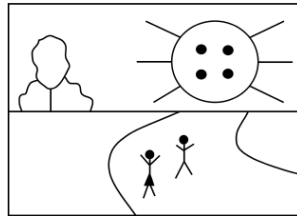


Button Lane Primary School



Teaching & Learning Policy

(Standards File)

Reviewed by governing body on 9 May 2024	Next Review date May 2026
Signed by Chair of Governors L Dyson	Signed by Headteacher E Roberts
Written By K Bradbury	Presented to Standards Committee

Button Lane Primary School

Teaching and Learning Policy

Overview

This policy gives guidance to staff on Teaching and Learning and should be read alongside the Assessment, Marking and Feedback Policy.

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Objectives

- Create an ethos that embeds our core values of resilience, empowerment, self-belief, pride, equality, community and thriving (RESPECT);
- Ensure equality of opportunity that enables every child to develop socially, emotionally, creatively, academically and physically in an environment where they are all valued as individuals;
- Develop a culture where collaboration is key to building learning behaviours that include independence, perseverance, resilience, questioning, confidence to have a go without fear, and the understanding that mistakes are a part of the learning process;
- Inspire excellence by developing a love of learning through support, challenge and enquiry. At Button Lane, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

Principles of Effective Teaching and Learning

Learning is the purpose of the whole school and is a shared commitment. At Button Lane School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- Ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- Provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;

- Encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- Develop children's confidence and capacity to learn and work independently and collaboratively;
- Develop enduring values of resilience, empowerment, self-belief, pride, equality, respecting our community and aspirations to thrive (RESPECT);
- Encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- Encourage children to value the diversity in our society and the environment in which they live;
- Encourage children to become active and responsible citizens, contributing positively to the community and society.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- Esteeming children as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviours and work;
- Working as a team, supporting and encouraging one another.

Teachers and Support Staff will endeavour to:

- Provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognise and be aware of the needs of each individual child;
- Ensure that learning is progressive and continuous;
- Be good role models;
- Keep up-to-date with educational issues;
- Provide clear information on school procedures and pupil progress;
- Have a positive attitude to change and the development of their own expertise;
- Establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health;
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- Providing support for the discipline within the school and for the teacher's role;
- Supporting the work of educational targets and the implementation of any support programme;
- Participating in discussions concerning their child's progress and attainment;
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- Support the school's homework policy and give due importance to any homework;
- Ensuring that all contact addresses and telephone numbers are up to date and correct;
- Allowing their child to become increasingly independent as they progress throughout the school;
- Informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- Being ready to learn;
- Being respectful to our school community and environment;
- Being safe within our school environment;

Curriculum Intent

At Button Lane Primary School, we respect and value all pupils and are committed to ensuring that children have the best start to their education by teaching a curriculum that is rich and deep in knowledge and develops skills that supports pupils to develop a self-belief that will equip them for their future lives.

Excellent pastoral provision underpins the success of our curriculum. Through a collective layered approach, it ensures that all children develop a strength of character and resilience to promote positive physical and mental health. We value the use of the outdoors in our curriculum to enrich and enhance learning experiences.

Through a carefully planned and sequenced curriculum, we aim to broaden the children's knowledge and experiences by opening up the world around them and helping them to realise the opportunities it holds. Our curriculum is driven by a mastery approach where we focus on children being able to retain information and make links across the curriculum. Children are encouraged to take pride in all that they do.

Learning is deep and meaningful and empowers children to be confident and aspirational, whilst building their cultural capital. We expect pupils to always strive to

be the best that they can be. Our curriculum is motivational and accessible to all, enabling children to learn, thrive and achieve in all areas of life.

We celebrate and welcome equality within our school and our curriculum recognises that children are part of a local and a larger global community where they have a social responsibility to become good citizens in the world that they live in. Our pupils understand the rights they have as a child and will demonstrate empathy in supporting and respecting the rights of others. In turn, they are confident to express their own opinions to bring about a positive change in our community.

Subject leaders

Subject leaders work alongside and are supported by the Senior Leadership Team to fulfil their role. This includes:

