LifeFull Schools

St Clement & St James, St Thomas' & Princess Frederica CE Primary Schools
Teaching & Learning Policy
Date written/updated: July 2025 (by Katie Spence & Rebecca Brierley)

Partnership vision

'Belonging, learning and growth for life in all its fullness'

Our vision is rooted in biblical teaching as defined by John 10:10:

*'I have come that they may have **life**, and have it to the **full**'*

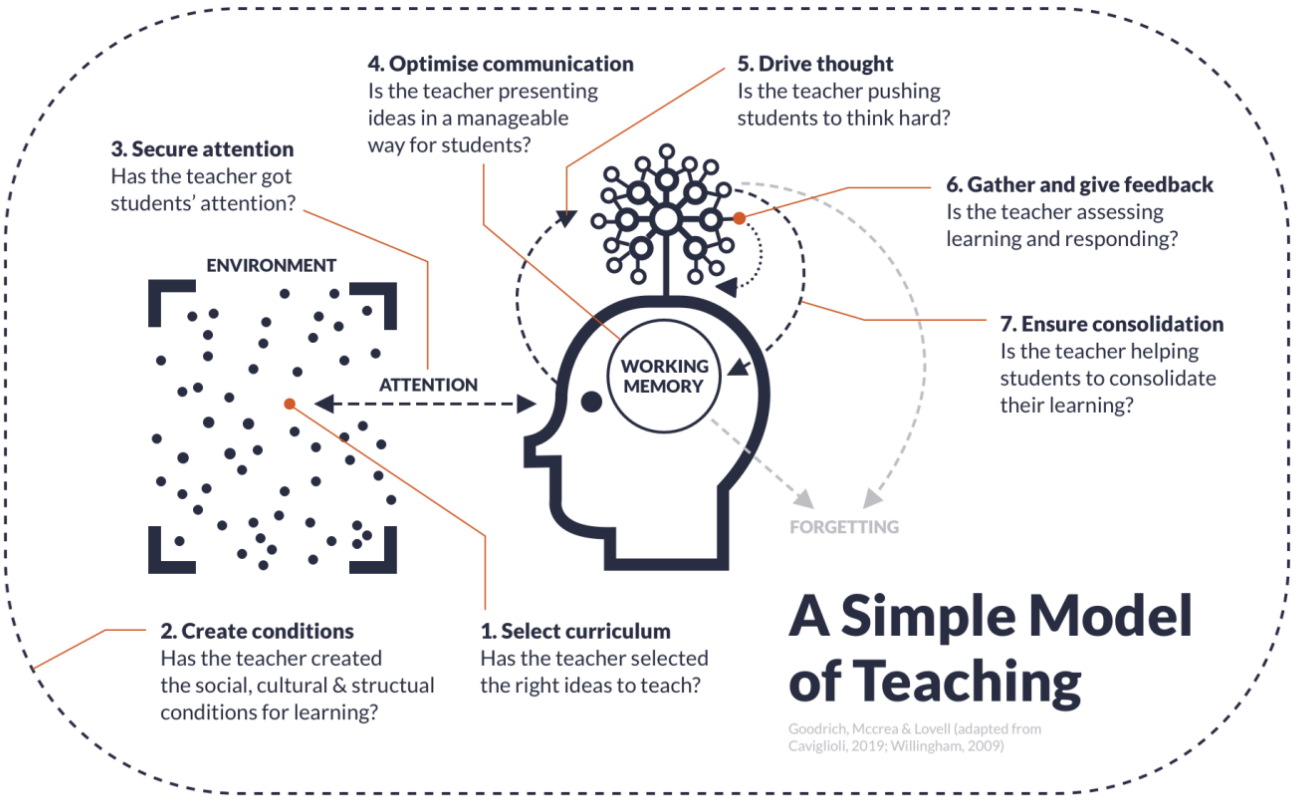
***Belonging** - Everyone included, everyone welcome*
***Learning** - Love to learn and gain knowledge*
***Growth** - grow spiritually in confidence and courage*

Contents

What do we know about teaching?

