



## LEARN POLICY

### Principles

This policy is based on the following principles:

- Each student has great potential to learn
- Every student and teacher is responsible for his or her own learning and is responsible for supporting the learning of others
- Learning outside the classroom is an important element in the learning experience at school
- Group learning is as important as individual learning
- Students and teachers have individual learning styles that influence their learning potential and learning outcomes
- Everything is a learning experience, including mistakes
- Alongside subject knowledge, life development skills such as PLTS, SEAL, numeracy and literacy are a vital aspect of learning
- Students can be given individual strategies to overcome barriers to learning
- There is often more than one answer
- Challenging thinking is good for learning
- All students should be sensitive to the learning of others

### Definition

At WCS we believe that learning is the process of acquiring new knowledge and skills and the ability to apply these in different contexts.

### Specific Aims of this Policy

- To encourage independent lifelong learning
- To teach students how to learn effectively
- To enable every student to achieve their full potential

### Specific Guidance

Teaching staff are responsible for planning and teaching structured lessons that reflect the detailed guidance in the 5 part lesson (LEARN) document.

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|---------------------------|--|
| Part 1: <b>Link</b>       | Learning must be set in context  |
| Part 2: <b>Establish</b>  | Learning activities must be set up effectively   |
| Part 3: <b>Achieve</b>    | Students must be given opportunities to develop new skills and knowledge through varied learning activities                                    |
| Part 4: <b>Review</b>     | Students must have opportunities to demonstrate new learning and assess progress   |
| Part 5: <b>Next Steps</b> | Students must be asked to think about what they have achieved in relation to the big picture and where they are going next with their learning |

It is the duty of all teaching staff to ensure that they provide appropriate challenge for all through the delivery of lessons which are matched to the abilities and learning styles of the students for whom they are responsible. All teachers must be aware of IEPs.

All faculties must have clear Schemes of Learning showing how learning will be delivered in their area. These schemes will show how both intrinsic subject knowledge and skills as well as broader 'life development skills' such as PLTS, SEAL, literacy and numeracy are delivered.

Homework must be set regularly and provide opportunities for students to extend their learning at home. This must be well planned into faculty Schemes of Learning. Each faculty must adopt a clear approach to setting homework – for example tasks set once per fortnight or weightier tasks set once per term. Tasks should be varied in nature and the use of ICT should be encouraged.

Homework must be displayed on the whiteboard in good time for students to write it in their planner.

It is the responsibility of all teachers to keep thorough records of the Homework performance of their students.

### **Linked Documents**

LEARN 5 Part lesson guidance, LEARN lesson planning and observation sheets, GT Policy, Behaviour for Learning Policy, Assessment for Learning Policy, Quality Assurance Policy.

### **Monitoring the Effectiveness of the Policy**

Evidence of excellent provision for our learners will include Leadership Team and Central Leaders' lesson observations and book sampling. Additional evidence will be faculty evidence portfolios, student voice feedback, schemes of learning and programmes of study. The chain of responsibility for the provision of excellent learning opportunities starts with the classroom teacher, and then onward to the Central Leader, Leadership Team, the Principal and the Interim Executive Board.



# **LEARN—The 5 Part Lesson**

## **Throughout the 5 Part lesson**

- **Create an attractive and tidy learning environment**
  - **Give thought to a seating plan (often boy / girl)**
  - **Get to know students as individuals, build positive relationships**
  - **Use Student Voice input to shape lessons**
  - **Ask students for views on the lesson**
  - **Where appropriate, give students responsibility for leading parts of lessons**
  - **Adapt SOL to needs of actual students in the class**
  - **Encourage students to sip water**
  - **Play music where appropriate**
  - **Use positive language**
  - **Use the language of learning**
  - **Consider not just what we have learnt but how we have learnt**
  - **Model good behaviour**
  - **Look like you are enjoying it (even when you are not!)**
  - **Sense of humour**
  - **Be aware of body language**
  - **Employ good listening skills**
  - **Take risks and push boundaries**
  - **Teachers and students can make mistakes (and learn from them)**
  - **Convey enthusiasm**
  - **Be animated**
  - **Emphasise fun / enjoyment**
  - **Have high expectations**
  - **Offer good encouragement**
  - **Offer high levels of reward**
  - **Ensure rewards outnumber sanctions (at least 3:1)**
  - **Acknowledge students' successes—spot them being good**
  - **Encourage healthy lifestyles as appropriate**
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# LEARN—The 5 Part Lesson

