

MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



TEACHING & LEARNING POLICY

LAB Approval:

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Member of Staff Responsible:

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Malvern Parish CE Primary School

'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I have come that they may have life and have it to the full". John 10.10

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Introduction

At Malvern Parish CofE Primary School we are committed to providing our children with high quality learning experiences that lead to a consistently high level of pupil achievement. We believe that through guiding children to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, they will achieve their true potential.

Aims and Objectives

- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for life-long learning.
- To help children to understand what learning is, to recognise when they have made progress and to take responsibility for their own learning.
- To enable children to develop a range of personal learning skills.
- To enable children to be positive, responsible citizens in society.

There is no set format for improving teaching and learning in a school. However, this policy sets out the teaching principles and key features we believe should be in place at Malvern Parish CofE Primary School. They should not be used as a '*tick list*' to guarantee outstanding teaching but rather as principles to be employed in the most appropriate and effective way by our teachers who can be relied on to use their professional judgment and knowledge of the children they work with.

Principles of Learning

At Malvern Parish CofE Primary School, we create a positive learning climate through:

Clarity

Lesson Objectives/Challenges and Success Criteria are clearly understood and referred to throughout the lesson.

Order

Established classroom routines and positive behaviour management strategies that are supported with clear rewards and sanctions.

High expectations

A belief that all children are capable of making progress and, with appropriate support, are capable of taking responsibility for their own learning.

Equity

Ensuring equality of opportunity by accommodating the diverse needs of all the learners.

Engagement

High levels of engagement are mainly driven by two factors: curiosity and satisfaction. Tasks that present curriculum content as challenges and set in real-life contexts are more successful. Engagement is also likely to be high when the learners have confidence in their ability to succeed.

Partnership

Promote opportunities for children to interact with teachers and peers e.g. questions which develop understanding rather than test knowledge, feedback which consolidates knowledge and identifies the next learning steps, and facilitating the exchanges of ideas and mutual support between learners.

Safety

Ensure that all classrooms are safe and free from factors that may induce stress or fear and in particular that children are protected from humiliation and emotional and physical hostility.

Challenge

Provide an appropriate level of challenge that is pitched at the right level to make progress.

Environment

Provide a stimulating classroom which is broadened through visits and opportunities to work outdoors. Ensure a supportive emotional climate with adults whom children trust and respect and who understand their needs.

Flexibility

A flexible learning climate which is a negotiated process in which learners have choices and a voice in determining the direction and focus of their studies. E.g. deciding on topics to study, what they would like to learn and the types of activities they might choose.

The Malvern Parish Primary School Curriculum

At Malvern Parish CofE Primary School, we believe in life-long learning and that both children and adults learn new things every day. We recognise that the value of teaching is reflected in the outcome it produces - this means its value in terms of its effect on what and how children learn. Teaching for learning is at the heart of school life; it is the means by which we offer and put into practice a curriculum that is creative, broad and balanced, while meeting the requirements of the National Curriculum 2014 and the Diocese agreed syllabus for Religious Education and Collective Worship.

We maintain that learning should be a rewarding, exciting and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We place emphasis on developing the whole child and

believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Curriculum Aims

- To enable all pupils to flourish as individuals, achieve academically and build firm foundations for the future;
- To provide a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for lifelong learning;
- To enable pupils to develop their resilience, resourcefulness, reflectiveness and the ability to build good relationships;
- To enable pupils to be positive citizens based on Christian and British values;
- To fulfil the requirements of the National Curriculum and the Worcestershire Agreed Syllabus for Religious Education.
- To ensure adaptations are in place for all children to flourish.

We have worked hard to develop a rich curriculum that meets the needs of all of our learners. Our learning is based around subject specific themes and topics, and will often use a book or narrative as a stimulus or starting point. We make cross-curricular links where meaningful and possible, which helps children to see the link between language, reading and writing and a range of other subjects.

Learning is planned and sequenced in order to develop skills and knowledge and moves towards a clearly defined end point. It is designed in such a way that enables children to build upon what has been taught before and to transfer key knowledge to long-term memory. Good learning behaviours are exemplified by our Learning Friends (page 11) and teach children how to be resilient, reflective, and resourceful, and also how to build good relationships.

