



# Teaching and Learning Policy

## The Elms and Folly View Schools

### October 2023

At Folly View and The Elms Primary Schools, we aim to deliver consistently high quality teaching that challenges all learners to make and sustain progress and enables pupils to achieve their best in all aspects of school life. We want to ensure that all staff are supported in their own continuous professional learning and development, and create a culture where staff share best practice in a way that is manageable and has maximum impact on pupil achievement in an environment of trust.

This policy outlines the methodology used by teachers when planning and delivering lessons and is used by leaders to deliver professional learning and development. It also links with our school development and improvement planning process and is used for monitoring.

#### Core principles

We follow the core principles written by Cambrian Learning Trust (see below) as a common approach to teaching, for continuing professional development and for monitoring. The principles are designed to provide identification and/or guidance for elements of teaching practice which make the most difference to pupil learning. They are formed from the belief that a highly intentional and technique-aware approach to classroom practice is most beneficial to pupil learning and the ongoing professional development of teachers. We have blended these core principles with the EEF's 5-a-day approach.

#### The 5-a-day Approach

We use the EEF (Education Endowment Foundation) "5-a-day" approach in our teaching. Based on copious amounts of research, the EEF 5-a-day approach ([see here](#)) states that "Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that."

These, combined with the CLT core principles, guide our learning and teaching:

EEF 5-a-day	
Explicit Instruction	We have high expectations of our learners and give <b>high quality direct explanation</b> of subject content. When given clear and welljudged explanations of interesting topics, pupils are more likely to enjoy their learning and become increasingly curious. Highly effective teachers ensure this happens.



Scaffolding	We teach the <b>same content to all our pupils</b> . Some might need extra support for them to be able to work on things. Teachers always use modelling using excellent examples, which teacher and class will then work on together. When ready, pupils will be expected to complete work independently, either with or without scaffolds.
Cognitive and metacognitive strategies	We want our pupils to <b>know more and remember more</b> , therefore it is important that we know how to maximise brain capacity, and how to reduce cognitive load. We talk to children about which learning, or memory techniques work best for them and give them plenty of opportunities to recall what has been previously learned.
Flexible Grouping	Children learn best in a <b>variety of ways</b> . Sometimes this will be in groups, in pairs, or by themselves and at other times supported by teachers or other staff. Our teachers know the best ways to do this. We expect all our children to have access to QFT from a teacher over time.
Using Technology	To support our children's learning, we ensure our pupils have access to different technology, so they can access and present their work. We use a variety of tools, including interactive whiteboards, visualisers, iPads, along with internet tools.
Other Principles	
Checking on learning	At the start and end of lessons, prior learning and lesson knowledge learning is checked. Mini whiteboards and questioning are used in lessons so that teachers can <b>regularly check the understanding</b> of the whole group at one time, giving immediate feedback and addressing any misconceptions as part of ongoing formative assessment. We also use online tools such as Kahoot and Quizlet to check for <b>retention of knowledge</b> longer term.
Assessments	More formal assessments are used to <b>gauge understanding and knowledge</b> over a period of learning. This then informs the teacher, or their next teacher of next steps for their learning.
Behaviour for Learning	Please see our Positive Relationships and Behaviour Policy.

### Teaching and Learning Principles – Cambrian Learning Trust

High-quality education can only be achieved through superior teaching and learning, enabling our pupils to thrive as they transition through our Trust. We know that children learn best through Quality First Teaching (QFT) and we endeavour to make this our core aim in all our work. This is particularly relevant to educational recovery. At the very core of our everyday teaching and learning, are research-led principles which drive forward the standards and quality of education that we provide our pupils at every stage of their education and development. These 6 principles provide staff across the Trust with a shared vision and vocabulary to



discuss teaching and learning and to strive towards excellence. In visiting one of our schools, the following elements of teaching and learning will be clearly evident. The 6 core principles which our schools adapt for their purposes:

1. **Positive relationships**, both with children and with parents and carers, are at the heart of effective teaching and learning. Every learner is unique and valuing individuals is the most effective way to help pupils learn. This is part of creating a learning environment in which students feel safe.
2. Developing **positive attitudes**, being self-aware and using strategies associated with metacognition ensures learners become independent and resilient.
3. Effective teaching is based on **continuous assessment** so that it can respond to learners' needs. Feedback is an essential tool in acting on this assessment. It helps learners celebrate their successes and build on them.
4. Teaching should include explicit instruction and **knowledgeable explanations and modelling** along with skilled questioning so that children learn new content and see how to use it.
5. Teaching should be interesting and meet different pupils' needs through scaffolding and challenge. **Expectations** of every pupil should be high, and a can-do attitude promoted at every turn.
6. Learning is **sequential**. Learners need to be able to recall and remember their learning in order to make progress and be able to apply it.