



## TEACHING & LEARNING POLICY

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Executive Head Teacher

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## OUR INTENTION

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Our fundamental principle is to provide an ambitious and engaging curriculum for all at Gorse Ride Schools. We are a school which is determined to achieve the best outcomes for our children to ensure they have all the necessary knowledge, skills and attributes needed to be successful at school and beyond. Our 'drivers' are **knowledge**, **oracy** and **values**. This document is intended to inform all members of the school community about our aims, principles and strategies for effective teaching and learning.

The impact of quality teaching and learning is the progress children make and the outcomes they achieve. At Gorse Ride Schools we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, and through our core vision of Grow, Respect and Succeed, we aim to:

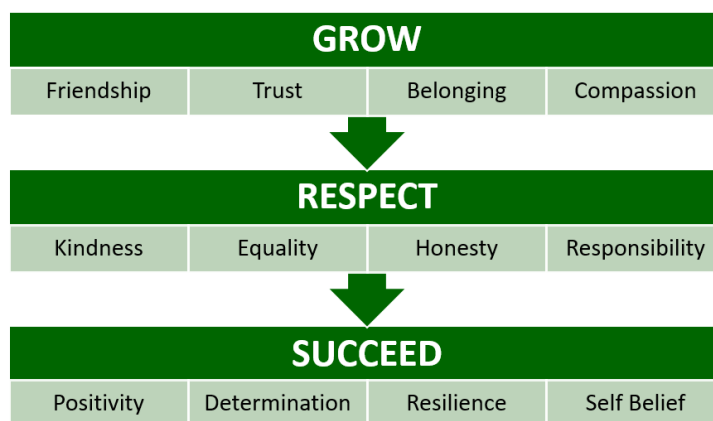
- Deliver a curriculum based on the National Curriculum with clear pathways of progression and key milestones throughout the learning journey.
- Build on children's prior knowledge and achieve deep understanding, by helping them connect new knowledge with existing knowledge so they are fluent and confident at applying their knowledge and skills.
- Provide a language rich and stimulating curriculum with 'hooks' and practical experiences to ensure high levels of engagement.
- Develop oracy and critical thinking skills through the use of enquiry-based project learning.
- Motivate children to work in a kind and collaborative school community, whereby relationships are underpinned by mutual respect.
- Provide challenge to develop children's resilience and nurture their self-esteem through appropriate scaffolds and authentic praise.
- Ensure that all children have equal access to a curriculum that supports their needs and prepares them for their next stage in learning.
- Involve parents and the wider community to enrich our curriculum and give children opportunities to celebrate success and share their learning with authentic audiences.
- Equip children with the knowledge, skills and values needed to become reliable, positive citizens who make meaningful contributions to their own community and beyond.

## CURRICULUM DRIVERS

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### Values Based Learning

At Gorse Ride Schools we are committed to a Values Based Education which is an approach to teaching that creates a strong learning environment that enhances academic attainment and develops children's social and relationship skills. Values are principles that drive behaviour. They influence actions and attitudes and become a framework for living. The learning environment is enhanced through the positive modelling of these values by staff throughout the school. We equip children with social skills and develop emotional intelligence to enable them to succeed at school and throughout their lives.



## Enquiry and Key Concepts

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. We ensure a sequenced and well-structured approach to the teaching of specific subject knowledge. Children are encouraged to develop enquiring minds through challenging questions and consideration of different views whilst demonstrating critical thinking in a respectful manner. The use of key concepts in subjects contributes to the distinctive Gorse Ride School approach. Developing these concepts helps to deepen understanding by offering opportunities to link, review and put knowledge into context (Lear 2019). Subject specific concepts have been applied where appropriate as the awareness of key concepts through a subject can help deepen learners' knowledge and understanding, for example, the concept of settlements is woven throughout our geography curriculum. Teachers guide children to see these links as they may not see them without it being explicitly taught.

## Oracy and Questioning

At Gorse Ride Schools, oracy is central to our curriculum offer. We believe that it is fundamentally central to the acts of teaching and learning. If children develop a broad and appropriate vocabulary, they are able to use their knowledge accurately and apply it successfully in their learning. Children's confidence grows through talk and learning to talk about a rich range of subject matter and for a variety of purposes and audiences.

