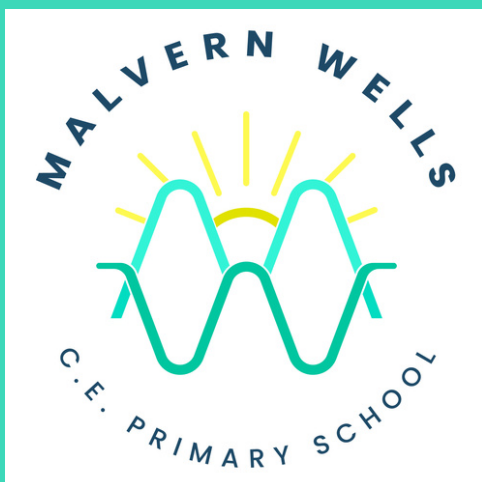


Quality Teaching and Learning at Malvern Wells CE Primary

November 2022



Let Your Light Shine



ALL OUR LEARNING
IS UNDERPINNED
BY OUR VISION

NURTURING POTENTIAL FOR A BRIGHTER FUTURE..

INCLUSIVE TEACHING

Quality First Teaching means high quality, inclusive teaching for all learners in a class.

We know that great teaching is the most important lever that a school has in improving outcomes and moving individuals towards a brighter future.

Quality First Teaching at Malvern Wells

We are intent, where possible, in children staying in their classrooms, learning with their peers through a curriculum that is accessible and inclusive.

To ensure this, and to supplement our teaching and learning policy, this document serves as clear guidance around expectations of provision in our school to ensure brightest potential for all

Quality First Teaching for all:-

Effective planning of well-sequenced lessons and class work coupled with effective pedagogical choices, and robust assessment for learning leads to strong outcomes for learners

Same day/close intervention:-

Pupils who are just falling behind, or have acquired a misconception, should be identified and corrective instruction should take place either 1:1 or in small groups to quickly put the pupils back on track. This could even take place within a lesson as a guided group.

Personalised Intervention:-

This is an increasingly personalised programme to support learners keep up and to narrow the attainment gap. These interventions should be decided as a direct result of the targets most appropriate for the learner that are exemplified within the IPMs.



INCLUSIVE TEACHING AT MALVERN WELLS

Inclusive (scaffolded) teaching refers to the processes teachers and teaching assistants provide as a specific way of supporting the students, as they learn (acquiring knowledge) and develop new skills or concepts.

At Malvern Wells we provide inclusive teaching in the following ways:-

- **Effective teaching** - Careful planning of well pitched and matched sequences of learning with clarity around learning intention
- **Effective learning environments**
- **Effective deployment of Teaching Assistants**
- **Carefully selected, small group or 1:1 intervention**
- **Effective feedback and marking**



EFFECTIVE TEACHING AT MALVERN WELLS

Effective teaching at Malvern Wells ensures all children reach their potential for a brighter future.

"Pupil progress is the measure by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by pupils." **Sutton Trust, What Makes Great Teaching?**

Effective teaching is the knowledge, strategies, processes and behaviours which lead to good pupil outcomes. These good outcomes are often those that can be measured easily, usually through **summative assessment**.

Effective Teaching at Malvern Wells:-

- **Strong Subject and pedagogical knowledge** - teachers must have a strong knowledge of the material being taught as well as a strong understanding and knowledge about the way their learners think and learn.
- **Clarity around instruction** - effective teaching must involve clarity and precision. Clarity around learning intentions and clarity around instruction. Your Learning Objectives should be clear, precise and achievable.
- **Rooted in retrieving and reviewing prior knowledge** - children need to start all learning at the zone of proximal development, they need models to show what is expected, time to practise (fluency) and progressive and cumulative exposure to new learning and challenge.
- **Assessment for learning (AfL)** - assessment is intrinsic to effective teaching and learning and describes the process of evaluating the effectiveness of the teaching sequences on a learner. Teachers monitor learning in the moment, give live feedback or written feedback and adapt their approach to coming sessions as a direct result of AfL. The pupils should be aware of the cycle, hearing things like 'I noticed you have missed....' 'A reminder to all that we use...' AfL is a daily tool used for effective teaching and learning
- **Pitch, match and pace** - All learning is rooted in accurate National Curriculum pitch for all learners, activities that match this pitch and ensure they draw out the learning intention and a pace that enables progress.



