



# Holywell Standard for Learning

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# Introduction



At Holywell Primary we believe in the concept of lifelong learning and in the idea that both adults and pupils learn new things together. At Holywell Primary learning is defined as: The process of acquiring the essential **Knowledge, Attitudes, Skills and Habits** required for deep understanding.

We believe learning should be **engaging, creative and personalised** and a rewarding and enjoyable experience for all. Teaching and learning at Holywell is focused on **developing rich dialogue** between teachers and pupils, pupils and their peers and within the wider school community. We understand everyone learns in different ways and seek to plan lessons and topics which will enable children to be active participants in their learning.



Through a **knowledge and skills-based approach to learning** we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing what strategies and tools help to learn and how well they have mastered their learning. We achieve this by developing a curriculum that offers children the opportunity to develop **key thinking skills and learning habits** on a daily basis.

# Our Core Values and Principles

Our core values at Holywell underpin everything we do and believe. We actively seek to consistently apply these principles and uphold them at all times.

## CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from ***UNICEF's Convention on the Rights of the Child***.

In this policy, we are working towards the following articles:

- **Article 3.** The best interests of the child must be a top priority in all things that affect them
- **Article 13.** Every child must be free to say what they think and to seek and receive all kinds of information
- **Article 28.** Every child has the right to an education
- **Article 29.** Education must develop every child's personality, talents and abilities to the full
- **Article 31.** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

At Holywell our vision is '**To Recognise and Realise Aspirations**'. We aim for all our pupils to be:

<b>Ready</b>
<b>Respectful</b>
<b>Responsible</b>
<b>Resilient</b>

We want all of our children to be **independent learners and thinkers**, challenging themselves to achieve higher in all areas of the curriculum and beyond and to strive to be the best they can be. Our Holywell Standard for Learning is underpinned by these four key values and principles.

## Inclusion, Equality and Diversity

Inclusion, equality, and diversity are fundamental principles that underpin the educational experience at Holywell. Embracing these values is crucial for creating an environment where all learners feel accepted, valued, and supported.

Inclusion ensures that every learner, regardless of their background or prior attainment, has the opportunity to participate and thrive in their educational journey. By catering to diverse learning needs and offering adaptive strategies, we can ensure that every student is able to fulfil their potential. This commitment to inclusion allows us to foster a sense of belonging and ensure that no learner is left behind.

Equality plays an integral role in eliminating barriers and promoting fairness among students. It embodies the principles of equal opportunities, access, and treatment. Recognising and celebrating the uniqueness of each individual, regardless of their race, gender, ethnicity, or socio-economic background, promotes equality and enables students to learn from and about each other, fostering a culture of respect and understanding throughout the school community.

Diversity enriches the educational experience by exposing students to different perspectives, cultures, and values. It encourages open-mindedness, broadens horizons, and prepares students for life in today's interconnected global society. Embracing diversity in all aspects of education helps to create a harmonious and inclusive learning environment where everyone feels valued and respected.

By promoting these principles, we ensure that all learners have equal access to educational opportunities, fostering a supportive and inclusive environment that not only enhances learning outcomes but also prepares students for a diverse and interconnected world.

## Learning at Holywell

We believe people learn best in different ways. At Holywell, we provide a rich and varied learning environment which allows all pupils to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable pupils to become **confident, resourceful, enquiring and independent** learners;
- foster pupils **self-esteem** and help them to build **positive relationships** with other people;
- develop pupils **self-respect**, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- show respect for a diverse range of cultures and, in so doing, to promote **positive attitudes** towards other people;
- enable pupils to **understand their community**, and help them feel valued as part of it;
- help pupils grow into **reliable, independent and positive** citizens.

**Provision** is designed to **advance understanding and knowledge** gradually through a key stage. **Lessons** are not an event in themselves. They are **part of the process of learning** and therefore we do not expect pupils to complete learning within a lesson. Many lessons will carry on over several days or even weeks until a pupil is showing the required degree of understanding.

**Key learning objectives define outcomes** and focus teaching. They help to clarify, organise and prioritise learning. The key learning is one of the measurable stages a learner will go through as part of the process of learning in order to **advance and deepen their understanding**.

## Planning Learning

Our learning starts with the aims and objectives of the National Curriculum and we create learning opportunities by teaching through thematic topics. Our curriculum is designed to enable all pupils to experience a wide breadth of study and have, by the end of each key stage, the knowledge and cultural capital they need to succeed in the next stage of their learning, and beyond.