Great teaching by great teachers is what makes a real difference to young people's lives. We expect teachers to accept the professional obligation to improve their practice and use this policy as one element of guidance towards improvement.

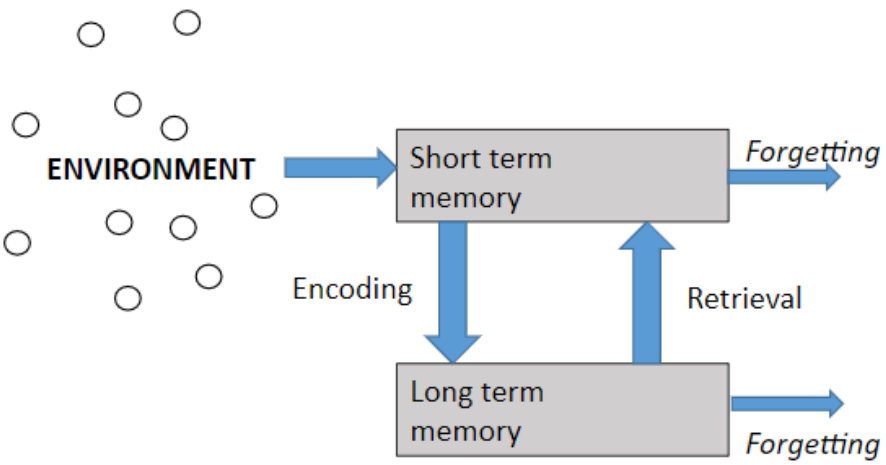
Simple Model of Teaching



To learn more about this diagram refer to Responsive Coaching by Josh Goodrich.

What do we know about Learning?

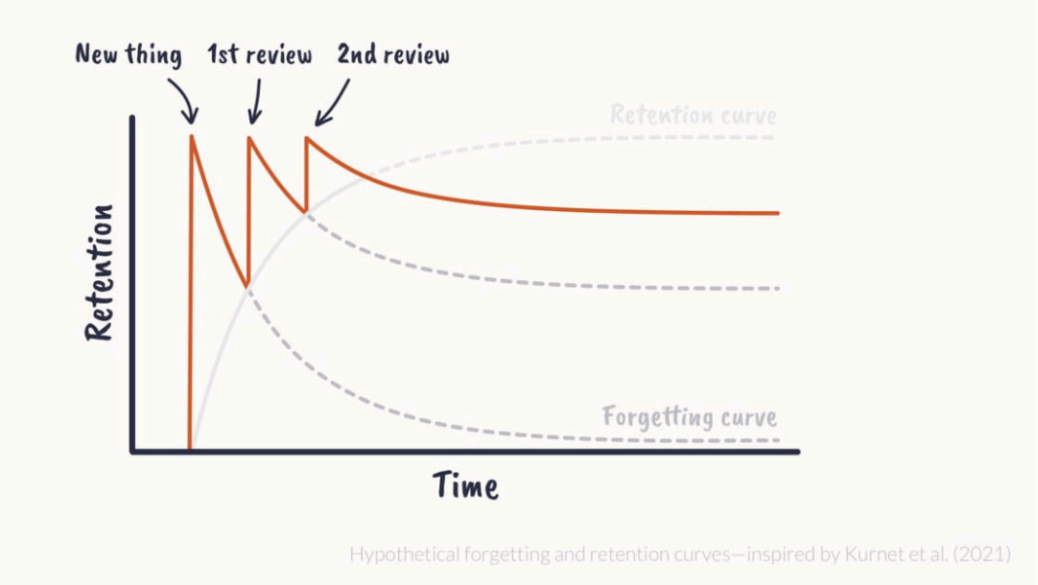
We know that 'learning is a change in long-term memory'; it is something that happens over a long period of time. To enable learning teachers must enable a change in the long term memory



Prior knowledge is a key determiner of what we can learn. We make sense of new information by connecting it with what we already know. When new information enters long-term memory, it needs to be connected to existing knowledge in order to securely build mental models. The term ‘mental model’ refers to what is sometimes known as 'schema' or 'schemata' (Education Endowment Foundation [EEF], 2021). It defines the way in which information is organised in long-term memory (Sweller et al., 1998), this can also be likened to a network or ‘map of knowledge’.