## What is expected in a lesson?

### Part 1

**Link ... To engage the students and set the learning in context by:**

- Meeting and greeting students promptly
- Ensuring students remove bags and coats
- Engaging students the moment they enter the classroom
- Showing how the lesson relates to previous learning, "Last lesson", "This term"
- Illustrating how the lesson fits into the unit of learning
- Making links to exam or coursework requirements as appropriate
- Reminding students of the relevance of the unit of learning, "What's in it for me?"

### Part 2

**Establish ... To effectively set up the learning activities by:**

- Recording, explaining and discussing **Learning Objectives**
- Using the house style of "By the end of the lesson I will *be able to / know/ understand ...*"
- Regularly setting an additional learning outcome related to PLTS or SEAL
- Teacher explanation and exposition
- Establishing **Success Criteria**—how will learning being assessed?
- Whetting the appetite
- Establishing expectations for Home Learning

### Part 3

**Achieve ... To develop new skills, knowledge and understanding by:**

- Facilitating learning activities which allow students to make progress towards the stated Learning Objectives, appropriate to their ability
- Within lessons and over a series of lessons setting up a variety of activities to cater for all learning styles including visual, auditory and kinaesthetic (VAK)
- Where appropriate, using strategies from students' IEPs to successfully engage students with the learning
- Lively, challenging pace
- Verbal feedback to students against success criteria
- Planning tasks which are engaging and offer appropriate challenge to all students

### Part 4

**Review ... Did they get it? To demonstrate new skills, knowledge and understanding and assess progress made by:**

- Allowing students opportunities to demonstrate that they have met their Learning Objectives
- Assessing progress against the Success Criteria and Learning Objectives
- Formal review of Learning Objectives—3,2 or 1 tick
- Considering how we have learned

### Part 5

**Next Steps... To think about where we have been and where we are going next by:**

- Explicitly review progress in terms of the big picture—unit of learning, progress towards assessment, coursework completion, exam preparation, SEAL, PLTS etc
- Look ahead to coming lessons

# LEARN—The 5 Part Lesson

## How can this be achieved?

### Part 1

#### Link ... To engage the students and set the learning in context

- An engaging starter activity which reviews prior learning, inspires awe and wonder or creates mystery—such as a quiz, game, anagram, odd one out etc
- Brain Gym
- Showing a visual representation of the big picture—eg a mindmap
- Ensuring students write home learning in their planners
- Video, images and / or music playing as students enter the classroom

### Part 2

#### Establish ... To effectively set up the learning activities

- A visual stimulus such as a video clip or photo
- Encouraging students to ask questions
- Considering how Learning Objectives and Success Criteria can provide differentiated challenge—“Bronze, Silver, Gold” or “All, Most, Some”
- Modelling tasks or sharing exemplars
- Developing Success Criteria through a class discussion
- Students suggesting Success Criteria by sticking post-it notes on the board
- Sharing student friendly mark schemes
- Questioning students to check understanding of Learning Objectives

### Part 3

#### Achieve... To develop new skills, knowledge and understanding

- Rigorous management of time with time limits shared these with students
- Using data to decide on groups, peer support and correct level of challenge
- Active Learning / Accelerated Learning strategies (Paul Ginnis / Alistair Smith)
- Regular opportunities for independent and collaborative learning
- Range of learning styles to meet needs of all individuals in the class
- Support for individual students and awareness of IEPs
- Effective deployment of support staff
- Giving students a choice of tasks
- Use of technology
- Taking opportunities for learning outside the classroom

### Part 4

#### Review... Did they get it? To demonstrate new skills, knowledge and understanding and assess progress made

- Expert questioning of students (Bloom’s Taxonomy)
- Students’ presentations
- A quiz or game which requires application of new knowledge
- Referring to Learning Objectives and Success Criteria
- Peer or self assessment—written or oral
- Traffic lights, thumbs up / down
- Ask students what they have learnt during the lesson (and how they learnt it)

### Part 5

#### Next Steps... To think about where we have been and where we are going next

- Showing a visual representation of the big picture—e.g. a mindmap
- Giving students something to think about before next lesson

