

CROWMARSH GIFFORD C. E. SCHOOL



Teaching for Learning Policy

“Let Your Light Shine...” Matthew 5:16
Faith ♦ Service ♦ Integrity ♦ Responsibility ♦ Truth ♦ Excellence

Linked to Article 2, Article 12 and Article 29 from the United Nations Convention on the Rights of the Child: Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children.

When adults make decisions, they should think about how their decisions will affect children. Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. Article 29: (Goals of Education) Children's education should develop each child's personality, talents and abilities to the fullest.

Introduction

At Crowmarsh Gifford Church of England Primary School, we consider that our key role is to transfer the responsibility of learning to our children, who will need to make full use of it as they engage with the rapidly changing world in which they are growing up. As part of this we teach children about some key values which support effective learning, such as resilience, perseverance, bounce-back-ability, and grit. As a school, we teach about growth-mindset and looking for strategies to help us overcome challenges. Children are taught that mistakes are a vital part of the learning process and that failure only happens when we give up.

This policy is based upon the key principles which underpin successful learning as developed by Diana Pardoe and focuses on the importance of meaningful communication and the significance of purposeful talk in establishing a learning culture, building motivation and involving learners actively in their own learning.

“ Success is not necessarily based on what we know, but our capacity to respond positively when we get stuck.” (Pardoe 2005)

“no matter what your ability is, effort is what ignites that ability and turns it into accomplishment.”

“I believe ability can get you to the top,” says coach John Wooden, “but it takes character to keep you there.... It's so easy to ... begin thinking you can just 'turn it on' automatically, without proper preparation. It takes real character to keep working as hard or even harder once you're there. When you read about an athlete or team that wins over and over and over, remind yourself, 'More than ability, they have character.'”

~ Both quotes from Carol S. Dweck, Mindset: The New Psychology of Success~

This 'character' – traits such as resilience, bounce-back-ability, effort, motivation, focus, self-propelled learning – this is what we aim to foster in children at Crowmarsh Gifford Church of England Primary School. We all aim to step out of our comfort zones into our challenge zones. To do this we need to be 'Purple Learners,' using these skills to be the very best learners we can.

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Aims of the policy

- To define our shared understanding of what learners need in order to be successful
- To promote continuity of practice and ensure quality first teaching for learning
- To provide direction and guidance for all staff
- To provide clarity of expectation across the school



What do successful learners need?

Successful learners need to know and understand what they are learning.

To achieve this, they need to:

- understand the learning objective through display, explanation and discussion
- ask questions when they don't understand
- know what they have to do.



Successful learners need to know why they are learning.

To achieve this, they need to:

- have a purpose for their learning
- know how it fits into the 'big picture'
- know how their learning will help them progress.



Successful learners need to be involved in reviewing and improving their learning.

To achieve this, they need to:

- be able to use keys and codes
- learn strategies for recognising their successes and what they need to do to improve.
- develop skills to enable them to evaluate their learning and make progress.



Successful learners need to have time.

To use time effectively, they need to:

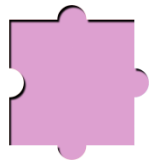
- talk to a friend about their learning
- ask questions about their learning
- think about their learning.



Successful learners need to ask questions and know what they could learn next.

To achieve this, they need to:

- know how to ask questions
- see the 'bigger picture'
- be given helpful feedback
- have time with the teacher when they need it.



Successful learners need to understand how they learn.

To achieve this, they need to:

- develop skills in self-evaluation
- be able to reflect on their learning on their own, with a partner, during the session and at the end of a session.



Successful learners need to have fun and enjoy their learning.

To achieve this, they need to:

- work with friends
- make choices and decisions
- use a wide range of tools and resources
- be prepared to 'have a go!



Successful learners know how to improve.

To achieve this, they need to:

- know what their next step is
- know how to close the gaps in their learning
- understand the teacher's feedback
- be aware of what good learning looks like.



Successful learners need to know when and how they have been successful.

To achieve this, they need to:

- understand the success criteria
- show what they understand, what they know and what they can do
- say how they have been successful and what they can do to improve.



Successful learners need to feel safe and feel that they can learn.

To achieve this, they need to:

- feel confident to ask and answer questions
- understand that mistakes are an important part of learning
- offer ideas
- know how to get support.



Successful learners need to learn with others.

To achieve this, they need to:

- work in trios and partners for learning, listening, talking, teaching, sharing ideas, helping, encouragement and having fun!



Successful learners need to have new and varied experiences.

To achieve this, they need to:

- learn in different ways and different environments.

Research shows that for learning to be really successful, all of the pieces identified need to be in place.