EFFECTIVE LEARNING ENVIRONMENTS

Rhythms and Routines

At Malvern Wells all pupils are valued equally and have the right to learn. We recognise high standards of behaviour benefit, and are the responsibility of, everyone in our school community, helping teachers teach and pupils reach their brightest potential in all aspects of their development.

All adults are responsible for developing, modelling and promoting an effective learning culture, in line with our behaviour and relationships policy.

Consistency in routines are expected. The use of a **visual timetable** is expected in every classroom and it should be shared with the children at the beginning of each day. For some children, 'Now and Next' boards provide a further scaffold to daily routines.

Relationships

Our approach will always be kindness combined with high expectations and firmness. It is characterised by a focus on relationship, repair, reasoning and teaching rather than punishment. It encourages practices that lead to the cultivation of resilience, self-esteem, self-respect, confidence as well as humility, empathy and compassion for others. This is because we believe behaviour provides learning opportunities for nurturing a brighter future.



Model our values

Adults should be consistently and relentlessly modelling, naming and calling out our values

Community - We are a small school with a big heart; a **family** where every individual is valued and each one belongs.

Commitment - We are committed to nurturing the potential in every child, like a gift waiting to be unwrapped. Our commitment extends beyond the walls of our classrooms, pursuing excellence in all we do.

Compassion - Every individual is known, loved, cared for and celebrated. We strive to extend kindness to our school, our community, our nation and our world.

Courage - We are courageous learners, consistently reflecting and constantly improving. We believe that making mistakes is integral to growth, so nurture the curiosity to learn with the freedom to fail, and the passion to make a difference

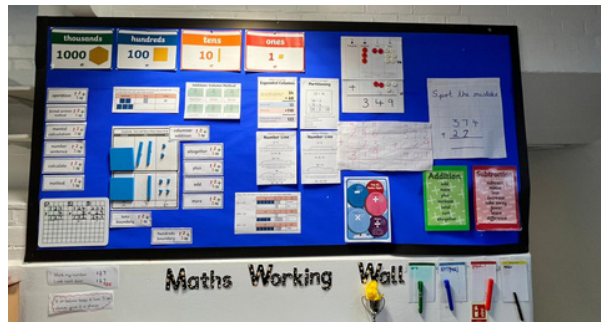
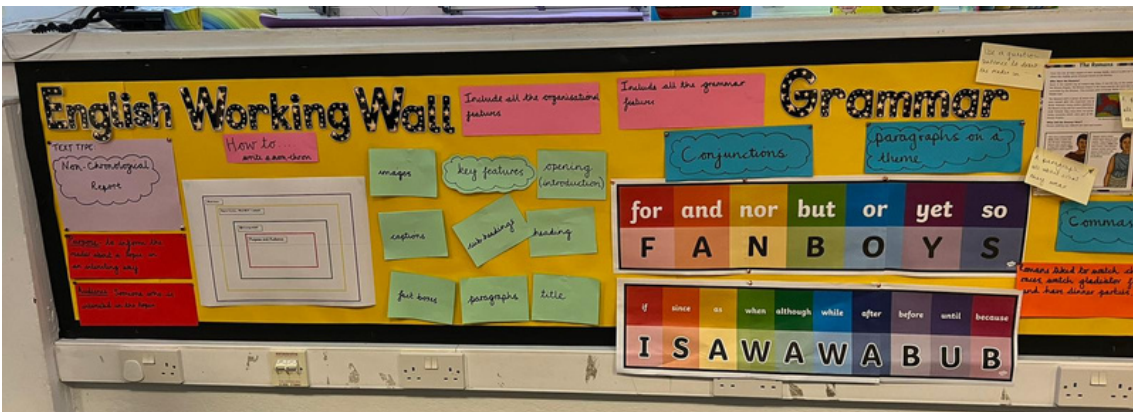
Resources and concrete materials

