



# Teaching & Learning Policy

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# Shirley Manor Primary Academy Teaching and Learning Policy

## Intent

The process of Teaching and Learning at Shirley Manor is one that is underpinned by research into metacognition (the awareness or analysis of one's own learning or thinking processes). It is vital for all staff to understand how children learn using this knowledge to underpin our daily practice enabling our pupils to reach their potential.

Teaching and Learning at Shirley Manor aims to develop our young people into confident and knowledgeable pupils who draw on their experiences, and those of others, to build a well-informed understanding of the world around them.

## Implementation

In order for new learning to 'stick' for children, they must have prior knowledge (or schema) to attach it to. In order to ensure that our pupils are able to access new learning, teachers ensure that children have experiences to draw upon (this might include a sensory experience, sharing a related story, a visit or visitor, for example). These experiences help children to build schema in their brains and, when new learning occurs, they can draw these into their *working memory* and attach new information to them.

When children learn something new, they are operating in their working memory. Our working memory holds information that you are currently thinking about. The knowledge in our *long-term memory* sits waiting to be used. When we trigger information from our long-term memory, it pops into our working memory to help us make sense of the new information we are thinking about. This in turn, helps to make connections and move new information into long-term memory. At Shirley Manor, our goal is to create a learning environment in which children are routinely expected to think hard about carefully selected information that they attach to previous experiences, enabling knowledge to be systemically built upon.

In order to learn, it is imperative that (through careful planning and sequencing) our children both develop a wide range of schema within their long-term memories *and* exercise their working memories to trigger this information to make sense of new information.

## How we teach

### Rosenshine's Principles of Instructions

Rosenshine's Principles of Instruction underpin daily practice in the classroom, ensuring that children learn in an organised and consistent manner across all year groups and subjects. The principles are sorted into four strands;

- (1) Sequencing Concepts and Modelling,
- (2) Questioning,
- (3) Reviewing Material,
- (4) Stages of Practice.

Each of Rosenshine's 10 Principles are sorted into the relevant strand, giving teachers a clear understanding of the purpose of each principle.

Staff are trained in the application of each of the Principles and use this knowledge to shape experiences in the classroom, maximising learning opportunities.

### How are lessons structured?

Lessons begin with a short review of previous learning to enable children to connect their new learning onto schema that they have already converted into long-term memory.

#### Rosenshine's Principles of Instruction

- (1) Sequencing concepts and modelling**
2. present new material using small steps
4. provide models
8. provide scaffolds for difficult tasks

- (2) Questioning**
3. Ask questions
6. Check for student understanding











- (3) Reviewing Material**
1. Daily review
10. Weekly and monthly review

- (4) Stages of Practice**
5. Guide student practice
7. Obtain a high success rate
9. Independent practice

Teacher input during the lesson lasts for around 15 minutes. Learning outcomes are separated into small steps, each of which is modelled using dual coding followed by deliberate practise. Scaffolds, such as manipulatives and writing frames, are used to support children during deliberate practise where needed, however, the aim is to remove these once a child has mastered a step. Carefully planned, targeted questions are asked frequently to elicit children’s understanding and allow for timely intervention from the teacher or teaching assistant. We also follow MITA principles for on the spot intervention and this is reflected in our marking and feedback policy.

During independent practice, children are focussed on the deliberate practise of the task they have been set, overlearning the skill. Adults in the room will, as per the marking and feedback policy, be moving around the room to give quality verbal feedback to pupils and intervene where misconceptions are being demonstrated. Within books, there will be evidence of a high success rate for pupils. Mastery tasks allow children who have demonstrated competency to consolidate their learning by: reflecting on the challenges they have faced in acquiring the skill; applying the skill to a different context; or correcting misconceptions or erroneous examples related to the task they have been given.

Emphasis is placed on thinking hard when learning. The question of ‘have you understood?’ is reframed to ‘what have you understood?’. Children are expected to be able to reflect and articulate their learning.

