

Sherwood Primary School

Teaching and Learning Policy



September 2024

# Sherwood Primary School

## Teaching and Learning Policy



### Sherwood Curriculum Rationale

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values. The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community. Each member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion, socioeconomic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## Aims

At Sherwood Primary School, we aim to inspire our children through an ambitious curriculum, where children have the opportunity to learn new curriculum content and achieve a high standard of academic achievement and personal development.

Our Teaching and Learning Policy outlines how we will:

- Create an environment of high expectations for all, where pupils learn best and love to do so.
- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

## Subject Schema

Our ambitious curriculum is sequenced into manageable components to support our pupils to develop a deep body of knowledge (subject schemata) across Curriculum. The nature of the teaching and learning that takes place in our classrooms is outlined in this Teaching and Learning Policy.

## An Environment for Learning

Our learning environment and ethos promotes participation, reflection and independence, supports open discussion, and challenges pupils to develop mutual respect for each other.

At Sherwood, we recognise that in order for there to be excellent learning behaviour there needs to be the right classroom environment, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers and support staff are expected to have:

- High expectations for learning and behaviour of all their pupils
- Positive relationships with all pupils through positive behaviour management (linked to our approach to Emotion Coaching).
- Clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised.

## Relationships for Learning

At Sherwood, we believe that our relationships with our children, parents and carers are fundamental to the learning that takes place in our classrooms. We therefore work closely with our parents and carers to support all pupils to succeed from their own starting point. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes and some pupils may need more than others. We are committed to removing barriers to learning for all pupils.

## 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 school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#) and Policies adopted by the School.
- Follow the expectations as set out in this policy.
- Sequence lessons in a way that allows pupils to make good progress.
- Update parents/carers on pupils' progress through termly parent/carer consultations.

### Support staff at our school will:

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

### Subject Leaders will:

- Work alongside the Curriculum Leader to create well-sequenced, broad and balanced curriculum that builds knowledge and skills from EYFS-Year 6.
- 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/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data.
- Gather children's views on teaching and learning pedagogy at Sherwood.
- Improve on areas for development identified in their monitoring activities.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.

### Equality, Diversity and Inclusion Leaders will:

- Work alongside subject leaders and class teachers to develop teaching pedagogy and curriculum adaptations that supports all children to access a broad and stimulating curriculum.

## Senior leaders at our school 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 pupils 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.

## Pupils at our school are encouraged and supported to:

- Take responsibility for their own learning, and support the learning of others.
- Meet expectations for good behaviour for learning at all times.
- Attend all lessons on time and be ready to learn.
- 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 pupils at our school are encouraged to:

- 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 homework and regular reading at home.

## Governors at our school 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 pupils' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

## Curriculum Planning

As Curriculum Leader, our Headteacher works closely with Subject Leaders to plan the content of the Sherwood Curriculum. Curriculum documentation for each year group outlines the knowledge, skills and vocabulary that is taught for each subject in each year group.

Our Curriculum documentation provides teachers with an overview of where new knowledge fits into the subject's overall schema. Teachers will know what prior knowledge is needed to be learnt before a lesson is taught.

## Planning to meet the needs of all pupils

Planning documentation is developed by teachers in each year group to ensure that our Curriculum is covered and maintains pace over the term. Our knowledge of our pupils - their prior attainment and specific needs - is a key part of planning. Planning templates are provided for teachers to ensure that developments in teaching and learning are consistently planned across the school.

## Learning Objectives

It is important that teachers, support staff and pupils are all clear about the key learning that will take place in a lesson.

Teachers should make learning objectives explicit to pupils, there is no expectation that objectives need to be written down by children, but all pupils should be able to explain what the key learning of the lesson is.

## Curriculum Adaptations

High quality teaching is the first wave of intervention for meeting the needs of all children including pupils with Special Education Needs, vulnerable pupils, pupils with English as an additional language and more able pupils. When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, maximising the use of any additional adults in the room.

Our SEND Leader and Subject Leaders provide guidance on adaptive approaches to use in each area of the Curriculum for pupils with Special Education Needs.

