



# Treloweth Primary School Teaching & Learning Policy



Date Agreed: January 24	Chair of Governors: Mrs K Monk	Headteacher: Mrs S French
Date For Review: January 25		

## Introduction

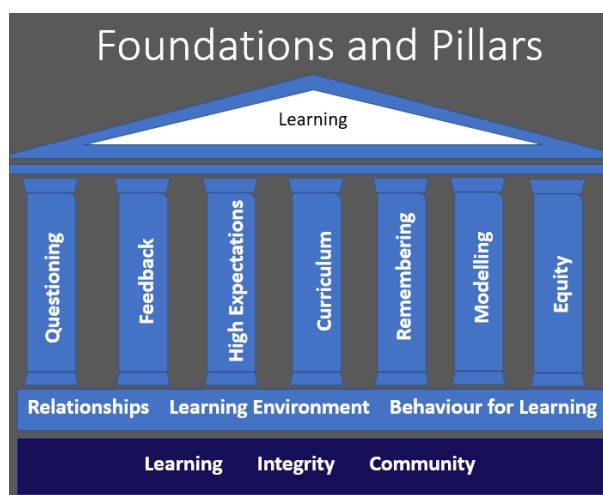
All of our actions in school are informed by our core values, which are for everyone to be curious, kind and connected. These are the guiding principles that form the 'Treloweth Diamond,' and each core value represents a key element of the framework that we believe is necessary for the school to provide the very best offer we can to children, staff, parents, and the wider community.

## Our school is:

- A centre of excellence where everyone can achieve success.
- A community of respectful, tolerant, open minded citizens.
- A community where everyone aspires to be the very best they can be.
- A community of resilient, ambitious, lifelong learners.
- Safe and supportive with caring and nurturing staff.

At Treloweth, our aim is to foster resilient, resourceful, responsible and respectful learners who have the confidence, skills and attitudes to be successful life-long achievers. We promote a learning culture through everything we do so that pupils engender a love of learning and the desire to continue to learn. We give our pupils every opportunity to succeed. We believe that both adults and children learn new things every day and that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed, positive choices. We believe that appropriate teaching and learning experiences help children to lead happy and fulfilling lives. We are a learning-focused school and believe in devoting curriculum time to teaching children how to develop as learners. This is reflected through our agreed learning behaviours, which are to be: Resilient, Respectful, Responsible and Resourceful.

At Treloweth, we are guided by several key principles which underpin the Peer Review process across our schools and are the benchmark of our successful practice, building on the Crofty Trust shared values of Learning, Integrity and Community.



## Foundations

### Relationships

When adults:	Learners will:
Adopt a holistic approach Teach the child not the subject Make the classroom a safe space to take risks Model positive relationships Are consistent Are nurturing, emotionally aware, warm and kind.	Feel valued and safe Be confident to speak out and voice their opinions Have high self esteem Be resilient Be invested in their learning Enjoy challenge Build positive relationships Display emotional awareness

At Treloweth School, you will see a calm, purposeful and happy community where attendance is high (staff and pupils). Members of the community feel valued and confident to raise questions and challenge positively. Our purposeful culture permeates through every interaction we make and we place high importance on developing psychological safety throughout our school community.

### Behaviour for Learning

When adults:	Learners will:
Understand the characteristics of learning/ 4R's Understand the principles of meta cognition and plan opportunities for the development of this. Engaging parents in their child's learning Are passionate about life long learning	Display high levels of engagement Take appropriate risks Celebrate and discuss their learning at home Know what to do when they don't know

At Treloweth School, you will see children who are proud of their learning. Learners who are able to talk positively about the mistakes they have made on their learning journey and understanding that this is part of the learning process. 'Learning to learn' is explicitly discussed and celebrated and children all have frequent opportunity to experience success.

