Bramcote Hills Primary School

Teaching and Learning Policy

Tell me and I forget.
Teach me and I remember.
Involve me and I will learn.

Benjamin Franklin

This policy details how the teaching team at Bramcote Hills Primary School delivers the curriculum to the learners who attend the school. We believe we should have an exciting and broad curriculum and we also believe that **how** this is implemented is crucial to maximising the progress and attainment of all pupils.

We believe in delivering an exciting and broad curriculum through high quality teaching and innovation

(From the **Bramcote Beliefs** document)

The school is clear that there should be a consistent pedagogy of teaching and learning that can be seen throughout the school which enables all children to succeed.

Staff have collaborated, carried out research and developed this policy which will support a first rate standard of education for the children in our care.

The main sections of the policy are as follows:

- ➢ Climate for Learning
- ➢ Making Links to Prior Learning
- ➢ Vocabulary
- ➢ Challenge
- ➢ Explanation
- ➢ Questioning
- ➢ Modelling
- ➢ Practice
- ➢ Effective Feedback and Effective Assessment
- ➢ Metacognition
- ➢ Mastery
- ➢ Active Learning

1. Climate for Learning

A positive 'Climate for Learning' won't ensure outstanding or good teaching and learning. However, at BHPS, we believe that these are essential prerequisites that must be in place from September and throughout the year to lay the foundations for successful learning to take place.

Physical Environment

- Children should have all they need for lessons (day to day resources) on their tables or so near at hand that no time is wasted getting resources
- Other necessary resources should be clearly labelled and either out ready for lessons or easily accessible (e.g. number lines, dictionaries) There can be routines for distributing these but all children should know where they are to enable them to be autonomous
- Visual timetables or daily timetable displayed clearly depending on age of child
- Classrooms should be tidy and children used to tidying away at the end of each session
- Teachers' desks should be tidy – modelling high expectations
- There should not be unnecessary clutter on children's desks
- All to have responsibility to keep shared areas tidy
- Noise wheels or equivalent to show what level of noise is desired/appropriate
- Have a worry box that is checked regularly, tell children what it is for and include their own safety and e-safety (write this on the box)
- Displays all in place by October half term. Displays should either celebrate children's learning or support learning
- There should be evidence of children's writing (cross curricular), maths and art at all times
- Displays should not be taken down until there is new work to be put up
- All displays should be changed at least twice a year
- There should be a 'Learning Powers' display in every classroom that celebrates children's learning successes using the four Rs and associated vocabulary. This should focus on the process of learning rather than simply the end product
- Working walls and interactive displays are strongly encouraged but not always essential
- Key vocabulary should be on display

Ethos
- All teachers and teaching assistants to 'sing from the same songsheet'
- All children can achieve
- Children to have respect for all (adults and other children)
- High expectations at all times
- A positive atmosphere across school promoting well-being for all
- Positive Growth Mindset – we are here to learn and it is ok to make mistakes
  What do we do when we make a mistake? Learn from it.
- Encourage children to have a good work ethic, set personal challenges and not to give up – have resilience

Routines
- For morning tasks (these could be written on the board but all children should know the daily routine)

- For getting children's attention e.g. bell, tambourine, request, 321, clapping. **High expectations for all children** to stop, put everything down, face adult, not to start writing, fiddling, looking away when someone else is talking
- For giving out and collecting books
- Grouping/seating to be mixed ability 90% of the time
- For what to do if they are stuck with work (e.g. to try by themselves – resilience, to ask a friend). Develop a mantra or mnemonic
- For going to the toilet in lessons
- For use of water bottles in lessons
- For homework and any possible sanctions
- For tidying away at the end of lessons – all children to know where items are to be stored and to take responsibility for this
- For speedy transitions between sessions – no time wasted
- For going out and coming back from play in an orderly fashion – how do you want them to do it?
- For playtimes – everyone outside unless supervised by an adult
- For wet playtimes – what can they do and what can't they do. No children to operate a video on a teacher's PC
- For sending letters home – how do you do this?
- For some sort of daily exercise and brain breaks
- Staff to be on time and in classrooms before children and on time for playground duties
- Children to have more responsibilities as they get older e.g. upper junior jobs – KS2 leaders to organise

Learning Attitudes

- All children can achieve
- Children to have a positive learning attitude
- Adopt a growth mindest approach and it is ok to make mistakes
  What do we do when we make a mistake? Learn from it.
- Model to children that they should look at whoever is speaking
- Children to use the coloured AfL cups from Yr 2 as a visual aid to show levels of understanding
- **Key Learning mantra:**
  - *What do we do when we make a mistake? Learn from it.*
  - *I can't do it…yet!*
  - *Practice makes permanent*

