

**NEWTON BLUECOAT CHURCH OF ENGLAND PRIMARY SCHOOL**



*Shine from the inside out*

## **Teaching & Learning Policy**

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### **Aims and Purpose**

We recognise that the achievement of high standards and success for all children at Newton Bluecoat C. of E. must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils. We work continually to inspire children to have a love of learning.

The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience. By adopting a whole school approach to teaching and learning across our school, we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning
- to give children the skills they require to become effective lifelong learners
- to learn from each other, through enquiry teacher research-based approaches to teaching and learning and a culture where opportunities for sharing good practice are in place
- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and unconsciously competent at applying their knowledge as skills
- to develop deep understanding of disciplinary and substantive knowledge for subjects
- deliver academic excellence and secure knowledge into long-term memory through developing secure schemas with connected networks of ideas
- enable children to become confident and interested learners, actively engaged in their own learning
- develop children's self-respect and respect for the cultures and values of others
- develop children's learning behaviours and metacognitive strategies to build an awareness of their thinking processes as they learn.

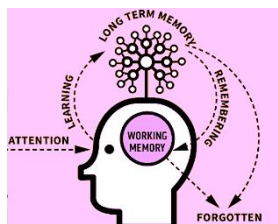
## Teaching and Learning Strategies

At Newton Bluecoat C. of E, teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks.

At Newton Bluecoat C. of E, we strive to have the following in all of our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.

## Retrieval Practice



At Newton Bluecoat C. of E, teachers include opportunities within each lesson to review and retrieve prior learning. Evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning. We ensure we plan for lots of low stakes retrieval practice, this may include quizzes using online platforms or paper-based approaches, oral retrieval and games, etc. Retrieval is spaced over time to ensure knowledge from the curriculum is recalled and secured over progressively longer periods of time.

Retrieval practice builds from factual recall and recall of foundational knowledge to application to strengthen children's schemas over time.

### **Explaining and introducing new content.**

This is the instructional phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis here is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Newton Bluecoat C. of E we use a range of techniques to try to ensure that the instruction is of high quality. Periods of instruction are short. We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of instruction are therefore kept short and punctuated by rehearsal activities and partner talk.

Effective modelling is integral to achieving understanding, there are some general principles and approaches that we use at Newton Bluecoat C. of E, each can support the other but they are not a sequence.

1. Show the whole process – normally, then slowly.
2. Break down into practicable steps.
3. Narrate thinking; Check for their understanding.
4. Use multiple examples – moving children gradually from a worked example to completing independent work by removing one step at a time from a problem
5. Run multiple, short We Do/You Do loops.

### **Questioning**



Effective questioning and classroom talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level. The quality of questioning is paramount. Questions can highlight misconceptions, errors and challenge children to think deeper. We encourage questions to be planned however questioning is also responsive to what is happening in the lesson.

At Newton Bluecoat C. of E, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information.

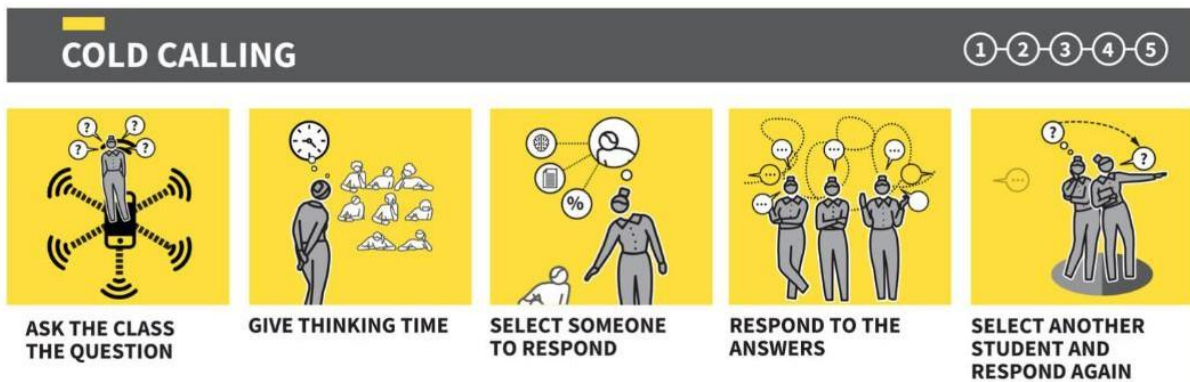
Some effective questioning techniques are:

### 1. Wait time

Once a question has been asked, we allow adequate wait time before taking answers from pupils – they need time to consider their responses and with time responses from children are more reasoned and thorough.

