



The Coppice Primary School Teaching for Learning Policy

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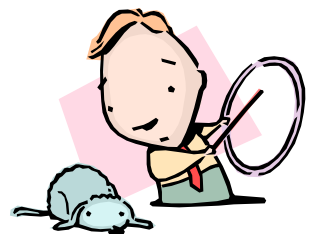
**The Coppice Primary School
Teaching for Learning Policy**

Our school vision states:

'Happy, confident and successful learners that are well prepared for life'

Partly through the implementation of this Teaching for Learning Policy we hope to realise this vision.

HIGH STANDARDS AND EXPECTATIONS



"The schools that we would want for our own children are the ones we should want for all children"

(John Dewey - philosopher, psychologist and educational reformer)

To optimise Teaching and Learning we must have high standards and expectations of children (and each other) and drive these; don't accept second best – use: 'This is good but next time' (i.e. develop a 'be bothered' **not** an 'it'll do' culture!).

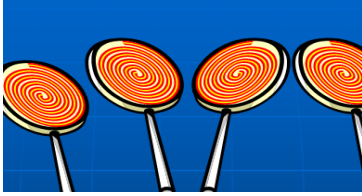
Quality Teaching - Progress for All

ENGAGEMENT



We need to deliver day to day provision (curriculum and teaching) that inspires, enthuses, motivates and challenges. This policy is not meant to be prescriptive. Nevertheless the listed strategies have proven track record of ensuring good learning and engagement outcomes for children.

Engagement/teaching strategies:



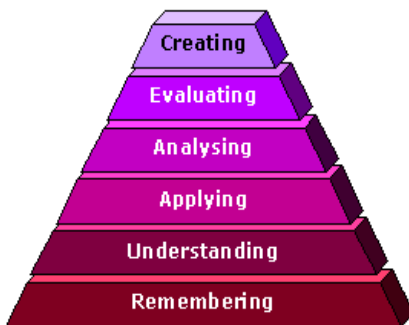
**Get into good habits
using lollipop
questioning
all of the time**

Lollipop questioning helps improve children's engagement (sending the message that nobody can choose to 'opt out' as can happen with 'hands up' questioning); great also used straight after Talk Partner activity and in maths number chain activity.

Questions can be easily differentiated (with colour coded lollipops) Remember, you can still target individuals (you don't have to call out the name that's on the lollipop!)

To start with, you can offer the option to 'phone a friend' to make it less threatening.

Always return the lollipop you have drawn to the pot directly afterwards



Comprehensive sharing of the Learning Objective

How would you like to go on a journey without knowing the destination?

Learning is an important journey that we need to sign post most clearly.

A proper sharing (take your time to unpick, ask questions etc.) of the LO keeps children focused on what they are learning, helping them do their 'job' (i.e. learn!).

Let them know that you will be definitely returning to this during the plenary to hold them to account (i.e. have they done their 'job'?).

This needs to be clearly displayed and regularly referenced throughout the lesson and returned to in an explicit way at the end of the lesson to check learning progress, holding the learners to account!

***To ensure challenge, moderate your LO against taxonomy of the cognitive domain
(see hierarchy of skills left)***

Reorganise your room to create a carpet space



- Getting your class/group on the carpet allows you to monitor more closely their engagement
- Carpet time helps 'punctuate' and chunk a lesson; it allows you to bring them together to make an important point (e.g. composing S2S) or refocus.
- It gets them moving about ('brain gym' idea)

'Chunk the Challenge'



Plan to break the lesson down into distinct parts. This 'rings the changes', creating variety, and allows children to assimilate better, re-energises and makes learning more digestible; allow for 'brain gym' breaks too.



VAK

Research has shown that we all learn through a combination of Visual, Auditory and Kinaesthetic experiences; each type of experience often reinforcing another. Accordingly, teachers must consider this when planning for learning. Involving learners in practical and physical activities is particularly powerful for boys learning.

