



## Sheet Primary School

*"making a difference for every child"*

### TLP1: Learning Policy

Owning Committee: Curriculum  
 Owning Governor: TBC  
 Owning School rep: Julie Robinson  
 Date of Approval: April 2023  
 Date of next review: April 2025

**AIM OF DOCUMENT:** To outline key principles of the management of learning at Sheet Primary School.

**IN EVENT OF CONCERN/QUESTIONS:** Contact the owning governor, contact details available through the school administrator.

**HOW DOES THIS DOCUMENT HELP THE CHILDREN?** Improve the learning outcomes for all children by providing them with an engaging and creative curriculum.

**Monitoring Plan for policy:**

The owning governor will carry out regular visits to monitor implementation of this policy and evaluate its impact on the children's learning. Other governors may make additional visits as necessary.

**Revision History:**

Version	Update details	Date of approval
V1		Jan 2010
V2	Improve structure of document, add subject leadership	June 2014
V3	Refine to include learning values, skills progression	Sep 2015
V4	Refine to include III	Nov 2019
V5	Improve structure of document , clarity of teaching instruction and research behind teaching methods, recent Hampshire neurodiversity training	April 2023

# Learning Policy

## Core purpose

To provide a learning environment and opportunities which enrich and challenge every child. Drawing on the school's vision and mission statements: we encourage our pupils to develop their capacity for independent learning, creative thinking and to develop a sense of curiosity. Our learning values of Perseverance, Respect, Effort, Kindness and Positivity support our core purpose.

## Aims:

- Develop a modern curriculum that will prepare our pupils for the future
- Broaden the children's outlook by incorporating enrichment activities and opportunities for creative expression
- Enable children to become aware of themselves as learners by teaching skills and encouraging positive attitudes towards learning
- Deliver the expectations of the National Curriculum for Primary schools
- Provide a learning environment that is structured, engaging and flexible, to allow all pupils to participate, make good progress and achieve
- Use the mixed-age class groups in our school to the best advantage of the pupils by encouraging supportive peer relationships across all ages
- Support the social and emotional development and growth of the children by building mental health awareness, confidence, perseverance and respect within the school community.

## Role of staff

The most significant impact on children's learning is the quality of interaction with adults. We expect all staff to contribute to this through:

- Showing that they care about the children they are working with
- High expectations of achievement and behaviour
- Recognition and positive reinforcement of every effort and success.

In addition, we expect all staff involved with teaching to be knowledgeable, enthusiastic and passionate about the subject they are teaching and to provide clear, structured and appropriately variation of activity to broaden, deepen and ensure successful learning for all.

Subject leaders are assigned for each area of the curriculum (such as Mathematics, English, Science etc) and support co-ordination of consistent planning for their subject across the school, draft corresponding policies, keep up-to-date with latest outstanding practice and disseminate it to their colleagues. Subject leaders organise resources, moderate assessment, knowledge and skills progression and lead improvement of teaching in the subject along with our school improvement plans.

## Teaching and Learning Principles

These principles are underpinned by Education Endowment Foundation research, Hampshire Principles of High Quality Inclusive Teaching, and by Rosenshine’s Principles of Instruction.

### Education Endowment Foundation Research

In lessons we take note of and apply EEF research into our teaching and learning facilitation:		
Activity	Cost	Impact
<b>Feedback</b> Very high impact for very low cost based on extensive evidence.		
<b>Metacognition and self-regulation</b> Very high impact for very low cost based on extensive evidence.		
<b>One to one tuition</b> High impact for moderate cost based on moderate evidence.		
<b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.		
<b>Phonics</b> High impact for very low cost based on very extensive evidence.		
<b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence.		
<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence.		

