Teaching and Learning Policy

To be reviewed annually

Chair of Governors, Jane Jones

Signed

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 5 – Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up so that they can enjoy their rights properly.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Our Aims

In a world that is rapidly changing we aim to:

- Make learning fun and inspiring, developing a thirst for knowledge and an enquiring mind
- Foster positive self-esteem by valuing all achievements
- Nurture the whole child, developing their emotional, social and spiritual awareness
- Provide an inclusive environment where everyone is encouraged to fulfil their potential in order to be the best that they can be
- Help children to become responsible and caring citizens
- Lead healthy lives in a happy and safe environment
- Encourage pro-social behaviour and mutual respect for others and the environment
- Work in partnership with parents, carers and the wide community

Introduction

This document lays out the strategies and principles for teaching and learning at East Preston Infant School. It was developed using current research alongside discussion with teachers and senior leaders.

Key terminology linked to our curriculum

Teaching: the **planned provision for the overall development of the child,** using an appropriate range of techniques, strategies, context and environments. It is a process that involves **challenge and high expectations** and is based on a **knowledge and understanding of children's needs and abilities.**

Learning: the **acquisition and application of knowledge, skills, attitudes, understanding and values** that results in an **alteration in the long-term memory.** If nothing has altered in the long-term memory, nothing has been learned.

Progress: knowing more, remembering more, being able to do more. Linked to our progression of knowledge and skills.

Automaticity: the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. **Building fluency** in concepts, knowledge and skills that children must master, e.g. number bonds, phonics, spellings, countries of the UK, the meaning of key vocabulary, how to throw and catch etc

Cultural Capital: the extent to which schools are equipping pupils with **the knowledge and cultural capital they need to succeed in life.** The **essential knowledge and language/vocabulary** that pupils need to be educated citizens, through a rich and broad curriculum where they experience a wide variety of opportunities within the curriculum – clubs, events, opportunities, trips, visitors. **Having a rich and wide vocabulary to succeed in life is an important part of this.**

The 3 I's

Intent: our **curriculum vision.**

Implementation: how we teach our curriculum. How it is set up and the approaches that we use.

Impact: what **knowledge and skills the children have learned** as a result across all subjects.

Our children's perspectives on Teaching and Learning

The views of the children in this school are taken into account:

What helps you to learn?	*What stops you learning?*
Listening well	Someone distracting you
Trying your best	If other people make too much noise
Practising at home	Not listening
Walking quietly around the school	Not doing what your teacher says
Being nice to each other	Talking to each other
Remembering what we should be doing	Facing the wrong way
Doing what the teacher says	Other people talking
A quiet classroom	Disturbing people who are working
If you are stuck, asking for help	Not taking care of things
Sitting next to a sensible person helps you make good choices	Interrupting a grown-up who is with a group
Being focused & Concentrating	When people try to copy work
A tidy classroom	Still talking after playtime
Signs and notices to help	Watching television too late
Going to bed early gives you energy	Not bringing equipment/book bag
The 'Learning Crew'	Fiddling, Touching
Using an editing pen/Golden highlighter/ 'Tricky Witch' gold pen	Making faces
Having my book bag each day	Going to the toilet a lot
Checking on the class charter	Not telling the truth
Looking on the board if you're stuck	

Behaviour and Relationships

It is essential that teachers create an environment in which all children feel they belong, feel safe and have trust in the adults; an environment that allows them to thrive as individuals and as learners. This requires establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries. The priority for all staff must be to establish positive relationships and behaviour in order for high quality teaching and learning to take place.

- **Positive Relationships:** There are multiple reasons for staff to establish positive relationships with children. Most importantly, relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong and have trust in the adults. Positive relationships also underpin creating conditions where children and teachers can focus on learning, free from distractions or emotional threats.

