LONDON FIELDS
PRIMARY SCHOOL

Teaching, Learning and Feedback Policy

UNICEF Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

UNICEF Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Date: September 2024

Review date: July 2026

Our aim is to create a community of learners who can reflect, question, wonder, think, connect, be self-aware and be determined. We aim to move towards this by providing opportunities for the children to build knowledge and skills, make meaning and apply understanding. We believe that by doing so we will help children to develop a sense of belonging to and contributing to a better world and ensure that they can think well and feel well.

Can my mind think well?	
Pupils	**Teachers and Leaders**
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines	Ensure that curriculum, teaching and learning, and assessments are rigorous, meaningful, and aligned with standards
Think critically: analyse, evaluate, and synthesise complex ideas and consider multiple perspectives	Have the subject knowledge to provide the next step in feedback
Make errors and see errors as a key part of their learning	
Understand the purpose of the task and what they need to do in order to succeed	Engage all children in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding	Plan deliberate interventions to ensure cognitive change and use a range of teaching strategies to provide direction and redirection
Develop the skills to work collaboratively as well as independently	
	Move from single ideas to multiple ideas to enable

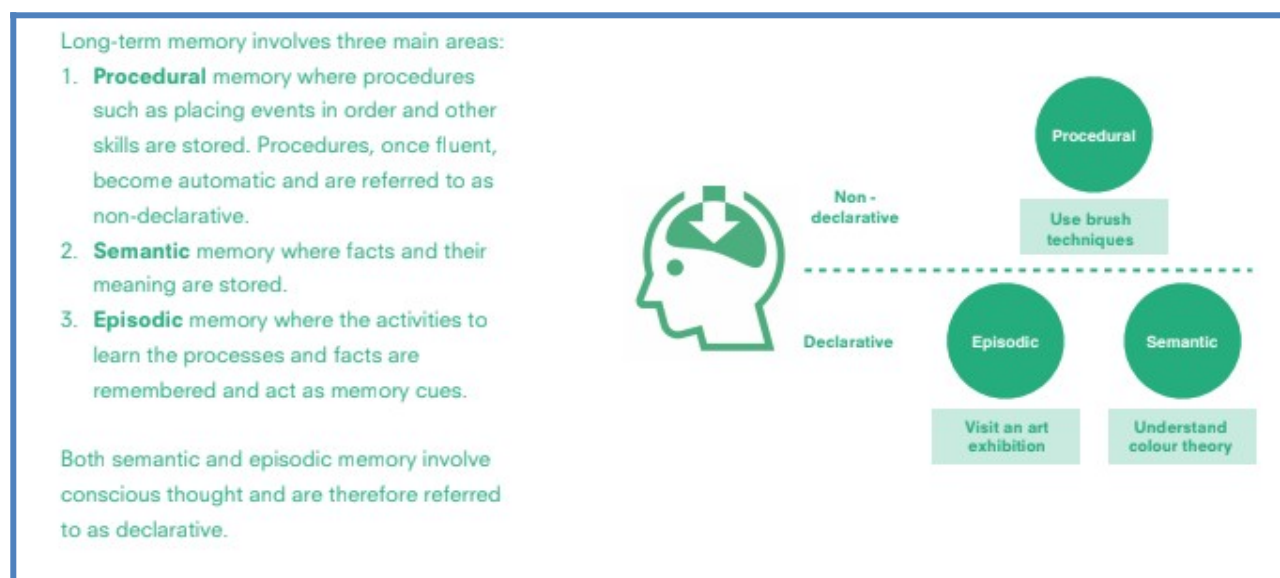| Pupils	Teachers and Leaders
Apply their learning: transfer knowledge and skills to novel, meaningful tasks	students to construct and reconstruct knowledge and ideas
Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	Use assessment practices that position children as leaders of their own learning
Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution	Use meaningful data for both teachers and children to track progress toward learning goals
Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school	Design tasks that ask children to apply, analyse, evaluate and create as part of their work
	Use models of excellence, critique, and multiple drafts to support all children to produce work of exceptional quality
	Connect children to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

Can my mind feel well?

