



Cronton Church of England Primary School

Teaching and Learning Policy

Believe Enjoy Succeed Together

"I can do everything through God who gives me strength"

Philippians 4:13

Knowledge and skills Empower You to Succeed

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1. Intent

At Cronton CE Primary, we are passionate about providing engaging and enjoyable learning experiences which promote a love of learning and ensure that children learn more, know more and remember more. Our bespoke curriculum, The KEYS curriculum is at the heart of each subject with our motto being:

Knowledge and skills Empower You to Succeed

We also recognise and promote that everyone in the school community is a learner; including parents, the leadership team, teachers and support staff and governors.

We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We believe that children should be given the opportunity to be taught to the highest standards by teachers who inspire a thirst for knowledge and a love of learning and are able to give children comprehensive feedback, so they are able to make rapid gains in their learning. Our Teaching and Learning policy sets out our high standards and clear expectations and ensures equal opportunity for all our pupils.

We believe that all children should be given opportunities to:

- reflect, question, wonder, think, connect, be self-aware and be determined
- become confident, resourceful, enquiring and independent learners
- be taught by professionals who understand individual children's learning styles
- make mistakes and understand that they learn from these experiences
- build knowledge, make meaning and apply understanding
- build positive relationships with others and develop their self-esteem
- develop their self-respect and to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- understand their community and help them feel valued as part of this community
- grow into reliable, independent and positive citizens for the 21st century
- produce high quality outcomes that they and others are proud of

At Cronton CE Primary School, we believe children learn best when the following key issues are applied:

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning by using a range of teaching strategies and styles
3. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe

5. There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

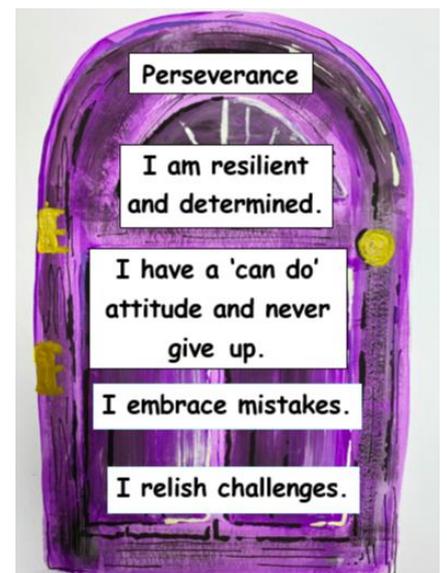
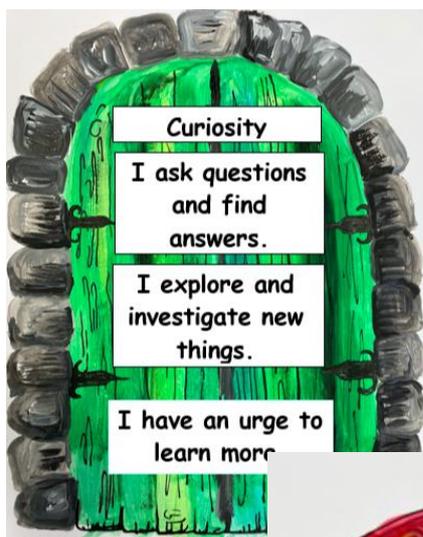
2. Key learning attitudes

At Cronton, we know that children who develop KEY Learning attitudes will progress and be successful in life. Our five Key attitudes are embedded in our daily practice to encourage children to use these in their daily lives which will help them achieve, not only with us but in their future lives. The key learning attitudes are referred to in our teaching and celebrated so that all pupils reach their full potential.

We place our attitudes on doors that our KEYS curriculum helps them unlock.

Our Key learning attitudes are:

- Curiosity
- Independence
- Perseverance
- Responsibility
- Team work





3. Key Principles - linked to Rosenshine's Principles

As a staff, we have analysed carefully what we believe the key principles of any lesson, regardless of the subject, are. We have used these underpinning principles consistently across both our core and foundation subjects.

Our Teaching and Learning Toolkit is underpinned by the seminal work of Barack Rosenshine (2010) and his ten principles of instruction. Defined by Tom Sherrington as the core factors that create effective teaching and learning, Rosenshine's research provides a triangulation between cognitive science, real-life classroom practice and practical cognitive supports. The research has made a significant contribution to knowledge of the effectiveness of certain methods of 'instruction', which is typically defined as 'the purposeful direction of the learning process'.