Make it part of classroom culture to 'talk it'/collaborate



If worked at and implemented effectively, Talk Partners are good because it:

- sends a clear message that children must not be 'passive learners' (they must engage, take an active part and take responsibility for their learning)
- gives children a 'safe' platform from which they can contribute (often good to do directly before questioning takes place - set expectation and let them know they will be questioned!)
- focuses them on the learning giving them time to 'incubate' and 'assimilate'

Use 'Think-Pair-Share', allowing for quality thinking time regarding a question or challenge, and then pairing to share.

Classroom tables need to be set out to accommodate this. Also, Talk Partner activity might have to be modelled at first to set expectation and establish the culture.

Learning is often best when it is part of a social process done through collaborative activities. Try to create collaborative learning opportunities often.

S2S 'Steps to Success'



(i.e. Success Criteria)

This is at the nub of the learning - it unpicks the skills necessary to successfully achieve the LO. So use it!

*If you're having difficulty composing some then ask yourself the question 'Is the LO challenging enough?(see **L.O./taxonomy of the cognitive domain** above)*

The S2S are not a list of instructions of how to carry out the activity, they are reminders of what skills must be utilised (or 'pitfalls' to avoid!) to successfully learn in relation to the LO.

The S2S should ideally be composed during discussions with the children after/during modelling to agree the important skills (i.e. what will make them good at achieving the LO?).*

*** Modelling of key skills is integral to good teaching for learning.**

On display for reference throughout, the S2S should be explicitly referenced in plenary and mini-plenary, and children should be encouraged to comment on their ability to use them.



Children learn best when things are engaging and exciting. Our aim should be for pupils to be actively engaged with the learning at all times. The outcome of engagement is a busy, purposeful atmosphere within the classroom, contributing to a learning culture.

'Grab' is the hook that draws children into the learning. This could be the activity itself (like 'Mantle of the Expert') or something as simple as resources or an artefact, Youtube clip or involving the local community in some way.



ICT/resources

Ofsted's Evaluation Schedule states that good teaching is exemplified by good imaginative use of resources including new technology to enhance learning. Accordingly, teachers need to plan for the effective use of software linked to computers/netbooks as well as Interactive Whiteboard. Further, use of peripherals (like cameras, visualisers, microscopes, control devices etc.) need to be planned for.

Teachers must engage with the children at all times



Remember, that over a year there are around **1000** lessons delivered to each child, so that's a **1000** opportunities to make a difference!

Sit down with a group/individual for a significant time, directly supporting and guiding the learning during the main activity. Trawl other groups from time to time to pick up on misconceptions (AfL) and check that none have disengaged! Don't forget to support Talk Partner activity.

Checking they've got it/are getting it



There must be planned opportunity and quality, measured time made for teachers to check progress (and act upon) and children to have feedback on progress (and act upon) throughout the lesson (through informal discussions, mini-plenary/plenary etc.); ensure '*they know how well they have done and can discuss what they need to sustain good progress*' (Ofsted Evaluation Schedule)

Accordingly, pupils need frequent opportunities to demonstrate their understanding through plenary/discussion etc.

'Eyes closed, thumbs up if you've got it' is a good non-threatening check (to be used as part of this expectation).

Don't keep them in the dark!

It's important to put things in context because it:

- sets the expectation and gives them time to mentally prepare themselves
- is a useful prompt to '**activate prior learning**' and quickly revise
- allows them to make connections 'synthesise' (not learning in isolation)
- makes learning more purposeful for children



As well as putting a lesson in context it is also important to share events of the day (day's timetable) and week with them (also reinforcing time!!)

Learning is about making connections

At the start of a lesson, as well as knowing what it is they are going to learn (LO), it is important to show how it connects with what they already know or have studied previously. It is also important that children can see 'patterns' in what they are learning (numbers, spellings, story structures etc.) These may have to be made explicit at the start for children to recognise them later.

It is vital for the children (and us) to know that they may already have

build on previous learning



some understanding/knowledge of what is being taught and therefore it is useful at the start of a 'unit of work' to brainstorm the children's ideas (construct concept maps/spider diagrams with them; use these at the end of the module to share progress). This also provides valuable information on what to build on and any misconceptions children might have about the work that they are going to undertake.

It is 'cost effective' to ensure consistency, building on prior learning (e.g. calculation strategies in maths, teaching various writing genres) – not starting from scratch!

Raise the bar (challenge!)



'Pupils are more likely to make progress when they consistently work in advance of their developmental level' (Vygotsky)

Setting a good pace/deadlines, sharing exemplary work on the visualiser (perhaps a particularly good example from previous year), sending a clear message about standards and expectations and consistently and continuously demanding these (e.g. be prepared to keep children in at lunchtime who fall short regarding quality/quantity of work). When planning, always ask yourself the question 'Can I stretch them more?' (see ***taxonomy of the cognitive domain*** above). Also, involve ***competition*** (particularly powerful with boys learning).



Differentiation by (see Appendix 2):

outcome or response, resource or text, task, dialogue, support, pace/time, content, independence or responsibility, involving structured /supported activities (such as writing frames / checklists (linked to S2S))

(this is not a definitive list)

A good plenary - perhaps one of the most important things because:



- It brings a most appropriate conclusion, not leaving things 'left hanging'
- It allows for checking progress (how well have they done their 'job'?),
- It allows for celebrating and sharing
- It allows you to 'firm up', clarifying and correcting misconceptions
- It allows you to leave a lasting, firm impression
- It allows you to identify the next step in learning (where now?)

Developing a learning culture:

Children should know what to expect from each and every lesson from the point of view of structure and support. Children like routines – establish these early on and reinforce them throughout the year within your lessons.

Within school we promote the '5 R's' of Learning:

Regularly 'have the conversation', reinforcing and rewarding good:

Readiness



...sitting, listening, promptness, being equipped, smartness (uniform) etc. Staff need to model this too!

Resilience



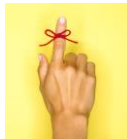
...attitude to learning where children don't rush their work, stick at it until 'they've got it' (re. LO), try their very best etc.; knowing what they need to do to improve and sticking at it (achieving targets etc.).

Resourcefulness



... independence where children take active control and responsibility, making choices about their learning (e.g. not coming straight to teacher if there's a problem, doing extra homework/research, appropriately accessing resources without prompting, working towards a target etc.)

Remembering



...active remembering, trying their best to remember what has been taught. This can be supported by the teacher sharing mnemonic (the sillier the better!) and memory devices (also encouraging children to share what they have learnt at home, and with the class the next day).