Pupils	Teachers and Leaders
Work to understand emotions and feelings and their impact on behaviour	Prioritise social and emotional learning, along with academic learning, across the school
	Elevate student voice and leadership in classrooms and across the school
Develop mutual respect between themselves, adults in the school and parents/carers	Make habits of learning visible across the school
	Model and promote a school-wide culture of respect and compassion
Regard learning as a vehicle to personal enrichment and are motivated and enthused by their learning and have high self-esteem	Create and maximise opportunities to build cultural self-esteem, cultural capital and promote diversity
Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g. initiative, responsibility, perseverance, collaboration)	Provide opportunities for children to become involved in projects which contribute to a better world
	Support each other and feel confident to ask for help and support when needed
Work to become ethical people: treat others well and stand up for what is right (e.g. empathy, integrity, respect, compassion)	

Contribute to a better world: understand their role and their agency as active citizens who can work for social justice, environmental stewardship and healthy, equitable communities (e.g., citizenship, service)	

Our Curriculum

Learning can be defined as a change to long-term memory. As Sweller and others have pointed out, 'if nothing in the long-term memory has been altered, nothing has been learned'.

Long-term memory involves three main areas:

1. **Procedural** memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.

2. **Semantic** memory where facts and their meaning are stored.

3. **Episodic** memory where the activities to learn the processes and facts are remembered and act as memory cues.

Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.

Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

⬤ **Subject Schemata**

Our curriculum is designed to help pupils form subject-specific schemata within their long-term memories. Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge. Each schema is a way of organising a subject's semantic and procedural knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. It is distinct from information, which is just isolated facts that have no organisational basis or links. Big Ideas help form the basis of the schema. Big Ideas are key concepts that underpin the subject. Each Big Idea has facets of knowledge (known to our pupils as knowledge categories) which help to strengthen the schema. Learning knowledge in each of the categories allows pupils to express and demonstrate their understanding of the Big Idea. These Big Ideas are returned to over and over again in different contexts so the pupils gradually build an understanding of them.

⬤ **Subject Knowledge Maps**

Subject Leads have created Knowledge Maps outlining the procedural and semantic knowledge pupils will be taught in each knowledge category and when this knowledge will be taught. Knowledge Maps support teachers to maximise opportunities to make links across topics and subjects, helping to deepen an understanding of the Big Ideas.

- **<u>Curriculum Milestones</u>**

For each of the Big Ideas in each subject, four milestones have been outlined. These are the key goals pupils are aiming for by the end of R/Y2/Y4/Y6. It takes time for pupils to demonstrate mastery or greater depth of the milestones. They need to gradually progress in their semantic strength and procedural fluency through three cognitive domains: basic, advancing and deep. As part of the progression model a different pedagogical style is used in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the basic domain and problem-based discovery in the deep domain.

Each subject's curriculum planning documents help pupils meet the milestones by providing:

- clearly defined subject topics to study which ensure curriculum breadth
- the knowledge needed to build a schema
- the vocabulary needed to articulate an understanding of the subject
- an outline of appropriately pitched (cognitive domain) tasks to carry out to show proof of progress

- **Cultural Capital**

Our curriculum content ensures our pupils the vital knowledge required to be informed and thoughtful members of our community who understand and believe in British values

- **Cultural Self-Esteem**

Our curriculum celebrates and reflects the backgrounds of our pupils and promotes cultural self-esteem.

- **Oracy**

Research states that improved oracy is linked to academic success but also in its role in developing pupil's sense of agency. We make time in our curriculum to actively teach the skills needed to be an effective speaker 'Learning to talk'.

<u>How We Teach Our Curriculum</u>

- ☐ Our curriculum design is based on evidence from cognitive science. Three main principles underpin it:

    - Learning is most effective with spaced repetition, where knowledge is rehearsed for short periods of time, over a longer period of time.
    - Interleaving helps pupils to discriminate between topics and aids long-term retention.
    - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

☐ In addition to three principles, we understand that learning is invisible in the short term and that sustained mastery takes time.

