

My Child as a Learner

- *In the last three years we have made a huge amount of progress in knowing, as teachers, what makes good teaching and learning.*
- *The next step has been to ensure that the children are aware of this and are able to articulate their learning. This is a real focus in the SIP 2 Teaching and Learning: ‘Supporting the deepening of reflective and effective teaching and learning’: Teachers being reflective, TAs being reflective and the children being reflective about learning.*

For children to make progress in their learning it is vital that they know:

- What they are learning;
- Why they are learning it;
- How they can show you that they have achieved the learning;
- How to improve.

The Learning Intention

Every lesson will have the learning intention shared, displayed and on stickers on the children's work:

We...

Are...

Learning...

To...

E.g. WALT: write instructions

WALT: explain forces

The Purpose

If children know why they are learning something, it provides motivation.

- E.g. Instructions for a game to be tried out by a younger class;
- E.g. Subtracting money to allow them to give change in the role play shop etc.

How do they know if they are successful in their learning?

Shared, displayed and on stickers on the children's work are the Success Criteria.

WILF = What...I'm...Looking... For...

Success criteria:

- break the learning down into bite size chunks
- scaffold the learning
- help narrow the gap between current understanding and new learning
- are differentiated, including challenge

The children then use these to judge how they have achieved the learning in the lesson.

They should be actively using them during the lesson to improve and develop.

This is done verbally in EYFS.

Example from KS1:

WALT: To add two 2 digit numbers

WILF: 😊😊😊 partition a 2 digit number using equipment

😊😊 use equipment to combine tens and units (and add together)

😊 use the W method

Example from Key Stage 2:

WALT: write metaphors

WILF: Have you:

	me	adult
Described things in the scene as something else?		
Used descriptive language (nouns, adjectives, powerful verbs, prepositions)?		
Chosen vocabulary which sets the mood of the scene?		
Changed the mood of the scene by changing the vocabulary choice?		
Remembered to start with a capital letter and finish with a full stop?		
Added an additional clause?		

We teach the children how to use these to self assess and peer assess.

How do I know how to improve?

The children are taught to look at the success criteria:

- ✓ To see what they have achieved
- ✓ To know what to improve
- ✓ Or how to move onto the next step.

Adults in class will also support them in doing this.

What does marking look like?

- It will look very different to how many of us remember having work marked.
- There will not be pages of writing from the teachers. (How much can or do the children read?)
- Not every single error will be corrected. This can be demoralizing!
- Marking is meaningful.
- Successes are highlighted.
- An improvement may be suggested, which will be acted on and checked.
- A lot of this happens during the lesson, alongside the children to make it more meaningful.
- Dedicated response time is given to older children.
- Children are trained to do some of this assessment themselves so that it means more.

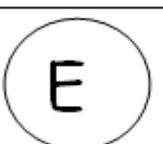
Marking codes

We use a series of marking codes.

These have been developed over time, alongside the children.

They are displayed in all classrooms.

Children are taught to visually recognize these codes as prompts to develop their learning.

	You have met the learning intention here.
	You need to make an improvement.
	You worked independently.
	You did your work with help/ support.
	You discussed this with an adult.
	Please find an adult to talk to about your work.
	You have spelt a word incorrectly. You need to correctly write the word into your green vocabulary book.
	Extended writing.



“Ask me about my Learning” badges

Research shows that children who are able to articulate their learning, learn better.

We are promoting the language of learning.

We are encouraging them to talk about:

- ❖ what they are learning;
- ❖ why they are learning it;
- ❖ how they can show that they have achieved the learning;
- ❖ and how they know how to improve.