

Dog Kennel Hill Primary School



Teaching and Learning Policy

Written: June 2016

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Aims and purposes

Any attempt to continue to raise standards in our school must be focused on the classroom. Continued and sustained improvement is dependent upon sustaining the high quality of teaching and learning that is taking place on a daily basis.

Dog Kennel Hill is an inclusive school. Across our school the expectation is that all pupils are provided with high quality inclusive learning experiences that lead to consistently high levels of pupil achievement.

At Dog Kennel Hill we aim to provide a rich and meaningful learning experience for all our children which will prepare them for the ever changing world of the 21st century. In designing our curriculum we aim not to not only maximise the natural and man-made resources around us but to build directly on the experience, needs, and interests of our children as well as the expertise of the staff. We have also taken into account the cultural and social diversity of all our pupils therefore creating opportunities for all to succeed. This is a curriculum for us by us.

The Dog Kennel Hill Curriculum reflects our strong belief that all children have an entitlement to a broad and varied curriculum which allows them to achieve their full potential within the context of stimulating and exciting learning experiences. Our aim is to promote in our children 'a love to learn' culture which will last a lifetime.

The Hidden Curriculum

These are the values which lie beneath the main subject areas. They are integral to our philosophy of teaching and learning. Our curriculum also includes developing thinking skills, skills in communication, creativity, enterprise, questioning and presentation which are all transferable skills. At Dog Kennel Hill we teach these skills across the curriculum and through philosophical enquiry or P4C.

We promote the use of the outdoors as a learning environment not just for PE and the Early Years but for all children in all subjects. We are fortunate to have access to local nature areas such as Lettsom Gardens a community space at DKHAP (Dog Kennel Hill Adventure Playground) and our own wildlife area.

Specialist Teaching

All children at Dog Kennel Hill will have an opportunity to learn Spanish once a week with our qualified and experienced Spanish teacher.

Music and PE are also taught through specialist teachers. Children will be given opportunities to participate in PE tournaments and learn a variety instruments including steel pans and the guitar.

One child from every class also has the chance to participate in gardening club once a term. It is run by Di Wallace. Teachers are encouraged to choose children from their classes who do not have direct access to a garden. Every term, gardening club will hold a feast to share the food which they have grown.

Forest School

Lettsom Gardens is our base for Forest School. The aim of forest schools is to provide outdoor learning experiences for children and to provide them with opportunities to explore and engage in meaningful play in a natural environment. Forest school is led by Natasha Soares.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to provide consistency of teaching and learning across our school.
- to enable teachers to teach as effectively as possible.
- to enable children to learn as efficiently as possible.
- to give children the skills they require to become effective lifelong learners.
- to provide an inclusive education for all children.
- to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However this policy outlines some of the **key elements** which are key to raising standards in teaching and learning.

We Learn:

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we SEE and HEAR

70% of what is DISCUSSED with OTHERS

80% of what is EXPERIENCED PERSONALLY

95% of what we TEACH TO SOMEONE ELSE

William Glasser

In Dog Kennel Hill Primary school we use the Creative Curriculum as our teaching approach.

At Dog Kennel Hill we believe that all our children can benefit from the methods and styles of teaching that stimulate and start the development of these higher order thinking skills, so we apply it to all of our pupils in an individually tailored way.

What we seek to do within the classroom is provide open-ended tasks with a focus on problem solving, discussion, collaboration and imaginative thinking that leads to the following “creative behaviours”:

- questioning and challenging
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes
- making connections and seeing relationships

The Creative Curriculum takes the new National Curriculum content and uses a “thematic” (topic or theme) approach to teach multiple learning objectives across different subject areas. In avoiding narrow subject based lessons, pupils have the opportunity to see linkage between subject areas and learning objectives. We use problem solving and open ended tasks, drama and role play to help children see “the whole picture”. We have had particular success with the use of drama in Literacy lesson to stimulate their imaginations and provide experiences for writing across all genres. They are helped to recognise relationships and patterns in their learning and they gain a deeper understanding of their learning and different cultural experiences and the unique contribution each of these provides.

