



*Part of the Slough and East Berkshire CofE Multi Academy Trust*

## **Eton Porny C of E First School**

### **Pedagogy Policy**

*We are all created unique and special.*

*He made us all perfect having our own uniqueness.*

*1 Peter 4:10-11 God has given each of you a gift from his great variety of spiritual gifts.*

*Use them well to serve one another.*

**Pedagogy should at its best be about what teachers do that not only helps children learn but actively strengthens their capacity to learn and how to learn**

For learning to be successful at Eton Porny children, staff and parents need to:

|   | <b>A.Children need to ...</b><br>(Principles – to make that happen what am going to do) | <b>B. Teachers will ...</b><br>(Have ownership of their class through “Class Profile” and Performance Management Targets)   | <b>C. Leaders will...</b><br>(Monitor by, fund by, Visitors, Local Gvnrs)  | <b>D. Children engage through...</b><br>(attitudes, dispositions, learning stamina)  | <b>E. Parents will...</b><br>(Work in Partnership to Improve Outcomes for My Child/Home School Agreement)  |
|---|---|---|--|--|--|
| 1 | <b>Know and understand what they are learning.</b>                                      | <p>Have clear learning focussed planning.</p> <p>Prepare assessment led short-term plans; identifying intended learning outcomes for the children.</p> <p>Have clear required outcomes and skills to be developed.</p> <p>Actively involve the children in planning for their learning.</p> <p>Set big long-term goals which will influence the learning outcomes of each lesson.</p> <p>Create interactive learning walls as a tool, to support the learning journey, particularly in maths and English.</p> | <p>Regularly monitor (at the least twice half termly) evaluated planning and feedback to staff. Check that learning IS NOT activity driven.</p> <p>Conduct informal learning walks to evaluate learning objectives/questions to ensure learning outcomes, NOT activity focus.</p> <p>Provide dedicated feedback of strengths and examples of good, effective practice.</p> <p>Monitor updated Class Profile half termly through Pupil Progress Meetings.</p> | <p>Understanding the learning objective/question through display, explanation and discussion.</p> <p>Asking questions when they don’t understand.</p> <p>Knowing what they have to do.</p> <p>Review personalised targets with teacher at least half termly through pupil mentoring.</p> | <p>Endeavour to attend curricular workshops and meetings and show an interest in what their child is learning.</p> <p>Positively contribute to our school community through questionnaires and other channels of feedback creating opportunities for two way communication.</p> <p>Endeavour to attend parent consultation meetings.</p> |

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|---|--|---|--|--|---|
| 2 | <p><b>Know why they are learning.</b></p>  | <p>Model real life examples.<br/>Share learning objectives/questions and learning outcomes.<br/>Display, discuss and encourage pupil generation of success criteria.<br/>Elicit understanding from children.<br/>Refer to the learning objective/question, success criteria and learning outcomes during each session.<br/>Focus discussions on learning.<br/>Support personalised learning through pupil targets and following the marking policy.</p> | <p>Conduct pupil interviews during formal and informal observations to assess the reason and purpose for learning.<br/>Regularly monitor (at the least twice half termly) assessment led planning - learning driven context.</p> | <p>Having a purpose for their learning. Knowing how it fits the “bigger picture” (aspirations).<br/>Knowing how learning will help them to make progress.<br/>Understanding how the new learning links with previous learning.</p> | <p>Support their child with all home work opportunities and understand the purpose of the learning.</p> |

