

Teaching and learning the Tutshill Approach

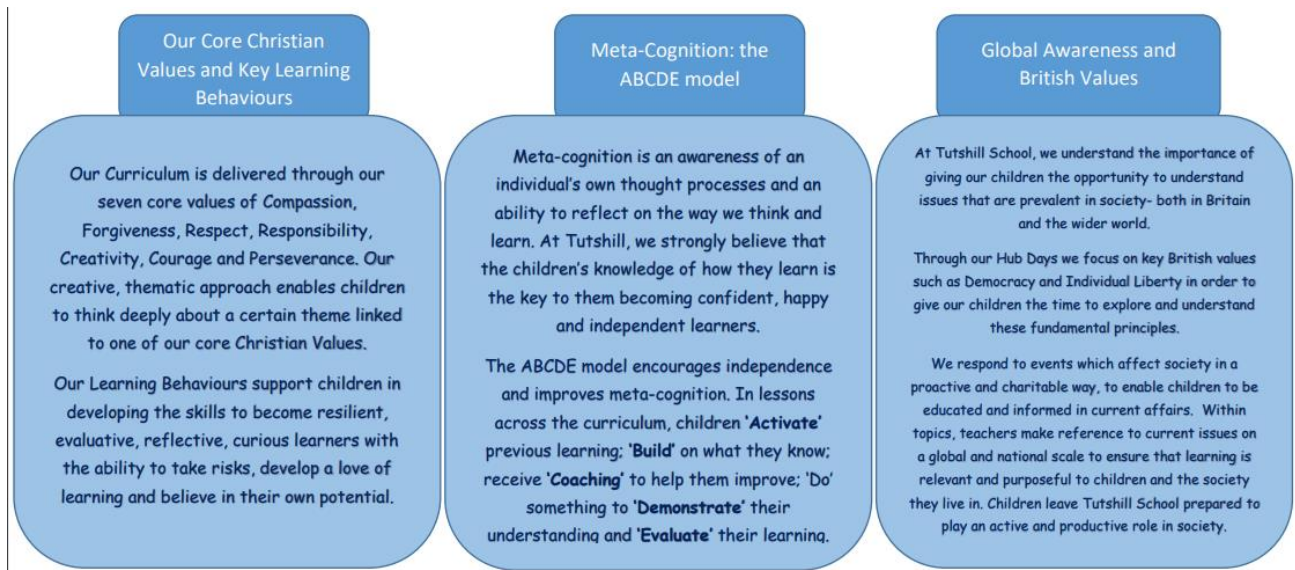
The Tutshill C of E Primary School approach to teaching and learning is built on, supports and develops the school vision and values. The teaching and learning environment and methodology drives a high aspirational culture which fully encompasses and supports the Christian ethos.

Teaching and Learning Approach



Curriculum Intent

The teaching and learning approach aligns with the curriculum intent and together they set out what and how the children learn and develop knowledge, skills and understanding.



We aim for our children to leave Tutshill C of E Primary School with the knowledge, understanding, attitudes, skills and motivations which will help them to develop a love of learning and allow them to tackle whatever challenges their future holds.

We believe that the subjects that we teach through the National Curriculum and the Tutshill Curriculum should enable children to:-

- Express their own opinions and make sense of the physical, social and cultural world around them.
- Understand, communicate and empathise with a wide range of peoples, within their own immediate environment and those further afield.
- Explore the ideas of a range of people and disciplines and develop and formulate their own ideas through experimentation and investigation.
- Have the time and opportunity to experience a sense of awe and wonder.
- Have knowledge, understanding and skills which ultimately enable them to become independent members of society.