- **Establish Expectations:** The phrase 'you establish what you establish' means that if you tolerate mediocre work, off task talking etc, you have established that this is the norm and this is what you will get. On the other hand, if you establish that you will not tolerate these things and will take actions to address them, children will learn to function within those higher expectations. Whatever you establish becomes the norm.

- **Signal, Pause, Insist ('Show me 10'):** Too often staff over-rely on their voices to talk over the noise of a chatting class in order to gain attention. This can be difficult and hard to sustain; it can also counter the ideal of creating a calm learning environment. Consistency in using the agreed signal (show me 10) and insisting on the response is key to embedding the routine.

- **Positive Framing:** This is a technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that can be interpreted as personal criticism, teachers frame corrective directions through a positive frame. Affirm positive responses first – "Well done to this table, you are listening and ready to learn". Frame correction as positive reinforcement – "I'd like to see everyone looking this way and listening thank you."

- **Rehearse Routines:** Routines are the bedrock of a positive behaviour management approach. If everyone knows what to do, where to go, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss.

- **Choices and Consequences:** The adults must ensure that they use the agreed 'Therapeutic Behaviour' policy effectively to secure excellent behaviour. This places the emphasis on children being supported in making the right choices in full knowledge of the consequences of the choices they make.

Principles of Instruction

Cognitive Load Theory

At East Preston Infant School children make good progress by knowing more and remembering more. Teachers design strategies to maximise learning so that children can handle and retain new information. Learning will stop or be slowed if the working memory is overloaded.

- Teachers tailor lessons matched to their existing knowledge or skill.
- Worked examples are given when new content or skills is being taught
- Teachers ensure that inessential information that is not directly relevant does not hinder learning
- Teachers present information both orally and visually

Rosenshine's Principles of instruction

Quality first teaching
- Teachers start the lesson with a **review of recent learning** to embed previous learning to the long-term memory.
- Teachers limit how much new material children receive at one time - present **new information in small steps**
- Teachers use **questioning** as an effective form of assessment and use a variety of techniques to understand children's thinking and deepen their understanding.

- Teachers provide **worked examples** and share their thinking aloud in order to help children learn specific steps.
- **Modelling** and **scaffolding** are used to give children descriptions, images and methods they can return to.
- Teachers provide practise for all children, get them ready for **independent practise and** guide and monitor this practise.

Barak Rosenshine's
PRINCIPLES OF INSTRUCTION

A thematic interpretation for teachers by **Tom Sherrington**
@teacherhead

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○ REVIEWING MATERIAL ○

❶ Daily review

❿ Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

○ QUESTIONING ○

❸ Ask questions

❻ Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

○ SEQUENCING CONCEPTS & MODELLING ○

❷ Present new material using small steps

❹ Provide models

❽ Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

○ STAGES OF PRACTICE ○

❺ Guide student practice

❼ Obtain a high success rate

❾ Independent practice

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

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Worked Examples and Non–examples

Examples and non-examples are used to teach children a concept; they are visual and allow children to not over generalise about a concept.

When showing an example, visuals will be given to show a range of representations including differing colour or size.

