



# Teaching and Learning Policy & Guidance

## Balfour Primary School

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# Teaching and Learning Policy & Guidance

## Rationale

*'Education is not the filling of the pot, but the lighting of a fire.'* W.B. Yeats

*'A teacher affects eternity: They can never tell where their influence stops.'* Henry Adams

**Article 29:** Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (**UN Convention on the Rights of the Child, 2001**)

**National Curriculum 2014:** 'Teachers set high expectations for every pupil' and 'plan stretching work for children whose attainment is significantly above the expected standard' (**Department for Education, 2013**)

**Ofsted 2019:** *'There is high academic/vocational/technical **ambition** for all children, and the school does not offer disadvantaged children or children with SEND a reduced curriculum.'*

*'The work given to children is **demanding** and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of children with SEND, developing their **knowledge, skills and abilities** to apply what they know and can do with increasing fluency and independence.'*

Schools should *'promote an inclusive environment that **meets the needs of all children**, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.'*

Learning is a cornerstone of society, and outstanding teaching is directly linked to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject, skill or concept being learned. As a community, we value learning and strive to ensure that it occurs in every activity which staff and children undertake. Learning is not restricted to the classroom and should extend beyond the school site and beyond the school day. We believe that all members of our community have the right to learn throughout their lives.

At Balfour the curriculum offers all children the opportunity to learn and undertake experiences in a wide variety of activities and to do so with an assurance of success. The curriculum is based on children having confidence to achieve at a pace and level that meets their needs, which is appropriately challenging, inspiring- engaging them in the learning process and is delivered with purpose and rigour by teachers.

## Vision

At Balfour Primary School we are committed to success for everyone through empowering all our children to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to positively participate in and contribute to the global world. Our school values and culture underpin all that we do to ensure that our children have the knowledge and skills to be

responsible, respectful, reflective and resilient learners and citizens. Every member of our school community will have a real sense of 'Balfour Belonging' through our curriculum, community and culture.

This is demonstrated through working with our children to ensure there is quality and equality of opportunity for all so that they feel inspired, motivated and enthused by an innovative, ambitious curriculum that offers both enhancement and enrichment. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging, creative and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential. Our children are encouraged to be both positive and proud of their abilities and achievements and to feel valued and supported by all staff.

## Curriculum

At Balfour, we have worked collaboratively to create a high-quality, ambitious curriculum that is inspiring, exciting and relevant to all our children. The curriculum has been planned to enhance the children's interests and inspire them so that all the children want to engage with the learning and all children can access it. The context of the school's community and how that links to the wider world is an important consideration when planning the curriculum (see Curriculum Rationale).

### *Early Years Foundation Stage*

Children in EYFS follow the play-based Early Years Foundation Stage curriculum. As such, children can access a broad range of areas of provision- both in and out of the classroom environment. Teaching is tailored to the interests of children and is often topic-based. All practitioners in the Foundation Stage are teachers, facilitators and assessors, engaging with children in their play to move learning on. This is achieved through a combination of targeted teacher input and free-flow sessions that enable children to self-initiate learning, engaging in a variety of well planned, rich learning opportunities.

Children learn early reading and writing through Read, Write Inc (RWI) and a daily phonics session which builds on prior learning. It is differentiated according to need and highly structured. Phonic skills are reinforced through children's play and provision.

The children's early number, calculation and measuring skills are developed through a daily focused mathematics session, and with provision that reflects the pupil's current learning needs.

### *Key Stage 1 and 2*

As the children enter Key Stage 1, we aim to ensure that good practice is continued, and that the child initiated and led learning remains an important part of the curriculum at an age-appropriate level. The curriculum includes core subjects and foundation subjects that ensure statutory coverage of the National Curriculum for England. For all subjects, there are clear whole-school and year group overviews as well as knowledge and progression documents for each year group that build and develop an appropriate sequence of knowledge and key skills for each subject as they move through the school. Short-term plans are flexible and responsive. They are adapted according to children's prior understanding and are designed to build on previous learning. They are matched to the needs of individual children which enables all children to make progress in every lesson

Although children move through the curriculum at broadly the same pace, some will require support and others, greater challenge. The teacher's aim is to design learning experiences that enable as many

children as possible to master the knowledge, concepts and skills being taught and apply them confidently.