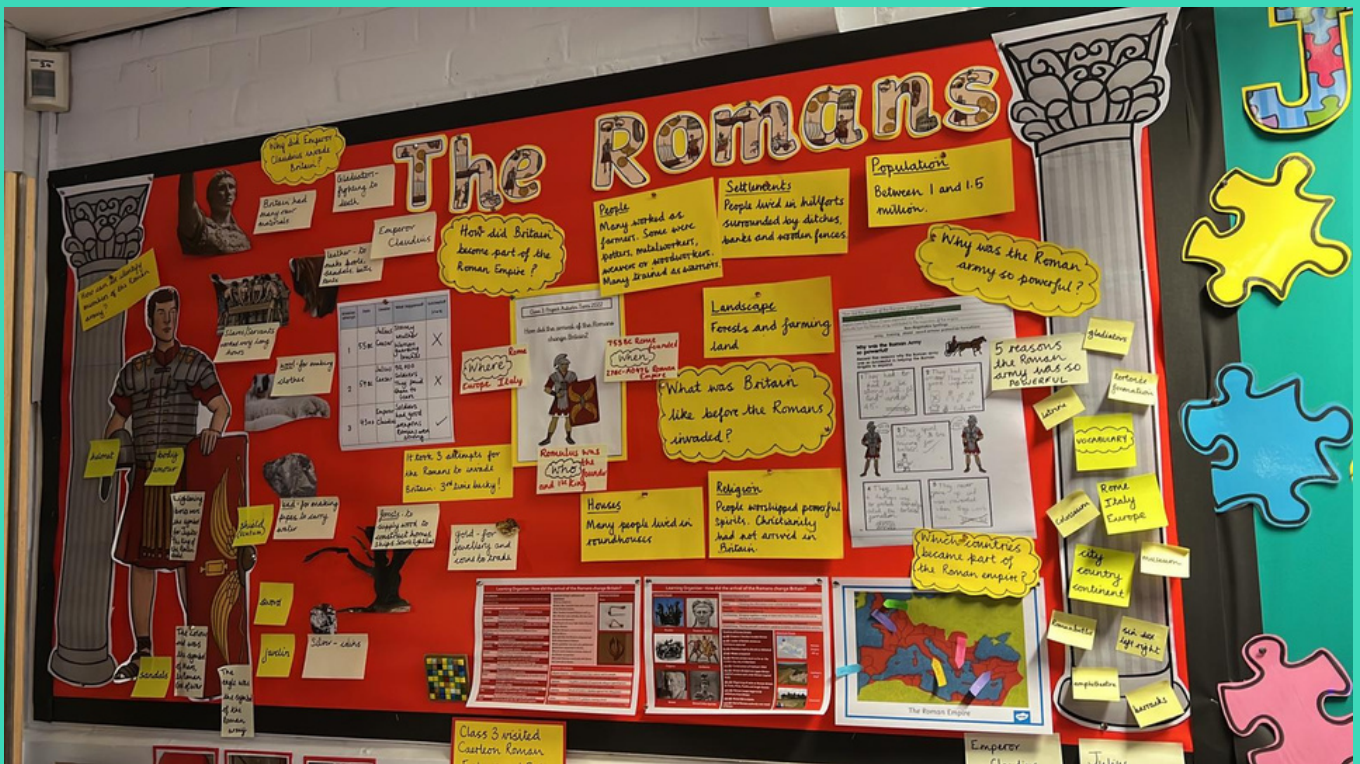
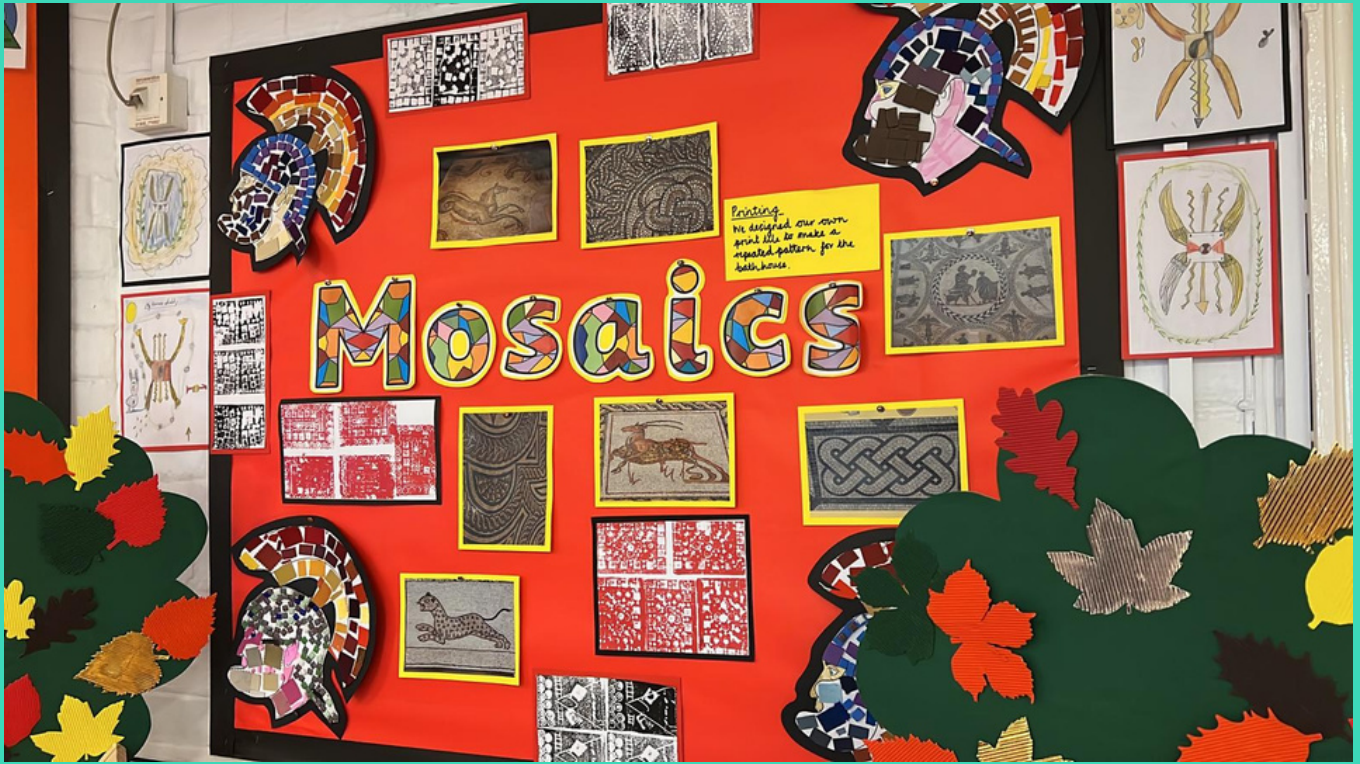
All children should be able to, and encouraged to, use concrete resources throughout the curriculum to scaffold and deepen their knowledge. It is an expectation that concrete resources are available in every classroom for maths, English and project work. Maths concrete resources should be progressive from KS1 into KS2 as exemplified in the maths policy.



