

Livingstone Road Primary Federation



Together We Can
Learn Laugh Dream Grow

Livingstone Learning Handbook

Our '5 Ls' are the key expectations of Teaching and Learning at
Livingstone Road Primary Federation



Learning Walls

Each class will have a designated area for Maths and English. These will reflect the current themes and objectives we are working on and children will use them to support their learning.

We acknowledge our learning walls will be suitable for the 'age and stage' of the children within our primary federation, however there are key expectations that every class must follow.

The Learning Walls should:

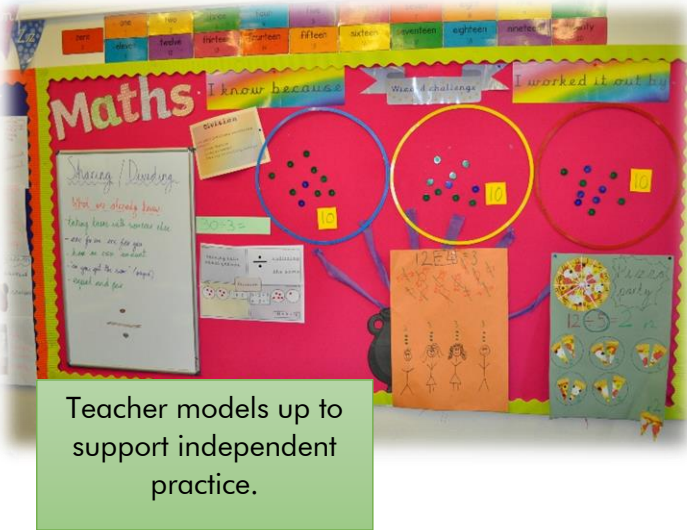
- Be purposeful for teaching and learning
- Be up to date to reflect current learning
- Be a progressive journey e.g. a model – toolkit – skills – model write
- Be referred to during the learning
- Include the learning objective
- Include the key vocabulary
- Should only have writing on one side of the flipchart (those on display)
- Include writing tool kits
- Include visual aids/prompts
- Have handwriting which follows the Federation handwriting guidance
- Have modelled text
- Have key parts of journey labelled
- Include an interactive section where appropriate
- Have space for good examples
- Be positioned where children can see/access to support independent learning



Maths:



Concrete resources up to support children's understanding.



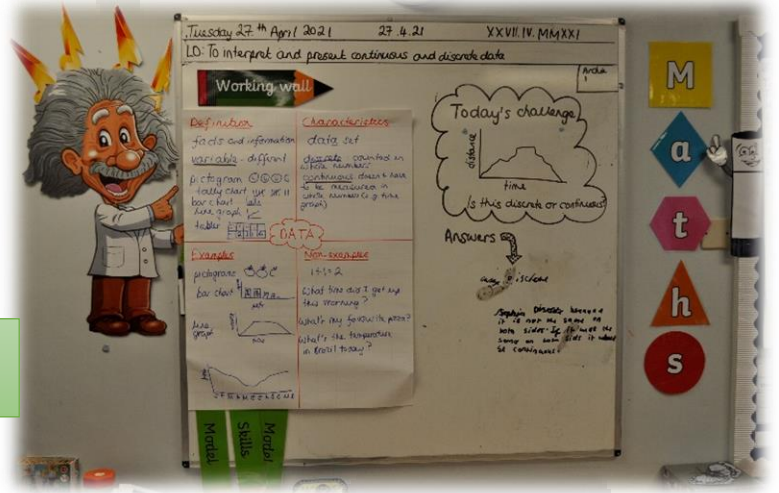
Teacher models up to support independent practice.



Key vocabulary up for children to use.

Learning Objective on display.

Flip chart models added to journey.