These principles of a lesson set out the lesson structure and are as follows:

- Understand previous learning
- New learning
- Look at vocabulary
- Open minds and engage
- Can I apply it?
- Keep it!

We have undertaken CPD in Rosenshine's Principles (with a link to Walkthru's) and have linked these approaches to the key principles of a lesson we identified. **(See below).**



Teaching and Learning Key Principles

To ensure a consistent approach in teaching and learning across all subjects, we have agreed on key principles within lessons. This has created a consistent approach across foundation subjects linked to the underlying principles of teaching and learning. This is known as our UNLOCK lesson structure and links to Rosenshine’s Principles of Instruction are highlighted in each section.

Elements of a lesson

<p><u>Understand previous learning</u></p> <p>Principle 1 – Begin a lesson with a short review of previous learning</p> <p>Principle 10 – Engage students in weekly and monthly review</p> <p>Principle 6 – Checking for understanding</p> 	<p>This is a short recap on previous learning.</p> <p>This helps children to see where this lesson fits into the progression through a unit.</p> <p>Focus is around retrieval and children having knowledge readily available, making sure they know and remember more.</p>
<p><u>New learning</u></p> <p>Principle 2 - Present new material in small steps</p> 	<p>A short ‘warm up’ task to focus children today’s learning.</p> <p>Present lesson objective and what is hoped to be achieved by the end of the lesson.</p>
<p><u>Look at vocabulary</u></p> <p>Principle 2 - Present new material in small steps</p>	<p>This is an important aspect of every lesson. Vocabulary could be based around the identified vocabulary on KEYS sheets.</p> <p>Presented to the children in a range of ways across the topic.</p>



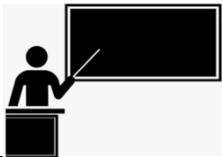
Open minds and engage

Principle 2 - Present new material in small steps

Principle 3 – Ask a large number of questions and check the responses of all

Principle 4 – Provide models

Principle 5 – Guide student practice



Can I apply it?

Principle 5 – Guide student practice

Principle 6 – Checking for understanding

Principle 7 – Obtain a high success rate

Principle 8 - Provide scaffolds for difficult tasks



Keep it!

Principle 6 – Checking for understanding

This includes use of modelling, directed questioning and scaffolding to suit the needs of all learners.

This part of the lesson is flexible with the ‘Can I apply it?’ stage as teachers may wish to present the information in small steps and small activities whilst checking for understanding.

Carefully planned tasks set by the teacher which will differ depending on the subject.

This part of the lesson is flexible with the ‘Open minds and engage’ stage as teachers may wish to present the information in small steps and small activities whilst checking for understanding.

This could be an oral discussion, or short oral quiz. Alternatively, it could be a short written response in books using KEY learning sticker.

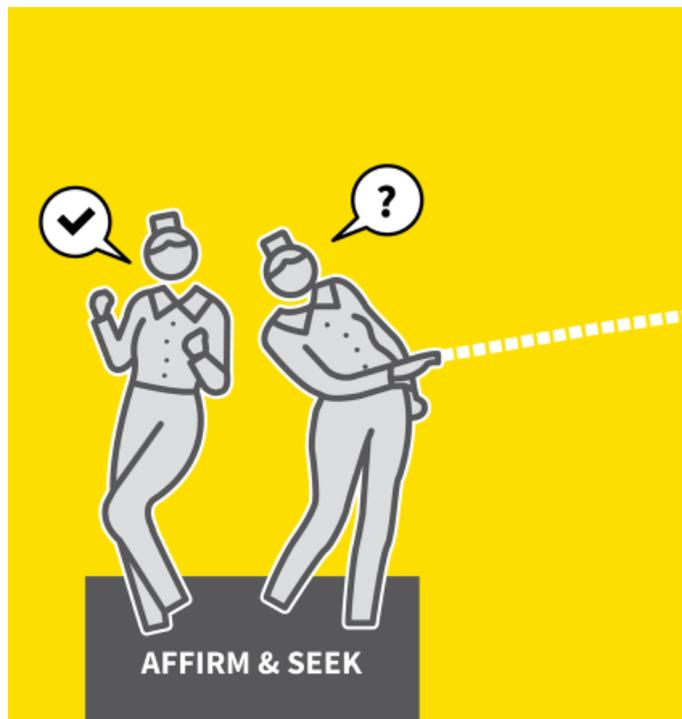
Principle 7 - Obtain a high success rate 	Checking for understanding of the learning that has taken place.
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Examples of Activities

