

Teaching and Learning Policy



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

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Rationale

We believe that anyone can learn anything, and the growth mind-set underpins everything we do. We do not believe that some pupils are bright and that others are not. Instead we believe in the limitless capacity for everyone to achieve great things. We believe that what we become and what we achieve comes from great teaching, hard work and fantastic support.

Objectives

- To ensure our pedagogical approach is always rooted in the science of how children learn.
- To ensure all pupils make rapid progress and achieve academic excellence.
- To equip pupils with the knowledge, skills and character to achieve top grades at GCSE and A level and to lead successful lives.
- To be a fully integrated 3 to 19 all-through school and provide the necessary consistent approach to teaching and learning.
- To create and sustain the conditions to realise the four purposes for learners. This means supporting learners to become:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- To provide Areas of Learning and Experience (AOLEs), subject departments, and phases with the flexibility necessary to utilise the pedagogical approaches in accordance with their subject needs.
- To ensure all pupils make meaningful learning gains during every lesson.
- To ensure that 'mistakes' are fully viewed as a positive, crucial, and necessary part of the learning process.
- To fully include all pupils in all lessons and to fully engage all pupils into their learning every lesson.
- To have high expectations of all pupils.
- To ensure disadvantage does not affect learning.
- To respond to the limitations of working memory, to reduce forgetting time and to consolidate learning in long term memory.
- To ensure a sequential approach to learning that fully builds on prior knowledge and skills and to ensure pupils fully understand this linking of their learning.
- To allow pupils to observe expert thinking.
- To ensure misconceptions are eradicated and not practised.
- To provide opportunities for high levels of thinking.
- To differentiate and adapt appropriately to ensure pupils are always at the point of learning, focusing on their precise next steps, and practising what they specifically need to practise. To fully respond to levels of pupil understanding in lessons.
- To provide a rich and memorable learning experiences full of sparkle.
- To create a classroom climate which promotes sustained effort and where pupils take responsibility for their learning.

Plan by beginning with the end

A planning model is followed whereby teachers firstly decide what they want pupils to learn. After this, teachers plan how they will know the extent to which pupils have mastered this learning. Finally, teachers deduce the learning activity that allows pupils to achieve this learning activity. The crucial point is that the planning of learning activity has to come after the planning of learning intentions and assessment.

Planning by 'beginning with the end' ensures that all learning activity achieves all learning intentions.

Planning, by beginning with the end involves the following steps:

Step 1:	Learning intentions (Questions for Learning)	What do you want the pupils to learn? Which pupils? (Consider extent of learning for individuals and groups of pupils from previous lessons and link to distance assessment)
Step 2:	Assessment	How will you know the extent to which pupils have mastered the learning?
Step 3:	Learning Activity	What learning activity allows pupils to answer the Question for Learning?

Questions for Learning (not titles)

Every lesson has a Question for Learning which is introduced at the start of the lesson. The question is used and asked by the teacher during lessons, and pupil learning allows them to develop an answer to this question.

Questions for Learning help engage pupils into their learning. Teachers use these questions to help pupils understand how new learning fits into the bigger picture of prior and future learning. Pupil answers allow the teacher to help judge the success of their teaching and plan future teaching accordingly. The questions stimulate natural curiosity, they allow lessons to find the answers to intriguing questions. They are thought provoking and put the emphasis firmly on thinking.

Questions for Learning are:

1	Made first	The question guides the learning activity. Always start with what you want the pupils to learn.
2	Askable and answerable	The question needs to lead to an answer, which is what you want the pupils to learn.
3	Next stepped	The question should be the most important thing to learn next. This ensures it is part of a well thought out sequence of lessons.
4	Challenging	The question sets the bar high for the pupils.
5	Manageable	All pupils must be able to answer the question by the end of the lesson.

Review questioning (not just what was learnt last lesson)

Teachers ask lots of questions about what was learnt last lesson (Daily Review). They also ask lots of questions about what was learnt beyond last lesson, including last week, last month, and last year (Weekly and Monthly Review).

These questions review and consolidate prior learning. These questions are often asked at the start of lessons, to activate the necessary prior learning.

Daily review acknowledges and responds to the biggest drop in retention which happens soon after learning. Daily review helps solve this by moving knowledge from working memory to long term memory. Review makes recall, for example of vocabulary, formulae, events, concepts, facts, and skills, automatic and frees up working memory for application and new learning.

Weekly and Monthly Review is important because memory weakens over time and because anything that needs to be remembered must be periodically recalled from memory. This questioning provides the spaced practise to increase recall and reduce forgetting time. The reviewing of new information at key moments reduces the rate at which it is forgotten.