Key elements and principles of teaching and learning across our school – a practical guide

All lessons across our school should include the following key elements to ensure high quality teaching and learning. New teachers to our school will receive training to ensure they fully understand these elements and to enable them to embed them in their everyday practice.

All lessons have...Clear Learning Questions

- Learning questions are shared orally and displayed.
- All learning questions are written up and shared orally in child friendly language.
- Learning questions are not muddled up with the context of the lesson.
- The learning question is written or stuck into children's books.

For learning questions to be shared effectively, teachers must:

- Move away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make learning questions specific
- Use child-friendly language – there is little point in sharing learning questions if pupils don't understand what you mean.
- Write them down
- Refer to them: at the start of the lesson, during the lesson and during the plenary
- Pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

All lessons have... *Well planned success criteria*

- All pupils are clear about how they will achieve the learning question.
- Success criteria's are displayed for the children to follow during the lesson or drawn up with the children, e.g. Steps to success.
- Weekly planning includes success criteria for each learning intention.
- Children use the success criteria to self-assess their own or other children's work.
- Children are reminded of the success criteria during the lesson – often children's work is used by the teacher to illustrate the success criteria in action.

All lessons are ...*Clearly differentiated to enable all pupils to access learning*

- All learners are challenged appropriately.
- Planning shows clear differentiation.
- A range of learning styles are catered for through a VAK approach (Visual, Audio, Kinaesthetic)
- Teaching caters for the additional needs of children. This may include providing additional materials/ resources / additional support or an adapted activity.
- Pre-teaching is used to promote the learning of children with additional needs.

All pupils are...*Actively engaged in learning and work co-operatively*

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Opportunities to *Think/Pair/Share* and discussions with a *Talk Partner* are regular features in all lessons. Pupils are trained to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input are all used creatively as a way to enhance learning.
- Children help and encourage each other
- Everyone participates
- Children explain their ideas clearly and in full sentences.

Grouping arrangements are ... generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.

We believe it is important for pupils to talk during lessons

When we talk we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others.

At our school we believe that **Talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking ***Think/Pair/Share and Talk to your partner (TYP)*** are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

Learning is enhanced through... *effective use of questioning*

It is adults who help pupils make sense of information. The frequency and nature of interactions between teacher and pupils is highly significant. We develop understanding by

- Using open ended questions.
- Providing wait time- (3-5 seconds), pupils need time to think through their answers before replying.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....* '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Pupils then respond with '*We think that...*'
- Ensuring pupils fully understand the question.

All pupils receive regular and clear ...feedback which enhances learning

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Individual/group targets are set half-termly for Maths and Writing – these are displayed in the front of their books and the children refer to them during lessons.
- When marking children's work, the main focus is on meeting the learning question, success criteria and/or targets. Evidence is highlighted, or commented on.
- Marking identifies next step prompts.
- Pupils are given regular time to address issues raised in marking.

Learning is enhanced through ...The use of ICT.

- ICT is used to enhance learning where ever possible. Although ICT is nearly always used at the start of lessons to engage children and in the plenary to consolidate learning, it is also used during the lesson as an aid to learning.

Learning is enhanced through the use of... Effective behaviour management

Effective, positive behaviour management is used to foster a positive learning environment in the classroom. For further details, please refer to our Behaviour Management Policy.

Learning is enhanced through the ...Effective use of additional adults

- Additional adults are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils on the carpet and tables during lesson times. **They are not photocopying work, sharpening pencils or sticking work in books during learning time!**
- They are clear about *who* they are supporting and *why*.
- Planning is shared in advance with teaching assistants.
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources, e.g. number line to facilitate learning.
- They are involved in assessing pupil's understanding and feeding back to the teacher.
- Teaching assistants to annotate in books to indicate support – see marking policy.

Learning is enhanced through... *the effective use of a plenary and mini plenaries*

- Review what has been learned
- Reflect on how it has been learned.

Reviewing learning is a key to memory and not confined to the end of the lesson. Teachers review throughout the entire lesson and constantly refer students back to the success criteria of the lesson, reinforcing prior learning.

Encourage pupils to reflect on what they have learned and what has helped them to learn.

Use prompts like:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?
- If you had to give one piece of advice to someone tackling the same task, what would it be?