Examples:
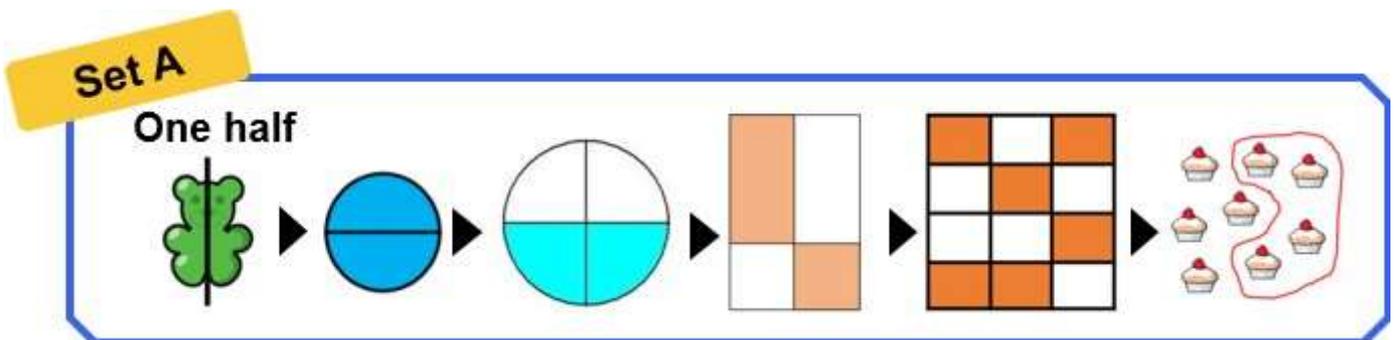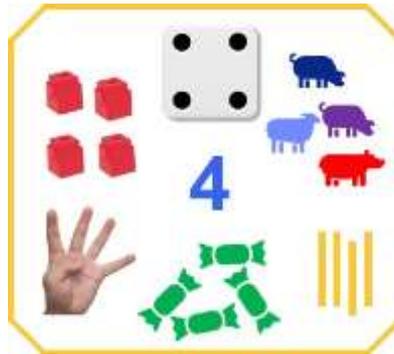
Non-examples:

Children can learn what a concept is by learning what it is not. It supports children not to overly generalise. Good non-examples include only one difference and use consistent language. The example and non-example only have one quality that is different and that quality is very close
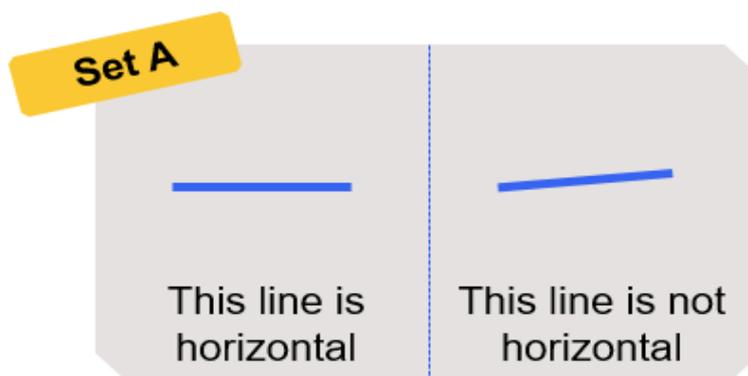
Worked examples and partially worked examples

Backward fading:

Backward fading is used to ensure children's working memory is not overloaded. It leads to a break down of learning through guided practise to independent practise.


Figure 8.5. A Conceptual Model of Backwards Faded Completion Examples.
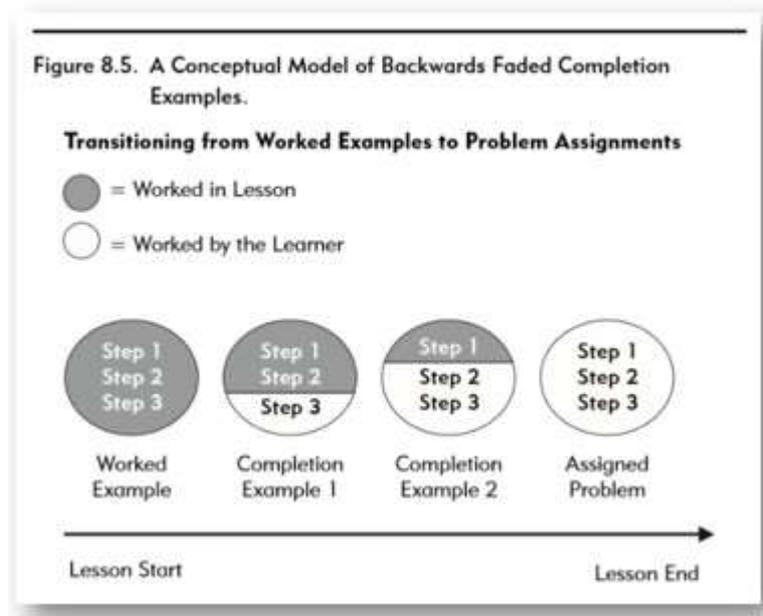
Worked examples: Maths
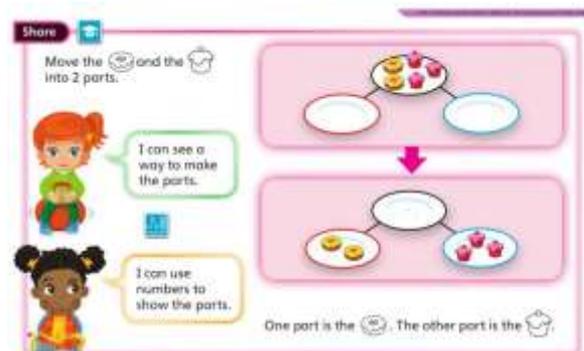
Partially worked examples: Maths