Most crucially, teachers ask review questions, about the underpinning prior knowledge, during new explanations. This recognises that new learning can only be understood if it links to what is already known and understood. As such, questioning forms a natural link to new explanation. This allows the knowledge of a topic to be large and well connected.

Small step teaching

Teachers break the learning of new content, concepts, and skills into small steps. This includes, for example, the teaching of essay writing, paragraph structure, and the solving of mathematical problems.

This is to overcome competing stimuli so pupils can focus precisely on what is to be learned. The way something is presented greatly affects pupil retention of it. Small step teaching caters for working memory which can only contain a certain amount of information and whose size cannot be increased.

Pupils practice after each step and master it before moving onto the next step. Teachers must check understanding and reteach where necessary before moving onto the next step. This reduces cognitive load and creates space for new learning to be thought about. It allows pupils to later work independently without difficulty and without practising errors and misconceptions.

Explanations (which all pupils remember and understand) and High-quality modelling (with numerous worked examples)

Teachers make explanations (tell) precise and concise and provide these explanations in small steps. This ensures all pupils remember and understand. Teachers link these explanations to prior learning (zoom in and zoom out). This is because we understand what is being said when we can link it to what we already know. Teachers ask questions about underpinning prior knowledge during these explanations. This activates the necessary prior knowledge.

Memory and understanding requires explanations to be practised. Explanations are practiced as a class whereby the teacher incrementally develops questioning to ask for more detail of

the explanation. Pupils practise telling explanations in pairs using a structure that is incrementally removed by the teacher.

To ensure all pupils remember and understand, the following process is used for explanations:

1	Teacher explains the concept
2	Pupils practise the explanation together as a class – teacher asks pupils verbal questions to take through explanation. <i>What happens next?</i> Gradually transfer responsibility from teacher to pupils
3	In pairs, pupils practise the explanation using a structure (e.g. order of key words on board)
4	In pairs, pupils practise the explanation with the teacher slowly removing the structure (e.g. incrementally remove the key words).
5	Pick pupils to explain the concept to the class. Teacher addresses misconceptions.

Teachers model (show) and provide worked examples. They provide numerous examples for elaboration. They think aloud when answering questions and solving problems. This allows pupils to observe expert thinking and ensures that this expert thinking is not hidden.

Questioning to accurately assess and respond to understanding, where all pupils participate

Teachers ask lots of questions during explanations and modelling. Explanations are interspersed with questioning about what has just been explained. This means explaining the first part, asking questions, explaining the second part and so on. These questions consolidate what has just been taught. The questioning allows the teacher to assess the level of pupil understanding and amend teaching accordingly. Questioning includes asking process questions regarding the process used to find out the answers.

The pupils are only to be asked questions about what they have been taught or about what they can work out from what they have been taught. This ensures that disadvantage does not affect their learning. This means that pupils are not asked ‘guess what’s in my head’ questions.

All pupils are fully involved in class questioning. This is vital for pupil learning and progress. Various methodologies are to be utilised to include all pupils. These include:

- Cold calling (No hands up) - pupils are selected to answer questions by the teacher. This includes teachers selecting pupils based on their knowledge of their prior learning and progress. Cold calling accurately assesses pupil understanding so the teacher can address misconceptions by:

1	Teacher asks the whole class a question
2	Provide thinking time
3	Select a pupil to respond
4	Correct the answer and ask them to ‘say it again better’
5	Ask the same question to further pupils
6	Go back to pupils who did not know the answer

- No opt out – Teachers return to pupils, if they did not initially know the answer to the question they were asked. This could be after further teacher explanation or answers from alternative pupils.

- Improve answers – Pupils are provided with opportunities to say half formed answers better. This involves teachers explaining and modelling to pupils how to improve their answers. This is called ‘say it again better’.
- Ask further questions – Teachers ask pupils further questions before moving on. For example, ‘why is that?’. This allows for higher order questioning and for pupil responses to be pushed and challenged.
- Show-me boards. Teachers ask the whole class a question. All pupils write their answer on their mini white-boards and teachers address misconceptions that are seen. Show-me boards assess the understanding of the whole class so the teacher can address misconceptions by:

1	Have system in place so the board and pen is ready to hand
2	Teacher asks question. Pupils write down answer in quick timeframe
3	Signal ‘3-2-1 and show me’. Pupils show boards at same time. Pupils hold up for as long as teacher needs to absorb responses
4	Teacher engages with sample of pupils to embed learning and address misconceptions

The whole class questioning techniques allow the responses of all to be checked. This information is then used to plan future explanations and learning activity for all pupils.

