



*Being different, succeeding together*

## **LEARNING AND TEACHING POLICY**

**Successful Learners Confident Individuals Responsible Citizens Effective Contributors**

*Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential*

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do.

We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

### **Values of learning and teaching**

- Ensure every child succeeds: provide an inclusive education with high expectations and a growth mindset belief
- Provide opportunities for child-led learning: through approaches such as enquiry based learning, continuous provision and self-selection of challenge
- Ensure that learners have sufficient opportunities for mastery and deep learning: repetition, repetition, repetition
- Promote the six elements of learning: resilience, critical thinking, reflection, creativity, independence and team work
- Ensure assessment (formative with summative) is at the centre of learning

### **We ensure effective learning through**

- thorough effective planning and preparation
- a strong emphasis on the use of ICT
- pace, challenging lessons
- high levels of interaction
- high standards of work
- a stimulating, interactive environment
- outdoor learning
- a focus on key skills
- co-operative learning
- a positive atmosphere where children are prepared to take risks with their learning
- opportunities to reflect and review learning
- differentiation through a variety of ways
- regular low stakes testing e.g. fun quizzes
- a careful balance of teacher/ learner talk

## Co-operative Learning

We believe Kagan co-operative learning leads to high levels of engagement, improved communication and social skills, equality and raised standards. **PIES** (4 basic principles) lie at the heart of co-operative learning.

Principle	Critical Questions
<b>P</b> Positive Interdependence	Does the success of one benefit others? Is everyone's contribution necessary?
<b>I</b> Individual Accountability	Is individual, public performance required?
<b>E</b> Equal Participation	How equal is the participation?
<b>S</b> Simultaneous Interaction	What percent are interacting at once?

### Strategies for Effective Co-operative Learning

- Form teams- organise children into mixed ability teams of four, change these every six weeks
- Consider management tips- high 5 signal for attention, timers, spinners, place mats, C3B4ME, music, etc.
- Incorporate class building (at least once) and teambuilding (at least twice) weekly
- Focus on social skills- model and then catch children doing them well
- Plan structures carefully- consider content first, then plan structures

### Teaching and Learning Structure

We plan lessons which explore and promote learning. The bigger picture is explained, learning intentions are shared, success criteria is negotiated, questions are planned which further learning, strategies are used which maximise thinking and articulation, and ideas are modelled using real examples.

### Sharing Learning Goals

We want our children to be self motivated, have a sense of purpose in school and be able to take responsibility for their own learning; what they are learning, why they are learning it and how they know if they have succeeded or not is shared with the learners.

Our planning identifies key learning objectives which we transform into child- friendly learning intentions in order to fully involve children in their learning.

Planning and sharing success criteria ensures child focus, clarifies understanding, identifies success, determines difficulties, provides strategies for improvement and reflects on overall progress.

### Strategies for Sharing Learning Intentions

- Tell the children why they are learning this and how it fits into the bigger picture over a course of lessons
- Write learning intentions in child-friendly language
- Plan focussed learning intentions which are not too broad
- Display the learning intention as appropriate
- Refer to the learning intention throughout the lesson/ as appropriate
- Separate the learning intention from the context
- Build the learning intention into an appropriate part of the lesson

### **Strategies for Generating Success Criteria**

- Model the thinking processes involved in achieving the learning intention
- Use examples of work to identify what a good piece of work looks like
- Edit, combine and delete criteria together so learners can assimilate
- Match the success criteria closely to the learning intention
- Focus on the process of learning rather than the product
- Think about the most useful type of success criteria e.g. a thinkabout list, ingredients, a chronological step-by-step list etc. This is usually dependent on whether the skills are open or closed.
- Let the children try the task first and then ask them to tell you what they did first, next and so on

### **Promoting Assessment by pupils**

We aim to maximise opportunities where children are giving each other ongoing support and feedback while they are learning, focussing on the process of learning. Children are supported and trained to work together skilfully and responsibly which in turn develops self-motivation and positive mindsets.

Peer assessment enables children to clarify their own ideas and understanding of the learning intention and success criteria while marking others work. Self assessment enables the child to set clear targets relating to specific goals.

### **Strategies for Developing Self and Peer assessment**

- Establish clear ground rules generated with the children
- Model good partnerships
- Consider how to pair and when to use face/ shoulder partners
- Provide prompts to focus feedback e.g. gambits
- Keep referring to child-friendly learning intentions and well matched success criteria
- Model good assessment with the whole class
- Use a wide range of examples of end products to develop children's understanding of quality
- Use traffic lights, thumbs, fists, smiley faces etc
- Plan debriefing sessions after periods of learning

### **Effective Questioning**

We aim to engage in quality interaction which challenges and helps children to think, which in turn leads to better learning. When thinking is shared with the teacher and peers, a real understanding of what the child knows and does not know becomes apparent. Asking effective questions clarifies understanding, elicits discussions and information, provides feedback on teaching and learning and moves learning forward.

### **Strategies for Asking Better Questions**

- Plan some higher order/ fat questions
- Give a range of possible answers
- Use true or false statements
- Model thought processes
- Start with the answer
- Turn some closed questions into open questions
- Ask children to identify fat and thin questions
- Focus on how to work the answer out, not just the answer.

### **Strategies for Asking Questions Better**

- Take the question round the room and back again
- Use thinking time
- Use no hands-up

- Use minimal encouragers e.g. Can you tell me a little more? Thank-you for your response...
- Use a bag of names or tick sheet
- Use Essential 5-Rally Robin/Timed Pair Share/Round Robin/Rally Coach/ Stand Up, Hand Up, Pair Up
- Listen and respond
- Use 'show me' e.g. whiteboards, post-its
- Plan brain breaks, pit stop plenaries and timeouts
- Devise signals for children to give you feedback on their understanding e.g. traffic lights, thumbs.

## **Effective Feedback**

We aim to support, structure, mediate and scaffold children's learning by helping them to address the gap between what they already know, understand or can do at a given moment and what they will want or need to know, understand or be able to do in the future. We encourage children to bridge that gap themselves by giving effective verbal feedback and by making written comments count. Children should continually self-evaluate so that reflection, pride in success, modification and improvement becomes a natural part of their learning process.

## **Strategies for Enabling Effective Feedback During Lessons**

- Use reminder, scaffolding and example prompts verbally to help close the gap between the child's current performance and the desired goal
- Use 2 stars and a wish verbally
- Use traffic lights, thumbs, smiley faces as a way of getting children to rate their achievement or understanding against the success criteria at different points of the lesson.
- Use co-operative learning partners: Pairs think, articulate and extend their learning/ Individuals identify what they like about their partner's work and then work together on improving one of the success criteria.
- Use real examples of completed work to generate success criteria or analyse against success criteria.
- Compare and contrast finished pieces of work to engage children in thinking about which piece represents the most effective achievement.
- Use questions to focus feedback: How, why, what?
- Allow children time to follow up and act upon feedback
- Use self-marking for immediate feedback

## **Strategies for Enabling Effective Written Feedback Away from the Child**

- Write good comments where it really matters: these should be more work for the recipient than the giver
- Use insightful, diagnostic comments when the learning intention requires higher order thinking.
- Say specifically what has been done well, identify what has been less successful and suggest how improvement can be made.
- Use highlight and prompt marking e.g. two stars and a wish, highlighters, notes in the margin, post-it notes etc. Train children to understand this process by using scanned examples and marking it with them.
- Use written prompts to help close the gap.

**November 2018 C Giles**

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