

Pear Tree Community Junior School

Teaching and Learning guidance

'The Pear Tree Way'

*Challenging & Leading Learning to Inspire Progress
Grow & Flourish*



With trust and care we will grow and flourish

Introduction

Pear Tree Community Junior is a caring and nurturing environment where we encourage all of our children to be Ready, Respectful and Responsible each day. We teach our children to respect themselves and show respect and appreciation for others. Our vision is to enable our diverse community to flourish through promoting personal values, enriching learning and recognising the rights of everyone.

We aim to provide an exciting curriculum so that all our pupils are able to develop their interests and talents and become happy, lifelong learners who acquire skills and abilities that enable them to flourish.

Pledge

To ensure this becomes a reality as staff and governors we have made pledges to the school community:

- We pledge to instill personal values and encourage children to show pride, passion and perseverance.
- We pledge to enrich learning so children can demonstrate enthusiasm, excellence and enquiring minds.
- We pledge to have ambition for all to raise appreciation, aspirations and achievement.
- We pledge to recognise the rights of everyone and ensure children are ready, respectful and responsible.

To enable us to fulfil these pledges we need to provide high quality Teaching and Learning. The guidelines within this document will ensure consistency, quality and high expectations.

CLIP Effective Learning Principles

All Teaching and Learning at Pear Tree will be guided by the principles of CLIP learning:

Challenge
Lead
Inspire
Progress

Teachers will: ***Challenge and Lead Learning to Inspire Progress***

The CLIP framework is guiding principles for the elements that can make excellent teachers. Throughout this document the examples of effective practice will show how CLIP underpins all aspects of the teaching sequence. CLIP will also be used to lead the training opportunities for all staff.

CLIP stands for:

Challenge: ensuring teachers have high expectation of all children so they grow, develop and flourish.

Lead: ensuring learning is led by effective modelling, clear questioning and the use of high quality resources.

Inspire: ensuring teachers provide learning environments that stimulate, Lessons that engage and memories that last a lifetime.

Progress: ensuring that pupils build their learning through excellent feedback, opportunities to reflect and clear outcomes.

Challenge

Regardless of their prior attainment, pupils will be challenged to achieve their very best and make progress in each lesson. Teachers will have knowledge of the children and groups in their class by completing a [class context sheet](#) and [class assessment sheet](#).

[National Curriculum objectives](#), from the relevant year group, will be used to ensure Age Related Expectations (ARE) are known and understood. Each year group will use the 'brick wall' key objectives to ensure coverage of the main objectives, these brick walls will be used to see gaps in learning. ARE Objectives are supported by clear success criteria, which will provide stepping-stones and allow the learning to build throughout the lesson.

At Pear Tree we use the following terms:

Seeds of learning: *The very large majority of the children will achieve. All children will grow in their learning.*

Grow: *Most children will develop their learning further and be working within ARE*

Flourish: *Some children will have a secure grasp of the objective and have the opportunity to apply or move beyond the knowledge or skill*

Learning Skills from the Pear T Promise will be highlighted where necessary and children's success can be highlighted and praised.

Pear Tree Promise

At Pear Tree, we will focus on the following learning behaviours through the [Pear Tree Promise](#):

Perseverance – showing resilience on a task

Enquiry – questioning, investigating and making links

Aiming High – challenging yourself to know and do more

Reflection – acknowledging how well you have done and what you will do next

Teamwork – working together to achieve a shared goal

There will be recognition that you can **grow**, **develop** and **flourish** in these learning behaviours.

The Learning Strategy C3B4Me will support the development of these learning behaviours

At the start of the lesson these key areas will be highlighted to children so they understand what they need to do to be successful. A template [Smart Notebook](#) or [PowerPoint](#) are used to ensure consistency across the classes.

LO: Use and punctuate direct speech correctly

Date: Monday 8th January

- **Seeds:** fill in speech bubbles for the characters in our story
- **Grow:** punctuate speech in your story using “ . , ? ! ” and capital letter
- **Flourish:** demonstrate how a character is speaking through excellent vocabulary choices and additional punctuation e.g. ... or () -

Scaffold to support:

- Highlighted examples in class text
- Story map and visuals
- Modelled examples
- ‘Said words’ vocabulary mat
- Thesaurus

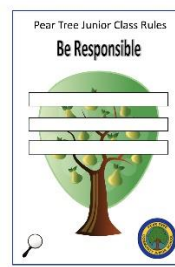
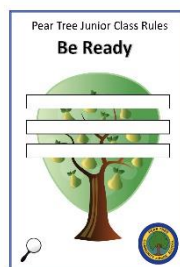
What that will look like:

- ★ Keep going even if you find it hard – C3B4Me
- ★ Use the modelled example to check your own work and make any changes

A 'Stickit' is used to capture these expectations, which is stuck into the children's books.

