

LONDON FIELDS
PRIMARY SCHOOL



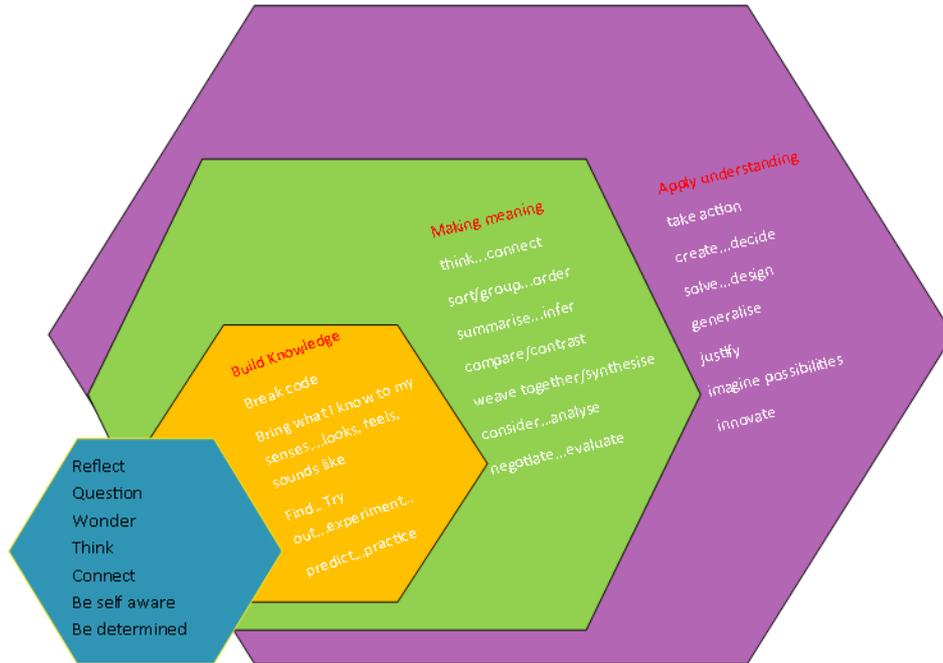
Teaching, Learning and Feedback Policy

July 2017

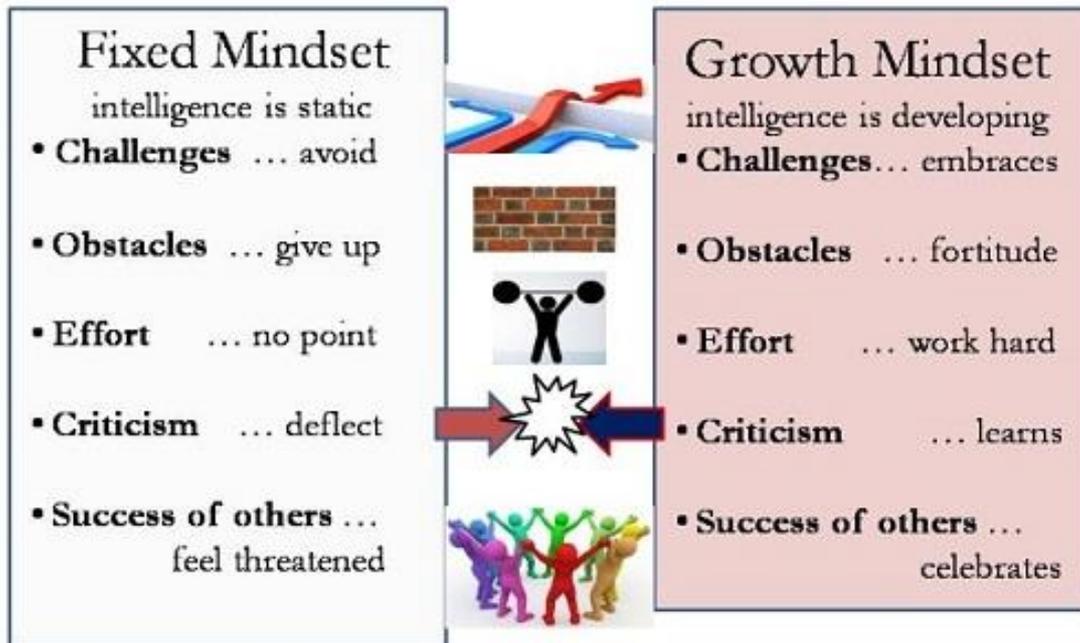
Next review July 2020

Aim

Our aim is to create learners who can reflect, question, wonder, think, connect, be self-aware and be determined. We aim to move towards this by providing opportunities for the children to build knowledge, make meaning and apply understanding.



We also aim to create teachers and learners with a growth mindset.



