Chapel Street Community Primary School

Teaching and Learning Strategy
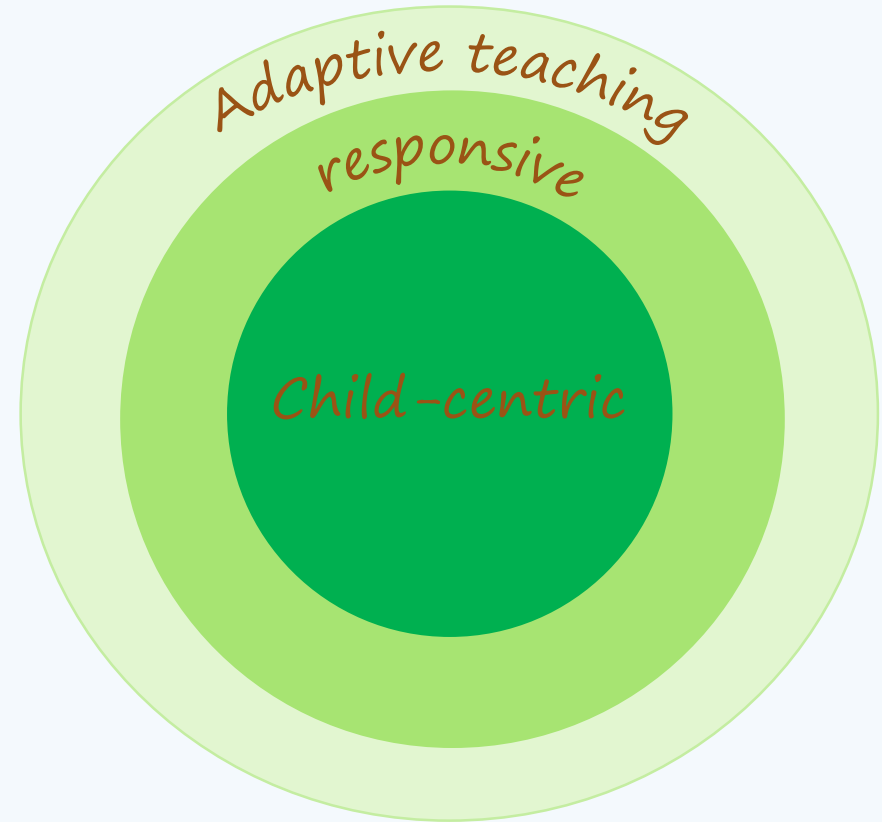
2021 – 2026

Our vision and mission statement

Our purpose, our why

Making a difference and achieving excellence for every child.

Teaching and Learning vision

- Responsive

- Child-centric

- Adaptive teaching

This means...

Child-centric

Child-centric
-providing value for the children
-engaging, stimulating learning
-extending their world views
-relational approach
-hooking them into the learning
-ensuring **all** children learn

This means...

