

## Teaching and Learning Policy

Date of Policy Review:	Reviewer:	Date of Next Review:
October 2023	S Wilmshurst	Sept 2025

### Policy Mission Statement:

*We Can and We Will:  
Aspire, Believe, Achieve*

**Our vision is for every child in our school to have the very best chance to lead a happy, successful and purposeful life.**

We want our unique curriculum to give all of our pupils the best chance in life to make positive choices for their futures and to be well equipped to contribute positively to the society they live in.

We recognise that **what** pupils learn and **how** pupils learn is fundamental to creating, in every child, a desire to achieve the best for themselves and others, fostering a mindset of learning for life.

### Purpose of this policy:

Our policy is designed to set out guidelines for the agreed principles and approaches which underpin teaching and learning in our school. It recognises, acknowledges and supports the implementation of the most effective classroom practices, which impact positively on children's learning intellectually, socially, emotionally and physically. It recognises the fundamental relationship between teaching and learning in that, when all aspects of effective teaching practices are in place, high quality learning will be achieved. It aims to promote consistency of quality, approach and expectations, continuity and progression in order to continually improve the quality of teaching and therefore, learning.

It takes into account the nature of our school community and the context in which teaching for excellent learning takes place. It considers the collective experience and expertise of both teaching and support staff. It takes into account educational research, knowledge and understanding about children in education.

It recognises the importance of delivering a high quality education to all by providing teaching that is relevant to the needs and interests of all children, giving them the opportunity to develop their skills, knowledge, character and self esteem. It supports practices that provide children with essential basic skills whilst instilling a love of learning. It recognises the need for teachers to have high expectations and to celebrate both successful outcomes and effort given. It challenges, supports and empowers all children, including those with individual or special educational needs. It recognises the importance of children taking ownership of their learning, having confidence to learn from their mistakes, to question and to be questioned and to be independent of thought and action. It also encourages learning beyond the classroom and in a context that gives learning purpose.

This policy is based on the understanding of how learning takes place and promotes the enjoyment of learning both information and skills for lifelong learning. Educational research and understanding of cognitive science (such as the Visible Learning Plus approaches, the research of John Hattie and Barak Rosenshine's Principles of Instruction) provide the foundations for this policy and, as new research emerges, this policy will remain under continual review.

### Teachers

**We believe the most effective teachers demonstrate a sound understanding of Visible Learning+ and demonstrate it through their practice.**

The Visible Learning+ approach to teaching and learning is based on Visible Learning research, which is the world's largest evidence base about what works—and what doesn't — to best move student learning forward. Developed by Professor John Hattie, Visible Learning is the examination and synthesis of 1,600 meta-analyses, comprising 96,000 studies involving 300 million students around the world. The research answers a question all of us want to know: of all the things we do as educators to accelerate student learning, which ones have the most impact? 5 key strands are woven throughout the research and provide a backbone for evaluation and learning.



- 1 The Visible Learner**  
As educators, the best thing we can do for students is give them the tools to understand their own learning so they can articulate where they are going, how they will get there, and what comes next.
- 2 Know Thy Impact**  
Understanding and evaluating the impact we have on learning helps to connect what we do as educators with what students learn.
- 3 Visible Teaching & Leading**  
How we think is more important than what we do. Our goal is to have teaching be visible to the student, and learning be visible to the teacher.
- 4 Effective Feedback**  
Giving and receiving effective feedback reduces the gap between where students are in their learning journey and where they need to be.
- 5 Aligned Systems & Processes**  
The movement is bigger than just you—it's about a collective. Combining all the above, the most effective leaders and teachers are those who understand how to manage school and classroom systems and processes to support sustainable change.

According to Hattie's research, one of the most important influences on student achievement is how teachers and leaders think about learning. Mindframes are more than simply 'the way educators think they are about why they do the things they do, in the day-to-day of their classrooms'. The mind frames are broken up into three categories—impact, change and challenge, and learning focus

**Based on the research of John Hattie and the Visible Learning approach to teaching we believe the most effective teachers demonstrate the following mindframes:**

### Impact Mindframes

→ I am an evaluator of my impact on student learning.

- I see assessment as informing my impact and next steps.
- I collaborate with my peers and my students about my conceptions of progress and my impact.

### Change & Challenge Mindframes

- I am a change agent and believe all students can improve.
- I strive for challenge and not merely “doing your best.”