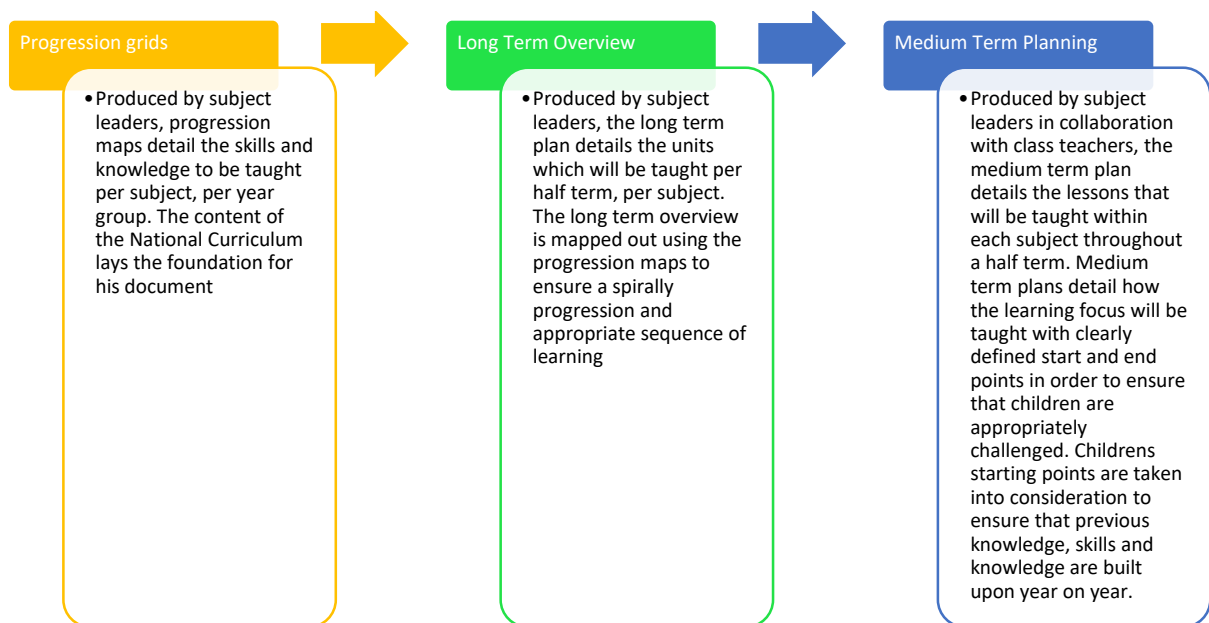
- Developing subject policies and the production of schemes of work designed to ensure progression and continuity in their subject throughout school;
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- Monitoring progress in their subjects alongside SLT;
- Taking responsibility for the purchase and organisation of central resources for their subjects;
- Using release time to support the development of their subjects and colleagues;
- Keeping up-to-date through reading and attending relevant courses.

Planning

The foundation for curricular development is the School Development Plan, developed through a process of collaboration between staff, and approved by governors. We are committed to following the programmes of study as required by the National Curriculum. Each subject has a clear progression of learning across school, with each topic and the objectives mapped out clearly against the National Curriculum. Subject leaders have worked in conjunction with class teachers to ensure a spiralling progression across school.

Planning takes the form of:

- Whole school overview;
- Year group long term overviews;
- Medium term and unit plans;
- Weekly plans.



Reading

Reading is taught systematically across all phases. Phonics is delivered using Little Wandle, with EYFS and KS1 following the structured Little Wandle program. In Years 3 and 4 (with Year 4 continuing until the spring term), the Little Wandle Fluency Program is used to consolidate reading skills, while Years 5 and 6 (and Year 4 from spring) follow Pathways to Reading to develop comprehension and fluency.

Writing

Writing is taught through a combination of Grammar, Punctuation, and Spelling instruction using Grammarsaurus in the Autumn term, followed by booked-based units that teach grammar in context across fiction and non-fiction texts each half term. Units are mapped across the school to build on skills from previous years, creating a spiralling progression that develops writing competence over time.

Mathematics

Mathematics is taught through a mastery curriculum, supported by White Rose materials to ensure progression, fluency, reasoning, and problem-solving skills in line with the national curriculum.

Knowledge Organisers

Knowledge Organisers are used to provide transparency within the curriculum. They are used to provide an overview of prior knowledge and to track knowledge, skills and understanding of concepts which are regularly re-visited in the form of a variety of retrieval activities to ensure learning is committed to the long-term memory. Knowledge Organisers are used in History, Geography and Science, both in the classroom and at home.

Timetabling

The organisation of the timetable is flexible, in order to reflect the differing needs of each year group and their curriculum. See our EYFS policy for information on how our early years curriculum is delivered.

From Year 1 – 6, English and Maths are taught daily; PE is taught twice a week; Science, Spanish, Music, RE Computing and PSHE on a weekly basis; All other subjects (Art, DT, Geography, History) are taught weekly across 3 half terms per year.

This may, at times result in the 'blocking' of some subjects.

Taught Daily	Taught Weekly	Alternated Half Termly
English Reading Mathematics Mastery Mathematics (3x per week) Phonics	Science PE x 2 hours Spanish Music Religious Education Computing	Art Design Technology History Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History Art	Geography DT	History Art	Geography DT	Geography DT	History Art
Year 2	Geography DT	History Art	Geography DT	History Art	History Art	Geography DT
Year 3	History Art	Geography DT	History Art	Geography DT	History Art	Geography DT
Year 4	Geography DT	History Art	Geography DT	History Art	Geography DT	History Art
Year 5	History Art	Geography DT	History Art	Geography DT	History Art	Geography DT
Year 6	Geography DT	History Art	Geography DT	History Art	Geography DT	History Art

The Physical Environment

We recognise the role of the environment in promoting positive attitudes to and supporting learning. We aim to provide a learning environment that:

- Is rich in language;
- Is rich in number;
- Is well ordered and organised;
- Conveys high levels of expectation;
- Is consistent between classes;
- Promotes an atmosphere of mutual respect;
- Promotes independence and appropriate ways of working;
- Is bright, colourful and stimulating to the senses;
- Has a variety of displays covering the breadth of the curriculum;
- Has displays which are interactive, record celebrations, set standards of presentation and reflect children's work and interests;

- Is secure and safe.

