

Why Collaborative Learning?

We know that being able to work collaboratively during lessons leads to a calmer, more productive learning environment. Our Byker Primary classrooms are places where:

- . All children are engaged, all of the time
- . Interdependence is developed and encouraged
- . Language and oracy skills are nurtured
- . Children are motivated and successes are rewarded
- . Children know more, remember more and can do more

We realise that the ability to collaborate effectively in the classroom supports children to work together in other areas of school life (in the dinner hall, on the playground, on a school trip) as well as in their life outside of school. Children are able to get along with each other and talk through differences in opinion, sharing ideas, thoughts and solutions to problems.

In order to create maximum opportunity for this we adopt 6 learning behaviours.



Our Learning Behaviours are used in all lessons. By embedding these features of effective learning, all children can demonstrate successful Learning Behaviours that enable them to make good progress.

As children move through the school, PSHE lessons on rules and routines further embed the Learning Behaviours. Posters are displayed in classrooms and children are rewarded for showing the Learning Behaviours during lessons. Children are explicitly taught about each of the Learning Behaviours. The idea of low-stakes competition, advocated by Robert Slavin, encourages adherence to the rules and promotes a positives and productive learning environment.

Learning Behaviours

Job Done



Job Done is our way of ensuring a pacy and purposeful lesson. Our Teaching and Learning Model means that children move between modelled, guided, partner and independent practise throughout lessons. The Job Done signal shows teachers when it is time to stop the class and move on.

Children know to use Job Done to show that they are finished a task, a partner talk or a team activity. Embedding this Learning Behaviour means there is no chat about playtime... and there is no time for off-task behaviour.

Active Listening

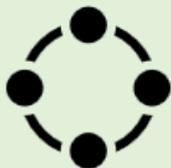


Demonstrating Active Listening means that when someone is talking, everyone is listening. There are set rules for this that can be seen in any Byker Primary classroom:

- Nothing in your hand
- Your eyes on the eyes of the speaker
- Nodding or smiling along
- Asking a relevant question

Children who show Active Listening can discuss what has been said and use it to develop their own thoughts and ideas.

All Engaged



All Engaged means that everyone is doing the right thing at the right time!

This might mean for example:

- Everyone is working independently.
- All partners are completing a task together.
- Everyone in the team is joining in with the discussion.

All Engaged is a way of ensuring all children are engaged in learning all of the time. The development of this Learning Behaviour ensures children understand there is no opt-out. Everyone on the team needs to do the right thing all of the time.

Mini Teacher



Being a Mini Teacher is a key link to Dale's theory that we remember 95% of what we teach to others.

Being a Mini Teacher does not mean telling a friend the answer, but it might mean:

- Talking to someone through the steps of a problem
- Asking questions to probe their understanding.
- Modelling or guiding concepts

Children who can support their peers develop a deeper, more embedded understanding of the learning undertaken.

Answer & Explain



Answer and Explain links to several parts of our teaching and learning philosophy:

- Children who are able to answer questions or explain concepts clearly and succinctly are not only deepening their own understanding, but also that of others.
- Research tells us that children remember 95% of what they teach to others-explaining their understanding will help them to remember more.
- One of our Curriculum Drivers is 'Rich Vocabulary'; through the use of Answer and Explain, children are encouraged to practise using new vocabulary, embedding it into their long-term memory.
- Language and communication is a key priority at Byker. By providing children with time to explain and elaborate on ideas, and time to practise a range of spoken sentence structures, their oracy skills are developed.

Star Choices



We deserve to 'shine like a star' and be rewarded for even the smallest of positive choices we make throughout the day. From the moment we enter the school gates star choice learning behaviour:

- Promotes opportunities to show role model behaviours in every aspect of school life (indoors and outside)
- Promotes our school vision. Pupils aspire to be 'Resilient, Respectful, Curious, Communicators'

Team Byker

At Byker Primary School, we are a team! And the children and staff LOVE being on it!

We work together to make our school a wonderful place to be, whether this is outside on the yard, during assembly, on a school trip or in a lesson.

