



Samarès School

# Teaching and Learning Policy

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## Teaching and Learning Policy

### Samares School

*UNRC Article 3: Everyone who works with children should do what is best for each child*

#### Overview

This policy provides a framework to teaching and learning at Samares School. The policy reflects Samarès School and the department for Children, Young People, Education and Skills (CYPES) commitment to supporting an evidence-based teaching profession, founded on continual professional development for all.

#### Aims

Our aim is that **all** learners, from **all** starting points and backgrounds, have access to the highest quality of learning and teaching opportunities to be the best they can be. All learners will be enabled to become confident and resilient and be able to contribute as active and responsible citizens within the Jersey Community.

Our curriculum is underpinned by the Jersey Curriculum (2014) aims and programmes of study and is broad, balance, rich and varied. The learning and teaching practice is aligned with the Jersey 2014 Curriculum, with Jersey Assessment and Moderation processes and with the Jersey School Review Framework. The Early Years Foundation Stage have a specific curriculum linking to [Development Matters](#).

We set consistently high standards and expectations for all members of every school community.

We support an evidence-based methodology, including professional development opportunities, which enable school staff to review and develop their practice throughout their careers.

Inclusion is a key driver in our school. We ensure that all pupils can access a wide and relevant curriculum. We adapt the curriculum so that it is ambitious for all learners and meets their needs. This means that all pupils, including those who are eligible for Jersey Premium, learners with special educational needs, and those who are multi-lingual learners can access the curriculum. We offer high-quality provision which enables pupils to acquire the necessary knowledge, skills attributes and attitudes to lead happy and successful lives.

We nurture and promote our core values: **determination, engagement, collaboration** and **respect**. Our ambition is that all pupils make good progress from their starting points, both academically and in their personal development to achieve the best possible outcomes. Our school rules – be respectful, be safe and be ready – support our core values.

## **Responsibilities and distribution**

The Head teacher and leaders are responsible for ensuring that their Teaching and Learning policy is updated and is reviewed and discussed regularly. Samarès School requires all staff to follow this policy.

This policy includes further information, guidance and links to both develop and maintain an engaging, pupil-centered and evidence-based approach to learning and teaching across all phases and subject areas.

## **Support for teachers and the monitoring of teaching and learning**

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The Jersey Professional Standards and Progression for Teachers (draft) reflects and builds on evidence that a teacher's effectiveness has a powerful and lasting impact on pupils' learning. Teachers can be a source of inspiration and, most importantly, provide a dependable and consistent influence on young people as they make choices about further education, work, and life.

The greatest resource at Samares School is the staff. They have the most significant impact on student learning, far outweighing any other education programme or policy.

Teachers are provided support through a variety of approaches:

- Appraisal system
- Professional and supportive discussions about teaching, which include coaching and mentoring from Senior Leaders in school
- Professional Development programme
- Formal observations and feedback

Teaching and learning is monitored throughout the year through learning walks, subject reviews, work scrutiny, planning reviews, informal and formal observations and the Jersey Review Framework (every three years).

## **Effective Teaching and Learning**

There are three components that underpin effective teaching and learning at Samarès School:

**Planning:** What is taught

**Pedagogy:** How the curriculum content is taught

**Assessment:** Check and ensure desired outcomes and measures of those outcomes.

At Samares School, we use Walk Thrus which explains the art and science of teaching in five step visual guides. Precise descriptions and engaging visuals give teachers direct access to the best techniques and this is based in evidence-informed teaching practice.

This policy is based on the headings of the CYPES Teaching and Learning Policy 2019 and is organised in areas below. Throughout the document, specific WalkThrus are referenced at each point.



1. Broad and balanced curriculum
2. Oracy, literacy, numeracy across the curriculum
3. Adaptive Teaching to scaffold and provide learning at greater depth
4. Research based practice
5. Learning to learn
6. Developing learning traits and dispositions
7. Feedback to pupils
8. Feedback to parents/carers
9. Pupil voice
10. Effective deployment of Teaching Assistants/Learning Support Assistants

### **1.A broad and balanced curriculum**

Teachers will plan to deliver a broad and balanced curriculum with high quality to pupils which has varied and engaging learning opportunities. There is a clear vision for the curriculum where it has oracy and Personal Development at the centre – aimed to equip children with the skills and understanding required to be successful in both school and the wider world. Voice 21 helps us in our delivery and development of high quality oracy teaching to enable children to **learn to talk**, and to **learn through talk**. Our curriculum extends beyond the classroom to teach children throughout the different interactions and experiences they have at school. We are passionate about enriching our Subject Curriculum through trips, visits and experiences for all children which create lasting memories and help to broaden the horizons of all pupils. [100 Things To Do Before Leaving Samares](#) shows the entitlements that all children have to experience a wide range of opportunities during their time at Samares.

