



Rushwick C.E. Primary School Teaching and Learning Policy

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Developer/Role	David Holley Head of school
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Our Vision

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7

As a Christian school our vision is inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is always open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick school family and the wider world.

Our Christian Values

Our Core Christian values are respect, kindness, trust, compassion, gratitude, courage.

Our Aim

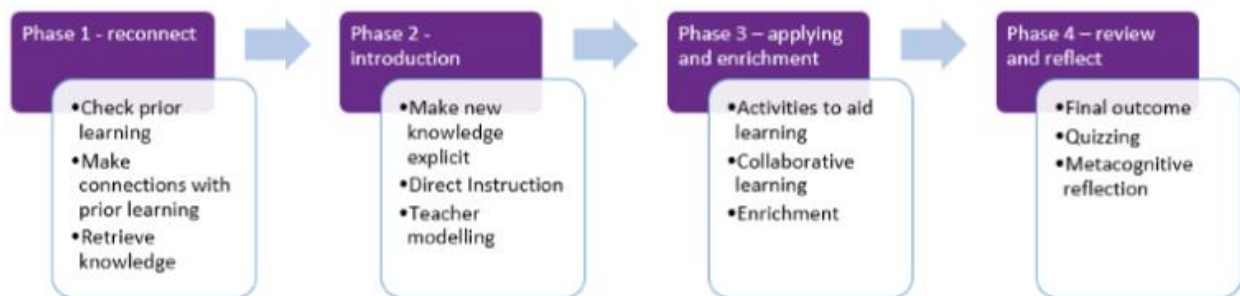
Our aim at Rushwick Primary CE Primary School is to offer high quality teaching and learning to raise standards of achievement for all children in a friendly, creative and challenging environment underpinned by our Christian ethos.

This policy has been created and agreed upon by teaching staff and the Governing Body. It has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It fully incorporates and reflects the vision for the education of our children.

Effective teaching

- Lessons are planned effectively with clear objectives and success criteria that are shared with all children.
- Teaching and learning is adapted for children who have SEND and/or teachers believe are working below age related expectations.
- Interventions are planned effectively and in line with the curriculum that have clear objects and success criteria that are shared with children and staff.
- The teacher demonstrates a good understanding of subject knowledge.
- Teachers use a range of teaching methods that enable children to learn effectively including direct teaching, one to one teaching, collaborative learning in pairs, group work and independent learning.
- Teachers demonstrate high expectations for teaching and learning.
- Teachers provide opportunities for knowledge retrieval throughout the cycle of teaching.
- Teach using Meta-Cognition strategies and questioning.
- Teachers actively encourage the correct use and knowledge of key vocabulary.
- Teachers use assessment effectively to address misconceptions and move learning on.

Teaching follows a sequence:



- Phase 1- retrieve knowledge: checking and retrieving prior knowledge. What do they know already? Can they make links to previous learning?
- Phase 2- Direct teaching: teacher instruction and modelling. Teaching key knowledge and skills.
- Phase 3-Application: collaborative learning, enrichment, problem solving.
- Phase 4- Review and reflect: quiz questions, children produce a final piece of work to show what they have learnt, reflect back on prior learning.

English Teaching and Learning Sequence at Rushwick








Teachers plan sequences of teaching and learning in English which will engage and inspire our children, helping them to achieve key learning and age-related outcomes.

Teachers tailor programmes of study to match the needs of the class. Spelling, punctuation, grammar and terminology are explicitly taught alongside an excellent range of opportunities to develop reading comprehension, writing and spoken language skills.









Writing skills drive the English curriculum and challenging texts act as vehicles. All English teaching and learning is sequenced across KS1 and KS2.

The Reading Framework (DfE, 2021) explains “*The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum.*” The EEF guidance also states that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. At Rushwick, we use Reading Gems to ensure we teach the skills needed to decode, understand, and enjoy books. Each week a reading skill is explicitly taught in each key stage. Whilst this skill is the main focus of the week, teachers refer to other skills throughout the reading sessions. During these reading sessions, children learn specific reading comprehension strategies. See below:

Key Stage One

Enjoy 			Decode 			
Define 	Retrieve 	Sequence 	Infer 	Predict 		
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far		
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response

Key Stage Two

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response	Open-ended response	
10-30%			40-60%			20-40%	

Quality age-appropriate texts have been selected by the class teachers as a basis for the reading lessons- these are age-appropriate books and on one day a week, children are exposed to non-fiction extracts. Modelling of skills, the pre-teaching or post-teaching (key stage dependent) of vocabulary and high-quality questioning are all non-negotiables for reading lessons. Children also 'read for pleasure' in their reading sessions and will be listened to reading regularly or in a group (key stage dependent).