Teachers and leaders can support pupils to make connections in their learning by linking new content to prior knowledge. However, for this to work, pupils’ prior knowledge must be present in the first place as they “come to understand new ideas by relating them to old ideas. If their knowledge is shallow, the process stops there” (Willingham, 2009). Weak prior knowledge can also lead to errors and misconceptions; therefore, teachers should attempt to diagnose what pupils do or do not know before they begin to deliver new content.

Ebbinghaus's Forgetting Curve



Hypothetical forgetting and retention curves—inspired by Kurnet et al. (2021)

- **Memories weaken over time.** If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by.
- **The biggest drop in retention happens soon after learning.** This is reflected by the steep fall at the start of the Forgetting Curve. Without reviewing or reinforcing our learning, our ability to retain the information plummets. For example, you may leave a webinar or meeting with your head full of new facts and figures, only to find that you can remember very little of it just hours later.
- **It's easier to remember things that have meaning.** Things with little or no meaning conform most closely to the Forgetting Curve. So, for instance, if you're listening to a talk on a subject that you don't really understand or have little interest in, you'll likely forget it faster than if it were on a subject that you found really engaging or exciting. The use of stories has been proved to have a special place in memories; as a result the use of stories can be a highly effective method of making content memorable.
- **The way something is presented affects learning.** The same set of information can be made more or less memorable, depending on how well it's communicated. You'll likely find it easier to remember something that's been organised logically and presented clearly. But you may well forget that haphazard, scribbled shopping list!
- **How you feel affects how well you remember.** Ebbinghaus believed that physiological factors, such as stress and sleep, play a significant part in how well we retain information.

Facilitating Excellent Pupil Learning

Guiding Principles

At our schools, we have Guiding Principles that we believe facilitate consistent, excellent learning. These are: *Learning Culture, Planning, Exposition, Assessment and Feedback, and Monthly and Weekly Review.* Our Guiding Principles have been created from Barak Rosenshine, Principles of Instruction.

Each guiding principle is broken down into Teacher Habits to support educators to identify and practise areas of their teaching which will have the highest leverage in improving pupil outcomes. This leads to:

- All pupils, in every class, receiving the same standards of excellence;
- Consistent practices throughout the schools in every class;
- Educators continuing to refine their practice every week, throughout their career.

Core Habits

All teachers should be securing the Core Habits by the end of their first Early Career Teacher (ECT) year. These core habits exemplify and help guide teachers to meet the Teachers' Standards and Early Career Framework.

Expert Habits

Expertise "refers to the characteristics, skills and knowledge" that experts possess in a domain – or area (Ericsson, 2006, p.3). Experts act differently: they make decisions that seem 'intuitive' (Berliner, 2004). This is a product of them 'knowing differently' (Feltovich et al., 2006). For example, the teacher who seems to have 'eyes in the back of their head' can stop misbehaviour before it even starts. This is because they know what to look for, such as whether a pupil's attention has wandered. They also know how to interpret what is in front of them, such as a change in another pupil's attitude.

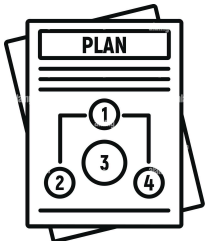
Experts have more knowledge than novices. This knowledge is specific to their domain of expertise. For teachers, a domain might be a classroom, subject, strategy or specific topic, such as atomic structure or the Roman Empire. However, this knowledge is not easily transferrable between domains (Berliner, 2004). Similarly, a mathematics teacher with expertise in teaching algebra may be less effective at teaching angles. A primary school teacher may find they are less effective in an unfamiliar classroom. Expertise is specific to a domain, and to particular contexts in domains, and is developed over hundreds and thousands of hours.