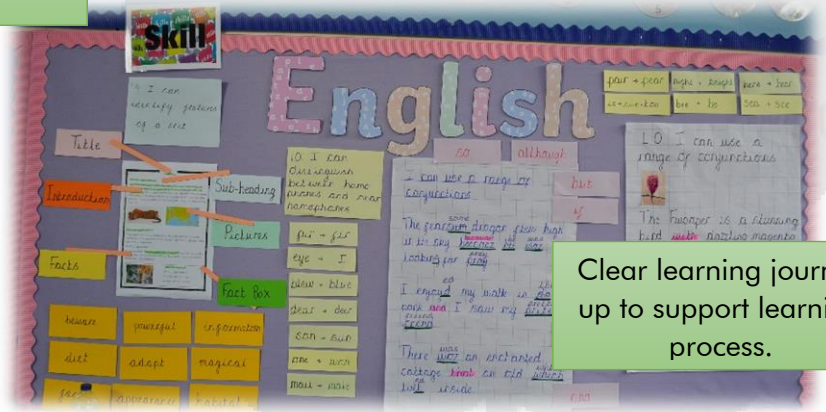
English:



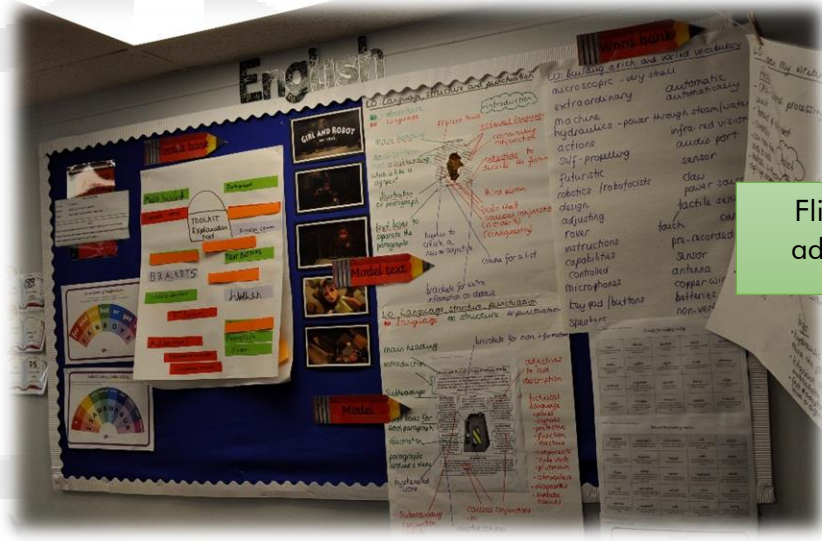
Key vocabulary for children to use.



Tool kits to scaffold independent practice.



Clear learning journey up to support learning process.



Flip chart models added to journey.

Learning Climate

Strategies in use during lessons	<ul style="list-style-type: none">• Children use whiteboards to 'show me...' providing instant feedback and as part of 'I do; you do'• Set up 'Exit passes' (or entry passes) to check understanding – a key question on a piece of paper or post-it that should be answered on their own and given to the teacher before they leave/start the session. These can be kept in the children's books• Interactive learning or games which enable the children to move within lessons• Post its by the Learning Walls to add to the wall or make notes to take back to their work.• Practical learning/experiments with the children
The environment	<ul style="list-style-type: none">• Clear surfaces• Resources organized to promote independence.• Learning Walls – using the environment to support/focus on key learning intentions• Ensure learning intention is visible for all children• Using coloured trays for children to choose next task• Display excellent examples of learning taking place• Coloured carpet/tiles for pupil to sit on if they need support• Environment spaces used to support awe and wonder e.g. Reading factory; Narnia
Pupils can...	<ul style="list-style-type: none">• Use 'talk partners' – to check understanding and confirm learning• Use learning partners who support each other and discuss their work• Use practical resources to support learning• Take ownership of their learning e.g. 'As a Scientist...'• Use strategies to support dialogic/active listening• Purple polish their learning from growing green reflections