Rationale

What and how we teach has a profound impact on both what children learn and how they think. Our approach to learning needs to make:

'teaching visible to the student, such that they learn to become their own teachers, which is the core attribute of lifelong learning or self-regulation, and of the love of learning that we so want students to value' (Hattie 2012)

Learning at London Fields

Children learn best when:

- There is a mutual respect between themselves, adults in the school and parents/carers
- Staff and parents/carers have high expectations of them and value their work
- They can reflect on and evaluate their own and their peers' work by using constructive advice
- They understand the purpose of the task and what they need to do in order to succeed
- They are given challenging activities and opportunities to enquire and discover for themselves
- They are presented with stories and examples to place their learning in a 'real-life' context rather than being given facts and abstract principles
- They are provided with short regular opportunities to learn rather than longer single sessions
- They regard learning as a vehicle to personal enrichment
- They are given rich and varied opportunities to enhance their learning through new technologies
- They are taught the skills enabling them to work collaboratively as well as independently
- They are motivated and enthused by their learning and have high self-esteem
- They are allowed to make errors and see errors as a key part of their learning

Teachers at London Fields

Outstanding teachers cannot be simply defined or classified. Teaching requires a complex mind set which combines knowledge, strategies and attitude. It is not formulaic and there is no recipe. Although key attributes are listed below, we do not believe there is a 'definitive' teaching style. We believe that good and outstanding teaching is achieved when teachers work collaboratively to evaluate their impact on the learning in the school.

Knowledge

Teachers will have:

- an understanding of children's prior knowledge
- enough subject knowledge to provide suitable challenge and meaningful experiences
- the ability to plan deliberate interventions to ensure cognitive change
- a range of teaching strategies to provide direction and redirection
- the ability to move from single ideas to multiple ideas to enable students to construct and reconstruct knowledge and ideas
- the confidence to 'get out of the way' when the children are progressing
- the subject knowledge to provide the next step in feedback

Strategies

Teachers will:

- share and explain the learning intentions and success criteria with the children
- create an 'error-rich' climate so that students can experiment with their thinking about the content and make connections across ideas
- provide opportunities for overlearning, practice and concentration in order to gain fluency
- provide opportunities for challenge and subsequent relevant and useful feedback
- make the learning visible to the learner
- create opportunities for genuine discussion and dialogue

Attitude

Teachers will have:

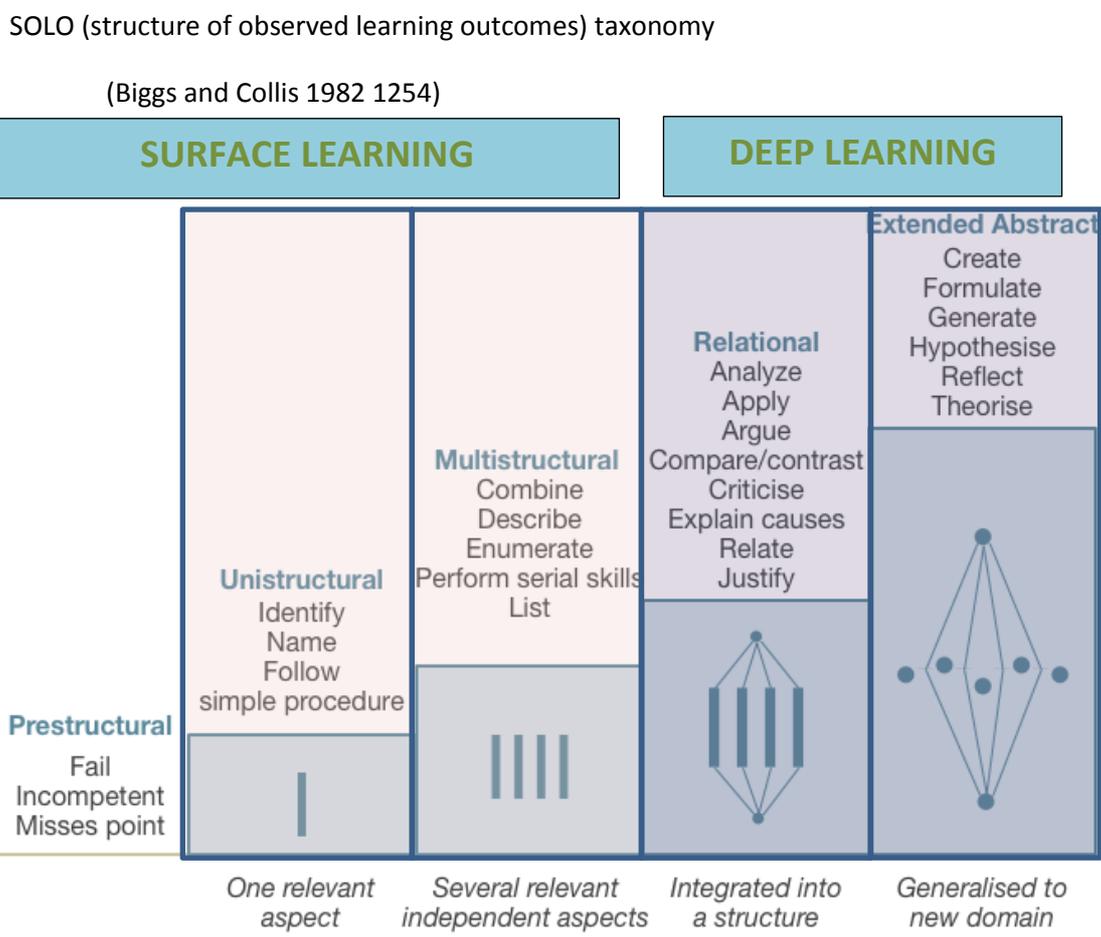
- a passion for and are absorbed by the process of teaching and learning
- a passion for the progress and achievement of their children
- a love of the curriculum content
- an ethical and caring stance
- high expectations of all children and see themselves as personally responsible for the children meeting those expectations
- a life-long love of learning
- a focus on seeing learning through the eyes of the children
- the vigilance to know what is and what is not working and continually evaluate and reflect on their practice

