Teaching & Learning Policy

Orchard Meadow Primary School

Approved by:	School Improvement Board	**Date:** 23 September 2020
Last reviewed on:	September 2020	
Next review due by:	September 2022	

Introduction

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

It is our aim that every pupil can look back positively on their school experience having achieved the highest standards of work and achievement. To this end we provide a broad and balanced curriculum which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as academic skills, underpinned by our school values:

Confidence; Enthusiasm; Creativity; Respect; Determination; Ambition

These values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils every day through our teaching and learning practice, so that by the time they leave school they will be confident, resilient, creative and responsible citizens.

Orchard Meadow will strive continuously to improve the quality of teaching and learning for all its pupils. We will foster and develop a vibrant and self-improving teaching and learning community that recognises and values teacher professionalism. We will actively look to adapt, refine and improve our teaching approaches utilising best evidence from trusted external research, the context in which we work in.

Scope of this policy

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

1. Pedagogy: *How we teach*
2. The curriculum: *What is taught: knowledge and skills*
3. Assessment: *How we know what has been understood and retained;* **IMPACT**

This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:
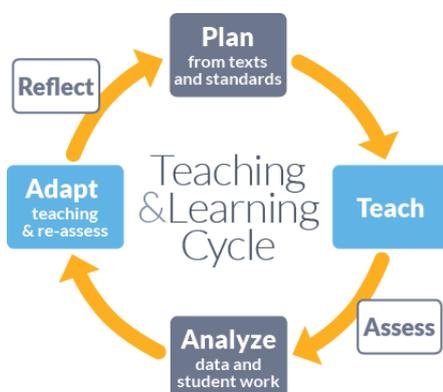
Note that this policy will describe our assessment approach (marking and feedback; summative and formative practices etc) as part of the teaching and learning process and not as a separate document.

1. Pedagogy

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review
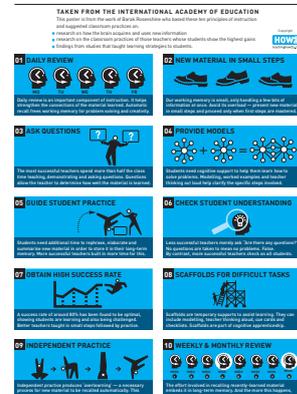
See Appendix 1 for further detail.

At Orchard Meadow we facilitate these principles through:

- ✓ Structured sessions with clear routines that identify and address gaps and misconceptions through same-day 'scoop and boost' catch-up (see below)
- ✓ An emphasis on verbal, formative feedback that is immediate
- ✓ Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- ✓ Planning templates with clear expectations for scripted modelling and success criteria for new knowledge
- ✓ Focus core skills and 'deepening skills' so all learners can succeed
- ✓ Regular opportunities for recall and review of previous knowledge
- ✓ A timetable with short, focused sessions
- ✓ Opportunities for developing positive learning behaviours, e.g. daily Brain Smart Start

