



Policy:

Teaching and Learning

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The 'Non-Negotiables' of Good Teaching

1. Aims:

Our school's core purpose is to prepare our children for their futures. To do this, we aim to:

- Create a safe, caring, stimulating environment, with a Christian ethos, in which all individuals can thrive
- Value each child as an individual
- Excite and challenge each child to do their very best, encouraging a love for and an enjoyment of learning
- Deliver a high standard of education, helping all children to acquire the knowledge, understanding, skills and attitudes which will enable them to enter adulthood successfully and to make progress towards reaching their full potential
- Deliver a high-quality curriculum which offers a breadth of experience and equality of opportunity for all children
- Help all children develop strong moral values, respect for Christian values and an understanding of other races, religions and ways of life
- Develop a sense of awe and wonder; helping all children to understand the world in which they live, their responsibilities within it and supporting them to become confident individuals and responsible, caring members of the school and the wider community

To support these aims, this policy sets out a whole school approach to teaching and learning with the intention of raising standards of pupil achievement through:

- developing consistency in teaching approaches across our school and supporting teachers to teach as effectively as possible
- ensuring learning is a rewarding and enjoyable experience, enthusing and motivating children to make expected or accelerated progress and building their confidence and self-esteem
- providing an inclusive education for all children, equipping them with the knowledge, understanding and skills they need now and for the future
- ensuring collaborative approaches within teaching and learning
- promoting high expectations of learning behaviour, including through explicit teacher modelling

This policy outlines some of the key elements which are central to raising standards through effective teaching and learning. It also sets out key elements for lessons, based on best practice and research linked to how we best learn. However, **this does not and must not preclude teachers' individuality, creativity and spontaneity.**

2. Roles and Responsibilities:

School Staff:

All School Staff will support the aims of the school by:

- Promoting positive relationships between all members of the School community – children, staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Playing their part in the provision of a broad, balanced and engaging curriculum which is appropriately differentiated to meet the needs of all children;
- Ensuring equality of opportunity for all children;
- Helping the children to develop the skills needed for them to become confident, independent learners, including encouraging them to take responsibility for themselves.

Children:

The children will support the aims of the School by:

- Promoting positive relationships between all members of the School community – children, staff and parents/carers;
- Attending school regularly, having a positive attitude and behaving in a way that allows themselves and others to learn;
- Working well independently and collaboratively; having the confidence to apply skills and knowledge in new contexts and persevering when they find learning challenging;
- Taking pride in their work, always trying their best and aiming to get better all the time.

These expectations will be included in the ***Class Charter*** completed at the start of every school year.

Parents and Carers:

Parents and Carers will support the aims of the School by:

- Promoting positive relationships between all members of the School community – children, staff and parents/carers;
- Ensuring that their child / children attend(s) school regularly, punctually and ready for the school day – including wearing the correct uniform and with any necessary equipment;
- Supporting the school's approach to ensuring positive behaviour;
- Participating in ongoing dialogue around their child's progress and attainment – for example, by attending Parents' Evenings
- Ensuring early contact with school to discuss matters which may affect a child's happiness, progress and / or behaviour;
- Supporting the school's homework policy and giving due importance to homework;

These expectations will be included in the **Home-School Agreement** and shared with parents – for example, at the new intake meeting for Reception parents. Parents are required to actively support the Home-School Agreement.

Governors:

Governors will support the aims of the School by:

- Promoting positive relationships between all members of the School community – children, staff and parents/carers;
- Keeping informed of standards of achievement, monitoring outcomes and the school's priorities for improvement;
- Ensuring the allocation and use of resources supports the school's aims effectively;
- Visiting School and talking to children about their learning experiences;
- Attending training and other related events;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

3. Principles:

It must be remembered that 'Teaching' and 'Learning' are not the same thing. Receiving information / instruction is not the same as understanding it. Whilst the two are inextricably linked, they are also very different in nature. 'Learning' is the construction of understanding by the pupils. We, as teachers, cannot do this for them.

Therefore, this policy – and the teaching strategies it sets out – is underpinned by the conviction that learning is **not the passive receiving of information** from the teacher, **but the active construction of understanding** by the children.

This is also reflected in the fact that: The single most important factor upon which the **effectiveness of teaching** should be judged is **not the delivery by the teacher, but the outcomes and the learning of the pupils**.

It is also important to be clear that in order for 'Learning' to have taken place, there needs to have been a **change in the children's long-term memory**. If nothing has changed in long-term memory, nothing can be said to have been 'learned'. Therefore, the strategies detailed in this policy include a strong focus on developing pupils' ability to **retrieve** and **retain** their learning over the long-term.

4. Lesson Structure:

All teaching in our school should include:

1. Placing the Learning in Context
2. Teacher Instruction / Exposition
3. Pupils Constructing their Understanding through Practise, often Independently
4. Reviewing Information (Plenaries)

This model does not preclude teachers deliberately using an alternative structure for a specific lesson to reflect how it is intended that the learning will take place within that lesson. However, it is the expectation that the majority of lessons in school will include all of the key elements of this lesson structure.