### Learning Environment

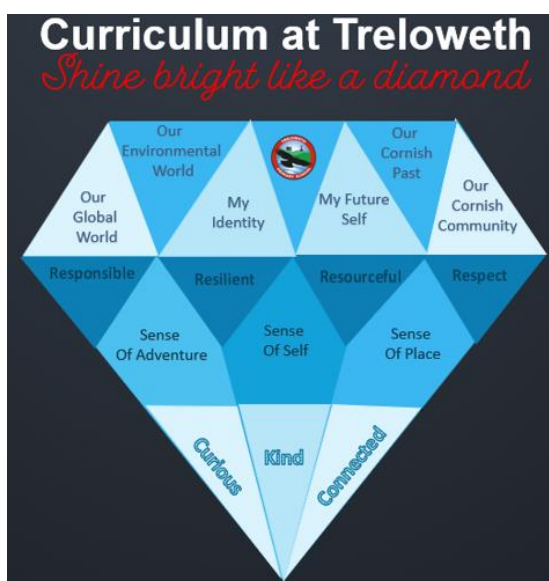
When adults:	Learners will:
Create a culture which is calm and purposeful Establish the principle of equity and understanding Value every individual Ensure appropriate resources are readily available to all Develop learning prompts which are visually available Encourage independence	Feel safe and that they belong Be confident to take risks and have a go Know where to look for help Become more independent

At Treloweth School, you will see children who feel safe and valued as individuals within their school community. They are confident and independent in the use of the resources available to them and increasingly curious and self-motivated to learn.

## Treloweth Curriculum

At Treloweth we have developed a small step, incrementally progressive Diamond Curriculum, which has been crafted by our team of subject experts using the Croffy small steps, national and global research and the National Curriculum. This document is inspired and guided by the Treloweth three core themes- Sense of Self, Sense of Place and Sense of Adventure.

Lessons follow our curriculum 'S plan' which lays out the expectations of how cross curricular links, key knowledge, vocabulary, and considerations for cultural capital are embedded through the subjects. The essential knowledge we embed over time through each child's journey here at Treloweth is reactivated and sustained using knowledge organisers and Diamond Knowledge Flashcards.



Our granular, curriculum journey builds from our values- Curious, Kind and Connected, and these permeate through everything we do. Our three core curriculum themes and six key areas are explored and build upon each year from the foundations established in EYFS to Y6. This ensures that the children develop their experiences and confidence during their journey through the school and that opportunities are revisited annually to give each child a holistic understanding and appreciation of themselves, their community, and the wider world around them.

Sense of self		Sense of place		Sense of adventure	
My Identity 	My Future Self 	Our Cornish Community 	Our Cornish Past 	Our Global World 	Our World Environmental 

## The Learning Journey

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs, cultural backgrounds and interests) it also requires excellent subject knowledge with effective planning and stimulating use of strategies, resources and

personnel to enable all pupils to learn effectively. Teachers create a caring and friendly environment in which high levels of good behaviour are maintained and build our core values into everything they do. We enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively, thus making good progress in all aspects of their learning. All adults at Treloweth are leaders of learning and are encouraged to attend training courses, observe good practice and disseminate knowledge across the team.

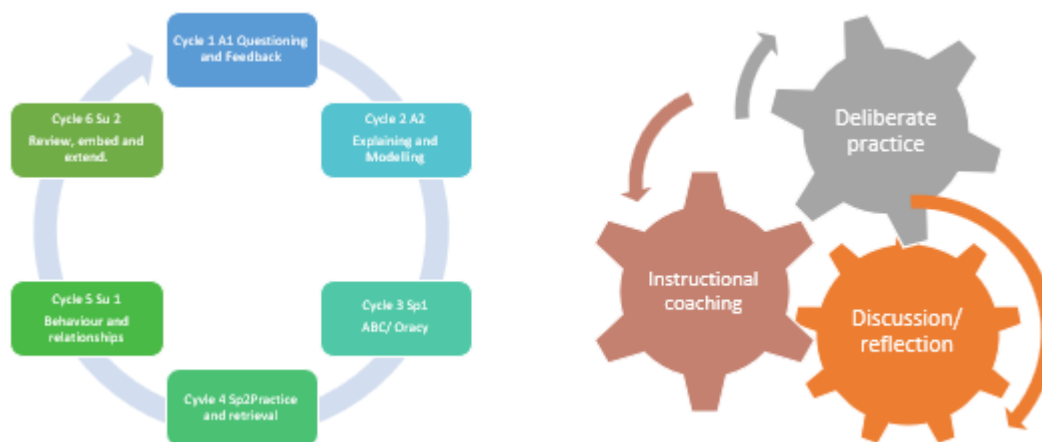
As a staff, we constantly reflect on our teaching styles, the environment and our expectations of behaviour, to ensure that every child is confident, happy and ready to learn. Staff participate in our rigorous and bespoke CPPD programme which helps them to reflect on the teacher standards and improve through rigorous cycles of coaching, observation and practice.