<p><u>Understand previous learning</u></p> <ul style="list-style-type: none"> • Quick quiz • Think-Pair-Share • Low stakes quizzes • Retrieval grids • Retrieval challenge grid • Brain dumps • Flashcards • Quick fire quizzes • Paired quiz 	<p><u>New learning</u></p> <ul style="list-style-type: none"> • Use of Artefacts/Pictures/Quotes/Music/Videos • Big Question • Enquiry Question • Teacher modelling
<p><u>Look at vocabulary</u></p> <ul style="list-style-type: none"> • Alphabet Analyser • Finding definitions • Quiz using KEYS sheets and display vocabulary • Draw the definition 	<p><u>Open minds and engage/Can I apply it?</u></p> <ul style="list-style-type: none"> • Structure strips • Word and phrase banks • Writing frames • Sentence starters • Success Criteria checklists • Teacher modelling • Use of Artefacts/Pictures/Quotes/Music/Videos
<p><u>Keep it!</u></p> <ul style="list-style-type: none"> • KEY learning sticker • Quick Quiz • Whole Class Discussion • Loop games 	

Further techniques (linked to Walkthrus)

Quizzing



QUIZZING

SERIES PRACTICE & RETRIEVAL

- 1 SPECIFY THE MATERIAL IN ADVANCE
- 2 ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE
- 3 GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS
- 4 PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK
- 5 AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



QUIZZING

1 2 3 4 5

SPECIFY THE MATERIAL IN ADVANCE

ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE

GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS

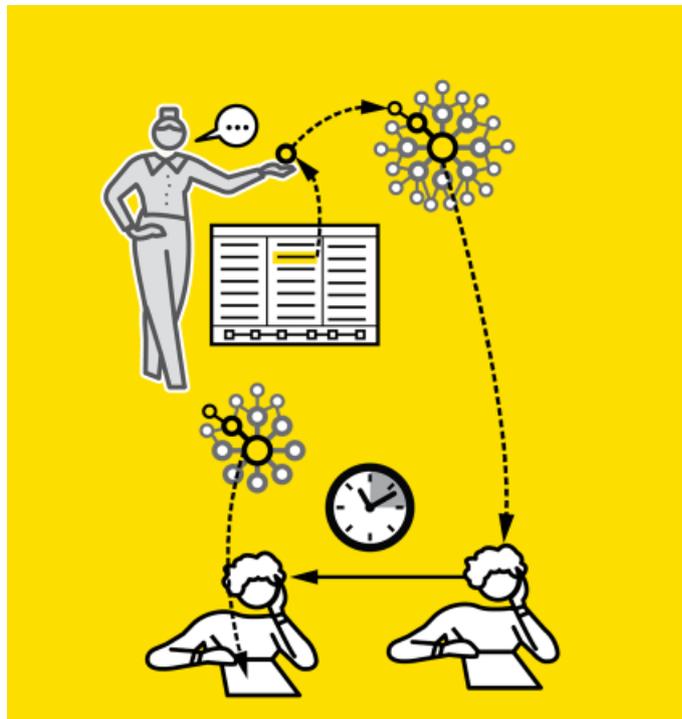
PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK

AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



- A routine quiz helps check that students have learned the material.
- Quizzing provides information to student and teacher about where gaps exist.
- It reinforces the retrieval strength of the material so it's easier to remember later.
- Quizzing is a form of practice; the more it is done, the more fluently students remember.

Using a Knowledge Organiser



USING A KNOWLEDGE ORGANISER

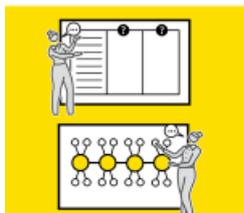
SERIES PRACTICE & RETRIEVAL

- 1 DESIGN KNOWLEDGE ORGANISERS TO BE QUIZZABLE
- 2 FOCUS ON SPECIFIC ELEMENTS
- 3 READ AND REHEARSE
- 4 CLOSE OR COVER FOR GENERATIVE RECALL
- 5 CHECK FOR ACCURACY



USING A KNOWLEDGE ORGANISER

1 2 3 4 5



DESIGN KNOWLEDGE ORGANISERS TO BE QUIZZABLE



FOCUS ON SPECIFIC ELEMENTS



READ AND REHEARSE



CLOSE OR COVER FOR GENERATIVE RECALL



CHECK FOR ACCURACY



- The purpose of a knowledge organiser is to provide students with accessible guidance about knowledge that they can study on their own; a secure schema with strong recall.
- They are intended as a summary; not a comprehensive, exhaustive list of all that could be known.
- They only serve a purpose if they are used effectively, linked to retrieval techniques.

