



Wyton on the Hill

Teaching, Learning and Assessment Policy

1. Policy Statement

1.1 Teaching and learning are the core purpose of our school. This policy sets out how we will teach children and encourage lifelong learning.

1.2 The school policy for Teaching and Learning was compiled by the Senior Leadership Team in consultation with the whole teaching staff. This policy was updated in January 2020 and will subsequently be reviewed and revised annually.

2. Aims

2.1 To create a culture of learning where pupils learn and learn about learning.

2.2 To develop in each pupil a strong, healthy work ethic for lifelong learning, both for itself and what it can unlock.

2.3 To ensure children are clear about the purposes of learning and how to go about it.

2.4 To encourage pupils to take responsibility for their own learning and aim for higher achievements and next steps in learning.

2.5 To motivate children within a purposeful learning environment in which their work and contributions are valued.

3. Entitlement and Inclusion

3.1 Our school aims to be responsive to all aspects of diversity and to increase the involvement and

participation of all pupils within the school and its community.

We promote inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community.

3.2 All pupils are entitled to learn in a supportive, calm and positive environment where expectations are high and individuality is valued.

3.3 All pupils will have equal access to the curriculum with support appropriate to their ages and stages of learning.

3.4 Children with Special Educational Needs will be given support to access the curriculum at an appropriate level in order for them to reach their full potential.

3.5 All children, including those who have been identified those demonstrating mastery in particular areas of the curriculum, will be given opportunities within lessons and through extra-curricular activities, to use and develop their abilities and talents.

3.6 Support programmes will be organised as appropriate in discussion with the Head teacher, Inclusion Manager and individual Subject Leaders.

4. Implementation and Planning

“Learning is a change in long-term memory. If nothing has been changed in long-term memory then nothing has been learned.”
Paul Kirschner

4.1 All staff have a shared understanding of learning, which is based on the latest research in cognitive science and centres on the principle that learning involves the acquisition and application of knowledge.

We see knowledge as falling into two categories:

- **Declarative Knowledge ('knowing that' or 'knowing what')**: the facts or concepts that are accrued through the study of different subject disciplines.
- **Procedural Knowledge ('knowing how')**: a skill or function you are able to perform.

4.2 All learning sequences are planned in such a way as to promote the acquisition and application of knowledge.

4.3 We see learning as happening over time, and not necessarily in separate blocks of individual lessons.

Teachers plan and teach opportunities for learning to happen in sequences of lessons, rather than in individual lessons themselves.

The length of each sequence will be dependent on the subject being taught and the type of application that pupils will be asked to carry out at the end of the sequence.

This means that some individual lessons will involve consolidation of existing knowledge rather than the acquisition of new knowledge, and we recognise that this is an important step to building long-term learning. This will be particularly relevant during the 'Practice' phases of learning and we value those opportunities.

4.4 The National Curriculum and the Cambridgeshire schemes of work for RE and Personal Development, form the basis of the school's curriculum. (For further information on the school curriculum, please see the school's Curriculum Statement.)

4.5 Teachers in Years 1 – 6 plan learning sequences in domain-specific blocks based on the content outlined in the school's Curriculum Statement, with particular reference to the aims and purposes of each subject, as outlined in the National Curriculum. Teachers in the EYFS plan cross-curricular, rather than domain-specific learning experiences.

4.6 Daily planning is directly related to formative assessment for learning. Teachers continually reflect upon learning and adjust or revise plans as necessary / appropriate.

4.7 Teachers work towards a model of planning which looks like this:

1. Clarify the big picture Start by identifying the knowledge we expect every child to acquire, using knowledge and graphic organisers. Be ready to share how and why this knowledge is important with the pupils.	2. Specify outcomes Determine what both the expected and the greater depth application of that knowledge will look like, using an assessment scale. Source actual examples to share with the pupils.	3. Identify the learning sequence Plan experiences to ensure that every child acquires the specified knowledge AND stands the best possible chance of achieving both the expected and the greater depth application.	4. Plan revisits Plan to revisit the learning at regular intervals and in different contexts to deepen the learning.
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5. Pedagogical approach

"You can always Google it is the most dangerous myth in education today."

Dylan William

5.1 Learning sequences are planned to promote the acquisition and application of knowledge, to which all pupils have a right irrespective of ability, through Quality First Teaching.

5.2 Teachers plan learning sequences with John Sweller's work on the theory of 'human cognitive architecture' and 'cognitive load theory' in mind.

5.3 We understand that in order for children to apply knowledge it must be learned and that knowledge builds upon knowledge.

This is why we place particular emphasis on making knowledge 'stick', so that children know things by heart. We recognise that the activities we plan for the acquisition of knowledge must be sequenced in such a way that it supports children's development of schemata – making learning inevitable.

5.4 Teachers will use a variety of techniques to make knowledge 'sticky', promote automaticity and reduce cognitive load at the point of application including the following:

- knowledge organisers
- direct teaching / modelling
- dual coding
- retrieval practice / 'quizzing'
- spaced practice
- interleaved practice
- feedback-driven metacognition – including self-checks for understanding
- variation / near transfer
- 'storytelling'
- clear learning objectives and success criteria

5.5 Questioning is also used to encourage children to think more deeply and to share their thought and ideas with others. Teaching ensures that pupils are given access to a range of questions in order to develop their learning.

5.6 Teachers are aware of their role as ‘the expert in the room’ and of their responsibility to pass that knowledge on to their pupils.

