Chalk Ridge Primary School

Reviewed and adopted on 8th October 2024
Next review September 2027
Headteacher: Miss Sue Jackson
This is a school policy

## Teaching and Learning Policy

Within our school community, we strive to provide a learning environment where all individuals are valued, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential through providing a progressive, well-sequenced curriculum that is rich in knowledge and skills so children will know more, do more and remember more. They will develop skills and knowledge through encouragement and challenge from each other, and all adults who work here. We aim to foster a love of learning that will last a lifetime.

Our school vision is based on five key values which are: - aspiration, inclusion, respect, resilience and independence.

What is learning?

*'Learning involves a lasting change in capabilities or understanding.' DfE 2020*

Cognitive Load Theory
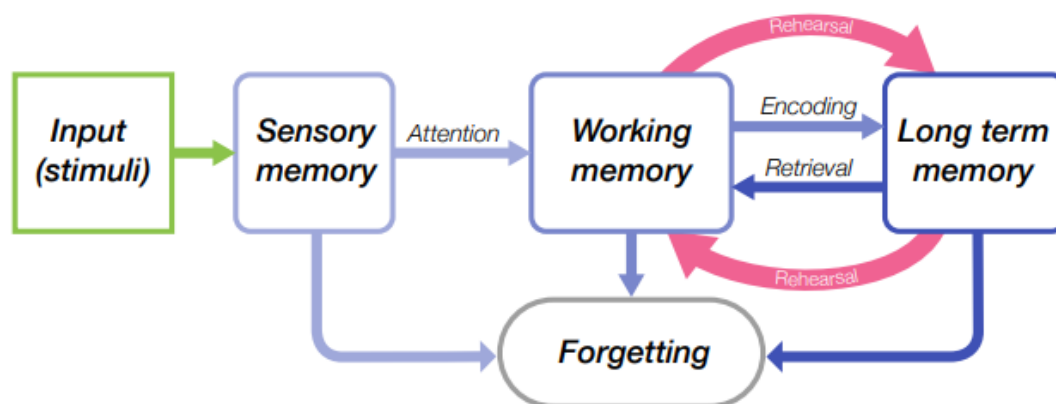
Cognitive Load Theory, EEF

- Learning requires attention.
- Learning is processed in the working memory.
- The working memory is supported by knowledge that is stored in the long-term memory.
- Practise is required to embed new learning and to prevent forgetting.
- Working memory is limited.
- Secure prior learning supports the working memory to integrate new ideas with existing knowledge.

Repeated Practice Prevents Forgetting
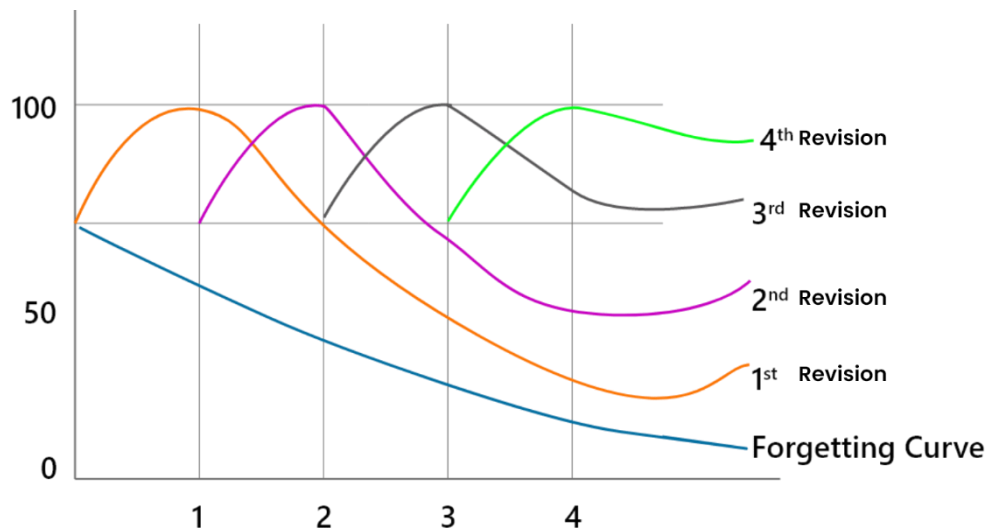
Ebbinghaus, 1885

