



HAWKESLEY CHURCH PRIMARY ACADEMY

Teaching and Learning Policy - 2022 - 2023

Introduction

HAWKESLEY CHURCH PRIMARY ACADEMY is a school with the highest expectations of its children, staff and parents. Our vision is for all members of our Hawkesley family to be confident, empowered, successful and to live with integrity. This is in order for our children, staff and community to let their light shine (Matthew 5:16) and experience life in all it'

Core principles of learning

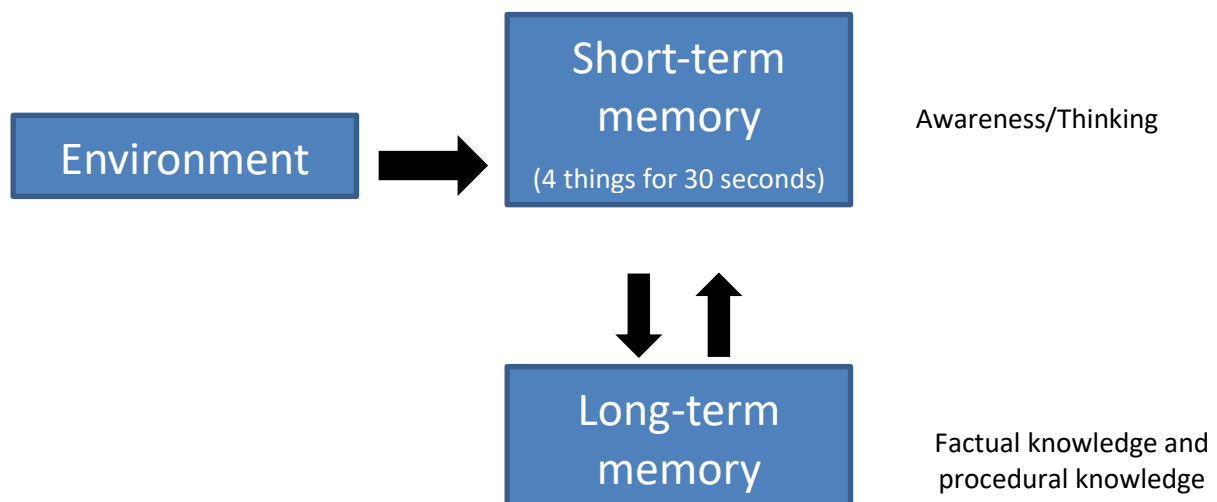
Introduction to the core principles about how we learn

The cognitive science of learning is the place where curriculum and assessment meet teaching and learning. We need to understand how the brain works in order to be able to plan and teach lessons so that pupils don't forget what we have taught them. We know that our working memory is very limited (typically holding up to seven items for 30 seconds) whereas our long-term memory is effectively limitless. Consequently, at Hawkesley, we are committed to eight key principles of learning:

1. Memory matters! Learning is a change in long-term memory.
2. Working memory is weak.
3. Knowledge is the pathway to skill.
4. Memory is the residue of thought.
5. Deliberate practice is essential to closing the knowing-doing gap.
6. Responsive teaching makes the right memories.
7. Transfer is hard.
8. Student motivation is also critical to learning

Simple model of the mind

Daniel Willingham, *Why Don't Students Like School?* (2008) p.14





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Principle 1: Memory matters

Memory matters! Learning is a change in long-term memory. If nothing has been remembered, nothing has been learned!

What is the classroom implication?

- Pupils do need to commit important facts to long-term memory.
- A pupil can understand something perfectly after one lesson on it, but they may not have learned it!! Formative assessments at the end of a lesson can therefore be misleading.
- We also need to space out checks for understanding over several lessons.
- Regular, cumulative review or assessment of what has been taught helps to move content into long-term memory.

Principle 2: Working memory is weak. In order to remember things, we have to process knowledge in working memory, which is easily overloaded. In preparation for complex, new tasks we need to break things down into small chunks of key knowledge that do not overload working memory.

What is the classroom implication?

- Challenge is not always positive. If pupils' working memories are overwhelmed, it is hard for them to learn.
- Before introducing complex tasks, ensure pupils are fluent in component knowledge to be able to succeed. This frees up space in working memory to apply learned knowledge to the complex task.
- Break down complex skills into small chunks that can be practised independently

Principle 3: Knowledge is the pathway to skill

What is the classroom implication?

