



Policy Name:
Teaching and Learning Policy

MISSION STATEMENT/ETHOS
Achieving Success through Understanding, Respect and Endeavour'

Document Status			
Approval responsibility:	Executive Headteacher Governing Body	Signed:...	<i>Rachel Hoggreaves</i>
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At Mowbray School we believe that effective teaching is the foundation for supporting our children and young people in achieving highly and developing a love for learning which will last throughout their lives. We have developed a broad and balanced curriculum to support our children in reaching their potential during their time in school and beyond. The teaching and learning approaches, structure of lessons and feedback mentioned in this policy are underpinned by theory, most noticeably: Barak Rosenshine's Principles of Instruction, Sweller's Cognitive Load Theory, Kirschner's Direct Instruction, and Bloom's Mastery of Learning.

Principles of Teaching & Learning at Mowbray School

We base the majority of our teaching practice and lesson structure on Barak Rosenshine's Principles of Instruction (1986) using Tom Sherrington's book, Rosenshine's Principles in Action (2019). In this book, he groups Rosenshine's 10 Principles into 4 key strands. We have seen that through focusing on these areas of our practice, we have ensured consistently high-quality lessons which in turn are supporting high outcomes for our pupils.

The process of teaching and learning can be split into the following areas:

Pedagogy – How we teach and why it works

Curriculum Offer – What is taught (Knowledge & Skills)

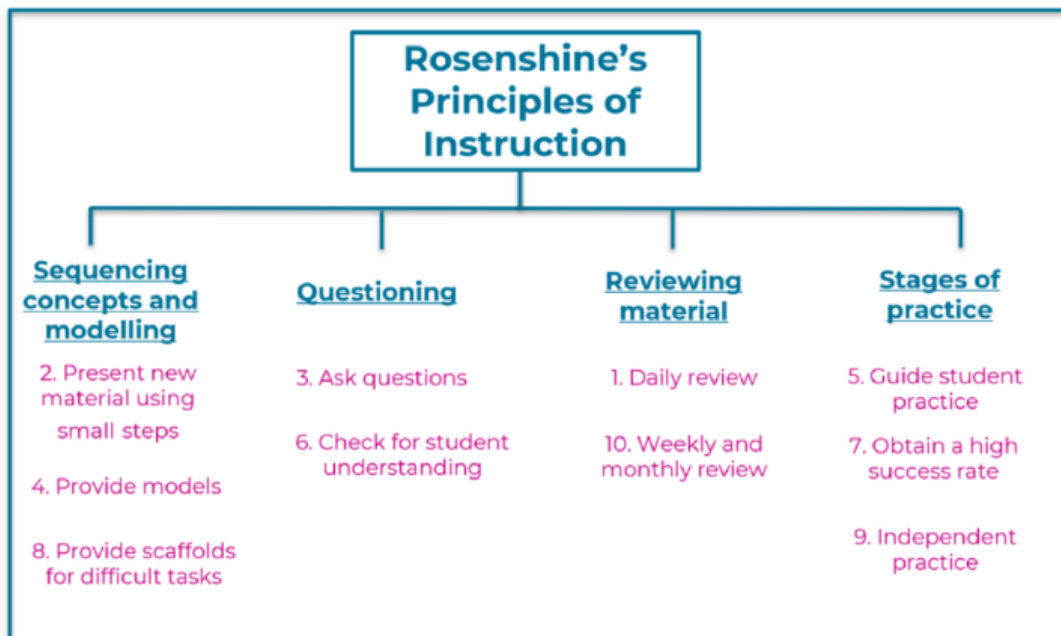
Assessment – How we identify what knowledge has been retained

Review & Improve – How we develop our offer to ensure it remains aspirational and effective

Pedagogy

“Teaching is a lifetime’s craft. Every teacher needs to improve, not because they are not good, but because they can be even better.” Prof Dylan William, 2012 SSAT National Conference Keynote

Rosenshine's lists 10 Principles of Instruction, which are evident in excellent teaching. These are:



