



## **Teaching and Learning Policy - September 2023**

### **Introduction**

This policy should be read in conjunction with: all curriculum documents; the Assessment and Feedback Policy, the SEND Policy, the Staff Code of Conduct, the Appraisal and Capability Policy, the Relationships policy, the Assessment policy, the School Development Plan and the Safeguarding and Child Protection Policy.

Although this policy is aimed primarily to cater for children in years 1 – 6, most principles will also apply to EYFS children.

This policy is intended to provide staff with clarity about expectations for teaching and learning practices at Downlands Community School.

Our **values** permeate everything we do at Downlands Community School, including this policy.

### **Our 10 pillars of pedagogy**

- Intentionality** Lessons should be underpinned by learning objectives, referenced in the planning and communicated to children and support staff. Learning objectives should be explored with children in terms of expected outcomes and how pupils can demonstrate success by the end of the lesson. Learning objectives should be the same for all children, with reasonable adjustments in place to allow pupils with additional needs to access.
- Linking** Learning should be linked to previous learning episodes and everyday contexts in order to activate any existing knowledge and to encourage pupils to see the big picture.
- Modelling** New disciplinary knowledge should be modelled by the teacher using clear methods. This can often lead to success criteria for the lesson being elicited. Annotated models are excellent inclusions on any working wall for a given topic. Instructional episodes should be mindful of working memory that has a limited capacity (ref. cognitive load theory).
- Behaviour** Class charters should be written with pupils at the start of each academic year, using the school's values to inform a clear set of rules for behaviour. Evidence of behaviours consistent with these values should be rewarded. To improve children's formal

learning behaviours, pupils should also be reminded of the STAR acronym (see appendix 1).

|                      |  |
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| <b>Inclusion</b>     | Reasonable adjustments should be thoughtfully planned, delivered and reviewed to ensure that all additional needs are addressed, using the school's ethos of inclusion built upon equity (Appendix 3) Behaviours which discriminate against the seven protected characteristics should be challenged, educating those whose words or actions are unacceptable.   |
| <b>Reading</b>       | High quality texts should often be used to engage pupils' curiosity and interest across the curriculum. Texts used to support learning should be selected thoughtfully with particular consideration given to early readers if they are required to read independently.  |
| <b>Talk</b>          | Teachers should model effective talk at all times when leading learning. Subject specific terminology should be introduced thoughtfully, as directed by specific curriculum documents. Whole class discussions should use strategies that promote the engagement of all children such as building in think/pair/share time, posing hinge questions and using alternatives to hands up such as the Add/Build/Challenge strategy. Commonly, children should be given the chance to talk about what they have learnt in front of their peers. Use of the SHAPE acronym (see appendix 2) should be used to help children talk formally about their learning. |
| <b>Retrieval</b>     | Most lessons, particularly foundation subjects, should include knowledge retrieval episodes, allowing teachers and pupils to assess what substantive knowledge can be recalled from the previous lesson.   |
| <b>Feedback</b>      | Careful thought and planning should be given to the feedback strategies to be used within a particular lesson. It is important to give feedback when things are correct -- not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies: it provides specific advice about how to improve.   |
| <b>Relationships</b> | An understanding of Therapeutic Thinking and good relational practice should inform all interactions between all persons at all times.   |

## The Learning Environment

- All classrooms and learning areas should be tidy, organised and clutter free.
- All classrooms should display: class charter; school values; equity vs equality poster; 7 protected characteristics; anti-bullying poster.
- All classrooms should have: a 'Working Wall', English prompts (e.g.: letter formation, vocabulary and grammar prompts), Maths prompts (e.g.: number bonds, times tables, place value)
- Tables should normally be arranged so that children can work in groups. However, there will be certain circumstances when it is appropriate for them to be arranged differently and there should be a clear rationale behind this.
- There should be a clearly understood seating plan for different sessions during the day with the principle that children learn well from others and mixed ability seating can narrow gaps in learning.
- If possible, there should be areas/tables created within classrooms to provide alternative individual work stations to be used as needed.
- All classrooms should have an attractive reading area.
- Children should be encouraged to be independent so necessary resources should be well organised, easily accessible and labelled for children to use.

## Appendix 1

|   |   |   |   |
|---|---|---|---|
| <b>S</b>  | <b>T</b>  | <b>A</b>  | <b>R</b>  |
|  |  |  |  |
| Sit up straight,<br>arms folded.  | Track the<br>speaker.   | Ask & Answer<br>questions like<br>an expert.                                      | Ready &<br>Respectful at<br>all times.  |

## Appendix 2

Make sure you SHAPE  
the way you speak.



**S**tand and speak in full sentences.

**H**ands away from your face.

**A**rticulate, never mumble.

**P**roject your voice.

**E**ye contact.



### Appendix 3

