St Angela's Primary Learning and Teaching Policy

Differentiation

Connecting and Framing the Learning

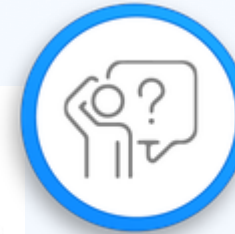Active and Collaborative Learning

Assessment

Questioning

Metacognition

Thinking Routines

Feedback

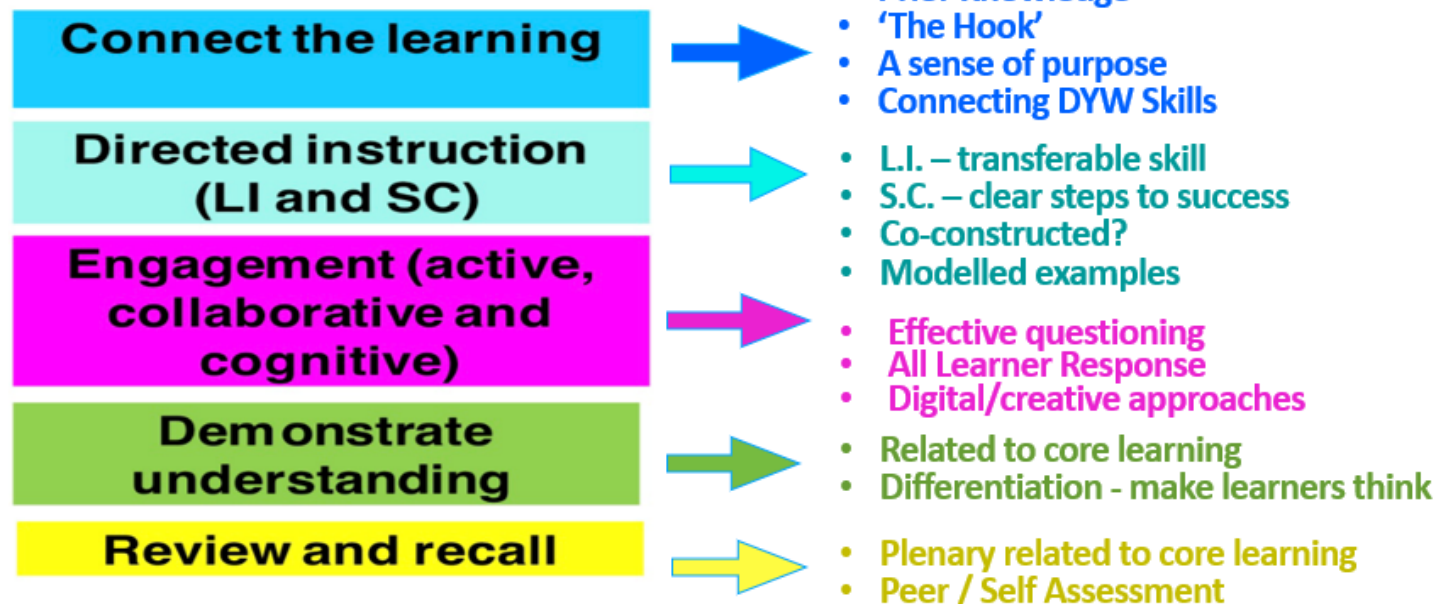Play

The Good Lesson

C E P

Collaborative Enquiry Process

Themes

Differentiation (Demonstrating Understanding) → LI and SC

Connecting & Reviewing the Learning

Active Learning

Effective Questioning

Teacher Feedback & Assessment

Self/Peer Assessment

Teacher Feedback should be completed before Self/Peer Assessment

The Good Lesson Cycle

Connect the learning
- Daily Review
- Fix it Time
- Retrieval Practice
- Prior Knowledge
- 'The Hook'
- A sense of purpose
- Connecting DYW Skills

Directed instruction (LI and SC)
- L.I. – transferable skill
- S.C. – clear steps to success
- Co-constructed?
- Modelled examples

Engagement (active, collaborative and cognitive)
- Effective questioning
- All Learner Response
- Digital/creative approaches

Demonstrate understanding
- Related to core learning
- Differentiation - make learners think

Review and recall
- Plenary related to core learning
- Peer / Self Assessment

Connecting and Framing the Learning

Connecting the Learning:

Prior knowledge is one of the most crucial factors influencing a learner's ability to learn.
When learners are introduced to new knowledge and skills, they try to make sense of them by relating back to what they already know. Connecting the learning is supporting learners to recall previous learning on which they can then build the new knowledge and skills they are about to learn.

