



*Believe, Strive, Achieve*

# The Federation of Winklebury Infant and Junior Schools

## Teaching and Learning Policy

### **Introduction**

At the Federation of Winklebury Infant and Junior Schools we believe that learning should be engaging and promote an enthusiasm and love of learning in all stakeholders. We believe that through their learning experiences children build resilience by taking risks, making mistakes and developing strategies to overcome difficulties. Learning develops independent thinkers through opportunities for investigation and enquiry. Children are encouraged to be resourceful, to show initiative and to celebrate their own and each others' successes. We believe that engaged learners, both adults and children, are constantly looking to develop and improve themselves through knowing what they have achieved, understanding their next steps and aspiring to be the best they can be.

In our community of learners, we promote a sense of belonging and teamwork through developing effective, respectful relationships based on the principles of a Rights Respecting School.

## **Aims**

We believe that high quality teaching and learning should aim to:

- develop confident learners for life who are able to embrace new challenges and experiences;
- inspire and engage all children, promoting a positive attitude towards learning;
- ensure the best possible progress and the highest attainment for all children;
- meet the needs of all individuals, by focusing on personalised learning and using Assessment for Learning to inform the ways in which children learn and are taught;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
  - promote spiritual, moral, social, cultural, mental and physical development;
- enable children to be creative and to develop their own thinking skills;
- help children to respond positively to challenge and persevere in order to solve problems;
- develop the capacity of children to learn and work independently and collaboratively;
- enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful;
- ensure children have respect for themselves and empathy for others;
- raise aspirations and develop ambition within all children;
- prepare children for the transition between key stages and the next stage of their education.

## **Responsibilities**

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

### **Teachers at our federation will:**

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Follow the expectations as set out in this policy
- Update parents/carers on students' progress through reports on progress and parent/carer consultation evenings.

### **Support staff at our federation will:**

- Know students well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

### **Subject managers at our federation will:**

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- build knowledge and skills by understanding pupils' lived experiences and planning activities that teach knowledge, consolidate learning and enthuse children to learn
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Sequence lessons by recapping previous knowledge
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice

### **Senior leaders at our federation will:**

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

### **Students at our federation will:**

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Adhere to and model our school rules: Ready, Respectful, Safe
- Attend all lessons on time and be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

**Parents and carers of students at our federation will:**

- Value learning and encourage their child as a learner
  - Make sure their child is ready and able to learn every day
  - Support good attendance
  - Participate in discussions about their child’s progress and attainment
  - Communicate with the school to share information promptly
  - Encourage their child to take responsibility for their own learning
  - Support and give importance to all home learning
- 
- **Governors at our federation will:**
  - Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
  - Monitor the impact of teaching and learning strategies on students’ progress
  - Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation

**Our policy is broken down into 5 Elements of Highly Effective Inclusive Practice**

Element 1 Inclusive, purposeful and engaging learning environment and ethos	Element 2 Effective learning journeys	Element 3 Effective resources	Element 4 Modelling	Element 5 Responsive Teaching
--	--	----------------------------------	------------------------	----------------------------------