Repeated exposure to new knowledge and repeated opportunities to practise a skill prevents forgetting. Our understanding of cognitive science leads us to hold the following to be true about learning:

- Learning is a change in long term memory that results in a lasting change in capabilities or understanding.
- Learning takes attention and focus.
- Working memory is where information is actively processed but its capacity is limited and it can be overloaded.
- Long-term memory is a store of knowledge that changes as new ideas are integrated with new ideas.
- Secure prior knowledge supports the processing of new ideas in working memory.
- Where prior knowledge is weak, it is more likely that misconceptions will be developed, especially if new ideas are introduced too quickly.
- Regular, purposeful practise prevents forgetting.
- Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.
- Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

How do we ensure that all children learn what is taught?

Our curriculum intent is that we will ensure that: -

- Every child succeeds within every subject area, by providing an inclusive education within a culture of high expectations and aspiration.
- We build on what learners already know; structure and pace teaching so that pupils know what is to be learnt and why it is to be learned, before being given opportunities to make choices on how to learn both in school and through home learning opportunities.
- Learning is vivid and real and we nurture their ability to make sense of the world around them we develop their knowledge, skills and understanding through enquiry, creativity, e-learning and group problem solving.
- We build on learners' ability to make connections between and within subjects, concepts and ideas.
- Learning is enjoyable and has practical experiences.
- We ensure children are able to recall and retain their learning; they are supported to use strategies to help embed their learning to their long-term memory.
- Enrich the learning experience; build the learning skills of resilience and independence across the curriculum.
- Promote assessment for learning; make children partners in their learning.

At Chalk Ridge Primary School our expectation is that all children will receive High Quality First Teaching.

Inclusive and supportive learning environments	Effective learning journeys	Effective scaffolding	Modelling	Assessment for Learning

Inclusive and supportive learning environments.			
Systems and Routines	**Sense of Belonging**	**Working Walls**	**Knowledge of Children**
Clear, consistent systems and routines so all children can focus on their learning.	A strong sense of belonging for all children creates psychological safety and allows children to focus on learning.	Working walls capture the content of learning journeys and scaffolds learning for all children.	Adults know the children in their class; they know their likes, dislikes, interests and aspirations.
Systems and routines are created, communicated and practised and reinforced for all parts of a child's day including the following: • Morning routines • Transitions within lessons • Transitions between lessons • Transitions to and from break and lunchtime • Moving around the school • End of day	The physical environment and the language used within it, create a strong sense of belonging and promote independence and ownership of a shared identify. Examples strategies include the following: • Displays which promote an ethos based on our school values • Accessible resources and adaptations which allow for independence	Prior learning prompts are displayed. Key vocabulary is gathered in meaningful ways. Teacher's modelling is displayed. Model answers are displayed. WAGOLLs are displayed.	All adults recognise that getting to know the children is a core part of their role. Adults use their knowledge of children to identify and overcome barriers to learning.

	Children given responsibility for elements of the environment	Key learning is gathered over the course of the learning journey which prompts easy retrieval of prior learning.	
A calm and purposeful environment is key for children to feel safe in their learning.	• Children given responsibility for elements of the environment	Key learning is gathered over the course of the learning journey which prompts easy retrieval of prior learning.	

Effective learning journeys break learning down and sequence it so children know and remember more.			
Well sequence planning Effective learning journeys are planned by having a clear purpose for all children	**Clear Intent** Effective learning journeys have clearly defined intended outcomes for all children.	**Clear Sequence of Learning** Effective learning journeys sequence chunks of learning so all children know and remember more.	**Effective assessment and evaluation** Effective learning journeys culminate in opportunities to assess whether children know, do and remember more.
Learning journeys are planned to build on key learning from previous year groups.

Learning journeys are planned to prepare children for future learning. | Learning journeys have a clear overall purpose including the learning of substantive and disciplinary knowledge.

Learning journeys support teachers to clearly articulate the intended learning of substantive and disciplinary knowledge.

Teachers know how the learning journey builds on children's prior knowledge and previous experiences and what the key learning is leading children to know and remember next. | Learning journeys break key learning into appropriately sized chunks of learning for all children.