1. Sherrington, T. 2019

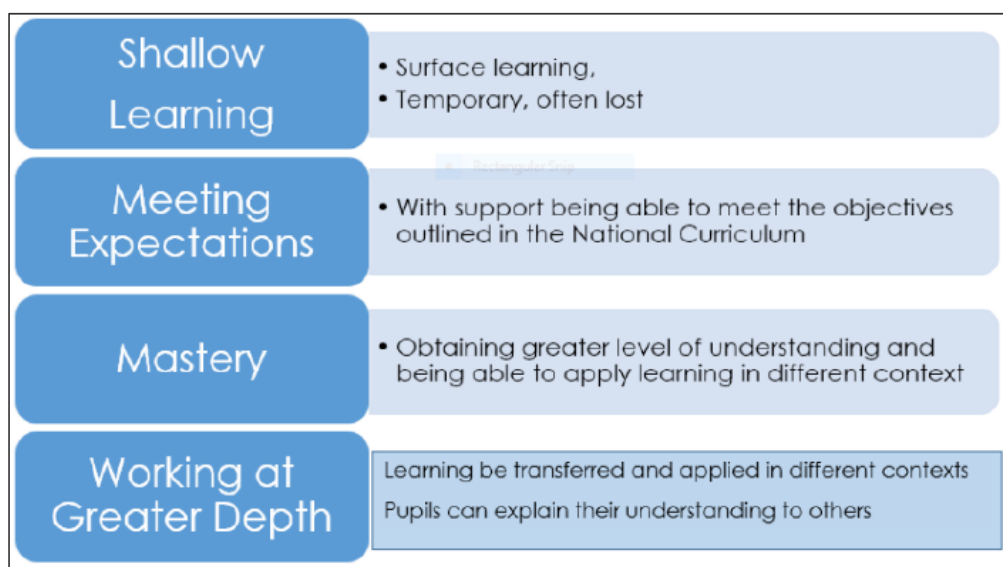
At Mowbray School, we ensure our teaching sessions are structured with clear routines that indicate the learning to take place, connect learning (Object of reference, sharing learning objectives) identify and address misconceptions through retrieval practice, such as activities or questioning. We refer to previous learning, recapping what has already been taught to ensure that schema are supporting the retention of knowledge. We use our curriculum progression framework documents to support us in pitching the learning appropriately for each class.

We place an emphasis on verbal feedback which supports the children during the task, rather than relying solely on marking. Summative and formative assessment is used to provide a clear understanding of pupils' knowledge and identify any gaps. Within the lessons, regular opportunities for consolidation are given which support the secure retention of knowledge.

Homework learning tasks or suggestions, where given, consolidate key skills and knowledge or enhance the curriculum.

The Mastery Approach

In lessons the Mastery Approach is used to support children in acquiring the skills and knowledge to successfully apply their learning in context. This pedagogy works on the principle that all learners, with effort and appropriate support, will meet expectations. It follows the premise that great teaching, based on formative assessment – particularly excellent questioning, is the key to success. To develop this well, it requires teachers to focus specifically on lesson design and explicit outcomes, using a range of resources to support children and young people in achieving and making progress. It is, in essence, about obtaining a deeper level of understanding and being able to apply their learning across a range of contexts and complexities.



What we know for certain is that Mastery is not:

- Working on concepts from the next year group up
- Practising the same concept with bigger numbers
- Not necessarily reading a more challenging text

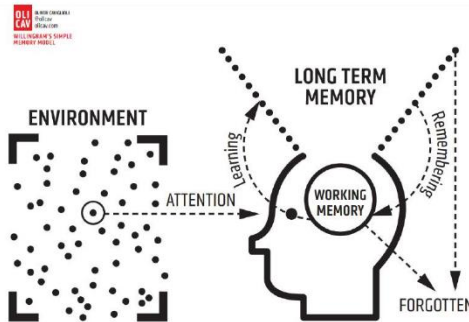
Characteristics of Mastery & Deeper Learning might be summarised as:

Retrieval	Return to prior learning after a break and have the confidence to be able to complete the work without difficulty
Making Connections	Organise ideas to make connections across multiple areas of learning
Coherence	Regularly draw on embedded skills and knowledge to deepen understanding
Explanation	Show competency when explaining their understanding and communicate it to their peers and staff
Application	Apply knowledge appropriately in a range of contextualised situations, drawing of key skills developed in class
Independence	Apply the skill or knowledge without teacher input
Fluency	Apply skills and knowledge with a high level of competency and confidence in a range of contexts

Organisation

The lessons in class should not be carbon copies of each other in every room. It is important to remember that each individual teacher uses a different approach to delivery, based upon the needs of the children and young people in their classes. However, the elements of Rosenshine’s Principles of Instruction (RPI) as listed above and those of the Mastery Approach should underpin regular practice and should be clearly evident over the year.