### Learning Focus Mindframes

- I give and help students understand feedback and I interpret and act on feedback given to me.
- I engage as much in dialogue as monologue.
- I explicitly inform students what successful impact looks like from the outset.
- I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
- I focus on learning and the language of learning.

### We believe teachers deliver the most effective teaching when:

#### Impact Mindframe

- They work as part of a mutually supportive team
- They feel valued within the school community
- They have access to high quality professional development
- They are good evaluators
- They see assessment as feedback to them

#### Change and Challenge Mindframe

- They are confident to take risks
- They use data to inform planning
- They challenge and have high expectations
- They use research to choose the best strategies for student learning

#### Learning Focus Mindframe

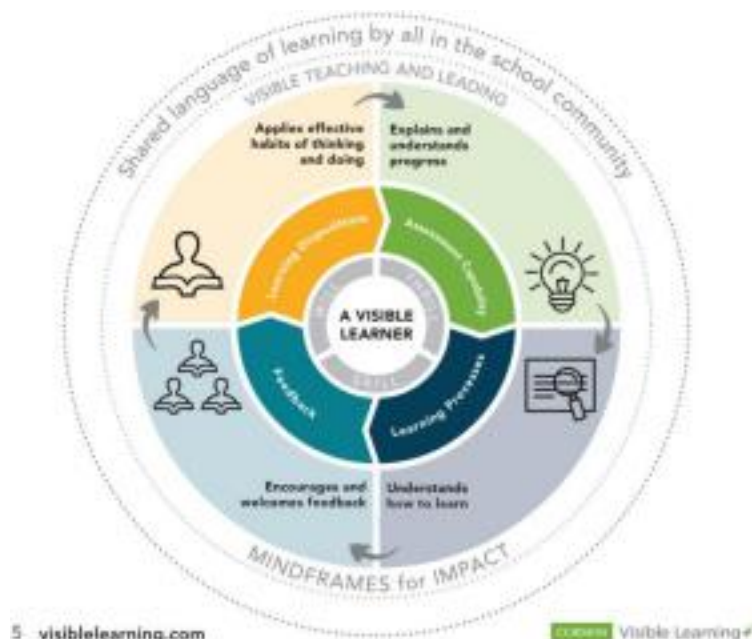
- They develop excellent relationships with individuals in their class
- They ensure the teaching style matches the learning and needs of the learners
- They motivate, enthuse and engage learners
- They talk about learning not teaching
- They seek feedback from pupils about their teaching
- They demonstrate good teacher clarity
- They engage in dialogue not monologue
- They have excellent subject knowledge
- They understand learning progression
- They effectively share what is required of pupils in order to be successful
- They actively seek links between students' language, culture and identity
- They follow Rosenshine's principles of instruction when delivering learning: daily review, presenting new material in small steps, asking questions, providing models, guiding student practice, checking for student understanding, obtaining a high success rate, providing scaffolds for difficult tasks, independent practice and using weekly and monthly review

### Pupils

#### We believe that in order to learn successfully children need to:

- feel safe and happy.
- have positive relationships with their teacher(s)

**Based on Hattie's Visible Learning Research we understand that the most successful learners are Assessment Capable Visible Learners:**



### A visible learner is a pupil who:

- Can articulate what they are learning and why
- Can talk about how they are learning and the strategies they are using
- Can articulate their next learning step
- Understands the assessment tools used and what the results mean
- Asks questions and clarifies thinking
- Sees errors as learning opportunities
- Actively seeks and receives high quality feedback
- Sets learning goals.

Visible learners know what they are learning, what is needed in the task to make them successful and can assess against learning intentions and success criteria. They need to have time to reflect on their learning, respond to their teachers' marking and correct mistakes. Pupils who are assessment capable and know where they are in their learning and when they have made progress.

### Visible learners learn best when:

- There is an established language of learning
- They are involved in the learning process
- Learning is made visible for them.
- Learning tasks are clearly explained and modelled
- Their learning builds on previous learning and links can be easily made
- Pupils are curious and ask questions
- Pupils engage in tasks that are suitably challenging for them.
- They can be their own teachers and lead their own learning.
- They are resilient
- They know what to do if they are stuck
- They can use self-regulation strategies

### Learning Environments

**We believe highly Effective Learning Environments support pupils learning and all should**

- : ● be positive, purposeful, established and well maintained
- accessible, well organised, well resourced for all pupils
- learner centred
- promote the schools core values
- reflect the school's Curriculum Intent
- be vocabulary rich
- include learning beyond the classroom

