



ST WENN SCHOOL TEACHING AND LEARNING POLICY

Reviewed: September 2020
Date of next Review: July 2021

Headteacher: Mrs Sally Berry

Chair of Governors: Dr Tessa Cubitt:

Consistency & Improvement in Teaching and Learning at St Wenn School

Overview of Teaching & Learning Strategy

PURPOSEFUL

Planning and teaching for Progress

- Clearly defined Learning Objectives and differentiated learning outcomes where - pupils understand the Big Picture, what they are learning and why;
- Planning for highly effective questioning and to address misconceptions;
- Formative assessment to diagnose and inform next steps;
- Model excellence and how to achieve it;
- Interwoven practice, revisit and 'low stakes' testing, e.g. Starter quizzes to make connections and support knowledge recall.

ACTIVE

Feedback for Improvement

- High quality feedback is given both within lessons and at end of unit or termly assessments. Time for this is planned for and allows the teacher to make judgements about the overall learning that has taken place. It is used to benchmark the progress of pupils in line with the Assessment/Marking and Feedback Policy and to address misconceptions/re-teach or progress to more challenging content.
- Regular formative assessment will be - varied – planned for – impactful; clear specific improvement steps, e.g. framed as a question as opposed to a comment;
- English corrections;
- Pupil response to feedback is checked.

CHALLENGING

Differentiation for Challenge and Support

- Explicit use of differentiated learning outcomes, e.g. essential – stretch - challenge;
- Targeted questioning;
- Considered grouping, tasks, resources;
- Stretch and challenge upholding high expectations for GDS, GDS+ and potential GDS;
- Additional interventions for disadvantaged, vulnerable, PP and SEND, with a particular focus on extending reading and on improving vocabulary/writing.
- Use of data and pupil information to plan for individual needs (Assess, Plan, Do, Reviews and Communication Passports);
- Use of SEND information (|Stages 1, 2 & 3 strategies for named students on the SEND Register and additional support – internal and external register);

ENGAGING

Pride and Motivation

- Engaged learners: enjoying and achieving as they are enthused by learning;
- Reward effort and resilience;
- Rich engaging and varied learning experiences;
- A diverse range of extra-curricular opportunities;
- Leadership opportunities e.g. School Council and SNAGG, and opportunities to share and explain learning through: being a Learning Detective or introducing lessons to others, both within the class or to the class above/ below where appropriate.

This Policy:

1.1 clarifies what we see as best practice to develop teaching and learning across both Key Stages and EYFS at St Wenn School thereby improving progress.

1.2 outlines our high expectations for the implementation of the progressive curriculum we have created for our learners, and is underpinned by the expectation that all teachers will strongly deliver and uphold the Teachers' Standards in their own practice.

1.3 forms the context in which all other policy statements and guidance on classroom practice should be read. It is written for the benefit of all members of the school community to ensure that all adults working with pupils are aware of the fundamental principles underpinning our work and to strengthen partnerships with parents/ carers and other stakeholders. The impact of clear curriculum intent and its implementation in every classroom will be evidenced through good progress outcomes for all learners, irrespective of their starting point or any barriers to learning. In particular, this policy should be applied and used in conjunction with:

- Assessment/ Marking and Feedback Policy
- DfE Teachers' Standards

2. Aims:

2.1 This Policy aims to establish our expectations to promote consistency of practice within and between teachers to create a consistently good learning experience for all pupils, irrespective of their starting point.

2.2 The expectations outlined in this policy aim to create a clear pedagogical approach to implementing the curriculum, to ensure the impact of teaching and learning approaches will maximise pupil potential to remember, connect and apply the knowledge they have been taught, and the skills they have developed.

2.3 The policy aims to ensure consistency whilst allowing scope for teachers to apply the policy in the most appropriate way for their subject's or class's individual needs and without stifling individual flair and creativity that so often distinguishes outstanding teaching.

3. Vision:

3.1 Inclusive teaching and learning is central to our work as educators and our prime aim is to ensure that pupils and staff at St Wenn School are inspired and motivated by exciting and enjoyable learning, delivered through a broad and balanced curriculum which caters to the needs of every individual pupil

3.2 St Wenn School aspires to be a high quality learning environment, with learning and progress at the heart of our community. We promote care and respect and expect high standards in all aspects of school life. We strive to enable all members of our pupil community to leave school with the necessary skills to take the next step in their education towards an adulthood in which they will be enabled to contribute to society and flourish in the 21st Century as engaged, empathetic, independent young citizens, well prepared for global challenges and as confident lifelong learners. Our intention is that all students should fulfil their potential in their academic and creative achievements as well as their physical and emotional wellbeing.

