



Valuing Potential; Creating Opportunities

HARTSBOURNE PRIMARY SCHOOL TEACHING FOR LEARNING POLICY

This policy to be read in conjunction with all Curriculum Policies, Assessment and Marking Policy, Equal Opportunities Policy, Subject Leadership Policy, SEN Policy, Racial Equality Policy

SUBJECT LEADER	DATE OF POLICY	DATE OF REVIEW
SLT	July 2021	July 2022
REVIEWED BY:	SLT, STAFF	GOVERNORS

VISION

Children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

The aim of this document is to improve the effectiveness of teaching. We believe that the key to successful learning is ensuring the consistent development of pupil self-esteem and readiness for learning. A teaching and learning policy will benefit all children and assist us to:

- Build and develop our school ethos and deliver consistent practice across the school.
- Maintain, develop and monitor high standards and ensure appropriate progression.
- Meet the needs of pupils and offer challenge to all.
- Provide a broad and balanced curriculum and a high quality learning environment.
- Demonstrate accountability to parents, governors, pupils and the wider community.
- Allocate resources appropriately (including human) and give professional support to colleagues.

AIMS

At Hartsbourne we aim to provide an environment in which children are challenged by high expectations, encouraged to be active, caring and self-disciplined members of the school community and develop both spiritual and moral awareness. The broad and balanced curriculum on offer will reflect the aims and ethos of the school through:

- Encouraging love of life-long learning and awareness of the different ways in which children learn.
- Implementation of agreed policy documents that exemplify good practice.
- High quality (emotionally intelligent) interactions between all stakeholders.
- A safe and secure environment to support independent learning, pupil achievement and staff development.
- Teaching the skills necessary for an ever-changing (technological) world.
- Developing the whole child with appropriate social-skills, self-esteem and respect for others.
- Collaborating on and sharing best practice through a well planned staff meeting schedule and cross trust teacher toolkits.
- Staying up to date with current **practice** and being self reflective practitioners.



THE CURRICULUM AND LEARNING

At Hartsbourne Primary school our definition of progress for pupils is a sound understanding of learning behaviours (for example taught through Jigsaw PSHE and our Learning Gems programme) and the widening and deepening of essential knowledge, skills and understanding.

We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to apply their knowledge, skills and understanding in all areas of the curriculum. Our thematic approach is cross curricular which provides children with the skills to apply new knowledge in different contexts and develop their higher level vocabulary through consistent retrieval in different subjects.

Our curriculum, schemes of work and short term planning provide opportunities for repetition and practise to ensure essential knowledge, skills and understanding in every subject. As children revisit previous learning, they gradually develop a deeper understanding of the skills and processes within and across subjects, at their own pace and tailored to their needs.

Our curriculum is designed and planned to move children's thinking to a 'higher order' level of understanding (for example using the Bloom's Taxonomy model) rather than just acquiring new facts and knowledge.

We believe that children learn best when the teacher:-

- Has explicit (and high) teaching and learning expectations for all.
- Plans innovative and exciting lessons that hook the children into learning.
- Gives effective feedback to pupils so they can understand their next step.
- Involves pupils in their own learning, including self-assessment.
- Provides a classroom environment to encourage learning; i.e. well organised and managed.
- Shares objectives and success criteria and provides appropriate pace to the lesson.
- Values and recognises creativity and achievement at all levels.
- Models enthusiasm and positive energy in the class.

And pupils are:

- Enthused and motivated by appropriately challenging yet achievable tasks.
- Given opportunities to take risks and learn from mistakes.
- Given constructive feedback about their work and set targets.
- Offered knowledge and skills to reach their goals.
- Encouraged to become self-evaluative, independent learners.

TEACHING

All lessons should involve the teacher being enthusiastically engaged in stimulating teaching – whole class, group and individual (well-paced) teaching as appropriate using (eg) Kolb's learning cycle (See Appendix 1). Teaching Assistants will be used to support differentiated learning through 1:1 and small groups both in and out of the classroom as appropriate. Children's self-esteem should be raised via the language used and the celebration of achievement through positive, specific praise (eg 'excellent you've remembered to use speech marks this time').