4. Teaching and learning techniques

1 – 2 – 3 'Number the Steps' (Teach Like a Champion, Doug Lemov p366)

In order to make excellent habitual, children need to know what it looks like. One way of doing this is by chunking the procedure into a small number of discrete steps and then numbering them. Transitioning from the children chairs to lining up should look like this:

1. Children stand up and push their chairs in.
2. Turn and face the door.
3. Follow your line leader to the place to line up.

Teachers should merely show the number and by showing the number, you control the pace of the transition.

Silent signals (Team stop, TTYP & MTYT)

➤ Team Stop

Practise the Team Stop Signal until children respond in under five seconds - in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded.

Every child:

- Raises one hand in response
- Checks their partner and others at their table have also raised their hands - gently tapping an arm if necessary
- Looks attentively at you – eyes locked into yours to show they are ready to listen
- Sits up tall, beside their partners.

3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.



➤ Turn & Talk to Your Partner

1. Hold both hands out in front (open gate) – give instruction for talk task.
2. When you want students to talk to their partner - close the gate.
3. You do not need to say turn and talk to your partner as this wastes time.

➤ My Turn – Your Turn

Use this signal when you want the whole class to repeat a word in chorus e.g. introducing a new vocabulary.

1. Start by saying the word. With both hands bring towards body and tap chest.
2. Then point both hands towards class with palms facing upwards. On this cue, class to repeat word.
3. Repeat step 1 and 2 several times if required.
4. Vary tone and intonation of voice to add interest e.g. whisper.



➤ **I do, we do, you do**



This is a teaching technique that ensures that all children have understanding and have taken part in enough practice in order to achieve the objective independently.

- Modelling is a key element of instructional teaching. This involves showing students how to perform a task or a skill, breaking it down into steps so they can learn to do it themselves.
- For the I Do, You Do approach to succeed an extended period of handover reduces cognitive load, supporting students build connections between new and prior knowledge.
- This We Do element involves teacher and students co-constructing responses before students attempt tasks independently.

5. Questioning

No hands up / Cold Calling (Teach Like a Champion, Doug Lemov p249)

This strategy must be embedded throughout all lessons to ensure that every pupil is an active participant and engaged. It makes it the responsibility of ALL the pupils to do the thinking, idea generating and working out for themselves. When used consistently, children learn to expect to be called upon randomly to respond to questions. Language choice is important when adopting this strategy and questions must be phrased in ways that address the class as a whole rather than an individual. Children must be given thinking time to use this approach. The length of thinking time would depend on the complexity of the question. It's established that students should always be ready to share their thoughts and participate, that to be in class is to be a part of the conversation. Given that, part of the teacher's job is to add a smile and some warmth, to message, 'Yes, I expect you to participate when I call on you, but I am doing that because *I want to hear what you are thinking, I care about what you are thinking.*'

➤ Say it again, but better

This technique is a technique that allows children to rethink and reprocess their answers, and gives them an opportunity to clarify their thinking, perhaps using key vocabulary or technical vocabulary to support their explanations.



COLD CALLING

SERIES
EXPLAINING & MODELLING

- 1 ASK THE CLASS THE QUESTION
- 2 GIVE THINKING TIME
- 3 SELECT SOMEONE TO RESPOND
- 4 RESPOND TO THE ANSWERS
- 5 SELECT ANOTHER STUDENT AND RESPOND AGAIN

TEACHING WALKTHRUS A/DIA/PIT

COLD CALLING ①-②-③-④-⑤

ASK THE CLASS THE QUESTION

GIVE THINKING TIME

SELECT SOMEONE TO RESPOND

RESPOND TO THE ANSWERS

SELECT ANOTHER STUDENT AND RESPOND AGAIN

TEACHING WALKTHRUS A/DIA/PIT

- This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.

6. Planning

In each subject there is clear short, medium and long term planning which ensures a sequential and progressive approach. This is consistently in line with our school's KEYS curriculum.