Classrooms provide a stimulating and purposeful learning environment, supporting learning and acting as a scaffold for its retention.

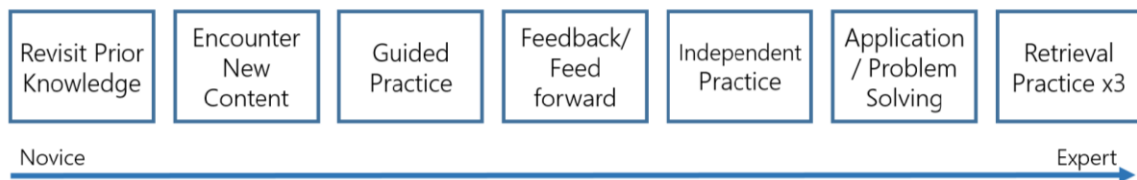


The use of dual-coding techniques alongside relevant, up-to-date displays are key to supporting children in the acquisition of knowledge and its retention, these go alongside our Total Communication approach. We will use Communicate in Print to select our Dual Coding approaches. Curriculum vocabulary should be displayed – or accessible (through Clicker Communicate) – to all in class. Clear consideration should be afforded to the materials prepared by the teacher for each lesson, with an understanding about how these resources will positively impact on pupils.

John Hattie (2015) states that Teachers should be aware of their impact of pupils’ learning in whatever they do as teachers and respond accordingly. (<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>)

At Mowbray School, we believe that it is important to hook children into learning, providing meaningful contexts, which help them to build both experiential and semantic (factual) memories. In this way, each topic should have inspiring moments (such as a trip, or a visitor) which reflect the overarching themes and big ideas, but that these should then be followed by a structured learning journey for knowledge and understanding which underpins the development of key skills. Learning at Mowbray School is interesting and engaging because it is taught effectively.

A typical learning journey for learning new information might look like this:



Revisiting Prior Knowledge of past curriculum learning helps pupils to connect to new knowledge and deepen understanding. It also allows teachers to quickly assess children’s ability to access new learning and assess their knowledge base, leading to better lessons which are pitched appropriately.

Encountering New Content in a clear and informative way without overloading learners. This can – and should – take a variety of forms which are appropriate to the learning content and lesson type (direct instruction/ demonstration/ practice/ discussion/ etc.). It is important that the new information which the teacher wants the children to process is clear and accessible. Clear backgrounds should be used and overwhelmingly bright colours should be avoided.

Guided Practice is the process of allowing children to move towards independent learning. This process involves scaffolding of activities and worked examples where the thought process is explicitly modelled. This takes different forms across subjects and topics. Each teacher is responsible to the development of modelling in the area of learning being taught – We will use the Whole School SEND Teacher Handbook to support our thinking in this. (<https://www.wholeschoosend.org.uk/resources/teacher-handbook-send>)

It is recognised that some learners will need more scaffolding, or personalised approaches. This fits into our whole school use of Quality First Teaching strategies to support all children, regardless of need.

Feedback in various forms is the most crucial of all the stages, as it allows children to express what they currently know and the teachers to apply the correct support to facilitate effective learning.

Feedback starts with sharing the learning objective. From April 2023, these will be in the form of a question. At this point teachers need to explain the relevant contexts and how this learning might apply. This should also include the use of exemplars so that pupils have a clear understanding of what success looks like and should also include a success criteria. (<https://jamesdurrans.blog/2021/08/28/key-learning-questions-an-introduction/>)

During and following Guided Practice, teachers feedback to pupils on how well they are doing and where they need to improve (feed forward). It is also an opportunity for children to feedback to each other and the teachers about what they know. Feedback is best when it is in the moment where prompt and succinct feedback allows children to make progress within the lesson. This requires ‘responsive teaching’ where teachers are actively engaged with children when they are learning and not sitting behind a desk. This is covered in more detail in our Feedback and Marking Policy.

Independent Practice happens once pupils are secure with the new information from the earlier steps. Some pupils are able to reach this step more quickly than others and some may require guided practice for longer. All children will be expected to complete this stage. Independent practice means that pupils do not require the teacher’s intervention to process relevant information and complete the required task.

Application and Problem Solving is the step that children should complete once they can independently apply their new knowledge in context. They should be expected to link concepts and skills to reason how to efficiently apply their knowledge to the appropriate task. During this step, children should also revisit their prior learning to support them in the activity.