Organisation, Lesson Planning and Preparation:

- Lessons will be part of planned programmes and demonstrate appropriate structure, how and when to use ability groups, whole class, group or individual teaching and meaningful cross curricular links (where appropriate).
- The level and type of differentiation, interventions, challenge and extensions will be identified.
- Feedback and evaluation from TA's will be incorporated into planning decisions to reinforce and support effective learning for all groups of pupil.
- The objectives of the lesson will be clear, child-friendly, challenging, achievable and promote higher-order thinking skills.
- Resources will be well-chosen and used effectively to challenge/support learning.

Understanding of the Subject Area:

- A thorough understanding and in-depth knowledge of the subject content covered in the lesson will be demonstrated through differentiation and adaptation by the teacher to meet the needs of individual pupils.

Management of Pupil Behaviour:

All staff will consistently implement our behaviour policy and take prompt action to address inappropriate pupil behaviour in lessons and on the playground. Teachers will use strategies for encouraging/rewarding good behaviour and ensure pupils have a clear understanding of the boundaries that are set for their safety and well being.

Teaching Methods that Match Learners' Needs:

Pupils should be involved, listened to, and responded to appropriately. Their ideas and experiences are valued and drawn upon, with references to previous learning.

- Creatively selected use of whole-class, group, independent, collaborative methods, suitable for all pupils in the class.
- Instructions/explanations are clear and specific so that pupils understand what work is expected of them during the lesson. The pace is appropriate.

Sharing Learning Objectives

Where Learning Objectives are shared, pupil learning, motivation and achievement can be significantly improved. Objectives should be challenging and promote higher-order thinking for pupils (See Bloom's Taxonomy, Appendix 2) .

- Objectives will be child-friendly, challenging and accessible to the whole class.
- **WALT:** 'We are learning to...' should be clear and on display for all lessons and explained to the children. Occasionally it can be of benefit not to give these at the start or too early.
- Learning intentions will be separated from activity instructions, eg We are learning to mix colours, rather than: We are learning to paint a rainbow.
- As soon as children can write fluently the WALT acts as the title for a piece of work. They can also be printed out on sticky labels for speed and efficiency.
- Where appropriate, success criteria should be created with the children so that they will know when they have achieved the objective.

Target Setting and Success Criteria

We believe that children are motivated by targets and make better progress where they are involved in their own learning. Setting yourself a target is a natural process for a confident learner.



- Targets and/or success criteria will be planned for, shared and visible to the child, eg display board, cards, inside book covers etc.
- Targets will be used for children to develop the skills of self-evaluation.
- All pupils with a PPM should be involved in target setting wherever possible.

ASSESSMENT, FEEDBACK, RECORDING AND REPORTING (See also Assessment and Marking Policy)

All staff will promote self-esteem through sensitive feedback and adherence to our marking policy.

Assessment and Evaluation of Pupils within the Class:

- Assessment is used to inform planning and pupils' understanding is evaluated through the use of appropriate questioning, observations, double page spreads and testing.
- Pupils' work will receive well-focused, diagnostic comments to move learning forward.
- Mistakes and misconceptions will be recognised by the teacher and responded to within the lesson and/or as part of marking of recorded work.

Pupil Self-Evaluation and Peer Marking:

Children will be taught how to self evaluate and peer mark as appropriate to their age. Possible responses will need to be modelled at the appropriate time. Pupils could complete 'before' and 'after' mind-maps, self-evaluative triangles, coloured circles or other visual aids.

- Partners should be chosen carefully and usually ability based, eg 2 children of middle ability paired, 2 able pupils or one of middle ability with one of a lower ability.
- Children should have access to exemplars and examples of other children's work.
- Time must be given for children to read and respond to comments.
- Children should be given the chance to make an improvement on the same piece of work where necessary and planning should reflect this day to day adjustment.

Questioning and Talking:

- Each child will be allocated a talk-partner (change regularly and give consideration to boys and girls working together) to encourage participation of all children.
- When asking questions, teachers should allow an appropriate amount of 'take-up' time.
- Thinking can also take place in small groups with aide-memoires (eg small whiteboards).
- Questions will be differentiated and include open, closed, multiple choice, higher order.
- **All** children should be encouraged to ask/answer questions (with regular use of pick-sticks).

We will respond to children's work by:

- Immediate response when appropriate and use misconceptions to provide learning opportunities.
- Using a range of assessment strategies (including children's self-assessment and review).
- Use formative and summative assessments to inform target setting and planning.
- Moderation of standards of achievement.
- Involvement of parents through consultation evenings, Personal Provision Maps (PPMs), parent questionnaires and end-of-year reports.

