



Individually Strong, Collectively Stronger!



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Teaching and Learning Policy



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TEACHING FOR LEARNING POLICY

‘Tell me and I’ll forget....show me and I may remember.....involve me and I will learn.’

Benjamin Franklin

‘The best teachers are those that show you where to look but don’t tell you what to see.’

Alexandra K Trefnor

**‘If you are not willing to learn no one can help you. If you are determined to learn no-one can stop you.’
(Anonymous)**

AIM

Our aim is to develop: -

- Resilient
- Resourceful
- Reflective learners

We recognise that effective learners learn in a range of ways and that there are multiple intelligences. We will endeavour to identify and develop these strengths to maximise every child’s potential.

OBJECTIVES

- To engage the learners in the learning process so that they: -
- Learn about learning.
- Understand their emotions when they are learning;
- Understand that success comes from their own efforts
- Develop intrinsic motivation
- Recognise that their ability is not fixed but has untapped pot
- Seek new ways to approach problems
- Become effective communicators



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CREATING THE CLASSROOM ETHOS TO PROMOTE EFFECTIVE LEARNING

We will provide: -

- A positive learning culture where all learners are taught with learning as the outcome in mind. This enables them to learn.
- A positive learning culture where nothing is viewed as failure, only feedback for learning.
- Opportunities to learn about learning in order to promote richer conceptions of learning. E.g. what is learning?
- What helps learning? What hinders learning? What do you do when you don't understand?
- Help children to develop learning strategies which promote independence e.g. what do you do when you don't know what to do?
- An understanding that emotions are important in the learning process;
- A culture that values risk taking and questioning;
- Learning objectives for lessons that are child friendly-
- Success criteria which help the learner to evaluate their own learning.
- Regular opportunities to reflect on learning throughout the lessons;
- Opportunities for self-assessment and peer assessment;
- Purposeful feedback which tells the learner how to improve
- 'Model questions' that will lead to further investigation, and encourage thought showering at the start of a learning topic to develop this;
- Opportunities for exploring children's own questions and theories;
- Opportunities to discuss, interact and debate news items, ethical topics etc.;
- Information/questions to children about their next area of learning so that they can find out about it in advance;
- A stimulating learning environment within and around the school;
- Access to drinking water as we easily become dehydrated when we are learning and focussed.
- An enriched, connected and relevant curriculum;
- Support from teaching assistants for group learning when possible;
- Appropriate materials and resources which will enable children to learn at their own pace, independently of their teachers and peers;
- Children and parents with information on out- of- school activities;
- Challenges which encourage creative problem solving;
- Ideas for children to research out of school;
- Home learning ideas and activities;
- Extension learning which requires a higher order of thinking skills rather than just 'more of the same;'
- Evaluation of learning experiences.



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WE WILL PROMOTE:-

Children taking responsibility for their own learning and encouraging them to value their own and children's learning;
The involvement of parents/carers;
Learning co-operatively, collaboratively and independently;
'Hot seating' (and other dramatic techniques) and response
Peer tutoring as a way of children teaching others a skill/concept to reinforce their own learning and understanding;
The use of paired talk as a means of promoting dialogue to clarify understanding and reflecting on what has been learned;
Question Box that children can ask questions which can be used later for discussions
'Mind mapping' to help children organise, categorise and connect their learning;

WE WILL ENSURE AS EDUCATORS WE WILL

Be open to increasing the diversity of teaching;
Be passionate about learning and endeavour to be inspirational.
Encourage further learning about learning
Be Flexible
Recognise that sometimes 'pace drives out thought' or lack of pace affects engagement

TEACHING APPROACHES:

At Allen Edwards we believe that a child needs to correct mind set in order to achieve their full potential.

At Allen Edwards work from **all** children is valued. A visualiser can be used to share children's work and a culture is encouraged where children feel proud of their learning and see that making mistakes or needing improvement is valued.

Children are encouraged to be active learners and take responsibility for making progress. Some children are encouraged to talk about their zone of proximal development when talking about where they are in their learning – using terms such as comfort zone, stretch zone and stress zone. Once children really see where they are with their learning they can choose the appropriate level of challenge. Teachers are able to identify children who need further input and hold mini teaching sessions within lessons to support learning.

We encourage a culture where mistakes are celebrated because mistakes are necessary for learning and improving intelligence. If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. Mistakes are known as **marvellous mistakes** and can be used to identify misconceptions. People with a growth mindset see failure not as a negative, undermining judgement on them as people, but as something they need to learn from so that they can succeed in the future.

Appropriate, targeted adult support can have significant impact on learning. However, if not managed reflectively, it can also have a significant impact on attitudes towards oneself as a learner, and on independent learning, Children can become "TA" dependent. At Allen Edwards, support staff support **all** children. Both teachers **and** support staff promote independence.



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Rewards are used at Allen Edwards for a wide range of reasons such as promoting good behaviour and to recognize achievement and effort. Celebration assemblies provide an opportunity for children to be rewarded for showing behaviours which represent growth mindset.

At Allen Edwards children learn that their brain can be developed like a muscle which can change and grow stronger the more it is used. Children know that with time, effort, practice and input they can reach a certain level of proficiency. Teachers know that with time, effort, practice and input that **ALL** children can achieve.

A culture of growth mindset is supported through the use lessons and assemblies about how the brain grows. Pictures and models of brains should be used in classrooms for children and teachers to refer to. Certain video clips such as “Famous Failures” and “Austin’s butterfly” give a clear message that you can grow your intelligence.

Parents need to be clear about what we mean by a growth mindset and how we promote it at school and how they can support it at home. All parents are given a leaflet as a guide to the promotion of growth mindset.

