

Hovingham & St Hilda's Primary Schools Federation Teaching and Learning Policy

At Hovingham and St Hilda's, Ampleforth, CE VC Primary Schools Federation **learning is defined as** : The process of acquiring the essential knowledge, skills, understanding and behaviours required for deep learning.

Provision is designed to **advance understanding**, gradually throughout a key stage. **Lessons** aren't an event in themselves. They are part of the process of learning and therefore we do not expect pupils to complete learning within a lesson. Many lessons will carry on over several days or even weeks until a pupil is showing the required degree of understanding. Many lessons will involve multiple learning objectives, some of which may be encountered for the first time whilst others are being revised in a new context.

Progress is defined as **The widening and deepening of essential knowledge, skills, understanding and behaviour**. This means that pupils will experience the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding. We do not rush to introduce new content as it is important that pupils have sophisticated problems that challenge them in a wide variety of different and diverse situations first.

Pupils will be given **increasingly challenging activities** at each stage of development which we call 'cognitive domains' The table below shows the cognitive domains, the type of teaching that they will receive in each domain and the typical nature of tasks.

Cognitive domain	Predominant form of teaching	Type of thinking	Types of activities
Basic	modelling, explaining	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	application activities with review	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organised, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	coaching and mentoring	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Solve non-routines problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

Pupils are assessed according to the curriculum standards for each Milestone and whether they have a Basic, Advancing or Deep understanding of them. It is expected that by the end of each Milestones, the vast majority of pupils have an advancing understanding and some will have a deep understanding.

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