Barnfield Primary School
Teaching and Learning Policy

Healthy, Ambitious, Empathetic, Curious, Creative

'Be the best you can be'
DREAM. BELIEVE. ACHIEVE

Teaching and Learning Policy			
Written and prepared by Lisa Golding			
Review Frequency	Every year	**Review Date**	Summer 2023
Ratified by Governors	Yes	**Website**	Yes

Teaching and Learning Policy

Our Vision:

At Barnfield Primary, our intent is to provide a curriculum framework which offers exciting and meaningful learning opportunities.

We want our pupils to be inspired and motivated, enabling them to be the best they possibly can.

Our holistic approach to learning is underpinned by our core values that aim to unlock every child's intellectual, emotional, social, physical, artistic, creative and spiritual potential.

We recognise the importance of developing these attributes in helping to ensure our young people flourish within a broad and balanced setting.

During their time at Barnfield we want our pupils to have the opportunity to be:

- **Creative**
- **Curious**
- **Healthy**
- **Empathetic**
- **Ambitious**

These are known as our Barnfield principles of learning and are reflected in our teaching sequence.

We have high expectations of all our pupils and threaded throughout our curriculum is an ethos which helps our children recognise that anything is possible through hard work and effort. Throughout their journey in our school, we intend to develop articulate, caring children with a thirst for knowledge. We want our pupils to be resilient individuals who are not afraid to take risks. Our children will know how to lead healthy lives both physically and emotionally and embrace the culturally diverse community we live in and celebrate.

We are determined that by the time our children are ready to leave our school, they will be confident, successful students and role models.

Policy Aims

- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning as outlined in our Barnfield planning expectations.
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, and in doing so, continually raise pupils' achievement.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To provide personalised CPD opportunities for all staff involved in teaching and learning adopting a coaching approach based upon their individual needs, requirements, career stage and future development.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development

The process of Teaching and Learning at Barnfield is one that is underpinned by research into metacognition (the awareness or analysis of one's own learning or thinking processes). It is vital for all staff to understand how children learn using this knowledge to underpin our daily practice enabling our pupils to reach their potential.

Teaching and Learning at Barnfield aims to develop our young people into confident and knowledgeable pupils who draw on their experiences, and those of others, to build a well-informed understanding of the world around them.

To achieve the above, we believe that teaching and learning encompasses a range of inter-linked activities and processes, namely:

- **Pedagogy: How we teach**
- **The curriculum: What is taught: knowledge and skills**
- **Assessment: How we know what has been understood and retained - impact**

This policy aims to define how these elements fit together to provide an effective teaching and learning offer. How they are linked together can be summarised as follows:
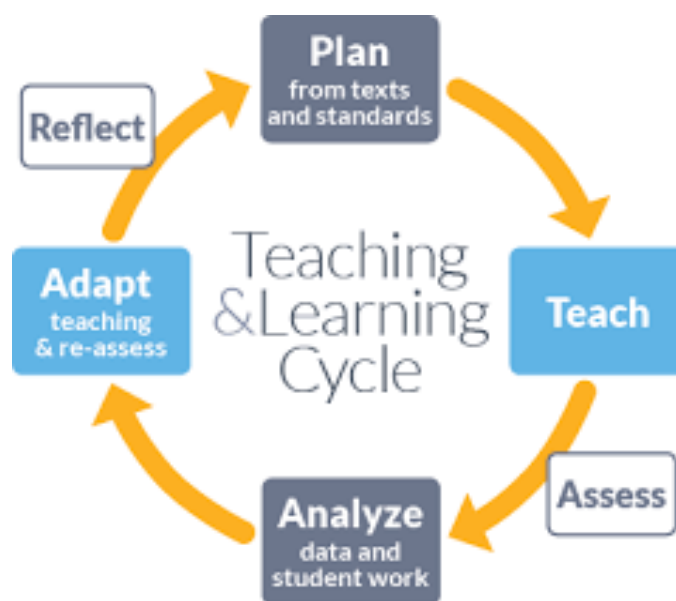
Pedagogy and assessment:

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice. Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

See Appendix 1 for further detail.