When children encounter barriers to their learning and fall behind, the teacher will first intervene and if further support is needed will discuss the pupil's needs with the Inclusion Lead. A short-term intervention may be put in place for the pupil to access, in addition to the usual core teaching. This may take place within the classroom, as part of Quality First Teaching (QFT) provision or may involve short, targeted intervention in a small group setting. Targeted interventions where children are withdrawn for short sessions during the school day will only take place where there is compelling evidence of impact.

The progress and attainment of children receiving **Pupil Premium** will be tracked and monitored closely and they will be offered access to additional learning (e.g. pre teaching) or pastoral interventions to accelerate their rate of progress regardless of their academic starting point.

Our teaching takes into account the needs of all groups of learners- boys, girls, children with SEND (Special Educational Needs and Disabilities), most able, learners with English as an Additional Language (EAL), learners with social and emotional needs, looked after children and all other specific needs in keeping with our inclusive ethos where we aim to teach in a way that considers all barriers to learning and gives them the best chance of success.

#### *All children will receive and develop:*

- A range of basic skills through the teaching of the National Curriculum.
- A curriculum that builds on multi-sensory approaches to learning and teaching.
- An education that gives children high expectations for their future.
- The stimulus of a broad and balanced curriculum that introduces new ideas and experiences to all.
- Cognitive challenge for children as well as input into how learning develops.
- Respect and consideration for theirs and others' individuality, particularly backgrounds, cultures and religions.
- The confidence that arises when achievement is recognised and valued.
- The benefits of learning and growing in a safe, friendly and respectful community.
- An education that supports the physical, emotional, moral and spiritual development of every child.
- An education that allows development and expression through a vibrant arts curriculum.
- An education that uses real experiences as a foundation for learning.
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#### *Provision in the classroom*

At Balfour Primary School, every pupil has access to Quality First Teaching through which *adaptive teaching* (matching teaching and learning to the relevant needs and abilities of children) will ensure that all children have access to a relevant and appropriate curriculum with suitable challenge. This may take the form of *extension* (providing challenges which go more *deeply* into a topic) or *enrichment* (providing other activities which run alongside the normal curriculum and go more *broadly* into specific areas of study). Teachers use a range of flexible learning and teaching strategies to pique the children's interest

and provide them with challenges, such as higher order thinking skills, questioning, researching, investigating, problem solving and independent learning. This is supported by individual target setting and appropriate grouping arrangements.

We aim to create an ethos where children feel good about achieving excellence and both achievement and effort are celebrated. Children are encouraged to become independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods. The achievements of *all* children are acknowledged through weekly celebration assemblies where all children are commended and awarded certificates throughout the year. These are for learning achievements and demonstrating the school values and rights.

## The Learning Environment

Children learn best when they feel secure and confident in their surroundings. We expect every area of the school to exemplify our whole school values and the culture of Balfour Belonging. Treating each other and our environment with respect is the starting point for developing positive relationships. This creates a culture in which every pupil has the confidence to perform at their absolute best. Children are encouraged to reach their potential, become independent in their learning and develop a positive attitude to lifelong learning.

Teachers are responsible for ensuring their classrooms are safe, caring, supportive and stimulating. Classroom displays should reflect high quality pupil's work and provide excellent stimuli and support for further learning. Teachers have received training to ensure that their classrooms are dyslexia-friendly and to ensure that all children can access the learning materials displayed in the classroom.

## Pupil Grouping

All classes are mixed ability. Teachers use a flexible approach to grouping children dependent on the intended learning objective. Tasks are matched to the individual and different groups will access guided work alongside the teacher throughout the week. These teacher-led groups will be flexible and the purpose and reason for working with the teacher will always be shared with the children.

**Pre teaching** takes place for children three times per week to enable children to 'keep up' with their learning in Maths and English. Misconceptions are identified by the teacher through live marking to identify children who require additional teaching to embed knowledge and practice in applying the taught skill.

## Provision outside the classroom

We aim to provide activities that will enrich and extend the experiences of our children. We are currently developing our 'Nature School' provision with two fully trained Forest School leaders. The aim is that every child has access to nature school at least once a week. Our curriculum is currently being adapted to make the most of learning outside of the classroom along with child, initiated/interest lead learning. We also provide a varied programme of specialist teachers, after-school clubs, visiting experts and curriculum days/weeks. Children are encouraged to set up their own lunchtime clubs based on their interests, skills and talents.







