



Holbrook Primary School

Teaching and Learning Policy

Revised October 2019

Our journey to success, working together to be the BEST

Believe in yourself,

Show Enthusiasm and Engagement and love your learning

Stick at it, show your resilience and determination

Know your Targets, set your aspirations high and go for it!

The process of developing our teaching and learning policy:

At Holbrook we believe this policy to be at the heart of all that we do. As such, it has been written, reviewed and developed with all staff and stakeholders. The focus has been on ensuring that the teaching and learning at Holbrook really meets the needs of the learners at our school and the community that we serve.

The staff, governors and parents have a shared vision for all children to achieve the BEST.

We asked ourselves three key questions to help us to review and further shape our policy.

1. What characteristics and qualities do we want our pupils to have as learners when they move on to their next phase in Education?

Well-balanced with moral purpose, curious, inquisitive learners, resilient, confident to think for themselves, to take risks and make mistakes, reflective, able to articulate themselves, able to work well with others or independently, take responsibility for their own learning, well-read and have a love of reading and knowledge, able to adapt to different situations and changes around them, ambitious and determined, believe they can be the BEST.

2. What do you feel the barriers to learning are?

Lack of wider experiences beyond the local community, slow acquisition of high-level language and vocabulary, not always aspirational for their futures, sometimes reliant rather than independent, finding it challenging to remember learning overtime, transience.

3. What is the VISION for teaching and learning at Holbrook?

Our key purpose is to take our typical Holbrook pupil with low levels of language and to provide them with opportunities and experiences so as to raise standards for them. The focus must be on the whole child through teaching and learning. The expectation is that all children, from all starting points are provided with the learning experiences that they need to enable them to have a clear moral purpose and set their aspirations high. This then supports them in achieving their BEST, able to make excellent progress while equipping them with the knowledge and skills they need to be successful Citizens in today's society. We believe that all children are entitled to consistently good teaching, day in and day out, giving them a love of learning and the power to plan for their own future.

To achieve our vision, our INTENT is:

- To inspire children to want to learn by choosing exciting contexts for learning, both real and imaginary
- To provide opportunities for children to broaden their experiences, be hands-on, be creative and explore their environment
- To support the development of oracy by scaffolding talk and developing vocabulary
- To make learning memorable, value the importance of overlearning and help them to recall and apply their learning
- To provide rich, meaningful reading experiences, encouraging children and families to find pleasure in reading and discover new knowledge and curiosity for the world around them through this
- To encourage children to be active in their learning, to ask questions, to make mistakes, to work together and to challenge their thinking
- To model the process of learning and help children to reflect on their learning skills.

As teachers we will:

- Be empowered to reflect on our own teaching pedagogy, take risks, be innovative and engage in professional conversations about learning with colleagues
- To be the experts ourselves, utilising our strengths as a team
- Know the starting points of all children, emotionally, socially and academically, identifying the gaps to skilfully create learning journeys that are personal to them and lead to success.
- Give children regular, purposeful feedback that guides them in their learning

To establish a culture for learning - both for children and teachers – where all want to be the BEST

To ensure the effective **implementation of our teaching and learning policy we believe in the importance of a whole school approach to teaching and learning. This will:**

- Ensure **consistency**
- Make our **high expectations** clear
- Support teachers and learners to be **effective**
- Provide a **shared language** for discussing, monitoring and reflecting on teaching and learning
- Provide a **framework** for teachers to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared within school and within our network of schools.

Whilst we expect consistency of provision and outcomes for children, we do not intend for all teachers to teach in the same way and value teachers' varied styles

Quality First Teaching

In line with Curriculum 2014, the vast majority of children should be working within the age appropriate curriculum for their year group with the exception of a minority of pupils identified through target setting or pupil progress meetings, often and with personalised SEND support plans.

The aim is to accelerate the progress of the lower attainers by reducing differentiation around the learning objective by providing scaffolding/supporting through resourcing/pre-teaching and providing additional consolidation opportunities for these pupils to make rapid progress. It is important to have a good understanding of pupils' gaps and ensure that the provision is carefully planned to close these quickly.

