MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL

TEACHING AND LEARNING POLICY

A policy of non-negotiable practices to ensure continuity for teaching staff, learners and adult helpers

Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	05.03.24	Juliette Whitby	New policy

Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED
1.0			

Review date: 05.04.2025

Contents

Introduction

The purpose of this policy is to clearly and unequivocally establish the expectations of Mickley Village Primary and Nursery School, with respect to the quality of teaching and learning we provide. This is a critical document as it enshrines what constitutes outstanding practice; everyone who has an educational input both within school and the wider community needs to have a thorough understanding and appreciation of its contents. It ensures continuity of practice and acts as a guide to support pupils in becoming familiar with practices that are manageable and maintained.

The key to a successful school is the level of motivation; enthusiasm, expectation and enjoyment, allied to a strong sense of purpose, experienced by all stakeholders.

Our Vision

Working Together to Nurture our Children to be Caring, Independent and Successful Learners

Our Values:

Create a welcoming environment which is filled with fun learning opportunities, values the health and well being of all its members and is a happy place to be.
Develop close links with our local community and the wider community.
Recognise, accept and understand diversity within the school community, local community and the wider community.
Celebrate and value individuals.
Create life-long learners who try their best.
Develop resilience, confidence and pride.
Create a learning environment where everyone has respect, tolerance and develops friendships.
Provide challenges which help children fulfil their potential while raising attainment.
Support every learner and meet their individual needs.
Engage parents in their children's learning journeys.

Core Principles for Effective Teaching and Learning

At Mickley Village Primary and Nursery School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone: it should be fun! Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to prepare them for life beyond school.

The Learning Environment

An Effective Classroom:

- Is welcoming and safe.
- Uses stimulating displays to inform and support learning.
- Enables a range of learning styles to be employed.
- Is inviting and aesthetically pleasing.
- Is tidy and well-organised - allowing easy access to resources (independently where appropriate).
- Reflects the school's positive approaches to discipline.
- Celebrates work through display.

Each classroom should 'belong' to those who use it. Children have joint responsibility for its maintenance and organisation, and understand the value of the learning resources contained within.

A Classroom Ethos

The classroom is a place where learning is fun; where the children are taught and encouraged to display good attitudes to learning such as: positivity, resilience, independence, risk-taking, perseverance, interest and ownership, as well as challenge.

Teaching staff should communicate objectives clearly to all children to ensure children have ownership of their learning and know what is expected. Staff should use lots of praise and encouragement and avoid focussing on negatives.

Within our school we have a strong, positive policy towards managing children's behaviour. This policy offers children a guide to the behaviour expected within school. It also offers staff a structured approach to the management of any poor behaviour, an approach that is fair and easy to follow. Although sanctions and rules are important, we feel that a positive atmosphere, including rewards for good behaviour and work, are much more effective. This, we believe, will help children to develop a more positive approach to school and promote lifelong learning.

Resources

Adults should always model and encourage the safe use and care of equipment. All resources should be appropriate to the activity and readily available. It is the responsibility of teaching staff to prepare for each lesson, ensuring that resources are within the classroom environment. It will depend on the age of the pupil as to how readily available these resources are. The teacher will need to insist on children respecting property and will need to ensure the children safely tidy away after tasks are completed. A tidy and organised environment will offer children a place to take charge of their learning and give them the confidence to learn independently.

Displays

Good displays are of vital importance to children's attitudes towards learning; they guide, inspire, encourage and stimulate pupils to do well.

A GOOD CLASSROOM IMMERSES CHILDREN IN THEIR LEARNING

A good classroom will have each of the following 3 types of display in use, changed to meet the needs of the class and individuals or reflect teaching and learning:

Working Display – Designed to express progress in current learning, added to regularly as learning develops. They may also demonstrate expectations, such as: standards in handwriting, presentation or resource use. Commonly used strategies such as, WAGOLLs, vocabulary pyramids, number lines and common exception words are to be presented as an aid to learning

Information Display – Thematically produced displays designed to be informative and stimulate pupil interest. This could include a book display, designated wall/board or entrance to the classroom itself.

Celebration Display – Well-presented examples of current and past work where pupils have demonstrated good learning and / or implementation of skills.

Displays need not be limited to 'display boards'. Staff may make use of other display space including cupboard fronts, windows and table spaces.