## The Teaching Policy


We believe that every pupil has the right to access good and outstanding teaching every day and we support all teaching staff through a process of coaching, mentoring and modelling to continually develop, improve and extend their skills and repertoire.

We ensure that our teaching staff understand what excellent teaching and learning looks like and what they need to do to develop outstanding practice. We know that regular access to high quality teaching will lead to good and outstanding learning for all our children regardless of their starting points. As a school, we achieve this through ensuring that our teachers use the full range of Quality First Teaching strategies.

## The Seven Stages of Learning:

At Balfour we follow Rosenshine's 10 Principles of Instruction (2010) which are based on evidence from cognitive science and classroom research. We have organised these principles into Seven Stages of Learning. Through a lesson and a unit of Teaching and Learning, each stage will be explicitly used.

Lesson Stage	Symbol	Information
Retrieval		<ul style="list-style-type: none"><li>• Assess Previous knowledge of the subject area</li><li>• Daily, weekly, monthly, review</li></ul>
Connect the Learning		<ul style="list-style-type: none"><li>• Knowledge, skills and objectives are discussed – be explicit</li><li>• Vocabulary and Spoken Language</li><li>• Connect to previous learning in the subject (or linked subject) area</li></ul>
Model the learning		<ul style="list-style-type: none"><li>• Worked examples that directly link to the objectives</li><li>• Small steps and scaffolds – adaptive teaching</li><li>• Targeted questioning</li></ul>
Guided Practice		<ul style="list-style-type: none"><li>• Attempt the learning guided by the teacher – backwards fading</li><li>• Obtain a high success rate</li><li>• Live marking</li><li>• Targeted questioning</li></ul>
Apply the Learning		<ul style="list-style-type: none"><li>• Independent practice of the learning</li><li>• Live marking</li><li>• Targeted questioning</li><li>• Check for understanding</li></ul>
Challenge		<ul style="list-style-type: none"><li>• Challenge for all children</li><li>• Live marking</li><li>• Targeted questioning</li></ul>

<b>Reflection</b>		<ul style="list-style-type: none"> <li>• Refer back to the knowledge and skills</li> <li>• Questioning to assess learning</li> <li>• Retrieval practice of the learning</li> </ul>
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We recognise that every teacher has their own style of teaching and that this should be nurtured and encouraged across the school.

At Balfour Primary School we are all teachers of SEND children. Along with the Seven Stages of Learning, teachers use class profiles as a working document to ensure tailored strategies and resource provision are used in each lesson.

### Quality assurance of Teaching and Learning

The Senior Leadership Team, Middle Leadership Team and Subject Leaders are required to monitor the effectiveness of teaching and learning through 360° monitoring: This includes

- Planning
- Classroom visits
- Children's work
- Child voice
- Children's attainment and progress outcomes
- Teacher voice

All information gathered will be used to inform the effectiveness of teaching across the school.

Feedback to staff will be timely and developmental if needed (there may not always be a developmental point). Supportive coaching will always be the default first step. If informal coaching is not successful, then a tiered approach to teacher support plans will be used.

All QA procedures are supported by SPA (School Partnership Advisor), Lead Teachers/Subject Coordinators and Executive Inco team, middle leaders and members of the Leadership Team.

CPD is matched to the School Improvement Plan and to the needs of individual/groups of staff:

- Those teachers identified as having areas of strength will be developed to support and train staff who have a strength gap in that area.
- Coaching by SLT is available to either those staff that opt in or those that have been identified as requiring improvements in their teaching.

### Home Learning

Teachers set challenging home learning in line with the school's policy and as appropriate for the age and stage of children, that consolidates learning, increases fluency in reading and mathematics, deepens understanding and prepares children very well for work to come.



## Teaching of fundamental skills and their use across the curriculum

Teachers embed reading, writing and communication and, where appropriate, mathematics, across the curriculum, equipping all children with the necessary skills to make progress. For younger children, phonics teaching is effective in enabling them to tackle unfamiliar words.

Linking the core knowledge and skills acquired through teaching in reading, writing and mathematics, to the application in cross curricular subjects is essential. Opportunities for these core areas within the National Curriculum are exploited and are explicitly planned for. The standard of writing in foundation subjects is expected to be of the same high standard as in English.

## Developing learners with high expectations and a love of learning.

We believe that a knowledge and skills-based curriculum provides the structure to enable children to learn most effectively, make connections and develop cognition.