An Aligned Vision and Teaching and Learning Approach

Vision	Love One Another	Know Ourselves	Believe and Grow
<ul style="list-style-type: none"> • Values 	<ul style="list-style-type: none"> • Forgiveness • Compassion 	<ul style="list-style-type: none"> • Respect • Responsibility 	<ul style="list-style-type: none"> • Creativity • Courage • Perseverance
Focus	Well-being and Involvement 'Trickbox'	Motivation, Mindfulness & Growth Mindset	Learning Behaviours, Personalised Learning

'Love one another'

We believe that the well-being of all members of our school community is at the heart of our ethos. 'Trickbox' teaches children to be fully involved with their learning and to use their attention, focus and personal skills to enjoy, cope with and tackle the challenges they encounter. Children develop as confident, communicative, creative individuals who learn and live with a personal calmness.

'Know Ourselves'

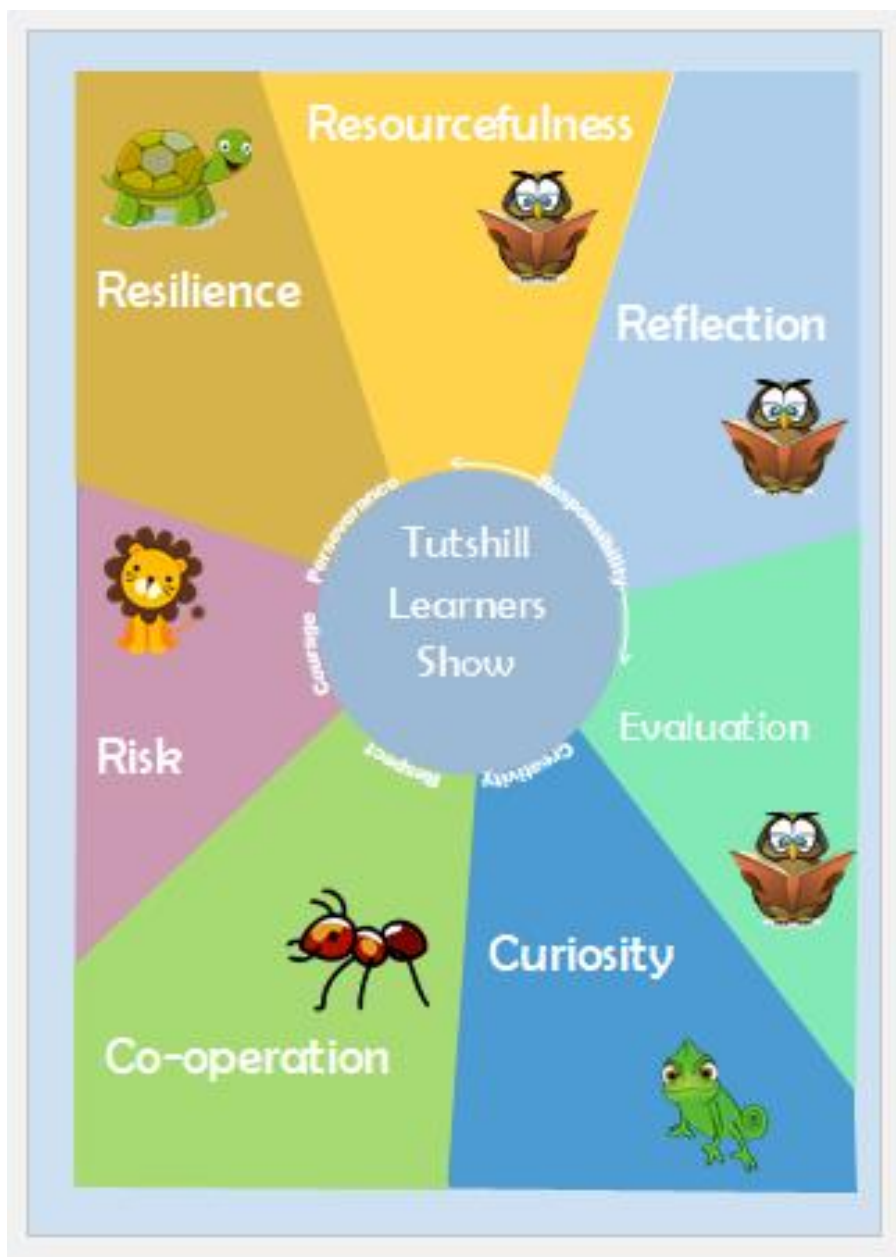
A mindful approach helps all members of the community to think and act with awareness, clarity of thought and wisdom in daily tasks rather than just 'muddling through'. Taking time to focus on our own thoughts and feelings as well as how we interact with others enables staff and pupils to develop strong working relationships.