The use of Teaching Assistants

As part of the teaching staff, teaching assistants have an important role to play in the education of the children at Mickley Village Primary and Nursery School. They are key in helping to raise educational standards, uphold school policies and provide support.

It is vital that teaching assistants are used effectively to enhance learning across the classroom. Teachers at our school ensure that Teaching Assistants are well informed of planning and objectives and provided with the resources to effectively support the children they are working with.

Developing Effective Learning Styles

See Appendix

Effective Planning

Learning Objectives are identified & shared.

This needs to be a three step approach in which pupils are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes from activity. There is also a need to communicate why they are doing what they are doing and how it fits into the bigger

picture of the subject or their wider learning across the curriculum. Objectives are the core to the purpose of the lesson, not a bi-product of an activity.

This is achieved through:

- Learning objectives being identified through a process based upon <u>assessment of where pupils are on their learning journey</u>. Activities being planned that address their needs.

- The learning objectives being outlined and explained to the pupils at or near to the beginning of each lesson.

- Displaying learning objectives clearly in the lesson for reference.

- Clarification of the objective being sought.

- The learning objectives being revisited at key points in the lesson.

- The learning objective and progress towards the completion of it, is integrated into the end of the lesson as a base for Assessment for Learning (AfL) including self/peer evaluation.

Remember:
You want to tell pupils what you expect from them as a high-quality outcome of each lesson and how they will be assessed on the work they are to do, create or produce. This will often be done through effective <u>modelling of tasks</u> and describing or showing different possible attainment levels pupils will produce.

Objectives should be phrased in terms of the following stems:

- Know that … (for knowledge – factual information such as names of people or equipment, places, symbols, formulae etc.).

- Understand how/why … (for understanding – concepts, reasons, effects, principles, processes etc.).

- Develop/ be able to … (for skills – using knowledge, applying techniques, analysing information etc.).

- Develop/ be aware of … (for attitudes and values – empathy, caring, sensitivity towards social issues, feelings, moral issues etc.).

- Explore and refine strategies for ... (creating, designing, hypothesizing, exploring alternatives).

Success Criteria should be expressed for each lesson and be displayed in order to drive learning forward.

(simple examples)
a. Include at least 3 personification statements.

b. Create at least 4 criteria for grouping the materials.

c. Select of the right style of graph to represent the data you have collected.

Planning frameworks

We use the structured objectives of the National Curriculum, Development Matters 2021, White Rose, Little Wandle, The Literacy Tree, Developing Experts, Kapow, Jigsaw and The Derbyshire RE curriculum and AVSSP to structure our teaching. No one scheme is, or should be used as 'one size fits all', although formats are agreed and should be followed, lessons should be adapted/differentiated to meet the needs of individuals.

Lesson Planning

We plan our lessons with clear learning objectives. We base these upon teacher's detailed knowledge of the children through Assessment for Learning (AfL). We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson planning makes clear that the expected outcomes for each lesson are identified and these are shared with all adults present in the lesson. We may annotate our planning to reflect those individual children who do not achieve well in the lesson or those who perform particularly well as a means of evaluation. We use this information when planning for the next lesson.

Evaluations (recorded and verbal) from Teaching Assistants provide invaluable feedback to the teacher and complement the assessment process. There are a variety of mechanisms for effective communication between all adults who work with the children including verbal feedback, notation or log books.

Planning should be uploaded to Teacher Share at the start of each week.

When planning a series of lessons teachers consider the links between previous learning and future learning and plan opportunities to promote those links (Sticky Learning). Teachers also work collaboratively to explore and plan vocabulary to be taught to ensure it is reinforced and that there is progression within and across year groups.

Differentiation to Enable All Learners to Succeed

Differentiation at Mickley Village Primary and Nursery School is seen as an on-going process that is accommodating the needs of individual pupils in our school. It ensures that teaching allows most learners to make at least their expected progress in relation to their capability. It will

stretch all learners across all ability groups. Differentiation is best achieved when based upon an informed review of the pupil's learning.

Teachers should apply a variety of methods of differentiation.

Methods of Differentiation
See Appendix 2

Assessing Pupil Progress throughout the school

All assessment should lead to a greater understanding of where pupils are in their learning. School's need to be more than 'data rich', they need to be 'data effective' to have a positive impact on school improvement.