LO:	Date:
• Seeds <input type="checkbox"/>	Our focus today is
• Grow <input type="checkbox"/>	Perseverance <input type="checkbox"/>
• Flourish <input type="checkbox"/>	Enquiry <input type="checkbox"/>
	Aiming High <input type="checkbox"/>
	Reflection <input type="checkbox"/>
	Teamwork <input type="checkbox"/>

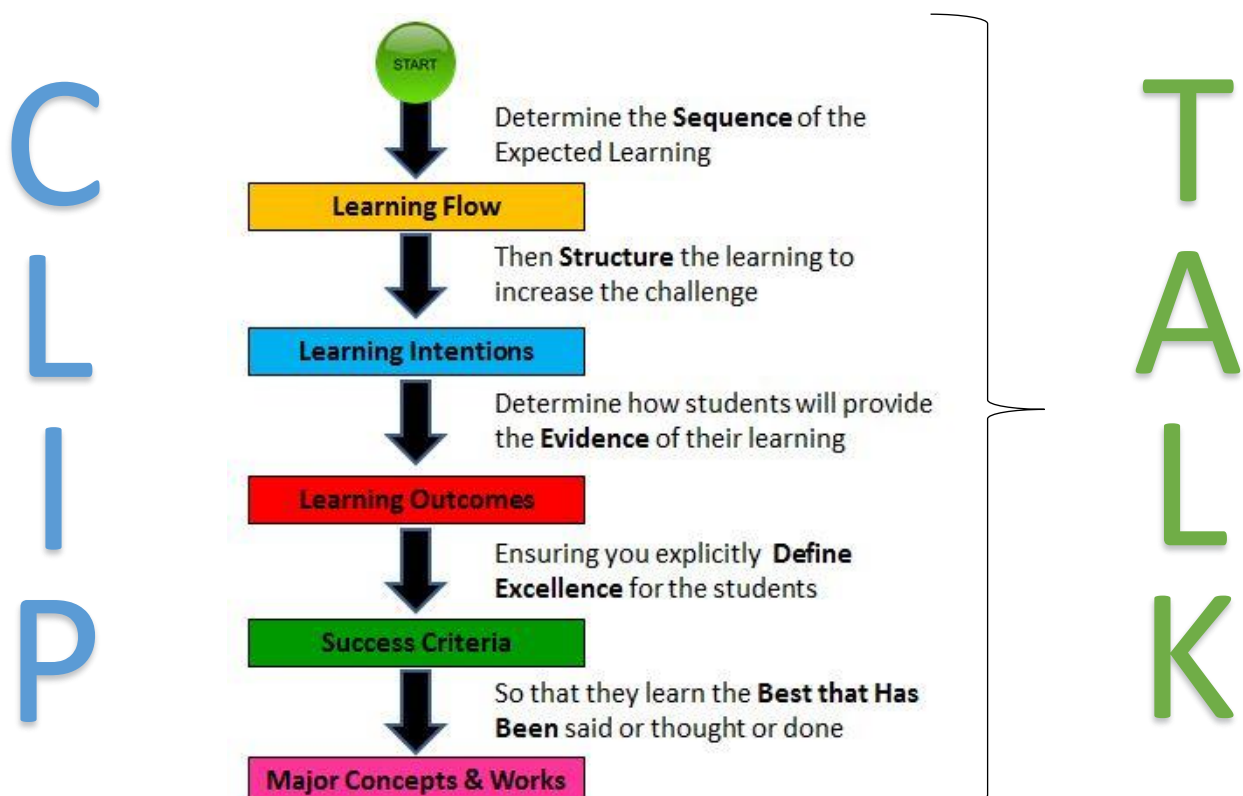
Pupils will be recognised for good learning behaviours and following the school rules. Pupils who show 'over and above' behaviours should be placed on the recognition board, in line with the school [behaviour policy](#).