Connecting the Learning in a St Angela's classroom looks like...

- We actively involve learners in establishing their prior knowledge and identifying what they would like to learn about -KWL
- We help learners to see the relevance of what they are learning and how it connects to other subjects/ Skills for learning, life and work (DYW)
- We use stimulating and interesting contexts that make learners curious and interested.
- We help learners to make links in learning to the 4 Capacities.
- We use a range of strategies including digital to recap on previous learning eg. Daily Review, Fix it Time, Retrieval Practice, Prior Knowledge, 'The Hook', A sense of Purpose, Thinking Routines.

Framing the Learning:

**Framing the learning is ensuring that a learner understand what it is they are about to learn and what they must do to successfully overtake that learning.
These are referred to as the Learning Intentions(LI) and Success Criteria (SC).
When learners understand what they are learning (LI) and what they must do to be successful in that learning (SC) then their learning is much more effective.**

Learning Intentions

What are the key features of an effective Learning Intention?

- Drawn directly from the Es and Os, reflecting the standards within these
- Focused on what the learners should know, understand or be able to do
- Include transferrable knowledge and skill, not the context for learning
- Use clear language that the learners can understand, including HOTS language
- Shared with learners and referred to throughout the learning experience
- Linked with planned assessment activities

Success Criteria

What are the key features of an effective Success Criteria?

- **Linked to Learning Intentions**
- **Use of benchmarks**
- **They are co-constructed by the teacher and/ or the pupil and describe what success looks like**
- **Clear steps or processes towards achieving the Learning Intention (not a 'number' list of targets)**
- **Focus on key elements or steps of the process, not the product**
- **Should be differentiated to meet the needs of learners and not be self limiting**
- **Written in language that the learners can understand**
- **Should be used to stop and review learning and progress towards learning throughout the lesson**
- **They help the teacher and student to make judgements about the quality of student learning.**

Framing the Learning in a St Angela's classroom looks like...

- We display the LI and SC for all lessons.
- We share the LI the start, during and end of lesson.
- LI are taken directly from the E's and O's - and focus on the Outcome and skill being learned.
- LI are written in pupil friendly language (including pictorial representation).
- SC indicates what learners have to do to be successful in their learning.
- SC is linked to LI and is taken from the Benchmark.
- SC is written in pupil friendly language (including pictorial representation).
- SC is differentiated.
- SC is co-constructed where appropriate.
- SC is referred to throughout the lesson.
- SC is used to give learners a choice in how they are assessed.
- SC is used to give feedback.
- SC is used to reflect upon during peer and self assessment .

Reviewing the Learning in a St Angela's classroom looks like...

- We draw learning together in a short plenary at the end of the lesson
- We recap the main ideas/key knowledge from lessons
- We get learners to evaluate their performance against LI /SC
- We get children to identify individual/class next steps
- We use a range of strategies (including digital) to allow learners to reflect on the LI/SC
- We use plenaries to connect learning to skills for learning, life and work? (DYW)
- We use plenaries to connect learning to the four capacities

Active and Collaborative Learning

What is Active Learning?

- Children are active if they are engaged in their learning, e.g. thinking, imagining, discussing, evaluating.
- Active learning gives learners more autonomy, motivating them to be more engaged in their learning.
- Children learn best by doing, thinking, and exploring.
- Being active in their learning requires children to 'make their own meaning'.
- Active learning ensures children are more active and challenged in their learning.
- Active learning includes spontaneous play, planned and purposeful play, investigating and exploring, events and life experiences and focused learning and teaching.

What is Collaborative Learning?

- Collaborative Learning means working together with others.
- Learners carrying out projects in small groups, sharing tasks and responsibilities and being ready and willing to learn from / and with others as well as on their own
- Collaborative Learning works best in a positive classroom climate with trusting relationships supports learners to work collaboratively with their peers.
- Collaborative Learning supports the development of positive interdependence skills.
- During Collaborative Learning tasks learners have individual accountability for evaluating the effectiveness of their own contribution to group task.
- Collaborative Learning provides opportunities for learners to be open to the way others think and learn, and to pick up the values and habits of others which may influence their own learning approaches.

Active and Collaborative Learning in a St Angela's classroom looks like...

