



Seamer and Irton CP School

Teaching and Learning Policy



Policy name	Teaching and Learning Policy
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Governor lead	Helen Mallory
Lead member of staff	Carmel Simmons
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Aims

This policy has been created by and agreed upon by the teaching staff and Governing Body of Seamer and Irton Community Primary School. It sets out our expectations for teaching and learning and aims to promote best practice and establish consistency across the school. It reflects our aim to give all of our children, regardless of their prior experience, SEND, ability, age, gender, ethnicity or any other circumstance, the best opportunity to reach the highest standards.

It aims to:

- Improve and enhance the quality of teaching.
- Ensure that pupils receive a broad and balanced education meeting the requirements of the national curriculum.
- Embed a range of agreed practices throughout school.
- Ensure consistency across the school.
- Inform staff of the school's expectations.
- Provide a unified process for monitoring learning and classroom practice.
- Ensure that all children's needs are met.
- Establish targets for improvement.
- Enhance the professional development of staff.

Quality First Teaching

At Seamer and Irton CP School, we recognise that the quality of teaching is by far the biggest factor within schools that can make a difference to a child's achievement. We know that in teaching, the underlying complexity is always present and that great teaching cannot be achieved by following a recipe. Therefore, we use teaching approaches which are supported by robust evidence of their effectiveness and which have been intelligently adapted. There is no separate subheading for SEND in this policy, because high-quality teaching for SEND is high-quality teaching for all learners.

We believe that we will engage and support the learning of all children by utilising the key principles of Rosenshine's Principles of Instruction and adapting teaching and learning in response to children's needs.

Barak Rosenshine's Principles of Instruction



1. Begin a lesson with a short review of prior learning (Reactivation):

Revisiting prior knowledge of past curriculum learning helps pupils to connect to new knowledge and deepen understanding. It also allows teachers to quickly assess children's ability to access new learning and assess their knowledge base, leading to better lessons which are pitched and adapted appropriately. This might be a review of vocabulary, events or a previously learned concept or additional practice to learn facts and skills where overlearning is required to develop automatic recall. Effective teachers review knowledge and skills that are essential for the lesson to ensure that pupils have a firm grasp of them. This review may include the use of multiple-choice quizzes, timed tests, counting activities, tackling familiar and goal free problems, reviewing knowledge organisers or recording recently acquired knowledge.

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

Encountering new content in a clear and informative way without overloading learners can – and should – take a variety of forms which are appropriate to the subject and lesson type (direct instruction/ demonstration/ video clip/ discussion/ etc.). It is important that the critical subject content is prioritised and is clear and accessible, not hidden behind animations or gimmicks.

To take account of working memory's limitations, new material should be presented only in small amounts at a time and taught in such a way that each point is mastered before the next point is introduced. Pupils' understanding on each point should be checked and retaught when necessary. Teachers should spend about 23 minutes of a 40-minute lesson in teaching, demonstration, questioning and worked examples. Providing additional explanations, checking for understanding and providing sufficient instructions so pupils can learn to work independently without difficulty is also key.

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

Questions help pupils practice new information and connect new material to their prior learning. Questions provide necessary practice and allow a teacher to determine how well material has been learned and whether there is a need for additional instruction. This can also help to uncover misconceptions (**see classroom talk and questioning**).

4. Provide models and worked examples:

Providing pupils with models and worked examples can help them learn to solve problems faster. Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of cognitive support. A worked example is a step-by-step demonstration of how to solve a problem or how to perform a task. The presentation of worked examples begins with the teacher modelling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps.

Showing pupils what success looks like:

Showing students what success looks like is crucial. This can be challenging so sharing examples is critical. Demonstrating through modelling helps all students but especially SEND learners and low attainers. It promotes metacognition and vocabulary. Modelling helps teachers set clear challenging goals that improve performance, direct attention, increase persistence and arouse relevant knowledge. Teachers avoid distant goals by breaking big tasks up into attainable sub goals which provide “immediate incentives and guides for action.” Therefore, modelling enables teachers to share immediate goals and a vision for success.

