Teaching & Learning Policy

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Sennen School Teaching & Learning Policy
Leap into a Pool of Learning!

Intent

At Sennen School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

At Sennen School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

The process of Teaching and Learning at Sennen is one that is underpinned by research into metacognition (the awareness or analysis of one's own learning or thinking processes). It is vital for all staff to understand how children learn using this knowledge to underpin our daily practice enabling our pupils to reach their potential.

Teaching and Learning at Sennen School aims to develop our young people into confident and knowledgeable pupils who draw on their experiences, and those of others, to build a well-informed understanding of the world around them.

Implementation

At Sennen we follow the Rosenshine Principles of Instruction:

SEQUENCING CONCEPTS & MODELLING

8 Provide scaffolds for difficult tasks   2 Present new material using small steps   4 Provide models

QUESTIONING

3 Ask questions   6 Check for student understanding

STAGES OF PRACTICE

5 Guide student practice   7 Obtain a high success rate   9 Independent practice

80%

REVIEWING MATERIAL

1 Daily review   10 Weekly and monthly review

Sequencing concepts and modelling

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.	The recommendation to present new learning in small steps can be applied to any context or subject area. Some further examples of accounting for cognitive load when teaching includes: •Only using word problems in maths when pupils are already familiar with the mathematical facts and operations within the problem •Not asking pupils to generate their own creative writing at the same time as applying a new skill within that writing, e.g. a grammar rule or new type of punctuation •Mastering a skill in PE, such as a particular pass, within training activities before applying it within a game or match. The same can be said for mastering a move in gymnastics before being expected to incorporate it into a routine or sequence. •Learning about what a continent is and being secure in defining a continent and naming all seven before moving onto learning about individual countries within those continents •When using slides to present information from any subject, ensuring that they are clean and simple and do not contain a lot of irrelevant images or fancy fonts and colours which may increase cognitive load and distract from the information you want pupils to process.
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.	Research has shown it to be effective in maths and science lessons when pupils study worked examples as well as completing questions independently, some teachers interleaved examples with questions which led to successful learning of problem-solving strategies. Giving pupils partially completed worked examples and asking them to complete the missing steps is one way of encouraging the effective use of worked examples to focus on particular steps in a process. Rosenshine suggests that teachers follow a sequence such as: • Provide prompts • model the use of prompts • guided practice • supervised independent 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.	Scaffolds can take many forms, they may consist of writing frames, vocabulary lists, teacher modelling and thinking aloud, checklists or success criteria, concrete or visual resources to aid problem solving in maths or anything else which actively aids the student in new learning. Scaffolding usually restricts the amount of choices a student has to make, which enables them to focus on learning the specific skill or knowledge required.

Questioning

03 ASK QUESTIONS The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	Questioning is a valuable method for assessing how well pupils have understood new information. Therefore, process questions are key – asking pupils to articulate *how* they came to an answer and the method or reasoning they used. Research has shown that students achieve higher scores when their teachers are trained to increase the volume of both factual and process questions asked after introducing new material. It is also important to gain responses from as many students as possible, so that the teacher can accurately assess whether the majority of pupils have understood the information taught or whether re-teaching needs to take place.
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.	Regular checks for pupil understanding help to address misconceptions and also provide the processing needed to enable information to **transfer** into students' long-term memory. When students are asked questions to clarify their understanding, are asked to summarise information or asked to repeat instructions and procedures using their own words – this information is reconstructed in their minds, making connections to existing information in long-term memory, which helps to strengthen and consolidate the learning.

Guided practice

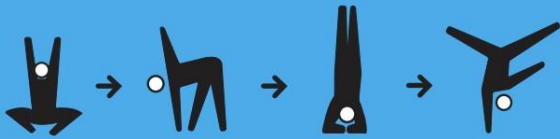|	
05 GUIDE STUDENT PRACTICE Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.	Rosenshine (2012) stresses the importance of giving pupils adequate time to practice new information. This practice involves the rephrasing, elaborating and summarising of new learning, in order to help it be stored and retrieved easily from long-term memory. Research has shown that more successful teachers spend more time on guided practice: helping students become familiar with new material by questioning them, asking them to summarise their learning, addressing errors and misconceptions, providing examples and supervising them as they practice. Lessons where teachers spent more time on guided practice were shown to have students who were both more successful and more engaged when they began independent work.
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.	Research suggests that 80 per cent is the optimal success rate for student learning; in classrooms where around 80 per cent of questions are answered correctly, this shows that students are learning and understanding the material taught, but are also being adequately challenged. According to Rosenshine (2012), this high rate of success is most commonly met in classrooms which utilise aforementioned strategies such as teaching in