## CPPD (Continuing Personal and Professional Development) at Treloweth School

At Treloweth School, we work from Rosenshine's 'Principles of Instruction' and carefully consider how to embed them within our teaching and learning provision. We have developed a strategic approach to CPPD, informed by research carried out by Hattie, Covey and Sherrington and we reflect, trial and coach to continually refine our effective teaching and learning. Utilising our absolute belief that children need to feel safe, loved and positive in order to be in the best position for learning, we include elements regarding behaviour and relationships early on each year and we dedicate time to ensure we establish this in every classroom. We believe that getting this right is as crucial as having a deep understanding of the progression of skills and knowledge and our curriculum offer.

### Consideration, Reflection and Incremental improvements

Our instructional coaching programme provides regular opportunities to reflect deeply on aspects of the teaching and learning principles. We believe that instructional coaching is a central mechanism for supporting teachers' professional learning and have developed a cyclical framework to support this powerful process. Focus 'Walkthrus' (Sherrington, Caviglioni, 2021) are implemented and revisited throughout the year and termly bespoke areas are identified in addition to these to enable individual practitioners to explore and develop their practice further. The process of discussion/ reflection, deliberate practice and instructional coaching forms the backbone to our successful approach to teacher development and provides all teachers with the opportunity to reflect on the teaching standards, celebrate successes and become the best teachers they can be.



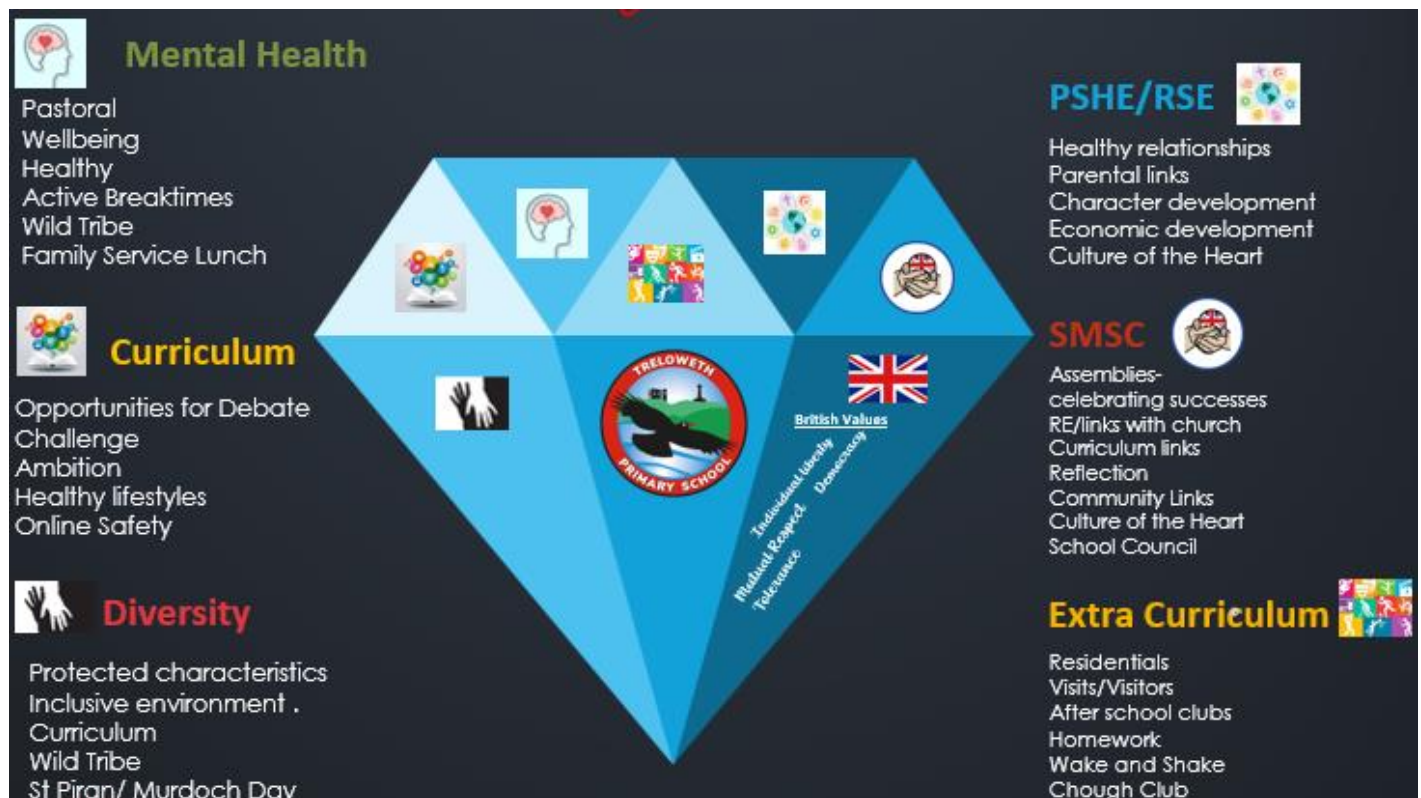
## An Inclusive Learning Approach- Personal Development

