



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	Summer 2017	Meeting date	9.5.2017
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.

The teaching and learning at Cornerstone is a key element of "**Growing an Inspirational Learning Community**". This has been defined by children and staff as:

- Together, igniting a love of learning
- Encouraging and empowering partnerships
- Nurturing a Growth Mindset

Aims

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.

- 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
- Focus on the process of learning
- Learn from feedback

We promote the language of ‘Growth Mindset’. We talk about the children being on a journey, rather than at a fixed level. “Ready Steady 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.

The following appendices are mainly for the school staff to reference in their practice.

Appendix 1

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 to ensure **consistent good quality of T&L**

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.

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.

Allows adults 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)

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)

Appendix 2: 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

Appendix 3: Learning Powers

Through whole staff discussion and Pupil Voice Groups the following Powers have been chosen to help the learners develop on their Learning C TRIP

- **Communication**
- **Teamwork**
- **Resilience**
- **Independence**
- **Positivity**

Appendix 4: Learning Quests

We have developed our own version of Project Based Learning. **Learning Quests** link to the concept of learning being a personal and interpersonal journey and our development of **TRIP** for our Learning Powers.

We are all working together on a Learning Quest, a journey to grow our learning, use our powers and reach points in our quest when we feel we have achieved something, reached a milestone, made a discovery, done some difficult thinking, learnt something new and maybe found out something for ourselves.

1. Hook / Scope the enquiry
2. Questions, questions, questions
3. Finding Out
4. My time
5. Check what we've learnt
6. Celebrate our learning

Appendix 5: Definitions and other information

Mastery

The expectation is that all learners will achieve **Mastery** of the learning outlined in their year group in the National Curriculum. 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.

Challenging Higher Attainers / Deeper Learners (Enrichment)

Staff need to use **Continuous Diagnostic Assessment, feedback** and other assessments to ensure they know their learners well.

As a school we define Deeper Learning / Higher Attainment as: applying mastery accurately, fluently, flexibly and effectively in a range of contexts. Evaluating its use and creating new learning and links.

Challenge is enabled through open questioning, giving greater choice and autonomy to learners, and flexible grouping. Also by using **SOLO Taxonomy** to create opportunities for learners to drive their own learning by:

- predicting
- hypothesising
- generalising
- analysing
- evaluating
- creating

English

The NC aims ensure all pupils achieve:

- Fluency
- Clarity
- Accuracy
- Coherence

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
- application over time

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

Concrete - pictorial – abstract

Spiritual, Moral, Social and Cultural

We develop elements of SMSC learning regularly across the whole curriculum. We use the Mirror / Footsteps / Window / Candle / Tree moments to promote spiritual reflection.

Planning lessons

There should be a flexible balance between planned progressions/sessions and being responsive to the needs of the learners. Lessons 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...

Child Initiated Learning (CIL)

The aim 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 Learning Quests.

Resources

Should be learning focused **and** 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.