

One Side Guide to.... Teaching and Learning



What and how we teach has a profound impact on both what children learn and how they think. Our approach to learning needs to make:

'teaching visible to the student, such that they learn to become their own teachers, which is the core attribute of lifelong learning or self-regulation, and of the love of learning that we so want students to value' (Hattie 2012)

Learning @ LPFA

Children learn best when:

- Everyone has high expectations
- They can reflect on and evaluate their own and their peers' work
- They understand the purpose of the task and what they need to do in order to succeed
- They are given challenging activities and opportunities to enquire and discover for themselves
- They are presented with stories and examples to place their learning in a 'real-life' context rather than being given facts and abstract principles
- They are taught the skills enabling them to work collaboratively as well as independently
- They are motivated and enthused by their learning and have high self-esteem
- They are allowed to make errors and see errors as a key part of their learning

Our language of learning is based around the five principles of 'LFP Powerful Learners':

- I will always aim high
- I keep on trying and don't give up
- I am not afraid to make mistakes
- I believe in myself
- I know what I need to learn next

Teaching @ LPFA

Teaching requires a complex mind set which combines knowledge, strategies and attitude. It is not formulaic and there is no recipe. Although key attributes are listed below, we do not believe there is a 'definitive' teaching style. We believe that excellence is achieved when teachers work collaboratively to evaluate their impact on the learning (Know Thy Impact!)

Teachers will:

- have high expectations of all children and see themselves as personally responsible for the children meeting those expectations
- make the learning visible to the learner
- have an understanding of children's prior knowledge
- have enough subject knowledge to provide suitable challenge and meaningful experiences and appropriate next steps
- use a range of teaching strategies to provide direction and re-direction
- share and explain the learning intentions and success criteria with the children
- create an 'error-rich' climate so that students can experiment with their thinking
- have the vigilance to know what is and what is not working and continually evaluate and reflect on their practice

The quality of teaching, and its impact on learning, will be evaluated against The LFP 10.