Learning journeys order the teaching of appropriately sized chunks of learning so that learning is cumulative.

Learning journeys scaffold the learning and application of new substantive and disciplinary knowledge.

Learning journeys allow children to be immersed in subject content.

Learning journeys allow children to make links between subjects. | Learning journeys result in meaningful outcomes and opportunities for assessment.

Learning journeys create meaningful opportunities for children to apply previously learnt substantive and disciplinary knowledge independently.

The effectiveness of learning journeys are evaluated and planning is adapted for future use.

Children's remembering of knowledge is tracked and information is used to inform future planning. |

Effective scaffolding is employed to support high levels of success (attainment and progress) for all children.			
Vocabulary Effective scaffolding is used to explicitly teach vocabulary to all children.	**Resources** Resources are used that enable children's working memory to engage with the key learning in each lesson.	**Use of adults** Adults are used to scaffold inclusion and promote independence.	**Learning prompts** Learning prompts are used to support independence and inclusion.
Teachers plan for the vocabulary that needs to be learned.

Vocabulary to be learned is organised into tiers.

Spelling and vocabulary are explicitly taught, using the Little Wandle Phonics programme and Spelling Shed. | Resources are provided to reduce children's cognitive load so that they can focus on the lesson's key learning.

Resources are used to support the understanding of substantive knowledge.

Resources are used to support the understanding of how to employ disciplinary knowledge. | Adults will have access to all planning.

Adults know what the intended learning is for the children in the class.

Adults know how the knowledge or skills are going to be taught.

Adults mirror the key language of the teachers explicating teaching. | Resources are provided to scaffold children's independent access to the main class teaching.

This may include: -
• Personalised visual timetable
• Now/next boards
• Task checklists
• Task/reward cycles
• Quiet space to work |

Vocabulary is displayed in ways which support children to practise, remember and apply it.	Examples of scaffolding/resources in writing: - • Word banks • Sentence stems • Prompt questions • Success criteria • WAGOLLs • Pictures • Oral rehearsal Examples of scaffolding/resources in maths: - • Concrete resources • Pictorial representations • Success criteria (steps to success) • Partly completed examples • WAGOLLs • Supporting facts • 100 squares • Multiplication grids	Adults model using resources to access learning activities. Adults use questions to lead children to high levels of success without giving the children answers. Adults use AfL to identify barriers and misconceptions which can be overcome within the lesson. Adults use AfL to ensure that work is matched to children's readiness. The children will be working harder than the teachers.	

Adults model learning in ways that lead to high levels of success for all children.			
Building on prior learning Effective modelling begins by retrieving prior learning.	**I do** Effective modelling includes 'I do' explicit teaching where adults demonstrate key learning.	**We do** Effective modelling includes 'We do' shared learning where adults include children in the work being modelled.	**You do** Effective modelling includes 'You do' opportunities for children to demonstrate the same level of learning that has been modelled in the 'I do' and 'We do'.
Effective modelling will retrieve and build on known facts and knowledge. Modelling links prior knowledge. Modelling reveals the need to learn the next step. Some groups of children may have had pre-teaching to enable them to access the curriculum.	Modelling transfers to the children's intended substantive or disciplinary knowledge and then demonstrates how to achieve at the levels they will be working at. Modelling begins with explicit teaching, which demonstrates the meaning of new substantive and disciplinary knowledge. The learning intention is introduced in context. Key vocabulary is explicitly taught. Substantive or disciplinary knowledge is demonstrated, using cognitive strategies to help children remember more.	Substantive knowledge (conceptual learning) Teachers provide opportunities for children to learn and retrieve new knowledge in organised ways. Teachers ask further questions to engage cognitive and metacognitive thinking*. Teachers check for misconceptions. Disciplinary knowledge (procedural learning) Teachers complete some of the steps. Children complete some of the steps.	Substantive knowledge (conceptual learning) Teachers provide opportunities for children to recall and apply the new knowledge that has been taught. Teachers check for misconceptions and provide feedback (verbal or written). Further input is given before children move on to work which requires additional knowledge. Disciplinary knowledge (procedural learning) Teachers provide opportunities for children to work at the level that has been modelled.