The additional intervention therefore will be, in the main, based on AFL and take place as soon as possible after the learning in readiness for the next part. This may be aimed at giving the children the opportunity to 'overlearn'.

Interventions/additional provision should be specific and identified based on need. They should be aimed at enabling children to access the planned lessons, plug their gaps or revisit previous learning.

Provision for SEND pupils should be outlined on SEND support plans.

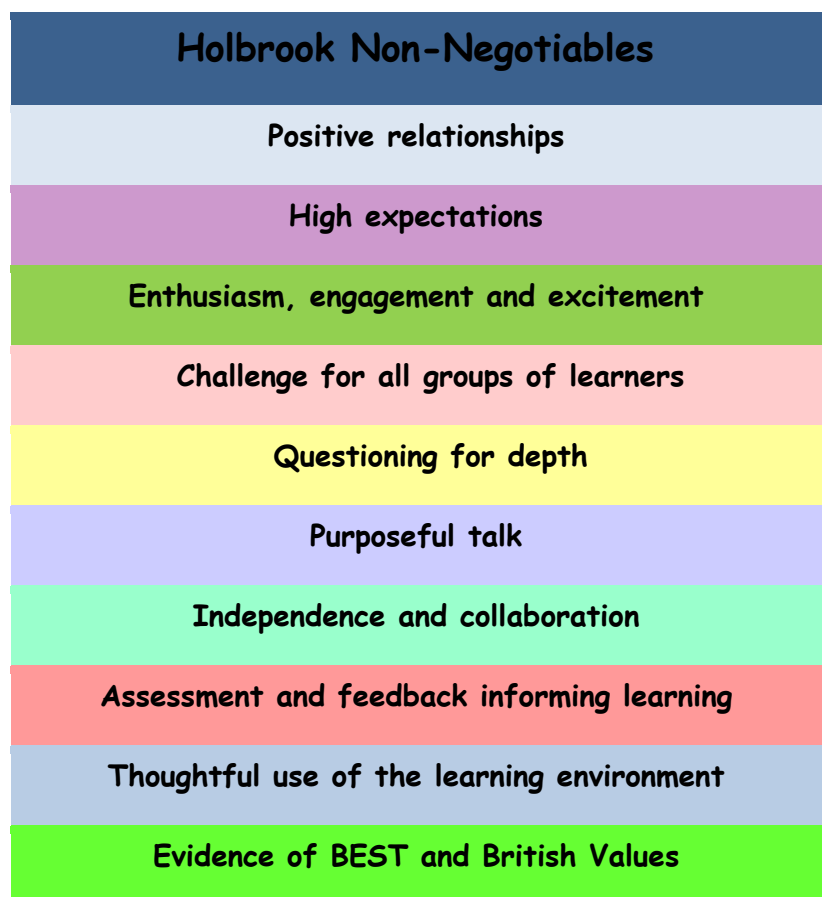
Newly arrived pupils should be provided with a curriculum that meets their needs, allowing for immersion and the opportunity to gain quickly, a wealth of knowledge and language, We believe in a fully inclusive experience and this will enable them to achieve age standard overtime.

So, what does good teaching and learning look like?

Through research and practice, there is no one pathway for delivering effective teaching and learning, nor one preferred teaching style, For the children of Holbrook, we have to consider their individual starting points and barriers to learning, especially the high proportion of learners with English as an additional language.

Every child is different and therefore different teaching styles suit different individual learning needs. Therefore we believe at Holbrook, to offer a range of strategies to support all in being engaged and being part of the enthusiasm for their learning

Therefore, we have worked together to develop our Holbrook non-negotiables which we believe allow and excite all to access learning We would expect to see these inter-related non-negotiables in all lessons.