responsive

Responsive
-immediate response to children
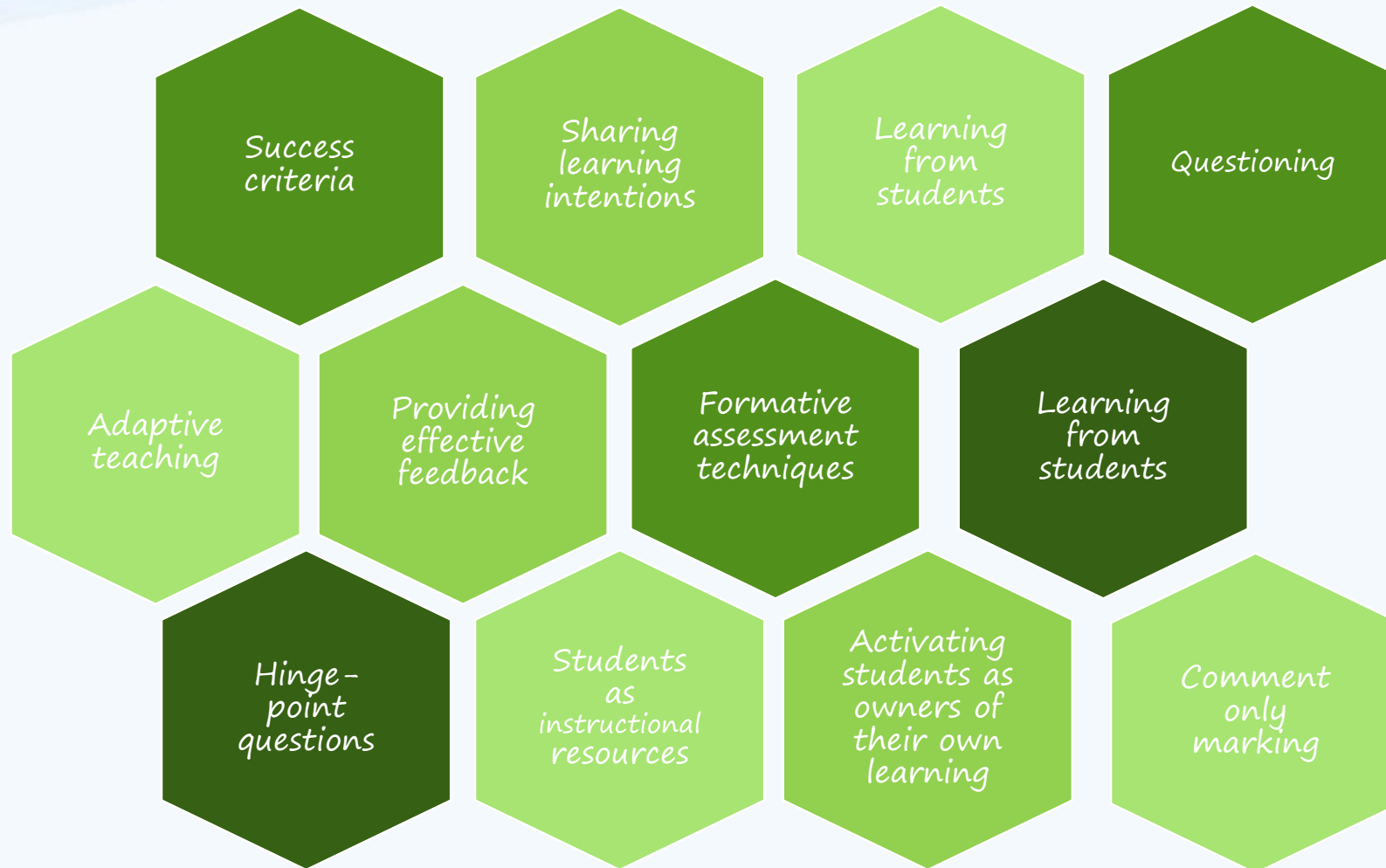-impactful feedback
-same day interventions
-adaptive teaching

This means...

Adaptive teaching
-adapting content of lessons
-adjusting the process of lessons
-allowing children to demonstrate learning in different ways
-explicit teaching (I do, we do, you do)
-individual feedback (teacher and peer)

responsive

Success criteria

Sharing learning intentions

Learning from students

Questioning

Adaptive teaching

Providing effective feedback

Formative assessment techniques

Learning from students

Hinge-point questions

Students as instructional resources

Activating students as owners of their own learning

Comment only marking

Adaptive teaching

Adjusting content

Delivering different parts of the curriculum depending on pupil's current level.

This can be ensuring prior knowledge is fully embedded, key learning is understood or extending deeper for mastery.

Adjusting the process

Changing the methods of teaching and how students will learn. This could be collaborative learning for some groups, modelled support with others and explicit instruction with another.

This supports individual learners and allows them to meet their learning outcomes regardless of their starting point.

Adaptive teaching

Individual feedback

Feedback (immediate or next day) is specific to individual needs and provides clear instruction for how to make progress and move onto the next step.

Peer feedback is meaningful and supportive

Self-assessment is reflective, useful and responded to by the teacher

Children demonstrating learning in different ways

Adapting the success criteria to allow personalised responses to showcase learning. Students could teach another student, share their learning with the class, or use a specific learning outcome to complete a task.

