

Oakfield Primary School
Learning Guarantee

Oakfield Primary School Learning Guarantee

<p>When this learning guarantee is consistently in place across the school we expect to see children who are independent, enquiry-led learners taking a pride in their work. They will be passionate about learning, setting themselves high expectations and making progress across a broad, inter-linked curriculum. They will be aware of what they have achieved and their next steps in learning because they will have ownership of their learning. Outcomes will be shared with children and parents.</p>	
<p>Learning opportunities:</p>	<ul style="list-style-type: none"> ● There are high expectations set in every learning opportunity ● Learning is set in a meaningful context in order to engage children and ensure learning is purposeful and fun ● The best learning is active, well-resourced and with opportunities for children to talk, question and interact with the learning process ● Teachers with good subject knowledge ensure there is a clear progression in learning ● Teachers ensure there are clear learning outcomes for lessons and to achieve these: <ul style="list-style-type: none"> ➢ There will be a variety of lesson sequences to best meet the learning needs of the children e.g. using a hook at the start, having an exploratory lesson, some direct teaching etc. ➢ Lessons start promptly and are delivered at an appropriate pace so that every child makes good progress during the lesson and over time ➢ Lessons have clear learning objectives written in child friendly language which are generally shared verbally and in writing ➢ Lessons mostly have clear process success criteria (adult or child generated) linked to the objective & indicating how success can be achieved ➢ Lessons have built in opportunities to draw the learning together, deal with misconceptions and extend thinking ➢ Teachers provide precise, direct teaching of skill; they communicate clearly to explain learning and model how success can be achieved ➢ Teachers explicitly introduce the required technical vocabulary and model this vocabulary throughout the lesson ● All learning opportunities are fully inclusive and responsive to the needs of individuals and groups as action is taken to promote equality of opportunity which results in significant improvement in the performance of all groups ● All adults take full account of any safeguarding issues
<p>Learning Activities</p>	<ul style="list-style-type: none"> ● Learning activities will be active, challenging and fun; they will regularly be based in purposeful play especially for the younger children ● Activities will be objective-led and informed by assessment ● Activities will be motivating because they will take account of children's interests and will have opportunities to be scaffolded and extended
<p>Recorded outcomes</p>	<ul style="list-style-type: none"> ● Pupil books and displays will provide evidence of much of the learning; a range of recording techniques will be used including adult and pupil writing, notes, observation notes, photographs, drawings, charts and diagrams ● The school values quality in recorded outcomes in preference to quantity ● All work will be dated, with a learning objective, key question or title laid out in line with class expectations ● The agreed style of handwriting will be used at all times by adults and children
<p>Whole learning environment</p>	<ul style="list-style-type: none"> ● The school sets the high expectation that the whole site will be an "enabling environment" where people and resources are valued ● All learning environments will be calm, safe and attractive because they will be kept uncluttered, clean and tidy at all times ● All classes will have a working wall for English and mathematics which display the learning journey through learning objectives, modelled examples of current learning, key ideas and concepts "what a good one looks like" - WAGOLL ● Well organised, appropriate, resources will be easily accessible to all children so that children can work independently and interdependently. The use of these will often be carefully planned in advance