Positive relationships

In the classroom it is expected that teachers, staff and children work together to ensure that:

There is a learning culture where in all lessons **children:**

- Feel safe;
- Are confident to take risks;
- Respect and listen to each other;
- Have a can-do attitude and want to learn;
- Learn from their mistakes;
- Celebrate achievement;
- Learn from adults modelling what is expected;
- Consider others eg. by ensuring that their noise level is appropriate to the task

Teachers:

- Are positive and enthusiastic about teaching and learning
- Know the children in their class well
- Are knowledgeable of what the children's next steps in learning are
- Skilfully plan lessons to meet the learning needs and interests of the children
- Work in collaboration with their TA and wider teams
- Offer purposeful praise linked to learning

Teaching Assistants

Learning is further enhanced through the effective deployment of additional adults in the classroom. This is effective where:

- Teaching assistants are fully engaged with pupils on the carpet and tables during lessons.
- Additional adults are clearly directed to support learning and are clear about who they are supporting and why
- They are knowledgeable about 'how' to support the learners and the morning briefing is used effectively to ensure this
- Planning is shared in advance with teaching assistants
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources e.g. number line to facilitate learning
- They are involved in assessing pupils' understanding and feeding back to the teacher
- The teacher and TA work in partnership and all contributions are valued

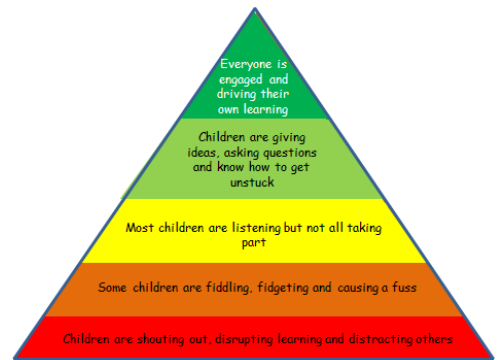
Parents and Carers

- Teachers communicate well with parents about learning and behaviour
- Parents are knowledgeable about the progress learners are making and what they need to do to improve
- They attend Parent's Evenings and have opportunity to ask questions
- Parents' are encouraged to attend parental workshops where these would support their child's learning
- Parents' of children with specific needs are able to discuss in detail the progress their children are making and where appropriate engage with external agencies.

High expectations (learning and behaviour)

It is expected that:

- All pupils are on task, listening and involved. They are engaged and driving their learning. We refer to this as dark green behaviour and this is represented through the behaviour triangle developed with the children. This behaviour is expected of children working both in the classroom and outside the classroom.
- Planned activities take account of pupils preferred learning styles
- Children are expected to read and gather information for themselves rather than the teacher reading to them all of the time!
- Children learn the skills to be independent learners for example using 'See 3 Before Me!' The 'Stuck Stations' in the classroom further support this.
- Teachers make good use of body language, eye contact and voice to effectively manage their classes and promote good learning
- Children are supported to adapt their behaviour to different contexts
- The teacher explicitly models and communicates the pace, amount and quality of work expected within a given timeframe
- The balance and range of strategies employed maintains challenge for all pupils
- The teacher plans and uses a wide range of questions and encourages children to justify their responses – question stems developed with the staff, further support this
- Pupils confidently formulate, ask questions and respond to an opinion
- Pupils take pride in and evaluate their own work and that of their peers
- The children have opportunity to edit and improve their first attempt
- Children have opportunity to apply previously taught skills in different contexts and teachers are ambitious about what children are capable of
- Scaffolds, pre-teaching and models and concrete resources are used to support children in accessing year group specific objectives and plug gaps in learning
- The teacher ensures that children present their work to the best of their ability across a range of subjects. Children are expected to apply their phonic knowledge and knowledge of spelling rules to spelling and use a dictionary where appropriate.
- Transition around the classroom is controlled and organised. Children move to the carpet or to the table a group at a time
- Children respond to the stop signal that is used throughout school
- During independent activities all children work quietly unless engaging with a partner about the learning. Noise meters in the classroom should be used to instil this expectation.
- Children's learning extends beyond the school day through age appropriate homework.



