



Victoria Road Primary School Teaching and Learning Policy

Policy written by:	School
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Head Teacher:	Mrs Emma Roberts
Chair of Governors:	Mrs Hilary Moss

Signed:..... Head Teacher

Signed:..... Chair of Governors

The main aims of Teaching and Learning at Victoria Road Primary School are:

- To teach the content of the curriculum
- To ensure learning is embedded into the long term memory.

Rationale

At Victoria Road Primary School , we believe that teachers should be equipped to fulfill their role to a high professional standard. To do this, our curriculum and pedagogical approaches are research-based, focusing on strategies that fit with the cognitive model of learning. We support teachers by providing the tools, resources and professional development that will improve their practice and enhance their performance so that the pupils in our school are taught effectively.

Principle and Aims

At Victoria Road Primary School we believe all our children should reach for the stars and we are committed to providing a nurturing environment where learning is effectively implemented. To achieve this our policy ensures that:

- By improving the quality of Teaching and Learning we improve outcomes for all children.
- Underpinning principles of Teaching and Learning are clearly defined.
- Coaching and support programmes are clear to support teachers in developing their practice.

This policy should be used in conjunction with the **Marking & Feedback Policy** and **Learning Environment Policy**.

Professional Development

At our school, professional development has focused on teachers' understanding of a cognitive model that is based on the science of learning. From this, we have adopted general pedagogical practices that we believe will aid quality first teaching and support pupils' retention of knowledge. This has enabled us to develop consistency within our school, and support teachers in terms of development through professional dialogue.

Teaching Walk Thrus

Teaching WALKTHRU by Tom Sherrington and Oliver Caviglioni is the underpinning framework for informing this Teaching and Learning Policy. It is a coaching guide which offers a range of strategies for developing pedagogical practice in schools. All of the strategies contained within Teaching WALKTHRU are rooted in proven practice and research.

This Teaching Walkthru framework will be deployed across the year through weekly team meetings and will be delivered by the Curriculum Lead.

Each year, Victoria Road Primary School will determine which of the strategies are the priority principles for that academic year. The agreed list of Principles will inform all elements of Teaching and Learning each year including;

- Personal Development
- Monitoring and Assessment opportunities.



For the academic year beginning **September 2022** the following principles have been identified.

Behaviour For Learning	
1. Establish your Expectations	Pg 38

2. Signal, Pause, Insist	Pg 40
3. Rehearse Routines	Pg 44
Questioning and Feedback	
4. Cold Calling	Pg 90
5. Think, Pair, Share	Pg 92
6. Show- me Boards	Pg 94
7. Check for Understanding	Pg 96
8. Say it again Better	Pg 99
9. Probing Questions	Pg 100
10. Process Questions	Pg 102
11. Feedback that moves forward	Pg 104
12. Feedback as actions	Pg 106
13. Whole Class feedback	Pg 108

For the academic year beginning **September 2023** the following principles have been identified.

Explaining and Modelling

1.Worked Examples and Backwards Fading	Pg68
2.Deliberate Vocabulary Development	pg72
3. Live Modeling	pg78
4. Scaffolding	pg80
Practice and Retrieval	
5. Quizzing	pg112
6. Elaborative Interrogation	pg 114
7. Using a Knowledge Organiser	pg116
8. Peer- Supported Retrieval	pg120
9. Weekly and monthly review	Pg122

Feedback and Assessment

Assessment and feedback is a key port of Teaching and Learning that supports teachers in addressing misconceptions and addressing gaps in knowledge.

At Victoria Road we group assessment into two categories: feedback and assessment from formatively assessed work and feedback and assessment from summatively assessed work.

Formative Assessment

This is the regular and constant use of feedback that happens in all lessons to ensure misconceptions are addressed before learning is moved on. A range of consistent strategies and techniques are used to assess formatively based on the Teaching WalkThrus. They include:

- Cold Calling
- Think. Pair. Share
- Show me Boards
- Check for Understanding
- Circulating
- Retrieve to achieve
- Recall Questions
- Quizzes

Summative Assessment

This is the assessment that takes place after a unit of work is completed (usually each half term) to assess the children's understanding of concepts taught. It also enables gaps and misconceptions to be identified and targeted. Key Assessment pieces are:

- Half Termly writing assessments with Success Criteria
- Termly NFER Papers for Maths and Reading
- Success For Fisher Family Trust Half Termly Phonic Assessment

Monitoring and Assessment

Our Monitoring of Teaching and learning will focus on:

- Non negotiables
- Teaching Walkthrus

We will monitor these through weekly learning walk and work scrutinies. Each monitoring cycle will review the content of teaching WalkThrus that have been covered at that point of the academic year. We will not focus on strategies that have not yet been covered. The monitoring schedule will be shared with staff at the beginning of each half term.

Teaching Walkthrus

These will form weekly learning walks which will last no more than 15 minutes. Throughout the year we will focus on different aspects linking to the coaching schedule. Following a learning walk the leadership team will document their findings and the Coaching Mentor will deliver weekly whole team feedback. When required feedback and additional coaching will be delivered to individuals.

Subject Leadership

Each Subject Leader will be given leadership time half termly or every three weeks for leaders of core subjects. The role will include monitoring the quality of their subject through drop in sessions, book scrutinies and pupil voice. Through effective monitoring Subject leaders will be able to assess the impact of their curriculum.