The amount of time given to each of these different parts of the lesson structure will vary depending on factors such as when within the teaching sequence the learning is taking place, the age of the children etc. For example, where a 'brand new' topic or concept is being introduced, it is likely that more time will need to be given to placing the learning in context and teacher instruction. However, as the sequence of learning progresses, it would be expected that the proportion of the lesson dedicated to children's practise would increase.

These four key elements of effective teaching provide a broad structure for the lessons we deliver. However, in practice, there will be greater 'fluidity' within teaching. For example, 'Reviewing information' must not be confined just to the end of the lesson. For children to effectively develop their skills of *metacognition*, they must be given frequent opportunities to review their learning during the lesson – monitoring how the learning strategies they have selected are working and reviewing both their learning and their effectiveness as a learner.

Teaching at Briercliffe Primary School will also be underpinned by effective planning as well as strong routines to create appropriate working conditions for the lesson.

4.0 - Planning / Creating an Appropriate Working Atmosphere:

Planning:

Effective teaching provides children with **clarity** regarding what is to be learned and how to carry out and apply this learning. Teachers' planning therefore needs to be **highly 'intentional'**: delivering well-considered and well-structured sequences of activities that will guide the children through a coherent series of **small steps** to effectively support them to develop and retain new knowledge, understanding and skills.

Teachers' planning and delivery must therefore be underpinned by strong 'teacher knowledge' – both pedagogical and regarding the subject matter being taught.

When planning, consideration **must** be given to the requisite skills, knowledge and understanding the children will need to achieve the intended outcomes. Therefore, planning and teaching must always be informed by an assessment of the children's prior learning.

4.0 - cont'd:

This will either take the form of ongoing assessment from the previous lesson or a separate Pre-Assessment task (particularly important when a new topic or concept is being introduced). Planning must include how any 'gaps' identified in the pre-requisite knowledge, understanding and skills will be addressed, for example – through focussed Teacher Support, T.A. support and / or Pre-Teaching.

In addition, consideration must also be given to the potential misconceptions that children could have during the lesson. Planning should then include how these potential misconceptions will be pre-empted / addressed as part of the Teacher / T.A. modelling.

Creating an Appropriate Working Atmosphere:

Strong classroom routines are required to quickly establish a climate conducive to learning before the start of every lesson. These include:

- Creating a welcoming, organised, supportive and stimulating classroom environment
- Ensuring resources are prepared and on tables in advance of lessons
- Establishing a strong classroom ethos and focus on learning; firmly, yet sensitively, refocusing pupils who display a lack of learning focus when necessary.

4.1 – Placing the Learning in Context:

Retrieval Practice / 'Daily Review':

In his 2010 paper, Barak Rosenshine states: "*The most effective teachers in the studies of classroom instruction understood the importance of practise and they would begin their lessons with a 5-8 minute review of previously covered material.*" This principle reflects two very important aspects of learning:

- (i) That, in simple terms, we learn by connecting new knowledge to previously learned knowledge. Therefore, re-visiting the previous learning that will be built on in the lesson supports the acquisition of the new knowledge, understanding and skills within that lesson.
- (ii) Robert Bjork's work on **retrieval practice** demonstrates that the act of recalling a memory **strengthens** that memory. Therefore, if we want pupils to be able to retain their learning, we must give them lots of opportunities to retrieve / recall this learning. This increases both the strength with which the learning is stored and the ease and speed with which we can recall it.

This 'Daily Review' can be as simple as asking pupils to tell their talk partners / write on their whiteboards the three most important things they learned in the previous lesson. A list of more developed retrieval practice ideas is included in **Appendix 1** of this policy.

However, the critical importance of learning being a 'change in long-term memory' must be emphasised here. **We must plan effectively not just for how we are going to 'teach' new material but for how the children are going to 'learn' this material as well.**

4.1 - cont'd:

Without regular opportunities to revisit the new knowledge / skills we want our pupils to learn, it will not be retained. Therefore, we need to plan regular retrieval opportunities within all of our teaching sequences.

We also retain information better when we can place it in a wider context. Therefore, 'Working Walls' in classes should provide a 'Learning Journey' to enable pupils to see the 'bigger picture'. Knowledge schema, key vocabulary and skills developed previously should be on display so that children can make use of these to enhance their current learning.

Share clear learning intentions with pupils:

Pupils must know what they are going to learn and exactly what is expected of them by the end of the lesson. For Learning Objectives to be shared effectively, teachers must:

- Make sure that the Learning Objective is focused on the knowledge, skills or understanding to be acquired during the lesson, rather than the task to be completed
- Express the Learning Objective clearly, using child-friendly language
- Ensure the Learning Objective is shared orally, clearly displayed and recorded in the children's books if there is to be a written outcome to the lesson
- Make sure the Learning Objective is the main focus of the feedback provided to the children in the marking of their work / oral feedback. This may include highlighting evidence of where the learning objective has been met ("Tickled Pink") and / or a "Green Pen Question" linked to the objective.

(N.B.: It may be that the teacher decides to withhold the Learning Objective at the start of the lesson and only shares this at a later stage. For example, this would be appropriate during an explorative lesson, where providing the children with the Learning Objective at the start would actually undermine the explorative process the teacher intended the children to undertake. However, it would be still be expected that, at a later stage within the lesson, the Learning Objective would be shared in order to help the children establish absolute clarity about what their learning focus was.)