Display

Our learning environments, both inside and outside, seek to deepen learning and support our children as independent learners. Displays in the classrooms and corridors take the form of working walls as well as celebrating the work of the children. We use display to support, reinforce and celebrate learning. Our displays aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

The classrooms are organised to facilitate learning and the development of independence:

Resources	• Resources are easily accessible and clearly labelled; • Where applicable, areas for imaginative play change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner; • Pupils are involved in the maintenance and care of all equipment and resources.
Reading	• Book corners are comfortable, attractive and stimulate a love of reading; • Reading Gems are displayed to support whole class reading • Key vocabulary from the studied text is displayed to support understanding and application • Class Novels are displayed on classroom doors
Writing	• Working walls reflect and support learning in the current learning journeys • English working walls are used to support the learning within a current unit of work. They are live and are updated as the unit of work progresses. They include: ✓ Purpose, form and audience ✓ Clear outcome for the learning journey ✓ Stepping stones to achieve the outcome ✓ Success criteria ✓ Relevant vocabulary and terminology ✓ Modelled examples ✓ Examples of WAGOLLS and WAGONS where appropriate • Always success criteria to reinforce the expectations of any writing lesson
Mathematics	• Mathematics working walls are used to support the learning within a current unit of work. They are live and updated regularly and are referred to within a unit of work. They include: ✓ useful vocabulary ✓ possible strategies to be used ✓ exemplars ✓ number lines ✓ times tables and number facts where applicable • Key Mathematical vocabulary, number facts (e.g. number bonds, times tables) and resources to support learning (e.g. 100 square, place value charts) • Always success criteria to reinforce the expectations of any Mathematics lesson
Science	• Science display reflecting the topic being taught. This may be in the form of a working wall and should include: ✓ Key Vocabulary ✓ Learning taking place ✓ Evidence of working Scientifically
The Wider Curriculum	• Key Vocabulary • Subject working walls where appropriate
Behaviour for learning	• The School Rules 'Be Ready, Be Respectful and Be Safe' will be displayed and referred to throughout the day • Vision and schools core values (RESPECT) • Posters to support behaviour for learning attitudes
Rights Respecting	• Class Charters are updated regularly reflecting chosen articles

Rosenshine Principles of Instruction

We teach using the principles of Rosenshine within all lessons and across the whole school. This enables us to deliver effective lessons for all pupils. (See Appendix 1).

At Button Lane we define learning as a lasting change in long-term memory. (See Appendix 1.1) To learn something, pupils must transfer information from their working memory (where it is consciously processed) to their long-term memory (where it can be stored and later retrieved). We think of long-term memory as a store of knowledge that changes and grows as pupils learn and as they integrate new ideas with their existing knowledge.

As Kirschner et al put it: “if nothing has changed in long-term memory, nothing has been learned”.

Step 1: Reviewing Material

Daily, Weekly, Monthly Review

We begin all lessons with the essential first step of Rosenshine, to review prior learning, and this allows each child to successfully re-visit and re-address the learning that has already occurred and to understand its application to current and new learning. Reviews can also take place throughout the half term. This can take the form of low stakes quizzes, think, pair, share, class discussion, true or false statements, multiple choice quizzes and additional strategies to review learning.

End of unit reviews

We complete each foundation subject with a review of the key knowledge as highlighted in long term planning and progression grids. Reviews are marked as a class with a focus on any misconceptions. Misconceptions are highlighted and feed into subject leader action planning and interventions.

Step 2: Questioning

Questioning is used by adults and children to support and challenge, encourage deeper thinking and to check for understanding. Questions are used to assess children’s starting points, to deepen understanding and to check children’s progress. We ask more questions, to more children, in depth.

Types of Questions

- Closed questions that prompt a simple response, such as yes, no, or a short answer. These are quick and easy to respond to and are useful for challenging pupils’ memory and recalling facts;
- Open questions are those that require a deeper level of thinking and often prompt a lengthier response. They ask children to think and reflect, provide opinions and feelings, and take control of the conversation. Open questions enrich the learning experience by encouraging individual thinking. They also provide the opportunity to check children’s understanding and knowledge, and assess their ability to apply this knowledge.

