



ROWLATTS MEAD

PRIMARY ACADEMY

Teaching and learning policy

Our Intent: To empower pedagogy in teachers for improved pupil outcomes.

At Rowlatts Mead, our vision is to provide a high-quality education that fosters lifelong learning, builds curiosity, and improves pupil outcomes. This policy outlines our approach to teaching and learning, which is underpinned by the principles of Rosenshine's Research-Based Instructional Strategies, including Cold Calling, Think-Pair-Share, Live Modelling, and Check for Understanding. Our teaching methods are research-driven and grounded in theory, designed to support both staff development and enhanced pupil outcomes.

Aims:

- To provide a consistent, high-quality teaching and learning experience across all year groups.
- To empower staff to develop their pedagogy through research-based practices that are proven to improve pupil outcomes.
- To foster a culture of reflective practice, ongoing professional development, and collaboration across the school.
- To create an environment where pupils feel confident, engaged, and challenged in their learning.

Core Principles of Teaching and Learning:

Our approach is based on the work of cognitive scientists, particularly Rosenshine's Principles of Instruction, which emphasize the importance of explicit instruction, student engagement, and systematic reinforcement of key concepts. The following strategies play a key role in how we teach and support learning:

1. Cold Calling

Cold calling refers to asking questions of students, even if they haven't raised their hands. This strategy is used to increase engagement and ensure that all students are participating, while also promoting fairness. By using cold calling, we can:

- Encourage all pupils to think actively and be ready to contribute.
- Ensure that no child is left behind in their understanding.
- Challenge pupils to recall and retrieve key information.

How We Implement Cold Calling:

- Teachers ask a wide range of students questions, ensuring that each child has the opportunity to contribute and demonstrate understanding.
- Pupils are encouraged to take turns in responding, promoting inclusivity and engagement.

2. Think-Pair-Share

Think-Pair-Share provides students with the opportunity to think individually about a question, discuss their ideas with a peer, and then share their thoughts with the class. This collaborative method helps to:

- Build critical thinking skills.
- Allow pupils time to process information before verbalizing their understanding.
- Foster collaboration and communication among pupils.

How We Implement Think-Pair-Share:

- Teachers present a question and give pupils time to think individually.
- Pupils pair up and share their ideas before one or more pairs share their responses with the whole class.
- This process ensures every child has an opportunity to engage and refine their understanding through peer discussion.

3. Live Modelling

- Live modelling involves the teacher demonstrating a concept or skill in real-time for the students to observe and replicate. This provides a clear, visible learning path for pupils to follow.
- It helps students understand the steps needed to solve problems or answer questions.
- It provides clarity on expectations and skills.

How We Implement Live Modelling:

- Teachers model problem-solving strategies, reading comprehension techniques, or writing processes while thinking aloud.
- Teachers scaffold learning through visual aids, prompts, and questioning, guiding pupils step-by-step.
- We use modelling as a means of clarifying complex tasks and setting pupils up for success.

4. Check for Understanding:

- Regularly checking for understanding is vital to assess pupils' learning progress and adjust teaching strategies when necessary. It ensures no child is left behind and that lessons are responsive to pupils' needs.
- It allows for immediate feedback and intervention if a pupil is struggling.
- It encourages active learning and reinforces important concepts.

How We Implement Check for Understanding:

- Teachers use questioning techniques (e.g., asking pupils to explain their thinking) to gauge understanding.
- Formative assessments such as quizzes, whiteboard responses, or mini-plenaries are regularly used.
- Teachers adjust their lessons in real-time based on the feedback from these checks, ensuring lessons remain focused and relevant.

Supporting Staff to Develop Pedagogy.

We believe that high-quality teaching is underpinned by staff expertise and continuous professional development. To ensure our pedagogy improves and remains responsive to the needs of our pupils, we support staff development through the following methods:

1. Research-Driven Pedagogy:

Our approach is informed by ongoing research into effective teaching practices. By staying up to date with the latest educational theory, our teachers are able to employ evidence-based strategies that best support learning.

- Teachers are provided with access to research, studies, and practical resources.
- Key instructional strategies, like those outlined in Rosenshine's Principles, are regularly discussed and revisited in professional development sessions.

2. Regular Pop-In Observations by SLT:

To provide constructive feedback and ensure that pedagogy is continuously improving, members of the Senior Leadership Team (SLT) conduct regular pop-in observations.

- These observations focus on the implementation of core teaching strategies, pupil engagement, and overall classroom climate.
- Feedback from SLT is positive, constructive, and aimed at pushing practice forward, with a focus on ensuring staff feel supported and empowered.

3. Collaborative Professional Development:

Teachers are encouraged to engage in peer observations, planning meetings, and professional development sessions to share best practices.

- Regular teaching and learning meetings allow for collaborative discussions about pedagogy, lesson planning, and pupil progress.
- Teachers are encouraged to share ideas and strategies for using techniques such as cold calling, think-pair-share, and live modelling effectively.

4. Tailored Support and Development:

Individual needs are identified through ongoing assessment and appraisal processes, with specific support plans put in place for staff who require targeted professional development.