Retrieval Practice is a crucial step which embeds new learning securely into long-term memory. When learners forget then recall information, this creates stronger neural connections, called schema, and

embeds learning more effectively. Therefore, retrieval practice is a crucial part of the learning journey. Evidence suggests that when learners revisit material at least three times, sufficiently spaced apart (interleaving), and in three different ways, learning becomes embedded. When this happens, learners are more effectively able to recall the learned material, or apply the resultant skills well into the future. In this way, teachers need to build a minimum of three encounters with material into pupils' learning journeys.

For our Formal learners we will use the 'The Testing Effect'. The Testing Effect: research shows that low-stake testing in the form of quizzes and multiple choice questions that are self-marked have a positive effect on learning retention (Bjork 2015). Teachers should build opportunities for these into learning journeys across the curriculum where necessary.

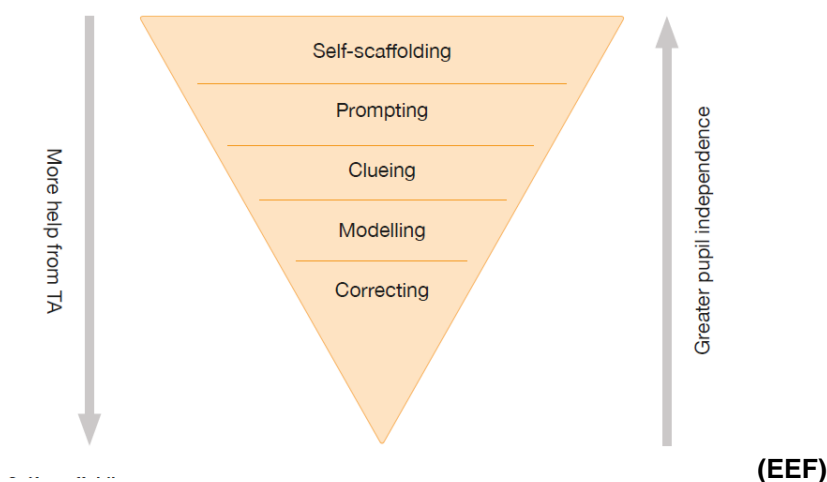
Planning for Learning

Teachers should plan for learning following the school's curriculum and the curriculum progression frameworks, as outlined in our curriculum documents and medium term overviews. It is an expectation that teachers adapt their lessons to suit the learners in their class. One size does not fit all! We expect teachers to share ideas and resources so there is consistency within and across the pathways in intended outcomes. No one is an island – we share! Teachers and support staff can use ladders to denote where a child/young person is and what their next step is- these are often the small steps that are required. Although we do not express particular formats for weekly or daily lesson planning, the expectation is that teachers deliver 'planned for lessons'. When lessons fall short of this expectation, it might be that teachers need to spend more time planning.

Additional Adults in Class

In our classrooms we have additional adults to support our children and young peoples' learning. It is the teacher's responsibility to direct additional teaching staff in lessons. During lessons, we expect additional adults to support pupils' learning rather than classroom administration such as filing or tidying. We expect additional adults to be actively supporting learning rather than 'watching teaching'. This might mean encouraging pupils to focus during demonstrations and discussions, or quietly explaining points again (although without causing a distraction to the rest of the class). We also expect additional adults in class to promote the independence of the child/young person they are there to support if a 1:1, which may mean moving away at times and supporting other pupils where necessary. Teachers need to be alert to this and direct as required. (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>)

From April 2023, we will use the EEF, 'Scaffolding framework for teaching assistant-pupil interactions' to structure our support staff's interactions through a conscious and planned way.



The Learning Environment

Displays

Teaching staff should ensure the learning environments are non-discriminatory and represent the full range of role models. Displays should reflect and celebrate the diversity of our local area, the UK and communities. Teachers should be watchful for unconscious bias throughout their practice.

Cutting down distraction

The area around the interactive screen, or the area where instructions or demonstrations take place, should be kept free from distracting displays, vocabulary or notices such as rewards, class monitors or job lists. When pupils are watching demonstrations, their attention needs to be on this and not material that does not relate to that learning specifically. Teachers should minimise paraphernalia hanging down and around where pupils are learning also.

