



The Greville Primary School

TEACHER AND LEARNING POLICY

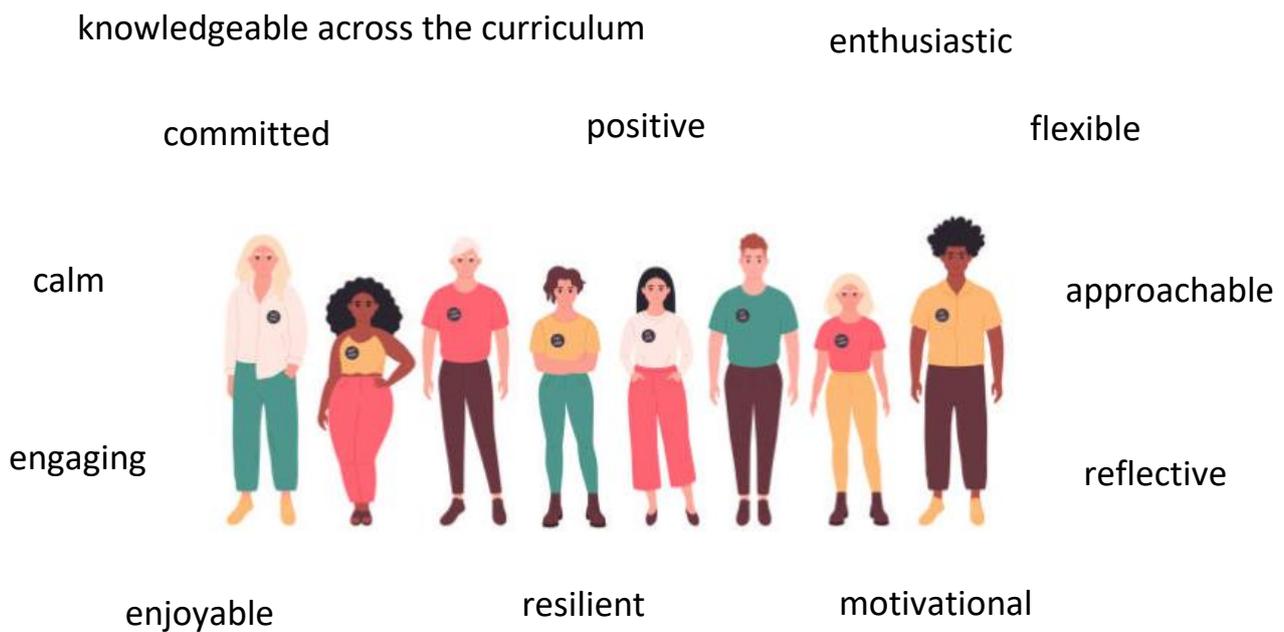
Last update: February 2024

Governors' Committee Responsible:	Teaching and Learning Committee
Policy Originator:	Louise Hammond
Next Review Due:	March 2027

Aims

- ☆ Inspire, nurture and achieve
- ☆ We believe that our children should be confident and self-motivated with a love of learning
- ☆ We promote an 'I can' culture in behaviour and learning
- ☆ We encourage our pupils to have high expectations of themselves within a safe and supportive environment
- ☆ We provide a range of approaches to learning to meet the needs of all children and to ensure they are actively involved in their learning

An effective teacher at The Greville is...



As a Greville learner I...

have high expectations of myself

take pride in my work

am committed towards
my learning

believe in
myself

try my best

learn from
my
mistakes



challenge
myself

am
enthusiastic

listen actively, ask
questions and discuss
my ideas

Apply the school values
(Kindness, Respect, Responsibility
and Resilience)

am an
independent
learner

Effective Teaching and Learning at The Greville

Teaching WalkThrus by Tom Sherrington and Oliver Caviglioni is the underpinning framework for informing this Teaching and Learning Policy. WalkThrus collects, curates and clarifies the most effective teaching techniques, bringing the world of research to every teachers' fingertips with a range of strategies for developing pedagogical practice in schools. All of the strategies contained within Teaching WalkThrus are rooted in proven practice and research.