3.3 In order to achieve the educational experience we intend, all staff working with young people are responsible for providing a consistently good experience where all pupils are challenged to fulfil their potential. All teaching and learning is matched to the needs of individuals and groups of pupils, and consistently high quality feedback is used to promote and ensure good or excellent progress.

4. Values:

4.1 Every pupil has unique strengths and deserves an engaging learning experience that takes full account of individual needs, interests and aspirations within a rich learning environment where motivation is fostered and allows all pupils to flourish.

4.2 Teaching should not simply teach knowledge, but empower children's independence by teaching them how to learn and providing a variety of quality feedback to allow all to make good progress.

4.3 Modelling is an essential part of teachers' pedagogy and all adults working within the school have a duty to model clear communication, respectful behaviour and the values of the school, and to act as models of learning to all children.

4.4 Emotional intelligence is crucial to building and maintaining positive relationships and to creating safe environments that allow pupils to learn most effectively. Our ultimate aim is to produce pupils who are well rounded and are suitably prepared to take their place into our local, national and international community – wherever the future takes them.

4.5 Central to our ambition is the wish to meet the needs of young people in our region of the South West of England and to prepare them for adult and working life in the 21st century with an ambitious learning experience that motivates and facilitates growth.

5. Curriculum Intent:

5.1 The intent of our curriculum is to inspire and challenge all learners and prepare them for the future. Our aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens who can contribute to their community into the future, wherever that might be: locally, nationally or internationally.

5.2 The intent of the St Wenn School curriculum is to:

- Progress, build and challenge
- Help pupils understand the world in which they live;
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally, and an ability to use the knowledge they have and apply it to tasks and physical skills to show what is understood;
- Provide equal access for all pupils to a range of learning experiences beyond statutory guidelines;
- Offer a diverse range of advice, inspiration, challenge and a healthy mix of success and failure to facilitate human growth and development for all pupils;
- Help pupils to develop personal values, respect for the faith of others and an acceptance that people in our own community, country and world community have a range of beliefs and different ways of life;
- Take into account each individual's potential, disadvantage and wider physical need.

5.2 Specifically, the intent of our curriculum is to facilitate our pupils to:

- Be challenged and stretched to achieve their potential;
- Achieve high standards and make good progress as a minimum;
- Enable those not achieving expectation to narrow the gap and catch up with their peers;
- Have and be able to use high quality day-to-day skills, including spoken and written literacy, numeracy and IT skills as well as providing practical opportunities to demonstrate skills and understanding;
- Enjoy and be committed to learning

6. Curriculum Implementation - Teaching & Learning Essentials:

6.1 Knowledge and skills must be planned for to ensure pupils understand new

ideas; learn and retain new information; solve problems and transfer learning to new situations. Each Subject Leader must have a clear curriculum intent for their subject(s); outlining the essential knowledge and skills that will be developed across each key stage and year group to ensure all pupils follow a sequenced programme of study (Long Term Plans) sufficiently ambitious and challenging but appropriate to their age, ability and starting point. This will be used by teachers to plan medium term plans that ensure effective implementation of this intent.

6.2 There is a strong interconnected dependence between teaching, learning and assessment. All three areas inform each other. Carefully planned pedagogy encourages learning which is rooted in a clear purpose with active pupils who are challenged and engaged through well matched tasks and thoughtful, probing questioning.

6.3 PURPOSE:

- * Learning Objective[s] will be displayed and referred to throughout the lesson. Pupils need to know what they are learning and why;
- * The language of Big Picture is used to contextualise the lesson in a sequence of learning or in relation to other subjects, again, pupils need to know what they are learning and why.

6.4 ACTIVE:

* High quality feedback is given in response to end of topic or termly assessment mapped into every medium term plan, allowing the teacher to make judgements about the overall learning that has taken place thus enabling pupils to accelerate their progress and address misconceptions/re-teach or progress to more challenging content. (See Assessment/Marking and Feedback Policy),

- Teachers will use assessment to plan effective and targeted questioning, which in turn is used to assess learning and progress. High quality questioning will:

- * Include all pupils and make them think, using open and follow up questions to expand understanding after teaching the required knowledge

- * Allow thinking time and where appropriate, provide opportunities for pupils to rehearse answers through pair and small group discussion to develop independent thinking skills. Think – pair – share is an appropriate strategy to facilitate this.