Effective Questioning Strategies Used:

See Appendix 3

- Checking for understanding – what have you understood?
- No Opt out – to allow children to feel safe in offering answers and to avoid ‘opting out’ / ‘I don’t know’ responses
- Think Pair Share - We get the children to work effectively in pairs as a means of involving all children and generating more material to be used in discussions.
- Cold Calling – is employed at our school to facilitate a ‘no hands up’ approach and engage pupils in a pupil-teacher dialogue
- Say it Again Better – to provide children with a second opportunity to respond to questions in more depth.
- Probing questions – to ask each child multiple responsive questions to explore their knowledge and level of understanding.
- Whole Class Response – to get a response from every child in the class at the same time, to provide feedback about the success of teaching and learning.

We encourage children to ask their own questions to enable adults to ascertain their understanding; it also allows children to apply their learning, as well as to find out more information.

Using effective questioning:

- Encourages children to engage with their work and each other;
- Helps children to think out loud;
- Facilitates learning through active discussion;
- Empowers children to feel confident about their ideas;
- Improves speaking and listening skills;
- Builds critical thinking skills;
- Teaches respect for other people’s opinions;
- Helps children to clarify their understanding;
- Motivates children and develops an interest in a topic;
- Allows teachers to check children’s understanding.

Step 3: Sequencing, Concepts and Modelling

Sequencing

We have a large focus on small step learning which creates a level of familiarity and gives the time for misconceptions to be addressed. Teaching and learning is broken down into small steps, with practice at each stage.

Models

We provide many worked examples and models to reduce cognitive load.

Scaffolding

Cognitive supports are provided to support the acquisition of new learning. Scaffolding is a powerful aid to new learning and confidence building. Gradually scaffolds are reduced and withdrawn when new knowledge becomes secure

Step 4: Stages of Practice

Guide Pupil Practice – Obtain a High Success Rate – Independent Application

Teachers support and observe initial practice to ensure that misconceptions are addressed quickly. We provide close supervision and immediate verbal feedback. In questioning and practice we obtain a high success rate of around 80% to ensure that learning isn't too easy or difficult and children remain in the zones of proximal development.

Independent application time is integrated into the teaching and learning structure to make time for pupils to complete things they have been taught, by themselves.

'Students need extensive, successful, independent practice in order for skills and knowledge to become automatic'

SEND

Button Lane Primary School follows The graduated approach (as recommended by the SEND Code of Practice) meaning different teaching approaches are tried and reviewed. If pupils do not respond sufficiently to differentiation through the graduated approach, then they are identified as having a special educational need. High quality teaching is differentiated for individual pupils, this could take the form of grouping, 1:1 work, teaching style, content of the lesson, etc. This could be in a 1:1 or small group or whole class situations as individuals within groupings will still have different needs. Further detailed information can be found in the SEND policy.

Adaptations

So that we always have the highest possible expectations of individuals and provide the appropriate pitch and challenge for all, teachers make adaptations to the lessons according to individual needs. This differentiation may be through:

- Pre/Post Teaching
- Scaffolding
- Pace of learning;
- Small group input,
- Content and relevance;
- Resources;
- Extension and deepening of learning;
- Teacher/ TA support;
- Mixed ability groups;
- Implementing ILPs to support children identified as having a Special Educational Need (See SEND Policy)

Teaching and Learning Styles

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners using auditory, kinaesthetic and visual stimuli. A wide range of resources, including those available on interactive whiteboards, are available. We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, Talk for Writing, music, drama, ICT, art, investigation and problem solving, research and creative activities. Throughout the day, pupils engage in whole-class work, group work, paired work and independent work. We aim for each session to include visual, auditory and kinaesthetic activities

Curriculum Impact

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills that they can use and recall with fluency:

We measure this through a variety of ways:

- Triangulation of a range of information. Senior, Middle and Subject leadership monitor individual subjects with Governors. This is completed through a range of mechanisms, reviewing learning, monitoring, evaluating pupil voice, looking at pupils books, parental feedback, Governor monitoring, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development.
- Attainment and progress from National and Standardised tests and summative assessments across school combined with ongoing formative assessment. Pupil progress meetings ensure early intervention to close any gaps in learning.
- Progress from start to end points and the knowledge and understanding the children retain over time, leading to the standards that the children achieve by the end of each year. This is measured through purposeful subject assessment through a variety of forms, tailored to each subject. (Knowledge Organiser assessment tasks, weekly and termly reviews, observation, pupil conversations, moderation, in school attainment tracking)
- The quality of work, progression of skills, depth of knowledge and understanding presented in children's books, displays and learning journeys
- The development of character virtues, ensuring that children become flourishing global citizens of the future making a positive contribution to society.
- Attendance data
- Behaviour logs

Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, to help provide on- the-spot support and challenge, and to inform future planning. Assessment also helps us to recognise, celebrate and build on success.