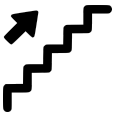
At our schools, we have designed Expert Habits so that teachers can be guided, or self-guide, to continually develop their practice and become more expert year on year. This might be developing expertise in particular subjects or year group.

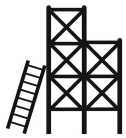
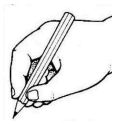
Please note:

- The habits are not arranged in an order of importance.
- The habits in bold are those which can be found in 'The Teaching and Learning Playbook' by Michael Feely and Ben Karlin, which should be used alongside this Teaching and Learning policy.

Core Teacher Habits

Learning culture	
	**Physical Learning Environment** 1. Resources are efficiently organised in the classroom to maximise productivity and minimise wasted time. 2. Displays are used to present the most useful information that we want pupils to attend to, clearly and precisely. 3. Learning environments are tidy at all times and resources are treated with respect by staff and pupils.
	**Supporting Positive Pupil Behaviour** 1. Use a measured tone and volume at all times, with emotional control. Vary tone between praise, teaching and correction to build positive professional relationships. 2. Apply a '**Warm Strict**' approach to managing behaviour: A manner of interacting with pupils that emphasises personal warmth and care combined with firm, consistent boundaries. 3. Use the '**Periscope':** A technique for actively scanning - and being seen by pupils to scan. 4. Use '**Make it obvious**': A language for instruction that allows pupils to visibly demonstrate the desired behaviour. 5. Use '**Say it to See it** 'method: a way of speaking to pupils about their learning and behaviour which emphasises positives and directs them to what success looks like. 6. Use **'Least Intrusive Form of Correction':** The principle when correcting off-task or non-target behaviours, we should default to the least confrontational, disruptive form of corrective possible. 7. Use **'100%' every time:** The 100% strategy is a strategy which means a teacher does not move on to the next activity or statement until the class is fully attentive. Exceptions may be made for pupils with additional needs.
Planning	
	1. Use 'Backwards Design': The teacher starts by thinking, "What do I want the pupils to know by the end of the lesson or sequence of lessons? How will I assess whether they've achieved this?" 2. Use 'Prior Learning: Identify the prior learning that is necessary to access the lesson and plan how to activate this. 3. 'Precise, decontextualised learning intentions': The learning intention should reflect what is really going to be taught in the lesson. The learning intention should reflect what is really going to be taught in the lesson. Learning intentions may be 'open' or 'closed'. 4. Be clear about the steps for success to achieve the learning intention. These may, or may not, be communicated to pupils in the form of a success criteria or writer's toolkit. 5. Use 'Shortest Path': a teaching technique that gets pupils to key learning most directly. 6. Script lessons to include **Clear Instructions**, time frame and key questions.
Exposition	
	**Begin with a short review**

	1. Review material that is critical content which needs overlearning (newly acquired skills should be practised well beyond the point of initial mastery, leading to automaticity). 2. Use **'Monitoring for Understanding'**: the practice of circulating the room once pupils are all on task in order to check for completion; understanding and act on data pupils are providing through the work. 3. **SDR questions**: Design questions to have short, definitive responses. 4. Use **'Review Now'**: A way of checking for understanding and feeding back to pupils after they have completed a review task. Make discerning choices about when to run though answers and when to move on.
	**Present in small steps** 1. Pre-teach new, unfamiliar or subject-specific vocabulary required to learn lesson content. 2. Design slides to limit the amount of material pupils receive at one time to avoid cognitive overload, and direct their attention to what is to be learnt at this point in the lesson. The length pupils are expected to attend to teacher instruction is appropriate. 3. Use **Dual-coding:** The practice of linking knowledge to both words and images in order to strengthen understanding and recall. 4. Assist the pupils as they practise new material in each step.
	**Questioning** 1. Script and target *key* questions, along with expected responses in advance to ensure progress and provide challenge. 2. Pause between asking a question and requesting a response from an individual child to increase thinking ratio. 3. Use a range of methods to increase participation ratio and to assess for understanding of the whole class. For example: '**Directed questioning', 'Call and Response', 'Purposeful Pairs', 'Mini Whiteboards',** Cold Calling, asking three children to stand and feedback their responses. 4.. 'Task not ask': all students are asked to complete an activity rather than a few responding to a question. 5. Use **'Hinge Questions',** a form of diagnostic question to assess whether pupils have secured content and are ready to move on.
	**Models provided** 1. Use 'Concrete to Concept': The concept that when embedding new knowledge that we should begin with a specific example of the model in action before moving to the abstract concept underpinning the example. 2. Use 'Scaffolded Modelling': The practice of modelling a skill or process to pupils in a way that supports them by chunking each component into actionable steps that they can practise, before putting the steps together. 3. Use 'Live Modelling': The practice of modelling a skill or process to pupils in real time, creating a piece of work and explaining your thinking whilst they observe. 4. Use 'Using the Visualiser': Visualiser is utilised to focus attention on what you want pupils to see.
	**Practice is guided** 1. Use '**I Do, We Do, You Do'**: The principle that when pupils are going to practise applying knowledge for the first time, the teacher should model first, then model