How many holes in my 10 frame are full? How many groups are there? There are six blue counters and four red counters. If I count them I will have 10 altogether. I know that 6 + 4 = 10.
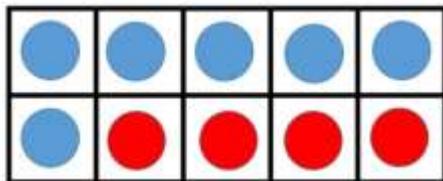
6+4=10

What other ways can we make 10? Can you spot another number bond to 10?
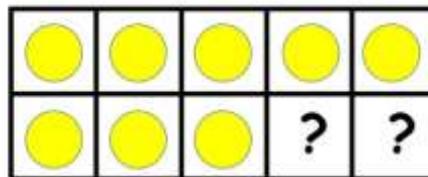
8 + ▮ = 10

Independent practice: Maths
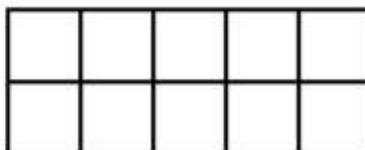
Can you find another number bond to 10 with your manipulatives?

Worked Examples: English

The teacher will write a simple sentence and will 'think aloud' to identify the components needed to write a sentence, modelling the use of finger spaces, capital letters, full stops and using sound buttons (dots/lines under the graphemes).

Jack sells the big cow.

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Partially worked examples: English

The partially worked example includes a picture of the second part of the text for the children. It uses fading to scaffold children with part of the sentence included. It allows children to complete the sentence using their sounds and digraph knowledge, whilst seeing the sentence structure.
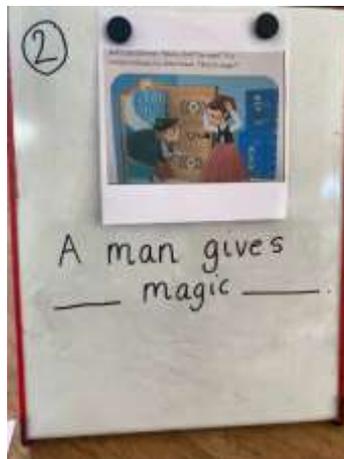
Independent practice: English

Children will independently write a sentence using their sound mats.

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Questioning to Identify Misconceptions

Hinge questions are used as a form of formative assessment at any point in the lesson to inform responsive teaching and next steps for pupil learning. Responses to hinge questions should be gathered in less than 2 minutes; allow responses from the whole class; make thinking visible and make misconceptions clear; and include plausible distractors in order to make the thinking clear.

Which sentence shows alliteration?

A. The gentle giant jumped in jubilation.
B. The wind screamed through the trees.
C. The circus was a magnet for the children.
D. He could float like a butterfly, sting like a bee.
E. We're wide-eyed and wondering while we wait for others.

