



SHARPLES PRIMARY SCHOOL

POLICY FOR TEACHING AND LEARNING

Reviewed by	Governors
Date	October 2022
Approved by Governors	November 2022
Date for renewal	October 2024

The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.

Our broad and balanced curriculum builds on prior knowledge and skills through regular review of content and sequencing. Through our unique curriculum, children develop a deep love of learning where they are curious and eager to extend their knowledge.

Our Intent

- To provide quality learning experiences within a broad and balanced curriculum.
- Develop a lifelong love of learning
- To learn within a coherent and progressive framework
- Develop a rich and deep subject knowledge
- Develop new skills through a variety of interesting contexts
- Develop and demonstrate their creativity
- Understand the purpose and value of their learning and see its relevance to their past, present and future
- Experience the challenge and enjoyment of learning

Subject Pedagogy

At Sharples we adopted Rosenshine's Principles of Instruction as the basis for our approach to teaching and learning, supporting our commitment to a shared language and approach based upon research informed practice.

Our curriculum will be taught through pedagogy that:

- Excites, promotes and sustains children's interest
- Promotes problem solving, creativity and communication
- Enables and fosters children's natural curiosity
- Provides all children with memorable moments within their learning
- Promotes innovation
- Enables children to reflect on and evaluate learning

Developing a Deep Subject Knowledge

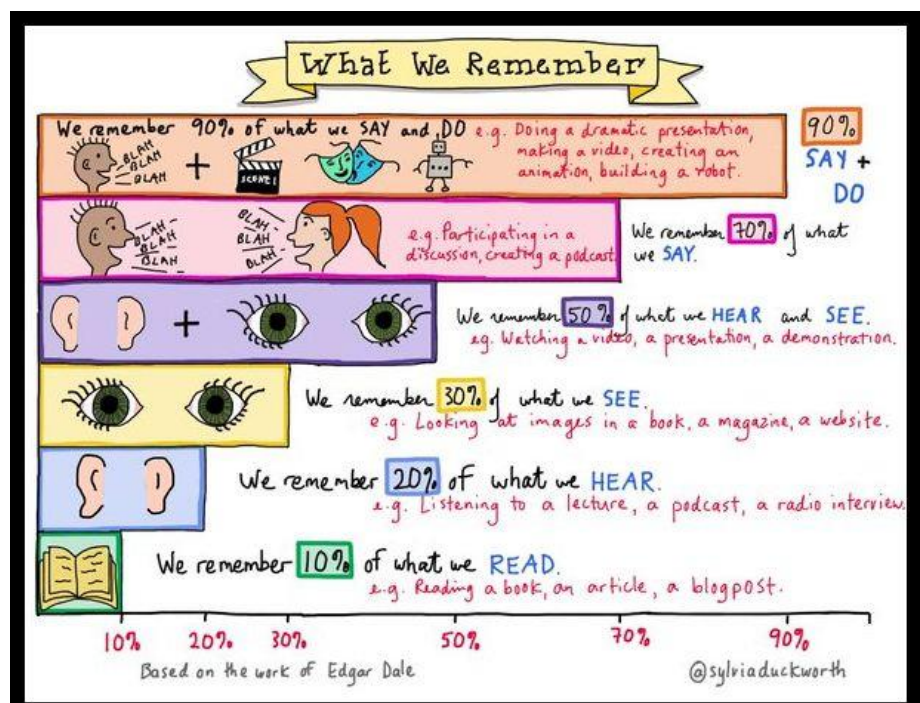
Subject knowledge is at the heart of the work we do, underpinning our Teaching and Learning at Sharples. A knowledge rich curriculum is shown to be transformative to students lives. At Sharples we place high priority on subject knowledge and pedagogy in our approach to CPD, ensuring that staff meetings are subject development time incorporating collaboration in developing these aspects.



Rosenshine's 10 Principles of Instruction

1. Review learning at the start. 
2. Present new material in small steps. 
3. Ask lots of good questions. 
4. Provide models and worked examples. 
5. Practise using the new materials. 
6. Check for understanding. 
7. Obtain a high success rate. 
8. Provide scaffolding and support. 
9. Encourage independent practice. 
10. Weekly and monthly review. 

