Chase Lane Primary School and Nursery

Teaching and Learning Policy

September 2017

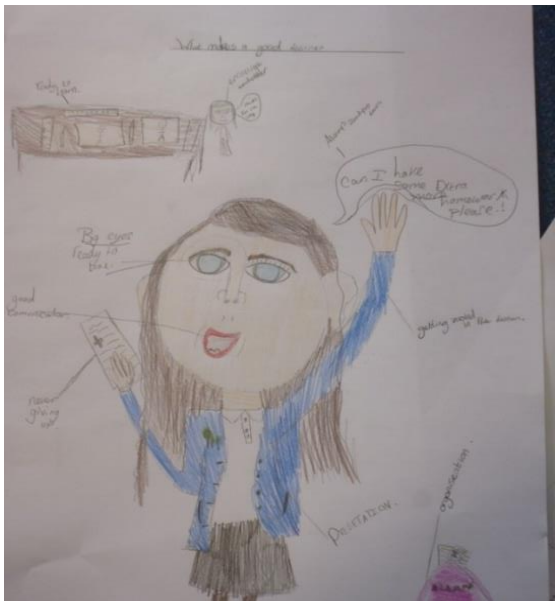
Chase Lane is a learning community where everyone works together towards shared goals developing and learning every step of the way.

We support each other so that we can be the best we can be.

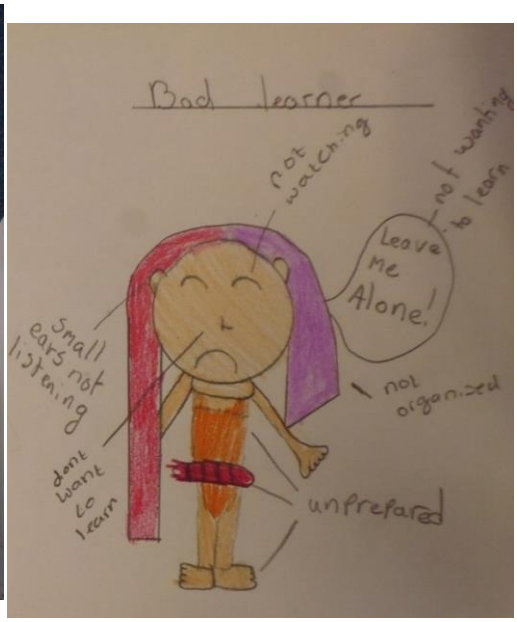
At Chase Lane a good learner . . .

- is focused
- works independently
- enjoys active, collaborative learning
- takes risks and challenges themselves
- works to develop resilience
- trusts in the support of other learners and believes in themselves
- has learnt to listen and listens to learn
- reflects on their learning and communicates this to the teacher
- acknowledges and aspires to our learning behaviours

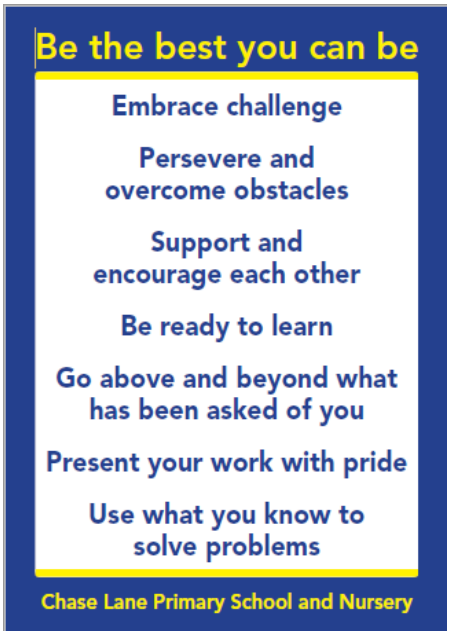
A good learner . . .



A bad learner . . . .



Our whole school code of learning behaviours encompasses everything a learner needs to do to Be the Best they Can be and make the best possible progress.



Collaborative, active learning

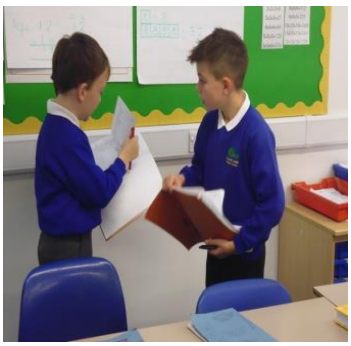
Collaborative learning is an educational approach to teaching and **learning** that involves groups of pupils working together to solve a problem, complete a task, or create a product. Collaboration enables learners to understand the importance of active listening.