## Technology

At Sherwood, pupils are assigned a 1:1 device from Year 2 to support teaching and learning. In our lessons, technology plays a valuable role in:

- Providing pupils with a range of high-quality visual prompts, adapted to suit the needs of the learner.
- Providing timely feedback, scaffolds and models to support the intended learning and any identified misconceptions.
- Developing pupils' creativity and independence across the Curriculum.
- Supporting the delivery of curriculum adaptations

## High quality teaching strategies

Our teaching pedagogy for each lesson is determined by the lesson content and the needs of the children. Teachers and Support Staff may utilise a variety of strategies based upon their professional judgement and knowledge of the children's prior learning and attainment.

At Sherwood, the following high-quality teaching strategies are used effectively across the Curriculum to support the delivery of curriculum content and engage our children in new learning.

### Instruction

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills that we want them to learn and be explicitly taught the vocabulary that they will need to understand new content.

### Explanation

Teacher instruction should be planned with awareness of demands on pupils' cognitive load, by presenting new material in small steps.

- Limit the amount of material pupils receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps (model metacognition – learning to learn).
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

At Sherwood, we use ActivePrimary/ActivInspire Software Flipcharts to prepare visual prompts, questions, examples and models to support our explanation and instruction of new curriculum content. Flipcharts support the pace and delivery of each lesson and ensure that content and questions are appropriately planned and challenging.

### Questioning

Effective teachers ask questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding.

At Sherwood, we recognise that the right questions will challenge learners to think hard about a new concept or lesson content. Asking the right questions, will challenge our learners and support our assessment of learning in the lesson.

Whole class responses to questioning can be gathered using whiteboard, discussion strategies and 1:1 devices.

## Challenge

We aim to have high expectations of all pupils all of the time. Our children will be challenged to think hard when we ask the right questions and present new learning in a variety of contexts.

At Sherwood, we build thinking skills into our curriculum through the use of De-Bono's Thinking Hats. The Hat's are used to give children different roles during discussion. The Hat's can be used in a variety of contexts across a variety of themes.



## Metacognition

Metacognition approaches to teaching support pupils to think about their own learning more explicitly. Teachers and support staff can teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning by modelling their own thinking to the children.

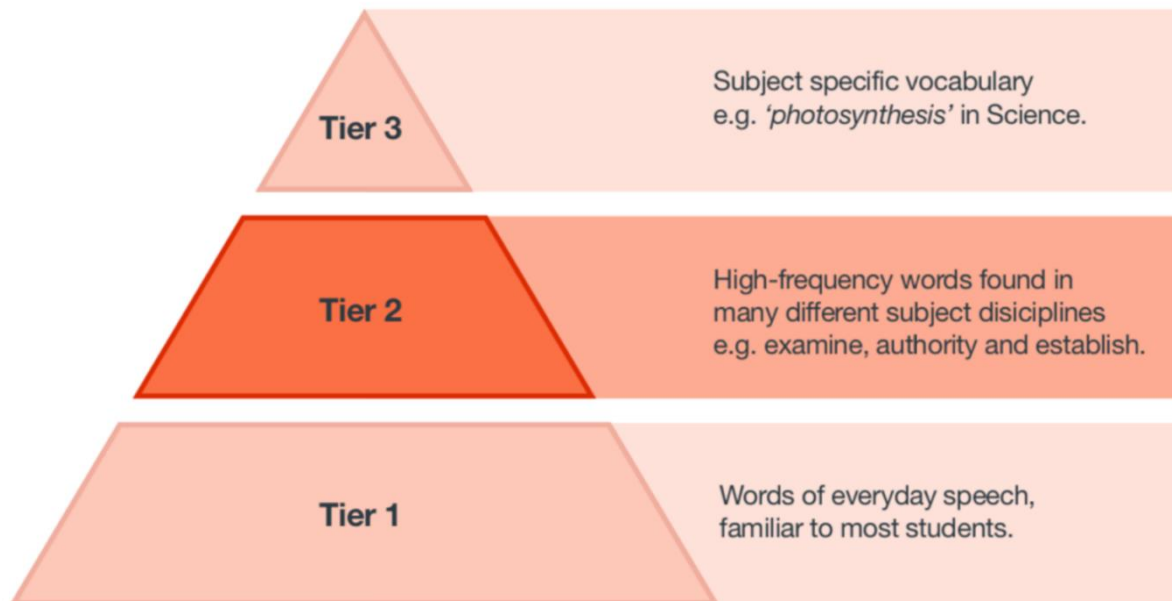
Teachers must ensure that an appropriate level of challenge is planned to develop pupils' self-regulation and metacognition skills.

