified intervention programme/pre-teaching or post-teaching could take place individually or in a small group that would quickly put the pupils back on track to meet age-related expectations.

Children who have a Learning Plan or EHCP may need additional support and/or resources to help meet their needs and support them in making progress towards specific targets. (Wave 3)





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Teaching and learning expectations

- Plan using the whole school Planning Book
- Plan for children with an EHCP using school proforma
- Discussions around planning with your team
- Shared planning across year group with adaptations made for own class/individual pupils
- Plan according to the time
- Mixed ability sitting/groupings
- Fluidity in focused teaching groups
- Clear, effective differentiation
- Challenge provided for all learners
- Inclusive curriculum for all SEN/EAL children
- All children to have a balance of class teacher/teaching assistant input
- Lesson structure flexibility
- Emphasis on modelling
- Flexibility with timetable to adapt to the needs of the children
- Creativity to engage and motivate our children
- Independence for all children
- Age appropriate pedagogical knowledge

Professional competencies

- Role model
- Well-organised
- Flexible
- Growth mindset
- Team player
- Accountability/ownership for your class
- Keep up to date with changes in profession and research
- Professional judgement – make decisions, evaluate and reflect on impact
- Deal with professional relationships in an up front, open forum which encourages flexibility of thinking
- Open and responsive to feedback
- Appreciate/deal with any challenges as an opportunity to reflect on practice and accept our different working styles and personalities
- Inform appropriate staff about issues in your class
- Communicate effectively with parents and wider professionals
- Ensure you provide a wider school contribution – reflect your pay grade/experience
- Adhere to directed hours – teachers/leaders
- Adhere to paid hours – teaching assistants



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Learning environment/Climate for learning

- High expectations of all children and staff
- Behaviour policy deeply embedded and adhered to
- Reflective conversations happening regularly
- Children feel safe
- Children are encouraged to become independent, accessing resources as and when they need them
- High levels of resilience and emotional well-being
- High level of questioning
- Developing curiosity
- Responsive to the children – e.g., if the children are engaged, keep going instead of reverting back to the timetable
- Visible active learning
- Engaged and motivated children
- Incorporate children's interests
- Children who feel confident to make mistakes and correct them
- Purposeful learning environment
- Clutter free classrooms, art and research areas, corridors and shared teaching and learning spaces around school
- Classroom/Outside windows clear of display
- No hanging displays (alarms)
- Ensure display is purposeful for children e.g., can they read the information displayed?
- Tidy, well presented working walls
- Children's work and achievements celebrated
- Purposeful displays that are updated regularly

Teaching

- Fluid groups – avoiding putting children in a fixed box
- Mixed ability sitting
- Focused group input
- Focused on creating independent and resilient learners
- Questioning
- Sustain shared thinking
- Modelling
- Scaffolding
- Plan according to the time
- Help desk
- Got it, get up, get on
- Balance of teacher/pupil input
- Limited teacher talk
- Peer support
- Effective pace
- Active learning
- Creative and engaging
- All children to have a balance of class teacher/teaching assistant input
- Awareness of cognitive load and working memory
- Brain/movement breaks
- Clear differentiation
- Developing curiosity
- Allowing children to be adventurous



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Modelling

- Teacher, teaching assistant or child led
- Expectations: layout, writing, handwriting and general presentation
- Regular use of visualiser
- Frequent modelling: shared writing (talk as you do it), asking/answering questions, spoken/written standard English, editing/misconceptions, thought processes/maths reasoning, think/talk aloud, pace of work, thinking scientifically and conflict resolution, investigative skills, PE skills, working independently, working co-operatively, resilience, use of tools/equipment, children's self-assessment, how to find answers to reading questions, dictionary/thesaurus/atlas/map skills, safe and correct use of the Internet, asking questions
- Sharing work and achievements
- Positivity and enjoyment
- Positive body language and facial expressions
- PE clothing
- Eco-awareness

Assessment for Learning

- Purposeful and fed into planning and resourcing
- Should inform next steps and targets
- Differentiated questioning
- Address misconceptions in the moment and address subsequent teaching
- Self/peer assessment
- Live marking and instant feedback
- Play partner and daily reflection (EYFS)
- Sustained shared thinking
- Share learning objective
- Share steps to success
- Links made to assessment grids
- Opportunities for children to self-assess against steps to success
- Children accessing starting point of work at their own level (monitored by the teacher)
- Frequent use of talk partners
- Talk for writing/maths



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Inclusion

- Value all children
- An awareness that 'one size doesn't fit all'
- Inclusive of all needs, not just academic
- Enabling environment
- Appropriate resources
- Individualised planning (EHCP)
- Learning Plan targets evident on teacher's planning
- Use of additional adults
- Mixed ability seating
- Children taught within and outside the classroom
- Class teachers responsible for identifying children not making progress
- Recording concerns and regular overview onto behaviour watch
- Class teachers to implement a range of strategies and evaluate their impact
- Teacher's personal responsibility to identify CPD needs for strategies and interventions
- Ensure any SEN resources are used under specialist advice e.g. weighted blanket
- Contact with SENCo initially to share what provision has already been put in place by class teacher
- Regular communication with parents informing them of concerns, changes and progress.
- Important during Foundation subjects not just core
- Accessibility in all curriculum areas in all school environments
- Challenge provided for all children
- More able children planned for
- Regular assessments
- Accountability – teachers' responsibility for progress and impact of the provision
- Implement strategies suggested by other professionals