Types of pair or group discussions

- **Listening Triangles:** learners work together in groups of three, a speaker, a questioner and a note-taker:
    - the speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher
    - the questioner listens carefully and asks for clarification or further detail
    - the note-taker observes this process and provides feedback to both speaker and questioner
- **Talk Partners:** Learners are paired for short discussion activities. Pairs can be selected, chosen randomly or regularly switched. It may be useful to establish ground rules and model some appropriate question types and responses.
- **Think-Pair-Share:** Learners prepare a response to a text or prepare a piece of work and then explain their ideas to a partner. After the pairs have discussed the issue, they join with another pair, share views and emerge with a group conclusion or perspective.
- **Snowballing:** Learners discuss something or investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small group then join together to make a larger group 2 > 4 > 8 > 16 > whole-class

At Chase Lane we use a range of collaborative learning strategies across the curriculum which include;

Give one get one



Hand up, pair up, share up

3 before Me – asking a friend

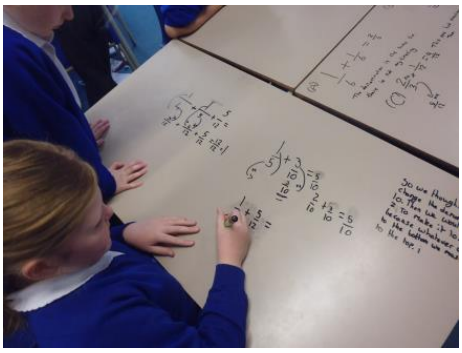
Robert – "*I like that we can use our writing journals to practise our skills when we need to… like a note book. We also use 3 Before Me (book, buddy, brain) so I find other people to ask for help instead of an adult."*

Maisy – "*We do Stand Up, Pair Up, Share Up to share our ideas with other people. We have to get up and move around and sometimes I have to give my answer to people who don't have any answers. I like doing that because I feel like I'm helping them. I also like moving about when I have jobs to do because it helps my brain to be more active"*

Robert – "*We use Give One, Get One to share some of our ideas. I like using that when I can't think of anything and I can get an answer from someone else. It's like I'm copying but they are giving me the answer."*

Paired/group work





Kira – "*We have actions for different stages of our maths. It kick starts my brain."*

Jason – "In literacy, Mr Baxter models some actions for the text we are doing and then we go off in groups and we carry on the actions. When we put actions to the text it helps me to remember it."

Oliver E – "I help other people in my table group. I don't tell them the answer but I go through the problem with them and help them to find ways to solve the problem and then they find the answer themselves."

Peer assessment

Peer assessment provides opportunities for children to take responsibility for assessing the work of their peers against set assessment criteria. Peer assessment helps pupils to develop the ability to give constructive feedback to their classmates, before applying it to their own work. By teachers standing back and allowing peers to examine each other's work, children become more comfortable listening to each other, and are able to take control of their own development – with teachers ready to step in when required to effectively guide the process.

Peer tutoring

Some of our pupils have been trained by the UFA peer tutoring leadership programme. The tutors have experienced a range of confidence boosting activities and developed skills in supporting the learning of others. As fully qualified tutors they support younger pupils regularly to develop English and Maths skills.

Independent learning

Independent learning is when an individual is able to think, act and pursue their own studies autonomously.

At Chase Lane we use strategies which aim to develop pupil's confidence to take risks, reflect on their work and be resilient towards any obstacles they face on their learning journey.

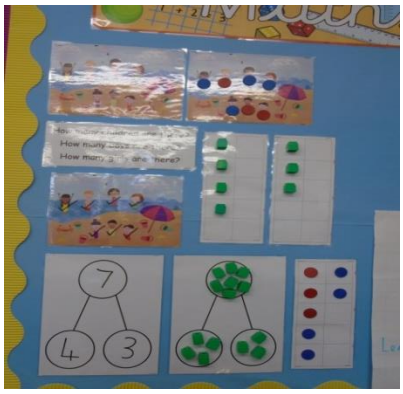
Bringing Growth Mindset into the classroom

We are continually working to develop and embed an open, growth mindset where pupil's recognise that their aptitude is not a fixed state but is constantly developing. Pupils are encouraged to challenge themselves to work outside their comfort zone, reflect on their progress and view feedback as an opportunity to improve further.