Rosenshine's Principles





Teaching and Learning Principles

Based on Rosenshine's Principles - in conjunction with our Teaching and Learning Policy

Every child, in every classroom, every lesson, every day

1. Review learning at the start.



2. Present new material in small steps.



3. Ask lots of good questions.



4. Concrete examples and models are used effectively to introduce a new concept. Explicit and detailed explanations and instructions are vital so that children fully understand the learning. Children are taught knowledge not about task completion.

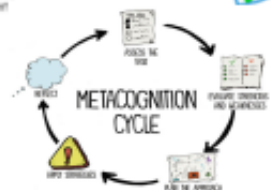
1. Begin a lesson with a short review of previous learning

2. Present new material in small steps with time for children to practise after each new step. Gradually add to the children's cognitive load, allow time to embed their understanding in a practical way after each new load. I do, we do, you do.

3. Opportunities to retrieve information through answering questions. Every time children retrieve that information, memory for that information becomes stronger and long lasting. Use ways to check the responses of all children to check understanding.

1. Begin a lesson with a short review
2. Present new material in small steps
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice.

4. Provide models and worked examples.



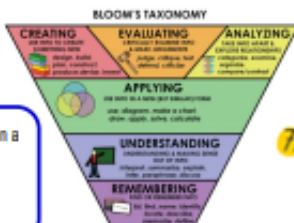
4. Methods of Retrieval Practice

Before you start put away all your books & materials

Quick Recall Quickly answer questions on a topic	Quick Recall Quickly answer questions on a topic
Quick Recall Quickly answer questions on a topic	Quick Recall Quickly answer questions on a topic

After you have retrieved all words, you can go back to your books of class and you will notice that you have more information.

2. Encourage independent practice.



9. Independent practice should be used after guided practice. That is, when pupils are already very competent in a project, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning".

7. Obtain a high success rate.



5. Use interactive models to allow children to try something in a limited way to ensure they can master the skill.

10. Weekly and monthly review.



10. Engage the children in weekly and monthly review. Frequent review of previously learned material in order to help children reconsolidate information and create stronger connections.

What We Remember

We remember 100% of what we read and see if we are not asked to recall it.

We remember 75% of what we read and see if we are asked to recall it.

We remember 50% of what we read and see if we are asked to recall it.

We remember 25% of what we read and see if we are asked to recall it.

We remember 10% of what we read and see if we are asked to recall it.

8. Provide scaffolds and temporary instructional support when teaching new concepts. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding.

7. Ensure all pupils have mastered the current set of lessons before moving on to the next one. Check for misconceptions and ask questions. Prepare children to increase their cognitive load and build their sense of achievement.

5. Practise using the new materials.

6. Check for understanding.



6. Use Assessment for Learning strategies to ensure that children are all able to move on to the next step using formative assessment strategies.

8. Provide scaffolding and support.



Low Stake Testing

Children are tested regularly at the end of each unit of learning. Low stakes short tests are completed in an informal way and inform teachers next steps in learning.

Maths: Testing is completed using summative short tests from LBQ, Power Maths and White Rose Maths.

Writing: At the end of a unit of work children produce a longer piece of independent writing. Teachers ensure that stamina for writing is built up.

Curriculum: Quizzes, activities from Retrieval Document.

10 BENEFITS of LOW STAKES TESTING

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From: 'Ten Benefits of Testing & Their Applications to Educational Practice' Roediger (2011)

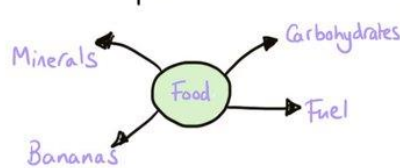
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BENEFITS	
1	The Testing Effect: retrieval aids later retention
2	Testing identifies gaps in knowledge
3	Testing causes pupils to learn more from the next study episode
4	Testing produces better organisation of knowledge
5	Testing improves transfer of knowledge to new contexts
6	Testing can facilitate retrieval of material that was not tested
7	Testing improves metacognitive monitoring
8	Testing prevents interference from prior material when learning new material
9	Testing provides feedback to teachers
10	Frequent testing encourages pupils to study

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What does low stakes testing look like?

Mindmaps



Flashcards



The aim of low stakes testing is to help pupils to build a well connected schema (mental organisation) of their learning that can be added to & recalled when needed.

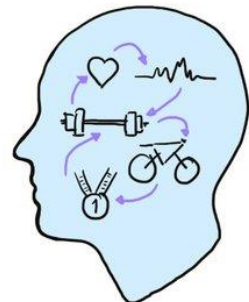
Multiple Choice Quizzes

What is the Welsh for 'learn'?