Behaviour
- Display, refer to and apply the school rules
- Complete application of the school behaviour policy
- Plenty of praise for **all children**
  10:1
  10 positive comments for every 1 constructive criticism
- Adults to insist and model good manners from behaviour policy at all times
- Adults to insist on following of school rules in all parts of the building with all children e.g. *Walk quietly in school*

2. Making Links to Prior Learning

Outstanding and good teaching happens when:

- Teachers know what their children covered in previous weeks and years and can build on that, e.g. what they should have covered in fractions, linking historical topics by chronology or common themes
- Teachers avoid weekly lessons when a blocked unit of work is more appropriate. Children are more likely to build on learning from the previous day than from the previous week
- Teachers have seen all work from the previous lesson and give good, group feedback as appropriate

3. Vocabulary

Outstanding and Good teaching happens when:

"The ways of words, of knowing and loving words, is a way to the essence of things, and to the essence of knowing."

John Donne

Why focus on vocabulary?
Our aim is for all children to develop an extensive vocabulary to aid them when communicating both orally and in writing, and to deepen their understating in reading and writing across all areas of the curriculum. Our aim is also to close the gap between our disadvantaged and EAL learners and those not within those groups.
By having an explicit focus on the acquisition of new vocabulary we can help children to develop in two types of vocabulary:
- Receptive vocabulary: word that we hear and read
- Expressive vocabulary: words that we say and write

Outstanding and good teaching happens when:
- We make overt vocabulary acquisition 'visible' to the learner
- New vocabulary is taught and practised explicitly, not just in English lessons but across the whole curriculum – 'taught, not caught'
- Teaching vocabulary explicitly and clearly is planned coherently throughout the curriculum
- Reading opportunities are structured that support students with vocabulary deficits
- High quality talk is promoted and scaffolded throughout school
- High quality writing is promoted and scaffolded in our teaching and learning
- We foster 'word consciousness' (etymology and morphology)
- We teach students independent word learning strategies
- Our teaching of vocabulary moves through 4 stages: select; explain; explore; consolidate

- We have word rich classrooms that make connections:

| Reading with purpose and pleasure	Academic talk
Making connections and categorising	Word play

Word rich classrooms
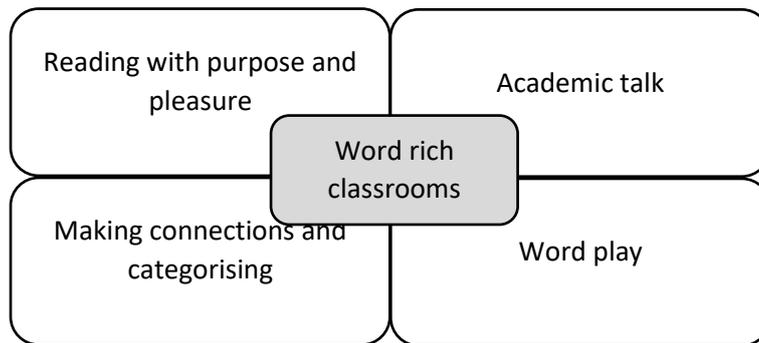
At BHPs, from EYFS to Y6 we can do this by:

- Having a 'word rich' environment
- Reading books aloud and discussing them (pupils and adults)
- Choosing appropriate texts to extend and develop vocabulary
- Give pupils a wide range of opportunities to acquire new vocabulary by having a broad, balanced and deep curriculum with a wealth of different opportunities. (see Curriculum Plan)
- Teaching vocabulary explicitly through focussed and structured speaking and listening activities that extend expressive and receptive vocabulary
- Develop reading comprehension by using vocabulary in context and through modelling, discussing, rehearsing, practising, and applying to different contexts
- Pupils work in pairs and groups to discuss and share thought processes and apply and practise new vocabulary
- Adults consistently model the use of correct pronunciation and grammatical structures both in writing and oral form and then support pupils to correct themselves when errors are made
- Teaching and practising strategies for understanding new vocabulary orally (verbalising) , in their reading (decoding and comprehension) and when spelling (applying) so that pupils can access and use new vocabulary
- Use a range of resources to help extend vocabulary acquisition and usage: word walls, an age-appropriate dictionary, a thesaurus, a word mat, a knowledge organiser, a computer and an ipad, a kindle etc.
- Develop speaking, listening and oracy skills through questioning

