

# Conifers Primary School



## Teaching and Learning Policy 2024/25



***UNCRC Article 28: All children have the right to an education***

Approved by:

Headteacher

Date: September 2024

## Teaching and Learning at Conifers Primary School

Every child deserves to be taught well to enable them to learn new knowledge that can be applied in all aspects of their lives.

It is our aim that every child can look back positively on their school experience having achieved the highest standards of work and achievement. To this end, we provide a broad and balanced curriculum which gives emphasis to the social, moral, creative and practical aspects of life as well as academic skills all underpinned by our school values and LEARN charter.

### **Listening, Engaging, Asking questions, Responding and Never giving up.**

We believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

1. Pedagogy: *How we teach*
2. The curriculum: *What is taught: knowledge and skills*
3. Assessment: *How we know what has been understood and retained.* This policy will describe our assessment approach (marking and feedback; summative and formative practices etc) as part of the teaching and learning process and not as a separate document.

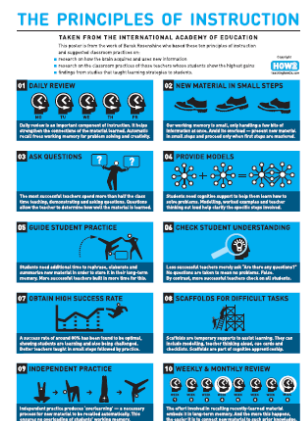
This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:

### **1. Pedagogy**

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

### **Rosenshine's 10 Principles of Instruction are:**









1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



***At Conifers Primary School, the primary role of ALL adults is to facilitate high-quality learning opportunities according to the principles outlined above and using the 8 stages of learning.***

All lessons follow the 8 key stages of learning, to ensure children 'know more, do more, remember more'. CPD is planned to help Teachers and Support Staff deliver effective lessons for all children.

## The 8 stages of learning at Conifers Primary School

Learning stage	Symbol	Information
<b>Pre Teach</b>		<ul style="list-style-type: none"> <li>• Upcoming knowledge, skills objectives and vocabulary is shared</li> <li>• Potential misconceptions explained prior to the new lesson</li> </ul>
<b>Retrieval</b>		<ul style="list-style-type: none"> <li>• Assess previous knowledge of the subject area</li> <li>• Daily, weekly and monthly review</li> </ul>
<b>Connect the learning</b>		<ul style="list-style-type: none"> <li>• Knowledge and skills objectives are discussed – be explicit</li> <li>• Vocabulary and spoken language</li> <li>• Connect to previous learning in the subject area</li> </ul>
<b>Model the learning</b>		<ul style="list-style-type: none"> <li>• Worked examples that directly link to the objectives</li> <li>• Small steps and scaffolds for difficult tasks – adaption and adjustments</li> <li>• Targeted questioning</li> </ul>
<b>Guided practice</b>		<ul style="list-style-type: none"> <li>• Attempt the learning, guided by the teacher</li> <li>• Obtain a high success rate</li> <li>• Live marking</li> <li>• Targeted questioning</li> </ul>
<b>Apply the learning</b>		<ul style="list-style-type: none"> <li>• Independent practice of the learning</li> <li>• Live marking</li> <li>• Targeted questioning</li> <li>• Check for understanding</li> </ul>
<b>Challenge</b>		<ul style="list-style-type: none"> <li>• Challenge for those who need it</li> <li>• Live marking</li> <li>• Targeted questioning</li> </ul>
<b>Reflection</b>		<ul style="list-style-type: none"> <li>• Refer back to the knowledge and skills</li> <li>• Questioning to assess the learning</li> <li>• Retrieval practice of the learning</li> </ul>

## 2. The Curriculum

Our curriculum is bespoke to Conifers Primary School and was designed to address the needs of our children and their context. There is a strong emphasis on developing core skills in English and Maths with opportunities to apply them across the curriculum. The Rosenshine approach flows through the curriculum. Regular recall means that children's knowledge is built progressively and coherently.

The curriculum is adapted to meet the needs of all children.

The curriculum builds cultural capital by providing powerful knowledge and opportunities to share and communicate this knowledge using subject-specific skills.

In core subjects, we use chosen schemes that align with the Rosenshine approach and our commitment to developing core skills. Examples of this include:

- Maths: White Rose Maths is used as the content is taught progressively and uses physical representations and models to embed core skills. Children develop a deeper understanding of concepts. Regular opportunities for reasoning allow the children to apply and demonstrate their understanding and it develops the children's mathematical articulacy.
- Phonics: Little Wandle is used to teach phonics. The Little Wandle programme builds skills systematically and progressively and models deploying phonic skills in reading and writing.