- Our relationships with learners, support and develop a positive classroom ethos
- Our classroom environments support collaborative and active learning E.g. table groupings, flexible seating, resources, published resources
- We use a variety of digital platforms effectively to support and enhance active and collaborative learning
- We model and teach specific active and collaborative skills
- Our explanations and directions are clear
- We do not talk for too long at start of lessons
- Children get actively involved at an early stage of the lessons
- We take account of learning styles and vary classroom activities
- Classroom activities suit the age group
- Our tasks are differentiated to meet the needs of learners
- We make good use of other adults to support children's learning
- We do not step in too soon and let children think for themselves
- We make good judgments about when and how to intervene with individuals or group
- Learners work collaboratively in pairs or small groups
- Learners take on team roles when working together
- When we recognise levels of concentration are flagging we switch tasks or use 'brain breaks' to refresh learners and keep them engaged
- Children do not spend time over-practising skills they have already overtaken

Differentiation

What is Differentiation?

Differentiated learning is not a single approach but includes several elements. Differentiated learning involves adapting teaching, learning and assessment to meet individual learners' needs.

By differentiating learning, teachers develop multiple starting points and pathways which are tailored to learners' individual and group learning needs.

Differentiation in its simplest terms is about using different approaches with learners so that they can all make maximum progress in their learning and reach their potential.

In St Angela's we differentiate our lessons to meet the needs of all learners incorporating 4 elements...

CONTENT - What has to be learned

PROCESS - How pupils learn

PRODUCT - How pupils demonstrate their learning

ENVIRONMENT - Where and with whom learners learn

Differentiation in a St Angela's classroom looks like...

Content

Concrete Materials

Differentiated SC

Open-ended tasks

Effective questioning

Teaching a range of strategies

Complexity of texts

Process

Peer support

Flexible groupings

Modelling examples

Scaffolding – using digital tools

Collaborative working

Embedding strategies

Formative assessment

Product

Final product presented to suit learners' needs

Differentiating S.C. - varying end product

BCA

Voice Recordings/ videos

HOTS used to support/ challenge

Approved apps

Create images

Challenge tasks/ extension

Environment

Literacy/Numeracy rich environment
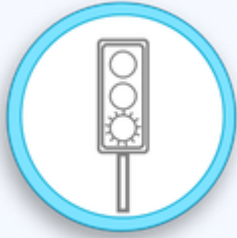
Playful Pedagogy

BCA

Classroom organisation

Support materials accessible

Resources available and labelled

Routines established

Classroom culture/ ethos of achievement

Assessment

- **Assessment is the means by which practitioners gather evidence to support their own professional judgement of a learner's progress within and across levels.**
- **Assessment in the BGE (Early – Fourth Level) should include a range of approaches: ongoing, periodic, standardised and holistic.**
- **All assessment in the BGE should be used to identify strengths and areas of development for a learner. The areas of development should then inform planning for next steps.**
- **Assessment should be integral to the planning process and planned at the same time as learning & teaching.**

Assessment in a St Angela's classroom looks like...

- We have a robust whole school Assessment calendar.
- We plan for a range of assessments at the same time as planning for learning and teaching

Ongoing Assessment
- Take place on a day-to-day basis as part of learning and teaching
- Are planned using Say Write Make Do
- SC is used as Assessment
- A wide range of evidence generated from SC daily

Periodic
- The learner should draw on a range of learning that has taken place over anextended period of time eg. End of Unit ,Spelling / Mental Maths, GMWP / Emotional & Social

Standardised
- These externally produced assessments to be used as a diagnostic test and set nationally eg Puma, PIRRA, SNSA

High quality –holistic
- Holistic assessments assess knowledge and or skills that have been acquired over an extended period of time
- Cover a number of Experiences and Outcomes from across different organisers
- Evidences breadth, challenge and application of learning

- We use a range of assessment data to identify gaps in learning and then use this information to plan next steps for whole class, group and individual learners?

Questioning

What is Effective Questioning?

- Questioning is at the heart of an effective, inclusive and equitable learning environment. A good questioning climate is one that activates understanding and thinking, focusing on the development of learning.
- Effective questioning is part of an appropriate learning culture, encouraging children to take control of their learning and become life-long learners. For children to take responsibility for their learning, we must focus on why and how questioning is used to support learners' progress.
- Asking effective questions is essential when formatively assessing children's learning. There are two good reasons to ask a question. One is to collect evidence that helps make decisions about what to do next. The other is to cause learners to think.

