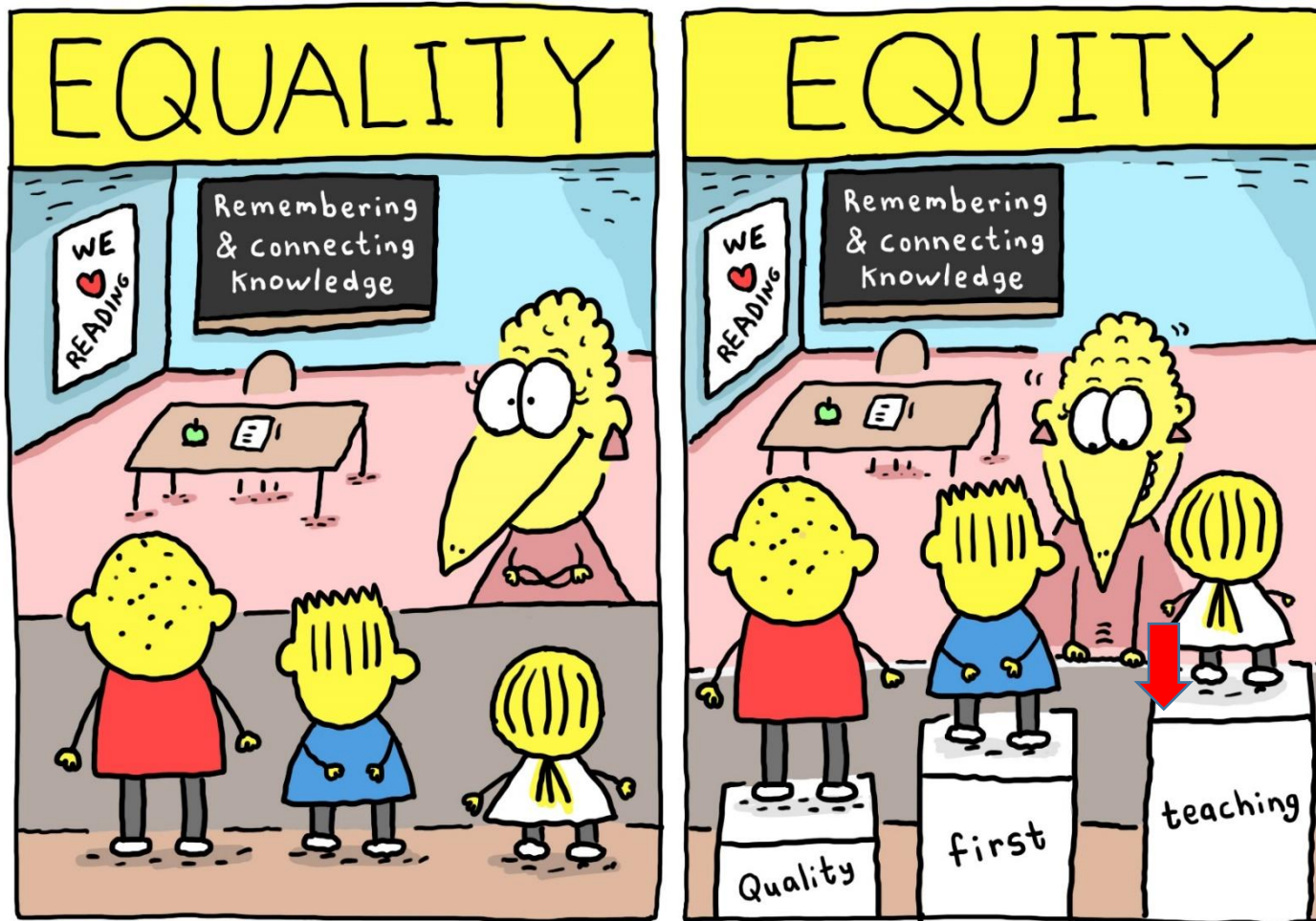


Collis Primary School

Teaching and Learning - Implementation – Refined in October 2024

Our aim is always the same: to encourage the pupils to be the best they can be, to teach them to the best of our ability, to ensure that they learn in an environment in which they feel safe and supported.



