PENDRAGON PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

LEAD PERSON: SLT

AGREED BY STAFF: Autumn 2020

AGREED BY GOVERNORS: Autumn 20

REVIEW DATE: Autumn 2022

Learning and Teaching Policy

In this policy we have attempted to identify the aspects of teaching and learning which apply across the curriculum. This policy has links to all other curriculum policies and all policies should be read in conjunction with it. The class teacher has the ultimate responsibility for the teaching of **all** children in the class.

Our school curriculum drivers

At Pendragon Primary School we will develop children as learners. We aim to provide the children with a high quality of education within an environment that is stimulating, challenging and caring using the principles of Assessment for Learning.

These 4 main principles will drive our curriculum and be represented through every aspect of school life: REACH which stands for respect, effort, achieve and challenge.
We have adopted the model of Achievement for All to help to accelerate progress through aspiration, access and achievement. See the school development plan for further explanation.

Key principles of Pendragon teaching and learning:
Quality Teaching
Quality Learning in classrooms
Effective classroom management
Links with home

Pendragon is an Inclusive school

All children have equal access to the curriculum irrespective of race, gender or ability.

All children have the right to be listened to and should have the opportunity to 'get to know' their teacher and the teacher should 'get to know' the children in their class (what fact can you find out that the last year's teacher didn't tell you?).
All teachers should know what every child in their class needs in order for them to learn.
All teachers should have an understanding of the children's basic needs- the right work, the right equipment and the right environment.
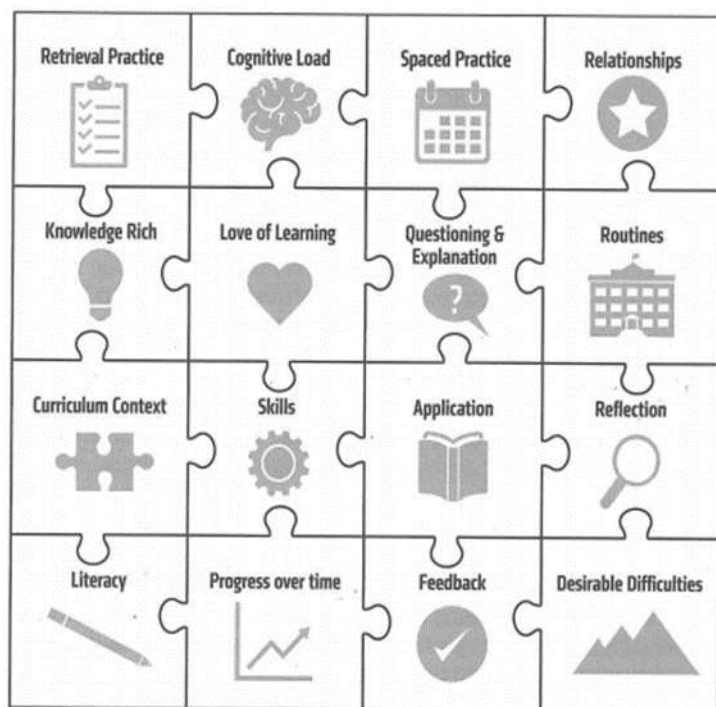
The Teaching and learning Puzzle
Katie Jones Retrieval Practice 2019

Quality first teaching includes:

having high expectations of all children	
involving all children in the lesson	
motivating and encouraging all children to do their best	
awareness of the different learning needs of the children(keep up not catch up)	
Planning the key concepts that need to be covered(less is more) but still valuing creativity, spontaneity and responding to the interests of the children in your class	
ensuring gaps are filled and misunderstandings addressed with pre and post teaching using assessment	
having clear Learning Objectives that are shared with the children	
use of targets that are written with the children	
a positive atmosphere and the opportunity to make a mistake without feeling inadequate or humiliated *and where the children are motivated as they can see they are making progress*	
developing children's vocabulary at all levels	
giving children regular feedback to help them to know and be able to identify their next step (assessment for learning)	
the use of cross curricular links to make more relevant	
awareness of the different cultural and educational backgrounds of the children and making sure all staff in the room are aware	
visual resources and first hand experiences relevant to the lesson including the outdoors (the hook)	
20% teacher talk, 80% pupil talk(use of talking partners and group work)	
targeted questioning to ensure all pupils involved	
teacher enthusiasm- if you are not enjoying it, are the children?	
not accepting the 1st answer given- "Tell me more.."	
giving children the time to think before getting answers	
AFL/coloured dots in books trays to be used to inform teachers' understanding of children's learning in lessons and so plan next steps.	
Carefully designed scaffolded learning	
Retrieval practice of concepts learnt(spatial retrieval) , use of summarising what teacher has said on a regular basis, recall from a limited cue	

