



## Teaching and Learning Policy

**Review Date: October 2024**

**Next Review Date: October 2026**

### Intent

At Uplands School we want to ensure that all our children show kindness, uniqueness and are part of our community, allowing them to thrive in an ever-changing world. Teaching and learning pedagogy drives this intent.

We understand that effective learning happens when staff ‘tune in’ to what children need in order to craft the conditions where every child will achieve their highest all-round educational potential.



Providing the right conditions for learning means that teachers will encode success through – securing positive relationships, observing and learning, then making selections from a wide range of strategies and lesson designs to help all children, regardless of background, needs or abilities, consciously attend to their learning goals.

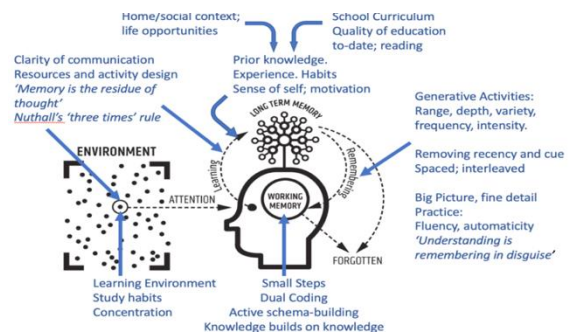
We recognise that this does not happen without being intentionally inclusive. To be intentionally inclusive means to be equitable. To do this, staff will identify the needs of all the children to build a robust teaching and learning provision: we call this a universal provision. In addition, to

ensure we are intentionally inclusive, teachers will then organise additional targeted support which will be used to enhance what is universally available. Our teaching and learning pedagogy has been deliberately designed to deliver this equitable approach.

### Cognitive Process

Underpinning this equitable approach and the choices teachers make is the *cognitive process that constitutes learning*. Our teaching team use this learning theory to enable their children to:

1. think about the learning
2. engage and remain active in the learning process
3. activate prior knowledge
4. make new meanings based on what they have learned and remembered – this will take various forms
5. build fluency through consolidation, rehearsal and retrieval practice
6. apply knowledge to new situations
7. evaluate the success of the learning through checking and feedback



### Responsive and adaptive approach

To ensure the teaching and learning at Uplands School is intentionally inclusive we are *responsive* and *adaptive* in our teaching. By responsive we mean staff will use feedback to respond to need.

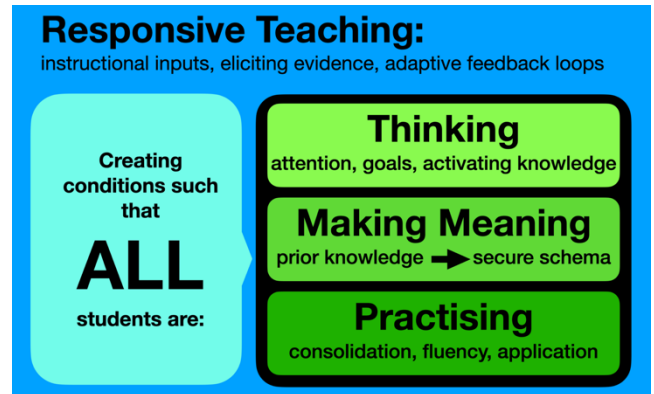
During lessons and sequences of lessons staff will tune into how the children are learning by asking:

**Is everyone thinking?**

**Is everyone making meaning?**

**Is everyone practising?**

This in-the-moment assessment will allow staff to make adaptations so that all children are able to make progress towards the learning goal.



### Toolkit

At Uplands we understand that being responsive to the needs of all children requires a wide range of strategies. Whilst staff will use their own professional gut-feelings to select the best strategy at any one moment, we use the 5 a-day research to guide our teachers in using the EEF toolkit.

### The Education Endowment Foundation's (EEF) 5 a-day.



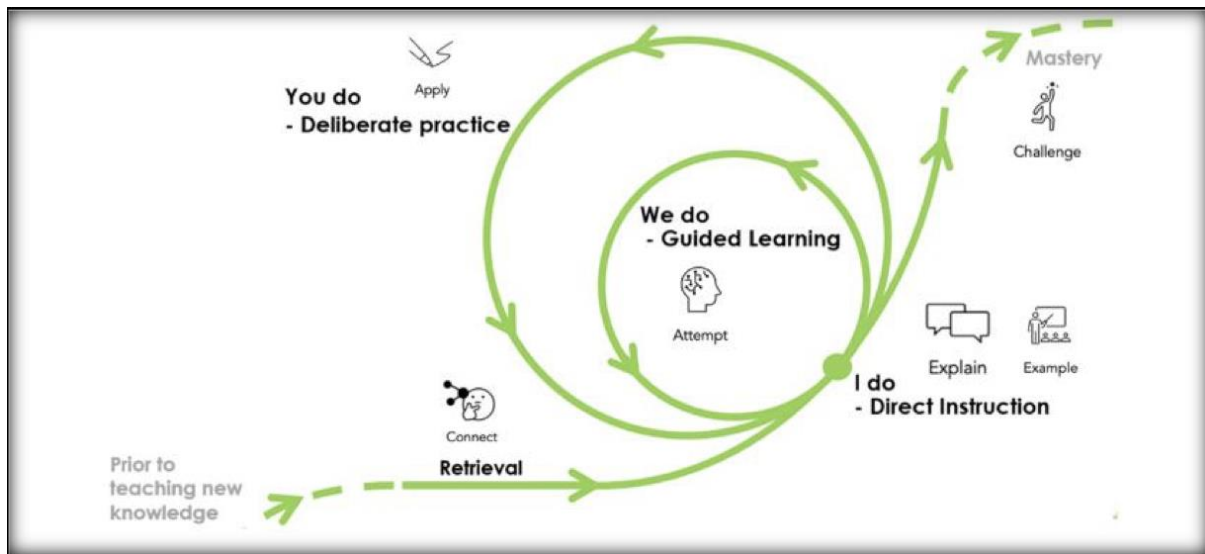
The strategies used by our teaching team are rooted in research-informed evidence into the very best strategies for children who are currently SEND or in receipt of pupil premium. This research recognises that getting the provision right for these children means getting it right for everyone.