Key Principles Underpinning the Teaching and Learning Policy at Collis School

IMPLEMENTATION - The Teaching



- 1 We will foster a growth mindset, healthy praise, strong relationships, pupil wellbeing and resilience (EQ).
- 2 We will make the learning clear by introducing a sequenced learning objective; sharing key vocabulary and prioritising knowledge, skills and reading.
- 3 We will use adaptive teaching strategies to promote equity; this includes providing scaffold to the SEND pupils while stretching the higher attaining pupils.
- 4 Our taught strategies will include the Building Learning Power Skills (BLP) and The Learning Pit (challenge).
- 5 We use a range of Assessment for Learning strategies (AFL) to check pupils' understanding while ensuring every child is ready to contribute to every lesson - no passengers at Collis. As teachers, we will utilise 100% engagement strategies to keep pupils engaged and motivated.
- 6 We have created our own Collis Teaching Standards, ensuring high standards and consistency across our school.
- 7 We will provide learning models, so that pupils can see a step-by-step process - e.g. watch me/help me/show me.
- 8 As teachers, we will utilise the research on memory, learning and teacher instruction. We will focus on five memory strategies: Think about it, Forgetting curve, Spaced retrieval, Cognitive overload and Schemas (linking prior knowledge).
- 9 We have high expectations of behaviour for learning, ensuring any low-level disruption is addressed.
- 10 We provide exceptional CPD - with a focus on the best speakers and latest research, enabling our teachers to get even better while being equipped to address misconceptions and increase everyone's subject knowledge - thus maximising learning.

Ten Key Points of our Teaching and Learning Policy:

All Children Knowing All (Knowing more remember more) ...Why This?...Why Now?...What Next?

- 1, **Relationships, pupil wellbeing & resilience (EQ) and a growth mindset.**- Happy and motivated children learn better. Our strategies include caring staff with positive relations with pupils and parents /Zones of regulation /morning PSHE routine/wellbeing room/well-being teacher/PSHE programme called Jigsaw. We have high expectations for all – if you practise you can improve.
- 2, **Clear Curriculum Intent and Knowledge**
- 3, **Cultural Capital and Diversity** - the essential knowledge and vocabulary that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement for life in modern Britain, while offering racial and cultural diversity understanding outside of the *Collis Bubble*.
<https://www.collis.richmond.sch.uk/cultural-capital-vocabulary-diversity/>
- 4, **Taught Strategies (Building Learning Power BLP)**
Weekly learning muscle to support growth mind-set and dealing with being stuck
- 5, **Help to improve (Assessment for Learning AFL)** Assessment is the bridge between Teaching and Learning. By constantly adapting and making adjustments to the teaching based on the pupils responses helps us to keep the learning on track. This is how we test that what has been taught, has been learned.
- 6, **100% Engagement of pupils** – Active pupils
- 7, **Modelling** – Watch me/help me/show me
- 8, **Memory and progress with clear end points.** Re-capping / REVISIT / REVISIT/ REVISIT / Knowing More, Remembering More
Learning = Moving learning from short term memory to the long term memory
We have selected four key aspects of memory at Collis:
 - a. You need to **think about it** to remember it
 - b. **Forgetting Curve** – we forget things as soon as we hear them - so we regularly need to revisit things with planned gaps between each revisit.
 - c. **Cognitive overload** – the working memory can only work with a number of things at once – we must not overload pupils with too many things (9 things maximum / 5 for the SEN pupils) otherwise we will have overload and they will not remember the learning resulting in new knowledge not being moved into the long term memory.

- d. **Schemas** - schemas are the prior knowledge. They help us know what prior knowledge the pupil needs to learn to understand a lesson. It also helps to prepare them for what is coming next. Schemas are an interconnected web of knowledge and they determine what we learn

9, SEND and Safeguarding – adaptive scaffold of learning and equity all under the umbrella of robust safeguarding.

10, Exceptional CPD – with a focus on the best speakers/phonics/reading/vocabulary/mathematics, enabling our teachers to address misconceptions. <https://www.collis.richmond.sch.uk/new-thinking-training/>

Rationale: How Collis implements our Curriculum Intent

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach them accordingly.”
David Ausubel 1968

Our Teaching and Learning Policy is the heartbeat of our learning at Collis Primary School. It sets out clear expectations within the Collis Teacher Standards (appendix 4) and provides a standard and consistent approach, ensuring equity for all our pupils.

