Burscough Priory Science College

TEACHING & LEARNING POLICY

Rationale

- Learning is life-long.
- Learning is developmental. Different children's knowledge, understanding and skills will develop at different speeds and in different ways.
- Intelligence is understood as 'the capacity to act (in certain ways)'. It is not a fixed attribute.
- Our knowledge and understanding is constantly growing and changing.
- Social, emotional, physical and spiritual learning –as well as academic and intellectual – are all important.

The ideal Learning community at BPSC

- Children are encouraged to thoughtfully question their own and other's viewpoints.
- 'Making mistakes' is viewed as a learning process.
- Independent learning and action are encouraged and expected.
- A range of teaching approaches will be used.
- Children are supported to always take pride in both the process and outcome of their work and encouraged to share it with others.
- Learning is viewed as an exciting challenge to be explored.

Marking and feedback for learning

Purpose

Students act on feedback and make progress over time, it informs future planning and teaching.

To provide incisive information for pupils to be able to progress quickly.

To provide information for the pupils to know how to close the gap in their learning.

To assess where pupils current progress is and what they need to do to progress further

How it is done:

1.Teachers must have a secure overview of the starting points, progress and context of all students.

2.Marking must be primarily formative

3.Marking and feedback must be regular - different depending on frequency of lessons.

4.The marking policy must be used.

Planning for learning

Purpose

To enable high quality learning that meets the needs of all students. To ensure that all lessons are providing opportunities for pupils to be challenged.

To provide lessons with content that is relevant for their current learning journey that builds on prior knowledge.

How it is done:

1. Be clear and precise about the knowledge/skills you want students to learn, not what tasks you want them to complete.
2. There must be evidence of long-term planning, in schemes of work, and short-term planning in the planner.
3. Differentiation should be planned over time to ensure an approach which meets the needs of all students and groups and maximises the use of any additional adult(s) in the room.
4. Every class must have a seating plan that accounts for their profile including the various groups (e.g. gender, ethnicity, SEN, PP).
5. All lessons must get off to a prompt start, with students purposeful from the beginning.
6. Consider timings to ensure appropriate pace for the intended learning.

Teaching for highly effective learning.

Purpose

To enable pupils to learn and progress to exceed their expectations

How it is done

1. Lessons need to be adaptable
2. Ensure that learning has stuck, through checking that is incisive and systematic.
3. We are all teachers of literacy. The quality of both students' and teacher's language, such as in instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
4. All students must be working harder than the teacher, over time.
5. Teachers must be explicit about learning outcomes and key words.
6. Demonstrate the values of the school. Including the vision of all to have a Growth Mindset and Challenge for all.

Highly effective Learning.

Purpose

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

How it is done

1. Teachers are learners, research and trial different pedagogies.
2. Pupils can learn independently of the teacher.
3. Collaborative learning takes place– with teacher, other students, home
4. Pupils challenge their own learning, in lessons and at home.
5. Create curiosity
6. Insire to Aspire

Appendices

Lesson plan examples

Questioning

Blooms

Lesson expectations

Marking policy linked

Homework policy linked

GMindset diagram

Questioning

Comprehension (Understanding): to convert information into a form that is p**ersonally meaningful**, i.e., that *makes sense* to the *individual* who is learning it.

Representative Questions:

- How would you put ____ into your own words? (Paraphrasing)

- What would be an example of _____? (Illustrating)

- How would you translate ____ into visual form? (Concept-Mapping)

2. **Application**: to apply *abstract* or *theoretical* principles to **concrete**, **practical** situations.

Representative Questions:

- How can you make use of ____?

- How could ____ be put into practice?

- How would ____ be converted into an action plan?

3. **Analysis**: to **break down** or **dissect** information into its component *parts* in order to detect the relationship among the parts, or the relationship between the parts and the whole. (For example, identifying the underlying causes or sources of disagreement during a class discussion.)

Representative Questions:

- What are the most important/significant ideas or elements of ____? (Prioritization)

- What assumptions/biases underlie or are hidden within ____? (Deconstruction)

- What parts of _____ would be similar to/different than _____? (Comparison-and-Contrast)

4. **Synthesis**: to **build up** or **connect** separate pieces of information to form a larger, more coherent pattern. (Examples: Connecting related ideas discussed in separate sections or units of a course into a single, unified product, such as a concept map. Integrating ethical concepts learned in a course and philosophy with marketing concepts learned in a business course to produce a set of ethical guidelines for business marketing and advertising practices.)

Representative Questions:

- How can this idea be combined with _____ to create a more compete or comprehensive understanding of ____? (Integration)

- How could these different ideas be grouped together into a more general category? (classification)

- How could these separate ____ be reorganized or rearranged to produce a more comprehensive understanding of the “big picture?”

