# Teaching & Learning Policy

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# CEE Trust - Teaching and Learning Policy

## Aims of the Policy

Within CEE we are committed to providing high quality teaching and learning in order to raise outcomes for all of our children. Any attempt to raise standards within our schools must be focused within the classroom; our expectation is that all children are provided with rich learning experiences that are firmly rooted within our shared **C.A.R.E.** Vision and school curriculum.

**We expect that every teacher, and every member of school staff, will be a good or outstanding teacher who aspires to provide our children with the very best learning experiences possible – our children deserve nothing less.**

Our curriculum will be exciting and will inspire children to nurture a passion for learning. The intent of our curriculum, or knowledge to be taught, can be found within the curriculum booklets that we have developed which provide the details relating to the specific knowledge and skills progression within each subject. Children are assessed through regular formative and summative methods which will in turn be used to inform any next steps. Our aims and key features of learning are regularly reviewed in line with current research and relevant educational publications from a wide range of different sources.

## Our Vision

Our curriculum, and teaching and learning is underpinned by our aims and objectives for every child which are encapsulated in our school vision.
The curriculum is the means by which the schools achieve their objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our teaching and learning Policy is how this occurs and is delivered.
We believe that our curriculum should be broad in order to provide opportunities for our children to be exposed to new ideas and new experiences. We feel that our curriculum and learning environments should provide equality of opportunity for all learners.
Through our curriculum and teaching and learning we aim to help our children to develop empathy, equality and compassion for others.

As a Trust we ensure we **C.A.R.E**. and that our children will be **C**onfident, **A**ble to meet future challenges, **R**esponsible members of the community and **E**ffective Learners.

We feel that **C.A.R.E**. can be encapsulated in the following ways:

| C. | A. | R. | E. |
|---|---|---|---|
| **C**onfident | **A**ble to meet future challenges | **R**esponsible members of the community | **E**ffective Learners |
| Our children will have the confidence to be curious and inquisitive about the world around them. To have a positive attitude towards enquiry and new things. | Our curriculum will help our children to develop the knowledge and skills needed for the future. We will provide meaningful opportunities to practice new techniques and to apply the new skills and knowledge gained. | Through our curriculum we aim that our children will develop kindness and empathy towards others. They will also develop an understanding of equality and diversity. | Through our pedagogical approach we aim for our children to develop their knowledge of themselves as learners. This will enable them to become resilient learners and to have a love of learning. |

We believe that all our children should:

- Feel valued, have a voice and be understood by the adults around them.
- That their basic physical needs are met and that they feel safe and secure.
- Have a sense of belonging within the school community and to feel responsibility for themselves and those around them.
- Have access to a learning environment that enables them to thrive as a learner.

We feel that the above should be visible and observable when entering and visiting each school within the Trust. The atmosphere and environments are often unique to small schools as staff, pupils and families often form close bonds and strong support networks. Whilst there are many strengths to the small school model there are also many additional considerations to understand.
Here is a recent blog from Ofsted regarding small schools.

https://educationinspection.blog.gov.uk/2024/04/30/our-approach-to-inspecting-small-schools/

Please also refer to our curriculum rationale that can be found on our school websites.

## Key Features of Effective Teaching and Learning

All lessons across our school should aim to include many of the following key elements to ensure high quality teaching and learning takes place.

**All lessons have…*Clear* Learning Objectives**
- Learning Objectives are shared orally by school staff and are displayed in child friendly language.
- There is a clear link to other lessons, past and future – this can include retrieval activities with children or by a teacher recapping previously taught material.
- Learning objectives are not muddled up with the context of the lesson.
- Children write the learning objective in their book when they are ready or it is ready to be stuck directly into their books.
- Feedback/Marking is focused on the Learning Objective and follows the agreed Marking Policy.

**All lessons have… *Well planned,* process-led success criteria**
- Children are provided with a good example of what they are trying to learn looks like in small steps, E.g. what do we need to do? This is often a teacher model/ scaffold or a guided worked through example provided to support this.
- All children are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Children use the success criteria to self-assess their own or their partner's work, when appropriate.
- Children are reminded of the success criteria during the lesson – often children's work is used to illustrate the success criteria in action.

**All lessons have …Sufficient *challenge* to enable all children to extend learning**
- All learners are challenged appropriately.
- Tasks/ Activities show clear differentiation or adaptive teaching methods to meet the needs of **all** children.

**All children are…*Actively* engaged in learning**
- Children are actively engaged during all parts of the lesson – teachers understand that children's concentration span and ensure children are not sitting passively for long periods.
- Staff are aware of '***cognitive load'*** theories and the demands of '***working memory'*** for different types of learners and ensure that lessons are suitable E.g. Visuals are uncluttered and guided examples are provided for children to refer to and to use as support.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. *Catch1Partner* is a strategy that also may be in evidence.

- Mini whiteboards or rough/busy books are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning however consideration is given to ensure that '***working memory'*** is not overloaded during lessons.
- Children are encouraged, and learn how, to look 'inwards' first when faced with challenges or problems to overcome, before seeking support from their peers, classroom or supportive adults.