Success Criteria:

In order to achieve the Learning Objective, all pupils need to be clear about the process they will need to follow or the key features their work will be assessed against. Therefore, clear, easily accessible 'Process' Success Criteria are essential. These also:

- Inform the teacher's modelling, which is an essential element within effective teaching;
- Provide a framework for pupils to self-assess their own or their partner's work. If this is intended for the lesson, it should be supported / modelled – for example, by sharing children's work under the visualizer and assessing these against the Success Criteria. This supports the development of pupils' self-assessment skills as well as reinforcing the Success Criteria within the lesson.

4.2 – Teacher Instruction / Exposition:

Having established the pre-requisite circumstances for effective learning to take place – i.e., having reviewed children’s prior knowledge and having established clearly the Learning Objective(s) and Success Criteria – the ‘main’ Teaching Exposition can now be delivered.

Key Considerations for the effectiveness of this include:

Pupils’ Working Memory / ‘Attention Span’:

Our working memory, where all the information we receive is processed, is very limited and can only process a small number of ‘pieces’ of information at any one time.

Therefore, teachers’ delivery must present new material in **small steps**. Working memory is easily ‘over-loaded’ if too much information is presented at once / too rapidly.

It is also necessary to bear in mind children’s attention span. A widely used and useful ‘rule of thumb’ is that children’s concentration span will be between one minute more and one minute less than their chronological age. It is therefore essential that periods of exposition are kept short and punctuated by regular activities or opportunities to work collaboratively with others.

(Research has also suggested that pupils tend to remember more from the beginning of a learning experience. When exposition is broken down into a series of shorter and sharper ‘chunks’ a number of ‘beginnings’ are created in the lesson, increasing the potential for learning.)

‘Pupil Talk’:

Pupils’ ‘Talk’ must be central to learning. Talking requires us to organise our thoughts and deepens our understanding. ‘Talk’ is the expression of our thinking and understanding – if we can’t ‘talk it’ / explain it, it is unlikely that we understand it.

Therefore, teaching must include regular opportunities for all pupils to discuss questions and, through this, to develop and consolidate their understanding.

Effective teaching therefore requires **repeated short cycles of exposition followed by opportunities for pupils to construct their understanding**. These cycles may be as short as a few minutes. This ensures:

- (i) That new material is presented in **small steps** so as not too overload children’s **working memory**;
- (ii) That teachers’ exposition does not exceed children’s attention span; and
- (iii) That teaching provides opportunities for children to construct their understanding through pupils’ **‘talk’** and independent practise.

In this way, our Teaching Exposition will be delivered through ‘small steps’ with practise and / or pupil discussion at each stage of the learning process.

4.2 – Cont'd:

Collaborative Learning:

Linked to the above, it is the school's expectation that teaching will promote children's Collaborative Learning. Collaborative Learning strategies promote pupils' active engagement in the lesson and provide a structure for pupils' 'talk', therefore facilitating the children's construction of their own knowledge and understanding.

In order for collaborative learning strategies to be fully effective, positive learning behaviours and the skills of effective teamwork need to be explicitly taught and reinforced. There must be a 'no hands up' / 'no opt-out' culture in the classroom. (Strategies such as 'Lolly lotto' can support with this.) Pupils need to be taught the skills of 'Active Listening' and the importance of appropriate body language when talking to a partner. Respect for the views and opinions of others and the ability to work effectively as part of a team are also key. The key requirements of collaborative learning are:

- Everyone participates
- We practice active listening
- We contribute and explain our ideas / thinking
- We help and encourage each other to work together to complete the task set

A list of Collaborative Learning Strategies is included in **Appendix 2** of this policy.

Modelling:

Albert Schwietzer stated that: "**Modelling isn't the best way to teach; it's the only way.**" No matter how fast-paced the teaching, it is essential that the teacher gives sufficient time to model effectively.

Modelling will, wherever necessary, need to ensure that abstract ideas are tied to concrete experiences so that they are accessible to all children.

In order to have the best chance to succeed in the lesson, children need to be shown explicitly how to achieve the Success Criteria through modelled examples. This is likely to require more than one modelled example to be effective.

Therefore, modelling should follow the "**I do, We do, You do**" process:

1. "**I do**" – This should be relatively quick and is where the teacher demonstrates the process once through so that the children can see it in its entirety.
2. "**We do**" – The slower, modelled exploration of the process being taught. Each **small step** of the process is modelled, with the full involvement of all the children.
For example, "*First we need to partition the number into the Tens and Ones. Can everyone show me on their whiteboard what that number would be partitioned into Tens and Ones?*"
3. "**You do**" – When the teacher feels that the class are confident, the children are moved on to carry out complete examples independently to demonstrate their understanding of the process being taught.

4.2 – Cont'd:

The number of “We do” models required will vary between lessons. This will depend on upon how quickly the class progress to become confident with the process being taught. Guiding the children through this modelling process also provides a wealth of Assessment for Learning information to help direct the teacher’s support for the rest of the lesson.

Modelling can be extended by presenting children with two pre-prepared models of contrasting quality. Asking the children to identify the differences between them is an important process within developing pupil’s ability to self-assess and become ‘assessment literate learners’.