Our curriculum ensures that National Curriculum statutory requirements are fulfilled and provides opportunities which are broad and balanced. This means that children are able to succeed academically, flourish individually and are prepared for life in modern Britain.

Sequences of Learning including Curriculum Maps for foundation subject planning

A whole school sequence of learning has been planned on a two-year cycle to ensure that children enquire the knowledge and skills that they need. Teachers and subject leads monitor progression and assessment checks whether children are remembering more. Teachers professional judgement, rigorous monitoring and evaluation of the learning taking place within classrooms will, ultimately be the measure for how long a topic is being taught.

Enable and monitor learning

When planning and delivering learning experiences, teachers consider:

- What we know about the nature of learning.
In order to deepen understanding, learners need to have frequent opportunities to reflect, to discuss, to try out their ideas and to receive feedback. Learning opportunities should therefore provide opportunities to: receive and recall information; to process it; to enquire; to reason; to create; to evaluate; to apply and to communicate. Learning is also a social process – a product of quality interactions with others. These interactions can be maximised through effective questioning skills, effective explanations and effective support of pair and group discussion.
- The learners' prior attainment.
The focus of learning (the learning challenge) will be determined by the learners' current level of development. We know that challenge lies at the heart of learning and that learners are more likely to make progress when they consistently work in advance of their developmental levels. If the tasks are too easy and pitched at the actual developmental level of the pupil, motivation is likely to be poor and learning gains minimal. The skill of the teacher is to use the knowledge they have about prior attainment to set demanding but achievable learning tasks. Learners and teachers should also share an understanding of how well they are doing, what they need to do to improve and an understanding of how to get there. Marking focuses on success and next steps. Flashback questions are used at the beginning of all lessons to check on the retention of knowledge. Equally important is the monitoring of progress; to what degree is the learner meeting the success criteria for the task, and how successful are the strategies they are using. Timely interventions will prompt pupils to explore the reasons for their misconceptions and correct them; they will encourage learners to reflect upon how much they have learnt and the progress they have made; they will support them to reflect upon adjustments or alternatives to the strategies they are using; and they will help learners to identify, preferably for themselves, the next steps for learning.
- The focus of the learning.
This will depend on the characteristics and needs of the learners. These may be skills and processes, attitudes, attributes, knowledge and understanding. There are three pedagogic approaches appropriate for different types of learning:
 - The **direct** which typically involves significant input from the teacher, explaining, modelling or demonstrating, and is most effective when the objectives of the lesson are concerned with the acquisition of knowledge or skills.
 - The **inductive** which is a process scaffolded by the teacher, in which learners follow a set of pre-determined steps either to practise a process or to arrive at objective-related conclusions or generalisations. This approach is particularly appropriate when lesson objectives focus on the understanding of concepts or processes.

- The **exploratory** which is a more open approach in which learners take more responsibility for their learning. Exploratory tasks may require learners to test a prediction or hypothesis. It is the learners, and not the teacher, who decide on the approach: what data they will collect; how they will collect it; and how they will analyse it. In doing so, they apply their emerging understanding. This approach is best suited to objectives, which deal with the consolidation or refining of skills and understanding, or when the focus is upon the development of attitudes.
- Indicators of Progress.
Progression can be characterised in the following ways:

Acquiring specific knowledge - that has been planned in a coherent way.

