Thinking, Teaching and Learning Policy
The Lodestar Academy

Contents

This policy will be reviewed annually. The Academy reserves the right to amend this policy, following consultation, where appropriate.

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1. What is this Policy About?

At Lodestar Academy we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The aims of teaching and learning at Lodestar Academy are to:

> Establish learning environments which inspire and motivate learners to engage

> Deliver a broad and balanced curriculum that is engaging and creative, broadens horizons and closes gaps

> Establish a model of lifelong learning through the instilling of a Thinking Toolkit for all learners

> Create a positive culture around learning for all through effective adaptive teaching strategies

> Foster high levels of literacy and numeracy

> Develop a sense of pride in achievement and aspiration to succeed

2. Who does this policy apply to?

This policy is for AGB, commissioners, local authorities, headteachers, teaching staff, parents, carers and pupils.

3. Policy Requirements

When teaching, we focus on motivating students and building on their skills, knowledge and understanding of the curriculum. We use a range of resources to provide a well-balanced and broad curriculum planning.

We base our teaching on our knowledge of the pupil's level of attainment. Our prime focus is to develop their knowledge, understanding and skills, and support them to know more and remember more.

7 Principles of Thinking, Teaching and Learning

Lodestar Academy recognizes 7 core Principles of Thinking, Teaching and Learning at the heart of it's academic offer.

> - Subject knowledge
> - Explanations
> - Questioning and responding
> - Feedback to feed forward
> - Modelling
> - Metacognition
> - Meta-memory

These principles inform policy, practice and improvement planning and form the basis of curriculum development, lesson design and curation of the learning experience for all pupils.

Walkthroughs

Lodestar Academy underpins teaching and learning practice and development through utilization of the Walkthrough Framework. This key document maps out the core expectations relating to each of the 7 Principles, supporting focused and personalized professional dialogue.

Quality First Teaching

We ensure that every pupil has access to a standard of teaching that is focused on high quality and inclusive teaching for every child in the classroom. We utilize a variety of teaching and learning strategies, including differentiated approaches and SEND resources, to enable every child to be given the opportunity to succeed in every lesson.

The Lodestar Way

Lodestar Academy provides a consistent model of teaching and learning through implementation of The Lodestar Way. The Lodestar Way is a graduated release of responsibility model, and follows an 'I do, we do, you do' model, designed to scaffold and support pupils into independent learning. The Lodestar Way clearly outlines expectations of teachers and pupils throughout a lesson. Please see **Appendix 1**.

The Thinking Toolkit

Lodestar Academy promotes the development of pupils' thinking skills through the considered and consistent utilization of our Thinking Toolkit: Thinking Hats, Thinking Maps, Thinker's Keys and Habits of Mind.

Thinking Hats

We use De Bono's 6 Thinking Hats to develop pupils' abilities to think critically about an issue or topic from a particular perspective. Thinking Hats encourage pupils to think through the different lenses of: process, facts, benefits, cautions, feelings and creativity. Please see **Appendix 2**.

Thinking Maps

We employ 8 Thinking Maps across the curriculum. These are visual learning resources correlating to specific cognitive processes: defining, describing, comparing/contrasting, sequencing, deconstructing, categorizing, identifying cause and effect and establishing relationships between things. The maps provide a visual framework to support pupils throughout the thinking process. Please see **Appendix 3**.

Thinker's Keys

There are 20 Thinker's Keys, designed by Tony Ryan, which aim to support the development of critical, organizational and creative thinking processes. Please see **Appendix 4**.

Habits of Mind

The 16 Habits of Mind are an identified set of behavioural dispositions which, when fully developed, support the individual in problem solving, perseverance, critical thinking, creativity, strategic reasoning and insightfulness. Lodestar Academy enhances its curriculum delivery and impact through application of its Habits of Mind hierarchy when designing and developing the curriculum offer. Please see **Appendix 5**.

Professional Dialogue and Development

Lodestar Academy operates a coaching and mentoring professional development approach for teachers. This provides a clear process of teacher self-reflection, lesson visits to explore practical implementation of planned curriculum and strategy, and an in-depth conversation based on a model of instructional coaching. Please see **Appendix 6**.

Weekly professional development sessions are in place to provide training and development opportunities around teaching and learning, informed by staff voice and quality assurance processes.

