



Teaching and Learning Policy			
Date	Review Date	Lead Person	Nominated Governor
Summer 2023	Summer 2024	Head Teacher	Chair of Standards and Achievement Committee

School Mission Statement:

At Cononley Primary School we are committed to inspiring and challenging our children:

- To become independent lifelong learners and thinkers.
- To value and respect themselves and others
- To reach their full potential and become the best possible citizens of tomorrow.

Aims of the Policy

- To ensure that all learners are provided with high quality learning experiences which lead to a consistently high level of pupil progress and achievement.
- To improve pupils' standards, attitudes, behaviour and attendance.
- To provide an agreed basis on which to evaluate effectiveness in teaching and learning and inform the school's self-evaluation process.

Quality First Teaching

At Cononley Primary School we believe that a highly effective teaching should comprise the following elements (although it is not necessary to include them all in a single lesson):

Teachers have a clear understanding of subject knowledge and knowledge of the curriculum so that sequences of lessons enable pupils to make progress.

Clear learning intention / question and success criteria are shared with the children.

Previous learning is revisited.



Vocabulary is clearly explained.

Learning is broken into small 'chunks' to avoid cognitive overload.

Children are continuously assessed so the teacher knows what they have learned and understood

Misconceptions are addressed.

Children are not moved on to the next 'chunk' until the teacher knows they understand.

Teacher clearly models each new chunk of learning.

Further guidance and support is provided to help all children, including those with SEND, to understand so they can tackle the learning independently (*worked examples, scaffolding, sentence stems, technology, task boards, success criteria, dual coding, word banks, flexible groupings etc*). See EEF '5 a day for SEND – Appendix 1



SEND: there evidence that the provision on the Pupil Overview Profile is being accessed by children with SEND

A range of lower and higher order questions are used to help the children recall previous learning and deepen understanding.

Hinge questions are used to assess what children know and whether they are ready to move on.

Teacher connects the knowledge to prior learning within the subject and across other subjects to deepen knowledge. (Opportunity for structured reflection.)

Self and peer assessment takes place. (Opportunity for structured reflection)

Learning Environment

Classroom displays are clear and not cluttered.

The atmosphere is calm, quiet and purposeful. There are no distractions.



Everyone participating and fully engaged in the lesson.

EYFS ONLY

Does the provision support all learners? Is there evidence of progression in provision across the three terms? Are children able to access the provision independently?

EYFS ONLY

Is there evidence of high quality interactions between adult and children in all areas of provision to deepen learning.

EYFS ONLY

Are there opportunities for reading and writing in all areas of provision?

EYFS ONLY

Is there evidence of the characteristics of effective learning ?

Playing and exploring – engagement. Finding out and exploring Playing with what they know
Being willing to 'have a go

Active learning – motivation. Being involved and concentrating Keeping trying Enjoying
achieving what they set out to do

Creating and thinking critically – thinking. Having their own ideas Making links Choosing ways
to do things

Co-operative Learning Strategies

In order to teach highly effective lessons, at Cononley Primary School we follow Co-operative Learning Strategies using the programme devised by 'Success for All.' This programme provides a structure for the above features, particularly: **group work, paired work and independent activities, interaction, high quality oral work, effective questioning and use of formative assessment and evaluation.**



The Curriculum at Cononley Primary School

Cononley Primary School has designed and developed a broad and balanced whole school curriculum based on the acquisition of key skills, which will engage all learners regardless of age, gender, ability, special need or preferred learning style. The curriculum is enhanced through visits, visitors and residential visits, themed days and weeks which offer memorable experiences and rich opportunities for high-quality learning and wider personal development.

Curriculum Planning

Our curriculum planning is based on the following:

- Our mission statement, values and vision
- The Primary National Curriculum 2014
- The Early Years Foundation Stage Framework
- The North Yorkshire Agreed Syllabus for Religious Education
- Our rural environment
- Our rich cultural and industrial heritage
- The cultural and religious diversity of our wider community
- Global learning

Long Term Planning

In order to ensure that all the requirements of the National Curriculum are covered with our mixed age classes, long term planning takes the following form:

- **EYFS and KS1:** rolling programme of topics linked to key skills, to ensure that all pupils receive their entitlement by the end of the key stage.
- **KS2:** rolling programme of topics to ensure that all pupils receive their entitlement by the end of the key stage
- **Specialist teaching at KS2:** specialist teaching takes place in PE (whole school) and Music (Y4,5,6)

Our Long Term Plan enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits.

Medium Term Planning.

- Please see the Curriculum section of the web-site to read about the content of our curriculum.
- In the Foundation Stage, our medium term plans are based on guidance within the Early Years Curriculum 2021
- A curriculum overview is shared with parents (via the web site) each term.

Short Term Planning

- When teaching phonics teachers **MUST** use the planning linked to our SSP (SfA Phonics)
- Teachers choose their own method of planning but must ensure that they teach the intended curriculum.



The Role of Teaching Assistants

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support the teaching, as directed by the class teacher;
- Supporting small groups;
- Carrying out assessments ;
- Preparing resources ;
- Supporting children with SEN, Pupil Premium funding or an EHCP.

Behaviour Management (Please refer to the school's **Behaviour Policy**)

We believe that excellent standards of behaviour are central to effective learning. Our Behaviour Policy outlines our procedures relating to behaviour both within the class room and in the wider School environment.

Assessment (please refer to the school's **Assessment Policy**)

Teachers and other staff carry out formative and summative assessments in a variety of ways. Please refer to the school's Assessment Policy for details.

Feedback (please refer to the school's **Feedback Policy**)

Monitoring and Evaluation

Senior Leaders and Subject leaders are responsible for the monitoring and evaluation of their subject. This includes:

- Analysis of sticky knowledge checks
- Lesson observations
- Book scrutiny
- Pupil voice
- Governor visits
- External monitoring - eg from LA, HART, Phonics Hub

Appendix 1:
Education Endowment Foundation 5 a Day



1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