At Barnfield Primary we facilitate these principles through:
- Structured sessions with clear routines that identify and address gaps and misconceptions
- An emphasis on verbal, formative feedback that is immediate
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Planning templates with clear expectations for scripted modeling and success criteria for new knowledge
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- Opportunities for developing positive learning behaviours through zones of regulations

How are lessons structured?

At Barnfield Primary, the key role of all adults is to facilitate high-quality learning opportunities according to the principles outlined above.

Depending on the objective and focus for the lesson, some children may be assessed to start their learning straight away and focus more on application and consolidation and / or showing greater understanding of depth.

When a new concept is being introduced, lessons begin with a short review of previous learning to enable children to connect their new learning onto schema that they have already converted into long-term memory. Retrieval exercises may be used at this point.

Teacher input during the lesson lasts for around 15 minutes. Learning outcomes are separated into small steps, each of which is modeled using dual coding followed by deliberate practice. Scaffolds, such as manipulatives and writing frames, are used to support children during deliberate practice where needed, however, the aim is to remove these once a child has mastered a step. Teachers follow the model, **'I do, we do, you do'.**

Carefully planned, targeted questions **(hinge questions)** are asked frequently to elicit children's understanding and allow for timely intervention from the teacher or teaching assistant.
At this point pupils are ready to start their independent learning.

During independent practice, children are focussed on the deliberate practice of the task they have been set, overlearning the skill. Adults in the room will move around to give quality verbal feedback to pupils and intervene where misconceptions are being demonstrated. If the adult in the room assesses that a number of children share a misconception or that a group of children have not understood the steps to success they will work with the identified children to model the step in a different way or model the use of a scaffold to enable them to achieve the learning outcome.

Within books, there will be evidence of a high success rate for pupils. Mastery tasks allow children who have demonstrated competency to consolidate their learning by: reflecting on the challenges they have faced in acquiring the skill; applying the skill to a different context; or correcting misconceptions or erroneous examples related to the task they have been given. Emphasis is placed on thinking hard when learning. The question of 'have you understood?' is reframed to 'what have you understood?'. Children are expected to be able to reflect and articulate their learning at the end of the lesson.

Receiving feedback is one of the most vital elements of making progress (EEF toolkit, 2020 +8months progress based on evidence).
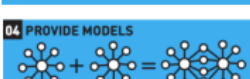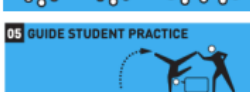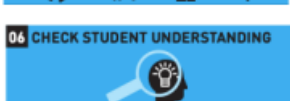Timely feedback gives children information about their learning and attainment, as well as a chance to work on what needs to be improved. It is important to give the children time to reflect and implement the feedback.

At Barnfield Primary feedback will be within the lesson where possible and help children achieve the learning objective. Once the learning has been marked, teachers will identify next steps as part of assessment and feedback. Follow up will be completed at the beginning of each lesson and will directly follow on from the teacher's comments / targets. This may include a consolidation, application or evaluation of learning.

The flow chart below indicates how this is achieved in a typical learning session (core subjects). The expectation is that all teachers will follow this routine, every day. Assessment for learning is at the heart of the learning process.
The flow-chart shows how identification of pupil misconceptions and gaps is addressed through immediate verbal feedback and feedback sessions.

See Appendix 2 for planning expectations

Quality First Teaching from the class teacher (carpet or tables)			
↓			
Children are set a guided task as part of **I DO, WE DO**			
Children work independently, in pairs or small groups as directed by the teacher		Targeted support from TA as identified by CT	
Guided task - teacher to assess			
↓	↓	↓	
Work correct - children ready for independent practice	Pupils get some work correct but are not totally confident with the skill	Children have not grasped the skill and require more guided practice	
↓	↓	↓	
Independent work- Children may move into this area as the lesson progresses	Children repeat modeling and steps to success with the aim to moving on to independent practice - scaffolds available to support if required	Children repeat modeling and steps to success criteria with class teacher - scaffolds available to support if required	
Whole class feedback			
↓	↓	↓	
Work marked - feedback identified			