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|---|--|---|---|---|--|
| 3 | <p><b>Be involved in planning, reviewing and improving learning.</b></p>         | <p>Provide focussed feedback through guided teaching, pupil generated success criteria, personalised feedback and marking comments with next steps.</p> <p>Provide opportunities for peer and self –review.</p> <p>Provide opportunities to respond to, edit and improve learning.</p> <p>Review personalised targets with pupils at least half termly.</p> | <p>Monitor through formal and informal observations.</p> <p>Regularly sample pupil evidence of learning.</p> <p>Regularly sample quality of marking, self/peer review opportunities.</p> <p>Pupil interviews.</p> <p>Feedback to colleagues about pupil confidence in reviewing and improving their learning.</p> | <p>Being able to effectively use and understand marking and feedback, including peer and self-assessment.</p> <p>Using the success criteria to recognise their successes and identify what they need to do to improve further.</p> <p>Learning the skills needed to evaluate learning and progress.</p> <p>Use my personalised targets to track my progress.</p> <p>Making team work, productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Engage in reviewing personalised targets with teacher at least half termly.</p> | <p>Talk to their child about their learning and support them to reach their potential through termly parent consultation discussions with the teacher.</p> <p>Ask for support when needed.</p> <p>Show children that mistakes are alright and that’s how we learn. Allow your child to face difficulties, developing resilience and character.</p> |

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| 4 | <p><b>Have time.</b></p>  | <p>Provide planning time to think and to talk with children about their learning.</p> <p>Build in time for reflection and for children to respond to feedback and marking comments.</p> <p>Provide time for questions, queries and ideas.</p> <p>Provide time to think before answering questions.</p> | <p>Regularly monitor planning, (at the least twice half termly) to ensure reflection, thinking, talking, questions, feedback and response time are built in.</p> <p>Talk to the children about their time needs and feedback to staff.</p> | <p>Talking to learning partners and learning groups.</p> <p>Asking questions.</p> <p>Learning, reflecting and thinking on their own as well as with partners and groups.</p> <p>Making team work, productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Having time to think before responding to questions.</p> | <p>Give their child the support, time and space to engage with all homework learning opportunities.</p> <p>Be enthusiastic and show an interest.</p> |

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|---|---|--|---|--|--|
| 5 | <b>Ask questions and know what to learn next.</b>                                       | <p>Keep up to date with professional reading.</p> <p>Encourage children to ask questions.</p> <p>Provide appropriate challenge and support, as well as opportunities to demonstrate working at greater depth, particularly with the application of knowledge and skills.</p> <p>Model questions.</p> <p>Concentrate on teaching higher order skills using verbs and question stems.</p> <p>Develop and embed pupil autonomy of learning.</p> | <p>Commit to providing quality CPD/PDMs weekly to support staff.</p> <p>Monitor through formal/informal observations.</p> <p>Provide opportunities for coaching/mentoring staff as appropriate, to develop the competent use of questioning to support and extend learning.</p> | <p>Knowing how to ask questions.</p> <p>Receiving helpful feedback from teachers, teaching assistants and learning partners.</p> <p>Seeing the “Big Picture” as an end product to learning.</p> <p>Having time with the teacher when needed.</p> | <p>Endeavour to attend curricular meetings and workshops re: their child’s future learning.</p> <p>Be enthusiastic and show an interest. Talk to your child.</p> |

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| 6 | <p><b>Understand how to learn.</b></p>   | <p>Teach learners how to become self evaluative and reflective.</p> <p>Model examples of excellence from real life examples, to support the pupil generation of success criteria.</p> <p>Provide opportunities to enable children to self reflect, review and understand next steps.</p> <p>Provide strategies for developing independent reflection and learning skills e.g. on learning walls.</p> <p>Review personalised targets with pupils at least half termly.</p> | <p>Regularly monitor (at the least twice half termly) assessment led planning to ensure the accuracy in pitch and progression in learning.</p> <p>Pupil interviews (Learning how to Learn)</p> <p>Commit to providing quality CPD/PDMs weekly to support staff. Expectation of all staff to cascade learning from CPD to all school colleagues.</p> <p>Provide opportunities for coaching/mentoring staff as appropriate.</p> | <p>Providing opportunities for children to reflect on their learning.</p> <p>Encouraging focused talk about learning.</p> <p>Using questions to engage children in thinking about learning.</p> <p>Making team work, productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Taking responsibility for their own learning.</p> <p>Engage in reviewing personalised targets with teacher at least half termly.</p> <p>Using marking and feedback comments where appropriate to improve learning.</p> | <p>Engage in partnership with the school through termly parent consultation sessions.</p> <p>Endeavour to attend curricular meetings and workshops re: their child’s future learning.</p> <p>Talk to your child about their learning. Understand that your child is an individual.</p> |