In planning teaching sequences, they are mindful of the stages of knowledge acquisition identified by Fitts and Posner. A brief summary of our model for planning looks like this:

1. Knowledge acquisition (cognitive stage)	2. Knowledge acquisition (associative stage)	3. Knowledge application (autonomous stage)	4. Knowledge application at ‘Greater Depth’
Direct exposition Modelling Shared / guided practice	Quizzes / retrieval practice Directed activities Focussed tasks Independent practice (with decreasing scaffolding & increasing ‘stretch’) Variation Near transfer	Spaced retrieval practice to maintain fluency Extended independent tasks	Far transfer Combining knowledge from different subject domains

5.7 Before embarking on a teaching sequence, teachers share the ‘Big Picture’ - the content and expected outcomes of teaching sequences –with the children.

During the unit of work, learning is explicitly connected to prior, current and future learning.

In this way, children are helped to see how new work follows on from previous learning and cross curricular links are made when logical and appropriate.

5.8 As children move from the cognitive through the associative stages of knowledge acquisition, the teacher takes care to ensure ‘stretch’ (or ‘desirable difficulty’) to ensure that children are still actively engaged in securing their knowledge and memory traces and associations can be deepened.

5.9 At all stages, regular opportunities are provided for children to discuss and explain their thinking and ideas. It is the teacher’s responsibility

to create an environment which encourages the development of talk for learning through, whole class and group discussion as well as talking partners.

6. Resources

6.1 Commercially available resources (such as Create PE and Power Maths) are carefully selected for adaptation in our school on the basis that they match and support our pedagogical model.

6.2 Other resources such as of TASC (Thinking Actively in a Social Context) and Talk for Learning may also be used, as long as they also match and support our pedagogical model.

6.3 Generic resources to support children with their learning are easily accessible within all classrooms and subject-specific resources (such as manipulatives and dictionaries), identified through planning, are provided by teachers as and when necessary or appropriate.

6.4 ICT is used where appropriate to enhance the teaching of Core and Foundation subjects – either for the teacher to demonstrate or for the children to practise and apply their learning.

7. The Learning Environment

7.1 Our Ethos

We recognise that both teaching and learning are ‘effortful’.

We ask everybody at the school to put in the effort to be successful at learning and to be the best we can be at it. In this way, we aim to create a ‘culture of learning’.

We have adopted a ‘mastery-orientation’ (as opposed to a ‘performance-orientation’) so that everyone can understand that learning is a journey that never ends and that there is always a ‘next step’.

However, we expect the work of both teachers and learners to be of a high standard and our ethos of ‘be the best you can be’ encourages everyone to take pride in their work.

Children are reminded how their learning dispositions (perseverance, reasoning,

collaboration, planning, managing distractions etc) provide the keys to successful lifelong learning.

7.2 Our routines

We value the extent to which our daily routines can influence the children's learning.

We regularly plan and evaluate routines to ensure we are sending clear messages to children, and other adults associated with our school, about the importance of being ready to learn.

Routines for school assemblies, the start of the day, lunch and playtimes, moving around the school and routines for starting and finishing lessons all support the development of a respectful, effortful culture of learning.

7.3 Our physical learning environment

Our school environment supports the learning of the pupils in a variety of ways.

- School displays reflect the learning process in all areas of learning and celebrate effortful learning through the display of pupils' work.
- Effortful learning is also recognised through head teacher's awards and other awards.
- Classrooms are safe spaces allowing pupils to make mistakes and allow for flexible groupings.
- The layout and organisation of the classroom supports inclusive and interactive teaching approaches as well as behaviour for learning.
- Classroom displays both support current learning and celebrate past learning, with key questions and vocabulary clearly visible.
- Routines and affirmations are displayed (e.g. class charters, learning dispositions) to support behaviour for learning.

8. Assessment, Recording and Reporting

8.1 Assessment for Learning, which finds out what the pupils know and enables teachers to plan next steps, underpins all of the teaching and learning at our school.

Each class teacher is responsible for assessing, recording and reporting on children's progress and attainment.

Both summative and formative assessment is used to inform planning and teaching sequences.

8.2 Regular summative assessment takes place, including review lessons and nationally recognised standardised tests in core subjects.

8.3 Summative assessments are moderated at moderation meetings within Key Stages and termly with our partner schools.

8.4 Children's work is routinely reviewed in line with our Feedback Policy. Children receive regular feedback, which may be verbal or written. Effective feedback will include whether they have met the learning outcome and clear next step targets so that they know exactly what to do to improve further.

8.5 Children are provided with regular opportunities for self and peer assessment, against agreed success criteria, in all subjects across the curriculum. This engages pupils in becoming self-critical and independent.

8.6 Children's achievements are recorded against the expectations outlined in end of unit assessment rubrics, to ensure that pupils are on track to achieve the end of Key Stage expectations outlined by the DfE.

8.7 Pupils' progress towards the end of Key Stage / phase learning expectations (as outlined by the DfE) are discussed with the child at termly Parent Consultation appointments.

8.8 Parents are provided with a written report at the end of each academic year, which summarises their achievements towards the end of Key Stage / phase learning expectations.

This report will indicate whether or not the child is 'on track' to meet the end of Key Stage / phase learning expectations and will include the child's 'next steps' in learning.

8.9 Assessment data are used by Subject Leaders with the Senior Leadership Team to provide

information about whole school trends, standards across the school and to plan future professional development and school improvement priorities.

9. Monitoring and Policy review

9.1 The Head teacher, Senior Leadership Team and Subject Leaders monitor all aspects of teaching and learning in line with the school's Monitoring and Evaluation Policy through:

- Direct observation of teaching
- Work scrutiny
- Analysis of data Pupil interviews

9.2 The Senior Leadership Team will review this policy annually. Any suggested amendments will be discussed with the staff and will be presented to Governors when appropriate.