



Our Vision for Learning



Welcome ... and The Four Rs

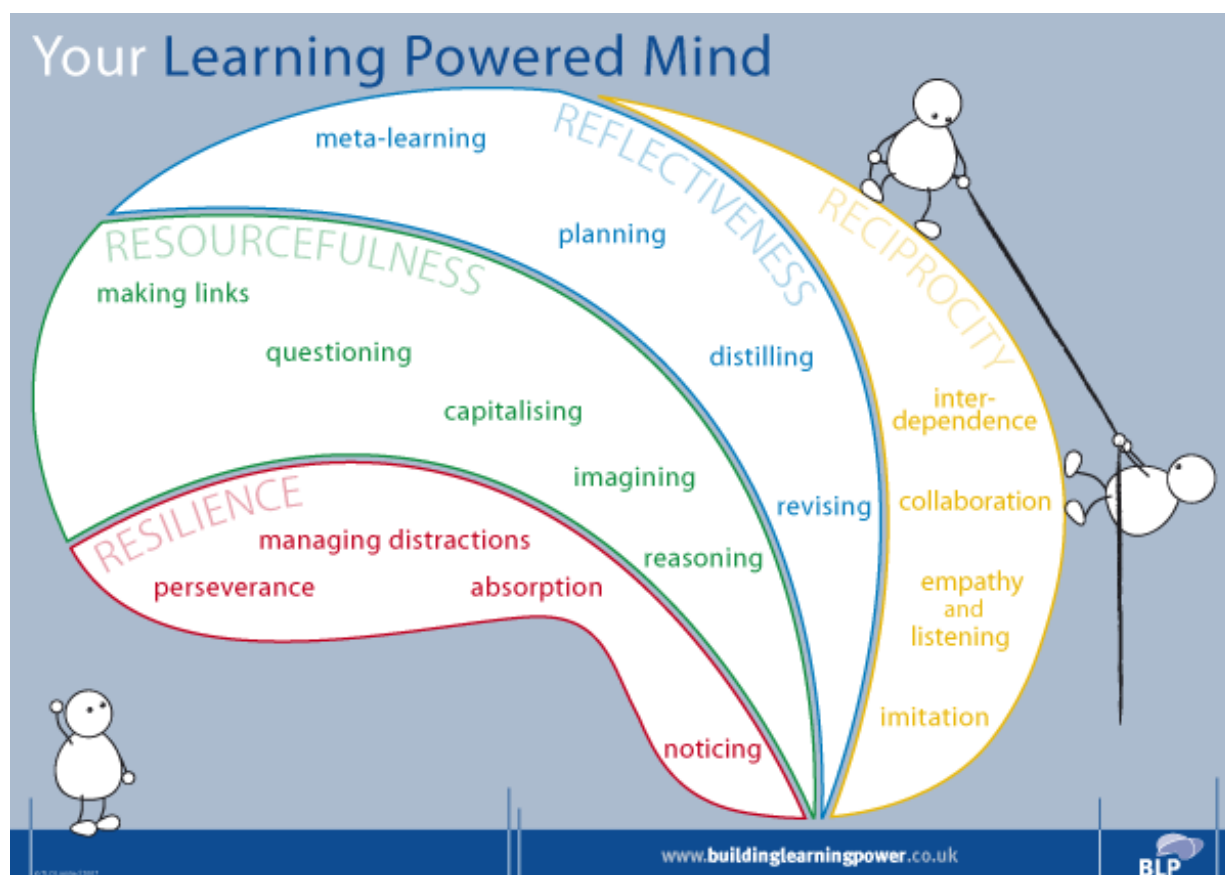


Welcome to our Vision for Learning.

In this booklet, we 'set out our stall' in terms of our shared commitment and ideals for learning and teaching here at Pitton CE Primary School.

Everything which follows is the result of collaborative work amongst school staff and governors, with the involvement of pupils and parents. It is a summary of what matters most to us as educators.

We draw upon the influential 'Building Learning Power' work of Guy Claxton, who has proposed four **learning dispositions**, the 4Rs, which enable children to maximise the learning opportunities presented to them.



Resilience **Resourcefulness** **Reflectiveness** **Reciprocity (Relationships)**

We believe that learning is ...

- the lifelong gaining of knowledge, skills and values to help and enrich us through life
- usually engaging and fun, often messy, not always easy
- a new experience every day, opening doors of opportunity
- a preparation for a happy contribution to society
- what we all need to do to move forwards; if we develop learning dispositions successfully, we grow into fully developed human beings



- something we never stop doing, an essential part of life
- empowering, helping us to be the best that we can be
- building on interests and developing new ones
- developing and bringing out the inner person
- most powerful when the curriculum is suffused with opportunities for creativity in thought and action.

