



## Teaching and Learning Policy

### 1 Introduction

#### 1.1 At Sunnybrow, we define learning as:

**"Learning is a change in knowledge, understanding, behaviour or skills and the ability to apply these in different contexts."**

#### 1.2 At Sunnybrow Primary School, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### 2 Aims and objectives

#### 2.1 We believe that people learn best in different ways and that emotional wellbeing and mental health are of central importance to learning and attainment. At our school, we provide a rich, varied and supportive learning environment that allows children to achieve high levels of emotional and mental wellbeing while developing their skills and abilities, thus enabling them to reach their full potential.

#### 2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, resilient, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

### 3 Effective learning

- 3.1 We acknowledge that people learn in many different ways, and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.
- 3.2 We offer opportunities for children to learn in different ways. These include:
- investigation and problem solving;
  - research and finding out;
  - group work;
  - pair work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - use of the computer;
  - fieldwork and visits to places of educational interest;
  - creative activities;
  - watching television and responding to musical or tape-recorded material;
  - debates, role-plays and oral presentations;
  - designing and making things;
  - participation in athletic or physical activity.
- 3.3 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We recognise the challenges and pressures that can arise from different learning and social situations for many children. We teach children strategies to support the development of self-regulation and resilience from entry into Reception-we want our children to feel safe and able to express their emotions and know where to seek help, so that they continue to enjoy learning and grow to become effective and life-long learners.

## **4 Effective teaching**

- 4.1 We use Rosenshine's Principles of Instruction to guide our planning and teaching framework:
- \* Daily review
  - \* New material in small steps
  - \* Ask questions
  - \* Provide models
  - \* Guide student practice
  - \* Check student understanding
  - \* Obtain high success rate
  - \* Scaffolds for difficult tasks
  - \* Independent practice
  - \* Weekly and Monthly review

We have adapted our planning proforma to ensure these elements are reflected in our planning documents. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Sunnybrow Primary, we strive to have the following elements in all of our lessons:

- \* A daily review of previous learning using retrieval practice strategies.
  - \* New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
  - \* Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
  - \* Teachers model clearly, using equipment, visual and/or other aids to provide successful examples for pupils
  - \* Time for children to do guided practice
  - \* Teachers check all children's understanding in a variety of ways
  - \* Children have a high rate of success, with enough mistakes to show that they are being challenged.
  - \* Scaffolds are provided for all
  - \* Children are given opportunities to practice independently
  - \* There are regular reviews of learning
- High expectations of oracy. Children are expected to answer in full sentences.

#### **4.2 A detailed guide to our lesson structure at Sunnybrow Primary**

All lessons in our school should follow a basic structure made up of four key phases:

**Phase One:** set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.

**Phase Two:** explaining and introducing new learning in small chunks and providing rehearsal time for pupils

**Phase Three:** Time for pupils to complete guided or independent practice

**Phase Four:** Review learning and plan next steps

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

#### **Phase 1 in more detail**

Rosenshine's evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child's mind, enabling new information to be understood, stick more easily and for longer.

For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning. At Sunnybrow, we ensure we plan for

lots of low stakes retrieval practice. We use cumulative quiz questions and 'Daily 5' as our main retrieval strategies.

### **Phase Two: explaining and introducing new learning in small chunks and providing rehearsal time for pupils**

This is the teaching phase. Although it is our intention for pupils to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning.

We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of input are therefore kept short and punctuated by rehearsal activities and partner talk. Research shows that significantly more learning takes place when new information is shared in shorter bursts of 10 minutes rather than extended periods of time.

### **Phase Three: Time for pupils to complete guided or independent practice**

#### **Guided practice**

More effective teaching occurs when you give more time for guided practice, this is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on.

Therefore, at Sunnybrow, we ensure learners spend additional time rephrasing, elaborating and summarizing new material in order to store material in the long term memory. All children need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate. At Sunnybrow, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. An example of this would be the 'my turn, your turn' part of a Maths lesson.

Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides pupils with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for pupils to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when pupils can consolidate their learning.

## **Independent practice**

At Sunnybrow, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practise the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong.

## **Phase Four: Review learning and plan next steps**

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson. At Sunnybrow Primary, we recognise that good teaching requires teachers to constantly refer back to the learning objective and success criteria throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process in general as large amounts of information can be forgotten quickly by children. We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted.

**4.3** All lessons across Sunnybrow Primary should include the following key elements to ensure the effective delivery of the Teaching and Learning model:

### **All lessons are.... built upon planning which has clear learning outcomes**

- Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language

### **All lessons have.... well planned success criteria**

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Children are involved in generating success criteria for the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

- In Writing, children have personalised targets linked to year group key objectives.

**All lessons are .... Clearly designed to meet the needs of different groups of learners**

All groups of learners are challenged appropriately in lessons, including the needs of pupils with SEND. More information can be found in the SEND policy. This is achieved through the use of scaffolded questioning, and planned tasks which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our pupils are able to access the same learning. It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support.

**All lessons are .... Underpinned by providing opportunities to develop and strengthen children's oracy.**

- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Children are expected to answer in full sentences when responding to questions.
- Children are encouraged to draw upon key vocabulary in every lesson.

**All pupils receive regular and clear .... feedback which enhances their learning**

- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Pupils are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Verbal feedback – The use of verbal feedback in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions.

**Learning is enhanced through the use of .... consistent behaviour and classroom management approaches**

- Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning.
- All our staff must consistently apply the same approaches which are clearly outlined in the positive relationships policy.

**All pupils are .... actively engaged in their learning**

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Mini whiteboards and concrete resources are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.

- 4.4** Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our school relationships policy.
- 4.5** We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Risk assessments are taken before all visits out of school
- 4.6** We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.
- 4.7** Our classrooms are attractive but calming learning environments. All classrooms have a well-stocked reading corner of age-appropriate texts. Every classroom has a Grow the Code Grapheme chart, Daily Dashboard, UK and World map and 'Time' display. Resources are clearly labelled. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- 4.8** All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- 4.9** We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 The role of governors**

- 5.1** 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 management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **6 The role of parents**

- 6.1** 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 to explain our school strategies for teaching literacy, numeracy and health education;
  - sending information to parents via weekly newsletters;
  - 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. We suggest, for example, regular shared reading with very young children, and support for older children with their independent reading.
- 6.2** We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:
- ensure that their child has the best attendance record possible;
  - ensure that their child is equipped for school with the correct uniform and trainers for PE;
  - do their best to keep their child healthy and fit to attend school;
  - inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
  - promote a positive attitude towards school and learning in general;
  - fulfil the requirements set out in the home/school agreement.

## **7 Monitoring and review**

- 7.1** 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.

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