The difference between Modelling and Scaffolding:

The terms ‘Modelling’ and ‘Scaffolding’ are often used together, but they refer to different elements of the teaching process. Whereas ‘**Modelling**’ involves guiding the children through the process being taught collaboratively and / or evaluating pre-prepared worked examples, ‘**Scaffolding**’ refers to the supports and / or prompts we give the children – such as Success Criteria or self-assessment rubrics – to help them complete a task independently of the teacher.

When encountering ‘new learning’, children may require a greater degree of Scaffolding to achieve the Learning Intention. A high degree of Scaffolding may also be needed to make work at the level of the age-related expectation accessible to children currently attaining below that level in order to help them to ‘close the gap’. However, Scaffolding should be reduced over time to promote pupils’ independence. It is important that, as soon as pupils are ready, work is not ‘over-scaffolded’ as this will impact negatively on pupils’ learning and independence.

Questioning:

Unsurprisingly, the questions asked by the teacher in a lesson have a profound impact on the depth of pupils’ thinking and, therefore, the quality of their understanding and learning.

Research has previously suggested that 90% of the questions asked by teachers require only ‘lower order thinking’ in response. Teaching will inevitably include the asking of some ‘closed’ questions – for example, to check pupils are on-task. However, teaching needs to include a good balance between ‘open’ and ‘closed’ questions. Whilst asking too many ‘open’ questions during the main teaching exposition may adversely impact on the pace of the lesson, asking too few ‘open’ questions will mean that pupils’ learning is limited to ‘surface’ rather than ‘deep’ learning.

Rosenshine’s research found that: *“The most effective teachers ask students to explain the process they used to answer the question and how the answer was found. Less successful teachers ask fewer questions and almost no ‘process’ questions.”*

Therefore, effective questioning:

- (i) Prompts the children to explain their thinking / understanding. This is essential if we are to move children from ‘surface’ to ‘deep’ learning;
- (ii) Provides Assessment for Learning information about the children’s understanding of the process being taught in order to guide the next steps in the lesson.

4.2 – Cont'd:

Effective questioning requires:

- **No 'opt-out'.** When asking 'process' questions, the expectation should be that every child answers the question. A range of strategies (e.g., whiteboards, Kagan strategies etc.) can be used to remove the need for children to put their hands up – as we want all the children to respond to the question, not 1. If a pupil cannot answer the question or answers it incorrectly, once the correct answer has been established, ask the initial child to summarise the correct response to ensure that they have understood it.
- **'Thinking Time'.** If we want all pupils to respond and to give us higher quality, 'deeper' responses, then we need to give them sufficient time to organise their ideas before responding. If a question can be answered instantly, it is reasonable to question how much 'deeper' thought it required.
- **Checking what pupils have understood.** Rather than asking, "Has everyone understood?" it is much more useful to ask, "What have you understood so far?" The first question can be answered 'Yes' or 'No', whereas the second requires the children to reflect on, organise and explain their thinking.
- **Probing and 'Deepening' understanding.** When children feedback an answer, it is essential to probe answers in order to push pupils for a 'deeper' response. Simply asking pupils to explain how they 'got' their answer rather than focussing on whether the answer was right will achieve this. Another strategy to achieve this is to ask pupils (perhaps collaboratively) to generate multiple answers to a question and select which they think is the best answer. This can not only help to move pupils away from always giving you the first answer that 'pops into their head' but also promotes the development of pupils' critical thinking.

4.3 – Pupils Construct Understanding through Practise:

Schema Acquisition:

The process of learning requires new knowledge and understanding to be incorporated into our existing '**schema**' – our web of interconnecting prior knowledge and understanding upon which we are trying to build. Without incorporating the new material we encounter into our schema, learning cannot be said to have taken place – as no change in long-term memory will have occurred. In order to effectively incorporate new material into our schema, extensive practise is required.

Through practise, new material can be stored in long-term memory and the neural pathways to recall that information in the future can be laid down. Over-learning through practise to become fluent / automatic in a skill reduces the cognitive load on our working memory. Only when children can confidently retrieve the knowledge, understanding or skill from long-term memory are they likely to be able to apply it within an alternative or problem-solving context.

4.3 – Cont'd:

Therefore, following the teacher's exposition, we must:

- Guide this practise for pupils initially to minimise the risk of misconceptions and to prepare them for later independent practise.
- Move pupils on to independent practise when ready, monitoring the understanding they are showing and checking for errors to support them with and successes to praise them for.

'Mastery' Teaching & 'Suitable Challenge For All':

In the past, differentiation within teaching may have been predominately 'vertical' – with groups of children being taught different objectives with separate 'follow-up' tasks. The teacher directed the pupils to the learning that the teacher felt they were capable of. It is reasonable to ask whether this inadvertently limited children's perception of their ability by 'over-differentiating'. Would the children have been able to exceed our expectations if they had been exposed to greater levels of challenge than our differentiation allowed them to?

Within a 'Mastery' approach to teaching, only one teaching input is required and the differentiation is 'horizontal', with well-designed follow-up tasks sequentially deepening and broadening the children's understanding of the same objective.