- Staff are provided with tailored resources, coaching, and training to help them refine their teaching practice and implement evidence-based strategies effectively.

Impact on Pupil Outcomes

The implementation of these strategies has resulted in significant improvements in pupil outcomes, including:

1. Enhanced Recall and Retrieval: Through the use of cold calling, check for understanding, and regular retrieval practice, pupils have demonstrated improved long-term retention and recall of key information across subjects.
2. Improved Reading Outcomes: By using live modelling, questioning techniques, and collaborative strategies like think-pair-share, reading outcomes have shown noticeable improvement. Pupils are more confident in their reading comprehension, fluency, and ability to explain their understanding.
3. Developed Oracy Skills: The extensive use of questioning and discussion techniques in lessons has led to enhanced oracy skills. Pupils are more able to articulate their thoughts clearly, engage in discussions, and think critically about the content they are learning.

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The Ten Principles of Rosenshine's Instruction:

- **Reviewing Previously Learned Material**
 - Before introducing new concepts, we ensure that pupils have a solid grasp of prior learning through regular review and retrieval practices. This not only strengthens long-term memory but also helps make connections between new and existing knowledge.
- Application at Rowlatts Mead Primary Academy:
 - We begin each lesson with a short recap or quiz, encouraging pupils to recall key facts and ideas from previous lessons.
 - Retrieval practice is used frequently throughout lessons, helping students consolidate their learning and improve retention.
- **Presenting New Content in Small Steps**
 - New material is introduced in manageable chunks, ensuring pupils are not overwhelmed. Information is built gradually, with each step forming the foundation for the next.
- Application at Rowlatts Mead:
 - Teachers break down complex topics into smaller segments, using scaffolding techniques such as live modelling and guided practice.
 - Learning objectives are shared clearly with pupils at the start of each lesson, and teachers ensure that every student has a firm grasp of the content before moving forward.
- **Asking Questions**
 - Questions are used throughout lessons to engage pupils and assess their understanding. This ensures active participation and provides immediate feedback, which informs the teacher's next steps.
- Application at Rowlatts Mead:
 - We use questioning techniques such as cold calling, think-pair-share, and regular check-ins to gauge understanding.
 - Teachers vary the difficulty of questions to challenge pupils appropriately, ensuring that all students are involved in the lesson.
- **Providing Models of Good Practice**
 - Demonstrating how to complete a task or solve a problem gives pupils a clear model to follow. This allows them to understand the process before attempting it independently.
- Application at Rowlatts Mead:
 - Live modelling is a key strategy where teachers demonstrate how to approach tasks, from solving a math problem to structuring a piece of writing.
 - We encourage pupils to refer to examples of good practice and encourage peer feedback to reinforce learning.
- **Guided Practice**
 - Once new material has been introduced, students practice with support. This phase allows teachers to offer immediate feedback and correction, ensuring that pupils stay on track.
- Application at Rowlatts Mead:
 - Teachers guide pupils through practice tasks, providing feedback as they go.
 - Pupils work on tasks with the teacher's support before being expected to complete them independently, ensuring no gaps in understanding.
- **Checking for Understanding**
 - Teachers continuously check that students are following along and understanding the material. This helps identify any areas of confusion, allowing teachers to adjust instruction as needed.
- Application at Rowlatts Mead:
 - Teachers use a range of formative assessment techniques, such as exit tickets, verbal questioning, and mini-plenaries to check for understanding throughout the lesson.
 - Adjustments to teaching are made in real-time based on this ongoing feedback.
- **Providing Feedback**
 - Timely, specific feedback helps pupils understand what they've done well and what they need to improve. Feedback is essential for guiding progress and reinforcing learning.
- Application at Rowlatts Mead:
 - Feedback is given regularly through verbal praise, written comments, and individual conferencing.
 - We focus on both formative and summative feedback to guide students on their learning journey and to highlight next steps.

Independent Practice

- Once students have had enough guided practice, they are encouraged to apply their learning independently. This helps to consolidate knowledge and test their understanding in real-world contexts.

Application at Rowlatts Mead:

- Students are given opportunities to work independently, applying the skills and knowledge they have learned.
- Tasks are scaffolded so that pupils can gradually increase the level of difficulty as they gain confidence in their abilities.

Allowing for Spaced Practice:

- Spacing out practice over time helps with long-term retention of material. By revisiting concepts periodically, students are able to reinforce and solidify their understanding.

Application at Rowlatts Mead:

- Our curriculum is designed to revisit key concepts regularly to promote long-term retention.
- Pupils engage in creative, spaced learning tasks such as revisiting vocabulary, problem-solving techniques, and reading comprehension strategies over time.

Promoting High Levels of Student Engagement:

- Active learning is essential for deep understanding. Ensuring that students are engaged, focused, and motivated throughout the lesson improves their ability to retain and apply new knowledge.

Application at Rowlatts Mead:

- We ensure that lessons are interactive and engaging through the use of questioning, discussion, and collaborative activities like think-pair-share.
- Pupils are encouraged to take ownership of their learning, working in pairs or groups to deepen their understanding and solve problems collaboratively.