Oakfield Primary School Learning Guarantee

Learning behaviour	<ul style="list-style-type: none"> • The agreed school behaviour for learning policy will be employed consistently by all adults so there is no disruption to learning • The four Rs (resilience, resourcefulness, reciprocity and reflection) will be explicitly taught and displayed and used to underpin children's awareness and development of their learning • Teachers model good learning behaviour and enable children to be independent and interdependent in their learning • Expectations of behaviour for learning will be displayed alongside reward charts e.g. house point rainbow awards
Assessment	<ul style="list-style-type: none"> • The school marking and feedback policy will be consistently applied with feedback for learning undertaken in a timely fashion, often within the lesson, and informing future planning • Assessment will be built naturally throughout every lesson – it is “in the moment” and ongoing; it will be discrete • Feedback will be precise, meaningful, motivating and accurate • A range of feedback strategies will be used including observation, adult marking, questioning, comparison with a good example (WAGOLL), self and peer assessment • Children will be expected to, and be given time to, respond to feedback
Planning and preparation	<p>Written plans will be living documents which are flexible and annotated to take account of:</p> <ul style="list-style-type: none"> • The needs of every child and so will show variation, scaffolding and challenge as required • The school and national curriculum for the appropriate year group • The stage and experience of the teacher and the other adults in the room when the depth of planning is considered • The learning objective for the learning or unit of work (What skills or knowledge will the children learn?) • The success criteria (What will the children need to demonstrate to know they have been successful in their learning?) • The context for the learning (How is the learning purposeful both now and in the future?) • Technical vocabulary to be introduced or revised - this needs to be displayed during the lesson • The audience – they will be available to all other adults in the room and on the school • Activities (brief) and resources (only if there is something additional to usual classroom resources) • Potential misconceptions and hard to teach/ hard to learn aspects • Opportunities for enquiry-led learning, investigations and cross-curricular or cross-domain learning • Opportunities for assessment and feedback - self assessment, peer assessment, adult assessment <p>Leaders will ensure that:</p> <ul style="list-style-type: none"> • Planning, preparation and assessment (PPA) time will be provided for every teacher and will only be interrupted in an extreme circumstance • Whole school expectations of PPA are manageable and are only required if they improve outcomes and provision for children

Organisation of Learning

Whole class	Focus groups	Independent learning	Differentiated groups	Gender specific groups
Mixed ability groups	Split inputs	Carousel of activities	Self-directed learning	Outdoor learning
Rainbow grouping	Snowballing	Intervention groups	Social skills groups	Read with another year group

Oakfield Primary School
Learning Guarantee

Toolkit for Teaching

Strategy/ Tool	Brief description
4 Rs	Resilience, Reciprocity, Resourcefulness and Reflection – vocabulary to help children build their learning power: reference Guy Claxton
Add, build, contest (ABC)	An ABC discussion – s structure for speaking and listening
Bloom’s revised taxonomy	A hierarchy of thinking skills – remembering, understanding, applying, analysing, evaluating, creating
Call and response	Call and answer or respond to aid memory – a rhyme or song can help
Cascade learning	Teach a group of children who then pass this on to other children who in turn pass it on to others
Child as the expert	Children learn something and then teach other children
Circle Time	An opportunity to explore personal and social issues
Concept cartoons	Mostly used in science to represent a range of solutions to a problem
“Discovery time”	A time within a lesson for children to have time to freely explore resources etc.
Exit pass	A short task/ test at the end of a lesson to summarise what has been learned
Freeze frame	Children create a still copy of a picture – can then be asked to say what they are thinking, have a conversation, what happened before/ after etc.
Hot Seating	Put a character on the spot to answer questions
Individual targets	Specific, shared targets for a particular skill piece of knowledge or understanding, which a child is finding it difficult to master
Learning trails	Key facts or a series of questions displayed around the school or grounds in a form of treasure hunt
Lollipop sticks	Every child has a name on a lollipop stick and can be called out randomly or to make sure all children have a turn
Memory games	Range of activities such as “brainbox” cards, Kim’s game, mnemonics and other strategies to help children remember facts
Mind Mapping	A way of organising thinking, capturing what they already know. Reference Tony Buzan
Minipics	Small pictures to build up into a story or series of facts
Mysteries	A series of facts and opinions, some of which can be red herrings. A problem is then introduced to be considered.
Odd one out	Three objects/ pictures/ numbers/ facts – which is the odd one out? Why? Give a partner for odd one out. Can have 4 things, a grid etc.
P4C	Philosophy for Children – a way of considering and discussing big ideas
Podcasts	Sound recordings that can be put on class website pages or onto school radio
Problem solving	Children have an issue to solve – they need to identify the skills, knowledge and understanding they require – provides purpose & challenge
Rainbow grouping	Start in home groups each with different focus. Each person has a colour. Colour groups formed with each member expert in their section.
Self and peer assessment	Children can assess their own work and that of their peers against agreed success criteria
Slow reveal	Uncover small sections of a picture to support children in description, inference and deduction
Snowballing	A strategy for sharing ideas/ information. Children work in pairs, pairs join into 4s , 4s join into 8s etc.
Split inputs	Input to some of class while others have a pr-learning or revision task, then set a task to input group and deliver input to a different group
Success strings	A string in each class on which high quality independent learning is pegged – often with a picture of the relevant child
Talk for Writing	A strategy to improve writing using pictures and story maps to learn by heart and then adapt stories or other texts
Talk partners	A regular peer to share thinking with in any subject
Think, pair, share	Think on your own, talk to a partner about your ideas, share with the class