☐ Our curriculum content is subject specific. We make intra and inter curricular links to strengthen schema.

☐ Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

☐ Cognitive load theory is concerned with the architecture of the mind and brain, and in particular the capacity of the short term memory to process information. The long-term memory consists of schemata (which are built up over time). Learning is essentially changing those schemata through acquiring knowledge and making connections with different schemata. However before entering long-term memory and developing schemata, information must first be processed through the short-term memory or working memory. As this has limited capacity, retention of knowledge and development of schemata will not happen if the working memory is overloaded. Teaching in small chunks and not organising activities that require too much memory capacity, until learners acquire knowledge that allows them to spend less time processing content.

☐ The time given to 'learning to talk' allows us to use talk as a vehicle for learning 'talking to learn'. Maximising meaningful talk opportunities throughout the curriculum, helps deepen and embed learning.

Feedback

Hattie states that one of the most effective teaching tools is feedback which is bespoke and given as close to the point of learning as possible – *'just in time and just for me'*.

Teachers will:

● Provide opportunities for practice enabling successive refinement, with room to make and correct errors as this will help them to improve their performance.

● Ensure lessons are well-paced but sensitively balanced to ensure the need for pace does not compromise the quality of the learning experience.

● Lessons are planned appropriate to the level of learning.

● Listen during a lesson and adapt the lesson accordingly and not just follow the plan. They will develop the skills to be able to scan, identify opportunities and barriers to learning.

● Provide effective and differentiated feedback which ensures the pupils:

1. Understand what they have done well.
2. Are clear about how to improve.
3. Make visible signs of improvement.

Feedback teachers provide will help to reduce the 'gap' between where the child is and where he or she is meant to be. Teachers will differentiate their feedback taking into account the ability of the child and where in the teaching sequence they are working. It is most effective when there is clear alignment between teacher and child as to how both perceive the feedback given. Crucially, teachers must be clear on how any feedback has been received rather than just focussing on it being given.

Classroom Environment at London Fields

Psychological classroom environment
Teachers will:

- Create a class climate that is seen to be fair.

- Actively encourage the phrase 'I don't know' and errors as routes to learning.

- Establish clear routines that will maximise learning time.

- Have clear expectations of behaviour and children that respect the teacher.

- Ensure children know that the teacher is passionate and believes in them.

- Use positive behaviour management techniques effectively.

Physical classroom environment
Teachers will:

- Ensure classrooms are tidy and clutter-free and children are taught to take care of, select and return resources appropriately.

- Ensure key displays are current and support and enhance the children's learning.

- Establish 'working walls' and ensure that they are well maintained.

- Ensure that resources and furniture are accessible, used imaginatively and correctly labelled.

- Create corridor displays that are attractive and celebrate children's achievements throughout the curriculum and reflect positively the diversity of children's experiences and backgrounds.

- Ensure that tables and chairs are organised flexibly to encourage collaborative and independent learning.

- Ensure that classrooms are safe and accessible to meet the needs of all children.

The role of governors at London Fields

Our governors support, monitor and review the school's approach to teaching and learning. In particular they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the head teacher's report to governors and school visits.

- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations.

- Seek to ensure that our staff development and our performance management both promote good quality teaching.

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

- Monitor the school with regard to meeting the needs of the community it serves.

The role of parents at London Fields

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Holding induction meetings to explain our school strategies for teaching the National Curriculum and Early Years Foundation Stage Curriculum to new parents.

- Sending information to parents at the start of each term in which we outline the curriculum that the children will be studying during that term at school.

- Providing termly reports and updates to parents in which we explain the progress made by each child.

- Explaining to parents how key areas of the curriculum are taught through holding coffee mornings.

- Holding termly parents' evenings/open mornings which provide an opportunity to discuss progress children are making.

Parents have the responsibility to support their children and the school in implementing school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time.

- Ensuring that their child is equipped for school with the correct uniform and PE kit.

- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour.

- Promoting a positive attitude towards school and learning in general.

- Fulfilling the requirements set out in the home-school agreement.