



Trinity St. Peter's

Church of England Primary School

where children shine

## **Kagan Cooperative Learning Policy**

## **Rationale**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

## **Purpose of Study**

At Trinity St. Peter's, Kagan is used by teachers as a structured approach to cooperative learning, particularly within the teaching of foundation subjects. Class teachers incorporate Kagan teaching structures within their lesson planning in order to improve engagement and maximise participation within lessons. Kagan reduces 'teacher talk' and Kagan structures also give the children more opportunities for Speaking and Listening, therefore improving their oracy skills and their use of Standard English. This also allows opportunities to assess children's social skills with their peers such as turn taking, listening to others and sharing information. At Trinity St. Peter's, we want the children to be confident, independent, active and individually accountable for their own learning, all of which Kagan promotes.

## **Aims**

The national curriculum for Speaking & Listening aims to ensure that all pupils:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## **Teaching and learning**

In KS2, Kagan is used by teachers as a structured approach to cooperative learning, particularly within the teaching of foundation subjects.

Class teachers incorporate Kagan teaching structures within their lesson planning in order to improve engagement and maximise participation within lessons.

Staff to follow guidelines for all Kagan structures in order to ensure consistency across the school.

Children are seated in teams of 4 within the classroom (where numbers allow for this).

The children are seated in mixed ability groups.

Within their teams of 4, children are familiar with the language of 'face partner', 'shoulder partner' and the concept of 'independent think time' that is employed before children share answers within their Kagan groups. This language is also used throughout KS1 and KS2.

Each table within classrooms includes a 'table management mat' which provides a visual aid for teacher and student when using Kagan teaching and learning strategies and reinforces related language – e.g., 'shoulder partner', 'face partner' etc.

Teachers consistently remodel and reinforce how each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus trying to create an atmosphere of achievement within classrooms.

Teachers use the Kagan timer tool and supporting resources within the 'TSP Kagan' staff folder in order to support structures and reduce 'teacher talk' time.

### **Monitoring and review**

Kagan informs a key part of the school's monitoring & evaluation schedule within subjects and class teachers are expected to demonstrate these within lesson planning and observations.

The coordination and planning of Kagan within the school curriculum is overseen by the Curriculum Manager as well as the Kagan Lead Teacher who also supports colleagues in their teaching, by keeping informed about current developments in Kagan and by providing a strategic lead and direction for this subject.

Class teachers use Kagan as an additional opportunity to assess children's social skills with their peers such as turn taking, listening to others and sharing information.

Kagan Cooperative Learning is also used to inform assessment of the Speaking & Listening strand of the English National Curriculum.

### **Review**

The coordination and planning of Kagan delivery are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in Kagan and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in Kagan and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.