High Expectation in presentation will be displayed in classrooms and insisted upon. A [behaviour script](#) shares the expected responses to inappropriate behaviour. [Pear Tree Promise Time](#) will be used weekly to discuss class and whole school issues of behaviour.

Leading Learning

High Quality Planning will need to ensure that we build the learning to a high quality outcome and ensure children make progress through a clear planning structure. Yearly and termly overviews will provide the framework for teachers to plan clear sequences of learning.







Language Framework

Pupils at Pear Tree need to be explicitly taught language functions, language structures and vocabulary. Classrooms should be alive with high quality talk. When planning teachers will consider the use of language by completing a [planning pro forma](#) at the start of a unit, ensuring key language concepts are taught.

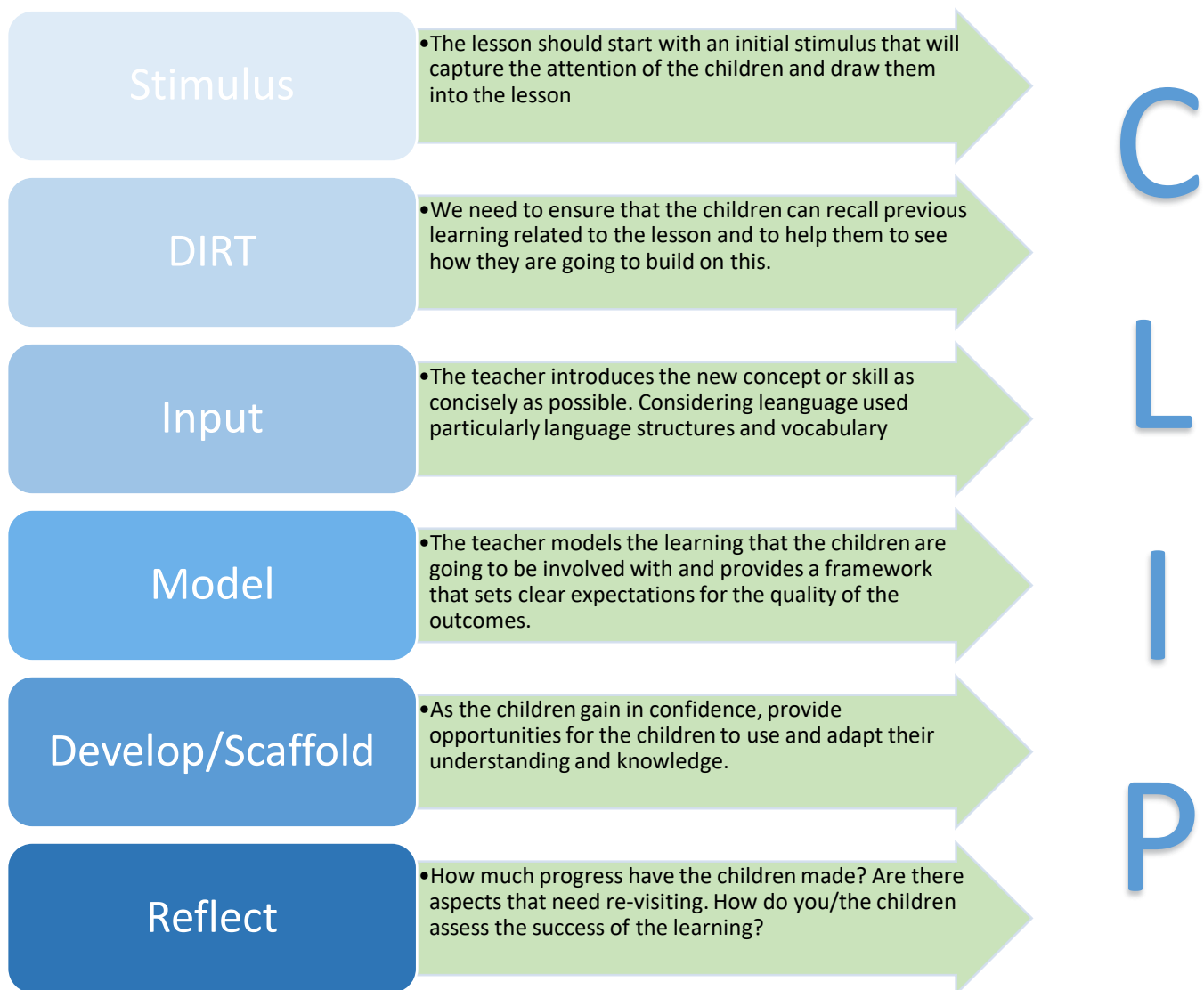
Topic		
Functions	Structure	Vocabulary
		Seeds
		Grow
		Flourish

A [support document](#) based on the work completed by Tower Hamlets and adapted for Pear Tree is available to support teachers when planning.