Do you know about what life is like at home for the children in your class? It can be an interesting exercise to ask the class at the start of the year what helps them to learn and to help them identify what stops them learning.

"The quality of the relationship that a student has with you is likely to be an important factor in that student's wellbeing."
Hattie and Yates

"The emotional bond between student and teacher- for better or worse- accounts for whether students learn."
Willingham 2010

Quality learning
Children who are involved in quality learning will:

take pride in their work and achievements and enjoy their work	
work independently and work with others	
show confidence in their own ability	
persevere when tasks are not easily solved or when things go wrong	
learn from their mistakes and know the next step in their learning	
know the classroom management systems including stopping procedure, class timetable for the day and the week	
take part in managed risk taking	
be active and tackle desirably difficult learning (overcoming mild difficulties as a form of active learning. Learning should be hard)	

Classroom management

The organisation of each classroom is the responsibility of the individual teacher but a well-organised room will display some or all of the following:

teachers should model good classroom organisation e.g. putting away items when finished with. Children need to have the responsibility for their own classroom	
resources will be in good condition and clearly labelled, and accessible to the children	
display will celebrate the children's work, modelling high quality examples – highlighting why it is successful	
shouting, interrupting and other disruptive behaviour will be dealt with firmly and calmly to create a positive working environment	
a visual timetable is available for all	
white tack should be used on bare walls, staples and map pins need to be used on permanent displays on boards and taken down when displays removed	
adults should never humiliate any member of the class either a child or an adult. Adults should have empathy for the feelings of others eg not hearing a child read at the front of the classroom in front of everyone else	
classrooms should take into account the needs of all children including those with dyslexia or any other SEN(See appendix 6)	
children are entitled to see the teacher when teaching from the front(either on the carpet or at tables) and have access to the correct size of furniture	

Home / School Links

communication with parents is imperative in order to keep their support with school and their child's education. Every family is entitled to talk to us about their child's learning- if they do not come to parent consultations, how will you discuss learning?	
parents need to be informed about all school visits but permission for visits in school is kept centrally and collected on arrival in school.	
there is a school standard format for any home/ school diary that is used.	
Bromcom can be used to email parents to share successes	
AFA meetings to be held bi- annually and could be done via Teams/ google meet etc	
Link up shared termly (half termly in Year 1and 2)	
providing homework to support and link to classroom learning- following up where it is not completed(not necessarily the child's fault)	

Teaching standards

Teaching and Learning Expectations of all Teachers

M1 and M2	M3 and M4	M5 and M6	UPS 1 and 2	UPS 3
Reach standard with support or guidance. Teaching may require improvement initially but should be good by the end of the year. Progress should be at least in line with national expectations. Shows a good knowledge and understanding of the relevant subject and curriculum area. Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with appropriate support Effectively takes on board whole school developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole school developments.	Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support. Teaching is at least good and secures good average progress across own students. Have a secure knowledge and understanding of the relevant subjects and curriculum area. Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance. Is actively involved with whole school developments	Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues. Teaching is at least consistently good with examples of outstanding, average progress of students is good. Have well developed understanding of subject knowledge, curriculum content and coverage across the phase taught. Monitors, analyses, evaluates and develops own key stage or subject area independently. Is actively involved with whole school developments and may lead or initiate some areas.	Has a high level of experience on which to draw on to advise and develop others and to inform own practice. Teaching is outstanding and average progress is good or above across own students. Have an extensive subject knowledge and understanding of the curriculum and related pedagogy. School wide monitoring, analysing, evaluation and development across a range of areas over time. Researches and leads school wide developments. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the school.	An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. Continues to build experience by extending own research and self development to lead further initiatives in staff and school development. Teaching is consistently outstanding with good or above progress across a series of cohorts and across all abilities. Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research. A high level of school wide and beyond monitoring, analysing, evaluation and development across a range of areas over time. Continued active involvement, school wide and beyond, in research and development which helps to keep the school at the forefront of education.