At Treloweth we pride ourselves in developing a positive 'can do' culture and build intrinsic motivation to succeed for both staff and children alike. We recognise and celebrate success through assemblies, the learning environment and performances and regular communication with parents. Through our small step curriculum, we ensure that there is a broad range of opportunities that everyone can access allowing for everyone to shine. In addition to this, teachers adapt their teaching and create bespoke targeted plans to meet the needs of every child.

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended school provision we aim to integrate and promote our Diamond Values through the curriculum so that all pupils can:

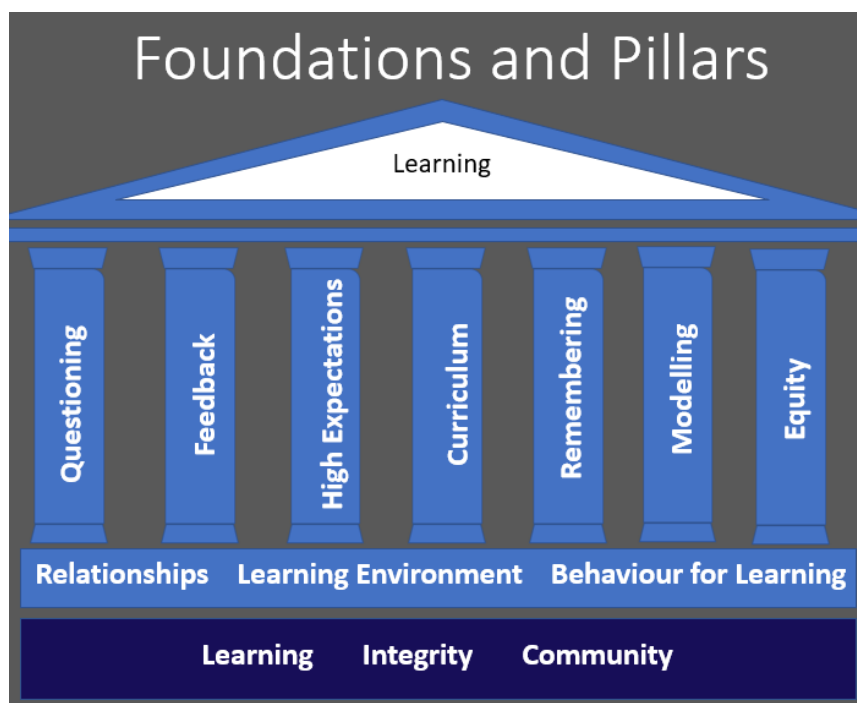
- Be healthy.
- Stay safe.
- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well being.
- Be equipped for life in modern Britain.

We provide additional opportunities for learning in these areas through PSHCE and the wider curriculum, through the use of visits and visitors which are all part of our personal development offer.