The partially completed worked example effect

This is a powerful variation of the worked example effect and engages pupils in what success looks like by offering partially completed models and asking students to complete the steps. This provides a rapid test of prior knowledge, decreases cognitive load, helps students create mental models and transfer their learning to new problems. Simply being shown example work is not enough, the complex task needs to be broken down and particular aspects of a quality piece of work needs to be explicitly highlighted and emphasised by the teacher.

Comparing models

Students need to engage critically with the models so that they can codify success in their own words. This is achieved by comparing models, identifying why a piece is successful or not and then improving the weak example as a completion problem so that students rewrite it using the strengths they have identified.

Identifying Criteria

By comparing two models, students can formulate what a quality piece of work should contain. This forms a checklist for them and also leads to them returning to the models when and use the as well as the checklist to write their own example.

Examining improvements

Teachers can also show the process of improvement by using a weak model and the same model improved. Pupils can then share the impact the changes have made to the piece of work and give reasons for the choices they made.

Live modelling

This helps to solve issues arising during a lesson and reminds students of what success looks like. Pupils’ and the teacher’s work can be revised and edited and acts as a powerful way to feedback to the whole class.

Using models in these ways mean that the models can be referred back to during feedback as when pupils are clear of what success looks like gaps can be highlighted between their own work and the models. This deepens their sense of the features of success and improve their understanding of the quality of their own work.

5. Guide pupil practice:

Successful teachers spend more time guiding pupils’ practice of new material. The limitations of working memory can be particularly problematic for novice learners or SEND pupils and while more expert learners can work more independently, the vast majority will need careful guidance to get to that point, especially when encountering new information.

After presentation of new material, the most successful teachers guide pupil practice. This takes different forms across subjects and topics. It might consist of the teacher working the first problems on the whiteboard, serving as a model for pupils. It could include a visualizer being used to demonstrate or a pupil working out a problem on the board. This provides additional models, more time for checking for understanding, asking questions and correcting errors and more time for pupils to work out problems with teacher guidance. Pupils are then better prepared for independent work. Some pupils might receive further guided practice as part of a guided group.

6. Check for pupil understanding:

Checking for pupil understanding at each point can help pupils learn the material with fewer errors. Effective teachers frequently check to see if all pupils are learning the new material. They check for understanding by asking questions, by asking pupils to summarise the presentation up to that point, or to repeat directions or procedures. This helps pupils to make connections with other learning in their long-term memory and alerts the teacher to when parts of the material need to be retaught.

Other ways to check for understanding are to ask pupils to think aloud while completing tasks or to explain or defend their position to others. This can help to limit misconceptions.

7. Obtain a high success rate:

It is important for pupils to achieve a high success rate during classroom instruction. Research suggests that the optimal success rate to be about 80% - as judged by oral responses during guided practice and individual work. It shows that pupils are learning the material.

8. Provide scaffolds:

Teachers should provide pupils with temporary supports and scaffolds to assist them. Scaffolds are a form of guided practice. They include modelling the steps by the teacher or tools, such as cue cards, word banks, checklists to guide or evaluate their work, or a model of the completed task against which the pupil can compare their work. Others may be in the form of prompts – such as question stems to help pupils ask questions while they read or the opportunity to ask the teacher to think aloud when solving a problem. Teachers should carefully consider who needs what type of scaffold and adapt as necessary rather than regularly provide the same scaffold to all.

9. Require and monitor independent practice:

Pupils need extensive, successful practice in order for skills and knowledge to become automatic and embedded in long-term memory. Independent practice should involve the same material as the guided practice and pupils should be fully prepared. Research shows that pupils were more engaged when their teacher circulated the room, and monitored their individual work– the optimal time for these contacts was 30 seconds or less. Feedback is best when it is in the moment where prompt and succinct feedback allows children to make progress within the lesson. This requires 'responsive teaching' where teachers are actively engaged with children when they are learning.

Application and problem solving

Once pupils are independently able to apply their new knowledge in context, they can then take part in application and problem solving. They should be expected to link concepts and skills to reason how to efficiently apply their knowledge to the appropriate task.

10. Engage pupils in weekly and monthly review:

Learning reviews, where pupils are expected to recall what they have been taught should take place daily, weekly, at the start of lessons and at the end of unit assessments. This ensures that children's learning can be updated with the new information leading to consolidation and an understanding of how the new learning fits. Setting weekly homework tasks, doing quizzes each month and asking pupils to complete a monthly reflection are all effective classroom strategies. This will help pupils to learn more and remember more.