Working walls and resources

Working walls are designed by teachers and pupils across the school to support independent learning. Specific resources such as key word mats and practical tools in Singapore Maths also provide pupils with useful structures and reminders which develop greater confidence to work independently.

Literacy and Maths working walls



"The spelling is on the working wall."

Literacy learning resources


"I know how to spell jaws. I learnt it from a word mat."

Maths learning resources

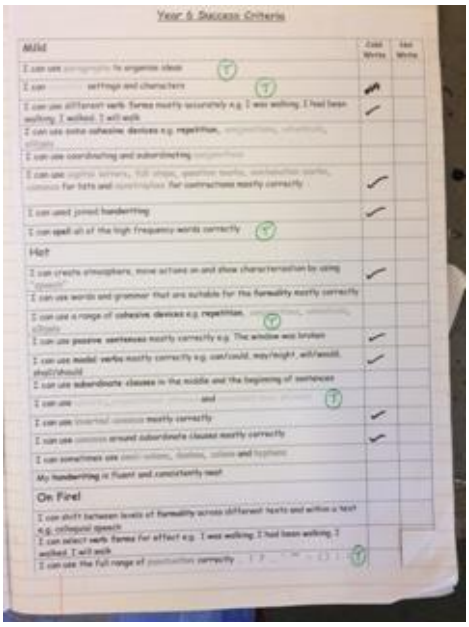

"I know how to write my numbers properly now. Sometimes I use a number line to help me."

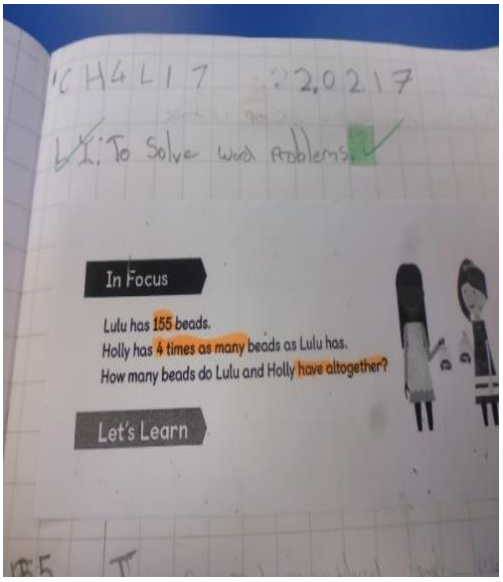
"Tens frames help us with counting."

"Number lines and tens frames are in the boxes on the tables."

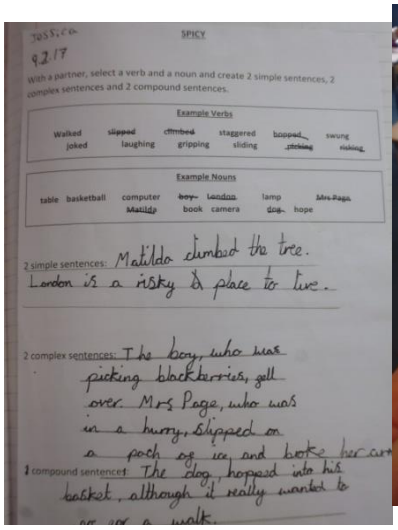
Self assessment and reflection

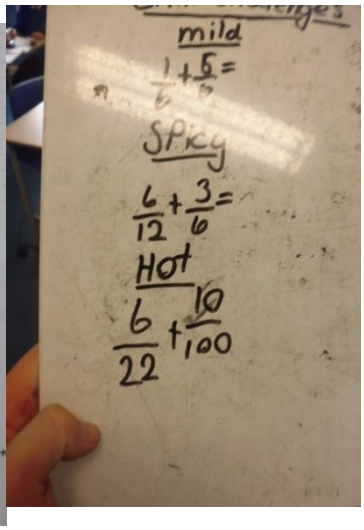
Pupils are encouraged to self assess where they are with their learning at various stages of a lesson. Being able to look at one's own work and see where and how to improve it is an essential skill that children use throughout education and into adult life. Informing children of and nurturing these skills at a young age ensures that they can have a secure handle on them as they progress through life.





