C-16 Teaching and Learning Policy

Date of Last Review:	Summer 2024
Date of Next Review:	Summer 2028

TEACHING AND LEARNING POLICY

PONDHU PRIMARY SCHOOL

Introduction

At Pondhu Primary School, we are dedicated to fostering a dynamic and inclusive learning environment that empowers every pupil to thrive. Our curriculum is designed to captivate children's interests, instil a love for learning, and nurture their individual strengths. We believe in the power of adaptive teaching, where metacognition strategies are woven into every aspect of our pedagogy, enabling learners to develop essential cognitive skills and become self-directed learners.

Aims

By adopting a whole school approach to teaching and learning across our school, we aim:
• to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
• to create effective learning environments to support and facilitate pupils learning
• to give children the skills they require to become effective lifelong learners
• to learn from each other, through the establishment of a safe space for learning, making mistakes and exploring new ideas.
• achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
• deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
• enable children to become confident and interested learners, actively engaged in their own learning
• develop children's self-respect and respect for the cultures and values of others
• develop excellent behaviour for learning
• allow children to be actively involved in their own learning through metacognition

Teaching and Learning Structure

Recognising the diversity of learners, we embrace adaptive teaching methods that cater to individual needs and preferences. Teachers are clear that their role is to teach in a precise way, which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Pondhu, we strive to have the following in all our lessons:

1. A daily review of previous learning using retrieval practice strategies.

2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.

Lesson Structure and Effective Delivery of Strategies at Pondhu Primary

All lessons in our school should follow a basic structure made up of three metacognitive phases:

- Phase One (I do): explaining and introducing new learning in small chunks
- Phase Two (We do): providing rehearsal time for pupils
- Phase Three (You do): Time for pupils to complete guided or independent practice

Precise interpretation of the three-phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well revisit each phase more than once during the lesson.

All lessons are built upon planning which has clear learning outcomes:

• Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year.
• Intended learning outcomes create the right level of challenge and are built upon prior learning.
• All learning outcomes are shared orally in child friendly language.
• In writing, children have personalised targets linked to year group key objectives.

All lessons are clearly designed to meet the needs of different groups of learners:

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND. More information can be found in the SEND policy. This is achieved through scaffolded questioning and planned tasks, which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our pupils are able to access the same learning. It is the responsibility of the class teacher to scaffold tasks through

questioning, resources and levels of support. All scaffolding is a temporary support provided so that pupils can successfully complete tasks that they could not yet do independently.

All pupils receive regular and clear feedback which enhances their learning:

- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning.
- All pupils are clear about what they need to do in order to improve their work.
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Live marking – The use of live marking in lessons ensures that misconceptions or

  observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions.
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice.
- Flexible grouping will be used by way of reacting to the children's learning – it is flexible and responsive.
- Ongoing assessment and feedback practices that inform teaching and promote metacognitive awareness, empower pupils to take control of their learning.

Further information can be found in the Marking and Feedback policy.

Learning is enhanced through consistent behaviour and classroom management approaches:

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches, which are clearly outlined in the positive behaviour policy.

All pupils are actively engaged in their learning:

- Pupils are actively engaged during all parts of the lesson – teachers are aware of children's concentration span and use a range of strategies to ensure active engagement.
- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning.
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.
- Integration of metacognition strategies, such as self-assessment, peer feedback, and goal setting, fosters a growth mindset and resilience.

Effective Learning Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important.

At Pondhu Primary, we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school, every class has:

• The 'Golden Rules' displayed.
• A writing, maths, science and humanities working wall that reflects current learning.
• A Read Write Inc sound chart.
• A visual timetable
• Work to be proud of display
• Tidy, labelled and organised resources, which pupils take responsibility for.

Pupils are taught to respect equipment and resources.

Effective Learning

In response to effective teaching and a supportive learning environment, our pupils demonstrate:

• Willingness to explore new ideas and embrace challenges, fuelled by a growth mindset and metacognitive awareness.
• Confidence to take risks in their learning, knowing that mistakes are valuable opportunities for growth and learning.
• Thoughtful engagement in learning tasks, with a focus on understanding and application rather than rote memorisation.
• Joy and enthusiasm for learning, evident in their curiosity, creativity, and intrinsic motivation.
• Ownership of their learning journey, as evidenced by reflective practices, goal setting, and active participation in self-assessment and peer feedback.
• Celebration of achievements and a commitment to continuous improvement, driven by a culture of excellence and support.

Celebrating Success

At Pondhu, we celebrate success in diverse ways, recognising and affirming the achievements of our pupils and staff. We celebrate excellence through:

• Showcasing pupil work and achievements in classrooms and communal spaces, fostering a culture of pride and celebration.

- Highlighting exemplary work on dedicated 'WOW work' displays, accompanied by teacher commentary to celebrate achievements.
- Recognising pupils' attitudes and achievements through weekly awards, such as star learner trophies and commendations in the school newsletter.
- Rewarding academic success and positive learning behaviours through the Do-Jo system, fostering a culture of excellence and celebration.
- Recognising and celebrating attributes in children that show the British Values on a weekly basis.

Enrichment

Pondhu children will experience a range of trips and visits every term that reinforce and enhance their learning opportunities. We also have a wide range of extra-curricular opportunities through community events, clubs and other after school activities.

Monitoring and Evaluation

This policy serves as a framework for monitoring and evaluating teaching and learning practices at Pondhu Primary School. Regular reviews and discussions with staff and governors ensure that our practices remain responsive to the evolving needs of our learners. Classroom observations, work scrutiny activities, and self-evaluation processes inform ongoing improvement efforts.

Policy Review

This policy was reviewed in Summer 2024 and will be subject to review every four years, ensuring its continued alignment with our evolving educational priorities and practices.

Prepared by: Senior Leadership Team (SLT)