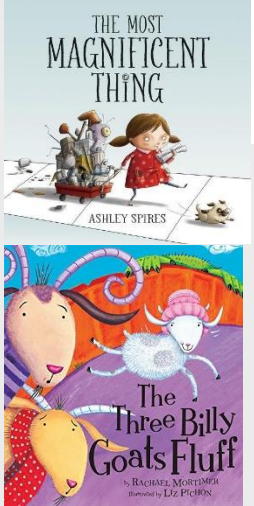

Teachers can...	<ul style="list-style-type: none">• Ensure a positive learning dialogue is taking place• Talk is taught and modelled by staff e.g. through modelling and Echo Reading.• Use language associated with learning powers• 'Cut Away' moments to allow secure pupils to get on with the learning intentions• Use a 'carpet club' to provide support for children who need it• Encourage children to take photos of work they are proud of• Use examples of pupils work when modelling or sharing from one lesson to the next• Highlight good examples of meeting the intention in the child's work• Allow pupils timetable time for 'purple pen' reflection and review as part of editing and improving• Begin a lesson with exploration or a question
Teaching Assistants can....	<ul style="list-style-type: none">• Be aware of the learning objective and focus of the lesson• Observe pupils and support engagement in learning• Position self and children for most impact• Ask questions to check and develop understanding- offer prompts and clues as needed• Write key vocabulary and examples for working walls during inputs• Model positive learning behavior• Use the pupil support scale for writing and maths and identify level of support in books• Promote independence

Active Learning within our lessons enables all children to be engaged and immersed in the task at hand.

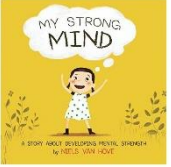
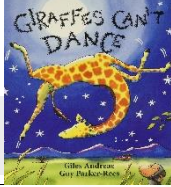

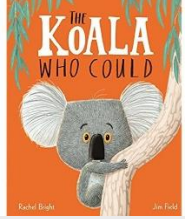
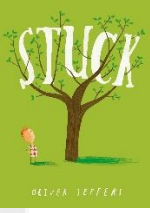
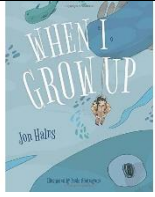
Learning Powers

We believe that our teaching should plan for opportunities where pupils can develop learning skills that will help them throughout their life.

- Independent
- Reflective
- Problem Solver
- Resilience
- Team Player

	What can teachers do to encourage this	Behaviour to recognise in the children	Books that can be used to demonstrate this learning power.
Reflection	<ul style="list-style-type: none"> • Activate prior knowledge – reflect on previous learning. • Encourage children to reflect on behaviour choices (how has my behaviour impacted others? What could I do next time?) • Give opportunities to evaluate a task- This could be a more detailed evaluation or rating on a scale. • Give opportunities to recap prior learning. • Providing opportunities to edit and develop • Giving feedback which encourages reflection (can you find a way to improve this? Was this the most efficient strategy?) 	<ul style="list-style-type: none"> • Using purple pens to correct mistakes or improve a task. • Evaluation of weaknesses and strengths • Evaluating how successful they were at a task • Being aware of learning targets • Showing recognition of actions which affect themselves or other negatively. • Suggesting ways that they, or a peer, could improve task outcome 	
Resilience	<ul style="list-style-type: none"> • Modelling resilience through think-alouds and metacognitive talk. • Using language which praises effort (I know you are finding this difficult but you are trying really hard) 	<ul style="list-style-type: none"> • Accepting and acting on constructive feedback • Carrying on after a setback • Looking for alternative strategies after a setback 	



	<ul style="list-style-type: none"> Using language which reinforces the value of mistakes (it is ok to make a mistake, what have you learned from that mistake etc.) Modelling the process of applying different strategies to approach a challenging problem. Storm breaks 	<ul style="list-style-type: none"> Seeing growing greens as a chance to improve Use of stormbreak tools to deal with high pressure situations (ie tests) Not giving up when things get tricky 	 
Team Player	<ul style="list-style-type: none"> Encouraging peer talk (Agree, build on, challenge) Use of talk partners Teaching team building games Modelling the language of a team player (thank you for your help, could anyone help me with this etc) Modelling team player behaviours (compromising, sharing, listening, discussing etc) Provide opportunities to help (ie: use of monitors). 	<ul style="list-style-type: none"> Listening to others Recognising the strengths of myself and others Supporting others when they are struggling Making relevant and helpful contributions in class discussions Sharing Compromising Helping to keep learning environment tidy Working cooperatively with others 	 
Problem solver	<ul style="list-style-type: none"> Modelling the use of different strategies to approach a problem. Think- alouds Asking open questions to encourage explanation/reasoning (how did you solve this problem?) Chunking tasks Encourage the use of learning walls 	<ul style="list-style-type: none"> Using a range of strategies when stuck Using resources for support Managing time effectively Chunking tasks Use of learning walls 	
Independence	<ul style="list-style-type: none"> Setting clear routines for different times of the day Resources organised and easy to access Providing opportunities for independent work Use of talk partners 	<ul style="list-style-type: none"> Use of resources Setting own learning goals Using learning walls for support Use of talk partners for support 	