Chili challenges empower pupils to select which task they think suits their level whilst offering challenge at the start of the lesson.



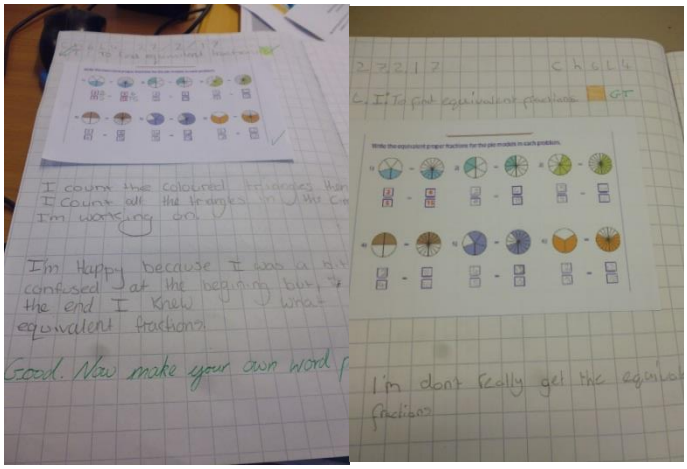


Lily H – "*If you're unsure about what you're doing then you can start on quite a mild challenge and then if, half way through, you start to understand you can move on. You don't need to finish the whole of one task if you're finding it too easy or too hard."*

Tilly – "*I like that I can challenge myself so I always want to start on a spicy or hot challenge. Sometimes the mild challenge would be the best but I don't want to say that I'm doing the mild challenge because people might think that's too easy."*

Jason – "*I like that I can push myself and practise a skill that I'm not 100% sure of. Then I can move myself on when I finish."*

During and at the end of lessons pupils are given time to reflect on their learning and respond to the teacher verbally or in written form. We are continually working to develop the pupil's ability to indicate where they feel they need to go next/practice with their learning as part of their reflection.



Freddy "If you are on green the teacher can give you a challenge and if you are on red or orange the teacher knows if you need help."

Evie "If I'm orange you can help me."

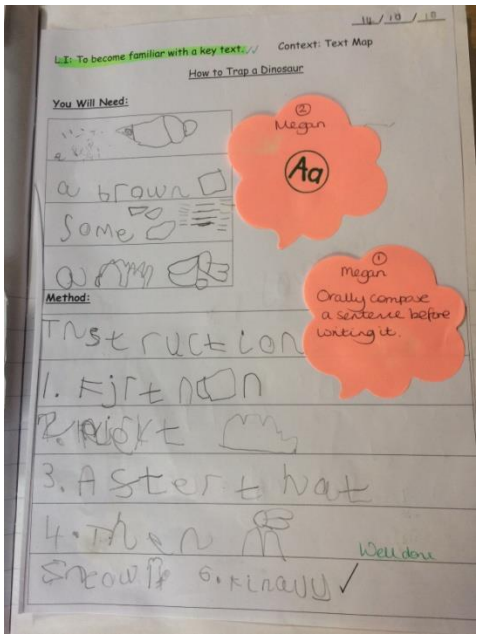
Amelia "I like to traffic light because it helps other people understand what you think so you don't have to guess."

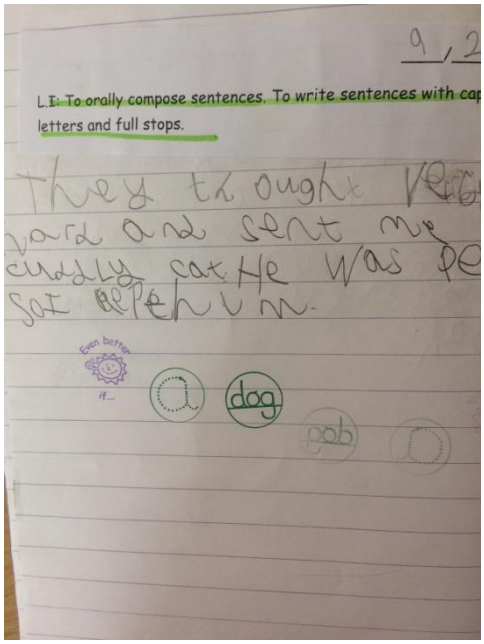
Feedback and Response to Marking

After the teacher has given the pupil feedback, time is given for the pupil to reflect and respond to this feedback. This continual dialogue of teacher – pupil response and reflection is central to developing resilience and growth as a learner thus promoting the best possible progress of each individual.

