



Teaching and Learning Policy

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Agreed by Governors

Teaching and Learning Policy

1. Introduction

At CPS, our core purpose is to support children's social and emotional development so that they develop into caring, considerate and responsible members of the community. We believe happy children learn best. We promote and nurture academic progress, ensuring high standards of attainment and achievement for all children in all subjects.

This policy focuses on the role of teaching in children's development and progress and outlines the principles and ethos upon which our teaching is based. This policy has close links to those in other policies, particularly those dealing with curriculum, assessment and special educational needs.

2. Learning and implications for teaching

This policy is based on the key pedagogical principles outlined below:

All children can make progress, whatever their starting points

On a regular basis, children will astound and amaze themselves and others with what they can achieve. We therefore eschew the notion of ability as fixed, and actively promote a growth mindset approach in which children know that they can improve and make progress in all areas. Appropriate and stimulating tasks are planned to ensure all children are stretched, challenged and supported at all levels.

Learning can be, but is usually not, a quick process

One of the principles of the National Curriculum is that of learning fewer things in greater depth. Learning which involves depth and detail is more likely to be retained. At CPS, we consider learning to be a long term process, and our aim is to create a learning environment in which children make progress in a secure way. We want our children to learn more and remember more. Key questions form a pathway to learning and application of knowledge to an overarching end goal. Prior learning is recapped and built upon daily. Planned, highly effective and targeted questioning is used to deepen children's learning, recall prior knowledge and assess understanding, along with other assessment for learning strategies. Our curriculum has been planned so it is thorough in building knowledge – this is achieved through very careful sequencing, with sustained practice opportunities and deliberate revisiting.

Learning is most effective when it takes place in a meaningful context

Children are always encouraged to know what they are *learning* as opposed to merely knowing what they are *doing*. Learning is further enhanced if it takes place in a meaningful context, with some appreciation of the reasons why that particular learning is important and how it can be applied.

Learning should be enjoyable and challenging

At CPS, we provide a broad and varied curriculum so that children's motivation and self-esteem can be increased through active engagement, enjoyment and attainment. Children are challenged and encouraged to challenge themselves in areas in which they already excel and in those in which they need to improve.

Team CPS have considered how children learn most effectively. The action required to create and maintain those conditions is listed, and this forms the basis for teaching and learning at CPS. These are not presented in priority order.

Learning	Implications for teaching
Children learn best when they, and the work they do, are valued	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • listen to and respect children's ideas • develop a classroom ethos in which there is a positive attitude to learning, in which the process of learning is praised as well as the end product • provide encouragement and praise for the effort children have made in their learning • aim to develop children's self-esteem • celebrate learning through recognition eg verbal, house tokens linked to our values, display, opportunities to share learning with others including parent pop-ins
Children learn best when they are in a happy, settled and secure environment	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • establish and maintain effective classroom organisation in which children are familiar with routines • be aware of and respond appropriately to children's circumstances and any significant changes in behaviour • put children's mental health and wellbeing at the forefront of all that we do with clear systems in place • have a consistent and shared language eg the Zones of Regulation and our values • have a clear and consistent pedagogy, for example 'cold calling' and 'think, pair, share'
Children learn best when they are not afraid to make mistakes and see that as a natural part of learning	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • encourage all children to experiment and investigate • use praise and encouragement in all activities, helping children to be secure in the knowledge that all of their work is valued • value each child's contribution, oral and written, whilst directing the focus towards an improved answer where necessary • value 'marvellous mistakes' • encourage non-participants in discussion by asking questions they can answer to build up confidence
Children learn best when there are no limits placed on their learning, through an approach based on the principles of a growth mindset; children are supported to know that they can improve through hard work and commitment rather than being constrained by any fixed notion of ability	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • use appropriate and consistent language to promote a growth mindset; they just can't do it . . . yet • prefer the use of the term 'attainment' rather than 'ability' • provide support and information for families to promote a growth mindset in their children • encourage children to be independent in the choices they make in their learning • develop co-operative working groups which are fluid and are not based on pre-conceived ideas of what children may achieve • provide activities of varying levels of challenge which are available to all children • reward effort, hard work and resilience