We believe that children's motivations are key to developing their learning. At Tutshill C of E Primary School we believe that intelligence is not fixed and that learning can be enhanced through a positive 'can do' attitude. We help our children to develop a growth mindset, where they are motivated to have a go, take risks and not be afraid to make mistakes. Children at Tutshill are willing to embrace new challenges and are resilient, persistent and confident learners. Learning hub days are a key feature of our practice which encourages children to develop this motivation and positive mindset.

'Believe and Grow'

Key Learning Behaviours

Through a curriculum which emphasises creativity, curiosity and imagination we aim to develop confident and ambitious learners who demonstrate our key school learning values of Perseverance, Courage, Responsibility, Respect, Creativity



Our Learning behaviours are how children show these key school values through their work and learning.

We teach:

Perseverance through

- **Resilience;** children who are willing to make and learn from mistakes. When facing challenges, who have the ability to pick themselves up, try a new approach and keep on trying. We teach this through the value

Courage through

- **Risk Taking** - Children who question and ask "What if...?" and "What shall we try now?" - Children who push themselves to try new things and know that learning is sometimes uncomfortable!

Responsibility through

- **Reflection.** All members of the school community are encouraged to actively reflect on their work and to believe that they can always improve. We encourage children to take a pride in their own work and achievements and those of others.
- **Evaluative skills.** Children are encouraged to think critically and consider how to approach tasks, valuing their own ideas and believing that they have the strategy to solve problems.
- **Resourcefulness.** We aim for children to believe that they can use strategies and resources to help themselves when they are stuck, but also know when and who to ask for help when needed. Children are encouraged to want to find out for themselves and are skilled to be able to do so.