**All three components are key for effective teaching and learning**

Child-centric teaching enables children to engage and see value in their learning. This will allow them to reach their full potential.

Responsive teaching requires engaged and motivated students wanting to learn and adapts to meet the need of all children to ensure they can make progress.

Adaptive teaching needs pre-assessment of readiness, interest to accurately understand students needs and strengths. It relies on formative assessment to monitor student learning and progress towards learning goals.
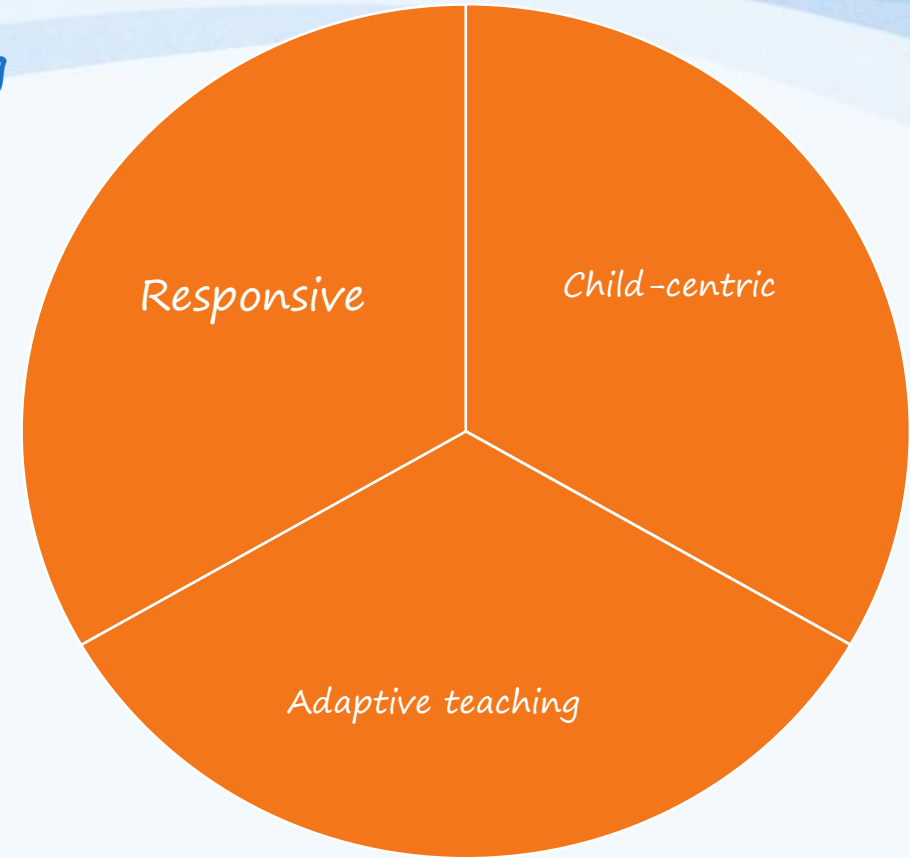
Potential barriers to learning

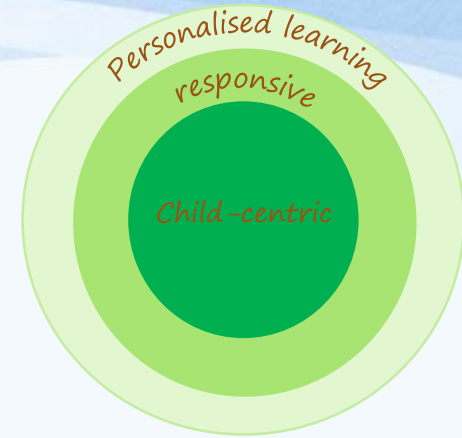Personalised learning
responsive
Child-centric
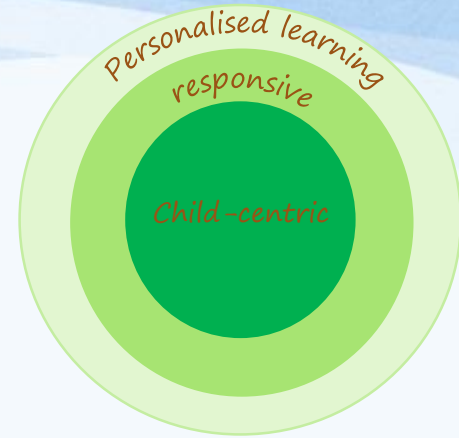
Emotional

Motivational

Social and cultural

What does success look like?

