Round Hill Primary School

'Dream, believe, achieve together’

Teaching and Learning Policy

July 2021

Introduction

Vision Statement:

Dream, believe, achieve together

Mission Statement: We are a school where we strive for everyone to be valued, appreciated, who can grow in self-confidence, are pleased to be themselves and welcome each other as unique individuals. We are a school that is excited and passionate about learning and developing, we learn from our mistakes, we are resilient whatever is thrown at us and we each have the opportunity to achieve our full potential.

'Dream, believe, achieve together' is made up of 5 core values:

Reflecting - "We learn from our mistakes."

At Round Hill, we take control of our learning. We reflect on our success and look for exciting new ways to improve. We embrace the importance of making mistakes as part of the learning journey. We adopt a Growth Mindset in our learning and believe in our ability to improve over time.

Daring - "We are unique."

We encourage all members of our community to be proud of what makes them unique and empower them to explore new solutions to challenges. We encourage our staff to explore varied teaching methods and strategies to support all pupils to succeed.

Persevering -"We keep trying, no matter what."

We thrive when presented with a new challenge. We recognise challenges as a new opportunity to learn and better ourselves. We listen to our peers and value feedback because it supports our growth. We recognise challenge as an exciting part of the learning journey and show resilience when we are searching for a solution.

Together - "Together Everyone Achieves More"

We are part of a TEAM where we achieve more by working together.

Dreaming -"We aim high."

We love learning; we recognise that we can all learn and that none of us have stopped developing and learning.

Expectations/Principles of Teaching and Learning

In order to achieve our aims for teaching and learning, teachers will:

- Have high, realistic expectations of children;
- Provide a secure, caring and happy environment for all children;
- Plan and implement a challenging, stimulating curriculum based on the school's policies and schemes of work and the individual needs of all children;
- Plan lessons with clear learning objectives, which are shared with all children;
- Use teaching methods to take into account the social and academic needs of the children, the intended learning outcomes, the learning environment and the available resources;
- Organise resources and establish routines in ways meaningful to children;
- Be aware of children's competencies through formal and informal assessment;
- Organise the children into groups-whole class/individual/ability/mixed ability/friendship, appropriate to the intended learning outcome;
- Recognise and praise achievement and positive behaviour of all types;
- Be good role models, punctual, well prepared and organised;
- Maintain an up to date knowledge of the National Curriculum;
- Work collaboratively, with a shared philosophy and commonality of practice.

In order to achieve our aims for teaching and learning, children will:

- Be prepared to listen to adults in school and one another;
- Understand, accept and follow routines;
- Be prepared to work and share with others;
- Be prepared to take increasing responsibility for themselves, their equipment and their work;
- Be tolerant and understanding, with respect for the rights, views and property of others;
- Be punctual and ready to begin lessons on time.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners; foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings;
- encourage collaboration where talk is central to learning;
- show respect for the diverse range of cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens.

Curriculum Implementation

Our curriculum is primarily delivered through termly topics which are designed to excite, interest and engage children in their learning. Most of our curriculum is taught in a thematic way but also discretely where appropriate. We follow a 2 year rolling curriculum plans with each term having a curriculum focus.

Key features of our curriculum implementation include:

- High quality texts are used to ensure that children have a wide range of reading experiences and a sound knowledge of books and stories. Texts are also used to explore vocabulary and help to develop children's use of language both in everyday speech and in their writing.
- All children receive focused sessions on basic skills throughout the week. These sessions focus on phonics, spelling and grammar, maths skills and wider reading.
- Throughout all key stages, all subject areas are underpinned by key knowledge or skills to be acquired in each year group. This ensures a progressive and suitably challenging curriculum within all areas of learning and subjects.
- All topics have an accompanying 'Knowledge Organiser'. These documents set out the 'Key Knowledge' to be acquired by the end of the topic and also the 'Key Vocabulary' to be acquired. These are used in class and also sent home and shared with parents to assist with home learning.
- We believe in supporting pupil's growing depth of knowledge by providing a progressive set of knowledge and skills across all subject areas. Our aim is that children become increasingly accurate in the application of these skills and become fluent and proficient in all subject areas.
- We provide the children with opportunities to explore quality text and a precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. They can use this vocabulary confidently to reason and explain their thinking about the areas they are studying.
- Teaching staff use a consistent approach to lesson planning, through well scaffolded steps to success, clear learning outcomes, plenty of opportunities for questioning and modelling of good practice.
- All staff use a reflective approach to lessons, enabling them to evaluate learning and effectively plan the next steps for all children.
- Lessons are planned for children to master skills allow them to extend onto working at greater depth.