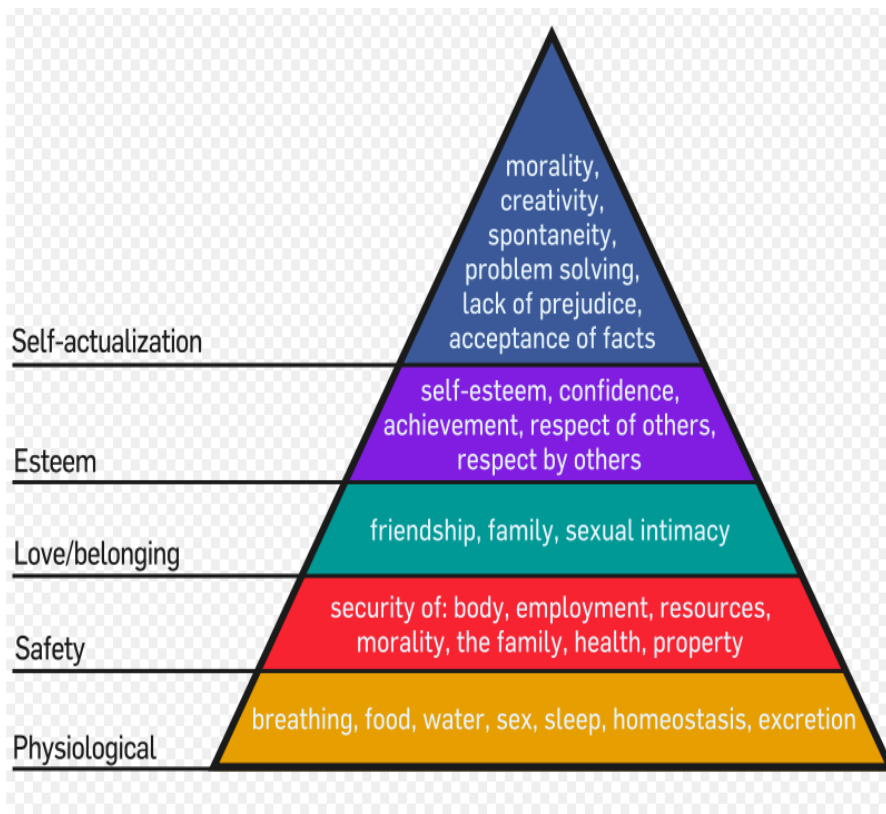
Reflective



...active reflecting on their progress within a lesson and against targets (not just a token thumbs up/down), identifying what they need to improve.

The 5 R's are skills that have been recognised as fundamental to good learning (ref. Guy Claxton), consequently teachers are expected to unpick what these mean with children during PSHCE/Circle Time and regularly revisit (having 'Learning Conversations'). Further, they should be promoted and reinforced through our rewards and celebration system (see *The Coppice Behaviour and Self-Esteem Policy*).

Learning environment (also see Appendix 3)



Maslow's Hierarchy of Needs is a good place to start when trying to craft the best possible Learning Environment.

Physiological needs: e.g. have they had enough sleep? (if you think not then phone home!), heating, toileting, drink bottles etc.

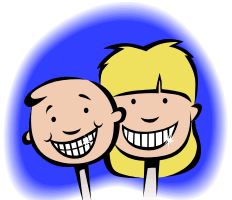
Safety: One of the most important things regarding good learning is to create an atmosphere where learners feel at their ease and that they can contribute without fear of ridicule.

A sense of belonging: uniform, team systems, home/school links, and the nurturing of friendship groups help here.

Self-esteem: build on self-esteem with praise, rewards and celebration (see Coppice Behaviour and Self-Esteem Policy)

Focused learning support:

The data is the children!



Each item of data tells the story of one child's progress. It is only by realising this can teachers make effective and proper use of data to impact on learning progression.

Teachers will identify children who are not reaching their potential within the class. With these children they will implement interventions to support them with their learning (see Appendices 4 & 5). Some of these will be children with distinct barriers. Individual's barriers to learning need to be formally noted (within the class assessment folder), and teachers need to work towards reducing and eliminating these barriers if possible. Each class will have a 'hit list' of intervention children who will be the main focus of Pupil Progress Meetings.

Children will have regularly updated curricular targets for literacy and maths which will be explicitly shared with them (and parents). Children will have regular reminders of these, and be supported regarding the realisation of these targets. As much as possible, teachers will actively involve parents in supporting the completion of these targets. Targets are a powerful way of progressing learning if used effectively, and support the development of the learning culture (see 5R's).

Children must know their targets

Parental Involvement (see home/school agreement)

Parents are important partners in developing children's learning skills. They are crucial in fostering a positive and constructive approach to learning which is vital if we as a school are going to be successful in raising achievement amongst all our pupils. The main points of this policy will be shared with parents through our school newsletter and in discussions with parents on parent evenings. We will also make parents aware of our work with 5R's and encourage them to support their children at home in developing skills in these areas. It is important that we clearly share expectations with parents regarding homework and curricular targets and enlist their help in positively driving these things.



Equal Opportunities:

As a school we recognise that the learning needs of boys and girls are not always the same and in terms of 'equal opportunities' it is important to recognise these differences. Research has shown that girls and boys develop at different rates, especially linguistically. The male and female brain are different (the male brain having higher levels of testosterone and the female better access to both the left and right sides of the brain).

Also, we are aware that things like home language, summer/autumn birthdays can influence children's ability to learn.