4. Challenge

Outstanding teaching and challenge happens when:

- we believe that all children can succeed.
- we have no 'glass ceilings' for children.
- we have 'top down' planning that pitches learning objectives at the higher attainers. All children are expected to reach this level.
- children are in the 'struggle zone' rather than the 'comfort' or 'panic' zones.
- we do not use 'must/should/could' models
- there is effective scaffolding to enable all children to reach the learning objective.
- effective scaffolding might include:
  - pre-teach
  - pre-teach focussing on key vocabulary
  - use of manipulatives
  - use of pictures
  - use of video or drama
  - effective modelling (see modelling section)
  - WAGOLL or WAPOLL
  - peer/ response partner work
  - use of word banks
  - use of information organisers or key facts sheets
  - adult support
  - use of worksheet to provide structure
  - use of key questions or sub-headings to provide structure
  - stem sentences
  - success criteria
  - smaller learning steps
  - oral rehearsal
  - some repetition but not too much

- teachers anticipate the types of scaffolding or accelerating techniques that might be needed so that these can be called on swiftly if required
- there are good routines in place to enable challenge to occur. These might focus on how to enter the classroom, how to give out books, how to locate clearly labelled resources, how and when to move around the classroom, how to remain quiet whilst others are talking, how to pay attention, what to do if you are stuck, how to collect books in, how to leave the classroom in a tidy state (see also Climate for Learning)
- we promote a *Growth Mindset* where the emphasis is on *Improvement* and being open to new ideas
- we model *Growth Mindset* in feedback to children. e.g. '*What you've done is very good, I want to be able to help make your writing even better*'
- there is a clear purpose and learning objective for every session. Although there should always be a title for a piece of work, this may or may not be the
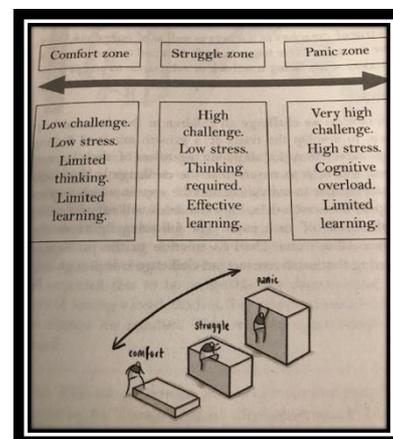
learning objective. Phrases starting with 'Can I…' or 'Learning to…' might be useful for titles but are not essential

- children know what is expected of them through clear feedback, WAGOLL, WAPOLL and a constant emphasis on improving and aiming high
- there is one set of success criteria for all
- individual children are challenged by using effective feedback, use of a visualiser, rapid assessment and intervention
- all classes model good work and/or improving work on a display
- the school has an excellence and/or improving work display
- a wide range of audiences are used for children's work
- there are opportunities for open ended tasks for children that still have a healthy level of challenge and allow children to be in the 'struggle zone'

5. Explanation

Outstanding and Good teaching happens when:

- explanations are kept simple (focus on the main objective and avoid adding too many extras or going off at tangents, concepts are broken down into small pieces, using a step by step approach when necessary)
- we use the unexpected (try not to use the same methods to explain concepts every time)
- we make meaningful links to prior learning (this might be relating to the previous day, week or showing knowledge of what a teacher has taught in a previous year)
- we refer to the concrete (build on prior knowledge, refer to real life situations, make resources tactile)
- teachers make it credible (give real life examples – use a video)
- teachers engage the emotions (can they feel something about the learning? When they feel, they care. When they care, they remember) (Using the phrase 'Imagine if …' engages the children's imaginations and can tap into their emotions)
- explanations are accompanied by modelling when appropriate
- explanations are accompanied by skilful questioning
- key parts of explanations are repeated when necessary. Stem sentences can be useful here
- teachers' subject knowledge is secure
- teachers anticipate and discuss common misconceptions
- children who have had difficulties in previous sessions are given a 'pre-teach' input to familiarise them with key vocabulary and concepts
- personal anecdotes are used effectively (if these are short and relevant, they can engage children and give meaning to learning – if they are long and not focussed, they bore children and slow learning) (talking about former pupils can be meaningful (obviously names might need to be changed and there needs to be an awareness of anonymity)

