

## SOUTHWICK CE PRIMARY SCHOOL

### Teaching and Learning Policy

#### Love, Learn, Grow

Southwick School as we know it was established in 1869 to provide an education based on religious and moral instruction for the poorer families of the parish. Our mission is to provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world.

Through a loving Christian fellowship, our children learn all of the values, skills and knowledge they need so that they can grow into positive and active members of the community in which they live. Our vision is theological rooted:

*“Do everything in love.”*

1 Corinthians 16:14

*“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.”*

1 Corinthians 13: 4-5



‘To love’ is at the heart of what it means to be a Christian. Jesus preached that to love God and others are the greatest commands. The call to live a life marked by love is a consistent message found throughout the bible. When the apostle Paul wrote to the church of Corinth, he instructed them to do everything in love. Therefore, as a school, love and compassion for the self, others and God’s world are at the centre of all we do.

*“Tell me and I forget, teach me and I may remember, involve me and I learn.” Benjamin Franklin*

## 1. Introduction

### 1.1 Rationale

We believe that each member of staff brings a unique approach to teaching and learning. It is important that our children experience a range of different adults with different teaching styles over their time in primary school, mirroring what they will experience in secondary school and in their adult lives. The key is that all school staff are working towards the same objectives within the National Curriculum and have a set of goals and values in common.

The purpose of this policy is to ensure high quality teaching and learning in our school. It outlines the key expectations and core principles of teaching and learning for teachers, support staff, parents, children and governors.

### 1.2 Curriculum Drivers

At Southwick, ‘Respect’ is one of our key Christian values. Our curriculum is driven by the concept of respect for oneself, for others and for God’s world. Through consultation with stakeholders, ‘respect’ was drawn out as being a key value in helping our children be successful, active and happy members of society:

<b>Curriculum Drivers</b>		
<b>Respecting self</b>	<b>Respecting others</b>	<b>Respecting the world and beyond</b>
<p><i>“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.”</i></p> <p style="text-align: center;"><i>(Peter 4:12)</i></p>	<p><i>“Do unto others as you would have them do unto you.”</i></p> <p style="text-align: center;"><i>(Matthew 7:12)</i></p>	<p><i>“The Lord God took the man and put him in the Garden of Eden to work it and take care of it.”</i></p> <p style="text-align: center;"><i>(Genesis 2:15)</i></p> <p><i>Who are you to pass judgment on the servant of another? It is before his own master that he stands or falls.</i></p> <p style="text-align: center;"><i>(Romans 14:4)</i></p>

### 1.3 Golden Threads

To achieve the above, we mindfully plan our teaching and learning with our ‘Golden Threads’ in mind. These threads run through the curriculum and were specifically chosen with our school community in mind. These are visible in lessons throughout the day.

## Golden Threads

These are key issues which were felt to be so important that they needed to run through all areas of the curriculum. In any lesson, you will see examples of each of these. These were also decided by stakeholders.

<b>Understanding and use of language</b>	<b>Inclusivity and diversity</b>	<b>Our Christian Values</b>	<b>Ambition and high expectations</b>	<b>British Values</b>	<b>Behaviour Curriculum</b>
<i>We believe that being able to be articulate both in the written and spoken forms is the key to successful communication and learning across the curriculum.</i>	<i>Every lesson should be accessible to every child, both in terms of learning and representation. The children should be given an education that accurately represents the similarities and differences in the world.</i>	<i>Our 6 key values, underpinned by Love, run throughout our lessons – this is the key to how we encourage spiritual growth.</i>	<i>We have high expectations and big ambitions for every child in terms of behaviour and learning. Learning is always challenging and thought provoking.</i>	<i>British Values are a fundamental component of our own Christian Values.</i>	<i>At Southwick, we model good learning behaviours – this does not stop in Reception, it carries on all through school.</i>

## 2. Getting the conditions right

### 2.1 Our expectations

At Southwick Primary School, we expect that our teachers and other staff:

- meet the teaching standards
- meet the recommendations set out in the Education Endowment Foundation (EEF) Guidance Report 'Making Best Use of Teaching Assistants' (TAs only),
- have high expectations of what every pupil can achieve
- have a secure understanding of the age related expectations for the age group they are working with and have relevant subject knowledge that is applied effectively to their planning and teaching
- have a secure knowledge of who the groups of children in the schools are: for example: disadvantaged, SEND, EAL etc.
- have a secure knowledge of the starting points of all of the children and the related end of Key Stage targets
- ensure that assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years
- use assessment information to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- ensure that our pupils understand what to do to improve as a result of useful feedback, written or verbal
- engage with parents and carers to ensure they understand how children and learners are doing in relation to the standards expected and what they need to do to improve, including homework

- ensure that equality of opportunity and recognition of diversity are promoted through teaching and learning
- actively participate in the appraisal process, listening to advice on areas for development and acting upon them
- learning should focus on embedding skills and knowledge, then building on this learning from lesson to lesson, week to week and year to year
- actively seek out and participate in professional development
- promote English, mathematics and the communication skills necessary to function as an economically active member of British society.