Children learn best when high standards of behaviour are maintained in the classroom and beyond	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • establish clear rules for behaviour, ensuring that children feel a sense of involvement and responsibility • establish high expectations for behaviour (see behaviour policy) • treat all children fairly and consistently • establish an ethos based on mutual respect • have clear strategies for addressing inappropriate behaviour in line with our Behaviour Policy • ensure routines are consistent and efficient with strong teacher presence, preparedness and organisation (see our 'CPS Nine Non-Negotiables')
Children learn best when they are actively involved and interested in what they are doing and have the opportunity to learn from first-hand experience	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • provide interesting, varied and challenging work • involve children in presenting and preparing work, giving high regard to the development of strong oracy skills • plan for active, hands-on learning when appropriate • spark enthusiasm through 'Dazzle Days', visitors, trips etc
Children learn best when they understand the purpose and expectations of the learning	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • ensure explicit learning objectives • encourage children to think about <i>why</i> they are learning what they are learning and how it links to previous learning/knowledge • explain the concept clearly, modelling if appropriate • provide sound planning which is progressive and builds on previous learning and activities • exploit natural links to other areas of learning
Children learn best when their teachers are enthusiastic and confident	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • provide ongoing CPD and support as part of the professional development of staff • Provide regular opportunities for peer observation • provide relevant and constructive feedback on classroom practice using the coaching principles • provide appropriate resources, including schemes • develop subject knowledge and expertise through targeted CPD • communicate enthusiasm and love of learning • support each other in developing practice through a schedule of peer observation opportunities
Children learn best when they have the time to discuss and explain what they have learnt, and when there is positive and constructive feedback	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • make effective use of regular low-stakes quizzing and synoptic tasks • Use an essay based approach to assess knowledge and understanding in humanities • provide opportunities for children to reflect upon and discuss their learning, especially with their peers in collaborative tasks • use learning partners which change regularly to enable children to work with a variety of peers • provide effective and positive feedback and response, including marking, which is timely, relevant and specific • give children dedicated time to specifically act on feedback given
Children learn best when lessons are well planned	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • prepare lessons well, with clear expectations for what children will learn • use informal formative and formal summative assessment to inform planning • Ensure opportunities for retrieval are built into every lesson and

	<p>every subject area e.g. low stakes quizzing</p> <ul style="list-style-type: none"> • be aware of and adapt to children's responses as the lesson proceeds • use all adults effectively to target support and promote progress and outcomes • establish and maintain an appropriate pace for the lesson, based on the learning needs of the group • ensure that skills and knowledge are introduced, revisited and built upon within a progressive well-planned curriculum where appropriate links are drawn
Children learn best when they work in a stimulating environment	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • present work in a variety of ways, using different resources (including visiting adults) when appropriate • set challenging and stimulating work, and use effective questioning • create informative and stimulating classroom displays which are relevant to the current learning and which cover all areas of the curriculum and scaffold learning effectively • organise the classroom to most effectively use the space and resources available
Children learn best when home and school work in partnership	<p>To achieve this, we will:</p> <ul style="list-style-type: none"> • work to establish a shared understanding of the school's aims and its approach to the curriculum • promote effective communication through regular contact • provide general information about the curriculum alongside clear information about the work being covered e.g. through curriculum presentations, topic webs and parent forums • set realistic but challenging activities for home learning • respond appropriately to parental concerns or questions • provide opportunities to share and celebrate the children's learning including through parent pop-ins • share information on attainment and progress through parent consultations and written reports

3. Teaching and Learning in the Early Years

The principles outlined above also apply to Nursery and Reception children. However, it is recognised that there is a unique quality to children's learning in the Early Years, which requires adaptations to aspects of teaching, and learning. Many children in Nursery and Reception will be in a school setting for the first time and their social development will be a key aspect to later progress. They will be 'learning to learn', and it is therefore important to lay secure foundations for independent and confident learning. It is also important to recognise that learning in the early years is unique and special, and is not merely a basis for preparing for later stages of formal education.

The importance of play in children's early learning is recognised in research (play has been described as 'scientific research conducted by children'), and the best outcomes for children's learning occur where most of the activity within a child's day is a mixture of:

- child-initiated play, actively supported by adults, and
- focused learning, with adults guiding the learning through playful, rich experiential activities

Below are some of the key ways that young children learn (from: **Learning, Playing and Interacting - Good practice in the Early Years Foundation Stage**, *DCSF, 2009*). Many of these ways will of course also apply to learning by children in other year groups:

Playing: playing – indoors and out, alone and with others, quietly or boisterously – allows children to find out about things, try out and practise ideas and skills, take risks, explore their feelings, learn from mistakes, be in control and think imaginatively. Playing is an important centre of learning for young children.

Being with other people: as well as developing emotional security and social skills, being with other people – other children and adults – stimulates ideas and involvement that move learning forward.

Being active: young children need to move, and learn and remember things by taking experiences in through the senses as they move. Sitting still for too long can disrupt learning.

Exploring new things and experiences: children's deep curiosity leads them to use all their senses to explore in real hands-on activities, and then put the information together in their own minds to form ideas and make sense of the world.

Talking to themselves: in 'self-speech' children use out-loud thinking to clarify their thoughts, regulate their activities, take on imaginative roles and rehearse their skills.

Communicating about what they are doing with someone who responds to their ideas: even before they can talk in words, children are keen to share their ideas through sounds, gesture and body language. Talk helps children to understand what they experience. It is important that they have a chance to express their own ideas, as well as have conversations to hear other people's ideas, extend their thinking, and use language about learning.

Representing ideas and experiences: children deepen their understanding as they recreate experiences or communicate their thinking in many different ways – in role-play or small world play, pictures, movements, models, and talk.

