



Teaching and Learning Policy

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Teaching and Learning Policy.

What is effective learning?

We believe effective learning is a change in thinking and long term memory, achieved over time, leading to a permanent change in understanding.

- **At Layton, we believe effective learning is achieved through appropriate objectives which revise, consolidate, extend and apply a variety of knowledge and skills**
- **Demonstrates high expectations through higher order questioning**
- **Provokes learning and understanding leading to application and development of new and existing skills and knowledge**
- **Provides children the opportunity to question each other on their understanding and application**
- **Develops independence through a high level of personal challenges and tasks which underpin learning**
- **Develops critical thinking skills – reasoning, analysing, problem solving, evaluating and making decisions**
- **Our curriculum is based on asking questions as a basis for supporting learning; this supports critical thinking**
- **Our foundation subject curriculum is divided into a series of questions which formulated the basis for knowledge to be learned**

What does effective teaching involve?

- There is a high level of Assessment for learning strategies used to plan and deliver the curriculum
- Failure and success are utilised to provide greater depth to learning
- Effective questioning, which could be by adults or children, unpicks the learning taking place, not the task or process taking place
- Good pedagogical subject knowledge is utilised within Assessment for learning to challenge each pupil through employing a variety of highly effective strategies
- Deepens understanding through application of knowledge and skill in a variety of contexts
- Develops independence through a high level of personal challenges
- Involves teachers working together collaboratively to challenge and support each other's delivery and design of the curriculum

What does effective learning involve?

- At Layton we believe effective learning involves children failing and succeeding. We do this by developing a culture of continuous improvement such as; utilizing mistakes as the springboard for learning, peer assessment, Agree, Build, Challenge, effective next step marking and instant verbal feedback and using ICT effectively. All must be underpinned by children being self-reflective and independent learners.
- Provision of regular opportunities to apply learning in context
- Adults act as role models, showing that failure is the starting point for learning

- Development of success criteria which is co-constructed to ensure understanding and independence
- Provision of opportunities for children to peer assess each other's learning
- Provision of regular opportunities to critique own and others' work
- Children understanding where they are in their learning and utilising assessment for learning strategies, such as RAG cups, to accurately self-assess
- Aims to challenge all children at all parts of the lesson

How do we design our curriculum?

- **Layton's curriculum is bespoke to our context, our children and our school. We have used our expertise to engineer our curriculum to ensure pupils become secure in key concepts and key knowledge and build on this over time**
- **Our curriculum is tailored to both pupils' needs and their experiences and fulfils all aspects of the National Curriculum. The staff at Layton have utilised their expertise to plan experiences, lessons and a scheme of work which ensures children develop a solid body of knowledge over time, revisit key concepts**
- **We ensure pupils learn identified knowledge and engage critically with the content in order that they think deeply about what they have learned to develop their view of the world.**
- **We plan and deliver a spiral curriculum. This ensures children encounter specific knowledge several times during their education, each time in greater depth. This develops pupils' knowledge over time**
- **We utilise Assessment for learning to ensure retrieval practice, across all subjects, is planned and targeted in order to ensure impact on learning over time.**

How do we ensure a good level of personal development?

- At Layton, we believe that using the 5Rs based on Guy Claxton's research into embedding highly effective learning behaviour to create independence in learning. We do this through consistently implementing strategies that have high expectations of the effective choices children make for behaviour for learning throughout life; these are:- Resilience, Risk taking, Reflectiveness, Resourcefulness and Relationships
- At Layton, we believe in utilising the 5 Rs to develop effective, lifelong learners. We do this through...
 - Encouraging children to ask their own questions
 - Embedding a philosophy of growth mindset both through and in all our work within both staff and children
 - Ensuring all learning feedback is task focused on improving the learner and learning
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How do we utilise praise effectively?

- At Layton, we believe in utilising praise effectively through embracing failures as a step to success and providing children with task focused praise and specific feedback linked to the success criteria, in order to improve learning. It is task focused as opposed to ego

focused

- Ensuring the behaviour policy reflects development of learning behaviour and improving the learner as the main focus of interactions within school
- Constructive praise identifies next steps in learning
- Praise is always linked to learning outcomes
- Expecting children to praise and give feedback to each other through peer and self-assessment and regular critiquing of own and others' work through the prism of a growth mindset in all classrooms

How are our lessons characterised?

- Our lessons are characterised by the following; revision, consolidation, extension and application. These learning opportunities are delivered using appropriate pace
- There is a consistent expectation that all pupils are actively engaged and challenged and supported in equal measure at all times
- We utilise a wide variety of Assessment for Learning strategies which promote good learning behaviour For example:- Agree, Build, Challenge, no hands up approaches, bouncing answers around the classroom, exit passes. The aim of these is to promote, provoke challenge and feedback to support the learning taking place as much as possible
- We utilise a variety of Assessment for Learning strategies to enable whole class response within lessons. Our displays reflect successful learning strategies and identify successes and failures in learning
- We provide a rich learning environment where children's questioning and the classroom organization is engineered towards the learning taking place. Examples of organization include the following:- kagan structures, ability groups, mixed ability grouping; setting
- We believe that the question in teaching should not be 'which strategy works?' but instead 'under which circumstances does this strategy work best to achieve the outcome the learner requires?'

How does our feedback focus on improving the learner and learning?

- At Layton, we believe our feedback should focus on improving learning by improving the child not the work by encouraging reflection on the success criteria by using the 5Rs.
- Critiquing of own and others' work, through a growth mindset is essential in the process of developing strong independence in learning. We do this through Assessment for learning questioning techniques and feedback provided to pupils, both oral and written throughout the lesson
- We ask children at appropriate times to prove and apply their understanding
- We place increasing onus on learners to take responsibility for improving their own learning