The classroom:

The classroom environment is very important. Classrooms facilitate learning through organisation, display and resources. They are tidy, well organised and free of clutter. Staff and pupils are responsible for their classrooms and the care of resources within it. This is also the case for the shared areas linked to their year groups. We decided to strip back in class displays following pupil consultation to ensure that the environment is not 'too busy' for effective learning but that the things that are displayed are useful and that children value them.

All classrooms/teaching areas must have (age appropriate):

- Clearly labelled and accessible resources
- Displays that reflect the diversity of Holbrook Primary
- Displays which support children on their learning journey in core subjects.

- Classroom posters (see file)
- An interactive display
- Questions for children to ask themselves and sentence starters commonly used
- Personal storage space belonging to each child
- Handwriting frame – celebrating BEST handwriting
- Assertive discipline cards
- Access to drinking water
- Stuck Stations – to support children to get unstuck that are relevant and updated.

The display boards should be backed in the same colour – this was something the children said they preferred.

Other ideas

- Accelerated learning posters
- Role Play areas
- Investigative areas
- Display of mind maps; memory tools
- Aspirations board
- A reading zone that is purposeful – linked to the thematic curriculum with key questions to support learning.

Displays outside the classrooms must:

- Showcase children’s work and include work to reflect the full range of abilities
- Reflect the breadth of curriculum
- Celebrate the achievements of children
- Be colourful and special – if children are working outside the classroom area for additional interventions, these areas should be captivating and inspiring.

For further detail see ‘The environment audit’ in the Appendix.

Enthusiasm, Engagement and Excitement

“When we talk about an engaged class, we don’t just mean the class that is compliant and following instructions. Engagement refers to the class enjoying and being absorbed in the challenge in their learning and through that engagement making observable progress.” *Engaging Learners*, Andy Griffith and Mark Burns

What we are looking for is summed up in the following paragraph and referred to as Level 1a engagement – see Appendix.

Level 1a

Pupils demonstrate they are highly motivated and possess excellent learning dispositions. Pupils are clearly in FLOW most/all of the time. Pupils are highly engaged through their own curiosity and enjoyment of the learning/struggle to learn. The teacher has created a pupil-led lesson (20:80) and acts as activator and challenger. Pupils are enjoying opportunities to express themselves creatively in a variety of ways and are making rapid progress.

For pupils to be fully engaged:

All lessons need to be appropriately challenging

Tasks are appropriately challenging for all ability groups within the class. This must be informed by assessment prior to the lesson and within the lesson. There is some flexibility to be able to move children on and back during the lesson eg by the use of hard, harder, hardest.

A useful tool for ensuring deeper learning is Blooms Taxonomy. This provides a hierarchy of progressively more challenging thinking. See Questioning section.

The balance between teacher direction and pupil-led learning and investigation is appropriate for the individual lesson and designed to promote learning, progress and engagement.

Where children are most engaged, the teacher has created a lesson in which children need to think hard. Children challenge themselves and as such make rapid progress within the lesson. The children should be working harder than the children. There is no set 'principle' around the amount of teacher/pupil talk. There are many opportunities for pupils to work individually or collaboratively. The most effective way of doing this, is to keep the initial introduction short before asking the children to "have a go" and then taking feedback and giving further input based on Assessment for Learning practices. Mini plenaries also help to reflect on pupils learning within the lesson. Opportunities for children to self-reflect and assess are imperative and children see the value in learning from one another.



The range of strategies which underpin effective teaching include the following:

Questioning, modelling, explaining, linking to previous experience, praising, demonstrating, directing, instructing, analysing, giving feedback, reflecting, maintaining pace, evaluating, exposition, re-teaching, target setting, encouraging experimentation and problem solving, using pupils as teachers, discussion, one to one support, humour, surprise/novelty, use of context/real world examples, encouraging talk

Teachers must have an extensive repertoire of strategies to engage their learners. For more ideas, see Appendix.