We believe that children learn best when ...

- they are secure, happy, healthy and fed
- they are alert, motivated, interested and engrossed
- they are excited, stimulated and see the relevance
- learning is fun, hands-on and suitably challenging
- learning objectives are shared (not necessarily at the beginning of a lesson) and understood
- the learning is broken into manageable chunks
- they are given opportunities to practise new skills and link these with previous skills and knowledge
- the teacher knows the starting point of each individual
- their style of learning is taken into account, visual, auditory, kinaesthetic
- they know that mistakes are learning opportunities
- they are encouraged to take risks
- they reflect on their learning and know their next steps
- they know what is expected of them, individually and collectively, both in learning and behaviour
- they feel that they and their efforts are valued
- praise is specific and labels the learning
- there are good relationships all around them
- there is a positive link between school and home
- their teachers work well as a team, with a consistent approach across the school.



When our children are stuck, we invite them to ...



- read the question again, read it to someone else, ask someone to read it back to them, highlight the key words
- remain calm and think “Why am I stuck?” “In what way exactly am I stuck?” “What do I need to become unstuck?”
- think about what they know already which might help them with the task
- look back at previous pieces of work in their books which are similar or related and could help
- look at prompts and displays around the classroom which might help
- find a resource in the classroom related to the task (e.g. a dictionary, thesaurus, number line, times table chart)
- refer to the learning objective and success criteria
- break the task down into smaller steps or put things in order
- represent the problem with a sketch, flowchart or diagram
- ask a response partner/learning buddy for some help
- ask the teacher, if they are still stuck after trying these steps

Stuck ??

**Good! It was worth
coming in today.**

We want children to reflect upon their learning ...



We identify appropriate points at which children can reflect. We like to provide prompt questions for them. They do not need to answer them all; they are there to guide their thinking. Some will be more relevant to particular tasks than others.

Children are reminded to focus on what they have **learned**, not just on what they have **done**.

Reflecting on your learning



- What did you **learn** today that you didn't know before?
- How are you going to **remember** this learning?
- In which other subjects do you think you could **use** this learning in the future?
- Did you overcome **challenges** during the learning today? What were they and how did you tackle them?
- Have you learned from making a **mistake** today? Often, our best learning takes place when we **understand** why we got something wrong the first time and then correct it.

... and to grow their mindset:

Instead of saying ...

I just can't do this.
I'll never do it, it's too hard.
I'm not clever enough to do this.
I made a mistake.
I'll never be as smart as my friend.
I can't make this any better.
How come my friend can do it?
I'm rubbish at this.
This will do.
Plan A didn't work.

Try thinking ...

I'm going to try a different strategy.
This may take some time and effort.
I will learn how to do this.
Mistakes help me to learn and improve.
I'm going to work out how they do it.
I can always improve my work.
I will learn from them.
What can I do to improve?
Is this my best work?
Now to try Plan B.

We believe that outstanding teaching and learning over time is characterised by:



- clear and challenging learning objectives and tasks, which are matched carefully to pupils' abilities
- differentiation which takes account of learning styles as well as abilities
- effective and appropriate provision for pupils with special educational needs and able, gifted and talented pupils
- lessons which are paced to ensure pupil engagement and to maintain it throughout
- the use of a variety of questioning strategies
- progression within sequences of lessons, which builds on prior learning
- the effective deployment of additional adults
- pupils who are enabled to work independently and who know how to help themselves if they are stuck or have finished
- the strategic use of mini-plenaries and plenaries
- success criteria made clear to pupils, who know their next steps
- pupil voice: opportunities for child-led learning, pupil talk and collaboration
- opportunities for pupils to reflect on their learning

We aim for our teaching to be



We ask children questions in a variety of ways.



We:

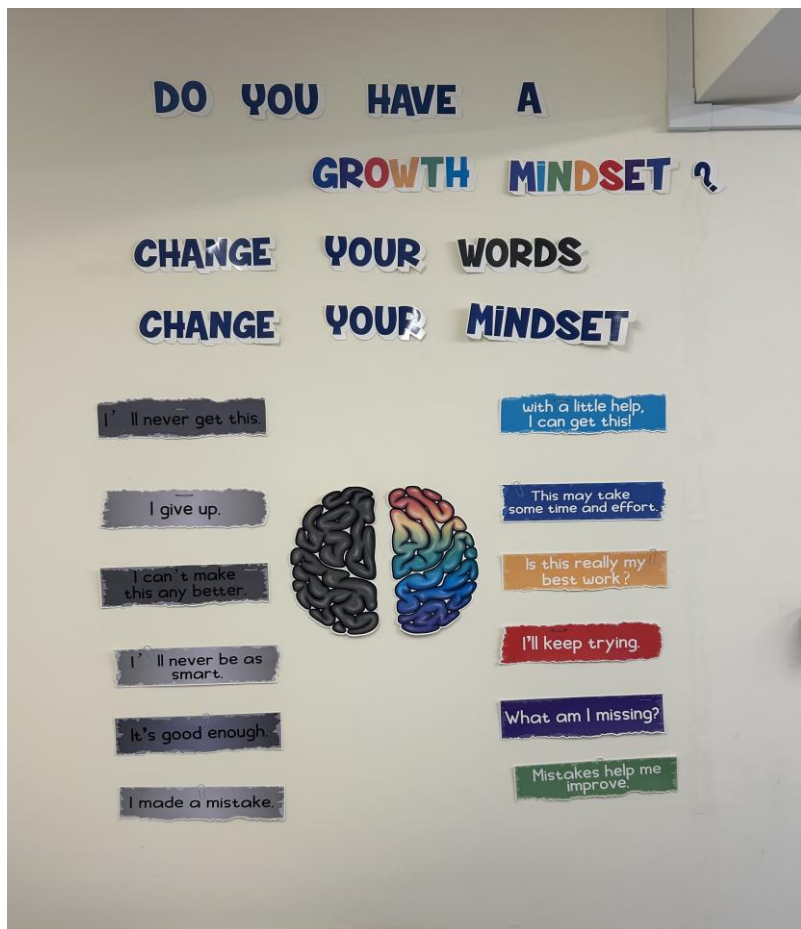
- praise children for well-thought out answers, right or wrong
- use mistakes positively to promote thinking
- use prompt cards or dice to ensure a variety of questions
- use open questions to promote deeper thinking
- use our teaching assistant to model asking and answering questions, to show which kind of answer is required
- use 'no hands up' to ensure that every child has to think
- use count of ten/clickers to allow children enough thinking time
- allow children the use of small whiteboards to record answers
- select children randomly to offer an answer
- use voting cards (multiple choice) to answer certain questions
- use peer support to help children to extend an answer
- allow children to use partners to discuss possible answers
- allow pairs to share their answers with another pair (snowballing)
- use the 'sweepstake' technique to promote group discussion
- ask a member of a table or group to answer for that group
- plan key questions in advance
- use straightforward questions as confidence-boosters



We aim to avoid asking children ...

- too many closed questions
- questions with one-word answers
- questions which require reading the teacher's mind
- who already know the answer
- who have already answered.

We see great value in 'helpful' classroom talk ...



- asking questions
- answering questions
- sharing ideas
- developing ideas
- encouraging others
- explaining
- clarifying
- giving instructions
- partner talk



Assessment has the greatest impact when ...



- it is relevant and necessary
- it is selective, focused and manageable
- it enables teachers to plan the next steps
- it includes self- and peer-assessment so that pupils are aware of success criteria and involved
- targets are shared with children and parents, with an opportunity for response

Assessment
FOR LEARNING



Marking has the greatest impact when ...

- it is completed promptly
- it focuses on the objectives of the lesson
- it takes different forms, including oral, written, self and peer
- it is used positively to move the learning forwards
- it takes place one-to-one with the child
- children understand the comments
- children have time to reflect on them
- comments are constructive and build self-esteem: positives first, then points for improvement
- it is fed into long-term assessment and informs planning

As educators, we can learn from each other by ...

- seeing the need and value of learning from each other
- observing and modelling
- listening and debating
- sharing ideas and resources
- disagreeing constructively
- admitting when we are wrong and changing our views
- accepting/respecting each others' views
- being open and honest
- reflecting and taking time out



- stepping into different environments
- encouraging each other
- challenging each other
- taking risks and feeling comfortable to do so
- working together – a priority in a small school
- learning from our own and others' mistakes
- working collaboratively
- respecting each other and not taking each other for granted
- laughing together – with each other, not at each other
- meeting regularly and making opportunities for talk and feedback, especially from study days

When our children leave Pitton from Year 6, they can ...



- begin to face challenges confidently, including moral challenges such as acting honestly
- hold their own socially
- have an awareness of their spirituality
- begin to think independently
- recognise when and how to get help
- communicate their ideas with adults and peers
- listen to the ideas and views of others
- work collaboratively in pairs and groups



- respect themselves and others and show kindness
- understand the consequences of their actions
- understand peer pressure
- realise that the world does not revolve around them
- have self-motivation and ambition
- take their learning forward
- take risks - appropriately
- accept praise and criticism graciously
- learn from their mistakes and deal with setbacks
- take responsibilities and make choices
- act as excellent role models for our younger pupils