- We put our children at the centre of their own learning in an emotionally safe and learning rich environment. We enhance pupil’s positive attitudes towards learning through developing a growth mind-set while nurturing our 5Cs and utilising the fundamental skills of Building Learning Power in resourcefulness, resilience and reflectiveness.
- We recognise the importance of making learning inclusive, meaningful, ambitious and irresistible.
- This policy aims to ensure that all children at our school are taught well-planned, relevant and language rich learning experiences that are memorable, inclusive, adaptable to ability and carefully sequenced, that lead to a consistently high level of pupil achievement.
- We believe our Collis teaching will give our pupils an advantage in preparing them for life in modern Britain.

Maximising Learning

The best available evidence indicates that great teaching is the most important lever Collis School has to improve pupil achievement. Ensuring every teacher is supported and trained in delivering high-quality teaching is essential to achieving the best outcomes for all our pupils, particularly the most disadvantaged.

It is important that we know how children learn, how they develop and remember knowledge & skills and how they can be supported to lay firm foundations for later learning.

The Collis teaching approach ensures long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies.

These are fundamental to learning and are the ‘bread and butter’ of our effective teaching.

- Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.
- Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.

Approaches such as explicit instruction, scaffolding, modelling (watch me/help me/show me) and flexible grouping are all key components of high quality teaching and learning for pupils.

Our teachers are mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. Similarly, we know that retrieval practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning.

It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using assessment to uncover them, is an important way to support pupils.

Identifying the Right End-Points – An Overview

- We make it clear what 'end-points' we are building towards (through progression grids) as a school and in each subject discipline that we teach.
- We are explicit about what our pupils need to know and need to be able to do at each stage in order to reach those end-points.
- Our end-points set all our pupils on course towards being fully prepared for the next stage of their education.
- We make explicit links between related end-points within and across subject disciplines. As well as subject-specific knowledge and skills, we also identify the research and study skills – and other cross-curricular skills – that our pupils need in order to succeed. These skills are explicitly taught and reinforced and taught consistently across all subjects where applicable.
- We ensure that the end-points of each part of our curriculum seamlessly join to the starting points of the next and so on, so that we achieve curriculum continuity and so that transitions between the various years, key stages of education are as smooth as they can be.

Overview of our Learning:

At our school, we provide a rich and emotionally intelligent learning environment that allows all children to develop their skills and abilities. Through our Quality First Teaching, we aim to:

- Powerfully address the imbalance of social disadvantage for SEND and disadvantaged pupils
- Ensure all pupils have equal access to the curriculum and learning resources
- Ensure interventions and adaptive teaching enable pupils to catch up quickly while having equal access to the teacher
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and empathy
- Promote diversity - show respect for all cultures and, in so doing, promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent, responsible and positive citizens for the 21st century
- Prepare children for the challenges of modern Britain.

Our Understanding – Successful Planning Leads to Successful Teaching and Learning

We know that children learn in many different ways, when planning our lessons we take into account the following areas:

- Curriculum Overview: The relevant year group and subject curriculum is used in planning – *why this... why now... what next?*
- Key vocabulary and sticky knowledge is outlined and connected to previous learning
- Careful use of teachers' planning time (PPA) to capture staff expertise and creativity while ensuring learning is co-planned consistently across the different classes of the year group
- Learning is scaffolded through adaptive teaching techniques for the lower ability pupils and SEN
- The pupil's prior knowledge is checked, tested, deepened
- The learning is memorable which includes planned deliberate opportunities for future spaced retrieval
- The use of additional adults is carefully planned so SEN pupils have equal access to the teacher's time
- Resources and opportunities are arranged so disadvantaged pupils are supported in becoming fluent in their knowledge and skills – this begins with phonics and reading

For **effective teaching** to take place there are a number of 'ingredients' that we feel are needed.

- A clear de-contextualised learning objective (To be able / To Know / To Understand) shared with the children both visually and auditory
- A clear link to previous and future learning
- Numerous opportunities to develop pupil's bank of vocabulary
- Absolute clarity between relevant sticky knowledge and irrelevant interesting facts
- A clear outcome to be achieved at the end of the lesson
- A review of the learning at the end of the lesson
- Appropriate challenge for all children
- Teacher modelling through effective and efficient use of 'teacher talk' time
- Good questioning and quality interaction between teacher and pupil, pupil and pupil
- Pace and enthusiasm, fun, memorable delivery/content and outcome
- Involvement of all the children with everyone ready to participate at any given moment (100% engagement & active pupils)
E.g. Learning Partners, Lolly Pop sticks, white boards and tracking the speaker.