Teachers are determined that children achieve well. They encourage children to try hard, recognise their efforts and ensure that they take pride in all aspects of their work. Teachers have consistently high expectations of all children's attitudes to learning.

We promote the challenge of learning and are explicit about developing resilience to failure. We encourage the children to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They are encouraged to make connections in their learning and draw on prior knowledge and experiences to develop, context, enrich and broaden their learning.

Children have the right to receive outstanding teaching to enable them to access outstanding learning. Our child centred approach, linked with a determination that every pupil should be given the best possible opportunities to succeed, guides all our teaching and learning. Effort is praised and the link between effort and success is made clear to children. Good quality work is expected and celebrated through display and the reward system. Positive reinforcement and developing self-belief and self-esteem are key features of the vocabulary we use with children. The learning opportunities we give promote curiosity and a love of learning and the challenge element helps children develop resilience.

We provide a range of extra-curricular activities- including those run and led by children (KS2 (Key Stage 2)) which are accessed by many children and celebrated in our Friday assemblies. Many opportunities for families to get involved in learning are planned throughout the year.

Through our Pupil Parliament (Community, Eco and Learning MPs), children have a strong voice within school and develop into confident and well-equipped lifelong learners.

## Parents as Partners

The partnership between parents, carers and school is fundamental in helping children to learn and develop as learners and responsible citizens. At Balfour Primary School we do all we can to inform parents about what and how their children are learning and guidance about how to support their child to improve.

### *We inform parents about what and how their children are learning by:*

- holding curriculum events to explain our school strategies for teaching the National Curriculum;
- holding year group meetings to explain expectations around standards in learning

- updating the website at the start of each term in which we outline the curriculum that the children will be studying during that term at school;
- sending out regular whole school communications across media platforms informing parents of important dates, activities, celebrating successes etc.
- giving detailed explanations to parents on how they can support their children with learning.
- holding parent consultation evenings which provide an opportunity to discuss progress children are making
- having each member of teaching staff available on the playground before and after school
- inviting parents to our classrooms each half term

### *The role of parents in their child's learning*

We believe that parents, as their child's primary educator, have the responsibility to support their children and the school in implementing school policies. Parents have a responsibility to:

- ensure that their child has the best attendance record possible
- ensure that their child is supported with homework activities which consolidate learning
- inform us of their child's interests and capabilities
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement
- provide support for their child's behaviour within the school and for the teacher's role
- participate in discussions with teachers concerning their child's progress and attainment.

### *The role of the child*

We give all children the responsibility to:

- participate as fully as possible in the learning opportunities and help other children to do the same
- be organised by bringing necessary kit, taking letters home promptly, returning reading books regularly, working hard and to try their best
- behave appropriately in school according to the school's values and rights
- talk at home about what they have learnt at school
- take good care of the school environment
- complete home learning regularly and bring it back to school
- tell the teacher, TA or an adult at home if they find any aspect of school difficult.

### *Celebrating diversity and showing respect*

Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide them with a comprehensive understanding of people and communities beyond their immediate experience.

All members of staff expect children to show respect to each other and to adults they encounter. They are quick to challenge any behaviour that does not meet the high standards of the school. **(See our Behaviour Policy)**

Our assemblies each term are based on our school values and the rights of the child that the staff and children explore together. This encourages children to think deeply and provides opportunities to develop pupils' knowledge and understanding of global issues and dimensions.

Through our personal development and subject curriculums, we intertwine the education of social responsibility. The curriculum covers seven strands of learning:

- Ethical Trading
- Fulfilled Lives
- Ecosystems
- Climate Change
- Water Scarcity
- Biodiversity
- Finite Planet

#### Other related policies

- Home Learning Policy
- Feedback for Learning Policy
- SEND Policy
- Equalities Policy
- Curriculum Intent

## Appendix 1: 10 approaches to Develop, Stretch and Challenge

1. Learning objectives - sharing challenging learning objectives with Children so they have a clear understanding of their learning journey and how they will progress through it.
2. Independence and resilience – increasing Children’ ability to work for increasingly extended periods of time without support from the teacher.
3. Questioning and discussion – developing Children’ questioning and participating in group discussion to improve the quality of their thinking.
4. Choice of task – offering a range of tasks with different levels of challenge so all students, regardless of their starting point can accelerate their learning.
5. Resources – creating a range of resources to support Children in accessing a challenging task but deciding when it is most appropriate to allow Children to use them.
6. Grouping – identifying how Children should be grouped together and to ensure they are appropriately challenged and can make an effective contribution.
7. Feedback – framing feedback so that Children have to take responsibility for improving their own learning and closing their learning gaps.
8. Academic language – increasing the language demands you place on the Children by explicitly teaching them academic vocabulary that they can use verbally and in writing.
9. Homework – creating a bank of homework challenge tasks that enable Children to extend their learning outside of class time.
10. Teaching assistants – collaborating with TAs to ensure all Children can access the learning and support Children to challenge themselves.