	small steps, building in time for guided practice and checking pupil understanding regularly.
	A mastery approach requires that this high success rate is the case for all pupils. Therefore if some pupils have not successfully learnt the material, the next step should not be taught. If pupils are rushed onto a subsequent series of lessons, before mastering the first ones, lower attaining pupils are likely to rehearse and consolidate errors and will fall further behind.
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.	Rosenshine (2012) suggests that information should be 'over-learnt', allowing it to become automatic. Automaticity frees up space in working memory as it allows students to complete some tasks without any conscious effort. If students achieve automaticity of more basic skills and knowledge, it allows them to access more complex and challenging learning.

Reviewing material

	According to Rosenshine's Principles of instruction (2012), beginning each lesson with a short review of previous learning is a key strategy in enabling students to recall learning, make connections and free up capacity in working memory by developing automaticity. Review activities should take 5-8 minutes. This may involve quick-fire recall of known times table facts, topic-specific vocabulary or spellings, which have been taught in recent days or weeks, before moving onto learning new ones. This can be done with flashcards or through a game-based approach.
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.	Review can take the approach of: Repetition, Quizzes, Review, Example work.
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.	Repeated rehearsal and regular review of information helps students to make connections in their learning, building networks of ideas and information (schemas). This construction of schemas enables information to be held in, and retrieved from, long term memory – which frees up space in working memory. Retrieval practice such as quizzes and tests can also help students remember and embed the information learnt.

Appendix 3 contains more information about how we adapt Rosenshine's principles to each subject in school.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:

- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Can do' attitude

and where adults:

- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

This learning culture needs to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in skills.

- **Learning Objectives**
  - clear and focused - based on learning (skills/ knowledge) rather than task
  - displayed
  - discussed and explained to the children
  - based on prior attainment, knowledge and understanding

- o written in the format: WALT:
- **Success Criteria**
    - o break down the learning take place
    - o include the steps or 'ingredients' the children need to be successful in their learning
    - o are identified by the teacher during the planning process
    - o are usually generated with the children during the lesson
    - o are written up and referred to during the lesson
- **Plenary**
    - o planned times during, and at the end of, the lesson
    - o reviews progress towards the learning objective and success criteria
    - o allows adults, and children, to address misconceptions, make improvements and add further challenge
    - o learning may be applied to different contexts
    - o time to reflect on the 'how' of learning in addition to 'what' has been learnt
    - o should be used during lessons only when the progress of the class, group or individuals will be furthered
- **Outcome**
    - o what will be achieved by the children by the end of the lesson
    - o the learning activity/evidence of learning
    - o sufficient time given to enable children to achieve meaningful learning
    - o matched to the children's next steps in their learning
- **Challenge for All**
    - o Takes place throughout the lesson
    - o Is matched to children's next steps learning
    - o May occur through adult support; range and level of resources; time; task; different outcomes
    - o When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- **Adult Input**
    - o Engages children in the learning
    - o Is active and interactive
    - o Has appropriate pace to ensure maximum learning takes place
    - o Responds to, and is adapted to, ongoing assessment during the lesson
    - o Clearly models successful learning/the learning activity
    - o Generates success criteria
    - o Is flexible according to the learning taking place eg.
        - ▪ Different inputs for different groups
        - ▪ Different start times for different groups
        - ▪ Input – activity – input – activity
        - ▪ Guided groups etc
- **Feedback & Marking**
    - o Regular feedback will be given to the children
    - o Identifies success and areas for improvement/next steps in learning
    - o Refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
    - o Opportunities are planned for children to regularly respond to feedback and marking
- **Self & Peer Assessment**
    - o Children are trained to self and peer assess
    - o Guidelines are discussed, agreed and developed with the children
    - o Is used regularly to enable children to address misconceptions and make improvements to their work
- **Active Learning**
    - o Children are given opportunities to be involved in the learning throughout the lesson

- o A range of strategies are used
- o There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

When the working memory is overloaded, learning is not effective. Primary-aged children work most effectively when they are working with three pieces of information at one time. When there are distractions in the environment, these can interfere with the information that is being processed in working memory. At Sennen, we work hard to reduce these distractions by expecting quiet and purposeful working spaces. Classrooms must be well-organised and clutter free, with purposeful calm displays – ensuring that the environment enhances learning and does not detract from it. Appendix 2 details expectations for our learning environment.