This focus on challenging questioning has a progressive scale, which increases from EYFS to Year 6.4 • Our Round Hill Values are Dream, believe, achieve together. These are embedded across our curriculum and alongside assemblies, theme weeks, enrichment opportunities and our PSHE sessions. They provide the children with a rich framework which informs them about key values, attitudes and behaviour vital for them in a modern society.

- Our children are provided with many opportunities to engage in purposeful and relevant experiences in and out of school. These include school trips linked to topic themes, school camp and residential trips.

We believe that outdoor learning is fundamental to the health and well-being of our pupils and encourage the use of our Wild Area as a learning environment.

- We pride ourselves in the many afterschool clubs which we provide for our children as well as musical tuition and the opportunity to play in a large orchestra and sing in the school choirs.
- We encourage parental involvement through parent workshops, class assemblies, ClassDojo, newsletters, and home-school learning diaries, this provides an opportunity to encourage the parent's understanding and knowledge of our curriculum and enjoy seeing activities and work the children have been involved in.

Pedagogy

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

Rosenshine's 10 Principals of Instruction are:

1. Begin a lesson with a short review of previous learning

2. Present new material in small steps with student practice after each step

3. Ask a large number of questions and check the responses of all students

4. Provide models

5. Guide student practice

6. Check for student understanding

7. Obtain a high success rate

8. Provide scaffolds for difficult tasks

9. Require and monitor independent practice

10. Engage students in weekly and monthly review See Appendix 1 for further detail.

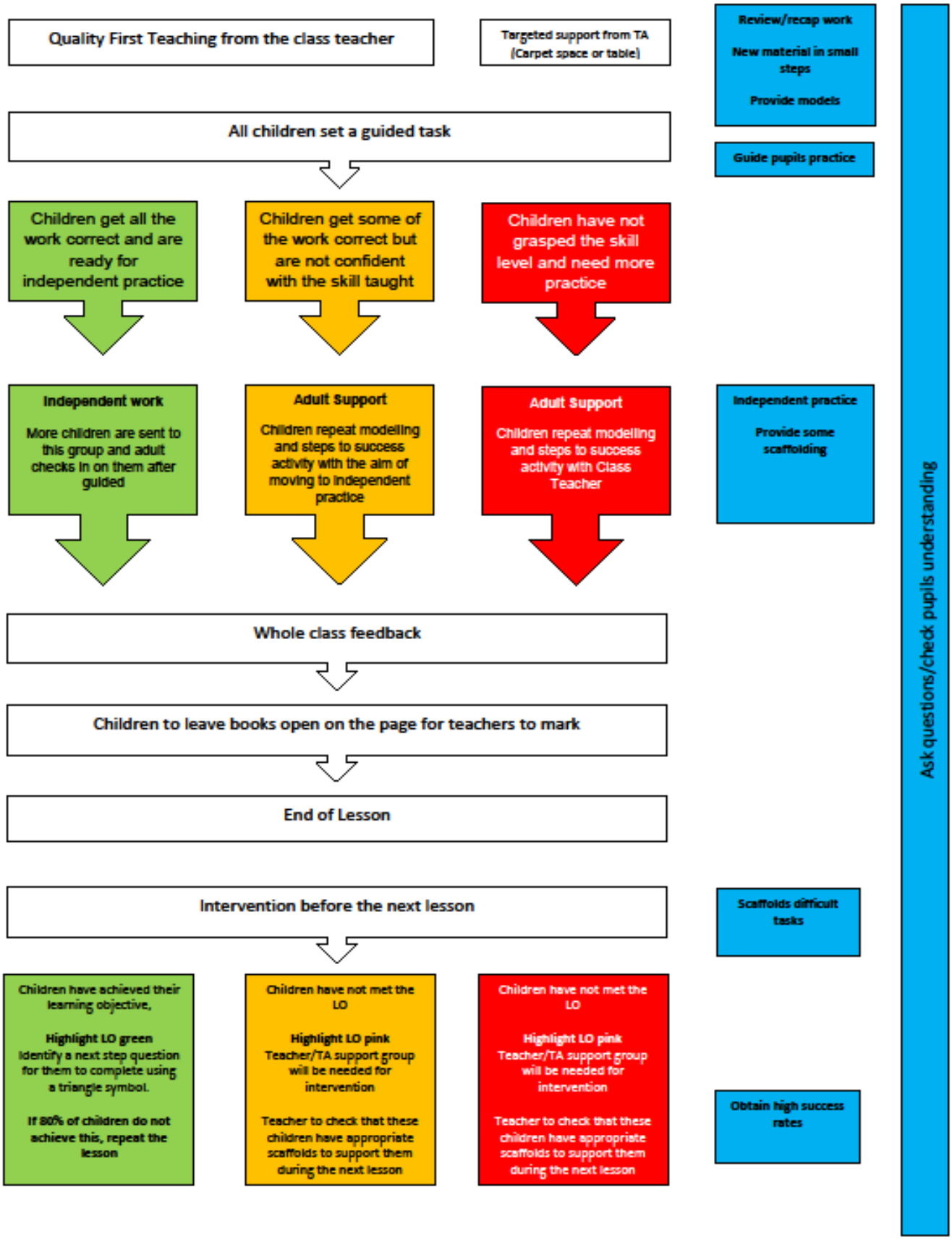
At Round Hill we facilitate these principles through:

- Structured sessions with clear routines that identify and address gaps and misconceptions through catch-up before the next session and planning adapted accordingly (see below)
- An emphasis on verbal, formative feedback that is immediate
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- Opportunities for developing positive learning behaviours
- • Providing scaffolding to assist learning

Classroom routines and processes: Rosenshine in action

At Round Hill, the primary role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above. The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process. The flow-chart shows how identification of pupil misconceptions and gaps is addressed through immediate verbal feedback and intervention sessions.

Teaching and Learning Sequence linked to Rosenshine's Principles of Instructions



Classroom routines and processes

At Round Hill Primary School, the primary role of all adults is to facilitate high quality learning opportunities according to the principles outlined above. The chart below indicates how this can be achieved in a typical learning session in both EYFS and KS1/KS2.

EYFS	KS1/KS2
Daily review • Activities within the provision clearly link back to previously taught knowledge and concepts e.g. last week's phonics focus, number focus etc. New materials in small steps • Present concepts through teacher talk, images, media, high quality resources, discussion, high quality texts during small whole class focus sessions. Provide models • 'I do' through short whole class focus sessions; prompts and images within different areas of provision within the environment. Guide pupil practice • 'We do' through small group adult led focused activities Independent practice • 'You do' through independent activities within the provision which allow children to apply taught skills and knowledge. Check understanding – • High quality adult interaction and questioning within the environment; deepening of learning through Bloom's taxonomy Scaffolds for difficult tasks • Use of models and scaffolds to support learning within focused sessions and the environment, gradually removed as pupil confidence increases and for HA pupils; use of Bloom's taxonomy to deepen learning. Obtain high success rate • Check final pupil understanding against clear learning goals and success criteria; high quality interactions and questioning; identify children who need extra support and plan opportunities for this as soon as possible.	Daily review • Simple Q&A session, quizzes, discussion activities to provide retrieval opportunities New materials in small steps • Present concepts through teacher talk, images, media, high quality resources, discussion, high quality texts; use of process models to determine sequencing of content matter for each subject. Provide models • 'I do' Guide pupil practice • 'We do' Independent practice • 'You do' Check understanding • Adults question pupils as they work; mini plenaries; look at pupil work as they complete it; provide immediate feedback; deepening of learning through Bloom's taxonomy Scaffolds for difficult tasks • Use of models and scaffolds to support learning, gradually removed as pupil confidence increases and for HA pupils; use of Bloom's taxonomy to deepen learning Obtain high success rate • Check final pupil understanding against clear learning goals and success criteria; identify children who need extra support and plan opportunities for this as soon as possible.

Specific points from the classroom routines and processes are described further below:

Support and Intervention

Where children are identified as requiring extra support to acquire particular skills or knowledge, interventions are put in place. This generally consists of a small group of or individual children being supported by an adult either within or outside of the classroom. Within the classroom, this may involve targeted questioning, use of resources or scaffolds to help particular children acquire a specific skill. Where delivered outside of the classroom, the adult will run a short session which provides greater focus and support for the identified children through a mini lesson. Interventions are delivered by both teachers and teaching assistants.