Work correct Highlight LO green -	Some mistakes - Highlight LO - Pink	Objective not understood Highlight LO - pink	
Follow up task provides opportunity for further application and consolidation	Children to complete follow up work focusing on consolidation	Adult provides support in early morning or lesson	
Where appropriate, children identified as pupils to deepen understanding	Follow up work correct - LO is highlighted green and initialed	Adult repeats modeling and steps to success, providing alternative scaffolds if need-be. Objective highlighted green when secure. Adult to initial	

Implementing pedagogy:

Dual Coding:

In order to operate working memory efficiently, both the visual sketchpad and phonological loop should be stimulated. Verbal and visual representations are used alongside each other to enable the working memory to have higher processing capacity. Using both stimuli triggers a connection between them, allowing more information to be perceived simultaneously and increases the ability for the information to be retrieved from long-term memory back into working memory.

During lessons, teachers stimulate both the visual sketchpad and phonological loop by using a number of strategies: working walls, flipcharts, images, video, for example. Clear, concise narration ('thinking aloud') during modeling is essential to stimulate the phonological loop.
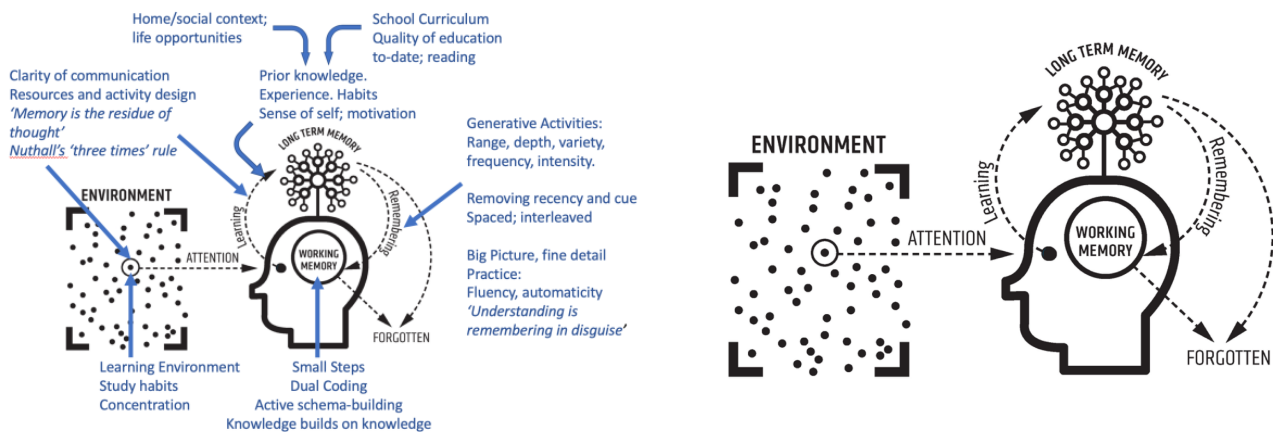
Scaffolding:

Scaffolding refers to a method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill. Scaffolding can be defined as the process of gradually removing your support as the student masters a new skill or concept. Teachers should remove all support when the student is fully confident they can successfully complete a task on their own and have demonstrated as much. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem. Examples of scaffolding include

- Visual aids including word banks (widgets)
- Use of manipulatives
- Use physical and visual elements, manipulatives and visual aids together
- Breaking up the learning into chunks
- Modeling
- Use of explicit instructions
- Use think-alouds to model or demonstrate
- Using prior knowledge
- Gradual release of responsibility
- Open-ended questioning
- Pre-teaching vocabulary

Modeling:

Modeling can be defined as explaining the key ideas, then model how to do it / what to do with it. This falls into two main categories:

1. **Model the creation of products/procedures.** For example: write an essay, show pupils how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question pupils on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.

2. **Deconstruct expert examples and use worked examples –** have an excellent finished product and share it with pupils, discuss why it is good and the choices the writer made when constructing.