Which of the following are living things?

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Visual Representations to Match Explanations
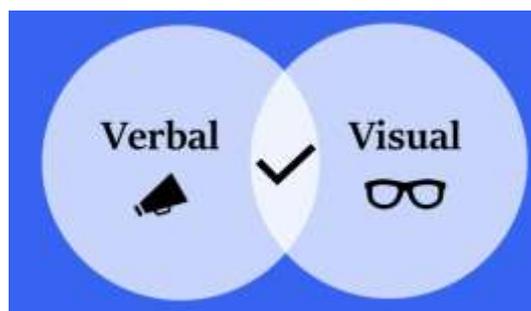
Limited use of working and visuals are used on PowerPoint/Interactive Whiteboard presentations in order to limit cognitive overload. Some examples of visual representations to match explanations include:
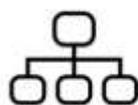

Graphic Organisers   Diagrams   Drawings

Graphic organisers:

Diagrams:

Drawings:

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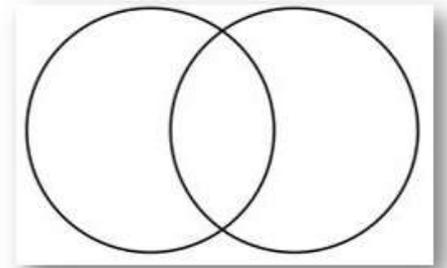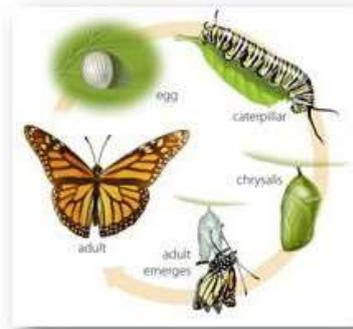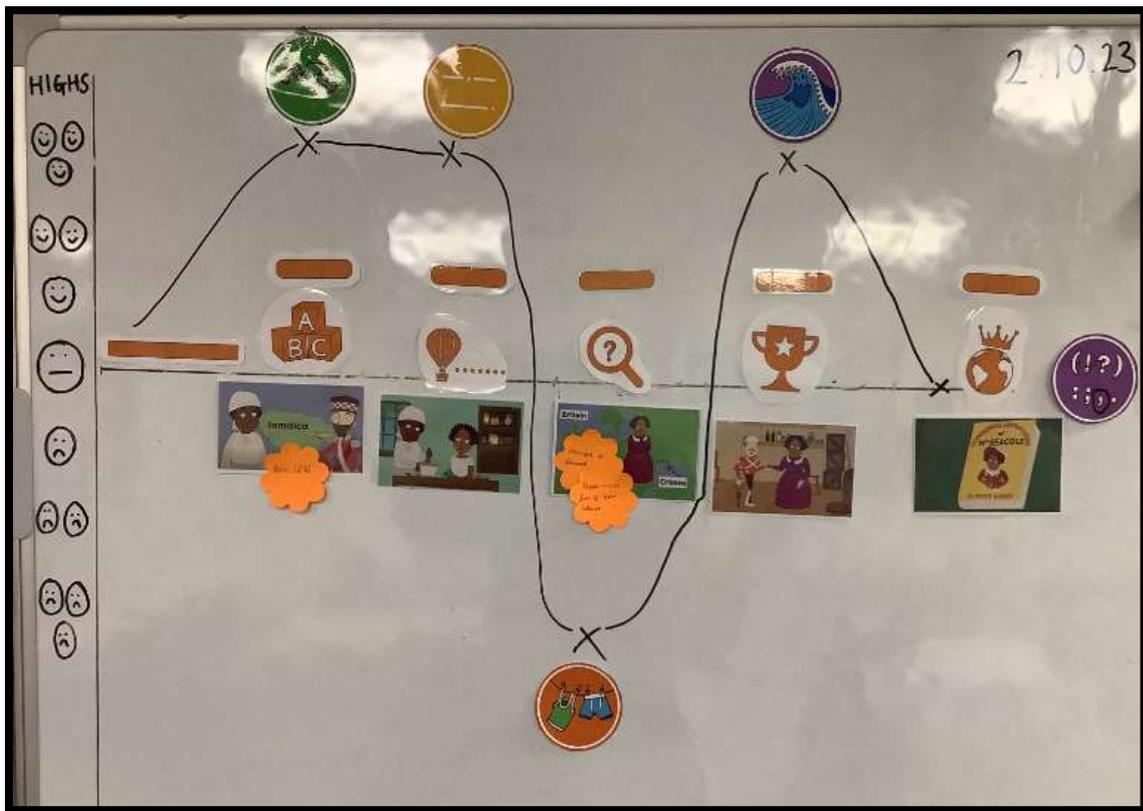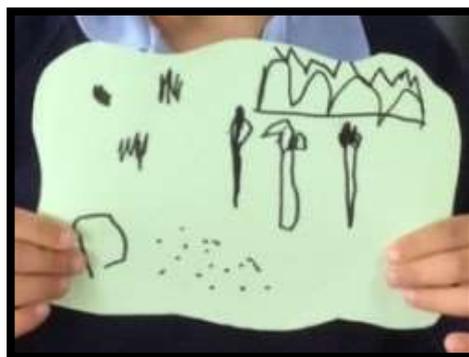
Review and Retrieval

