

LEARNING AND TEACHING POLICY

Persons Responsible:	Headteacher and Curriculum Sub-Group
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Learning and Teaching Policy

PLANNING

Introduction

This policy aims to bring together the key 'ingredients' that are attributed to effective learning and teaching. It pulls together the findings from teacher led research, external agency input and training material. It does not offer a common format for teachers to follow each lesson but identifies a common framework that maximises the likelihood of pupils achieving at all levels.

Unit Planning

Unit planning is a fundamental process that should be used to detail the expected learning experiences of the class for the duration of the unit. Unit plans should be useful for the teacher and/or teacher in charge but should, at least, contain some key points which ensure that managers can effectively monitor standards.

After consultation with staff it was felt that the headings below offer a framework that ensures the key elements of effective learning are given appropriate focus. Appendix 1 offers teachers a proforma they may wish to use to aid their planning. This proforma is not statutory and teachers are welcome to use the agreed headings in a manner that suits their particular style. However, all planning proformas should use the agreed headings, these headings are:

The Unit Learning Objective/s

The significant piece/s of learning that the children should have acquired by the **end of the unit of work**. (e.g. to be able to produce a recipe)

Duration

The duration of each unit of work will vary dependent upon the need of the particular group/class and the depth of study that is required at the time. Teachers are to record approximate length (in weeks) of each unit studied.

Stimulus

Learning is most effective when children are working towards achieving a finished product. This might be a letter, a brochure, a play or a poem. It is important to share with the children, at the beginning of the unit, an example of work that demonstrates how all the skills being taught in this unit will be drawn together. This will help to provide the motivation throughout the unit. To be truly effective, this stimulus should be displayed and referred to throughout the planned unit of learning.

The Lesson Learning Outcome

This statement should identify what skill or piece of knowledge the children should have acquired by the **end of the lesson**. This should be shared with the children in language that is accessible to them. The lesson learning outcome will usually be a component part of the larger unit learning objective. (e.g. to be able to write a list of instructions)

Success Criteria (What I'm Looking For)

This should detail to the children, in a manner which is relevant to their age, what the successful finished piece of work for the particular lesson should look like. It can also be used to detail specific instructions that will lead to the successful acquisition of the skill/knowledge that has been identified in the lesson learning outcome. (e.g. (1) Instructions to be numbered (2) Each

instruction to start with a different time connective (3) Instructions to be brief and concise (4) Instructions to be written in second person)

Key Questions

An effective lesson is characterised by the use of challenging open ended questions that stimulate the learner and require the learner to explore a concept in more detail. An effective teacher will direct many questions to the class focusing upon individuals to move them on in their learning. However some questions will require the whole class to engage in discussion to ensure each pupil has the opportunity to explore the concept in depth. Such questions are called Key Questions. At Headlands we use the questioning principles detailed in Blooms Taxonomy to ensure learning is firmly rooted. (See section on Blooms Taxonomy for more detail). When questioning the children we consider it important to allow suitable 'thinking time' to ensure children can fully engage with the question being posed.

Key Challenges

It is a well researched fact that boys, who are statistically more likely to achieve a grade below their female peers, enjoy challenge. Challenge provides a competitive stimulus that can be highly motivational for boys. In addition, challenges can enthuse and excite all learners resulting in the lesson becoming more fun for the children. Challenges are also an effective way of encouraging children to become more actively involved in the lesson, rather than being passive recipients. Teachers are asked to consider this in their planning and ensure that lessons have a 'game' or 'challenge' component to help motivate all the learners, but especially the boys.

Differentiated Work

This section should detail the activities that each group of learners are expected to complete. The activity that is set each group should lead them to produce evidence (written, verbal or pictorial) that shows they have/have not achieved the lesson learning outcome identified at the beginning of the lesson. It is for each teacher to decide upon the detail they wish to include for themselves in the section on differentiation but the section should, at least, identify in note form the tasks each group is to complete and it should be apparent in this detail how the activity is different (if appro) to other activities being completed by the other groups. In addition, within this section, the teacher should identify which of the groups will be receiving adult support by entering their initials.