- ☐ A cysgu
- ☐ B dysgu
- ☐ C dysgy

Brain Dump

Write everything you know about



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4 Methods of Retrieval Practice

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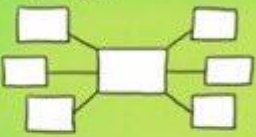
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- Exit Tickets
- Starter quizzes
- Multiple choice quizzes
- Short answer tests
- Free write
- Think, pair, share
- Ranking & sorting
- Challenge grids

BRAIN DUMP

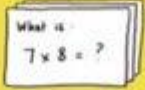
Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit. Say 3 minutes, then have a look at your books & add a few things you forgot.

FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

QUIZZING

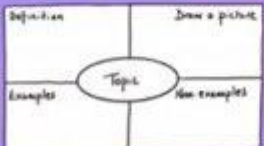
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- ☐ A comparison using 'like' or 'as'.
- ☐ A comparison where one thing is another.
- ☐ A comparison with a human attribute.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information.

Conditions for Effective Learning

In order for children to gain the most from their time in school, certain conditions need to be met. Some of those conditions are not within the control of the teaching staff but some are and, in order to maximise learning, staff need to influence as many of those conditions as effectively as possible.

At Sharples we feel that the following conditions create the climate where children are most able to learn.

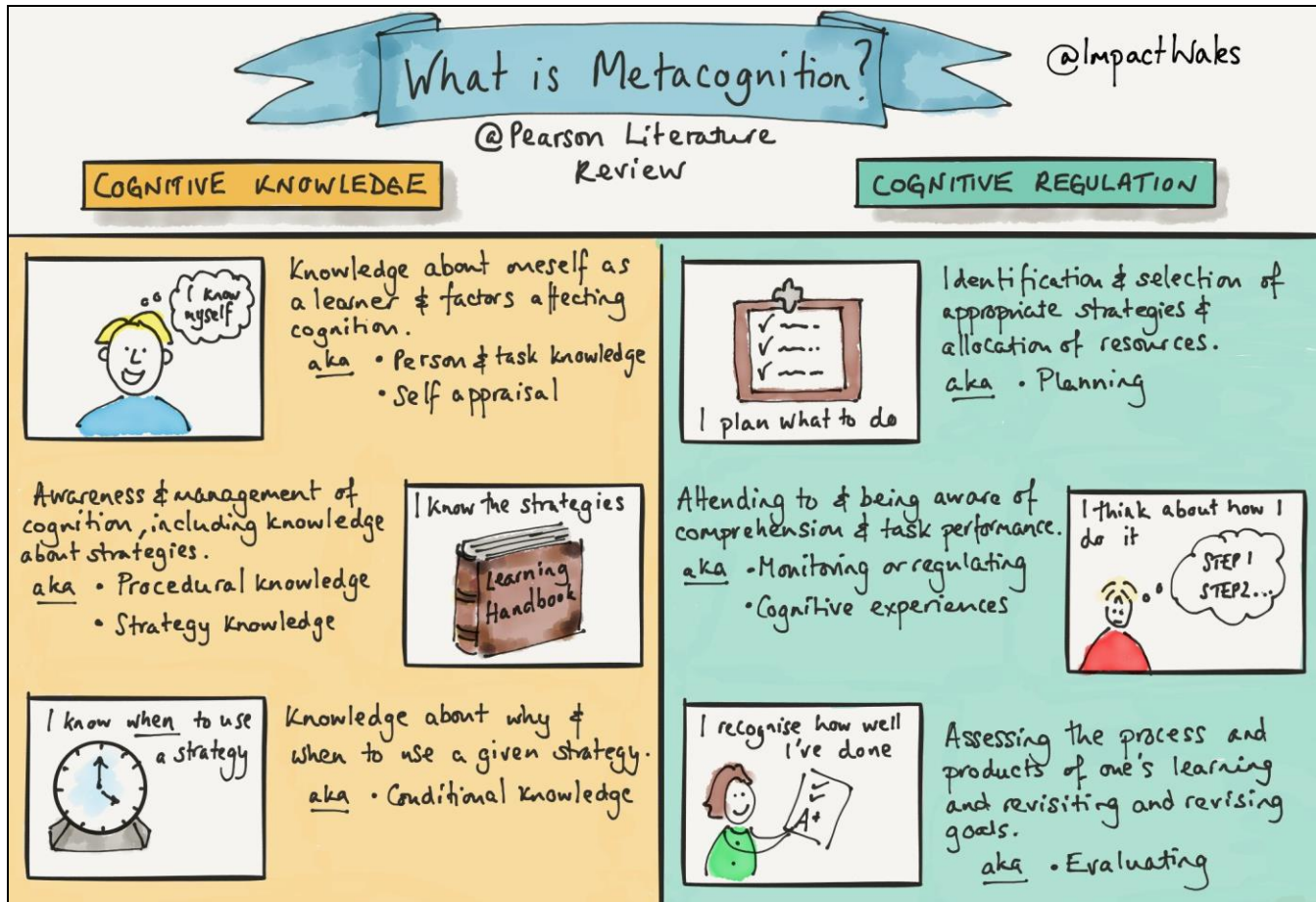
- Children feel loved and cared for
- Children are warm and well fed
- Children have a high self-esteem
- School provides a clean, bright, orderly learning environment, conducive to learning
- There is an atmosphere of mutual respect and understanding where children are listened to and are given the opportunity to speak openly and honestly
- There is an ethos of trust that enables risk taking

