



*Be Proud, Ambitious, Resilient, Together*

# Langdale Primary School

## Teaching and Learning Policy

Langdale Primary school is dedicated to providing the pupils with the best learning experiences which build on our values and beliefs which are as follows:



## LANGDALE PRIMARY SCHOOL'S VISION



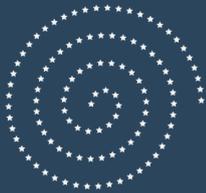
"Together, we strive for excellence, driven by our pride in our achievements and our ambition to succeed. We are resilient in the face of challenges, supporting one another and never giving up. We are united in our pursuit of a brighter future, where every member of our school community can become champions for life.



Be  
Proud



Be  
Ambitious



Be  
Resilient



Together



Vision	<i>Be Proud, Ambitious, Resilient, Together</i>			
Values	Healthy and Happy	Safe and Secure	Independent and Resilient	Inspired to achieve
Value Descriptors	Our children are happy to come to school and learn. They enjoy learning in a school that cares about them and listens to them. Our children are happy and healthy with the help of a balanced diet, a full PE curriculum and extra-curricular sports offer and a strong focus on active learning. We not only place importance on a healthy body but a healthy mind through our mindfulness programme.	Our safeguarding procedures are rigorous and we prioritise the safety of our children and staff.  Our children are taught to stay safe online and to keep themselves safe within the community. They learn mutual respect and how to help one another to stay safe. We are committed to teaching our children how to be a responsible citizen and to have good values and morals.	We build resilience through challenge and problem solving within our curriculum to ensure that our children are successful in all that they do. Our children support one another to be resilient through team work and collaboration. We have high expectations of our children to be independent by adopting a "Growth Mindset". Our children learn that success is not a destination but a journey we take.	We offer a curriculum that inspires all children to achieve the best that they can be. Our children are taught the knowledge and skills that they need in all subjects to be well rounded individuals. We celebrate the small and the big milestones together.
Underpinned by	To be a responsible citizen who is culturally aware			
Value Descriptor	We want our children to understand their responsibilities as a Langdale citizen and how this supports being a local, national and global citizen. We want our children to understand about the cultural diversity within our school, local, global and national areas.			
Impact of values	Happy and healthy children who understand the importance of self-preservation.	Responsible citizens within their local community.	Children who rise to a challenge and don't give up.	Children who strive to make something of themselves and give back to their community.
Our promise/mission statement	As the Governing Board and staff of Langdale Primary School, we promise that all of our children will be taught the skills and knowledge to be responsible citizens, make good choices, become what they aspire to be and to positively give back to their community.			

At Langdale Primary School, we have endeavoured to design a curriculum which is built upon our mission statement. Our curriculum considers the needs of a 21<sup>st</sup> Century child and is ambitious in providing our children with the knowledge, skills and learning behaviours required to become successful life-long learners.

### Intent

At the heart of our school are a set of core values. These underpin our curriculum and the ethos of the school. At Langdale, we place great importance on a curriculum which develops the whole child. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children with SEND and disadvantaged backgrounds.

### Implementation

Implementation describes the way in which we deliver our intent consistently each day. To do this we endeavour to provide the best quality teaching and learning. Using, for example from the EEF Teaching and Learning Toolkit and Rosenshine's Principles of Instruction. From this we have gleaned eight key principles.

The Principles are as follows:

### **Review previous learning**

This is a key strand and will take place in every lesson. Teachers will spend time at the beginning of the lesson reviewing previous knowledge and understanding. The purpose of this is to strengthen the connection between previously learned material and new learning. This review will look at questions from recent learning within the same subject and longer term past learning from the same subject and other subjects also. Reviewing previous knowledge and understanding will help pupils to retrieve it so that it can be recalled and used effortlessly; this is vital in preventing cognitive overload when new learning is introduced. This review may also give pupils the opportunity to practice skills so that they become fluent in their recall. This aspect of the lesson is also an opportunity for pupils to correct mistakes and respond to short review tasks set by the teacher. The review is also important as a tool to assess the prior knowledge of pupils. This helps teachers to address any misconceptions and to start the lessons at an appropriate point. This aspect of the lesson should take around 5-8 minutes, although this is a guide, not a rule. Retrieval of learning, that is to pull learning from the memory without the aid of scaffold, supports or memory aids, is also a key element of learning and should be seen in every lesson. Linked to this, spaced retrieval will be in place every 2 to three weeks after teaching to embed learning from the child's current year group learning blocks. This could take place during any section of the lesson but should be carefully planned to support and promote learning, as well as being used as an assessment tool for teachers. Spaced retrieval will also take place two weeks after each block of learning to support retention of key learning in each year group.

