



Mayfield Primary School

How We Learn  
(Intent into Implementation)

*The Mayfield Teaching, Learning, Display & Environment Policy*

---



Our Vision. Our intention. Always start with why!

Valuing



# Every Achievement

**Social - Academic - Moral - Personal**

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

**we know our children must be the busiest people in any room.** Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge **established thinking**.

We will use common sense. We accept the fallibility of being human. We are not perfect.

**We are proud to accept and respect everyone.**

Enabling

# Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*\*\* Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. \*\**

# How We Learn



# TEACHING & LEARNING

Our approach to teaching and learning is captured in our core school intention statement. We simply believe the teaching and learning should carry and implement this across all subjects. This forms our agreed policy towards 'how we teach' across all subjects. The detail of 'what we teach', and any elements which are specific to a subject, are contained within separate subject related documents – however we would recommend using this teaching and learning document to support any further reading in any subject area.

**Every strategy and system below has the reduction of 'learned helplessness' as a primary intention.**  
**Every strategy and system below has the promotion of 'active purpose' as a primary intention.**

**The teaching and learning principles and strategies at Mayfield Primary School...**

## THE HORSESHOE

A term used to describe our desired method of input and intervention in the classroom. We sometimes call this the 'horseshoe within a horseshoe' at KS2. Our core intention talks about making groups as small as possible, this aids the appropriate level of input as often a wide range of mixed abilities leads to redundant lost learning time, learned helplessness and a loss of learning pace. All of which reduces the chance of progress within a session and over time. The horseshoe philosophy creates a dynamic set-up allowing for rotating groups to receive instructor input for focused, minimum time. It means we can divide classes into clearly defined sections in a way which allows others to easily work independently at the same time. At KS2 the mini horseshoes are set within a larger class horseshoe allowing for an inner movement space for adults to pull groups together, to intervene pro-actively and to facilitate, observe and prompt during learning time in an accessible way which means 'every child is on the front row' – ensuring the learners are the busiest 'on task' people in the room. As a result, all children can be monitored for 'active purpose' and the avoidance of 'learned helplessness'.



## THE ISLAND (Stations in KSI/EYFS)

A central area/s which promote pupil independence, active purpose and further assists with the emphasis upon the children being the busiest people in the room. These areas house supporting resources for the area of the curriculum being taught at that time and are highlighted as such to emphasise the central prominence of each subject. They can house generic supporting resources and, in KS2, provide the home for the children's exercise books. The emphasis is upon pupil accessibility. In KS2 there is one larger, central area known as 'The Island'. These divide into smaller 'stations' in KSI and EYFS. These must be clearly labelled, accessible and well maintained. This principle is maintained with smaller **Subject Bays** which must house relevant, contemporary, accessible, independent resources to aid current learning.





## 'LIVE' MARKING/FEEDBACK & THE MARKING PODIUM

Simply put, marking/feedback must be made use of and ideally be done at the point of learning allowing for swift response from the children whilst their minds are focused upon what they doing. In some sessions, children may respond the following day when they return to their work but we encourage immediacy. It is right for our children. Marking in books that serves no purpose for the learner as it is not the planned intention of the teacher to return to that specific piece when complete would merely be there for the purpose of others monitoring work and therefore not essential to the learning process. We have developed a three part Marking Podium which the teachers deploy initially into their planning phase and then take to each planned activity.



**BRONZE = NO FRILLS COMPLIANCE CHECKING & REWARDS**

**SILVER = VERBAL MARKING DUE TO THE NATURE OF THE WORK UNDERTAKEN**

**GOLD = ACTION MARKING. THIS ALWAYS REQUIRES A RESPONSE AND IS THE HIGHEST LEVEL OF MARKING.\***

*\* Please see Appendix A for full details on this approach to marking.*

Self marking via Marking Bays are utilised within our KS2 approach to mathematics.

