



Ingleby Manor Free School & Sixth Form Teaching For Learning Policy

Reviewed date:	Autumn 2016
Review date:	September 2017
Responsible Colleagues:	Principal/Designated Colleague

Learning

At Ingleby Manor Free School learning is our core business. Learning is an active process involving individuals making sense of information and experience. It is a product of doing rather than receiving. Learning builds on existing understanding and takes place just beyond a child's current capabilities- it is a level that the child usually can't quite master alone. It is here that the support of the teacher, support staff, or other students, in providing "scaffolding" is essential in enabling the child to gradually develop understanding.

Understanding is not inevitable. Just because something has been taught doesn't mean it has been learned. At Ingleby Manor Free School we will actively encourage students in the learning process with the emphasis not on *transferring* information, but on helping students *make sense* of it.

Broad Aims of our Policy

Teaching for learning at Ingleby Manor Free School will:

- Raise levels of attainment for all students
- Develop confident, disciplined, and enquiring learners
- Foster a love of learning
- Raise self-esteem
- Increase personal responsibility
- Ensure equal opportunities in relation to gender, race, class, ability, belief and culture
- Provide a safe, happy and stimulating learning environment

How Do We Engage Our Learners?

Through tasks and activities - their quality and nature often distinguish sessions requiring improvement from excellent lessons. Tasks should develop understanding, allow the learners to demonstrate their understanding and allow the teacher to assess that understanding.

High-quality interaction to support learning requires:

- Frequent teacher-student and student-student interactions
- Asking open-ended/ well thought out questions that develop higher-order thinking skills
- Giving students thinking time, allowing them to talk/discuss, getting them to reflect, helping them reframe
- Interventions that probe, challenge, extend and help clarify thinking, requiring students to recreate rather than reproduce information

The Importance of Talk

We remember as much as 90% of what we actively teach others - through talk and demonstration - but only 5-10% of what we read and hear. Therefore we need to value the talking process in class and structure tasks to allow opportunities for high quality talk. Talking about work can take many forms- students explaining to the teacher or each other, researching and reporting back, peer coaching.

Being Ready to Learn

Learners need to be in an appropriate physical and emotional state to learn. To facilitate this at Ingleby Manor Free School, we:

- Encourage students to have breakfast, supported, where appropriate, through the provision of a Breakfast Club
- Allow students access to water in lessons as this helps the brain function efficiently- 70% of the water we drink is used by the brain
- Provide healthy food options at breaks
- Will ensure the provision of a range of healthy options for students at lunchtimes □ Use a positive, “can do” approach with our students in a high challenge, low stress environment. This is reinforced through our Positive Conduct Policy

How We Learn

Much research has been conducted and continues to be conducted into learning styles. Our individual learning style is a combination of:

- How we prefer to receive information (visual, audio, kinesthetic)
- How we prefer to process information (logical, random, intuitive)
- The ways in which we are “intelligent” (linguistic, mathematical, visual, musical, naturalistic, kinesthetic, interpersonal, intrapersonal- Gardner’s Multiple Intelligence Theory)

People learn best when they have frequent opportunities to learn in their preferred style(s). However, we all need opportunities to hear, see *and* do so we develop the ability to learn outside our favoured styles as well. Teachers at Ingleby Manor Free School will plan lessons that, over time, address all learning styles as appropriate. Schemes of work will clearly identify these opportunities, as will formal lesson plans when there is an observation expected.

Assessment for Learning

This is using the evidence- the students’ “work”- in front of us (written, spoken, manufactured, drawn...) to decide:

- Where the learners are in their learning
- Where they need to go next
- How best to get there

Assessment for learning is a key to personalised learning because it is a powerful means of helping teachers to tailor their teaching to students to get the best improvement, and to involve, motivate and help them to take the next steps in learning.

Assessment for learning is mostly embedded in what we do in classrooms, not something extra or “bolted on”. It is made up of the following activities.

Sharing Objectives

- Sharing learning goals with students in a language they understand
- Using these goals as the basis for questioning and feedback during plenaries
- Using student feedback to inform the next stage of planning

Helping Students To Know And Recognise The Standards They Are Aiming For

- Showing them work that meets the criteria and telling them why
- Giving them clear pointers for success
- Modeling what success looks like- perhaps on the board
- Making clear our expectations about presentation of work
- Providing displays which show finished work, work in progress, levels awarded and why

Involving Students In Peer And Self-Assessment

- Giving students opportunities to talk about what they have learnt and what they have found difficult
- Encouraging students to work and discuss together, focusing on how to improve
- Asking students to explain their thinking- "how did you get there?"
- Giving students time to reflect on their learning
- Identifying the next steps for learning with them

Providing Feedback That Shows Next Steps And How To Take Them

- Encouraging students to value oral as well as written feedback
- Marking constructively and positively
- Pointing out what needs to be done to improve and how to do it
- Remembering that comments on their own are better than either marks or marks-and-a-comment

Providing Confidence- Everyone Can Improve

- Identifying small steps that everyone can take
- Encouraging students to explain their thinking within a secure classroom ethos- no put-downs

Involving Both Teacher And Students In Reviewing And Reflecting On Assessment Information

- Reflecting with students on their work- perhaps through a storyboard of steps taken during an investigation
- Choosing appropriate tasks that provide quality information (emphasis on the process, not just the correct answer)
- Providing time for students to reflect on what they have learned, understood and still find difficult
- Adjusting planning and evaluating tasks and resources as a result of assessment

Marking Constructively and Positively

The school has a marking policy that explains how marking is done, the symbols to be used and how often we need to give a more detailed response with levels. Its purpose is to give consistency across widely disparate subjects and to provide a system that is manageable for teachers. The following guidance is intended to help teachers develop constructive written feedback.

Lesson Planning

Everyone will have their own preferred way of planning. Experienced teachers delivering a scheme of work they are very familiar with may write very little down. Less experienced teachers or those teaching a new subject or scheme of work may plan in far more detail. What is not in doubt is that well-planned lessons stand a much better chance of engaging students and taking learning forward than teaching “off the cuff”. The following are our expectations at Ingleby Manor Free School.

Lesson plans should address the following:

- Learning Objectives
- Learning Outcomes
- Place of lesson (briefly) in overall scheme of work
- Activities and timings
- Methods of assessment
- Provision for EAL and/or Able and Talented students
- Opportunities to develop higher order thinking skills where appropriate
- Variety of Learning Styles, if appropriate
- Number of students in class and gender breakdown
- Ability profile of the class
- Use of Support Staff, if available

Lessons should be planned for according to departmental policy and schemes of work. Using the school’s VLE will give all students access to outline schemes of work and key learning points to research independently.