



Horsell C of E (voluntary aided) Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

TEACHING AND LEARNING POLICY	
Date adopted:	February 2024
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Approved by:	Mrs Celia Wand (Headteacher)
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This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

“Intent”

Curriculum vision statement:

At Horsell CofE Junior School, we provide a ‘rich and inclusive education’. We believe that we all have unique, ‘God-given’ gifts that must be nurtured to their full potential in a broad and exciting curriculum.

Our learning is built around great literature*, carefully chosen to reflect the rich diversity of faiths, beliefs and backgrounds of all members of our school family. Through our knowledge-rich curriculum, we aim to bring learning to life and inspire our children to become enquirers, risk-takers, collaborators, problem solvers and compassionate guardians of God’s precious world.

What does this look like in the classroom?

1. School values (dignity, hope, justice, service, love and forgiveness) threaded through curriculum and planning choices
2. Inspiring diverse changing and enriching literature used as a stimulus for learning across the curriculum
3. The use of quality resources to invoke awe, wonder, fun and enjoyment.
4. Well-prepared, carefully considered lessons with strong subject knowledge at the forefront
5. Frequent revisiting of previous learning to ensure all children know and remember more.

The Horsell Learner is:

- A. Articulate
- B. Brave
- C. Collaborative

‘Implementation’

The key principles of teaching and learning are generic to all subjects of the curriculum. This policy therefore underpins every other curriculum policy.

Our approach to pedagogy is summarised below:

Teaching Model	Cognitive Model	Assessment Model
Rosenshine Principles of Instruction	Bloom’s Taxonomy	Assessment for Learning
See Appendix	See Appendix	Marking expectations

Our Teaching Model

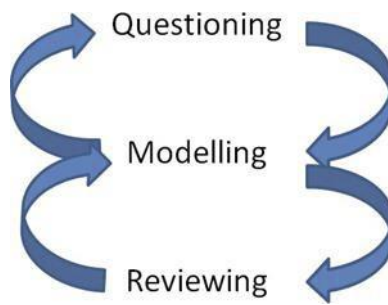
At Horsell C of E Junior School, we believe that we are all ‘made in the image of God’. We want all members of our school family to fulfil their God-given potential.

At Horsell C of E Junior school we are committed to providing consistency of education across every class in the school. We base our teaching practice on current educational research and teachers are encouraged to critically engage with all aspects of their practice. Every subject has key knowledge that children are expected to know, remember and understand and subject specific skills are taught alongside this key knowledge. Children are encouraged to make links between the knowledge and skills that they have be taught in specific subjects across the primary curriculum as a whole. High quality resources, and high expectations for all learners, underpin this approach.

Rosenshine’s Principles of Instruction form the basis of the Horsell approach to teaching and learning and provide teachers with a common language when planning, evaluating, and discussing lessons. Teachers are expected to understand these principles and employ them when teaching. These principles are not designed to be a ‘teach by number’ list, nor do they provide a straightjacket for lessons. They are a core set of features which, with regular use, help ensure ‘quality first teaching’ and learning cycles. These elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in different ways and at different times. (Rosenshine and Stevens, 1986; Creemers & Kyriakides, 2008).

All Horsell lessons demonstrate main teaching inputs/modelling/instruction with **key questions, key vocabulary** and **carefully considered tasks/activities that match the children’s needs**. Most lessons will feature plenaries, reviews or reflection points identified through knowledge organisers/quizzes. The key elements of a Horsell lesson are illustrated in the diagram overleaf:

Key Elements of a Horsell Lesson



At Horsell Junior School we know that children are motivated to learn when they know the purpose of their learning.

At Horsell C of E Junior School, children know the audience and purpose of their work by focusing on WHAT they are learning, HOW they are learning it and WHY they are learning it.

All lessons include the following:

- a learning objective (What are we learning?)
- success criteria (How we are learning this?)
- relating learning to the wider curriculum (Why are we learning this?)

Our Cognitive Model

Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. It is a hierarchical system that categorises the thinking skills of students, ranging from recalling information which is the most basic skill to evaluation, which involves judging and stating an opinion about information. Teachers at Horsell Junior School are expected to use Bloom's Taxonomy when questioning pupils and setting tasks so that all children are sufficiently challenged.

Questioning Techniques

Questioning is one of the most important aspects of teaching and teachers at Horsell Junior deploy a variety of questioning techniques. Questions should range from knowledge recall to encouraging higher order thinking, and teachers use Blooms taxonomy when formulating question stems. Questioning is always conducted in an atmosphere of mutual respect.

Our Values (golden thread)

Our Christian values of dignity hope, justice, love, forgiveness and service underpin all that we do and expect in our school community. At Horsell Junior school we recognise that learning about life's bigger questions - giving children the opportunity to experience awe, wonder, delight and joy - is vital if our children are to, 'experience life in all its fullness'. There are many opportunities to unpack these values in our curriculum subjects, beyond RE, PSHE, and daily Collective Worship.