What went well? What could I do differently next time? I have encountered this problem before, what did I do to resolve it?

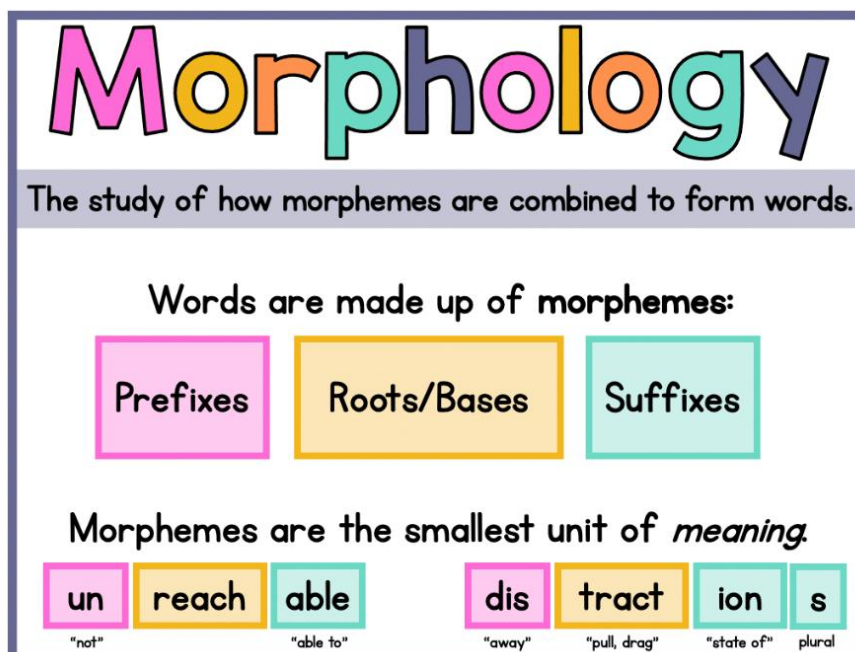


## Vocabulary Toolkit

Vocabulary is a key driver of the Sherwood Curriculum. Vocabulary is taught explicitly across the curriculum, with subject disciplinary vocabulary (Tier 3) introduced alongside new curriculum content. Our teachers and support staff have access to a wealth of vocabulary resources in our Vocabulary Toolkit, that can be used across the Curriculum. Some pupils may benefit from time to learn vocabulary in advance of the lesson to support access to new learning.



Across the Curriculum, teachers and support staff model how to jump on new vocabulary when encountered in a text or lesson. We develop pupils' understanding of morphology as they encounter new words to support understanding.



## Modelling (I do)

To learn how to do something, pupils need to watch and listen as our teachers and support staff guide them through the process, step by step, before they make an attempt themselves.

Modelling supports explanation and can help pupils to make abstract ideas concrete:

1. Demonstrate the worked activity in front of pupils.
2. Demonstrate misconceptions or errors.
3. Think aloud to show the thought process.
4. Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
5. Integrate quick fire questioning e.g. why am I doing this now?
6. Provide model answers

## Guided practice with scaffolding (we do)

Worked examples and scaffolding are used to support pupils to demonstrate their learning. For example: sentence starters, key word definitions, procedural steps visible.

## Independent, deliberate practice (you do)

Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. Scaffolding may be reduced or removed for majority of pupils at this stage of a lesson.

## Responsive Teaching

Teachers and support staff should ensure that learning has stuck, by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils the lesson should be adapted or revisited.

## Sherwood's Oracy Strategy

In all areas of the Sherwood Curriculum, children are provided with opportunities to explore and discuss ideas and new learning. Children's oracy skills are developed progressively through each Key Stage using a variety of grouping techniques, sentence stems and oracy scaffolds. Our Discussion Guidelines and Listening Ladder are on display in each classroom. Teachers and support staff refer to these across the Curriculum.