The completion of a jigsaw puzzle is an experience common to both children and adults as is the frustration of being unable to complete the picture because a piece has been lost. Consequently, this has clear implications for teaching for learning and at Crowmarsh Gifford the work of our teachers is primarily concerned with identifying what is needed to ensure that our children experience success.

To enable learners to be successful, what do teachers need to do?



They should produce clear, explicit planning for learning.

This involves:

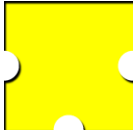
- providing clarity of the intended learning in long, medium and short term planning
- involve children in the planning of the curriculum



They should share learning objectives and outcomes.

This involves:

- eliciting understanding from children
- referring to the objectives/outcomes during the lesson and framing them as higher order questions and statements
- focusing discussions on learning.



They should provide focused feedback.

This involves:

- Using verbal feedback every week for all learners to help move on their learning
- ensuring that feedback focuses on the learning objectives/success criteria
- the use of constructive comments
- identifying strengths and areas for development
- the use of codes, symbols and 'close the gap' prompts in written comments
- providing regular opportunities for self and peer assessment after all children have been explicitly taught how to give feedback



They should manage time effectively.

This involves:

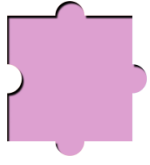
- planning for time to think and to talk with children about their learning
- building in time for children to respond to feedback
- providing time for questions, queries and ideas.
- providing time each week for the children to be in a group with the teacher



They should have a secure knowledge and understanding of the learning and the children.

This involves:

- keeping up to date with latest developments and taking part in coaching and lesson studies across school
- encouraging children to ask questions
- providing appropriate challenge and support.



They should teach learners how to become self-evaluative.

This involves:

- providing opportunities for children to reflect on their learning
- encouraging focused talk about their learning
- using questions to engage children in thinking about their learning.



They should promote excellence and enjoyment.

This involves:

- having high expectations
- reflecting on current practice
- focusing on improving practice
- modelling enjoyment for learning
- modelling a work/life balance
- having fun!



They should model desirable behaviours and effective learning strategies.

This involves:

- modelling expected social and learning behaviours
- providing examples of the standard expected in terms of task outcomes and presentation.



They should have high expectations and set clear success criteria.

This involves:

- ensuring examples of successful high quality outcomes are accessible to the children
- negotiating challenging criteria for success for individuals and groups
- raising aspirations



They should create an environment that facilitates learning.

This involves:

- negotiating codes and contracts for physical and emotional safety
- providing a balance of challenge and support
- modelling learner behaviour
- the teacher presenting as a vulnerable learner.



They should provide opportunities for reflection and review.

This involves:

- building in regular time for individuals, pairs or groups of children to think, talk or write about their learning experiences
- planning for improvements



They should provide opportunities for learning in different ways.

This involves:

- creating opportunities for the children to work as individuals, pairs, groups or as a whole class
- varying the teaching and learning styles and providing opportunities for pupils to exhibit learning in a range of ways

This Teaching for Learning policy takes account of all learners even those classified as high attainers. A high attaining student is one who:

Demonstrates exceptionally high levels of performance in one or more areas of school life.

The school will recognise those students who demonstrate exceptionally high levels of performance in extra-curricular pursuits, even when these take place outside of school. It is critical that there is no quota for high attaining students at Crowmarsh Gifford School. This recognises that, in some cohorts, there may be more high attaining students than in others.

Like all pupils, the academic progress of high attaining students will be monitored by the Headteacher and Deputy alongside class teachers during pupil progress meetings. Intervention will take place consistent with school policy where underachievement is identified.

All pupils will receive:

- Provision of differentiated work
- Personalised curriculum as appropriate
- One-to-one or small group support as appropriate
- Access to extension courses/activities such as external/internal maths events, etc, as appropriate

Every child will be assessed as an individual case and appropriate support assigned. Where progress is lacking, intervention will be given to ensure all gaps are closed to ensure all children make progress.

The Senior Leadership team:

- will provide learning centred leadership
- will support staff to enable them to carry out their roles effectively and ensure an appropriate work life balance
- will help staff to always undertake learning that is appropriate and challenging for their roles

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The Governing Body:

- will provide support and encouragement to maintain focus on further developing a learning community
- will hold the school accountable for the quality of learning and standards of attainment achieved

Parents/Carers:

- will keep to the home-school agreement
- will ensure that children attend regularly and are on time and ready to learn
- will support the work of the school including supporting children's learning at home
- will attend parent workshops and sessions held in school

The Headteacher and Senior Leadership Team will monitor the implications of this policy as part of the self-evaluation schedule.

(Reference: *Towards Successful Learning* – Diana Pardoe)