



Start With Why

A responsive toolkit for teaching and learning!

IMPLEMENTING OUR INTENTION FOR TEACHING AND LEARNING AT KEY STAGE ONE.

Our aim is to remove what we have termed as 'learned helplessness' drawn from heavy instructor, one size fits all sessions, leading to lots of passive learning. We aim to ensure that the different starting points for each lesson, and unit, are of paramount importance so that learning builds progressively from the last point of knowledge and understanding. We allow for precision teaching at every opportunity to ensure children make rapid progress from their personalised starting points. Our thematic planning, the daily timetable and session lengths are fluid to respond to the needs and successes of the children during these times. A successful 'lesson' is not scripted in detail before it begins. It starts from our last position of knowledge and then uses time, room layout, suits of teaching and smaller group input as tools to move through the learning process each session. Children are in control of their own learning, independence is key to children learning at a pace that allows for knowledge to 'stick'. Marking must not be redundant, well written comments that look nice but are never used. 'Live' marking must be the key. Finding what the children remember, how fresh that knowledge is and how many possess it - drives what we do next. We are planned but not restricted. We have a direction but we are responsive. Below are the tools you will see based upon this rationale. They are to be deployed as the teaching staff feel they are needed. An agreement on our tools but then personalised according to need.

So...



...you will see the following tools and strategies used across each of our KS1 rooms. They are consistent in nature but fluid in use. Progress from starting points is the key issue in each case. Increasing 'active purpose' and reducing 'learned helplessness' is vital.

- SUBJECT SPECIFIC STATIONS WITH CURRENT LEARNING THAT CHILDREN ACCESS IN THE ORDER THEY CHOOSE**
- STATIONS THAT ALLOW CHILDREN TO PRACTICE NEWLY TAUGHT SKILLS**
- CAREFULLY CHOSEN RESOURCES TO AID WITH INDEPENDENCE**
- CURRICULUM SPECIFIC VOCABULARY BUILT INTO THE ENVIRONMENTS**
- ELICITATION ACTIVITIES THROUGH PRE-LEARNING TASKS ON STATIONS**
- FULL CURRICULUM OFFER TO ENSURE SPACED LEARNING EMBEDS NEW KNOWLEDGE/SKILLS**
- SINGLE (EYFS/YR1) DOUBLE (YR2) HORSESHOES FOR MORE PRECISE INTERVENTION & INPUT**
- FLUID TIMETABLES ALLOWING FOR LOTS OF REVISION OF PRIOR LEARNING**
- USE OF DIFFERENT TEACHING SUITS TO AID THE 'HOW TO LEARN' PROCESS**
- INSTANT FEEDBACK AND MARKING BY ADULTS DEPLOYED IN THE AREAS**
- ONGOING ASSESSMENTS BY ALL ADULTS IN THE ROOM**
- INSTANT INTERVENTION TO ADDRESS MISCONCEPTIONS**
- EARLY ELEMENTS OF THE SCHOOLS METACOGNITIVE STYLE APPROACH—PRIOR KNOWLEDGE, INDEPENDENT PRACTICE, REFINE AND POLISH**
- ACTIVE PURPOSE—CHILDREN ARE THE BUSIEST PEOPLE IN THE ROOM**

Ask for a copy of our Teaching & Learning Policy for full details.