When staff all have the same understanding of the workings of particular techniques, the school will be well prepared for rapid and consistent development. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.

Each year, The Greville will determine which of the strategies are the priority principles for that academic year. This means that the policy is one which grows and responds to the changing needs of the school over time.

Behaviours and Relationships (Teaching Standards 1, 5, 7)

An environment where all children feel safe and that they belong is essential alongside an environment that allows them to thrive as individuals. In order to create this environment, learning focused relationships where high expectations are set and everyone knows the routines and boundaries is essential. Please also see behaviour policy.

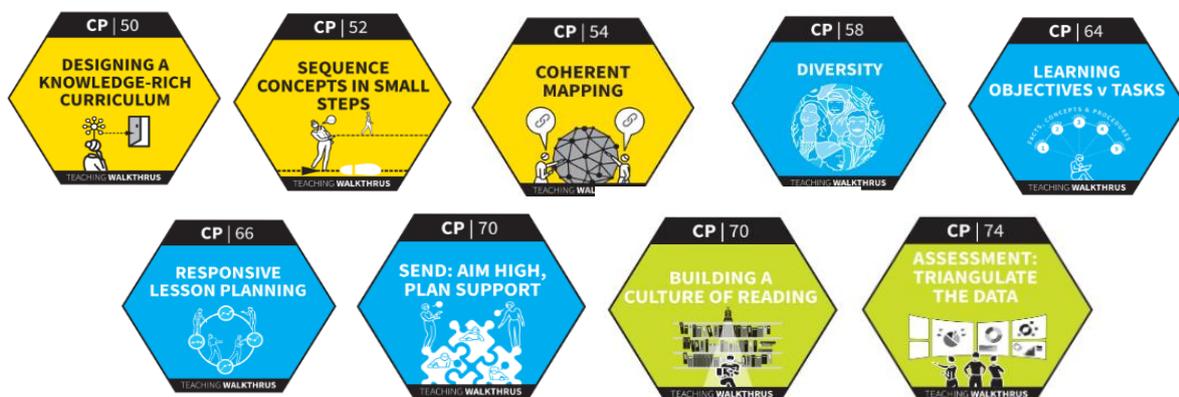


In addition to this, the physical classroom environment will further support learning through being a tidy, well organised space. The pride the teachers take in their classroom should be reflected in the pride the children take in their books resulting in high quality work and presentation.

Every classroom will have English and maths working walls which reflects the current topic, including subject specific vocabulary. Resources will be accessible for all learners resulting in the children being able to consider when they are needed which will foster independence. Please see non-negotiables (appendix a).

Curriculum Planning (Teaching Standards 2, 3, 5, 6)

This links the curriculum with pedagogy: what we teach and how we teach it. Through curriculum planning we explore the big picture overview down to the fine details – what we want children to know; experiences we should provide and questions we should ask.



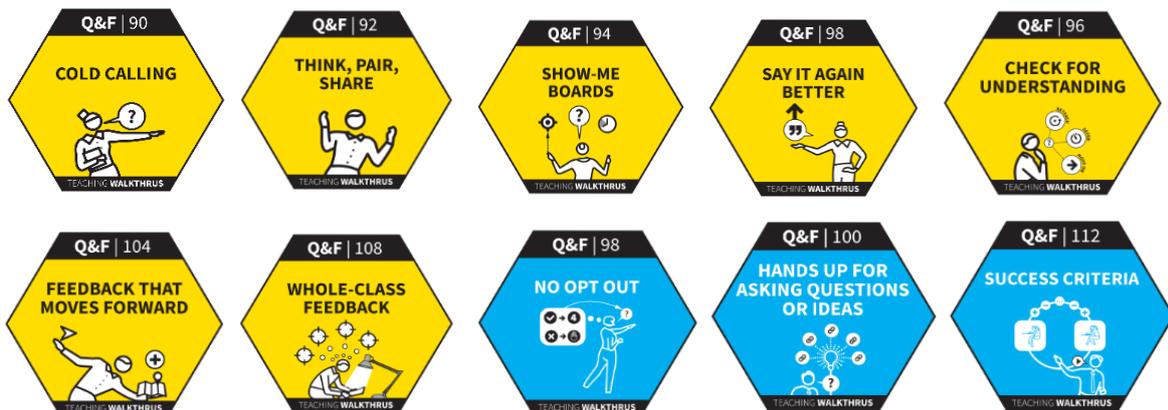
Explaining and Modelling (Teaching Standards 4, 5):