### 2. Cold call

Teachers choose pupils based on their knowledge of their class and ask a question directly to the pupil.



### 3. Say it again, better

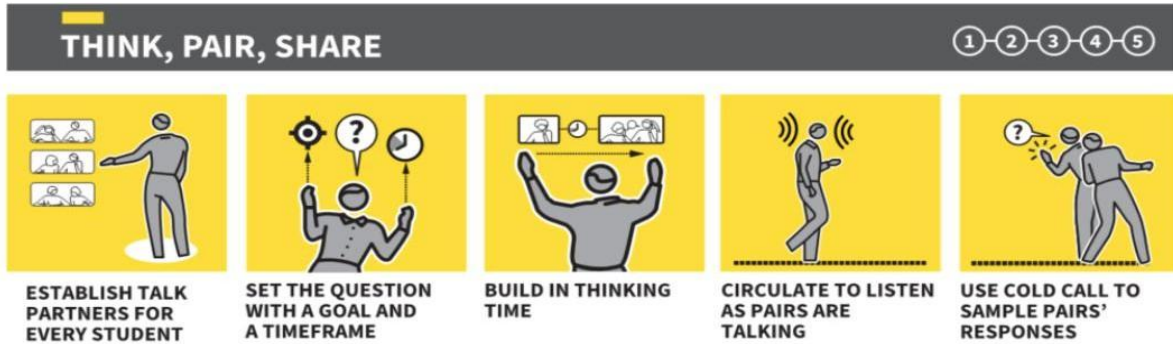
This technique encourages children to reconsider or improve responses by improving vocabulary and their understanding.

The success of these strategies relies on teachers building a positive culture of trust. Children are encouraged to value mistakes and are supported to understand the impact of a growth mindset.



#### 4. Think-pair-share

The teacher poses a question and gives pupils sufficient time to think. Children sit in mixed ability pairs to discuss their answer. Children are encouraged to adopt effective and active listening strategies. The teacher selects individuals to share their answers with the class.

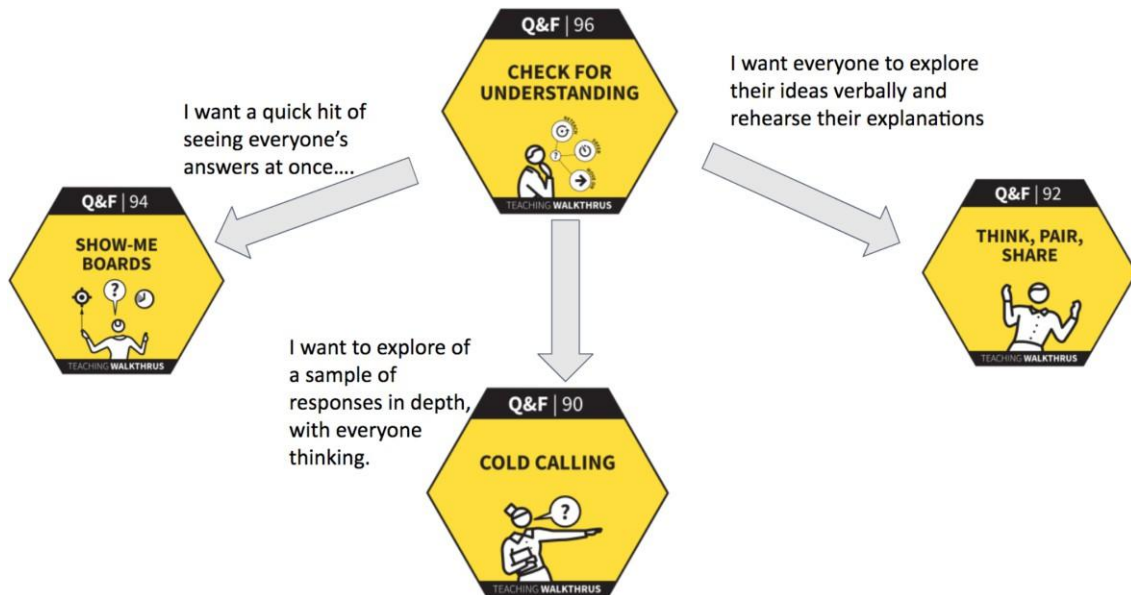


#### 5. Whole-class response

A quick way to check whole-class understanding is to use mini whiteboards. The teacher poses the question, pupils write their answers on their boards and show the teacher their answers, the teacher is then able to quickly check responses. The teacher may then discuss incorrect answers, address misconceptions, have pupils analyse other pupils' responses, or get them to expand on their answers.