## Appendix 2: Concepts to Support Teaching and Learning at Balfour

### Principles of instruction

A simple model for how memory works is based on the concept of building schemata in our long-term memory.

Conceptual information initially enters from the environment into our working memory. Working memory is finite and rather small, so we can only absorb a limited amount of information at once. We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed. We organise information into schemata. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. If a schema contains incorrect information – a misconception or an incomplete model of how a process works – we cannot simply overwrite it. A more primitive schema can return to dominate unless we unpick and fully re-learn a correct schema. We forget information that we do not initially store successfully in a meaningful schema or that we do not retrieve frequently enough. Our capacity to retrieve information improves if we practise doing this more often and do so in more depth. We need to gain as much feedback as we can from our children, helping us gauge how well the learning is going so that we can then plan the next steps in our teaching.

### 1. Sequencing concepts and modelling

Instructional procedures include:

- Present new material in small steps with pupil practice after each step.
- Limit the amount of material children receive at one time.
- Give clear and detailed instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanations.
- Provide many examples.
- Re-teach material when necessary.

#### Present new material using small steps:

Break down concepts and procedures into small steps, providing well-structured support.

Analyse the curriculum material to see how it can be broken down.

Have a clear understanding of what the learning steps might look like.

Move from the big picture of a subject down to a detailed area of focus and back again. Zoom out to orientate the children and then zoom in, even further, step by step.

#### Provide models:

**Physical representations** of completed tasks – use exemplars as scaffolds.

**Conceptual models** – such as the one we need to form to understand the behaviour of particles in solids, liquids and gases.

**Explicit narration of our thought processes** when thinking through how to solve problems or undertake a creative activity.

**Link abstract ideas to concrete examples** – this includes the use of physical manipulatives – blocks and shapes – when learning about numbers and fractions.

**Link abstract knowledge to experimental ‘tacit’ knowledge** – experimental, hands-on activities after, not before, the basic material is learned.

**Organise the information** into secure, well-structured schemata (compare, contrast, categorise).

**Worked examples** – gradually reduce the level of completion, leaving children to finish problems off and ultimately do them by themselves.

[Provide scaffolds for difficult tasks:](#)

The key is that scaffolds are temporary; they support the development of a cognitive process but are withdrawn so that children do not become reliant on them. This is the form of guided practice as a precursor to independent practice. They are the stabilisers for learning.

**Writing frames** are used to teach children how to organise their ideas. However, if overused, there is the risk that work will become very formulaic, so children need to be weaned off them as they reach higher levels.

**Exemplars** are a useful form of scaffolding. Written success criteria can feel rather dense and difficult to interpret whereas the differences between exemplars of s=different standards can be much easier to understand.

**Strategic thinking** is the power to make the decision to undertake the labelling of diagrams by themselves.

**Anticipate errors and misconceptions** and explicitly challenge the misconceptions. Highlight potential pitfalls and support children in checking their own work.

## 2. Questioning

Effective questioning lies at the heart of great instructional teaching. Instructional procedures include:

- Ask a large number of questions and check for understanding.
- Ask children to explain what they have learned.
- Check the response of all children.
- Provide systematic feedback and corrections.

[Ask questions:](#)

We should be constantly wondering “How is it going? How well have I explained this? Are they making sense?”.

Ask more questions, involving more children, probing in more depth and taking more time to explain, clarify and check for understanding. Ask children to explain the process they have used and to narrate their thinking.

**Cold calling** – no hands up! Select children based on your knowledge of the class.

**No opt out** – if a pupil does not know the answer or gets it wrong, move to other children but then go back to those children who made errors or could not answer, giving them a chance to now say the right answer.

**Say it again, better** – when children offer short, half-formed or partially right incorrect answers, say, “Thanks, that is great. Now let us say it again better.”

**Think, pair, share** – give the class a time-cued task, get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold-calling questioning, asking them to report back.