Classroom talk and questioning:

The central mechanism in effective classroom talk is good use of questioning. Good teachers ask a large number of both closed and open questions. While deep knowledge is the goal, shallow knowledge will come first and without closed questions to check it, there is no point moving on to deeper concepts. The following strategies are an effective way of ensuring that all pupils, including SEND pupils, are involved in the learning.

Cold Calling:

All pupils should be involved in engaging with the teacher-pupil dialogue with time to think. Some occasions may require a hands down cold call, but hands up may be appropriate on occasion if someone wants to make an interesting and useful contribution. Cold calling enables teachers to ask questions and then select pupils to respond based on their knowledge of the class. It is an inclusive process that involves all pupils and is the default mode for most questions

No Opt-Out:

We want our pupils to feel safe within the classroom and to understand that good learning involves making mistakes. If pupils are unsure or do make mistakes, they should have the opportunity to have another go by the teacher asking other pupils and then giving the original pupil another chance.

Checking for Understanding:

Teachers should not assume that knowledge shared in the classroom has been absorbed. It is necessary to check for understanding from pupils to determine whether they understood. Expositions and question exchanges should therefore be asked of a number of pupils Even if they are answering a question that someone else has already answered, it is valuable for others to be given a chance to offer their version, showing what they have understood

and, giving the teacher feedback about how successful the teaching has been. When pupils offer different responses, it highlights points for further teaching.

Probing:

To understand pupils' understanding of what is being taught, it can be more beneficial to ask several questions in depth with one pupil than receive many shallow responses from several students. Teachers should ask extra questions before moving on, probe for understanding, check for misconceptions, add extra challenge and provide scaffolding to engineer success.

Say it again, better:

It is normal for first responses to be half-formed as pupils think aloud and formulate ideas. A second opportunity should be given to pupils to respond which allows them to finesse their answers, adding depth, accuracy and sophistication. It is important not to inhibit pupils when they are unsure; it is also important not to allow them to assume mediocre answers are good enough. When pupils offer a short, half-formed or partially incorrect answers they should be encouraged to have another go after supporting them answer in a better way. Modelling this for pupils is vital.

Think, Pair, Share:

In pairs, all pupils should have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They must all be involved and subsequent discussions then have lots of material to explore.

Whole-Class Response:

Sometimes it is useful or even essential to get a response from every single pupil at the same time. This provides quick feedback for the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as the teacher responds to the feedback given. Mini-whiteboards are quick and allow for responses to multiple-choice questions as well as practice sentences, calculations and diagrams. Questions can be asked, response time given and then on cue the class can be asked to show their boards together. The teaching can then be adjusted accordingly: consolidating, explaining again or moving on as appropriate.

Revisiting key concepts

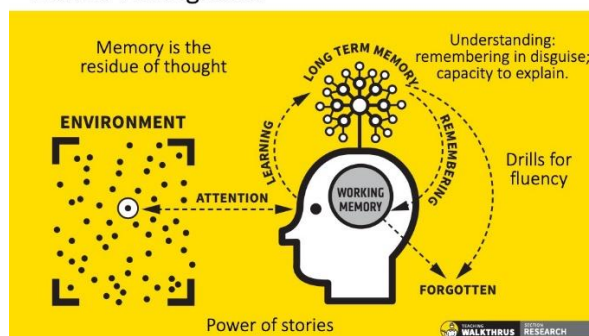
Evidence suggests that when learners revisit material at least three times, and in three different ways, learning becomes embedded. Teachers need to build a minimum of three encounters with the critical subject content into pupils' learning journeys.

The 'Testing Effect'

Low-stake testing in the form of quizzes and multiple-choice questions that are self-marked have a positive effect on learning retention (Bjork 2015). Teachers should build opportunities for these into learning journeys in all subjects.

Retrieval Practice

Daniel Willingham:



Retrieval Practice is a crucial step which embeds new learning securely into long-term memory. The most effective teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Retrieval should be used routinely and is a crucial part of the learning journey.