Demonstrating and modeling are key teaching and learning strategies that support children's learning – taking them from what they know to new learning. They are interactive whole class teaching strategies that involve teacher-led activities as well as children contributing and trying things out.

To be successful these techniques should be directly linked to the learning objective for the lesson, or series of lessons, and wherever possible should be carried out 'live' – using the talk for writing methodology of clearly articulating the thinking process behind the work being demonstrated or modeled.

Modeling should:
- Make explicit to children the underlying structures and elements of what is being taught;
- Provide a supporting structure, which can be extended and used so children can apply the learning that has been taught independently.

Teacher modeling involves the teacher showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it. Modeling slows down the process so it can be seen clearly.
It offers learners the opportunity to:
- See and hear the process;
- Ask questions if anything is unclear;
- Discuss what they have seen and heard with other learners with the 'expert' modeling;
- See that expert learners may modify, improve or correct a process as they undertake it.

Children need to be given the opportunity to practise and apply the processes and structures that have been modeled and demonstrated. When following up demonstrating or modeling, emphasis needs to be placed on the quality of questioning.

If a skill is being demonstrated, staff should consider using a multisensory approach to doing so whereby initially a very clear, narrated, demonstration is given. This is then followed by the children observing the skill again, but with no narration (to encourage them to remain fully focused) and then the children should guide the teacher through each step (by giving them very clear and precise instructions for each step) which the teacher is able to follow.

Practice:

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

- Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
- Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practicing at the outer reaches of ability means students will have to layer skills and use them with agility.
- Guide student practice (Rosenshine, 2012)
- Require and monitor independent practice (Rosenshine, 2012)

Feedback:

Teachers are expected to plan how feedback will be given - during/after lessons and – for this feedback to be meaningful -how students will be able to respond to this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Questioning:

Some questions can be planned for, but some should be responsive to what is happening in the lesson.

When considering planned questions, they should be to:
- Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
- Ask a large number of questions and check the responses of all students,
- Check for understanding (Rosenshine, 2012)
- Provoke deeper thinking.
- Increase the ratio of participation and thinking of all students.
- Use sentence stems - ABC to promote further discussion, thinking and application of knowledge

Sentence stems should also be provided to facilitate high quality responses.

For further information on supporting pedagogy please see Teaching and Learning training - December 2021
https://docs.google.com/presentation/d/1YvwnSOrxOMK0pT65VCteCkdua9ccJe78/edit#slide=id.p1

Our curriculum:

Our curriculum design is based around our intent and 5 Barnfield principles of learning. This centrasilies around our cultural capital and commitment to children being confident learners in all areas, particularly core skills.

Our curriculum comprises bespoke areas we have designed as leaders, using Chris Quigley's essential curriculum as a framework and purchased teaching sequences. With all subjects, detailed overviews highlight the learning objectives to be taught across the school; ensuring continuity, progression of knowledge and skills and to support transition between phases.

For our bespoke curriculum, leaders have devised **'skills, knowledge and vocabulary'** documents (SKVs) for each year group based upon Chris Quigley's approach. These are our medium term plans. As part of compiling these documents, leaders have considered the identification of threshold concepts, which we refer to as key objectives, breadth of context and milestones.

Key objectives are the 'big ideas' that shape pupils' thinking within each subject. The same objectives will be explored in each phase and children will gradually increase their understanding of them. An important principle, therefore, is that exploring concepts will never be complete; pupils will continue to explore them for as long as they continue to study the subject.

Breadth of contexts – Breadth provides the contexts for exploring the key objectives. It has two roles:

1. **Knowledge-** Key objectives need knowledge to make sense. Contexts give children subject specific knowledge with which to think about concepts. The more knowledge pupils have, the better their understanding of the key objective becomes. Another benefit of knowledge is that it helps reading comprehension. A pupil with a greater knowledge of the world will infer more from a text, than a pupil with little knowledge, no matter how good his or her decoding skills may be.
2. **Transference -**Exploring key objectives in a variety of contexts allows children to transfer their knowledge and skills to different ideas and situations, strengthening their understanding. This is an ongoing work in progress which aims to develop the breadth of our curriculum and gives pupils the opportunity to explore key objectives through a range of contexts.