Interventions

Precision interventions organised for children with additional needs are linked to class based learning.

Learning is enhanced through...*a great classroom environment*

Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

All classes across the school should have:

Working walls

Every class should have a working wall for English, Maths and Science. This should reflect the work currently being studied in each of the subjects. It should include:

- Children's questions.
- Key vocabulary.
- Visuals and artefacts to stimulate thinking.

Well labelled and neatly organised resources

Classroom resources should be well organised and clearly labelled. Children should know where to find the resources they need for an activity. This will help to foster independent learning skills.

Overview of marking at Dog Kennel Hill Primary School

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal- and may be given on a group basis as well as an individual one – see marking policy.

Overview of the teaching of Reading and Writing at Dog Kennel Hill Primary School

At Dog Kennel Hill we use a cross curricular approach to embed literacy skills across the curriculum in every lesson we teach. The amount of time specifically given to the teaching of Literacy skills varies across the school:

Nursery

- A sound a week- Letters and sounds during the Spring and Summer terms, embedded in a rich daily diet of songs, rhymes, raps, poetry and story both oral and read. This aims to develop children's phonological awareness in preparation for phonics teaching. Mark making opportunities and reading opportunities are offered daily and guided writing activities are offered when appropriate.

Reception

- Letters and Sounds sessions daily
- Continuation of songs poetry rhymes and raps and story throughout the reception year.
- Weekly guided reading and writing sessions

Year 1:

- Daily half-hour Letters and Sounds Phonics sessions a week
- Five literacy sessions a week
- Handwriting to be taught at least once using school's handwriting policy, children to then have a least 2 further 15 minute sessions to practice the skills taught
- Guided reading taught five times per week.

Year 2

- Four half-hour long Letters and Sounds Phonics sessions a week or alternative spelling/handwriting lessons for those who have exited RML
- Five hour long literacy sessions a week
- Five guided reading sessions a week no shorter than half an hour a session
- Handwriting to be taught at least once using school's handwriting policy, children to then have a least 2 further 15 minute sessions to practice the skills taught

Year 3

- Five hour long literacy sessions a week
- Five guided reading sessions a week no shorter than half an hour a session.
- Letters and Sounds Phonics will be run three times per week as an intervention for target children and "Support for Spelling" should be taught at least twice a week for at least 15 minutes a session
- Handwriting to be taught at least once using school's handwriting policy and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught

Year 4-6

- Five hour long literacy sessions a week.
- Five guided reading sessions a week no shorter than half an hour a session.
- Handwriting to be taught at least once using school's handwriting policy and the teacher handbook in your classes, children to then have a least 2 further 15 minute sessions to practice the skills taught.
- Letters and Sounds Phonics will be run three times per week as an intervention for target children in year 4

- Letters and Sounds Phonics will be run as an intervention for target children in year 5 & 6.
- Precision Spelling to be taught at least twice a week for at least 15 minutes a session.

**Letters and Sounds (a phonics teaching scheme)*

Assessment of Reading and Writing

Reading is continually assessed during guided reading sessions and the use of Southwark Tracking & Assessment Record materials. During Guided reading sessions, teachers will carry out informal assessments of children's progress in reading. The children's reading journals will also form part of the evidence base when assessing for reading.

Writing will be assessed using the Southwark Tracking & Assessment Record materials. Every half term children's writing will be assessed. Writing moderation will also be carried out routinely throughout the year.

In the EYFS children's attainment in literacy is tracked half termly.

Overview of the teaching of Mathematics at Dog Kennel Hill Primary School

We place a strong emphasis on teaching Mathematical skills and concepts in concrete and practical contexts. Teachers should use, where possible, models and practical activities which enable the children to use and apply skills, knowledge and understanding. We also place a strong emphasis on the teaching of basic Maths skills, knowledge and understanding (times tables, calculation methods etc.). To help with this, we have a weekly Calculation strategy which teachers must spend 15 minutes on each day. Year One children play daily Maths games to reinforce their basic skills.

In the EYFS maths is taught in Reception as a whole class daily and guided maths sessions take place weekly. Maths games are played weekly across the phase and there are mathematical opportunities offered daily throughout the learning environment, both inside and outdoor.