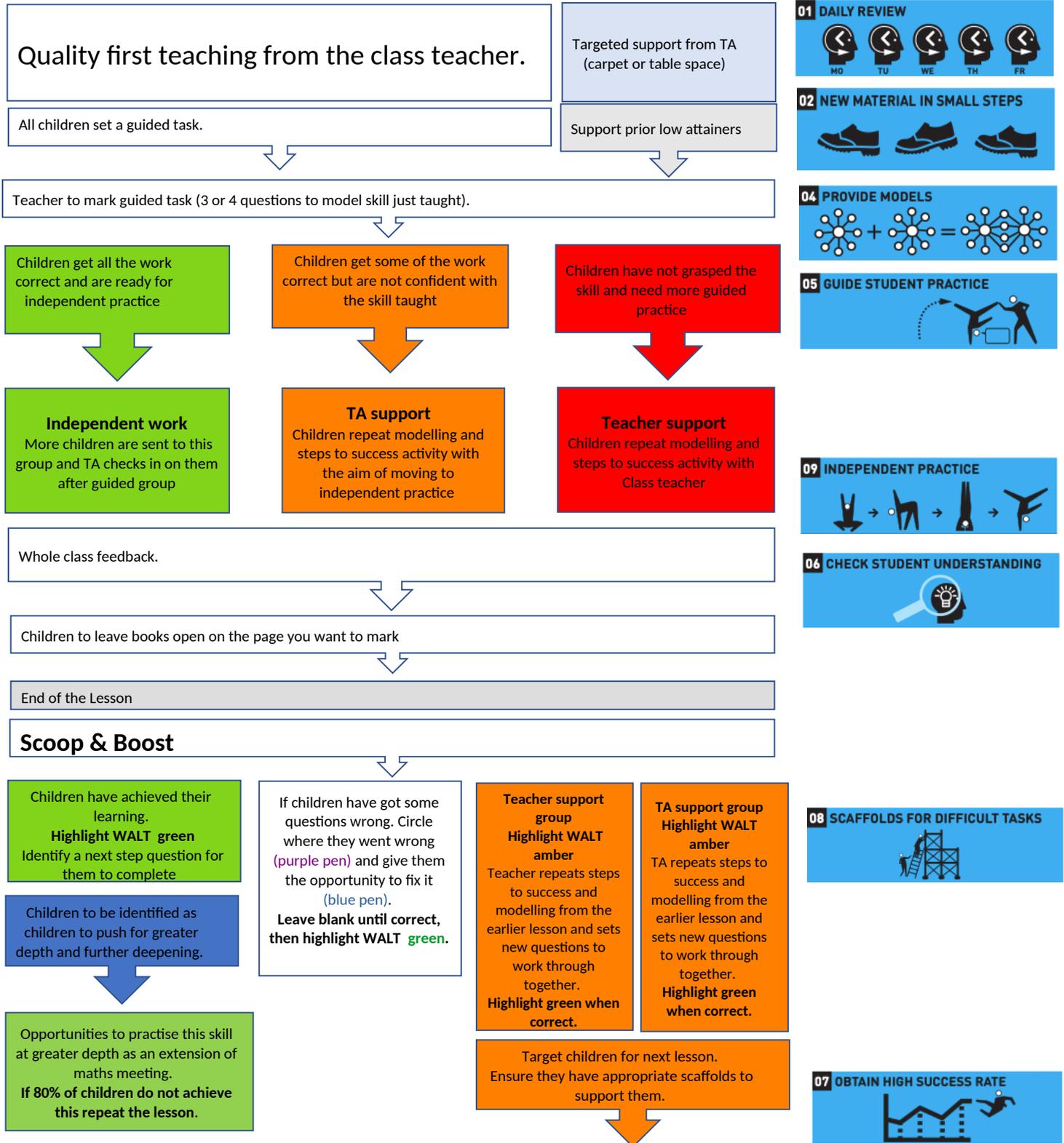## Classroom routines and processes: *Rosenshine in action*

*At Orchard Meadow, the primary role of **all** adults is to facilitate high-quality learning opportunities according to the principles outlined above.*

The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process. The flow-chart shows how identification of pupil misconceptions and gaps is addressed through immediate verbal feedback and 'scoop and boost' sessions.

The below poster will be printed and displayed in all classrooms to guide T&L process.

Teaching and Learning Sequence linked to Rosenshine Principles of Instruction

Quality first teaching from the class teacher.

Targeted support from TA (carpet or table space)

All children set a guided task.

Support prior low attainers

01 DAILY REVIEW

02 NEW MATERIAL IN SMALL STEPS

Teacher to mark guided task (3 or 4 questions to model skill just taught).

04 PROVIDE MODELS

05 GUIDE STUDENT PRACTICE

Children get all the work correct and are ready for independent practice

Children get some of the work correct but are not confident with the skill taught

Children have not grasped the skill and need more guided practice

Independent work
More children are sent to this group and TA checks in on them after guided group

TA support
Children repeat modelling and steps to success activity with the aim of moving to independent practice

Teacher support
Children repeat modelling and steps to success activity with Class teacher

09 INDEPENDENT PRACTICE

06 CHECK STUDENT UNDERSTANDING

Whole class feedback.

Children to leave books open on the page you want to mark

End of the Lesson

Scoop & Boost

Children have achieved their learning.
Highlight WALT green
Identify a next step question for them to complete

If children have got some questions wrong. Circle where they went wrong (purple pen) and give them the opportunity to fix it (blue pen).
Leave blank until correct, then highlight WALT green.

Teacher support group
Highlight WALT amber
Teacher repeats steps to success and modelling from the earlier lesson and sets new questions to work through together.
Highlight green when correct.