Learning Objectives- We Are Learning Today (WALT) and Success Criteria

Learning objectives (WALT) are clear and precise and should describe the intended learning based on curriculum requirements (and not the activity). These are displayed in children's books in line with our feedback policy. Success Criteria is shared with the class during the lesson and should include no more than 4 points – these should be progressive in terms of challenge.

Catch Up – feedback response and gap filling

Receiving feedback is one of the most vital elements of making (EEF toolkit, 2020 + 8 months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Round Hill, feedback will be verbal where appropriate and before the next lesson where possible.

Intervention will be completed once a day linked to the English or Maths taught that day. The lesson will be completed by all children and will end with the children leaving their books open on the page to be marked by the teacher. The teacher will then highlight the learning objective with a green (achieved) or orange (support required) or pink (much more support required to meet the learning objective) marker depending on the outcome. The teacher will then prepare the books ready for the intervention sessions

Green	Children have achieved their learning objective, **highlight the LO in green**. Identify a next step question for them to complete using a triangle symbol. If 80% of the children do not achieve this, repeat the lesson.
Orange	Children have not fully achieved the learning objective, **highlight the LO in orange**. If children have got some questions wrong, dot them and allow children time to fix them using **a purple pen or purple coloured pencil**. Teacher or TA support group may be appropriate if further intervention is needed.
Pink	Children have not achieved the Learning objective**, highlight the LO in pink**. Teacher or TA support will be needed for intervention. Teacher to check that these children have appropriate scaffolds to support them in the next lesson.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore, if less than 80% of pupils achieve the LO independently during the session and after intervention, planning would be adapted and the LO retaught. Teachers will be supported to ensure lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and follow the Rosenshine Principles of Instruction

Deepening Learning

We use the principles of Bloom's Taxonomy to deepen pupil understanding of a key concept. This may involve comparing, contrasting, summarising or analysing information to develop a deeper understanding of it. This is of particular use when extending the learning of high ability pupils without introducing brand new subject content. Deepening learning should be a focus for both teachers and teaching assistants

Environment

The environment should very much serve as an additional teacher. All classrooms should be well organised, labelled, tidy and promote a calm and functional classroom through relevant resources and uncluttered and clear displays. Simple working walls should be used to display models, scaffolds, examples of work and key vocabulary. The overarching topic display for that term should outline the learning journey with key questions, vocabulary and outcomes from each week's learning (examples of work, quotes from pupils etc).

In Early Years, activities set out within the continuous provision should enable children to access all areas of the curriculum across the indoor and outdoor environment. This should include access to a reading area, writing area, maths area, creative area, sand and water trays/containers, fine motor area, gross motor area, role play area and a small world area.

Monitoring Processes

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and by SLT. There will also be termly moderation across year groups and timetabled moderation across the school. Termly Pupil Progress Meetings are held which include discussions around children who may not have made sufficient progress. Interventions will be planned accordingly.

The Curriculum

Our curriculum is bespoke to Round Hill and was designed to give a broad and rich range of knowledge and skills to help support the development of well-rounded children whilst meeting the needs of our pupils and their context. There is a strong emphasis on developing core skills in English and Maths with opportunities to apply them across the curriculum. The Rosenshine approach flows through the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently. In core subjects we have chosen schemes that align with the Rosenshine approach, our values, and our commitment to developing core skills. Examples of this include:

- Maths: We follow the Maths No Problem Scheme of Work throughout school. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning and applying demonstrate understanding and develop pupils' mathematical articulacy.
- Phonics: We use the Letters and Sounds Phonics Planning Scheme in EYFS and KS1. This programme builds skills systematically and progressively and models deploying phonic skills in reading and writing.
- Spelling: We use the Treasure House Spelling Scheme from the end of Phase 6 in KS1 and throughout KS2. This builds on phonics work, providing a smooth transition that supports pupils to expand their reading and writing skills.