- Learning basic facts enables pupils to learn more complex skills. Phonics programmes teach pupils sounds, decoding and blending before they progress to reading whole words and eventually books. Learning times tables help pupils improve their maths problem-solving, learning dates and the order of events helps pupils improve their historical source analysis.

Principle 4: Memory is the residue of thought, so it's important that we ensure students are doing tasks that have them thinking about and remembering the right things.



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What is the classroom implication?

- We have a responsibility to identify what pupils should think about during every point in the lesson. Tasks must be designed to ensure that pupils think about the right things.
- This means being careful about the use of activities like PowerPoint presentations or projects because they will often lead to pupils thinking about (and therefore remembering) the wrong things.

Principle 5: Deliberate practice is essential to closing the knowing-doing gap. Deliberate practice focusses on mastering the 'small steps' of a complex task, so that recall and transfer become automatic.

What is the classroom implication?

- Once teachers identify the small steps that lead to the more complex tasks (Principles 2 & 3), they need to design deliberate practice so pupils can master each of the small steps.
- The activities that help you to get better at a skill often don't look like the skill itself. Becoming a better essay writer doesn't involve writing essays all the time. For example, in the Expressive Writing programme, students spend a series of lessons practising a new skill. Students will begin by being taught the fronted adverbial explicitly, then practising it verbally and in written form, editing errors in passages, completing writing exercises that integrate the fronted adverbial with other skills that have been taught previously. Eventually, students consistently punctuate fronted adverbials accurately in their own extended writing without prompting.
- Deliberate practice must be designed so that pupils' think intentionally about the small steps until they are automatic

Principle 6: Responsive teaching enables pupils to make the right memories tackle misconceptions. When learning is new, feedback needs to be particularly frequent.

What is the classroom implication?

- Pupils need to know when they are right and when they are wrong.
- Pupils and teachers need real-time information about learning which they can respond to instantly. This is different to the kind of information included in graded assessments and will be largely made up of in-class questions and answers
- One characteristic of deliberate practice (Principle 5) is the ability for pupils to get immediate feedback

Principle 7: Transfer is hard. Students do not automatically transfer knowledge and skills from one context to another. They need lots of deliberate practice and feedback before they can demonstrate their mastery of a subject across different domains; even then, experts find transfer challenging.

What is the classroom implication?

- Teach concepts using lots of different examples so pupils can start to think about the deep structure that unites different examples. For example, don't just give one example of a metaphor, give several. Don't just give an example of a metaphor being used in poetry, but one that is used in prose. Don't just give an example of a metaphor being used to describe love, give other examples too.



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- Helping pupils to identify similarities and differences and patterns across problems and topics assists in transfer.
- Overarching questions across units of study can aid transfer.

Principle Eight: Student motivation is also critical to learning. Establishing a classroom culture where pupils believe intelligence and ability can be improved by hard work is key. To do this, students need lots of learning wins - bite size chunks of learning that help encourage development, build positive momentum, and stimulate curiosity and joy. Praise needs to reward hard work, not ability.

What is the classroom implication?

- Pupils need frequent opportunities to see how they are improving.
- The focus in the classroom is on formative improvement, not summative graded performance.
- Teachers should praise students' effort, not their ability

Core principles of teaching

1. **Climate for learning** (Developing positive attitudes to learning, Managing the emotional charge of the classroom, Dealing with challenging behaviour, Establishing routines and Upholding policies and systems)
2. **Planning and preparation** (Creating rigorous outcome-driven lessons, Planning for progress over time, Meeting the academic needs of all children, Intellectual preparation and Literacy)
3. **Teaching and learning** (Independent practice, Teacher exposition and modelling, Collaborative learning and discourse, Giving instructions and Use of other adults)
4. **Assessing and Responding** (Assessing, Analysing, and Adapting)
5. **Professionalism** (Self-management, Evidence-informed practice and Collaboration with colleagues and community)

We believe that

Developing great teaching and learning

We believe that outstanding provision is the result of an accumulation of strategies and techniques that fit within the principles of teaching above. This combined with a strong understanding of the cognitive science behind learning combined provides the foundation for exemplary teaching and learning.