	<ul style="list-style-type: none"> • Providing opportunities for target setting • 3 before me. 	<ul style="list-style-type: none"> • Using different strategies to attempt a challenge • Following learning routines • Being ready for learning • Showing self-organisation (getting coats on, having bag ready etc) 	
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Learning powers recognition board.

Each classroom should have a learning powers recognition board, with every child's name on a peg. If a child is spotted using one of their learning powers (by either an adult or a child), their name should be moved onto the corresponding learning powers label. They should also be given a sticker in recognition of their positive learning behaviour. If all children are recognised within a half term, provide the class with a suitable reward (marbles in the jar or similar).



Learning – General

The tables below specify each part of the lesson – including the purpose of the lesson, what this might look like and the pitfalls to watch out for!

	Process	Purpose	What this might look like/ key features/ questions	Pitfalls to watch out for
<u>Model</u>	Activate prior learning <i>See appendix for further examples</i>	To enable children to connect today's learning to wider knowledge, understanding & skills	<ul style="list-style-type: none"> Look back in books Learning walls Retrieval practice Refresher starters Questioning Discussion – paired talk or group – what do we already know about this text/ method/ period of history. Closed questions 	Impact on pace – this shouldn't be an AFL session. AFL should have taken place prior to this lesson
	Vocabulary	To ensure children have remembered and understood the meaning of key words	<ul style="list-style-type: none"> Learning walls Key images linked to definitions Quick fire games Word mats 	Assumption that children have understood vocab
	Model 'I do'	To teach children a small new step linked to LO	See Learning – Core <ul style="list-style-type: none"> Explicit narration of thought process Explicit modelling of metacognitive planning phase: 'What am I being asked to do?' 'Which strategies will I use?' 'Are there any strategies that I have used before that might be useful?' Model writing/strategy/ response Explicit modelling of metacognitive monitoring phase: 'Is the strategy that I am using working?' 'Do I need to try something different?' Practical if appropriate 	Trying to model too much Model doesn't match practise task Explanation too quick Focusing on the task without linking to the objective Lack of engagement during teacher talk/passive children Teacher not verbally modelling metacognitive talk
Guided Practice	'You do'	For children to practise what has just been modelled alongside the teacher	<ul style="list-style-type: none"> Shared write Model use of resources to support independence Whiteboard work 	Teacher being static at the front of the class Overuse of whiteboards, if it something which should be in a book



			<ul style="list-style-type: none"> • I do; you do • Correcting misconceptions 	If practice is identical to model some children can become over reliant on teacher's example.
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	Process	Purpose	What this might look like/ key features	Pitfalls to watch out for
Assess	Mid lesson assess	To check children are ready to work independently	<ul style="list-style-type: none"> • Assessment question to check all children's understanding on mini white boards • Hot marking before moving on • Mini-plenary 	Closed question not truly checking children's understanding Questions take too long for children to answer

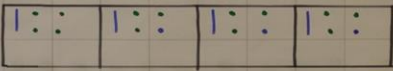
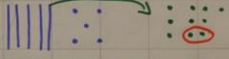
	Process	Purpose	What this might look like/ key features	Pitfalls to watch out for
Practise	Additional Guided Practice	For children who aren't ready for independent practice, they will go through the model and guided practise again	<ul style="list-style-type: none"> • Additional support to unpick – is it a misconception? Vocab gap? • Use concrete or pictorial resources • After a re-model, move to independent practice 	Not understood why? Just re-modelled without probing Just re-modelled without simplifying Same group of children as not scaffolded and over reliant of adult support Never an opportunity to be independent
	Independent Practice	For children who are ready for independent practice, they apply their skills in different ways	<ul style="list-style-type: none"> • Working through questions with teacher hot marking • Independent writes • Task design to practice skills • Opportunity to reason • Children are independently planning how they approach tasks • Children are independently monitoring their success 	Task design too far from model and guided practice Children lose confidence early on and seek support No challenge offered or opportunity to reason No AfL to check children can move on

