

Learning at St Dunstan's March 2019

Key topics:

- Curriculum and purpose
- 'Marking' and feedback in the classroom
- Learning approaches in the classroom
- Enabling pupils to be independent and owners of their learning

Curriculum purpose

- Our curriculum is primarily focused on planning rich and memorable experiences which link our faith, the real world and our community into quality learning experiences. Through our curriculum we aim to promote the spiritual, moral, cultural, social, mental and physical development and to prepare them for the opportunities, responsibilities and experiences for their future. Our curriculum provides opportunities for children to make progress through the learning sequence from Reception to Year 6.

St Dunstan's Curriculum

Community Matters Developing a sense of community and belonging, contributing to our community through direct interaction and making links with local organisations. Understanding citizenship and democracy.	Keen to be Green Considering world concerns of global warming, climate change and eco footprints. The children learn how we are able to look after the environment whilst raising their understanding and knowledge of sustainability.	Healthy Lifestyles Encouraging healthy choices around food, physical activities and developing positive relationships and emotional well-being.
International St Dunstan's Celebrating the school's diversity and using the cultural roots of pupils and their families to develop an interest in countries across the globe, making comparisons to their own lives.	Fundraising and Enterprise Developing financial awareness, in years 5 and 6, children are involved in an enterprise activity. Taking part in a range of fundraising activities for local, national and global charities, including pupil-led Lenten activities in KS 2.	Leading Learners Sharing their talents and skills, children celebrate their gifts and uniqueness. Children explore how learning behaviour and dispositions are key to helping them to learn effectively and feel positive about themselves as learners.

Design for Learning

- We plan cross curricular units of work to include an aspect of our St. Dunstan's curriculum to give purpose to the learning, help 'set the scene' and 'hook' pupils in. This enables all pupils to:
 - make links between existing knowledge and future knowledge and skills;
 - be engaged and inspired;
 - see the big picture and understand the purpose/importance of their learning in their lives
- We look to:
 - **Connect** the children to their learning
 - **Activate** the children in their learning
 - Actively **share the outcomes** with children
 - Adults **model** the learning, attitudes, talk and expectations with the children
 - Provide children with opportunities to **reflect and review** their learning
 - Provide **feedback** to celebrate successes and identify next steps

'Marking' and feedback in the classroom

Marking is written feedback and is just one aspect of effective feedback to enable improvement, therefore will not be seen on every piece of work. Feedback is to ensure pupils are made aware of how they can make progress.

- Principles of feedback:
 1. Pupils are motivated and will understand what they have done well
 2. Pupils are clear about how to improve
 3. Pupils make visible signs of improvement

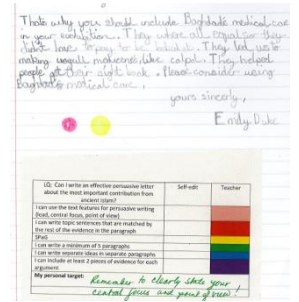
What this looks like in pupils books:

CTC : My reasoning for my most important choice is conquering other countries is the first step to victory base because we are learning how the Islamic civilisation conquered countries so quickly, so far.

The monk thought that God would help them because he was really religious.

They were very skilled and had a lot of money so they could attack and they used effective weapons. They believed that God was helping through the way. Their opponents were weak but the Arabs were strong warriors and they were inspired by their faith.

- Teachers use green pen
- Pupils use purple pen (age and task appropriate) to make improvements and self-mark, reflect on their learning
- Pink or green highlighting to show where the teacher is tickled pink or where there is something for growth (green)
- Symbols e.g. sp, C (for spelling, capital letters)
- EBI (even better if), WWW (what worked well), SWAN (strengths, weakness and next step), stars and a wish (what is good and a wish for improvement)
- Self-mark and self-reflection/ evaluation
- Dot marking by teacher or child to indicate next step using success criteria or colour coded tasks
- Questions- to consolidate/practice a concept or for deeper thinking

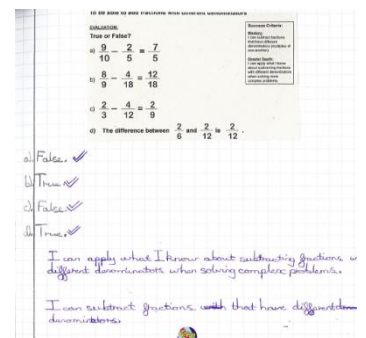


Corrective time

- Is time for children to review previous learning and correct any misconceptions
- It is time dedicated for children to improve their work and is a vital part of the learning sequence
- It can be independent, guided or whole class
- It focuses on children being the 'hard workers' and part of the learning process

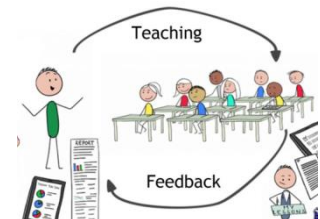
Pupils as first 'markers'- we encourage and teach children to

- be the first person to review their learning to know they are the vital part in their learning journey
- read through their work before handing it in
- check for spellings, grammatical and punctuation errors using the resources in the classroom
- compare their work against the models/ success criteria
- reflect upon what they are struggling with and what they feel they need to do next



Actionable feedback/ responsive teaching

- Teacher feedback is actionable, it is in response to classroom assessment through questioning, group work, review of learning in books
- Pupils respond to teacher feedback to make improvements in the lesson or at the start of the next lesson
- Frequently, the next lesson will start with an activity to 'deal' with the misconceptions (may not always be visible in the books however, the learning will show progress- in understanding of the concepts)



Learning approaches in the classroom

Approaches we use are based on research evidence to ensure we are developing our teaching to have an impact on pupil learning.

