Learning and Teaching Policy

Consultation with Staff	06.09.18
Adopted / Approved by Governing Body	12.02.18
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Purpose

Consistent learning and teaching practices across the whole school are essential to ensure each child's effort in their learning is celebrated. Therefore, it needs to be positive, effective and consistent in order to raise standards through accelerated progress. Substantial learning will take place when students are motivated, have self-belief and are engaged.

Each staff member, trainee or volunteer should be guided and supported so they can use the successful strategies employed by the school ensuring high standards are maintained. A safe culture must be created in every learning environment to ensure that children and staff feel comfortable to make mistakes. Osborne School is committed to teachers being part of the learning process.

> "Learning and teaching improve when teachers have the tools and grasp the value of being learners in their own classroom. "Professor John Macbeth

A further step in a successful learning process to ensure children achieve their full potential is through the school motto:

> "Believe to Achieve"

All children, staff, parents and governors are aware that high levels of challenge are a non-negotiable component of all learning and teaching strategies at Osborne Primary School.

Aims

Each child will achieve their true potential when opportunities to broaden their experiences provide deeper, more embedded learning and raise their own (and families) aspirations. Thus, their life chances will be improved, reducing the gap between those who have more privileges and those who have few. Osborne children will therefore become:

- Independent and successful learners who are numerate and literate
- Confident, self-motivated individuals
- Creative thinkers with a resilient attitude
- Effective, positive contributors
- Able to apply learning strategies to real life learning
- Responsible citizens, valuing themselves and others and therefore respectful towards British Values.

These aims are underpinned by our Osborne values of:

- Forgiveness
- Persistence
- Courage
- Respect
- Self-Control
- Fairness

Definition of Successful Learning

Our shared learning definition is an essential ingredient that informs the way we teach. It is:

"Learning is the process of receiving and personalising knowledge in order to apply new concepts and experiences, independently, to unfamiliar situations."

This is supported by key questions teachers reflect on:

- **What are the children learning?** The learning objective uses thinking skills language from Blooms Taxonomy.
- **How are the children learning?** All children refer to the process criteria or steps used and EAL, SEN can explain the vocabulary.
- **Why are the children learning?** They know the real life purpose.

- **Quality of the learning** is clear in the success criteria and extension by using higher order thinking skills for all abilities.
- **Why are the children using a particular strategy?** E.g. Feedback, Meta Cognition and Self-Regulation, Collaborative Learning and Peer Tutoring.

Planning
"Learning does not always happen instantaneously…particularly when the learning is complex and deep…understanding gradually develops and deepens over time… knowing has an end point…understanding never stops…" Mike Hughes

In order to entice, enthral and excite, **ALL** staff should plan under these headings for **ANY** learning opportunities for Maths, Literacy and the Medium Term Plan for the Creative Curriculum. **DR ICE** strategies should underpin all learning tasks:

- **Context** - Provide a context (real life purpose) for learning; connect the lesson to prior learning; share explicit learning objective using 'thinking skills' language appendi**x**; provide an overview of the lesson via challenging success criteria and learning journey arrow (B+E); stimulate curiosity and provide a sense of challenge.
- **Receive new information** - instruction, modelling, demonstration or a problem to be solved in one or several small portions to ensure a quick learning pace.
- **Make sense of new information** - processing, developing, demonstrating and understanding or doing in one or several small portions to ensure the teacher (staff member or volunteer) is a **facilitator** of learning and **children** are extremely **active participants** for the majority of the session.
- **Reflect and review** – Both children and staff should be accountable for their own learning; articulating what has been learned; how has it been learned via the learning journey arrow (appendi**x** 1 AfL Criteria) , constant marking and feedback during and after each session , plus how the learning can be improved using an improvement response. (IP)
- **DR ICE** – Deeper Thinking; Role model lesson strategies; Impact on progress; Challenge expectations; Engagement and pace of learning.

Quality Learning and Teaching
To ensure **ALL** groups of children make progress these **non negotiables** of outstanding/ good learning and teaching at Osborne Primary School must be present in every learning session:

- Learning sessions planned as above using gaps analysis from Target Tracker, summative and formative tests and programmes of study as laid out in the National Curriculum
- Explicit, short learning objective using Blooms Taxonomy.
- Challenging success criteria for all groups of children which are differentiated or include process steps so ALL children can work independently. These are referred to
- Learning opportunities require children to use higher order thinking skills e.g. synthesis, evaluation and analysis (Meta-cognition appendix 2 and Bloom's Taxonomy appendix 3)
- Effective questioning of children using higher order thinking skills to reshape tasks
- Quick pace plus, exciting and appropriate stimulus to ensure active engagement and commitment to learning
- ALL children given feedback and challenged to next differentiated success criteria or extension task 10 minutes before the end of the session using the Marking policy.
- Learning journey arrow B (before task) and E (end of task) completed by the children via peer or self assessment and challenged to ensure effective explanations of the learning (appendi**x** 1 AfL criteria)
- Regular systematic and effective marking during sessions (appendi**x** 1 AfL criteria) to check pupil's understanding, give constructive feedback and make appropriate interventions for the class, particular groups or individuals.

