



Teaching and Learning Policy

September 2024

Aims and Purpose

We recognise that any attempts to further raise standards at Adswood Primary must be focused upon the quality of teaching and learning in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis. Across our school the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of achievement for all children. The aim of this document is to help the teachers in the school become the most effective practitioners they can be by using principles established from evidence based best practice research, cognitive science and experience.

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

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

Teaching and Learning strategies

We have agreed a new Planning Framework that encompasses the Rosenshine's Principles of Instruction.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

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

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



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



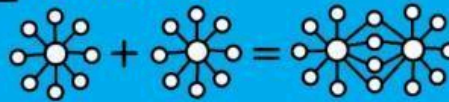
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful 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.

At Adswood Primary we have spent time researching the Rosenshine principles and reflected on how these support our planning so that all learners are supported and reach their potential. We have

adapted our planning proforma to ensure these elements are reflected in our planning documents. Teachers are clear that their role is to teach in a precise way which makes it possible for all children to engage successfully with tasks at the expected level of challenge. At Adswood Primary, we strive to have the following in all of our lessons:

1. A daily review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Time for children to do guided practice.
6. Teachers check all children's understanding in a variety of ways.
7. Children have a high rate of success, with enough mistakes to show that they are being challenged.
8. Scaffolds are provided for all.
9. Children are given opportunities to practice independently.
10. There are regular reviews of learning.

A detailed guide to our lesson structure at Adswood Primary School

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

- 🚦 **Phase One:** set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes.
- 🚦 **Phase Two:** explaining and introducing new learning in small chunks and providing rehearsal time for children
- **Phase Three:** Time for children to complete guided or independent practice
- **Phase Four:** Review learning and plan next steps

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The phases are not always sequential. Review, for example, is not confined to the end of the lessons.

Phase One – Review and retrieve prior learning

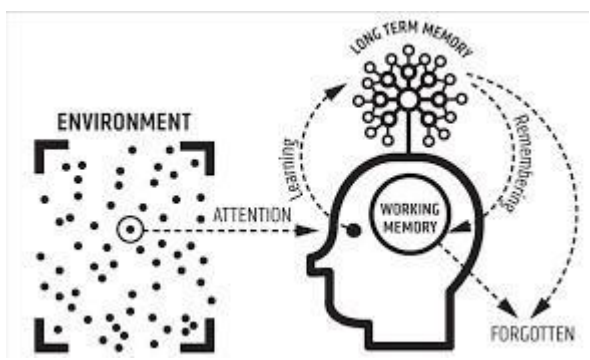
REVIEWING MATERIAL

- 1 Daily review
- 10 Weekly and monthly review



Rosenshine’s evidence shows that lessons should include some recall of previous learning – not just of recently learned information, but also of information that was learned much earlier. This helps to build and strengthen the schema of knowledge in the child’s mind, enabling new information to be understood, stick more easily and for longer. For knowledge to be used and applied in the long term memory, knowledge needs to be retrieved. It is vital that children are asked to search their memory for prior learning and then apply this knowledge in their learning.

At Adswood Primary, we ensure we plan for lots of low stakes retrieval practice. See Appendix 1.



Phase Two – Explaining and introducing new content and providing opportunities to rehearse

SEQUENCING CONCEPTS & MODELLING

- 2 Present new material using small steps
- 4 Provide models
- 8 Provide scaffolds for difficult tasks



Providing Children with new Information or Skills

This is the teaching phase. Although it is our intention for children to understand the information as they encounter it, the emphasis within this phase is upon providing new content in small chunks. The

quality of the input at this stage will clearly have a large bearing upon the extent to which the children understand information that they are given. We aim to achieve this through teaching skills in sequential parts with regular opportunities for children to rehearse and discuss their learning. At Adswood Primary we use a range of techniques to try to ensure that the input is of high quality on a daily basis.

Periods of input are short

We recognise that children have limited concentration spans particularly those in the younger year groups. Periods of input are therefore kept short and punctuated by rehearsal activities and partner talk. Research shows that significantly more learning takes place when new information is shared in shorter bursts of 10 minutes rather than extended periods of time.

Questioning (including checking for understanding)



Effective Questioning and Classroom Talk is essential to develop learning & higher order thinking, promoting imagination, speculation, creative thinking & to pitch a suitable challenge level. This is where the quality of questioning is paramount. Questions can highlight misconceptions and challenge children to think deeper. The greatest value of questioning is that they force children to practise retrieval; this strengthens and deepens memory hence the importance of high quality questioning. Although we encourage questions to be planned we also encourage questioning to be responsive to what is happening in the lesson.