Homework

At Horsell C of E Junior school we believe that homework is most effective when deployed to consolidate and practise learning and skills taught in the classroom. New learning is best introduced in the classroom, with the teacher, so that children are not overly-reliant on parental support to complete tasks set.

Our weekly homework provision consists of a written activity, reading activity, maths, spellings and daily reading. Lower school (years 3&4) will be expected to read every night for at least 10 minutes. Upper school (years 5&6) are expected to read every night for at least 20 minutes. Reading records (HSO) should be kept up to date and signed by parents and monitored by class teachers. Where children are not completing homework, teachers will contact parents to discuss the school's expectations. Children not completing homework will be asked to catch up. Homework is given out on a Monday and is to be completed by the following Monday. Homework is not set during the school holidays.

Our approach to homework follows our equality policy. Homework should always be accessible for all children and where a child does not have computer/internet access, a paper based alternative will be provided. Where a child may struggle to access the learning, the parents should discuss this with the class teacher. It is then the teacher's responsibility to consider a more appropriate homework offer for the child.

‘Impact’

Teachers continually assess pupil progress through questioning and assessment for learning during lessons and adapt their teaching accordingly. Mini quizzing, and daily, weekly and monthly reviews are also used by teachers to inform their teaching and plan the pupils’ next steps.

The longer-term impact of teaching on the children’s learning is measured through subject leadership, annual parent surveys, pupil conferencing, work scrutiny, internal and external moderation meetings, termly data analysis and pupil progress meetings. The Governing Body examines the performance of pupil groups and monitors the delivery of the school’s curriculum. The school also benchmarks its performance against other schools.

The Governing Body, Headteacher and Deputy Headteacher and Inclusion AHT have a responsibility to ensure this Teaching and Learning policy is evident in practice. Descriptions of effective teaching and learning in this policy are used in the monitoring process through a range of activities such as drop-ins, formal lesson observations, year group review mornings, work scrutiny, planning scrutiny, analysing assessments through pupil progress meetings, quality assurance within year groups, talking with children, parents and staff, and looking at the impact of feedback/marking.

Appendix A

Rosenshine's Principles of Instruction

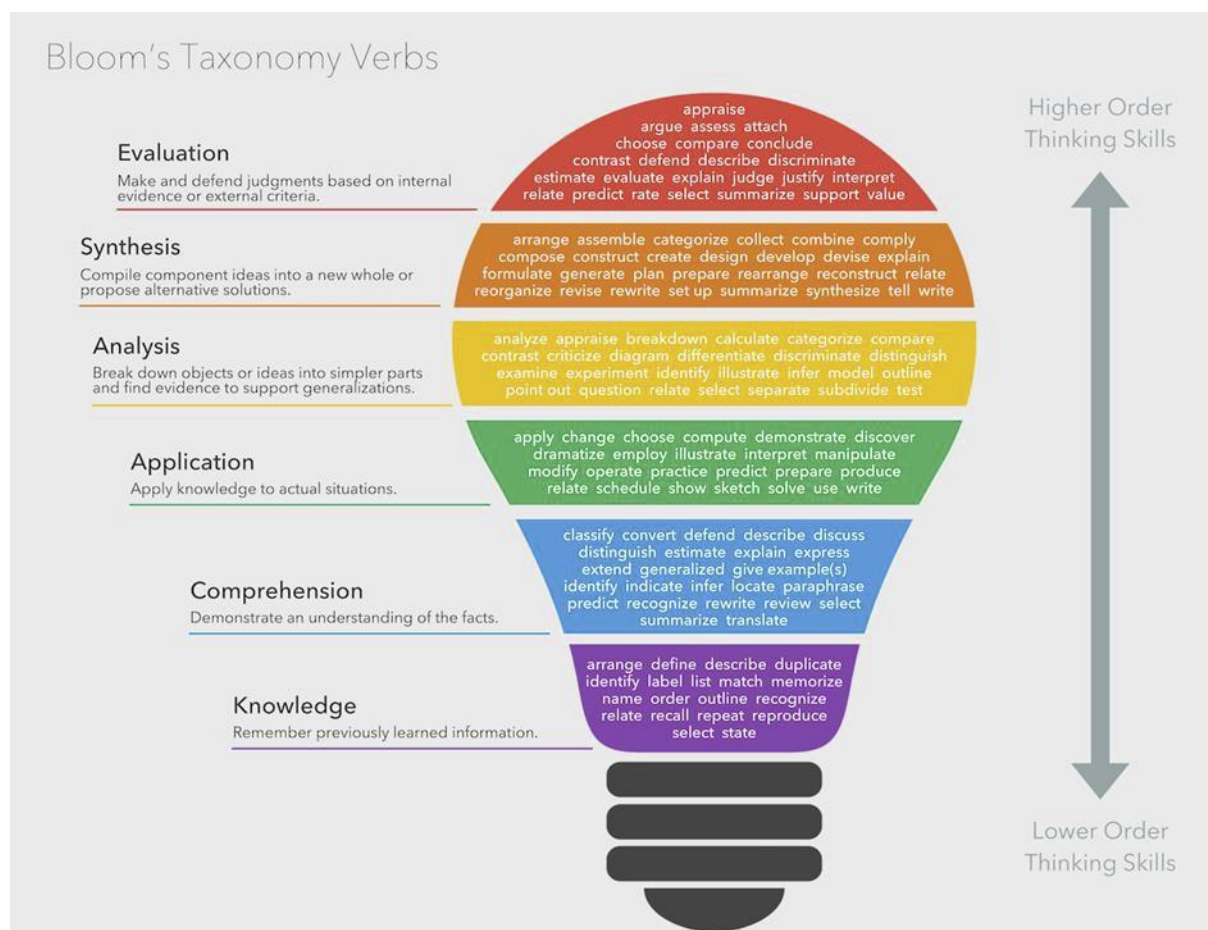
The Rosenshine Principles	What does it look like in the classroom?
Daily review	Learners 'look back' at the start of a lesson to put learning in context.
Present new material using small steps	Learners acquire new learning in small steps, carefully explained by the teacher
Ask questions	Teachers questioning is open and frequent, using Bloom's Taxonomy as a framework, and deploying a wide variety of questioning techniques*
Provide models	Pupils should have a model and visuals in every lesson
Guide student practice	Lessons follow the 'I do - We do - You do' approach. Success criteria are used.
Check for student understanding	The teacher /Teaching assistant frequently assesses pupils' understanding. (assessment for learning)
Obtain a high success rate	Teachers correct misunderstandings as quickly as possible and pitch the lessons correctly
Provide scaffolds for difficult tasks	Scaffolds are used and withdrawn when no longer needed. Careful consideration is given to those children with additional needs so that they can access the learning independently.
Independent practice	Pupils are given sufficient time to practise and embed key knowledge and skills.
Weekly and monthly review	Low stakes quizzes are used to embed knowledge and identify gaps. Knowledge organisers, which are also shared with parents, are used frequently so that children are clear on the key knowledge and skills that they need to learn for each subject. Quizzes should take place at weekly and monthly intervals for each subject, to ensure knowledge is embedded in pupils' long-term memory.