## LEARNING OBJECTIVES & SELF-ASSESSMENT BAY



Learning objectives are of little use if they are simply written at the start of piece of work. Learning objectives must be understood at the outset. Steps in how to achieve these clearly enabled and then practical self-assessment made against them at the end of each session. Learning objectives should be practically introduced with teacher's eliciting initial understanding from immediate wipe board responses and questioning. When undertaking monitoring, leaders at all levels will be able to access the planning which underpins work in books thereby accessing the relevant objectives to match the work at that point. Negating the need for children to waste learning time writing objectives merely for the purpose of others undertaking monitoring.

## EFFECTIVE DEPLOYMENT OF TEACHING ASSISTANTS

Extensive training has gone into our teaching assistant team during the last two years in order to ensure they are ready to operate fully within the new classroom layout and implement our intended approach to teaching and learning. Our teaching assistants are encouraged to proactively mark and provide feedback. They are encouraged to facilitate and prompt. They will lead starting point horseshoe groups – this is vital to enabling our smaller group philosophy to happen. The classrooms have been designed physically to accept two working adults as often as possible i.e. the division of rooms into two halves or smaller horseshoes. The team will use verbal and written cues with their partner class teacher during sessions. The team play important roles at social times of the day – building a strong rapport with their specific year groups. Teaching assistants should not be afraid to briefly use the 'Observer' suit to determine with next intervention and action when working autonomously within a classroom.



## ELICITATION AT THE OUTSET

At the outset of their next unit/theme in all subjects, children will undertake an initial activity similar that planned expected outcomes for that unit. This pre-learning indicator allows the class teacher to elicit starting point knowledge and skills and then prior to undertaking the planning unit make necessary revisions to activities, resources, timescales, their suits of teaching, outcomes and formulate relevant horseshoe group starting points to ensure that outcomes are attainable and suitably challenging for all. The aim is to arm the teacher with the knowledge to reduce redundant learning which may be below the children, repetitive or too challenging.

## PURPLE, GREEN & GOLD STARTING POINTS

We use the language of purple, green and gold starting points to determine our class layout, horseshoe groupings, differentiation and assessment of progress and attainment across all subjects and in all lesson preparation. The pre-learning elicitation is vital for this.

**PURPLE = CHILDREN WORKING TOWARDS STANDARD**

**GREEN = CHILDREN WORKING BROADLY WITHIN THE STANDARD**

**GOLD = CHILDREN WORKING CONSISTENTLY BEYOND THE STANDARD**

Red is a term we also use, less frequently, for small numbers of children working below the key stage they are currently in.

## FAST TRACKING

Fast tracking is a strategy used post elicitation pre-learning. This determines those children who start the session at a 'higher' position and do not receive/need immediate guided input to aid them getting underway. This adds personalised pace to their work and ensures they do not waste learning time listening to messages that they are already demonstrating the ability to manage independently.

## SUITS OF TEACHING

Our teachers are asked to consider a range of different teaching styles when preparing for, and delivering work. These will be determined by the teachers knowledge of the intended outcome, their knowledge gained from pre-learning elicitation and the way in which to maintain active purpose and engagement. No suit is dominant. All suits are vital. Some will be utilised more often than others. Several will be apparent and necessary at the same time. The Instructor suit must be used with caution. This can lead to linear, single point teaching with learned helpless passivity and the teacher being the busiest person in the room. Generic lesson inputs thrive on Instructor teaching – cautious and careful. Let the children do. Keep input sharp and to smaller, precise groups as much as possible.