We believe that teaching is practice that can be taught, and that practise makes permanent. Therefore our approach for developing effective teaching and learning is centred around the refinement of great practice.

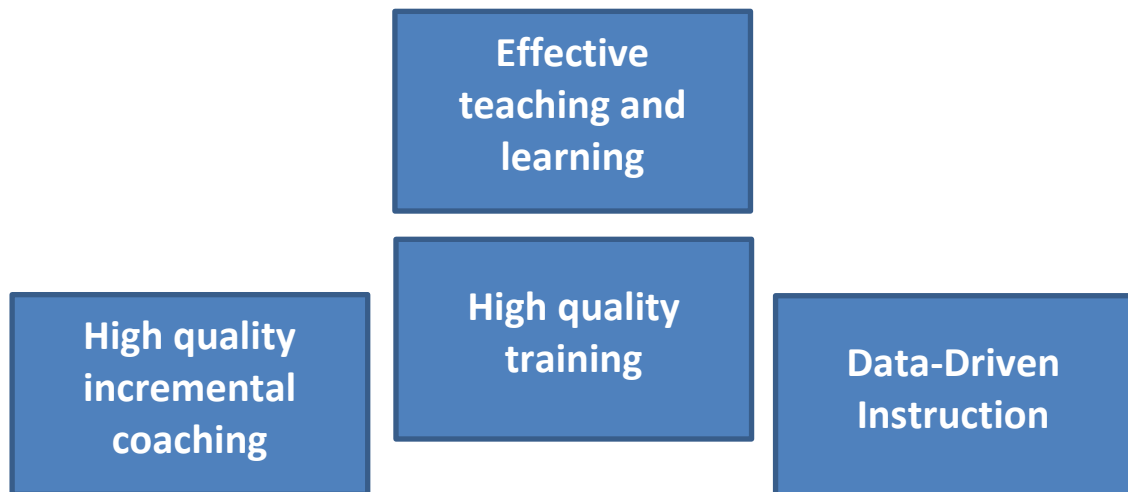


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Developing great teachers

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

Dylan Wiliam



High Quality Training

First and foremost, we create an environment that fosters excellence in teaching. Our teaching practice is developed through our weekly coaching, fortnightly planning meetings and whole school training programme, supplemented by annual training days and a comprehensive induction for new staff. Our training calendar is outlined in the appendices. Our mentoring and coaching programme concentrates upon developing individual practice – see the section below for further details.

High Quality Incremental Coaching

Coaching is a great thing and we want as many people as possible can have access to coaching. As part of our commitment to quality training and developing every member of staff that joins us, all teachers and leaders will have access to coaching as part of their development. The purpose of this coaching or Instructional Leadership, is to develop teachers at all levels of experience into dependably excellent classroom practitioners.

Our coaching follows the **‘Get Better Faster: See it, Name it, Do it’** model.

Coaching observations take place once per week for 10-15 minutes. Whilst the lesson/class being observed can change over time, it is expected that the same lesson/class be observed for a minimum of one half term in order to embed practices and to ensure observable impact and progress.



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Before the first coaching observation begins, the coach and teacher should decide which lesson is going to be observed based on:

The availability of the coach to observe according to their timetable.

The coachee's report of the class which they are having the most difficulty with.

The feedback meeting will be timetabled; this will take place no more than 48 hours after the observation.

Both the coach and the trainee should continually familiarise themselves with the school's scope and sequence, the BDMAT Teaching and Learning Toolkit and Teach Like a Champion techniques in order to build a common language for the coaching dialogue.

Data Driven Instruction

Data Driven Instruction is the process of helping teachers to assess and set the correct road map for learning; analyse and identify why students are struggling; sharpen understanding of the teaching needed to help the children acquire knowledge more effectively.

School leaders ensure that the assessment cycle mirrors the curriculum that teachers are teaching. Through the use of exit tickets and DDI plans, teachers begin to build a clear understanding about the exemplification of national curriculum objectives.

Through DDI meetings, teachers collaboratively explore the component parts needed to achieve the relevant national curriculum objectives. Expert practitioners then support teachers in strengthening the pedagogical and subject knowledge needed to most successfully impart the relevant knowledge.