



Ferndown First School

TEACHING and LEARNING POLICY

April 2024

This policy was reviewed by: Headteacher, SLT, Subject Leaders

Ratified by Governors on: 25th April 2024

Due for renewal in: Two years

INTRODUCTION

- This policy reflects a consensus of the teaching staff and has the agreement of the Governing Body.
- The implementation of this policy is the responsibility of all staff.

PURPOSE

At Ferndown First School, we believe in the concept of lifelong learning and the notion that learning should equip children with the skills to be valuable members of our future society.

CLIMATE & CULTURE

- To ensure children are in the best place for learning, we believe staff must foster positive relationships with the children. Children must feel safe and trust their teachers and teaching assistants if they are going to develop the self-belief and resilience that it is appropriate to make mistakes and to learn from them.
- Staff are expected to promote a love of knowledge and learning and promote children's intellectual curiosity.
- Pupils are expected to be challenged, work hard and produce high quality learning, which they take pride in and talk about enthusiastically. This directly links with two of our school values; Excellence and Aspiration.
- The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work, the staff will contribute to the development of this ethos through ensuring:
 - ✓ a calm, welcoming and effective working environment
 - ✓ positive and trusting relationships with children
 - ✓ positive role models who display courtesy, kindness and respect
 - ✓ pupils' success and achievements are celebrated and children feel valued
 - ✓ up to date professional development and a high level of professional expertise

SCHOOL DEFINITION OF LEARNING

We define learning as:

'The process of acquiring the essential knowledge, skills, understanding and behaviours required for deep understanding.'

For this process to happen, the relationship between memory and learning is key. We understand for learning to happen there must be a change in the child's long-term memory. **(Appendix 1)**

PROCESS OF LEARNING

We believe the best learning experience sits between what has been learned and what is to come. Learning is incremental and progressive, with knowledge building up over time. Therefore, learning should be carefully sequenced across all subjects. The way lessons and units of work are structured reflects our understanding of the learning process.

We believe that for something to be truly learned, important information is gradually transferred from short-term memory into long-term memory. The more the information is repeated, remembered or used, the more likely it is to be retained in long-term memory.

HOW LEARNING OCCURS

The learning process can be described under the following headings:

Connect

- Units of work begin with an overview of where learning fits into the 'big ideas' of a subject.
- Teachers then facilitate a review of previous learning and a recap of essential knowledge; new learning needs to be 'hooked' onto children's previous knowledge and framed within future learning.
- Knowledge organisers support the learning pathway throughout the unit and key vocabulary is explored as it is introduced.

Describe

- Learning intentions are shared in all lessons using child-friendly language and beginning with 'I am learning'. They are printed onto learning labels for book work.
- Visual images are used to support those children who need it and reasons for learning are made explicit.
- Short term planning and provision is modified for individuals or groups of learners.
- A 'learning wall' for subjects across the curriculum supports essential knowledge and key vocabulary which is currently being taught.

Activate

- Children are actively encouraged to 'remember' prior learning. We use the term 'sticky knowledge' with the children.
- Lessons in foundation subjects across the curriculum begin with a 'Flashback 5' activity in which children are asked five low stakes questions in order to recap sticky knowledge from previous weeks, lessons, terms and years.
- A wide range of engaging and multi-sensory opportunities for learning are used within lessons. Where possible, new concepts are taught using the concrete, pictorial and abstract approach.
- Open-ended questions challenge learners to talk about the learning.
- Questions are used to engage curiosity, promote thinking and assess children's knowledge.
- Collaborative opportunities within a variety of groupings are used.
- Talk partners are used to encourage children to verbalise their learning.
- Learning is made memorable using high-quality resources.

Demonstrate

- There is a climate of 'if you can, you must' to ensure children apply new learning automatically.
- Teacher modelling is clear using the 'I do, we do and you do' within lessons.
- Key skills are clearly taught and rehearsal time provided to ensure automaticity.
- Opportunities are designed for children to show they know and can transfer their skills.
- Pupils have ownership of learning and are engaged in challenging tasks designed to ensure they successfully work towards the learning intention.

- When appropriate, children choose how to present/share their understanding. Movement may be used as a demonstration and memory tool.

- High standards of presentation and achievement are always expected and high standards of written and spoken English are used by all staff.
- Children are supported to and expected to use full sentences.

Assess

- Assessment is an integral part of the National Curriculum statutory procedures. It compliments and assists learning and teaching and relies considerably on the professional expertise and judgement of the class teacher.
- As an integral part of teaching and learning, assessment measures the attainment and progress of all children in our school and should be considered at the planning stage in order to ensure that learning is matched to all children's needs.
- Units of work in foundation subjects end with a post-unit assessment to support teachers in making judgements about whether children have secured the essential knowledge.

Review

- At its heart, feedback is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

MONITORING ARRANGEMENTS

The Headteacher, SLT and Subject Leaders are responsible for the review of this policy.

Types of monitoring and review may include, where appropriate:

- ✓ Lesson observations
- ✓ Learning walks
- ✓ Book scrutiny
- ✓ Moderation of work
- ✓ Talking to children
- ✓ Professional growth coaching conversations with teachers

This policy is to be read alongside the following policies/documents

- ✓ Curriculum Policy
- ✓ Assessment, Marking & Feedback Policy
- ✓ SEND Policy
- ✓ Behaviour Policy
- ✓ National Curriculum 2014
- ✓ Revised Statutory Framework for Early Years Foundation Stage 2017
- ✓ Teacher standards 2012

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

APPENDIX 1

Memory

The stages of memory can be defined as:

- **Sensory memory:** This takes the information provided by the senses and retains it accurately but briefly. Sensory memory lasts such a short time but represents an essential step for storing information in short-term memory.
- **Short-term memory:** This is part of the memory system where limited bits or simple chunks of information that have been attended to are held for a brief amount of time for processing then lost. Short-term memory is a necessary step toward the next stage of retention, long-term memory.
- **Working memory:** This is the ability to hold in mind and manipulate small amounts of information for brief periods of time. We use it all the time, especially for solving problems.
- **Long-term memory:** This stores all the significant events in our lives and lets us retain the meanings of words and the physical skills learned. Its capacity seems unlimited, and it can last days, months, years, or even a lifetime! Triggers and prompts can bring back information that appears forgotten.

There are two types of **long-term** memory:

- **Explicit memory:** our memory of all those things that we are aware of remembering and that you can describe in words such as facts and events.
- **Implicit memory:** our memory expressed by means other than words such as skills as conditioning. For example, when you ride a bike, drive a car or simply tie your shoelaces. Another good example would be recalling multiplication facts.