Summative Assessment

Summative assessment takes place three times a year, in the second half of each term. We use NFER testing materials in Reading, Mathematics and Spelling, Punctuation and Grammar. STAR reading assessments are completed in Reading weekly to support judgements and progression through ZPD levels. Alongside, teacher assessment, these tests support judgements made at the end of each term and are used as a discussion point during Pupil Progress Meetings.

Writing is assessed through teacher assessment termly, both in school and across the local cluster of schools.

Regular Pupil Progress meetings take place between the class teacher and the Head Teacher, DHT SENDCo and SLT, to ascertain strategies and any possible interventions that may be required for particular children to make the level of expected progress required. We measure progress in two ways, the percentage of pupils achieving expected or above and based on individual pupils starting points from the last national data entry point.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics is tested, through the Phonics Screening Check, in Year 1 and re-tested where necessary in Year 2. Times tables are assessed, through the Multiplication Times Tables Check, at the end of year 4. (Assessment Cycle: See Appendix 3)

Formative Assessment

Formative assessment is used within and across daily lessons to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned, what their gaps in learning are, and what therefore should be the next steps in their learning. Feedback of and from the children plays a crucial role in Assessment for Learning and responsive teaching. Engineering effective classroom discussions, activities and learning tasks prompt evidence of learning. Involving children in identifying their own and each other's progress and next steps helps them to become reflective and independent learners, and helps them to self-regulate and become responsible for their own learning.

Principles of Good Formative Assessment

Detailed in Appendix 4

- Positive classroom ethos
- Pupil generated learning objectives
- Pupil generated success criteria
- Regulating Learning
- Rich Questioning
- Effective Marking and Feedback
- Peer and Self-Assessment
- Pre and Post Teaching

Assessment in the Foundation Subjects

Assessment is used as a tool to inform our teaching and learning, assess whether key knowledge has been retained and to measure the impact of the curriculum we have created. Each subject leader has identified the 'sticky knowledge' for each subject area that will support them as they progress throughout school.

We vary our approach to assessment to ensure it is tailored towards each subject so that it is purposeful and meaningful at key points across the year.

Subject	How we assess
History, Geography, Science, Religious Education	• Low stake end of unit reviews to assess key knowledge and end points of a unit to enable misconceptions to be highlighted and targeted early. Data from reviews is reported back to subject leaders and used to inform subject leader action plans and future planning. • Formative assessment strategies • Moderation within school • An end of unit outcome • Pupil Voice • Conversations between subject leaders and class teachers take place to ensure that standards across the curriculum are monitored and reported annually to staff, parent's and governors.
Art and Design, Design and Technology	As above plus: • Photo and video evidence to measure against key knowledge. • Art sketchbooks are progressive and continued to be worked in across school
Music, Spanish, Physical Education	• Photo and video evidence to measure against key knowledge. • Formative assessment strategies • An end of unit outcome • Pupil Voice • Conversations between subject leaders and class teachers take place to ensure that standards across the curriculum are monitored and reported annually to staff, parent's and governors.

Marking and Feedback

Detailed in the Marking and Feedback Policy.

Feedback of the children and by the children is a crucial part of the teaching, learning and assessment process, informing next steps, challenge and support

within and across lessons, while also enabling and encouraging children to build independence and take responsibility for their learning and progress. We ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. Feedback shows that we value our children's work, and encourages them to value it too. It should boost the children's self-esteem, and raise aspirations, through the use of praise and encouragement. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve.

The consistent practise we apply consistently are:

- Weekly deep marking identified through STAR marking
- Daily light marking to identify misconceptions
- Daily floor marking to provide rapid intervention
- Self and peer assessment
- Verbal feedback within lessons

The methods of marking work are applied consistently throughout the school and are detailed in our marking and feedback policy.

Monitoring

Senior leaders, Subject Leaders and Governors regularly check the quality of teaching and learning across the wider curriculum, through a range of monitoring activities; this may include book or planning scrutiny, observations, data analysis, or discussions (with both pupils and teachers). Subject leaders will provide guidance, advice and support to staff, to ensure secure subject knowledge and high quality teaching; effective use of resources and improved standards of learning, and, therefore achievement for all pupils.

Teaching and Learning cycle

Targeted teaching and learning support is clearly outlined in our Teaching and Learning Cycle (See Appendix 5)

The effectiveness of this policy is monitored by SLT and subject leaders throughout the academic year. Monitoring may take the form of:

- Triangulation of data: Book scrutinies, pupil voice and data analysis;
- Moderation of pupils' work;
- Learning walks;
- Formal lesson observations;
- Pupil conferencing;
- Pupil progress meetings.