## Retrieval Practice

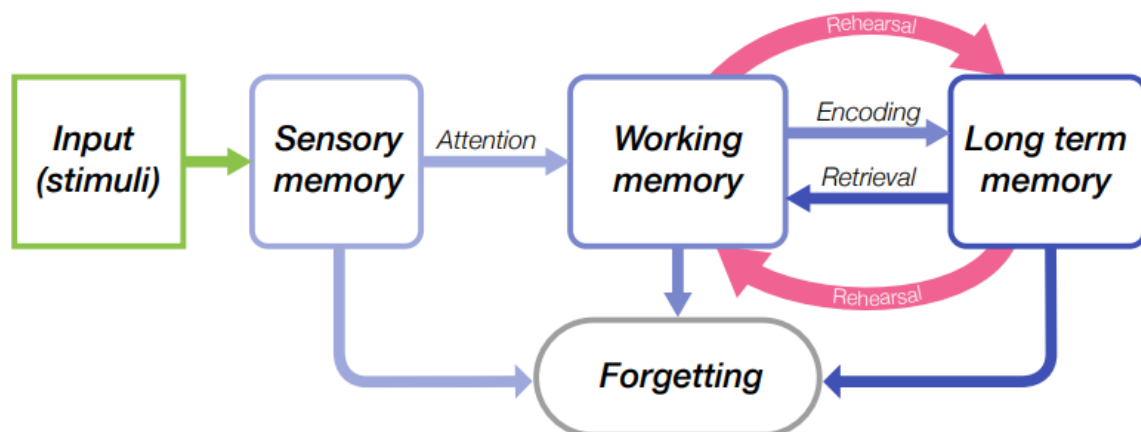
Retrieval practice describes the process of recalling information from memory with little or minimal prompting.

Retrieval is a learning strategy that is developed across the whole Curriculum to support pupils with retrieving knowledge that they have previously learnt from their long-term memory.

When used at start of lesson, a retrieval activity can help to recap prior knowledge needed, before new learning is introduced.

## Cognitive Science Principles

Cognitive science principles of learning can have a real impact on rates of learning in the classroom. At Sherwood, we recognise the value in teachers and support staff having working knowledge of cognitive science principles to support curriculum delivery in the classroom and across Key Stages. This knowledge is vital at the planning stage of the teaching cycle, to ensure that teacher instruction is carefully planned with awareness of demands on pupils' cognitive load.



## Feedback

At Sherwood Primary School, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice.

We recognise that, when done well, high quality feedback supports pupil progress, strengthens learning and addresses misunderstandings, thereby closing the gap between where a pupil is and where the teacher wants them to be.

Before providing feedback, teachers should provide high quality instruction. High quality initial instruction will reduce the work that feedback needs to do.

Feedback is an integral part of our formative assessment strategy; the day to day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning.

Written feedback should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher.

This process is a crucial component of high-quality teaching and can be seen across all Key Stages and subjects at Sherwood.

## Home Learning

Home learning, or homework, will support pupils to consolidate their learning outside of the classroom. It will be planned, meaningful and set in accordance with our Homework Policy.

## Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our pupils make the best possible progress from their starting points. A schedule for Monitoring and Evaluation is delivered each term linked to our ongoing cycle of School Improvement. Feedback from our children, parents and carers forms a vital part of our ongoing evaluation.

## Continuing Professional Development

All staff at Sherwood Primary School have the opportunity to engage with high quality researched based Professional Development. Engagement in Professional Development supports our ongoing cycle of School improvement. We support all staff to be open minded, reflective and proactive at continually trying to improve their teaching practice to support the needs of our children.

## Links with other policies

The implementation of this policy is supported by the following frameworks and policies:

- Curriculum Policy Documentation
- Assessment Policy
- Professional standards for teachers – DfE
- Appraisal policy
- Continued professional development policy
- Homework Policy
- Assessment Policy
- Home school agreement
- Behaviour Policy
- SEND Policy

## Approval

Approval date: October 2024

Review date: October 2026

Signed (Headteacher):

A handwritten signature in black ink, appearing to read "Jumb", is written on a light grey rectangular background.

Signed (On behalf of the Governing Body):

A handwritten signature in black ink, appearing to read "Atwell", is written in a cursive style.