### **THE SUITS**

**INSTRUCTOR**

**DESIGNER**

**PERFORMER**

**ENERGISER**

**FACILITATOR**

**MONITOR**

**OBSERVER**

**PROMPTER**



## A LEARNING LAP (THE PROCESS OF LEARNING)

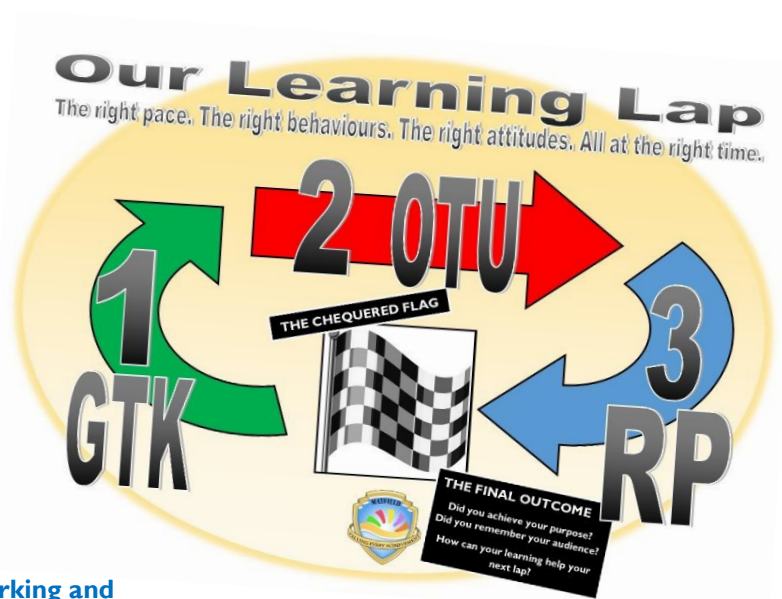
We talk about different styles of learning and teaching based upon the intent of the session and the stage at which a unit of work has reached. Not all sessions require one default approach to teaching or require identical behaviours from the learner. We therefore use a Learning Lap. The lap is in the three defined parts.

**SECTOR 1: GET TO KNOW** (Greater instruction and direct teaching, with learners immersed with good examples and new knowledge.)

**SECTOR 2: OVER TO YOU** (A rehearsal of new skills and work with new knowledge attained in Sector 1. Teachers will facilitate, observe and prompt. Some modelling and guiding may still be used. Learners will be independent from the outset - or almost the outset.)

**SECTOR 3: REFINE & POLISH** A vital stage.

Learners take their initial work/draft and act upon marking and feedback by creating improvements, refinements and re-drafts. We place a huge emphasis upon responding to our initial work and reflecting upon how we can improve this. Although not every piece of work will undergo Sector 3 – it is deployed by teachers as often as deemed necessary to improve and develop understanding and final outcomes. Action marking is vital to this and wherever possible live marking is the ideal tool.



## GREATER SESSION LENGTH FLUIDITY

We have developed a philosophy a shaping every day uniquely to fit the needs of the learner. No longer do we specify '60 minutes for this subject and 60 minutes for that subject'. Instead leaders set expectations about what should be covered and then the teachers have a degree of fluidity how long each session requires for their children in their setting - drawn from an initial outline plan. Based upon monitoring of progress and achievement of the learning objective, teachers will then determine when a session should be brought to a conclusion. Watching for the beginnings of passivity or learned helplessness is also a key guide to know when the children have reached the conclusion of an independent phase of work. Flexible timetabling includes the personalised deployment of Brain Breaks and Brain Gym (please see subsequent paragraphs).

\* The only subjects which always require a set time are those that require the use of shared spaces i.e. physical education, music.

\*\* It is necessary, however, to outline a broad timetable plan for the week to colleagues and leaders, for the relevant phase of school, in order for Teaching Assistants to be assigned effectively to the right subject at the right time.

\*\*\* We do not discourage taking a break between stages of a session i.e. drafting a section from a piece of writing then after a Brain Break returning to refine and polish the piece and create a second draft whilst the work is fresh and the learner is 're-energised'.

## BRAIN BREAKS

We take a break from learning when the teacher deems the moment is right. This links to flexible timetables. We have freed our teachers to make a professional call when their learners need that break. They can deploy up to three Brain Breaks per day. 1 x 15 mins outdoor, 2 x 10 mins indoor. Snacks can be taken at any of these three times. Exercise is encouraged within each Brain Break and **Brain Boxes** are often used within the indoor times to keep the brain busy but away from the lesson task in hand. Brain Boxes are accessed from a specific area within the room.