The organisation of the learning environment is high priority at Sharples. Across the school there are agreed and consistent arrangements for the presentation of the learning environment. Resources are organised appropriately for the age of the children to support the development of independent learning strategies. Consistent classroom routines and expectations of behaviour, in line with the Behaviour Policy, enable children to learn free from unnecessary distractions. School has invested heavily in technology to support children's learning with children from Year 1 – 6 having access to their own individual iPad to support student agency, in addition to a bank of computers. Children in EYFS have access to iPads and computers.

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Metacognition

At Sharples, we teach pupils specific strategies, which help them, understand their own learning process.



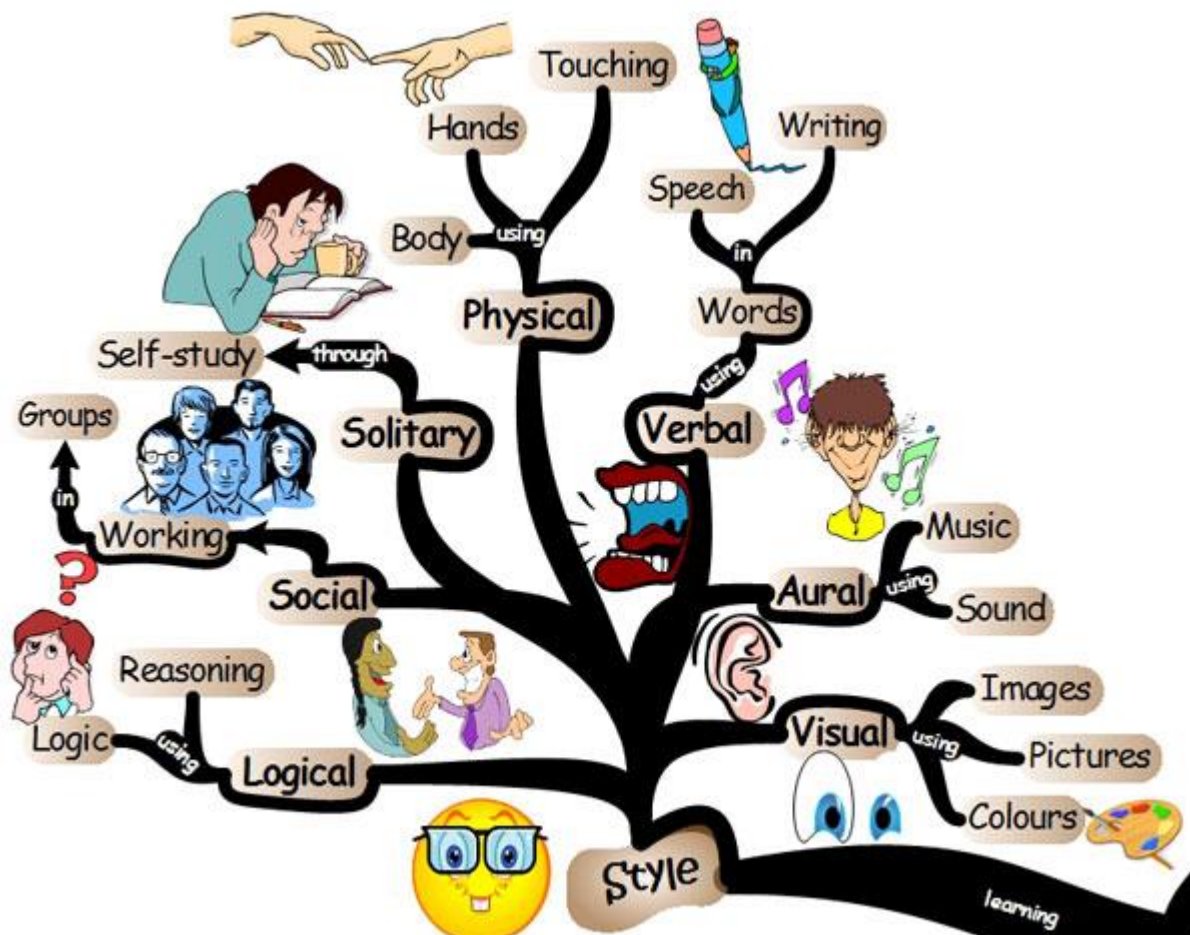
Metacognition has two dimensions: metacognitive knowledge and metacognitive regulation.

