



Executive Headteacher:

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TEACHING AND LEARNING POLICY

HYDE PARK SCHOOLS

Approved by:

Date:

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INTRODUCTION

At Hyde Park Schools we are committed to high quality teaching and learning to raise standards and ensure the highest possible levels of achievement for all pupils. This policy summarises expectations and common working practices across the schools. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the schools aspire. It also reflects the aims and objectives of the school and supports the underlying values where our pupils are brave, curious, kind, optimistic, enterprising and inclusive.

This policy should be read in conjunction with our subject policies and the Assessment, Marking and Feedback Policy.

Teaching and learning at Hyde Park Schools is founded in the relationships between adults and pupils in our care and the skill of the adults in promoting learning. This policy sets out the underlying principles and approaches that allow learning to thrive and for these relationships to have the best impact on learning. These principles are informed by research adapted to cater to the needs of our children, discussions with staff and the best impact on the wider school community.

Learning starts from teachers having detailed knowledge of their pupils' understanding of content. This enables the teacher to select approaches and target areas for learning that have the maximum benefit for learners. Teaching therefore aims to most efficiently build on and develop the pupils' knowledge schemas, and therefore for knowledge to be generative – the learning process depends upon the memory and knowledge that already exists in our minds. When new data is integrated into their long-term memory, it becomes part of our understanding.

Our ultimate aim is for our pupils to know more and remember more in their learning.

SUMMARY OF TEACHING PRINCIPLES

The principles of direct instruction – suitable for primary aged pupils – provides a non-prescriptive approach to teaching and learning. The following principles would not be expected to be seen in every lesson, but provide a teaching toolbox which staff use their professional skill and expertise, individually and through collegiate collaboration, to promote learning for all pupils.

1. Begin with a short review of previous learning

Reviewing previously learned material strengthens the connections between pieces of knowledge. This might include (non-exhaustively) peer marking, asking questions, checking for misconceptions, homework, and summarising.

2. Present new material in small steps followed by practice for pupils.

If you ask pupils to do too much at the same time, they will probably fail.

3. Ask high quality questions and check answers

To learn something, pupils need to practice it. Every time pupils answer a question or solve a problem, the neural pathway leading to the required knowledge is strengthened. The more variety of question types, the better. At Hyde Park Schools we inform questioning and tasks through an understanding of Bloom's Taxonomy of question verbs (shown above). Use of this taxonomy allows for the cognitive demands placed on pupils to be progressive, and supports teachers analyse their teaching and student's learning. The framework is used to state clear objectives. Moreover, it can provide a framework for cognitive behaviors which can be applied to understand the difficulty of tasks, conduct an assessment, and simplify or complicate

Remembering	Understanding	Applying	Analysing	Evaluating	Creating
acquire	arrange	apply	analyse	appraise	calculate
choose	categorize	calculate	appraise	argue	change
collect	change	change	break down	assess	combine
complete	chart	choose	classify	compare	compose
copy	compile	classify	combine	conclude	constitute
define	conclude	compute	compare	consider	create
describe	convert	conduct	contrast	contrast	derive
detect	defend	construct	criticize	critique	devise
distinguish	determine	demonstrate	deduce	decide	discover
duplicate	diagram	develop	defend	describe	document
find	differentiate	discover	detect	discriminate	explain
identify	document	employ	differentiate	explain	generalize
indicate	edit	generalize	distinguish	interpret	modify
isolate	estimate	manipulate	evaluate	judge	originate
label	explain	modify	formulate	justify	plan
list	extrapolate	operate	generate	recommend	produce
mark	formulate	organize	illustrate	relate	rearrange
match	generalize	predict	infer	standardize	relate
name	give example	prepare	outline	summarize	revise
order	illustrate	produce	paraphrase	validate	signify
outline	interpret	relate	plan		specify
place	organize	restructure	relate		synthesize
recall	paraphrase	show	save		tell
recognize	predict	solve	select		write
reproduce	prepare	transfer	separate		
select	relate	use	shorten		
state	summarize		structure		
underline	update		subdivide		

questioning and activities.

4. Use models

Concrete examples and models are a good strategy to introduce new material. It is better with primary aged pupils to show rather than tell. Models should be removed with consideration so that pupils have access to appropriate support whilst not copying teachers' work – pupils must be thinking at all times.

5. Guide practice

Practice must be provided for pupils to embed understanding at a rate appropriate to the learner. Opportunities for practise must be varied in presentation and demand. Successful teachers spend more time asking questions, checking for understanding, correcting errors and guiding students when working out problems.