Feedback and Marking (See also our Marking Policy)

Feedback will generally focus on what children were asked to pay attention to in the lesson. The main purpose of marking is to give information about progress against the objective. The majority of



pupils' work will be quality marked in accordance with the marking policy. Useful 'next step' comments might be:

Reminders: What else could you say here? Punctuate these sentences.

Scaffolds: What was the dog's tail doing? Re-draw this shape using a ruler.

Examples: Choose one of these to put here: He ran around in circles looking for the rabbit. The dog couldn't sit still at all.

- Spelling and handwriting should be highlighted in other curriculum areas (not just literacy).
- All staff will consistently model the handwriting policy (including homework, whiteboard writing and marking).

ARRANGEMENTS FOR MONITORING AND EVALUATION

A framework for lesson observations is included in the Performance Management Policy. Lesson observations will also be conducted by subject leaders and learning walks will be undertaken by staff, SLT, Governors and our School Improvement Partner.

In addition, medium term plans will be monitored and book scrutinies undertaken for evidence of effective marking, appropriate differentiation and progress in the lesson and over time. The leadership team will collate information arising from lesson observations and work scrutinies and provide a summary to the governing body to inform school self-evaluation.

Subject leaders will:

- Monitor standards of achievement in their subject through observation(s), discussion with staff and pupils and reviewing recorded work across the school.
- Evaluate and review policy and practice and have an overview of resources.
- Have regard to agreed health and safety procedures.
- Contribute to school improvement planning and accurate self-evaluation.

RESOURCES

In order to deliver a high quality education and to enable the effective use of resources all staff will:

- Continually review texts, books and schemes of work to ensure appropriate content (including multi-cultural dimensions, positive images and challenging stereotypes).
- Manage and care for the equipment and resources within school.
- Make use of indoors (hall), outdoors (nature reserve etc) off-site visits and visitors to the school to enrich the curriculum and vary the learning experience.
- Make appropriate use of audio-visual and ICT equipment including digital media.
- Make full use of the professional skills/experiences of other staff and direct their work as appropriate.

PRESENTATION

Children will present their learning in:-

- Individual learning journeys, topic/themed books, exercise books, sketch books and/or loose-sheet folders as appropriate to the subject and as agreed in staff meetings.
- In achievement assemblies, class assemblies and other presentations **and through:**
- Talk (individual responses, paired and group work) and the expressive arts.
- Displays, various forms of ICT and digital media.



CROSS - CURRICULAR LINKS

We will develop cross - curricular skills, themes and dimensions by:

- Using the curriculum overview to help identify cross-curricular links for the term.
- Using and developing the capability within subjects such as ICT and PSHE.
- Identifying opportunities for developing a multicultural perspective.
- Being aware of equal opportunities issues.
- Plan for opportunities to highlight the importance and benefits of diversity.
- Further developing links with the local community and the Bushey St James Trust.

EQUAL OPPORTUNITIES

All pupils have access to our curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Hartsbourne Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

Cultural diversity, home languages, gender differences and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

APPENDIX 1

The four elements of Kolb's Learning Cycle

Plan: Teach the objective (what you want the children to learn)

Act: The children have a concrete experience(s)

Observe: Stop and Review their learning; make improvements

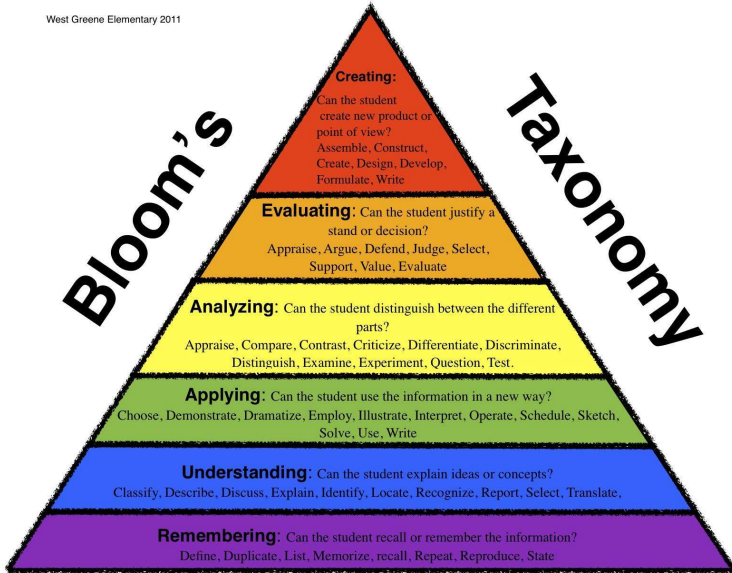
Reflect: The plenary offers opportunities for reflection, evaluation, demonstration of understanding, next steps.