Pupils have the necessary learning skills – metacognition

Children are able to work independently and have the attitude, skills and habits to cope with the level of challenge provided. It is important that in every lesson children understand the subject specific knowledge/skills that are to be learned, alongside the generic learning skills/habits they are developing, such as an ability to work in a team. For children to be engaged it is important that children know themselves as learners and learn how they learn best. Meta-cognitive and self-regulation strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually by teaching pupils specific strategies to set goals, monitor and evaluate their own learning. We encourage opportunities to reflect on their learning at different points within a lesson and sometimes with a peer.

All lessons have objectives that are clear and purposeful, alongside well planned guidance on how to get there

Children understand what it is they are learning and why. They understand how the new skill/knowledge fits in with the bigger picture and how it will help them to improve and achieve their next steps. They can also see how the new learning relates to real life.

At Holbrook learning objectives are presented as WALTs (We Are Learning To).

This should be shared with the children every lesson. The WALT should be skills based with further detail provided in the context for learning and should be subject specific. The focus must be on the skill/knowledge children will have learned, will have consolidated or applied by the end of the lesson.

Where appropriate it is important that the teacher shares with the children the TIBs (This Is Because) as this explains the purpose of the learning and bigger picture. The WILF (What I Am Looking For) / Success Criteria will be developed with the children or shared with them at the start of the lesson. Excellent teachers sometimes devise the success criteria with the children or ask them to articulate it. It is useful to use the WILF or success criteria when modelling or unpicking learning to exemplify what is expected.

Sometimes, when testing what it is children can do, it is appropriate to give only a very general success criteria or not one at all. We encourage children to read the WALT and WILF for themselves or with the teacher, rather than this being done for them. For younger children it may be appropriate to present this pictorially. The WALT/WILF may be differentiated for different groups within the class if appropriate and link to pupil targets. [For examples of WALTs/WILFs see Appendix.](#)

Pupils are intrinsically motivated

At Holbrook, we aim to provide activities that are intrinsically motivating – where children are enthusiastic and want to contribute not because they are motivated by a sticker, but because they are engaged and understand the value of the learning.

A key focus is to ensure that our learners are not 'passive' in their learning but are motivated to want to learn.

Eight Triggers:

Rapport, Competence, Curiosity, Imagination, Relevance, Challenge, Choice, Fun

We encourage teachers to try and make learning fun for children but also expect that where learning does require children to sit behind their desks and 'get on', they can do this and recognise that sometimes this is the most effective way to learn. We expect there to be a balance in the types of learning activities teachers provide.

For further information refer to 'Engaging Learners' book

Challenge for all groups of learners

It is essential that assessment is used well to inform the planning for all groups of learners within the class. The pupil progress meetings support this. For children to be effectively challenged work must be pitched appropriately and must be of a complexity to engage pupils and require them to think for themselves. Effective challenge is essential to ensure all children make the rapid and sustained progress. It is expected that if needed children are 'moved on' within the lesson and not only consolidating, although there is no need to be hasty. The teacher should use their professional judgement to decide on whether consolidation is more appropriate. The aim is to secure progress overtime and over learning is expected.

To ensure that the learning meets the needs of all children, we may:

- Group children flexibly based on AFL
- Consider setting (rationale where this is the case)

- Keep the task open – Hard, Harder, Hardest...
- Carefully plan adult support
- Have resources for example writing scaffolds or models and images in maths to support
- Differentiate the WILF or success criteria
- Provide pupils with choice
- Pre-teach
- Use Wobbly Wallets
- Use mixed ability groupings or well planned group roles
- Develop learning buddies

It is important not to 'put a limit' on learning by 'over-differentiating' and that expecting children to work hard towards year group 'End of Year Expectations' is, for the vast majority of pupils, what is required. Self-challenge is an effective strategy, especially in KS2. All children are aiming to master the curriculum and be able to reason or articulate their learning with independence and distant from the point of teaching. For children working slightly above age standard the focus should be on challenging them to apply in more extended contexts to further gain a depth and breadth.

Questioning for depth

Questioning is essential in eliciting whether children understand the learning and for teachers to be able to extend the learning within the lesson or the planning of the subsequent lesson to maximise progress. It is crucial to check on learning.

