



Chase Lane Primary School and Nursery
Aspire. Strive. Achieve.

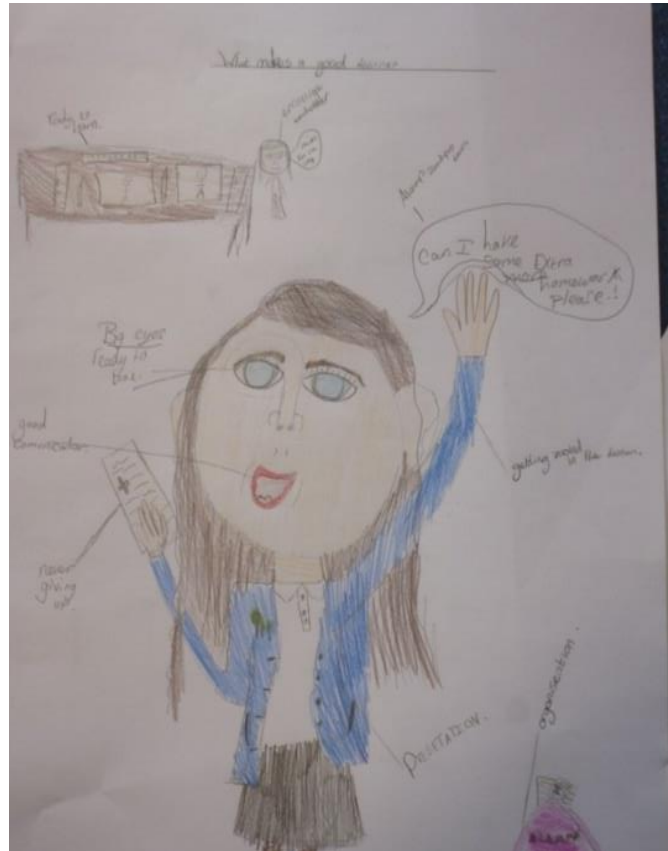
TEACHING AND LEARNING POLICY

June 2024

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

At Chase Lane a good learner . . .

- Embraces challenges
- Perseveres and overcomes obstacles
- Supports and encourages each other
- Is ready to learn
- Goes above and beyond what has been asked of them
- Presents their work with pride
- Uses what they know to solve problems



Our school learning behaviours encourages pupils to be the best they can be and make the best possible progress.

Speech, language and communication

'Speech, language and communication are central life skills. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing, so it is essential that everyone working with children and young people understands the importance of their role in supporting and developing these crucial skills.'

The Communication Framework (SLCF) Developed by The Communication Trust

Effective learning takes place when pupils develop their skills of internal (thinking through) and external (sharing with others) dialogue.

We believe that **talking** is central to learning. All lessons include planned opportunities to discuss questions, share ideas and extend thinking.

We recognise how important it is to support children's speech, language and communication development. Our curriculum is designed to promote SLC through Talk for Reading, Talk for Writing, Singapore Maths (problem solving) and planned cooperative learning activities in all subjects.

The importance of vocabulary Chris Quigley

According to Isabel Beck, in her book Bringing Words To Life, a large and rich vocabulary is not only the hallmark of an educated individual but also helps one in becoming an educated person. One of the main reasons that vocabulary facilitates learning is that it allows comprehension of the content being studied; the greater one's vocabulary, the easier one understands new content.'

At Chase Lane, we explicitly teach children tier 2 and tier 3 vocabulary.

Tier 2: words which are of high utility for mature language users and are found across various subjects, e.g. *precede*, *systematic*, and *conclude*. As these words are characteristic of written text and are used more rarely in conversation, children are less likely to learn the words independently.

Tier 3: subject or topic-specific words, such as *meander* and *photosynthesis* and are best learnt when a specific need arises.

We also recognise that reading books expands children's vocabulary, partly because books bring in topics and words that would not normally occur in everyday conversation. Conversations about the books also supports rich vocabulary development in the classroom, modelling the vocabulary within the context of the text. Quality texts are therefore used to support topics and expand pupils' learning experiences.

Cooperative Learning

Cooperative learning is an educational approach to teaching and **learning** that involves groups of pupils working together to solve a problem, complete a task, or create a product. Collaboration enables learners to understand the importance of active listening.

We use Kagan Structures to promote cooperation and communication in the classroom.

Kagan is a scientific research-based program focused on pupil engagement. Kagan actively engages all pupils, unlike some traditional teaching styles where pupils are called on one at a time to answer questions or share ideas. With the Kagan method, all pupils face each other and have a chance to share. All pupils are engaged simultaneously within just a minute or two. Pupils develop self-esteem, social skills, leadership skills, and communication skills. They become team mates while learning the curriculum, bouncing ideas off one another.

Diversity and Inclusion

Inclusive learning and teaching recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.

Michael Young writes that powerful knowledge is powerful because it provides the best understanding of the natural and social world that we have and helps us go beyond our individual experiences.