### Hampshire’s Principles of High Quality Inclusive Teaching

1	Genuinely <b>high expectations</b> of all children, which are enacted in the teaching and learning they experience; adults believing that children can meet or exceed ‘the standard’ if the appropriate conditions are in place, through a personalised approach
2	Teachers <b>knowing the contexts of children</b> (for example eligible for free school meals) and the characteristics of learners with such contexts, whilst not stereotyping or applying a label in a way which might have a negative impact on expectations or opportunities
3	Access to a <b>broad curriculum and to learning which is sequential, cohesive, relevant and contextualised</b>
4	On-going, responsive, diagnostic (formative) <b>assessment</b> , monitoring and review, which informs and shapes the teaching and learning, including in real-time
5	Use of a wide range of <b>assessment and feedback tools</b> , including self and peer assessment
6	<b>Skilled, open-ended questioning</b> ; asking the right questions at the right time to reveal understanding and any misconceptions, in order to build further on learning
7	Skilled <b>pedagogical intervention</b> ; using <b>knowledge of how children learn</b> to craft and re-shape

	learning experiences
8	<b>Modelling</b> to reveal the thought processes of an ‘expert’ learner, to aid understanding and help develop metacognitive skills
9	Dedicated teaching of <b>metacognitive skills</b> ; helping children to understand how they learn and to make decisions about learning, in order to problem-solve and select the most <b>effective learning strategies</b> for different tasks/context
10	<b>Building on prior knowledge, understanding, skills</b> and ideas which children bring to new and subsequent learning opportunities and experiences
11	<b>Embedding key skills</b> and understandings to gain fluency and mastery across different contexts of learning
12	Opportunities to elaborate on learning; to use <b>describing and explaining</b> which helps <b>integrate new information with prior knowledge and embed it in memory</b>
13	Planned <b>sequences and cycles of learning</b> which facilitate mastery
14	<b>Pre-teaching</b> which acknowledges the different starting points of children and attempts to <b>enable all children to access the core teaching and learning</b> from the main lesson(s), as opposed to a ‘deficit’ model of catch-up which is implemented when a child has struggled with learning
15	<b>Appropriate use of modern technology</b> such as programmes designed for problem-solving and open-ended learning for children, as well as resources to support teaching, such as interactive boards and learning platforms.
16	<b>Flexibility in teaching and learning</b> to adjust and personalise in response to children, whilst ensuring that any long-term and generic adaptation is always available, practised routinely and part of everyday adjustment if needed
17	Dedicated <b>subject-specific time as appropriate, as well as integrated learning</b> and connecting learning journeys
18	The explicit <b>teaching of key vocabulary</b> to assist in conceptual understanding and building knowledge
19	Effective <b>subject-specific pedagogy</b>
20	<b>Variation</b> in how learning and understanding is communicated and recorded
21	<b>Strong and effective</b> adult to children and children to children <b>interactions</b>
22	Understanding of children and their contexts, their personalities, ways of working with the children to <b>gain positive engagement</b> and <b>promote self-driven learning</b>
23	Opportunities <b>to learn in different ways</b> , with collaborative learning recognised as a highly effective strategy, particularly for those who have had difficulty with the learning previously (alongside a recognition that how to learn collaboratively also needs to be taught explicitly)
24	Use of <b>flexible groupings</b> to promote active pupil engagement with their learning and to encourage focused oral participation; assessment and/or prior attainment in that or other subjects not always determining a group
25	The <b>impact of any adjustments, personalisation, intervention or support critically evaluated</b> , with these evaluations used to inform subsequent teaching and learning
26	<b>Strong, positive relationships</b> within the learning environment; <b>unconditional positive regard for children</b>
27	<b>A physical environment which is conducive to learning</b> , taking into account such aspects as sensory needs
28	Effective, skilled <b>classroom management</b>
29	Skilled <b>deployment of any additional adults</b> with appropriate training and clear, focused remit to support learning, independence, metacognition and self-regulation*
30	<b>The use of equipment, practical demonstration and concrete representation</b> to support learning
31	<b>Explicit teaching of how to use different resources</b> to support learning

## Rosenshine's Principles of Instruction

The 10 principles in this article come from three different sources: research on how the mind acquires and uses information, the instructional procedures that are used by the most successful teachers, and the procedures invented by researchers to help students learn difficult tasks.

The ideas from each of the sources overlap and add to each other. This overlap gives us faith that we are developing a valid and research-based understanding of the art of teaching.

