Thistly Meadow Primary School

TEACHING AND LEARNING POLICY

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Aim and purpose:

Learning is central to a thriving school and we recognise that any attempts to further raise standards at Thistly Meadow must be focused on the quality of teaching and learning in the classroom. Across our school the expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of achievement for all pupils. We underpin all our staff training using the principles established from research based practice, cognitive science and experience.

By adopting a whole school approach to teaching and learning across our school, we aim:

- to ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- to create effective learning environments to support and facilitate pupils learning
- to give children the skills they require to become effective lifelong learners
- to achieve deep understanding, by helping pupils connect new knowledge with existing knowledge so they are fluent and competent at applying their knowledge as skills
- to deliver academic excellence and secure knowledge into long-term memory through assessing prior knowledge and making connections
- to enable pupils to become confident and interested learners, actively engaged in their own learning where they develop core learning behaviours: enquiry, motivation and resilience
- to learn from each other, through an enquiry based approach to teaching and learning and a culture where opportunities for collaborative learning are in place
- to develop self-respect and respect for the cultures and values of others

Teaching and Learning strategies:

We ensure our planning sequences encompass Rosenshine's Principles of Instruction. **See *Appendix 1.***

Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Thistly Meadow, we strive to have the following in all of our lessons:

1. **Assessing prior knowledge:** a review of previous learning using retrieval practice strategies to make connections to new learning
2. **Direct instruction:** new material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. **Checking for understanding:** teachers asking a variety of questions, and using a range of questioning techniques, to establish understanding. ***See Appendix 2.***
4. **Worked examples and modelling:** teachers model clearly, using equipment, visual and/or other aids to show pupils how to solve problems.
5. **Guided practice:** time for pupils to practice, explain, rephrase, elaborate and summarise.

6. **Formative assessment:** teachers check all pupils' understanding in a variety of ways and feedback informs the pupil about their current level of performance ('How am I doing?')
7. **Challenge and deliberate practice:** pupils have a high rate of success, with enough mistakes to show that they are being challenged. Pupils work within a healthy 'struggle zone'.
8. **Gradual fading of scaffolds:** scaffolds are provided for all to reduce cognitive load.
9. **Independent practice:** pupils are given opportunities to practice independently. Children self-assess their working against the success criteria and respond to feedback.
10. **Verbal feedback and live marking:** there are regular reviews of learning. Pupils respond to whole class and individual, in the moment, feedback.
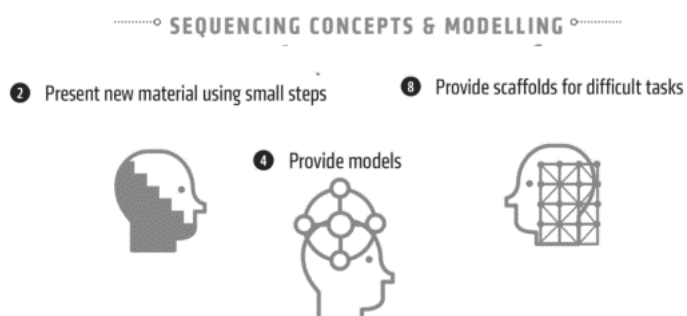
Lesson structure

All lessons in our school should follow a basic structure made up of four key parts:

Part one – Review and retrieve prior learning

REVIEWING MATERIAL

❶ Daily review   ❿ Weekly and monthly review

For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that pupils are asked to search their memory for prior knowledge and then apply this knowledge. At Thistly Meadow, we ensure we plan for lots of low stake retrieval practice so pupils are able to call it to mind later.

Part two – Explaining and introducing new content and providing opportunities to rehearse

SEQUENCING CONCEPTS & MODELLING

❷ Present new material using small steps   ❽ Provide scaffolds for difficult tasks

❹ Provide models

New material is learnt in small steps to allow our pupils to master skills before providing new information. Worked examples, models and scaffolds are provided to support cognitive load- these are then gradually faded. Oracy is at the heart of all that we do; pupils receive regular opportunities to rehearse and discuss their learning.
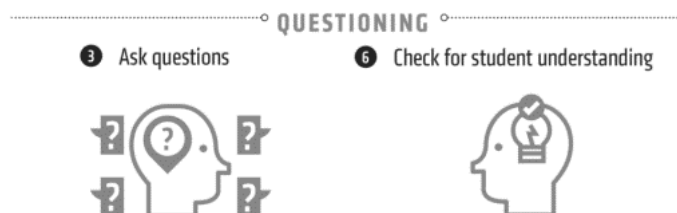
Effective questioning and classroom talk is essential. Questions can highlight misconceptions and challenge pupils to think deeper. Our teachers ask process questions, which aim to find out how a pupil has worked things out, rather than being satisfied with correct answers alone. Effective questioning also allows our teachers to adapt their methods of teaching and be responsive to what is happening in the lesson.