Zara "I like it because it helps you think about what you were doing."

Teacher feedback using EBI (Even Better if. .) in Year 1





Questioning and Dialogue

Learning is enhanced through the effective use of questioning.

Teachers develop understanding by:

- Using open ended questions.
- Providing wait time - pupils need time to think through their answers before responding.
- Providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you….* '
- Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups.
- Ensuring pupils fully understand the question.

Effective questioning is a key element of interactive teaching.

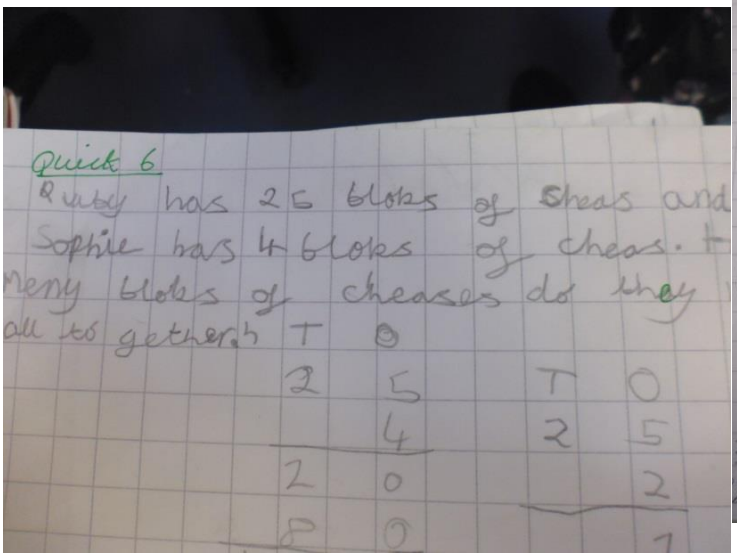
When planning questions, teachers;
• take time to frame questions in order to develop pupils' understanding;
• extend the silence after asking a question to allow pupils to think;
• discourage the practice of using 'hands up' to indicate that a pupil knows the answer and instead, expect everyone to be prepared to answer, possibly after discussion in pairs; and
• ask pupils to explain the reasons for their answers.

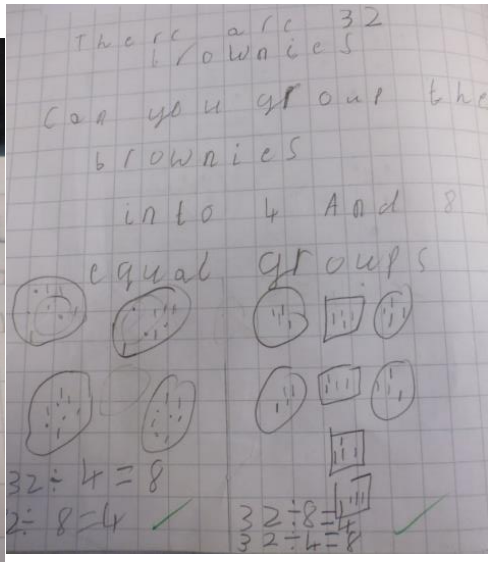
Examples of questions to provoke thinking

- Challenging and probing thinking – "What makes you think …?"
- Offering tentative suggestions – "Have you thought about …?"
- Focusing on key issues – "What have you decided is the main problem here?"
- Focusing on solutions – "What might you need to do now to find the solution?"
- Validating efforts and ideas – "What an interesting suggestion!"
- Encouraging consensus – "Have you discussed this with your peers?"
- Clarifying options – "So you've decided you could try it this way or that way …"
- Reframing statements to help pupils consider an alternative view – "On the one hand, I hear you saying … but on the other hand, you seem to …"
- Seeking other opinions – "What do you think?"
- Reflecting meaning – "It sounds as though …"