***For further information on our curriculum and its intent/ implementation, please see the separate Curriculum Overview documents.***

## 3. Assessment

At Conifers Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment' (AfL), 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

### **Day-to-Day In-School Formative Assessment**

'Day to day in-school formative assessment' (AfL) is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities) to deepen understanding as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

### **Through 'Day-to Day In-School Formative Assessment', Conifers will:**

- Support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve through authentic praise and feedback, written and verbal.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- Following Day-to-Day assessments, record and report progress to parents, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve

## **A range of 'Day-to-Day In-School Formative Assessments' will be used including, for**

### **Example:**

- Making use of rich question and answers
- Marking of pupils' work, particularly using green (highlighting areas of success) and yellow (highlighting development/improvement areas)
- I.P. Marking (Improvement Marking) which could involve a discussion with the children for verbal feedback
- Scanning work for pupil attainment and development e.g. Sp- spelling
- Pupil self-assessment, e.g. traffic lighting (KS1 coloured spot) (KS2 colour spot and comment), self-marking against agreed success criteria
- Peer marking and Self- Assessment (PA) (SA)
- Entry/Exit cards and the use of Hot/Cold write

### **'In-School Summative Assessment'**

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### **A range of 'In-school-summative assessments' will be used including, for example:**

- Maths assessments during the Autumn, Spring and Summer term
- Reading, Grammar and phonics during the Autumn, Spring and Summer term
- ½ termly phonic assessments in the Early Years, Year 1 and for any other additional year groups/children accessing Little Wandle

### **A range of 'Nationally standardised summative assessments' will be used:**

A baseline assessment in Year R

A phonics test in Year 1

A phonics test in Year 2 (retakes)

Multiplication Test (Year 4)

National Curriculum tests at the end of Key Stage 2

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

### **Reporting**

The school has a well-established system for reporting to parents/carers. This consists of:

- **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed.
- **Spring Term** - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations.
- **Summer Term** –parents receive reports for all Year Groups plus summary reports for Year 1 & 2 Phonics, Year 4 Multiplication Tests and KS2 SATS (Standard Attainment Tests)

In addition, the school has an open door policy for parents/carers whereby staff are available to consult with parents at a mutually convenient time.

### **Assessment for Learning (AfL) and Feedback**

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At Conifers, we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/TA
- Pupil to Pupil
- Teacher/TA to Pupil

**Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:

**Traffic Lights** or the 'language of traffic lights' - Green being a secure understanding, Amber being some understanding but still some support/input required and Red being concept/idea not understood. This means that we can use the 'language' at any point during a lesson or in fact the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group they wish to join

**Checking** - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills

**Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Open or Closed'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality

**Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways including:

- **Strengths & Improvements** - Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons, and asked to give feedback both written or verbal.
- **Checking** – Peer-assessment is also used for checking of work before handing in. We operate a policy of 3 Before Me
- **Adult Response to Marking** – Teachers give daily TA direction based on marking, plan and adapt lesson sequences accordingly
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or TA
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques

**Guided Group Feedback or Guide by the Side** – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made and evidence.

## Appendix 1

In 2012, Professor Barak Rosenshine from the University of Illinois wrote a very influential article. Based on cognitive sciences and school research, he created 10 principles of instruction to help teachers develop effective lessons. Here is a summary of these principles.

### THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

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The infographic consists of ten numbered boxes, each with a title, an illustration, and a brief explanation. The boxes are arranged in two columns of five. The illustrations include: 01: Five circular arrows representing a weekly cycle (MO, TU, WE, TH, FR). 02: Three shoes representing small steps. 03: A person holding two question marks. 04: A diagram showing a central node connected to multiple peripheral nodes, with a plus sign and an equals sign. 05: A person being guided by another person. 06: A magnifying glass over a lightbulb. 07: A line graph showing an upward trend with a person climbing a ladder. 08: A person standing on a scaffold. 09: A sequence of four figures showing a person learning to walk. 10: A series of eight circular arrows representing a weekly cycle (WEEK 1 to WEEK 8).

**01 DAILY REVIEW**  
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**  
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**  
The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**  
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**  
Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**  
Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**  
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**  
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**  
Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**  
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

#### 1. Begin a lesson with a short review of previous learning

Reviewing previously learned material strengthens the connections between pieces of knowledge. That is, it enhances understanding. Rosenshine suggests a five to eight-minute review of the previously covered material, including peer marking, asking questions, checking for misconceptions, correcting homework, and others.

#### 2. Present new material in small steps followed by student practice

There is only so much novel information we can process at one time. If you ask pupils to do too much at the same time, they will probably fail.

#### 3. Ask questions and check answers

To learn something, pupils need to practice it. Every time pupils answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more long-lasting. The more variety of question types, the better.

#### 4. Use models

Concrete examples and models are a good strategy to introduce a new concept. Explicit and detailed explanations and instructions are also recommended.

## **5. Guide practice**

Rosenshine recommends that teachers stimulate pupils to rephrase, elaborate and summarise new material. According to him, successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

## **6. Check for understanding**

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Rosenshine suggests that teachers ask direct questions, instead of asking pupils if they have questions and assuming that silence means a full understanding of the topic.

## **7. Obtain a high success rate**

This principle relates to making sure all pupils have mastered the current set of lessons before moving on to the next one. It involves checking for misconceptions and asking questions.

## **8. Provide scaffolds in difficult tasks**

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Rosenshine suggests using cue cards, checklists, worked examples and models as scaffolding. Teachers can also anticipate pupils' errors and warn them about them beforehand.

## **9. Stimulate and monitor independent practice**

Independent practice should be used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. Rosenshine calls this process "overlearning". Independent practice should cover the same topic covered in guided practice as pupils need to be fully prepared for it.

## **10. Conduct weekly and monthly reviews**

Similar to Principle 1, Rosenshine advocates for a frequent review of previously learned material in order to help students reconsolidate information and create stronger connections.