6. Check for understanding

Constant checking is important to catch misconceptions before they harm learning. It also helps teachers notice if parts of the content need reteaching. Teachers must ask direct questions and utilise assessment for learning approaches, and not rely on asking pupils if they have any questions and assuming that silence means a full understanding of the topic.

7. Obtain a high success rate

Teachers must ensure sufficient pupils have mastered the current set of lessons before moving on to the next one. This links strongly to the principle of checking for understanding.

8. Provide scaffolds in difficult tasks

When pupils are completing a hard task, it is important that teachers provide temporary instructional support. These scaffolds can be gradually removed as pupils advance in their understanding and fluency on a particular topic. Examples of scaffolding might include cue cards, checklists, worked and semi-worked examples and models. Teachers should also use their professional knowledge to anticipate pupils' errors and either warn them about them beforehand or deliberately construct learning experiences that draw out misconceptions for teaching staff to challenge.

9. Stimulate and monitor independent practice

Independent practice should be used after guided practice. That is, when pupils are already competent in a topic, they can practice independently in order to become fluent and retrieve information automatically. This is called "overlearning". Independent practice should cover the same skills as covered in guided practice as pupils need to be fully prepared for it, but it is important that pupils should not undertake independent practice which is scaffolded. Independent practise is not scaffolded by the teacher, although should be monitored and corrected by the teacher. In independent practise pupils are able to draw on any resources they consider useful, such as referring to previous work or accessing classroom resources, but at this stage the teacher does not direct such resourcing.

10. Learning should be reviewed regularly

Pupils should regularly revisit previous learning to force their memories to work at finding the required information. This can be through revision lessons, homework, start of lesson activities and also through periodic assessments.

Hyde Park Schools favour 'live interventions' and 'live marking'. Live marking means that when pupils are undertaking independent practice, supporting adults review the work of all pupils during the lesson and give feedback that positively guides pupils. Live interventions are whee the assessment of the adult means the pupil requires

more than a written comment to guide them. Both live marking and interventions are inline with the principle that our pupils benefit most from guidance as close to the point of their producing work as possible.

LEARNING ENVIRONMENT

Hyde Park Schools create a positive learning environment that promotes pupils learning. The positive learning environment is created through a number of factors. These are summarised below although are further expounded in their own policies:

1. High quality displays

Displays in our schools serve defined purposes and are created to reflect that. Displays are either a learning resource or a celebration of achievement. Learning displays are uncluttered and clear, utilising the principles of dual coding and visual processing. Achievement displays display pupils work in visually arresting and interesting ways.

2. Learning behaviours

Children in class must always be on task as defined by the teacher and demonstrate good behaviour for learning. Teachers must carefully and consciously choose when activities are whole class, group, paired or individual, ensuring appropriate balance. Pupils must conduct activities in line with teacher expectations. Teachers must expect levels of productivity from pupils which are reasonable but challenging, and through this and other approaches actively support the development of an environment in which hard work is the norm, whilst offering support where needed.

3. Lesson time interactions.

During lessons adults should interact with pupils, whilst encouraging independence. Once the teacher has assessed that pupils can start set tasks they should start promptly to ensure maximum productivity. It is unlikely to be the case that this time is the same for all pupils, and teachers may therefore hold pupils for further explanation as deemed necessary. It may also be the case that teachers spend some time working with a focus group as part of the lesson. It is important that the teacher is aware of the learning taking place for all pupils and consequently must know what all pupils are doing during the lesson. Live marking and feedback should take place in the majority of lessons. Well constructed and resourced lessons enable teachers to provide high quality feedback during lessons.

4. Questioning and Assessment for Learning

When whole class questions are asked, the school does not use a hands up approach. 'No hands up' encourages participation from all pupils at all parts of the lesson. Thinking time for answers must be given in relation to the complexity of the question. Should pupils not be able to give an answer, teaching staff must not allow this to undermine the pupil, neither should they provide an escape route – rather they should acknowledge that it is fine not to know and then return to the pupil to comment on another pupil's answer therefore supporting engagement.

Teachers must understand how well pupils have learned during a lesson, in order to properly deliver or adjust the next lesson. Such assessment can come from a wide number of sources such as exit questions, 'show me' board work, quickfire summary questions for the class, live marking and after lesson deeper marking (for a number of lessons weekly). Teachers are expected to gather such 'assessment for learning' and use it to inform learning plans.