



Cornerstone CofE VA Primary School

*Building our Community with Love, Forgiveness
and Hope.*



TEACHING FOR LEARNING POLICY

Reviewed By	Teaching & Learning committee	Authorised By	Teaching & Learning committee
Last Review	December 2015	Next Review	Summer 2017
Review Cycle	Bi-annually		

Principles (Values)

We aim to help our children develop a genuine and deep **Love** for learning and personal growth. Staff show **Love** through their passion and professional commitment for teaching and the children’s learning and progress. We show **Forgiveness** in the way we learn from mistakes and **Hope** through the high expectations we have for every child and the way we strive for the best for all children.

Learners are active and increasingly empowered partners in their learning journey. Staff are activators of learning and promote a “**Growth Mindset**”. Rich engaging learning experiences challenge all learners and relevant contexts make learning meaningful for them. **Mastery** and **fluency** of key knowledge, understanding and skills is balanced with opportunities to **deepen** and **enrich** their thinking.

Aims

All learners (and groups) achieve End of Year Expectations.

All learners (and groups) make sustained progress and develop depth of understanding.

All learners are empowered partners in their learning to grow as people who are: confident, responsible, empathetic, resilient, reflective, open-minded, fulfilled and happy.

Growth Mindset

A “Growth Mindset” approach to learning and life recognises that intelligence, abilities and skills are not fixed and can be developed and improved. Those with this mindset:

- Learn from mistakes as a useful part of the learning process.
- Have high levels of resilience and persevere despite obstacles
- Embrace challenges
- Perceive effort, deliberate practice and hard work as a path to mastery
- Learn from feedback
- Focus on the process of learning

We promote the language of ‘Growth Mindset’. We talk about the children being on a journey, rather than at a fixed level. “Ready Stead Grow” certificates and the “Special Book” celebrate positive ‘Growth Mindset’ attributes. Staff model a ‘Growth Mindset’ approach to their teaching and their own professional development.

Teaching for Learning Foundations (T4LF)

Key elements identified to be embedded into our regular classroom practice and evident in **impact on learning / pupil outcomes** in all areas of the curriculum.

1. **Learning Aim.**

Succinct, specific & precise.

Provides clarity for adults & learners about learning not merely task.

Shared & discussed so learners have clarity about what they are learning and why.

Linked to & building on previous learning & current experience/understanding.

Learning activities need to be precisely designed to enable this LA.

Need to have 'unpicked' the sequence of the learning journey.

2. **Success Criteria.**

Specific & precise guidance for learners.

Shared, discussed & sometimes created with learners.

Learners clear about the specifics of how to be successful.

3. **Challenge all.**

Every learner experiences challenge in every session.

Challenge may be to **master** knowledge & understanding.

Challenge may be to **deepen understanding** (application, analysis...)

Pitch learning in their 'stretch zone'.

4. **Continuous Diagnostic Assessment**

Ongoing throughout sessions.

Designed to gain insight into learner's thinking & understanding.

Diagnose errors, gaps, misconceptions, barriers & address.

Learners provide feedback to adults through what they say and do.

5. **Mastery approach**

Mastery: Ensure all learners securely know / understand & can demonstrate fluency in the fundamentals of the LA.

Direct, specific interventions: Catch up & Keep up.

Deliberate / corrective practice (with variety). Consolidation & reinforcement.

Enrichment: More open-ended, deeper challenges to apply, analyse...

- English: fluency, clarity, accuracy & coherence.

- Maths: reason mathematically, solve problems.

(Differentiation through depth)

(Need to have 'unpicked' the sequence of the learning journey for each session & over time)

6. **Feedback (Feed forward)**

Specific, precise verbal feedback used regularly in every session.

Specific, precise feedback using **Great Green** and **Think Pink**.

Thinking & Improvement Time. Learners must be given time to respond & show impact.

7. **Questions / Learning Journey prompts.**

Support & guide those struggling for **Mastery** (*knowledge & understanding*).

Enhance, challenge, enrich and deepen thinking & learning.

Packing / Going On / Unpacking: learners think about their thinking and learning.

8. Engaged & purposeful.

Learners engaged in activity / context.

Relevant & meaningful to their learning journey (*and their interests & lives where possible*).

9. Prompts / scaffolds.

Prompts: in session responsive to learners. Direct teaching, questions, guidance

Scaffolds pre-prepared sources of support or guidance.

WAGOLL: What a good one looks like.

10. Precise interactive inputs.

Information & instructions shared succinctly & with clarity.

Direct precise teaching of specifics

Learners cognitively active & contribute their ideas, thinking & questions.

11. Discuss & reflect.

Opportunities in every session for learners to discuss (*collaborate, reason, explain thinking & debate*).

Develop fluency, clarity, coherence & reasoning.

12. Learning Walls.

Display key info, words, diagrams, models.

Display scaffolds & WAGOLLs.

Adult & learner generated.

Adult promoted.

Actively & independently used by learners

Relevant to current learning.

13. Regular drips.

Ensure mastery of basic knowledge & understanding of fundamentals for EYE

Maths 'Learn Its', reading/phonics, spelling, handwriting as morning / afternoon registration challenges, but also during other 5 minute slots that become available.

"Learning. Always and all ways." (Clare Ross)

Additional Information

Learning Values: I N S P I R E

- **Independence / Interdependence**

We develop as confident, flexible and resourceful learners for life who are able to think deeply and make their own choices. We make wise choices in our learning, about when to work on our own, when to collaborate with peers and when to seek advice.