Gradual transfer of responsibility for knowing/doing from teacher to pupils using the ‘I do, We do, You do’ approach

Teachers gradually transfer responsibility for knowing and doing from the teacher to the pupils. This includes responsibility for carrying out a new skill (or part of a skill) and for knowing specific content.

The process starts with explaining and modelling precisely and concisely (I do). This includes what misconceptions are likely to be and pre-teaching to avoid these. The explanations are interspersed with lots of questions.

This is followed by guided practice (we do). This is when the teacher takes responsibility for knowing/doing but with pupil help. ‘We do’ involves guiding pupils as they practise new learning and skills for the first time., correcting errors as they arise in real time, and providing scaffolding and instructional supports which are gradually withdrawn. This involves, for example, guiding pupils through structuring paragraphs, solving mathematical questions, and analysing sources with the pupils. The amount of teacher responsibility reduces and the amount of pupil responsibility increases, as the teacher progresses through this stage. It moves from ‘I do, You help’ to ‘You do, I help’. This ‘we do’ stage of the learning process is vitally important because watching the teacher demonstrate mastery does not mean that the pupils can use the skill on their own. The ‘we do’ guided practice continues until, and never before’ pupils can do it on their own. This is an important part of the teaching process because it avoids pupils making too many errors in first practice and the lesson having to be retaught. It ensures that misconceptions are not practised. It recognises that verbal feedback is the best type of feedback and that feedback at the point of learning is the most powerful.

The process concludes with independent practice (you do). This is where pupils practice themselves. This is hands on activity after the material has been learned and not before. This starts with pupils trying ‘one’ on their own, when the teacher is confident that they know how to do it. This is followed by pupils practising more on their own (with an incrementally

increasing level of challenge). Teachers supervise and monitor this, but it requires less teacher intervention. An 80% success rate is required here (lower than this suggests that more guided practice is needed). This ensures that errors and misconceptions are not being practised. Continued pupil practice is important because repetition matters. Pupils have not learnt something when they can do it one or two times. Independent practise leads to over learning, fluency, and consolidation in long term memory. The overlearning allows material to be recalled automatically, it reduces space in working memory and allows working memory space to be devoted to application and new learning.

An example of the 'I do, we do, you do' approach, with the gradual transfer for knowing/doing from teacher to pupils is below.

I do	I do	The first step to adding fractions with unlike denominators is to make the denominators equal
We do	I do; You help	OK, now let's try it. How did we say we were going to make our denominators equal, Martin? Feign ignorance – Did I get that right, guys? Wait a minute, I can't remember what's next!
	You do; I help	OK, Jake, you take us through this. What's the first thing I should do?
You do	You do	Now try one on your own
	And do, and do, and do	Great we're getting this now. Five minutes, have a go at five more.

Next step teaching in Guided Groups

Guided practice and questioning is used to identify pupils that need further support and guiding. Teachers work with these pupils and provide bespoke guidance in guided groups, whilst the rest of the class completes their independent practice. This involves the use of diagrams, key words, and explanations by the teacher in pupil exercise books. This is teaching, and not supporting with tasks. It is an extension of the 'we do' stage for pupils that are not ready to practice the new skills, or use the new content, on their own.

This provides further guided practice and support for those that need it the most. It recognises that smaller staff to pupil ratios (for example 1:4/5/6) is more impactful than 1:30 for these pupils.

Primary Phase Literacy and Numeracy

Primary Phase Literacy and Numeracy is predominately taught in guided groups where pupils focus on their precise next step target, with lots of teacher feedback. It recognises that smaller staff to pupil ratios are more impactful for when learning these new crucial skills. Pupils are grouped according to what they are ready to learn next, and thus the groups regularly change after continued assessment of what the pupils have mastered and what their next steps are. Teachers teach these groups using the same pedagogical approaches outlined in this policy. The groupings ensure that the teacher specifically understands the extent of learning target achievement and thus directly responds to pupil needs. Teaching Assistants run groups in the same manner which increases the pupils receiving this quality teaching.

Teachers also provide live written feedback which pupils can immediately respond to. Remaining pupils independently practise to consolidate their understanding of previous targets.