When plans are likely to be used by a teacher other than the class teacher responsible, the differentiated work should detail group tasks in more depth to ensure another teacher/adult can follow the plans effectively.

Plenary

An effective plenary offers many opportunities for children to re-explore learning and evaluate the success of their learning. It aids recall of key facts and provides the pupils with opportunities to ask further questions. In addition, the plenary can be used to show the pupils that they have learnt something from the lesson and reminds the children about the learning objective.

Evaluation

This section is to record any brief comments that can evidence 'assessment for learning' is a key part of planned delivery. It will identify, in note form, if appropriate, any significant points that need to be addressed next lesson that

are related to the children's achievements. Changes that were needed to planned activities are not required to be formally recorded. However, jottings that relate to adjustments that are needed in subsequent lesson learning outcomes are to be expected.

Specific Needs

This section is to remind the teacher of the needs of groups of other specific learners in the class. This includes teaching points to help engage; boys, SEN group, EAL group, 'K' learners (assuming that most lessons now naturally contain opps for 'V' and 'A' learners) and gifted and talented learners.

In general, it is important that plans are flexible enough to meet the changing needs of the class/group as identified through the children's learning and teachers' assessments. It is expected that these unit plans will be working documents that will include regular annotation and adjustment in response to the children's learning.

Monitoring

Teachers are to expect their planning notes to be monitored and commented upon regularly by senior leaders. Senior leaders are expected to use this monitoring information to, help support teachers and inform them about standards in the school. Detail provided on planning will be used as part of the school's monitoring process that will be used to help determine standards in teaching (please see Curriculum Monitoring policy for more detail).

Further Detail

The proforma and headings discussed in this document are a minimum expectation to ensure teachers are focussed upon particular key elements in their planning. Some teachers may wish to add further detail to aid their curriculum delivery. The level of this detail and the actual content is entirely for the class teacher to decide upon.

Annotations

Annotations should be made that identify significant changes that are required in the planned provision as a result of previous teaching and learning. Annotations will be used to evidence that a teacher is responsive in curriculum delivery. Annotations should be focussed on learning, not on activity. Annotations provided on planning will be used as part of the school's monitoring process that will be used to help determine standards in teaching (please see Curriculum Monitoring policy for more detail).

HEADLANDS PRIMARY SCHOOL LITERACY UNIT PLANNER FOR CLASS ____ FOR WEEK COMMENCING _____

<u>Unit Learning Objectives</u> (As identified in the Primary Strategy)	<u>Duration</u>	<u>Stimulus</u> (To motivate the children, at the end of the unit the children will be producing)
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<u>Lesson Learning Outcome</u> (should link with ULO)	<u>Success Criteria</u> (What I'm Looking For)	<u>Key Questions</u> <u>Key Challenges</u>	<u>Differentiated Tasks</u>			<u>Plenary</u>	<u>Evaluation</u> (Key learning notes for next lesson)
			Most able	Average Ability	Least Able		
			Support:	Support:	Support:		
			Support:	Support:	Support:		

<u>Lesson Learning Outcome</u> (should link with ULO)	<u>Success Criteria</u> (What I'm Looking For)	<u>Key Questions</u> <u>Key Challenges</u>	<u>Differentiated Tasks</u>			<u>Plenary</u>	<u>Evaluation</u> (Key learning notes for next lesson)
			Most able	Average Ability	Least Able		
			Support:	Support:	Support:		
			Support:	Support:	Support:		
			Support:	Support:	Support:		

Specific Needs (please record additional points considered to progress learning for; Boys, EAL, 'K' learners and Gifted and Talented)