**Whole-class response** – use mini whiteboards.

**Probing** – ask each pupil three/four/five questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success. For example, “That is interesting, what makes you say that? Is there a different way to say the same thing? Can you explain how you worked that out?”.

[Check for pupil understanding:](#)

If we are going to be sure all children have formed secure understanding, we should not assume that knowledge aired and shared in the public space of the classroom has been absorbed and learned by the individual. It is necessary to check for understanding from children to determine whether they understood what you meant. Do they now have the level of understanding you're aiming at?

A silent self-checking process is powerful, but we might also get the class to explain to each other in pairs. This helps engage everyone. You can then sample the class to check the understanding of individuals. Ask the children to run through their whole explanation to determine the accuracy of the schema, not just a small part of it.

Instead of “Have you understood?”, you should ask “Can you tell me what you have understood?”. Check for understanding with smaller amounts of material, to support children in forming stronger, more reliable schemata. Construct a definitive answer following a class discussion or predetermine what a good answer should contain.

### 3. Reviewing material

Unless we review what we have learned, our memory of that information diminishes: we remember fewer details, fewer connections and find it harder to retrieve what we have previously learned.

Instructional procedures include:

- Begin a lesson with a short preview of previous learning.
- Re-teach material when necessary.

### Daily review

The significance of daily review is that it allows children to re-activate recently acquired knowledge, reducing cognitive load at the beginning of the lesson that is designed to build on this knowledge. It is also important for prior learning to be active in our working memory if we are going to add more layers of complexity to it.

An example could be to use multiple choice questions which everyone is required to answer independently, justifying their choice of correct response but all the incorrect responses.

A daily review routine can serve the purpose of checking in to see that, with some time having passed, children have secured the knowledge required in their memory in good enough shape to go build on it further.

### Weekly and monthly review

One main purpose of weekly and monthly review is to ensure that previously learned material is not forgotten – to attenuate the natural rate of forgetting. It is also to ensure that, through frequent revisiting of a range of material, children can form ever more well-connected networks of ideas – more extensive schemata.

When children have more fluent recall of basic facts, they have more space in working memory to attend to applying the knowledge to explain deeper questions.

Another form of retrieval practice is utilising the memory-building power of narrative structures. For example, “How does this happen? Why did that happen?” (Tell the story).

To make daily, weekly and monthly review part of an effective and sustainable routine, the following principles should apply:

- **Involve everyone** – involve all children when checking their knowledge.
- **Make checking accurate and easy** – involve children testing their knowledge and then checking their work for accuracy and completeness.
- **Specify the knowledge** – it is better if children know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.
- **Keep it generative** – this means removing cue-cards, prompts, scaffolds and cheat-sheets; make children think for themselves.
- **Vary the diet** – mix up the use of teacher-led, self-quizzing, written and verbal quizzing, self-explanation, ‘telling the story’, multiple-choice and open-response tests, rehearsing, explanations, summarising, creating knowledge maps, demonstration and performance of learned techniques, routines and procedures.
- **Make it time efficient** – a good technique can be used repeatedly in an efficient manner without dominating the lesson.
- **Make it workload efficient** – the best methods do not involve the teacher checking the children’s answers, creating unsustainable workload.



## 4. Stages of practice

Nobody ever excels at anything without lots of practice. Instructional procedures include:

- Provide a high level of practice for all children.
- Guide children as they begin to practice.
- Prepare children for independent practice.
- Monitor children when they begin independent practice.

### Guide pupil practice

Guided practice is typically where learning activities involve thorough explanations, high-frequency, short-answer questions or simple tasks where the teacher and children are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain. With insufficient early practice or guidance, children often flounder with subsequent independent tasks.

As well as the more obvious method of setting exercise with multiple questions of the same type, other methods, for example, choral repetition and quick-fire questioning can achieve high-frequency repetition.

The trick is to break down tasks, so that repeated practice of smaller steps can be achieved before they are assimilated into more complex tasks.

### Obtain a high success rate

Studies show that more effective teachers set questions and tasks with sufficient practice to engineer a high success rate – with an optimal level around 80% success. If children are getting too much wrong, then they are effectively practising making errors! The idea is that at 80% most of what children are doing is reinforcing error-free, secure learning, improving fluency and confidence. This then provides a stronger platform for subsequent learning. It is important that children are challenged; that they have learning goals that are ahead of them. It is a well-established growth mindset research that, in order to succeed, children need to approach a challenge with a positive attitude, understanding how to learn from mistakes and not to be afraid of making them. This is how we reach high levels of achievement: we stretch beyond our current capabilities, working hard at a strategy until it yields success or changing strategy to find another path to success.