A 'Mastery' model exposes the children to progressively more challenging tasks linked to the lesson's objective. Within this, it is expected that all children are able to move from their 'comfort zone' and move quickly onto a task / activity which is within their 'challenge zone'. Teachers therefore need to be mindful (i) that the initial tasks are accessible to our less-confident learners and (ii) that more confident learners quickly move on to tasks which are within their 'challenge zone'.

A significant challenge within a 'Mastery' approach to teaching is to ensure a suitable level of challenge for all within the main teaching exposition. Whilst delivering the same objective, a well-delivered teaching exposition can layer in additional levels of 'depth', ensuring more confident children continue to be challenged at a level suitable for them throughout the lesson. Ideas to support this is included within **Appendix 3**.

A 'Mastery' approach is also consistent with the school's aim of developing intrinsically motivated, self-reliant learners who can accurately self-assess which level of challenge is right for them – an important skill which all our children will need if they are to make accelerated progress and develop into effective life-long learners.

Assessment for Learning / Interim Marking:

In order to make it possible for all the children to make progress throughout the lesson, it is essential that the teacher circulates the class and assesses the children's ongoing progress. As the children may be self-selecting their level of challenge, it is important that the teacher identifies any misconceptions quickly and addresses these or encourages children to 'move-on' if they have already demonstrated competence at one level of the tasks / activities set. This active monitoring will allow the teacher – and any additional adult support available – to target specific individuals or groups of children who have not yet shown secure understanding.

'Interim' marking (marking within the lesson) will also be used, providing pupils with valuable feedback on their progress towards achieving the objective whilst there is still time to act upon this feedback – in contrast to marking and feedback received after the lesson when the work has already been completed.

4.4 – Reviewing Information:

Reviewing is a highly significant part of the learning process, not least because significant amounts of learning can be lost if not reviewed quickly after they have been processed.

Pupils should constantly be being encouraged to reflect on their learning with a strong emphasis on:

1). **Reviewing what has been learned:**

Rosenshine states that: *"An important finding from information-processing research is that students need to spend additional time rephrasing, elaborating and summarising new material in order to store this material in long-term memory."* When teachers summarise what has been learned for pupils, the effect on pupils' retention of what has been taught is relatively insignificant. However, when the pupils themselves identify and summarise for themselves what they have learned, this retention of learning can be significantly enhanced.

2). **Reflecting on how it has been learned:**

It is also important to encourage pupils to reflect on what has helped them to learn effectively. For example:

- What did you do today that you found most helpful when you were learning?
- If you had to do the task again, would you change anything about your approach to it?
- If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?

'*Learning Exit Tickets*' are one strategy which can be used to do this. At the end of the lesson, the children are asked to complete a simple, brief prompt sheet which includes one or more of these questions. These do not necessarily need to focus on a single lesson, but could instead require pupils to reflect on their learning across a sequence of lessons / topic. This task can also be used as a 'Learning Entrance Ticket' (i.e., carried out at the start of the next lesson instead) to act as retrieval practice. This can be particularly effective when seeking to prime pupils' metacognitive skills ahead of an activity.

Whilst this end of lesson review is important, it is essential that this process of reviewing learning is not confined just to the end of the lesson. In effective teaching, review is woven throughout the entire lesson. This allows teaching to develop pupil's **Metacognition**.

John Hattie's 2009 meta-analysis Visible Learning asserts that, **"When tasks are more complex for a student, the quality of metacognitive skills rather than intellectual ability is the main determinant of learning outcomes."**

4.4 – Cont'd:

The EEF's 'Metacognition and Self-Regulated Learning' report advocates encouraging children to use the following approach:

- **Planning:** "How have I done these problems before? What approaches have worked for me in the past?"
- **Monitoring:** "Has this improved my understanding of the task? Is my approach working?"
- **Evaluation:** "Was this the best strategy to tackle this problem?"

Children need to be taught to first assess a task before beginning to carry it out. They need to reflect on their prior experiences of when they have tackled similar tasks before and what worked well (and what didn't work well) for them. From this, they can plan the approach they intend to take to carry out the task set. As they work through the task, they should be encouraged to consider if their chosen approach is working or, if not, would another approach would work better? Finally, upon completion of the task, they can reflect on what the best approach to the task for them to have taken would have been.

5. Ensuring the Effective Use of Additional Adult Support:

It is essential that:

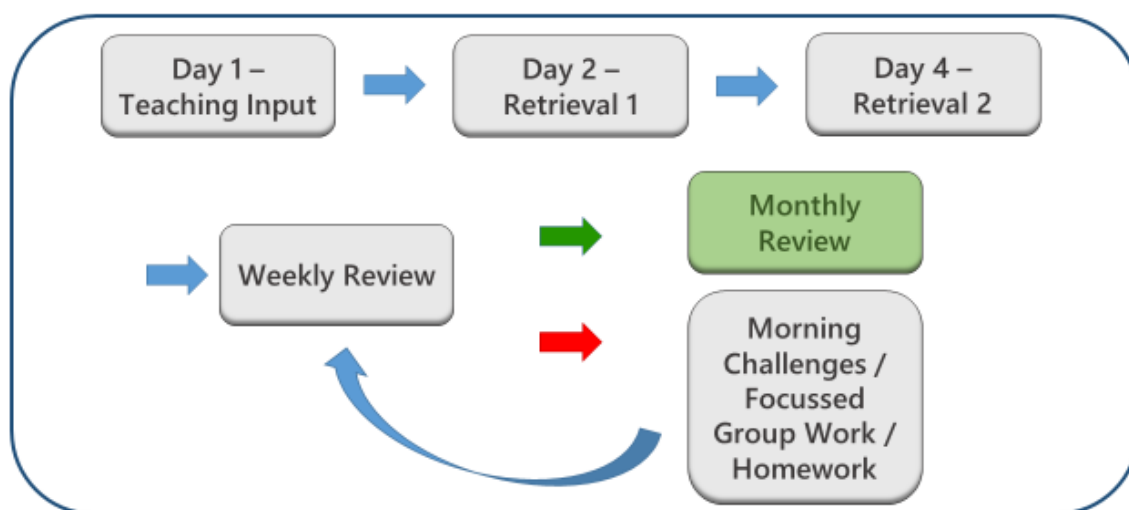
- Additional adults are clearly directed to support learning.
- Teaching Assistants are fully engaged with pupils throughout the lesson.
- Planning is shared in advance with Teaching Assistants, so that they are clear about who they are supporting and what the intended outcome of the lesson is for these pupils.
- They are involved in assessing pupil's understanding, recording observations and feeding assessments into the teacher's A4L and record-keeping.

Additional policies which support this policy for Teaching and Learning include:

- ***Marking and Feedback Policy***
- ***Learning Behaviour Policy***

Appendix 1:

Retrieval Practice Strategies



The diagram above outlines the school's approach to promoting children's long-term retention of and ability to retrieve their learning. As stated in the policy document above, it is not enough just to plan to 'teach' new material, we need to plan for how the children will 'learn' this material as well. Without opportunities to re-visit and retrieve this learning, it will not become stored in children's long-term memory.

Therefore, retrieval opportunities will be planned at 'spaced' intervals (see diagram above) into the 'Review' sessions which start each lesson. Additional opportunities to retrieve this learning may be provided within 'Morning Challenges' as well.

A 'Weekly Review' quiz will be used to assess children's confidence with recently taught material. If this material has not yet been securely retained by the majority of the class, it will continue to be reinforced within the 'Daily Review' sessions, 'Morning Challenges', Homework activities and, where necessary, Focussed Group Work.

If the Weekly Review quiz suggests that the recently taught material has been securely retained, this material will now become part of a 'Monthly Review' of learning. It should continue to be re-visited at suitable spaces within the 'Daily Reviews' and 'Morning Challenges', but as long as it continues to be well retained by the class, it will not be an intensive focus within these.

Strategies to use within the 'Daily Review':

- 'Morning Challenges'
- Retrieval Grids – e.g.:

$235 + 47$	$435 + 95$	$337 + 129$	$1,578 + 243$
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The questions within the retrieval grid focus on the recently taught material we want the children to practise. To ensure 'suitable challenge for all', the questions within the retrieval grid can be differentiated and the children encouraged to self-select the level of challenge which they perceive as being right for them.

- 'Connect 4':

0.1	0.25	0.78	0.5	0.66	0.125	0.9	0.3
0.75	0.01	0.84	0.33	0.375	0.07	0.31	0.875


$\frac{1}{10}$	$\frac{1}{4}$	$\frac{39}{50}$	$\frac{1}{2}$
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This game is an extension of the Retrieval Grid activity. Each child has their own grid of answers (decimal fractions in the example above). The children take it in turns to choose a question card from a pile. They can't see the question before they select the card. (In the example above, the question cards are the fractions which the children need to match to the decimal answer.) The first child to 'Connect 4' answers together.

N.B.: It is important that the children check their partner's answers are correct.

- Matching Cards – e.g.:

5×7	35
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$\frac{3}{4}$		0.75	75%
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Recently / previously taught material can be quickly and easily reviewed using Matching Cards. In addition to these Maths examples, Matching Cards can easily be used to retrieve knowledge in other subjects:

Active Voice	The subject of the sentence performs the verb.	The boy kicked the football.
Passive Voice	The subject of the sentences receives the verb.	The football was kicked.



- 'Showdown' – Child 'A' has a set of question cards and asks questions from the cards one at a time to Child 'B'. E.g. Times Tables recall; Synonyms for different verbs to up-level a piece of writing etc. How many can they answer in 30 seconds? (N.B.: It must be emphasised that what is important is trying to beat their own previous score, not the other person's.)

- **'Challenge Grids'** –

? (1 point)	? (1 point)	? (2 points)	? (1 point)
? (2 points)	? (1 point)	? (3 points)	? (2 points)

Different retrieval questions are included within each box. Different boxes are worth different scores. The challenge is to score as highly possible and to try to beat your score from the previous time. The higher point scores can be awarded either for (i) more challenging content; or (ii) the longer the time period since the knowledge / skill was last practised.

- **'Cops and Robbers'** –

	
What you know or think:	Ideas 'taken' from your partner:

A paired activity. What they know or think about a question, a topic etc. is recorded in one column. Following discussion work, ideas that they have 'magpied' from their partner can be recorded in the 2nd column.