Displays in classrooms

The classroom is the learning environment and teachers need to think about how the room affects pupils' learning. It is an expectation that teachers use displays in class to both support and celebrate pupils' learning, and to avoid displays becoming 'wall paper'. In this way, 'learning walls' should be used to highlight current learning in the progression of a learning journey which will support learners to revisit and link old to new learning. Visual approaches to support our Total Communication approach should be in place, visual timetables/ now and next should be at eye child height. Displays should also have the correct grammar and spelling, unless it is being used as a teaching tool (i.e. class activity around upskilling a piece of a child's work). Subject learning walls in class should be updated frequently.

Protocol for displays (learning walls) in classrooms:

- As soon as teachers have their class established, they should have examples of learning processes, vocabulary and pupils' learning on their learning walls. Learning walls should take shape within the first two weeks of the year and not be left empty for any longer.
- There should be individual walls for the curriculum areas in EYFS, Semi Formal and Formal Pastoral and in secondary formal lessons or a subject specific nature these should enhance the medium term plans and the vocabulary associated.
- Speech bubbles or captions if handwritten, should be in neat handwriting to reflect what we expect of our pupils. Communicate in Print should be used to be inclusive of all.
- Displays should be neat and orderly with spaces between pieces to aid visual processing, but it is not necessary to mount display pieces in class.
- Laminating should be kept to a minimum to cut down glare and be kind to the environment.
- Each class must also have the Mowbray SURE displayed featuring examples of how children/young people demonstrate our values.

Protocol for displays in common areas:

- Displays in common areas, such as corridors should be renewed at least twice a year and more often if they become untidy or tired. They should celebrate learning achieved in class or aspects of our school values, ethos and community.
- All items should be mounted neatly, taking care they are cut straight and mounted perpendicular on all sides and positioned thoughtfully to create visually effective displays.
- Any handwritten captions or titles should be exceptionally neat, or printed, and also mounted.
- The quality of students' work on display should be high and should come from a range of pupils with various levels of ability. All pupils should have a chance to have their learning displayed no matter their needs.
- Displays should be well maintained, and modified or dismantled when too tired rather than being allowed to 'age' or disintegrate. They should be removed or repaired immediately if they have been damaged. It is everyone's responsibility to stop and help repair damaged displays.
- Displays usually require some explanation. Labels and captions should be carefully prepared and positioned. These can be a mix of computer-generated text, Communicate in Print or handwritten by staff to exemplify good handwriting. Communication devices, such as Big mac switch can be used to support interaction and aid communication.
- The vast majority of what is on display should be children's work and not a display of adult or commercially produced printouts.

Health and Safety in the Classroom

Each classroom should be a safe place to learn and promote the physical and mental wellbeing of both pupils and staff. As such, clutter should be kept to a minimum. Classrooms with unnecessary resources and objects can create an unsettling, distracting environment for learning. Clear surfaces and neatly

arranged resources will create a more focused and purposeful environment. As such, teachers are expected to maintain a clutter-free classroom where resources and belongings are stored appropriately.

Classroom organisation can have a significant impact on learning outcomes. Teachers need to ensure children/young people can access the relevant resources without unnecessary fuss or movement around the room. Poor behaviour is often linked to lack of appropriate resources or consideration of task by the teacher.

Teachers are responsible for ensuring that risk assessments are in place for classroom activities and that resources are purchased through school so that we know they are safe to use with children.

Class Culture & The Mowbray Values

Creating a conducive classroom culture is the bedrock of effective learning. At Mowbray School, we expect teachers to be positive and enthusiastic with all children/young people whatever their needs. We expect teachers to recognise that all learners can improve. Teachers should embed our Mowbray Values - SURE as a classroom culture where all pupils feel they can improve and that effort, and the use of effective mental strategies, leads to success. We expect teachers to understand and use the language of a growth mind set (Dweck 2000). This means that pupils are not labelled as 'bright,' 'smart' or 'clever,' and that groups of pupils are not referred to as for example, 'top, middle or bottom,' or remain in fixed attainment groups for every lesson. However, it might be that groups of pupils with similar attainment needs are brought together at different times.

We believe in flexible and fluid grouping for learning. We also expect teachers to understand the difference between 'task-orientated' praise and 'ego-orientated' praise. Pupils should feel they are receiving feedback on their learning and not themselves as a person. Teachers also need to be reflective and watchful about who they praise and respond to in class and ensure that all pupils feel equally valued. This is reflected in our schools' approach to positive behaviour through Emotion Coaching and Thrive.