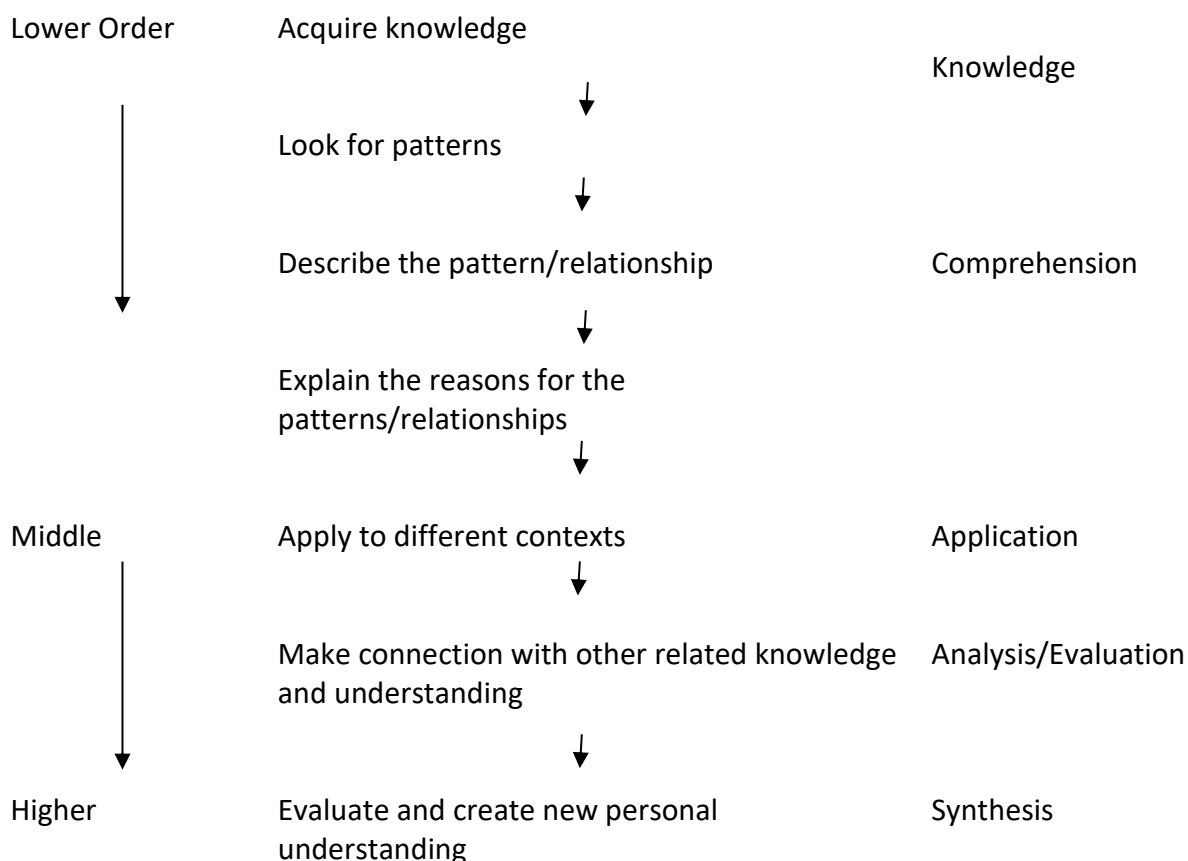
Increasing independence - learners are able to do something on their own that they could previously only accomplish with help from teachers or peers.

Transfer - learners move from applying skills or understanding acquired in a familiar context to new and unfamiliar contexts.

A broadening understanding - learners add to their repertoire of knowledge or processes and add to their knowledge.

A deepening understanding - as understanding develops learners move through stages.

Developing Understanding



Communicate learning

When learners demonstrate or communicate their learning, it helps them to organise and consolidate their thoughts and leads to deeper understanding. Therefore, teachers need to provide frequent opportunities for them to do so.

Evaluate learning

Pupils need to receive feedback on their learning based on the degree to which they have achieved the intended outcomes. They need to know what they have done well and what they need to do to make further progress (i.e. areas for development) and what they need to do to get there. The success criteria, which have been introduced or created with the teacher earlier in the learning experience, will inform this process.

Key activities for learners

In order for learning to be effective, pupils need to engage in certain key activities. The type of activity undertaken will depend on the focus of learning and its intended outcome.

Receive and Retrieve Information

After information is received and understood, if it is not subsequently used or recalled on a regular basis, it is likely to be forgotten. Revisiting, therefore, is essential to remembering. This means planning programmes of work that require learners to return at regular intervals to ideas covered in previous lessons. It is also the case that when there is an emotional connection with the learning experience, or when there is a strong personal significance of

what has been understood, it is more memorable. Lessons which are emotionally engaging or in which learners experience a strong sense of personal relevance are more likely to result in understanding that passes into the long-term memory.