We know learning is a change to Long term memory and progress is an ongoing process of knowing more and remembering more. Through the effective delivery of a coherently planned and sequenced curriculum which shows opportunities to deliberately practise activities that over time embed and deepen knowledge, our children will be able to make connections between topics and build a conceptual understanding.

# Rosenshine's Principles of Instruction

BARAK ROSENSHINE'S  
**THE PRINCIPLES OF INSTRUCTION**

**01 DAILY REVIEW**  
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIALS IN SMALL STEPS**  
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 PROVIDE MODELS**  
Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**04 ASK QUESTIONS**  
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**05 CHECK STUDENT UNDERSTANDING**  
Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

**06 GUIDE STUDENT PRACTICE**  
Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**07 OBTAIN HIGH SUCCESS RATE**  
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**  
Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**  
Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**  
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Presented by  
**Structural Learning**

When planning learning sequences and considering what they may look like in practice, we use Rosenshine's Principles of Instruction.

Rosenshine's Principles of Instruction are a set of evidence-based teaching principles developed by American educational researcher Barak Rosenshine. These principles outline effective instructional practices that can be applied in the classroom to enhance student learning and achievement.

**Principle 1:** Begin each lesson with a review of previous learning: Before introducing new material, teachers can start a lesson by reviewing what students have previously learned. For example, in a mathematics class, a teacher could ask students to solve a few practice problems related to the previous day's topic.

**Principle 2:** Present new material in small steps: Rather than overwhelming students with too much information at once, teachers should present new concepts in manageable chunks. For instance, when teaching a new vocabulary term, a teacher could explain its meaning and provide relevant examples before moving on to the next term.

**Principle 3:** Provide guided practice: Teachers should offer opportunities for students to practice newly learned skills under their



guidance. For instance, after explaining a grammar rule, a teacher can provide sentence examples for students to analyse and apply the rule.

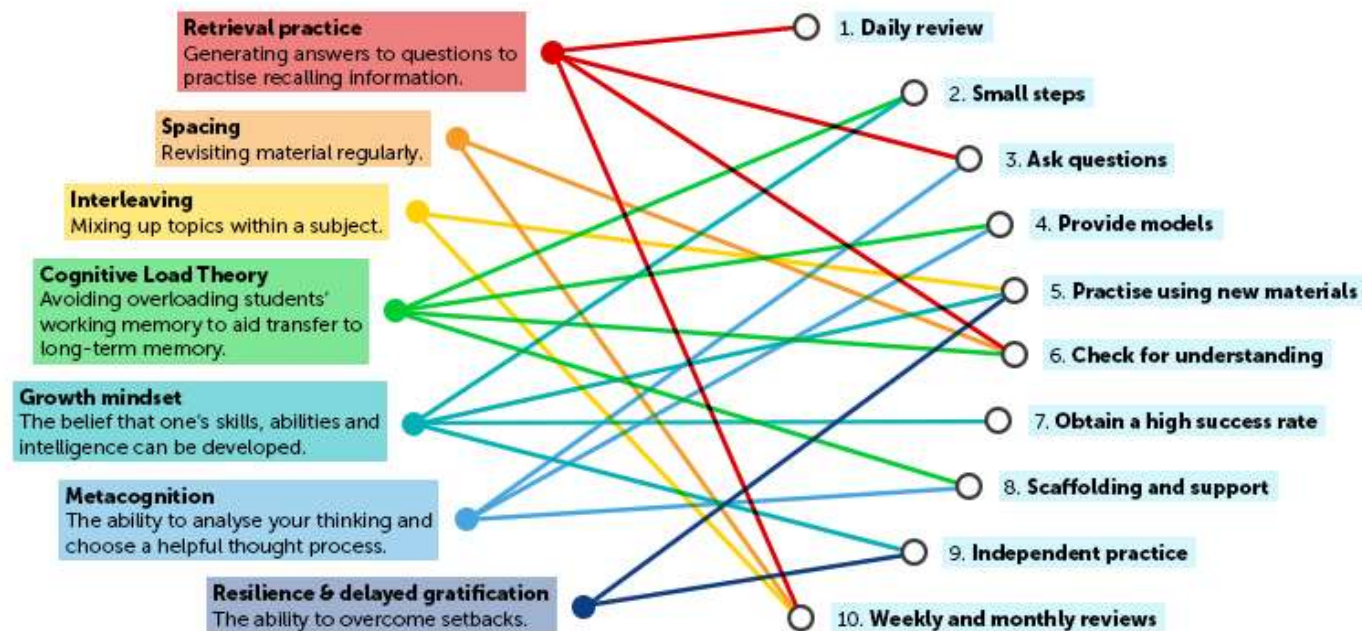
**Principle 4:** Provide models and worked examples: Teachers should provide students with models and worked examples to demonstrate how to solve problems or complete tasks. For example, when teaching essay writing, a teacher can share sample essays and go through the process of analysing and writing one together with the class.