**Element 1**

**Learning Environment and ethos**

**Inclusive, purposeful and engaging learning environment which promotes independence**

<p align="center"><b><u>Systems and Routines</u></b></p> <p>Clear, consistent systems and routines free children to focus on learning.</p>	<p align="center"><b><u>Collaboration and challenge</u></b></p> <p>High expectations of outcomes and a supportive learning environment allow children to push themselves to achieve their best.</p>	<p align="center"><b><u>Working Walls and displays</u></b></p> <p>Working walls capture the content of learning journeys and scaffolding learning for all children. Displays reinforce a strong sense of belonging for children and creates psychological safety, allowing children to focus on learning</p>	<p align="center"><b><u>Knowledge of Children</u></b></p> <p>Adults know the children in their class: they know likes, dislikes, interests and aspirations</p>
<p>Systems and routines are created, communicated, practised and reinforced for all parts of a child's day, including the following:</p> <ul style="list-style-type: none"> <li>● Morning routines</li> <li>● Transitions within lessons</li> <li>● Transitions between lessons (expectations at the beginning and ends of lessons with regards to books, date and WALTs).</li> <li>● Transitions to and from Break and Lunchtime</li> <li>● End of the day</li> <li>● Consistent use of the recognition board by all adults</li> <li>● Consistent use of the school's behaviour policy</li> <li>● School's values displayed, children know what this looks like as a learner and the vocabulary associated with the values.</li> <li>● Links to values and learning moments identified where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities to regularly collaborate in pairs or groups to share ideas, take on different working roles and support peers with learning</li> <li>● Opportunities provided for children work with peers to assess their outcomes and support in correct/modifying/improving their work.</li> <li>● Adults and peers to support the instillation of independent working</li> <li>● Opportunities for children to experience moments of learning outside of their comfort zone/ in the pit of uncertainty to push and promote success.</li> <li>● All lessons to provide challenge for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Prior learning prompts are displayed</li> <li>● Key vocabulary is gathered in meaningful ways</li> <li>● Teacher's modelling is displayed</li> <li>● Model answers are displayed</li> <li>● Key learning is gathered over the course of a learning journey which prompts the easy retrieval of prior learning</li> <li>● WAGOLs are displayed</li> </ul> <p>The physical environment and the language used within it create a strong sense of belonging, promote independence and ownership of a shared identity. Example strategies include the following:</p> <ul style="list-style-type: none"> <li>● Displays which promote an ethos based on the school's values</li> <li>● Celebration of work</li> <li>● Children are given responsibility for elements of the environment</li> <li>● Accessible resources and adaptations which allow for independence</li> </ul>	<ul style="list-style-type: none"> <li>● Adults recognise that getting to know their children is a core part of their role.</li> <li>● Adults intentionally seek to connect with the children in their class.</li> <li>● Adults use their knowledge of children to identify and overcome barriers to learning.</li> </ul>

**Element 2**

**Learning Journeys: effective learning journeys where learning is broken down and ordered appropriately for all children**

<p align="center"><b><u>Reversed engineering from End Points</u></b></p>	<p align="center"><b><u>Clear Intent</u></b></p>	<p align="center"><b><u>Clear Sequence</u></b></p>	<p align="center"><b><u>Clear Assessment and Evaluation</u></b></p>
<p>Effective learning journeys are planned by first being clear about its purpose and place within a child's journey through school</p> <ul style="list-style-type: none"> <li>● Learning journeys are planned by reverse engineering from end points.</li> <li>● Learning journeys are planned to build on key learning and skills from previous year groups</li> <li>● Learning journeys are planned to cater for children's lived experiences</li> <li>● Learning journeys are planned to prepare children for future learning</li> <li>● Learning journeys are planned to facilitate the needs and interests of the current cohort.</li> </ul>	<p>Effective learning journeys have clearly defined intended outcomes for all children</p> <ul style="list-style-type: none"> <li>● Learning journeys have a clear overall purpose: the learning of substantive and disciplinary knowledge</li> <li>● Learning journeys support Teachers to clearly articulate the intended learning of Substantive and Disciplinary Knowledge</li> <li>● Learning journeys include exciting and engaging hooks and outcomes to motivate and inspire pupils</li> <li>● Learning journeys provide opportunities for children to apply their learning in real life situations.</li> <li>● Teachers know how the learning journey builds on children's prior knowledge and previous experiences and what the key learning is leading children to knowing next.</li> <li>● Learning journeys provide opportunities for children to share their learning with the parents and carers</li> </ul>	<p>Effective learning journeys sequence chunks of learning in appropriate sequence</p> <ul style="list-style-type: none"> <li>● Learning journeys break key learning into appropriately sized chunks of learning for all children</li> <li>● Learning journeys are shared with children so they understand the process of their learning</li> <li>● Learning journeys order the teaching of chunks of learning so that learning is cumulative</li> <li>● Learning journeys scaffold the learning and applying of new Substantive and Disciplinary Knowledge</li> <li>● Learning journeys sequence lessons by ensuring previous knowledge is learnt and applied.</li> <li>● Learning journeys allow children to be immersed in subject content</li> <li>● Learning journeys allow children to make links between subjects</li> <li>● Learning journeys allow children to spend time reflecting on their progress and outcomes as well as identify next steps throughout the journey, not just at the end.</li> </ul>	<p>Effective learning journeys culminate in opportunities to assess whether children know and can do more</p> <ul style="list-style-type: none"> <li>● Learning journeys result in meaningful outcomes and opportunities for assessment</li> <li>● Learning journeys have appropriate objectives which the children and adults are able to assess and reflect upon at the end of each lesson.</li> <li>● Learning journeys create meaningful opportunities for children to apply previously learned Substantive and Disciplinary Knowledge independently</li> <li>● The effectiveness of learning journeys are evaluated and planning is adapted for future use</li> </ul>