Personal Development and Behaviour is deliberately planned for and another important part of our curriculum. Children are taught skills of self regulation through the [Zones of Regulation](#) and are supported to discuss their feelings and emotions through a variety of means in our provision. We follow the Jigsaw scheme of learning for PSHE, we have a full time well-being facilitator and ELSA trained staff, and work with a wide range of agencies to support the mental health and well-being of our pupils. Further information on the Zones of Regulation can be found by following the link.

Our curriculum is continued into break and lunchtimes where we have developed a space for play that is supported by a trained team of staff using [OPAL](#) – Outdoor Play and Learning. We also use local agencies such as Sportsbug to support physical activity and games at lunchtime.

There is a curriculum implementation plan to ensure a strategic improvement of the curriculum. Teachers are expected to use the long term plan, specific planning grids, time allocation and follow all guidance found on our Curriculum information page.

## **2.Oracy, literacy, numeracy across the curriculum**

Teachers will develop opportunities for pupils to develop opportunities for oracy, literacy, numeracy and reasoning to be incorporated in pupil learning and throughout the curriculum. Literacy and Numeracy have a high focus in the school. Read Write Inc is the synthetic phonics approach used, Ashley Booth reading supports reading in Year 2 and above, and Hampshire Text Drivers is our writing focus. Our Numeracy approach is Maths No Problem.

Samares School focuses on Oracy and is a Voice 21 School. Explicit teaching of oracy is at the heart of the Samares curriculum vision. Teachers are expected to use Voice 21 explicit teaching to support their pedagogy during lessons. The Oracy Framework helps teachers to assess pupils understanding in terms of physical, linguistic, cognitive and social/emotional oracy. Teachers are expected to access training on the Voice 21 Exchange where there is a huge number of resources and training available. Voice 21 Champions, a teacher from each phase, share good practice with others in the school. Pedagogical strategies are used, such as:

- Teacher talk tactics
- Student talk tactics
- Oracy groupings
- Oracy protocol
- Concept cartoon
- Listening Ladder

Click [here](#) to read our document of Walkthrus linked specifically to Oracy.

A progression map of taught oracy skills is used across the school and can be viewed here:

Samares Oracy Progression Document 2023.pdf

Oracy Expectations for teachers can be found here: [Voice21 Expectations.pdf](#)

## **3.Adaptive teaching to scaffold and provide learning at greater depth**

Teachers will employ a number of strategies to both scaffold and provide learning in greater depth appropriately, showing an understanding specific needs of pupils.

Current research references “adaptive teaching” as a move away from the term ‘differentiation’.

Having a full understanding of every child is extremely important in adaptive teaching. Time needs to be diverted to identifying reasons for learning struggles, not just the struggles themselves. As such, pupils’ physical, social, and emotional well-being, including their

relationships with peers and trusted adults, are fundamental. Further reading from the [Education Endowment Foundation](#) and [Education South West](#) highlights this.

Teachers are expected to provide opportunities for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts
- Making effective use of teaching assistants

Scaffolding aims to provide pupils with temporary support that is gradually removed as they become increasingly independent. 'I do, we do, you do' is a useful model of teaching. Teachers should use their deep knowledge and assessment of pupil's barriers to learning to make adaptations in lessons, which could include:

- adaptations of resources or equipment
- adaptations in task
- effective questioning
- effective modelling
- planning for and addressing misconceptions
- pre-learning
- effective use of adult support
- being aware of cognitive overload or difficulties

Examples of Walkthrus linked to adaptive teaching and scaffolding include :

Book 1 – Scaffolding (page 80), questioning and feedback (page 88 onwards)

Book 2 – pre-reading (page 74), SEND aim high, plan support (page 70), SEND addressing cognitive difficulties (page 90), teach to the top (page 68)

Book 3 – modelling handover I do, we do, you do (page 100), the ABCDE of cognitive load theory (page 24)

#### **4. Research based practice**

Teachers will engage collaboratively with research development in education and utilise appropriate expertise to review and improve their teaching practice, which ensures pupils have reflective learning experiences.

At Samares School, we use various research-based practice in all areas of the school to help us develop our policies and practice. We specifically use Walkthru's to provide support for teachers. The [Education Endowment Foundation](#) is a source of evidence rich research which is used to develop practice and policies.

#### **5. Learning to learn**

Teachers will offer opportunities to develop metacognition knowledge and skills in order to achieve the highest possible outcomes for learners. Metacognition and self-regulation

approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

[Research](#) has indicated the positive impact this has on progress in learning.