Our aim is to strive for excellence and an important measure of our success, is the rate of academic progress our children achieve whilst they are in our care and throughout the school. This process is tracked through our assessment tracking spreadsheet, which is updated at least three times during the year for the core subjects and is monitored by the Headteacher. The tracker provides information on where the children are in their learning as well as previous progress and targets. This data is available to all appropriate staff. These assessments along with pupil performance meetings provide the school with an opportunity to discuss children who are not making the necessary rate of progress or need to be challenged further and to identify what steps have been taken or need to be taken to help get them back on track, close the gap or accelerate progress further.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is:

...learning involving using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

At Mickley Village Primary and Nursery School planning provides opportunities for both pupil and teacher to obtain and use information about progress towards learning goals. It is also flexible enough to respond to initial and emerging ideas and skills displayed in lessons. Planning considers strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback is thought through, as is how they will take part in assessing their own learning and how they will be helped to make further progress.

Assessment of learning is a non-stop process. It is used to establish start points in learning during the planning process, it is used during the lesson to provide support and challenge and is acted on to ensure activities are appropriate and relevant to the learner at any stage of delivery. Planning is flexible enough to allow changes in lessons that reflect the teacher AfL

undertaken within it, indeed best practice is to address misconceptions within the lesson to prevent embedding of misunderstandings.

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- Pinpoint the learner's strengths and advise on how to develop them.
- Be clear and constructive about any weaknesses and how they might be addressed.
- Provide opportunities for learners to improve upon their work.

  Assessment for learning should recognise the full range of achievements of all learners

  Teachers continuously ask the questions:
- On an ongoing basis, do we know how effective our teaching has been?
- How do we know and how can we quantify it?
- Are our questioning techniques skilled enough for us to gain a good understanding of what our children know?
- Do we use this knowledge on a daily basis to inform future planning?
- Do our children know where they are in their learning?
- Do they know what they need to do next to improve?
- Can they articulate this information? Are they actively engaged in their own learning?

Questioning

As well as ensuring that learning experiences allow children to question concepts and ideas, we at Mickley Village Primary and Nursery School understand that the way children are themselves questioned can enhance the understanding of concepts. There should be an emphasis on open questions, and closed question should be regularly followed up by an open question e.g. What is 5 x 5? How do you know?

We should ensure that a range of questions are asked that explore:
- Knowledge and comprehension e.g. "What is…"
- Application and use e.g. "How would you…"
- Analysis and judgment e.g. " What do you / why do you think…"

  Use the 'pose, pause, pounce, bounce' approach to ensure all children are active listeners and participants.

Assessment Points

The school uses an assessment tracking spreadsheet.

Data is entered by the class teacher at three key stages of the year. Staff meet with the Headteacher/SLT/ Governor (if applicable) to assess progress and attainment of all pupils in the class at least 3 times a year. 'Teacher Assessments' are recorded based upon primarily teacher

assessments, but may be supported by other summative assessment information including the termly NFER assessments.

Individual Education Planning

See SEND policy

Marking and Feedback Policy

We believe that marking and feedback are extremely effective in raising standards. It should allow children to build up a realistic picture of their strengths and weaknesses, and foster a culture whereby mistakes are used as a way of learning how to move forward.

It is the duty of the Headteacher to inform any supply teachers that they are required to mark the pupils' work.

Aims
- To provide opportunities to give praise and encouragement and to show we value children's work, and encourage them to do the same.
- To motivate children to want to produce high quality work and make progress.
- To help children to improve their work through the setting of challenging but achievable targets.
- To teach children to recognise what they do well.
- To inform the next steps of planning.
- To be consistent across the school, so children can easily understand it.
- To be accessible to all pupils.
- To promote self-assessment.
- To check for an acceptable standard and quantity of work.

Good marking:
- Is clearly related to the learning objective, success criteria or children's targets.
- Is positive and constructive with appropriate praise given, before identifying areas for improvement.
- Is used to inform future planning and work.
- Encourages a dialogue between teacher and child.
- All children's work should be marked as soon as possible after the lesson.
- Teaching staff should always be aware of the danger of reinforcing inadequate work through praise that has not been earned.

Children's response:
- Children should be taught to reflect on and respond effectively to teacher comments.

- Time should be built into lessons to review the 'next step' and to act on it. This may be at the start of the following lesson, or as children begin independent work.
- Next steps should be limited to those which can be addressed in up to 5 minutes, unless this is a focus for the following lesson, with additional time given.