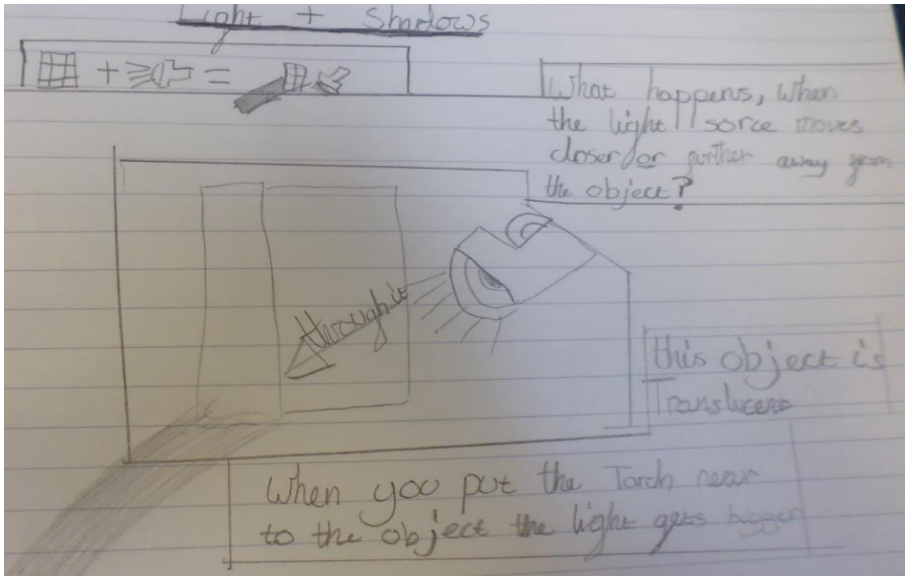
Strategies to promote effective responses
• invite other pupils to respond to something one of them has said
• allow pupils to answer one another directly;
• leave silence and allowing more time for pupils to think about an answer;
• encourage one pupil to make several responses to a question
• avoiding the habit of repeating each child's contribution.

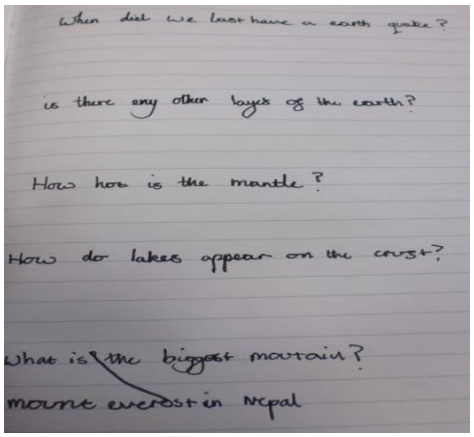
Constantly posing questions to develop thinking when solving maths problems