All of the staff and the children know that Byker Primary School is...

THE BEST SCHOOL IN THE UNIVERSE!

...and we tell anyone and everyone at any given opportunity!

Team Points

During lessons, we work together to make sure everyone understands and everyone makes progress. Our motto is **NO ONE LEFT BEHIND!**

Each lesson, teachers give out points to teams demonstrating appropriate Learning Behaviours. At the end of each week, we count up the points and celebrate the winning team!

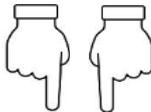
Team Name: _____



	 Job Done	 Active Listening	 All Engaged	 Mini Teacher	 Answer & Explain	 Star choices
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Non-Verbal Signals

Routine and consistency is important to the staff and pupils at Byker Primary. We use school-wide, non-verbal signals throughout the day to communicate calmly and quickly.

Silent Stop	1, 2, 3...	Turn to Your Partner	Job Done
			
My Turn, Your Turn	Magnet Eyes	Write it Down	
			

Silent Stop	Teacher puts one hand straight in the air. All children copy and show Active Listening. This is embedded across the school and can be used in assemblies, or at a whole school event such as a parent showcase.
1, 2, 3... Move	This enables children to move quickly and safely from one area to another. 1: Everyone stands up 2: Everyone moves carefully to the intended place. This might be a line at the door, or another area of the classroom. 3: Everyone sits down
Turn to Your Partner	Children talk to their partners. This links to our Collaborative Learning classroom strategies.
My turn, Your turn	Children develop their understanding of turn taking from a young age. This phrase is used with our youngest children and throughout the whole school. It is useful for choral rehearsal and whole class response teaching.
Magnet Eyes	Children's eyes are on the teacher's eyes. All children are looking and showing Active Listening.
Write it down	Used most commonly in EYES and KS1 during shared writing tasks.

Classroom Strategies for Collaboration

We have an agreed set of strategies that are embedded through-out the school.

These strategies ensure that learning is collaborative, allows time for purposeful talk and engages all children, at the same time. They support our team approach to teaching and learning, ensuring all children are active participants in every lesson.

The strategies are underpinned by research evidence from Vygotsky, Dale, Rosenshine and Slavin on effective teaching and learning. They ensure all children receive Quality First Teaching that is engaging, pacy and ensures progress and success for all.

- Tell Your Partner
- Team Huddle
- Think Pair Share
- Random Reporter
- Numbered Heads
- Think for 10
- Whole Class Response
- Popcorn
- Sentence Stemming
- Bounce-Backs
- Say It Again Better

IF A QUESTION IS WORTH ASKING, IT'S WORTH EVERYONE ANSWERING!

We want 100% engagement from 100% of children, 100% of the time.

In Byker Primary classrooms, there is no opt-out when a question is asked; children know this is the expectation from all staff in all lessons.

Our Classroom Strategies allow children to collaborate when answering questions, developing the knowledge of those who are unsure and deepening the understanding of those who have grasped a concept.

We have a NO HANDS UP policy-if a teacher asks a question, they will specify how they want it to be answered... and it won't result in a sea of hands waving in the air.

Classroom Strategies for Collaboration

Tell Your Partner

When there is a short and clear answer to a question and we want to check children know the answer, we ask them to – TELL YOUR PARTNER. Staff know who to target – if they think someone might be unsure, they will stand near them and support as necessary.

If staff are confident children knew the answer, they won't take feedback, but will use the phrase 'I heard you say...' to clarify the answer and ensure everyone has the same understanding.

Tell Your Partner allows for quick feedback and ensures all children have the opportunity to share ideas.

We organise the talk in Tell Your Partner by specifying which partner will speak first. This avoids partners speaking at the same time and trying to talk over each other.

Team Huddle

A team huddle engages all members of the team in working together. It might be to share thoughts, come up with ideas, or discuss trickier concepts.

We organise team talk by having the Team Captain lead the talking process. They are in charge of asking the children in the group to talk to one another.

The teacher can spend time listening to team talk, extending understanding or asking probing questions. Feedback from the class can then be taken.

