

Penns Primary School Teaching and Learning Policy

Appendix 2 – the 6 principles

Principle 1: launch

Grab the pupils' interest

How? Open with a powerful stimulus to provoke learning

- A knowledge harvest – resulting in a display of pupil generated wonderings and discoveries
- Create a display to meet the class on the 1st day of the new topic
- An immersion day – all aspects of the day relate to the topic
- An artefact – to generate questions and hypotheses
- Scene setting
- Create a scenario
- Pose questions, a problem
- Invite a specialist/expert on the topic to speak/present to the class
- A class visit to a place of interest linked to the topic
- Draw on secondary resources – books, video, play, websites etc

The wider the range of stimulus drawn upon, the better.

Principle 2: essential knowledge and opportunities

Make it relevant, real and local

How? Draw on the children's experiences and their unique locality to make meaningful comparisons with the experiences of others and other localities/times.

- Deliver the key skills and knowledge required within the new national curriculum.
- Make the content real for the children eg in history of past civilisations, start with the legacy of the period in today's society and work backwards from this.
- Challenge the children to think like a historian, scientist, artist, computer programmer etc. Let the children take on the 'mantle of the expert'
- Assess pupil progress against the appropriate milestones/assessment criteria

Principle 3: core skills

Apply literacy and numeracy across the curriculum

How? Within each half term's topic, actively plan meaningful opportunities:

- That require pupils to apply their literacy and numeracy skills (maths and English quests)
- For speaking and listening to reason, debate and explain*
- To write for a purpose and a real audience – both fiction and non fiction
- To use maths to problem solve

*Introducing philosophy into our curriculum will greatly enhance speaking and listening skills in facilitating purposeful debate through profound and philosophical debate.

Each half term's topic will pose one BIG question to provoke discussion and debate and will be linked to one talk homework task each half term.

Principle 4: Explore

Child Steered Learning

How? Whilst essential content and skills must be meticulously planned, taught and successfully acquired by pupils, our approach is to give the children input into shaping their learning experiences through the following steps:

- Each half term topic will last for at least 6 weeks
- The first 4 weeks will follow the teacher's planned journey through the topic, during which the teacher will ensure that the essential knowledge and skills are taught and that the

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learning provokes the children to ask questions. The teacher actively models/scaffolds enquiry skills for the next stage of the topic

- Don't overplan weeks 5 and 6
- Weeks 5 and 6 draw on the children's interests and provoke independent lines of enquiry.
- Give space and time for pupils to plan, think and explore their chosen line of enquiry.
- The POW projects give the children an element of choice regarding an aspect of study related to the topic being studied.

Principle 5: Energise

Maintain high interest and engagement throughout the topic to drive towards an 'end product'

How?

- At the outset, children will know they are working towards a real end product
- Provide a real purpose and audience to communicate/present to
- Provide effective quality feedback that enables the learner to continue to move forward in their learning
- Motivate with genuine praise and rewards against the characteristics of effective learners which underpin our curriculum.

NB – the wider the range of end product and audience the better eg

- Class assembly
- A video, book, poster, leaflet, play of their research findings
- A meet the expert session with a younger year group
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Principle 6: Celebrate

Celebrate progress against appropriate milestones and assessment criteria and ask – where next?

How?

- Reflect on and evaluate what has been learnt
- Identify and celebrate what has been achieved – include self and peer evaluations
- Share achievements with a wider audience:
 - Another class
 - The whole school
 - Parents
 - Governors
 - Wider community
 - Charitable organisation

NB – the wider the range of audiences over the year the better.