APPENDIX 2:

West Greene Elementary 2011





BLOOMS TAXONOMY

<p>Knowledge Level</p> <p>The skills demonstrated at this level are those of observation and recall of information; knowledge of dates, events, and places; knowledge of major ideas; and mastery of subject matter. Use these question cues:</p>				
Knowledge	What When/where Who Define	Distinguish Identify/examine List/collect Name/label	Recall Reorganise Show State	Write Which Indicate Tell How
<p>Application Level</p> <p>The skills demonstrated at this level are the uses of information, use of methods, concepts, theories in new situations, solve problems using required skills or knowledge.</p>				
Application	Apply Develop Test Consider	Build Plan Choose/select How would	Construct Solve Show your work Tell me...	Demonstrate Indicate Check out
<p>Analysis Level</p> <p>The skills demonstrated at this level are seeing patterns, organisation of parts, recognition of hidden meanings and identification of components.</p>				
Analysis	Analysis Categorize Describe Classify Compare	Discriminate Distinguish Recognize Support your Indicate the	Relate Explain What assumption What do you	
<p>Synthesis Level</p> <p>The skills demonstrated at this level are be able to generalise from given facts, relate knowledge from several areas, predict, draw conclusions and use old ideas to create new ones.</p>				
Synthesis	Write Think of a way Create Propose a plan Put together What would be the...	Suggest How Develop Make up What conclusion What major hypothesis	Plan Formulate a solution Synthesize Derive	
<p>Evaluation Level</p> <p>The skills demonstrated at this level are: assess value of theories, make choices based on reasoned arguments, verify value of evidence, recognise subjectivity, compare and discriminate between ideas</p>				
Evaluation	What is... Choose Evaluate Decide Judge Check the... Evaluate	Select the... Which would you consider... Defend choices Which is most appropriate? Preferences		

PLANNING DEEPER QUESTIONS FOR LEARNING

The checklist below provides a selection of useful questions that can be used for planning lessons and incorporating higher levels of thinking activities into classroom activities. *Lower cognitive*



questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. *Higher cognitive questions* (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

Lower cognitive questions (knowledge and comprehension on Bloom's Taxonomy) may be more effective when the goal is to impart factual knowledge and commit it to memory.

Higher cognitive questions (application, analysis, synthesis, and evaluation) should be combined with lower cognitive questions relative to the age of the children, including making inferences, to impact on achievement.

A Planning Checklist

- What basic knowledge does the learner need?
- What particular skills does the learner need? (E.g. map-reading skills, maths knowledge, level of dexterity for art, chronological knowledge for history)
- What are the relevant fact and theories of what is to be taught?
- What skills does the learner need to find out information/knowledge independently?
- How is the learning to be communicated?
- Do the learners have a variety of recording skills and techniques from which to choose?

Demonstrating Understanding of Learners, Can learners:

- Identify the main points
- Recognise similarities and differences, make comparisons.
- Explain their work in another way
- Identify why something happened and/or predict consequences
- Infer and deduce from texts

Looking for Overall Patterns and Relationships, Can learners:

- Identify connections, sequences, patterns and themes
- Write/talk about an overview of their work plan
- Identify events in a timeline (discuss before/after/in the future)
- Discuss their feelings about their learning
- Use other knowledge to work out new information
- Present their learning in a logical order

GIVING FEEDBACK: TAKE-UP TIME, REDIRECTING, PROBING, AND RESPONDING

Slowing slightly to include more wait-time after a question, often promotes achievement. A wait-time of approximately three seconds for lower cognitive questions is effective. For higher cognitive questions, no wait-time threshold (within reason) should be imposed. A causal relationship may exist: higher cognitive questions require more wait-time and more wait-time allows for the implementation of higher cognitive discussions.

A response may redirect students when there is a misconception, probe for further explanation when a partial answer is given or validate a correct response. Redirection and probing are effective when they are explicitly focused on student responses. Vague or critical feedback (such as "That's not right, try again") has been shown to be unrelated to achievement. Acknowledging correct responses is necessary and effective. Praise that is used sparingly, is directly related to the response, and is sincere and credible is also positively related to student achievement.