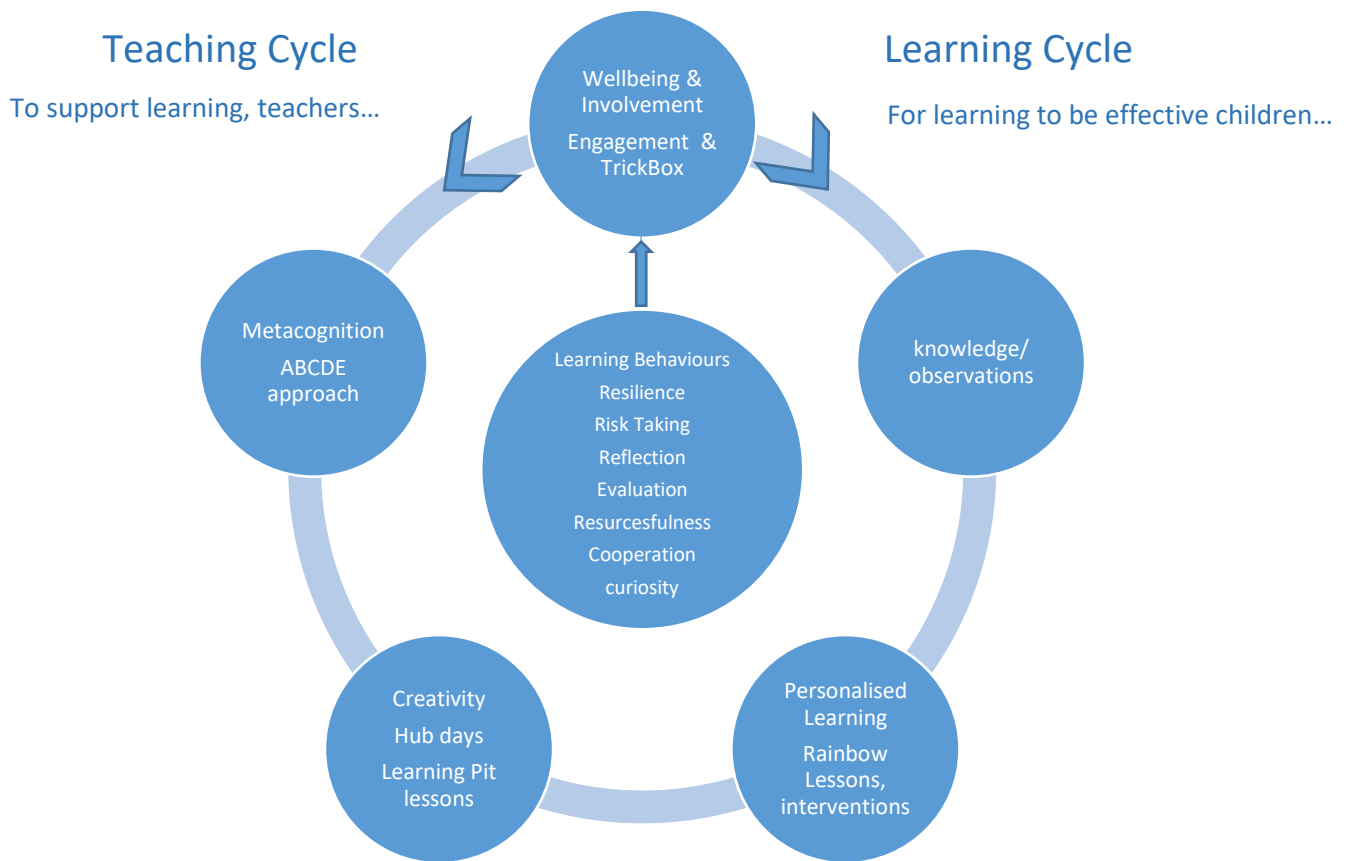
Respect through

- **Cooperation.** We aim for children to be able to learn with and from each other in a variety of ways, developing their own skills in a supportive environment, as well as encouraging others to achieve and work to the best of their ability.

Creativity through

- **Curiosity.** Children are motivated and excited to learn, developing their own ideas, thinking and interests, leading their own learning in a creative and active way.