LESSON DELIVERY

Structure of Delivery

Lessons are structured according to many factors, these can include specific need, learning outcome or planned activity. However, in general, a good lesson will comprise of the following component parts:

- 1) Sharing of learning outcome and its relationship to the unit learning objective/s.
- 2) Discussion and debate about a stimulus drawing out key points that children need to be aware of to help ensure they achieve the lesson learning outcome.
- 3) A series of 'chunked' learning sessions that link to the stimulus that ensure all learning styles are catered for. Chunked activities may also include, opportunities for individual/paired/group discussion tasks, challenges, quizzes and games. All chunked sessions should focus around the learning theme that develop skills in a fun, motivating way.
- 4) Explaining the independent task to be completed by each group clearly and succinctly.
- 5) Explaining the success criteria to each group and showing how this links to the lesson learning outcome.
- 6) Allocating appropriately differentiated tasks to be completed by the class.
- 7) Allocation of adults to support learning
- 8) Plenary

1) Sharing of Learning Outcome

In preparation for learning it is important that children realise what it is they are going to be learning in the following lesson. This should be in child friendly language that is appropriate to the understanding of the class. Children should be informed of how the learning of this particular skill is useful to them and how it fits into the whole planned unit.

2) Stimulus for Learning

Each lesson will have a stimulus that provides a basis for discussion and debate that will enable the lesson learning outcome to be explored in depth. The stimulus should focus around the needs of the class and particular consideration should be given to ensure it is motivational for boys. The stimulus may be in the form of a text, picture, problem, shape or dilemma.

3) Chunked Learning Sessions

To maximise the likelihood of learning, to allow for children with shorter attention spans and to offer opportunities to engage all different learning styles, short chunked learning sessions are delivered prior to the independent learning activities. These sessions should offer similar opportunities to acquire and develop the necessary skills to enable the children to achieve the learning outcome. Some of these chunked sessions should include:

- a) Individual/Paired/Group discussion tasks.
- b) Interactive Whiteboard tasks
- c) Quizzes, challenges or games.
- d) Explanation and debate (as exemplified through Blooms taxonomy).
- e) Individual Whiteboard tasks.
- f) Ordering and sorting tasks.

Vigour and pace in the delivery will help ensure children stay focussed and interested in the lesson and also help reduce the likelihood of disruptions through inappropriate behaviour.

4) Explanation

Good lessons will effectively cater for children with very different needs. This will usually (but not always) involve grouping children by similar abilities and providing these groups with appropriate tasks. Children need to know in a clear and succinct way what is expected of them for the next session.

5) Success Criteria

This should detail to the children, in a manner which is relevant to their age, what the successful finished piece of work should look like. It can also be used to detail specific instructions that will

lead to the successful acquisition of the skill/knowledge that has been identified in the lesson learning outcome.

6) Differentiated Task

All children have different learning needs, different skills and aptitudes and different interests. A teacher's task is to manage all these differing needs effectively. In the main, teachers choose to group the children according to ability. A well differentiated lesson will cater for three different groups of broadly similar abilities. In addition differentiation will have due regard to those children who are the least and most able and need even more consideration than the main three groupings. Tasks that the groups are asked to complete will vary significantly and it is important to note that children are not expected to record in their books each lesson. Use of practical activities, discussion and debate and informal jottings on small whiteboards are additional strategies that lead to effective learning.

7) Support in class

The effective deployment of staff in a classroom is a key skill that helps enable focussed support. The teacher will use his/her knowledge of the children's ability along with lesson learning outcome and effective differentiation to ensure all the children move on in their learning. No specific group of children should grow to be dependent upon support in order to fulfil basic working expectations and teachers will rotate support to ensure this does not happen. Specific groups of children may receive a greater share of support in order to help maximise their likelihood of achieving a desired grade. Therefore at times, particularly with children who have special educational needs, this may mean that some children are expected to complete activities that focus on consolidating knowledge and understanding rather than extending it further. In these instances, the lesson learning outcome for the individual will also focus on independent working alongside the planned subject driven learning outcome.