**Element 3**

**Resources: effective resources are utilised, reducing over time, to support high levels of success for all children**

<u>Vocabulary</u> Purposeful vocabulary is explicitly taught to all children	<u>Scaffolds</u> Scaffolds are used to enable children’s working memory to engage with each lesson’s key learning	<u>Use of adults</u> Adults are used to scaffold inclusion and promote independence	<u>Learning Schedules</u> Learning schedules are used to scaffold independence and inclusion
<ul style="list-style-type: none"> <li>● Vocabulary to be learned is planned in the learning journey</li> <li>● The teaching of vocabulary focuses on the three tiers</li> <li>● Vocabulary is explicitly taught, using multi-sensory stimuli, word grids or word maps.</li> <li>● Vocabulary is revisited to ensure it has been learnt</li> <li>● Vocabulary is displayed in organised ways which support children to organise the new vocabulary in schema</li> </ul>	<ul style="list-style-type: none"> <li>● Resources are provided to reduce children’s cognitive load so that they can focus on the lesson’s key learning.</li> <li>● Resources are used to support the understanding of Substantive Knowledge and of how to employ Disciplinary Knowledge.</li> <li>● Scaffolding is used in ways that include all children in core learning with high levels of success.</li> <li>● Scaffolding is reduced over time to promote independence and prevent overreliance on resources.</li> </ul> <p>Examples when writing may include the following:</p> <ul style="list-style-type: none"> <li>● word banks</li> <li>● sentence stems</li> <li>● sentence grids</li> <li>● prompt questions</li> <li>● WAGOLs</li> <li>● use of ‘widgit’ to prompt sequencing</li> <li>● pictures</li> </ul> <p>Examples in Maths may include the following:</p> <ul style="list-style-type: none"> <li>● concrete resources</li> <li>● pictorial representations</li> <li>● steps to success</li> <li>● partly completed examples</li> <li>● WAGOLs</li> <li>● supporting facts available</li> <li>● 100 squares</li> <li>● multiplication grids</li> </ul>	<ul style="list-style-type: none"> <li>● Adults know what the intended learning is for the children in the class</li> <li>● Adults know how the knowledge or skills are going to be taught</li> <li>● Adults mirror the key language of the Teacher’s explicit teaching</li> <li>● Adults model using resources to access learning activities</li> <li>● Adults use questions to lead children to high levels of success without giving the children answers</li> <li>● Adults use AfL to identify barriers to learning which can be overcome within a lesson</li> <li>● Adults use AfL to ensure that work is matched to children’s readiness</li> <li>● Adults ensure children do not become over reliant on them to start/complete work</li> <li>● Adults ensure they work with a variety of children of differing abilities to promote high levels of independence and success</li> </ul>	<p>Resources are provided to scaffold children’s independent access to main class teaching. For some children, this may include the use of the following resources:</p> <ul style="list-style-type: none"> <li>● Visual timetable</li> <li>● Now/Next board</li> <li>● Task checklist</li> <li>● Task/Reward/Settle cycles</li> <li>● Ready to learn checklist</li> </ul>