Positive and future thinking language is modelled by teachers, for example

Examples of Walkthrus linked to learning to learn include :

Book 1 – positive framing (page 42), metacognitive talk (page 82)

Book 2 – cognitive apprenticeship (page 28)

Book 3 – modelling mindsets (page 50)

## **6.Developing learning traits and dispositions**

Teachers will develop pupil learning dispositions or traits through a variety of strategies including: setting and applying high expectations, collaborative learning; coaching' undertaking independent research and study.

The CYPES Traits of a learner document is used by teachers as a reference and as part of the moderation process. The EYFS, the Leuven scale of well being and involvement are used alongside the characteristics of effective learning and these areas of the curriculum are carefully planned for.

Examples of Walkthrus linked to developing learning traits and dispositions include :

Book 1 – set the standards (page 84), independent practice (page 128)

Book 2 – the hidden lives of learners (page 20)

Book 3 – modelling mindsets (page 50)

## **7.Questioning and Feedback**

Questioning techniques are key in teachers understanding pupils learning and help address misconceptions. Various types of questions can be carefully planned, for example:

- probing questions (to develop pupils understanding)
- process questions (explaining methods and reasoning)
- higher order questions (for example application, analysing or evaluating -[Blooms Taxonomy](#))

Questioning techniques used could include:

- cold calling
- no hands up
- use of Voice 21 groupings (e.g. pair, trios)
- show-me boards
- Lolly stick names

Teachers will provide timely feedback to pupils that is manageable, meaningful and motivating and that facilitates progress. Feedback is well-evidenced and high impact on learning outcomes. Effective feedback focuses on the task, subject and self-regulation/metacognition

strategies; it provides clear and actionable information on how to improve. Feedback can be effective during, immediately after and some time after learning. It can include verbal and written feedback..

At Samarès School, teachers are expected to provide oral and written feedback to pupils. Although teachers are not expected to provide written feedback on all pupils' work, teachers are expected to look at all written work. Teachers should use their professional judgement in the most appropriate method of feedback. Methods of feedback should include:

- Whole class or group feedback after a teacher has reviewed learning
- Oral feedback
- Peer feedback (marked in blue pen by the pupils)
- Written feedback (marked in green pen by the teacher)

Teachers and pupils will use codes in written feedback including:

H (High level of support), M (Medium level of support), I (Independent work)

Sp – spelling to correct

P – Punctuation to correct

G – Grammar to correct

Tick – to indicate that a response is correct

Dot – to indicate that a response needs to be adjusted

To support our high focus on presentation in written books, pupils use the acronym DUMTUMS to remember how to start presentation in a book (Date, Underline, Miss a line, Title, Underline, Miss a Line, Start).

Examples of Walkthrus linked to questioning and feedback include :

Book 1 – questioning and feedback (page 88-108)

Book 2 – questioning and feedback (page 96-112)

Book 3 – questioning and feedback (page 102-122)

## **8.Feedback to parents/carers**

Teachers will provide clear feedback to parents that engages them with the learning of the pupils.

At Samares School, feedback to parents includes:

- Formal parents meeting in the Autumn and Spring term
- Formal written report in the Summer term
- Informal parent discussions or meeting as and when needed (for example, giving feedback or suggestions of how to help their child with reading, sharing resources about timetables)
- Through parent pop ins to join learning and for children to share their learning (e.g. looking at work in books, invitations to join in with learning opportunities, performances)



## **9.Pupil voice**

Teachers will listen to pupils' views about their learning, and when appropriate, take action based on this feedback. Teachers are expected to talk and listen to pupils about their learning, how they feel and use their feedback to adapt learning.

Examples include:

- Engaging positively with the School Council and ensuring this has a high priority in the classroom
- Provide regular opportunities to gain feedback from pupils about their learning
- Using techniques such as suggestion boxes, whole class feedback, quick surveys about process of learning

## **10.Effective deployment of Teaching Assistants**

Effective deployment of Teaching Assistants/Learning Support Assistants is essential to support all children at Samares School. Research from the [Education Endowment Foundation](#) highlights the most effective deployment of TA's to ensure maximum impact:

- TAs should not be used as an informal teaching resource of low attainment pupils. It is important that teachers are teaching and supporting directly with all pupils in their class.
- TAs should be deployed to add value to what teachers do, not to replace them.
- TAs should help pupils in developing independent learning skills and manage their own learning.
- TAs and teachers should have time to discuss planning to ensure they are fully prepared.
- When TA's are delivering structured interventions out of the classroom, they should use structured and adopt evidence-based interventions
- Interventions are often quite separate from the classroom activities; teachers and TA's should ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

A [scaffolding framework](#) from TA's and pupils interactions is designed to help and encourage independent learning.

Examples of Walkthrus linked to deployment of TA's include :  
Book 3 – teaching assistants; working in tandem (page 140)