We use various questioning techniques to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom and to encourage deeper investigation of concepts in the classroom.

Some effective questioning techniques that are used at Thistly Meadow can be seen in *Appendix 2.*

Checking for understanding

We recognise the importance of ensuring that taught concepts are secure before learning is moved on in lessons. To achieve this, teachers ask carefully crafted questions, using a range of techniques as seen in *appendix 2*, and carefully monitor responses to questions and tasks. Teachers carefully consider the deployment of adults in the room and how this supports the ongoing assessment process. Once misconceptions and gaps in learning have been identified, within or after lessons, we aim to maximise the impact of additional adults in the school.

Provide models and scaffolds

Teachers spend time guiding pupil's practice through explanations and modelling which helps them to take ownership over parts of the task with the support of the teacher as a scaffold or guide (I, We, You). At Thistly Meadow, we understand the importance of providing all pupils with scaffolds to help guide their responses or help them recall information. This could be in the form of a vocabulary mats, sentence stems, writing frames, success criteria or physical resources. These scaffolds are then gradually faded, leading to greater levels of independence.

At Thistly follow the *I-We-*
- *I* do it first.
- *We* do it
- *You* do it on

The teacher guides series of staged,

STAGES OF PRACTICE
7 Obtain a high success rate
5 Guide student practice
9 Independent practice
80%

Meadow, we *You* approach:

together.
your own.

the pupils in a scaffolded steps:

- *I*-stage: involves the teacher demonstrating to the class how to perform a task or procedure. This takes the form of a 'live-model' – when the teacher uses a visualiser, the board or a physical demonstration to talk pupils through a new procedure.
- *We*-stage: involves joint construction. In this step, pupils and teachers collaborate on the building of further examples, usually through questioning and dialogue.
- *You*–stage: involves independent practice. This means the pupils work alone on a similar problem. This might be a partially completed problem or task. We ensure that the original model or worked example remains visible to remind them of the steps they need to take. The *You*-stage is about fading some level of support, rather than removing it altogether.

Within lessons, we may need repeated 'we' modelling, sometimes classes might need to stop the independent practice and go back to the 'I'. During each stage, we adapt our modelling and scaffolds based on formative assessment.

Independent practice

At Thistly Meadow, teacher and pupils are interactive within the lesson with plenty of modelling, corrective or affirming feedback. Aspects are re-taught where gaps remain or misconceptions are identified. The more pupils practise the material, the stronger the retrieval strength becomes. Without enough independent practice, pupils will find it more challenging to recall information or procedures at a later stage.

We consider the following when planning effective independent practice:

- Planning the right practice activity (during independent practice, pupils should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds, or introducing a desirable difficulty
- Break down learning goals and structured activities into steps
- Explicitly state the relationship between what is being learned and the pupils' prior knowledge
- Cold calling
- Using a range of questions
- Think-Pair-Share
- Mini-whiteboards (80% below then re-teach, 80% above then consolidate)

- Hinge questions using multiple choice questions with plausible distractions
- Hinge questions to address errors and misconceptions

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Part four – Review learning and plan next steps

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At Thistly Meadow, we recognise that good teaching requires teachers to constantly refer back to the learning objective/success criteria throughout the lesson and reinforce prior learning and build connections. We ensure the pupils are involved in identifying what they have learned in the lesson and do more.

All lessons across Thistly Meadow should include the following key elements to ensure the effective delivery of the Teaching and Learning model.

<u>All of our lessons are:</u>

Built upon planning which has clear learning outcomes

- Planned sequences of work centre around identified learning outcomes which are revisited regularly throughout the year (retrieval)
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are shared pupils

Well planned with clear success criteria

- All pupils are clear about how they will achieve the intended learning outcome through clear modelling, discussions of strategies and feedback throughout the lesson
- Toolkits are displayed (in English lessons) for pupils to follow, or drawn up with pupils, during the lesson where appropriate
- Teachers ensure that the success criteria and toolkits are revisited regularly throughout the lesson
- Teachers may refer to individual pupil's work during lessons to illustrate examples against the success criteria
- In English lessons, pupils have writing targets linked to year group TAFs.

Clearly designed to meet the needs of all pupils

- All pupils are challenged appropriately in lessons, including the needs of pupils with SEND
- This is achieved through the use of scaffolds
- Intended learning outcomes are the same for all pupils. This is to ensure that all our pupils are able to access the same concepts.
- It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support.