- **Not giving up**

We develop resilience and perseverance. Through quality deliberate practice and hard work we achieve our goals.

- **Self-motivated**

We are intrinsically motivated to learn and grow for ourselves. We develop our interests and passions.

- **Positive attitude**

We think and show a positive attitude towards learning and life, seeing the good in situations and others, being open minded and inspiring others.

- **Inspired by challenge**

We embrace challenges and see the benefits of learning and growing through them.

- **Risk taking**

We develop confidence in new situations. We think outside the box, problem solve solutions if something doesn't go as planned and learns from these experiences.

- **Empowered**

We are partners in our learning and personal growth journeys. We have the knowledge, skills, mindset and confidence to make decisions and choices in their lives.

Pupils as partners

Through Pupil Voice Groups the children defined great learners as people who:

try their best	don't give up	are keen	work hard
listen well	practise	are patient	ask for help
let others join in	have a positive attitude	make mistakes	read
learn from others	explain their learning	concentrate	reflect
ask questions	are motivated	solve problems	are imaginative
try hard things	are determined	take time	enjoy learning
keep learning	search for clues	are confident	take risks
learn together	use old learning	get excited	learn practically
set challenges	take time to think	research	play

Mastery and Enrichment

In line with the new National Curriculum the expectation is that all learners will achieve **Mastery**. By ensuring sufficient time, direct interventions/teaching and deliberate corrective practice we will ensure all learners **master** the knowledge, understanding and skills required by the End of Year Expectations (EYE). All learners will focus on the same Learning Aim in a session.

Enrichment involves providing open ended, deeper thinking, enrichment challenges for those learners who have mastered the EYE.

English

The NC aims ensure all pupils achieve: Fluency; Clarity; Accuracy and Coherence

The English Leader will have overview of coverage (Form, Purpose, Audience, Genre and Outcome) on the class Curriculum Maps.

Maths

The NC aims ensure all pupils: Become fluent in the fundamentals; Reason mathematically; Can solve problems by applying their maths.

Learners gain mastery through: exploration; clarification; practice and application over time.

Learners explore multiple representations to master and deepen conceptual understanding; developing specific language and accurate communication; thinking mathematically.

Concrete – verbal - pictorial – verbal – written – abstract: resources / learning.

Continuous Diagnostic Assessment (CDA)

All adults are involved in a CDA. This will inform in session learning, flexible groupings and future planning, by giving an insight into learners thinking and understanding. 'Great Green' and 'Think Pink' are used daily to provide specific focused feedback.

Planning “Learning Sessions”

There should be a flexible balance between planned progressions/sessions and being responsive to the needs of the learners. Learning Sessions should not focus on task completion but on challenging every learner to make progress in their learning journey. This may be learning something new, improving their mastery of knowledge and understanding, clarifying their thinking, applying learning in a new context, or deepening their thinking / understanding.

Planning considerations:

- What is the purpose of the planning? To activate learning and ensure progress
- What is the clear, specific Learning Aim and Success Criteria?
- How does this build on previous learning?
- How does the planning make the best use of the Teaching for Learning Foundations?
- How effectively can additional adults be used to ensure learning outcomes?
- How will every learner be challenged?
- How integrally is Continuous Diagnostic Assessment / Feedback used to inform learning?
- How will learning / progress be evident to the teacher and the learners?

Subject Leaders will provide guidance which is key to ensure learners don't repeat contexts in different years. The class teacher will write the medium term plan for each subject. This should be concise, learning focused and a minimum of 4 sessions per half-term.

Plans must be shared with other staff in advance of Learning Sessions who will be supporting the learning. All planning should be saved in Staff – Planning.

Learning environments

They should promote and enhance: thinking, learning and reflection. Learning Walls may include starter prompts, key words, questions, learners work, WAGOLLS and be interactive. Learning Walls should be utilised by learners regularly. Flexible and regular use should be made of outdoor areas: e.g. the playground, field and copse, and other indoor space: e.g. the additional classroom, hall, Library, corridors...

Spiritual, Moral, Social and Cultural

We develop elements of SMSC learning regularly across the whole curriculum. We use the Mirror / Footsteps / Window / Candle moments to promote spiritual reflection. Key opportunities for SMSC are recorded in planning and examples shared in a portfolio.

Child Initiated (CIL) / Project Based Learning (PBL)

The aim of both is that learning should be based in real contexts, be relevant to the children's lives and experiences, give them genuine choices, stimulate their curiosity, and lead to purposeful engagement and outcomes.

YR: variety of CIL / Teacher Directed / Teacher Initiated Learning.

Y1: a balance of CIL (particularly in the Autumn term) and a development of PBL Hooks and Celebrations.

Y2: continue to use PBL Hooks and Celebrations. CIL may be evident in 20 minute weekly Ready Steady Grow time.

KS2: develop greater learner partnership and ownership of the context and process of PBL. Key questions (which may come from the learners) give direction to the learning.

Resources

Should be learning focused, bespoke resources which stimulate learners' curiosity to explore and clarify their understanding

Should use concrete and pictorial resources which will ensure mastery of knowledge and understanding. Resources will also enable enrichment (deeper thinking and application of learning).

Technology

Technology should be used to support, enhance and challenge learning and learners

Learners will become increasingly more capable at making choices where appropriate about which technology to use, when to use it and how.

Linked policies: Curriculum, Feedback, EYFS and Home Learning.