*See Appendix C

Appendix B

Bloom's Taxonomy

Teachers use the vocabulary set out in the table below to ensure that there is a culture of high expectations in all lessons and learning tasks.



Appendix C

Questioning

Children sit with a talking partner and these are changed every week. Where this is not possible this is in agreement with the Inclusion AHT. Children are encouraged to talk to their partner when open questioning is being deployed and children are given the opportunity to formulate their answers before a random pair (selected by a lolly stick) is selected to answer. Children should be explicitly taught how to work with their talking partner at the start of every new school year and teachers should continually model their expectations so that all children, and not only the most articulate, engage with talk partner work. Talk partners should not be used when the teacher is asking closed questions.

Questioning Techniques:

Taken from 'The Learning Rainforest' Tom Sherrington	
<u>Cold Calling</u> Principle: All students should be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked.	No hands up. Teacher asks questions and then selects children to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This should be the default mode for most questions.
<u>No Opt-Out:</u> (Based on Lemov, TLAC) Principle: Students should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, students should not be allowed to opt out by saying 'I don't know'.	If a child or several children get an answer completely or partially wrong or they say they don't know, the teacher moves to other children or provides the correct answer. But the teacher then goes back to all those pupils who made errors or couldn't answer giving them a chance to now say the right answer. This gives children an opportunity for practice but if done routinely, it also means that children soon learn there is no value in offering 'I don't know' as a defence.
<u>Probing:</u> Principle: In order to explore a child's schema in any depth, teachers must ask them several questions; asking several children one question each provides shallow responses compared to	In any given exchange, teachers are asking each child 3,4,5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

<p><u>Say it again, better:</u></p> <p>Principle: It is normal for first responses to be half-formed as children think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It is important not to inhibit students when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.</p>	<p>When children offer a short, half-formed or partially incorrect answers, the teacher says, 'thanks, that's great. now say it again better. Try again but make sure you add in X and link it to idea Y' giving the children an immediate opportunity to give an improved response.</p>
<p><u>Whole-Class Response:</u></p> <p>Principle: This provides quick feedback to the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions.</p>	<p>Using whiteboards, the teacher sets the question, gives some response time and then, on cue .3,2,1 Show Me. Children all show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. The teacher then engages with the responses. and adjusts teaching accordingly, consolidating, re-explaining or moving on as appropriate.</p>
<p><u>Checking for Understanding:</u></p> <p>Principle: Teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed or learned, by any individual. It's necessary to check for understanding from students to determine whether they understood what you meant. Do they now have the level of understanding you are aiming at?</p>	<p>After any question exchange with a particular child, the teacher asks a number of other children to relay back what they have understood. 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, in so doing, giving the teacher feedback about how successful the teaching has been. It is especially powerful to ask multiple children, often yielding various different responses which throw up subtle points for further teaching.</p>