<b>In lessons we apply Rosenshine's Ten Principles of Instruction</b>
1. Begin a lesson with a <b>short review</b> of previous learning: Daily review can strengthen previous learning and can lead to <b>fluent recall</b> .
2. Present new material in <b>small steps</b> with student practice after each step: Only present <b>small amounts of new material at any time</b> , and then assist students as they practice this material.
3. Ask a <b>large number of questions</b> and check the responses of all students: Questions help students <b>practice new information</b> and <b>connect</b> new material to their <b>prior learning</b> .
4. <b>Provide models</b> : Providing students with models and worked examples can help them learn to solve problems faster.
5. <b>Guide student practice</b> : Successful teachers spend more time guiding students' practice of new material.
6. <b>Check for student understanding</b> : Checking for student understanding at each point can help students learn the material with fewer errors.
7. Obtain a <b>high success rate</b> : It is important for students to achieve a high success rate during classroom instruction.
8. Provide <b>scaffolds</b> for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. Require and <b>monitor independent practice</b> : Students need extensive, successful, independent practice in order for skills and knowledge to become <b>automatic</b> .
10. Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

### Principles of teaching and learning applied to lessons

In order to provide effective teaching and learning for all children at Sheet Primary School, teachers give careful consideration to the structure, content and teaching techniques they apply throughout lessons.

<b>INTENT</b>
<b>Before the lesson teachers consider:</b>
<ul style="list-style-type: none"> <li>• The <b>content</b> of the lesson. <i>Why this, why now?</i></li> <li>• The necessary teacher <b>subject knowledge</b></li> <li>• <b>Outcomes</b> - what the children need to know by the end of the lesson / unit of work / year.</li> <li>• <b>Prior learning</b> - what children already know and what they have not yet fully understood</li> <li>• Potential <b>misconceptions</b></li> <li>• How the learning will be real, <b>relevant</b> and interesting</li> <li>• Which <b>resources</b> will be relevant and support learning effectively</li> <li>• The effective use of <b>learning time</b> in each part of the lesson</li> <li>• The lesson <b>structure</b></li> <li>• The <b>role of the adult/s</b> - ensure support staff have seen the planning and are aware of their role within the lesson</li> <li>• The <b>additional or different needs</b> of individual children and <b>how they will be met</b>.</li> </ul>

## IMPLEMENTATION

### At the start of the lesson teachers:

- Share clear and specific **learning objectives** (not task or context based)
- Share clear simple **success criteria** or 'steps to success'
- Ensure **introductions** / starters / hooks are engaging and linked to the main learning
- Make clear **links to prior learning** – taking account of children who missed this or who did not yet secure on the prior learning
- Apply **inclusion** strategies to ensure the needs of all learners are met

### During the main teaching input teachers:

- Provide a **split input** if needed
- Review the **learning objective** (LO) and ensure it is visible throughout the lesson
- Ensure the children are **actively engaged** in thinking and doing in order to be learning
- Use appropriate **teaching techniques**
- Apply **stages of practice** (I do, we do, you do) and assessment for learning
- Use **effective questioning** to probe (check understanding), challenge (see SOLO taxonomy) and support learning (see 'independence triangle').
- Use knowledge of 'previous and next steps' to adapt teaching input if necessary
- **Adapt** teaching to tackle misconceptions and gaps in knowledge and understanding
- Apply **inclusion** strategies to ensure the needs of all learners are met

### During independent work teachers:

- Share independent tasks clearly and check children understand the task and the expectations (outcomes and behaviour)
- Ensure **independent tasks** are **pitched** correctly 'low-threshold, high ceiling' (NRICH)
- Consider the needs of the rest of the class when using a **split input**
- Provide **time reminders / time targets**
- Provide **ongoing assessment for learning** and **live feedback** (written and verbal) to as many children as possible
- Provide regular **check ins** and **support** for children who need it most
- Use **mini plenaries**
- Challenge children who have 'got it' through adapting
  - questioning (to challenge)
  - task design
  - pupil feedback
- Support children who haven't 'got it' yet through provision of
  - questioning (to elicit understanding)
  - scaffolds
  - resources (concrete, pictorial, abstract)
  - prompts and reminders
  - more frequent check ins
  - mini modelling 'I do, we do, you do'
  - pre-teaching strategies
  - time to practice before moving on
  - extra support following lesson
- Apply **inclusion** strategies to ensure the needs of all learners are met

### Throughout the lesson teachers:

- Use effective approaches to managing and supporting behaviour to provide a conducive learning environment where children are 'ready to learn'
- Use effective strategies to support children in developing a positive attitude to learning, resilience and a growth mindset
- Promote equality, diversity and inclusion – equity and equality
- Ensure the needs of all learners are met (inclusion strategies and approaches)