- Every child's learning to be marked at LEAST once by an adult during each session and an Improvement Prompt recorded to address errors or next challenging step (appendi**x** AfL criteria)
- Response time given to ensure links made to prior learning (appendi**x** 1 AfL criteria)
- Additional adults provide effective targeted support and intervention for all groups of children
- Key vocabulary
- Purposeful talk partners
- Modelling and sharing of strategies or processes
- Resources well matched to individual needs of the children
- Reading, writing, communication and maths are used across all curriculum areas
- Spiritual, moral, social and cultural links/development
- Actively promote British Values
- Reference to and effective use of learning tools/working walls
- Consistent and persistent behaviour management
- Consistent use of whole school strategies e.g. AfL, marking, reading, writing, RUCSAC
- Annotated evaluation of the impact of sessions on the children's learning and modified planning for next steps

Learning Environment

An effective learning environment at Osborne Primary School **MUST** include the learning tools below and will be monitored via a Classroom Audit in September and subsequent terms:

Reading:
- Interactive learning wall with key vocabulary for each unit
- Key word reading strategy
- Reading Area with reciprocal teaching prompts
- Likes/dislikes/patterns/puzzles

Writing:
- Interactive learning wall with key vocabulary for each unit
- Half termly writing checklist
- Modelled writing using cursive script
- Colourful semantics examples
- 5 spelling words of the week

Maths:
- Interactive learning wall with key vocabulary for each unit
- RUCSAC and examples of calculation strategies
- Celebration of maths mistakes

Curriculum:
- Key vocabulary for science and curriculum theme areas
- Enquiring questions from the children and teachers
- Online safety promoted
- A Role Play Area linked to current theme
- Learning Log celebrated and in a prominent place

Pastoral:
- A celebration of every child's work
- Behaviour rules and Traffic Light Stars System
- Visual timetable and aid s for SEND or EAL
- ITP target for children
- PATHS key stage specific display

- British Values
- Osborne Pounds
- Resources accessible and clearly labelled
- Decluttered surfaces
- Quiet, clear space in or outside classroom for AD

During the transition sessions in July, all classes will be asked by their next class teacher - what they would like to learn and how they prefer to learn? This is then used to support teaching the themes as laid out in the Creative Curriculum Overview.

In September, two days can be used to observe and assess the children's preferred learning styles using appropriate activities. (E.g. from Multiple Intelligences and Positive Life Habits) Osborne staff understand the benefits of and agree to observe and coach their peers in order share good practice and continually improve their provision for the children.

Parents

Parental support is vital to ensure a positive, learning partnership exists between the child, family and school. As such, parents are invited at least once a term to observe and participate in the following lessons; reading, writing or phonics, maths and enrichment activities. Parents can then become more familiar with the whole school strategies and support their children to use them during home learning activities (Home Learning Policy.)

Appendix 1: Assessment for Learning Criteria

Purpose: To enable children to meet the learning objective to a high standard. This will be achieved through clear guidance which supports independence.

1. Short learning objective using higher order thinking skills (Bloom's Taxonomy/ Chris Quigley)

2. Differentiated success criteria or steps to success (with short, precise steps used as a checklist) including challenge and an extension task for all abilities.

3. Pupils use success criteria as a checklist for learning. All pupils given time to complete extension task.

4. If differentiated, child selects and ticks own success criteria. Challenged to undertake more than one differentiated success criteria during learning session.

5. Adults give oral feedback and highlight learning during the learning session: at least once for every child.

6. Children self or peer assess on the learning journey arrow in their book; placing B (before) at the beginning and E (end) at the end of the learning session. Children are questioned and able to explain their understanding and subsequent placement of B and E on the learning journey arrow.

7. Adult marks, green highlighting of at least three achievements against success criteria (chosen by child, if differentiated.) Also:
   - Pink highlighting of incorrect responses relating to LO/SC in Learning Journey and all in maths.
   - Always more green than pink.
   - Improvement Prompt in pink relating to one or two key errors from LO/SC and a consistent spelling/grammatical error.
   - Variety of IP's to include errors, higher level success criteria, extension task, next learning step, breadth task or gap in learning.

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8. Response time – Children must always complete the Improvement Prompt in green pen during first 5 minutes (or longer if required on a few occasions) at the beginning of the subsequent lesson for KS2 or during the lesson for KS1. IPs must be marked.

Appendix 2: Meta-Cognition/Self-Regulation: 8 Months Progress

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

How effective is it?

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher.
"Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

Consider:
1. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.
2. Have you taught pupils explicit strategies on how to plan, monitor and evaluate specific aspects of their learning? Have you given them opportunities to use them with support and then independently?
3. Teaching how to plan: Have you asked pupils to identify the different ways that they could plan (general strategies) and then how best to approach a particular task (specific technique)?
4. Teaching how to monitor: Have you asked pupils to consider where the task might go wrong? Have you asked the pupils to identify the key steps for keeping the task on track?
5. Teaching how to evaluate: Have you asked pupils to consider how they would improve their approach to the task if they completed it again?

Summary: Expert Learners
- Plan and Organise…….set goals, preview and skim to decide how to approach
- Monitor Own Work…. check progress along the way, trouble shoot issues, ask themselves if they are doing their best work.
- Self-reflect….self-assess how the task went, consider why it went well, plan for next time (Changes).
- Direct their own learning…pay attention to loss of focus, learning environment, problems solved.
  Ask yourself: What happens when you are expected to learn something new? What do you do?

Appendix 3: Bloom's Taxonomy (Other file)

Appendix 4   The Questioning Matrix

		Complexity					
		1s…	Did…	Can…	Would…	Will…	Might…
Complexity	**Who**						
	What						
	Where						
	Why						
	When						
	How						