## Principles of Effective Teaching and Learning

In order to ensure that we as a school and as a Multi Academy Trust are incrementally improving, we believe that an agreed framework is critical. This allows a common background, and associated language, to utilise for identifying individual and collective accomplishments, strengths and next steps, particularly during times of collaboration such as regular Croffy Network meetings and INSET days. In Croffy there is no standard Teaching and Learning policy as each school is enabled to develop approaches that are tailored appropriately. However, there are several key principles that are shared by all schools. These shared principles are encapsulated by the diagram below.



### Pillars

#### Questioning

When adults:	Learners will:
Use questioning to accurately and effectively assess a child's understanding Adapt teaching in response to feedback from children Use a variety of questioning techniques with skill and purpose Demonstrate a genuine curiosity in children	Fully participate in learning Make progress and feel successful Understand and apply learning with increasing independence Ask questions, be curious

At Treloweth School, you will see adults who use their knowledge of what children know to shape learning and secure progress for all children. Children at Treloweth ask questions as well as answer them, they think hard and reason and apply their learning in a broad range of contexts. The techniques of 'Cold Calling,' 'No Opt Out,' 'Probing Questions,' 'Think, Pair, Share,' 'Say it again- say it better' and 'Mini Whiteboards,' are continually used, along with essential questions, such as, 'What do you notice?', to develop verbal reasoning skills. This process of formative assessment allows early identification of rapid graspers to ensure that all needs can be met and that all children can feel success.

## Feedback

When adults:	Learners will:
Use insight gained from assessment to provide timely feedback (to children or peers) Give opportunities for learners to respond to feedback Create opportunities for peer assessment or self-reflection Link learning to success criteria	Know how to improve Apply learning to new situations Seek feedback Reflect

At Treloweth School, you will see children and adults responding positively to feedback and acting on it. Learners will be able to talk about how feedback has helped them to improve and are able to reflect for themselves to identify next steps.

## High Expectations

When adults:	Learners will:
Consciously expose children to high quality language and resources Expect everyone to listen, focus, be attentive and show positive attitudes Model metacognition Model what ambitious looks like Model attitudes, learning behaviours, values and seeking to self improve.	Use high quality language Positively engage, fully participate, demonstrate high levels of effort and gain the most from learning Understand themselves as learners, and be proactive, adaptable, reflective learners Strive to produce the best and make progress Demonstrate the Trust values, learning behaviours and value learning and education.

At Treloweth School, you will see highly engaged, motivated and active participants in learning. Adults and children will be positive, challenge themselves and feel proud of their achievements.

## Curriculum

When adults:	Learners will:
Plan their lessons in line with the school Curriculum intent Use assessment for learning effectively Sequence learning to build on existing knowledge and support children to make links Identify the small steps of learning needed to build towards the end point Share the end point explicitly with children Plan lessons with a clear learning outcome Have a secure subject knowledge and expertise	Recall, retain and build on knowledge Achieve the learning intentions Achieve academic milestones Make links within subjects and across their learning

At Treloweth School, you will see children who can talk confidently about what they have learnt and the links they have made. Their work will demonstrate application of understanding. Children will be excited and confident about what they have learnt.

## Remembering

When teachers:	Children will:
Reactivate prior learning Make explicit links Expand ideas Tell stories Understand the sequence of learning Build opportunities and expectation of recall Use high quality questions	Remember what they have learnt Recognise links and make new ones Transfer skills and knowledge Be confident and curious

At Treloweth School, you will see confident and knowledgeable learners who have a good understanding of what they have been taught. They are able to apply their learning to make new links and reasoned guesses in new contexts.

### **Modelling**

When teachers:	Children will:
Provide scaffolds for learners Use misconceptions positively Take risks Think aloud Collaborate Are well prepared Reflect and evaluate	Be confident to try Understand what's expected of them Make progress quickly Be eager to learn Reflect and improve

At Treloweth School, you will see dynamic classrooms where energy is learning focussed, and all children feel supported to do their best.

### **Equity**

When teachers:	Children will:
Are inclusive Understand and tailor learning to address individual needs Challenge and support children to do their best Use strategies designed to reduce burden on working memory	Engage positively with their learning Achieve Feel successful Develop independence Remember more and be able to tackle future problems

At Treloweth School, you will see all children actively participating in lessons as a result of the scaffolding and tailored support provided to secure success.



