



# Teaching & Learning

Principles

Pennoweth Primary



## **The Pennoweth DNA**

All of our actions in school are informed by the guiding principles that form the Pennoweth 'DNA'. Each strand states a key element of the framework that we believe is necessary for the school to provide the very best offer it can to children, staff, parents and the wider community. The strands are as follows:

**We are safe.**

**We feel loved.**

**We take responsibility.**

**We are always learning.**

**We are ready.**

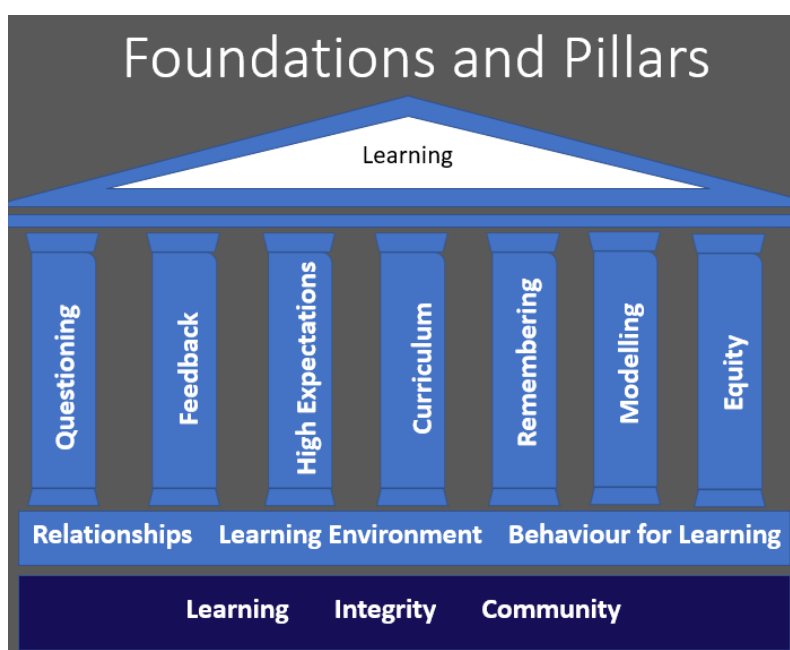
The order of the statements is deliberate. We believe that individuals need to feel that they are safe and loved before they will be effectively able to take responsibility and learn. By definition, therefore, ensuring personal safety and a sense of absolute belonging is a prerequisite to being able to move forward.

The strands also underpin our behaviour culture and are shared widely with the children with regard to their 'rights' within the school and the expectation of everyday operation for all members of our community.

## **Principles of effective teaching and learning**

In order to be able to ensure that we are incrementally improving, both as individuals and as a whole school community, an agreed framework for working within is critical. This allows a common background, and associated language, to utilise for identifying individual and collective accomplishments, strengths and next steps.

In Crofty there is no standard Teaching and Learning policy as each school is enabled to develop approaches that are tailored appropriately. However, there are several key principles that are shared by all schools. These shared principles are encapsulated by the diagram below. The full Trust principles document can be found on page 5.


















At Pennoweth we work from these agreed principles and carefully consider how to embed them within our own approach to teaching and learning.

For us, the work of Barak Rosenshine and his 'principles of instruction' provide a useful framework for identifying key elements of teaching and learning. We have taken this work, alongside work carried out by Hattie and Yates on the science of learning and considered how this can be structured within our DNA strands. The key comments from Rosenshine are clearly incorporated but our DNA structure provides a wider remit around effective teaching and learning. Utilising our absolute belief that children need to feel safe and loved in order to be in the best position for learning we have included elements regarding how the classroom environment 'feels' and the relationships that teachers have with the children in their care. We recognise that these facets of our framework take time to build and additional time to strengthen, however, we firmly believe that getting this right is as crucial as having a deep understanding of the progression of skills and knowledge and the curriculum offer.

The full overview of the different elements of teaching and learning, organised within the DNA strands, is shown overleaf. There are 3 key elements within each strand. There is no difference in 'importance' of any of the boxes shown. There is, however, the inherent recognition that feeling safe and loved will be a necessary prerequisite to highly effective learning and these elements should be built alongside the more commonly discussed areas from Rosenshine's principles that are captured within the blue, yellow and purple sections.