The curriculum at Chase Lane is broad and balanced and prepares our pupils for future life. We expand our pupils' experiences by teaching them 'powerful knowledge' that both reflects the community they live in as well as global diversity and the experiences of others. We therefore provide planned opportunities for children to learn about themselves, their impact on their environment and their communities and how they have been shaped by history. Our pupils are also taught about lives and cultures beyond their experiences.

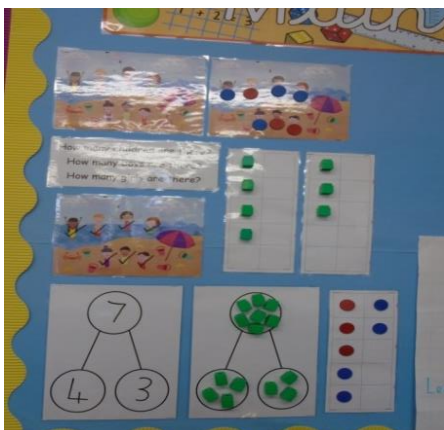
We also focus on every child's learning needs, so that we can provide inclusive learning experiences for all children at Chase Lane. Our learning environment is positive and welcoming, lessons are planned to meet the needs of all learners and the school community is respectful and nurturing to children and their families.

Without inclusive and equitable education for all, countries will not succeed in achieving gender equality and breaking the cycle of poverty that is leaving millions of children, youth and adults behind. – UNESCO

*'The goal of an inclusive classroom is to provide **all** students with an appropriate learning environment to allow each the opportunity to reach their potential. Every student can reach their full potential when they are given the opportunity, resources and teaching that suits their needs.'*

Supporting Independent Learning

Working walls, anchor charts and resources are designed by teachers and pupils across the school to support independent learning. Specific resources such as key word mats and practical resources in Maths lessons also provide pupils with useful structures and reminders which develop greater confidence to work independently.



Self-assessment and reflection

Pupils are encouraged to self assess where they are with their learning at various stages of a lesson. Being able to reflect and evaluate your own work and see where and how to improve, is an essential skill that children use throughout education and into adult life. Teaching these skills at a young age enables children to develop the ability to self-evaluate, reflect and improve their own work.

During and at the end of lessons pupils are given time to reflect on their learning and respond to the teacher verbally or in written form. We are continually working to develop the pupil's ability to indicate where they feel they need to go next/practice with their learning as part of their reflection.

Questioning and Dialogue

Learning is enhanced through the effective use of questioning.

Teachers develop understanding by:

- Using open ended questions.
- Providing wait time - pupils need time to think through their answers before responding.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.

Effective questioning is a key element of interactive teaching.

When planning questions, teachers;

- take time to frame questions in order to develop pupils' understanding;
- extend the silence after asking a question to allow pupils to think;
- discourage the practice of using 'hands up' to indicate that a pupil knows the answer and instead, expect everyone to be prepared to answer, possibly after discussion in pairs; and
- ask pupils to explain the reasons for their answers.

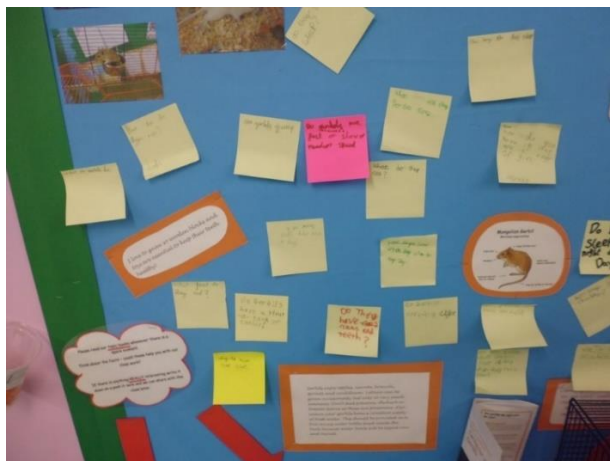
Examples of questions to provoke thinking

- Challenging and probing thinking – “What makes you think ...?”
- Offering tentative suggestions – “Have you thought about ...?”
- Focusing on key issues – “What have you decided is the main problem here?”
- Focusing on solutions – “What might you need to do now to find the solution?”
- Validating efforts and ideas – “What an interesting suggestion!”
- Encouraging consensus – “Have you discussed this with your peers?”
- Clarifying options – “So you’ve decided you could try it this way or that way ...”
- Reframing statements to help pupils consider an alternative view – “On the one hand, I hear you saying ... but on the other hand, you seem to ...”
- Seeking other opinions – “What do you think?”
- Reflecting meaning – “It sounds as though ...”