### **Small Steps.**

Our working memory is limited in its capacity to listen and comprehend many new things at once. When we try to learn too many things, too quickly, we call this cognitive overload; when this happens nothing is learned well and it is forgotten quickly. By ensuring that learning takes place in small steps, pupils' working memory is not overloaded. We also ensure that each small step is committed to long term memory, ready to be recalled effortlessly at a later date. We often call this fluency. When knowledge is learned in small steps, it also offers the teacher and pupils the opportunity to think more deeply. Teachers also design rich tasks that not only enhance fluency, but to add context and meaning to the learning. Learning in small steps also ensures that assessment is more accurate. Teachers can focus on what they need to assess more readily because they are assessing the retention of a small step rather than a large chunk of knowledge.

### **Targeted, challenging and effective questioning.**

Questioning is the cornerstone of good teaching and learning. Teachers and pupils should be asking lots of them. Questioning helps teachers to assess how well pupils are grasping new knowledge, skills and understanding. Questioning helps the teacher to understand pupil misconceptions and it helps to challenge learners who quickly acquire lesson outcomes. All pupils should have the opportunity to ask and answer questions. In this sense our teachers use a variety of techniques to ensure that questioning is an interactive activity, where all pupils are involved.

### **Modelling and Guided Practice**

Modelling is essential in the acquisition of new knowledge, skills and understanding. Teachers will model new knowledge, skills and understanding to the pupils. Importantly they will model how to think, as well as how to do. Teachers will usually verbalise their thinking, allowing the pupils an insight into the thinking required. As a result of modelling, teachers will have a 'Worked Example' of the new learning. Pupils will also have the opportunity to practice new learning under the guidance of the teacher, we call this guided practice and it complements the teacher modelling. The teacher will have a range of strategies in which to facilitate guided practice. The purpose of this aspect of lessons is to bridge gap between teacher modelling and independent practice, to allow the teacher to assess understanding and for the pupils to rehearse and refine their knowledge, skills and understanding. Crucially, this aspect of the learning helps to commit the new learning into the long-term memory.

To support this process, prompts and scaffolds maybe used. It is essentials that where this is the case, the teacher models how these can support learning. Prompts and scaffolds are considered a 'cognitive apprenticeship.' Where pupils complete tasks with prompts or models, it should be assumed that the learning has not been committed to long-term memory. Teachers should remove this assistance as pupil skill increases; it is only when pupils can practice their knowledge, skills and understanding 'unaided' that long term retention is possible. Scaffolding should support children to reach the same outcome and should be targeted to individuals or groups of children as necessary.

### **Check for understanding – achieving a high success rate.**

Teachers will always check for understanding. Research tells us that pupil responses must be  $\geq 80\%$  correct before moving on to the next stage of learning. To support this, the teacher will ensure they have a range of strategies assess pupils' progress towards this aim; this includes asking pupils to summarise, pupil discussions, answers to questions and written responses. Teachers will provide feedback on these responses and address any misconceptions. It is important to achieve such a high success rate so that when pupils are taking part in independent practice they have acquired the correct techniques and approaches. If the success rate is low, pupils will go on to practice incorrect techniques and approaches. Teachers will take a step back and revisit teaching immediately if assessment for learning shows that the children have not retained or understood what has been taught. This may mean looking at something in a different way or using different models or support to ensure that children are able to progress within the lesson and beyond.