USING PRAISE

When praising children for their learning, make sure you praise the **learning behaviour** not just the child. It is the same as you do when criticising inappropriate social behaviour; it is the behaviour that is undesirable not the child.

When we talk about the ‘able student’ this can lead to learners becoming complacent. It is important to always talk about learning behaviour and effective learning strategies. The quality of praise is important and should only apply to what is in the child’s control. Merits and rewards etc. should be given to all children but for different things i.e. what they are finding difficult but really focussing at overcoming.

We need to regularly talk with children about their learning behaviour-it is about motivation, self-control, effort, engagement, high challenge and self-belief.

We need to focus on the effort a child has committed to their learning rather than praising them for their ability. That is ‘well done you really struggled with that challenging task and didn’t give up that took a lot of effort’.

DIFFERENTIATION

Differentiation is an integral part of the planning of lessons to ensure progress of all learners within the classroom. Differentiation means planning learning that meets the needs of individual learners. Among the ways to differentiate for learning are differentiation by task, differentiation by outcome and differentiation by resources.

BY TASK

This enables different children or groups to be involved in different and suitably challenging tasks. It requires teachers to plan specific objectives for class learning and then specify the tasks that will help individual children to understand these.

E.g. the familiarity of the task, equipment and materials;

The degree of familiarity with the concepts and language involved;

The extent to which children are required to take initiative for the activity.



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BY OUTCOME

This involves setting a common task for the whole class that is designed so that each child uses their individual knowledge and understanding to achieve different levels of success.

The idea here is that the task is graduated so that each child is challenged at some point, with different children achieving different parts of the task and some reaching further through the task requirements than others. This can be through the careful planning of questions.

More effective learners would therefore be expected to:-

Plan and conduct more complex investigations;

Be comfortable with more difficult concepts;

Complete more stages in the stages in the task/investigation;

Record results more precisely, expressing their findings in more sophisticated language or charts.

BY RESOURCE

The way in which an activity is supported and presented will create differentiation. This could be done:-

Mentally;

Practically;

On paper - plain, lined, graph, isometric, spotted etc.;

Using books;

Using equipment

DIFFERENTIATION STRATEGIES

Place children in different learning groups, depending on the task to be undertaken, e.g. group on the basis of ability, mixed ability, gender, friendship, pairs etc. For investigations and problem solving it may be appropriate to group them into teams that include children with different personal attributes/roles to make the team more effective.

Plan different types of home learning tasks with different levels of challenge.

Consider the use of language to simplify and make the learning more accessible to less able children, and to extend and challenge the more able.

Include units of learning which involve supported self-study e.g.

Review schemes of learning to ensure the learning is connected and that there is appropriate pace and progression.

Include support, reinforcement strategies and extension learning when schemes are reviewed.

Change seating arrangements to match the learning planned.

The role of additional adults

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. (National Standards of Teaching Assistants June 2016)

The role of additional adults is to:



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Facilitate learning of pupils through:

- discussing and sharing planning for the whole class, groups of children or individual pupils as appropriate to the role
- having a shared understanding with the teacher of the learning objectives and skills required during lessons
- modelling, demonstrating and using resources to further support or enhance learning
- marking work to show the child what they have achieved and what their next steps in the learning process are
- provide feedback to the teacher to support ongoing assessment of pupils
- where appropriate plan lessons or sequences of learning objectives
- make resources to support learning
- use effective behaviour management strategies in line with the school policy and procedures to support effective learning within and outside of the classroom
- have knowledge on the attainment and progress of the pupils they work with and be able to discuss this in relation to curriculum learning objectives and expectations
- Maintain a stimulating and safe environment by organising and managing teaching space and resources

How do we co-opt the learner into the learning process?

'The challenge for us is to free the curiosity, unleash the sense of enquiry, to open everything to questioning and exploration, to recognise that everything is in a process of change.' Carl Rogers

- Those teachers who make a significant impact on pupil's learning and attainment do so by the quality of their personal relationship with the learner and by understanding how the learning seems and feels from the inside.
- We need to engage the learner in the process of learning so that children take personal responsibility for their learning rather than see it as an external responsibility e.g. the teacher, the work, the test.
- Children need to be coached in the skills of self-regulation, self-correction and self-improvement.
- Use good pieces of learning as a model for learning. Encourage the children to assess and discuss the learning.
- What makes this effective? What are its strengths? Involve all children identify the features e.g. interesting beginnings of sentences, imaginative ideas, powerful words, complex sentences, full stops and capital letters.
- Encourage the children to feedback to us about our teaching. We can learn from children to help us improve our teaching and consequently their learning.
- What do I do that supports your learning?
- What do I say that helps you to learn?
- What do I do that hinders your learning?
- Talk to the children about learning behaviours, about believing in being successful at the start of a task, about effort, motivation, self-regulation, learning stamina (not giving up when things get tricky/challenging).



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- Don't have volunteer learners in your class e.g. when you ask a question tell them anyone can be asked a question –no hands/no volunteers.
- Use a variety of types of questions (high order and low order) throughout sessions
- Leave questions up or put them in the question box and return to them the next day....keep curiosity alive!
- Have lots of small or short episodes and then feedback in pairs, groups, whole class
- Encourage children to teach their peers skills they have learned – it will help their learning even more
- Don't mark learning using scores – use feedback that shows them how to improve.

Effective Teaching

- Ensure weekly plans, with an evaluation of the previous week, are prepared for the start of each week.
- Provide feedback, assessment and report on children's learning;
- Be aware of pastoral needs and support them;
- Value children's learning and contribute to high quality communal displays as well as those in the classroom;
- Review teaching methods and schemes of learning in light of school, local and national initiatives;
- Be committed to your own Continued Professional Development and to supporting your colleagues CPD.

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