We need to continually evaluate the success rate of our children. If their success rate is low, we may need to go back: to re-teach, re-explain, re-model; to return to more secure ground and build back up again, trying different approaches. We then need to give children more guided practice with a strategy that allows them to reach the nominal 80% threshold. Nothing new, just more practice. If their success rate is much higher than 80%, it suggests they are ready for more challenge. We need to add levels of depth in the knowledge requirements in the task, to set more difficult problems, to require deeper explanations, to remove some of the scaffolds and supports.

As you reach the conclusion of a topic, you might well expect children to be getting closer to 100% right on a knowledge test.

### Independent practice

It is important for the material that children practise is the same during independent practice as during guided practice in order for the appropriate level of success to be secured. During independent practice, success rates need to be as high as possible, especially if the teacher is not present to provide corrective feedback.

The basic flow of a learning experience is:

- Teacher explains.
- Teacher models.
- Teacher checks for understanding.
- Children engage in guided practice with scaffolding as needed.
- Scaffolding and support are gradually withdrawn.
- Pupil engages in independent practice.
- Pupil becomes fluent.

It is vital that children are given ample opportunities to perform tasks by themselves. An essential feature of independent practice is that children draw on their own resources. This is where they have to rely on recall from memory, building fluency through repeatedly engaging in processes that reinforce connections and retrieval pathways, generating their own feedback and setting their own goals for improvement. The teacher's role is to provide children with the tools they need to do this, including teaching them explicit strategies for checking their own work against a set of standards in a form they can understand, using exemplars, mark schemes and so on.

### Appendix 3: Non- Negotiables of Writing

<b><u>Year R</u></b>	<ul style="list-style-type: none"> <li>• Say your sentence aloud</li> <li>• Use a phonics or sound mat</li> <li>• Use finger-spaces</li> <li>• Put a full stop at the end</li> <li>• Read it back</li> </ul>
<b><u>Year 1</u></b>	<ul style="list-style-type: none"> <li>• Say your sentence aloud</li> <li>• Use capital letters at the start</li> <li>• Use a phonics or sound mat</li> <li>• Use finger-spaces</li> <li>• Put a full stop at the end</li> <li>• Read it back</li> </ul>
<b><u>Year 2</u></b>	<ul style="list-style-type: none"> <li>• Use capital letters at the start</li> <li>• Use a phonics, sound or spellings mat</li> <li>• Use finger-spaces</li> <li>• Put a full stop, ! or ? at the end</li> <li>• Read it back</li> </ul>
<b><u>Year 3</u></b>	<ul style="list-style-type: none"> <li>• Use capital letters at the start of a sentence</li> <li>• Use capital letters for names of people, countries and cities</li> <li>• Put a full stop, ! or ? at the end of your sentence</li> <li>• Read it back to check it makes sense and is a full sentence.</li> </ul>
<b><u>Year 4</u></b>	<ul style="list-style-type: none"> <li>• Have every sentence starting with a capital letter</li> <li>• Have capital letters for names of people or places: Salim, France</li> <li>• Have every sentence end with a full stop, exclamation mark or question mark: . ! ?</li> <li>• Be written in paragraphs: new place? New time? New idea? = New paragraph!</li> </ul>
<b><u>Year 5</u></b>	<ul style="list-style-type: none"> <li>• Have every sentence starting with a capital letter</li> <li>• Have capital letters for names of people or places: Salim, France</li> <li>• Have every sentence end with a full stop, exclamation mark or question mark: . ! ?</li> <li>• Be written in paragraphs: new place? New time? New idea? = New paragraph!</li> <li>• Have a comma after a fronted adverbial: Suddenly, everything went dark.</li> </ul>
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>• Have every sentence and names of people or places starting with a capital letter</li> <li>• Have every sentence end with a full stop, exclamation mark or question mark: . ! ?</li> <li>• Be written in paragraphs: new place? New time? New idea? = New paragraph!</li> <li>• Have a comma after a fronted adverbial: Suddenly, everything went dark.</li> <li>• Have commas in lists: I went to the beach and I bought an ice-cream, bucket, spade and flippers from a shop there.</li> <li>• Have commas in relative clauses: Alan, who had magical powers, was trying to turn a frog into a small castle.</li> </ul>

### Appendix 3: Classroom Checklist

The environment in which children learn contributes greatly to their engagement and attitude towards their learning. They are affected not only by the physical environment which surrounds them, but also the expectations and attitudes being promoted through the school ethos. The main focus for classroom displays is pupil's learning and should be planned for as part of the curriculum planning process.

