



**Radipole Primary School**

## **Teaching and Learning Policy**

**Date of Approval:** January 2017

## **Principles**

We believe that pupil progress is the outcome of good teaching and learning and that every child has the right to be taught well. We would therefore expect every child in our school to make at least good progress, whatever his or her starting point.

We will expect high achievement in all areas of school life. Progression is focused on understanding and developing greater depth in the national curriculum rather than on mere progression to the next set of content. It is because of this attitude, that we have adopted a mastery approach to teaching and learning.

The mastery pedagogy works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. We ensure that the entire class do not proceed to the next unit until the majority of students have demonstrated meeting the learning objectives of the learning sequence.

We believe that:

- All pupils are capable of achieving high standards
- The large majority of pupils progress through content at the same pace
- Differentiation is through deep knowledge and individual support and intervention
- Intelligent practice and consolidation play a central role.
- Teachers use precise questioning to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention
- Challenge comes from deepening content, not acceleration into new content

While we continue to make the transition from the old curriculum to the new national curriculum, there will be some children who need to be taught objectives from a previous year group in order to access the learning for their own year group. This may also be necessary for any new arrivals to our school.

A mastery approach to teaching will mean working towards:

- Teaching less and learning more: less teacher talk and more evidencing of learning and progress
- Ensuring space and time for pupils to develop and apply their skills
- All children entitled to additional support to ensure they do not fall behind or to gain greater depth
- Understanding real life applications, to make learning relevant and not abstract
- Catch up: some children will be given additional time and support to learn concepts that they have not yet grasped from previous year groups

It will mean doing more of this

- Teaching all children in class, together, most of the time
- More verbal feedback during lessons, shorter comments in books and more ticking of correct concepts
- Spending longer on one idea
- Giving children who need it, intense, additional support over shorter periods
- Ongoing assessments with a few formal tests over the year

And in mathematics lessons the mastery approach means we will:

- Allow more time for discussion and pair work

- Continually assess children's understanding using multiple hinge questions
- Provide support or scaffolding when needed
- Present challenges through 'Star/Colour-coded Questions' and develop understanding through expert questioning

There will be less of this:

- Formal marking with lots of written feedback and highlighting
- Covering lots of ideas in one week
- Formal, long-term interventions to boost them out of class
- Separating children into ability groups
- Formal testing of children weekly or termly

### **Teaching and Learning**

We believe that every child has the right to be taught well and deserves to make at least good progress. We are able to intervene effectively where children may not be achieving their best. Children need to know how well they are doing and what they need to do to improve.

We ensure a mastery approach to teaching and learning by:

- Making sure objectives and instructional goals are clearly stated to all
- Ensuring that teaching activities are based on clear learning objectives
- Communicating high expectations
- Breaking down the curricular goals into small units
- Adopting corrective / formative assessment approaches
- Setting clear standards of achievement and success criteria
- Giving students access to their progress in a form they can relate to

We ensure the entire class does not proceed to the next unit until the majority of students have demonstrated meeting the learning objectives of the learning sequence.

Teachers monitor pupils' responses in lessons and adapt their approach accordingly. Continuous assessment is used to adapt their planning.

Pupils understand well how to improve their work. Constructive conversations, where possible, are undertaken with pupils to ensure they know the strengths and areas for improvement for a piece of work.

A mistake-making culture is encouraged. Pupils are expected to learn from their mistakes and see them as a natural step in their learning.

## **Assessment**

Children's progress is continually assessed by measuring how they meet key objectives. This is recorded into School Pupil Tracker using the following codes:

Working towards	<ul style="list-style-type: none"><li>• Surface learning</li><li>• Temporary, often lost</li></ul>
Mostly achieved	<ul style="list-style-type: none"><li>• With support, including input from an adult, being able to meet the objectives outlines in the National Curriculum</li></ul>
Achieved	<ul style="list-style-type: none"><li>• Obtaining greater level of understanding and being able to apply learning in different contexts</li></ul>
Mastery	<ul style="list-style-type: none"><li>• Learning be transferred and applied in different contexts</li><li>• Pupils can explain their understanding to others.</li></ul>

Pupils are also assessed against Age Related Expectations 3 times each year.

As a result of this assessment and tracking process we would expect:

- That all children make good progress in order to meet their individual potential
- Children to be keen to achieve their next step in their learning
- Children to be aware of how they are achieving and how they can improve or develop
- Good attainment and progress to be rewarded and celebrated.
- Regular reporting to parents of attainment and next steps
- Progress targets are personalised
- Parents to be involved in their child's learning
- Targeted children to have strategies in place to support them.
- Intervention programmes to be used swiftly and effectively.

We believe it is vitally important that assessment does not become a time consuming burden. If an assessment is not going to be used by a future audience to further a child's learning it need not be formally recorded.

The most effective assessment is conducted as an integral part of the teaching and learning process. It is not a bolt-on exercise. Formal, end of year assessments are used to assist teacher judgements.

## **The Curriculum**

Children have the chance to learn in a range of different ways. All of the learning and teaching is of a high quality and is planned and managed so that every child is supported and challenged

We make good use of cross-curricular links in planning so that learning is experienced as integrated and complementary rather than being compartmentalised.

We believe it is especially important that:

- Core skills are practised regularly across the whole curriculum.
- The curriculum is exciting, relevant, and innovative, using a wide range of resources, including the community
- There is a broad and creative curriculum to develop whole child.
- Planning is relevant to the task, built on previous assessment, with opportunities for independent learning

- Planning is meaningful to the teacher
- There are strong, relevant cross curricular links
- Teachers construct a curriculum in Phases, drawing on a range of expertise, knowledge and experience
- Children's former learning is built upon using a two-year curriculum plan

### **Environment for learning**

We believe that it is vital to instil a sense of worth and self esteem in all children. Displaying children's work in a careful and sensitive way demonstrates that we value their work and that we take genuine pride in it.

In our school we expect to see

- A stimulating, inspiring, organised and motivating environment which celebrates learning.
- Work by all children displayed, regardless of ability
- Interactive displays covering different subjects and areas of learning which include aids to scaffold learning
- Use of wider community and use of expertise to support learning
- Use of the outdoor classroom and locality as part of the curriculum
- An environment which promotes equality
- Use of a variety of environments to inspire and discover other interests and talents
- Safe, and enjoyable outdoor play areas and experiences