

What Teaching and Learning looks like at Woolhampton CE Primary School

Our Christian Vision

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

“Coming together, learning to be the best we can be.”

Aim: Everybody Engaged, Everybody Learning

At Woolhampton, our aim is to support every child in becoming the best they can be in every way. An important part of this is striving for academic excellence. To achieve this, we need to ensure that every child is engaged with the learning and every child is learning to the best of their ability. This means designing a well thought out curriculum that is challenging and accessible for all, and adopting teaching and learning strategies (pedagogy) that enable all of our children to thrive academically.

Calm, Happy, Productive Classrooms: High Expectations for Learning Behaviour

Learning behaviours can be defined as behaviour and attitudes that enable children to learn successfully in a class setting. Establishing good learning behaviour is essential to ensuring that we have calm, happy and productive classrooms where children can achieve and flourish. Our school rules have been carefully chosen to support effective learning behaviours and we teach the children the importance of ‘Active Listening’.

Active listening means attending to and responding to the speaker, and being fully engaged in the learning.

Active listening means:

- Everyone is ready to learn (including equipment ready, classroom organised)
- Everyone stops and listens when asked
- Everyone pays careful attention to the speaker
- Everyone takes part in the learning activities and is ready to respond if questioned

Teachers use ‘Signal-Pause-Insist’ technique to gather attention and insist on active listening before speaking. Children learn this from day one.

Our Curriculum: Enabling Progression for All

We have designed a broad and balanced curriculum that meets the needs of the children in our school. It has been carefully mapped out to ensure progression of key skills and knowledge across units of work, across the year and across the whole school. It is designed so that it is accessible yet challenging to all, including, and especially, our disadvantaged children and those with SEND.

Maximising Learning through Effective Teaching Strategies and Lesson design

Learning can be defined as the development of long term memory through the accumulation of knowledge - knowing something and then being able to use that knowledge again in the future as the basis of further learning. Our lessons are designed to enable children to ‘remember more’. To do this, we have drawn upon the latest educational research into how children learn to develop our approach to lesson design and teaching strategies.

Planning and learning objectives: knowing what specifically what the children will learn in each lesson

- When planning teachers focus on what **specifically** they want the children to learn during the lesson. Planning makes it clear what the children need to know, understand, and be able to do at the end of each lesson e.g. what is the key knowledge and skills that the children are expected to remember. This will be set out as clear learning objectives and success criteria.

Oracy & development of vocabulary - Oracy can be defined as 'learning to talk, and learning *through* talk'. Children come to school with significant differences in their language acquisition and vocabulary. Where these skills are lacking, learning is impacted. Lessons are designed to incorporate explicit teaching of key vocabulary and oracy tasks that support both the development of speaking and the learning of new knowledge and skills.

Retrieval practice - Every lesson has retrieval practice as part of the learning sequence. This activates prior learning from earlier lessons, units or previous years, and demands the retrieval of information from the long term memory, thereby strengthening it and making it available to support new learning.

Fluency practice - Being fluent means that children are able to quickly and efficiently recall key knowledge and use key skills effectively. Maths and English lessons incorporate fluency practice as part of learning sequence.

Guided Modelling - During the teaching process, learning is broken down into small steps 'chunks' with lots of guided examples and opportunities for children to practice with support before working independently. Each chunk enables children to think deeply about their learning and includes elements of **metacognitive talk** where the teacher models the learning process of *how* to do something. We use an '**I do – We do – You do**' approach where the teacher demonstrates (**I do**), then the class practice together with a decreasing level of support (**we do**) until they are ready to have a go independently (**you do**).

Carefully thought out independent tasks that are accessible to all - when children move to independent work, they are given tasks that enable them to think deeply about their learning. The tasks provide the opportunity to make connections to prior learning and embed that learning into long term memory. If necessary, tasks are adapted and scaffolds used to make learning and tasks more accessible. The level of scaffolding is responsive to the needs of the individuals and scaffolding is removed as children's understanding develops.

Key strategies to support learning and engagement

The following strategies are used to ensure that the learning is accessible to all, and that all children are engaged and keeping up with the learning. Where necessary, the teacher will adapt the learning to meet the needs of the children.

- **Mini-white boards** – mini white boards are used at various points throughout the lesson. Every child has one and they are used to quickly check understanding and to ensure that all children are fully engaged in guided work.
- **Think-Pair-Share** – an oracy strategy to support learning and engagement. Teachers select appropriate partners and give thinking time before their discussions and then they ask for feedback. Children are taught how to talk and listen to each other.
- **Questioning to check for understanding and deepen learning** – teachers regularly ask questions to ensure every child has understood and is keeping up. Questions are used to explore what the children know, or have learned so far. This enables teaching to be adapted in the moment to reflect the needs of the learners. Teachers also use questions to develop and deepen understanding by making links between ideas, supporting long term memory and exploring gaps. Questions also support metacognition by exploring 'how' – "How did you do that?", "How could you do that in a different way?"
- **Questioning techniques** – To ensure all children are engaged, the teacher will select who to answer a question (cold calling). Questions will be carefully adapted to individual needs, but all children are expected to be ready to contribute. The teacher will frequently ask the same question to more than one child, or they will develop the original question as they ask more children to answer. This ensures maximum engagement, gives the opportunity to develop knowledge and it also gives less confident children time to rehearse and repeat knowledge.