This will be [shared with pupils](#) during lessons so language features and vocabulary are explicitly taught

Topic: Solid Liquid Gas		
Functions	Structures	Vocabulary
<p>Comparing and contrasting</p> 	They are the same because.....	<p>Seeds</p> <p>solid </p> <p>liquid </p> <p>gas </p> <p>Grow</p> <p>freeze ice steam oxygen melt</p> <p>Flourish</p> <p>solidify dissolve evaporate solution</p>
	They are similar because.....	
	They are different because.....	
is a.....and.....is a.....	
	Another feature they have in common is that.....	
Furthermore they are both.....		

The structure of the individual lessons will ensure the key objectives, skills and concepts are built and reflected upon.



[Planning](#) for [English](#) and [maths](#) support teachers to plan ensuring a clear focus on CLIP learning.

[English Planning and assessment and presentation expectations](#)

Maths Planning and assessment and presentation expectations

Modelling and Scaffolding

Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. **Eggen and Kauchak (2001)**

Here are five simple strategies that make for high-quality modelling:

1. **Model live**

Demonstrating how to solve a problem is common in some subjects, but can be completely absent in others. Children write and solve problems every day so you should certainly model it live. Scripting a text at the front of the class with your students. Not only will you model subject-specific language, but you will also unearth the complex thought processes that contribute to successful writing.

2. **Show empathy**

Pre-empt the setbacks and emotional anxieties a task or problem might lead to. Guide your students through strategies that overcome these as you model, using phrases such as: "When I first looked at this problem I didn't know where to start – and then it hit me that I should ..." and: "It's OK to feel frustrated at this point; I often do."

3. **Punctuate with questions**

The most effective modelling often goes hand in hand with quick-fire questioning. Two types of enquiry are particularly important: the descriptive question ("What am I doing?") and the explanatory question ("Why am I doing it?").

4. **Use multiple exemplars**

The quality of an exemplar can be hard to judge in isolation, so comparing excellent and poor examples can help students to identify the reasons for success. Multiple exemplars are also important to ensure that you don't stop creativity in subjects that call for a range of responses. For example, when teaching creative writing, ensure students see a range of excellent examples to help them realise that high-quality prose comes in many shapes and sizes.

5. **Don't overdo it**

Beware that modelling doesn't lead to a dependency culture. Sometimes models should be removed to allow students to think and make mistake for themselves.

Scaffolding is breaking up the learning into chunks and then providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.

Practical ideas for using scaffolding

1. **Pre-teach key vocabulary**

Vocabulary could be provided or you could ask learners to use a bilingual dictionary to find out the definitions of key words. This way the learner is using what they already know in their first language as a scaffold for their learning.

2. **Plan carefully for the language that will be learnt through the tasks and discussions.**

This is an opportunity to teach specific vocabulary, grammar or language structures. It is also a good place to extend language through discussion where the adult can address errors and can recast and remodel the correct use of language.

3. **Provide planned opportunities for learners to work collaboratively,**

Pupils work in pairs or a group, on a task that requires a particular type of talk and has a clear outcome. If the groups are of mixed attainment; contain learners, who share a first language and / or are more proficient users of English, this provides a scaffold.

4. **When learners are working independently, provide them with scaffolds that enable them to write or speak according to a specific frame.**

This could be by: providing a sentence start that can be completed in different ways; using a substitution table to give the learner choices about the content of their sentence whilst still maintaining a specific structure; a whole text frame that can help them to plan the content of paragraphs.

5. **Use visuals to accompany text**

to aid the reader's understanding and to help them to access the curriculum. For example: an illustration to accompany new vocabulary; a diagram to accompany text such as an explanation; a map to aid understanding of given directions.