### **Consideration, reflection and incremental improvements**

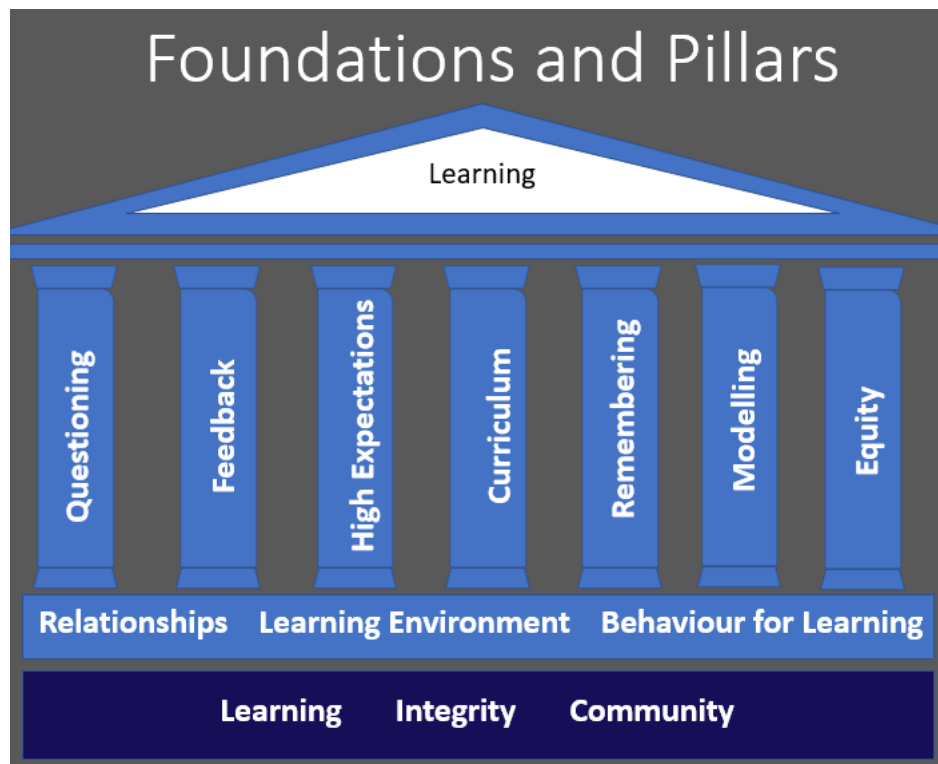
Our incremental coaching programme provides specific opportunities to reflect more deeply on aspects of the teaching and learning principles. We have mapped some of Rosenthal's 'Walkthrus' to each defined area of our teaching and learning framework. For each area there is a 'focus' walkthru but other relevant walkthrus are given as a cluster model to enable individual practitioners to explore further. The focus walkthrus are explored through our staff meeting time and follow up deliberate practise and feedback via our coaching model is undertaken on a regular cycle.

