



Cornerstone CofE VA Primary School

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



TEACHING FOR LEARNING POLICY

Reviewed By	School Improvement committee	Authorised By	School Improvement committee
Last Review	Spring 2020	Meeting date	30/1/2020
Next Review	Summer 2021	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 Powers / 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 discussed and defined inspirational learners. They created a Top Ten from their long list below:

1. Don't give up
2. Make mistakes
3. Positive attitude
4. Try their best
5. Listen well

6. Concentrate
7. Are enthusiastic
8. Take time to think
9. Ask questions
10. Are imaginative

are keen	work hard	let others join in	read
practise	are patient	ask for help	reflect
learn from others	explain their learning	are motivated	solve problems
try hard things	are determined	enjoy learning	play
set challenges	search for clues	are confident	take risks
learn together	use old learning	get excited	learn practically

Appendix 3: Inspirational Teaching and Learning

As a school we define Inspirational (better than Good) teaching and learning as:

- Irresistible, challenging and promotes choice
- Empowers all to be the best they can be
- Collaborative, encourages curiosity and self-discovery, and transforms lives

Appendix 4: 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.

Appendix 6: Educational research underpinning this policy

Education Endowment Foundation

Teaching and Learning Toolkit

Metacognition and self-regulated learning

Making the best use of LSAs

John Hattie – “Visible Learning for Teachers

John Hattie 252 Influences

9 essentials for improved outcomes:

1. High expectations for all
2. Strong personal connections
3. Greater pupil engagement & motivation
4. Rich & engaging curriculum
5. Effective teaching in all classrooms daily
6. Effective use of feedback & data to improve learning
7. Early support for individuals / groups
8. Strong positive parent / school relationships
9. Effective engagement with community

Mindframes of Teacher and leaders:

1. Believe that their fundamental task is to evaluate the effect of their teaching on pupils' learning & achievement
2. Believe that success and failure in pupils' learning is about what they do...They are change agents!
3. Want to talk more about learning than teaching
4. See assessment as feedback about their impact
5. Engage in dialogue not monologue
6. Enjoy the challenge
7. Believe it is their role to develop positive relationships in classrooms & staffrooms
8. Inform all about the language of learning

Excellence in Education:

1. Teachers are the most powerful influences in learning
2. Teachers need to be directive, influential, caring and actively & passionately engaged in the process of teaching and learning
3. Teachers need to know every pupil as a learner, and construct meaning and meaningful experiences
4. Teachers and pupil need to know and understand the Learning Aims and Success Criteria
5. It is not knowledge and ideas that are important but the pupils' construction and re-construction of the knowledge and ideas that is critical
6. Leaders and teachers need to create schools, staffrooms and classroom environments in which error is welcomed as a learning opportunity

John Hattie and David Yates – “The Science of how we learn”

- An ACTIVATOR: reciprocal teaching, feedback, teaching students self-verbalisation, meta-cognition strategies, mastery learning, goals – challenging
- Great feedback provides a map – it is a mode of processing but also motivating and ensuring that a knowledge gap is bridgeable and does not become a chasm
- Being a thinker requires an effort that moves us beyond our natural state. It depends on being exposed to information and then being expertly guided to assimilating and using that information
- Expert teachers can empathise deeply with their students and maintain rich social relationships
- In order to learn, children need to actively participating in the process
- They engage, challenge and intrigue students without boring or overwhelming them
- Expert teachers allow students to think about a problem before offering a solution
- Expert teachers set worthwhile challenges quickly moving students on from surface to deep learning
- ‘High quality teaching cannot be seen as a mechanical exercise. Instead, it hinges on developing a relationship with a group of young human beings who have come to trust and respect the goals their teacher has set for them.’

Carol Dweck – “Mindsets”

Fixed mindset	Growth Mindset
Intelligence is static / fixed	Intelligence can be developed / expanded
<ul style="list-style-type: none"> • <i>Safe learning</i> • <i>Failure / mistakes bad</i> • <i>Fragile</i> • <i>Avoid challenges</i> • <i>Give up easily when presented with obstacles</i> • <i>See effort as fruitless</i> • <i>Ignore useful feedback</i> • <i>Be threatened by others’ success</i> 	<ul style="list-style-type: none"> • <i>Adventurous learning</i> • <i>Failure / mistakes useful</i> • <i>Resilient</i> • <i>Embrace challenges</i> • <i>Persevere despite obstacles</i> • <i>See effort as a path to mastery</i> • <i>Learn from feedback</i> • <i>Be inspired by others’ success</i>

Sutton Trust research

1. Pupil know their targets and how to improve through effective feedback. They apply these regularly in all subjects
2. High expectations (of teacher and pupils) for all pupils
3. Pupils are given time and actively encouraged to reflect on their thinking and learning
4. Pupils learning from and with each other – through discussion and collaborative learning
5. Early intervention – when specific gaps / barriers are identified, resources are found to give extra individual or group support.
6. Ensure basic skills are practiced and applied regularly to develop mastery