Effective teaching enables children to develop their knowledge and understanding of concepts and processes and being able to apply their learning in different contexts. Explaining and modelling are essential elements for all teachers.



Questioning and Feedback (Teaching Standards 1, 2, 6):

To secure deeper learning with all children in a class, questioning and feedback techniques must be responsive and be able to adjust/adapt teaching according to how well the children are doing with their learning. The techniques below ensure a repertoire of effective questioning techniques that become the norm in day-to-day practices in the classroom which ensures a teacher can gain a clear sense of how well the children are learning. These strategies will ensure greater child engagement and reduce high levels of teacher talk.



Practice and Retrieval (Teaching Standards 2, 7, 8)

Children can develop their fluency and confidence with a wide range of knowledge and skills through engaging in retrieval practice. Initially, this needs to be closely monitored guided practice before developing onto more independent practice. Retrieval practice is essential in securing children's fluency in storing and retrieving information from their long-term memory to prevent it being forgotten. Retrieval practice can take place in many ways as identified below.



Appendix 1 - Slide Expectations

Slides 1 and 2: retrieval e.g. slide 1 with quiz questions, slide 2 with quiz questions and answers, to be used in all lessons.

1) What illness is caused due to a lack of vitamin C?
2)

Carbohydrate	Necessary to ensure the digestive system works properly.
Protein	Found in meats and plants and necessary for a variety of functions.
Fibre	Provides a reserve source of energy and insulation. Helps protect organs and bones.
Minerals	Foods that include simple sugars and starches which are needed for energy.
Fat	Foods that enable our bodies to grow, maintain and repair themselves.

right atrium
left atrium
right ventricle
left ventricle

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Living things and their habitats

Quiz!

1. What are the male parts of a flower called?
2. What are the female parts of a flower called?
3. What is the male sex cell of a flowering plant called?
4. What is the female sex cell of a flowering plant called?
5. What is the process called when the male sex cell combines with the female sex cell?

Living things and their habitats

Quiz ANSWERS

1. What are the two male parts of a flower called? **Filament and anther.**
Together, they are called the **stamen.**
2. What are the three female parts of a flower called? **Stigma, style and ovary.**
Together they are called the **carpel.**
3. What is the male sex cell of a flowering plant called? **Pollen.**
4. What is the female sex cell of a flowering plant called? **Ovule.**
5. What is the process called when the male sex cell combines with the female sex cell? **Fertilisation.**

Slide 3: share key vocabulary – maximum 4 words. Must include child friendly definition and visuals to aid understanding. This might move to later in the lesson by must be included somewhere in the lesson. To be used in all lessons.

Energy

Living things need energy to grow.

Pores

Leaves have tiny holes in them called pores. Water is released through these pores. The pores also take in air.

Photosynthesis

The process in which a plant uses water, sunlight and air to create its own energy.

Chlorophyll

A chemical inside leaves that turns sunlight into energy.

Key vocabulary:

Vertebrate

An animal that has a backbone and a skeleton.

Slide 4: introduce the Learning Objective, to be used in all lessons.

Key knowledge slides throughout the lesson, where appropriate – agreed slide format must be used. To be used in science, geography and history.



Plants and animals can be grouped according to their different **characteristics**.