Marking Guidelines

All written marking should be in green pen.

At Mickley Village Primary and Nursery School, feedback may be given in several forms:
1. Verbal feedback
2. Check marking
3. Full marking (with next steps)

Verbal marking

- During or after a lesson, verbal feedback may be given on a child's work. The teacher may write V on the work to record that this has taken place.

Check Marking

This may be done during a lesson, or afterwards. Its principal purpose is:
- To show you are aware of the quality of the work
- To check accuracy of work, including spelling and grammar
- To identify pupils who need more help or challenge

Stampers or stickers may be used to confirm that work has been checked: A short comment, either highlighting a positive aspect of the work or a next step may also be used.

For example:

A well-chosen adverb Nicola.

Full Marking

- This involves writing a positive comment, and a next step (point for improvement).

NB: It is crucial that children are given time to review these comments, and act on them.

- The appendix shows symbols which should be used when marking children's work.

Other Adults

- Teaching Assistants mark the work of the children they have been working with, as previously outlined, and give feedback to the teacher about lesson outcomes for those children.
- Where an adult has supported a group, work should be annotated to reflect this.

Foundation subjects

- The marking focus should relate to the lesson objective/success criteria.
- Correcting of spellings/grammar in areas other than English should be a minor component, e.g. limited to key topic words, or common exception words.

Peer Assessment/Self Evaluation

- Children should be trained in the process of self-evaluation/peer assessment and relate it to objectives and/or success criteria for the work.
- Children should agree some 'golden rules' for response partner, peer assessment work to safeguard self-esteem.
- Peer assessment or self-evaluation should take place on a regular basis in English and Maths.

Presentation

Presentation of work forms a foundation on which pupils can build pride in their studies and enable them to understand key lesson objectives through their own work. In many lessons, clear organisation and presentation empowers pupils when using information for analysis, during calculations, or when revising.

The core aims of good presentation are:

- To instil pride in children's work
- To ensure clarity of features of work
- To support future learning

Examples of good or improved practice should be shared on a regular basis amongst peers and rewarded accordingly. Work of a high standard, or where improvement has been significant, should be displayed and used as a model for others to follow. Working Walls demonstrating your expectations are vital.

When is presentation important?

Quality of presentation is important and should be encouraged at all times. There may be occasions when presentation is not a significant feature of the work being completed, for example during drafting of English work or when using jottings in Maths, but it should not be ignored in its entirety.

Writing Implements:

Children should write in pencil until the teacher has deemed them to be at a high standard in handwriting. When a pupil has showed sustained good handwriting, they receive a pen license and can then write in blue pen.

All Year 6 children, regardless of handwriting ability will write in blue pen by summer term in preparation for transition to secondary school.

Drawings and diagrams should be completed, in all cases, in pencil. Straight lines are to be drawn with rulers. Felt pens are not to be used in books, coloured pencils only. Felt or marker pens may be required for activities such as posters and mind mapping.

Written Presentation

All written tasks should follow the following format:

- Date to be written in top left-hand corner of work.
- Learning objective/ title should be on the next line, underlined using a ruler.
- Miss one line – work.
- Numbers written in margin.

Maths Presentation

ALL MATHS WORK TO BE PRESENTED IN PENCIL (Coloured pencils may be used to support work in areas such as graphs and diagrams)

- Date to be written in top left.
- Date written numerically tasks i.e. 05/09/24.
- Learning objective/ title underlined in pencil using a ruler.
- Miss one line – work.
- Numbers for tasks to be written and bracketed (not using a comma or full stops as this can be confused with a mathematical symbol).
- Unless stating fractions – one digit = 1 square.

Homework
See Homework Policy

Appendix 1:

STICKY LEARNING
There are a number of important factors that increase the likelihood that children will retain what they are learning, that their learning will stick! Here are five important ways to do just that.

1. Learning that sticks engages the child emotionally
Human beings are emotional creatures. The stronger the emotion we associate with information, the more likely it is to be remembered. This type of emotional connection is what makes pursuing a passion or dream so important to us as adults, especially in our careers. We learn best when we have a strong interest in or passion for a topic. This is especially true for children. When children have an emotional connection with a topic, it's no surprise that the learning is much more likely to stick!

