



**HOLYCROSS**

CHURCH OF ENGLAND  
PRIMARY SCHOOL

**POLICY NAME:** Teaching and Learning Policy  
**DATE AGREED:** August 2021  
**REVIEW DATE:** August 2024

## Teaching and Learning Policy

'Great teaching is defined by impact: a great teacher is one whose student learn more' (Great Teacher Toolkit, EEF, June 2020)

The staff at Holy Cross Church of England Primary School are committed to raising standards and providing the best education for its pupils, in line with our vision of: Enabling learners to **respect** themselves, **aspire** to be the best they can be; supporting, nurturing and **challenging** our learners, and celebrating when our learners **succeed**.

Therefore, Teaching and Learning at Holy Cross Church of England Primary School starts with our teachers.

The Great Teaching Toolkit (EEF, 2020) refers to Great Teachers as those that:

- \*Understand the content they are teaching and how it is learnt.
- \*Create a supportive learning environment.
- \*Manage the classroom to maximise the opportunity to learn.
- \*Present content, activities and interactions that activate their pupils' thinking.

Teachers professional development plays a huge part in the development of great teachers, and at Holy Cross CofE Primary School, we support our teachers in taking ownership of their own learning by:

- \*Establishing a culture of continued development and self-improvement, guiding and working alongside teachers to achieve this.
- \*Personalising the curriculum for teacher learning by providing CPD that supports their development and the development of the school.
- \*Providing formative, actionable feedback that helps teachers focus on their learning, evaluate their impact and track professional growth. Learning walks, team work scrutinies, professional meetings (pupil progress and date review), along with coaching will all support teachers with this.
- \*Creating and facilitating participating in networks for peer and expert support, where our teachers can share and apply evidence about the most effective ways to improve.

### Teaching and Learning

To be great teachers, all teachers should:

#### **Understand the content they are teaching and how it is learnt**

Have a deep and fluent knowledge and flexible understanding of the content being taught.

Knowledge of curriculum sequencing and dependencies in relation to the content and ideas being taught.

Knowledge of relevant curriculum tasks, assessments and activities, being able to generate varied explanations and multiple representations.

Knowledge of common student strategies, misconceptions and sticking to the content of the teaching.

#### **Create a supportive learning environment**

Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; being sensitive to the individual needs, emotions, cultures and beliefs of pupils.

Promoting a positive climate of pupil-pupil relationships, based upon respect, trust, cooperation and care.

Promote learner motivation.

Create a climate of high expectations, with high challenge and trust.

### **Manage the classroom to maximise the opportunity to learn**

Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time; give clear instructions so students understand what they should be doing, using routines to make transitions smooth

Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistent

Preventing, anticipating and responding to potentially disruptive behaviour, reinforcing positive pupil behaviour; being aware of what is happening in the classroom and responding appropriately.

### **Present content, activities and interactions that activate their pupils' thinking**

Structuring – providing an appropriate sequence of learning, with learning intentions, rationale, overview, key ideas and stages of progress, matching tasks to learners' needs and readiness, scaffolding and supporting to make tasks accessible and gradually removing so pupils' succeed at the required level.

Explaining – presenting and communicating new ideas clearly, with concise and engaging explanation, connecting new ideas to prior learning, using examples and modelling.

Questioning – using questions and dialogue to promote elaboration and connected, flexible thinking among learners; using questions that elicit thinking, getting response and using high quality assessment to evidence learning

Interacting – responding appropriate to feedback from pupils about their thinking, knowledge and understanding; giving pupils actionable feedback to guide learning.

Embedding – giving tasks that embed and reinforce learning; practising until learning is fluent and secure.

Activating – helping pupils to plan, regulate and monitor their own learning, progressing from structures to more independent learning.

Teachers at Holy Cross CofE Primary incorporate Rosenshine's Principles of Instruction and techniques from Lemov's Teach Like a Champion into their teaching.