Milestones for Progress - As the exploration of key objectives are repeated in each phase it is important that pupils progress in their understanding of them. Their progression throughout the curriculum is set out in the form of Milestones.

Each Milestone contains a range of descriptors which give more detail to be discovered within key objectives. Over a two year period students will become more familiar with these details by exploring them in a breadth of contexts

Children first develop a **Basic** knowledge of a concept before **Advancing** their understanding through more exploration of a concept. Then through application in a breadth of contexts they will reach a **Greater Depth** of learning.

The table below shows how teachers use the approach to help identify the correct learning verb
<mark>**- see Appendix 3 for more examples**</mark>

Basic understanding **With support, being able to meet the objectives outlined in the National** Curriculum.	At this level children are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the 'Basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills.
Advancing understanding **Obtaining a greater level of understanding and being able to apply learning in different contexts.**	Pupils are now more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically they are able to: explain, classify, infer meaning, make predictions, interpret, summarise and apply their skills to solve problems.
Deeper understanding Learning can be transferred and applied in different contexts. Pupils can explain their understanding to others.	This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.

Features of quality first teaching:

The following areas allow practitioners to implement quality first teaching at wave 1.
When undertaking monitoring exercises, leaders will expect to see these features where appropriate.

Learning Culture
To enable children to learn well, the school will work to develop a culture where children:
- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations for themselves
- Are familiar with our 5 principles of learning

and where adults:
- Establish positive working relationships with all children in the class
- Model learning and expected behaviour for the children
- Treat all children fairly and with kindness and respect encouraging each individual to be the best they can.

This learning culture needs to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:

- investigation and problem solving
- research
- whole-class work
- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in skills.

Learning Objectives
- clear and focused - based on learning (skills/ knowledge using learning verbs) rather than task
- displayed
- discussed and explained to the children
- based on prior attainment, knowledge and understanding

Success Criteria
- break down the learning take place
- include the steps or 'ingredients' the children need to be successful in their learning
- are identified by the teacher during the planning process
- are displayed and referred to during the lesson

Plenary and mini plenary opportunities

- planned times during, and at the end of, the lesson
- reviews progress towards the learning objective and success criteria
- allows adults, and children, to address misconceptions, make improvements and add further challenge
- learning may be applied to different contexts
- time to reflect on the 'how' of learning in addition to 'what' has been learnt
- should be used during lessons only when the progress of the class, group or individuals will be furthered

Challenge for All

- Takes place throughout the lesson
- Is matched to children's next steps learning
- May occur through adult support; range and level of resources; time; task; different outcomes
- When planning work for children with Special Educational Needs, information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed

Adult Input

- Engages children in the learning
- Is active and interactive
- Has appropriate pace to ensure maximum learning takes place
- Responds to, and is adapted to, ongoing assessment during the lesson
- Clearly models successful learning/the learning activity
- Generates success criteria
- Is flexible according to the learning taking place eg.
  - Different inputs for different groups
  - Different start times for different groups
  - Input – activity – input – activity
  - Guided groups etc

Questioning

- Questions will be asked to assess learning, challenge and deepen thinking and understanding
- The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
- Will be matched to the children's understanding and ability
- Opportunities will be planned for children to develop their own questions and questioning
- Facilitate ABC scaffold - agree, build, challenge

Feedback & Marking

- Regular feedback will be given to the children
- Identifies success and areas for improvement/next steps in learning
- Refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
- Opportunities are planned for children to regularly respond to feedback and marking

Self & Peer Assessment
- Children are trained to self and peer assess
- Guidelines are discussed, agreed and developed with the children
- Is used regularly to enable children to address misconceptions and make improvements to their work

Targets
- Are easily accessible and referred to regularly
- Are related to children's next steps in their learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Learning Environments

