

# Castle Hill Primary School Teaching and Learning Policy



Reviewed on: 2021

Next Review date: 2022

Reviewed by: Headteacher

Review frequency: Annually

Our intent at Castle Hill Primary School is to define learning as: The process of **acquiring** the essential knowledge, skills, understanding and behaviours required for deep understanding for **all** pupils.

**Provision** is designed to advance understanding, gradually throughout a key stage. Lessons are not an event in themselves. They are part of the process of learning and therefore we do not expect pupils to complete learning within a lesson. Many lessons will carry on over several days, weeks or even over a whole year until a pupil is showing the required degree of understanding. Many lessons will involve multiple learning objectives, some of which may be encountered for the first time while others are being revised in a new context. Some aspects of the curriculum will be taught whilst continuous provision will be used for other aspects. Sometimes continuous provision is used to introduce concepts or skills, other times it is used to deepen them or secure retention of them. Effective provision helps pupils, over time, to make progress.

**Progress** is defined as the widening and deepening of essential knowledge, skills, understanding and behaviour. This means that pupils will experience the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding. We do not rush to introduce new content as it is important that pupils have sophisticated problems that challenge them in a wide variety of different situations first. The time scale for progress is across a key stage, not in every lesson. We understand that progress is more about 'nudging and shuffling' than 'leaping and bounding' towards goals.

Pupils are given increasingly challenging activities at each stage of development which we call 'cognitive domains'. The table below shows the cognitive domains, the type of teaching that pupils will receive in each domain and the typical nature of activities.

Pupils are assessed according to the curriculum standards for each Milestone and whether they have a Basic, Advancing or Deep understanding of them. It is expected that by the end of each Milestone, the vast majority of pupils have an advancing understanding and some will have a deep understanding.