At Adswood Primary, we ensure talk time is given to children to allow them to talk to other children and adults. We use talk partners to promote talk in all classrooms. Wait times are given to allow children to pause and review to enable the children to process the information. We have invested time in staff training to support effective questioning in the classroom as well as a graduated approach to high quality questioning and we encourage higher order questions to encourage deeper investigation of concepts.

Some effective questioning techniques that are used daily at Adswood Primary can be seen in Appendix 2.

Monitoring levels of understanding

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this teachers ask carefully crafted questions, using a range of techniques as seen in appendix 2, and carefully monitor children's responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

Once misconceptions and gaps in learning have been identified within or after lessons we aim to maximise the impact of additional adults in the school.

- TAs are utilised to support the marking process to enable children to complete pinpoints

- They deliver pre teaching and corrective teaching tasks with pivotal children as directed by class teachers.
- TAs are deployed to work with specific children during lessons, both within and outside the classroom to consolidate and extend children’s learning.
- TAs address misconceptions during lessons

Provide Models and Scaffolds

Rosenshine found that successful teachers spent longer guiding children’s practice through explanations and modelling than less effective teachers. After children have been exposed to high quality explanations and models, they can begin to be involved in the knowledge recall or procedural process. This is where children begin to take ownership over parts of the task with the support of the teacher as a scaffold or guide.

At Adswood Primary, we understand the importance of providing all children with scaffolds despite their level of ability to help guide their responses or help them recall information. This could be in the form of a help-sheet, sentence starters, word mats, writing frames or physical resources. We have high expectations and with these scaffolds and expect all children to take part in the learning.

The input phase is punctuated through clear modelling of whatever it is that we want the children to be able to do. Opportunities for modelling key learning points are carefully considered in every lesson and clearly outlined within lesson planning. Through ensuring periods of input are followed by rehearsal activities, teachers ensure that children are given opportunities to apply and deepen their understanding before the lesson moves on. For example, a teacher might be modelling how to use embedded clauses within sentences. She might ask the children to work with a partner to construct a sentence together on a whiteboard before continuing with further instruction. See Appendix 3 detailing scaffolding and modelling techniques.

Phase Three - Time for children to complete guided or independent practice



Guided Practice

More effective teaching occurs when you give more time for guided practice, this is directly linked to children spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Therefore, at Adswood Primary, we ensure learners spend additional time rephrasing, elaborating and summarizing new material in order to store material in the long term

memory. All children need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised. If children have any misconceptions, then these misconceptions are unpicked, and retaught where appropriate.

At Adswood Primary, guided practice is where learning activities involve thorough explanations, high frequency, short answer questions or simple tasks where the teacher and learners are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. An example of this would be the 'I do, 'we do' part of a Maths lesson.

Within lessons and over a series of lessons within a teaching unit, children are given time to practice using new knowledge and skills. Rosenshine (2012) recognises independent practice as a vital part of learning because it provides children with the much-required opportunity to complete a procedure or activity over and over. He identifies 'overlearning' as necessary for children to become fluent or automatic in a skill. When children become automatic in a process or skill, they free up their working memory which can be used to apply their learning to new contexts. This is when children can consolidate their learning.

Independent Practice

At Adswood Primary, we consider the following when planning effective independent practice.

- Planning the right practice activity (during independent practice, children should work on the same material covered during guided practice to give them an opportunity to consolidate their learning).
- Providing further guides and scaffolds
- Using collaborative practice to best effect
- Gradually removing scaffolding

The more children practice the material, the stronger the retrieval strength becomes. Without enough independent practice, children will find it more challenging to recall information or procedures at a later stage as the retrieval strength of the new material won't be as strong. An example of this would be the 'you do' part of the Maths lesson.

Phase Four - Review learning and plan next steps

The emphasis in this phase is reviewing what has been learned and reflecting on how and why it has been learned. Review is key to memory, and we understand that it is important not just to confine it to the end of the lesson. At Adswood Primary we recognise that good teaching requires teachers to constantly refer back to the objective throughout the lesson and reinforce prior learning. This is a very important aspect of the lesson and the learning process in general as large amounts of information can be forgotten quickly by children.

We recognise that when teachers summarise what has been learned, the effect on children's memories can be restricted. However, when the children are involved in identifying what they have learned in the lesson, their memories will be significantly boosted. In some subjects, we have introduced knowledge organisers that are used throughout units of work to retrieve previous learning on a regular basis.