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be word and number rich.
- Displays might be used to:
  - o Celebrate success - achievement, Star/Learner of the Day/Week
  - o Support class organisation – visual timetables, clearly labeled resources
  - o Promote Independence by providing prompts – questions, support for when children are stuck
  - o Support learning – working walls, presentation examples, interactive & challenging
  - o Displays are changed regularly and reflect the current topic/themes/ learning

Role of subject leaders:

Subject leaders will be given direct time to monitor progress and attainment in their subject areas and action plan to address areas of need. Leaders will also need to undertake some of these tasks outside of direct time. Please refer to the subject leaders handbook for more information.

https://docs.google.com/document/d/1duVgg2t9n8kqH0Ldfw8uz_5G-bMffEpM/edit#

Role of parents and carers:

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- Weekly emails containing overview of forthcoming learning
- Curriculum information regularly sent out and accessible on the website
- Twice yearly invitation to attend learning reviews in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- Annual report sent to parents explaining the progress made by their child and indicating areas for improvement;
- Videos and tutorials uploaded to school website / google classroom / tapestry
- Regular parent workshops to explain the work covered and the strategies and methods taught to the pupils
- Open door policy with class teacher and senior leaders

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote consistently high quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation:

The quality of teaching and learning will be triangulated through the following systems:

- Subject monitoring - to what extent questions including focuses on book looks, planning, teaching and learning, assessment and pupil conferencing
- Standards
- Pupil Progress Meeting - monitoring of pupil attainment and progress in core subjects
- Teacher walkthrus and coaching conversations
- Learning walks
- Phase meetings
- Data analysis of core and foundation subjects

Review

This policy was written and prepared by Lisa Golding.

Next review will take place in Summer term 2023.

Related documents

Subjects Leaders handbook
https://docs.google.com/document/d/1duVgg2t9n8kqH0Ldfw8uz_5G-bMffEpM/edit#

Inclusion policy

Appendix 1 - Rosenshine principles

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.

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01 DAILY REVIEW
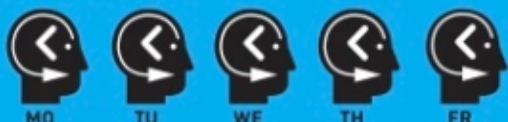
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

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 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
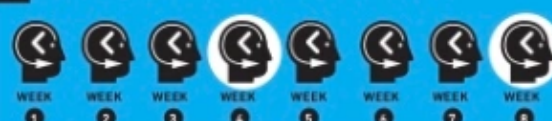
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 2 - Planning expectations

https://docs.google.com/document/d/1zUAHQpu7-44hKKqbBHPtWmg5cidB74Gz/edit#

Teaching slides should include:	
Lesson objectives P1 – Daily Review P10 – Weekly & monthly review	To create, identify the knowledge children need to acquire at the end of each lesson building up to sequence of lessons. Decide if this is declarative / procedural / experimental. (You may find it easier to design knowledge questions first and convert these to LOs)
Skills P2 – Present new material using small steps	From the SKVs, identify the skills children will acquire / develop – use this information to help design tasks.
Vocabulary P3 Ask questions P4 – Provide models P6 Check for pupil understanding P10 – Weekly & monthly review	Using the SKVs, identify the key subject specific vocab children need to have a secure understanding of. Identify associated vocabulary significant to your cohort. Use widgets to help support understanding
Direct teaching and worked examples P2 – Present new material using small steps P3 Ask questions P4 – Provide models P5 – Guide student practice P6 Check for pupil understanding	Identify the focus of the direct teaching and modelling. Only present small amounts of new material at any time. Ensure modelling contains 'thinking aloud' process. Modelling and examples should be aspirational and contain hooks / phrases for children to use. Use worked examples to allow pupils to focus on the specific steps to apply therefore reducing the cognitive load on working memory.
Key questions P3 Ask questions P6 Check for pupil understanding	Display key questions to help teacher establish secure understanding / identify misconceptions Remember **BAD** Beginning Advancing Deeper Use sentence stems where appropriate
Practice of skills P5 – Guide student practice P6 Check for pupil understanding P7 – Obtain high success rate P9 – Independent practice	For each objective, identify the task you will expect children to complete in order to practice / consolidate the skills. Teach in small steps – allow children time to practice – check for understanding – move on. Practise opportunities need a high success level so pupils can apply the taught knowledge and skill confidently and successfully in a range of contexts. Pupils need to spend additional time rephrasing, elaborating, summarising. They can also ask questions and support the teaching of peers.
Scaffolding / Differentiation P6 Check for pupil understanding P8 – Provide scaffolds for difficult tasks	Scaffolding should be evident to support learners throughout the whole lesson, including key questions, independent task and widgets
Retrieval opportunities P10 – Weekly and monthly reviews	Plan in for retrieval opportunities within each lesson, across the unit, outside of the unit. Identify if LBQs or other forms of quizzes are being used.

