



Quality First Teaching and Learning Policy

'Learn, Love and Flourish with God'



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| Policy Author | J Chubb |
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We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who aspire to achieve their full potential with God.

We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated.

We 'Learn, Love and Flourish with God'.

Clapham and Patching CofE Primary School

Quality First Teaching and Learning Policy

Statement of Intent

With high expectations for all our children, we have created a broad, balanced and inclusive curriculum that centres around our unique school context. In 2023, to reflect the growing pupil numbers in the school and the opening of a third class, a new curriculum was designed to move from a four year rolling curriculum cycle to a two year rolling cycle.

Our Quality First Teaching and Learning Policy has been written using evidence informed research. As a school community, we strive to continuously improve the quality of teaching and learning for all our groups of learners. We actively plan and reflect on, adapt, refine and improve our quality first teaching and learning and pedagogy through continuing professional development opportunities, monitoring, coaching and external validation.

Principles

The school's model for quality first teaching presents as a simple narrative and is based on the four broad principles of the EEF 'Great Teaching Toolkit' [which can be found here](#). These four areas have then been developed further to include aspects of Rosenshine's Principles of Instruction to inform the school's expectations for quality first teaching and learning.

1. Great teachers understand the content they are teaching and how it is learnt
2. Great teachers create a supportive environment for learning
3. Great teachers manage the classroom to maximise opportunity to learn
4. Great teachers present content, activities and interaction that activate their students' thinking

Alongside these key principles, our curriculum offers planned opportunities for first hand / experiential learning across all key stages. Research suggests that this pedagogical approach can greatly benefit, improve engagement and raise attainment, particularly for vulnerable pupils, and our large proportion of pupils with SEND, (Ranken et al., 2023).

<https://my.chartered.college/research-hub/experiential-learning-for-children-aged-4-14/>

1. Understanding the content

All adults will ensure they have:

- Deep, fluent knowledge and flexible understanding of the content they are teaching
- Secure knowledge of subject sequencing. For example, revisiting and building on previous knowledge and making links across the curriculum
- Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and representations/analogies/ examples for the ideas they are teaching
- Knowledge of common pupil strategies, misconceptions and sticking points in relation to the content they are teaching
- Carefully planned and well resourced lessons to embed pupils disciplinary and substantive knowledge through first hand and experiential learning opportunities

2. Creating a supportive environment

All adults will ensure they:

- Effectively promote interactions and relationships with all pupils that are based on the school vision and values; being sensitive to the individual needs, emotions of all groups of children regardless of their background and starting points
- Consistently promote a positive climate of pupil relationships; living out the school values of respect, resilience, integrity, community and excellence across the whole school day
- Drive pupils motivation through recognising and celebrating efforts, competence and independence across the whole curriculum
- Create a climate of high expectations, with high challenge and high trust, so children feel it is okay to have a go; encouraging them to attribute their success or failure to things they can change for all groups of learners

3. Maximising Opportunity to Learn

All adults will ensure they:

- Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so pupils understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- Ensure all areas of the classroom / learning environment are organised, tidy, and well resourced and respected.

- Are consistently explicit when applying rules, expectations, praise and consequences, relating these back to the school vision and values
- Through positive relationships and awareness of individual needs, anticipate and respond to potential negative pupil behaviours (see list of pupil reasonable adjustments)

4. Activating Hard Thinking

All adults will ensure:

- **Structuring:** Lessons are sequenced, learning objectives visible, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to most, but gradually removed so that all pupils succeed at the required level
- **Explaining:** presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and reactivating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- **Questioning:** using questions and conversations to promote deeper, connected and flexible thinking among pupils (e.g., 'Why?', 'What if?', etc.); using high order questioning to elicit pupil thinking; encouraging responses from all pupils; using responses to assess evidence of teaching and learning, adapt teaching and challenge
- **Interacting:** responding to feedback from pupils about their thinking/ knowledge/understanding; giving pupils actionable feedback to guide their learning
- **Embedding:** giving pupils tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is regularly reviewed/revisited to prevent forgetting
- **Activating:** helping children to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as they gain in confidence as learners, and develop their knowledge and expertise

These four areas have then been developed further to include key aspects of [Rosenshine's Principles of Instruction](#) which provide a toolkit and can be referred as a model for Quality First Teaching and learning across the school and all areas of the curriculum. See below.

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|  <h2 style="text-align: center;">Quality First Teaching and Learning Toolkit</h2> | <p>1. Plan Precisely </p> <ul style="list-style-type: none"> • Build on previously taught knowledge concepts, strengthening schema • Knowledge and vocabulary • Progressively sequenced learning journey for each subject - cumulative sequence of lessons • Clear learning objectives and measurable success criteria in core and foundation subject lessons • Pre-empt and plan for possible misconceptions • Plan learning environments to support and scaffold learning | <p>2. Retrieve Regularly </p> <ul style="list-style-type: none"> • Every lesson begins with retrieval practise of relevant previously taught material to reduce cognitive load - Daily review • Priming - preparing the children to remember through structured discussions • Low stakes quizzes through cumulative quizzing / Little and Often checks / Just two things / Word Paths • Remembering should be effortless and assist with the transference of knowledge from the working memory to the long-term memory | <p>3. Explain Explicitly </p> <ul style="list-style-type: none"> • Expert subject knowledge • Clear and accurate explanations • Information delivered in small steps • Provide worked examples - full or partial • Use of models / manipulatives • Metacognitive modelling - thought process to strengthen pupil schema and cognitive load • Guided practice - 'I', 'we', 'you' approach • Provide scaffolds for difficult tasks • Talk Agenda - structured questioning - think, Pair, share, share and say it again better • Explain, Example, Attempt |
| <p>4. Practice Purposefully </p> <ul style="list-style-type: none"> • Independent practice and application • Repeat to increase fluency • Metacognition - encourage pupils to explain their thought processes • Task design generates learning | <p>5. Assess Accurately </p> <ul style="list-style-type: none"> • Forensic in-depth gap analysis of summative assessments • Identify common errors and reteach • Ask lots of questions to check pupil understanding | <p>6. Review and Reflect </p> <ul style="list-style-type: none"> • Discuss teaching practices and pedagogy with peers • Participate in quality CPD in school and Professional Learning Communities • Instructional coaching • Observe best practice of other teaching in and out of own school setting • Update knowledge and engage in latest research | <p>7. Evaluate Effectiveness </p> <ul style="list-style-type: none"> • Monitor approaches and act on feedback to enhance quality first teaching methods • Discuss what's working and what isn't • Make changes when necessary • Always do what is best for the children at C&P |