Working Walls

Working walls are an essential part of all our classrooms. They are interactive supports to engage children in discussion and promote independent learning. They are an interactive tool and scaffold. It can create a sense of ownership, celebration and pride in your classroom community. All working walls should start blank at the start of each new unit or project and should grow as you progress through the sequence





EFFECTIVE USE OF TAS

Teaching Assistants are childrens most precious resource and scaffold for learning, aside from the teacher

How Should teaching assistants be used at Malvern Wells?

1. Within the classroom

2. Delivering structured interventions out of the classroom

3. Integrating the work between teachers and TA's - Making connections.

Within the classroom

The role of the Teaching Assistant within our classrooms is to assist the learning of individual or groups of learners, whilst contributing ,and adding to, the teaching. Teaching Assistants should not be consistently used as a resource for low attaining pupils but, move around and support in a variety of ways; live marking, asking challenging questions and alleviating arising misconceptions. It is the teachers responsibility to ensure the TA is prepared and well equipped for each session, with absolute clarity around learning intention.

Delivering structured interventions out of the classroom

TAs may be asked to lead a structured intervention using high quality resources for a period of 3-4months maximum. Interventions must start with a preliminary baseline assessment and end with an assessment to measure progress. Interventions where children are removed from the class must show impact.



Integrating the work between teachers and TA's - Making connections.

Interventions can often be quite sseperate from classroom activites and therefore it is essential that the TA makes connections for learners between intervnetion work and classroom learning. For instance; if Read write Inc early reading has been carried out as an intervention then the GPCs taught should be exemplified for the child in the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them

EFFECTIVE FEEDBACK & MARKING

In line with the DfE's report: Eliminating Unnecessary Workload Around Marking, three principles underpin our vision for effective marking. It should be:

·**Meaningful** – Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Our teachers are encouraged to adjust learning to inform next steps and planning of teaching and learning.

·**Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of our teachers.

·**Motivating** – Marking should help to motivate pupils to progress.

Planning for Success:

In order to achieve highly, it is important that pupils learn and understand exactly what a great piece of work looks like in the subject in which they are working.

To do so, the following should be in place for every lesson:

- Clear steps to success/Success criteria
- A model example of what is expected – analysed and broken down in terms of how it meets the success criteria; this will be evident on the working wall
- Appropriate prompts to support their thinking (e.g. Question stems, answer stems, key vocabulary, worked examples etc.)

Live Marking:

This is feedback and marking that happens within the lesson, in the moment, leading to immediate action by the pupil, and subsequent impact. There can sometimes be a tendency to mark obvious errors first (e.g. glaring spelling and punctuation errors), however, this type of marking should be focused on specific criteria. To ensure this is impactful, adults should mark specifically against the success criteria, having model answers to hand. This speeds up the marking process and ensures it is focused. Any simple errors should be addressed economically using the simple marking code (in the policy)

All adults are responsible for live marking around the classroom

SUPPORTING LEARNERS WITH SEN

“Every teacher is responsible and accountable for every pupil in their class including those with SEN.”

- Your role is to enable **all** pupils to learn as effectively as possible.
- Therefore we all need to be flexible and **adapt our teaching** to suit the individual students in our classes. That’s what makes teaching inclusive
- Differentiation = ‘**adaptive teaching**’.
- Adapt your teaching as you go, as well as planning in advance to meet students’ needs. Differentiation is not about a different task or a different worksheet, it’s about you **adapting your approach** to ensure all learners can succeed in your lesson.

What is SEN?

According to the SEND Code of Practice:

“a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

According to the SEND Code of Practice, a pupil has a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of their peers of the same age, **or**
- A disability that prevents or hinders them from making use of the facilities generally provided for their peers, or hinders them in accessing the curriculum.

Areas of SEND

Communication and Interaction - This includes Speech, Language and Communication Needs (SLCN), for example difficulty in using language or understanding language. It also includes conditions where there are challenges understanding social rules of communication eg ASC

Cognition and Learning - This covers a wide range of needs where students learn at a slower pace than others. Pupils may have difficulty in understanding certain parts of the curriculum or have difficulties with organisation and memory skills. It includes Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia

Social, Emotional and Mental Health Difficulties - SEMH difficulties can manifest as withdrawn, isolated, challenging or disturbing behaviour, or pupils may face challenges in managing their relationships with others. SEMH also includes Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.

Sensory and/or Physical Needs - This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and any long term or ongoing Physical Disability (PD).

SUPPORTING LEARNERS WITH SEN

Quality First Teaching must be the first step in responding to pupils who have SEN

If pupils are receiving QFT but, require something additional in order to make progress, we must try to remove barriers to learning and put effective special educational provision in place through SEN Support.

These children will often need additional interventions in place in order for them to achieve age related expectations or make progress from their starting points.