<p><b>01 DAILY REVIEW</b></p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p><b>02 NEW MATERIAL IN SMALL STEPS</b></p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p><b>03 ASK QUESTIONS</b></p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p><b>04 PROVIDE MODELS</b></p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p><b>05 GUIDE STUDENT PRACTICE</b></p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p><b>06 CHECK STUDENT UNDERSTANDING</b></p>  <p>Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p><b>07 OBTAIN HIGH SUCCESS RATE</b></p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p><b>08 SCAFFOLDS FOR DIFFICULT TASKS</b></p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p><b>09 INDEPENDENT PRACTICE</b></p>  <p>Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.</p>	<p><b>10 WEEKLY &amp; MONTHLY REVIEW</b></p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

## Learning Environment

When the working memory is overloaded, learning is not effective. Primary-aged children work most effectively when they are working with three pieces of information at one time. When there are distractions in the environment, these can interfere with the information that is being processed in working memory. At Shirley Manor, we work hard to reduce these distractions by expecting quiet and purposeful working spaces. Classrooms must be well-organised and clutter free – ensuring that the environment enhances learning and does not detract from it. Appendix 1 details expectations for our learning environment.

## Impact

At Shirley Manor, when you walk into a classroom you will see:

- Enthusiastic children who are focussed on their learning
- Children asking questions with confidence and determination
- Children making connections between current learning and existing knowledge
- Children actively using their prior learning to enable them to complete open ended tasks
- Books that show a clear journey to an intended outcome
- Focused and purposeful input from teachers, followed by carefully planned tasks to practice the taught skill
- Learning broken down into small steps with children demonstrating a high success rate in their books
- A purposeful environment where distractions are minimised
- Adults being proactive in their provision of scaffolds and reactive to constant assessment of children's needs during the lesson

## Useful Websites/Online Articles

- T. Sherringtons – *Rosenshine's Principles in Action* (ISBN: 978-1-912906-20-8)
- Principles of Instruction – <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>
- 17 Principles of Effective Instruction - <https://www.teachertoolkit.co.uk/2018/10/21/barackrosenshine/>
- The Conscious Discipline Brain State Model - [https://consciousdiscipline.com/methodology/brainstate-model/#tab\\_executivestate](https://consciousdiscipline.com/methodology/brainstate-model/#tab_executivestate)
- 5 Ways to Make Knowledge Stick <https://www.teachertoolkit.co.uk/2018/03/11/knowledgestick/>
- Cognitive Load Theory – <https://khsbpp.wordpress.com/2017/05/22/cognitive-load-theoryevery-teacher-should-know-this/>
- Working Memory Underpins Cognitive Development, Learning and Education - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4207727/>

## Appendix 1

### Expectations of Classroom Environment

1. **Tidy away unused resources and clutter** – research suggests that clear surfaces and tables help children with Communication and Interaction and anxiety needs to think better and organise themselves better. Reducing interference in the environment enables children to focus their attention on learning and reduces cognitive load.
2. A **visual timetable** that is used throughout the day. Things completed are moved or crossed out. Research suggests that keeping track of their day helps children with Communication and Interaction and Social, Emotional and Mental Health to be calmer, more prepared and more organised.
3. Display easy to reference **GROWTH MINDSET Behaviours**. Children need help and teaching in this.
4. Display of 5 Point Scale – this really helps children to express and understand their feelings and to self-regulate better and provides staff with a shortcut into a conversation.

**My Check In** 

How am I feeling?		What can I do?	
	 <b>Explode</b> —I feel angry and I am not sure how to calm down. I need an adult to help me.		<b>Rumbling</b> —I feel like I am starting to lose control. I may need space and some support.
	 <b>Bubbly</b> —I am feeling frustrated or something is worrying me. I may need a break to calm myself.		<b>Ok</b> —I know something is not right but I know what I need to do.
	 <b>Happy</b> —I feel good about myself and what is going on around me.		
			
			

5. **Working walls** are kept up-to-date with clear scaffolding for the current learning journey.
6. Spelling display help **with a sign** encouraging its use.
7. Display/area of the room encouraging reading **with a sign** encouraging its use.
8. Easily accessible **maths equipment with a sign** encouraging its use.
9. Signs added of your choice, encouraging self-regulation, reflection, impact of them on others, encouragement to be their best self, etc
10. A set of laminated wipe-clean **Task Boards, Now and Next Boards** and **Help Cards** ready to use – this should help our SEN children be less adult-dependent, and their use gradually phased in