Process

Whilst new information is retained in the short-term memory the learners must process it in order for it to be understood. The curriculum is sequenced to ensure that knowledge is moved into the long-term memory. This ability can be developed by regular activities that require them to do so. This would include tasks that require them to group or categorise pieces of information; that require them to put information in an appropriate order or sequence; that require them to identify similarities and differences; that necessitate the transformation or summary of information and that require them to take apart or put together.

Enquire

This involves the systematic, planned gathering and analysis of data and consists of a set of related activities integrated into a strategy that most learners will need to be taught. Such activities include asking pertinent '*open*' questions, high order thinking questions, identifying and defining a problem, planning an approach to address those questions and problems. Speculating, testing hypotheses and drawing conclusions provide additional examples.

Reason

Understanding is the product of making connections between pieces of information and then explaining the nature of those connections. Reasoning is an essential element of this process as it is through reasoning that the nature of relationships between ideas and concepts is both identified and made explicit. To develop reasoning, learners need to be prompted to provide evidence to support views and opinions, to make deductions, to draw inferences and to justify their thinking, choices and decisions. When engaged in such activities they need to be challenged to probe and extend their responses through '*why?*' and '*what if?*' questions.

Create

When learners create, they generate and develop ideas that are new and that solve a problem or achieve some recognisable goal. This involves a number of different phases including investigating and understanding the nature of the task, research into and generation of appropriate ideas, the selection and development of the best ideas; careful monitoring of outcomes so that appropriate adjustments are made, if required; and the evaluation of the final outcome.

Evaluate

Evaluation is the act of making judgments about value, quality or significance. It involves thinking critically, generating appropriate criteria, gathering the evidence and applying those criteria in a logical, objective manner. These processes are essential to learning as new information will be evaluated to see if it confirms current understanding or whether it challenges it and adjustments need to be made.

Apply

The application of learning is critical to securing understanding and skills acquisition. It refers to the process of using understanding and skills in new situations with minimal support. If the learner is successful in the application task, it can reinforce skills, cement and consolidate understanding and aid recall. If unsuccessful, it can make explicit what the learner does not understand or cannot do and provides a valuable context for feedback to correct the misconception or refine the skill. The quality of the feedback and how the learner responds to the feedback will impact upon the progress made. When feedback is specific, when it identifies successes as well as failures and when it identifies what the learner needs to do to improve it is more likely to have an impact. It will be greater still if it is relevant to the immediate context and when the learner has an opportunity to act upon it straight away.

Communicate

It is sometimes mistakenly thought that communication is merely the act of conveying thoughts, ideas and concepts that have already been shaped by the learner. However, through talking, learners do more than articulate their current level of understanding. The very act of talking forces us to organise our thought and so deepens understanding.

Key elements of Lessons

It is expected that the following key elements will be present in all lessons across the school.

All lessons have clear learning challenges

- Clear focus on skills and knowledge and/or ideas (as opposed to content) that will be developed through the lesson
- Identification of what the children will be learning (we are learning how to...)
- Challenges that are shared (and sometimes negotiated with the children)
- Presented in a language, children can understand

All lessons have well planned success criteria

- Children know:
 - what they need to do well in order to be successful
 - what they do well and what they need to do improve during the lesson
 - what they do well and what they need to do to improve after the lesson
- Linked to the lesson challenge
- Discussed and agreed with children prior to undertaking the activity
- Provide a scaffold and focus for children engaged in the activity
- Used as the basis for feedback and peer/self-assessment
- To create success criteria:
 - Un-pick the verb (skill) in the objective
 - Break down how the children will achieve the learning challenge (not the task or the outcome they will produce)

All lessons begin with Flashback Questions

All lessons begin with retrieval.