One of the simplest ways to engage with children on an emotional level is by reading together. Especially when you choose books that the children in your class are likely to connect with. Reading together also demonstrates that reading, and learning from books, is important or valuable, worthy of your time and attention.

One primary benefit of regular time spent reading to children is that they attain a generally higher aptitude for language and for learning. Adding age appropriate, non-fiction books to your regular story time is one way to encourage a thirst for knowledge and learning.

2. Learning that sticks is hands-on and practical
It is through active interaction with ideas, places, people and resources that children most successfully acquire knowledge. Providing children with time and space to experience, explore, experiment and problem solve is providing them with time to learn.

A hands-on approach is particularly important when tackling very abstract concepts, such as mathematical or scientific learning. Choosing new experiences and resources related to the topic being studied for their value to enrich and extend the learning potential is essential for keeping children actively engaged with the learning taking place.

3. Learning that sticks is meaningful
Children are naturally curious. They are interested to learn about the world, their place in it and how it works, and they learn best when their learning experiences help them to answer questions they have or make sense of the world around them. Children are motivated to learn when they are engaged with or interested in the topic being studied, when the learning is meaningful and relevant to them personally, as this makes the child feel that their learning has purpose.

For younger children finding ways to engage them with real world learning is as simple as letting them find the numbers to press on the keypad as you heat something

together in the microwave, as writing and posting a thank you card to a relative, or as letting them count out the money to pay for a purchase at the store. For older children the same principle applies but motivating them might be a matter of choosing topic of specific interest, using popular culture as a vehicle for learning, or setting a bigger goal or challenge to work towards with a reward at the end. Again, it is about finding what will be most meaningful and purpose-filled for the child and the learning concepts they are tackling.

Toddler, preschool and even primary school aged children will often re-visit their real world experiences over and over again through play, reinforcing what they have been learning. Adding props that support this opportunity for real world rehearsal, such as a letter writing kit and post box or a cash register for money and shopping role play, is a fabulous way to provide time and space for further learning to take place.

4. Learning that sticks is social
When children share what they have learnt, the very act of explaining reinforces their own knowledge. There are many ways that teachers make use of this principle – from having children make oral presentations about what they have learned, to acting as peer tutors or subject matter experts. On a simpler level, one of my favourite ways to add this important social element of sticky learning is through the use of games.

Games add an element of fun and playfulness to learning. They require the child to pay attention and concentrate, to use social conventions such as taking turns and co-operating, they often involve a range of problem solving and strategic thinking skills, and they encourage children to talk together. Carefully selected games provide a fabulous opportunity for the child to apply both knowledge and skills within new contexts. A game has the potential to reinforce the learning through application over and over again, in a social environment that provides instant feedback to the child about what they know, how they are doing, and even how they might improve their performance.

5. And, in the case of learning that requires lots of repetition (such as learning to count, read sight words or recite times tables), learning sticks when new and interesting ways to provide revision and rehearsal are used.
Children often need multiple opportunities and a variety of experiences to understand and internalise the knowledge or skill being learned. Think about a child learning to count. Very rarely does a parent sit a child down to count five blocks and then the child knows how to count. Instead, the child is given lots of opportunities and positive encouragement to engage in counting – counting stairs as they walk, counting apples into a bag at the store, counting kisses and hugs.

These opportunities offer variety so the learning is not boring or overtly repetitive, instead the child is engaging with the concepts involved in learning to count in a variety of wide-ranging experiences. For the development of other learning concepts or skills, this might mean providing a range of different experiences or lesson formats, or using a variety of engaging, open ended toys and resources. So the child has the opportunity to re-visit and apply the learning with positive support and encouragement in lots of different ways.

Developing Effective Learning Styles

There are a wide range of learning styles used in any classroom. To ensure all children are capable of accessing learning a variety of these should be applied to teaching in order to enable pupils to have the ability to reach their potential. It is important that teachers and pupils alike are aware of the most effective learning styles of individuals. This knowledge will allow them to utilize their strengths, as well as develop their weaknesses.

Visual, Auditory, Kinaesthetic

We all learn about the world through the five senses – our visual (sight), auditory (sound) and kinaesthetic (feeling and movement, including smell and taste), but we all have a preferred sense for learning, a style in which we learn best. Within our teaching and planning we ensure that all children, whichever learning style they prefer, are given opportunity to learn using not only their favoured style, but also in a combination of other styles.