Oakfield Primary School
Learning Guarantee

Strategies for Developing Learning and Teaching

Strategy	Description	When and why would this strategy be used?
Appreciative enquiry	A focus is agreed of an element of best practice to be considered and then all evidence is gathered that supports that focus. A rich description is created.	<ul style="list-style-type: none"> To recognise and promote the most innovative practice. To exemplify high standards and high expectations
Bespoke coaching	One to one coaching with a particular focus has been identified – usually by the teacher. The coach reflects back what has been seen and asks questions in order to allow the teacher to identify areas of strength and development	<ul style="list-style-type: none"> To provide focused, individual support in a specific area To place the teacher at the centre of the development process To grow good to outstanding
Communities of learning	A group of people working together to share and develop their learning around a particular focus. This may be on-line or face to face.	<ul style="list-style-type: none"> To develop new understanding around a particular idea To share learning more widely either across the federation or beyond
Lesson observations	Focus periods of time spent in class with an observer. This may include conferencing with pupils & work sampling. One or more people may observe. An additional observation will happen if provision is judged not yet good. Self-evaluation and professional dialogue will follow a lesson observation. Strengths are identified and areas for improvement are translated into future actions and followed up at the next observation.	<ul style="list-style-type: none"> As a regular bespoke form of professional development To provide individual, focussed feedback against a specific focus To provide individual, focussed feedback against the teacher standards
Learning ambassadors	Children who have developed the skills of learning (linked to the learning dimensions) will achieve the title of learning ambassador. They will be used to support other learners, describe the learning to others and to evaluate the learning by joining school leaders on learning walks etc.	<ul style="list-style-type: none"> To coach children in their understanding of learning To describe learning from a pupil perspective to others To provide a pupil perspective in the monitoring and evaluation of learning and teaching
Lesson study	Three people work together to develop a lesson. The first person teaches the lesson with two observing and all three evaluate and revise the lesson. The second person teaches the revised lesson with two observing and follow the same process. The third person delivers the perfected lesson.	<ul style="list-style-type: none"> To develop good and outstanding practice To develop consistency in provision To build sustainability
Learning walks	Focussed walks around a number of classes to gain a snapshot of a particular type of provision.	<ul style="list-style-type: none"> To ensure consistency across the school To point out best practice to other staff members
Mentoring	An “expert” models or works with a colleague to share and develop best practice.	<ul style="list-style-type: none"> To develop inadequate teaching or requires improvement to good
Reading and research	This could be a whole group reading a particular article or excerpt. Alternatively, different group members could read different sections and share their views. Individuals may also read for personal interest.	<ul style="list-style-type: none"> To keep abreast of educational research and new thinking As a basis for extending personal thinking As a starting point for developing shared understanding
Sabbatical	In some instances, governors may be prepared to grant permission for member of staff to have a period of time unpaid with the guarantee of their job being kept open. This could be to study and would normally benefit the school in some way.	<ul style="list-style-type: none"> To support a member of staff in their professional development To provide a different experience which may not be possible in school To enable a member of staff to undertake further study
Secondment	For a member of staff work in a different school or setting for a specified period of time. The secondment would be funded by the receiving setting.	<ul style="list-style-type: none"> To provide a broader or different experience To provide support
Self-evaluation	The member of staff reflects in a structured way on an aspect of their work. They may use a monitoring form to capture their thought. This often happens prior to a professional dialogue with another member of staff.	<ul style="list-style-type: none"> To develop practice at all levels To develop staff professional responsibility for their own development
Team teaching	To work alongside another colleague doing a similar job. Two people may work in tandem or each may take specific parts of a session. One person acts as “the fly on the wall” or the “voice in your ear” to provide a commentary on the practice from a different perspective.	<ul style="list-style-type: none"> To support a member of staff to solve a particular issue To provide an alternative point of view To share expertise