Teachers ask their class a question and children reply in unison. If they get a question wrong, the teacher gives the correct answer and have them chant the answer together. The question can be asked again later to secure understanding. This is particularly useful when introducing new vocabulary.

Checking for understanding is a pivotal concept because that's the key to wider decision making for a teacher: to move on or re-teach; to use another example or go over the previous one again... etc. With that in mind, depending on what a teacher wants from students, they have a range of options to go to.



### Monitoring levels of understanding

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this teachers ask carefully crafted questions, using a range of techniques, and carefully monitor pupils responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process. Once misconceptions and gaps in learning have been identified within or after lessons we aim to maximise the impact of additional adults in the school, guided by the principles of EEF Making Effective Use of TAs.

- TAs are utilised to support the marking process
- TAs deliver pre teaching and corrective teaching tasks with pivotal pupils as directed by class teachers.
- TAs are deployed to work with specific pupils during lessons, both within and outside the classroom to consolidate and extend children's learning.

## Provide Models and Scaffolds

Research shows that successful teachers spent longer guiding children's practice through explanations and modelling than less effective teachers. After children have been exposed to high quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

At Newton Bluecoat C. of E, we understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. We have high expectations and with these scaffolds we expect all children to take part in the learning. The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on.

## Guided or Independent Practice



## Guided Practice

More effective teaching occurs when you give more time for guided practice, this is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Newton Bluecoat C. of E, we ensure learners spend additional time rephrasing, elaborating and summarising new material in order to store material in the long term memory. All children need to practice; however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate. At Newton Bluecoat C. of E, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain.

## #Independent Practice

Independent practice is a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. ‘Overlearning’ is necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.

At Newton Bluecoat C. of E, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

At Newton Bluecoat C. of E, knowledge notes are used to support children in the independent completion of tasks in science, history and geography – these are stuck into children’s books to provide support for understanding key concepts and for key vocabulary.

## Physical Education Knowledge Organiser

<b>Year 5 Invasion Games</b> <b>National Curriculum links:</b> To use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		
Key values and vocabulary	Learning	Breakdown of skills/success criteria
<b>Values</b> <ul style="list-style-type: none"> <li>- Respect</li> <li>- Co-operation</li> <li>- Teamwork</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>- accuracy</li> <li>- technique</li> <li>- invasion</li> <li>- apace</li> <li>- attacking</li> <li>- outwit</li> <li>- tactics</li> <li>- skills</li> <li>- strategies</li> <li>- territory</li> <li>- consistency</li> <li>- dribbling</li> <li>- receive</li> </ul>	<b>Previous learning</b> In year 4, the children will learn to master fundamental movement skills and start to develop sport specific skills performing them with consistency and accuracy.  The children will develop the following skills: <ul style="list-style-type: none"> <li>- running</li> <li>- a range of passes</li> <li>- dodging</li> <li>- catching</li> <li>- bouncing a ball</li> <li>- shooting a ball</li> </ul>	<b>Aim and success criteria of invasion games for year 5</b> <ul style="list-style-type: none"> <li>- Children will learn how to work well as a team when attacking and explore a range of ways to defend.</li> <li>- Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting.</li> <li>- They will learn to apply basic principles for attacking and defending.</li> </ul> <b>Skills breakdown for invasion games</b>  <b>Running</b> <ul style="list-style-type: none"> <li>- Definite flight phase</li> <li>- Stride length at max</li> <li>- Complete extension of support leg</li> <li>- Arms bent at 90 degrees and swing back and forwards in opposition to legs</li> <li>- Non-support knee bends 90 degrees</li> </ul> <b>Throwing (overarm)</b> <ul style="list-style-type: none"> <li>- Arm is swung backward in preparation</li> <li>- Opposite arm is raised for balance/direction</li> <li>- Weight transfers from back foot to front foot, with a step with foot opposite to throwing arm.</li> <li>- Definite turning of the body through legs, hips and shoulders.</li> </ul>
	<b>Year 5 learning</b> In year 5, children will continue to develop sport specific skills and perform them with consistency, accuracy, confidence and control.  The lessons will focus on the following skills: <ul style="list-style-type: none"> <li>- running</li> <li>- dodging</li> <li>- a range of passing</li> <li>- shooting</li> <li>- catching</li> <li>- kicking</li> <li>- dribbling a ball</li> </ul>	<b>Future learning</b> <b>Catching</b>
<b>Key knowledge</b>		

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won’t be as strong.

## **Review learning and plan next steps**

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson.