5. **Evaluation**: to *critically* **judge** the validity (truth), morality (ethics), or aesthetic (artistic) value of ideas, data, or products by using relevant assessment criteria (standards for judging quality).

Representative Questions:

- How would you judge the accuracy or validity of _____?

- How would you evaluate the ethical (moral) implications or consequences of _____?

- How would you rate the aesthetic quality (beauty) of ____?

6. **Deduction**: to draw conclusions about **particular instances** that are logically consistent with, or derive from general principles and premises.

Representative Questions:

- What specific conclusions can be drawn from this general ____?

- If this general ____ were true, then it would logically follow that ____

- What particular actions or practices would be consistent with this general ____?

7. **Induction**: to infer (derive or draw out) well-reasoned **generalizations** or **principles** from individual instances or specific examples. (For example, identifying recurrent themes or categories that emerge during a class discussion.)

Representative Questions:

- What are the broader implications of ____?

- What patterns or themes emerge from ____?

- What can be extrapolated or extended from this particular ____ that may have more general or universal value?

8. **Adduction**: to make a *case* **for** an argument or position by accumulating *supporting evidence* in the form of logical arguments (*rational* thinking) or research evidence (*empirical* reasoning).

Representative Questions:

- What proof exists for ____?

- What are logical arguments for _____?

- What research evidence supports _____?

9. **Refutation**: to make a *case* **against** an argument or position by accumulating contradictory evidence in the form of logical arguments (*rational* thinking) or research findings (*empirical* reasoning).

Representative Questions:

- What proof exists that ____ is false?

- What are logical arguments against _____?

- What research evidence contradicts ____?

10. **Balanced Thinking**: to carefully consider arguments/evidence **for** and **against** a particular position or viewpoint.

Representative Questions:

- What are the strengths/advantages and weaknesses/disadvantages of ____?

- What evidence supports and contradicts ____?

- What are arguments for and counterarguments against ____?

11. **Multiple Perspective-Taking**: to view an issue from a variety of **viewpoints**, **standpoints**, or **positions** in order to gain a more *comprehensive* and *holistic* understanding.

Representative Questions:

- How would people from different ethnic or racial groups view this ____?

- How would people from different socioeconomic backgrounds be affected by ____?

- How would people who differ in age or gender react to ____?

12. **Causal Reasoning**: to identify **cause-effect** relationships between different ideas or actions.

Representative Questions:

- How would you explain why _____ occurred?

- What is responsible for ____?

- How would ____ affect or influence ____?

13. **Ethical Reasoning**: to identify what is **morally right/ wrong** or **good/bad** about particular ideas, attitudes, or practices.

Representative Questions:

- What does ____say about a person's values?

- What are the moral implications of ____?

- Are the expressed or professed convictions of ____ consistent with actual commitments and observable actions?

14. **Creative Thinking**: to generate **imaginative** ideas, **unique** perspectives, **innovative** strategies, or **novel (alternative)** approaches to traditional practices. Note: Although critical and creative thinking have often been seen as separate cognitive skills, the latter is included in this typology, because it does involve thought processes that are deeper or higher than memorisation.