- analogies are used effectively (e.g. using different fruit to compare the size of the planets)
- children are active and associating movements and actions with concepts and vocabulary
- there is use of drama, acting out, hot seating creating empathy are all used to deepen understanding
- visual resources (including Interactive Whiteboards) are used effectively and selectively
- children explain concepts to each other. We can use 'mini teachers' to explain concepts – this can work well with toy microphones or pretend, giant glasses. Effective, frequent and time limited use of response partners is a very effective strategy. When children are asked a question, are they able to 'phone a friend' to bounce a question onto another child (they would still be expected to feed back to the class on the answer they have obtained from their friend)
- there is use of Concrete, Pictorial and Abstract (CPA) approaches – especially in maths
- children learn new concepts by discovery. Planting a question in a child's mind means that they want to discover things. We can plant a question in a child's mind by
  - giving children an explanation with the main parts removed
  - telling a story which leaves clues
  - ask for predictions about a new concept that we return to later
  - allow children to discover and generate the rules for a concept
  - reveal new information or facts at strategic points in a lesson
  - start with the 'end goal' and work out the route to it

- teachers recognise that there are some occasions when concepts are best shared by simply telling the children. This can be quick and a useful variation.

6. Questioning

What is questioning?

Questioning is a strategy which can enhance explanation and modelling; check recall of facts; deepen and develop understanding; stimulate discussion and debate and encourage children to ask questions of their own. It is inextricably linked to the other pedagogical elements mentioned in this policy.

Questioning has many different purposes:

- Procedural
- Reviewing
- To interest and motivate
- To develop critical thinking skills

At BHPS we use Bloom's Taxonomy to help plan a rich variety of questions that fall into these 6 categories:

- Recall   - finding & recalling information
- Comprehension – organising and selecting facts and ideas
- Application – use of facts, rules and principles
- Analysis – separating whole into parts
- Synthesis – combining ideas to form new whole
- Evaluation - opinions, judgements and decisions

We also use a range of question types that serve a variety of purposes and it is important to get a balance of these in the classroom:

- **Closed questions** help check understanding and assessing. They help keep a lesson flowing
- **Open questions** provoke deeper thinking and in making connections
- **Big questions** may be used to introduce a topic or areas of learning

Effective questioning is not just about the questions that are asked but how we scaffold the response. At BHPS we use a variety of questioning techniques. Here are a few examples:

- **Wait time** Use wait time (at least 5 seconds) and create uninterrupted thinking time with no eye contact; no movement; no sounds of triumph. Use Extra Wait Time - wait after the first response to encourage further responses/clarifications. Give processing cues 'In one minute I am going to ask every one about…'
- **Talk partners** which can either be in class (random pairings have been found to be most effective) or pre-prepare a discussion outside the classroom
- **Hands down** is used effectively after talk partner, wait time or thinking time as it sends a clear message that you are expecting an answer from everybody.
- **All respond** could involve tools to indicate each child's answer (e.g. wipe boards, traffic light cups, thumbs up/ down etc)
- **Random responders** means that everyone needs to be prepared with an answer. (e.g. Lolly sticks/random name selectors etc)
- **Serve, return and raise the challenge** 'Serve' them a question…Follow it up with a further question e.g. 'why…?' or 'How do you know?' and keep asking why until you get the depth of answer you require
- **Strategies to avoid 'I don't know' answers:** rephrase the question; break the question into smaller chunks; multiple choice; give the answer and explain why; ask another child to answer then return to original child and ask them to repeat the answer
- **Question chains** are used after an answer to create a new question that probes deeper; bounce the question from one pupil to another; agree. Build or challenge a peer's answer

7. Modelling

What is Modelling?

Modelling is an instructional strategy in which the teacher demonstrates a new concept, process or task and pupils learn by observing it. It can also act as a steppingstone to independence.

Modelling is effective as a teaching tool because it allows pupils to observe the teacher's actions and thought processes and encourages them to learn through imitation. Modelling not only demonstrates what excellence looks like but also models the path it takes to get there. Modelling is also a useful scaffolding tool for breaking down the learning into smaller, manageable chunks.

Modelling shows students what the expectations are from the very first day. Anything and everything can be shown through modelling:

- routines
- behaviour
- transitions
- tasks
- processes

Effective modelling takes place when pupils can easily imagine themselves following an adult's lead and when tasks and processes are broken down into step-by-step stages. Once pupils begin to emulate the model, they then need the opportunity to practise. Modelling can be demonstrated with adults as the modellers but also pupils' model to each other as well. We encourage pupils to borrow ideas from models and each other.