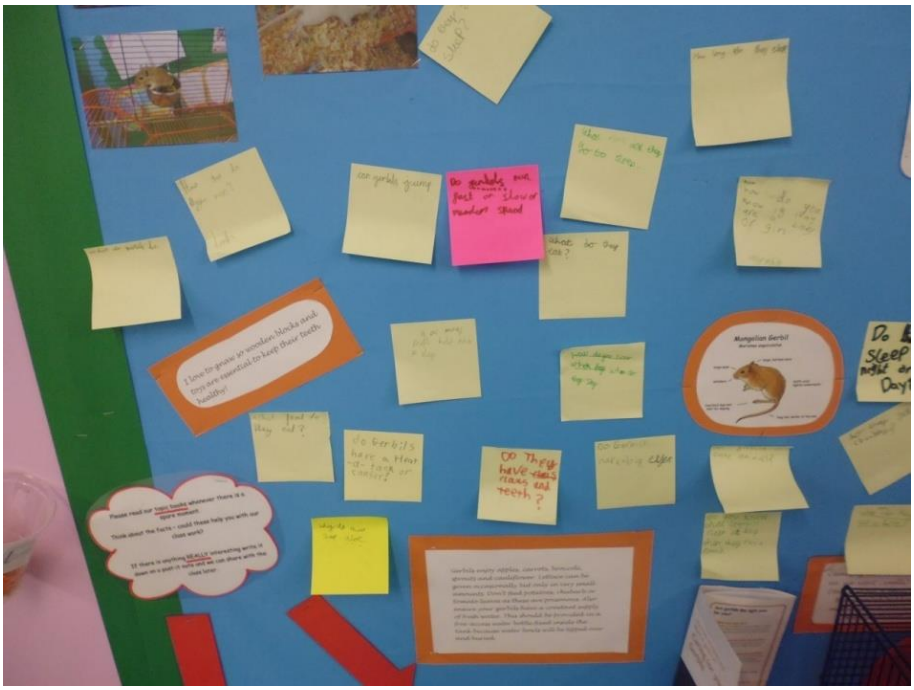


Developing and answering questions to structure scientific enquiry



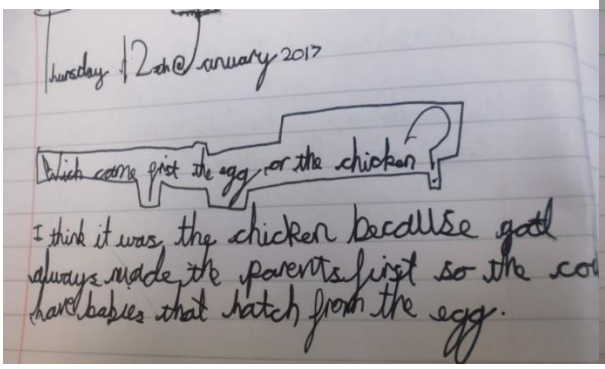


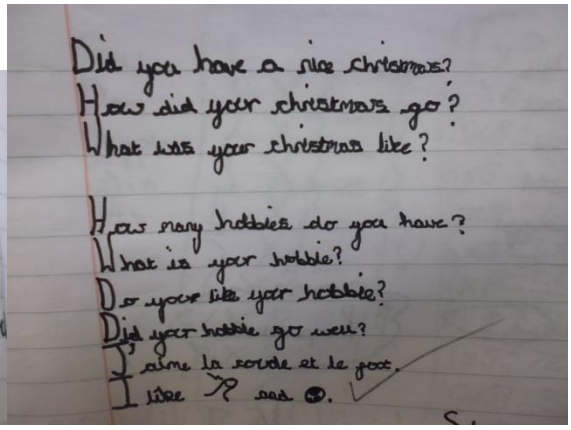
Using question walls based on our topic work or any areas of class interest.