Meeting physical and mental challenges: working out what to do, trying hard, persevering with problems, finding out and thinking for themselves are opportunities for developing real understanding. These challenges may occur in play or in real-life or planned activities.

Being shown how to do things: children learn skills by watching others or being shown how to do something. Adults or peers may directly instruct, model, guide or demonstrate.

Practising, repeating, applying skills: rehearsing skills in similar tasks or new contexts helps children to build mastery, to enjoy their own expertise, and to consolidate what they can do.

Having fun: there is no place for dull, repetitive activities. Laughter, fun, and enjoyment are the best contexts for learning. Activities can be playful even when they are not actually play.

4. Developing and sharing best practice

We are committed to developing best practice, ensuring all children have access to high quality teaching and learning. Reviewing the principles and characteristics of effective teaching forms an important and regular part of weekly staff training meetings and INSET days, ensuring we are informed and updated by pedagogical research. As an outward looking school, we actively seek opportunities to network, including through the ELT, Maths and Phonics Hubs. We also welcome visits from other schools and professionals in order to showcase our practice. Our pedagogy is

clear and consistent and regularly reviewed through peer observations and coaching triads. We use 'Walk Thrus' to inform and guide our discussions around effective pedagogy.

Evaluating the quality of teaching and learning takes place through drop-ins and observations of teaching by senior leaders, subject leads and external consultants, as well as peer observations. In line with best practice, lessons are not graded but the outcomes of observations are utilised alongside talking to children and work scrutiny as a basis for individual constructive and developmental feedback. School self-evaluation is a continuous process which feeds into future professional development priorities and the school development plan. All staff are clear on the key aims of the school development plan and understand their role in the school improvement journey.

This also provides senior leaders with a picture of strengths and areas of development in teaching across the school.

5. Evaluation and review

The effectiveness of teaching and learning in the school (and therefore of this policy) is monitored and evaluated on a regular basis, through:

- classroom observation and feedback, including peer observation
- monitoring and sampling the quality of pupils' work
- analysis of assessment data, including outcomes from external statutory assessments such as KS2 SATS, KS1 phonics screening check
- external review (e.g. local authority / OfSTED)

CPS 'Nine Non-Negotiables'

Climate	In the classroom and beyond, routines are consistent and efficient with strong teacher presence, preparedness and organisation. The classroom environment supports and celebrates children's learning. We 'make the weather' in every lesson by teaching in a way that demonstrates our passion, inclusivity and our values. Children are valued and their voices heard.
Behaviour	The CPS Behaviour Policy is followed consistently. The 'One Voice' policy is followed and all contributions are respected. All staff and children respect our CPS values alongside the British Values. Children are rewarded in accordance with the behaviour policy where values, effort and successes are praised and celebrated.
Behaviour for learning	We have high expectations for all. We encourage the use of metacognition to improve children's self-awareness and support them in the development of effective thought-processes. Children are actively taught growth mind-set and resilience. Children develop a thirst for learning and show a clear willingness to make progress at every opportunity. Appropriate and stimulating differentiated tasks are planned to ensure all children are stretched, challenged and supported.
Pride	High expectations are set and modelled on how children should present their work and themselves. We constantly encourage all children to "be the best they can be."
Subject Knowledge	We demonstrate deep knowledge, passion and understanding of the subjects we lead and teach within our lessons. We appreciate the learning journey and understand the importance of revisiting and building on prior learning. We embed subject specific vocabulary and encourage all children to use these correctly.
Preparedness for Learning	We plan engaging lessons which are delivered with a high sense of challenge, pace and purpose. Children are given appropriate time to embed knowledge, understanding & skills throughout their learning journey.
Learning Objectives	Clearly planned Learning Objectives are shared with all children. Children are able to know, understand, articulate and apply their learning. A clear emphasis is placed upon skills, understanding and key knowledge within the wider context of learning. All children make at least expected progress over time.
Modelling and Questioning	Learning is broken down into small steps, scaffolded and modelled effectively by using exemplar work, demonstrations, deconstructing and discussion. Planned, highly effective and targeted questioning is used to deepen children's learning, recall prior knowledge and assess understanding, along with other assessment for learning strategies. We model the highest standards of spoken and written language and expect children to articulate themselves in full sentences when responding.
Assessment	The curriculum is broken down into key concepts which are delivered in each year group in order to ensure that every child reaches age-related expectations in each subject. Formative and summative assessment are used effectively to impact teaching. Concise, effective and timely feedback is given to children so they know how to improve. Children have the opportunity to regularly act on verbal and written feedback to close the learning gaps through dedicated improvement and reflection time.

Appendix 2: CPS 9 Non-negotiables

* In the 2018 Guidance Report by the UK based Education Endowment Foundation, Chief Executive Sir [Kevin Collins](#), defines it in this way: 'On a very basic level, it's about students' ability to monitor, direct, and review their learning. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals and monitor and evaluate their own academic progress.'