Some examples of strategies for modelling at Bramcote Hills Primary:

i. **Set high expectations form the outset.** Adults demonstrate all aspects of school life through their actions. This may be done overtly, (e.g. using another adult to work with to demonstrate the desired behaviours, use of puppets etc) and will done consistently throughout school

ii. **Repeatedly model and then practise routines** until they become automatic. E.g. entry routines, presentation, lining up, emergency procedures, end of lesson routines etc. We may use acronyms, symbols, non-verbal signals and timers to help embed these routines

iii. **Live modelling** is beneficial because pupils gain insight into the process of executing whatever it is we are modelling. We give pupils a window into our metacognition processes as it shows the struggle zone and the dilemmas and choices that we as 'learners' need to make and how we reach a conclusion. It can then lead from 'I do' to 'we do' and then finally 'you do'

iv. **Talk Time** is where spoken language is modelled effectively and where written words are rehearsed prior to being written down

v. **Here's one I made earlier** is useful when a blank page may be daunting or if the intention is to focus on a middle or end of a process or task. It is also

useful in the deconstruction and dissection of the model that has been prepared in order to move the learning forward

vi. **Use of an exemplar** (e.g. What A Good One Looks Like) is a great motivator for pupils and by using more than one example, shows children that there are numerous different ways to learn. The examples may be processes or outcomes and how pupils may apply their creativity to a piece. Work that doesn't meet the required standard may also (anonymously) be used and then evaluated and improved together

vii. **Modelling mistakes** is a useful tool for helping pupils address misconceptions as it involves them in the metacognition processes needed to address them

viii. **Experts** as modellers can have a high impact and is very motivational as it inspires, motivates, evokes empathy and aids questioning

8. Practice

'Practice makes permanent'

Practice is about making something a habit or a second nature. Regular practice of new learning ensures it is transferred from the short-term to the long-term memory for quick recall or use.

There are four ideal conditions for deliberate practice:

- Pupils must have the motivation to work hard. They must have an understanding of the purpose and outcome. They must adopt a growth mindset attitude to improving their learning

- Teachers must be aware of pre-existing knowledge. They should ensure that pupils are working in the 'struggle zone'

- Pupils should receive timely and informative feedback

- Pupils should be given the time to repeatedly practise – little and often is best

Most effective practice occurs when practice is interwoven with teaching. Our curriculum has been designed to build upon learning in a logical and cumulative manner. Our Curriculum Depth Maps and Yearly Plans clearly identify which knowledge, skills and concepts are to be practised regularly, in different contexts and in greater depth – both within a year and across key stages. This ensures that practice is well spaced and occurs in changing contexts. It also ensures that children practise fewer, more important things better and more deeply.

The purpose of practice is to facilitate the steady transfer of responsibility for learning. Teachers should explain and model new learning before passing the baton to their pupils.

Teachers adopt an 'I do, we do, you do' approach to the transfer of responsibility.

I do	We do		You do	
	I do; you help	You do; I help	You do together	You do independently
The teacher demonstrates the learning.	The teacher works with guidance from pupils.	Pupils work with guidance from the pupils.	Pupils work in pairs or small groups.	Pupils work on their own.

- Deliberate practice is not about doing more and more of the same – it is about raising the level of challenge each time

- Throughout these steps, practice is interwoven with explanation and challenge to ensure a deeper understanding, eradicate misconceptions and promote long-term fluency

- Strategies used to aid memory may include mnemonics, songs, repeating stem sentences, sayings, actions, use of websites for practice, morning 'warm ups', lesson starters or 'Plug Ins', quizzes and identifying deliberate mistakes

- Making skills and knowledge explicit by giving them a 'name' (e.g. '2A sentences' with two adjectives and a noun) can also aid long-term retention

- Quizzes are ideal for ensuring retention and revision of learning because they are quick to deliver, easy to mark and are proven to aid memory. This 'spaced-testing' (quizzing), accompanied with effective feedback helps children to link their learning to more complex questions in different contexts. Quizzes need to be low stakes – they remind children of previous learning, check how much they've remembered and help them understand any errors they make

9. Effective Feedback and Effective Assessment
This section should be read in conjunction with the school's full policy for marking and feedback.

The school believes that effective feedback is a key driver for ensuring pupil progress. We have formulated our approach to effective feedback and marking in light of research into the effectiveness of current practices, including the findings of EEF research.
The EEF research shows that effective feedback should:
- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort

- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Purpose of feedback

We assess the children's work and provide feedback for a variety of reasons.