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Appendix 2 - Planning expectations

https://drive.google.com/drive/folders/1hAYuhGx4EedXBiEaKLb4VhhBE6PvjgoH

Teacher slide - RiB over 2 lessons

Prior learning - link this to retrieval
Chn have practically explored a range of old and new toys and photos as sources. Also bringing in their own toys from home.

Intended outcome(s) - what do you want all pupils to know / do by the end of the lesson.
Recall and locate on a map 7 continents and 5 oceans

Assessment - how will you know that pupils have achieved your intended outcome(s)
Recall - quiz end of lesson (Basic)

Learning objective(s) - knowledge or skill?
To locate the origin of where toys and materials came from

Possible misconceptions:
* Not knowing where the continents and oceans go - songs and recap

* Children not knowing / appreciating toys come from different places around the world.

Drawing links between where the materials are made and why so many of our toys were from China in previous lessons. CT to make these explicit.

Key questions to support intended outcome / address misconceptions:
(Basic) Which one is not a continent? What is it? What Ocean is missing from the list?
(Advancing) Which continent do you think is the coldest - why?
(Depth) Which continent do you think produces (makes) a lot of toys - why?

Scaffolds to support all learners complete independently:
Sentence stems on board, visulas, photos of children and their toys, wordbanks.

Key vocab:
Highlight on topic grid

Role of additional adult(s) - intended outcome(s)
Helen --supporting Circle table use scaffold to complete task independently

Resources needed: Jigsaw maps - A3 in colour x5, scissors, glue sticks, x10 atlas' to help chn identify China. Camera - photos for floorbook.

Appendix 3 - learning verbs

https://drive.google.com/drive/folders/1hAYuhGx4EedXBiEaKLb4VhhBE6PvjgoH

Knowledge
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

Actions: Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes: Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:
Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is ... ?
Which one ...?
Who was ...?

Comprehension
To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give examples	Purpose
Compare	Illustrate	Relate
Contrast	illustrate	Rephrase
Demonstrate	Indicate	Report
Discuss	Infer	Restate
Estimate	Interpret	Review
Explain	Match	Show
Express	Observe	Summarise
		Translate

Actions: Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes: Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:
Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application
To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act	Employ	Practice
Administer	Experiment with	Relate
Apply	Group	Represent
Associate	Identify	Select
Build	Illustrate	Show
Calculate	Interpret	Simulate
Categorise	Interview	Solve
Choose	Link	Summarise
Classify	Make use of	Teach
Connect	Manipulate	Transfer
Construct	Model	Translate
Correlation	Organise	Use
Demonstrate	Perform	
Develop	Plan	
Dramatise		

Actions: Carrying out, Executing, Implementing, Using

Outcomes: Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:
How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?

Analysis
To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relationships
Categorise	Highlight	Reorganise
Cause and effect	In-depth discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Actions: Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes: Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:
What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?

Synthesis
To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Actions: Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes: Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:
What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would

Evaluation
To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we know?	Select
Convince	Importance	Support
Criteria	Infer	Test
Criticise	Influence	Useful
Debate	Interpret	Validate
Decide	Judge	Value
Deduct	Justify	Why
Defend	Mark	
Determine		

Actions: Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes: Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:
Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate...?
How could you determine...?
What choice would you have made...?
What would you select...?