Assessment of Mathematics

Teachers continuously assess the children informally through their marking and interactions with the pupils during lessons. In both Key Stage 1 and Key Stage 2 teachers will use the Southwark Tracking & Assessment Record materials to assess progress in maths for groups and for individuals. Children's individual targets will focus only on number and calculation skills.

In the EYFS children's mathematical development is tracked half termly. The information from these assessments is used to plan the next half term's work; thus enabling the teachers to plug the gaps in the children's knowledge, skills and understanding.

KEY PROMPTS FOR PLANNING AND DELIVERING A LESSON

Am I crystal clear about what I want the children to be able to do/understand/know at the end of the lesson?	Is the learning question in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance? Are the children going to be involved in formulating the success criteria?
Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
How are pupils going to assess their own learning or that of their peers?	Have I thought about how I will meet the needs of the EAL learners in my class e.g. what visuals will I use in the lesson?	Am I giving the children thinking time and talking time before answering questions?
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting passively for long periods?	Have I included any time for pupils to respond to marking from previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is s/he clear who s/he is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently?
How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?

Teaching and learning in the early year's foundation stage.

At Dog Kennel Hill Primary School we care for and educate children from three to five years old. We provide two nursery classes and two reception classes in the school. All of the principles stated in the schools teaching and learning policy applies to the early years foundation stage and we recognise that learning begins at birth and continues throughout life. We acknowledge that everyone has the ability to be a competent learner, regardless of disability or other special needs.

All children follow the Early Years Foundation Stage curriculum. The principles which guide the work of all early years practitioners are grouped into four themes:

A Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development – Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Teaching and Learning Aims

- That teaching should recognise that early years is a distinctive phase of education requiring specialised teaching to a developmentally appropriate curriculum.
- To observe, support and extend the individual child's learning and to recognise that they are entitled to learn at their own pace and in their own way.
- To enlist Parents as teachers and learners in a partnership approach, for the benefit of all.

How to achieve these aims:

A focus on the prime areas

Prime areas are fundamental, work together, and are move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

The importance of play:

At Dog Kennel Hill we acknowledge the central role of play in the education of the young child.

Assessment

All classes in the EYFS follow the **observe, assess** and **plan** cycle: daily, weekly and half termly.

Every child has an individual learning story which includes observations and information from both staff and parents that record the child's journey and progress through the foundation stage. **Learning journeys contain:**

1. Long Observations
2. Short Observations
3. Pieces of work and photographs
4. Comments from children and families
5. Termly reviews, assessments and next steps.

They form an essential evidence base for planning children's next steps and sharing learning with families.

Planning:

Planning takes place mid termly, weekly and daily and takes account of information from observation and information from parents. This may include children's interests preferred ways of working, and identified schematic behaviour.

Evaluation: Monitoring and evaluation form the basis of informed planning. Verbal or written evaluations take place constantly and planning is flexible to take account of this information.

The important role of all adults:

We recognise the importance of the role that all early years educators play in the care and education of our youngest children. These roles include:

- Building relationships. Getting to know all of our children and families
- Key working small groups of children
- Observing children to identify their wellbeing and involvement, their needs , strengths , schemas and interests
- Planning for next steps in learning
- Supporting and extending child initiated activity
- Engaging children in focussed activity
- Maintaining and developing a stimulating, welcoming safe and challenging learning environment
- Working as a team to ensure that all children reach their full potential

The Learning environment:

At Dog Kennel Hill we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. All rooms are organised and resourced to provide learning opportunities in the seven areas of learning in the EYFS curriculum. Children are taught how to access the equipment in each area of provision independently from the moment they are able, to enable them to follow their own ideas and interests.

There is a high level of staff involvement in children's chosen activities and play. There are also planned age appropriate 'focused activities' for specific children, or groups of children providing a balance of child and adult initiated activity.

Suitably differentiated activities are organised to meet the learning needs of each child. There is some whole class teaching for short periods of time for nursery children over three such as shared story. Where possible these times happen at the end of a session of free flow play. In the reception classes, whole class carpet times happen at the beginning and end of each session both morning and afternoon to ensure that children have access to daily phonics sessions, mathematics, and story and shared writing.