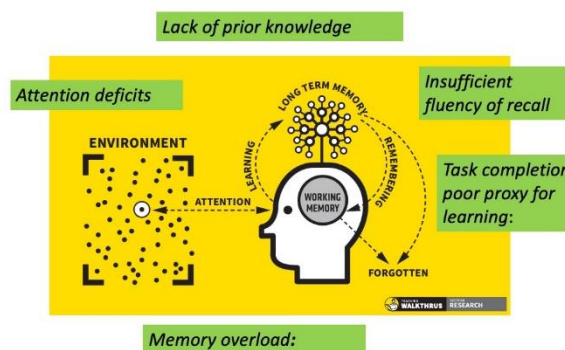
Examples of retrieval practice:

- Explaining something verbally in pairs
- Manipulating a piece of apparatus using their knowledge in order to demonstrate a phenomenon or take some measurements
- Closing their books and engaging in a dialogue from memory using the language they have learned
- Producing a timeline or essay plan exploring how a character in a novel develops as the story progresses
- Engaging in a paired elaborative interrogative question exchange, devising and exchanging questions and answers

Spacing out practice

For optimal retrieval practice, teachers should begin pupils with high-frequency repeated rehearsal and then vary the conditions, spacing it out rather than cramming the same practice (massed practice). Spacing learning of key concepts and varying the conditions of how they are practiced leads to long lasting learning. Missing out on practice means we are missing an opportunity for students to encode a concept and then to secure it from working memory into long term memory.

Working Memory and Cognitive Load Theory



Cognitive load theory has been called the single most important thing that teachers need to know. Working memory can only cope with a limited cognitive load; people can retain only a handful of isolated facts or process two or three ideas. The load placed upon working memory is crucial for learning. If students are asked to solve problems where the cognitive load is too much little is left for adding to or building schemas. Students can think about solving problems and they can think about tasks which contribute to long term memory, but if the task is too challenging for them, working memory is unlikely to be sufficient both to solve the problem and recall key ideas about the task.

The findings from this research lead to a number of implications for classroom practice:

1. Lessons should be adapted to children's background knowledge and skill

The background knowledge of pupils is key to teaching as new things are understood in the context of what is already known. Therefore, teachers should consider what information pupils already know that can help them learn the new material.

2. Explicit instruction and worked examples should be used.

When teaching new content to pupils who do not have much pre-existing knowledge, teachers should provide pupils with lots of detailed, fully guided instruction and worked examples. As the pupils' knowledge and skill increases, teachers should provide a mix of guided instruction and problem-solving practice. Independent problem solving should be increased gradually and only when pupils become more proficient. Finally, as pupils become more accomplished, teachers should reduce their guidance and allow pupils to practice their skills with

lots of problem-solving tasks. Some pupils will progress to independent problem-solving faster than others. Teachers should omit steps from a worked example or gradually give these pupils fewer worked examples. The expertise reversal effort should be considered where support which helped initially can hinder once pupils have gained expertise.

3.Excess information should be removed

Pupils do not learn effectively when their attention is directed to unessential information. This could be in the content of the instruction or in multimedia presentations. In this type of lesson, it is very common to use verbal explanations and written text at the same time. Pupils' working memories can become overloaded when they are required both to listen and to read at the same time. To avoid cognitive overload, teacher should either read the text out loud (without presenting it on the slide), or allow the pupils to read it themselves – not both. It is acceptable for the teacher to read the text out loud and present a relevant image or diagram on the PowerPoint slide at the same time.

Although providing the same information in both written and spoken forms can overload working memory, there are additional some strategies that can reduce the chance of this occurring:

- The material can be presented in small chunks. - The pupils, rather than the teacher, can direct the pacing of the presentation. Pupils can take their own time to process the information on one slide before moving onto the next, they are more likely to be able to process the information when they are able to direct the pacing of the presentation.

4. Complex information should be simplified by presenting it both orally and visually (Dual Coding)

The use of dual-coding techniques alongside relevant, up-to-date displays are key to supporting children in the acquisition of knowledge and its retention. Subject-specific vocabulary should be displayed – or accessible – to all in class. Clear consideration should be afforded to the materials prepared by the teacher for each lesson, with an understanding about how these resources will positively impact on pupils.