1) Assessment- Learning is about knowledge in long-term memory, not immediate performance. Memory is strengthened by retrieval practice.

- Short 'tests', quizzes, task to pre-assess and check learning throughout topic
- Lots of questioning to check, to allow pupils to retrieve their knowledge
- Lots of practice to become fluent and confident in the components

2) How we approach planning- Learning builds in schemas (pattern of thought); children make links through a coherent curriculum and learning sequence.

1. We backwards plan. This means that we begin by considering what children know now and what they will need to know and be able to do in their lives.

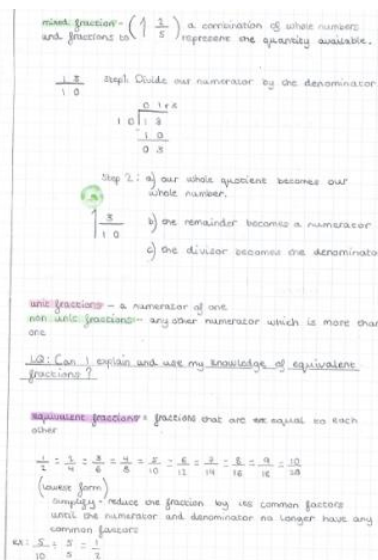
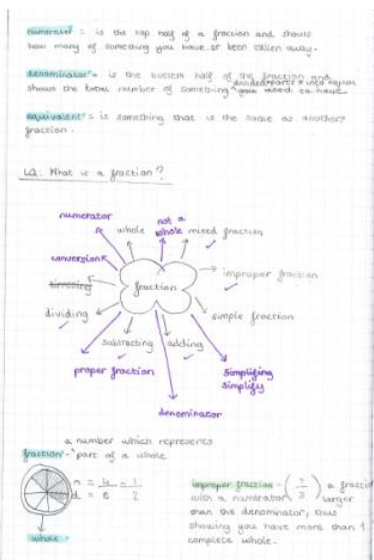
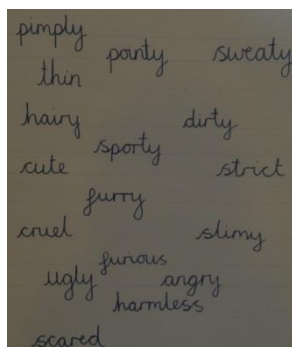
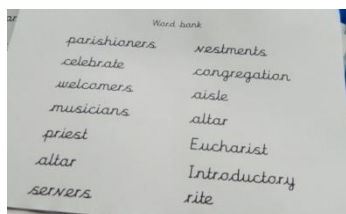
2. Lessons are objective and content driven – start with what we want the children to know and achieve first.
3. Consider the method and resources by which the content will be delivered, ensuring success for all.
4. Build in time for retrieval and practice
5. Aim for learning to be joyful and highly motivating for children.

3a) Pre-teach- Direct instruction is vital for novice learners to ensure the knowledge to be learnt is made explicit.

- Those who may not have the knowledge/ cognitive preparation for the learning are given time and clear, specific teaching to be prepared for the learning.
- Pre-teaching gives children a sense of confidence and competence for the learning

3b) Importance of Vocabulary

As a child's vocabulary growth is directly linked to his or her overall school achievement; having a large vocabulary helps children think and learn about the world. We display vocabulary around the classroom and work with children to develop their vocabulary through all subjects.



4) Questioning and dialogue- Responsive Teaching is a two-way interactive process. The teacher asks questions to know how much is understood and children talk about their learning in depth to the teacher and to each other.

Quality questioning and dialogue in the classroom allows pupils to:

- be kept on their toes
- want to answer questions
- draw on their knowledge
- reflect on learning
- refine their responses/thinking
- be actively thinking
- be actively listening to the responses of others
- form their own quality questions
- be working hard

5) Mindsets and Success: The optimal success rate for learning is high.

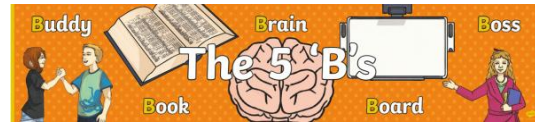
- We aim to support the children to be successful in their learning by breaking the whole learning process into smaller steps.

Learning Zone	Performance Zone
Improvement focused	Final execution.
Making mistakes	Minimize mistakes
Experimenting with possibilities	Deliver on knowledge and skills that have been mastered
Practice drills on components of the whole process.	Produce integrated products
Low stakes environment.	Perform under pressure of expectations.

- We expect children to make mistakes, so we provide plenty of practice in a safe environment where children feel able to make mistakes and try out new ideas or skills.
- Children are focused on what they can do to make improvements. This develops a positive mindset and resilient learner who is prepared to perform confidently to show how the knowledge and skills have been mastered.

Enabling pupils to be independent and owners of their learning

Learning environment



- Embodies the variety of the learning
- Is the silent teacher
- It shares the message of our ethos and values and celebrates the high quality of learning we expect
- It invites pupils to demonstrate high expectations and standards
- Supports and challenges the learning
- Allows pupils to be active learners with a sense of independence



Success Criteria and models

- Pupils need to know **what** they are going to learn and **why**. They need to know:
 - how they can recognise achievement
 - what 'good' looks like
 - why they are learning it

We share models with the children to show the high standards expected and discuss and co-construct the success criteria to enable pupils the understanding of the steps to reach the expected result.