It is important that:

- The questions children ask or answer are varied.
- Open questions are used to encourage problem solving and deeper level thinking
- All children fully understand the question and wait time (thinking time) of 3 to 5 seconds is given
- Pose, pause, pounce and bounce is used to ensure that all children are engaged in questioning
- Teachers do not play 'guess the answer that is in my head' but instead are flexible to take ideas from the children where more than one answer is possible
- All children are asked questions and that the teacher does not always direct the question towards children with their hands up or most keen to answer – at Holbrook lollipop sticks are used as a strategy to support this
- Questioning is well differentiated, whether it be presented orally or written down.
- Key questions must be made explicit on the planning
- Learning may start with a Big Question eg in maths and then broken down into smaller questions throughout the lesson and support children in finding the answer to the 'Big Question'.
- Advance warning is sometimes given, such as 'In two minutes I am going to ask you...'
- Pupils are allowed to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups
- The teacher/adult responds appropriately to the answer a pupil gives to a question eg in the way they formulate the next question to deepen learning.
- The question is crafted to result in the spoken response intended – possibly supported by the use of a sentence stem.
- Children ask questions of themselves – Assessment as learning research. They demonstrate that they are eager to improve their own learning.

Purposeful talk

With a very high number of pupils learning with English as an additional language it is imperative that all children, including those for whom English is their first language, are given varied opportunities to talk with their partners and rehearse their ideas. Talk for Writing is key as children can practise using appropriate vocabulary and formality depending on the type of talk or writing.

Although this is not an exhaustive list, below are some ideas to help establish purposeful talk in the classroom:

- Develop talk partner rules to ensure that children both speak and listen carefully to one another using 'My Turn, Your turn'.
- Set up same language talk partners where appropriate
- Plan talk objectives and model what is expected
- Encourage children to talk and explain in full sentences using speaking frames for example to scaffold
- Provide opportunity for 'free talk' or 'creative talk' (about what the children choose)
- Use voice recorders so that children can play it back and improve their talk
- Give children group roles, so that the listener can feed back on the 'talk' they hear
- Provide opportunities for role play or debate
- Ensure that children have chance to talk or perform to different audiences
- Engage in talk about what they are reading
- Ensure that all children have the opportunity to talk to ensure participation and enjoyment.
- Use collective time as an opportunity to talk with the children – this may link to whole school assemblies/British Value themes.

Independence and collaboration

At Holbrook, we recognise that children like to work in different ways. Within a lesson or sequence of lessons it is expected that children are given opportunity to work in different ways.

This could be:

- In similar ability groups
- In mixed ability groups or pairs
- In groups with identified roles and with opportunities to lead
- Collaboratively in pairs
- Independently
- With children from different classes or year groups
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When children work in teams, they are responsible not only for learning the material themselves, but also for helping their team learn. Positive teamwork behaviours need to be taught explicitly and reinforced.

Children must:

- Practise active listening
- Help and encourage each other
- Ensure everyone participates within the group

Children are encouraged to be independent learners, using resources in the classroom, BEST examples, their peers, ICT and work they have done at home to support them. In recognising the importance of children developing these skills, we also realise that the greatest resource in the classroom is the teacher and additional adults and the input of the teacher is essential in maximising the progress of learners.

Assessment for learning and feedback

Effective assessment for learning has been a focus of CPD in the last two years.