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| 7 | <b>Have fun and enjoy their learning.</b>   | <p>Aspire towards outstanding learning and teaching.</p> <p>Reflect on current practice.</p> <p>Focus on improving practice – Model enjoyment of learning!</p> <p>Have fun!</p> <p>Engage through providing opportunities for competition.</p> <p>Be creative.</p> <p>Set the emotional environment for learning.</p>   | <p>Pupil interviews. (Learning how to Learn)</p> <p>Formal and informal observations, learning walks.</p> <p>Celebrate learning and achievement through weekly “Celebration Assemblies.</p> <p>Regularly monitor attendance, liaise half termly with the Local Governing Body and half termly with EWO.</p> | <p>Working with friends.</p> <p>Making choices and decisions.</p> <p>Using a wide range of learning tools and resources.</p> <p>Being prepared to have a go.</p> <p>Being creative and showing initiative.</p> <p>Being happy and proud of their work.</p>  | <p>Ensure my child attends school and is punctual everyday.</p> <p>Work with the school to encourage pupil punctuality and attendance.</p> <p>Be enthusiastic and show an interest in your child’s learning.</p>   |
| 8 | <b>Know how to improve.</b>   | <p>Provide children with models of high quality in: social behaviours, learning stamina, learning behaviours, task outcomes, presentation of work, and models of real life excellence.</p> <p>Plan in class interventions into group work through guided teaching.</p> <p>Review personalised targets with pupils at least half termly through mentoring.</p> | <p>Pupil interviews – alert staff to any pupils’ lack of understanding during lessons where evidenced.</p> <p>Feedback from observations re: staff alertness to the social, emotional and learning needs of individuals.</p>  | <p>Having and using high quality models of real life to help generate success criteria.</p> <p>Knowing what the next steps to learning are.</p> <p>Knowing how to close the learning gaps.</p> <p>Understanding and using teacher feedback.</p> <p>Use my personalised targets to track my progress.</p> <p>Engage in reviewing personalised targets with teacher at least half termly.</p> | <p>Attend termly parent consultation sessions to discuss targets for my child.</p> <p>Endeavour to attend curricular meetings and workshops re: their child’s future learning.</p> <p>Show children that mistakes are alright and that’s how we learn. Allow your child to face difficulties, developing resilience and character.</p> |



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| 9 | <b>Know when and how to be successful.</b>  | <p>Model examples of excellence to demonstrate the generation of success criteria.</p> <p>Raise aspirations.</p> <p>Use assessment as learning.</p> <p>Model reflection strategies to support children’s independent learning and reflection.</p> | <p>Formal and informally monitor the use of pupil generated success criteria, and opportunities for self and peer assessment.</p> <p>Monitor effective teacher feedback with next steps through observations, learning walks and evidence of work/learning sampling.</p> | <p>Understanding and generating the success criteria.</p> <p>Showing what they know.</p> <p>Showing what they understand.</p> <p>Saying how they have been successful.</p> <p>Saying how they can improve.</p> | <p>Celebrate in partnership with the school my child’s learning and successes.</p>                        |