**Principle 5:** Check for understanding regularly: Teachers should frequently assess students' understanding throughout the lesson. This can be achieved through questioning, discussions, or quick formative assessments like exit tickets.

**Principle 6:** Provide systematic feedback and correctives: Teachers should provide timely and specific feedback to students, highlighting both correct and incorrect aspects of their work. Additionally, teachers should offer corrective instruction to address misconceptions or errors made by students.

**Principle 7:** Engage students in independent practice: Students should be given opportunities to practice skills independently, applying what they have learned. This could involve individual tasks, group work, or homework assignments.

When considering the cognitive science behind Rosenshine's Principles of Instruction, it is clear to see from the diagram below that using the range of strategies enables maximum progress opportunities for pupils as well as improved metacognitive strategies to be used in teaching. This improves the Quality First Teaching available to pupils and thus, the improvement of the Universal Offer within school.



## Our lesson structure

In classes, our learning sequence allows all stakeholders to improve their metacognition and learn in small steps. We use colours to make it clear where we are in our learning journey. The middle section (I Do, We Do, You Do) is in a cyclical fashion.



Steps	Links to Rosenshine
<b>Prior Learning</b>	Recap and review learning from the previous session/ topic
<b>Vocabulary</b>	Revisit previous vocabulary and introduce new Vocabulary for this lesson
<b>Teach</b>	Introduce a new concept/ aspect of learning broken down into small steps and utilising models and examples
<b>Talk Time and questions</b>	Check for pupil understanding through a series of questions and/or explanations
<b>Independent Task</b>	Opportunity for children have a go on their own with scaffolding support as required
<b>Stop for Depth questions</b>	An opportunity to deepen knowledge through additional questions or explanations. Provide feedback on learning
<b>Plenary – what have we learned?</b>	Review of the learning and next steps

# Active Learning

## ACTIVE LEARNING

What I hear, I forget

What I see, I remember

What I do, I understand

In classrooms where teaching is **more active and less didactic**, pupils **make greater progress**. Pupils need to be provided with experiences where they have the opportunity to engage in **active, energising learning experiences**; a place where they can explain their learning, develop their own understanding of the concepts being explored and are provided with opportunities to apply their learning within meaningful contexts.

At Holywell we encourage all teachers and children to take part in a range of active learning experiences in all areas of the curriculum. For example, learning times tables or number facts by playing a competitive relay race;

remembering a new spelling pattern by actively engaging in a treasure hunt to find the words; getting messy and muddy in the forest school learning how to work together as a team.

**Pupil talk** plays a central role in active engagement and helps to develop pupil's social skills and lifelong learning. Teachers and pupils build on their own and each other's ideas and link them into **coherent lines of thinking and enquiry**. Learning tasks are designed to be addressed together, and active listening is developed through the sharing of ideas and by considering alternative viewpoints.

## Retention Rates



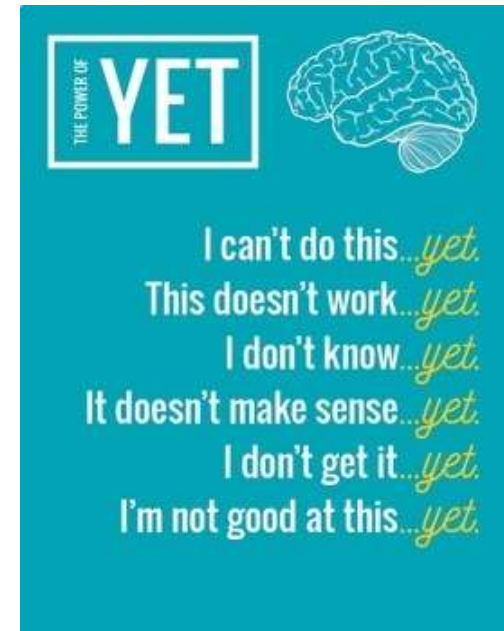
## Growth Mindsets

The term 'growth mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset is open to constructive criticism, takes feedback and uses it, takes on new challenges, pushes themselves outside of their comfort zone and shows resilience and perseverance.