- Flashback questions are used to assess on a regular basis
- Aid retention
- Secure long-term memory
- Support teachers in next steps

All children receive regular and clear feedback which enhances learning

- The Success Criteria are referred to throughout the lesson and the plenary allows children time to reflect upon the learning challenge, using the criteria against which the work will be assessed. Fundamentally, it allows the children to:
 - identify their achievements
 - recognise areas for improvement
- Feedback is linked to the learning challenge and success criteria and identifies next steps in learning.
- Children's verbal feedback throughout their learning
- Next steps
- Children are given time to address issues raised
- Pupil conferencing is carried out each half term in Years 5 & 6 where needed

All lessons are clearly adapted to enable all children to access learning

- All learners are challenged appropriately with tasks matched to prior attainment
- Planning shows clear adaptation.

All children are actively engaged in learning

- Children are actively engaged during all parts of the lesson. Teachers consider children's concentration span and ensure they are not sitting passively for long periods.
- Opportunities to work with a Learning Partner are regular features in lessons
- Whiteboards, number fans, pots of fairness etc. are all used for short bursts of activity to develop understanding and to ensure children are active and engaged during the lesson, particularly during carpet time.
- Visual media, artefacts and auditory input are all used creatively as a way to enhance learning.
- Varied teaching and learning activities are used that well matched to the needs of the children and appropriate for the focus of learning and its intended outcome.

Learning is enhanced through the effective use of questioning and dialogue

- Whole class and group dialogue are an integral feature of the lesson.
- Learning Partners are used to encourage children to take risks, think aloud, challenge the ideas of others and be challenged.
- Teachers will challenge children's thinking by using higher order questioning and tasks. (i.e. application, synthesis, analysis and evaluation)

- The teacher will probe answers and will prompt children to justify and develop responses and answers.

Learning is enhanced through the effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching Assistants are fully engaged with children on the carpet and at tables during lesson times. They are clear about who they are supporting and why.
- Planning is shared in advance with teaching assistants.
- They sit next to the child/children they are working with, quietly engaging them, explaining the tasks or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing children's understanding, recording observations and feeding assessments back to the teacher.

Learning Characteristics

One of the main features of our curriculum is the sharp focus upon learning characteristics. These carefully selected learning characteristics together with the functional skills of English, mathematics and Computing are essential to life-long learning. Our Learning Characteristics are:

1. Reflectiveness;
2. Relationship;
3. Resilience;
4. Resourcefulness.

At Malvern Parish we work with pupils right from the beginning of their school career in the foundation stage to enable them to gain a strong recognition of these learning characteristics. This is achieved by linking the characteristic of learning to a British woodland animal. Rory the Reflective Owl, Rena the Relationship Badger, Russell the Resilient Fox and Rosie the Resourceful Squirrel all demonstrably act out these characteristics in four linked short narratives. Subsequently, children quickly become acutely aware of the creatures and then associated characteristics and how they help them to learn. As pupils get older, the emphasis inevitably switches from the creature to characteristic.

Working Walls

A working wall is indeed a working document and by its very nature, it's ever changing. The purpose of a working wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance and an effective working wall – when children are taught how to use it and when a teacher keeps it up-to-date – is, without a shadow of a doubt, a valuable learning tool. The most effective working walls should contain the following:

- **A unit title**

- **Learning objectives/challenges and success criteria** for the whole unit with one clearly marked (e.g. by an arrow). The string of objectives and the success criteria could be displayed in a wide variety of ways, but they should enable the child to track the whole unit, see where their learning started, where on this learning journey they are and what their ultimate end goal is
- **Immersive examples** e.g. the text type – annotated with key features and questions for the children to consider and respond to; this could be using post-it notes or (recordable) speech bubbles
- **Key vocabulary and images as appropriate**
- **Examples of the learning outcome/end goal.** This allows the children to experience, analyse and evaluate pieces of work as well as use them as a model or basis for their work
- **Key questions** or other forms of **interactive** aspects as means for the children to respond e.g. post-it notes and pencils
- **Examples of the teacher's work/modelling from the lesson.** This should be accompanied by annotation, mapping of the success criteria and other supportive commentary as necessary. Producing this and putting it up in the lesson aids memory and encourages the children to engage immediately with the wall as a useful tool for learning and independence
- **Examples of children's work.** Comments, questions and aspects matching the success criteria supports the children's use of peer work
- **Appropriate accompanying physical resources** e.g. a maths table underneath the working wall with equipment appropriate to the current learning, or a text and prop table underneath the English working wall to enable the children to see other examples of the desired writing and spark their imagination.

