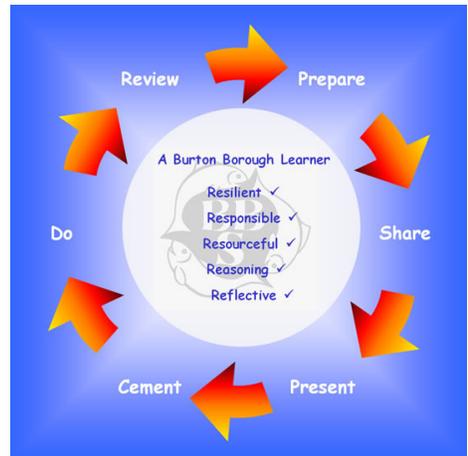


Burton Borough Teaching and Learning Policy

Purpose:

The purpose of our learning policy is to move our students to becoming independent and interdependent (able to function in teams) learners with the skills necessary to succeed in a rapidly changing world. Our policy is grounded in establishing a model for learning that is understood by all and an understanding of the attributes that great learners have.



The Burton Borough Learning Model and the 5R's:

At Burton Borough we believe the learning process to involve 6 phases of learning - *prepare, share, present, cement, do* and *review*. Great learning is underpinned by learners having the attributes which are called the 5R's. Great learners are resilient, responsible, resourceful, reasoning and reflective. The 5 R's should be taught, modelled, celebrated, developed and made explicit anytime, anyplace and anywhere that learning is happening! So what do the 5R's mean?

Resilient means sticking at it - especially when things get difficult. So resilient learners:

- Persist
- Have a positive attitude
- Stay involved

Responsible means looking after yourself and others. So responsible learners:

- Know right from wrong and make good choices
- Take responsibility for their learning
- Work well with others and help others to learn
- Manage their emotions and see the consequences of their actions

Resourceful means knowing what to do and where to go if stuck. So resourceful learners:

- Show initiative and learn in different ways
- Make good use of learning materials
- Ask good questions and make good use of other people including their teacher

Burton Borough Teaching and Learning Policy

Reasoning means making careful decisions. So reasoning learners:

- Can explain their thinking
- Considers all the evidence
- Choose the best method or thinking tools
- Takes time to think things through

Reflective means learning from experience. So reflective learners:

- Are curious
- Can describe their progress
- Listen to and learn from feedback
- Learn from mistakes

The 6 phases of learning

Prepare:

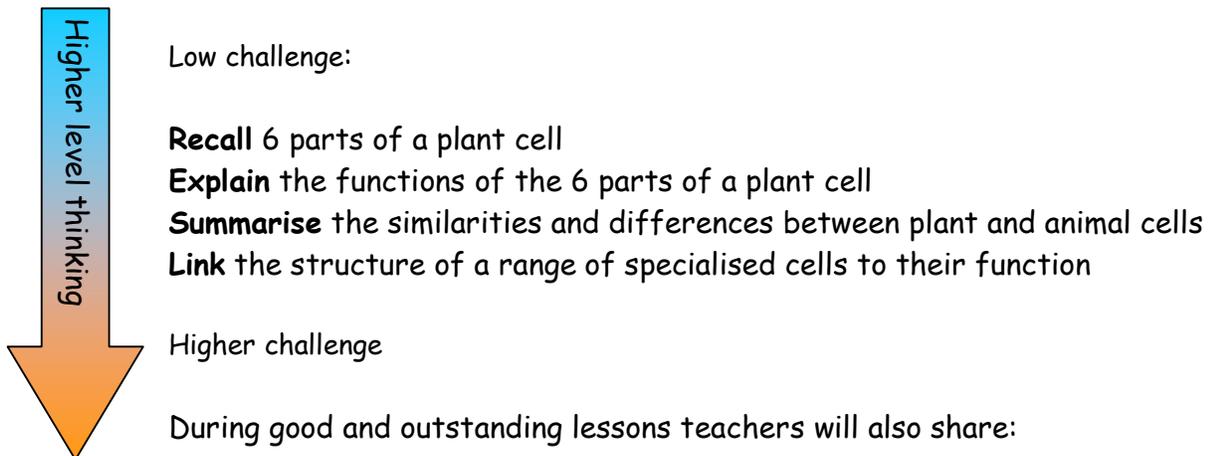
Prepare is arguably the most important phase of learning - it is all about getting ready to learn. It is a phase of learning that to get right involves not only getting the physical environment and resources right; it is also about getting learners into a frame of mind to work together with others; being challenged, stimulated and wanting to learn more! *Prepare* involves thinking about three environments:

| Physical | Social | Intellectual |
|---|--|---|
| E.g. Is there a seating plan? | E.g. Are there set routines to help learners feel secure? | E.g. Are students learning within 2 minutes of entering the room? |
| E.g. Are all equipment and resources to hand? | E.g. Are learners supported when they take risks and get things wrong? | E.g. Is the lesson a challenge? |
| E.g. Will music help or promote learning? | E.g. Is good learning recognised, valued, praised and rewarded? | E.g. What strategies will engage and motivate the learners? Is this lesson fun? |
| E.g. How tidy is the classroom and does this hinder learning? | E.g. Are students encouraged to collaborate in this classroom? | E.g. Are <u>all</u> students taking part in questioning? |

Burton Borough Teaching and Learning Policy

Share:

During **Share** learners should have 2 or 3 clear learning outcomes that will allow them to recognise progress in the lesson. Start each Learning Outcome with a Bloom's verb (e.g. Create, Evaluate, Analyse, Explain, Describe, Recall etc). Learning outcomes should be challenging! Blooms taxonomy is the most useful tool here (see Toolkit page 31).



- **What** is being learned (subject content and skills)
- **How** the learning will take place (e.g. which of the 5 R's are being developed; which learning tools are being used)
- **Why** - what are the benefits of the learning? How does this fit in with the bigger picture?

Present:

During **Present** learners are presented with or introduced to the new information/ skills that they are required work with. This may well be the phase of learning where the teacher has the main input but there are many ways of placing the learning squarely in the lap of the students. Tools for **Present** include:

- Recreation re-creation
- Carousel or information stations
- YouTube clips
- Modelling (e.g. providing pieces of work that exemplify the success criteria)
- Sequencing activities

Burton Borough Teaching and Learning Policy

Cement:

Students are given the time and opportunity to make sense of the new information and to practice using their developing skills. **Cementing** is the messiest phase of learning. During **Cement** we should be trying to develop resourceful and resilient learners by creating opportunities to enter 'The Pit' - to get stuck and develop strategies to get unstuck!_At this time it would be common for them to be working in groups, talking with each other about their work; quite often making errors but most of all working towards building a personal understanding what they have been presented with. Tools for **Cement** include:

- C3B4ME
- Diamond 9
- De-Bono's Thinking Hats
- Thinking maps (e.g. Venn Diagrams, Double Bubbles, Mind maps)

Do:

During **Do** Students are participating in tasks that will allow learners to 'show what they know'. During this time teachers and students may be involved in assessing and evaluating progress against Learning Outcomes using the WWW, EBI and Next Steps Feedback framework. 'Hot' and constructive feedback that focuses on improving not proving is perhaps the most useful to students. **Do** tasks might involve:

- A timed essay
- Tackling an exam questions with mark schemes to support the learning
- Peer presentations in the form of a news broadcast, chat show, text message, rap etc.

| Peer | Self | Teacher | BURTON BOROUGH FEEDBACK |
|------------|------|---------|-------------------------|
| WWW: | | | |
| ☺ | | | |
| ☺ | | | |
| EBI | | | |
| NEXT STEPS | | | |

Review:

Review is an opportunity for students to reflect on their learning - what, how and why? Review can take place any time any place anywhere! Useful tools include:

- Review Slide
- 3, 2, 1
- Next Steps

Review – reflect on your learning

- What have you learned?
- How did you learn?
- How was this learning useful?
- Which of the 5R's have you demonstrated?