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|----|--|---|--|--|---|
| 10 | <p><b>Feel safe and feel that “they can”.</b></p>                                | <p>Ensure that Safeguarding Policies and Procedures are followed. Annually sign to demonstrate adherence to the agreed staff behaviour and professional code of conduct in the Child Protection and Safeguarding Policy as well as The Staff Handbook.</p> <p>Provide care, guidance and support to promote positive behaviour choices.</p> <p>Provide a balance of challenge and support.</p> <p>Model learner behaviour.</p> <p>Model teacher as a vulnerable learner!</p> <p>Praise effort more often than outcome.</p> <p>Set the emotional environment for learning.</p> | <p>Ensure that all staff are fully inducted in the school’s Child Protection and Safeguarding Policy and Procedure and updated annually.</p> <p>Local Governing Body to monitor, review and update policy in line with annual Safeguarding Audit.</p> <p>Track identified groups and Vulnerable learners (at the least half termly).</p> <p>Support families where needed through Early help Assessments and identified professionals.</p> | <p>Feeling confident to ask and answer questions.</p> <p>Understanding that mistakes are part of learning.</p> <p>Offering ideas.</p> <p>Knowing how to get support.</p> <p>Making team work, productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Making positive behaviour choices.</p> | <p>Work in Partnership with the school to promote our Christian Values, behaviour and attitudes that are conducive to learning, safeguarding and support the school policy for internet safety.</p> <p>Ensure that my child is socially and emotionally ready for school e.g by ensuring adequate nutrition and rest.</p> <p>Communicate changes at home with the class teacher and/or school.</p> <p>Ensure that my child wears the correct school uniform, PE kit and is tidy in appearance including school shoes and appropriate hair styles (e.g No tramlines/shoulder length hair to be tied back).</p> |

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| 11 | <p><b>Learn with other learners.</b></p>   | <p>Build in time during every lesson/session/day for individual, pairs or groups of children to think, talk or write (REFLECT), about learning experiences – plan for improvement.</p> <p>Provide challenge, collaboration and choice to engage and elicit commitment to learning.</p> <p>Encourage learning through helping others and through our school Christian Values and Ethos based curriculum, modelling and demonstrating these values.</p> <p>Encourage active engagement and participation of all learners.</p> <p>All learners are expected to contribute at any time.</p> | <p>Commit to providing quality CPD/PDMs weekly to support staff, their understanding and professional development/accountability.</p> <p>Offer regular opportunities for peer observations/team teaching to support development.</p> <p>Opportunities for colleagues to engage in Cross School Moderation, Curricular Teams within SEBMAT as well as RBWM.</p> <p>Introduce and teach the Christian Ethos and Value for the month in assemblies, RE and through other curricular areas. Ask for contributions from the community that celebrate examples of the values.</p> <p>Lesson observation and informal learning walks.</p> | <p>Having learning partners, learning groups for:</p> <p>Learning and listening;</p> <p>Talking and teaching;</p> <p>Sharing ideas;</p> <p>Helping and supporting;</p> <p>Encouraging;</p> <p>Having fun!</p> <p>Making team work, productive and collaborative.</p> <p>Engaging in learning conversations.</p> <p>Developing independence and taking responsibility for my own learning.</p> <p>Exploring the Christian Ethos and Value for the month showing understanding through application of the Value.</p> | <p>Ensure that my child wears the correct school uniform, PE kit and is tidy in appearance including school shoes and appropriate hair styles (e.g No tramlines/shoulder length hair to be tied back).</p> <p>Support the school in discussing and engaging with my child, including the Christian Values that underpin our curriculum.</p> |

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| 12 | <b>Have new and varied learning experiences.</b>  | Create opportunities for working individually, pairs, groups, whole class.<br><br>Vary teaching and learning opportunities and styles.<br>Provide opportunities for children to exhibit learning in a range of styles e.g trips, visits and experiences using Imaginative Learning Projects (ILPs) alongside enrichment activities. | On-going monitoring of this pedagogy policy, with accurate and realistic feedback as to its success and impact on pupil outcomes. | Learning in different ways and in different environments.<br><br>Learning individually, with a partner, with a group, with the whole class, with older learners, with younger learners, with experts, with coaches. | Work in Partnership with the school concerning all aspects of my child’s school life.<br><br>Be enthusiastic and show an interest. |

**Our School Improvement Priorities for 2020-2022 are:**

- **School Community Recovery (Mental Health and Well-Being – a Whole School Approach)**
- **Re-engaging with the Community (Including pupils, parents and the wider locality)**
- **Curriculum – Broad and balanced curriculum with subject specific integrity. Strong outcomes are maintained.**
- **Leadership – Continue to grow and build leadership capacity within the school including governance.**
- **Parental Engagement - Strengthen links, communication and promote positive engagement with parents and carers of pupils so that they understand how to support their child’s learning at home..**