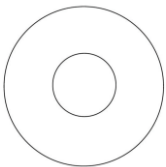

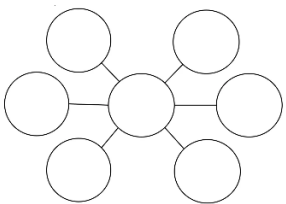

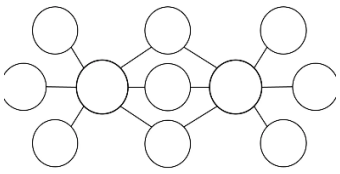

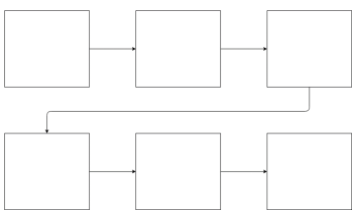
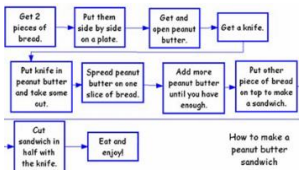
Deep thinking

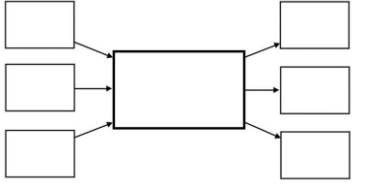
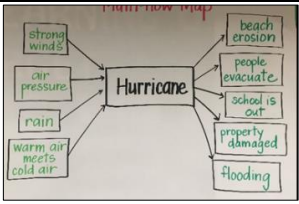
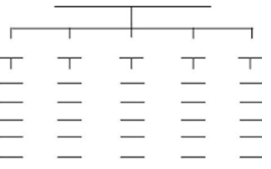
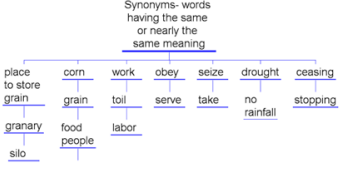
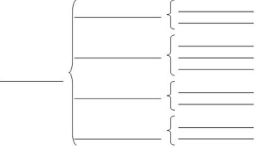
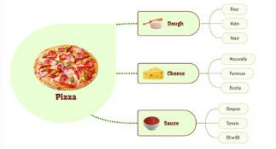
Pupils think hard about the meaning of what is being learned via learning tasks that require high levels of thought. This is because memory (and understanding) is the residue of thought.

Think/Pair/Share is an example of providing all pupils with an opportunity to think deeply about the material. This is because the level of thinking increases at each stage of the process:

1	Establish talk partners
2	Provide a specific question (List/Name etc.) with a very short timeframe. Pupils think in silence. (They can only do this if they have been previously taught the knowledge to think. The question needs to be good enough for thinking).
3	Pupils share idea with a thinking task – e.g. share and put in order of importance. (This is not just sharing your initial thought).
4	Teacher circulate to listen (so you can address misconceptions)
5	Cold call to sample responses

Teachers use thinking maps, often in independent practice, to promote thinking:

Circle map		Provide context information by brainstorming ideas and showing prior knowledge.	
Bubble map		Use adjectives and/or adjective phrases to describe something.	
Double Bubble map		Use words/phrases to show similarity (middle bubbles) and differences (outside bubbles).	
Flow map		Sequence and order information.	

Multi-Flow map		Analyse cause (left side) and effect (right side) relationships.	
Tree map		Sort things into categories or groups.	
Brace map		Analyse physical object by breaking it down into its parts.	

Teach new vocabulary so all pupils learn all the words

The teaching of new vocabulary ensures that all pupils learn all the new words and their definitions:

1	Teacher compiles list of words and accompanying definitions
2	Go over its pronunciation and practise, practise, practise using the I say/You say methodology
3	Test some individuals to confirm they can say the words. Make sure everyone knows how to say the word
4	Explain the meaning of the new words. Be specific.
5	Check for understanding of the meaning of the new words using whole class questioning techniques (cover up some of the words and some of the definitions). Keep going until they all know the meanings of all the words. Pupils have to say the answer using the word.
6	Ask pupils to use the new words in sentences, out loud and in writing. Check for understanding using whole class questioning techniques.

Reading strategies to ensure active reading

Teachers consistently use and teach the strategies for active reading.

Before reading	
Communicate purpose	Teachers to fully know and communicate the purpose of a text in advance. This involves knowing why you want the pupils to read the text, how it will develop knowledge and understanding, and how the pupils will be able to use this developed knowledge and understanding.
Activating prior knowledge	Use teacher questioning so pupils review what they already know and understand what they need to learn next.
Make a prediction	Pupils make a prediction about the text based on what they know.
During reading	

Clarifying	Make the meaning of the text clear to the pupils.
	Provide explicit vocabulary instruction of tier 2 vocabulary. (85% of words in a text need to be understood to understand overall meaning).
	Encourage pupils to ask questions about unfamiliar vocabulary.
Questioning	Ask pupils questions to check their comprehension and subject knowledge.
	Pupils generate their own questions about a text.
After reading	
Summarising	Pupils summarise the meaning of sections of the text: Paraphrase the important ideas (simpler/shorter form to make meaning clearer). Use synonyms (words with the same or similar meaning).
Expand sentences	Pupils develop and improve sentences to consolidate understanding of what has been read: Provide pupils with a sentence. Pupils find out Who? / What? / When? / Where? / Why? / How? Pupils rewrite the sentence(s) with this information.