- Excellent use of Assessment for learning with systematic checking rather than over reliance on hands-up
- Excellent behaviour management and behaviour for learning
- Opportunities for independent learning
- Effective feedback (kind/helpful/specific)
- Built in opportunities for developing resilience through challenge and being stuck (Learning Pit Appendix 2)
- Clarity in our teaching - so pupils remember the key knowledge that the curriculum intends them to learn rather than remembering the fun activities they have done.

Our Approach to Effective Teaching and Learning

- Quality First Teaching – all pupils accessing the inclusive curriculum primarily through the whole class experience
- Interventions are clear in focus (catch up or instead of) which are time limited with trained staff
- Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all our children.
- We take into account ability and any additional educational needs.
- We use a range of teacher assessment strategies to continually assess what the children have achieved and what their next steps should be.
- Lessons are planned with clear learning objectives and we evaluate all lessons so that we constantly look for opportunities to improve our teaching. Teachers plan using a medium term overview and a short-term weekly planning sheet.
- Year groups plan together in order to share good practice and provide equal opportunities to all three classes.
- Our teachers and support staff make a special effort to establish very good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school policy with regard to discipline and classroom management. We praise children for their efforts and help to build positive attitudes towards school and learning in general. We insist on good behaviour at all times. When children misbehave, we follow the guidelines for consequences as outlined in our school behaviour policy. We aim to teach in an atmosphere of trust and respect for all.
- We ensure that all tasks and activities that the children do are safe (safeguarded) and risk assessed.
- We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

- All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us make teaching and learning even better.
- Staff have responsibility for key areas of learning and support other staff to develop their skills in these areas.
- We teach daily Essential Letters and Sounds (ELS) phonics in Early Years and KS1
- We share information with parents through our newsletters and update the school website with photographs and news about school activity and learning.
- Pupil Voice in our school is very strong and we have a very active School Council, run by the head teacher, that is regularly consulted on school choices and decisions.
- We focus on set BLP (Building Learning Power) learning muscles throughout the year. These learning muscles work alongside the set objectives that we are teaching.
- Home Learning is consistently set throughout the school on a weekly basis. We encourage parent to share and support these learning experiences beyond the classroom environment.

Our Learning Environment

We believe that an environment sets the climate for learning. An exciting classroom promotes independent use of resources and high-quality work by the children. Our classrooms are learning focused environments, whereby resources are well organised and clearly labelled. Book corners are well stocked and labelled with a range of diverse fiction and non-fiction books. The children's learning is celebrated through displays that reflect their areas of learning and these are changed regularly.

We aim for our learning environment to:

- Link to key knowledge through the working wall (English/Maths/Vocabulary/Topic)
- Access for all and conducive to learning
- Be challenging, changing and not over stimulating
- Be well resourced and clearly labelled
- Make learning accessible
- Be encouraging and appreciative

- Provide for equal opportunities
- Provide for a working atmosphere
- Support the development of independent learners

The Role of Governors

Our governors evaluate, challenge, support and review the school policies on teaching and learning.

In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively, ensuring that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies with a focus on health and safety regulations
- Evaluate how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development, well-being and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-review processes. These include reports from subject leaders, the Head teacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