The purpose of the checklist and of classroom display is to provide a visually rich and stimulating environment which:

- Celebrates and values the work of all children; promoting self-esteem and encouraging them to value their own work and the work of others
- Reinforces school values, policies and our commitment to spiritual, moral, social and cultural development
- Arouses curiosity
- Reflects and interacts with topics being taught and stimulates critical thinking and questioning
- Provides information to support, consolidate and extend learning
- Informs all who visit the school of some of the work children are engaged in
- Develops the skills needed for presentation
- Displays relevant artefacts that stimulate pupil's work
- Raises aspirations
- Uses images and content that reflect the rich diversity of our school and wider community, seeking to challenge stereotypes and in so doing raise aspirations for all.

<b>GENERAL</b>	
Growth Climate Learning Tree	
House Point posters – included in B4L policy	
Values banner	
Safeguarding poster	
Fire exit posters	
Resource labels in Communicate in Print	
Text in HFW pre cursive or cursive (except key vocabulary or word mats which should be in Dyslexia friendly font with Communicate in Print images)	

<b>LEARNING</b>	
English Working Wall – LOs showing learning journey, key vocab and children’s work	
Maths Working Wall – please see working wall information sheet	
Science Working Wall – including enquiry vocab, key vocab and photos	
Topic Working Wall – specifying History or Geography. LOs showing learning journey, key vocab and children’s work	
Diverse texts linked to topic running alongside displays	
History timeline	
PSHE Working Wall (if space)	
KS2: Italian/French Working Wall	
KS1: Phonics and spelling wall (showing cumulative learnt sounds, spellings and words – that week’s sound, spelling rule and word shown separately near board)	
KS1 and lower KS2: Balfour phonics posters displayed, sound mats, high frequency and common exception word mats on every table	
KS2: Spelling and handwriting display (showing focus spelling rule and handwriting join alongside general resources)	
Upper KS2: High frequency and common exception word mats available	

## Appendix 3: Roles and Responsibilities

### Each class teacher is responsible for:

- providing an active, creative curriculum with the opportunity for independent thinking and recording this on their planning, including ensuring Key Questions are designed to develop higher level thinking
- setting the **highest expectations** for progress for all children, relative to their unique starting points and learning trajectories
- exploring with the children their learning, next steps and success criteria – ensuring the children critically reflect on what they have learned, what they could change/improve and how they will know they have been successful
- encouraging children to take risks, play with ideas and see setbacks/unexpected outcomes as beneficial learning experiences
- displaying examples of particularly good work, including work in progress, that have been annotated to show learners what makes it good
- nurturing children both academically and socially/emotionally
- supporting children to set **ambitious** targets for next steps in learning
- monitoring the achievement of all children
- providing effective feedback that leads to enhanced learning both verbally and through deep marking (as relevant)
- liaising with parents/carers, engaging their support for their children's learning at home
- informing, managing and support staff
- provide problem solving and investigation to develop reasoning, questioning and thinking skills
- identify appropriate objectives and have explicit challenging activities identified in planning across the curriculum
- encourage all children to become independent learners and discerning questioners by:
  - carrying out unaided tasks that stretch their capabilities
  - organising their own work
  - making choices about their work
  - developing the ability to evaluate their own work and so become self-critical
- analyse attainment data, including performance criteria in PE and the creative arts in order to identify those children who have potential to reach high levels of performance in these areas
- establish what children have done previously to build on and develop knowledge and skills as part of a connected schema
- provide challenges through high quality tasks for enrichment and extension
- differentiate appropriately and plan work so that there is extension material for children in all curriculum areas
- ensure that pupil's achievement match their potential ability, taking into account the schools' performance data as well as information from pupil tracking systems

### Subject coordinators are responsible for:

- curriculum statements, progression documents and policies in their subject area including how all children are challenged within an ambitious curriculum.

- monitoring provision for all children in consultation with the class teacher and Stretch and Challenge Group/Lead.