Rosenshine's Principles of Instruction	Teach Like a Champion Techniques
<ul style="list-style-type: none"><li>➤ Begin a lesson with a short review of previous learning.</li><li>➤ Present new material in small steps with pupil practice after each step.</li><li>➤ Limit the amount of material pupils receive at one time.</li><li>➤ Give clear and detailed instructions and explanations.</li><li>➤ Ask a large number of questions and check for understanding.</li><li>➤ Provide a high level of active practice for all pupils.</li><li>➤ Guide pupils as they begin to practice.</li><li>➤ Think aloud and model steps.</li><li>➤ Provide models of worked-out problems.</li><li>➤ Ask pupils to explain what they had learned.</li><li>➤ Check the responses of all pupils.</li><li>➤ Provide systematic feedback and corrections.</li><li>➤ Use more time to provide explanations.</li><li>➤ Provide many examples.</li></ul>	<ul style="list-style-type: none"><li>➤ Precise Praise - Make your positive reinforcement strategic. Differentiate between acknowledgement and praise</li><li>➤ Radar (Be seen looking) - Prevent non-productive behaviour by developing your ability to see it when it happens and by subtly reminding pupils that you are looking.</li><li>➤ Least invasive Intervention - Maximise teaching time and minimise 'drama' by using the subtlest and least invasive tactic possible to correct off-task pupils.</li><li>➤ Firm Calm finesse - Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise.</li><li>➤ Targeted Questioning - Ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and executed in a short time</li></ul>

- Re-teach material when necessary.
- Prepare pupils for independent practice.
- Monitor pupils when they begin independent practice.

- Tracking, not watching - Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distractions
- Show Me - Flip the classroom dynamic in which the teacher gleans data from a passive group of pupils. Have pupils actively show evidence of their understanding.
- No opt out - Turn "I don't know" into a success by helping pupils who won't try or can't succeed practice getting it right (and being accountable for trying).
- Right is right - When you respond to answers in class, hold out for answers that are 'all-the way right' or all the way to your standards of rigour..

## Assessment

A combination of summative and formative assessment strategies are used throughout the school.

## Formative Assessment

- Clarifying, understanding, and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

*(Leahy, Lyon, Thompson and Wiliam (2005)).*

## Feedback



## Summative Assessment

Pupils participate in termly assessments consisting of:

Reading Assessment (DIBELS)

Writing Assessment

Maths Assessment (Headstart Maths)

## Marking

**Learning Labels** are included in each piece of learning:

- \*Date
- \*Learning intentions – stepped according to reflect stage. These are highlighted in green – achieved, hatched – working towards and left blank – not achieved.
- \*Circled as to level of support
- \*Coloured to reflect the subject area of learning
- \*Initialled by those who support the child

### Marking secretarial features:

- Spelling, punctuation, grammar and handwriting should not be assessed in every piece of writing as children cannot effectively focus on too many things in one space of time.
- Certain key words and vocabulary will be highlighted using the marking symbols if they are spelt incorrectly or grammatically don't make sense.
  - s – spelling
  - g – grammar
  - ? – sense
  - p – punctuation
- When work is complete, children may be asked to check for things that **they know are wrong in their work** when they read it through. However, they will not be told to correct all spellings as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.
- Children make INDEPENDENT corrections in pink pen.
- Children will be given feedback which is related to the success criteria and therefore some aspects of writing will be unmarked in certain pieces.

When assessing, teachers will:

- Use blue ink.
- Use Star and Next Steps to highlight success and improvements when giving written feedback.
- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that ALL work is at least acknowledgement marked each week including that which has been self or peer marked.

## Presentation

We encourage children to take pride in their work and expect them to produce high quality written work in all books and across the curriculum.

The same high standards are expected in computer generated written work. Word processing and graphic skills are taught explicitly, both in literacy and in ICT lessons using a range of programmes, so that children become aware of and increasingly able to produce published documents, to high standards.

Children are expected to take pride in the presentation of all their work and a high standard of handwriting is encouraged. All teachers are expected to follow the handwriting policy.