<u>All of our pupils:</u>

Receive regular and clear feedback which enhances their learning

- Providing feedback and responding to pupils' work is embedded in everyday practice and is used to support and inform teaching and learning.
- Success criteria, exemplars and modelling provide pupils with a clear understanding of what excellence looks like.
- Highlight strengths, areas for improvement and, most importantly, how improvements can be made.
- Use live marking, whole class feedback, and, only when most appropriate, written comments
- Use whole-class verbal feedback and a visualiser to provide chunked verbal feedback to pupils, including discussing examples of pupils' work, exemplars of excellence and common errors, misconceptions or areas of improvement.
- Use structured self and peer feedback when pupils have been taught how to do this- through modelling, prompts and practice

Learning is enhanced through:

Consistent behaviour and classroom management approaches

- Positive behaviour management strategies are designed to minimise the time spent on behaviour management and maximise the time spent on learning.
- All our staff must consistently apply the same approaches which are clearly outlined in the behaviour policy and supported by members of the SLT.

Pupils being actively engaged in their learning

- Pupils are actively engaged during all parts of the lesson – teachers take into account their concentration span and ensure pupils are not sitting passively for long periods.
- Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their learning
- Mini whiteboards are used for short bursts of activity, to develop and check for understanding and to ensure children are active and engaged during the lesson.

Classroom Environments

At Thistly Meadow, we believe that classrooms should be calm, well organised learning spaces. Pupils need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school, the following points need to be taken on board in each classroom.

- 'Be Ready, Be Respectful, Be Safe' displayed in each classroom and modelled within lessons
- An English working wall consisting of modelled writing, shared writing, vocabulary, success criteria including writing targets, picture stimulus
- Read, Write, Inc. phoneme chart
- A maths working wall that reflects current learning
- Curriculum working walls, displaying sentence stems to support oracy and tier 3 vocabulary
- Pupils take responsibility for ensuring their classroom is a calm, safe place to learn

Appendix 1- Principles of Instruction

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

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 MATERIAL 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 ASK QUESTIONS

The most successul 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.

04 PROVIDE MODELS

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

05 GUIDE STUDENT PRACTICE

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

06 CHECK STUDENT UNDERSTANDING

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

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 modelling, 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

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

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.

Appendix 2- Questioning techniques

As part of our classroom practice, we use a range of questioning techniques to improve classroom practice and to help pupils to think hard, which leads to better learning outcomes.

Throughout our learning sequences, we will use five key principles for questioning:

1. Sequence: planning questions to move from surface to deeper level thinking
2. Present and Frame: frontloading questions to pupils by explaining what we are expecting from then to build a positive, responsive culture in the classroom
3. Pause: allowing time for pupils to process questions
4. Gather and Process: ask a range of pupils questions, using a mix of questioning strategies
5. Redirect: if a pupil struggles to answer a question, we then redirect it and then return to the original pupil

Types of questioning used:

- Process questions
- Probing questions
- Clarifying questions
- Factual questions
- Hypothetical questions
- Predictive questions
- Reflective questions

Within all subjects, we also use Socratic questioning techniques to check understanding, identify gaps, misunderstandings and to support pupils' thinking:

- What do you mean by that?
- How do you know?
- Can you give me an example?
- What are the consequences of that?
- What is a counterargument?

Questioning techniques that we will use to *promote pupil thinking* include:

- Pause, Pause, Share
- Pose, pause, pounce, bounce
- What if?
- ABC questioning
- Compare, Contrast, Categorise
- Say it again better

Questioning techniques that we use to *increase the ratio* include:

- No opt out
- Think, Pair, Share
- Turn and Talk
- Everybody Writes

- Choral response
- Wait time
- Randomised questioning

Questioning techniques, we use to *check for understanding* include:

- Cold Calling
- Show Call
- Batch Call
- Show me boards
- Think and Share
- 3-2-1
- Exit and entrance tickets

At key points within lessons, we will also use Hinge questions to:

- Re-teach: where pupils have difficulties with particular questions, gaps in knowledge and understanding
- Defer: checking that pupils know where they went wrong and that they can make improvements in the future. Defer a re-teaching phase to another lesson or asking pupils to practice independently
- Move on: teachers use their knowledge of pupils to decide whether the pupils have understood the topic sufficiently. Move on or give the pupils more challenging questions.

Version	Date	Comment
V1	Date created: 31/10/2024 Review date: Oct 2027	S Dhinsa/C Bowpitt