	Process	Purpose	What this might look like/ key features/ questions	Pitfalls to watch out for
Evaluate	End of lesson assess and evaluate	To establish whether children are ready to move onto their next small step or next learning intention (see also Feedback Policy) For children to evaluate their success against the learning objective and consider how they might improve next time	<ul style="list-style-type: none"> • Learning journey in books • Feedback and purple polishing in books • End of lesson AfL e.g. thumbs up • Pupil interviews • Quizzing after lessons • Explicit modelling of metacognitive evaluation phase: <ul style="list-style-type: none"> • 'How well did I do in this task?' • 'What didn't go well?' 'What could I do differently next time?' • 'What went well?' 'What other types of problem can I use this strategy for?' • Was the strategy I used effective? 	Teacher moves on before children are ready Feedback and purple polishing not given time Short term planning not amended to meet children's needs Teacher not verbally modelling metacognitive evaluation Pupils not given adequate time to evaluate

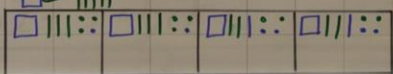
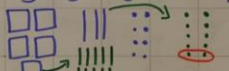
Model:

Division with regrouping

$$55 \div 4 = 13 \text{ r } 2$$



$$538 \div 4 = 134 \text{ r } 2$$



Chronological order

passive voice

Comma after greeting

Name and address of sender

Date

Introduction

Commas for halving the reach

colon to separate main clause

sign off

conclusion

prompted adverbial

parenthesis extra info

Greeting

R. Q.

Dear President Dilma Rousseff,

I am extremely concerned about the catastrophic effect that illegal gold miners are having on the Amazon Rainforest (Brazil) and I am writing to you to urge you to take more immediate serious action care of the unique environment. Surely you must be aware of this devastation? Total numbers are being spent, people & animals are being killed and if this does not stop immediately there will be global warming.

I believe that you are aware of the Yanomama tribe. They are an ancient group of people who live peacefully and sustainably in your country. Their way of life is being threatened each and every day by the increased rates of deforestation. Only you have the power to stop this happening.

Another reason why you should reject these illegal miners is because of the declining amount of oxygen levels. By allowing these uneducated people destroy the rainforest, for their own selfish reasons, you are contributing to the decline of oxygen levels and the destruction of our country. This significantly leads to the rise of global warming, resulting in many natural disasters, such as hurricanes, droughts, leaving many more homeless. It is obvious that you must act now and without delay.

I hope that you will consider this matter with the utmost urgency and put a stop to the deforestation in your country.

Yours sincerely,

 James Crump

What we already know

Twice as many

- the same amount again
- if you have 2 it would be 2 more
- You add 2 numbers the same
- 2+2=4 3+3=6

Making doubles

- twice as many
- exactly the same again

Repeated addition

2+2+2=

1+1+1=

Skill: To use figurative language

A warm, writing as surrounded the ladder able to like a bubble of hope.

SIMILE

A bubble of hope illuminated the room with its heart-warming glow.

METAPHOR

The friendly lady with short dark hair leant across the table.

EXPANDED NOUN PHRASE

The unusual black and white pet with a spiky dragon-like tail nibbled on a piece of bread.

Friday 23rd April 2021

to I can use a range of conjunctions.

Appearance

Have you ever seen a Fwooper? This small, rare, magical bird has long antennae on the top of his head that help him to sense danger. He has razor sharp talons which he uses to grip onto branches and rip open his prey.

Tom has £317
He gives each of his 5 grandchildren an equal amount of whole pounds.
How much money does Tom have left?

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graph TD; A((317)) --- B((300)); A --- C((10)); A --- D((4)); B --- E[5]; C --- E; D --- E;
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What do you know about 5x table?
It only ends in 0 or 5 ✓
Tom must of used £315 between his grandchildren because that's the highest number divisible by 5
 $317 - 315 = 2$ Tom has £2 left

Individual Thinking

Do you think the Iron Man deserved to be buried in a hole underground by Hogarth and the farmers?

Why? /Why not?

Explain your thinking.