|                |   |   |  |
|----------------|---|---|--|
| Safe           | <b>Congruent Behaviour</b>  <p>Ensuring that your gestures, expressions, tone of voice and actions match what you are saying. Children are experts at recognising incongruence; incongruence leads to lack of trust.</p>   | <b>In Safe Hands</b>  <p>'Emotional leakage' whereby teachers' underlying emotions are picked up by children needs to be measured; adult mood will 'set the climate'. Children need to feel that they are safe and can trust their teacher before their brains can be open to learning.</p>  | <b>Avoiding Negative Escalations</b>  <p>Tactics like shouting may secure superficial levels of student compliance but can breed long term conflict. Compliance is not a goal. Improved relationships need to be the foundation for the classroom.</p>  |
| Loved          | <b>Belief</b>  <p>Building a genuine culture of believing that everyone can achieve and succeed</p>  | <b>Rich Social Relationships</b>  <p>Strong, positive and healthy relationships between the class members need to be built in order to entice all children into what is being taught. Mutual respect and a sense of community is important. Coercion should not be a precursor to effective classrooms.</p>                              | <b>Avoiding Empathy Gap</b>  <p>Teacher subject knowledge needs to be secure but not so secure that it creates an 'empathy gap' in which the teacher simply cannot understand why children might struggle. This doesn't mean we shouldn't admit gaps in knowledge; but should model how to find out.</p>                                |
| Responsibility | <b>Understanding Rationale</b>  <p>A deep understanding of the positioning of learning needs to underpin each lesson. Where the learning sits in the curriculum, what has come before, what will come next and the overarching schema is essential. All objectives should be part of a carefully sequenced programme.</p> | <b>Step by Step</b>  <p>The learning process should be viewed through the eyes of the child and small incremental steps should be utilised as a way of building success. Steps should build on past learning and lead the way to the next stage of learning. Children should be aware of the prior learning as points of reference.</p> | <b>Models and Scaffolds</b>  <p>Modelling, worked examples and teacher 'thinking out loud' help clarify the specific steps involved. Scaffolds can be used as temporary supports to assist learning eg cue cards and checklists.</p>   |
| Learning       | <b>Clarity of Explanation</b>  <p>Teacher knowledge needs to be secure in order to be able to explain clearly and relatively quickly with an ability to ignore irrelevant details. Guided practice should be included.</p>   | <b>Active Participation</b>  <p>Children are allowed and enabled to think about problems before answers are given. The pitch of the work is positioned to ensure that children are enabled to 'grapple' with the content with a high success rate.</p>   | <b>Questioning and Feedback for Understanding</b>  <p>Questioning should play a significant role in the lesson to ascertain children's understanding; questioning through conversation and through observing work and giving live feedback. The focus always is on ensuring that the new knowledge and practice is understood.</p>    |
| Ready          | <b>Independent Practice</b>  <p>Using the knowledge gained to work alone / without guidance, Independent practice is a necessary process for the new material / knowledge to be recalled automatically. This ensures no overloading of students' working memory.</p>   | <b>Challenge</b>  <p>Intrinsic motivation should drive children to move further with their knowledge and apply it in different situations and across different problems.</p>   | <b>Deeply Embedded</b>  <p>Application of knowledge for deeply embedded learning takes a much longer period of time. Plans for deliberate practice that can lead to mastery will form part of the plan for learning moving forward. Opportunities should be given for children to wrestle to retrieve information and then apply.</p> |

## Crofty Learning and Teaching Principles

In Crofty there is no standard Teaching and Learning Policy, headteachers work with their staff and community to develop policies which are based on sound evidence-based principles and best practice. There are however several key principles which are shared by all schools – these have formed the basis of this co-constructed document.

These shared principles underpin the Peer Review process across our schools and are the benchmark of successful practice, building on the Trust shared values of Learning, Integrity and Community.



### Foundations

#### Relationships

| When teachers:   | Children will:   |
|--|--|
| Adopt a holistic approach<br>Teach the child not the subject<br>Make the classroom a safe space to take risks<br>Model positive relationships<br>Are consistent<br>Are nurturing, emotionally warm and kind. | Feel valued and safe<br>Be confident to speak out and voice their opinions<br>Have high self esteem<br>Be resilient<br>Enjoy challenge<br>Be invested in their learning<br>Enjoy challenge<br>Build positive relationships |

In Crofty Schools you will see a calm, purposeful and happy community where attendance is high (staff and pupils). Members of the community feel valued and confident to raise questions and challenge positively.

### Behaviour for Learning

| When teachers   | Children will   |
|---|---|
| Understand the characteristics of learning/ 4R's<br>Model meta cognition<br>Engaging parents in their child's learning<br>Are passionate about life long learning | Display high levels of engagement<br>Take appropriate risks<br>Celebrate and discuss their learning at home<br>Know what to do when they don't know |

In Crofty Schools you will see children who are proud of their learning. Learners who are able to talk positively about the mistakes they have made on their learning journey, understanding that is part of the process. Learning to learn will be explicitly discussed and celebrated.

