

# *Stradbroke Primary Teaching and Learning Policy*



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
John Sitch	Sep 2020	Sep 2021	Governing Body

At Stradbroke Primary School **learning is defined as:** The process of acquiring the essential knowledge, skills understanding and behaviours required for a secure and extended understanding.

Provision is designed to advance understanding, gradually throughout a key stage. **Lessons** are not an event in themselves. They are part of the process of learning and therefore we do not expect pupils to complete learning within a lesson; many lessons will carry on over several days or even weeks until a pupil is showing the required level of understanding. Some lessons may involve encountering a new learning objective for the first time, whilst others will involve revising previous learning objectives in a new context. Some lessons may involve multiple learning objectives.

**Progress** is defined as **the securing of essential knowledge, skills, understanding and behaviour**. This means that pupils will experience the same content over and over again, each time in a richer and more challenging context, thus extending their understanding further. We do not rush to introduce new content as it is important that pupils have sophisticated problems that challenge them in a wide variety of different and diverse situations first.

Pupils will be given increasingly challenging activities at each stage of development. The table below shows the developmental stages of learning, the type of teaching most likely for children in each domain and the typical nature of tasks.

<b>Developmental Stage</b>	<b>Predominant form of teaching</b>	<b>Type of thinking</b>	<b>Types of activities</b>
<b>Working Towards (WTS)</b>	Modelling, explaining	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, arrange, define, memorise.
<b>On Track (OT)</b>	Application activities with reviews	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
<b>On Track to reach the Higher Standard (OTHS)</b>	Coaching and mentoring	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.

**Pupils are assessed** according to the curriculum standards for each year group and whether they have a Developing, Secure or Extended understanding of them. It is expected that by the end of each year group, the majority of pupils have a secure understanding and are therefore 'On Track' and some will have an extended understanding and are therefore 'On Track to reach the Higher Standard'.