Pupils can process complex information more easily when it is presented in both oral and visual forms at the same time. When there are two or more sources of information that can only be understood in reference to each other, present information both orally and visually. Diagrams should be accompanied with narrated explanations, not written explanations.

5. Lessons should focus on a single academic purpose

Extraneous cognitive load is the result of the distraction caused by tasks which occupy working memory but do not contribute to the understanding of powerful knowledge and the formation of schemas. Planning from activities does not help pupils to learn, particularly when memories are tied to the context in which they are learned, consequently, lessons should focus on a single academic purpose with objectives which specify what children will know and be able to do. Concentrating on teaching the subject avoids overloading working memory with tasks that do not contribute to lasting learning.

6. Fluency should be built

To reduce the burden on students' working memory, fluency should be built using techniques such as verbal repetition, drilling for accuracy and speed (intensive practice), drilling concepts in related but different ways ($2 \times 2 = 4$ $4 = 2 \times 2$), high frequency repeated rehearsal (leading to revisiting at intervals over weeks and then months) and building up learning from smaller parts into bigger chunks.

Metacognition

Pupils should be taught specific strategies for planning, monitoring and evaluating their learning. Teachers should regularly model their own thinking by 'thinking out loud' during demonstrations as this helps pupils to recognise and use effective mental strategies by themselves (EFF Toolkit 2019).

Evaluation and Assessment

Effective assessment should be 'with' pupils rather than 'done to' pupils. Good assessment and evaluation improve the quality of teaching and learning.

Strategies include:

- Learning objectives and success criteria explained and explored with pupils.

- Staff encouraging and supporting pupils to self-assess and peer assess their work against the objective and success criteria of the lesson.
- Editing and improving lessons in English to enable pupils to fully understand and take part in the writing process.
- Questioning to check for understanding.
- Reflecting on what has been learned in lessons and revisiting teaching points and important concepts.

Effective Working with Teaching Assistants

It is the teacher's responsibility to direct additional teaching staff in lessons. During lessons, additional adults should support pupils' learning rather than classroom administration such as filing or tidying. This might mean encouraging pupils to focus during demonstrations and discussions, or quietly explaining points again (although without causing a distraction to the rest of the class). Teaching assistants should be actively supporting teaching rather than 'watching teaching'. They are best used to build children's independent learning skills to help them manage their own learning. They should be used to provide high quality one to one and small group instruction. Teaching Assistants should be clear of the specific needs of pupils and of medium term and weekly planning in order to understand the role they are to carry out. They must be given clear and explicit instructions as to the concepts, facts and information being taught and the intended learning outcomes. The start of the day when teaching assistants begin work is a good opportunity to do this. Where Teaching Assistants are working with low attaining pupils, the focus should be on retaining access to the class teacher's input, by delivering brief but intensive support and supporting the groups who need extra adaptations and scaffolding.

The Learning Environment

We strive to provide an environment which is orderly, stimulating and conducive to learning. The main purpose of displays is to scaffold the learning process and enable cognitive ease. Teachers update and change classroom displays to reflect the needs of the pupils and the curriculum studied with explanatory labels. Open ended questions may be used to prompt thinking. The current class text should be displayed and words displayed to develop pupils' vocabulary should be large enough to be read from any part of the room. Key vocabulary also forms an integral part of the curriculum and we strive to ensure that our students are exposed to these words with regularity and to a depth of understanding that aids their progress. Staff are acutely aware that our students need to improve their understanding of Tier 2 and Tier 3 vocabulary if they are going to achieve the best outcomes; therefore, vocabulary is discussed in lessons as required and displayed using a three-tier approach.

Seating

Teachers should be able to justify the decisions made about seating arrangements on educational grounds. All pupils must be able to see the front of the classroom easily and be in a position where they can comfortably write. Tables must be positioned so teachers can move around the classroom easily enough to review the work of all pupils. Teachers should consider when learning is better seated at tables and when on the carpet. Different types of learning activities require different types and levels of interaction, behaviour and attention and therefore different layouts of tables.