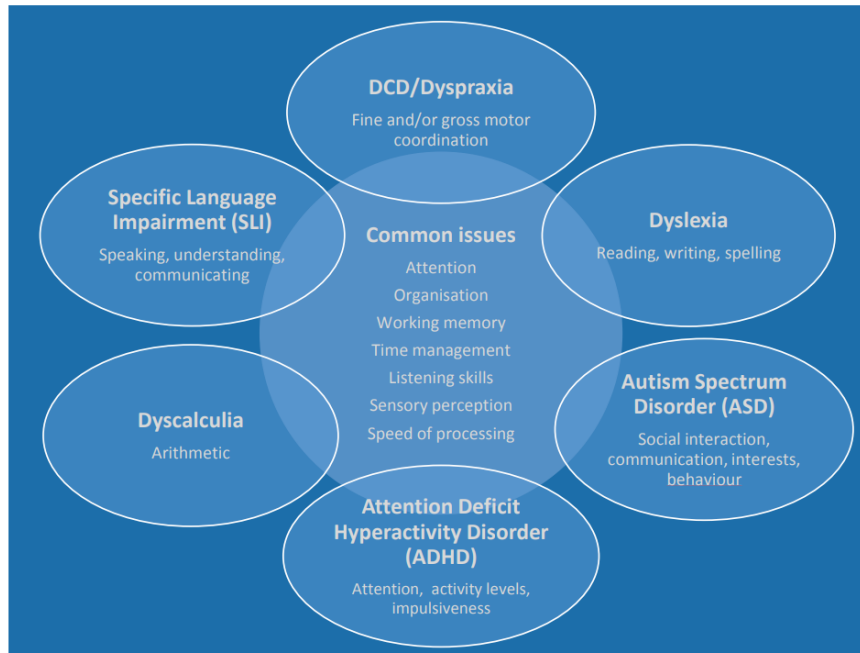
<b>At the end of the lesson teachers:</b>
<b>Divide</b> - group children according to need (didn't get it, nearly there, all fine) <b>Dig</b> - <i>Why? How could I adapt teaching / provision? For who? What's needed?</i> <b>Decide</b> – <i>What next? More time or move on?</i>
<b>After the lesson</b>
Book looks / marking – who needs what additional feedback / practice / editing / correcting. <b>Piles of books</b> – who needs more practice, correcting, more depth? <b>Inclusion</b> – are there any children whose needs were not being met? What further adaptations are needed for these individuals? Plan / adapt the next lesson accordingly
<b>Beyond the Lesson</b>
What opportunities can be provided for children to practise and apply their knowledge, understanding and skills across the curriculum?
What homework would best support learning in school, including pre-learning?
How are parents informed about what children are learning and how to support them at home?

## Principles of neurodiversity applied to lessons

In order to provide effective teaching and learning for all children at Sheet Primary School, teachers give careful consideration to embracing neurodiversity in education. It is vital for the change needed in today's society. We have children who are **neurodiverse**. Our world is filled with **neurodiversity**.

We strive to be a **neuroinclusive** school educating children about neurodiversity - and accepting and celebrating difference.

### Neurodiversity



### Attention

- TPR (Total Physical Response) Asking children to do actions, like in the Simon Says game, is another great way to refocus children's attention. ...
- Praise the listeners.

- Surprise them.
- Countdowns.
- Position in the classroom.
- Sound signals.
- Include physical activity. - children who struggle with attention often do better if they are given brief breaks for active play.
- Have "Attention Breaks"
- Adjust time frames.
- Remove visual distractions.
- Play memory games: I went to the shops and I bought... / Kim's Game
- Rate (and change) tasks.
- Break tasks into pieces.