Think Pair Share

Children are given time to think for themselves about the answer to a question or are given time to develop an idea on their own. Once they have an idea they hold up their thumb.

They then talk to their partner to share and develop their answer or idea. The teacher will spend time focusing on key partners, developing understanding and addressing misconceptions.

Finally, feedback to the class is taken.

Random Reporter

In Byker classrooms, there is NO OPT-OUT!

We often use Random Reporter to take feedback. This is NOT individual names on lolly sticks, but team names and team numbers, instilling the understanding that you are not on your own in any lesson – you are part of a team, and that team is expected to work together!

After a Tell Your Partner, Think Pair Share or Team Huddle, Random Reporter is used to take feedback. Children know that the expectation is to have an answer ready. They have had time to think for themselves, to talk to a partner or to work with their team – this time to prepare allows everyone to have an answer.

If the chosen team member struggles to formulate their answer, other team members are always ready to step in and support them.

Numbered Heads

Numbered Heads is a variation on Random Reporter. The team number is chosen before the question is asked. Within the class, there will be several children who have been chosen to answer the same question. Time is given for all of the other team members to prepare the chosen team member.

This ensures sharing of ideas, support from three other children and time to practise answers, developing clarity and coherence.

Think for 10

Teachers use this to give children independent thinking time, rather than allowing them to jump into the answer.

Teachers hold up their hands and use their fingers to count down slowly while children prepare their ideas ready for Tell Your Partner, Think Pair Share or a Team Huddle.

Whole Class Response

Whole class response is used when there is a definite answer to a question.

Children are given the opportunity to 'shout out', meaning they are less likely to shout out inappropriate.

The teacher points to themselves to ask the question, and then gestures to the children to answer together (My Turn, Your Turn).

Popcorn

Teachers use Popcorn when there are multiple short answers to a question.

It is another opportunity for children to 'shout out'.

Popcorn works by asking children to think of answers and then share them by shouting them in a silent gap. This takes practise and the idea is that answers are shared only once and children need to think of something new if they want to shout again. Their shouting should be intermittent, like kernels of popcorn popping in a microwave.

Classroom Strategies for Oracy

Collaborative Learning strategies present lots of opportunity for talk. We want to develop our children's oracy skills and their ability to structure and elaborate sentences, incorporating new, high - level vocabulary.

To support talk in our school, we use three main strategies:

Sentence Stemming

We know that in order to communicate effectively, both verbally and in writing, children need to be able to form coherent sentences. We provide sentence stems to structure talk across the school and keep it on track in the classroom.

Teachers might provide sentence stems on the whiteboard during lessons or use verbal sentence stems before allowing children to begin talking.

Children become adept at using the question to form their own sentence stems and this is an exception at all times when speaking to an adult in school, including in the corridors or during assembly.

Bounce-Backs

When a child's response is not accurate, for example they have used a word incorrectly, or the verb tense is incorrect, staff will bounce-back their sentence correctly using My Turn, Your Turn.

Staff repeat the sentence correctly, pointing to themselves, and then gesture to the child to repeat it. This happens both in lessons and during general conversation with the children and is a norm from Early Years to Year 6.

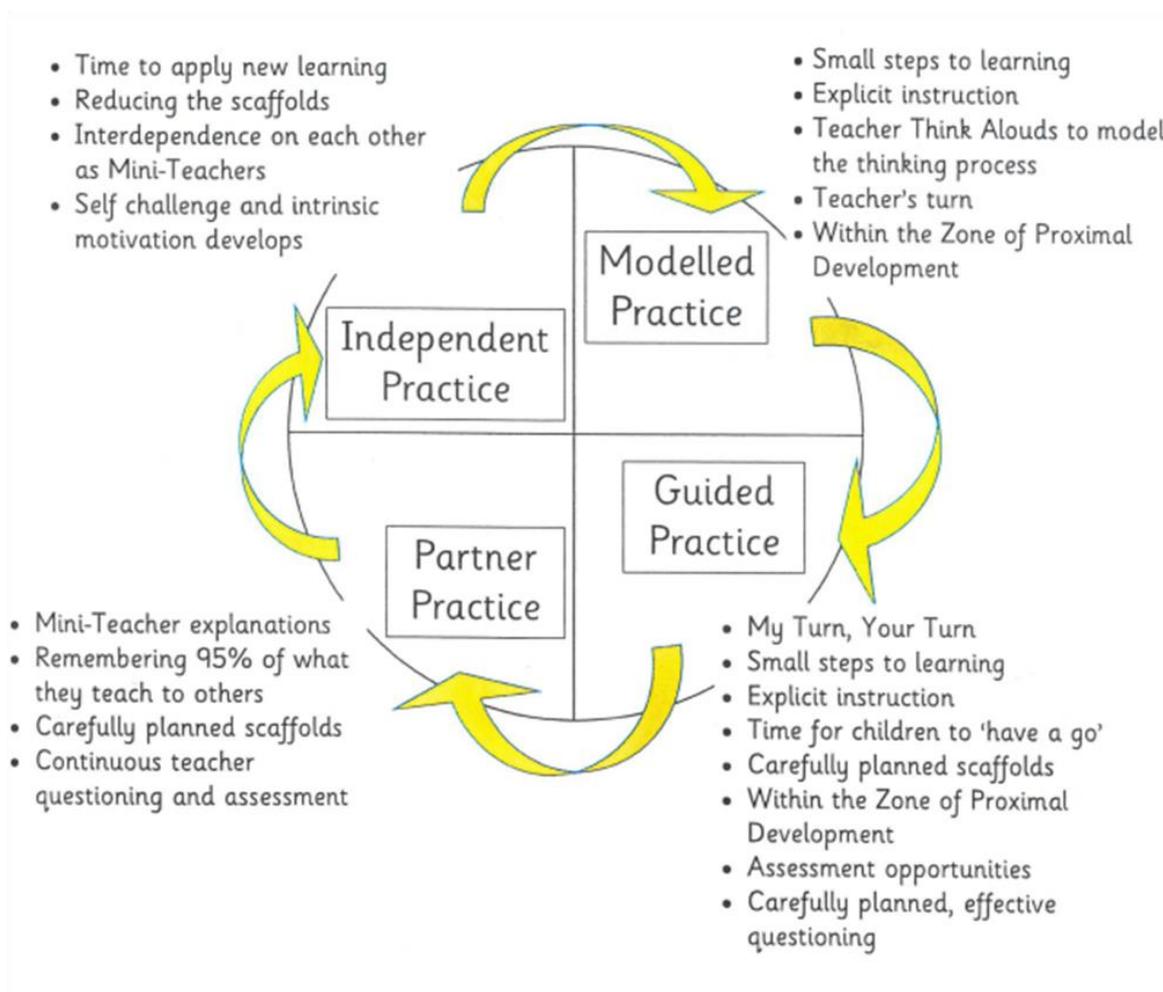
Say it again, Better!

During lessons, some concepts, thoughts and ideas can be tricky to explain! When children struggle to clearly convey their thoughts, teachers will support them to develop their thinking and then ask them to Say It Again, Better! This gives the child a sense of achievement and clarifies both their thinking and the understanding of the other children.

Teaching and Learning Model

Our lessons follow a consistent structure. We know that all staff understand the importance of modelling new concepts clearly, guiding children through their learning and then allowing time for more independent practice – whether this be with a parent, or by themselves.

Children know the model and understanding that each part of a lesson requires certain Learning Behaviours from them.



Modelled Practice: The teacher works through a concept whilst the children actively listen. They use 'think alouds' to model their thinking and ensure there are clear steps to success.

Guided Practice: The teacher helps the children to think through applying their learning. They might use questioning to encourage children to think about next steps or share ideas.

Partner Practice: The children work with a partner to apply new learning. They are given sentence stems, ensuring high quality talk and are encouraged to challenge each other's ideas.

Independent Practice: Time is given for children to apply their new learning and demonstrate what they have understood.