

Abbey Hill Primary and Nursery School



Teaching and Learning Policy

Adopted by the Governing Body 7th December 2020

Next review: December 2021



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We aim for our Abbeyhillians to:

- be confident communicators
- have a strong sense of self
- gain a wide knowledge and understanding of the world.

Throughout their journey at Abbey Hill our pupils will have opportunities to learn about themselves, their place in the community and in the wider world. The curriculum is designed to provide links to their local environment and heritage, and to the people and places that have influenced who the children are today.

Expectations

All lessons are taught using the underlying principle that all pupils can achieve. Teachers ask themselves:

- Can **everyone** do it?
- Does **everyone** know it?
- How can I challenge **all pupils**?

Teaching

Expert teaching at Abbey Hill comprises of the following:

- well informed, well planned and organised lessons
- good knowledge of the subject being taught
- clear learning intentions, of which pupils are aware (WALT)
- high expectations of work and behaviour
- activities with appropriate resources to scaffold and extend learning
- positive relationships between teacher and children
- tasks which are challenging and give opportunities for further development
- appropriate questioning skills
- good time management leading to well-paced lessons
- appropriately deployed adult support
- clear evidence of feedback, evaluation and assessment
- a safe, stimulating and comfortable work environment

Learning

Expert learning at Abbey Hill comprises of the following:

- pupils on task (this includes thinking)
- pupils able to explain the purpose of their task and their thinking
- pupils displaying positive attitudes such as pride in their work, perseverance, self-belief, courage (not afraid of failure), curiosity
- pupils working independently
- quality outcomes in the work produced
- pupils self-evaluating or peer critiquing

- pupils who recognise when they are stuck and how to get unstuck

As a school staff we understand that the best way to improve outcomes for pupils is to develop our teaching practice. "The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by **how** teachers teach than by what they teach." Dylan William.

There is an expectation that all staff will take responsibility for self-improvement and will be open to developing their practice. "Every **teacher** needs to **improve**, not because they are not good enough, but because they can be even better." Dylan William.

As a staff we will collectively improve our understanding of cognitive science and how we can use the evidence to improve children's retention and recall of key knowledge and skills. We aim for all pupils to develop automaticity in the key skills of decoding, handwriting, spelling, times tables, arithmetic and counting.

We will use other evidence such as from the EEF (Education Endowment Fund) to implement teaching strategies which will lead to improved outcomes for our pupils.

Lessons will contain:

- **Flashback** - an opportunity to revisit prior learning, establish pupils' starting points, and address any misconceptions. This also helps pupils to make connections in their learning.
- Use of **low stakes quizzes** and recall games with mini whiteboards. This creates opportunities within the lesson to check the knowledge of **all** pupils and for **all** pupils to retrieve information actively.
- **Key vocabulary** which is identified and displayed (building word confidence, **everyone** read, say, understand, use, practise)
- **Teacher modelling** which takes into consideration working memory, sensory overload and dual coding (auditory explanation with simple and relevant visual prompts)
- **Questioning** to gain feedback from **all** pupils and extend thinking
- **Worked examples** to support pupils' independence (differentiated accordingly)
- Use of **My turn/Your turn**
- **Stem sentences** to support recall using consistent language across school
- Opportunities for **all to read** and rehearse
- **Writing checklists** to support independence
- **CPA** (concrete, pictorial, abstract) in maths
- **Precise and timely feedback** during the lesson as much as possible using **visualisers** and roving the room
- Lots of opportunities for **pupils to practise** and develop fluency
- Opportunities to develop independent learning skills through the use of **metacognition and self-regulation strategies** such as pupils planning, monitoring and controlling how they think, self-marking, peer critique, worked examples/small steps and choice of appropriate classroom resources
- Use of **spacing and interleaving** to support memory and to practise key skills

Teaching and Learning in Abbey Hill FSU:

Teaching

Effective Early Years teaching at Abbey Hill comprises of the following:

- a full and robust understanding of how young children learn in the indoor and outdoor environments
- a balance of adult led and child initiated activities across the day
- activities that meet the ages and stages of developments of all children
- activities to encourage investigation, exploration and problem solving in a play based environment
- an understanding of how to 'hook' children into learning by responding to their interests
- introduction of new ideas and experiences to the children
- activities to develop key knowledge and vocabulary
- opportunities for children to re-visit activities, to embed knowledge and skills
- clear routines, boundaries and expectations
- positive relationships between staff, children, parents and carers
- effective deployment of staff
- assessment used as a tool to plan the next steps in each child's development
- a safe, stimulating and 'homely' environment

Learning

Effective learning in the Early Years at Abbey Hill comprises of children who:

- explore and investigate the environment and have the confidence to try a variety of activities with support and independently
- persevere even when they find things difficult
- concentrate and listen to instructions in large and small groups
- vocalise their opinions in group discussions
- feel proud of their achievements and strive to do their best
- develop their own ideas and choose resources independently
- evaluate their own work and begin to identify how improvements can be made
- seek adult support when needed

This policy was reviewed by staff in November 2020.

It will be reviewed again in September 2021