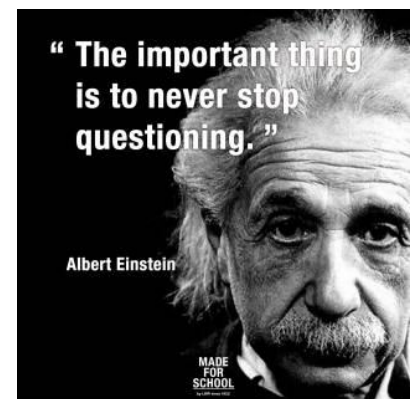
6. **Graphic organisers**

can be provided by the teacher or developed with the learner to: develop understanding of the structure of a text; summarise the main ideas from a text; organise the main points of an oral discussion in preparation for a formal presentation or written task; use to plan the content of a written task.

Questioning

Paul and Elder (2000) state that *'Thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field...the field would never have developed in the first place'*.

In order to keep a field of thought (or a concept/topic) alive teachers have to constantly ask questions of it, rather than simply allowing that field to close down. Teachers are then able to challenge existing or established answers through questioning to challenge students' thinking.



Research by Smith (1998) states that language-rich classrooms are more conducive environments for learning and thus progress. In our classrooms, the ability of students to be able to express their views and thoughts is generated through our questioning of them.

Questioning in lessons is an important aspect of teaching because it:

- drives learning
- creates a language rich environment
- reviews learning
- encourages engagement and motivation
- develops critical thinking

However, the type of and way in which we use questions needs to be carefully considered if we are to maximise the potential of our pupils. [See questioning at Pear Tree Guidance](#)

Resources/Visuals

Visuals, representations, models pictures and manipulatives are used throughout the school not just for the lower attaining pupils. This allows pupils to have resources to support and develop their understanding. Where possible, contexts are related to pupils' experiences. Thought must be put into what resources are required to support pupils' understanding and when these are no longer required.

Additional Adults – maximising the use of TAs

Teaching Assistants are an incredibly valuable resource and can have a dramatic impact on learning and progress. To maximise the impact of teaching assistants the [guidance](#) has been developed to consider best practice.

Whilst pupils are in the school, all activities undertaken by TAs should directly influence pupil learning. The school basis its TAs deployment and training strategy In line with the Education Endowment Fund:

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS

i TAs should not be used as an informal teaching resource for low attaining pupils

ii Use TAs to add value to what teachers do, not replace them

iii Use TAs to help pupils develop independent learning skills and manage their own learning

iv Ensure TAs are fully prepared for their role in the classroom

v Use TAs to deliver high quality one-to-one and small group support using structured interventions

vi Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

EAL

The potential for learning is not finite or bounded, the potential for learning in school should not be restricted by the pupil's lack of knowledge of language. Moreover, they should not be expected to prove themselves linguistically before having access to the school's curriculum and learning.

At Pear Tree to ensure our EAL learners are fully included our practice must include:

- Links to, and build on, what children bring to school: their language, culture, understandings and experiences
- Provide the kind of support, or scaffolding, that is responsive both to the particular language development needs of the pupil and to the demands of the mainstream curriculum
- Ensure pupils have the opportunity to use what they have learned independently, in new contexts and for their own purposes and encourage them to do this
- Create classroom cultures that are future oriented, where children are treated as the people they can become

Language is best learned through meaningful use in a variety of contexts and across the whole of the curriculum. Language outcomes should be clearly communicated throughout all topics and activities. Children will *learn language, learn through language and learn about language.* [EAL What Works Well](#)

SEND

All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views. At Pear Tree we will support pupils with SEN, whether or not they have an EHC plan. A designated teacher (SENDCO) is responsible for co-ordinating SEN provision and will ensure parents are informed when we are making special educational provision for their child.

Pear Tree will ensure that pupils with SEN can take part in the activities of the school alongside those who do not have SEN. All pupils should have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to pupil achievement will mean that, in many cases, pupils with SEN and disabilities will be able to study the full curriculum. Class teachers create **provision Maps**, these will ensure pupils are appropriately supported and have access the school's curriculum.

Inspire

Lessons and topics should engage pupils and should ignite their interest and lead them to want to do and know more. Simple hooks at the beginning of the lesson or topic can ensure this happens:

- Aim for open ended activities that generate more student responses. Good types of open-ended activities are mind mapping and prediction.
- Start the first stage of vocabulary teaching by having students notice the words.
- Use photos, film or tangible and concrete objects like images, pictures and hand movements, and gestures to pre-teach images. Visual methods are important for supporting meaning and generating interest.
- Elicit what students know about a topic before presenting them new information.