**Element 4**

**Modelling: adults model new learning in ways which lead to high levels of success for all children**

<b>Builds on prior learning</b>	<b>I do</b>	<b>We do</b>	<b>You do</b>
<p align="center">Lessons begin by retrieving prior learning</p>	<p align="center">Lessons include 'I do' explicit teaching where adults demonstrate key learning</p>	<p align="center">Lessons include 'We do' shared learning where adults include children in the work being modelled</p>	<p align="center">Lessons include 'You do' opportunities for children to demonstrate the same level of learning that has been modelled in 'I do' and 'We do'</p>
<ul style="list-style-type: none"> <li>● Modelling establishes known facts, known knowledge.</li> <li>● Modelling links known knowledge.</li> <li>● Modelling reveals the need to learn the next step.</li> </ul>	<p>Modelling transfers to the children intended substantive or disciplinary knowledge and then demonstrates how to achieve at the levels they will be working at.</p> <p>Modelling begins with explicit teaching, which demonstrates the meaning of new substantive and disciplinary knowledge:</p> <ul style="list-style-type: none"> <li>● The learning objective is introduced in context</li> <li>● Key vocabulary is explicitly used.</li> <li>● Substantive or disciplinary knowledge is demonstrated, using cognitive strategies (strategies or memorisation techniques)</li> <li>● Substantive or disciplinary knowledge is demonstrated, using metacognitive strategies (ways to monitoring our thinking/choices/decisions)</li> <li>● Thinking aloud is used to explicitly demonstrate cognitive and metacognitive strategies ( I and Why)</li> <li>● Teachers model questions/tasks at the level that children will begin learning</li> </ul>	<p>Conceptual Learning - substantive knowledge</p> <ul style="list-style-type: none"> <li>● Teachers provide opportunities for children to encode and retrieve new knowledge in organised ways</li> <li>● Teachers ask further questions to engage cognitive and metacognitive thinking</li> <li>● Teachers check for misconceptions</li> </ul> <p>Procedural Learning - disciplinary knowledge</p> <ul style="list-style-type: none"> <li>● Teachers complete some of the steps</li> <li>● Children complete some of the steps</li> <li>● Teachers ask further questions to engage cognitive and metacognitive thinking</li> <li>● Teachers check for misconceptions</li> </ul>	<p>Conceptual Learning - substantive knowledge</p> <ul style="list-style-type: none"> <li>● Teachers provide opportunities for children to recall and apply the new knowledge that has be taught</li> <li>● Teachers check for misconceptions and provide feedback</li> <li>● Further input is given before children move on to work which requires additional knowledge</li> </ul> <p>Procedural Learning - disciplinary knowledge</p> <ul style="list-style-type: none"> <li>● Teachers provide opportunities for children to work at the level that has been modelled</li> <li>● Teachers check for misconceptions and provide feedback</li> <li>● Further input is given before children move on to work which requires additional knowledge</li> </ul>



**Element 5**

**Responsive Teaching**

**AfL: effective assessment practises maximise the progress of all children within the learning time**

<p><b><u>Building on prior learning including retrieval</u></b> checks that children have retrieved prior learning with success before moving on</p>	<p><b><u>Questioning</u></b> used to check for understanding during a lesson before sending children to work independently</p>	<p><b><u>Live Marking and Written Feedback</u></b> checks for understanding throughout the course of a lesson and results in feeding back and the reshaping of learning to meet children’s unfolding needs</p>	<p><b><u>Reflection</u></b> checks for understanding at the end of a lesson and provides ongoing feedback and reflection time.</p>
<ul style="list-style-type: none"> <li>● At the start of a lesson, Teachers ensure that children have recalled the knowledge that new learning will build upon in a low stakes manner.</li> <li>● Teachers will ensure they know the learning that has come prior to this for children and where their learning will go next.</li> <li>● At the start of the lesson, teachers will address any misconceptions that need addressing from previous learning including through purposeful marking.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities are built into lessons to check for understanding before progressing within an input from ‘I do’ to ‘We do’ to ‘You do’.</li> <li>● Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.</li> <li>● Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons</li> <li>● Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students.</li> <li>● Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc</li> </ul>	<p>Live marking includes verbal feedback as well as annotations, marking in books and has impact in the moment. Written feedback should be positive and encourages pupils to reflect on their learning and should be timely and purposeful focus on the most important area for improvement.</p> <ul style="list-style-type: none"> <li>● Live marking and written feedback is used to ensure that errors and misconceptions are addressed</li> <li>● Live marking is used to gather common misconceptions and to inform mini-plenaries or the reshaping of learning activities</li> <li>● Live marking and written feedback is used to tighten the match of work for individual children</li> <li>● Live marking and written feedback is used to identify children who are ready to progress</li> <li>● Live marking and written feedback is used to identify the achievement of children’s learning</li> <li>● Live marking is used to inform the delivery of a plenary</li> <li>● Live marking and written feedback must include expectations from year group ‘must haves’</li> <li>● A plenary may be used to summarise key learning, to provide feedback and to signpost next steps</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for children to editing and revise their work checking for ‘must haves’ or errors in their work should be given before feedback is provided.</li> <li>● Children are encouraged to use their peers to support in the reflecting, editing and assessing process</li> <li>● Teachers and adults to use children’s outcomes in lessons to identify where further support is required and to ensure it is delivered.</li> <li>● Next steps and areas to practise should be identified by both the teacher and child</li> <li>● Children should be given time to look at previous work to adjust, improve and correct</li> <li>● Subsequent planning is adapted to suit the needs of the pupils based on their outcomes</li> <li>● Outcomes from pupils are used to inform data</li> </ul>

## **Monitoring and Evaluation of Teaching and Learning**

We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT will monitor and evaluate the impact of teaching on student's learning through:

- Conducting learning walks
- Book scrutinies
- Review of data
- Gathering input from student voice and teacher questionnaires