Key aspects of Growth Mindsets at Holywell:

- We use the word **'YET!'** when we are learning something new
- **We never give up!** We try a different approach, or use a different strategy
- We **learn from each other** – children often make the best teachers!
- We **challenge ourselves** – which really helps us make progress
- We **take risks** – we do not limit ourselves by taking the easy option
- We **join in as much as possible** – and we learn much more by being involved
- We remember that **mastering something new** feels so much better than doing something you can already do
- We remember that the brain is making new connections all the time – the only thing you need to know is that **you can learn anything!**



# The Learning Pit

At Holywell we encourage all children (and adults!) to jump into the Learning Pit every day and to understand it is okay to be stuck because that is where the best learning happens. We believe in **praising children for effort rather than achievement** and encourage children to embrace challenge, be less frightened of mistakes and enjoy learning. Every lesson is an opportunity to learn something new and show **hard work, resilience, perseverance and determination**. This is what happens when you jump into the pit. When children can climb out of the pit on the other side they will have developed greater knowledge, attitude, skills and habits.



# Early Years Foundation Stage

The Early Years Foundation Stage curriculum for our under-fives uses the EYFS framework which includes 7 areas of learning and development that are equally important and inter-connected.

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
Physical Development	Mathematics
Communication and Language	Understanding the World
	Expressive Arts and Design



Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically





















The Reception classroom and outdoor learning space is carefully planned to ensure **all areas are used to enable learning for every child**. Children have the choice of where they choose to learn. All activities are based upon current assessment and have a main learning objective accessible with or without adult support. Our basic provision is linked to the age-related expectations of the cohort. We encourage **child-initiated activities** and adapt our **continuous provision** accordingly. We enhance our provision through objects, prompts, conversation and questioning.

# Low Stakes Quizzing

A Low Stakes quiz is a weekly or termly set of questions based on what the children have learned and can be used for **short term assessments** of knowledge.

We use a Low Stakes quiz to check learning which has taken place:

- This week
- Last Week
- This Term
- Last Term

This Week...	Term 1: Week 1	Last Week...
 <input type="text"/>	 <input type="text"/>	<input type="text"/>
 <input type="text"/>	 <input type="text"/>	<input type="text"/>
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 <input type="text"/>	 <input type="text"/>	<input type="text"/>
 <input type="text"/>	 <input type="text"/>	<input type="text"/>
This Term...	Total: <input type="text"/>	Last Term...



# Feedback and Marking

Feedback and Marking has three purposes:

To help children:





- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement as a result of effective feedback

Implementing the Marking Policy



**How we track progress in books...**

SYMBOL	WHAT IT STANDS FOR	EXPLANATION
WC	Whole Class	If you address learning as a whole class, you may see WC in your book to demonstrate you did this together.
VF	Verbal Feedback	If an adult speaks to you during the lesson you will see this symbol and short explanation of what you discussed.
PT	Pre-Teaching	If you work with an adult before a lesson begins we will use PT to indicate this.
M	Materials/Manipulatives	If you use additional materials to support your learning an 'M' will be marked to show this.
S: (number)	Supported	If you're working in a group, the adult you work with will write S followed by the number of children in your group.
I	Independent	Some children will see this symbol when they have completed a task on their own.


 Teachers use a green pen.   
 TAs use a pink pen.   
 Pupils use a purple pen. 

Teachers conduct 'in the moment' marking wherever possible. This takes place within a lesson to prompt deeper thinking and swiftly address misconceptions. It takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning situation with a pupil or as part of a group.

## Review of Pupils' Work

After a lesson, the teacher will look through the pupils' books for common misconceptions and errors in basic skills. Teachers may tick or indicate they have seen each piece and indicate any areas which are worth sharing as good examples.

After this, the teacher may plan a class/group feedback session using the prior learning. This may be in the form of sharing the best work, identifying common errors in basic skills and addressing common misconceptions identified. The feedback session may vary in length according to the type of feedback required and the year group.

## Peer/self-marking and feedback

At Holywell we encourage children to peer and self-mark and assess using the same principles as adult feedback and marking. Whenever peer/self-marking and discussion of learning is undertaken children are encouraged to write one thing which was successful in the learning and one thing they could improve.