I don't think ^{the} Iron man deserves this because he doesn't know that ~~he~~ ^{he} is hurting the farmers by destroying their equipment. ✓

Very thoughtful answers waste. ~~(No)~~

Using your answers, explain what you think the author is trying to convey about Hogarth. What should the reader think of Hogarth?

The author is saying that Hogarth cares about the Iron man, and that he wants to help the he did to the Iron man previously. ✓



Learning – Core Subjects

Maths:

Activate prior knowledge/ Vocabulary	What do we already know? Simmering pot Fluent in 5 Revisit Frayer model/ Key vocabulary on Learning Wall
Model	'I do' – teacher explaining concept and visual demonstration Model reasoning opportunities – 'prove it'; speaking frames; metacognitive thinking out loud Refer to working wall Discuss key vocabulary
Guided practice	'You do' on whiteboards
Assess	'You do' on whiteboards Target specific children to support/question
Practise	White tasks (HA move to green tasks as required) Continue whiteboard work if needed Resources to aid independent learning
Evaluate	Hot marking to AfL Green tasks Was the strategy I used effective? Feedback during lesson Deepen (purple tasks) Review and offer feedback



Reading – Phonics & Comprehension:

	<u>Read Write Inc Phonic/ Reading Lesson</u>	<u>Reading Comprehension Lesson</u>
Activate prior knowledge/ vocabulary	Speed sounds	Synopsis of last chapter Text type predictions Linked vocabulary
Model	Modelling of Sound/ blending/Fred talk/ word reading Dot/Dash/Loop	Reading of text using range of strategies Model specific skills/question types Exploration of vocabulary Echo reading Choral reading
Guided practise	Dot/Dash/Loop/ reading	Reading/ practice questions
Assess	Children's repetition and responses to modelling and Fred talk Spotting sounds/green words	Questioning to gauge understanding of text Children's responses to questions/quiz Children's white board responses to set questions
Practise	Independent/ peer reading Guided reading with more explicit modelling Tick and fix	Reading tasks in book – independent practice or additional guided practice
Evaluate	Verbal responses assessed by teacher to gauge whether they have mastered the sound/ word reading Reading Book assessments Phonic assessments	Live marking to assess need Shared responses at the end of the lesson Whole class feedback Written feedback in books after the lesson



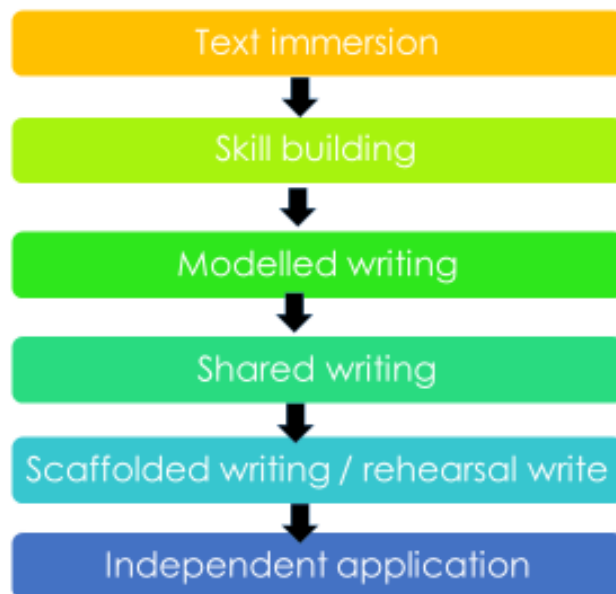
Writing (Reading into Writing):