When used as a supportive learning tool, the working wall will play a central role in the input. The teacher will use it explicitly to recap previous learning, locate pupils' current knowledge in the learning journey and produce models for the working wall. Additionally, the children will be encouraged to use it as a supportive tool during independent work and interact with it effectively during this time.

Organisation, Planning and Monitoring

Malvern Parish Primary's curriculum is planned in three phases.

1. Long Term Plans

A two-year plan is put in place which maps which elements of the curriculum (including the National Curriculum) are to be covered in each class.

2. Medium Term Curriculum Maps

Medium term curriculum maps are written each half term by class teachers. They give an overview of each topic to be taught including relevant learning objectives and teaching strategies and activities from the National Curriculum. They also include which elements of the school curriculum will be included and any subjects to be taught discretely. Learning outcomes are identified in terms of what children will be able to do and link closely with the age expected elements of the National Curriculum. The knowledge that is expected to be acquired is mapped in all subjects from EYFS to Year 6.

- English Unit Plans

In English lessons each, teachers work collaboratively to plan units of work. This provides a clear focus for the unit, identifying specific areas of the curriculum allowing pupils to continually develop their skills in vocabulary, punctuation and composition of writing. This method ensures that the 'pitch and match' of the learning objectives is accurate and draws close links to Reading objectives. Sequencing learning ensures that there is adequate progression within the unit of work, whilst reflecting on previous learning and providing opportunities for pupils to work at greater depth. A model text is always written to help pupils read and structure their own writing incorporating the key elements of the text chosen for learning progress.

3. Short Term Plans

Short term plans are written on a weekly or daily basis. They set out the learning challenges/objectives and success criteria for each lesson, teaching strategies, adapted learning activities and expected outcomes. They also identify resources that will be used including the use of other adults in the classroom and the use of technology to support learning.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for their subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

Subject Leadership and other curriculum responsibilities are as outlined below.

| | |
|--------------------------------------|-------------------------|
| - Mathematics | Rebecca Hughes |
| - English | Rebecca Allen |
| - Phonics & Early Reading | Jenny Lowndes |
| - Computing | Martyn Bream |
| - Science | Sian Ferguson |
| - RE | Donna Dobson |
| - History | Anna Fletcher |
| - Geography | Jenny Lowndes |
| - DT | Kelly Little |
| - Art | Kelly Little |
| - PE | Martyn Bream |
| - Music | Rebecca Hughes |
| - PSHE & Citizenship | Sarah Drinkwater |
| - Foreign Languages | Janet Worsley |

Continuing Professional Development (CPD)

At Malvern Parish teachers are subject leads and carry out subject development tasks. Teachers and teaching staff undertake CPD in order to keep abreast of educational developments.

All staff including Teaching Assistants access professional development on a regular basis. Many of our teachers are Teaching & Learning Partners and support local schools.

Monitoring of learning

In order to monitor children's learning we (Subject Leaders, SLT and Governors) undertake a range of tasks in order to ensure depth and quality of learning. Subsequently, these tasks (outlined below) allow us to measure pupil progress.

- Governors monitoring visits
- Subject Leader monitoring
- Triangulation takes place including looking at lessons, children's work and pupil voice.

Monitoring and Review

Weekly

The Head of School is responsible for the day-to-day organisation of the curriculum. He monitors weekly and medium-term plans to ensure the full requirements of the curriculum are being met and that all classes are receiving quality first teaching.

Termly

- Lesson observations, Book Looks and Pupil Voice takes place in all subjects
- Moderation meetings
- Pupil Progress Meetings

Subject Monitoring

Subject leaders monitor the way their subject is taught throughout the school according to the monitoring schedule produced annually. They examine medium and short-term plans and ensure through lesson visits that appropriate teaching strategies are being used. They also carry out work scrutinise, pupil interviews and look at the standards achieved in their subjects.

This policy should be read in conjunction with the other relevant policies:

- Behaviour Management
- Curriculum
- Marking and Feedback