At Newton Bluecoat C. of E we recognise that good teaching requires teachers to constantly refer back to the learning objective throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process in general as large amounts of information can be forgotten quickly by children. We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

- All lessons are built upon planning which has clear learning outcomes
- Planned schemes of work centre around identified learning outcomes
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up or shared orally in child friendly language
- All lessons have planned success criteria
- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria
- All groups of learners are challenged appropriately in lessons including pupils with SEND. Adaptive teaching strategies may include: explicit instructions, visuals, working walls, use of technology, resources and scaffolds
- All pupils receive regular and clear feedback which enhances their learning
- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work

## Live Marking

The use of live marking including the use of visualisers in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning.

Learning is enhanced through the use of a consistent behaviour and classroom management approaches. Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in the behaviour policy. All pupils are actively engaged in their learning with teachers employing a range of strategies to increase the think ratio and the participation ratio within their classrooms.

- Pupils are actively engaged during all parts of the lesson – teachers take into account children’s concentration span and ensure pupils are not sitting passively for long periods.
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.

## High Quality Teaching for SEND

Lessons are adapted in a variety of ways to enable all pupils to learn following the 5 a day principle.

### High quality teaching benefits pupils with SEND

#### The ‘Five-a-day’ principle

The infographic illustrates the 'Five-a-day' principle for high-quality teaching for pupils with SEND. It features a central text box at the top and five numbered horizontal bars below, each with a title, a description, and an icon.

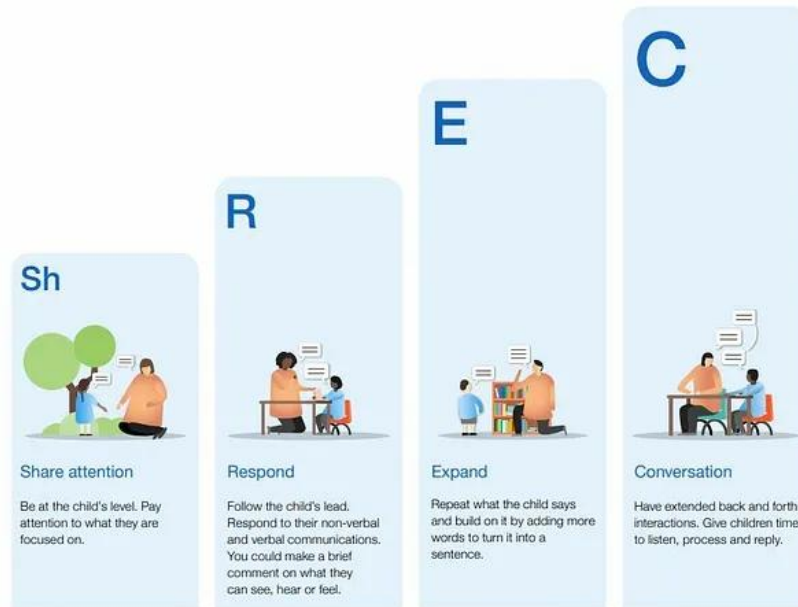
The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

- 1 Explicit instruction**  
*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*
- 2 Cognitive and metacognitive strategies**  
*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*
- 3 Scaffolding**  
*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*
- 4 Flexible grouping**  
*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*
- 5 Using technology**  
*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*

For more information refer to the SEND policy.

## High Quality Interactions in the Early Years

Within our nursery and reception setting, teachers and other adults in school value the opportunities for high quality interactions to support children's learning and development. Newton Bluecoat C. of E follow the ShREC model, a simple and memorable set of specific evidence informed strategies that are embedded into everyday practice.



### 1. **Share attention**

Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. It lets them know that you value them and want to spend time with them. By getting down to their level and engaging in their choice of activity, you can tune in and crucially pay attention to what they look at, what they do, and what they say. Sensitive joining in with a child's play motivates children to communicate with you.

### 2. **Respond**

How we respond to a child once we have established joint engagement is dependent on our knowledge of them as a unique individual. Sensitive, supportive and stimulating responses need to be adaptive and informed by our understanding of the child's development.

What might an attuned response look like? Responding involves noticing how the child communicates and acknowledging these verbal or non-verbal communications warmly. It involves being aware of your body language.

Responses can involve making appropriate eye contact, looking expectantly, nodding, smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.

### 3. Expand

Once the 'back and forth' rally of engagement is getting underway: the adult and child are sharing attention, the adult is responsively following the child's lead.

This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use more complex utterances: 'Yes, it's a dog. A big/small/friendly/brown dog!'. Your knowledge of the child will inform what key word/s may be helpful to model.

### 4. Conversation

Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less.