All staff should understand the concept of 'desirable difficulties' in that learning always begins with the learner experiencing some form of cognitive conflict. Children and young people should be encouraged to recognise and enjoy a level of difficulty but understand when they need support, or when they are too comfortable and need to move on. This can be achieved by talking about the learning process frequently and modelling experiencing difficulties that are overcome. It is recognised that this can be a challenge for some of our children/young people to develop this resilience and we will commit to developing this in our children/young people through a growth mindset, emotion coaching and Thrive.

Metacognition

Evidence suggests that pupils' learning improves when they develop their levels of self-regulation and metacognition (EFF Toolkit 2019). This refers to the ability to think about one's own thinking and cognitive strategies. Metacognition and self-regulation approaches aim to help pupils think about their own behaviour and learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. If teachers regularly model their own thinking by 'thinking out loud' during demonstrations, this helps pupils to recognise effective mental strategies themselves (EFF Toolkit 2019).

Homework

At Mowbray School, we sometimes choose to set homework which consolidates learning in school. It allows parents to be active participants in their children's learning and reinforces the important relationship between home and school. A number of our children and young people can find school learning at home a challenge and therefore we do not always direct homework tasks.

In primary each class will receive weekly:

- Reading expectations

In primary each class will receive ½ termly:

- Suggested learning activities to enhance the topic to do/explore at home.

In secondary

- Young people can use online learning tools, such as reading eggs

Assessment

Our curriculum is designed to be developmental from birth through to the end of secondary age and into adulthood, the assessment of our curriculum therefore reflects this.

Step (broken into Emerging, Developing & Secure)	Equivalent Age Range Expectations	National Curriculum Age Related
Step 1	Early Years	0-5 years
Step 2		
Step 3		
Step 4		
Step 5		
Step 6		
Step 7		
Step 8		
Step 9		
Step 10		
Step 11		
Step 12		
Step 13		
Step 14	Meeting the level of development expected at the end of the EYFS (expected)	5 years
Step 15		
Step 16	Secure at this step would mean that a pupil is at the Expected Standard at the end of Key Stage 1	6-7 years
Step 17		
Step 18		
Step 19		
Step 20	Secure at this step would mean that a pupil is at the expected Standard at the end of Key Stage 2	10-11 years
Step 21	Key Stage 3 National Curriculum Links	
Step 22		
Step 23		
Step 24		
Step 25		
Step 26		
Step 27		
Step 28		
Step 29		
	Key Stage 4 National Curriculum and Qualification Specification	

Following this model, there are defined key progression points as well as precise descriptors in the form of 'I can' statements within each step. These are sequentially ordered to enable progression including lateral progression. These are matched to age-related expectations as above.

Steps will be assessed using the agreed language of Emerging, Developing or Secure as students cover more of the content in the topic.

We also maintain high expectations for our more able pupils who will move on to qualifications including Entry Level and GCSE.

Key Step 4 Qualifications

In Key Stage 4 pupils will be assessed using the qualification specification that they are learning from for the different subject areas. Some pupils may also be assessed using the Mowbray Steps.

English	Maths
Pre-Entry	Pre-Entry
Step up Silver	Entry Level 1
	ELC 2
Step up Gold	ELC 3
Functional Skills Level 1	Level 1
Functional Skills Level 2	Level 2
GCSE	GCSE

Emerging	Started the step but are in the early stages – evidence of learning in books and/or on Evidence Me match the precise descriptors that are part of the sequential progression framework.
Developing	Secure in the some of the I can statements within the step but still need to generalise skills and knowledge.
Secure	Secure in all of the descriptors are able to use and apply their knowledge and skills confidently in a way that demonstrates mastery.

Rates of Progress

The rates of progress that our children make are often not in line with age related expectations, therefore we are developing our approach to define expected progress and better than expected progress based upon the pathways of pupils and their starting points. Baselines will be completed for all children in maths, reading and writing when they start the school and key assessment points are reflective of the rates of progress children make.

Semi-Formal – 2 points of progress over a year

Formal -Pastoral - 3 points of progress over a year

Formal - 3 points of progress over a year

	September	Autumn 2	Spring 1	Spring 2	Spring 1	Summer 2
Semi Formal Pupils	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)
Formal Pastoral	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)
Formal	New pupils baseline	Assessment Point for end of term 1		Assessment Point for end of term 2		End of year assessment point (Starting point for following year)