Further reading:

Ofsted Evaluation Schedule (Teaching and Learning sections)
National Teaching Standards Framework

Appendix 1: Expectations (All of the little things that contribute to being ready and being organised etc. really do matter (see Appendix 1); a case of **The whole is greater than the sum of its parts.**)

Appendix 2: Differentiation

Appendix 3: Learning Environment

Appendix 4: Literacy Interventions

Appendix 5: Maths Interventions

This policy will be reviewed every three years.

Date of Review by Trustees: 13th March 2017

Next Review: 13th March 2020

Responsible Officer: Bill Heptinstall

The Various Types of Differentiation

Good use of differentiation is vital in a curriculum for the more able. Two texts are particularly useful here:

'Differentiation: a Practical Handbook of Classroom Strategies', Chris Dickinson and Julie Wright (NCET, 1993)

'Effective Learning Activities', Chris Dickinson (Network Educational Press, 1996).

Differentiation techniques are vital for able students in any education system.

Differentiation by outcome or response

This is perhaps the most widely used of all forms of differentiation. The same material or stimulus is used for all students or, alternatively, the same tasks are set for everybody in the group. Differentiation is achieved by individuals answering at their own levels of ability so that very different outcomes result from the same task or piece of work.

This method works best where the tasks are open-ended, so that students have the chance to make something of their personal responses. A major advantage of this form of differentiation is that students do not have to be grouped first.

However, be aware that some inspectors are a little uneasy if the process is used too much and especially where the tasks are not sufficiently open-ended. This is because it is possible that the teacher has not thought through what he or she is doing and is simply setting the same task without a strategy behind it.

Differentiation by resource or text

This method is based upon the fact that some students are capable of working with more advanced resources than others. Students may be answering the same basic question, but using differing levels of materials upon which to base their answers. Easier texts have less prose and more illustrations, are less dense and use restricted vocabulary and concepts. For the more able, the vocabulary should be more advanced and the ideas expressed in more complex ways.

In history and geography, for instance, one can visualize a range of texts on the same basic information. In modern foreign languages, too, some students could be presented with much more detailed and complex materials.

Because of major differences in the ways in which students can work, we need to provide a wide variety of resources.

In *'Effective Learning Activities'*, Chris Dickinson advocates the tasks. This provides a flexibility that facilitates differentiation by resource.

Differentiation by task

Here a variety of tasks are provided that cover the main content area, in provide for the range of individual students in the group. One particular consideration is the starting point. More able students could start 'further along the road'. Another important factor is the number of steps to be followed. The less able the smaller the incremental steps need to be. The more able the student the bigger the gaps can be and therefore the fewer steps that need to be incorporated into the planning.

One technique is to have different cards, worksheets or exercises for different students. Some teachers worry about the social implications of handing different paper out to different students. It is perhaps worth reflecting that much more harm can be done by fazing students with material that is beyond them, or by frustrating or boring the more able by not giving them sufficient challenge.

Another application is through group work. Some teachers use 'rolling activities in which different stages of a project are handled by different ability-based groups, depending upon the difficulty of the task involved.

A third technique to achieve differentiation by task involves worksheets that get progressively more difficult. The early tasks are much easier, although that is as far as some students get. The later tasks are much more difficult and are only tackled by able students who have raced through the earlier questions. Some teachers find this more acceptable, as the same sheets are given to everybody. The danger is that too much time could be wasted at the start for the more able.

Differentiation by dialogue

The most important resource for any student is not paper or electric, but human. Differentiation by dialogue places emphasis on the role of the teacher and the talking that takes place between teacher and students. There are various aspects of differentiation by dialogue.

The vocabulary and complexity of language used should vary for different students. The less able student may well require a detailed explanation in simple language. The more able pupil requires a verbal dialogue at a more sophisticated level. All students need appropriate feedback within the dialogue.

The skilled manager of the classroom prompts and encourages students with comments suitable to the ability of each student and the degree of progress being made.

Differentiation by support

This approach is linked to differentiation by dialogue, and is based upon the notion that some students need more help than others to complete the work set. The amount and degree of help provided can be differentiated to meet the needs of individual students.