**Learning support displays should:**

- include Maths and English learning walls which meet the quality standard expectations
- include high quality reading displays referencing the Pilgrim Reading skills
- include year group specific writing standards display as a writing WAGOLL ('What A Good One Looks Like')
- be language and vocabulary rich
- include displays of current Theme/ Foundation subjects which meet the quality standard expectations

**Target/goal setting:**

- include visualisations of children's targets for reading, writing and maths,
- give clear end points for foundation subject learning

**Celebrate learning:**

- be lively, simulating and exciting reflecting a range of learning that celebrates both achievement and creativity for all pupils
- showcase home learning or independent practice

**Planning****We believe highly effective planning promotes high quality teaching and learning and should:****Reflect curriculum expectations by:**

- reflecting the knowledge and skills (identified by subject leaders) that need to be taught in that term for that class
- including purposefully made links to other curricular areas

**Be Logically sequenced and:**

- ensure knowledge/skills are planned in sequence so they form a coherent flow
- include prior knowledge checks at the start of all sequences/lessons
- include explicitly planned links to prior knowledge which are made clear to pupils
- be staged deliberately step by step building on prior learning and towards challenging goals
- sequence concepts in small steps
- include the vocabulary that is progressively mapped into lesson planning
- include experiential opportunities that contextualise, enhance and support pupil learning and progress

**Support knowledge/skills acquisition for all pupils by the inclusion of:**

- high quality explanation and modelling which is planned in for each step on the sequence of learning
- high quality questioning to support knowledge acquisition and extension but also to check for understanding.
- appropriate resourcing, scaffolds to support pupils to learn successfully
- planned use of digital technology, where appropriate, to support pupils' learning
- skillfully sought opportunities for reading across the curriculum
- opportunities to apply learning in a range of contexts
- planned opportunities for paired and group activities to support collaborative learning
- planned opportunities for pupils to work independently

**Be guided by assessment information:**

- be crafted around what pupils need to know, what they should be able to do and what needs to be experienced
- include differentiation for all lessons to meet the needs of all learners- including depth and challenge tasks
- consider common misconceptions and include strategies planned to support pupils



- include planned strategies for eliciting feedback from pupils & to check for understanding •
- include planned opportunities to review learning
- include planned opportunities for pupils to assess their own learning and to correct errors/misconceptions

## Assessment

### **We believe effective assessment principles include:**

- Teachers that see assessment as feedback to them
- Teachers who use data and assessments to inform planning and future provision
- Teachers that set targets for pupils based on assessment
- Teachers that share assessment results with pupils
- Pupils who are assessment capable learners who can self assess and set targets and future goals
- Pupils who regularly assess their learning against learning intention and success criteria • Pupils who can talk about their learning and the progress they make

### **Formative assessment:**

*(Extract from Pilgrim Primary Academy Assessment Policy, 2021)*

### **Principles of Day-to-day in-school Formative Assessment:**

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.  
(Assessment Reform Group).

At Pilgrim Primary we recognise the purposes of day-to-day in-school formative assessment being:

#### **For pupils:**

- To help all pupils to demonstrate what they know, understand and are able to do related to shared learning objectives
- To help pupils to measure their knowledge and understanding against learning objectives and what they need to do next
- To provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

#### **For teachers:**

- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To enable teachers to plan more effectively
- To provide us with information to evaluate our work, and set appropriate targets at Whole- School, class and individual pupil levels
- To involve both teacher and pupils reviewing and reflecting upon assessment information

*Please see Pilgrim Primary Assessment Policy for more information*

## Roles and Responsibilities

### **School Leaders will:**

- regularly monitor the quality of teaching and learning across the curriculum in all year groups
- regularly monitor the outcomes of pupils that reflect the quality of teaching and learning provided by teachers
- provide CPD to further support the delivery of teaching and learning across the school • use instructional coaching and research impact cycles as vehicles to support teachers’ conscious practice, self evaluation and high-quality teaching

### **Subject leaders will:**

- ensure the policy is being implemented in their subject area

- monitor the quality of teaching and learning in their subject area and give high quality feedback to teachers, checking for the impact of this over time
- keep up to date with educational research concerning subject-specific teaching and learning strategies for their subject discipline

**All Teachers:**

- will ensure the policy is fully implemented
- will respond actively to feedback for improvement from leaders, coaches and their peers ● are responsible for keeping up to date with further best-practice research about teaching and learning generally