### Learning Environment

| When teachers  | Children will  |
|--|--|
| Create a culture which is calm and purposeful<br>Establish the principle of equity and understanding<br>Value every individual<br>Ensure appropriate resources are readily available to all<br>Develop learning prompts which are visually available<br>Encourage independence | Feel safe and that they belong<br>Be confident to take risks and have a go<br>Know where to look for help<br>Become more independent |

In Crofty Schools you will see children feel safe and valued as individuals within their school community. They will be confident and independent in the use of the resources available to them and not over reliant on adult support.

## Pillars

### Questioning

| When teachers   | Children will   |
|---|---|
| Use questioning to accurately and effectively assess a child's understanding<br>Adapt teaching in response to feedback from children<br>Use a variety of questioning techniques with skill and purpose<br>Demonstrate a genuine curiosity in children | Fully participate in learning<br>Make progress and feel successful<br>Understand and apply learning with increasing independence<br>Ask questions, be curious |

In Crofty Schools you will see adults who use their knowledge of what children know, understand and can do to shape learning and secure progress for children. You will see children who ask as well as answer questions, who think hard, reason and apply their learning.

### Feedback

| When teachers  | Children will   |
|--|---|
| Give insightful and timely feedback (to children or peers)<br>Give opportunities for learners to respond to feedback<br>Create opportunities for peer assessment or self-reflection<br>Link learning to success criteria | Know how to improve<br>Apply learning to new situations<br>Seek feedback<br>Reflect |

In Crofty Schools you will see children and adults responding positively to feedback and acting on it. Learners will be able to talk about how feedback has helped them to improve and are able to reflect for themselves to identify next steps.

### High Expectations

| When teachers   | Children will  |
|---|--|
| Consciously expose children to high quality language and resources<br>Expect everyone to listen, focus, be attentive and show positive attitudes<br>Model metacognition<br>Model what ambitious looks like<br>Model attitudes, learning behaviours, values and seeking to self improve. | Use high quality language<br>Positively engage, fully participate, demonstrate high levels of effort and gain the most from learning<br>Understand themselves as learners, and be proactive, adaptable, reflective learners<br>Strive to produce the best and make progress<br>Demonstrate the Trust values, learning behaviours and value learning and education. |

In Crofty Schools you will see highly engaged, motivated and active participants in learning. Adults and children will be positive, challenge themselves and feel proud of their achievements.

### Curriculum

| When teachers  | Children will   |
|--|---|
| Plan their lessons in line with the school Curriculum intent<br>Sequence learning to build on existing knowledge and support children to make links<br>Identify the small steps of learning needed to build towards the end point<br>Share the end point explicitly with children<br>Plan lessons with a clear learning outcome<br>Have a secure subject knowledge and expertise | Recall, retain and build on knowledge<br>Achieve the learning intentions<br>Achieve academic milestones<br>Make links within subjects and across their learning |

In Crofty Schools you will see children who can talk confidently about what they have learnt and the links they have made. Their work will demonstrate application of understanding. Children will be excited and confident about what they have learnt.

### Remembering

| When teachers  | Children will  |
|--|--|
| Reactivate prior learning<br>Make explicit links<br>Expand ideas<br>Tell stories<br>Understand the sequence of learning<br>Build opportunities and expectation of recall<br>Use high quality questions | Remember what they have learnt<br>Recognise links and make new ones<br>Transfer skills and knowledge<br>Be confident and curious |

In Crofty Schools you will see confident and knowledgeable learners who have a good understanding of what they have been taught. They are able to apply their learning to make new links and reasoned guesses in new contexts.

### Modelling

| When teachers  | Children will  |
|--|--|
| Provide scaffolds for learners<br>Use misconceptions positively<br>Take risks<br>Think aloud<br>Collaborate<br>Are well prepared<br>Reflect and evaluate | Be confident to try<br>Make progress quickly<br>Be eager to learn<br>Reflect and improve |

In Crofty Schools you will see dynamic classrooms where energy is learning focussed, and all children feel supported to do their best.

### **Equity**

| When teachers  | Children will   |
|--|---|
| Are inclusive<br>Understand and tailor learning to address individual needs<br>Challenge and support children to do their best | Engage positively with their learning<br>Achieve<br>Feel successful<br>Develop independence |

In Crofty Schools you will see all children actively participating in lessons as a result of the scaffolding and tailored support provided to secure success.