## **2.2 Physical Learning Environment**

An inspiring, stimulating and positive 'physical' learning school is vital in creating an effective climate for learning.

Much of our teaching takes place in the classroom, sitting at tables, but we endeavour to make the best use of our building, grounds and location. The classrooms themselves need to be adapted to meet the needs of the children within.

We want our classrooms to help provide a positive learning culture. A teacher's job is to provide this positive culture by setting rules, expectations, engaging lessons etc., but the physical environment can go a long way to creating this culture too. Therefore, we insist that all learning spaces:

- offer support for all learners and are inclusive e.g. they must contain visual timetables
- contain resources to support independent learning
- display exemplary pieces of children's work in a range of subjects
- contain maths resources for the children to use independently when needed
- have stimulating and interactive displays
- contain up to date working walls
- ensure that children have most of the things they need for each lesson on their desk
- are tidy, neat and not cluttered.

## **2.3 Learning Culture**

At Southwick we vary our teaching to ensure that we engage and enthuse all of our children. Although these approaches can be different, they are underpinned by a set of fundamental principles:

- all children are engaged and working hard
- the learning space is calm. This may not always mean 'quiet', but all of the children are on task and following the school rules
- there is evidence of the children exhibiting our Christian values in every lesson, for example, they might need to show compassion by helping a friend with their learning
- learning is planned with engagement in mind - each group is different and may need a different approach
- when asked, the children can explain 'what' they're learning, 'why' they're learning it and what the next steps in their learning are
- the children will show a good degree of independence and not an over reliance on the teacher
- the children show an eagerness to learn and make progress
- the children will be respectful of one another and help each other when they get stuck.

## **2.4 SEND/LAC/PP**

We know that certain groups of children are vulnerable to underachievement and whilst intervention is important, we believe firmly in the importance of inclusive classrooms. Therefore, we expect Quality First Teaching, meaning that the vast majority of pupil needs can be catered for within the classroom environment. We know the importance of learning alongside of children learning alongside their peers.

Where needed, short term interventions focus on those children who struggle to grasp particular concepts taught in class throughout the week. They are informed by formative assessment strategies used in class. These interventions focus on reading, writing and maths support. The short term interventions focus on quick gains. They address immediate issues and gaps in learning identified by the teachers from what has been taught during the week. Phonics interventions linked to our scheme happen the same day that an issue arises.

Children on our SEND register (above a concern), will have individual education plans (IEPs) with specific targets which are updated termly. These targets will usually have a planned intervention attached to them which will happen at least three times a week.

Children who are looked after (LAC) have detailed Personal Education Plans which are reviewed every term and a proportion of Pupil Premium funding is used to support qualifying children through use additional adults in the classroom and to run interventions.

We feel strongly that our job is to remove any barriers to inclusion, whether that is because of a learning difficulty or family financial constraints that could prevent curricular enrichment from taking place. No child should be prevented from fulfilling their potential because of factors out of their control.

## **2.5 Personal/spiritual development and pastoral support**

No child can learn if they are unhappy. We are proud of our strong pastoral offer, based on our Christian underpinning of love for all.

In their time at Southwick, the children go on a spiritual journey of personal growth. Alongside the unplanned life experiences that lead to this growth, we use our set of Christian values as a framework for understanding this journey. Collective Worship, RE and PSHE are the cornerstones of this approach and are all taught weekly. In addition, each class takes part in bi-weekly Thrive sessions based around areas of need identified for that particular cohort.

We see play as an important part of the curriculum and of getting the conditions right for academic learning. Our playtime provision is based around a reception model of continuous provision: exploration; risk-taking and varied child-led activities. This leads to a happy play time, meaning that the children are content and ready to learn when they come into class.

At some point in their schooling, every child will need a little extra support with their well-being. Our trained ELSAs and Thrive practioner support children with this, both long term and short term. They are managed by our SENDCo.

## **2.6 Teaching and learning development**

- Each week at professional development meetings, we share our positive classroom experiences as an opportunity for staff to try out new approaches in their classrooms.