### **Organisation**

- Break tasks into chunks.
- Make checklists and to-do lists.
- Teach calendar and time management skills.
- Establish daily routines.
- Introduce idea organizers.
- Use color-coding.
- Create fun memory aids.
- Create an organised work space.
- Be organised yourself

### **Working Memory**

- Promote visualisation skills
- Ask a child to teach you how to do it / explain the concept
- Games that promote visual memory e.g. Dobble, Snap Kim's Game,
- Playing cards
- Highlighting key information
- Post-it notes for note-taking
- Jotter bubbles in English books
- Task boards
- Chunking information
- Multisensory learning – get out the magnetic letters, / tiles / playdough / stampers / rainbow writing
- Make connections
- Mind mapping
- Sentence stems
- Keep instructions short
- Keep inputs to a minimum
- Have good examples to refer to
- Model rehearsal of instructions
- Give time for processing

### **Time Management**

- Set a daily timetable
- Use a timer.
- Break tasks into smaller parts.
- Let them take breaks.
- Help them set goals.



- Encourage positive self-talk.
- Be a role model – be organised yourself
- Teach children how to use their time wisely.
- Teach them project management skills – lists to prioritise tasks
- Visual reminders
- Mind mapping – organisation of thoughts
- Reminders of expectations

### **Listening skills**

- Get their full attention and complete silence before giving instructions
- Make reading an interactive activity – discuss the book
- Play listening games e.g. I went to the shops / What's that noise?
- Play "story chain"
- Place an emphasis on common speech signals and reciprocated conversation
- Vocabulary building – word of the day
- Be a good listener too
- Remember that most young children have short attention spans
- Maintain eye contact
- Don't interrupt a child when they're talking
- Be an active listener yourself
- Play 'Spot the Changes' – listen to a familiar short story and change particular words or phrases for children to spot
- Ask questions:

### **Speed of Processing**

- Practice a specific skill. Practice can help improve a child's speed at that skill.
- Help children to be more efficient
- Work on planning and organization skills.
- Stay positive.
- Task boards and visuals
- Working walls
- Crossword puzzles, Sudoku. Dobble, Picture pairs, snap,
- Allow time, time and more time.
- Do not repeat instructions and task directions too soon, allow the child to ask you to repeat it.
- Provide outlines and summaries of lessons.
- Encourage overlearning.
- Get them to work it out on paper.
- One question at a time.
- Shorten assignments.
- Give praise for knowledge vs. performance.

### **Sensory Processing**

- Ensure you do not invade the student's personal space, especially if the student is very sensitive
- Stand at arm's length when speaking to the student
- Avoid leaning over a student
- Avoid brushing against them

- Avoid excessive body language and facial expression, use correct expression for conversations
- Do not force eye contact as this can also cause a visual distraction
- Monitor pitch and tone of voice
- Monitor speed of voice (low and slow), say less
- Break instructions into small steps
- Allow additional time for the student to process verbal information
- Wait several seconds for a response if repeating keep language the same
- Ensure you have silence in the classroom before giving a verbal instruction or continuing as this sends mixed signals
- Use visual methods to gain silence or pay attention
- Stand in front of a blank wall when giving instructions
- Use visuals to support student's understanding of verbal communication
- Symbols for key words and instructions e.g. tidy-up time, sit-down, noise levels
- Written instructions for tasks- these can be printed out before hand, or they can be written on a page or whiteboard just before the student is due to commence the task
- Set out materials in sequence to show how a task is to be completed e.g. a Science experiment, a recipe, a D&T lesson, a PE lesson.
- Include demonstrations and pictures in your lesson. Be careful to find realistic pictures as they might not be able to relate to unrealistic ones.
- If you have students who enjoy sensory input and become more engaged with sensory stimulation, use a variety of learning experiences in your classroom. Incorporate movement, tactile input, visual resources and music into classes.

### **Role of parents**

The school will continually look for opportunities to keep parents knowledgeable about how and what their children are learning at school and extend relationships with parents as learning partners with the school. The school expects parents to support their children with home learning and by modelling respect for school equipment and expectations.

### **Role of the Governing body, through the curriculum committee**

Governors and the Leadership Team provide leadership of the learning and teaching activities of the school by supporting the staff, monitoring the implementation of teaching and learning policies during regular visits and evaluating their impact on the learning outcomes. Policies are reviewed and updated by the Governing body on a regular basis. Governors ensure that the school is operating the statutory requirements of the curriculum and budget to meet the resource needs of the learning policy.

### **Related Policies and Documents:**

School Vision and Mission statements  
 RSE  
 Behaviour  
 Anti-bullying  
 Special Educational Needs  
 Assessment  
 Home learning policy  
 Home-school agreement  
 RE – Living Difference (Hampshire Syllabus)