Effective questioning is essential to high quality classroom talk, both closed and open questions play an important role. Some questions are planned for but some are responsive to what is happening in the lesson. Planned questions will:

1. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking (e.g. Bloom's Taxonomy)
3. Increase the ratio of participation and thinking of all children

Strategies used by teachers to support children's oracy skills:

Talk Partners	Created through flexible pairings which are changed regularly to facilitate a wide range of different talk opportunities with a peer.
No hands up	Use targeted questioning to ensure that all children are engaged. You should aim to ask different children throughout the lesson.
No-opt out	Ensure that "I don't know" is not an acceptable answer during questioning. Use hints, cues from other children, thinking time, think-pair-share and bounce the question before asking the original pupil to build on their answer.
Silent Signals	Children are trained to recognise a range of silent signals, which are used across the school and throughout subjects (see Appendix 1)

Stretch it	Follow up questions with further questions to stretch children, for example why and how. This ensures that children understand the theory behind their answers.
Wait time	Allow children thinking time before answering. Good practice would give children at least 3 seconds to think.
Teaching of specific vocabulary and choral response	Teachers plan for the teaching of new vocabulary across subjects and develop children's understanding of new words and terminology. Choral response involves all children saying the word or sentence together.
Adult Modelling and thinking aloud	Adults model high-quality sentence stemming and use a series of stems for questions (see Appendix 2 for examples)

## IMPLEMENTATION – CURRICULUM DELIVERY

Our curriculum delivery is based on our 'drivers' of **knowledge, oracy** and **values**. Teaching at Gorse Ride Schools is guided by Rosenshine's (2010, 2012) research-based principles of instructions to maximise the impact of teaching in the classroom (Appendix 3). From these principles we have developed agreed features of effective lessons (Appendix 4). The key expectations are:

- **Daily review:** Connections with previous learning are made by the teacher and children, usually at the beginning of the lesson.
- **Modelling:** Modelling of knowledge and skills by adults is provided for all learning and where necessary, for consolidation of new learning.
- **Small steps and guided practice:** New learning is presented in small steps, with appropriate periods of child-led practice after each step.
- **Understanding is checked via questioning:** Skilled open questioning promotes thinking and assesses learning of all children (follow up action applied where necessary to secure learning).
- **Scaffolding:** Temporary supports are used appropriately to assist children with learning and allow them to develop independence.
- **Independent pupil practice:** When answering questions or solving problems, time is given for rehearsal and reflection. Children collaborate and teach others through a range of opportunities and thus are able to demonstrate their knowledge, skills and understanding.
- **Regular review:** Children engage in regular reviews of their own learning as well as reviewing and discussing that of others.
- **Pace:** The lesson is well paced so that children are engaged and maintain positive attitudes to learning.
- **High expectations:** All adults have high expectations and foster an ethos of ambition and self-belief in the children.

### Working Memory and Cognitive Load Theory

Dylan William (2017) describe cognitive load theory as 'the single most important thing for teachers to know'. Information is processed in the working memory, where small amounts of information are stored for a very short time. The findings from this research has shaped our classroom practice:

1. **Tailor lessons according to children's existing knowledge/skills and use worked examples.**  
As the children knowledge and skill increases, teachers should provide a mix of guided instruction and problem-solving practice.
2. **Gradually increase independent problem-solving as children become more proficient.** To encourage for greater independence, teachers will gradually give children fewer scaffolds such as worked examples.

- 3. Cut out inessential information.** Children do not learn effectively when their attention is directed to inessential information. The use of silent signals, specific instructions and focus on key knowledge is essential to avoid cognitive overload.
- 4. Chunking:** Information and instructions are given in small chunks. For example, teachers present and model the initial part of a problem or activity for children to complete themselves.
- 5. Simplify complex information by presenting it both orally and visually.** Children can process complex information more easily when it is presented in both oral and visual forms. We have consistent whole school visual prompts to reduce cognitive overload and ensure consistency in approach

## Differentiation

Differentiation applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all children learn things at the same-rate – some will need more help, more time or more guidance. So that we always have the highest possible expectations of individual learners, teachers will differentiate the curriculum according to individual needs by:

- scaffolds;
- pace;
- content;
- task;
- relevance;
- resources;
- extension/challenge;
- visuals;
- autonomy;
- outcome;
- teacher/adult support

## PLANNING

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Good planning is essential to effective teaching and learning. Teachers will flexibly adjust planning as a result of the formative and summative assessments. This ensures that teachers are tailoring lessons in response to the needs of the children. We reflect and adapt our teaching practice in light of statutory expectations, schemes adopted by the school and recent research.