The reviewed learning is then used to 'Bridge Forward' to the next steps and sequence in learning.
All lessons across Adswood Primary should include the following key elements to ensure the effective delivery of the Teaching and Learning model

All lessons are.... *built upon planning which has clear learning outcomes*

- Planned units of work centre around identified learning outcomes which are recovered regularly throughout the year
- Intended learning outcomes create the right level of challenge and are built upon prior learning
- All learning outcomes are written up and shared orally in child friendly language

All lessons have.... *well planned success criteria*

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Toolkits are available for the children to follow
- Teachers ensure that the success criteria outlined within toolkits are revisited regularly throughout the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

All lessons are *Clearly designed to meet the needs of different groups of learners* = Adaptive Teaching

All groups of learners are challenged appropriately in lessons, including the needs of children with SEND. More information can be found in the SEND policy. This is achieved through the use of scaffolded questioning, and planned tasks which support different depths of learning. Intended learning outcomes are the same for all children. This is to ensure that all our children are able to access the same learning. It is the responsibility of the class teacher to scaffold tasks through the use of questioning, resources and levels of support. This is the responsibility of the class teacher to scaffold learning to enable learning through questioning, levels of support and resources etc.

All children receive regular and clear *feedback which enhances their learning*

- The schools policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All children are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and identifies next step prompts
- Children are given regular time to respond to marking prompts and this is built into lesson planning and facilitated through adult support.
- Live marking – The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed either on the same day or the next morning via post teaching interventions.

Learning is enhanced through the use of *consistent behaviour and classroom management approaches*

Positive behaviour management systems are designed to minimise the time spent on behaviour management and maximise the time spent on learning. All our staff must consistently apply the same approaches which are clearly outlined in the positive behaviour policy.

All children are *actively engaged in their learning*

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

Classroom Environments

The surroundings in which children learn can greatly influence their academic performance and wellbeing in our school. The better the school looks, the more it inspires the people inside it. A well cared for and organised classroom and school can make children feel that they want to achieve and how they themselves are perceived is important.

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

- A writing wall with a focus on the current theme
- A Read Write Inc sound chart (Age appropriate)
- A maths and English learning wall that reflects current learning
- Science Station: including vocabulary related to theme
- LCC Display: learning journey of the class over a period of weeks
- This is me! Display: celebrating the uniqueness of each child
- Volume indicators
- Adswood Superpowers: linked to school values
- Classrooms are tidy, labelled and organised. Children take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Children are taught to respect equipment and resources

Appendix 1 – Retrieval strategies at Adswood Primary

<p>Magpie – Students write as much as they can from memory about a certain topic. Students get out of their seats, sharing and stealing ideas from their peers. (C and R)</p>	<p>Retrieval Practice Placement Key questions such as: What keywords did you use last lesson? State 3 facts from last lesson Explain a key concept from last lessons Ask your partner 3 questions based on...</p>	<p>Retrieval tennis Pairs take turns to recall facts/information that is relevant to the topic. They can not repeat themselves or say something that their partner has already said.</p>
<p>Give me five Children to recall 5 facts using their hands</p>	<p>Add to my mindmaps Build up facts over a unit of work</p>	<p>Retrieval baskets Throughout the lesson, write questions based on the content of the lesson and store in a basket. These questions then get asked in future lessons</p>
<p>SODA Start of Day activities – Odd one out What’s the same/different? Name one, some, all</p>	<p>Bridging Back – Children to recall sequence of learning within a subject</p>	<p>Word Aware Revisiting previous word wizards</p>

Appendix 2 - Questioning techniques

Questioning techniques	
Scaled questions	Personalised questioning
Stash and Flash	Ask whole class to write answer and when asked to share they ‘flash’
Agree and disagree	Debate style questioning and peer challenge
Peer partner	Children share answers in response to teachers set question or silent teacher activity
Check for understanding	Ask selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore the student's understanding.

APE	Answer, Prove, Explain it
Say it again better	Accept students' first half-formed responses but then help them to reframe a better, more complete response.
Whole class response	Use techniques like mini whiteboards to provide simultaneous responses from a whole class.

Appendix 3 – Scaffolding and Modelling techniques

Scaffolding techniques	
I do, We do, You do	Metacognitive task strategy - modelled, collaborative, independent
Learning Ladders	Chunking learning into chronological steps
Word Banks - pot	Specific vocabulary teaching
Speaking Frame	Visual and structure prompts to support communication and peer discussion
VAK Resources	Visual, auditory, kinaesthetic approach
Knowledge organisers – both teacher and child	Referred to and used to support and promote independent learning
Writing Frames	Adaptations and skill building to support independent writing
Tales Toolkit	Visual, experiential structure to develop storytelling, recall and retention
Checklists	Visual supports to aid retention and application of skills
Task Planners	Organisation and prompting tools to develop concentration, understanding and independence
Silent Teacher	Teacher models task silently while children discuss method with partners
Thinking out loud	Teacher shares thought processes and problem solving out loud
WAGOLL	What A Good One Looks Like - shared example
Mindspace Superpowers Zones of Regulation	A space for supported and independent regulation Development of the child's inner voice and confidence Structured teaching of regulation skills