- The main focus of our weekly meetings is to provide CPD opportunities
- As a staff we develop teaching and learning together, rather than in separate teams.
- We work closely with other schools within CSL and Equa Mead Learning Trust to develop our practice.
- All new teachers receive a thorough induction and ECTs have a designated mentor who organises support packages which include a number of sessions with the teaching & learning lead, the SENCO etc.
- We empower our TAs. Our SENCO line manages our TAs and facilitates regular training to enhance their professional development.
- We provide as many opportunities as we can to observe each other's teaching and learning, in a supportive capacity, and provide peer to peer support, advice and coaching.
- We have a 'learning from each other' culture. Teachers are encouraged to constantly ask themselves, 'how can I improve further?'
- If the standard of a teacher's performance is a concern, the Headteacher will act in accordance with the School Staffing Regulations 2009 which requires the Governing Body to have procedures for dealing with any lack of Capability of their Employees. This is linked with the Education (School Teachers' Appraisal) (England) Regulations 2012 which came into force 1st September 2012.

## 2.7 Feedback

Our feedback policy outlines our approach to feedback in more detail. We believe that feedback is one of the most important tools in providing high quality learning. It is a cyclic process that only works if it is timely, engaging and purposeful.

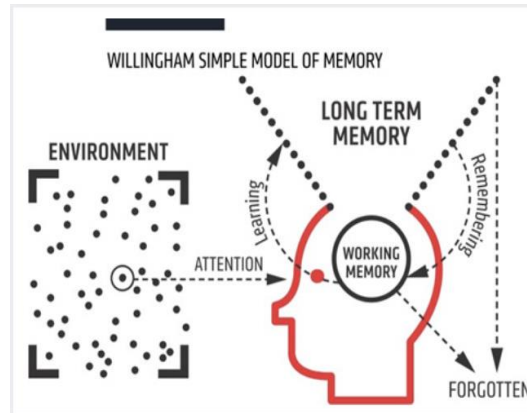
In a classroom setting, feedback can take place in a number of different ways. We do not expect a particular amount of written or verbal feedback, but we do expect that feedback is provided for every piece of work. We do not expect teachers to write comments every time, but it should be clear that the children have responded to the feedback they have been given. For example, there might not be any teacher written feedback, but there is evidence that the child has corrected their spellings.

Therefore for school staff, the most important principles are that:

- no age-related misconception is left unchallenged
- we **expect** the children to know the content of the previous year's learning, for example, a Year 3 should not be making spelling mistakes with words they learned in Year 2. This should also be challenged
- learning is always acknowledged - whether verbally or in writing
- pupils should be able to explain how their teacher provides feedback and how it helps them improve in their learning.

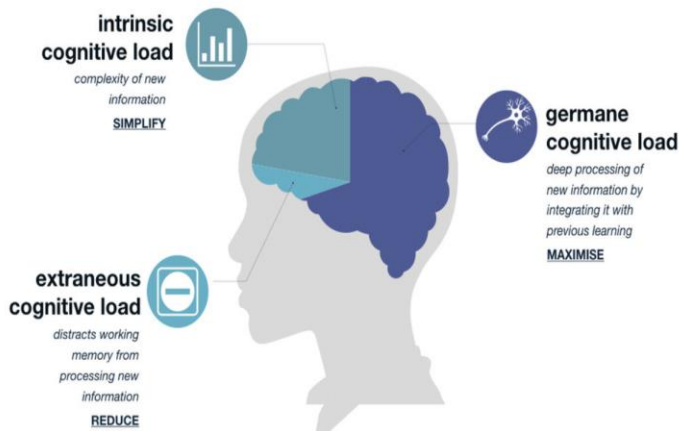
## 3. The science of teaching and learning

Classroom teachers need to know how they can reduce cognitive load as there are profound implications for learning outcomes. Intrinsic Load: Intrinsic load indicates the inherent difficulty of the learning task, which mostly occur due to the prior knowledge of the topic. It is a complex concept to understand in the real world. Sweller Et Al believed that the intrinsic cognitive load can only be reduced by altering the nature of learning material or by changing the cognitive tasks or the act of learning itself. For example, a reader's mental workload can be reduced by using more plain and legible handwriting, rather than using a cursive, scribbly font.



**Extraneous Load:** Extraneous load is a kind of load created due to the way the instructional materials are presented, which does not help in the learning process. The extraneous load can be increased or reduced based on several factors – the type of task, whether or not the student has difficulties with attention, attentional demands for a task, etc. An example of Extraneous Memory Load is a situation where someone is trying to study but is disturbed by loud music or nearby traffic. These noises are considered extraneous load as they act as obstacles to the completion of cognitive tasks.