Assessment at Round Hill

Assessment is an ongoing process that we believe is fundamental to effective teaching and learning. Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing/quizzes, feedback (verbal, written) Peer assessment and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups. If, by the end of the lesson, it is clear the child has not met the learning objective then additional teaching/ intervention to address misconception can be put in before the next lesson and planning can be adapted. Regular assessments are made of pupils' work in order to establish the level of attainment and to inform current and future planning

Formative assessment practices ('assessment for learning') are part of everyday classroom routines in lessons through:

- Feedback and assessment at start and end of lessons
- Quizzes/retrieval practices
- Low stakes assessment tasks, e.g. Maths No Problem assessment activities
- Peer and self-assessment
- High quality questioning
- Use of 'Tiles' on Insight to track progress and inform planning against objectives in Writing and Maths

Summative Assessment ('assessment of learning') practices include:

- Baseline Assessments at the start of each academic year in Reading, Writing and Maths for years 1-6.
- RBA for EYFS children and baseline for the Early Years Profile.
- Teacher assessments recorded onto Insight
- Practice SATs

  Statutory assessments:
- SATs;
- Phonics Screening Check;
- Early Years Profile
- Regular phonics assessments
- Short tests in which pupils write answers

- Pupil observations
- GL Assessments Year 2-6 and book bands and PM Bench Mark assessment for Yr1
- Maths No Problem end of unit tests

Formal Summative Assessment

This is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Initial assessment (RBA) is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained. High expectations should be the norm in all lessons and children should not be in static groups. In order to achieve accurate and fair judgements of a pupil's level of attainment, moderation activities are regularly planned into the staff meeting timetable. Cross year group and cross phase moderation also takes place as part of this process of achieving accurate assessment. Foundation Stage 2, Year 2 and Year 6 take part in moderation with other local schools and are regularly selected to be externally moderated. In Early Years, children are continuously assessed to track their progress towards the Early Learning Goals. We use Insight to record judgements about the children's progress linked to the age-band statements in the Development Matters guidance.

The Head Teacher along with the management team will ensure that staff are clear on the assessment and marking policy and routinely monitor the marking of work across school. Curriculum leaders will scrutinise work in English and Maths to ensure the policy is being followed and feedback to the SLT with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the marking and feedback policy and to seek clarification from the management team if unclear. The policy will be evaluated and reviewed with staff and pupils having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the Teaching and Learning policy will be directed to the school's website. The policy will be shared with the governing body and all members of staff will be provided with a paper copy to ensure all are clear on the expectations

This document should be used in conjunction with the School Assessment Policy.

Appendix 1

Round Hill's Rules of Presentation

- Write the DATE on the left and underline it using a pencil and ruler.
- Miss a line.
- Write the WALT on the left and under line it using a pencil and a ruler.
- Miss a line.
- Start your work.
- Any question numbers go in the margin (if there is one).
- If you make a mistake, draw a line through it using a pencil and a ruler.
- Handwriting is always joined in KS2 (for most children, there may be some exceptions) and is our very best.
- In Maths, we write one digit in one square.
- We always use a ruler to draw graphs, charts and tables.
- We always draw in pencil.

Appendix 2

Round Hill Primary Weekly planner Year Group: Unit of work: _____ W.C: _____

Session	WALT Key Knowledge & Skills / I can...	Prior Knowledge & Misconceptions	Main Teaching (Key Questions) Differentiated Activities HA / MA / LA & SEN	Additional Adults	Assessment/Success Criteria	Resources
1			**Starter** Retrieval / Review **Input** Teach **Guided Practice** Practise **Independent Practice** Apply			
2			**Starter** Retrieval / Review **Input** Teach **Guided Practice** Practise **Independent Practice** Apply			
3			**Starter** Retrieval / Review **Input** Teach **Guided Practice** Practise **Independent Practice** Apply			

Appendix 3

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

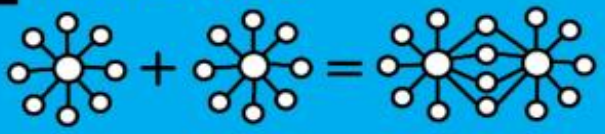
02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