Can we recap the 2 key pieces of knowledge about grouping animals?

Plants and animals can be grouped according to their different **characteristics**.

When plants and animals are assigned to groups according to things they have in common, this is called a **Classification System**. Classifying animals helps to identify **similarities** between organisms and to **identify** unfamiliar organisms.

All mammals:



Have fur/hair



Have a backbone



Are warm-blooded



Give birth to live young



Feed their young milk



Knowledge Organisers: in books (Y2-6) and used not wallpaper/front cover. In Y1 knowledge organisers displayed in the classroom and print outs can be used for the children. Knowledge organisers to be included in slides. Knowledge organisers to be used in science, history, computing and languages (y3-6). Geography knowledge organiser will be coming soon!

Knowledge organiser

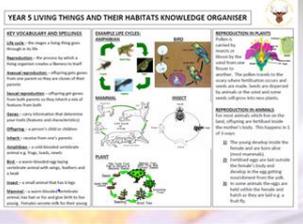
1. Stick the knowledge organiser into your books.

We will be referring back to this knowledge organiser over the course of this topic. Do look back at it each lesson, particularly in helping you to do your independent work.

Have a look at the knowledge organiser.

From the list of key vocabulary, which words are you familiar with?

YEAR 5 LIVING THINGS AND THEIR HABITATS KNOWLEDGE ORGANISER



Today, we are going to studying reproduction in plants.

8

Best practice: having the WalkThrus hexagons on the PowerPoint slides. The small hexagon images can be found on Staff share, Walkthrus, Walkthru images.

Quizzing

What is an amphibian?

An animal that has lives in both water and on land.

What is a fish?

An animal that has gills, fins and lives in water its whole life.

What do amphibians and fish have in common?

They are vertebrates and lay eggs that **don't** look like fish eggs.



Write a summary of how Buddhism was created.

You have 40 words!

Add in new learning from last week!



The Rise of the Islamic Empire



Where have we heard bout this part of the world before?

Questions

1. Which country is Baghdad located in?
2. What does the terrain look like?



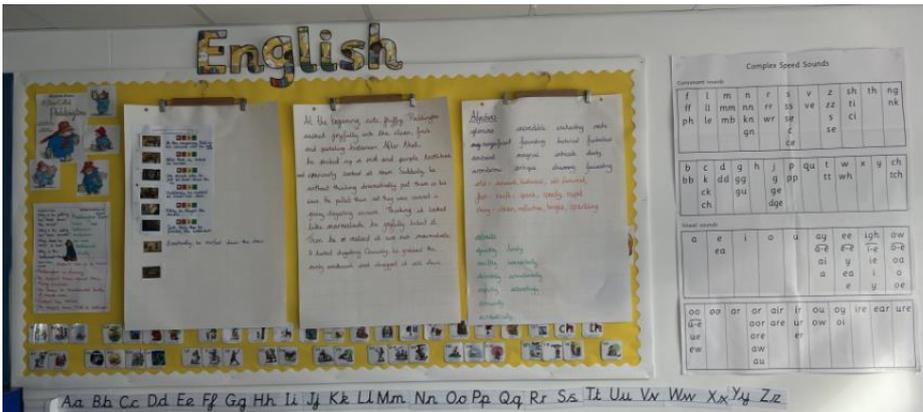
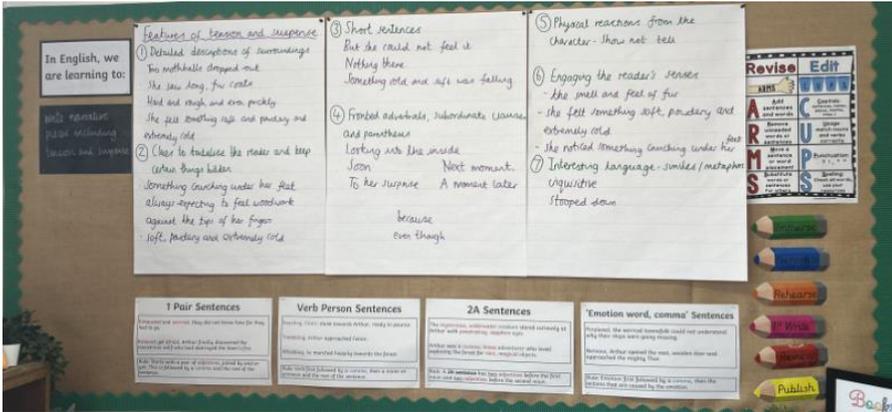
Source: Google, Map data, 2015.