TA support group
Highlight WALT amber
TA repeats steps to success and modelling from the earlier lesson and sets new questions to work through together.
Highlight green when correct.

08 SCAFFOLDS FOR DIFFICULT TASKS

Children to be identified as children to push for greater depth and further deepening.

Opportunities to practise this skill at greater depth as an extension of maths meeting.
If 80% of children do not achieve this repeat the lesson.

Target children for next lesson. Ensure they have appropriate scaffolds to support them.

07 OBTAIN HIGH SUCCESS RATE

Scoop and Boost – Same day feedback response and gap filling

Receiving feedback is one of the most vital elements of making progress ([EEF toolkit, 2020](#) +8 months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Orchard Meadow, feedback will be same day and immediate where possible.

Scoop and boost will be completed once a day linked to the literacy or maths taught that day. The lesson will be completed by all children (see flow chart above) and will end with the children leaving their books open on the page to be marked by the teacher.

The teacher will then highlight the learning objective with a green (achieved) or orange (support required) marker depending on the outcome. The teacher will then prepare the books ready for the scoop and boost session.

GREEN	Next step questions will be added to their books. Children identified for GDS (greater depth) will have deepening questions prepared. This will be planned in advance.
UNHIGHLIGHTED	Teacher to circle where the child went wrong, or an edit is needed, in purple pen, to give them the opportunity to edit and improve in blue pen. If the child completes this independently then they can be highlighted green and have a **next step question** added to their books.
ORANGE	TA/Teacher to work with this group of children by remodelling the learning from the main session and completing some questions together. If the child is confident then allow them to complete some questions independently. Highlight green if the child is now able to complete the work independently. Leave orange if the child still requires support from an adult.

At the end of the scoop and boost the teacher will have highlighted in the correct colour the objective where necessary and will have a named group of targeted children ready for the next session.

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore if less than 80% of pupils achieve the WALT independently during the session and after scoop and boost, **the session must be retaught**. Members of the academic team will support teachers to ensure lessons are effective and achieve a high success rate, but the responsibility will always be foremost with class teachers to ensure that they teach to an appropriate pitch, in line with our curriculum and follow the Rosenshine Principles of Instruction.

Expectations for marking and feedback in a lesson

- ✓ Each piece of work will be marked daily by using the highlighters – Green, learning objective achieved independently, Orange – support needed to achieve the learning objective.
- ✓ Staff to circle in purple pen areas for improvement/ editing. Pupils then make their improvements in blue pen.
- ✓ Verbal feedback will be given during lesson time and a scoop and boost session completed each day linked to either literacy or maths. Staff will feedback verbally to at least every child once per session.

Target setting

- ✓ By using the feedback techniques the teachers will be able to set targets for the children linked to the core skills, outlined in the assessment descriptors.
- ✓ These group targets will then become a focus for the children when completing work and they will know what they need to do to achieve their next step.
- ✓ They will have a visible reminder of their targets (laminated A4 page with targets for literacy, maths and foundation subject being studied that week) on their working table which will be changed by the teacher when achieved and updated each week.
- ✓ The core skills for the subject will be visible in the front of each child's book. At the end of the week the teacher will do a 'deep dive' for each subject and the core skills will be highlighted green if evidence is shown, in independent work, that the child has achieved the objective.
- ✓ Learners will receive their targets for the week following the deep dive and there will be a short opportunity to discuss and reflect on these.

Example of statements taken from OM assessment descriptors to be used for target setting and stuck in front of maths/ literacy books:

Content domain	Autumn	Assessment task
Number & Place Value	• Read, write, order and determine the value of every digit in numbers up to 1 million. • Identify the location of a whole number up to 1 million on a number line. • Compare and order any whole number up to 1 million. • Round any whole number to any degree of accuracy. • Count up and down negative numbers, compare numbers that are positive and negative and calculate intervals across zero.	EXS: M9B M10 M11 GDS: MGD98 MGD10 MGD11
Addition & Subtraction	• Solve addition and subtraction multi-step problems using column subtraction and addition.	EXS:pg14 GDS:pg14

See 'assessment task' codes, which relate to NCETM mastery assessment activities (maths). These should be completed following the unit taught so that there is ongoing assessment of understanding. Teachers highlight the statements when they have evidence, via the standardised task, that it has been completed successfully and independently. These are then used to form an end of term judgement (see assessment section).

Monitoring processes

Senior leaders will complete book looks once per half term linked to their area across the whole school. During this they will assess the use of marking and feedback used by the teachers and ensure it is linked to the expectations of the school.

Each year group will get an opportunity to discuss with the senior leader how they use the marking and feedback to inform their assessment judgements. There should be evidence that the scoop and boost sessions are appropriately matched to the children and that they are having the opportunity to access GDS (greater depth) work. Senior leaders will ensure that the children's next steps are linked to their learning.

2. The Curriculum

Our curriculum is bespoke to Orchard Meadow and was designed to address the needs of our pupils and their context. There is a strong emphasis on developing core skills in literacy and maths with opportunities to apply them across the curriculum. The Rosenshine approach flows through the curriculum. Regular recall means that pupils' knowledge is built progressively and coherently.

All curriculum content has been chosen and is viewed through the lenses of our school values. In most cases there are 'focus' values and key questions that have been designed to facilitate reflection on a particular value, for example: learning about Dr Martin Luther King Jr. and 'respect'.

The curriculum builds cultural capital by providing powerful knowledge and opportunities to share and communicate this knowledge using subject-specific skills.

In core subjects we have chosen schemes that align with the Rosenshine approach, our values, and our commitment to developing core skills. Examples of this include:

- Maths mastery: We follow the Power Maths Curriculum. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning apply demonstrate understanding and develop pupils' mathematical articulacy.
- Read Write Inc. Phonics: This programme builds skills systematically and progressively and models deploying phonic skills in reading and writing.
- Language and Literacy (Y2): This builds on work in Y1 through RWInc providing a smooth transition that supports pupils to expand their reading and writing skills.

For further information on our curriculum and its intent/ implementation, please see the Orchard Meadow Curriculum Overview document.

3. Assessment

At Orchard Meadow assessment is an ongoing process that we believe is fundamental to effective teaching and learning.

Teachers have a bank of assessment tools that they can use to accurately assess attainment and progress. These cover a range of techniques including low-stake testing (POP quizzes), feedback (verbal, written) and planned, informal assessment tasks. Assessment is closely linked to and informs delivery of the curriculum. Assessment approaches are differentiated to capture attainment of all learners, including that of vulnerable groups.

A. Formative Assessment practices ('assessment *for* learning') are part of everyday classroom routines in lessons through:

- Scoop and boost
- Pop quizzes
- Low stakes assessment tasks, e.g. NCETM maths assessment activities
- Peer and self-assessment
- High quality questioning
- Peer and group work is also used as formative assessment opportunities. See appendix 3 for details of ways this is used at Orchard Meadow

B. Summative assessment ('assessment *of* learning'):]

- Termly teacher assessments submitted to FFT (Fisher Family Trust)
- PUMA and PIRA assessments
- Mock SATs (Y6)
- Statutory assessments: SATs; Phonics Screening Check; Y4 multiplication tables check; Early Years framework
- RWI phonics assessments

In Early Years children are continuously assessed against the Development Matters Curriculum. We use Tapestry to record attainment against the DM assessment criteria. This allows parents and carers to be part of the assessment process.

Attainment descriptors

Core subjects:
Pupils are assessed at the end of every term against a set of criteria in Reading, Writing and Maths. These criteria have been developed to give a clear set of attainment characteristics for ARE in Autumn, Spring and Summer (end of year expectations).

The descriptors have been grouped so that they reflect content taught at that stage in the year. Some statements have been coloured bold to indicate that they are 'non-negotiable' in terms of defining ARE. For all other statements, the majority must be achieved for a pupil to fulfil the criteria for that stage. See above table for an example of maths assessment descriptors (Y6).

The descriptors act as a guide for the knowledge and skills that should be taught in that term in that year group and are cross referenced against assessment tasks. These align with our partner schools so that there is a common approach to moderation and all tasks are standardised.

Assessment tasks:
1. Maths: NCETM assessment tasks – *see example below from Y5 booklet*

2. Writing tasks: At the end of each unit, pupils should complete an independent long-write in their purple 'published' books. This task is linked to the learning in that unit and scaffolded by clear steps to success that are shared and explicitly taught to pupils. The steps to success criteria are then used to define EXS (Must) and GDS (Could) attainment.

See below example of steps to success linked to end of unit writing piece:

Narrative – The Lion, The Witch and The Wardrobe	Purpose – TO ENTERTAIN	Published Piece: Children to write the opening to a story, focusing on build-up tension and setting.

MUST	**COULD**
• I can use expanded noun phrases to describe settings and characters. • I can use fronted adverbials to show manner, time and place. • I can use adverbs to describe action. • I can use inverted commas to show dialogue. • I can use past tense.	• I can use complex sentences to describe. • I can use a new paragraph for a new idea, place or person with support. • Use interesting adjectives to describe. • I can edit my writing independently so that punctuation and spelling is accurate.

At the end of each term pupils are assessed against these expectations and recorded as to whether they are Below (BLW), Working Towards (WTS), at age related expectation (EXS), or at Greater Depth (GDS). Progress over time is tracked using the Fisher Family Trust tracking tool.

3. Reading. Teachers should use the attainment descriptors statements to plan their whole class reading sessions during Theme Read time, using the guide at the bottom of each year group page which specifies texts that support different reading strands.

See our Assessment Calendar 2020-21 and the OM Attainment Descriptors documents for further details.

Attainment descriptors are used by teachers to guide their planning and help formulate learning objectives (WALTs). When assessing pupils they also help to identify gaps and set targets – see Appendix 1 with details of this process.

Non-core subjects:

Learning in foundation subjects is defined in each unit:
1. Core learning – those skills and knowledge that are the 'non-negotiable' pieces of learning in that unit. These link to the skills progression maps in each subject and ensure that pupils are being given explicit exposure and modelling of subject specific skills. These are defined in each units '5C's cover sheet' documentation, knowledge organisers and lesson plans:

Year: 6	Year Enquiry: How do societies change?	
Term: Spring	How did Dr Martin Luther King Jr fight injustice?	
Driver	Respect	
By the end of this unit I will understand the following core concepts: • Equality and inequality: what this looks like and how it affects people • Rights and responsibilities: where rights come from and how they are linked to our responsibilities • Activism: how individuals can make a change		Deepening concepts: • What systems maintain inequality • Legacy and how this can be interpreted • Non-violent and direct action
Historical skill focus: I can describe **reasons for** and **results of**, events, situations and changes.		
High quality outcome:		

2. Deepening concepts: These are the ideas that may underpin the core learning or provide abstract links to other subjects or contexts, for example linking a theme in a period of history to the modern day. Lessons will expose pupils to these links and prepare pupils to complete a high-quality final outcome that shows what they have learnt.

Formative assessment, to inform future teaching and learning, is at the heart of practice in foundation subjects. A typical unit will be 10 lessons, with a POP (proof of progress) assessment after 5 sessions. If the teacher is satisfied that pupils have sufficient understanding of the core concepts (outlined above), they can proceed to the deepening stage. If understanding of the core concepts has been poor, then the expectation is that lessons 5+ provide opportunities for re-teaching/ consolidation.

See Appendix 2 for an outline of foundation subjects unit structure.

As for core subjects, skills are defined for all year groups. At the end of each term these are used by teachers to define attainment. Teachers may also use knowledge organisers for each unit to assess pupil knowledge. Just like core subjects, this information is then recorded on FFT.

Formal assessment process (end of term)

1. Teachers compile teacher assessment evidence (purple books; attainment descriptors highlighting; evidence from assessment tasks);
2. Pupils complete PUMA/ PIRA assessments;
3. Moderation (staff meeting/ inset):
    a. Reading;
    b. Writing;
    c. Maths;
4. Data upload to FFT (internal): all subjects;
5. Data upload to Data Room (ULT): core subjects.

Appendix 1

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW

MO   TU   WE   TH   FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5   WEEK 6   WEEK 7   WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 2:

Unit structure for History/ Geography: 5 weeks

Launch	Lesson 2	Lesson 3	Lesson 4	POP quiz
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Celebration

Unit structure for R.E./ Computing/ Science: 5 weeks

Launch	Lesson 2	Lesson 3	Lesson 4	POP quiz

How these fit into terms:

Autumn term 1		Autumn term 2	
5 week unit – History + Science + Computing	2 week unit - Art	5 week unit – Geography + Science + R.E.	2 week unit – D&T
English curriculum		English curriculum	Take One Book