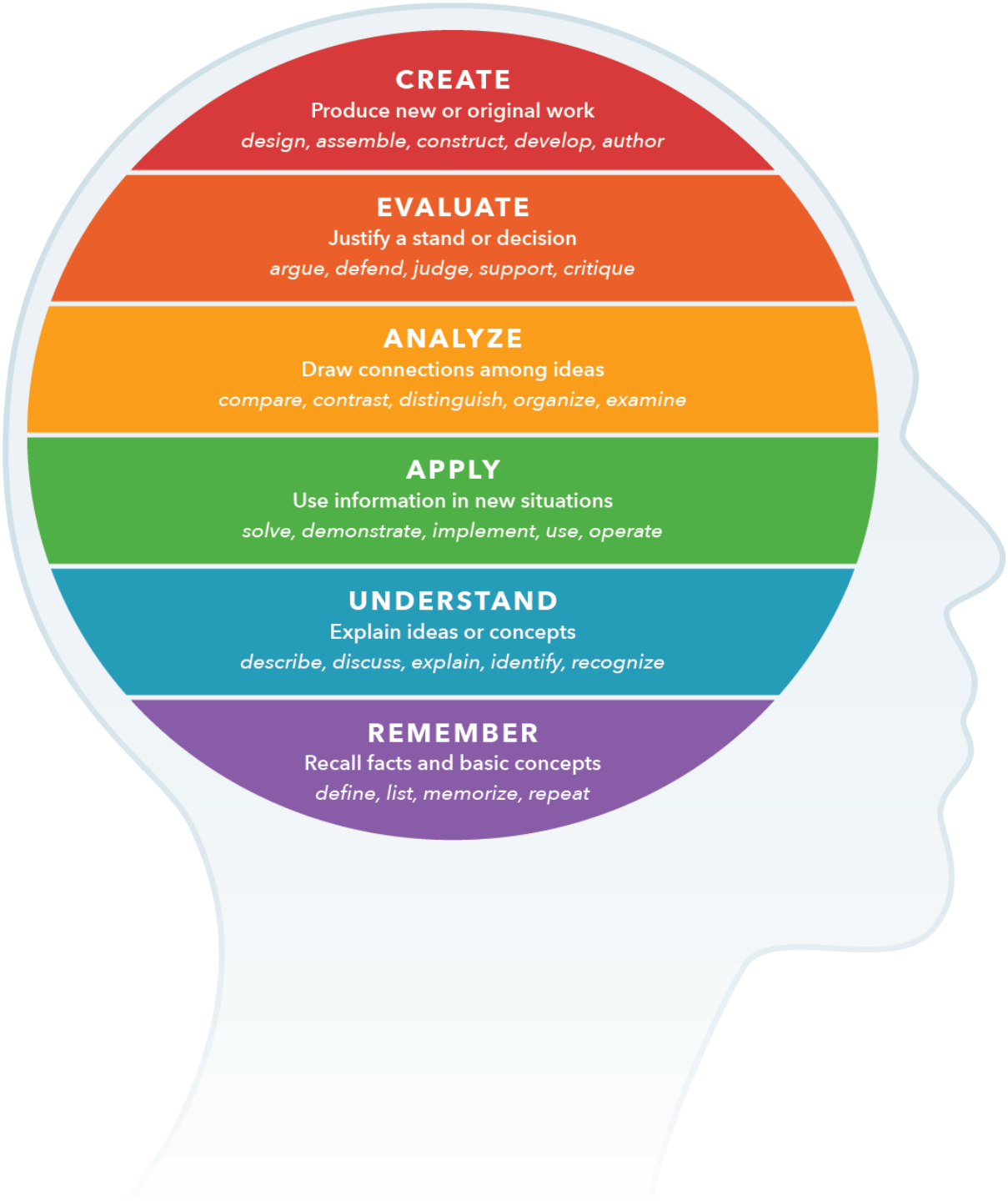
Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 4

BLOOM'S TAXONOMY



Monitoring Summary Report

Monitoring activity: Date of report: Report by:

Background Information:

Key strengths	Needs attention	Any recommended action

Appendix 6

Teaching and Learning Observation Record	
Teacher:	Class
Date:	Observer:
Subject:	Focus:
How does the teacher explain the knowledge concepts to the children in the class? Are the children encountering new skills or knowledge? How does the teacher check and extend pupil's understanding of vocabulary? Is the mode of communication clear, visible and inclusive? What works?(concrete examples, dual coding, whiteboard) Do misconceptions crop up and are they addressed? How does the teacher attempt to make the learning 'sticky'? Do staff explain what pupils rea learning rather than how they will go about completing the task?	
What are the successful techniques used for modelling processes and or techniques to pupils? Is the mode of communication clear, visible and inclusive? Are the pupils presented with high standards of presentation? Can the model be replicated and extended by pupils? What happens to the model- can it be visited by the pupils?	
Are there opportunities for children to practice? Are pupils engaged in deliberate practice that improves their work and understanding? Do the practice activities to think hard? How long are the pupils given to work?	
How does the teacher question pupils? How are questions used to assess understanding? Who is asked and who responds? Do the pupils find the questions challenging?	
How does the teacher feed back to the pupils both in class and in books? Is there immediate verbal feedback? How are pupils responding to the written feedback? How clear, specific, actionable and positive is the feedback? Are pupils now applying earlier feedback?	
Describe the challenge given to the pupils How are pupils encouraged to think? Do pupils have high expectations of what they can achieve?	
And What did the pupils say about the lesson? What are pupils able to say they are now better at? Describe the learning culture within the class. Was it a safe and stimulating learning environment? What will you the observer take from this lesson?	

SUBJECT ON A PAGE– LIVING THINGS AND THEIR HABITATS

The 7 Levels of Classification

Kingdom	5 widely accepted kingdoms for classification: monera, protista, fungi, plants and animals.
Phylum	Divisions based on shared physical characteristics among organisms.
Class	Classes are based on very important, and more detailed, similarities.
Order	Orders are based on characteristics listed on a taxonomy key.
Family	Groups of organisms that share certain adaptive traits. They have a common ancestory.
Genus	A way to describe the generic name for an organism.
Species	Species is the specific name given to a living organism.

Famous Scientists

Aristotle (1799-1847)
Philosopher and Scientist

Carolus Linnaeus (1707-1778)
Father of Classification

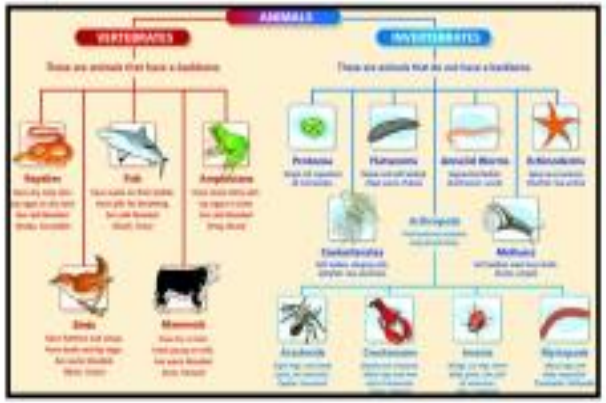
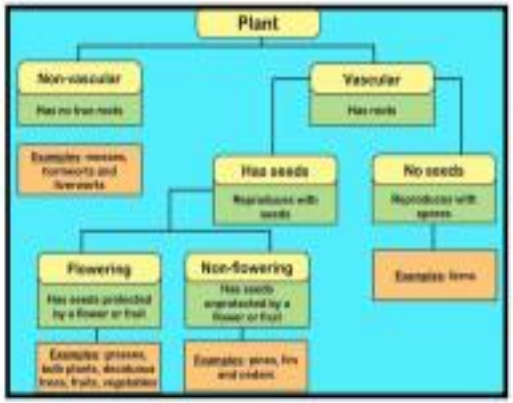
Micro-organisms

Microorganisms are very tiny living things. They are so small that they are not visible to the naked eye, so a microscope is needed to see them. Microorganisms can be found all around us. They can live on and in our bodies, in the air, in water and on the objects around us. They can be found in almost every habitat on Earth.

Key Vocabulary

algae	A single or multi-cellular organism that has no roots, stems or leaves and is often found in water.
bacteria	Tiny little organisms that are everywhere around us.
classification	The arrangement of organisms into orderly groups based on their similarities and presumed evolutionary relationships.
fungi	A classification or group of living organisms. This means they are not animals, plants, or bacteria.
invertebrate	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.
micro-organism	An organism which is microscopic, making it too small to be seen by the human eye.
organism	An individual animal, plant or single-celled life form.
species	A group of closely related organisms that are very similar to each other and are usually capable of producing offspring.
taxonomy	The science of naming, identifying and classifying organisms.
vertebrate	A vertebrate animal is one that has a backbone.
virus	A small infectious agent that replicates only inside the living cells of an organism.

Classification of animals



Classification of plants