Outdoor Provision

All children in the EYFS have access to the outdoor learning environment for the majority of each session. The outdoor learning environment is valued as half of the curriculum and is organised into areas of provision that promote the seven areas of learning in the EYFS curriculum. (See outdoor play policy).

Partnership with Parents

At Dog Kennel Hill we recognise the importance of parents as children's first educators and the important role the home learning environment plays in the development and education of the young child. We develop our partnership through:

- Home visits
- Key persons systems
- Regular parent workshops focussed on learning in the EYFS
- Regular parents meetings
- Whole school celebrations
- Daily opportunities to talk to your key person about your child's learning and development

We regularly monitor our provision to ensure every child's learning is well supported and builds on children's own home, cultural and linguistic backgrounds. We use materials, equipment and displays which reflect the home languages, cultural and ethnic diversity of the children, the local community and wider world. We work towards supporting bilingual children's development in their home language as well as English. We ensure that bilingual children have access to the full curriculum and are involved in all the learning experiences offered giving the extra support needed so that they can participate and understand. Children will be learning English through real life, every day, meaningful experiences and through interacting with other children and staff.

Cherishing childhood:

The early years are a time where children progress and grow at a rapid rate and where children are bursting with awe and wonder, fun and joy. All the EYFS staff at Dog Kennel Hill recognise the special responsibility they hold as custodians of the early years and they do not lose sight of this treasured opportunity.

These elements must be present in every Literacy and Maths Lesson in KS2 and KS1

- Lessons will start within five minutes of the official start time, allowing a further five minutes for registration. Assemblies must finish on time.
- Whole class sessions will last for a maximum of 20 minutes in KS1 and 25 minutes in KS2.
- Plans and Details of Groups and their relative ability will be available for inspection during the lesson.
- Learning Question and Success Criteria will be shared with or generated by the children, referred to during the lesson, understood by the children and left displayed throughout the lesson.
- Reference will be made to prior learning.
- The learning will be explicitly modelled by the teacher using the best available resources.
- Questioning will be targeted and will include a majority of open questions.
- Children will be given opportunity to respond individually (Individual whiteboards will be available and in use regularly).
- Talk Partners will be used in most lessons to develop learning.
- Teaching Assistants will be clearly assigned to tasks to support learning in each stage of each lesson.
- A brisk pace will be evident.
- Every lesson will include adult led guided group work targeted at a specific ability level and resulting in an assessment of the children's attainment.
- Independent tasks will be explained clearly so as to enable children to work confidently without assistance and will be differentiated at least three ways so as to provide appropriate challenge for all children.
- Independent work will be supported with the best available resources relevant to the task.
- Children will have individual targets on which to work – either on post its or in front of their books. They will know and understand these targets.
- Presentation will comply with our high expectations.
- Expectations in terms of the amount of work to be completed within a specified time will be made explicit to the children.
- Learning will be summarised in the plenary session with specific reference to the success criteria with questioning will be used for assessment and to the next steps.
- Any low level disruptive behaviour will be addressed immediately as specified in our Positive Behaviour Management Policy.
- Children will be given regular opportunities for self and/ or peer assessment.

<i>Children learn best when ...</i>	<i>The Teacher is most effective when s/he ...</i>
<ul style="list-style-type: none"> • They are happy • They are winning • They have high self-esteem • They understand the process/ next steps • They feel comfortable taking risks • They are engaged and included • The learning is relevant to them • They are given opportunities to demonstrate their knowledge. • They are having fun • They see success in their learning • They are included • They are supported • They are engaged • They are encouraged • They enjoy the lesson • There is a purpose to the lesson (it feels worthwhile) • They are able to relate to a lesson • Their thinking is challenged • A lesson is achievable • They feel safe and secure • They understand what is expected of them • They are motivated/ interested • They feel rewarded (extrinsic and intrinsic) • They are suitably challenged 	<ul style="list-style-type: none"> • Is not weighed down by paperwork • Is not weighed down by Ofsted • Is happy • Understand what they are working towards • Works in a great team • Is respected and appreciated • Is Trusted • Is not distracted away from the pupils with other stuff that doesn't matter • Knows that their children are happy • Has good subject knowledge • Is well prepared • Has a passion about teaching/ for their subject • Has clear objectives/ clear learning journey • Is well prepared and planned • Feels supported in the workplace • Is well resourced • Utilises resources effectively • Is recognised for good practice • Enjoys what they are doing • Understands what they are teaching • Knows their content well • Is inspired • Is enthusiastic • Is fully prepared • Caters to individual needs of pupils • Provides clear instructions • Uses effective modelling • Provides a range of different learning opportunities • Happy Teachers lead to happy children!