**The National Curriculum and Early Years Foundation Stage Statutory Framework** is used as the basis for all planning. Some areas are supported by schemes of work (See Appendix 5)

**Medium Term** plans which show objectives and key concepts for every subject for each year group. Key enquiry planning documents are used for the foundation subjects whereby a key question is used to scaffold a series of lessons. EYFS use the Development Matters document and Early Years Profile to guide next steps for children's learning.

**Short Term** plans are the final part of the cycle. Teachers plan a sequence of lessons to provide specific learning and outcomes for sessions. Assessment opportunities are planned for and provide the formative evidence for future planning.

**Experiences, trips and visits** are planned and used to enhance the curriculum. These provide an array of benefits to children's education. These have the most impact when children are well-prepared with the knowledge necessary to understand and appreciate the experience beforehand, and when time is given to reflect afterwards.

When planning work for children with special educational needs we use the information and targets set out in the child's Individual Provision Plan (IPP) or Educational Health Care Plan (EHCP). Please see SEND Policy.

Teachers work together to ensure lessons, experiences and trips are well planned and meet the curriculum objectives and children's needs. For successful collaboration with colleagues, it is vital that resources are shared and tasks delegated and completed in a reasonable time to allow colleagues to evaluate and if necessary, make amendments to suit the children in their class.

## **CELEBRATIONS AND HOME LEARNING**

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Involving parents and the wider community to enrich our curriculum is vital to give children opportunities to celebrate success and share their learning with authentic audiences. These experiences give the children a real purpose for the learning of new skills and knowledge developed throughout a project. It is key that the experiences remain focused on the learning process and objectives to avoid it becoming a meaningless activity-led task. These celebrations can be varied from sharing work at assemblies, with another class or presenting to parents or the wider community. Home learning will vary depending year group but overall classes send out weekly reading, maths, and learning related to the wider curriculum.

## **ASSESSMENT AND IMPACT**

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Thorough and accurate assessment and evaluation underpins high quality of teaching and learning. In conjunction with this policy please also read the Feedback and Marking Policy and the Assessment Policy.

Assessment is used to monitor progress and support learning, celebrate the achievement of children and guide future planning. Assessment ensures teaching and curriculum development meets the needs of the children and statutory requirements.

Teachers use both regular summative assessments, including formal statutory assessments and ongoing formative assessment to guide their practise. This ongoing assessment is facilitated by our methods of curriculum delivery such as starting a lesson from the children's previous point of learning, checking understanding via well thought out questioning and challenge and regular review of learning with children.

## **Effective Working with Learning Support/Teaching Assistants**

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Learning Support/Teaching Assistants are informed by the class teacher of the specific needs of children and planning in order to understand the role they are to carry out. They are given clear and explicit instructions as to the concepts, facts and information being taught and the intended learning outcomes. The class teacher has overall responsibility for marking and progress for all children in their class.

## **Bibliography**

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William, D (2017) Embedded Formative Assessment: Strategies for classroom assessment that drives student engagement and learning.

Lear, J (2019) The Monkey Proof Box. Independent Thinking Press.

Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, Spring 2012.

## Appendix 1: Silent Signals

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We need children's minds to be free to learn. Routines reduce 'teacher talk' and set clear expectations regarding behaviour across the school. Routines must be practised until they become second nature to both staff and children.

**Stop sign:** Hold hand in the air -children raise one hand in response and look at you attentively. Staff use this signal to stop children in a calm manner, ready for what's next.

**My turn, your turn (MTYT):** My turn - gesture towards yourself with one or two hands. Your turn – gesture towards the children with one or two open palms. Staff use this signal when you want the children to repeat something after you.

**Talk to your partner (TYP):** Hold both hands pointing forward as if they are two open gates. Close the gates when you have finished asking the question and want them to talk to their partner (avoid saying 'turn to your partner').

**1, 2, 3:** For example; from carpet to tables, hold up 1 finger for children to stand. 2 fingers for children to walk and stand behind chair. 3 fingers for sit down and prepare to work. Staff use this signal for children to move quietly and quickly from one place to another.



It can't be ...  
because ...

I noticed that...

It must be ...  
because ...

This is true here  
because ...

If ... then ...

I wonder  
whether ...

This is different  
because ...

I already know  
that ... so ...

This is the same  
because ...

I know that ...  
because ...

I think that ...  
because ...

This is always  
true because ...