Retrieval practise refers to the act of recalling information from memory (with no or little support). It cements learning into the long-term memory, which should enable that information to become easier to retrieve in the future. Retrieval practise is used regularly throughout the day using some of the strategies below:

Knowledge Harvests:

Ranking/Ordering:

Interactions to develop language skills

The number one rule when attempting to engage in conversation with children is
OWL:

Observe   **W**ait   **L**isten

The ShREC approach outlines a set of specific evidence-informed strategies that can be embedded into every day practice. We use this approach in our interactions when children are learning through play.

Share attention: Be at the child's level and pay attention to what the child is focused on.

Respond: Ensure that responses follow the child's lead. You could make a brief comment on what they can see, hear or feel. The key here is 'brief comment'. This interaction must not be overbearing.

Expand: In order to expand the child's vocabulary and knowledge you should repeat what the child says and build upon it by adding more words to turn it into a sentence.

You're rolling it with your hands to make a ball.

Yours is quite a small ball.

You could add some more dough and make it bigger.

Conversation: Pay close attention to what the child is interested in by observing and listening first to any discussions. From here you can confirm whether you've understood this correctly by asking the child to clarify what they said or by repeating what you think they said back to them. This will lead to you being able to have extended back and forth interactions ensuring you give children time to listen, process and reply.

Open questions

The 'Five-a-day' principle

Supporting every pupil to succeed academically is a significant challenge for teachers and support staff. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that:

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 — Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Scaffolding — When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

Flexible grouping — Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

Using technology — Technology can 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. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Scaffolding

Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (Early Careers Framework Standard 5- Adaptive teaching).

At East Preston Infant School, we provide adaptive teaching through the use of scaffolding, which is one of the 'Five-a-day' Principle. This principle can support teachers to consider when and how scaffolds might be implemented for everyone, becoming a fundamental part of high-quality teaching, rather than an add-on.