<u>Writing Journey</u>	<u>Analysing a text</u> <u>Reading into writing</u>	<u>Skills practice</u>	<u>Planning</u>	<u>Practise Write</u>	<u>Independent Write</u>
Activate prior learning/ vocabulary	Do we recognise the type of text? Have we come across this text type before?	Reference to what we already know about this skill – key vocabulary.	What features should be in the plan? Why? What effect will they have on the reader?	What do we need to include?	Highlight toolkit Remind children of the Learning Wall and other tools to support their writing.
Model	Analysing structural and language features of a WAGOLL WHAT IS THE EFFECT ON THE READER?	Teacher modelling of the English skill. Use think alouds	Teacher models the process of planning for the practise write. Thinking aloud	Using the modelling from earlier in the journey, the teacher models a write using shared planning. Modelling in stages paragraph by paragraph. 'I do'	
Guided practice	Text marking/ finding features	Children practise on WBs to allow for assessment.	Verbalisation of plans. Talk partners. WB notes.	Paragraphs on WBs before putting in books if needed.	
Assess	Questioning while working together on the text. Hot marking for features of the text	Children practise on WBs to allow for assessment. Questioning Verbal responses	Verbalisation of plans. Talk partners. WB notes.	Coherence of writing	Can they independently identify tools to support?
Practise	Independent or guided practice of finding the features	Application of the English skill in a short burst write/ other exercise. Independently/ paired or guided, according to	Shared or independent planning	You do Children write paragraph by paragraph using their plan. Independent/ shared/ paired writing	All stages put into practise independently



		assessment. Linked to the text.			
Evaluate	Shared identification of features in the plenary for the LW. Effectiveness of the writing for audience and purpose. Assessment in books	Verbal or written feedback at the end of the lesson.	Structure of plan assessed by the teacher	Self/ peer assessment/ hot marking. Is my writing effective for audience and purpose? Deep marking by teacher after the lesson	Summative assessment of writing skills and progress. Self-reflection

Reading into writing – teaching through a text – from text immersion to independence



Learning For All

Strategies to support scaffolding during key parts of lesson:

	Process	Purpose	Scaffold
Model	Activate prior learning	To enable children to connect today's learning to wider knowledge, understanding & skills	<ul style="list-style-type: none"> • Learning Wall • Frayer model • Visual models with concrete resources • Talk partners • Tool kit
	Vocabulary	To ensure children have remembered and understood the meaning of key words	<ul style="list-style-type: none"> • Visual aids • Word webs •
	Model	To teach children a small new step linked to LI	<ul style="list-style-type: none"> • Chunk new learning into small steps • Active listening • Teacher think-alouds • Targeted questions • Use of concrete resources
	Guided Practice	For children to practise what has just been modelled alongside the teacher	<ul style="list-style-type: none"> • Practical resources • Use of whiteboards • Now and Next Board

	Process	Purpose	Scaffold
Assess	Mid lesson assess	To check children are ready to work independently	<ul style="list-style-type: none"> • Revisit Task Board • Ask for verbalisation of task • Questions linked back to skill • Flash cards/'Show me' • Is child being independent

	Process	Purpose	Scaffold
Practise	Additional Guided Practice	For children who aren't ready for independent practice, they will go through the model and guided practise again	<ul style="list-style-type: none"> • Carpet time with class teacher • Model task in a slightly different way to aid learning • Chunk task into smaller steps

	Independent Practice	For children who are ready for independent practice, they apply their skills in different ways	<ul style="list-style-type: none"> • Pictorial and concrete resources • Task Board • Differentiate skill
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	Process	Purpose	Scaffold
Evaluate	End of lesson assess	To establish whether children are ready to move onto their next small step or next learning intention (see also Feedback Policy)	<ul style="list-style-type: none"> • Feedback and signpost if 'Independent' or 'Supported' • Growing Green comment (which focus on their key skill) • If SEND, know IEP target and if it has been evidenced

Strategies to support stretching during key parts of lesson:

	Process	Purpose	Stretch
Model	Activate prior learning	To enable children to connect today's learning to wider knowledge, understanding & skills	<ul style="list-style-type: none"> • Explain to class – be the expert • What do you already know? • How does this link to?
	Vocabulary	To ensure children have remembered and understood the meaning of key words	<ul style="list-style-type: none"> • Add to learning wall • Challenge vocabulary choices • Write in a sentence • Define it • Give synonyms/antonyms
	Model	To teach children a small new step linked to LI	<ul style="list-style-type: none"> • Apply in a different context • Cut away and start task • Up level model
	Guided Practice	For children to practise what has just been modelled alongside the teacher	<ul style="list-style-type: none"> • Teach reasoning/explaining/justifying • Challenge to stretch thinking which may need support with how to work through