### **Independent Practice**

Independent practice is practice without the direct guidance of the teacher. The task(s) should be based on the modelling and guided practice, although a variation can be applied. The main purpose of this aspect of the lesson is for pupils to commit new knowledge, skills and understanding to their long-term memory. Teachers may see it appropriate for pupils to work in pairs or groups for this aspect of the lesson; where pupils support each other. Where aforementioned aspects of the lesson have been facilitated skillfully with the pupils, teacher intervention to address misconception should be minimal. During this aspect of the lesson teachers will be assessing the responses of the pupils, offering further advice where necessary and asking questions to further understanding. Differentiation of the task should be the exception rather than the rule. Wherever possible scaffolding should be used to help all pupils access age related knowledge, skills and understanding.

### **Provide Scaffolds**

Scaffolds provide pupils with a 'cognitive apprenticeship' to support their thinking, offering an addition support on their journey to independence. These scaffolds can take many forms and the teacher will strategically design these based on the learning and the pupil(s). Scaffolds can take many forms, below are some examples, although the list is not exhaustive.

- Knowledge organisers
- Worked examples
- Prompts
- Additional support from adults
- Manipulatives
- Predicting and tackling common misconceptions

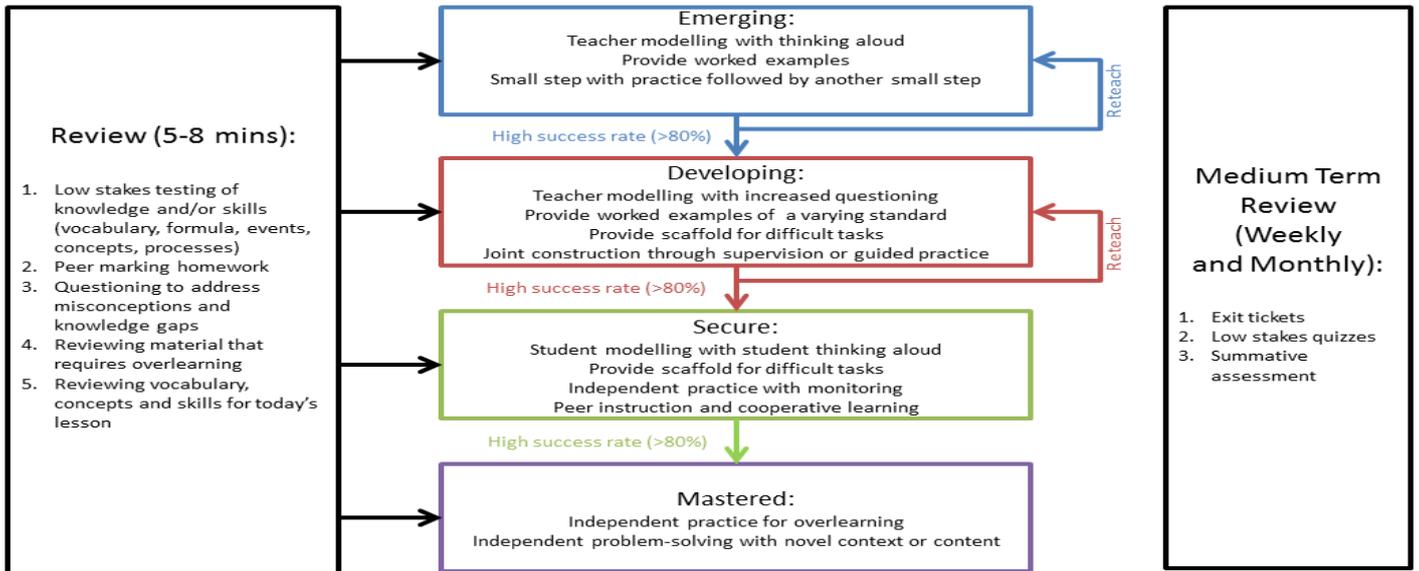
Scaffolds should be a temporary strategy with the intention of removing these when pupils gain more confidence with the learning. When tasks are completed with scaffolding, the pupil has not yet acquired the knowledge, skills and understanding to the expected level.

