



## The Kehelland Approach to Teaching and Learning

### **Aim:**

The aim of this policy is to ensure consistency and consider the best approach to the teaching and learning at our school. We aim to ensure all children have a predictable, routine set of structures that allow them to focus on learning rather than getting used to changes in each classroom. We aim to use current research that underpins the science of learning, brain science and memory. We aim to ensure that this research is also utilised in simple but practical ways around our school to ensure inclusivity of all children, including those with SEN.

There are many facets of what we do that help children to learn more, know more and remember more. This policy aims to address many of these factors, but is not exhaustive. It will be reviewed regularly to ensure it still meets the needs of our learners.

### **Recording Learning**

We use a combination of exercise books, floor books and Ipads/on for the children to record their learning in. We are moving towards the use of ICT to record, to ensure children are using the most up to date technologies that will prepare them for life beyond school. Children in KS2 have 1-1 iPads. In KS1/EYFS children use Ipads and laptops as needed. Ipads and laptops are used across the school intermittently, depending on what is needed.

Children have a dedicated exercise book for some subjects. A yellow Maths book, a dark blue English book and a pink Reading Journal. They also have a red RE book and a green French book. All children have an Art sketchbook.

Other subjects are recorded in one book. This is our Lighthouse Learning book. The LO in each of these lessons is colour coded so that children and staff can clearly see the learning and identify the subject. The colour code is....

Music - Purple

History -Red

Geography - Green

DT – Orange

Science - Yellow

PSHE – Pink

In Science and PSHE lessons are often very practical and collaborative. To be able to demonstrate this adequately, we use floor books. In PE we use Freeform/Padlet to record progress.

Each lesson has the learning signposted with a minimum of Date and LO. In the Lighthouse Learning books we also use the colour coded pro-forma for all work below, as an example. In Maths we have a lesson proforma that is followed.

Music	
L.O:	Date:

In Maths and English there will be at least 4 pieces of learning in books each week, unless there are trips or extra curricular activities. This is the expectation to ensure that there is a clear and strong learning journey in books. There should be evidence of each lesson in the sequence in all subjects.

There should be marking evidence in the form of the Whole Class Feedback stamp and green ink for staff or peer marking.

Presentation is of the highest standard – handwriting, using a ruler and ensuring work is set out clearly is important. Similarly in maths children should be using 1 square per digit and encouraged to do workings out on the paper next to the worksheet rather than on the worksheet itself.

Children should not doodle or fold their paper and should be encouraged to be proud of their learning and efforts. Children may write in pen or pencil, however this is at the discretion of the class teacher. Some children may need to use pencil to help them form letters correctly. Children should practise and demonstrate joined handwriting in lessons, unless they have an inclusion need which means that they need to use adapted technology or resources.

The monitoring of books takes place weekly during staff meeting times.

## LESSONS

In all our lessons we follow a set structure:

- **Feedback** of the previous learning/lesson. The first session in a sequence will be a recap of previous learning to identify any gaps.
- **Retrieval** – three questions on last topic, last term, last year in **Lighthouse learning Lessons** only to ensure children remember more of the key knowledge when we deliver lessons on a blocked basis. Although this can be done in our core subjects, as we teach this on a daily basis and retrieval happens through feedback the additional step is not mandated..
- **Fluency** of basic skills/knowledge OR a question to think about and discuss to prepare and activate brains!
- **New learning.** Teacher introduces and models explicitly the learning. Examples worked together or demonstrated.
- Children then work independently, in a group or with staff. Resources may be scaffolded and adapted to ensure all children are able to access the curriculum. Within this part of the lesson, staff live mark/peer mark or discuss learning points. Refocus learning and continue, this includes further scaffolding for those that need it and challenge in the form of the same learning in a different way. **We call this a Twist.** Staff should be focused on the children during lessons not on additional tasks.
- Staff will **assess the learning** using Plickers/Socrative/Questioning/Low stakes quiz resources. This is not an exhaustive list.
- **Fast Forward.** Staff will feedback to children about their learning and assess how well the lesson has gone. Teachers will congratulate success, highlight misconceptions and link this to the next step in their learning, which is the next lesson.

## ENVIRONMENT

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous.

Haim Ginott

Staff interactions with children are absolutely central to our approach. Staff are in the playground to welcome children and in the classroom to welcome children. The staff are on a rota for gate duty, and TA’s are in class at 8:30 to ensure all children feel loved and safe. Staff are in class during learning time and teacher input. Staff follow and embody our Relational policy and this should be read in conjunction with this document. We have high expectations of staff and children. Our staff are inclusive, compassionate, caring yet firm in their approach with children. Staff are always focused on the children and in classrooms during learning time.

Research has shown that the classroom, and school environment as a whole, is important in ensuring children learn well. It is important that the classroom is uncluttered, tidy and predictable. Display boards should be calm so as to ensure visual stress is kept to minimum. We use the same backing paper, border and lettering. Children find that the boards in each class are alike, so that regardless of their progression through the school, they find the environment similar enough to continue learning at a good rate in each class. Some display boards are for displaying and celebrating the children's learning and achievements. Some displays are to aid in learning and used as working walls.

As a guide our displays and working walls in class to aid learning may have:

English: spelling this for the week, word of the day, spelling errors in our learning this week, key grammar concepts, examples of what a good one looks like, challenge activities, learning map/ sequence and key vocabulary for the unit.

Maths: key vocabulary, learning sequence, challenge activities, what a good one looks like, key knowledge relevant to the unit.

Other curriculum subjects should all have a focus on key vocabulary, what a good one looks like as needed, and an explanation of the sequence of learning.

Classroom furniture should be in a predictable place each day. If it is moved to aid flexibility in learning spaces, it should be returned after use. It is important that classrooms and all areas of the school should be kept tidy, organised and orderly and this is the responsibility of all staff.

Our key values and motto should be displayed in each classroom for children to see they should be referred to when discussing behaviour choices, and in behaviour for learning. All staff will observe this.

## **Assessment**

Assessment is central to learning. It should be happening all of the time to aid planning and ensure gaps are closed/ accelerate progress. It is part of quality first teaching. Teachers as professionals are able to use many different techniques to assess learning. The approaches we use are below, however this is not an exhaustive list.

- Whole class feedback
- Plickers/Socrative
- Questioning
- Low Stakes Quizzing
- Retrieval sessions
- Standardised scores and termly assessments using NFER and SATS materials.
- Teachers termly foundation subject teacher assessment grid. Teacher assessments are based on interactions and discussions with the pupil and observations in lessons alongside formal assessments.

## **Monitoring**

Workload in a small school such as ours has to be a consideration of our approach. In monitoring and driving our subjects forward, our teaching staff have allocated subjects as shown in our Subject Leadership document. Staff are given time to carry out their duties with regard to this. Core subjects have an hour a week, and other subjects have half a day per half term. Teachers are expected to diary this time and arrange cover with classroom staff, or speak with the SLT who may arrange cover if other staff are needed.

All monitoring is planned out across the year and a proforma is used. These documents and other subject leadership documents are stored online, in the subject folder in our staff shared network location.

Subject leads use a scheme to help support their delivery of their subject. They will use resources to establish a rolling programme, a progression and sequence for all units. They will monitor lessons and paperwork to ensure our teaching and learning is of a high standard.