The Tutshill Teaching and Learning Cycle

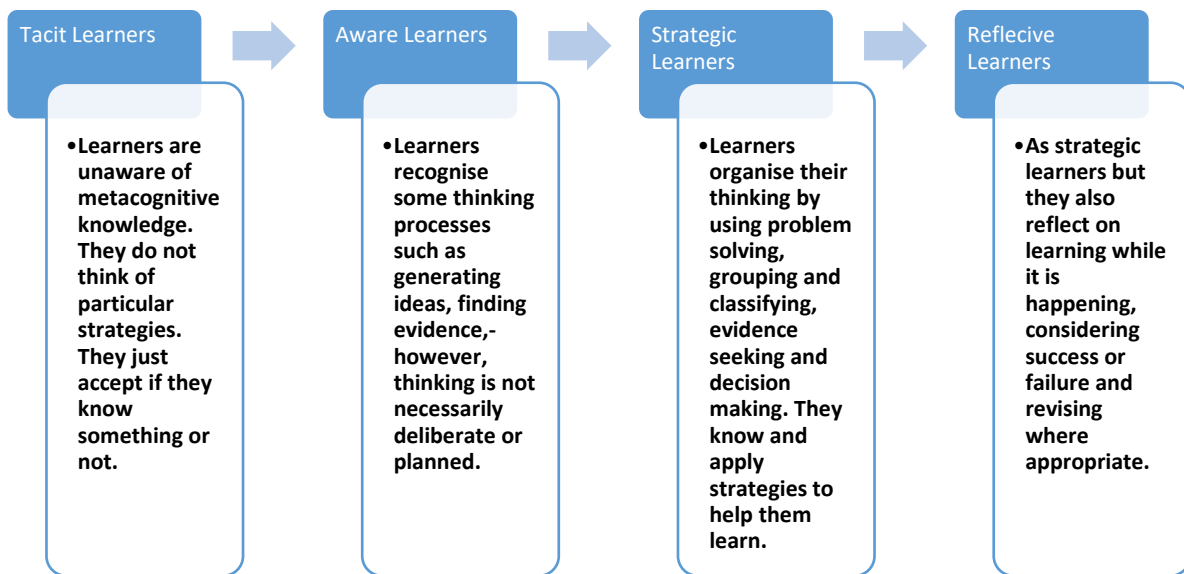


ABCDE Approach

The ABCDE model is a bespoke metacognitive approach developed by the staff team at Tutshill. It is both a teaching paradigm and a method for children to develop themselves as independent learners. Metacognition enables learners to monitor their own learning, make choices and changes as appropriate. It allows learners to be in control of their learning. The ABCDE approach is the way in which we teach and support children to apply metacognitive principles to their own learning.

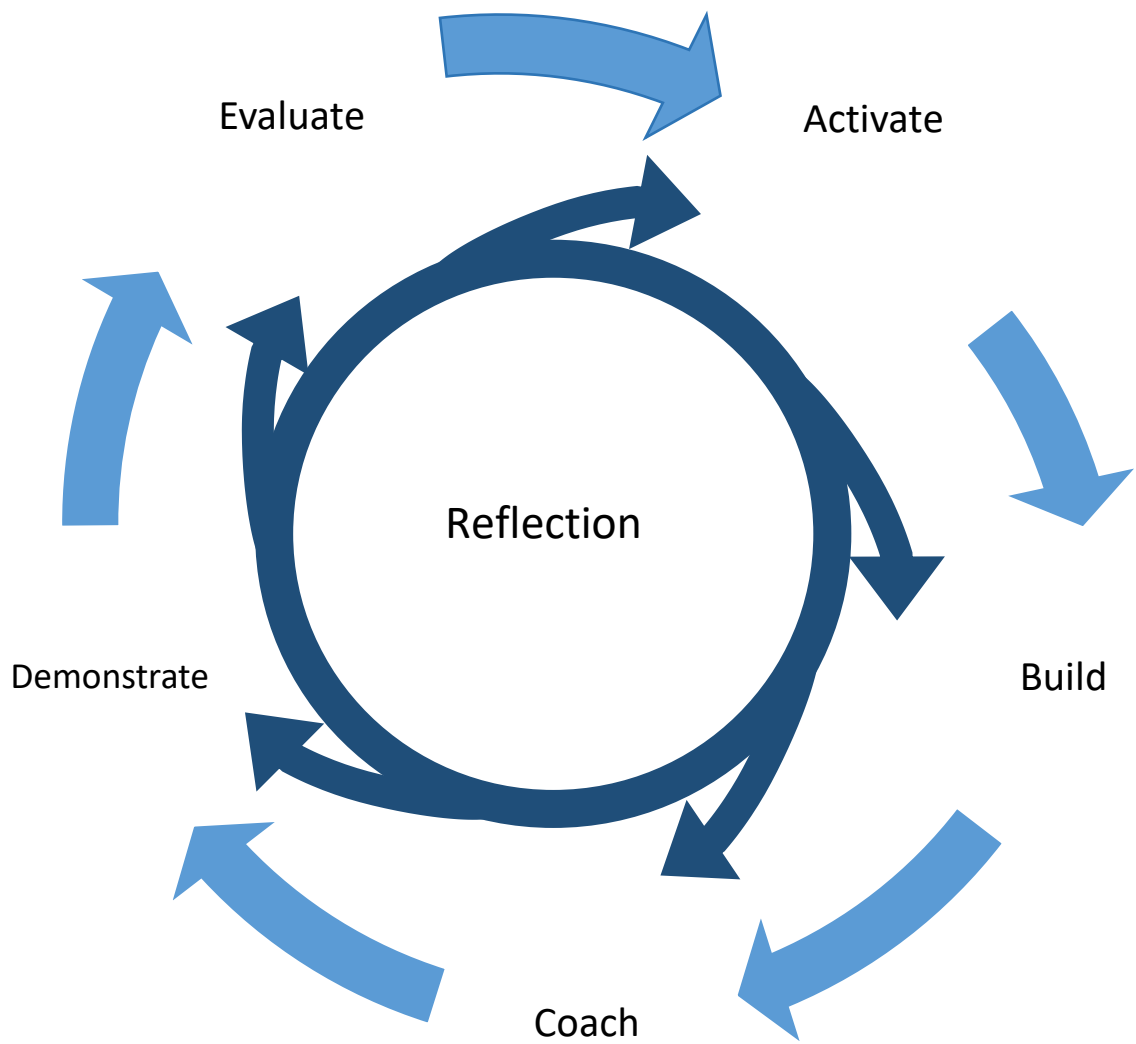
The Tutshill ABCDE metacognitive approach involves teachers modelling the planning, monitoring and evaluation of learning and children planning, modelling and evaluating their own learning during each stage of the learning process.