## BRAIN GYM (READINESS, REVISION, 'STICKY KNOWLEDGE')

A short strategy available to teachers in order to focus the class on their next challenge and set their minds on the next rather than previous challenge. Often used as children transition from brain breaks or lunch into the classroom but can be deployed to re-charge, re-engage, revise or simply gather together when the teacher determines this. Useful for adding fast pace when this is deemed helpful to the progress of learning within a session. **Above all, this a key strategy for tackling that essential 'sticky knowledge'. The constant dripping tap of the knowledge that children need to retain as their progress through themes, units and across terms and years. USE THIS DAILY. USE THIS FREQUENTLY.**

## READINESS REWARDS – WACKY RACES

Rewards linked solely to learning readiness and the importance of fast pace at key times of sessions when sharp focus, attention and engagement are absolutely imperative to the intended success of a learning experience.

## WORKING WALLS

Not a new idea but a vital one. Classroom environments should make learning accessible and support independence in learning. They must be CONTEMPORARY and be referred to constantly, and maintained, by the adults in the room.



## WIPE BOARDS

A traditional but absolutely essential resource. Nothing new about their use but at Mayfield they play an essential part in pupil engagement, lesson pace, redraft, refine and polish and during the vital energiser moments. You will see their extensive use throughout the day. They play a particular important role between the oral rehearsal of sentences and the capturing of these sentences in writing. The 'upskilling' of sentences, and sentence structure itself, rely strongly upon this tool. They are essential to our writing process across the curriculum.



## APPENDIX A: LEARNING ENVIRONMENT/CLASSROOM LAYOUT

Classroom layout is essential to the implementation of our core school intent. They are part of an active, used **'live' learning environment which supports independence**. They should be contemporary and reflect the current term in all cases. They must be ready for the start of each new term and each new academic year.

All KS2 classrooms adopt the horseshoe philosophy with relevant aspects of KSI & EYFS also utilising this.

**School adopts a hessian, grass, soft lighting and ivy 'natural feel' to learning environments across schools. All classroom displays should be hessian backed with a black border.**

Each classroom must feature the following...

- WRITING JOURNEY WITH GPS AREA (SUPPORT RESOURCES BELOW IN 'ENGLISH' BAY)
  - PHONICS SUPPORT (KSI, EYFS, OTHER YEAR GROUPS AS REQUIRED)
  - MATHEMATICS JOURNEY (SUPPORT RESOURCES BELOW IN MATHS BAY)
- A CENTRAL ISLAND (OR STATIONS IN KSI/EYFS) SCIENCE & NON-CORE SUBJECT LED
  - REWARD WALL WITH TEAM POINTS
  - READING BAY (WITH READING DOMAIN CHARACTERS)
    - AN AREA HIGHLIGHTING THE CLASSIC NOVEL
- LEARNING OBJECTIVE & MARKING BAY (EDITING STATION IN KSI/RECEPTION)
  - ACCESSIBLE AND CLEARLY MARKED CLASS RESOURCES

\* No pre-produced random posters, phrases or exemplars should be used. Avoiding Twinkl generic resourcing.

\* Doors follow a set design.