This support can be provided by the teacher or by other adults. An obvious example would be the help given by a classroom assistant to a student with learning difficulties. The support could come from other students or indeed from hardware and information technology. An able pupil could be supported by an independent learning package. It is worth noting that students of all abilities deserve and need teachers' support, but that the nature of that support should vary.

Differentiation by pace

Some students need to move forward very gradually or they become confused. Many able students are able to sustain a much quicker programme and they become frustrated if the pace is not strong enough. Even simple tasks become more difficult if they have to be achieved within a limited time.

Lesson planning can then be differentiated in terms of how many and how quickly tasks are to be completed. Urgency and greater pace are key ingredients to satisfy the needs of able students.

Differentiation by pace can be interpreted in two different ways. In linear-based subjects such as mathematics and modern foreign languages, it could involve more able students going through a set course much more quickly, getting progressively further ahead. This is often referred to as acceleration or fast-tracking. In other subjects, such as the humanities, this would be inappropriate. Here differentiation by pace would involve more able students working more quickly, but into enrichment or extension tasks rather than progressing onto the next unit. Clearly this second interpretation could also be applied to the linear-based subjects.

Differentiation by content

Some students create time by their quick and successful mastery of 'the basics' to look at content beyond the norm. This is an important use of time, rather than the waste of doing 'more of the same'.

Differentiation by independence or responsibility

This fits alongside some of the issues raised in differentiation by support. Peer assessment and self-assessment are recommended as part of the teaching and learning process. It is suggested that able students are more capable of such forms of assessment.

APPROPRIATE AND SKILFUL USE OF DIFFERENTIATION IS VITAL TO THE WELLBEING OF ABLE STUDENTS.

DIFFERENTIATION SHOULD NOT BE LEFT TO CHANCE BUT SHOULD, RATHER, BE WRITTEN INTO SCHEMES OF WORK.

MORE THAN ONE TYPE OF DIFFERENTIATION CAN BE EMPLOYED WITHIN THE SAME TASK OR PIECE OF WORK.

Strategies for provision in the classroom specifically, the school and beyond

Such strategies could include:

1. schemes of work for all sections of all syllabuses, which provide, in a planned way, for the most able in the group by one or more methods of enrichment and/or extension;
2. a grouping policy that centres upon the needs of individuals;
3. use of the different forms of differentiation - pace, task, dialogue, support, outcome, resource, content, responsibility;
4. differentiated homeworks;

5. clubs at lunchtime or after hours, covering academic as well as other activities;
6. a loan service of enrichment materials from the library or elsewhere;
7. special competitions;
8. as wide an extra-curricular programme as can be resourced;
9. visits from poets, writers, actors, dancers, and so on;
10. use of the expertise and interests of able students to help deliver the curriculum;
11. celebration of all areas of the curriculum on a regular basis;
12. establishing a newspaper and/or subject-based magazines;
13. activities weeks to allow more unusual areas to be explored, and longer blocks of time for activities;
14. enrichment sessions during the day;
15. mentoring by either a similarly-talented adult or a suitably encouraging adult;
16. cluster activities with other schools;
17. taking advantage of LEA-based activities, where appropriate and available;
18. use of masterclasses at the local university;
19. co-operating with appropriate older groups;
20. joint action with the local community;
21. consideration of the enrichment activities provided by outside associations and organizations, both subject-based and more general.

(this list is not exhaustive, and not necessarily exclusive to mathematics)

Research shows that well planned interventions can make a substantial impact on children's learning; proving that you can make a big difference in a relatively short amount of time. **So let's do it!**

At best interventions should be short (making them manageable) and regular, and of high quality.

Phase Leaders please liaise with staff to ensure proper support regarding this and that this is happening across your phase.

Start by creating an appropriate 'hit list' of pupils from the lists of underachieving/underattaining pupils you have (i.e. create a realistic sub-list of pupils that could benefit from intervention (not those with distinct barriers that you have little influence over)).