8) Plenary

An effective plenary offers many opportunities for children to re-explore learning and evaluate the success of their learning. It aids recall of key facts and provides the pupils with opportunities to ask further questions. In addition, the plenary can be used to show the pupils that they have learnt something from the lesson and reminds the children about the learning objective.

Lessons will also include frequent and regular **recapping** on previous skills and understanding to help ensure they become an integral part of the child's knowledge. In addition, lessons will also include time for the child to read teacher comments relating to previous work and also time to respond to such comments. **'Whole brain activities'** are also used when appropriate to ensure the children have the best possible chances at succeeding.

Recapping

Research has shown that effective learning is characterised by frequent recapping on skills. Recapping should be encouraged after; 10mins, 1 day, 1 week, 1 month and 6 months to enable learning to become secure.

Whole Brain Activities

Research has shown that some activities/environments make the brain more efficient at processing and storing information. These activities are termed 'Whole brain activities' as they aim to stimulate the whole brain to aid learning rather than any dominant or preferred lobe. To achieve this, during the day, teachers may also include the use of brain gym activities, music or 'Activate'. The frequency and duration of these activities is for the teacher to decide but it is recommended that each morning starts with an energising activity that stimulates 'whole brain learning,' sessions that include music to be used as and when appropriate to help focus the children. Each afternoon session starts with a relaxation activity and a brain gym break is used to help break up the afternoon session or more intensive periods of work.

Use of ICT

The school recognises the importance of ICT in any learning activity. As such, each class is equipped with an interactive white board and each class teacher is loaned a laptop for their use

whilst employed at the school. Each laptop is preloaded with a broad range of software that is used to support the children in their learning and help ease the planning process for the teacher.

Each class also has a class computer for the children to use. Teachers are encouraged to use a range of software to help specific individuals or groups of individuals access learning opportunities. Teachers are also encouraged, where appropriate, to make further use of the computer suite to enable a lesson learning outcome to be addressed through appropriate software.

Blooms Taxonomy

At Headlands Primary School we recognise discussion and debate as a key aspect of effective learning and embrace the principles described by 'Blooms Taxonomy'.

Blooms Taxonomy categories questions into Lower, Middle and High order thinking skills. Using this structure it is possible for teachers to ensure they are offering sufficient challenge to the children in their class.

Lower Order Thinking Skills

Questions that offer low levels of challenge are those that require the remembering or reciting of facts. It requires the children to know facts, be able to remember them and be able to talk or write about them.

Activities that require low order thinking skills include: listing, labelling, describing, showing, collecting, naming and discussing.

Typical low order questions begin: What is, How is, Where is, When did, How did, How would you, Why did, Who were, Which one, can you select/list, Name, Show, Label

Middle Order Thinking Skills

Questions that require transference of skills from one situation to another are classified as middle order thinking skills.

Activities that require middle order thinking skills include: apply, demonstrate, calculate, illustrate, solve, examine, discover, classify.

Typical Middle Order questions begin: How would you organise, How would you apply, How would you show, What examples can you give, What other way, What questions would you ask, What facts would you select to show.

High Order Thinking Skills

Questions that require the children to distinguish, judge, rate or give opinion on are classified as high order thinking skills.

Activities that require high order thinking skills include: analyse, explain, compare, decide, rank, convince, conclude, generalise, substitute, recommend

Typical High Order questions include: How is, Why do you think, what ideas justify, categorise, What changes would you make, How would you improve, can you predict, Do you agree with, What is your opinion, Recommend based on what you know, justify, prioritise.

In the planning proforma, for the core subjects, teachers are asked to record some key questions that ensure children's Middle and High order thinking skills are challenged.

WHOLE UNIT PLANNING

This section aims to provide a structure to all planned units of work. It identifies key elements that an entire unit should include to maximise the likelihood of achieving.