Links

Making links in learning via a real-world connection means that pupils see a reason to engage in the learning. There are so many ways to connect to the real world and make links:

- Connecting through pupils' interests.
- Connecting through pupils' experiences.
- Connecting through significant issues.
- Connecting by improving the community and the real world.
- Interacting with people who know.
- Learning adult work and life skills.
- Creating a body of work to share at an exhibition or in a book.

Learning Environment

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.' Art, Craft and Design in the Primary School – Editor John Lancaster

The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at Winton reinforces the school's commitment to high standards and the drive to continually raise achievement

The school has a [display policy](#) and a checklist to ensure consistency

Progress

Assessment

[Assessment Guidelines](#)

Our key principles for our internal system of assessment at Pear Tree are that:

- Assessment at Pear Tree will support learners in their learning.
- Assessment at Pear Tree will allow teachers to identify and analyse gaps in learning and as such provide challenge and support.
- Assessment at Pear Tree will promote effort and raise aspirations.
- Assessment at Pear Tree will be manageable and ensure the school has a clear understanding of vulnerable groups, cohorts, subjects and be held to account for closing the learning gap.
- Assessment at Pear Tree will be the responsibility of our entire learning community.

School Pupil Tracker Online (SPTO)

School Pupil Tracker Online is a system we use at Pear Tree to store and track pupil assessment data. SPTO links to the NC 2014 and provides teachers with access to formative and summative assessment data for their pupils. Teachers track pupil progress using SPTO and children's assessment data is then used to help inform provision and summarise progress. Staff regularly scrutinise the data to inform planning and discussions are held in termly pupil progress meetings.

Outcomes

As well as tracking the ongoing assessment that children make using 'SPTO', children will complete summative assessment tasks as follows:

Reading Assessment	Pira Tests
Maths Assessment	Puma Tests
Writing Assessment	Independent Writing External moderation

Termly Pupil Progress Meeting will take place to track progress. [Pupil Progress Meeting Template](#)

Marking and Feedback

Feedback and marking in practice It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

ENGLISH AND MATHS MARKING EXPECTATIONS

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

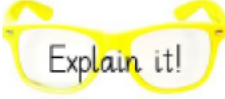
The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. Written feedback should be specific and link to the Learning Challenge (STICK IT).

If a comment is made about an area that is not covered in a Learning Challenge, such as a target specific to that child, this can be added using a **purple pen** and a **wish bubble**.

Type	What it looks like	Evidence for observers
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	Lesson observations/learning walks <ul style="list-style-type: none"> • Some evidence of annotations or use of marking code/highlighting
Summary	Takes place at the end of a lesson or activity <ul style="list-style-type: none"> • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	Lesson observations/learning walks <ul style="list-style-type: none"> • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer assessment • May be reflected in selected focus review feedback (marking)
Review	Takes place away from the point of teaching <ul style="list-style-type: none"> • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action <p>DIRT Tasks</p> <p>There should be at least 3 DIRT tasks across the week. Correcting spellings can form one of these if needed. Tasks can be differentiated relating to the Learning Challenge or can be a group/whole class task relating</p>	Acknowledgement of work completed <ul style="list-style-type: none"> • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • ☑ Use of annotations to indicate future groupings

	<p>to a challenge or target to ensure the children progress.</p> <p>Ensure that children complete the DIRT task and that it is acknowledged by the teacher. This can be as simple as a tick but recognises and values the work children have completed.</p>	
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Example [DIRT TASK](#)

Teacher - What we discussed...	Child - What I can do now...
<p>How to find information from a text.</p>	 <p>What does the word 'snaking' suggest about the giant's arm?</p>

Safeguarding – Everybody's Business

Everyone who works with children has the responsibility for keeping them safe. Below are links to documents that staff should have knowledge of:

Working Together to Safeguard Children (DfE 2015)
Keeping Children Safe in Education (KCSIE) (2016)
What to do if you are worried a child is being abused; advice for practitioners (2015)
Information sharing; advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)?
The Prevent Duty; departmental advice for schools and childcare providers (2015)
Mandatory Reporting of Female Genital Mutilation – procedural information (2015)
Derby and Derbyshire Safeguarding Children web-based procedures