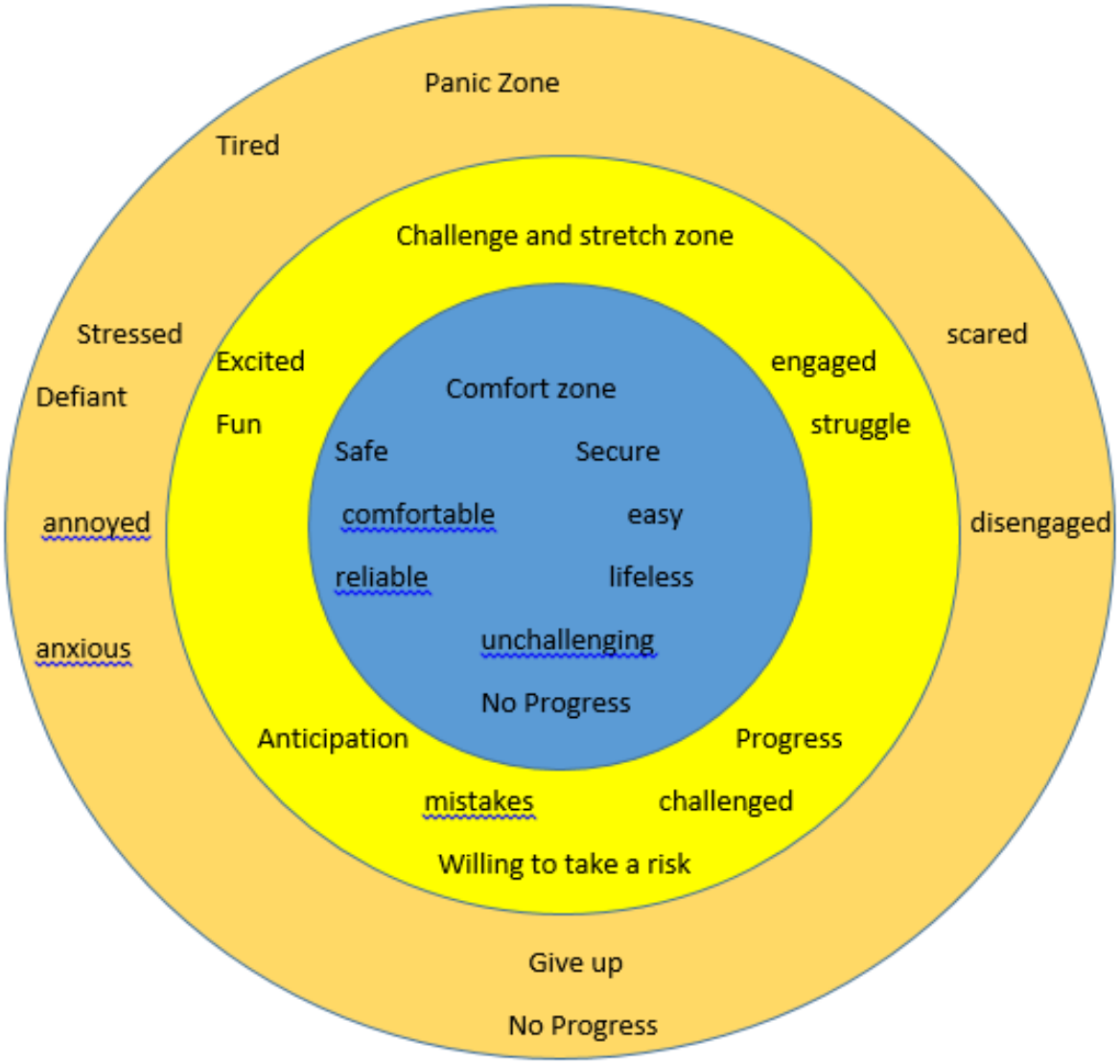
Representative Questions:

- What might be a metaphor or analogy for ____?

- What could be invented to ____?

- What might happen if ____? (hypothetical reasoning).

Challenge Zone



Burscough Priory's Expectation for Teaching and Learning

Before the lesson
a. Planning for challenge learning (not activity). b. Top down differentiation. c. Feedback for learning as routine
At the start of the lesson
d. The teacher meets and greets students at the door. e. An immediate activity **on entry** through the door as a starter is used to engage learners. f. Seating arrangements are planned to take into account student **level of learning/ability**.
During the lesson
g. Attendance register – first 15 minutes h. A range of AfL strategies are embedded in day to day practice to drive and measure learning. i. A full range of learning strategies and methodologies are used with impact. j. Students are expected to complete the vast majority of their time learning independent of the teacher. k. Students are aware of their target level or grade, their current level of performance and how they will bridge the gap or move beyond their target. l. Appropriate pace and timings are made explicit. m. Homework is closely linked to the learning and is valued as much as in class learning. It is set at the most appropriate time in the lesson, is displayed for copying into homework diaries and the diary is checked by a member of staff. n. The development of literacy and numeracy will be a feature in appropriate lessons.
At the end of the lesson
o. A plenary reviews the learning that has taken place, students need to know what they have learned p. Following the completion of the learning, routine classroom activities take place. q. The teacher manages the exit from the room and movement on from the lesson.

Behaviour for Learning Expectations
• Excellent relationships between staff and students promote a 'can do' success culture. Staff model at all times, their belief in students' ability and commitment to their achievement. • Students will be punctual for every lesson. • Outstanding behaviour and conduct is expected from all learners at all times. The positive behaviour management system will be applied consistently by all members of staff. • Students expect to learn, be challenged and work hard and independently in every lesson. Curiosity and thirst for learning should be nurtured. • Students will attend lessons ready to learn with the correct basic equipment and subject specific resources such as PE kit, food ingredients and completed homework. • The highest standard of presentation and pride will be evident in the presentation of every piece of work. • Fundamental errors or mistakes in learning will be embraced in as an important part of the process. We will always praise effort and acknowledge the expected learning to develop resilience. • Homework will be set, completed to a high standard, marked to a high standard and returned in a timely fashion.

The 5 minute Lesson Plan

....print and scribble your way to Outstanding!

The BIG picture?

Objectives

Engagement?

Stickability!

Differentiation

Level 4

Level 3

Level 7

Level 6

Level 5

AfL

WORDS

Teacher Led or Student Led?

Teacher Led or Student Led?

Teacher Led or Student Led?

Teacher Led or Student Led?

Learning Episodes

R.McGill 2012 - @TeacherToolkit