Active Learning

What is Active Learning

At Mickley Village Primary and Nursery School we provide opportunities for children to be active in their learning, accessing the curriculum in a wide variety of interesting ways that promote enjoyment and success. Research has consistently shown that traditional 'lecture' methods, in which teachers talk and pupils listen, have dominated school classrooms with limited effectiveness. It is recognised that there are times in teaching where 'teacher talk' is fundamental for example, when imparting discrete information, presenting instructions and when modelling; it should not however dominate the 'learning experience'.

'Active learning' is a form of learning that directly engages the pupil in his or her learning process. It can be contrasted with passive learning, whereby the pupil is passively taking in information for example from a class teacher lecturing or rote learning (although it is recognised that these methods do have their place and support some learning, they are not appropriate for all children in all circumstances). Active learning is more pupil-centred because pupils become actively involved with the material being learned. The incorporation of active learning in the classroom can enhance pupil learning greatly; the more senses involved in learning such as kinaesthetic, the greater the chance is for a learner to retain and utilise their learning. In essence, active learning is a more hands-on approach, which involves experimental learning. This process helps children to feel an integral part of the learning process as opposed to feeling secondary to it; therefore children develop ownership of the process and will, as a result respond better to the learning experience as a whole.

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations. As a school, we take full advantage of the opportunities for learning presented by:

- Spontaneous play

- Planned, purposeful play

- Outdoor and indoor learning and play experiences

- Investigating and exploring

- Events and life experiences

- Focused learning and teaching

- Individual and collective activities

Teaching staff continuously ask the questions:

- Does the activity I plan allow pupils to 'learn through experience'?
- Can the planning of an activity allow children to be engaged in activities that promote discovery rather than imitation?
- Are children encouraged to analyse information themselves and draw their own conclusions?
- Are we making the best use of visual literacy, ICT and multimedia to promote active engagement in learning?
- How extensively are learning strategies used and how do we know we have achieved an appropriate balance?
- Is speaking and listening an integral part of all lessons?

Active Learning Activities (Examples may include)

Talk partners – Working in pairs, given a discussion point to talk about for a set amount of time
Debates – Each child is given and sticks to a point of view. Children are divided into groups to research and discus views.
Predicaments and problems – Set problems to be discussed and solved. Encourage use of specific language, weigh up alternatives, recognise conflicts etc.
Puppets and shadow theatre – Use of glove and finger puppets to tell stories or represent opinions.
Photos and paintings – Use photographs and paintings to tell stories / reports.
Radio broadcast –Make radio broadcasts on PC using 'Audacity'
Just a minute – Talk about one topic for one minute without hesitating, deviating or repeating.
Babble gabble – Listen to a story and retell in pairs. Children take it in turn to tell the story, changing when the teacher says 'change'.
Barrier games – One child gives instructions to another in order to complete a preset task.
Word tennis – Making stories one word at a time. Taking it in turns
Draw a story/story maps– Read a story, pausing at different parts for the children to record what has happened in the picture.
Telephone conversations – Children to sit back to back with telephones. Conversations set by teacher.
Ways to listen – Give clear and precise instructions. Looking for answers to questions, headings to help, counting how many times they hear a word.
Hot seating – Focus on one character and explore motivation.
Forum theatre – Small groups to set out a scene. Other children direct.

Cooperative/Collaborative Learning

In conjunction with Active Learning, pupils at Mickley Village Primary and Nursery School experience opportunities to take part in activities designed to promote cooperation and

collaboration. Cooperative learning, also called collaborative learning, occurs whenever pupils interact in pairs or groups to share knowledge and experiences. All activities in which pupils work together towards a common goal, from interacting with daily partners to completing long term projects with learning communities, are cooperative learning activities.

How does cooperative learning fit in with other elements of an effective classroom?

Pupil-Centred: Cooperative activities pair pupils together or place them within groups, allowing each individual pupil more time and opportunities to participate in the classroom discourse.

Thematic Instruction: Pupils' interests are addressed through thematic planning, especially if they have a voice in deciding the theme, and further participate in the design of cooperative activities around the theme that allow them to co-construct knowledge in a social environment.

Cognitive Apprenticeship: Paired and group activities offer excellent opportunities for teachers to model specific methods or behaviours for their pupils.