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream Schools Evidence Review, EEF, 2020 eef.li/D4821h

The 'Five-a-day' principle—Scaffolding

Quality First Teaching Strategies (Wave 1)

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." (SEND Code of Practice)

High quality teaching for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support cannot compensate for a lack of good quality teaching. All pupils will benefit from access to the following specifies to key areas of pupils learning:

Communication and Interaction	* 'Show Me 3!' – whole body listening strategies * Visual timetables or instructions using Widgit symbols * Clear instructions/information given by the teachers (**not** multi-step) * Speaking frames/language structures on the board/Chat mats * Oracy activities, especially before writing * Calm environments * Clear and simple 'Success Criteria' * Support and development as a priority in the EYs - teaching good communication skills from the start of Reception * Structured routines * Purposeful use of adults who have a clearly defined role in the lesson
Cognition and Learning	* See 'Five-A-Day' Scaffolding above. * Sneaky Peeks/Pre-learning
Social, Mental and Emotional Health	* EPIS has a consistent behaviour code throughout the school * Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection - telling them what to do rather than what not to) * Peer support and carefully considered seating plans * Consistent phrases/terms embedded throughout the school (cognitive overload) * Giving positions of responsibility (special person) to promote positive self-esteem. * We build positive relationships with the children and families * Assemblies are themed to reinforce our 'rules' and positive behaviours * Circle time and PSHE/RSE is delivered as part of the curriculum * Social Stories
Sensory and/or physical needs	* Multi-sensory teaching techniques * Classrooms and school are accessible to all pupils * Sensory resources / sensory breaks to support learners * Talk partners * Using the OAIP document * Smartboards/ICT in every lesson to enhance learning opportunities * Feelings Hubs in every classroom

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SEND Friendly Classroom

SEND Friendly Classroom Key Characteristics

- High expectations are made explicit for all pupils
- The classroom environment and resources provided support pupils to learn independently.
- Lessons are well planned with clear, focused learning objectives and success criteria.
- WALT and WILF shared with children – personalized/visual/minimalistic
- Reasonable adjustments and special educational provision are planned effectively.
- A range of effective teaching strategies and approaches to engage and support individual needs are in place.
- The pitch and pace are appropriate to the learning needs of the pupils, ensuring effective challenge.
- The teacher and other adults' model and explain effectively.
- The teacher and other adults use high level questioning to support and challenge pupils.
- There are high levels of engagement and interaction for all pupils.
- Opportunities are provided for learning through individual and group discussion.
- Opportunities are provided for pupils to work independently and collaboratively.
- Effective feedback is used to move pupils on in their learning.
- Encouragement and praise are used effectively to engage and motivate pupils.
- Pupils are able to confidently and accurately engage in self and peer assessment to identify next steps for learning.
- Additional adults are deployed effectively to support pupil progress.

Classroom environment must haves:

- ✓ Visual Timetables using (*Widgit)* visual cards displayed clearly and updated throughout the day.
- ✓ Carpet manner visuals 'good looking', 'good listening', 'good sitting' are at the front of the classroom and can be used as non-verbal reminders.
- ✓ Resources available at hand to support pupils e.g. sound mats, number lines, task boards etc…

Developing Children's independence
TLA Interaction Framework

1. Self Scaffold
- Aim for independent learner
- Use a prompt sheet if necessary
- Physically withdraw or keep busy
- Before asking for help children should: read instructions, use a resource in class/working wall, review previous work in books, talk to a peer, talk to the teacher

2. Prompting
- Say nothing!
- Wait time
- Gesture
- State the problem... 'So you are not sure about...'
- Verbal prompt – give no information to pupil

3. Clueing
- Give a hint – task specific
- But not too quickly!
- Small clue + small clue + small clue
- Form as a question

4. Modelling
- If skill or strategy is completely new **OR** if prompts and clues are unsuccessful
- Provide a commentary/script with key steps
- 1st person
- Not too many steps