Teachers and Subject Leaders will:

- Plan according to the curriculum framework and policies that have been agreed in line with the National Curriculum
- Take into account children's prior achievement
- Ensure planning allows opportunities for application of key skills and newly acquired knowledge
- Share focused learning intentions for each lesson that makes clear to the children what is to be learned
- Plan to include clearly defined success criteria that are shared with the children
- Plan effective plenaries that consolidate new learning and identify future learning needs.
- Summarise, review and evaluate lessons for effectiveness.
- Respond children's work and give verbal feedback in a way which extends their learning.
- Ensure that support staff are deployed effectively and with maximum impact to support learning.
- Plan ahead so that pre-teaching can be used as an effective intervention strategy.
- Use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- Plan to ensure the correct level of challenge. Children will develop the resilience and perseverance to keep at a problem. This requires children to understand that they need to be active learners, who know their goals and who are given the tools to think more deeply and creatively about the conflicts between existing skills and knowledge and new concepts
- Create lessons with opportunities for meaningful discussions between children and between teachers and children
- Provide opportunities for enabling successive refinement, with room to make and correct errors as this will help them to improve performance
- Provide effective feedback which ensures children understand what they have done well and are clear about how to improve. Feedback teachers provide will help to reduce the 'gap' between where the child is and where he or she is meant to be. Teachers will differentiate their feedback taking into account the ability of the child and where in the teaching sequence they are working.

7. Assessment

At Cronton C.E. School we believe that assessment is an integral part of the process of teaching and learning. Assessment is both summative and formative, and some may be

written down in order to serve as a record, and to inform planning for future lessons and topics. At the end of each term, each year, and particularly at the end of the Key Stage, information will be collected into a summative record. For all children this will be used to inform annual reports to parents. At the end of the year teachers will make a judgement on the national curriculum level attained in reading, writing and maths. This will stand with equal validity with the results of statutory and optional tests from Y1 (Phonics Screen), Y2 SATS and Y6 SATS.

In the foundation subjects, we assess in a number of different ways; these assessments inform our teacher judgement. One way that we may do this is through the use of exit quizzes. At the end of each unit of work, children complete a short retrieval exit quiz based around their KEYS sheets. These quizzes may look different between KS1, LKS2 and UKS2. The second way that we may assess is through the use of exit tasks. An exit task may be completed and will look different in each subject and year group. The aim of this task is to assess the knowledge and skills in one part of their learning within a topic. These are carefully mapped and shown within planning for teachers. Another way that we assess is through the use of talk tasks. A talk task may be completed at regular intervals throughout the year to work alongside our oracy curriculum and further assess the children's knowledge.

A further way that we may assess is through a reflection task. Children use our 'Windows, Mirrors, Doors' tool to reflect on their learning and think about what they have learned, what it means for them, and what they might do now as a result of this.

As above, each of these may be completed and will be used to inform our teacher judgement. This teacher assessment is then put into our school's assessment tracking system. Additionally, before starting a new topic, we give the children a prior learning quiz. As part of our aim to ensure knowledge is retained over time, we assess the learning from previous topics that links to the current unit. This assessment is then used to inform future 'Understand previous learning' parts of lessons.

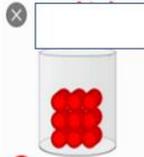
Prior learning quiz

At the start of each foundation topic, subject leaders have identified the KEY knowledge the children have already encountered previously. The short, low stakes quiz enables children to recap on their previous knowledge and also informs future teacher planning in terms of where the children need further recap.



Prior learning quiz - Chemicals and choosing materials

1. What are the three types of rocks? Year 3
-
-
2. What are the three states of matter?
-
-
3. Fill in the blanks Year 4



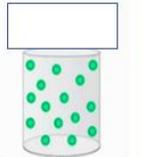
- rigid
- fixed shape
- fixed volume

cannot be squashed



- not rigid
- no fixed shape
- fixed volume

cannot be squashed



- not rigid
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can be squashed

Exit quiz

Further to this, subject leaders have also identified the KEY knowledge required at the end of a unit of work. They have produced short, low stakes quizzes to assess children's retention of knowledge at the end of a unit of work. These quizzes work alongside clearly mapped exit tasks to enable teachers to assess all children in the subject. The teachers then report this using the school's assessment tracking system.

End of unit quiz - Ancient Egyptians

1. What was the name of the river that much of the Egyptian civilisation depended upon?
2. Name 3 reasons why the Egyptians used this river.
3. True or false. Kemet is a black mud left after flooding?
4. Describe what the Egyptians ate.
5. Name a god the Egyptians worshipped and what they were worshipped for.
6. Who was Howard Carter?
7. True or false. ALL Egyptians pharaohs were buried in the pyramids.
8. Define what a 'Canopic jar' is.
9. Mummification involves preparing the body for after life. True or false?
10. Order these events in chronological order:

Howard Carter discovers Tutankhamun	
Start of the Egyptian kingdom	
Valley of Kings used to bury pharaohs	