4. Related Policies

Thinking Teaching and Learning TEP

Curriculum and Outcomes Policy

SEND Policy

5. Appendices

Appendix 1 – The Lodestar Way

Teachers	The Lodestar Way	Students
Meet and greet at door. Recognition of uniform and good behaviour.	**Threshold**	Enter the classroom calmly and ready to learn.
'Do Now' task immediately available to students. Complete register.	**Do Now**	Independent work begins on task.
Share the lessons objectives with students, achievable within a lesson.	**Learning Objectives**	Understand what you will be able to do by the end of the lesson.
Explanation and modelling of a good outcome.	**Success Criteria**	Understand what a good outcome is and what is needed to achieve it.
Teach something new, led by objectives and building on prior learning.	**I do**	Learn something new, following objectives.
Check all students for K/U/S. Adapt teaching following findings.	**Mini plenary**	Prove knowledge, understanding or skill.
Set tasks that allow students to practice the new learning together. Be alongside students.	**We do**	Apply new learning in a group/paired task.
Check all students for K/U/S. Adapt teaching following findings.	**Mini plenary**	Prove knowledge, understanding or skill.
Set tasks that allow students to embed and demonstrate their new learning independently. Tasks adjusted according to student attainment. Engage with students throughout.	**You do**	Use new learning within an independent task. Let staff know if you need help.
Check all students learning against the success criteria. Feedback WWW/EBI/Next Steps.	**Plenary & feedback**	Know what went well and even better if.
Inform each student how many stars they achieved during the lesson. Record RAG.	**5 stars RAG**	Understand your behaviour for learning rating for the lesson.

Appendix 2 – Thinking Hats

	Information: White Facts. Information. Questions. What you have. What you need. Where to get it.
	Feelings: Red Emotions. Hunches. Intuition. Instincts. Feelings.
	Caution: Black Caution. Risks. Assessment. Difficulties. Dangers. Potential problems and why.
	Benefits: Yellow Benefits. Values. Good points. Likelihood and reasons why.
	Creativity: Green Alternatives. Possibilities. New ideas. Options. New concepts.
	Process: Blue Thinking about thinking. Next steps. Summarising. Clarifying.