Planning and Delivery at London Fields

Teachers will:

- plan according to the curriculum framework and policies that have been agreed in line with the National Curriculum
- take into account children's prior achievement ('*The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly*' Ausubel, 1968 89)
- ensure planning allows opportunities for situations where children can be taught to:
 - accept feedback
 - set themselves difficult goals
 - compare achievement to success criteria rather than peer performance
 - develop high efficacy to learning
 - develop self-regulation and control
- share focused learning intentions for each lesson that makes clear to the children what is to be learned
- plan to include clearly defined success criteria that are shared with the children. Schunk (1996 - 1049) has shown that when goals (success criteria) are made transparent at the start of a lesson – students have a higher confidence that they can be achieved.

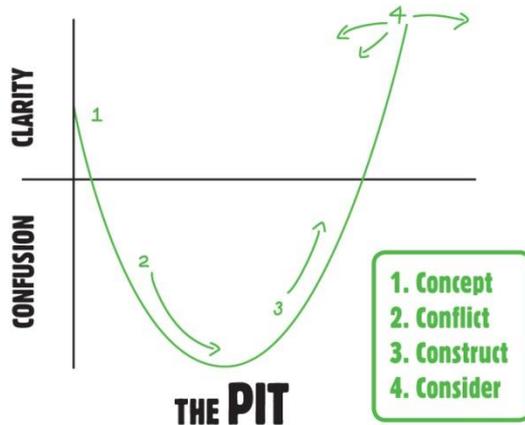
- plan and deliver lessons that take into account children’s different learning styles and abilities and ensure the curriculum is accessible to all through a differentiated approach
- through short, medium and long term planning ensure that there is an appropriate structure and progression to learning opportunities
- plan effective plenaries that consolidate new learning and identify future learning needs
- summarise, review and evaluate lessons for effectiveness
- respond to and mark children’s work in a way which seeks to extend their learning (see Marking Policy/Teacher Essentials)
- ensure that support staff are deployed effectively and with maximum impact to support learning
- use ongoing (formative) and summative assessment to inform future planning and use these assessments to adapt and reshape lessons where appropriate
- plan and deliver a series of lessons linked to SOLO taxonomy that begin at a ‘surface’ level and then progress to a ‘deep’ level over a unit of work. This cycle may occur more than once over a scheme of work/topic where appropriate



- plan all units of work with the end of unit assessment in mind (‘backward design’).
- plan collaboratively. Discussions regarding planning may take the form of:
 - moderation
 - work sharing/scrutinies
 - shared marking
 - collaborative pre-planning across as well as within cohorts
 - pupil progress reviews
 - team teaching/peer observations

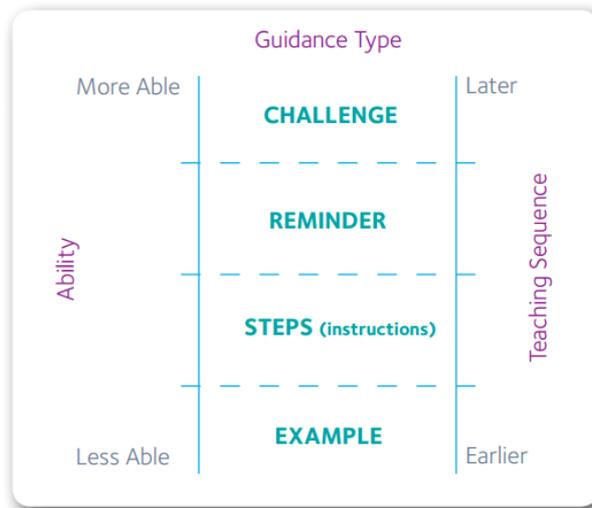
-shared planning

- plan to ensure the correct level of challenge. Children will develop the resilience and perseverance to keep at a problem to climb out of 'the pit'. This requires children to understand that they need to be active learners, who know their goals and who are given the tools to think more deeply and creatively about the conflicts between existing skills and knowledge and new concepts.



