



# Halwin Primary School

## Teaching and Learning Policy

Created: Sept 18 Amended: May 2022

Reviewed: May 2022 Next Review: May 2023

### **Aim:**

Teaching and learning is the core purpose of the school and as such needs to be current best practice, relevant to the pupils and effective for both learners and teachers.

The basis for high quality learning focuses on knowledge, skills, concepts and attitude development. Any teaching focuses on the current understanding of pupils. There are high expectations of pupils drawn from a challenging curriculum. Mastery of the subject is achieved when a pupil can take the learning and apply it to a new setting and solve a problem or communicate effectively for a purpose.

### **Our Curriculum has 4 drivers:**

<b>Vocabulary</b>	An extensive vocabulary is essential for good learning.
<b>Identity</b>	The development of emotional intelligence and their place in the world; intra and inter personal skills; self-awareness, social skill and management of emotions
<b>Locality</b>	Understanding the culture, history and importance of Cornwall and placing it within the UK and the World
<b>Personality</b>	Aspirations, and the children learning about people and their attributes for success. We tackle diversity and rural isolation.

### **Relationships**

The relationship a teacher has with their pupils is at the core of successful learning. Respect for each other, listening to each other and responsibility for actions from children and adults will lead to a more productive classroom. The greatest measure of future success lies in emotional intelligence and through development of this we create learners who are motivated and can set goals for themselves.

### **Intrinsic motivation**

A child who is intrinsically motivated will listen better, work harder, go further, extend themselves in and out of the classroom, produce learning of a higher standard and learn at a much higher rate. Consequently, the best lessons will inspire, fill the children with awe and develop the dispositions to life-long learning that will prepare them for a life of learning.

### **Hands**

The school will primarily use a no-hands policy. This will ensure that the fast hands do not always answer the questions. Equally, any pupil may be called upon to answer a question, differentiated questions for individual needs will be needed. It is imperative to ensure that the children recognise that not knowing an answer is acceptable and good learning will take place from misunderstandings and misconceptions. Methods for randomly choosing pupils for questioning



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can be used eg lollipops or the use of ICT. The use of talk partners is a way of ensuring children have an outlet for their enthusiasm in response to challenges without dominating the whole class discussions. Where the learning is undertaken in a blended manner then electronic hands up is used for questions and responses from children.

### **Plenary**

The plenary is the opportunity for assessment: teachers to assess understanding in concepts and confidence and for pupils to self-assess, all against the success criteria and ultimately against the learning objective. Work can be shown as a good example but again emphasis must be placed on how that piece of work is successful. The use of a visualiser or iPad to share good work can be used. When on line the review plenary may take place later in the day.

### **Misconceptions**

Teachers plan and prepare for common misconceptions which will come up during teaching and learning. Lessons will include teaching to prevent the common misconceptions and to tackle them when they do present themselves.

### **Essential Characteristics**

Pupils are encouraged to become a learner in a subject area eg an historian. Essential characteristics of being this subject expert are shared with the pupils with attitudes, values and skills taught.

### **ICT**

ICT should be used as a teaching and learning tool. Representations of concepts can be easily displayed using the vast quantity of resources available from the Web.

Software will support teaching.

Computers and iPads can be used during the independent section of the lesson, where software can be used for pupils to learn the same concepts through ICT.

Effective use of ICT will enhance the teaching and learning in the classroom and not replace it.

Reference the Online safety policy

Remote learning takes place in school within the Google Classroom environment and in the use of face to face Google Meets.

### **Independence**

Whenever possible, children should be actively encouraged to work independently on tasks. Working in pairs or groups may be appropriate without reliance upon an adult. 5 Bs can be used to support and develop independence: Brain, Book, Buddy, Board and Boss.



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When working remotely from home, the teacher will make it explicit when work must be attempted independently by the child as part of an assessment process.

### Investigation

Structured open or closed investigation leads to greater conceptual understanding and successful application of skills to new problems and will extend the more able. Whenever possible, particularly in maths and science, investigations should be a fundamental part of a structured series of lessons. A maths investigation should take place regularly. The skills of investigation must be taught alongside the knowledge and other concepts.. Essential in the skills development is the pupils' ability is to spot patterns, draw conclusions and communicate their findings. Reasoning is encouraged for the development of mathematical mastery.

### Learning environment

The classroom is a learning environment, which makes displays more than galleries.

Learning walls for literacy and maths are important learning resources in the classrooms. During a block of work, objectives should be displayed with questions, vocabulary added to, success criteria built up over time and examples of good practice be referenced. Resources, such as numberlines and word mats are valuable for teaching and learning whether they are working from home or at school and will be shared.

### Guided Learning

Current best practice has moved us from the formal front teaching to more teaching to a group during the independent section of the lesson. This small group dynamic enables greater discussion and reasoning. Whole class teaching should be limited in time. Pupils should be more actively engaged and concentration spans are equivalent to age in years. Longer than this and pupils will disengage. This also leads to greater pace in lessons.

Groups of pupils can be guided through remote sessions as required to support their learning.

### Assessment for Learning

The basis of teaching and learning at Halwin School is in solid 'assessment for learning' practices – originally defined by Black and William, Inside the Black Box, (). Over recent years Shirley Clarke of the Institute of Education, has refined the practice.

Halwin School has taken this approach and linked it into the school ethos.

A 6 point approach defines the school's approach to teaching and learning.