### Pedagogy

#### Lesson Design

At Uplands we recognise that effective lesson design is the structure that links the cognitive process to responsive and adaptive teaching. We define lesson design as the order and organisation of the learning with a focus on building resilient and independent learners.

To ensure our lesson design is effective we use Rosenshine's Principles of Instruction and small learning steps: **Engage – I do – We do – You do**.



Teachers use the **Engage/I do/We do/You do** structure to plan and deliver their lessons across the curriculum.

We prioritise the use of oracy within our lesson designs to enhance learning. Oracy will be used to help children: remember, understand, apply and evaluate learning. Some curriculum outcomes will be oracy based. We recognise that oracy skills are essential in preparing children for the next stage in their education.

In the Early Years, children will be introduced to this lesson design structure through explicit teaching in phonics, and through the movement from teacher input to learning in the continuous provision.

### **Task design:**

We understand that effective task design needs to provoke curiosity and motivate children to learn for themselves. Teachers use various activities to do this.

They will:

1. design tasks by framing new material as a question or problem to answer;
2. use concrete or experiential resources and opportunities, such as using manipulatives in a Mathematics lessons, historical artefacts, educational visits to support and connect the knowledge to the world.
3. In the Early Years, Uplands School teachers will incorporate learning tasks into the continuous provision. Children will interact with this provision and, as a result of carefully crafted tasks or provocations, secure knowledge and skills through playing and exploring, active learning and creative and critical thinking.

### **Supporting teacher autonomy and workload**

Uplands' teaching and learning pedagogy allows the teachers to select appropriate methods for their subject, age of pupil and stage of learning to ensure that maximum progress is taking place.

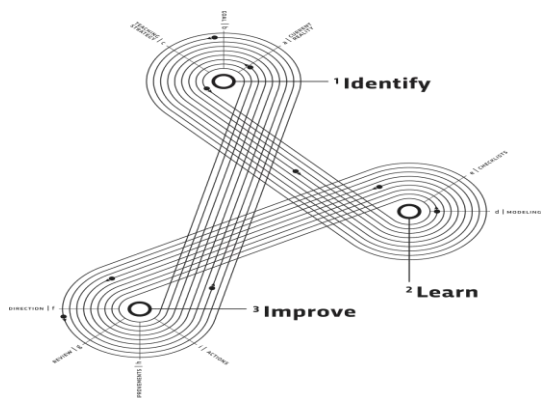
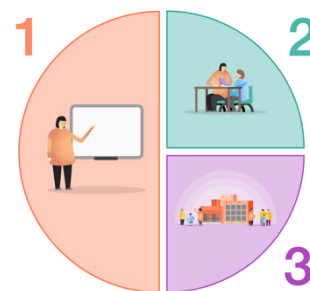
Teachers will follow the research-informed principles set out in this policy to ensure consistency for all our children from EYFS to Y6.

## Teaching and learning professional development

At Uplands School we know that what happens in the classroom makes the biggest difference. A relentless focus on the quality of teaching is important for all children but vital for some.

This means, we are research informed and invest in professional development opportunities to help teachers identify, learn and improve the quality of teaching. Euonia Hub (a cluster of primary schools,

including Uplands School) ensure training around teaching is central to their yearly offer. These opportunities are then driven through the SDP, the SEND action plan and the pupil premium strategy. Teachers will explore ideas through gap tasks, lesson study and collaborative learning reflections. We recognise Jim Knight's Impact Cycle and use this to secure programmes of professional development.



## Influences

This policy has been informed by extensive research into high quality inclusive teaching. We recognise the work of Barrack Rosenshine, Tom Sherrington, David Didau, Dan Willingham, Jim Knight and the Education Endowment Foundation.

## Impact

This policy should not live on a static document; methodologies should be **evident in the classrooms** across our school.

## Appendix 1: Responsibilities

Teachers	Children	Teaching Assistants	Leaders	Governors	Parents
<p>Follow research informed expectations of policy</p> <p>Comply with Teacher Standards</p> <p>Secure effective relationships with children to better understand need</p> <p>Root assessment for learning throughout including consultation with parents</p>	<p>Be ready to learn</p> <p>Understand when they need to regulate and how best to get ready to learn</p>	<p>Meet the expectations set out in the policy</p> <p>Secure effective relationships with children to better understand need</p> <p>Support the work of the class teacher</p>	<p>Create a well-sequenced broad and balanced curriculum</p> <p>Be intentionally inclusive</p> <p>Support the vision of high-quality inclusive education for all through prioritising budget and CPD on teaching</p>	<p>Monitor the impact of spending that improves the quality of teaching and learning</p> <p>Monitor the impact of this policy on all children and specifically those children who may be educationally disadvantaged</p>	<p>Value teaching and learning and encourage their children to do the same</p> <p>Participate in discussions about their child/ren's learning</p> <p>Communicate with school around any barriers or challenges a child may face</p> <p>Support good attendance</p>

## Appendix 2: Quality Assurance

Who monitors?	What is monitored?
Senior Leaders	Implementation Up to date research Consistency Compliance Data CPD Parity with SDP, PP statement + SEND plan Impact on learners ( pupil voice)