Adaptive Teaching

A successful curriculum relies on teachers being able to identify and teach the unifying concepts of subjects, the powerful knowledge that all children need to know to help them develop secure schemas. Our ultimate goal is to ensure that all teaching is as inclusive as possible. Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstance, reach their potential and gain the skills and knowledge they need to lead successful lives. All pupils, irrespective of need, should have full access to the full curriculum. Predetermined differentiation which is not based on formative assessment observations does not improve outcomes and often widens the attainment gap. As a school, we have moved away from differentiating lessons to using adaptive teaching. This has led to more scaffolded support and being much more responsive within lessons. Scaffolding and responsive teaching refers to modifications made when designing and teaching lessons which allow all students to be successful in learning the same content. The teacher plans work informed carefully by the knowledge of formative assessment and resources are chosen carefully to ensure that pupils are able to access the same learning. Identifying key adaptations and deploying them responsively involves pre or post lesson teaching of more challenging concepts, targeted support tailored to specific gaps in knowledge, the teaching of more

challenging concepts before or after the lesson, responding to formative assessment by carefully selecting ensures that all pupils have the chance to experience a high success rate.

Some adaptive teaching can be planned before the lesson or unit begins. Teachers should seek support and information in advance about specific barriers to learning and specific solutions to these for individual pupils, particularly for pupils with special educational needs and disabilities. As already highlighted, teachers should also draw on formative assessment data collected in a previous lesson to adapt teaching to either stretch or support pupils.

The EEF's 'Five a-day' approach highlights strategies which evidence-based research have shown have a positive impact for all pupil groups and should be used in all lessons.

'Five a-day'

Explicit Instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice

Cognitive and metacognitive strategies

Cognition is the mental process of knowing, understanding and learning. Cognitive strategies are skills like memorisation or subject-specific strategies, like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the bread and butter of effective teaching. Metacognition refers to the way in which learners monitor and direct their learning. Metacognitive strategies are strategies we use to monitor and control our own thinking, for example: checking that we have chosen the correct approach to solve a mathematical problem or deciding which cognitive strategy is the best fit for a task. In order to facilitate this in a classroom, teachers need to develop their pupils' metacognitive skills by modelling their own metacognitive processes; this will include how to plan, monitor and evaluate their learning. Teachers can also adapt teaching and learning to ensure an appropriate level of challenge to develop pupils' self-regulation, promote and develop metacognitive talk in the classroom and explicitly teach pupils how to organise and manage their independent learning. Graphic organisers are a cognitive strategy that has been extensively researched with pupils with SEND and are used to organise knowledge, concepts and ideas.

Scaffolding

Worked examples, as already highlighted in the policy, work especially well with children who have not understood; a worked example can be broken down even further, while ensuring that all pupils are working towards the same end point. Pupils benefit from explicit teaching and seeing many examples and questions. If in doubt, giving a further example will often be helpful.

Other supportive tools and resources include writing frames and partially completed examples. Aim to provide less support of this nature throughout the course of the lesson, week or term.

Flexible Groupings

Groupings can also be adapted within class to ensure that individuals' needs are supported. Grouping pupils based on their current understanding helps target support precisely. High expectations and providing other groups with support is still key. Assessments may reveal most pupils are ready for independent practice, but a few still need support. A small focus group can then be formed but it is paramount that this group is based on pupils' current needs and is changed accordingly.

Using Technology

Technology should be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. Each class classroom has an interactive whiteboard which is used to enhance teaching and learning opportunities. Coloured backgrounds and fonts are used to reduce visual stress for learners. A class visualiser to share students' work or to jointly rework an incorrect model may be used. At Seamer and Irton CP School we are accredited with Assistive Technology Transformer status and have a range of assistive technology tools to support all learners, where appropriate.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere. Successes and failures are spoken about in terms of process, not ability. Success is the result of sustained hard work.
- Set high expectations – learning behaviour, progress in learning, presentation etc.
 - Establish positive working relationships with all children in the class
 - Model learning and expected behaviour for the children
 - Treat all children fairly, with kindness, respect and encouragement

This learning culture should be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Planning

Teachers should plan for learning following the school's curriculum, as outlined in our curriculum documents and medium-term and long-term overviews. It is an expectation that teachers are responsive to their learners. One size does not fit all! Teachers share ideas and resources so there is consistency across year groups in intended outcomes.