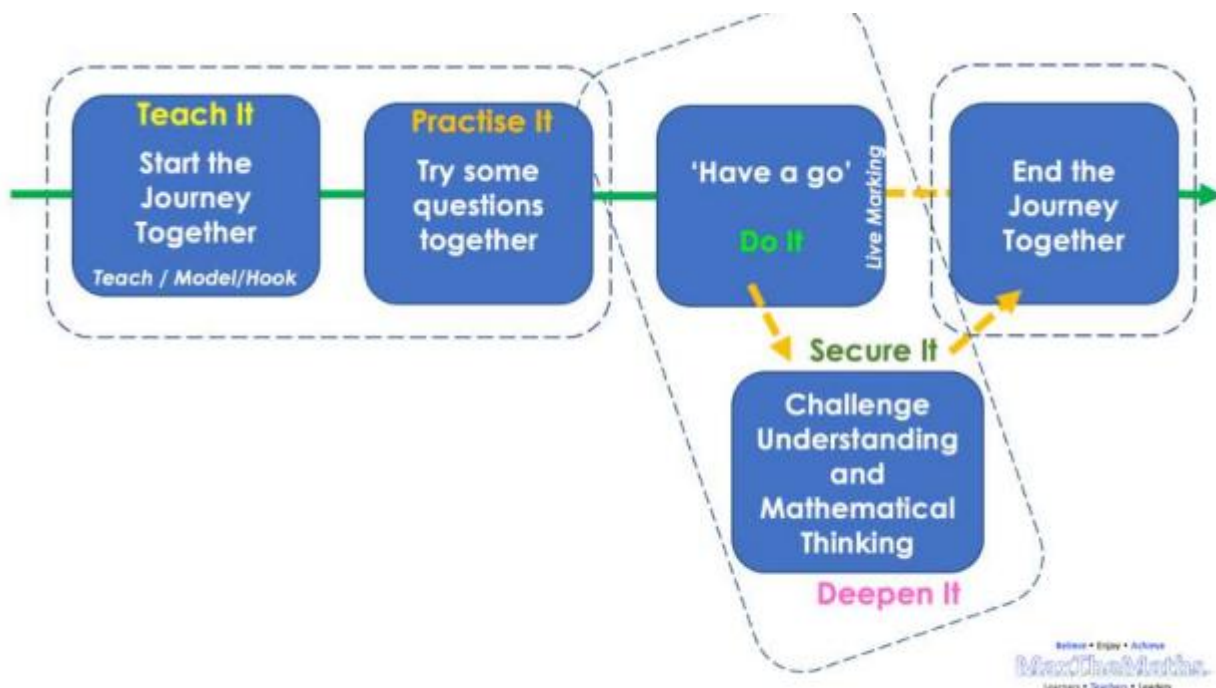
The Maths Teaching and Learning Sequence at Rushwick

Our key resource for Y1-Y6 is White Rose Maths, which provides us with a carefully sequenced, cohesive curriculum of manageable steps.

We have our main daily 45 minute maths lesson, as well as an additional daily 15-minute deliberate practice session: Mastery of Number for Reception, Year 1 and Year 2 and Maths on Track for KS2 classes. Furthermore, our lesson design ensures that all children have opportunities for retrieval at the start of each lesson, 'Remember It', where they recall and use a pre-requisite skill which is required for the new learning. The structure of our maths lessons is as follows:

Lesson Design at Rushwick

Daily morning 45 minute Maths lessons are taught following a theme, using the lesson design of Remember It, Teach It, Practise It, Do It, Secure It, Deepen It.



Remember it

Recap on previous learning to support the learning objective of the lesson.

Teach it

Teachers teaching the key concepts of the lesson including **modelling** what it should look like and the methods involved. This is the key part of the lesson where all children are in attention. We introduce **Sentence Stems** alongside to support steps to success.

Practise it

Doing it altogether with the teacher. There is an emphasis on talking aloud the thought processes and the methods involved whilst putting it into action. All children have the same opportunities to succeed and access age-appropriate learning.

Do it

This is independent learning where all children are having a go at the new skill with support of manipulatives as well as pictorial representations. Children work more at their own pace, writing into their books with the adults live marking to support learners. Brilliant mistakes (misconceptions) are celebrated and shared.

Secure it

This is opportunity to apply reasoning usually with a focus on a misconception. True or false style questions are often used to get children thinking about the methods or strategies behind the answer.