Strategies to promote effective responses

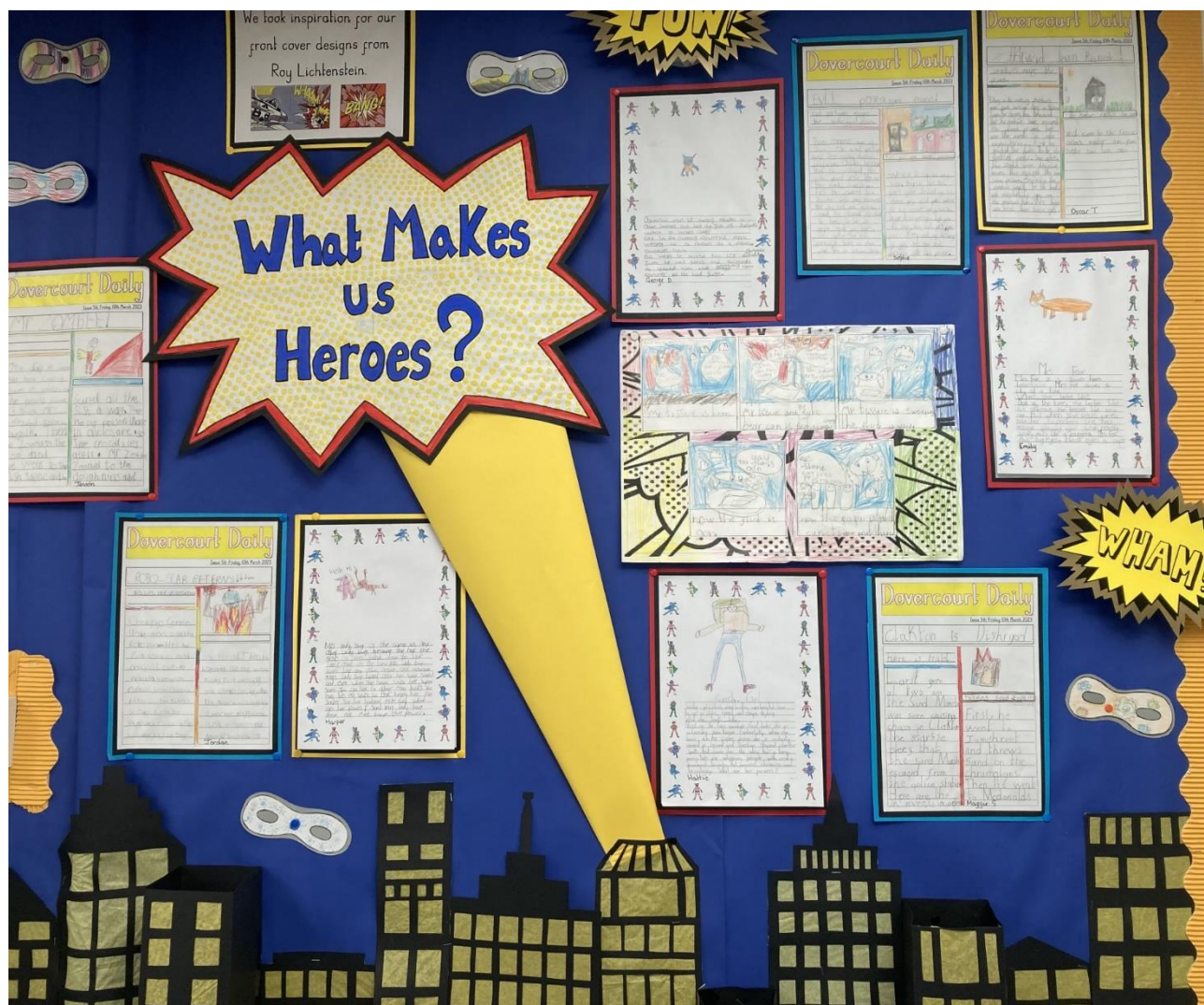
- invite other pupils to respond to something one of them has said
- allow pupils to answer one another directly;
- leave silence and allowing more time for pupils to think about an answer;
- encourage one pupil to make several responses to a question
- avoiding the habit of repeating each child's contribution.

Developing and answering questions to structure scientific enquiry



Displaying children's work

At Chase Lane we believe that valuing children's work by displaying it well, promotes intrinsic motivation. Children appreciate that their work is valued and meaningful and therefore they develop pride in their achievements. This underpins our values, to aspire, strive and achieve.



Our displays represent the standards and expectations of learning that we have.

They also reinforce the value we place on creativity, effort, quality and learning.

Our classrooms are organised spaces for learning:

- Well organised, clean and tidy
- Clear surfaces unless used for display or storage of resources
- No piles of papers
- Tables arranged so that children can learn collaboratively and can access the whiteboard and learning prompts
- Equipment stored appropriately (in middle of tables in tidy boxes etc.)
- Resources are labelled clearly and accessible for all children

Presentation

The quality of children's presentation reflects the effort and expectations of their learning and encourages children to be proud of their achievements. A commitment to high quality presentation in all areas of the curriculum encourages children to think about layout and handwriting. Promoting good presentation enables each child to be proud of their work.

Our expectations:

- Children's work is well presented at all times.
- Children are encouraged to be responsible for the presentation of their own work.
- Staff model good presentation
- All work is dated and titled
- Work sheets are kept to a minimum. Work / sheets that are stuck into children's books trimmed to the size of the page.

We use the Kinetic Letters approach to teach pupils the skill of handwriting so it becomes an automatic skill.