



# Moorlands Primary School

## Teaching and Learning Policy

Moorlands Curriculum is designed with the purpose that:

**Language + Questioning = Communication.**

**We place values education and communication at the heart of our curriculum; we nurture every child on their learning journey to become successful members of the community.**

Our vision is to be an inspiring school which has a significant role in our pupils developing into children who are academically and emotionally ready to maximise their learning and become effective citizens of a culturally enriched community.

Purpose:

- To ensure curricular decisions are driven by evidence-based research and practice
- To ensure a consistent approach to high quality teaching and learning throughout the school in order to raise standards of achievement for pupils of all abilities, including the most disadvantaged pupils and pupils with SEND or high needs through effective differentiation, support and challenge.
- To ensure pupils are emotionally ready and reflective learners.
- To ensure pupils develop positive communication skills through a wide range of mediums i.e. verbal, written, pictorial, digital, non-verbal
- To ensure pupils are able to develop and extend sound and secure knowledge and skills to apply what they know and can do with increasing fluency and independence in order to enable pupils to commit an increasing percentage of knowledge to long term memory, freeing up pupils working memory and avoid cognitive overload
- To develop pupils' schema through the teaching of specific content

### **How does learning look at Moorlands?**

Our Teaching and Learning Policy is based on Rosenshine's Principles of Instruction (2012) which are drawn from the following three sources:

1. Research in cognitive science
2. Research on the classroom practices of master teachers
3. Research on cognitive support to help pupils learn complex tasks

#### **1. Daily Review:**

Provide opportunities to review prior learning

Daily review reinforces prior learning and strengthens the connections

Desirable difficulty ensures that learning tasks which require a considerable but desirable effort, thereby improving long term performance

Aim of developing automatic recall to free up working memory for problem-solving and creativity

## **2. New Material in Small Steps:**

The curriculum is coherently planned and sequenced towards accumulating sufficient knowledge and skills for future learning

Teaching and learning is built into small steps which progressively develops upon prior knowledge and move on only when first steps are mastered

Pupils are consolidating and embedding previous skills/knowledge as well as learning something new

Subject matter is clearly presented, promoting appropriate discussion about the subject matter and teaching

This is because the working memory is small, only handling a few bits of information at once so we present new material in small steps to avoid overload

## **3. Ask Questions:**

Questions to check and deepen understanding encouraging explanation and justification

Opportunities for pupils to ask questions to teachers, each other and themselves

Questions allow teachers to assess and further understanding allowing misconceptions to be identified and addressed.

## **4. Provide Models:**

Modelled examples are provided to support learning and foster class discussion and reflection

Learning objectives ensure intended outcomes are clearly communicated and understood by all pupils

Clear and concise teacher modelling

Use a range of resources to deepen understanding, including worked examples and concrete resources.

## **5. Guide Pupil Practice:**

Provide opportunities for pupils to practice taught skills

Give pupils additional time to reflect, interpret and summarise new material in order to store it in their long term memory

All staff have an active supportive role for pupils.

## **6. Check Pupil Understanding Systematically:**

Staff use assessment for learning strategies routinely to enable them to differentiate and direct support effectively in order to meet the needs of all pupils by:

Asking questions to check pupil understanding by asking them to explain their thinking and summarise their learning

Providing opportunities for pupils to explain to each other, requiring retrieval of that information

Identifying and addressing misconceptions in pupils work through instant feedback

## **7. Obtain High Success Rate:**

Challenge opportunities are provided in all lessons to promote progression and a range of opportunities for pupils to experience, rehearse, apply and master skills

Activities are pitched at the appropriate level to challenge all pupils

Providing instant verbal feedback where possible including live marking and gap tasks which supports the revisiting of knowledge

Expectations of work presentation and behaviour for learning are consistently high

## **8. Scaffolds for Difficult Tasks:**

Temporary scaffolding to assist learning; this may be in the form of pre-teaching, sentence stems and adult support.

Modelling is provided as part of the scaffolding process.

Misconceptions are addressed as part of the learning process

Resources, e.g. concrete, visuals, vocabulary lists

Resources are well prepared, appropriately matched to support the learners and are fully utilised

### **9. Independent Practice:**

Independent practice produces confidence – a necessary process for new material to be recalled automatically

Independent practice ensures no overloading of pupils' working memory, increasing the storage strength of the information as it becomes more embedded in long term memory

Examples of independent practice include fluency starters using Maths basic skills and SPAG challenges

### **10. Weekly & Monthly Review:**

Pupils must have extensive practice in order to develop well-connected networks of ideas (schemas) in their long-term memory

Material should be adequately practiced and reviewed so that it is not easily forgotten

Regular opportunity to recall recently learned material will result in the material being embedded within long term memory. The more this happens, the easier it is to connect new material to such prior knowledge

Knowledge stored in long term memory that is organised into patterns only occupies a tiny amount of space in our limited working memory. Having larger and better connected patterns of knowledge frees up space in pupils' working memory.

## Appendix A Homework Guidelines

Additional resources accessible to pupils: Mathletics, TT Rockstars, Purple Mash

Class	Time (guide)	Weekly Task
Reception		Home Readers Phonics Links to counting
Year 1		Home Readers Number bond fluency quiz Spelling quiz Project based learning
Year 2		Home Readers Multiplication fluency quiz Spelling quiz Project based learning
Year 3		Home Readers Multiplication fluency quiz Spelling quiz Project based learning
<b>Year 4</b>		Home Readers Multiplication fluency quiz Spelling quiz Project based learning
Year 5		Home Readers CGP Maths Spelling quiz Project based learning
Year 6		Home Readers CGP Maths Spelling quiz Project based learning

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Maths/DT	Science	Geography	History	English	Book/whole school project