

St George's Primary School

Teaching For Learning Policy

We believe there are 7 major practical implications into how the brain works.

1. Good health is important to an effective brain
2. Learning is about making connections
3. Relaxed alertness, not stress, is the best state for learning
4. Children need to see the big picture
5. Each child has a portfolio of intelligences (linguistic, logical-mathematical, musical spatial, bodily kinaesthetic, interpersonal, intrapersonal, naturalist....Gardner).
6. Work needs to address children's different learning styles (Visual, Auditory and Kinaesthetic)
7. Time needs to be created for complex thinking to take place

Good health is important to an effective brain

- We provide frequent and easy access to water
- We teach children about healthy living
- We encourage children to eat fruit rather than crisps and sweets

To do this we:

- Ensure that all children have access to water regularly
- Ensure we maximise the opportunities for promoting healthy living through the curriculum
- Use P.E. lessons and out of hours activities to reinforce the benefits of exercise
- Include healthy foods in snacks, baking and refreshment activities

Learning is about making connections

- We show children the connections between what they are learning now with what they have already learnt.
- We relate, whenever possible, what we teach to children's own experience.

To do this we:

- Ensure that short term planning derives from assessment of previous learning
- Ensure lessons start with an introduction in which we remind children of what has gone before
- Try to find ways of showing children the practical implications of what they are learning
- Try to use the "outside classroom"; through visits and visitors, to enhance learning

Relaxed alertness, not stress, is the best state for learning

- We develop children's self-esteem

- We promote learning through positive encouragement.
- We provide a safe, secure, stimulating and caring environment.
- We create a “Can Do” culture.
- We provide variety of activity and focus, to accommodate children’s learning attention span.
- We use humour and make learning fun, whenever possible.

To do this we:

- Are quick to praise and slow to criticise.
- Make sure that when criticism is necessary it is constructive and directed at the behaviour or performance rather than the child’s self.
- Show children it is OK to make mistakes, if we are prepared to learn from them.
- Make sure we speak to children appropriately and not shout.
- Encourage the use of circle-time or self-esteem/awareness activities.
- Provide a variety of activity during any teaching half day

Children need to see the big picture

- We start each unit of work with an overview of what children will be doing and learning
- We begin and end each lesson by sharing objectives and show how this fits into the big picture .
- We are explicit about what we expect from children in quality and quantity of work and how it will be done.

To do this we:

- Share subject and related learning overview with the class and their parents through a half termly newsletter.
- Have an introduction and plenary to reiterate how the lesson fits into the learning continuum i.e. what has been learnt previously, what was learnt today and what will be learnt next.
- Give learning targets for group or individual activities, including time targets.
- Identify specific broad targets for next step improvement and review these with pupils and parent/carers at least once each term.
- Identify group or individual targets for next step improvement and focus these in task setting and marking
- Mark to the objectives

Each child has a portfolio of intelligences.

- We identify each child as intelligent, finding their areas of strength
- We provide activities appropriate to each child’s intelligences to access other intelligences.
- We provide a broad curriculum so that all children will be able to develop their own strengths.

To do this we:

- Assess how the child learns through observation, talking with parents and carers and using a simple questionnaire with them when appropriate.
- Ensure that time auditing will give appropriate weighting to each curriculum subject and include this as part of medium term plans and schemes of work.
- Treat all children in a positive way, acknowledging those things they are good at.
- Use children's known strengths to build on learning for areas of known weaknesses (IEP and records)
- Ensure strengths are identified and passed on to receiving teachers and schools (records)

Work needs to address children's learning styles.

- We aim to identify the preferred learning styles of children.
- We provide, whenever possible, a balance of visual, auditory and kinaesthetic activities during a unit of learning.
- We adapt, whenever appropriate, learning activities to suit the preferred learning styles of particular children or groups of children.

To do this we:

- Plan in short term for different activities involving learning styles.
- Plan in medium term that all units of work have a balance of visual, auditory and kinaesthetic activities.
- Provide activities suited to a particular learning style for specific children when necessary (This may be identified in the IEP)

Time needs to be created for thinking to take place.

- We provide children with thinking / reflecting time.
- We incorporate review time into lessons and units of work.
- We encourage reflective and self-assessment skills.

To do this we:

- Give advance warning of tasks and tests that require particular preparation.
- Develop pupil self-assessment skills through teaching questioning, response partnering and personal target setting.

Evaluation

We believe that if this policy is effective:

- Children will learn better
- Teachers will teach better
- Self-esteem will improve
- Standards will rise

Using the elements of accelerated learning and multiple intelligence, a lesson framework might typically be:

Introduction

- Begin with stilling, quietening, focussing activity (music, breathing, listening,)
- Introduce learning objective for the lesson verbally or written but preferably both
- Show how the lesson relates to previous learning and what will come next

Whole Class

- Teach new or consolidate content and relate to known
- Use pegs to hang learning on e.g. like when.... tell a story, use mnemonic, rhyme ,song, diagram, picture, cartoon, model
- Use questions to move learning forward, include open questions
- Target questions to differentiate (SEN and more able)

Tasks

- Remind group or individuals of their targets
- Remind all of expectation of conduct, quality and quantity
- Provide range for visual, auditory and kinaesthetic learners over a series of lessons or within one
- Twenty minutes work... Provide one minute break e.g. quick fire questioning, brain gym activity, stretch, breathe deeply etc... then resume as a fresh start
- In general no more than forty minutes for one activity (always exceptions)

Plenary

- Ensure pupils know what they have learnt, refer back to lesson learning objective
- Summarise
- Model
- Ask children to demonstrate learning (e.g remember 3 things from the lesson and tell parents tonight or tell learning partner or friend)
- Plenary is not show and tell.

The delivery of this policy will be monitored and evaluated through peer and senior staff monitoring practice in the classroom; observing planning; staff meeting review; discussion with pupils and parents/carers; sampling of work and will be updated when our learning has grown.

Reviewed annually