5. Correcting
- Avoid!
- But language corrections may be needed for some

More help from TA

Self-scaffolding

Prompting

Clueing

Modelling

Correcting

Greater pupil independence
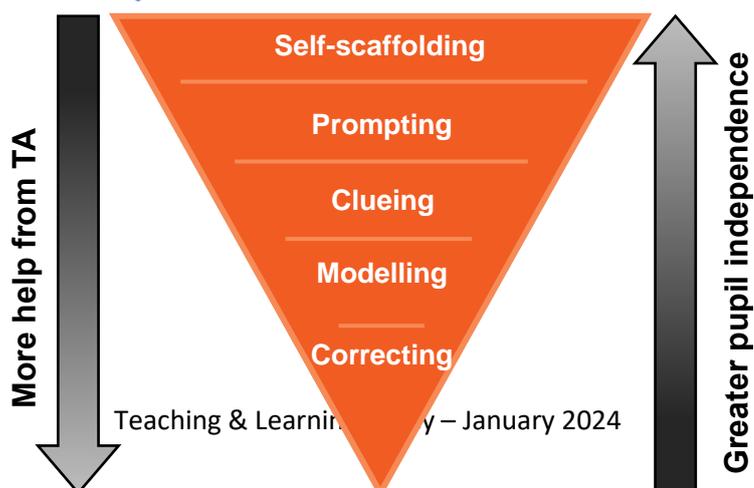
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Prompting examples:
I'm not sure – can you remember what the teacher said?
How can you find out about ...?
What do you notice about ...?
What do you already know that could help you ...?
What happened when you got stuck before?
How can you use what you learned last week to help you here?
What can you use to help you with this?
Who else could help you?
What would help you avoid distractions?
What could you teach me about ...?

Every Second Counts

Transition times – playtime, lunchtime, end of day etc

Children should line up for the shortest amount of time possible. They should not passively wait for their peers to wash hands, line up etc, as this is valuable learning time and is a great opportunity for quick recall activities, for example:

> ➢ Maths games e.g. I'm thinking of a number; What comes next in this sequence? If 10 is the answer, what is the question? etc
> ➢ Phonics/CEW – Tell me 5 words that have the 'oy' sound; Spot my mistake etc
> ➢ Vocabulary games e.g. What's the opposite of? What's another way to say? Think of three words to describe a ?
> ➢ Songs to learn number bonds/alphabet; flashcards for common exception words (CEW) or phonics
> ➢ Brain dump – tell me everything you know about ?
> ➢ Create a communal story – give an opening sentence and each child adds a sentence.
> ➢ Mini circle games – Big ideas / conundrums

Additional Adult Support

Teaching and Learning Assistant (TLA) roles in class

Good practice:	Teacher is teaching whole class	Teacher is working with a group
➢ Give the least amount of help first ➢ Ask pupils to attempt parts of tasks independently before intervening ➢ Allow sufficient 'wait' time ➢ Observe, giving pupils time to process and think ➢ Prompt pupils into self-scaffolding ➢ Word 'clues' as questions ➢ Ask pupils to teach you ➢ Praise ➢ Discuss plans with teacher ➢ Read up ahead of time if necessary ➢ Ask for the 'big picture – level of English, SEND, family difficulties	Split input Make assessment notes Jotting questions / vocabulary on plans for group work Focussed observation Recording responses Managing behaviour Prompting individuals/small groups Taking notes/completing task sheets Mind mapping Scribing on the board Demonstrating how equipment works Distributing resources Class based admin (prep etc)	Minimise any interruptions to teacher Supporting/promoting prosocial behaviour Lead the session Supervise peer/self-marking Initiate a follow up task/game Deal with lost equipment / simple problems
	TLA is working with a group	**TLA is working with an individual**
	Target questions to specific children Discuss vocabulary Ask further questions to deepen answers Make assessment notes for teacher Relate learning task to main input Reinforce concepts Reword as necessary Refer to success criteria Model processes/strategies Challenge through questioning Extend learning NOT task completion Maintain pace Mark work with relevant feedback – sometimes verbal	Keep session brief and focussed Ask further questions for depth Make assessment notes for teacher Relate learning task to main input Summarise reading Reword questions and information Mark work with relevant feedback Pre-learning e.g. finding out what a pupil already understands, giving them time to refresh their memory, reading and discussing a text before it is used