Lesson Study

We value Lesson Study as a tool for allowing teachers to work collaboratively to develop effective teaching and learning. Lesson Study is a tool to support gaps in learning, address pupil's misconceptions and barriers to their learning. Teachers work in groups of 3 to collaboratively plan lessons which address a shared teaching and learning goal. Observations are made of specific children and Lesson Study helps us to understand the barriers children face. The focus of Lesson Study cycles is determined through discussions in Pupil Progress Meetings, the implementation of new initiatives and The School Development Plan. (See Appendix 6)

Homework

It is vital that a strong partnership is built with parents and homework gives the chance for parents to become involved in their child's learning. Homework gives the opportunity to reinforce what has been covered in lessons, practise a skill or to introduce a new topic. Homework is uploaded to Class Charts on a Friday and is returned the following week. These dates are communicated with parents and the beginning of the school year. Teachers are responsible for setting and marking this work in line with the homework policy.

The Headteacher and assigned Link Governor will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

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

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

HOW2
teachinghow2s.com

01 DAILY REVIEW



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



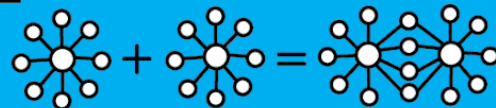
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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



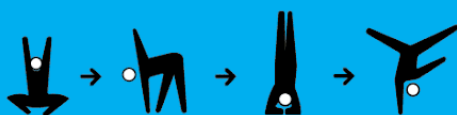
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

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.

Mind Maps – History, Geography, Religious Education and Science

At the start of a new unit, children complete concept maps where they have the opportunity to recall previous learning. Children can add to this throughout the unit.

Working Walls

Working walls are created around key skills learnt during a unit in Writing and Mathematics and are displayed on the walls for children to refer to throughout lessons. Some elements stay on the walls for as long as pupils need them.

Homework

Part of our weekly homework is based on the learning from the previous week.

Prior Learning Review

Follow up task the children do during the following lesson/unit in order to embed learning, extend learning or address an error. This enables them to re-activate recently acquired knowledge, reducing cognitive load at the beginning of a lesson that is designed to build on this knowledge.

Button Lane Primary School

Embedding Learning into Long Term Memory

Learning is defined as an alteration in long-term memory. If nothing has altered in long term memory, nothing has been learned. This is one of our guiding principles and informs much of our teaching and learning practice. Throughout, every area of our curriculum, we aim to consolidate and embed learning at every possible opportunity.

Knowledge Organisers – Reading, retrieval, recall tasks

Done at the beginning of each lesson. This is a very short text based on learning done in the previous week, which children are required to answer retrieval based questions on. In a topic lesson, this may require the children to retrieve information from knowledge organisers.

Mastery Mathematics

20 minute fluency based and calculation lesson that is used to consolidate previous learning done at any point during the academic year.

Ebbinghaus Forgetting Curve

Elapsed Time Since Learning	Retention (%)
Immediately	100%
20 minutes	58%
1 hour	44%
9 hours	36%
1 day	33%
2 days	28%
6 days	25%
31 days	21%

Weekly, monthly, termly review

Follow up review to ensure that previously learned material is not forgotten.

E.G. Teacher led, self-quizzing, written and verbal quizzing, self explanation, tell a story, multiple choice and open response tests, summarizing, creating routines and procedures.

Key

- Daily
- Weekly
- Monthly
- Monthly +

Appendix 2

Questioning

Button Lane Primary School

Checking for Understanding

Have you understood? vs What have you understood?

No Opt Out

For children to feel safe offering answers of which they are unsure and not form a 'habit of ... 'I don't know' ... as a get-out'.

Practice:

- When children say they don't know the answer or get an answer incorrect, 'move to other[s] ... or provide the correct answer ... then go back to all those children who made errors or couldn't answer'.
- If children 'don't know' or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers'.

This strategy aims to give those children who don't know the answer or get an answer incorrect opportunities to learn from others in the class and to practise. It also avoids fostering the defensive habit of 'I don't know'.

Think, pair, share

To get children to work effectively in pairs as a means of involving all children and generating more material to be explored in discussions.

Practice:

- Select pairs appropriately
- Give them a specific, time-cued task. Give them time to think, discuss their thoughts, prepare to give answers and rehearse them to one another.
- Bring the class together with a signal. Then engage in probing, cold-call questioning, asking them to report back or explain things to each other or take turns to quiz each other'.

This strategy can help to prevent silences in discussion, forests of hands, and shouting out. It allows children 'space to think, ... air their initial thoughts, ... confess their lack of knowledge and ... prepare to give good answers, to rehearse'.

Cold Calling

To engage all children in teacher-child dialogue with time to think, preventing children from being overlooked, dominating, or hiding from involvement in dialogue.

