



# St. Luke's CEVA Primary School

## Teaching & Learning Policy 2019



### Aims

At St Luke's, the curriculum is designed to give pupils opportunities to learn that go beyond the subjects and outcomes in the National Curriculum. We aspire to meet the holistic needs of every child, seeking to impart wisdom through purposeful, well sequenced activities which develop attitudes, skills, and knowledge. Pupil's learn in role using the Mantle of the Expert to make purposeful links with their learning today to support them in their future tomorrow. Each of these strands are rooted in our Core Christian Values.

Both this T&L policy and the Behaviour policy acknowledge the development of individual skills for the children to be able to work and learn collaboratively. Ofsted guidelines also place an emphasis on children's learning rather than teachers teaching: advocating that **'Raising the voice of the child'** should be central to the growth of individuals and encompass the active involvement of children in decision making in classrooms and the wider school.

**This is a summary of our understanding and our commitments.**

### **Key skills the adult contributes towards outstanding T&L**

- 5 Core Christian Values
- High expectations for all/challenge
- Interested in & knows their pupils – Shows care/empathy
- Passion for learning
- Inspires, engages & encourages
- Respect – equal, consistent approach towards the children
- Listening
- Questioning – allow children time to think – count to 10!
- Caters for range of learning styles & models what 'you' want to see
- Uses shared talk
- Planning that allows flexibility/ Progress that is achievable
- Seeking help when they themselves are unsure how to present something
- Assess during lesson – respond to what the children are giving you
- Good communication/facilitation
- Inclusive & relevant
- Purposeful opportunities
- Growth Mindset/resilient learners

## **How can planning help create outstanding T&L?**

- Aim high – challenge for all
- Adults used effectively
- Questioning & Key technical vocab. given prominence
- Responsive teaching - anticipating misconceptions
- Use of prompts – scaffolds/support/ Resources thought through
- Personalised learning – know your children especially your vulnerables
- Creative, active, fun
- Considers different styles of learning Visual, auditory, kinaesthetic (VAK)
- Includes purposeful, real life skills
- Mastery
- VAKS approach

## **How does the environment help create outstanding T&L**

- Stimulating without overloading (see Elizabeth Jarmen's work)
- Working walls reflect the children's thinking and learning
- Learning journeys displayed
- Updated regularly
- Values & celebrates all
- Supports & drives learning - interactive
- Thought provoking and interactive
- Purposeful and relevant
- All subjects are evidenced.
- Displays celebrate pupil's work.

## **The Child's role - Personal Learning Behaviours**

**We believe:**

- **Children learn best when they have ownership of their learning.**
- **Children need to be able to develop the skills of working collaboratively.**
- **Some children need additional support and personalised lessons to master these skills**

What would we like to see pupils doing?	What skills will pupils need?
<ul style="list-style-type: none"> <li>· Making progress</li> <li>· Explain and justify their ideas clearly</li> <li>· Resolving problems/ moving on</li> <li>· Compromising</li> <li>· Working together</li> <li>· Sharing equipment and roles</li> <li>· Inviting others in to their ideas</li> <li>· Accepting a challenge with a growth mindset</li> <li>· Caring/helping/supporting</li> <li>· Showing patience with each other</li> <li>· Accepting difference and different ideas</li> </ul>	<ul style="list-style-type: none"> <li>· Talking and listening</li> <li>· Problem solving</li> <li>· Reflecting and evaluating</li> <li>· Being tolerant/approachable</li> <li>· Building self-esteem/challenging themselves</li> <li>· Risk taking &amp; making choices</li> <li>· Confident but not dominating</li> <li>· Resilient</li> <li>· Demonstrating positive learning behaviours.</li> </ul>

For suggestions to build these skills see Behaviour Policy

**This policy, the appendices and the accompanying T&L poster will be referred to during Deep Dives and follow up coaching sessions to drive improvement.**

# Appendix 1

## Questioning – different levels low to high

### **Blooms Level I: Knowledge**

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

#### **Questions:**

- What is...? Can you select? Where is...? When did \_\_\_\_ happen?
- Who were the main...? Which one...? Why did...? How would you describe...?
- When did...? Can you recall...? Who was...? How would you explain...?
- How did \_\_\_\_ happen...? Can you list the three..? How is...?
- How would you show...?

### **Blooms Level II: Comprehension**

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

#### **Questions:**

- How would you classify the type of...? How would you compare...? contrast...?
- Will you state or interpret in your own words...?
- How would you rephrase the meaning?
- What facts or ideas show...? What is the main idea of .....
- Which statements support...? Which is the best answer...?
- What can you say about ...? How would you summarize... ?
- Can you explain what is happening...? What is meant by...?

### **Blooms Level III: Application**

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

#### **Questions:**

- How would you use...? How would you solve \_\_\_\_ using what you've learned...?
- What examples can you find to...? How would you show your understanding of...?
- How would you organize \_\_\_\_\_ to show...?
- How would you apply what you learned to develop...?
- What approach would you use to...? What other way would you plan to...?
- What would result if...? Can you make use of the facts to...?
- What elements would you use to change...? What facts would you select to show...?

### **Blooms Level IV: Analysis**

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

#### **Questions:**

- What are the parts or features of ...? How is \_\_\_\_\_ related to ...?
- Why do you think ...? What is the theme ...? What motive is there ...?
- Can you list the parts ...? What inference can you make ...?
- What conclusions can you draw ...? How would you classify ...?
- How would you categorize ...? Can you identify the different parts ...?
- What evidence can you find ...? What is the relationship between ...?
- Can you make a distinction between ...? What is the function of ...?
- What ideas justify ...?

### **Blooms Level V: Synthesis**

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Questions:**

- What changes would you make to solve...? How would you improve...?
- What would happen if...? Can you elaborate on the reason...?
- Can you propose an alternative...? Can you invent...?
- How would you adapt \_\_\_\_\_ to create a different...?
- How could you change (modify) the plot (plan)...? What facts can you compile...?
- What way would you design...? What could be combined to improve (change)...?
- Suppose you could \_\_\_\_\_ what would you do...? How would you test...?
- Can you formulate a theory for...? Can you predict the outcome if...?
- How would you estimate the results for...? What could be done to minimize?
- Can you construct a model that would change...? How is \_\_\_\_\_ related to...?
- Can you think for an original way for the...? What are the parts or features of...?
- Why do you think...? What is the theme...? What motive is there...?
- Can you list the parts...? What inference can you make...? ...? What ideas justify...?
- What conclusions can you draw...? How would you classify...?
- How would you categorize...? Can you identify the different parts...?
- What evidence can you find...? What is the relationship between...?
- Can you make the distinction between...? What is the function of...?

**Blooms Level VI: Evaluation**

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

**Questions:**

- Do you agree with the actions/outcome...? What is your opinion of...?
- How would you prove/ disprove...? Can you assess the value or importance of...?
- Would it be better if...? Why did they (the character) choose...?
- What would you recommend...? How would you rate the...?
- How would you evaluate...? How would you compare the ideas...? the people...?
- How could you determine...? What choice would you have made...?
- What would you select...? How would you prioritize...? How would you justify...?
- What judgment would you make about...? Why was it better that...?
- How would you prioritize the facts...? What would you cite to defend the actions...?
- What data was used to make the conclusion...? Based on what you know, how would you explain...?

**Linked Policies:****Feedback & Marking****Inclusion****Behaviour Policy**

Reviewed Sept 2019

Next Review Sept 2021