These include:

- to encourage pupils and celebrate their successes with them
- to provide feedback to pupils about their work. This may identify successes and clear next steps as appropriate, in order to assist pupils in making progress and deepening their understanding
- to encourage pupils to have a positive attitude to learning and nurture their ability to reflect on their own learning
- to inform the teacher of a child's progress and needs for future planning
- to allow for peer and self-assessment where pupils can recognise their successes, difficulties and mistakes and to encourage them to accept help or guidance from others

Our Approach at BHPS

- Feedback will be given on a piece of work as soon as possible and normally before the next lesson in that subject
- Work will be ticked or initialed to inform the pupil that their work has been evaluated (normally before the next lesson in that subject)
- Comments, or markings, written in green indicate that feedback has been given in lessons with an individual child or a small group, at the point of learning
- Comments, or markings, written in black indicate that feedback has been given away from the point of teaching
- Comments, or markings, written in purple indicate that a child has edited their own work for improvement. This may be as a result of self/peer/adult assessment
- Feedback should address misconceptions, celebrate success and indicate next steps for learning
- Group feedback can be very effective for pupils and time efficient for teachers. Lessons may finish or start with verbal group feedback to pupils. Teachers will need to exercise their professional judgement when considering whether all children need to hear feedback for other groups of learners
- Teachers may choose to give improvement tasks (IT) to children in order to develop their learning but this is not essential or always manageable
- It can be very effective for pupils to give feedback on each other's work. This clarifies learning intentions and what good work 'looks like' for both children. Teachers may set up response partners, or galleries, in their classes for this purpose
- Teachers and teaching assistants may use a visualiser in order to give feedback to groups of learners

Feedback Type	What it looks like
Immediate	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May re-direct the focus of teaching - May lead to the adaptation of a task to enable every child to make progress - May involve giving additional tasks to extend learning - May involve use of a teaching assistant to provide support or further challenge - May include annotations according to the marking conventions
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self- or peer- assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Review	- Takes place away from the point of teaching - Provides teachers with opportunities for assessment of understanding - May lead to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention, or immediate action (for example, following whole-class feedback) - May identify pupils who will benefit from pre- or post-teaching.

There may be occasions when a teacher, using their professional judgement, chooses to provide more detailed feedback if they feel that this would benefit the pupil(s) progress but this is not a requirement of the policy.

Teachers may choose to give a pupil an Improvement Task (IT) to deepen a child's understanding, however, there is no quantative requirement on how many ITs should be used.

In addition, often in the case of younger children, written comments may be used to provide information for other staff and parents of children about the steps pupils have taken on their learning journey.

Marking conventions at BHPS

CODE	MEANING
√	A correct response/ learning objective met
x	A wrong answer, an error in the process or a misunderstanding
→	The calculation is incorrect – have another go
⬭	A specific error is being highlighted
^	A word or phrase has been omitted
↵	A new paragraph is required here
atrocious **atroshus**	A spelling error corrected for information purposes only
sp **preist**	A spelling error corrected and/or requiring further response from the pupil.
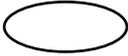
10. Metacognition

Metacognition is about learning how to be a better learner. Research shows that children who understand how they learn and who can take responsibility for their own learning, have a higher chance of achieving. By allowing children to use a metacognitive approach we are providing them with the opportunity to challenge themselves, increase resilience and therefore raise their aspirations and self-esteem. Metacognition is not additional material but is incorporated within everyday teaching and learning.

Learning Powers

As a school, we have identified four learning dispositions or 'powers' which allow us to develop a common language for learning across school. The language is used in all classrooms with all children.

The idea is that the four dispositions (The 4 Rs – Resilience, Resourcefulness, Reflectiveness and Reciprocity) are like a group of 'learning muscles'. Just as we can build our physical muscles with the right kind of exercise, learning muscles can also be developed and can grow in strength and stamina. At BHPS, we have developed these dispositions further, using characters to embody each one:

Resilient Rhino

Resilient Rhino
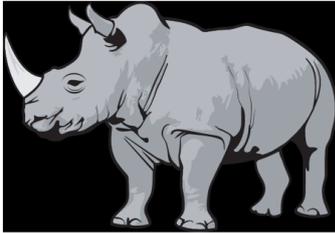
'Being resilient makes me brilliant because I never give up.'