Appendix 1`
Non negotiable Classroom resources

EYFS Essential Learning Environment Items:

	Cubs	Kittens
Clear labelling of work areas and resources (pictures also)		
Birthday wall		
Colours		
Roleplay		
Sand and Water trays in outside area		
Phonemes & alternative spellings		
Days of the week		
Months of the year		
Alphabet strip – capital and lower case		
Labels showing school handwriting		
Maths Learning wall – inc. build it, draw it, write it, say it		
KIRFs		
English Learning wall – inc. vocabulary, success, models, resources		
Science learning wall – inc. oracy skills, vocabulary and unit objectives		
Visual Timetable		
Reading corner		
Children's work on wall		
Presentation Guidelines		
Housepoint pots		
Restorative calming down area/thinking chair		
Voice levels		
Motto display REACh and Growth Mindset		
Class info/notices Planning		
Number line to 10, 20 and words		
Labelled clock – o'clock, half past, quarter hour		
E safety poster		
Capital letter/ Full stop		
Marking Guidelines in books and displayed		

Y1/2 Essential Learning Environment Items:

	Lynx	Ocelots	Bobcats	Sand Cats
Clear labelling of work areas and resources (pictures also)				
Weather and seasons chart				
Spellings				
Days of the week				
Months of the year				
Alphabet strip – capital and lower case				
Labels showing school handwriting				
Maths Learning wall – incl. build it, draw it, say it, write it				
Maths facts, KIRFs, x tables facts				
English Learning wall – inc. vocabulary, success, models, resources				
Weekly phonics/spelling pattern				
Science learning wall – inc. oracy skills, vocabulary and unit objectives				
Visual Timetable				
Library area				
Children's work on wall				
Presentation Guidelines				
Housepoint pots				
Restorative calming down area				
Voice levels				
Growth Mindset				
Question words				
Class info/notices				
Number line to 10, 20 and 100				
Multiples of 10 to 100 and words				
Labelled clock – o'clock, half past, quarter hour				
E safety poster				
Capital letter/ Full stop				
Motto display REACh				
AFL trays				
WOW words/ vocab tiers				
Marking Guidelines in books and displayed				
AfL Labels on trays				
Key vocabulary for topic on display				

Y3/4 Essential Learning Environment Items:

	Pumas	Leopards	Panthers	Lions
Clear labelling of work areas and resources				
Days of the week				
Months of the year				
Labels showing school handwriting				
Maths Learning wall – inc. build it, draw it, say it, write it				
KIRFs and/or x tables display				
English Learning wall – inc. vocabulary, success, models, resources				
Spelling patterns of the week				
WOW words/tiers of vocabulary				
Science learning wall – inc. oracy skills, vocabulary and unit objectives				
Visual Timetable				
Library area				
Children's work on wall				
Presentation Guidelines				
Housepoint pots				
Restorative calming down area				
Voice levels				
Challenge area-included on Learning wall or on separate display				
Growth Mindset				
Question words				
Class info/notices				
Number line (Y3 up to 1,000; Y4 up to 10,000)				
E safety poster				
Capital letter/ Full stop				
Motto display REACh				
AFL trays				
Marking Guidelines in books and displayed				
AfL Labels on trays				
Topic vocabulary on display				

Y5/6 Essential Learning Environment Items:

	Jaguars	Tigers	Mountain Lions	Snow Leopards
Clear labelling of work areas and resources (pictures also)				
Labels showing school handwriting				
Maths Learning wall – inc. build it, draw it, say it, write it				
KIRFs and/or x tables display				
English Learning wall – inc. spelling patterns, vocabulary, success, models, resources				
Spelling pattern of the week				
WOW words/tiers of vocabulary				
Science learning wall – inc. oracy skills, vocabulary and unit objectives				
Visual timetable				
Reading/book corner				
Chn's work on wall				
Presentation guidelines				
Housepoint pots				
Restorative calming down area				
Voice levels				
Challenge area-included on Learning wall or on separate display				
Growth mindset				
Question words WWWWH				
Class info/notices				
Number line (Y5 to 1,000,000; Y6 to 10,000,000)				
E safety poster				
Capital letter/ full stop				
Motto display REACh				
AFL trays				
Topic vocabulary on display				
Marking Guidelines in books and displayed				

Appendix 2 Questioning
Effective Questioning   (Using Bloom's Taxonomy)

Knowledge

Useful Verbs	Sample Question Ideas	Possible Outcomes
Tell **List** **Describe** **Relate** **Locate** **Write** **Find** **State** **Name**	What happened after...? How many...? Who was it that...? Describe what happened at...? Find the meaning of...? Who spoke to...? Can you name the...?	*A list of the main events* *A timeline* *A facts chart* *A list of remembered information* *Reciting a poem* *A chart showing...*

Comprehension

Useful Verbs	Sample Question Ideas	Possible Outcomes
Explain **Interpret** **Outline** **Discuss** **Distinguish** **Predict** **Translate** **Compare** **Describe**	Write in your own words Write a brief outline What do you think could have happened next? What was the main idea? Who was the key character? What differences exist between? Can you provide an example of what you mean? Provide a definition for...	*Pictures to show a particular event* *An illustration of the main idea* *A cartoon strip of a sequence of events* *A performance of a play based on the story* *Flow chart* *Summary report*

Application

Useful Verbs	Sample Question Ideas	Possible Outcomes
Solve **Show** **Use** **Illustrate** **Construct** **Complete** **Examine** **Classify**	Do you know another instance where...? Could this have happened in...? Can you group characteristics such as...? What factors would you change if...? Can you apply the method/ idea to some experience of your own? What questions would you ask of...? Using the information, can you write a set of instructions about...?	*A book / leaflet about...* *A model made from instructions* *A report in a similar style* *A presentation about a particular point* *A collection photographs or annotated diagrams about a subject* *A map which includes relevant information about an event*

Analysis

Useful Verbs	Same Question Ideas	Possible Outcomes
Analyse **Distinguish** **Examine** **Compare** **Contrast** **Investigate** **Categorise** **Identify** **Explain** **Separate** **Advertise**	If ...happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Can you explain what happened when...? How is... similar to...? What were the motives behind...? What was the turning point in the plot?	*A questionnaire to gather information* *A flow chart to show critical stages* *A play about the study area* *A biography* *A prepared report about a particular topic* *A review*

Synthesis

Useful Verbs	Sample Question Ideas	Possible outcomes
Create **Invent** **Compose** **Predict** **Plan** **Construct** **Design** **Imagine** **Propose** **Devise** **Formulate**	Can you design a... to...? Can you compose a piece of music for...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? If you had access to all resources how would you deal with...? Can you write a tasty new recipe for...?	*An invention* *A new product, named and marketed* *A record, book, magazine cover* *A musical composition to accompany prose* *A performance* *A newspaper* *A stall at the fete*

Evaluation

Useful verbs	Sample Question Ideas	Possible Outcomes
Judge **Select** **Choose** **Decide** **Justify** **Debate** **Verify** **Argue** **Recommend** **Assess** **Discuss** **Prioritise** **Determine**	Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think... is a good thing or a bad thing...? How would you have handled...? What changes would you recommend...? How would you feel if...? How effective are...? What do you think about...?	*A list of criteria to judge something by* *A debate* *A school council* *A reading group/ workshop* *And end of term/ unit report* *A letter of persuasion/ argument*