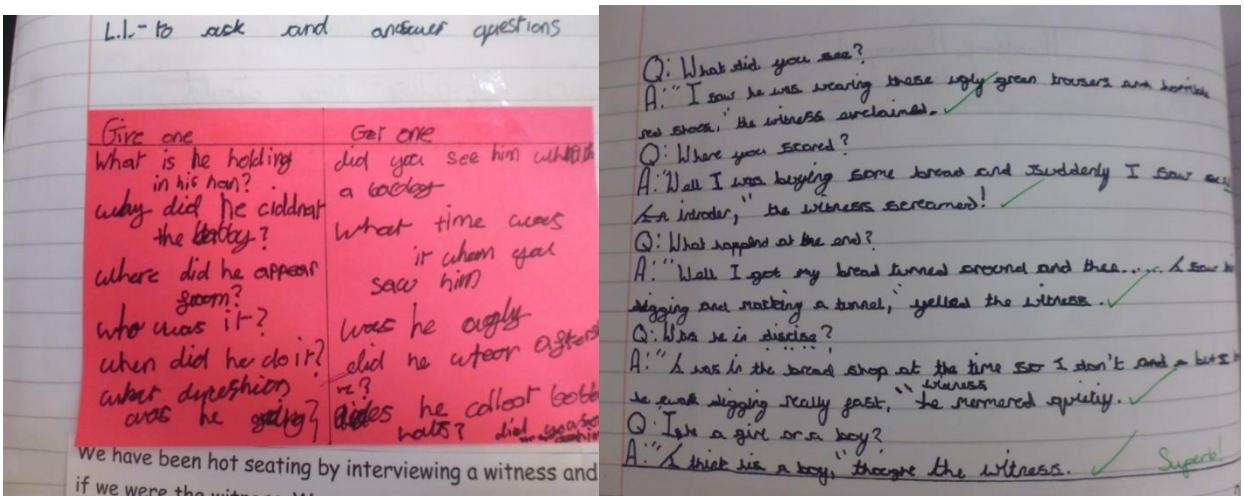
Using open ended questions

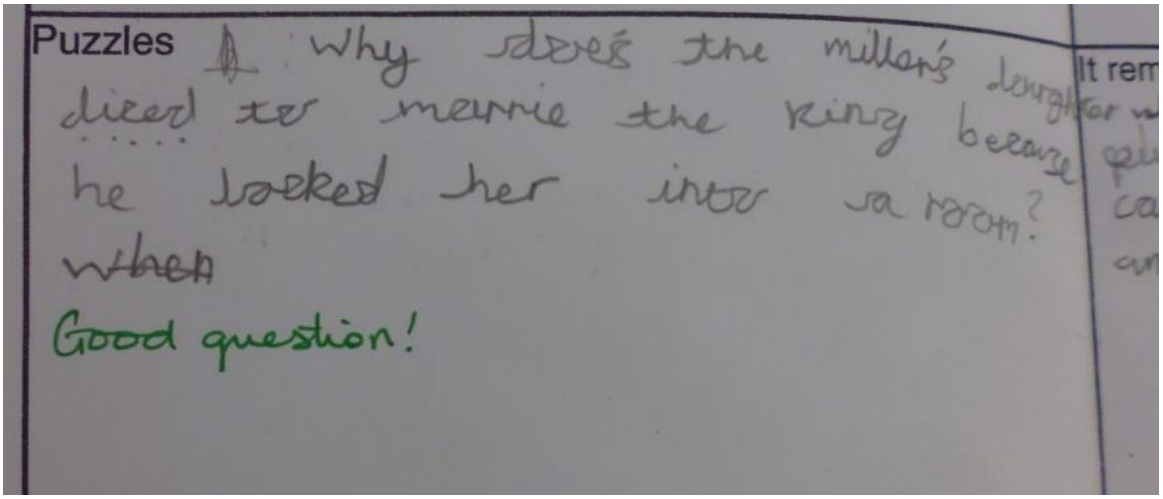
Devising questions to ask each other





Creating and answering questions in Literacy



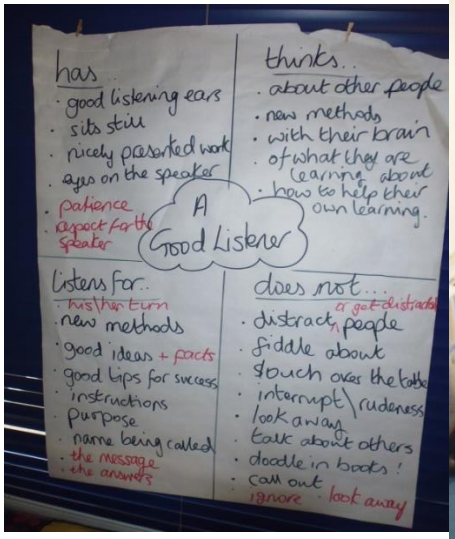


Dialogue

Effective learning takes place when pupils develop their skills of internal (thinking through) and external (sharing with others) dialogue.

At Chase Lane we believe that **talking** is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking.

Pupils identifying and practising what makes a good listener



Displaying children's work

Displaying children's work sends out several important messages:

As teachers, we value what children do.

Children have ownership of their learning space.

In our classrooms, children share their work and learn from each other.

Meaningful displays promote children's learning journeys and value the learning process. Therefore children's 'cold writes', boxed up writing plans, edited writing and final 'hot writes' could be displayed to promote the process of learning and improvement.

Downloaded resources are kept to a minimum to ensure that displays maintain their purpose, are updated regularly and value what children can do.

Presentation

The quality of children's presentation reflects the effort and expectations of their learning. It helps children to be proud of their achievements. Encouraging high quality presentation in all areas of the curriculum helps every child to achieve high standards, continuity and encourages children to think about layout and handwriting. Promoting good presentation enables each child to be proud of their work.

- Children's work should be well presented at all times.
- Children should always be encouraged to be responsible for the presentation of their own work.
- Staff should model good presentation
- All children's work must be marked using the agreed feedback policy. (green pen)
- All work requires a date and title, written neatly at the beginning of each piece of work.
- Handwriting pens will be introduced from Year 3, when the child is able to write in a fluent, joined and legible style. Only black, fibre tipped pens can be used, however coloured gel pens can be used to highlight key ideas, to edit work or for note taking. Felt tip pens should not be used in children's work books.
- Work sheets must be kept to a minimum. Work / sheets that are to be stuck into children's books should be trimmed to the size of the page and must **not** be folded.