Questioning in a St Angela's classroom looks like...

- We use no-hands up/ randomisers to ensure all pupil response
- Our questioning allows children time to think about their answers
- We use a variety of questions - open/ closed / hinge
- Our questioning probes thinking questions
- We use a variety of approaches to let young people demonstrate their understanding and do not rely solely on written responses
- Our questioning encourages discussion with children about their thinking
- We teach thinking routines that allow children to make their thinking visible
- Children are encouraged to think for themselves, ask questions and express views

Feedback

What is Effective Feedback?

- Feedback is information given to a learner about their performance relative to the success criteria. It should aim towards (and be capable of producing) improvement in children and young people's learning.
- Feedback redirects or refocuses the learners' actions to achieve their learning and experience success, by aligning effort and activity with an outcome. It should clearly direct the learner to identifying their next steps.
- Feedback is a two-way process and research shows pupil to teacher feedback is highly effective in improving teaching and learning.
- A classroom culture which values the importance of feedback is essential in ensuring feedback is utilised effectively and mistakes are viewed as a valuable opportunity to learn and progress.

Feedback in a St Angela's classroom looks like...

- We provide opportunities for children to present their learning to others
- Children explain their learning to each other and/or the teacher
- Children know how to improve their work
- We give oral feedback to learners during lessons
- We try to correct work with children as part of the lesson
- Mistakes are viewed as valuable opportunity to learn and progress
- Time is given for learners to review their learning
- The language of feedback is taught explicitly and modelled
- The language used links directly to the LI and SC of lessons
- Learners have opportunities to engage with various forms of feedback
- Learners can confidently identify and discuss their successes and next steps to making further progress

Metacognition

What is Metacognition?

- Metacognition is the overarching term encompassing other common terms such as "self-regulated learning" thinking skills" and "learning to learn."
- Metacognition develops higher order thinking when learners have active control over their cognitive processes and plan, monitor, evaluate and make changes to their learning behaviours.
- Metacognition supports self-efficacy and allows learners to belief they can achieve their goals through knowing themselves as learners.

Metacognition in a St Angela's classroom looks like...

- **Create a learning environment that supports the culture and development of metacognitive skills**
- **Encourage discussion of strategies in class to help learners understand when to use certain strategies, how they impact on their learning, and why the strategies work**
- **Encourage Learners to reflect on the emotional and behavioural aspects of learning.**
- **Learners use a range of Higher Order Thinking skills**

Higher Order Thinking Skills Activities

- **Active Listening**
- **Points Make Prizes**
- **Spot the deliberate mistake**
- **Reduce and Remember**
- **Graffiti Board**

Thinking Routines

What are Thinking Routines?

A thinking routine is a set of questions, or a brief sequence of steps used to scaffold and support learners' thinking.

Why use Thinking Routines?

Thinking Routines promote a culture of thinking and develop a learner's thinking disposition. They deepen a learner's understanding of their learning and give them ownership of learning. They are differentiated to ensure appropriate pace and challenge.

Thinking Routines help to reveal a learner's thinking to the practitioner and help learners to organise their thinking. These skills are then transferable to other contexts.

Thinking Routines in a St Angela's classroom looks like...

We teach thinking routines that allow children to make their thinking visible

Routines to promote thinking skills

Introducing and exploring ideas
- Compass Points
- See Think Wonder
- Think, Puzzle, Explore
- The Explanation Game
- Chalk Talk

Creating and organising ideas
- I used to think... now I think
- The 4 Cs
- Headlines

Digging deeper into ideas
- Circle of Viewpoints
- Tug - of – War
- What makes you say that?

Play

Playful Pedagogy is a way of integrating children's play experiences with curricular learning, giving pupils the flexibility to find their own solutions to both new and existing problems. It engages children in personally meaningful activities, learning about themselves and others, and encourages autonomy and their independenmotivation-to-learn.

Play in a St Angela's classroom looks like...

- **Play based learning in P1 - two learning zones - Literacy and Creativity and Numeracy and STEM**
- **Our learners have group time/ teacher table (direct teaching)/ Must do tasks (teacher led) and Free Play in each Zone.**
- **Hybrid model in P2**
- **Active learning P3-P7**

Rationale

What does play look like at St. Angela's?

Rights

Play Values

Our vision of Play at St. Angela's

Professional Documents that inform our values