- A school where its curriculum, focus on teaching and learning and assessment systems are interconnected.

- Teaching and learning is child centric where learning provides value and engages students.

- Teaching is responsive and adapted to the needs of every child using a range of formative assessment strategies.

- Teaching is adapted to allow all children to maximise their learning and ensure all children are able to learn.

- Every child makes good progress and is a confident learner.

- An increase in children reaching the expected standard.

Personalised learning
responsive
Child-centric

What does success look like?

Personalised learning
responsive
Child-centric

Parents

- Have a good understanding of strengths and next steps for their child. They feel part of their child's learning journey.

Governors

- Trust the data because they are aware of the rigorous and systematic approach for assessment in our school. They use data to effectively hold leaders to account.

Community

- Good reputation in the community for a school having high aspirations, a strong drive for school improvement and achieving sustainable progress.

Children

- Confident, aspirational children who know their strengths and their next steps.
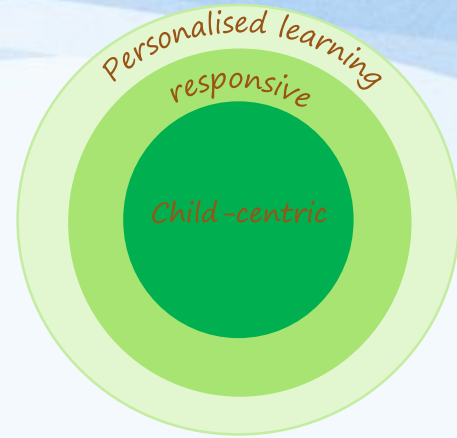
Staff

- Who can confidently and articulately give examples of the vision and demonstrate best practice in their classroom.

- Staff take ownership for their data – they understand and use it to improve outcomes for every child.

Leaders

- Who have a strong understanding and knowledge of assessment information and use this to drive improvements, hold to account and inform professional support and challenge.

What next at Chapel Street?

- KS1/KS2 continuing with the second year of the SSAT programme

- EYFS and TAs continuing to have bespoke training tailored to their needs

- Teaching and Learning policy to be shared with Governors and staff

- Feedback policy to be shared with Governors and staff

- Increase in coaching culture – learning from people's strengths (including videos, informal lesson drop-ins, 'expert teachers')

- Further work using Rosenshine Principles and Walk-thrus

Personalised learning
responsive
Child-centric

Teaching and learning Five-Year Strategic Plan (2021 – 2026)

Target	2021- 22	2022 – 23	2023 - 24	2024 – 25	2025 - 26
1. Develop staff understanding of <u>why</u> teaching and learning is important (including formative assessment strategies)	preparing/ implementing	Implementing / developing	Developing	Embedding	Embedding
2. Understanding <u>how</u> to become competent at being responsive teachers, with child centric lessons and able to personalise learning	preparing/ implementing	Implementing	Implementing	Developing	Embedding
3. Develop new systems for monitoring and evaluating effectiveness of teaching and learning alongside effective accountability for staff	preparing/ implementing	Developing/ embedding	Embedding	Embedding	Embedding
4. Developing measures of impact	preparing/ implementing	Developing	Embedding	Embedding	Embedding
5. Provide resources, schemes and training to support staff	preparing/ implementing	Implementing	Developing	Embedding	Embedding
6. Encourage and develop reflective practice amongst staff	preparing/ implementing	Implementing	Developing	Developing	Embedding
7. Enable pupil voice to empower students to share what they feel will support with their teaching and learning	preparing	Implementing	Developing	Embedding	Embedding
8. Developing 'expect leaders' as role models to support and train staff	preparing	Implementing	Developing	Embedding	Embedding

Personalised learning
responsive
Child-centric