Emotional Response

Memory can also be overwhelmed by an emotive response to an experience – the events that stick most in our memory are those with emotion attached to them. When learning, there is the danger that learning experiences leave children with an emotional connection to the event but as a consequence, the learning becomes lost: a year post a teaching sequence, children may remember that they enjoyed creating a sculpture but not the process and skill behind why they created it. Teachers plan with this mind. Emotionally rich experiences are used to establish a connection to a topic or during application in different contexts, however procedural and conceptual knowledge should be imparted carefully to ensure that they sit at the heart of the learning experience and not an emotional response.

Impact

At Sennen, when you walk into a classroom you will see:
- Enthusiastic children who are focused on their learning
- Children asking questions with confidence and determination
- Children making connections between current learning and existing knowledge
- Children actively using their prior learning to enable them to complete open ended tasks
- Books that show a clear journey to an intended outcome
- Focused and purposeful input from teachers, followed by carefully planned tasks to practice the taught skill
- Learning broken down into small steps with children demonstrating a high success rate in their books
- A purposeful environment where distractions are minimised.
- Adults being proactive in their provision of scaffolds and reactive to constant assessment of children's needs during the lesson

Appendix 1 - Roles and Responsibilities of stakeholders

Teacher	Pupils	Parents/Carers
- Good quality first teaching. - Produce quality planning showing progression and next steps. - Aware of the learning needs of all children and differentiate appropriately. - Meet needs of children through well planned, fun, exciting and challenging activities. - Plan assessment opportunities so that next steps can be planned for and all are aware of progress made. - Ensure parents are involved in learning. - Model good practice including the school's values. - Very clear feedback giving concise points for progress. - Mutual respect. - Good subject knowledge. - Professionalism. - Understand the needs of all children in their class. - To communicate effectively with all staff members. - To report safeguarding issues promptly. - Being punctual.	- Be punctual and attend school everyday. - Behave in an appropriate way that allows them and others to learn. - To follow the school's values at all times. - Take responsibility for their learning. - Complete home learning. - Approach tasks to the best of their ability. - Participate fully in all aspects of their learning. - Ask for help, if necessary. - Demonstrate an attitude and willingness to learn. - Listen to the ideas of others in a respectful manner. - Use opportunities to discuss learning with each other. - Use the success criteria to support learning. - Identify areas in learning and set targets.	- Ensure children attend school every day and are on time. - Make sure that home learning is supported. - Ensure home learning takes place in a suitable environment. - Read with their child regularly - we suggest 4x weekly - and sign their reading records. - Read and respond to letters from school. - Be proactive and talk to the teacher about child's learning. - Reporting safeguarding concerns. - Attend parents evening and planned school functions. - Communicate with school if there are any problems. - Model effective behavior.

Appendix 2 - Expectations of Classroom Environment

1. **Tidy away unused resources and clutter** – research suggests that clear surfaces and tables help children with Communication and Interaction and anxiety needs to think better and organise themselves better. Reducing interference in the environment enables children to focus their attention on learning and reduces cognitive load.

2. A **visual timetable** that is used throughout the day. Things completed are moved or crossed out. Research suggests that keeping track of their day helps children with Communication and Interaction and Social, Emotional and Mental Health to be calmer, more prepared and more organised.

3. Display easy to reference **Learning Behaviours**. Children need help and teaching in this.

4. **Working walls** are kept up-to-date with clear scaffolding for the current learning journey.

5. Easily accessible **English and maths equipment**.

6. A set of laminated wipe-clean **Task Boards, Now and Next Boards** and **Help Cards** ready to use – this should help our SEN children be less adult-dependent, and their use gradually phased in