A learner who is resilient:
- recognises and reduces distractions
- creates the best environment for their own learning
- perseveres when things are hard
- does not worry if things go wrong
- knows that learning can be slow and challenging
- becomes absorbed in what they are doing
- notices patterns, details and connections
- learns from their mistakes.
- does not compare themselves with others

Resourceful Squirrel

Resourceful Squirrel

A learner who is resourceful:

- asks questions
- makes connections and links between events and experiences
- uses their imagination to explore possibilities
- wonders 'what if…?'
- uses reasoning to work logically and methodically – breaking things down into smaller steps
- uses a range of resources appropriately

'Choose the best way to help you learn today.'

Reflective Owl

Reflective Owl

A learner who is reflective:

- plans where they are going, what they are going to do and what they will need
- is flexible – monitoring , reviewing and changing their plans if they need to
- uses past experiences to move their learning forward
- knows how they learn best

'Every day, check your work is OK.'

Reciprocal Ants

Reciprocal Ants
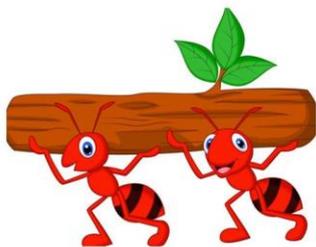
'We work together to get the job done.'

A learner who is reciprocal:

- knows how to <u>collaborate</u> in a group
- respects other people's <u>viewpoints</u>
- draws on the strengths of the team
- learns from the people they work with
- <u>listens</u> to the views of others
- knows when it is best to learn by themselves or with others
- knows how to put forward an <u>argument</u> in a debate

Learning Power Expectations

Each year group have their own Building Learning Power Expectations which cover:

Resilience - The emotional aspects of learning

Resourcefulness - The cognitive aspects of learning

Reflectiveness - The strategic aspects of learning

Reciprocity - The social aspects of learning

Growth Mindset

Growth mindset refers to a learning theory developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. The opposite, a fixed mindset, refers to the belief that a person's talents are <u>set in stone</u> . Years of research have shown that mindset is malleable. This means that by helping students to develop a growth mindset, we can help them to learn more effectively and efficiently.

In order to develop a growth mindset at BHPS we:

- Praise the learning process, effort and individual effort over the result.

- Encourage pupils to ask for and act on feedback.

- Set high, challenging expectations for learning.

- Promote mistakes as an important part of the learning process.

- Encourage positive talk - 'I can't do it……YET!'

11. Mastery

At BHPS Mastery (in this example in Mathematics) will have the following features:

- High expectations – all pupils succeed with the same objective with support and challenge where appropriate
- Differentiation defined by deepening knowledge or supporting/intervening not different concepts or objectives
- New concepts introduced in the context of a problem, story, picture
- Problems represented with concrete or pictorial resources
- An expectation that children will move through the concrete, pictorial, abstract stages
- A variety of methods taught and calculations represented in different ways to promote understanding. E.g. part whole, bar.
- Explicit teaching of vocabulary
- Effective, precise questioning that regularly assesses where pupils are at
- An emphasis on children explaining their reasoning and calculations clearly
- Use of stem sentences
- Opportunities for pre-teach and post-teach to prepare children and address misconceptions
- Practice and consolidation have a place in lesson design (e.g. warm up with fluency activities to hone skills that will be needed in the lesson)
- Reasoning and problem solving is an entitlement for all abilities
- Intervention at the point of need
- More whole class teaching at KS1 with children being as active as possible with apparatus in their places
- Leading to: 'Do it' (independent and varied fluency in different contexts) 'Secure it' (shift of original problem to different contexts, comparisons of different problems) 'Deepen it' (Explain, justify, prove ideas. – True/False; always/sometimes/never)
- Use of key vocabulary

    In EYFS & year 1
    Show me
    Tell me
    Prove it

    At the end of year 1 and from year 2 to year 6
    Explain it
    Use it
    Convince me (Convince the teacher you can do something)
    Prove it (Prove a statement is true/not true or that answer is correct/incorrect)
    Evaluate it (metacognition) (Children reflect on the methods they've used and the steps they have taken)

12. Active Learning

What is Active Learning?

Active learning focuses on *how* students learn, not just on *what* they learn. With active learning, students play an important part in their own learning process. They build knowledge and understanding in response to opportunities provided by their teacher.

Active learning engages students in learning and challenges their thinking, using a variety of activities which promote analysis, synthesis and evaluation of class content.