- create lessons with opportunities for meaningful discussions between children and between teachers and children. Key features of effective dialogue and discussion include:
 - collective tasks
 - reciprocal listening
 - supportive listening (celebrating and discussing errors as a pathway to learning)
 - cumulative idea building
 - appropriate balance of open and closed questions
 - co-operative learning (once students have sufficient surface knowledge)
 - peer tutoring
- provide opportunities for practice enabling successive refinement, with room to make and correct errors as this will help them to improve their performance
- ensure lessons are well-paced but sensitively balanced to ensure the need for pace does not compromise the quality of the learning experience
- lessons are planned appropriate to the level of learning (see appendix 1)
- listen during a lesson and adapt the lesson accordingly and not just follow the plan. They will develop the skills to be able to scan, identify opportunities and barriers to learning.
- provide effective and differentiated feedback which ensures the pupils:
 1. Understand what they have done well.
 2. Are clear about how to improve.
 3. Make visible signs of improvement

Feedback teachers provide will help to reduce the 'gap' between where the child is and where he or she is meant to be. Teachers will differentiate their feedback taking into account the ability of the child and where in the teaching sequence they are working.



Classroom Environment at London Fields

Psychological classroom environment

Teachers will:

- create a class climate that is seen to be fair
- actively encourage the phrase 'I don't know' and errors as routes to learning
- establish clear routines that will maximise learning time
- have clear expectations of behaviour and children that respect the teacher (see Behaviour Policy)
- ensure children know that the teacher is passionate and believes in them
- use positive behaviour management techniques effectively (see Behaviour Policy)

Physical classroom environment

Teachers will:

- ensure classrooms are tidy and clutter-free and children are taught to take care of, select and return resources appropriately
- ensure key displays are current and support and enhance the children's learning
- establish 'working walls' and ensure that they are well maintained
- ensure that resources and furniture are accessible, used imaginatively and correctly labelled
- create corridor displays that are attractive and celebrate children's achievements throughout the curriculum and reflect positively the diversity of children's experiences and backgrounds
- ensure that tables and chairs are organised flexibly to encourage collaborative and independent learning
- ensure that classrooms are safe and accessible to meet the needs of all children

The role of governors at London Fields

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school visits
- ensure that the school buildings and premises are used optimally to support teaching and learning and is compliant with health and safety regulations
- seek to ensure that our staff development and our performance management both promote good quality teaching
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- monitor the school with regard to meeting the needs of the community it serves

The role of parents at London Fields

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- holding induction meetings to explain our school strategies for teaching the National Curriculum and Early Years Foundation Stage Curriculum to new parents.
- sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.
- sending termly reports to parents in which we explain the progress made by each child and indicating how the child can improve further.
- explaining to parents how key areas of the curriculum are taught through individual and group meetings
- holding termly parents' evenings which provide an opportunity to discuss progress children are making.

Parents have the responsibility to support their children and the school in implementing school policies by:

- ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- ensuring that their child is equipped for school with the correct uniform and PE kit
- informing school if there are matters outside of school that are likely to affect a child's performance or behaviour
- promoting a positive attitude towards school and learning in general
- fulfilling the requirements set out in the home-school agreement.

Appendix 1: Learning Levels (from Chris Quigley)

Solo level	Depth of learning	Cognitive challenge	Teaching strategy	Nature of progress	Support from teacher	Pupil responsibility	Active verbs noted
Surface	Basic	Low level Following instructions	Modelling Explaining MTYT	Acquiring Refining	High	Some	name, describe, follow instructions/methods, complete closed task, recall information, use, match, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, perform serial skill list
Surface - Deep	Advancing	Mental process beyond recall. Some degree of decision making required	Reminding Guiding	Applying Practising	Medium	Most	apply skills to solve problems, Explain methods, classify, Infer, Categorise, Identify patterns, Organise, Modify, Predict, Interpret, Summarise, Make observations - informed, estimate, compare, relate, justify, argue, criticise
Deep	Deep	Cognitive demands are complex and abstract. Involves multistep problems or more than one answer. Answers are justified	Coaching Probing Deep questioning	Deepening Extending	Low	All	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, transfer knowledge, generate