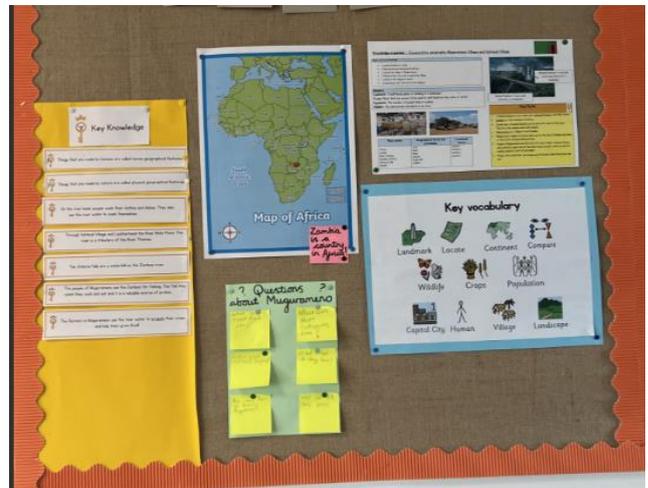
Appendix 2: Classroom Environment Expectations

Working walls: in every class please ensure you have an English, maths and science working wall. The working walls need to reflect what you are currently teaching.

English: best practice is to display modelled writing that has been undertaken in class and the Alan Peat sentence type you are focussing on in the year group. For every class in KS1 and Year 3 please display the phonics speed sounds posters (they can be displayed in other classes if needed).



For geography and history please display the key knowledge (like science). You don't have to have a specific geography or history display. Please ensure you call the subjects by their names rather than topic so the children know what subject they are learning.



Class books: Juniors please display the class text you are reading outside the classroom.



Zones of regulation: display the four zones (green, blue, yellow, red) with visuals and words to describe the related emotions. Nearby have resources where the children can move their name to the colour they are currently feeling.



Desk: clean, tidy and without clutter – you are modelling what you expect the children’s desks to look like.



Book corner: inviting with forward facing books. Change the books termly to maintain interest levels. Best practice is to suggest recommended reads both fiction and non-fiction by adults and children.



Visual timetable: please have this clearly displayed in your classroom. To ensure consistency new visual timetable cards will be made for all classrooms using Widgets. Please remember to remove the lesson/event once it has happened throughout the day.



Appendix 3: Planning Expectations

Medium term plan – science, geography and history. The lesson objectives and key knowledge should be completed for all six lessons prior to starting the unit. For science and history please identify a substantive and disciplinary learning objective. The medium-term format can be found in key information 24-25 Updated Blank Unit Overview 24_25.

Year Group:	Topic:	Term:
Lesson 1 Objectives Substantive knowledge: Disciplinary Knowledge: Success Criteria: •	Lesson 2 Objectives Substantive knowledge: Disciplinary Knowledge: Success Criteria: •	Lesson 3 Objectives Substantive knowledge: Disciplinary Knowledge: Success Criteria: •
Retrieval:	Retrieval:	Retrieval:
All pupils will know that (key knowledge):	All pupils will know that (key knowledge):	All pupils will know that (key knowledge):
Task design (to match LO and key knowledge):	Task design (to match LO and key knowledge):	Task design (to match LO and key knowledge):
Key/New Words:	Key/New Words:	Key/New Words:

Medium term plan for – art, DT, RE (we are slowly moving to the format above. If you would prefer to use that planning format please do). The medium-term format can be found in key information 24-25 Medium Term Plan.