**Germane Load:** Germane Load includes the components that help the processing of information and contribute to the long-lasting construction of schemas. A typical example of Germane load is creating diagrams and flowcharts to perform complex tasks. The systematic organization of Germane materials makes complex learning easier and helps to remember.



#### 4. 'The Southwick Essentials'

At Southwick, we think very carefully about how we ensure that the children learn and remember what they learn. It is vitally important that knowledge is embedded in the long term memory, so that pupils have a solid foundation of knowledge and skills to build on as they grow. To achieve this we purposefully plan learning to ensure that the

children know more and remember more. There are a number of ways in which we do this and we call these 'The Southwick Essentials':

#### **4.1 Sequence of learning**

We have sequenced the topics within our curriculum specifically so that one topic builds on the last. A good example of this is that many local studies are carried out early on, meaning that when it comes to learning about the Victorians, the children already have a strong understanding of the Victorian influences in our local area. Equally, lessons within a unit of work are sequenced carefully, meaning that each lesson builds on the last. Each sequence of lessons begins by assessing what the children already know and using this as a starting point. We then build, week upon week towards a final assessment task that is designed to allow the children to show all they know about a particular topic

#### **4.2 Assessment Tasks**

For each subject, the children do an assessment task at the end of a unit of work. No matter what subject it is, the task is designed to allow the children to show what they know about a topic. In maths and reading, we use standardised tests. For writing, the children do a 'Big Write'. In the foundation subjects, tasks are designed to fit around a particular topic or subject. In History, for example, they may be asked to do a 'double page spread' showing all the things they know about the Romans. In science, they may carry out an investigation using the scientific enquiry skills and knowledge that they have learned during that term. In every case we aim to ensure that not only skills and knowledge from the current sequence of learning are used, but also from previous years.

#### **4.3 Lesson specific techniques**

There are also many subject specific strategies that we use. For example, we teach maths using the Maths Mastery approach. To summarise, mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Another example is in maths, when we use 'Flashbacks' a few times a week. This is an activity where the children look at things they have learned in the past

#### **4.4 Retrieval**

Children are given daily opportunities to practice 'retrieval'. Retrieval is the strategy of recalling facts, concepts, or events from memory in order to enhance learning. This is done in a number of ways including: quizzes; mind-mapping; retrieval jars (answering questions about past learning); and exit tickets (a brief activity completed at the end of class that can serve to gauge student learning, improve student metacognition, and provide some targeted feedback about students' experience).

#### **4.5 Mind-mapping**

At the beginning of each unit of work, teachers and children 'mind-map' what they already know about a topic. In each lesson they add to this mind-map, demonstrating what they have learned. This helps illustrate the learning journey and is another opportunity for retrieval. This is often done together as a class and sometimes done individually by children.

#### **4.6 Delivery of Lessons**

When delivering a lesson, teachers think carefully about which method for conveying new concepts would be most appropriate. Sometimes this is about the nature of content itself, but more often than not, starts with what the children already know. Teachers always need to think carefully about the needs within their class when planning a



lesson. Taking all of this into account, teachers choose an approach that will best maximise the potential for the children learning well AND remembering what they have learned.

Barak Rosenshine secured 10 key elements of effective instruction.

1. Present new material in small steps
2. Provide models
3. Provide scaffolds for different tasks
4. Ask questions
5. Check for student understanding
6. Guide student practice
7. Obtain a high rate of success
8. Independent practice
9. Daily review
10. Weekly/monthly review

At Southwick, teachers keep these principles in mind at all times when planning and delivering lessons.

The following are examples of approaches that may be used:

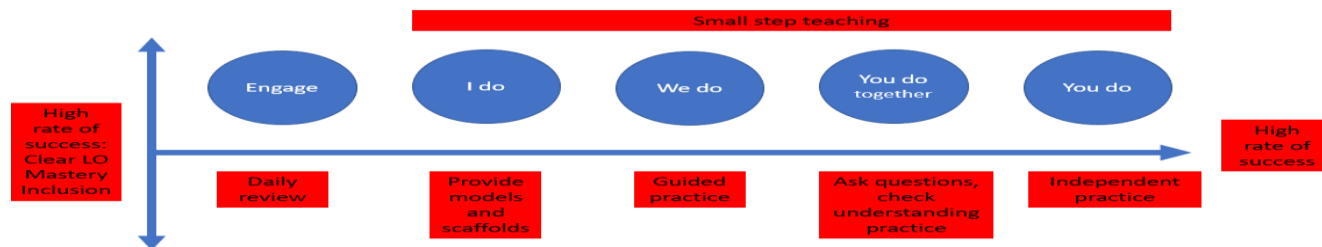
<p><b>1. Present new material using small steps</b></p> <p>Have a go...</p> <p>Tell me, tell me more lesson starters based on the smallest part of the learning e.g. share a multiplication sign and ask 'tell me'</p> <p>Start with prior knowledge activation (<i>see daily review</i>)</p> <p>Slow reveal e.g. using interactive whiteboard blind tool</p> <p>Explain, model and guide at each stage</p>	<p><b>2. Provide models</b></p> <p>Have a go...</p> <p>Think Alouds (<i>I think/I wonder/I predict</i>) to make implicit decision making explicit</p> <p>Live modelling especially in writing lessons</p> <p>Demonstrate an example</p> <p>Quiz the model or example (<i>after modelling ask retrieval questions</i>)</p> <p>'What a good one looks like' exemplars</p>
<p><b>3. Provide scaffolds for different tasks</b></p> <p>Have a go...</p> <p>Small step maps</p> <p>Detailed visual scaffold (word maps, concept maps, sentence starters, useful phrases)</p> <p>Exemplars</p> <p>Knowledge organisers</p> <p>Whole task scaffolds (structure strips for writing, templates, partially completed examples, checklists, checking prompts)</p> <p>I do/We do/You do structure to instruction</p>	<p><b>4. Ask questions</b></p> <p>Have a go...</p> <p>Blooms question stems*</p> <p>Talk partners/Talk Protocols*</p> <p>Cold calling (<i>selecting children to respond sometimes using named lollipop stick</i>)</p> <p>Say it again better (<i>generate improved verbal response</i>)</p> <p>Show-me boards (<i>whiteboards in action</i>)</p>
<p><b>5. Check for student understanding</b></p> <p>Have a go...</p> <p>Monitoring the learning stems*</p> <p>Huddles</p> <p>Pit stops</p>	<p><b>6. Guide student practice</b></p> <p>Have a go...</p> <p>Guided groups to secure success from the start</p> <p>Try the following process in your guided group</p> <ul style="list-style-type: none"> <li>- Explain and model new learning again</li> </ul>

Check-ins Sweeps ( <i>run around your class to get immediate feedback</i> ) Ask – what have you understood? Ask – what will you take to you next lesson?	<ul style="list-style-type: none"> <li>- Set a short task using modelling</li> <li>- Observe and check for success</li> <li>- Review and check for errors; affirm success</li> <li>- Re-teach or extend</li> </ul>
<b>7. Obtain a high success rate</b> Have a go... Look for a class success rate of 80% Chunk up the learning: lots of little successes Re-teach to get optimum success Use guided practice to get the success from the start	<b>8. Independent practice</b> Have a go... Prioritise success from the start using guided student practice Remove the scaffolds bit by bit Regular in-the-moment feedback Feedback that moves forward <i>e.g. prompts to improve accuracy, a success criterion for editing, goals for polishing a learning outcome, feedback with enough time to respond to the feedback</i>
<b>9. Daily review</b> Have a go... Start the lesson with a re-engage <i>e.g. list 3 things from yesterday/ what did we do last week/ last term?</i> Learning mat reviews ( <i>capture the learning in visual form e.g. mind-maps</i> ) Pop quizzes based on acquired knowledge Quizzable knowledge organisers Read and rehearse knowledge organisers Cover/recall/reveal knowledge organisers ( <i>similar to a look/cover/write/check approach</i> )	<b>10. Weekly and monthly review</b>

#### 4.7 Engage, I do, We do, You do

- **Engage:** time to your community of learners together, motivate, activate prior knowledge, assess prior knowledge and grow the germane load ( help all children see the links).
- **I do:** build a concrete model, time for you to use your teaching to create a model for the children to use throughout the lesson (e.g. task template)
- **We do:** children will have a go, giving you time to use assessment, prompting and questioning or even a visual scaffold to support the learning
- **You do:** children will apply their learning, often in pairs initially then independently. You will have to use assessment to model again or provide templates to help the pupils gain accuracy and success

#### Small steps applies Rosenshine



#### 4. Monitoring of teaching and learning

The headteacher and the subject leaders monitor teaching and learning across the curriculum. Each term we review the core subjects and because we have a small staff, the foundation subjects are reviewed every other year

- unless one becomes a priority for a particular reason. When monitoring teaching and learning, we look closely at planning, books, pupil's work and assessment information as well as observing lessons and speaking to children.