- **'Retrieval Relay'** –

An extension of 'Cops and Robbers' for groups. Box A is completed by child 1, who then passes the sheet on to another child within the group. Child 1 now has to complete Box B – making sure that they do not duplicate the idea another child has already put in Box A. The sheet is then passed on and Child 1 now has to complete Box C without duplicating either of the ideas already given by the two previous children.

What can you remember about the properties of triangles?		
A	B	C

In addition to this Maths example, this can be used for Vocabulary – e.g., synonyms, Reading Activities – e.g. provide and explain potential motives for a character's actions etc.

- **'The Answer Is ...'** –

I have ___ rulers costing ___ p each. What is the total cost of the rulers?		Stickers are sold in packs of _____. I have _____ stickers. How many packs do I have?	
	24		
?	?		
?	=	24	

In addition, Collaborative Learning Strategies such as 'Find the Fib' and 'Quiz, Quiz, Trade' (see Appendix 2 below) can be used as Retrieval Practice exercises also.

Appendix 2:

Strategies to Ensure Active Participation & Engagement (Collaborative Learning)

Why does this need to be a priority?

- As learning is **not the passive receiving of information** from the teacher, **but the active construction of understanding** by the children, making our classrooms a positive and welcoming environment for our pupils and the effective use of strategies to actively engage them and make them enthusiastic participants in their learning is essential.
- For some of our children, challenging schoolwork may bring with it feelings of anxiety and low self-esteem (especially for our less confident learners). The National Education Trust's Marc Rowland has highlighted that, for some pupils, "lessons are something to get through" rather than to engage and participate in. We do not want this to be the experience of any child in our school, especially as a negative outlook on learning and / or negative feelings of self-efficacy and self-esteem will only act as a significant inhibitor of academic progress.

'Hands-up' Questioning:

There are times when it is appropriate for a teacher to ask a 'hands-up' question to maintain the pace of the lesson.

However, we must always be mindful of the fact that **every time you ask a 'hands-up' question, you create a Learning Divide in your classroom between those who are engaged and participating and those who are not participating as actively.**

No 'Opt-Out':

Therefore, the vast majority of questions asked by the teacher should be asked in a way which requires every child to respond.

We need to ensure that our teaching does not allow children who are reluctant to engage any 'hiding places'. This appendix will outline Collaborative Learning Strategies which will support teachers to achieve this.

'Think, Pair, Share':

'Think, Pair, Share' is a really useful strategy. However, even this has difficulties:

- How much 'Thinking' time do we give the children in practice? (If we want high quality responses, we need to give the children time to think & discuss.)
- When 'Pairing & Sharing', do we consider who is leading the discussion between the children? Even within 'Think, Pair, Share' it is common that the more confident child dominates the discussion and the less confident learner is allowed to disengage.

However, simply refining how we ask the children to respond to 'Think, Pair, Share' questions can overcome these difficulties.

Structuring talk partners as 'A' and 'B' will allow you to ensure all children are required to participate equally – e.g.:

What is 15% of £80?



All children record their answer and working out on their whiteboard.



Child 'A' shares their answer with Child 'B'

Child 'B' can then share their answer with Child 'A'. At this point, there is the opportunity to prompt the children to discuss their responses in detail. **'Were your answers the same?' 'If so, can you explain your method to your partner?' 'Did your partner use the same method as you?' 'Which method was the most efficient?' 'If your answers were different, do you know why?' etc.**

The next time a question is asked, the process can be repeated with Child 'B' sharing their response first. In this way, every child is required to respond equally, preventing 'hiding places'. In short, each question asked received 30 responses, not 1.

This strategy is also known as **'Pairs Check'**.



In order to ensure that all the children participate, a variation on 'Pairs Check' can be that the children complete the question independently of their partner. The teacher then chooses either all the 'A's or all the 'B's to share their answers with their partners. Adopting this strategy can help to prevent one partner from 'holding back' and waiting until the 'Pair and Share' before committing to an answer. Once the chosen group of children have shared their answers, the same discussion points identified above can be entered into as their partners share their responses back.

Additional Strategies to Engage all Pupils:

- **'Show Me'** responses. All pupils record their responses on a whiteboard and show these to the teacher when asked.



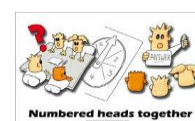
- **'All Write - Rally Robin'** – n.b. For this structure to be effective, the question asked should require multiple responses. For example: How many high quality synonyms can you think of to improve this sentence by replacing the word 'walked'?

All children record their responses on their whiteboards. They then take turns to share one of their ideas each.

This can be extended to a **'Round Robin'** by working in a group of 4 rather than in pairs. Just like in 'Rally Robin', the group members take it in turns to share one idea each.



- **'Numbered Heads Together'** – This is an extension of a 'Round Robin' where each member of the group is assigned a number. The group of children collaborate to answer the question posed. It is imperative that they all take responsibility for having an answer on their whiteboard, as the teacher will select a number / group at random to feedback and to explain the reasoning which underpinned their answer.



- **'Rally Coach'** – An extension of the 'Pairs Check' (above), in 'Rally Coach' the pupils are given a list of questions / problems to work through. For the first question, Partner A coaches B on how to complete the question. For the next question, the children swap roles as Partner B coaches A on how to complete the question.
- **Matching Cards** – Either in pairs or individually, match the cards (e.g. Term – Definition).