Both teaching and using reflection as a learning strategy is an important aspect of the ABCDE approach and enables learners to develop from tacit learners through to aware, strategic and finally into reflective learners.



ABCDE Model with continual Reflection

Teachers use the ABCDE model to help children develop their metacognitive knowledge and self regulation skills. Children are encouraged to reflect on their learning through each of the planning, monitoring and evaluation stages of learning in order to assess what they have learned, what they need to do next and how successful they have been. Children are encouraged to think about their next steps for learning and to use this reflection to create change.



The ABCDE model encompasses the seven steps of Metacognition, and develops the three stages, planning, monitoring and evaluating

Metacognitive phase	Metacognitive steps	ABCDE model
Planning	Activate prior knowledge Explicit strategy instruction modelling of learned strategy, guided practice	Activate, Build Coach
Monitoring	Independent practice	Demonstrate
Evaluating	structured reflection	Evaluate

- **A Activate** prior knowledge, new learning and/or understanding and learn new strategies
- **B Build** on learning through explicit strategy instruction, modelling of a learned strategy, memorisation of learned strategy
- **C Coaching** guided practise, support, use of strategies
- **D Demonstrate** pupil demonstrates their knowledge and understanding through independence in understanding, working and use of strategy
- **E Evaluate** through ongoing reflection, review strategies, understanding,