Authentic Learning: Pupils who engage in cooperative learning practice social skills that will help them to succeed in real-life situations that require group collaboration.

Developing Thinking and Problem Solving Skills.
Staff at Mickley Village Primary and Nursery School believe it is of vital importance to our children that they are given the opportunity to develop their thinking and problem solving skills, and make appropriate choices. Children should work as groups, together investigating and challenging concepts and ideas rather than simply digesting facts and data for regurgitation.

Cooperative Learning Activities (Examples may include)

- Peer tutoring: Pupils quickly learn and teach each other simple concepts.

- Think-pair-share: The teacher poses a question • Pupils take time to think of a response • Pupils share responses with a peer • Pupils share responses as a whole group.

- Jigsaw: Separate groups of pupils learn various concepts, and then groups are reassembled so each new member is an "expert" of a different concept.

- Information-gap activities: One pupil has information the other does not but needs - they swap what they know.

- Problem solving: Group members share knowledge to solve a problem.

- Storytelling: Pupils retell a familiar story or create a new one.

- Cooperative projects: Pupils are free to decide and design a group project — excellent opportunity for creative pupils.

- Movement activities: Pupils mingle with each other to obtain information.

- Paired interviews: Pupils interview each other and share with the class.

- Conversation cards: Pupils interact according to the cues on their cards.

- Role-plays: Pupils act out situations (spontaneously or pre-planned).

- Open-ended free conversations: Pupils discuss topics of interest. Sharing opinions, debating, narrating, describing, and explaining: As pupils become more comfortable with cooperative activities and grow in their ability to use the key vocabulary, they will gradually transition into a social atmosphere where everyday conversations using key vocabulary are common!

Appendix 2:
Methods of Differentiation
TASK:
Because pupils work in a variety of ways with their different strength and aptitudes, a range of tasks spanning the spectrum of abilities can be an effective way of differentiating.

When differentiating within your classroom, don't leave out the most able pupils. Assign open-ended rich inquiry activities instead of giving more work or always using peer-tutoring and mentoring. Differentiating should allow ALL students to be enriched. Differentiating is NOT adjusting the workload assigned based on ability levels.

RESOURCE:
Activities which involve resources available to extend the more able as well as support the lower ability. It means changing the resources by which pupils learn to meet their individual needs. A consideration of the following may be vital in preparation:-

- Layout, design, graphics and readability of the resource.
- Using pupil-friendly storage and retrieval systems that will facilitate independent approaches to learning.
- Training the pupils to use a variety of resources independently.
- Variety of mediums i.e. bigger striking implements (PE), marker pens and poster paper.

OUTCOME:
Pupils working on a common un-differentiated task will inevitably produce different outcomes to the task set, as long as the task is not too closed; this should be supported by success criteria.

GROUP:
Differentiation by group is an important way to allow purposeful use of resources (including the other pupils in the group). Pupils could belong to semi-permanent groups within the larger teaching groups. The pupils will have a record of the groups to which they belong. The pupils need not necessarily be told how they are grouped other than there ought to be a mixed gender dimension to the groupings where appropriate.

SUPPORT:
The different needs of the different pupils will inevitably mean that some pupils need greater support than others. There are a number of strategies that can provide that support. Using the skills of Teaching Assistants in the classroom to create a positive environment for learning would most certainly be one if they are available.

These strategies adapt teaching to the potential and needs of each individual, from the gifted and talented to those with special educational needs, and as a result create a culture of respect for others and their learning, whatever their gender, social background or ethnic group.

For further guidance on differentiation, support is available on each mode at:

http://teachertools.londongt.org/?page=differentiationClassRoom

Appendix 3: Marking Codes

Mark	Meaning
Sp and/or word underlined	Non-negotiable spelling error – write out correctly three times
…	Extend this further
?	This doesn't make sense
^	Something needs adding here
✓	Correct – maths only
//	Start a new paragraph
I	Teacher intervened at the point
Drawing of steps	Next steps - challenge or task arising from the learning, eg- rewrite using a conjunction
VF	Verbal feedback
Green dot	Look again
Spellings are to be corrected by the teacher underneath the word spelled incorrectly if they are non-negotiable spellings.	
All marking to be done in green pen please.	
Keep written comments to a length that children can read and act upon otherwise there is no point.	

Working together to nurture our children to be caring, independent and successful learners

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