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<tr>
<td colspan="2" style="background:#f5de7a"></td>
<td style="background:#f5de7a">Teachers ask further questions to engage cognitive and metacognitive thinking.

Teachers check for misconceptions.

The difference between cognition and metacognition is the difference between performing a task and an awareness and understanding of one's own thought processes.</td>
<td style="background:#f5de7a">Teachers check for misconceptions and provide feedback (verbal or written).

Further input is given before children move on to work which requires additional knowledge.</td>
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Effective assessment practices maximise the progress of all children within learning time.			
Building on prior learning Effective AfL checks that children have retrieved prior learning with success before moving on.	**Check for understanding – during I do/We do** Effective AfL checks for understanding during the I do/We do and before sending children to work independently.	**Check for understanding – during You do** Effective AfL checks for understanding through the course of the lesson and results in the reshaping of learning to meet children unfolding needs.	**Check for understanding – end of lesson** Effective AfL checks for understanding at the end of a lesson.
At the start of a lesson, teachers ensure that children have recalled the knowledge that new learning will build upon. During a lesson, teachers ensure that children have recalled the knowledge that the next step in the lesson will build upon.	Opportunities are built into lessons to check for understanding before progressing from 'I do' to 'We do' to 'You do'.	Live/verbal marking is used to ensure that errors and misconceptions are addressed within the lesson. Live marking is used to gather common misconceptions and to inform mini-plenaries or the reshaping of learning activities. Live marking is used to tighten the match of work for individual children. Live marking is used to identify children who are ready to progress.	Live marking is used to identify the achievement of children's learning. Live marking is used to inform the delivery of a plenary. A plenary may be used to summarise the key learning, provide feedback and signpost to the next steps of learning.

Fluency and Retrieval

Every lesson will have opportunities for retrieval and fluency.

Retrieval of learning enables children to make links between the learning journeys.

Retrieval activities will happen in all subjects.

Retrieval activities do not need to be written down and will be presented in a variety of activities such as quizzes, knowledge organisers, looking back in their books.

Working walls will support retrieval of key learning.

Reading fluency is planned into all weekly reading sessions.

Maths fluency will focus on number and mental arithmetic.

Writing – spelling, punctuation and grammar retrieval and dictation weekly sessions.

Writing – weekly handwriting which is also linked to their spellings.

How do we ensure that High Quality First Teaching is embedded across the curriculum?

At Chalk Ridge Primary School, across the curriculum we will have: -

High expectations

Have high expectations for all children's learning behaviours which are linked to our school values.
Teachers will have the appropriate subject knowledge to teach the lesson.

Curriculum

For the core subjects (reading, writing, maths and science) we follow the Hampshire planning guidance and our subject leaders are supported by the Hampshire Inspector Advisory Service. We use Little Wandle as our phonics programme.

Foundation Subjects – schemes of work adapted to suit the children at Chalk Ridge Primary School	
History	Kapow
Geography	Kapow
Art and Design	Kapow
DT	Kapow
Music	Hampshire planning
MFL – French	Language Angels
PE	Get Set for PE
PSHE	1Decision
RE	Living Differences (Hampshire)
Computing	Teach Computing - National Centre for Computing Education

Before the lesson
- What are the children learning and how am I going to teach it? How does this fit in with the rest of the planned journey?
- Which vocabulary is being explicitly taught?
- Flexibly group children according to the need on that day (use own flexible grouping sheet).
- Think carefully about the lesson structure in order to meet the needs of all learners.
- How will I manage and deploy adults ensuring that they have the planning, any examples and questioning?
- How will learning be modelled (go through the lesson) and what misconceptions might there be?
- How will learning be varied for all? Starting points and gaps?
- What resources will aid learning and are they prepared and varied for all? Make sure they are ready for the lesson.

Purposeful learning
- Clear, focused, child friendly learning titles related to the lesson's intention e.g. I can….. I am learning how to…
- Share where the leaning intention/title fits in with the rest of the journey and discuss the meaning and purpose.
- Be clear about the main skill that is being taught.
- Subject knowledge must be secure including what the misconceptions could be.