Active learning helps students to become 'lifelong learners'
In an active learning approach, learning is not only about the content, but is also about the process. Active learning develops students' autonomy and their ability to learn. Active learning gives students greater involvement and control over their learning. This means that students are better able to continue learning once they have left school and college.

Active learning is engaging and intellectually exciting
Learning should be relevant and within a meaningful context. The main idea is that we learn best when we can see the usefulness of what we learn and connect it to the real world. An active learning approach encourages all students to stay focused on their learning, which will often give them greater enthusiasm for their studies. Children participate and collaborate with each other.

'Individuals whose motivation arises from a desire for mastery, rather than a desire for external reward.'

Benefits of Active Learning
Students will:
- view challenging problems as tasks to be mastered
- develop a deeper interest in the activities they are involved in
- have a strong sense of commitment to their interests and activities
- recover quickly from setbacks and disappointments.

Specific to EYFS

One of the 3 Characteristics of Effective Learning are:
Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.

The other 2 Characteristics of Learning also link to Active Learning

Playing and exploring – children investigate and experience things and 'have a go'.

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The **Active learning** strand in the 'Characteristics of Learning' in EYFS is broken down into three key characteristics that focuses on a range of attitudes and dispositions that help to define a child's motivation.

1. **Being involved and concentrating** describes the intensity of attention that arises when children concentrate on ideas and activities which interest them. Evidence shows that high levels of concentration and involvement lead to 'deep level learning'. However, this can only occur when they are provided with short bursts of information (i.e. not listening for too long).
2. **Keeping on trying** highlights the importance of persisting in the face of challenges or difficulties, thereby building up the disposition of resilience.
3. **Enjoying achieving** what they set out to do refers to the reward children feel when they meet their own goals and build on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Self-regulation in the early years is one of the key determinants of academic success later in life. This also links to **Active Learning.**
The concept of self-regulation includes:
- attitudes and dispositions for learning – the motivation, or 'will'
- the ability to be aware of one's own thinking – cognitive strategies, or 'skill'.

Self-efficacy forms in early childhood, highlighting the importance of fostering these characteristics in young children.

Active learning in practice

The most important thing is to put the student and the learning at the centre of your planning. A task can be quite simple but still get the student to think critically and independently.

EYFS

Active Learning is planned and organised

The Learning Environment
- Indoors and outdoors provide challenges and opportunities to explore exciting learning possibilities.
- Resources are linked to skills development and children's interests.
- Resources are organised to allow children to be independent in their use, creative in exploration and responsible in their care.

Attitude to learning

- Children are encouraged to develop self-efficacy skills and self-regulation. They also encourage each other to do the same.

Observation

- Observation is central to the effective planning and organisation of Active Learning. Staff reflectively plan for progression, celebrate success and create a child initiated environment.

Questioning

- The range and type of questions by staff help to extend the children's learning. Children are encouraged to ask questions of staff and each other.

Time

- Active learning requires a creative use of time to ensure that depth of experiences can be fulfilled. The children's day provides sustained time to explore and learn "planned purposeful play" in addition to the teaching of Maths and Phonics. Children also have time to reflect on their learning and communicate their ideas.

The focus through Active Learning is on the value of the process experienced and not simply the product of the activity.

"Active Learning is a more natural way for children to learn. It engages the children in their learning, because it allows them to learn from experience. What they are learning makes more sense" (Early Level Active Learning Case Studies)

Active Learning can be seen when:

Children are involved and concentrating when:
- Maintaining focus on their activity for a period of time (not easily distracted)
- Showing high levels of energy and fascination
- Paying attention to details

Children are resilient when:
- Persisting with an activity when challenges occur
- Showing a belief, that more effort or a different approach will be successful
- Bouncing back when difficulties have been encountered
- Enjoying meeting challenges for their own sake rather than external rewards or praise
- Taking pride in what they have accomplished something – not just the end result

In all Key Stages

Children demonstrate effective learning behaviours by:
- Generating their own questions which can be explored
- Conducting their own, meaningful research which is purposeful and productive
- Engage in learning by:
    - Taking part in productive response partner work
    - Asking and answering probing questions
    - Demonstrating they are engaged by making eye contact and being attentive
- Maximising learning time – teachers facilitate this by not having queues at their desk, not expecting children to sit and wait for work to be marked or not just waiting for their turn in PE lessons
- Embracing practical tasks
- Having the confidence to move on from practising tasks they can already do
- Engaging in the learning process, challenging themselves to do the next step and doing so independently
- Taking pride in what they have accomplished – not just the end result