

Castle Hill Primary School Teaching and Learning Policy



Last reviewed: February 2024

Next review date: February 2025

Reviewed by: Headteacher

Approved by: Full Governing Body

Su Broadhurst

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 advanced understanding and some will have a deep understanding.

Milestone 1			Milestone 2			Milestone 3		
Y1 & Y2			Y3 & Y4			Y5 & Y6		
Beginning	Advancing	Deep	Beginning	Advancing	Deep	Beginning	Advancing	Deep
Y1	Y2	Y2	Y3	Y4	Y4	Y5	Y6	Y6

TARGETS	NOTES FOR CPD			
Good subject and professional knowledge (knowing children and community)	<p>Does the teacher introduce the subject with the characteristics of learning? Does the teacher focus tasks on the tricks of the trade of the subject?</p> <p>Does the teacher emphasise academic and subject specific vocabulary?</p>			
Well matched activity to objective	<p>What is critical- think of cognitive load.</p> <p>Does the activity land the learning?</p>			
<p>Clear and efficient delivery:</p> <p>I do, we do, you do</p>	<p>Does the teaching style and task match the depth of understanding required in the curriculum expectations?</p> <p>How well is dual coding used to reduce cognitive load?</p>			
Connections	Does the teacher relate the lesson to concepts visited in earlier year groups? Where have we been where are we going?			
High quality discussions	Does the teacher use 'hinge' –what is critical-questions. Most effective teachers ask more questions, least effective teachers do more telling.			

<p>Systematically checking for understanding</p> <p>Probing: pose, pause, pounce, bounce</p>	<p>Does the teacher constantly focus the pupils back to the key takeaways of the lesson? One hit feedback to involve all pupils.</p> <ul style="list-style-type: none"> · Tell your partner · Summarise in two sentences · 1,2,.3 show me · Simultaneous call out · Heads down hands up · Check in -fast facts 			
<p>Milking misconceptions</p>	<p>Anticipate misconceptions in planning</p> <p>Teacher suggests misconceptions pupils may have</p> <p>Respond to pupil's misconceptions</p> <p>Address emerging misconceptions</p>			
<p>Clear feedback</p>	<p>Be clear as possible about what is right and wrong, do not leave pupils wondering</p>			
<p>Adapting activities and plans</p>	<p>Teachers respond and adapt teaching as necessary without unnecessary elaborate or individualised approaches.</p>			
<p>Spaced retrieval over time</p>	<p>Does the teacher relate today's lesson to previous lessons? People, places, events, golden threads</p>			