At Holbrook, Assessment for learning is embedded in everyday practice and is used to inform teaching and learning. This is achieved by:

- Regular checking and a flexibility to be able to adapt within the lessons.
- Teachers pre-thinking through the 'so-whats'
- Skilled questioning - key to eliciting children's understanding
- Plenaries and mini plenaries used to assess learning within the lesson.
- Teachers reflecting on when a plenary would be most effective to elicit what all children can do, rather than just the ones with their hands up!
- Timely feedback that is constructive and moves the learning on within the lesson where appropriate – we value the importance of oral feedback.
- Written feedback that is helpful – not reliant on comments at the end of a piece of work but text marking to help children.
- Pupils being clear about what is expected, what the teacher is looking for and how they need to improve.
- Pupils being given time to reflect on their learning and complete the next step marking from the previous lesson – children being expected to take responsibility for this.
- Children are motivated by the opportunity to self and peer assess. This can happen within the lesson. When children independently give and receive feedback from their peers throughout the lesson, the flow is improved.
- Children asking their own evaluative questions and learning to do this without prompting. Children to have the mind set that their first attempt is only their first draft in many cases.

Thoughtful use of the learning environment

We expect teachers to think of their classroom as beyond the indoor space. Within the classroom itself we encourage staff to sometimes re-imagine the space with the children. This links to the training we have done on Imagineering and how this can enrich learner's experiences. We expect teachers to maximise the use of the outdoor space for learning. At Holbrook we are lucky to have a Forest School and extensive grounds and we would encourage staff to take learning outdoors wherever possible. We love to see children reading in our gazebos!

As part of our continuous school improvement , we are currently continuing to develop activities and ideas for using the outdoor space to further support learning.



HOLBROOK VISION 2018 OUR JOURNEY TO SUCCESS, WORKING TOGETHER TO BE THE BEST

The staff, governors and parents have a shared vision 'For all Children to Achieve the BEST'

- That all children BELIEVE in themselves and in others, have PRIDE in all that they do and TRUST each other. That they have COURAGE, CHALLENGE THEMSELVES and believe in INDIVIDUAL LIBERTY.
- That all children are ENGAGED and ENTHUSIASTIC about their learning and that of OTHERS, PARTICIPATING with each other and enjoying being part of Holbrook. Children know that they learn from making MISTAKES and want EXCELLENCE for both themselves and others, showing that they enjoy being part of the HOLBROOK DEMOCRACY, sharing their opinion and the exciting things that they are learning about or experiencing in school and in the community.
- That all children have STICKABILITY and RESILIENCE when facing new challenges, participating with CONFIDENCE, a CAN DO attitude and have DETERMINATION, NEVER giving up! They follow their FEEDBACK, REVIEW their work and never DISTRACT others from their learning, showing that they believe in the RULE OF LAW, showing their INDEPENDENCE TO DO THIS and UNDERSTANDING everyone's right to success.
- That all children have their own TARGET for life, demonstrating high ASPIRATIONS for themselves and RESPECTING those of others, that they DRIVE their own learning, PUSHING themselves by asking QUESTIONS through their determination TO ACHIEVE THEIR DREAMS, their INDEPENDENCE, taking RESPONSIBILITY for what they want to achieve while showing RESPECT and TOLERANCE to those around them, celebrating the HERITAGE and DIVERSITY that is part of the Holbrook community.

To evaluate the **impact** and effectiveness of our teaching and learning at Holbrook we:

Plan monitoring activities including book looks, planning scrutiny, learning walks, self reflection monitoring, peer monitoring, pupil voice,

At Holbrook, we evaluate the impact of the quality of teaching and learning on pupil outcomes. We use data as an indicator of the quality of teaching and learning as well as what we see through our rigorous, validated process of monitoring. The monitoring programme is based on information being gathered from a number of sources. Quality of teaching and learning judgements are not based purely on one observation but on this broader monitoring of evidence. The process of triangulation has long been established at Holbrook.

The kinds of activities we engage in to monitor the quality of teaching and learning include:

We have observed learning in all classrooms, focusing on both the teaching of reading and maths. We have also worked with year leaders and subject leaders to monitor progress in books and carried out a pupil questionnaire consulting the children on aspects of school life. Continuing to enable a wider team of staff to be active in monitoring supports us in evaluating what is going well and what we need to work on next whilst also developing our leaders. This term we have also continued to provide opportunities for teachers at all levels to self-reflect on their own teaching and learning, carrying out their own book looks and using reflective questioning to scaffold feedback. We have linked this closely with their third performance management target.