The Role of Parents and Carers

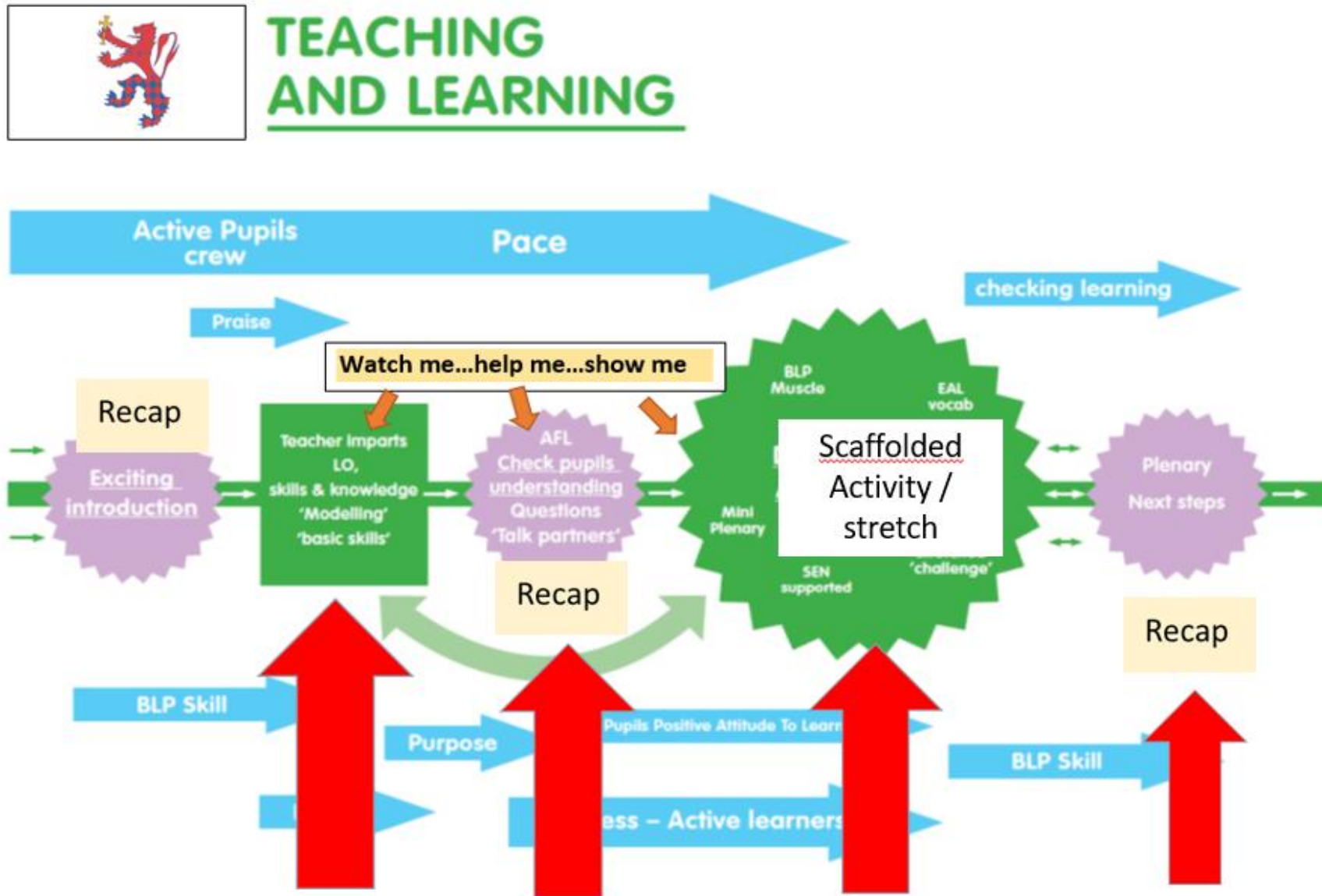
We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding parent evenings to share their child's 'next steps' and to explain our strategies for teaching key areas of the curriculum
- Report to parents in which we explain the progress made by each child and indicate how the child can improve further
- Explaining to parents how they can support their children with home learning
- We believe that parents have the responsibility to support their children and the school in implementing school policies
- Early Years – online journals shared with parents
- Maths booklets

We ask parents to:

- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general

Appendix 1: Collis Teaching and Learning structure

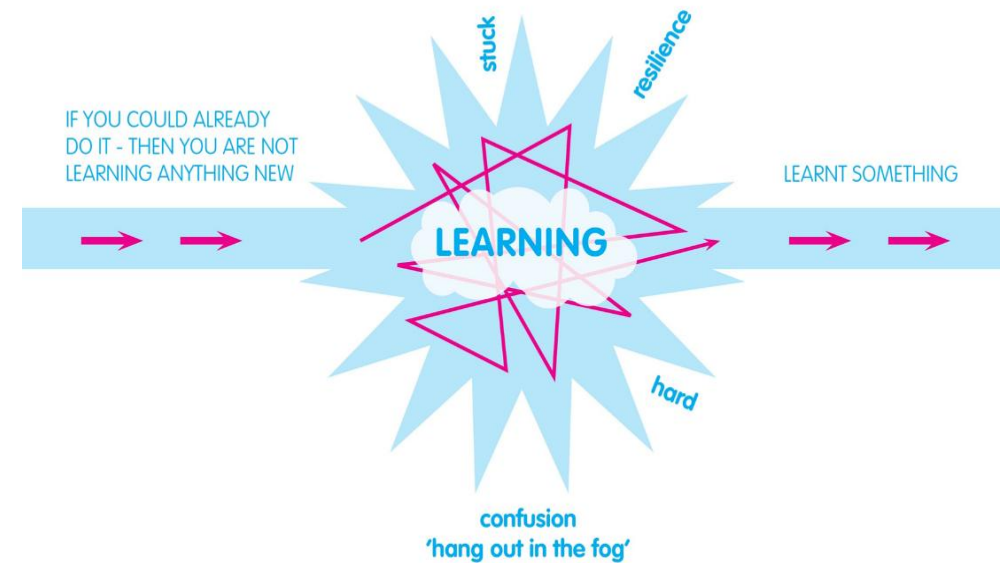
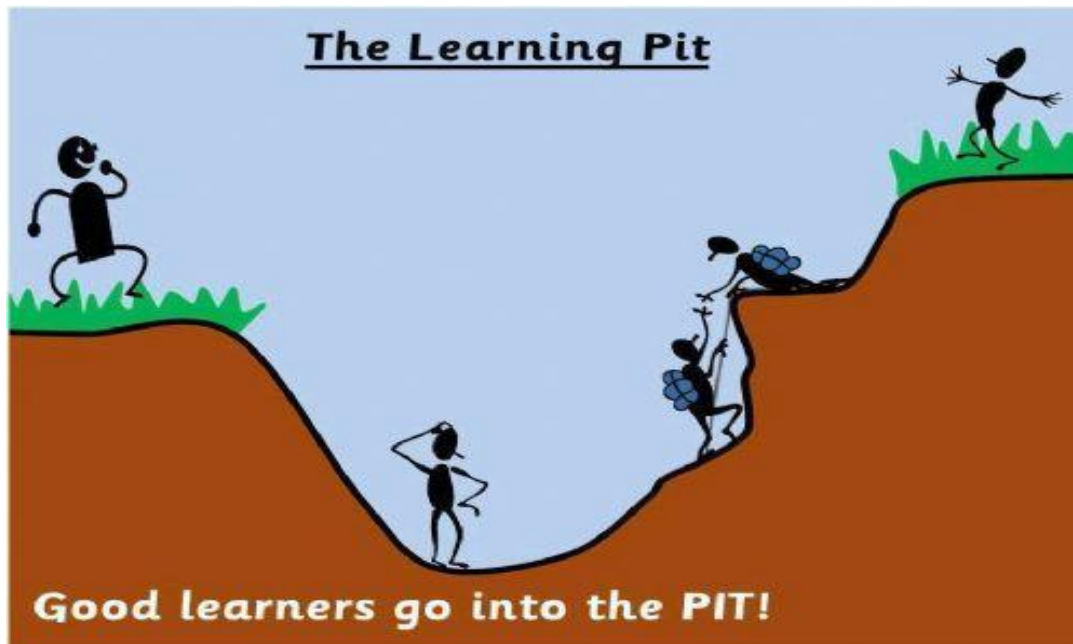


Today we are learning:

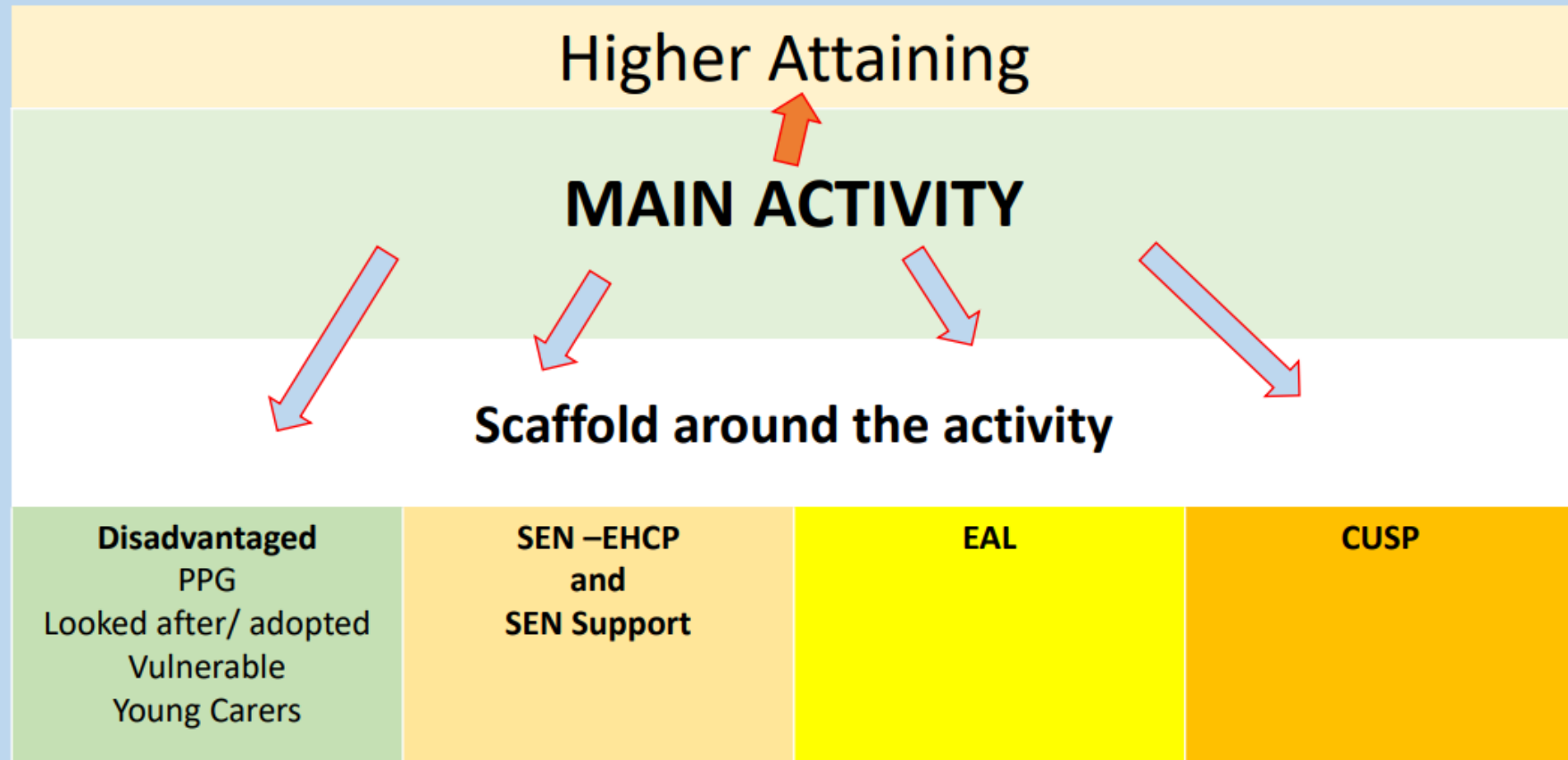
Sticky Knowledge & Skills:



Vocabulary: (Tier 2 words or sticky knowledge vocabulary)



Adaptive Teaching



Appendix 4: Collis Teacher Standards and Expectations

Part One: Teaching

These are taken from the DfE Teachers' Standards 2011 and are clarified in terms of what is expected at Collis in each area. These are the basic standards that should be met at all times by all teachers. Some aspects fall in to more than one category.