	Process	Purpose	Stretch
Practise	Additional Guided Practice	For children who aren't ready for independent practice, they will go through the model and guided practise again	<ul style="list-style-type: none"> • Model reasoning • Support with using most effective method and explaining why? • Challenge vocabulary choices • Conferencing with the child to develop editing and improving skills
	Independent Practice	For children who are ready for independent practice, they apply their skills in different ways	<ul style="list-style-type: none"> • Same skill in different context • Higher level examples which need 'grapple' • Choice e.g. perspective in writing; strategy in maths • Point, explain, evidence • Wider range of skills being evidence/applied



	Process	Purpose	Stretch
Assess	Mid lesson assess	To check children are ready to work independently	<ul style="list-style-type: none"> • Growing green during lesson • Open ended questions • Prove it • Reasoning

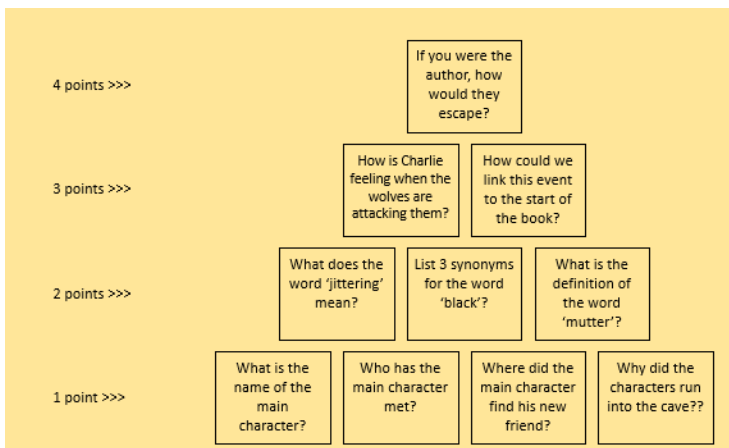
	Process	Purpose	Stretch
Evaluate	End of lesson assess	To establish whether children are ready to move onto their next small step or next learning intention (see also Feedback Policy)	<ul style="list-style-type: none"> • Open ended growing green and time to respond • Expert – support others by explaining learning to them • Reasoning/justification

Appendix: Metacognition

Activating prior knowledge:

Retrieval practice is a powerful tool for improving learning. Each lesson should begin with activating prior knowledge through retrieval and spaced learning (around 5 minutes). This could be:

- Simmering pot and Fluent in 5 (maths)
- Retrieval picture prompts
- Retrieval key word grids
- Retrieval pyramids
- Retrieval placemats
- Low stakes quizzes



Think alouds:

Teachers will use think alouds to model metacognition, using the cycle of: plan, monitor and evaluate.

Although think-alouds will be subject and task dependent, teachers can use the following examples to help structure their think-alouds:



Group these words into groups of three and explain your reasoning. (Whiteboards)



stigma	fertilisation	anther
pollen	style	filament
insect	pollinisation	ovary

Planning	<ul style="list-style-type: none"> • ‘What resources do I need?’ • ‘Have I done this before/ used this method before and was it successful?’ • ‘What have I learnt from the examples we looked at earlier?’ • ‘Where do I start?’ • ‘What am I being asked to do?’ • ‘What strategies/methods will I use and why?’
Monitoring	<ul style="list-style-type: none"> • ‘Am I doing well?’ • ‘Am I finding this challenging?’ • ‘Is there anything I need to stop and change in order to improve?’ • ‘Is the strategy that I’m using working?’ • ‘Do I need to do something different?’ • ‘What can I do to keep myself focused?’
Evaluating	<ul style="list-style-type: none"> • ‘How did I do?’ • ‘What went well?’ • ‘What could I do differently next time?’ • ‘Did my strategy work?’ • ‘How could I do this better next time?’ • ‘Are there any other strategies/ methods I would like to try?’ • ‘What other type of problem can I use this strategy for?’
	<ul style="list-style-type: none"> •

In sound, what does pitch refer to?	What’s the difference between a complete and an incomplete circuit?	I can name at least 2 components of an electrical circuit.
What is another name for a battery?	What are the small bones in the ear called?	I can name at least one end of a battery
This term in science we are studying what?	I can explain why wires in a circuit have a plastic coating	In sound, what does amplitude refer to?

One point Two points Three points Four points