**All children receive regular and clear** …*feedback which enhances learning*
- Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning.
- All children are clear about how they need to improve.
- Marking and verbal feedback is linked to the learning intention and identifies next step prompts. Where feedback is oral, this should be noted where possible.
- Children are encouraged to peer and self-assess by meeting success criteria where appropriate. This will be seen in books using purple pens for editing.
- Teachers should remember that the effectiveness of feedback is linked to the level of challenge – not enough challenge and feedback ceases to be as effective.

**Learning is enhanced through …***Effective Classroom Management*
- Teachers constantly reflect on their classroom environment, routines and resources to ensure an effective learning environment.
- We do not underestimate the importance of building relationships, seating/table plans, resource positioning, everyday routines, displays and additional educational resources (especially for children with individual barriers to learning) to ensure a purposeful working atmosphere so that every child is 'learning ready' at the beginning of each lesson.
- We refer to our behaviour policy when necessary to support teaching and learning for all learners.


## Learning environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing across our schools. 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.
Within the CEE Trust 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 the following points below need to be taken on board in each classroom.

- A writing wall that reflects the current unit. This will include key vocabulary, grammar and key elements.
- A Monster Phonics sound chart and or supporting resources
- A maths learning wall that reflects current learning, including vocabulary and worked examples
- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Pupils are taught to respect equipment and resources

Within our appendices below are some helpful prompts that demonstrate many of our key principles that underpin our teaching and learning that you will observe across the schools.

## Appendix 1 – Questioning techniques

| Cold call | No hands up or calling out. Asking everyone – select who answers/ sticks or names in a jar chosen at random |
|---|---|
| No opt out | If students get an answer wrong or don't know, go back to them to check that they know now |
| Check for understanding | Ask selection of students to relay back what they have understood about the question under discussion. |
| Probing questions | Make each question and answer exchange a mini dialogue, probing to explore student's understanding. |
| Say it again better - model | Accept students' first half-formed responses but then help them to reframe a better more complete response. |
| Whole class response | Use techniques like mini whiteboards to provide simultaneous responses from a whole class. |
| Cold call techniques | |
| Pre-call | This is when you tell one or more students that you will ask them to respond after you've given an explanation, read a passage or watched a video. *'Ok, John and Sabrina, after the video, I'd like you to summarise the key points for us'*. This gives them that extra bit of notice to prepare. Other students know they too could be cold called afterwards but John and Sabrina get some prep time. |
| Grouped cold call | When you tee up a number of students to answer in one go. '*Right, now I've explained my examples, I'd love to hear your versions. I'll start with Michael, then Daisy, then Samuel'*. You then ask them one by one. It gives Michael and especially Daisy and Samuel a heads up. They can get ready. |

| | Any sense of 'gotcha' is removed entirely. |
|---|---|
| Rehearse and affirm | This is where, first, you have given all students an opportunity to share their answers nonverbally through a means you can see such as whiteboards (Show me!);<br>You select answers that are correct or interesting and then cold call the students to ask them to expand. *'Robyn, what a great answer. Could you explain how you came to that conclusion? Jason, well done, B is the correct answer. How did you know that?'*<br>This technique has the effect of giving Robyn and Jason confidence in their understanding before they give their answer publicly. They already know they are right. It's a technique that is great for the less confident students; you build them up by asking them to explain their good ideas or correct answers you've already seen – rather than them feeling it's a risk offering answers at the point when they are still unsure. |

### Appendix 2 – Retrieval strategies

| **Low stakes quizzing-**<br>A variety of quizzes can be used eg multiple choice questions either individual or as a pair/ group. | **Incorrect Answers**<br>Questions and incorrect answers are displayed for the children to 'spot' and then suggest ways in which these can be challenged/ rectified. | **Adult recap**<br>Teacher model's previous knowledge and examples. Can present an external dialogue of what has been learnt and |
|---|---|---|
| **Cops and Robbers**<br>Cops- Students write as much as they can from memory about a certain topic. Robbers – Students get out of their seats, sharing and stealing ideas from their peers. | **Retrieval Practice Placement**<br>Key questions such as: What keywords did you use last lesson?<br>State 3 facts from last lesson<br>Explain a key concept from last lesson<br>Ask your partner 3 questions based on… | **Retrieval tennis**<br>Pairs take turns to recall facts/information that is relevant to the topic. They cannot repeat themselves or say something that their partner has already said. |
| **Retrieval relay race**<br>4 box grid. Box 1 – Write as much as you can remember about our topic. Box 2 – A peer writes what they can recall. Repeat for boxes 3 and 4 but no one is allowed to repeat what has already been written. | **Retrieval rockets**<br>Countdown 5 to 1 to launch the rocket. At each of the 5 steps, pupils must recall a fact. | **Retrieval baskets**<br>Throughout the lesson, write questions based on the content of the lesson and store in a basket. These questions then get asked in future lessons via cold calling techniques. |

**<u>References and research links:</u>**

https://assets.publishing.service.gov.uk/media/6034be17d3bf7f265dbbe2ef/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1

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https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition

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