



Document title	Teaching and Learning Policy
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1		Rachel Farage	
2	March 23	Rachel Farage	<ul style="list-style-type: none">• P3 added definition of Mastery• P3 Image added,• P4: approach developed from 'six key principles of outstanding teaching and learning' to 'Rosenshine for Mastery' (in line with Trust-wide focus).• P4- Crucial learning section added• P4- removed 'Feedback' section as there is a separate Feedback policy.• P5- added first three bullet points in 'As a result of effective teaching and learning pupils should...' about Crucial Learning and retrieval of learning.

Our Teaching and Learning Policy aims to ensure that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a Trust-wide approach to teaching and learning in our school, we are aiming towards:

Mastery- ensuring a culture of success for all

Our approach to teaching and learning aims to:

- provide consistency of teaching and learning across the school.
- enable teachers to teach as effectively as possible.
- enable children to learn as efficiently as possible.
- give children the knowledge and skills they require to become effective lifelong learners.
- provide an inclusive education for all children.
- enable everyone to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

Through our planning, delivery, creative use of resources and personnel, professional development and training, we always aim to make teaching and learning at Frimley Church of England School outstanding.



Teaching is planned to ensure that no one is left behind and that all learners can do their best. Through the 10 Rosenshine principles (alongside the development of relationships within the class, and high aspirations for all) all staff are trained to give children the best learning experiences possible in order for them to progress in all areas.

The 10 Rosenshine principles of Instruction are:

1. **Daily review (retrieval)**- to improve understanding and strengthen recall;
2. **Present new material using small steps** – reduce cognitive load by only presenting small amounts of material at a time and ensure understanding before moving on;
3. **Ask questions** – probe, probe, and probe again! Ask lots of questions (both content and process) to clarify understanding, address misconceptions and practise recall;
4. **Provide models** – tell pupils what you are doing and why, as you solve a problem; use high-quality worked examples to show specific steps;
5. **Guide student practice** – provide regular opportunities for pupils to elaborate/rephrase/summarise their understanding and guide pupils through this;
6. **Check for understanding** – probe and correct, use this to inform groupings;
7. **Obtain a high success rate** – ensure that the correct knowledge is remembered. Repeat, apply and rehearse this knowledge in order to build confidence;
8. **Provide scaffolds**– support pupils with prompts, partially completed examples, frameworks etc. Gradually withdraw as pupils master each task;
9. **Independent practice** – allow pupils to apply their consolidated knowledge to questions, problems, and tasks;
10. **Weekly and monthly review** – spaced recall consolidates knowledge into long term memory and develops retrieval and recall. Combine this with interleaving which encourages deeper thinking and improves encoding and recall still further.

Weekly CPD (Continued Professional Development) is provided in these areas by the Teaching and Learning Leader and our Advanced Practitioners for Mastery (APMs). APMs are teaching staff who work with staff coaching (using the GROWTH model) and supporting them in their own teaching and learning crafts. However these principles do not work without a firm foundation of safe and nurturing relationships within the classroom and without high expectations for behaviour for learning for all- we also provide CPD in these areas. In lesson observations relationships, behaviour for learning and the 10 Rosenshine principles are the focus and the basis for feedback.

Crucial learning

Learning is taught through stand-alone subject areas in order for progressive skills and knowledge development to take place. Learning experiences are carefully sequenced and planned in order for skills and knowledge to be developed. Within each subject *Crucial Learning* has been mapped out and is taught. *Crucial Learning* statements are the vital pieces of information or skills which need to be known or mastered in order for children to be secure in an area of learning and ready to progress to the next stage. *Crucial Learning* is rehearsed, retrieved, applied and recorded in books so that children can reflect back on it as part of the learning journey. The learning journey of *Crucial Learning* can be seen on the learning maps for each subject.

Learning behaviours

At Frimley we believe in promoting a growth mindset in all learners, where mistakes are seen as part of the learning process. If you have a growth mindset you become more resilient and are more able to take a positive attitude to challenge and in difficulties. We teach children strategies and ideas to become more resilient and to see the benefit in finding learning challenging. Children are also encouraged to be independent and to develop a responsible attitude towards their learning.

We would also expect the following as part of **effective** teaching and learning:

- Positive and safe relationships established where children feel they can contribute and with quality interactions.
- Effective discussions and prior preparation and planning resulting in purposeful teaching and learning.
- Clear links to previous and future learning.
- Pace – no wasted learning time.
- Enthusiasm from all.

- Engagement of all the children.
- Excellent behaviour management.
- Opportunities for independent and supported learning.

As a result of effective teaching and learning pupils should:

- Understand what it means to be a mathematician, geographer etc
- Know and understand *Crucial Learning* in all areas of the curriculum
- Know the importance of retrieval and be able to recall *Crucial Learning*
- Know they have succeeded
- Know how to improve their learning further
- Feel that they can do more
- Be able to explain what they have learned
- Be able to apply their learning to other situations
- Be able to teach their learning to someone else
- Feel good about themselves
- Know how they learn best

The Teaching and Learning Leader (and APMS) work alongside the pupil Learning Team to regularly review the learning at Frimley and are involved in improving and enhancing the learning experiences for all.

We share the learning experiences at Frimley with parents through our regular newsletters and on our various social media platforms.