Deepen it

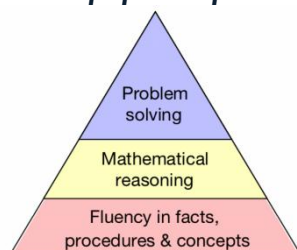
These are open ended questions providing opportunities to show depth in understanding. They may be investigative and take lots of resilience or trial and error. An additional session of 'Maths on Track' (MOT) is taught four mornings a week for deliberate practice following gap analysis or used for arithmetic skills in KS2. KS1 following the program Mastering Number during these MOT.

Support and Challenge

During our maths lesson, Teachers and Teaching Assistants 'live mark' to identify any children that may require further support. This also enables adults to identify children that are working at a greater depth. Whilst visiting our maths lesson, you will see that all children, unless there is a significant difference in academic ability, are completing the same activities, as intended by the National Curriculum. Children are not accelerated to the content of higher year groups.

You may ask why all children are completing 'Do It' and are not being accelerated on to the 'Deepen It' tasks? We are passionate that all children should develop deep, sustainable conceptual understanding and this enables us, as professionals, to identify gaps in knowledge as well as identifying children that are working at a greater depth. Our Do It questions are carefully crafted to ensure **intelligent practice and variation**; this helps children to focus on the specific structure of the maths they are learning, rather than solely through a **variety** of questions.

Colin Foster (2019), in the Mathematics Education Centre at Loughborough University, says, 'I think of fluency and mathematical reasoning, not as ends in themselves, but as means to support pupils in the most important goal of all: solving problems.' In that paper he produces this pyramid:





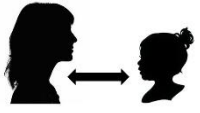









This is important for two reasons:

1) It splits up reasoning skills and problem solving into two different entities

2) It demonstrates that fluency is not something to be rushed through to get to the 'problem solving' stage but is rather the foundation of problem solving.

Definition of learning at Rushwick

Learning is a process that leads to change, which occurs, as a result of experience and increases the potential of improved performance and future learning. It requires acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities. It's being able to transfer these skills into new contexts.

 <p>Daily Review</p>	<p>Begin each lesson with a short review of previous learning. Daily review can strengthen previous learning and can lead to fluent recall, freeing up working memory for problem solving and creativity.</p>	 <p>Metacognitive Talk</p>	<p>Promote and develop metacognitive talk in the classroom. Teachers asking challenging questions – guiding pupils with oral feedback, prompting dialogue, and scaffolding productive ‘exploratory’ talk where appropriate – is an ideal way to share and develop effective learning.</p>
 <p>Effective Feedback</p>	<p>Effective feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal or written or can be given through tests or via digital technology.</p>	 <p>Ask Questions</p>	<p>Ask a large number of questions and check the responses of all students. Questions help students practice new information and connect new material to their prior learning.</p>
 <p>Provide Models</p>	<p>Providing students with models can help them learn to solve problems faster. Students need cognitive support to help them learn. Simple models, worked examples, teacher modelling are all examples of effective cognitive support.</p>	 <p>Independent Practice</p>	<p>Students need extensive, successful, independent practice in order for skills and knowledge to become automatic. When material is ‘overlearned’, it can be recalled automatically and doesn’t take up any space in working memory.</p>
 <p>Spaced Practice</p>	<p>Present new material in small steps with student practice after each step. Only presenting small amounts of new material at any one time (and assisting students in their practice) reduces cognitive overload, freeing up working memory.</p>	 <p>Spaced Practice</p>	<p>Information that is practised repeatedly over spaced intervals is learned better and for longer than information repeated without intervals. Increasing the spacing between study sessions enhances learning and leads to better long-term retention. ‘Remember it’</p>
 <p>High Challenge Low Stress</p>	<p>Have the same high expectations for all students. Every child is aiming for the same high level – some just find it harder to reach. Provide appropriate time and support for those that need it. Celebrate mistakes so that students feel emotionally secure.</p>	 <p>High Success Rates</p>	<p>Obtain a high success rate. It is important for students to achieve a high success rate during classroom instruction and on their practice activities – to limit the possibility of students practicing and learning errors.</p>
 <p>Provide scaffolds for difficult tasks.</p>	<p>Teachers should provide students with temporary supports and scaffolds to assist them when they learn difficult tasks. Some ‘deliberate difficulty’ is required so that pupils have gaps where they must think for themselves.</p>	 <p>Mix It Up</p>	<p>Varying conditions of practice rather than keeping them predictable can enhance recall at a later date. Mix up where students sit, periodically change the learning environment, and incorporate variations in the way students think about new material.</p>

Our principles are informed by the Education Endowment Foundation (EEF) Toolkit, along with the following guidance report: Metacognition and Self-Regulated Learning. We have also incorporated some of the research-based principles adapted from The Principles of Instruction by Barak Rosenshine.