Starts to lessons
- The date and I can statement to be stuck in or written at the beginning of the lesson. These need to be spelt correctly and underlined with a pencil and ruler.
- Activate the prior knowledge using a range of stimuli/activities.
- Introduce the I can statement to identify new learning.
- Teach the vocabulary that will be used in the lesson.
- Recap the LO to identify key vocabulary.
- Immerse children in the content of the lesson.

Modelling and assessment – 'I do. We do. You do'
- Models/WAGOLLs need to be prepared before the lesson.
- 'I do' is teacher explanation only (not asking for suggestions) with scaffolds.
- Teach and model how to use resources to support learning.
- Model the task and presentation expectations.
- 'We do'- involve children through questioning/ partner talk with scaffolds.
- Split teaching for those children that need further modelling/deepening of knowledge.
- 'You do' - have an assessment opportunity in the input and then USE it to re-shape the teaching if needed. This is NOT the task. Some children may require extra modelling. Continue to refer to the scaffolds.

Task variation
- Varied tasks suited to the individual needs of children and the learning intention.
- Clear opportunities provided for independence, application and success.
- Models and prompts given to children to support learning linked to the learning intention.
- Encouragement to use the learning environment to support learning.
- Resources provided are useful and demonstrated to the children.

Live/verbal feedback in the lesson
- Give specific feedback to as many children as possible when they are working.
- Live marking using the policy which helps them to close the gap – both LSAs and teacher moving around.
- Confidence to stop the lesson/gather groups if needed.
- At the end of the lesson address misconceptions, reflect back to key learning and the next steps.

Post Lesson
- Check and mark books if not done in lesson.
- Annotate planning and flexibly group children ready for the next lesson.
- Check in with the additional adults to support flexible groupings for the next lesson.
- Identify errors and misconceptions to be addressed in the next lesson.
- Teachers may plan some pre-teaching prior to the next lesson.

How is feedback used to promote learning for all children?

Our approach to feedback is underpinned by the Education Endowment Foundation's findings and recommendations.

- ➢ Our feedback policy acknowledges that feedback can be effective during, immediately after and some time after learning.
- ➢ Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers.
- ➢ Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

How do we support teachers to deliver High Quality First Teaching

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'Be the best you can until you know better, and when you know better, do better and be better.' Maya Angelou

Our induction process and continued professional development is used to train our staff in the use of High Quality First Teaching. As well as this, we have a Teaching and Learning Coach who has a day a week dedicated to supporting teachers. We also have experienced, skilled staff who mentor colleagues and who are a supportive mechanism to spread good practice.

How do we assess learning?

Formative Assessments (Assessment for Learning – AfL):
Effective formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:
- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a picture of where their child's strengths and weaknesses lie, and what a child needs to do to improve.

We use a range of day-to-day formative assessments for example:
- reference to the success criteria, I can statements, titles and individual targets
- retrieval practise
- exit and entry tasks
- making use of rich and directed questioning
- marking of pupils' work and self-editing by pupils
- observation
- discussions with children
- pupil self-assessments
- peer marking
- pupil conferencing
- partner talk
- self-guided learning

Summative Assessments: At the end of a learning journey (or at the end of a full term for reading and maths), children complete summative assessments that test whether or not essential knowledge has been learned and remembered.

Summative assessment is when teachers make a judgement about what a child has achieved compared to curriculum expectations. It enables:
- **The Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress.
- **Teachers** to evaluate learning at the end of a unit of work and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a learning journey or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the progress, attainment and wider outcomes of their child across a period of time.

Other summative assessments include:
- Standardised tests such as Vernon and Salford
- NFER Testing year 2, 3, 4 and 5 in reading and maths
- Assessment of foundation subjects
- Short end of topic or unit tests or tasks
- Entry tasks
- Reviews for pupils with SEND/PLPs
- Baseline assessment in Early Years
- Teacher assessments at the end of KS2
- SATs at the end of KS2
- Question level analysis
- Reading bookbands
- Little Wandle Assessments

Tracking: After a summative assessment (in reading, writing, maths and science), teachers record children's learning on Arbor and make a summative judgement.

Assessment in the foundation subjects

Assessment in the foundation subjects will be linked to the core learning/key knowledge gained in the learning journey. Chalk Ridge is committed to being mindful of teacher's workload and being clear that any assessment undertaken should be purposeful and ensure all children make progress.