Formative and Developmental Writing

Pupils are provided with opportunities to think and develop ideas in the course of writing about them. Thinking via writing is just as valuable as thinking via talking, and discussion. Pupils think in their writing by responding to formative phrase, for example:

1. What might be?
2. Try to...
3. Let's think in writing
4. What events might...?
5. How might...?
6. Take a stab at this question

Pupils then develop their writing as a result of teaching. This allows them to express ideas with precision and in a variety of ways. An excellent strategy is to focus on a single sentence to allow for meaningful feedback. For example:

1. Begin your response with...
2. Include the phrase / word / grammatical form in your response
3. Complete sentences using conjunctions: because / but / so

Nursery, Reception, Year 1, and Year 2

The pedagogical approach outlined in this policy apply to Nursery, Reception, Year 1, and Year 2. The application of these approaches is different and unique for these pupils. Pupils in these classes learn their whole curriculum via next-step guided groups and via continuous provision.

The next-step guided groups involve the teacher teaching groups of pupils with the same (or similar) current learning targets. This ensures teaching directed at the exact point of learning combined with continued feedback which addresses misconceptions and accelerates learning. Teachers and Teaching Assistants will work with multiple next-step groups during a day.

Learning is consolidated, (and introduced - where applicable), via provision. Provision is a collection of engaging learning stations, using a range of creative and varied resources, designed to achieve various targets. These targets come across the subjects and Areas of Learning and Experience. The targets come from our all-age curriculum which makes clear what pupils will need to be able to do to be on track in each year group. Pupils are both directed to certain stations and also have free choice according to their interests. Learning stations relate to the current curriculum theme and also pupil feedback of their current interests. Learning stations are regularly changed and are fully reactive to pupil feedback about their changing needs and interests.

Provision includes learning outdoors. The outdoors is seen as an extension of the indoor learning environment. Outdoor provision allows for learning activities that would not be possible in a classroom setting. However, they are fully part of the provision set up. For example, certain learning stations may be outside because they are too big or messy to be inside.

Provision includes a hands-on play-based approach. Through this play pupils access the curriculum using their preferred methodologies. This active, well-planned play helps children to think, make sense of the world, interact with others, to be reactive, to investigate and explore different materials, to experiment and predict.

Our approach to Teaching and Learning in these year groups recognises the three enablers necessary to ensure high quality provision for these pupils. These are:

Enabling Adults	Adults create emotionally safe environments that support pupils as they begin to express and regulate their feelings and behaviours in positive ways. They respond to their likes, dislikes, preferences, and choices and support them to make decisions. They adapt their plans to meet the needs and interests of all pupils. They model a joyful approach to learning and build and develop on their curiosity. The adults deepen their understanding of the developmental needs of learners by observing, noticing, and responding sensitively. They decide when to intervene to support learners to construct meaning and encourage pupil collaboration to solve problems. They create an environment which is communication rich and model multiple ways of expression together with the appropriate use of context-specific language
Engaging experiences	Engaging experiences are provided to promote independence and challenge during deep-level involvement and un-interrupted active learning in real-life authentic situations. Pupils experiment with a range of mark-making instruments and materials and begin to attribute meaning to these. They are provided with experiences and vocabulary to explore quantity, number, shape, and pattern. This includes opportunities for comparing, sorting, and classifying. They have experiences that promote enjoyment in physical activity using tools and equipment with increasing control. The engaging experiences support learners to find out about the environment, the world around them and how it works, with a particular focus on causality.

Effective environments	Exploration of an effective environment is a key driver for development. It creates a sense of belonging and an appreciation of the world around them. Our environments provide wide and varied experiences with consideration of the physical and emotional climate. Our environments value diversity, demonstrate inclusivity and promote a sense of belonging. They provide access to a broad range of vocabulary, mathematical concepts, and digital media. They allow pupils to experience a sense of awe and wonder and ignite curiosity. The environments support mastery by allowing frequent and extended opportunities to practise, rehearse and embed new skills.
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