Appendix 3 – Thinking Maps

CIRCLE MAP

Frame of Reference

Focus for Definition

Defining in Context

MULTI-FLOW MAP

The Death of Ophelia

Cause-Effect

BUBBLE MAP

Describing

BRACE MAP

Whole - Parts

DOUBLE BUBBLE MAP

One thing

The other thing

Comparing- Contrasting

TREE MAP

Classifying

FLOW MAP

Sequencing

BRIDGE MAP

AS

RELATING FACTOR

Seeing Analogies
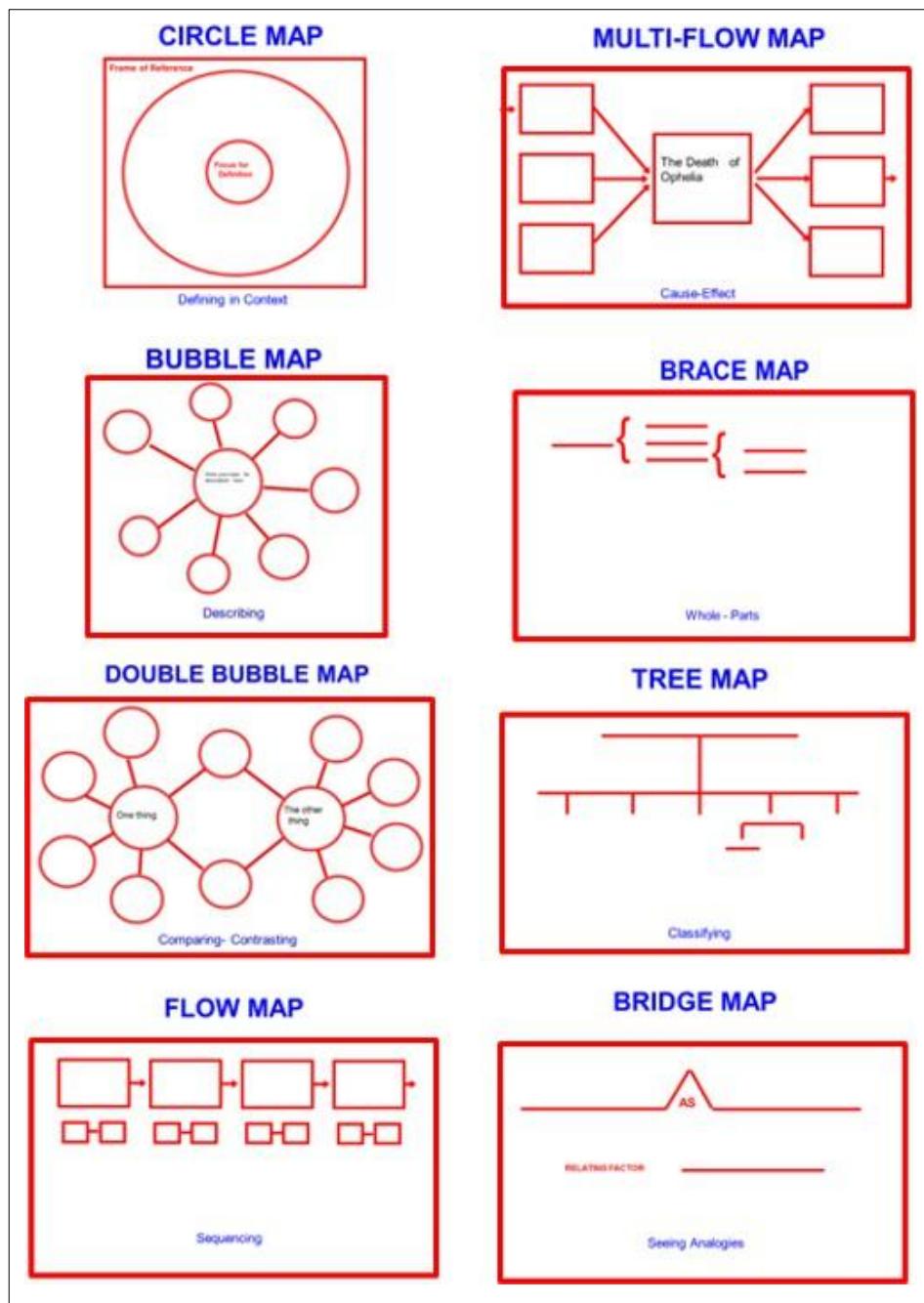
Appendix 4 – Thinker's Keys

The Reverse Key	The What If... Key	The Disadvantages Key	The Combination Key
The BAR Key	The Alphabet Key	The Variations Key	The Picture Key
The Prediction Key	The Different Uses Key	The Ridiculous Key	The Commonality Key
The Question Key	The Brainstorming Key	The Inventions Key	The Brick Wall Key
The Construction Key	The Forced Relationships Key	The Alternative Key	The Interpretation Key

Appendix 5 – Habits of Mind

Thinking About Your Thinking (Metacognition)
Know your Knowing!
Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Persisting
Stick to it!
Persevering with a task through to completion; remaining focused. Searching for ways to reach your goal when stuck. Not giving up.

Managing Impulsivity
Take your time!
Thinking before acting; remaining calm, thoughtful and deliberative.

Striving for Accuracy
Check it again!
Doing your best. Setting high standards. Fact checking and finding ways to improve.

Listening with Understanding and Empathy
Understand others!
Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.

Thinking Flexibly
Look at it another way!
Being able to change perspectives; generating alternatives, considering options.

Questioning and Posing Problems
How do you know?
Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.

Thinking Interdependently
Work together!
Working with and learning from others in reciprocal situations. Teamwork.

Thinking & Communicating with Clarity and Precision
Be clear!
Striving for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.

Applying Past Knowledge to New Situations
Use what you learn!
Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

Gathering Data Through All Senses
Use your natural pathways!
Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.

Creating, Imagining, and Innovating
Try a different or new way!
Generating possibilities; playing with new ideas.

Taking Responsible Risks
Venture out!
Being adventuresome; living on the edge of your competence.

Finding Humor
Laugh a little!
Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.

Responding with Wonderment and Awe
Become intrigued!
Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

Remaining Open to Continuous Learning
Learn throughout your lifetime!
Having humility and admitting when you don't know and are curious to find out. Resisting complacency.