Appendix 4

Features of a communication supportive school: primary

Whole school

Feature	What would you see?	Why?
All staff actively promote communication supportive practice.	Leadership team using visual support strategies in whole-school events, discussion at staff meetings promoting use of a range of approaches.	The whole school ethos promotes the inclusion of pupils with SLCN.
A supportive social environment.	Buddy systems, friendships stops, circle time, regular Social and Emotional Aspects of Learning (SEAL) activities, appropriate play and lunchtime support.	Facilitation of successful social interactions, acceptance of and empathy for others.
Staff work collaboratively with colleagues, external professionals and parents.	Regular meetings and sharing information.	Consistency of approach, sharing of good practice, communication regarding specific needs and recommendations.
Access to assessments and reports.	All staff working with pupils with SLCN has access to reports and assessments from other professionals.	Staff have an understanding of the nature of difficulties and appropriate support panned based on recommendations.
Consistent use of symbol system evident in shared areas.	Where appropriate whole-school visual displays are supported with a consistent symbol system.	Pupils with SLCN have visual representation to assist with comprehension. A consistent system reduces confusion.
Quiet space available for small-group work.	Small group/individuals working with an adult in a distraction-free environment.	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered.

Feature	What would you see?	Why?
A range of resources available for use with pupils with SLCN	Staff accessing specialist resources including appropriate software/ICT to meet communication needs and to promote learning. Resources clearly labelled.	Lessons can be differentiated and well supported with a range of specialist materials.
Staff share information and knowledge about language and communication.	Dissemination of information gained form training, discussion of successful approaches and use of resources.	Staff gain and use knowledge to enable them to more successfully meet the language and communication of pupils.

Classroom

Feature	What would you see?	Why?
Classroom environment	An organised, calm learning environment with equipment well organised and labelled. Uncluttered arrangement of furniture and wall displays.	An optimal learning environment is promoted.
Visual support systems	Symbols, drawings, prompt cards and photos are used to support teaching at macro and micro levels, e.g. learning outcomes, specific vocabulary, to sequence the steps within an activity.	Comprehension is improved with visual representations.

Feature	What would you see?	Why?
Wall displays	Wall displays are relevant to teaching in different subject areas. Key vocabulary is signalled as part of each display, supported with pictures/symbols and can be added to as lessons progress. Displays need to be big enough to be accessible as a learning resource.	Structured visual representation of key concepts and vocabulary supports understanding and aids learning. Pupils can refer to previous learning and the display can act as an aide-memoire. Expressive vocabulary can be supported by the use of the display.
Learning outcomes	Learning outcomes and success criteria are clearly displayed, together with related vocabulary and questions – symbol/picture supported where necessary.	Pupils understand what they are learning about, the purpose of their learning and how they will know they have been successful. Related vocabulary can be consistently referred to.
Talking area	Pupils have access to a quiet, distraction-free zone.	Minimising distractions allows improved listening, attention, comprehension and opportunities for participation. Differentiated work more easily delivered. Peer-to-peer talking is promoted in an appropriate space.
Seating arrangements	Desks are either arranged in a shape so that all are facing the teacher, or pupils with communication needs are seated near the teacher. Teacher speaks facing the class and stops speaking when writing on whiteboard.	Environmental distractions are minimised. A pupil's attention can be gained more successfully. Pupil is always looking at the speaker. Less potential for peer-to-peer distraction.
Use of teaching assistant	Teaching assistant has necessary skills and knowledge to support a pupil with SLCN. They are able to support when needed while allowing independent work.	Pupil's independent learning is appropriately scaffolded. The TA is aware of general strategies to support language and communication.
Organisation if resources	Resources stored in key categories, e.g. maths and clearly labelled. Each category is signposted in the classroom using symbol/picture. Resources should be near to pupils and accessible.	Promotion of independent learning, support for pupils with poor organisation skills. Promotion of categorisation skills, e.g. tools for writing.