Practice:

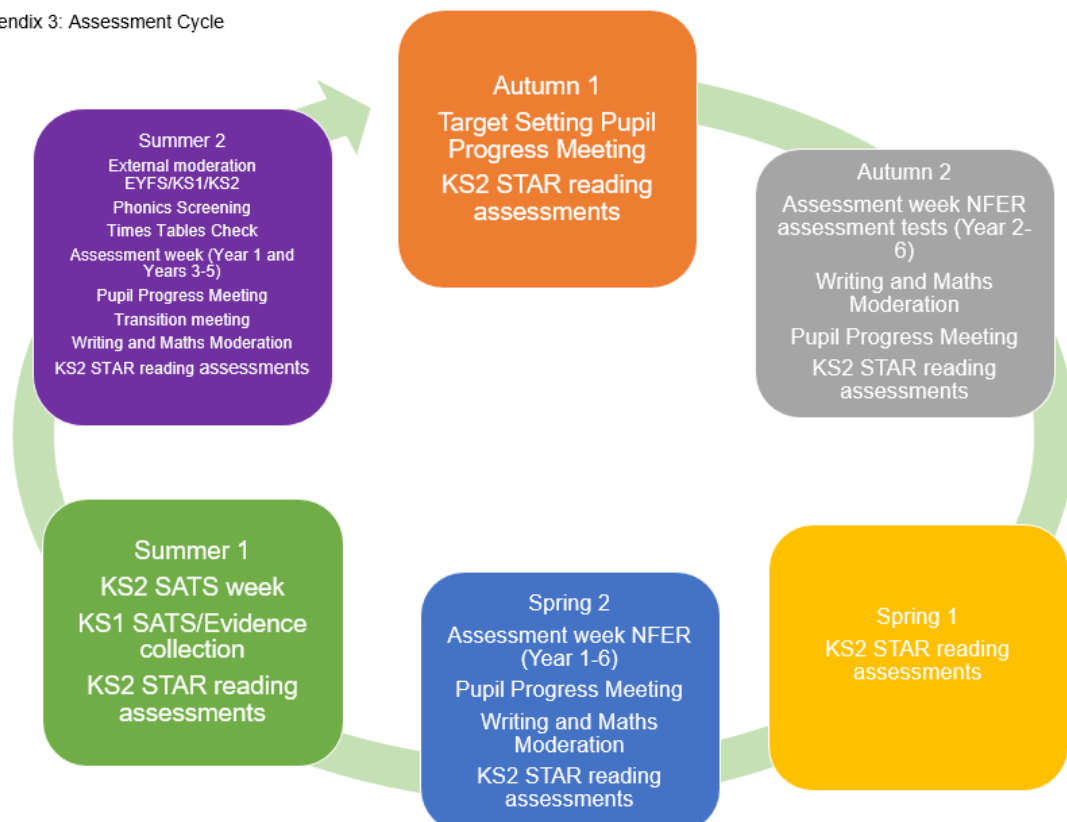
- All children in the class should be involved.
- Children don't to raise hands.
- Ask questions and select children to respond, based on your knowledge of the class.
- Children should 'not be allowed to hide, dominate or be overlooked'.
- Routine