Meet face-to-face with parents of children on your hit list; explain that they are falling behind. Enlist their support; ideally, by inviting parents to a small, informal workshop where you can share ideas with them in a practical way, and maybe issue resources to support them if need be (see 'Parents: Partners in learning' on DCSF website). Give them something manageable which will have impact (e.g. pencil and paper methods for the four rules)

Special homework targeted at your 'hit list' children developed with parental support and involvement if possible.

Make an extra effort to target these children with all you do wherever possible:

- give time to carefully think through the physical environment and seating arrangements within your classroom
- make 'hit list' pupils your focus group that you sit with during the main activity, and teach them directly*
- focus mini-whiteboard/'lollipop questioning' on them in particular, choosing questions carefully to stretch their understanding and assess
- through focused marking, mark their work doubly, and most promptly giving good feedback**
- ensure that you make some useful comment regarding these pupils' progress in your lesson evaluation (i.e. keep them uppermost in your mind when reflecting on the success of a lesson, and feed forward into next lesson accordingly)
- ensure most of all that these children are aware of expectations (what they have to do and what they have to achieve)***; by using Curriculum Targets, explicit sharing of 'Steps to Success' (i.e. Success Criteria) and L.O., mini-plenaries etc.
- give time to think in a careful and considered way about you rewards and behaviour management systems
- use TAs or yourself to deliver quality teaching (i.e. 'Wave 2/3' well planned and delivered intervention activities)
- tailor work wherever possible to involve things that you know will engage groups of children or individuals on the 'hit list' (i.e. create a 'grab' - e.g. cars, horses, anything of interest!). Also, consider setting up a 'real life' application situation (avoid 'death by worksheet' - keep things practical wherever possible)
- look for barriers you might be able to do something about through PSHCE; e.g. physiological (e.g. hungry, thirsty, tired/sleepy etc.), safety (e.g. are they insecure - have you created an environment they feel comfortable to participate in?), sociological (are there supportive friendship groups/ a good dynamic), self-esteem (do children feel valued? - rewards/celebration)

- make a concerted effort to use good practice like 'chunking the challenge', VAK etc.
- specialist mathematics software can be used to target specific weaknesses (from question level analysis)
- do a full question level analysis just for this 'hit list' to discover where the real problems are - hard work but worth it! You might have to give them a lower level paper to do this on if gaps seem too many!
- choose appropriate resources, and keep them to hand (e.g. clock faces, number lines/squares etc.); a lot of these children still require a 'concrete' prop - try to utilise these wherever possible.
- scaffold the work through thorough modelling with this small group, prompt sheets/cards and carefully constructed 'Steps to Success' etc.
- do use the published materials available (of which there are lots!); Springboard (Wave 2) materials include:- 'Springboard 3' materials for Year 3, 'Springboard 4' materials for Year 4, 'Springboard 5' materials for Year 5, 'Springboard 6 (Booster)' materials for Year 6. These Springboard materials are available from the DCSF website (alongside Wave 2 and 3 resource library) and designed to deliver to small groups of children in half hour sessions (by teacher or TA) a couple of times a week (consider how this might be delivered and planned around other maths during the week - think creatively!). Other intervention resources available from DCSF are Year 5 Mathematics Timeline intervention resources and Year 6 Mathematics Timeline intervention resources. Wave 3 materials for mathematics include INS (Individual Numeracy Support) which needs to be delivered three times a week in 30 minute slots over 12 weeks (usually delivered in Year 1 or 2 but also can be used as required in KS2). The important thing is to mix and match any of the above materials as required.

* Make the effort to sit individually with members of this 'hit list', teaching them on a one-to-one basis sometimes for short intervals. It's amazing how over a whole year the cumulative effect of this will have a significant impact!

** It has been proved that involving struggling pupils in this sort of formative assessment has disproportionate gains. Above all, these children need prompt feedback!

***With behaviour too!

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Teaching for Learning Policy	Guidelines for Teaching	To provide clarity	Pupils & Parents	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
√		