IDP – DyslexiaOvercoming barriers. Dyslexia Inclusive School – information

- Buff or cream backgrounds on interactive whiteboards and handouts
- Symbols used to support written information – for example resources in classrooms, notices around the school, menus in the dining hall
- Colour coding used to highlight curriculum/subject areas, including resources, equipment, displays
- ICT used to support pupils' learning. Computer screens, text size and font adjusted where appropriate- see below for more specific text information
- Resources on tables and walls to support multisensory learning – for example word banks, magnetic letters, alphabet strips, small whiteboards and pens, b/d memory joggers
- Evidence around the school of celebration of achievements – for example displays, motivation charts
- Evidence of pupils 'showing what they know' in different ways through displays around the school – for example models, concept maps, posters, ICT, drama
- Examples of assessment for learning
- Displays in classrooms of keywords and information to support organisation – for example when to bring in PE kit. Also visual timetables in classrooms

Additional information from the British Dyslexia association

- Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Font size should be 12-14 point or equivalent (e.g. 1-1.2em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability, ideally around 35% of the average letter width. If letter spacing is excessive it can reduce readability.
- Inter-word spacing should be at least 3.5 times the inter-letter spacing.
- Larger line spacing improves readability and should be proportional to inter-word spacing; 1.5/150% is preferable.
- Avoid underlining and italics as this can make the text appear to run together and cause crowding. Use bold for emphasis.
- Avoid text in uppercase/capital letters and small caps, which can be less familiar to the reader and harder to read.

"The bonus of creating a dyslexia-friendly classroom is that it will facilitate learning for everyone in the school."•

The Helen Arkell Dyslexia Centre estimates that 10 per cent of children are noticeably dyslexic, with about 4 per cent being severely dyslexic.

Speaking and listening

The main difficulty that children with dyslexia face is with listening to and processing the spoken word at speed. If teachers can slow down their speech and make sentence structures simpler, this will help all children's understanding. Give plenty of time to practice listening. Teach children how to use visualisation and make pictures in their heads. Pictures are more easily remembered than lots of auditory words. Take pauses to give children thinking time.

Setting appropriate tasks

Children with dyslexia can take longer to name well-known objects, even up to higher education level and beyond. Slower word retrieval means that they cannot offer speedy contributions in class, even when they know the answer. The stress affects their working memory. They have a far slimmer chance of ever reaching automatic retrieval of knowledge, which makes it hard to multi-task. Avoid setting rote-learning exercises for anything: times tables, scientific formulae, French vocabulary- be creative!
The process of reading and memorising will take a child with dyslexia much longer, so allow extra time for such activities.
Rather than having low expectations of children who have difficulties reading and writing, give them opportunities to demonstrate their knowledge and understanding in other ways, for example, through mind mapping, visual presentation or discussion where possible.

Homework

Homework can be stressful for children with dyslexia because, whatever the subject, the homework often turns into English homework. Do not ask children to copy down homework instructions. If you are not able to give all the class written instructions, ask someone else to do the copying for a child who may struggle. If you give verbal instructions, check that they are being remembered. Set up a homework buddy system and give parents the buddy's details, in case there is confusion over homework instructions.

Spelling and punctuation

It's a good idea to mark separately for content and for spelling and punctuation. If there are a lot of misspellings, only mark high-frequency words and compile a personal checklist of the words the child most often gets wrong. Display high-frequency spellings on posters around the classroom, and when you introduce a new word, write it on the whiteboard.

Reading

Don't ask children to read aloud unless they want to. Reading silently may work better. To read aloud successfully they have to link the sound and the look of the word, which can be stressful.
Paired reading has been around for a long time and is as useful as ever. The benefits of reading at home with parents are enormous. Little and often is the key to success.

Classroom layout/resources

Children with dyslexia should sit within the peripheral vision of the teacher so they can pick up on non-verbal communication.
Clearly mark resources with pictures as well as words, and display a pictorial timetable.
Have an alphabet strip on each desk and a number square on each table to cut down on memory work.
Display the topic, keywords, date and day on the whiteboard. Display an analogue and digital clock side by side for reinforcement. The digital clock is easier to read but does not help the child understand time.