### **Regular reviews of learning.**

Research demonstrates that regularly revisiting previously learned material will ensure long-term retention. At Langdale, pupils will have regular reviews of learning. This may take the form of a quiz, a set of questions or a mini assessment; the format will be up to the discretion of the teacher and will be a 'low stakes' format as opposed to a formal test. In keeping with assessment principles, where knowledge has not been retained, the teacher should take time to revisit it. An example of a review might be questions about what has been learned last week, last month and last year.

Two weeks after each block of learning, children will have spaced retrieval opportunities where they would recap on learning to ensure that this is recalled regularly to increase retention of key facts. This will often use multiple choice questions, though would not be limited to this.

## Tasks based on level of mastery



Frequent questioning using formative assessment techniques that require all students to respond takes place throughout the lesson to check for understanding and correct misconceptions. Recall->Explanation of Process->Analyse-> Evaluate and Hypothesise.

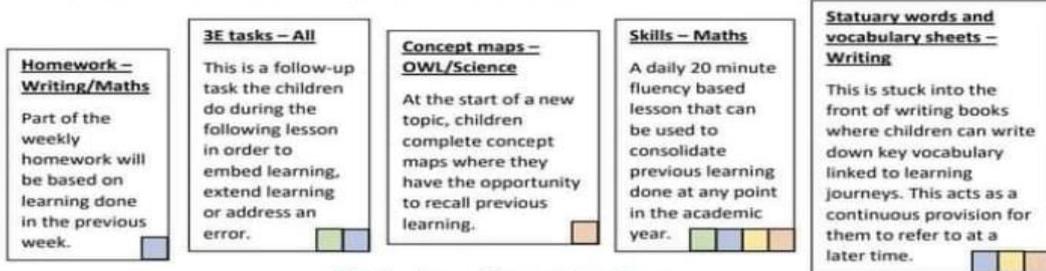
Spaced retrieval two weeks after every block of learning. (In English and Maths, this will take place at the start of lessons and through weekly SPAG retrieval (Maths fluency) and weekly SPAG retrieval).

## Embedding learning into long-term memory/Continuous Provision

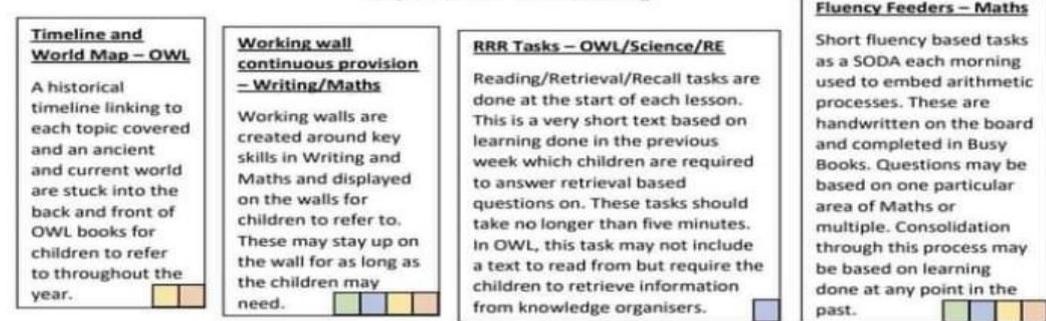
Ofsted state and this is confirmed by research – "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned."

This is one of our guiding principles and therefore informs much of our teaching and learning practice.

Throughout every area of our curriculum, we aim to consolidate and embed learning at every possible opportunity. We do this through a number of systems and procedures as outlined below.



Ebbinghaus Forgetting Curve



### **Summary and impact**

Our teaching and learning principles are just that, principles that will be interpreted by the teacher who knows the pupils best. Whilst all eight of these principles are key to good learning, they may be used in an order, or in some instances, may not appear in the lesson. However, there must be a clear rationale for this. In order to be consistent, staff will use these principles as key building blocks based on the needs of the pupils.

This policy also supports the teaching standards as published in 2011 with particular reference to the following points taken directly from the standards:

- Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague

The desired impact of our teaching and learning is to realise our mission statement of:

“providing our children with the best educational start in life”.