- 1) Learning Objective – shared with the pupils in various ways and placed in context
  - a. Based on Knowledge, skills or attitudes



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- i. Knowledge acquisition
    1. facts with recall
    2. parental support and homework supports learning
  - ii. Skills development
    1. How to perform an action
  - iii. Conceptual understanding
    1. Making sense of the world
  - iv. Attitudes
    1. Linked to Ethos
      - a. Confidence and aspiration
    2. Growth mindset – [Carol Dweck]
      - a. Learning resilience (School ethos)
    3. Subject specific – e.g. how to think like a mathematician
- 2) What does good look like?
- a. Success criteria
    - i. Process success criteria – defining the steps to perform to achieve ‘good’.
  - b. Modelling
    - i. By staff and pupils as appropriate (IT can be used to support this process)
    - ii. Linked to the success criteria
  - c. Presentation of ‘good’
    - i. In pupils’ books
    - ii. On the learning wall
    - iii. visualisers
  - d. Mental models [Peter Senge]
    - i. Physical equipment
    - ii. Mental pictures
- 3) Feedback – effective listening skills used
- a. Oral
    - i. recognition of correction of misconceptions
    - ii. focussed encouragement around learning
  - b. Written – marking and response (Wow and Now used)
  - c. Questioning – higher and lower order [Bloom’s taxonomy]
  - d. Coaching culture across the school between staff and pupils
  - e. Remote feedback is undertaken through the Google Classroom tools
- 4) Engagement
- a. Enjoyment for learning – school ethos
  - b. 70/30 – ratio between pupil/teacher action
- 5) Assessment
- a. Targets/tracking – attainment and progress measures
  - b. Moderation
  - c. Testing structure [reference to Assessment Policy]
  - d. Interventions to fit needs with progress
  - e. Self and peer assessment
- 6) Groups and individuals



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- a. Vulnerable individuals
  - i. Disadvantaged - Those on pupil premium and pupil premium + {Children looked after, adopted}
  - ii. Service premium {parents who served in the armed forces}
  - iii. Other criteria
- b. More able pupils
- c. Those with Educational, Health Care Plans

Monitoring; carried out by school leaders, governors and shared and also between staff. Remote learning will be monitored by reviewing the Google Classrooms and by dropping in on the Google Meets.

- 1) Learning objective by
  - a. Planning {Planning scrutiny}
  - b. Pupils' books {Work scrutiny}
  - c. Observation {Formal observation linked to appraisal and drop in}
- 2) What does good look like?
  - a. Pupils' books {Work scrutiny}
  - b. Observation {Formal observation linked to appraisal and drop in}
  - c. Learning environment {Learning environment Checklist}
- 3) Feedback by
  - a. Pupils' books {Work scrutiny}
  - b. Observation {Formal observation linked to appraisal and drop in}
- 4) Engagement by
  - a. Observation {Formal observation linked to appraisal and drop in}
  - b. Pupil conference {Termly conferencing and in observations}
  - c. Pupil survey {Annual survey}
- 5) Assessment by
  - a. Tracking outcomes {Internal termly teacher assessments}
  - b. Statutory testing {Annual data analysis}
  - c. Internal testing {Annual testing Y3-5}
  - d. Pupils' book {Work scrutiny}
  - e. Intervention planning and observation {Led by intervention teacher}
  - f. Moderation attendance {Led by the LA and our trust}
  - g. Pupils' books {Work scrutiny}
- 6) Groups and individuals
  - a. Tracking outcomes {Internal termly teacher assessments}
  - b. Observation {Formal observation linked to appraisal and drop in}
  - c. Pupil conference

### **MONITORING AND EVALUATION**

This policy and its effectiveness will be reviewed by the Headteacher and the Governing Body.

Policy written by: Richard Lawrence

Headteacher: Mr Richard Lawrence



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On behalf of Governors:

Date: Nov 2021



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### Appendix A Read/Write Inc Policy

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

#### **Read Write Inc. Phonics**

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they





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complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

### **Outcomes for children Assessing and tracking progress**

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. In addition, we use standardised reading tests so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress.

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them daily, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

### **Narrowing the gap – and the pupil premium**

Research shows the programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups, both within our school and nationally.

We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly.

### **Impact across the curriculum**

Our teachers are enthusiastic about using the Read Write Inc. programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum. Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (Read Write Inc. assessment and tracking, standardised reading tests, phonics screening check).

### **Quality of teaching, learning and assessment**

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.





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In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place regularly. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully:

we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

### **Additional support for lower-attaining pupils learning to read**

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

### **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary. We encourage children to read widely and often.

### **Quality of teaching and pupils' progress**

The headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTYT,



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TTYP. Pupils do not raise their hands to answer questions.

2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. In Literacy and Language, pupils read widely and often at home.
7. Teaching is monitored thoroughly (see Leadership and Management).

### **Personal development, behaviour and welfare**

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

### **Attendance**

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time.

### **Effectiveness of leadership and management**

#### Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader/ Literacy and Language leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the Literacy and Language programme by the end of Year 1 / Term 1 Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make



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- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback).

She can give this support on days when she does not teach a group herself. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our TAs generally teach small groups of four to eight.

### Professional development

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days.

### Parents and carers

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the parent page on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>

1. All staff are trained
2. The reading leader does have some time without a group to support others
3. The reading leader spends time in a Read Write Inc. lesson coaching and observing reading teachers
4. The headteacher observes lessons with the reading leader. They discuss pupil progress and teacher development.
5. The reading leader organises regular workshops with parents.