



Aims and Objectives

At Tittensor CE (VC) First School we have a clear vision of what learning is:

Learning is a lifelong process of active engagement with experience, involving the development or deepening of knowledge, skills, understanding, values, ideas and feelings, in order to make sense of the world and ones place in it.

At Tittensor CE (VC) First School we recognise the elements which contribute to becoming an effective learner and aim to instil this in all our pupils. Through our teaching we aim to create learners who:

- Are actively engaged, self-motivated and inspired
- Believe that effort leads to success and takes satisfaction from their successes
- Collaborate with staff and peers to contribute to their learning
- Can articulate their learning to confirm knowledge and understanding
- Are confident in their own abilities to learn and improve
- See mistakes as a way of learning, resilient in the face of challenge
- Ask questions
- Build on, and make links to, prior knowledge
- Transfer knowledge and skills to other situations

We believe learning is the core purpose of our school. It is therefore essential to continually review and evaluate the teaching for learning in the classroom in order to make it more effective.

What does Teaching and Learning Look like at Tittensor CE (VC) First School?



Common Lesson Framework/Expectations

In line with our framework for teaching and learning, this table outlines the features of lessons that should be common to all teachers in all subjects.

Routines for All Lessons	
Starting Lessons: Positive Entry Routines	<ul style="list-style-type: none"> • Smile/Welcome/Greeting at door – Teacher MUST be in classroom, prepared and ready to ‘go’. Clear entry routines established. • Learning starts immediately.
Behaviour for Learning	<ul style="list-style-type: none"> • Set expectations – All pupils looking and listening when signaled. Clear routines established and understood. • Pupils engaged/on-task/inquisitive – enquiry-based learners (Questioning staff and peers). Active learning – Respect pupil’s time by using every minute productively. • Good relationships/Positive talk – Positive behaviour strategies.
Showing Excellence and Positive Affirmation/ Highlighting ‘good’ work	<ul style="list-style-type: none"> • Use of visualisers to promote/celebrate expectations. • Children to model work/ talk through thinking. • Use of praise – praise cards, dojos, ‘star pupil’, etc. Celebrate learning as you go. • ‘Feed-forward’ discussion. • Work displayed on working walls/displays.



Ending Lessons: Positive Exit Routines	<ul style="list-style-type: none"> • Instant feedback, praise children (Positive ending). • ‘What have you learned today?’/ Recap learning - Review learning – questions. • Clear ROUTINES in place – exit classroom calmly & orderly.
Common Pedagogical Elements: ‘Old stuff New stuff Practice & Feedback Test & Review’	
Specifying knowledge elements	<ul style="list-style-type: none"> • Review prior knowledge – provide lots of practice of mastering knowledge. • Introduce new vocabulary/language - Introduce explicit new knowledge. Breaking new concepts down – small steps. • Leading questions/Key questions . • Awareness of potential misconceptions/barriers.
Retrieval Practice / Spaced Retrieval	<ul style="list-style-type: none"> • Review/revisit prior knowledge – mini-tests, quick-fire, brain dumps, multiple choice, 60 second sweat, quiz, missing information (Knowledge Organiser). • Starter based on recent work – connections made.
Modelling and Practice	<ul style="list-style-type: none"> • Scaffold thinking and model expectation - ‘Thinking out-loud’ – modelled by staff & pupils (Reasoning & thinking). Verbalise process. • Intelligent practice – variation, problem solving, reasoning – creativity and risk-taking. • Model ‘up-levelling’.
Structured, targeted questioning. Enquiry-based classrooms.	<ul style="list-style-type: none"> • A range of questioning – provide question stems. Pupils to generate own questions. Model good/effective questioning – Provide ‘wait time’/‘thinking time’. • Questions on display – working walls. • Practice/model metacognition. • Communication/oracy promoted. • Give opportunities for children to explain their understanding- Thinking time.
Responding to Feedback	<ul style="list-style-type: none"> • Self/peer marking for instant feedback. Instant feedback. • Opportunities need to be given to respond to feedback and understand it. • Draft – edit – improve. • Use of ‘feedforward’.
Features of Good Speech/Oracy. Vocabulary development	<ul style="list-style-type: none"> • Reasoning/ debate/ explanation/ discussion opportunities. • Encourage children to answer in sentences (sentence stems). • Encourage pupils to self-correct - prompt children to re-model into proper sentences.

Personalised Learning

The SEND Code of Practice (2015) states that ‘making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such [different from or additional to] support.’ (para. 6.15)

At Tittensor we believe that there is no ‘lid’ on learning. All children are immersed in quality first teaching and access learning and challenge at their level. Success criteria is personalised: SEND/Working Towards, Expected and Exceeding. All children can access all success criteria at their appropriate level. If children require support this will be through reasonable adjustments: alternatively, planned activities, independent support aids (word mats, visual cues, concrete maths aids, etc) or teacher/teaching assistant time.

The role of Governors

Our governors determine, 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 teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance development policies promote highly effective teaching and learning, with a desire to strive for constant improvement;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include meetings with subject leaders, monitoring and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings and workshops to explain our school strategies for teaching English, maths and assessment;
- signposting parents to the Knowledge Organisers and Curriculum Map that are available on our school website;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework.

Monitoring and Review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy during the Autumn term 2024.