Resources

- Limited worksheets – e.g., model how to draw tables
- Be imaginative
- Mixture of indoor and outdoor learning
- Building independence
- Concrete, pictorial and abstract
- Staff/subject leaders to be knowledgeable about what resources are available in school already
- No Twinkl as it is a generic resource not suited to your cohort or objective
- Balance of manipulatives, IT, and paper-based resources
- Limited Smartboard or PowerPoint slides as this can stifle modelling and teaching and can promote 'teacher talk'
- Changeable resources during year as children progress
- Looked after and respected including shared cupboards and rooms
- Clearly labelled for children (age appropriate and using the correct font)
- SEN needs addressed e.g., colour of paper
- Use of visits, visitors and experts
- Re-use resources where possible



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Lesson structure – All subjects – range of approaches



Example 1	Start of lesson	Children independent	Live AfL	Teacher input – address misconceptions – introduce next steps	Pupils work independently/focus groups	Peer Assessment
Example 2		Teacher led group - Independent learning	Independent learning - Teacher led	Teacher led group - Independent learning	Independent learning - Teacher led	Teacher led group - Independent learning
Example 3		Whole class teach – short input (5-10mins)	Focus group - Independent learning	Whole class teach – short input to address misconceptions (5-10mins)	Independent learning - Focus group	Whole class teach – short input (5-10mins) review of learning/introduce next steps
Example 4		Whole class input	Got it, get up, get on	Teacher remaining with those who need additional input	Help Desk when children working independently	
Example 5		Challenge – Open ended task e.g. incorrect calculation to discuss, provocation, key question	Child led activity Observe, interact, assess (Sustained shared thinking)	Review of learning		
Example 6		Whole class input	Groups based on previous lesson or formative assessment from teaching	Focus group – teacher and teaching assistant led	Pre teach for the next day	
Example 7		Class teacher led group – Teaching Assistant group	Groups based on previous lesson or formative assessment from teaching	Focus group – teacher and teaching assistant led	Pre teach for the next day	



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Appendices

Related Documents

Birth to 5 Matters - <https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Statutory framework for the early years foundation stage - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

National Curriculum: Primary - <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Rosenshine's Principles of Instruction:
<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

<https://thirdspacelearning.com/blog/quality-first-teaching/>



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Glossary

Behaviourism - Behaviourism is based on the idea that knowledge is independent and on the exterior of the learner. In a behaviourist's mind, the learner is a blank slate that should be provided with the information to be learnt. Through this interaction, new associations are made and thus learning occurs. Learning is achieved when the provided stimulus changes behaviour. A non-educational example of this is the work done by Pavlov.

Behaviourism involves repeated actions, verbal reinforcement and incentives to take part. It is great for establishing rules, especially for behaviour management.

Cognitivism - In contrast to behaviourism, cognitivism focuses on the idea that students process information they receive rather than just responding to a stimulus, as with behaviourism.

There is still a behaviour change evident, but this is in response to thinking and processing information.

Cognitivism has given rise to many evidence-based education theories, including **cognitive load theory**, **schema theory** and dual coding theory as well as being the basis for retrieval practice.

In cognitivism theory, learning occurs when the student reorganises information, either by finding new explanations or adapting old ones.

This is viewed as a change in knowledge and is stored in the memory rather than just being viewed as a change in behaviour. Cognitive learning theories are mainly attributed to Jean Piaget.

Constructivism - Constructivism is based on the premise that we construct learning new ideas based on our own prior knowledge and experiences. Learning, therefore, is unique to the individual learner. Students adapt their models of understanding either by reflecting on prior theories or resolving misconceptions.

Students need to have a prior base of knowledge for constructivist approaches to be effective. Bruner's spiral curriculum is a great example of constructivism in action.

As students are constructing their own knowledge base, outcomes cannot always be anticipated, therefore, the teacher should check and challenge misconceptions that may have arisen. When consistent outcomes are required, a constructivist approach may not be the ideal theory to use.

Cognitive Load Theory - Cognitive load theory builds on the premise that working (or short-term) memory has a limited capacity and that overloading it reduces the effectiveness of teaching. Much in the same way that having too many windows open on your computer, reduces its capability to work properly.

Given that the goal of learning is to move new information from the working memory into the long term memory, Cognitive load theory suggests that instructional materials and environments should be designed to reduce this load, thus removing distractions enables a more efficient passage of the desired learning from working memory to the long term memory.

Cognitive Load Theory was initially developed by Psychologist, John Sweller in 1988 (*Cognitive Load During Problem Solving: Effects on Learning*), with further work done in 1998 (*Cognitive Architecture and Instructional Design*).

The working memory is responsible for rapid perceptual and linguistic processing. Put simply, it works out what the new information is all about and whether to store it in long term memory or discard it.



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