Dylan Wiliam – “Creating a culture where all teachers improve”

1. Formative assessment focuses on **aspects of teaching** that will have the **greatest impact** on pupil outcomes.
2. **Review** what our students have learned regularly and frequently...before moving on, is applicable to any learning
3. Ericson et al (1993) defined **deliberate practice** as a “**highly structured activity**, the **explicit goal** of which is to **improve performance**. Specific tasks are invented to **overcome weaknesses** and performance is **carefully monitored**.”
4. The relationship between **instruction** and **what is learned** as a result is complex. Even when instruction is well designed and students are motivated, increases in student capabilities are, in general, impossible to predict with any certainty.
5. Clear evidence that having **teachers engaging in an enquiry cycle** where students’ needs are identified, and solutions are then proposed and developed, can be effective.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Swann, Peacock, Hart, Drummond – “Creating Learning Without Limits”

- “Planned experiences and opportunities for learning that promote deep engagement that fill children with a sense of agency that endow them with motivation, courage and belief in their power to influence their own futures”.
- “In a learning community...everybody must be valued, accepted, respected...feel like they belong...recognised as having a unique contribution to make, everyone can learn with and from everybody else.”
- “Staff learning...key to transforming children’s learning capacities.”

Transformability model

- Always potential for change
- Thrive on exploring and discovery
- Greater focus on becoming than on being...greater priority on valuing than measuring

Co-agency

- Creating relevant and authentic experiences
- Empowered as active learner and meaning makers
- More active pupil partnership

Weinstein, Sumeracki & Caviglioli - “Understanding How we learn”

Learning Scientists

SPACING

- Involves distributing learning over time: builds in opportunities to review learning and practice over weeks.
- Spacing may be effective because it increases “storage strength” a measure of deep learning.
- Repetitions spaced out over time lead to greater retention of information in the long run.

INTERLEAVING

- Interleaving is taking the ideas you are trying to learn, and mixing them up – or, switching between ideas and varying the order in which they are practiced.
- It occurs when different ideas, domains, or problem types are tackled in sequence.
- Helpful for problem solving subjects as it forces the learner to retrieve the right strategy to answer each different type of problem that they encounter.
- Whilst students perform better on blocked tasks during learning; the opposite is true on later tests.

ELABORATION

- Encourage organisation, connecting and integrating of ideas.
- Thinking deeply about meaning is thought to induce elaboration.
- Elaborative interrogation: you ask questions about how and why things work.
- Self-explanation involves students trying to explain the steps that they are taking out loud as they solve a problem.

CONCRETE EXAMPLES

- Humans are better able to remember concrete information than abstract information. So concrete examples of abstract ideas can be very helpful for understanding and remembering information.

DUAL CODING

- Process of combining verbal materials with visual materials.
- When we combine text information and visual information, our learning is enhanced because we process verbal and visual information through separate channels.
- Pictures are generally remembered better than words, it’s important that pictures provided are helpful and relevant.

RETRIEVAL PRACTICE

- Every time a memory is brought to mind, it is reconstructed and reinforced.
- Retrieval practice improves learning compared to re-reading the information.
- It gives students feedback on what they know and don’t know. It gives teachers feedback about the students’ understanding.
- The memory is not like a library or computer: memory is **reconstructive**. Every time you retrieve a memory it is altered.
- Frequent quizzing reduces overall test anxiety and improves memory. Short-answer questions generally better than multiple-choice questions.

Tom Sherrington – “The Power of Expectations”

- If we establish that we expect high standards and reinforce them continually with tight routines in lessons characterised by rigour, depth, drive and a clear sense of purpose that is what we get. If we establish that we will insist on polite, respectful interactions, listening to whoever is speaking and acting in a supportive, mature fashion, then students will learn the boundaries and respond.
- Having high expectations, communicating them and reinforcing them is such a powerful feature of great teaching. When you sweat the small stuff, make the details count; show that you really believe that excellence is possible from everyone – the pay-off is significant.
- The pitch of your curriculum materials is a concrete expression of your expectations. High expectations take form in what you ask students to read and the topics you select: never patronising; never dumbed-down. Pitched up, bold and demanding.
- If you accept poor answers without response or simply flit from student to student getting bits and pieces of responses, you set a low standard for the depth of thinking. If you always probe, go deeper and insist on higher quality answers as a follow-up, you set a standard that students aspire to.
- As with questioning, setting expectations in terms of students’ work output is essential. Unless you spell it out in advance, you leave them to guess. It pays to explore this upfront. “If you do work that I think is awesome, what will it look like?” Setting out the parameters for length, depth and key features of what excellence looks like is extremely helpful as a guide.