## FURTHER LEARNING ENVIRONMENT/CLASSROOM LAYOUT EXAMPLES

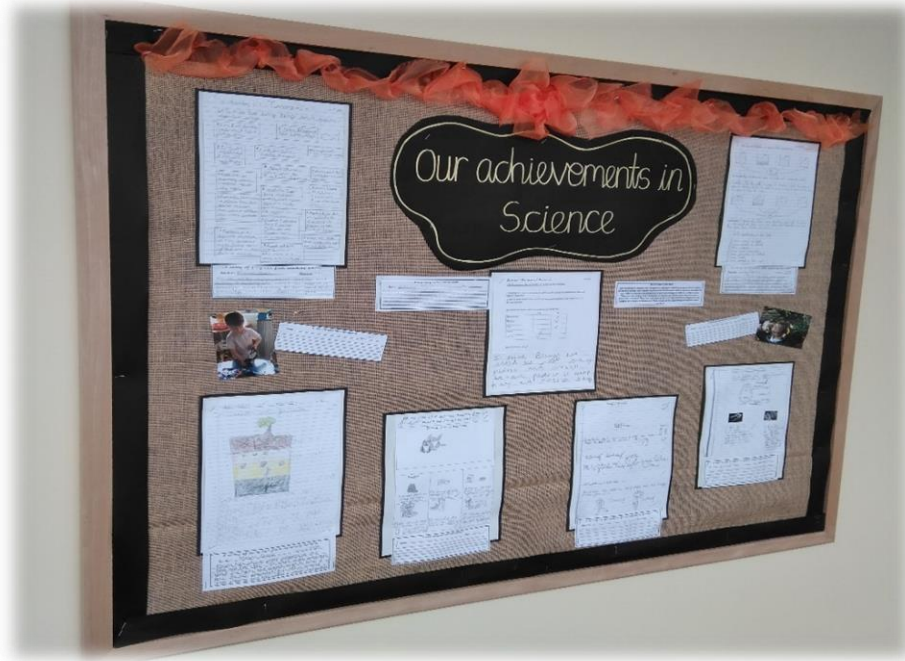






## LEARNING ENVIRONMENT – CORRIDORS

These celebrate outcomes from our curriculum and follow our vision: **'Valuing Every Achievement'**. Each display reflects a subject within the curriculum and pieces are chosen from each year group to celebrate the personal progress made by the child concerned from their own starting point. A short description is written by the relevant teacher to outline the progress in the particular piece/s displayed. The display is the responsibility of the subject leader as these exemplify aspects of progress and standards across the year groups and themes. **These boards must be hessian backed with a black border.**



## LEARNING ENVIRONMENT – OTHER ROOMS

- **ABC THEATRE**

The home for all music sessions. This is also the place for speaking, listening and performance based work when a larger space is required. External performing arts colleagues use the theatre at timetable points during the week. All shows and larger events take place in the ABC Theatre.

**MAYFIELD ABC THEATRE**

- **THE PHONICS LIBRARY**

Space for dedicated group and individual phonics work. This usually takes place each morning but can be utilised for this purpose during other stages of the school day. This is also our fiction library and each class has dedicated time to visit the room during the week.

- **PHONICS AND MUSIC RESOURCE AREA**

A place for small group and individual phonics and other core subject intervention to take place. Our reading scheme which supports our phonics programme is also based within here. This is also the accessible store for the school music equipment – which can then easily be taken into the ABC Theatre.

- **THE RESEARCH ROOM (FROM NOVEMBER 2022)**

Our Computing and non-fiction text/library area. A combination of resources allowing children to continue and develop their studies into their themes, planned activities and big questions. This is also the space for introducing and practising computing skills. There is also a reserve set of laptops and a set of iPads based within this area.



- **THE BOOT ROOM (FROM LATE AUTUMN 2022)**

Our outdoor learning area, designed for work with our focus, history and geography control groups. Exploring new approaches to the delivery of history and geography and the focal point and space for this planned work from the School Development Plan 2022-2026.



- **EARLY RISERS COMMUNITY ROOM**

The home for Breakfast Club until 8.45am each day. From then onwards, each day, the room may be used for timetabled and non-timetabled work and meetings with other professionals, families, staff and children. Mayfield Together use this room. The Family Learning Mentor & Inclusion Manager may access this room for work with families and children. It can also provide a safe space for children within our Nurture Programme and is also a room that can be used for staff and external training.

- **MEETING/TRAINING ROOM I**

The central place for CPD, resources and policies. Staff, Governor and Leadership Meetings take place in here. This is a staff and governor only area. It means we now have a dedicated area for staff development. Investing in staff training is imperative for increasing capacity and sustaining performance in our school moving forward.

- **MEETING ROOM 2 – MEETINGS & INTERVENTION**

For meetings with families/staff/other professionals or for children to work alongside adults. Please book out the room using the timetable located on the door.

- **GYMNASIUM**

This is used primarily, but not exclusively, for lunches and PE. The gym is out of use from 11.20 until 1.30 approximately for lunchtimes.

- **REFURBISHED CLOAKROOMS**

Each area of school has a newly refurbished cloakroom area. New carpets, decoration, lighting and a brand new locker for each child.



- **EMERGING SCHOOL STORE/DEVELOPING SCHOOL STORE/ENHANCING SCHOOL STORE**

Three new storage areas dedicated to each of the three phases within school. These areas are managed by the relevant phase leader.