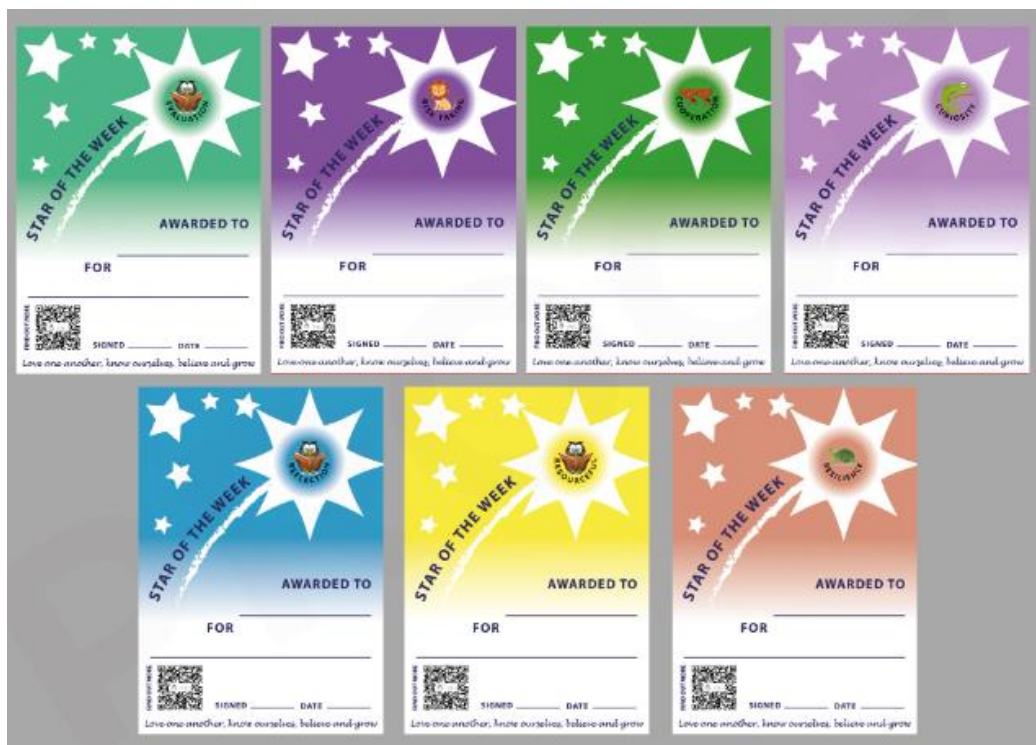
Teaching and Supporting Reflection

Stickers and certificates



Each learning behaviour has a related sticker.. Learning behaviours may be identified as one of the learning objectives for the lesson or series of lessons. Teachers indicate, or elicit ideas from children to identify which learning behaviours could be used in each activity. Staff reward children who have shown a specific learning behaviour within their attitude, behaviour or work, with relevant stickers. Children are also encouraged to reflect on their own learning to identify learning behaviours that they have used, selecting and awarding themselves stickers to reflect their effort and achievements.

Learning Behaviour Certificates.



Certificates are used to communicate with children and parents about the specific learning behaviours that have been used by children across a week. Their distribution forms part of a weekly celebration assembly and helps children to develop their knowledge and understanding about learning behaviours and how they can support learning. A QR code allows parents to read about each learning behaviour and how it supports the school vision, values and children's academic learning.

Learning Ambassadors

Pupils from Yr2-Yr6 are chosen to be learning ambassadors and encourage children in their class to reflect on their learning and identify which learning behaviours have been used during the day. They act as learning champions, encouraging their peers to discuss and develop their knowledge of the different learning behaviours. They receive focused sessions which help them to develop their knowledge and understanding about learning behaviours and how to learn effectively on a deeper and more personal level.

Teaching Learning lead teacher

Key children from KS1 and KS2 are given the opportunity to work with a leading learning teacher to support their learning development and reflection through the foundation subjects. Specific help is provided with understanding, selecting and using specific and

pertinent learning behaviours within a broad and balanced curriculum. Children are taught to reflect on their learning and make learning choices.

Knowledge Schemas Feedback and Marking

Each curriculum subject has knowledge schemas which support and guide children's current understanding and helps to organise their knowledge. It supports the teaching and learning of key information and vocabulary which builds over a sequence of lessons. It supports children in accessing and retrieving knowledge built up over time, in order for them to know more and remember more. Children are encouraged to build these schemas through reflection to demonstrate their understanding of key vocabulary, concepts and knowledge developed from feedback

Feedback

Appropriately timed, oral and written feedback provides opportunities to move learning forward. Teachers aim to communicate with all children during a session, providing feedback which will help them improve a specific piece of work, use appropriate strategies or learning behaviours and develop their self-regulation strategies. Children are encouraged to respond to their feedback, orally and as appropriate in writing, by using reflection journaling or completing the knowledge schema.