



# Learning and Teaching Policy

Date: September 2021

Review: September 2022



## **Introduction:**

At Pearson Primary School, we are committed to delivering high quality teaching in an inclusive, high support and high challenge environment. Through our teaching, we equip children with the necessary values, skills and knowledge to make them lifelong learners, and to be valued members of the communities in which they live.

## **Purpose of the policy:**

Learning and teaching is the core purpose of the school. It is the method through which we offer a curriculum that is broad and balanced. This policy defines Pearson Primary School's learning and teaching approach. The policy is primarily concerned with pedagogy and not curriculum content. This policy is intended to be implemented hand in hand with the Pearson Curriculum Policy.

## **Our curriculum aim is that when children leave Pearson Primary School they are:**

- Academically ready for the demands of their next stage of education.
- Highly effective at interacting with the world for the benefit of themselves and others.

## **Our Approach:**

Teaching strategies are under continual review and respond to national and international research and school-based action-research as appropriate.

Through our teaching approach we must make sure that learning moves from short term to long term memory, so that learning can be called upon to complete work of a higher cognitive demand.

## **Adaptions to learning and teaching pedagogy have been made to support children to keep up and recover following learning disruption because of COVID-19. In 2021-2022 our learning and teaching strategies are additionally characterised by:**

- further explicit teaching. A focus on direct teacher instruction rather than question led enquiry-based learning (other than where enquiry is the key learning objective for the lesson)
- providing greater scaffolds for learning so that children can access learning with greater room in the working memory to meet the cognitive demands of the task in front of them.
- flexible groupings, where adults target support within lessons, informed by diagnostic assessments.

Why do we teach the way that we do?	
<p><b>We recognise that:</b></p> <p>learning is a three-step process.</p> <p>Encoding - Where learning is held in the short-term working memory.</p> <p>Consolidation – Where we give more meaning to learning through making connections.</p> <p>Retrieval – During this process learning is updated and this enables application.</p>	<p><b>So we:</b></p> <p>make use of ‘Quick Starts’ to support the retrieval and recall of key knowledge and to help children make links within and across sequences of learning.</p> <p>carefully build challenge through sequences of learning so that children have opportunities to apply their new learning later in a sequence.</p>
<p><b>We recognise that:</b></p> <p>children need to develop a good vocabulary so that they can become competent within academic discipline.</p>	<p><b>So we:</b></p> <p>explicitly teach vocabulary in lessons and model high-quality use of language.</p>
<p><b>We recognise that:</b></p> <p>when we are learning something new, the overuse of language can create cognitive overload and become a barrier to learning.</p>	<p><b>So we:</b></p> <p>make sure to reduce our teacher talk to the very minimum when we are modelling new concepts.</p>
<p><b>We recognise that:</b></p> <p>we REMEMBER much better if the learning material has meaning.</p>	<p><b>So we:</b></p> <p>seek to provide activities that will have relevance to the children’s lives, or where this is not possible, we provide children with a knowledge organiser to support them to begin to apply this knowledge.</p>
<p><b>We recognise that:</b></p> <p>children will be more successful learners if they have access to well-chosen resources.</p>	<p><b>So we:</b></p> <p>provide resources, and quality learning environments, for children, and encourage their use with increasing independence.</p>
<p><b>We recognise that:</b></p> <p>children need to be challenged to make progress and complete work of a higher demand.</p>	<p><b>So we:</b></p> <p>provide suitably challenging tasks for all learners.</p>
<p><b>We recognise that:</b></p> <p>children will learn and remember more if we give them well-timed and specific feedback.</p>	<p><b>So we:</b></p> <p>use live marking and provide immediate feedback for work to be improved.</p>
<p><b>We recognise that:</b></p> <p>learning time is valuable and every second counts.</p>	<p><b>So we:</b></p> <p>make sure that planned activities are well-matched to achieve the learning objective.</p>
<p><b>We recognise that:</b></p> <p>children do not always learn in the way that we think they will.</p>	<p><b>So we:</b></p> <p>use low-risk, formative assessments to allow for swift changes to sequences of learning to allow for maximum progress.</p>