Medium Term Planning Overview



Subject Area: D&T	Year Group: 6	Term: Spring 1	Academic Year: 2022-23
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	Learning Objective	Challenge	Success Criteria	Key Resources
Lesson 1	LO: To research and evaluate existing products. LO: To develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Look at the construction of both the chocolates and the packaging. How do you think this is done? Are they all of the same quality? Do techniques vary?	<ul style="list-style-type: none"> I can evaluate flavours, aesthetics and packaging of existing chocolate. I can create a design specification and criteria for a particular group 	<ul style="list-style-type: none"> Aldi's next big thing Episode 6 Pictures of different chocolates and if possible boxes of chocolate for the children to look at. Sheet to record on.
Lesson 2	LO: To learn different decorative techniques and fillings for chocolate.	Challenge is to create more intricate designs and a greater awareness of layering colours.	<ul style="list-style-type: none"> I can follow a recipe I can recreate different decorative techniques. 	<ul style="list-style-type: none"> Videos of chocolate being made and decoration techniques Chocolate moulds Chocolate Coco colouring Bowels etc...
Lesson 3	LO: To communicate ideas through detailed labelled drawings	HA- to create intricate decorations on their design and to vary the filling options.	<ul style="list-style-type: none"> I can create initial design ideas. I can decide on the final design I can label a drawing of my design to explain flavours and decorative techniques. 	<ul style="list-style-type: none"> Demonstration videos for inspiration Sheet to create designs on

SEND adaptations slides: this slide should reflect the deployment of adults during every part of the lesson, and how children should be scaffolded to achieve the L.O.

Part of lesson	Support staff Scaffolding with who?	Scaffolding by resource
<p>Before lesson</p> <p>Early morning work or assembly time depending on the day you have science.</p>	<p>Pre-teaching not applicable for this lesson</p>	
<p>During input</p>	<p>CA – support during input- have the unit cut out ready to support</p>	
<p>During independent task</p>	<p>CA- to check in on <u>Maisey</u>, Bella L, Bella F, Ronnie, Reggie, SN- if there are children who struggle to as a pre task The printable version of the <u>100 square</u> might be useful for children to try out a variety of diagonal sums. Then move onto the main activity.</p>	<p>AS to be encouraged to have a to have movement break between input and independent task</p> <p>AS and LVH Task Boards</p> <p><u>All</u></p> <p>Mixed attaining pairs – closely mixed - not too varying in attainment</p>

Appendix 4: WalkThrus

2022-23

COLD CALLING 1 2 3 4 5



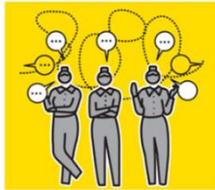
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN

THINK, PAIR, SHARE 1 2 3 4 5



ESTABLISH TALK PARTNERS FOR EVERY STUDENT



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES

SAY IT AGAIN BETTER 1 2 3 4 5



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE

HANDS UP FOR ASKING OR IDEAS 1 2 3 4 5



ESTABLISH THE EXPECTATIONS



WELCOME THE INPUT AND REINFORCE THE EXPECTATION



ANSWER THE QUESTION



OR ENGAGE WITH IDEAS



ENGAGE OTHERS AND CHECK FOR UNDERSTANDING

SCAFFOLDING

1 2 3 4 5



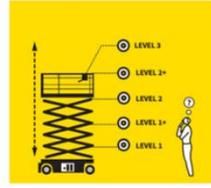
MAP OUT THE COMPONENTS OF A TASK



PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



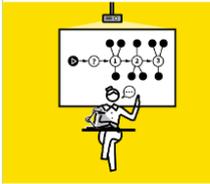
PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN

LIVE MODELLING

1 2 3 4 5



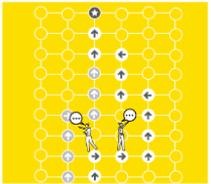
MODEL EACH STAGE STEP BY STEP



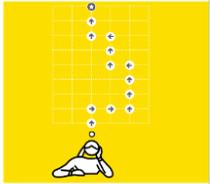
MODEL HOW YOU ORGANISE MESSY THINKING



REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK



MODEL ALTERNATIVES AND FURTHER EXAMPLES



SET TASKS TO EMULATE THE MODEL

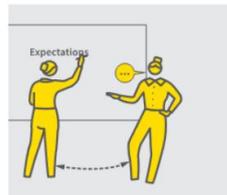
2023-24

ESTABLISH YOUR EXPECTATIONS

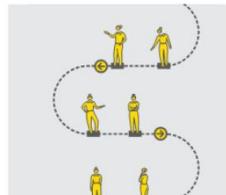
1 2 3 4 5



DECIDE YOUR EXPECTATIONS



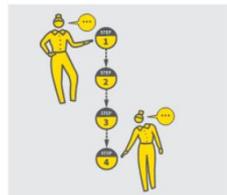
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS

POSITIVE RELATIONSHIPS

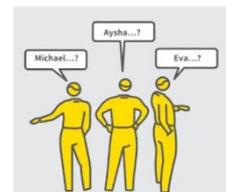
1 2 3 4 5



ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES



COMMUNICATE KINDNESS



LEARN NAMES AND USE THEM



COMBINE ASSERTIVENESS WITH WARMTH



ALWAYS BE THE ADULT

QUIZZING

1 2 3 4 5



SPECIFY THE MATERIAL IN ADVANCE



ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE



GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS



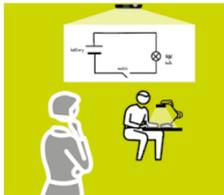
PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK



AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS

A REPERTOIRE OF RETRIEVAL ROUTINES

1 2 3 4 5



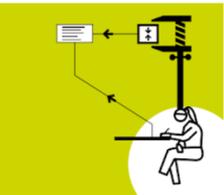
SHOW ME



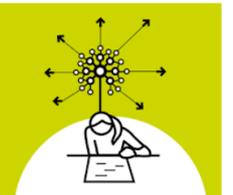
QUIZ



MAP IT



SUMMARISE



ELABORATE

SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



SIGNAL: 3-2-1 AND SHOW ME



SAMPLE STUDENT RESPONSES AND FOLLOW UP

DELIBERATE VOCABULARY DEVELOPMENT

1 2 3 4 5



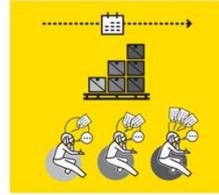
SPECIFY AND DEFINE THE WORDS



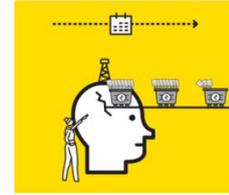
SAY THE WORDS



READ WORDS IN CONTEXT



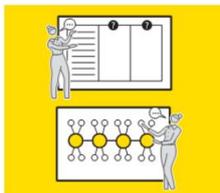
PRACTISE USING THE WORDS VERBALLY AND IN WRITING



ENGAGE IN WORD-BASED RETRIEVAL PRACTICE

USING A KNOWLEDGE ORGANISER

1 2 3 4 5



DESIGN KNOWLEDGE ORGANISERS TO BE QUIZZABLE



FOCUS ON SPECIFIC ELEMENTS



READ AND REHEARSE



CLOSE OR COVER FOR GENERATIVE RECALL



CHECK FOR ACCURACY

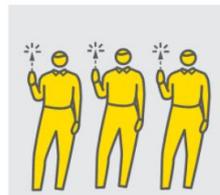
2024-25

SIGNAL, PAUSE, INSIST

1 2 3 4 5



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST