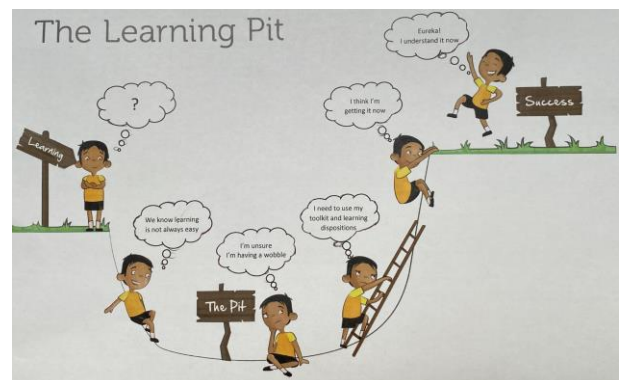




The school adopts a Visible Learning approach and SOLO Taxonomy to strive for children to be active, self-aware learners who reflect, question, wonder, think, connect, and are determined to be the best they can be. This is based on EEF toolkits on the impact of classroom practices, where feedback, metacognition and self-regulation rank highest in terms of impact on pupil progress. Our aim is to have teachers and learners with a growth mindset who actively seek challenge. At West Park, learning dispositions are integral to developing **resilient**, **resourceful** and **feedback seeking** learners. [Staff - learning dispositions poster.pdf - All Documents \(sharepoint.com\)](#)

A **visible learner** is a student who:

- Can articulate what they are learning and why (learning objective) and knows how to achieve it (success criteria)
- Can talk about how they are learning and why (building knowledge, linking knowledge to new learning, making connections to different areas of learning)
- Can talk about the strategies they are using to learn
- Knows if they have achieved success criteria and can articulate next steps
- Can use self-regulation strategies (understands learning, thinks about learning, is motivated)
- Is assessment capable (aware of their own assessments and learning) – understands assessment strategies being used, what their results mean and can self-assess to answer key questions: 'Where am I in my learning?' 'Where am I going?' and 'What do I need to do to get there?'. One to one conference with teacher supports a child being able to judge their own progress and attainment
- Seeks, is resilient to, and aspires to challenge
- Sees errors as learning opportunities and is comfortable saying they do not know or need help
- Positively supports their peers' learning through dialogue, collaboration, and feedback
- Knows what to do when they do not know what to do, using learning pit strategies that are embedded as part of classroom routine
- Actively seeks feedback
- Can be their own teacher



To develop visible learners, **teachers** in school need to:

- Have clarity with learning objectives and success criteria
- Teach children the skills to be visible learners [Staff - feedback poster.pdf - All Documents \(sharepoint.com\)](#)
- Use Solo Taxonomy to support pupils' driving their own learning and understanding themselves as learners [Teaching and learning using SOLO taxonomy.docx \(sharepoint.com\)](#)
- Evaluate the impact of their own and others' teaching to mobilise change
- Build positive classroom relationships and model compassion, respect, and fairness by prioritising social and emotional learning as well as academic learning

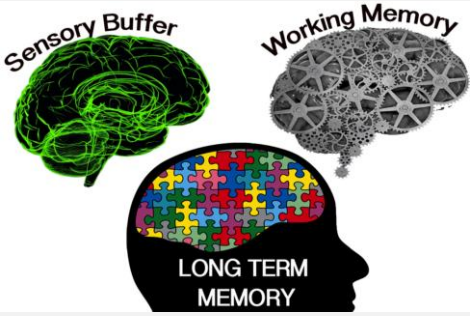
-Give the right feedback at the right time to have the biggest impact on learning
<https://cloudw.sharepoint.com/:f:/r/sites/schools/2116/staff/Teaching%20Essentials/Levels%20of%20feedback?csf=1&web=1&e=LKMAYL>

-Celebrate effort and progress for each child and strive for the best possible outcomes

Essentials for teaching staff:

At West Park we provide stimulating learning opportunities in a caring and supportive environment. Teachers and teaching assistants are passionate, motivated, and inspire all children to be the best they can be.

High expectations for every child 	• Be aspirational for all children • know your pupils socially, emotionally, and academically and overcome barriers • Build authentic relationships with children • plan ambitious learning opportunities for all, with clear learning objectives and success criteria • use Solo Taxonomy appropriately
Accurate assessment than informs practice 	• know prior learning to build on knowledge and understanding, and challenge higher attainers if prior knowledge is ahead of ARE/scheme of work • plan lessons based on children's needs • use AfL used throughout lessons to ensure children know what they are learning • ensure children always know what they are getting better at (learning objective) • circulate, question and intervene throughout the lesson to provide next steps and feedback, and ensure that teaching assistants are used effectively for maximum 'reach' in classroom 'Students want feedback just for them, just in time...' John Hattie 2012 • adjust learning in lesson to reflect sharp AfL • marking and feedback impacts on progress for all learners - children know what they have done well, are clear about how to improve, make visible signs of improvement (Think Austin's butterfly and quality of feedback to impact on outcomes) • live feedback is prioritised over distance marking • feedback given must accelerate progress • children are actively seeking and giving feedback against success criteria/learning objective

Plan for progress 	• plan to meet the needs of every child with consideration for different groups • teaching methods and resources matched to the needs of children • effective use of other adults where they are empowered to impact on pupil progress • create a culture where mistakes and comments such as 'I don't know' are celebrated as learning opportunities • be ambitious with planned outcomes, using scaffolds, sentence stems, pre teaches and classroom support rather than different tasks unless a child is significantly below ARE. • children ALWAYS walk into learning with an engaging/stimulating activity • retrieval of prior learning is used systematically to move learning from shallow to deep, so it is embedded learning (short term to long term memory) • Chunk up learning to promote embedded learning • success criteria are used effectively to support accelerated progress • effective modelling is used in every lesson and visualisers used to share aspirational work and set standards • model-collaborate-independent approach • recycle basic skills as necessary and take every opportunity to develop crucial skills (reading, writing communication and maths) across the curriculum • Assessments are ALWAYS used to inform next steps and pupils given opportunities to reflect on their successes/failures. In this context, lack of success is seen as knowledge for pupils and teachers for further learning opportunity • Minimise classroom distractions and noise (Cognitive Load)
Pace and engagement 	• Pupils working harder than teacher through choice of tasks/resources • AfL is effective and intervention is swift • Challenge tasks available • Pupils talk about their learning • Time targets are set for tasks
Questioning	• No hands up used to promote inclusive approach • Teachers ask lots of questions to check for understanding • Responses take a variety of forms: white boards, think, pair, share, pose-pounce-bounce questioning

	• Pupils encouraged to improve responses to questions including requiring justifying, synthesising, speculating, deducing, inferring • Pupils are encouraged to think and ask questions
Secure subject knowledge 	• Teachers have pedagogical understanding to teach • Share and explain learning intention and success criteria • Seek support when needed
Learning hook 	• Children are enthused into learning • Purpose and audience - real life context • Range of ways used to stimulate learning - stories, art, music, thinking activity, drama etc.
Learning environment 	• Environment promotes pupil self-esteem and well-being • EAL inclusive - words, images, WAGOLLS, language rich, sentence stems, use of West Park language ladders, links to own languages, countries, and cultures etc. • Working walls used to support current learning • Learning display linked to current learning supporting pupils independent learning e.g. 3T (think, talk, tools) b4 me • See learning environment checklist link

Equal opportunities

Regardless of ability, race or gender, each child at West Park Primary should be presented with a teaching and learning situation that best meets their needs. Every member of the school community has a right to be treated with respect in their relationships with each other.

Through the teaching and learning in school both differences and similarities of pupils will be acknowledged and celebrated.

Educational inclusion

We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on grounds of gender, race, disability, or special needs, unless it is for reasons of the safety of themselves or others. If risk cannot be eliminated, then parents will be informed, and the best way forward can be discussed.



Policy date: June 2021 Renewal date: 2023 Headteacher:

