

## Feniton Learning Talk

At Feniton we aim for children to become self-regulated learners who are aware of their strengths and weaknesses, and can motivate themselves to engage in and improve their learning.

We want all children and adults in our school community to develop a **metacognitive knowledge of how they learn** and be equipped with the language to talk about this.

Metacognition isn't an 'extra' task to fit into the day, but is interwoven into all teaching.

We have an agreed language which promotes talk about learning and equips children with the vocabulary needed to discuss their achievements and progress.

We begin each academic year with a discussion about '**What Makes a Good Learner?**' We return to this discussion termly and try to incorporate elements of the principles below at an age-appropriate level.

From pre-school upwards we refer to child-initiated learning as "**busy learning**", so the children can begin to relate their play and activities to learning.

In lessons we aim to begin by **activating prior knowledge** (retrieval practice activity) and lead on to **independent practice** before ending with a **structured reflection**.

### Learning Talk Principles Evident in Teaching

**TED – Tell, Explain, Describe** – we aim to ask quality open ended questions which probe understanding and deepen thinking.

**We Eat Elephants** – This programme gives us a structure (a thinking circle) around which to talk about our social and emotional learning; talking through real-life scenarios.

**Learning By HEART** – We talk about learning and how they relate to our Heart Values.

**Talk Partners** – We encourage children to problem solve and consider responses to questions with a partner.

**Working Walls for English and Maths** – displays in the classroom help us to retrieve previous learning and promote key vocabulary.

**Stem Sentences** – Teachers provide and model the use of stem starters to provide a starting point for clearly explaining our understanding.

**"Show me you are listening."** - An expectation that all children give their attention to the person who is leading the learning.

**"What do you understand?"** – is better than asking "Do you understand?" (closed question).

**Enquiry-based lesson objectives** phrased as questions, which can be directly referred to and answered in increasing detail throughout a lesson. We plan these questions carefully and reflect on how they progress through skills and knowledge, with reference to **Bloom's Taxonomy**.

Teachers should verbalise their metacognitive thinking as they work through a task e.g "What do I know about problems like this?"

"Using your memory, shapes your memory." Robert Bjork

We want children to understand that we have a **short-term memory** and **long term memory** and in order **for learning to 'stick'** in our long term memory we have to **retrieve** it regularly and use it.

**Challenge will grow the mind:** Challenge is crucial to learning. It must be at an appropriate level to motivate children and not 'overload' children's cognitive processes. At Feniton we want children to expect to be challenged, to accept challenge positively and to learn from their mistakes.

### **Monitoring the Quality of Learning Talk**

Subject Leaders and the Senior Management Team monitor the quality of Learning Talk through regular Pow Wows. A Pow Wow is a group of learners talking together to identify and celebrate their achievements and particularly their progress and wow moments in their learning, using evidence from their exercise books.