Unit stimuli

This is a very important part of any series of planned learning experiences. It will provide the drive and motivation for the child to complete intermediary tasks and engage with the learning outcomes throughout the unit of planned work. Finished pieces of work, visits to places of interest, outside speakers and artefacts can all be used as stimuli for a unit of work.

Linking Learning

Each staff team is responsible for deciding on the Unit Learning Objectives. These objectives should be as the statements from the National Curriculum orders at the appropriate level. When starting a new topic teachers will explore with the children whenever possible an expected end of unit set of skills or understanding. The teacher should explore with the children the learning that needs to be developed in order to achieve these end goals. This shared 'learning path' will help focus the teachers planning and the children's work whilst setting a clear context for all subsequent learning experiences during the topic.

Pre and Post Unit Assessments

In order for teaching to be effective it is important that the range of tasks that are set are appropriate to the needs of the pupils. At Headlands we recognise that within each area pupils have different skills and grouping needs to take account of this. At Headlands we consider this by asking children to complete a Pre Unit Assessment for Literacy and Numeracy. This assessment will be completed before the planned unit of work is to be delivered. Teachers will use the skills that are evident in this unaided piece of work to group pupils and therefore enable highly focused learning experiences for the unit of work. At the end of the unit of learning the pupils will again be asked to complete the unaided piece of work and learning will be assessed. Using this arrangement skill acquisition will be clearly evident by comparing the two pieces of work. Pupils will then be asked to comment on their learning through the unit of work alongside a teacher appraisal of the skills that have been developed. The achievement data generated by this assessment process will form part of the evidence base that will enable senior managers to make conclusions about the quality of learning and teaching in the class.

Cross Curricular Links

Teachers are asked to think carefully about which foundation subject/s can be used to support the learning of the identified Unit Learning Outcome (ULO) in Literacy and Numeracy. Teachers are not expected to teach every foundation subject every week. However across the year, it is expected that all subjects will be covered in sufficient depth.

A typical planning format

Activity1: Pre-unit assessment (completed well in advance of the planning of the unit).

Activity2: Analysis and rating of the skills that children show.

Activity3: Regrouping of children with similar needs.

Activity4: Planning of an appropriate series of activities to support learners.

Curriculum Delivery amending planned learning as may be required.

Activity5: Post-unit assessment, (completed at end of unit).

Activity6: Peer/Self assessment of skills learned.

Activity7: New rating of skills that children have in relation to the assessment task.

Activity8: Sharing improvement data with senior managers.

Considerations	What was actually observed happening
<p><u>Preparing for learning</u> Children calm, settled and attentive? Children know what they are going to be learning this lesson? Children know why they are learning? Children know how to succeed?</p>	
<p><u>Introductory Session</u> Open questions used to challenge thinking? Talk partners used to deepen understanding? Challenges/games used? Clear catering for different learning styles? Chunking of discrete, linked activities? Stimulus used to motivate children? Children focused on learning? Teacher animated, dynamic and enthusiastic? Good range of subject vocabulary used? Teacher explain task clearly? Teacher makes link from explanation of task into meeting L.O? Teachers shares success criteria? Effective deployment of teaching assistants?</p>	
<p><u>Independent Work</u> Differentiated work for specific groups? Task/s CLEARLY relate to introductory session? Tasks enable children to meet LO? Children clear about success criteria? Tasks are motivating and children enjoy them? Task/s move children on in learning? Task/s tightly focused? Effective deployment of staff (incl self)? Task/s appropriately weighted to ensure full lesson engagement?</p>	
<p><u>Plenary</u> Teacher draws children back together effectively? Learning is re-explored? Children have opps to assess the quality of their learning? Aids recall of the key facts? Refers child back to L.O and Success Criteria</p>	

What happened as a result?	Impact on learning

HEADLANDS PRIMARY SCHOOL



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