**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**



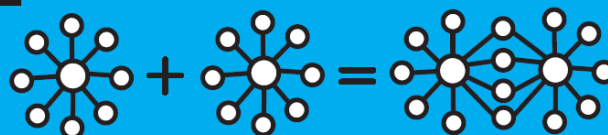
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**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**



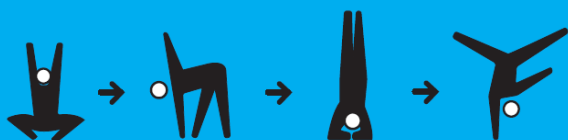
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**



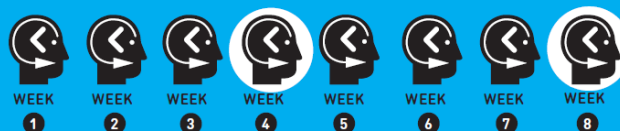
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**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.

## Gorse Ride Schools Teaching and Learning Observation Record

<b>Name of Teacher:</b>	<b>Class:</b>	<b>Date:</b>
<b>Subject:</b>	<b>Observer:</b>	<b>Observation Focus:</b>

<p><b>How does the teacher explain the knowledge and concepts to the pupils in the class?</b>                  There is a short review and recap of previous learning?                  Are the pupils encountering new knowledge, skills or concepts?                  How does the teacher check and extend pupils' understanding of vocabulary?                  Do misconceptions crop up and are they addressed?                  Is new learning presented in small steps?                  Do staff explain what pupils are learning rather than how they will go about completing a task?</p> <p><b>What are the successful techniques used for modelling processes and or techniques to pupils?</b>                  Is the mode of communication clear, visible and inclusive?                  Teachers are following Gorse Ride modelling processes? i.e RWI, writing process, calculation policy                  Are pupils presented with high standards of presentation?                  Can the model be replicated and extended by pupils?                  What happens to the model – can it be revisited by the pupils?</p> <p><b>Are there opportunities for pupils to practice?</b>                  Are pupils engaging in deliberate practice that improves their work and understanding?                  Do the practice activities encourage the pupils to think hard?                  How long are the pupils given to work?                  Are scaffolds being used as temporary support to assist children with learning and allow them to develop independence?</p> <p><b>How does the teacher develop oracy and use questioning throughout the lesson?</b>                  Are teachers using strategies in T&amp;L policy to enhance oracy?                  Children are engaging in regular reviews of their own learning?                  Questions are being used to check for understanding? Provoking deeper thinking? (Do pupils find the questions challenging?). Questions are being used to increase pupil participation and thinking of all children? (Who is asked and who responds?)</p>	
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<p><b>How does the teacher feedback to the pupils both in class and in their books?</b>          Is there immediate verbal feedback?          How are pupils responding to the written feedback?          How clear, specific, actionable and positive is the feedback?          Are pupils now applying earlier feedback?</p>	
<p><b>Describe the challenge given to the pupils</b>          How are pupils encouraged to think?          Do pupils have high expectations of what they can achieve?</p>	
<p><b>And</b>          What did the pupils say about the lesson (include boys/PPG/SEN)?          What are pupils able to say what they learnt and what they are now better at?          The lesson is well paced so that children are engaged and maintain positive attitudes to learning.          What will you the observer take from this lesson?</p>	

This lesson had the following STRENGTHS	DEVELOPMENT CONSIDERATIONS
Observer: Signed: Date:	
Teacher comments:	
Teacher: Signed: Date:	

### Learning Walk Checklist

	Strategies	. / x	Examples seen (doesn't always need to be filled in)
Oracy Strategies	Talk Partners		
	No hands up		
	No-opt out – don't accept 'I don't know' use hints, cues, thinking time or paired work to help the child answer the question.		
	Silent Signals		
	Stretch it – further/follow up questions		
	Wait time – allow thinking time		
	Teaching of specific vocabulary and choral response		
	Adult Modelling and thinking aloud		
Implementation	Daily review used to make connections with previous learning		
	Modelling of knowledge and skills by adults		
	Small steps/chunking of learning		
	Understanding is checked of concepts and vocabulary via questioning		
	Scaffolding - Temporary supports are used to assist children with learning		
	Independent pupil practice		
	Regular review/Feedback (children respond to feedback and reviews their own learning)		
	Lesson is well paced and children are engaged		
	High expectations of behaviour and challenge offered		
	Learning Walk Strengths		

Development Considerations
Next Steps/Actions
How and when will information/feedback be given to staff?

## Appendix 5: Schemes of Work

<i>Curriculum Area/ Subject</i>	<i>Scheme of Work</i>
Early Reading (EYFS – Yr 2)	Read Write Inc
French	Catherine Cheater
Maths	Power Maths
Religious Education	Discovery
PSHE	SCARF
Music	Charanga
PE	Get Set PE