$\frac{3}{4}$		0.75	75%
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Although they do take time to create, Matching Cards are a really flexible and easy to use resource when you've done this. (The same Matching Cards sets can be used repeatedly, so it is a worthwhile use of time.) Minimal 'teacher talk' is required to complete the task.

Once the children are confident matching the cards, the same cards can be used to quiz each other also.

This quizzing strategy is also referred to within the bank of Kagan Learning Strategies as 'Fan-n-Pick'.





Find the Fib

- **'Find the Fib'** – The children are given three statements, two of which are true and one of which is false. Working with their partner, they need to identify which of the statements are true and false and to be able to explain why. The same three statements can be given to the whole class (e.g. presented on the interactive whiteboard) or the statements could be differentiated for different pairs (printed on paper handouts).



Quiz, quiz, trade

- **'Quiz, Quiz, Trade'** – A more active extension of 'Fan-n-Pick', each child is given a Question card. (Typically, the answer is given on the card as well). Following the instruction from the teacher to "Stand Up, Hand Up, Pair Up", the children find a partner. (When they've found a partner they both put their hands down so that the children yet to find a partner can easily see who is still available to 'partner-up' with. Partner A asks their question for Partner B to answer. Partner B then asks A to answer their question.

The children then swap question cards before being asked to "Stand Up, Hand Up, Pair Up" again by the teacher to find a new partner to ask their new question to.



- **'All Write Consensus'** – The teacher poses a question with multiple possible answers displayed on the board. The children all write down which answer(s) they think is / are right. As a group, they then have to agree a final answer to feedback to the teacher / class and explain why they think this is the right / best answer.



- **'Pair-Up Review'** – This can be a powerful strategy for ensuring the 'non-negotiables' are in place before the children submit their work for marking. Before handing in a piece of writing, children can be asked to 'Pair-Up and Review' each other's work (e.g., for accurate sentence demarcation with Capital Letters and full stops). This can be used for increasingly complex peer evaluation of children's work against the Success Criteria / Class Expectations.
- For activities such as Matching Cards, 'Find the Fib' and 'Quiz, Quiz, Trade', as the children become more secure in their learning, they can be given the responsibility of generating the content for the activities. This gives additional insight into what the children securely know and understand the intended learning.

Other benefits of using these tools:

- They are 'Content free' structures – so they can be easily applied within any lesson.
- They can easily be interspersed within 'teacher talk' to give children opportunities to practise. This allows children to re-focus on the teacher's instruction at regular intervals as well as supporting the principle of taking '**small steps**' and practising at regular intervals.
- Because of emphasis on discussion within these strategies, they provide a structure through which children can be encouraged to explain their thinking and understanding – which is key to securing 'deeper' learning.
- All of these structures can be used at the start of a lesson for **retrieval practice**.
- These structures promote children's social skills, listening skills, turn-taking etc. However, daily reminders of your expectations regarding how the children interact with each other during the collaborative tasks may be essential to achieve this.
- These strategies not only promote equal participation and positive interaction, they also encourage pupils to take responsibility and be accountable for their learning.
- Done well, these strategies can also boost children's enjoyment of a lesson and their motivation.

Having put these strategies in place, this needs to be followed up with lots of praise. Research suggests a ratio of **5:1** (praise : negative comments) is needed if the praise is going to have an impact in moving children towards the positive behaviour we seek. Therefore, when you see children participating and engaging well ... we need dish out plenty of specific praise, explicitly reinforcing the positive behaviour we are seeking to encourage.

Appendix 3:

Strategies to ensure 'Challenge for All' within 'Mastery' Teaching Exposition

As stated within the policy above, one potential challenge within a 'Mastery' approach to teaching is to ensure a suitable level of 'challenge for all' within the main teaching exposition. If our aim is to make the objective being taught accessible to all, it is necessary to build in additional levels of 'depth' in the questioning within our Teaching Exposition, ensuring that more confident children continue to be challenged at a level suitable for them throughout the lesson.

One strategy to address this is to use a question grid to add 'deeper' questions focussed on the objective being modelled by the teacher. The children select the level of challenge for themselves. For example:

Within a Maths lesson where the focus is multiplication, different levels of challenge can be incorporated within the teaching exposition. Rather than including a single question within the teacher's presentation, a grid could be used – for example,

42×7	1068×7	Which of the following questions has the greatest answer? $23,504 \times 3$ or $8,906 \times 9$ Make a prediction first. Were you right?	Fill in the missing digits from the following calculation: $4, \square 68$ $\times \quad \square$ $= 13,704$
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All of these questions use the same skill – multiplying a 2 (or more) digit number by a single digit number. However, each question involves a different degree of cognitive challenge.

A more confident child could be asked to tackle questions 2 and 4, so that their ability to perform the calculation can be checked by the teacher before they attempted a greater level of challenge.

A similar approach can be taken within English. For example, within a lesson focusing on descriptive writing for characterisation, a task grid might include:

The minotaur turned and glowered at Theseus.

Improve this sentence by adding:

An adverb	An expanded noun-phrase	A relative clause	A metaphor
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The Question Grids given above are intended to exemplify the approach being recommended. However, the same effect can be achieved by simply adding questions into your teaching presentation without the necessity of presenting this in a grid.