Effective learning

- Children will be able to understand how they learn and what they need to do to improve their learning.
- Children will be able to make connections between what they have learnt in other subjects and over time.
- Children will acquire skills that can be used across the curriculum to develop their learning including: Problem solving, communication skills, team work, creative thinking, enquiry skills, reasoning skills.
- Children will have skills to work independently on their own learning.

Adaptive Teaching

Teachers will adapt the curriculum by:

- Providing resources to enable successful learning.
- By carefully chosen tasks.
- By carefully scaffolded questions.
- Carefully considered deployment of adults. (children should be encouraged to work independently on a regular basis)

The learning environment

- Classrooms will provide a stimulating and purposeful learning environment including working walls for English & Maths; Working walls have key vocab, What A Good One Looks Like (WAGOLL) and the steps of learning.
- Displays will be purposeful and in line with meta-cognition strategies.
- Resources to support learning are well organised.
- Classrooms reflect the priorities of the school including a focus on reading and vocabulary development.
- The classrooms reflect the school vision and values.

Effective assessment – see Assessment Policy for more detail

Formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem:

- Shared learning goals and success criteria
- Effective questioning
- Self and peer evaluation
- Effective feedback including at the point of learning

Summative assessments are conducted at the end of each term in y1-6 for Reading, Writing and Maths.

Periodic low stake testing takes place on a regular basis e.g. arithmetic tests, spelling tests, comprehension tests etc.

All of this is compiled in Assessment policy for staff, which ensures a standardised approach to assessment procedures.

Resources:

- Teachers and teaching assistants will be deployed to maximize learning and influence pupil progress.
- Provide carefully planned opportunities across the curriculum that enhance learning.
- Subject leaders provide resources to support learning across the curriculum areas.
- Technology is used to enhance learning.

Equal opportunities:

Equal impact assessment:

We ensure equality and diversity is embedded in all areas of the curriculum.

Each subject reflects on the diversity within the content and produced a grid showing how protected characteristics are covered.

Health and Safety

Adults will carry out effective risk assessments for all relevant activities.

Children will be taught to recognise and avoid any potential risks and hazards in their environment. They will be expected to be able to explain the reasons for care and attention and to outline the procedures necessary to control the risks for themselves and others.

Professional Development

All staff have access to an annual cycle of professional development that is timetabled for weekly sessions on curriculum and is in line with the school development plan priorities. Subject leaders also have individual training and development in line with their roles and responsibilities and in relation to performance management targets and in line with national teaching standards.

Roles and Responsibilities

Responsibility Area	Core Actions	Aut	Aut	Spg	Spg	Smr	Smr
		1	2	1	2	1	2
Middle Leadership Team Member	➤ To ensure all attitudes and actions strongly promote the values and aims of the school.	✓	✓	✓	✓	✓	✓
	➤ To prepare a brief written report for LAB to update governors.						✓
	➤ To ensure subject LTP shows how the NC is covered, how the subject is taught in a sequence from EYFS to Y6.	✓					
	➤ To remain up to date with all Government documentation in relation to the curriculum area, amending policies and procedures accordingly, in consultation with staff.	✓	✓	✓	✓	✓	✓
	➤ To remain up to date with the OFSTED Framework and Inspection Handbook	✓					
	➤ To write an action plan detailing priorities for the year ahead.						✓
	➤ To lead the continuous improvement of the curriculum subject across school including attending local and national training if appropriate.	✓	✓	✓	✓	✓	✓
	➤ To plan and prepare continuing professional development(CPD) activities for both teachers and support staff.		✓		✓		
	➤ To manage curriculum budget and record impact of expenditure.	✓	✓	✓	✓	✓	✓
Performance Management Of Self	➤ To work on personal targets, collect relevant evidence and engage in CPD	✓	✓	✓	✓	✓	✓
	➤ To prepare for and attend the PM review meeting	✓		✓		✓	
Pupil Assessment & Outcomes	➤ To plan quality assurance arrangements including subject monitoring afternoon,	✓		✓		✓	✓

	work scrutiny, observations, audit of resources and pupil voice.						
	➤ To analyse the outcomes of termly monitoring, identifying key headlines/trends, and the impact of School Improvement Priorities.		✓		✓		✓
	➤ To ensure Assessment policies and procedures are adhered to by all staff.		✓		✓		✓
	➤ To provide accurate analysis of predictions and progress of children throughout the year.		✓		✓		✓
Distinctiveness as a Church School	➤ To uphold and explicitly reference the Christian values within all areas of school.	✓	✓	✓	✓	✓	✓
	➤ To provide evidence for, and work with SLT to complete the SIAMS Evaluation Schedule.	✓	✓	✓	✓	✓	✓