- * Targeted questioning – including all pupils and only using ‘hands up’ as a deliberate strategy to assess pupil understanding/confidence

- Teachers will model high expectations by not allowing students to ‘opt out’ – where a pupil is unable to answer, teachers should come back to them at a later stage or revisit content to ensure understanding (unless there is any additional information advising that a pupil is not to be questioned in a whole class context)

- In our drive to improve oracy in the classroom, where possible, pupils will be expected to respond to questions or contribute to class discussion in full sentences (talk for writing).

6.5 CHALLENGE AND SUPPORT:

- Teachers use the available information about pupils’ prior attainment, current achievement and progress to plan for individual pupil needs and inform the next steps in pupil learning. Teaching will be matched to pupils’ needs and take place in the context of high expectations for all pupils.

- All staff working directly with children have a responsibility to know their needs as identified on the SEND and/ or G&T Register and apply

appropriate strategies and differentiation approaches.

- GDS and GDS + are identified. GDS + are recorded on G&T register.
- Differentiated (where appropriate) learning outcomes will be displayed and referred to in the lesson.
- Lessons are carefully planned and tailored to ensure all pupils can meet or exceed differentiated learning outcomes.
- Each scheme of learning should outline provision for GDS/G&T (if appropriate) as well as support for students with SEND.

6.6 ENGAGEMENT:

- Using all available data/information, engaging activities are well-planned to create, challenge and extend curious learners;
- To develop curious, independent learners, staff should reward effort and resilience by valuing and providing opportunities for children to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for pupils. To develop independent learners, it is important to encourage pupils to Think Hard and nurture a Growth Mindset where they believe that their intelligence can grow and that effort leads to success. This means providing opportunities for students to:
 - *Embrace challenge
 - *Persist in the face of setbacks
 - *Learn from criticism
 - *See the relationship between effort and achievement

7. Learning Environment for Pride and Motivation:

7.1 The Learning Environment is both the physical space pupils learn in and the environment created by positive relationships built on mutual respect. All adults in the school are expected to model the values of the school.

7.2 Rich, engaging displays should be maintained inside and outside of classrooms to show pride in all curriculum areas and within classrooms to create motivational and engaging learning environments that support learning. Key subject terminology, success criteria and skills should be prominently displayed and referred to in teaching and, where appropriate, pupils' work displayed to model excellent effort and achievement.

7.3 Pupils should show pride in their learning through the presentation of their work. All teachers and additional adults will promote clearly laid out and neatly presented work.

8. English:

8.1 Teachers should take every opportunity to successfully develop reading, writing and oracy skills, using a range of texts and differentiation of activities, such as:

- Oracy: Effective questioning; speaking and listening activities to provide opportunities for clarification, elaboration and challenging of others' points, with the teacher taking the 'facilitator' role to ensure discussion remains on task with full participation of all pupils; and pupils speaking in full sentences and using language appropriate for the audience/ context.
- Vocabulary: Teachers will support students in learning subject specific key words and spellings and promotion of academic vocabulary – focus on Tier 2 and 3 vocabulary.
- Reading: discuss the text being read with reference to explicit reading skills like skimming, scanning and inference (as age appropriate). Reading for pleasure (fiction and non-fiction) is to be promoted across the school.
- Writing: students will, where appropriate, write in full sentences and teachers will

set written tasks with a clear sense of purpose and audience – modelling the process and making explicit the genre pupils are being asked to write and the appropriate writing style for that task, with exemplification of the type of writing they're being asked to produce. This modelling may include discussion of: style, clarity, effective use of punctuation etc. Specific feedback will be given on spelling, punctuation and grammar, with errors highlighted for correction.

9. Investing in the future:

9.1 Teachers will link curriculum learning to the world of work and highlight and develop transferable English and mathematical skills. Where appropriate, authentic links between curriculum learning and the world should be made explicit.

10. Quality Assurance and Accountability

10.1 Teachers should ensure that they are familiar with the requirements of their roles and responsibilities, also of related policies, these should be used to inform their practice in the classroom.

10.2 Subject Leaders will monitor the quality of teaching and learning. They will play an integral part in quality assurance and self-evaluation work of the school across the year.

10.3 Headteacher will monitor data and other information on the learning and progress of all pupils. Focus groups of students (such as GDS, G&T, Pupil Premium) will be monitored as part of ongoing self-evaluation and quality assurance.

10.4 SENDCO (Headteacher) will monitor the learning and progress of students on the SEND Register and oversee the provision of extra resources and support to remove barriers to learning for students with SEND in order to accelerate their progress.

10.5 Intervention Lead and Wellbeing Champion will support and advise regarding identified pupils with SEND and/or significant pastoral barriers and will provide appropriate feedback to teachers.