## Oracy

At Newton Bluecoat C. of E, oracy is a powerful tool for learning; children who are more effective speakers and listeners are empowered to better understand themselves, each other and the world around them. Children at Newton Bluecoat C. of E, learn both *to* talk and *through* talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable children to learn skills needed to talk effectively. Oracy is implemented at a whole-school level, throughout all subject areas.

## Progression of oracy across school

Each year group introduces a new element of our progression in oracy to support children to contribute to dialogical exchanges within their lessons. Teachers need to reinforce and embed prior elements so that the progression is embedded across each child's journey.

# A B C



## • AGREE

- If a pupil says they agree with another pupil they will need to explain or provide justification as to why they agree.
- This enables pupils to develop a consensus around a particular topic or point of view.

## • BUILD

- By further enhancing or elaborating upon an existing response provided by another pupil.
- By adding additional related information and ideas to develop the wider understanding of the topic.

## • CHALLENGE

- ask pupils if they would like to challenge each other's responses and views.
- This should be done in a positive and constructive way to make sure challenge produces a beneficial outcome. (Providing prompts can help with this)

<https://jonathansandling.com/abc-questioning-technique-practical-classroom-ideas-for-teachers/>



## Classroom Environments

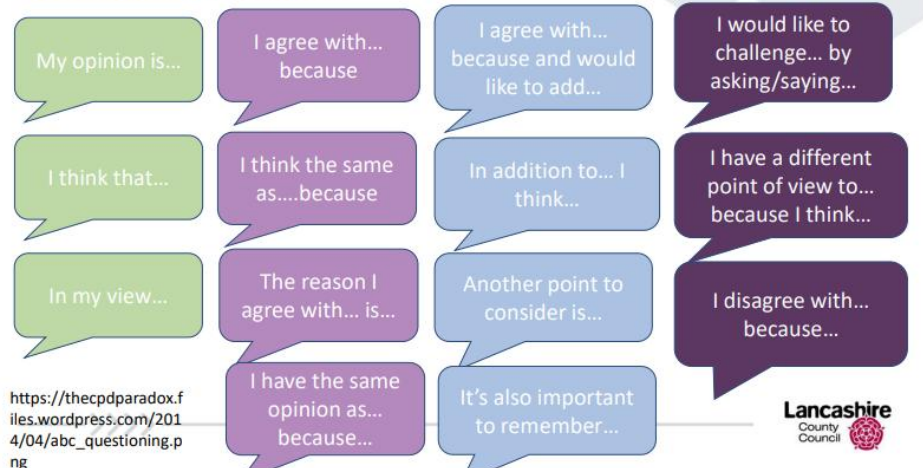
The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make pupils feel that they want to achieve and how they themselves are perceived is important. At Newton Bluecoat C. of E we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment.

The most effective teachers have established excellent habits and routines so that pupils are able to fully concentrate on the. To create this in a classroom teachers work with children to teach and rehearse classroom routines.

To ensure a sense of consistency across the school the following points below need to be taken on board in each classroom.

- Visual timetable in all classrooms
- Behaviour levels are displayed clearly in the classroom
- KS1&KS2 - English Working Wall under the headings: Immerse, Analyse, Plan and Write.
- EYFS and Year 1– Literacy Working Wall under the headings: Jump In, Look, Say & Plan, Say & Write.
- A Maths learning wall that reflects current learning: Prior Learning, Current learning and Maths vocabulary.
- Oracy prompts are available in each classroom
- Key vocabulary to support children's learning
- Classroom libraries with age related books.

## Example Prompts



- Classrooms are tidy, labelled and organised. Pupils take responsibility for ensuring their classroom is a pleasant and safe place to learn. We encourage collective responsibility for the learning environment
- Pupils are taught to respect equipment and resources

## The Role of Subject Leaders

- Monitor the progress and attainment in subject areas and address areas of need through targeted action plans
- Support colleagues in developing their practise and subject knowledge to maximise progress
- To take the lead in policy development
- To be responsible for the purchase and organisation of resources
- To keep up to date with developments in their particular area of responsibility and sharing this with colleagues

## Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement;
- Explaining to parents how they can support their children with homework;
- Holding parent workshops to explain the work covered and the strategies and methods taught to the pupils.
- Sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term; this information is also available throughout the year on the school web site

- We have an open-door policy so parents are able to discuss concerns with the class teacher.
- Keeping parents informed of a pupil's progress on a more regular basis if appropriate including termly IEP meetings.

## **Role of Governors**

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the CPD sessions attended by our staff.

## **Monitoring & Evaluation**

This policy will be used to support the monitoring of teaching and learning throughout the school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Written by: Louise Dawson  
Reviewed by: all teaching staff  
Date: January 2026