1. Set high expectations which inspire, motivate and challenge pupils

- Have an inspirational, challenging, supportive, well-organised and safe classroom environment
- Book corners should be tidy and well-organised with a mixture of inspirational suggested reading material and texts that are easily accessible and age appropriate, relevant topic books on display
- Displays - TBC for Autumn term
- Demonstrate personally the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- Clear understanding of the groups in your class, how to meet their needs and identify next steps
- Editing/self-correction/peer feedback/evidence of verbal feedback given in books where appropriate
- Range of teaching and learning strategies used – whole class/partner/solo/teacher talk
- Promote a growth mind set and help children develop resilience in their learning
- Presentation in books matches Collis expectations
- Be accountable for pupils' attainment, progress and outcomes

3. Demonstrate good subject and curriculum knowledge

- Planning demonstrates clear use of Collis subject overviews, progression grids and knowledge maps
- Work in books matches this planning
- Develop own knowledge of topics/subjects where necessary prior to teaching and be aware of any developments in the subject and curriculum areas
- Know where each unit of work fits in to the previous/next topic/year group
- Consistent and repeated use of strategies to embed sticky knowledge and vocabulary
- Correct use of standard English (spoken and written) at all times during teaching and evidence of this being promoted in books in all subjects
- Clear understanding of strategies for teaching early mathematics (where relevant) demonstrated in planning and during lessons
- Clear understanding of early synthetic phonic teaching (where relevant) demonstrated in planning and during lessons

4. Plan and teach well-structured lessons

- Medium term plans lesson outlines on Collis format and resources for foundation subjects in place by first week of each half term i.e. objective and main activity
- Weekly plans on Collis format and resources complete by agreed year group deadline
- Effective use of lesson time – timetables carefully planned and adhered to as closely as possible through appropriate planning, effective time management and pace of delivery during lessons
- Morning Starter used effectively to develop/revisit learning for short, focussed period– should be planned across the year group and consistent in all classes
- Key questions evident in planning
- AFL feedback planned
- Explicit planning of vocabulary
- Explicit planning of revisiting prior learning throughout topics
- Planning is detailed enough so anyone could teach from it
- Units of work planned (in outline) as a whole (not week at a time or individual lessons)
- Set homework and other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas

5. Adapt teaching to respond to the strengths and needs of all pupils

- Clear differentiation for both challenge and support evident in planning, books and classroom practice
- Effective use of support staff in lessons to support or extend learning
- Evidence of SEN children working on individual targets from Support Plans (through discussion with teacher/support staff/tick lists/discussion with pupils)
- Appropriate support planned and delivered for EAL children new to the country where necessary (e.g. 1:1/group support/word banks/use of Google translate etc.)

6. Make accurate and productive use of assessment

- Use formative and summative assessment to secure progress
- Range of AfL strategies used and acted upon to amend lesson/future planning as necessary
- Know your target children for challenge (GDS) and support (borderline EXS) in class (this will be more relevant next year when we will set targets for all year groups as per Y2 and Y6)
- Evidence of school marking policy being used correctly (teacher marking, peer editing, self-editing)
- Knowledge of PPG children in class and any individual targets/support needed
- Evidence that interventions/support for target children is being delivered as planned (e.g. differentiated work in books, adult support (CT and TA) in class, differentiated resources for planning, tick list showing intervention/1:1 has taken place)

- Be familiar with statutory tests in your year group and take shared responsibility for delivering these

7. Manage behaviour effectively to ensure a good and safe learning environment

- Collis 4Bs clearly displayed and thoroughly embedded with the children
- Class reward system is clearly displayed and used consistently
- Use of a range of positive behaviour strategies and verbal feedback
- All staff promote appropriate, polite and respectful behaviour at all times across the school
- Behaviour sanctions and behaviour plans used when necessary according to behaviour policy
- Significant incidents registered on CPOMS according to behaviour policy, ensuring parents and relevant staff members are informed
- Transitions managed effectively and consistently as agreed for your year group

8. Fulfil wider professional responsibilities

- Complete allocated year group planning and tasks to the required standard by the deadline set
- Take equal responsibility for year group tasks and outcomes
- Take responsibility for improving own teaching through appropriate co-planning, lesson observations and ongoing CPD
- Ask for support and advice where needed
- Be open to positive, constructive feedback and act on this
- Demonstrate effective professional relationships with colleagues
- Make a positive contribution to the wider life of the school (e.g. leading subject area, mentoring/supporting colleagues, promoting behaviour policy)
- Communicate effectively and appropriately with staff, SLT and pupils
- Make effective use of support staff
- Communicate effectively with parents

Part Two: Personal and Professional Conduct

This is taken directly from the DfE Teachers' Standards. These will not be monitored during drop ins but form part of our general expectations and standards and are therefore attached for your information

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