Metacognitive knowledge refers to what learners know about learning. This includes:

- the learner's knowledge of their own cognitive abilities (e.g. 'I have trouble remembering dates in history')
- the learner's knowledge of particular tasks (e.g. 'The ideas in this chapter that I'm going to read are complex')
- the learner's knowledge of different strategies that are available to them and when they are appropriate to the task (e.g. 'If I scan the text first it will help me to understand the overall meaning').

Metacognitive regulation refers to what learners do about learning. It describes how learners monitor and control their cognitive processes. For example, a learner might realise that a particular strategy is not achieving the results they want, so they decide to try a different strategy. It is our job to help children understand how they learn.

Meta Learning



The Learning Pit



At Sharples, we teach the children how to learn and that at times learning is hard and we have to rely on strategies that enable learning to be built upon sequentially and move forwards.

Teaching Toolkit

At Sharples we use a range of approaches and strategies to teach. We instil our school values of curiosity, determination, team work, inclusivity, resilience, respect, motivation and aspiration within learning and the curriculum.

- Making learning real, relevant and fun
- Outdoor learning
- Learning by Questions in KS2
- Cooperative learning

<u>Reception</u> Taking chips Rally Robin Round Robin <u>Year 1</u> Match mine Timed Pair Share Collaborative Challenge <u>Year 2</u> Find Someone Who Jot Thought Find the Fib <u>Year 3</u> All Write Round Robin Read in Review Numbered Heads Together	<u>Year 4</u> Fan n Pick Rally Coach Quiz Quiz Trade <u>Year 5</u> Celebrity Interview Read n Tell Min n Match <u>Year 6</u> Three- Step Interview Inside Outside Challenge Blind Sequencing Other strategies may be used.
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Planning

Long term planning sets out coverage of the National Curriculum over an academic year for each year group. Medium term planning translates long term planning into a learning and teaching programme of sequenced lessons based on the National Curriculum. Long term & Medium term plans are saved on the school network. Knowledge organisers are used to aid children's learning and are stuck in books and sent home.

Weekly/daily Planning is completed on Interactive Smart Notebooks.

Assessment and Long Term Memory

Teacher assessments include:

- Observation
- Questioning
- Talking with, and listening to, pupils
- Providing feedback regarding "next steps"
- Applying results of children's own self-assessment and peer assessment
- Marking (see marking policy)
- Testing NFER tests are completed 3 times a year in Y2 –Y6

Impact

Our Learning and Teaching Policy ensures that learners:

- will be happy,
- feel valued,
- understand expectations,
- curiosity will flourish,
- levels of achievements will increase,
- behaviour will remain positive,
- levels of engagement will be enhanced,



- will increase their capacity to learn and understand how they learn,
- develop skills, confidence and curiosity and be lifelong learners,
- experience powerful, progressive and precise learning,
- understanding of the curriculum will deepen,
- increase academic performance,
- will make expected or better than expected progress,
- be ambitious and aspirational,
- are self-managed and self-regulated by the time they leave our school