Avoids the pitfall of hands up and calling out



Appendix 3

Appendix 3: Assessment Cycle



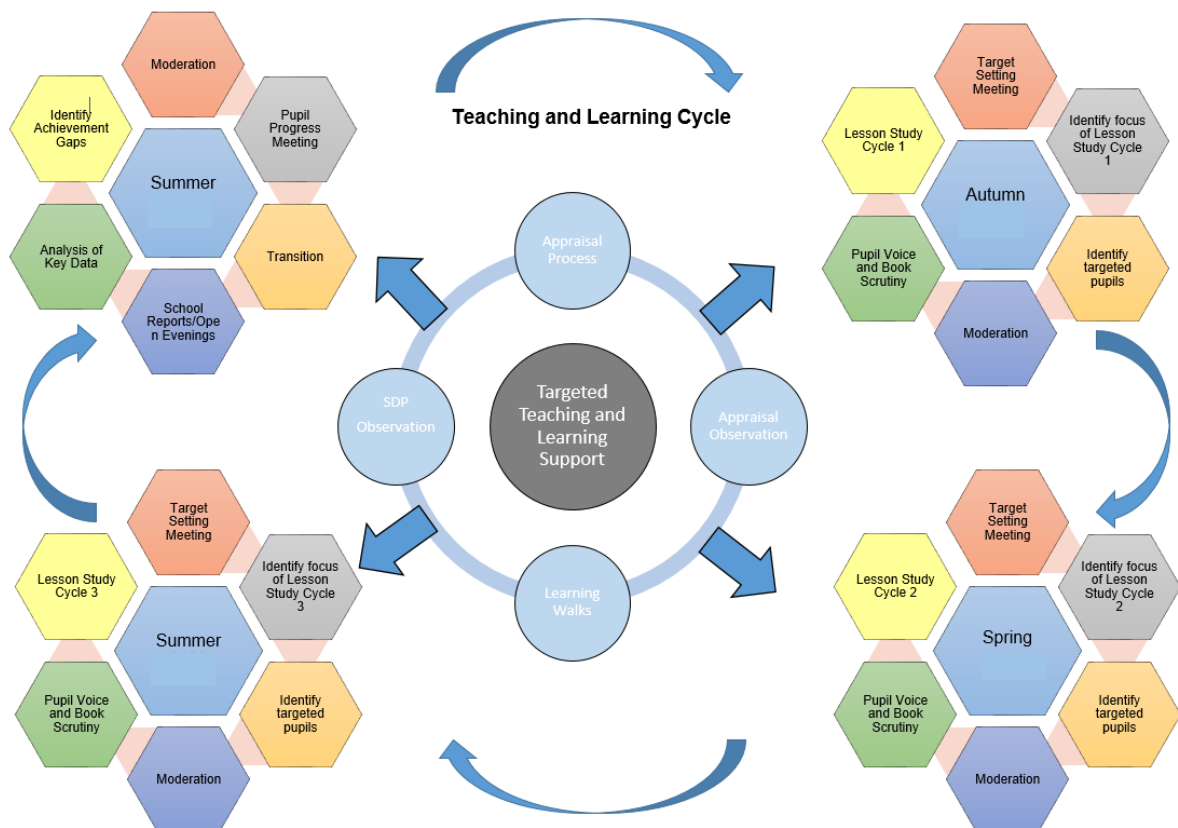
Appendix 4

Principles of effective Assessment for learning

Strategy	Evidence
Conditions for Learning/ Celebrations of achievement	• Positive ethos in the classroom/ pupils know what is expected of them • High expectations • How is achievement celebrated? • Pupils confidence about not getting things right – they know that this is a part of learning • Pupils want to improve their learning and support each other to do so
Involving pupils in learning, learning objectives and success criteria	• LOs identified, shared, displayed, explained in child friendly language. Pupils can explain LO to others • Pupils involved with creating the LO (Assess understanding) • Recap on previous learning, lessons/ fitting lesson into the bigger picture • Prior learning checks – beginning of lessons, plenaries ready for the next lesson (Questioning, assessment questions, reasoning statements) • Planning adapted in light of prior learning/achievement • Feedback from pupils informs future planning • Focus made on new learning • Success Criteria identified and pupils are aware of these • Opportunities for children to develop Success Criteria • Pupils use Success Criteria throughout lesson to support learning and to move learning forward • Checkpoints through the lesson made against LO and SC by teacher and pupils
Regulating Learning	• Does the task match LO? • Task differentiation/use of it? • Challenge for all children – opportunities for groups to work independently during the main input • Productive, active participation • Opportunities to collect assessment information about all/ check on progress/ mini plenaries/ when working with groups • Balance between high expectations and what is too difficult • Circulating/on the spot marking, whilst pupils are engaged in the task and intervening to take learning forward or to work on misconceptions • Teacher awareness of needs of the rest of the class whilst engaging with one or two. • Appropriate strategies – questioning, feedback, listening and redirecting learning, modelling, scaffolding etc • Use of classroom assistant for assessment purposes – feedback of children worked with, children observed during the main input. • Classroom assistants used to support groups during the main input if not suitable/appropriate to them • Pre Teaching to pre-empt misconceptions which may occur within a lesson • Post Teaching to provide rapid intervention within the lesson
Rich Questioning	• Use of a variety of strategies to encourage active thinking and talk • Mix of question types – use of stems to promote thinking and articulation – <i>What if.... Could you explain.... Why does.... How would you.... How do you know..... Can you prove to me.....</i> • Thinking time given, which still gives pace to the lesson • Fielding – questions for all or the same few? • Use of 'no hands up' approach • Differentiated questions • Use of pairs/groups to formulate answers • Use of wrong answers to develop understanding – mistakes seen as learning points • Use of other strategies to promote thinking, reasoning/explaining E.g: <i>Give a statement – do you agree or not?</i> • <i>Range of right and wrong answers – which is right? Why?</i> • Opportunities for pupils to formulate questions • Use of 'talk partners' to develop strategies for talk, explanation and reasoning.
Effective Feedback and Marking	• Feedback and marking focus on LO and SC • Evaluative comments (verbal and written), indicate how to improve

	• Evidence of pupils having time to respond to marking and act on improvements and suggestions given • Pupils understand from marking where they have been successful and where and how they need to improve • Opportunities to respond to, redraft and edit work • Evidence of targets and evidence of marking using the pupils targets
Peer and Self Assessment	• Always SC displayed – children aware of the minimum expected • LO/SC clear to pupils so that they can peer/self assess • Opportunities for pupils to reflect on their own learning against the given criteria • Pupils assess/mark own work against the given criteria and make improvements • Opportunities to edit work • Models of good pieces of work are shown and work which needs improvements – WAGOLL (What a good one looks like) • Use of learning partners to evaluate work against the success criteria. Ensure time is given to support each other in next steps for learning • Groups mark/assess/ evaluate work together • Use of traffic lights and similar strategies • Whole class reviews – mid plenaries and final plenary

Appendix 5



Appendix 6