Questions that are easy to answer don't move learning on; they might indicate that learning has happened, or that at least something has been noticed, thought about or memorised, but they don't promote learning.

How do questions promote learning?

- Good questions stimulate thinking, and often generate more questions to clarify understanding.
- Good questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.
- Good questions encourage learners to make links.
- Good questions push learners to the limit of their understanding.
- Good questions from pupils push teachers to the limits of their understanding too, and challenge them to find better ways of explaining.
- Good questions offer opportunities for learners to hear others' answers to questions, it helps them to reflect on their own understanding.

Questioning can fail because:

- questioning techniques are inappropriate for the material.
- there may be an unconscious gender bias.
- there may be an unconscious bias towards most able or more demanding students.
- levels of questions might be targeted to different abilities inappropriately.
- students don't have enough thinking time.
- learners don't have any idea as to whether they are the only ones to get it wrong/right.
- learners fear being seen by their peers to be wrong.
- questions are too difficult.
- questions are too easy.

Questioning succeeds when:

- all learners get a chance to answer.
- learners can see how others are thinking.
- teachers gain information about thinking and learning.
- learners have time to consider their answers.
- learners have time to discuss and follow up on their answers.
- the answers are not always clear-cut.
- learners feel safe to answer.
- questions stimulate more questions.
- questions stimulate thinking.

Examples:

Lower order questions

Remembering

- *What did we say a noun was?*
- *What's the symbol for sodium?*
- *What happened when we heated the wax?*
- *What's the formula for working out area?*
- *What do we have to remember about starting a new sentence?*

Understanding

- Which note is higher?
- Which words tell us that the character is sad?
- What happened to the salt when we added it to the water?
- Why does the water level go down faster on a hot day?

Higher order questions – (These are the kind that will promote learning!)

Applying

- Given what you have just learned, how could you devise a better way of doing this experiment?
- How might you use this technique to solve this (another) problem?
- Use your understanding of changes of state to explain how the water cycle works.

Analysing

- Why did this event in the match prove to be the turning point?
- Why is this business website more successful than this one?
- What would we need to know about geology and chemistry to understand the industrial development of Stoke-on-Trent?
- What features of the writing work to increase the tension in this chapter?
- What elements in this piece of music create the sense of anger?

Evaluating

- How accurate were the measurements in the experiment we have just carried out?
- How well does this piece of music create the sense of anger?
- Which material is better for this purpose?
- What are the characteristics of this material that make it worth considering for this purpose?
- Which method of calculation do you think is more efficient/ accurate?

Creating

- Design a pocket guide to fair testing.
- Create a one minute video/audio to explain why we have night and day.
- Write a "Ten commandments" of good design.
- Re-present the information in the text as a diagram.
- Compose a piece of music of your own to convey one of these emotions.....

How is your questioning?

- ✓ Do you ever consciously audit your questions?
- ✓ How good are the key questions you plan for each lesson?
- ✓ How well do the questions you ask relate to the learning objectives?
- ✓ Do the questions you ask challenge thinking?
- ✓ How often do you ask further questions that really probe understanding?
- ✓ How many questions do you ask to which you don't know the answer?
- ✓ How often do the learners ask the questions?
- ✓ How often do you ask the learners to generate probing questions?
- ✓ How do the questions you ask **promote learning**?

Dog Kennel Hill Primary School Teaching and Learning Policy

Policy adopted on: 22/06/2016

Signed (Chair of Governors) _____

Signed (Headteacher) _____

Date of Review: _____