	together with the pupils, then support pupils to practise independently. 2. Present only small amounts of material at a time. After this short presentation, teachers then guide pupil practice. 3. Give precise instructions for practice and the conditions in which the practice is to be carried out, checking pupils have understood the instructions before they begin.
	**Scaffolds** 1. Use '**Model of excellence**': Teachers start with a great example of the whole skill, or process, you want pupils to achieve so they know where they are headed. 2. Use '**Checklist'**: The practice of providing a checklist of the key knowledge and skills pupils need to know to allow them to approach an extended independent task with confidence. For example, a Writer's Toolkit or Success Criteria. 3. Provide sentence stems and key vocabulary to enable pupils to articulate thinking precisely and accurately. 4. Identify when individual pupils require extra support during the independent task and design resources that meet their needs.
	**Independent practice** 1. Use independent practice that enables pupils to apply their knowledge, skills and concepts that have been taught in the lesson, ensuring pupils are stretched and supported. 2. Allocate enough time for pupils to engage in independent practice to embed and reinforce learning until it is fluent and secure. 3. Give precise instructions for practice and the conditions in which the practice is to be carried out, checking pupils have understood the instructions before they begin.
Assessment and Feedback	
	**Checks made for pupil understanding** 1. Use a range of methods to assess for understanding of the whole class. For example: '**Directed questioning', 'Call and Response', 'Purposeful Pairs', 'Mini Whiteboards',** cold calling, **multiple choice**. 2. Use '**Hinge Questions'** to ascertain whether pupils are ready to move onto new content. 3. Use **'Monitoring for Understanding'**: the practice of circulating the room in order to check for understanding and act on data pupils are providing through the work. 4. Use **'Hunting':** A technique where the teacher circulates the room actively seeking examples of pupil work to share, either as models of excellence or to exemplify common misconceptions. 5. **Pause or redirect t**he lesson to quickly and effectively respond to pupil misconceptions.
	**Provide systematic feedback and corrections** 1. **Respond to Feedback:** allow enough time for pupils to act on feedback. 2. Use Marvellous mistakes (**'Fail Early, Fail Often')**: a series of actions teachers can take to build a classroom culture that celebrates error and where pupils see failure as a first step in learning. 3. Use **'Marking Codes'**: The use of universal codes to identify errors in pupils' written work. 4. **Whole class feedback** is used to strategically resolve common pupil errors - this may

	take place at the beginning, middle (mid-lesson stop) or end of a lesson. 5. Use **'Focus Groups'**: Working with a group about a particular misconception, providing additional feedback, and guided application. 6. **'Set Targets'**: Teachers provide pupils with individual targets/next steps for learning. These could be written on a target sheet in front of books or on post-it-notes. Pupils are provided with feedback and ongoing progress against them.
Weekly and Monthly Review and retrieval	
	1. **'Quizzing'**: the practice of giving pupils a considered set of recall questions to check their understanding. 2. Quadrant: the practice of using four questions situated in a quadrant format for pupils to retrieve factual information previously taught. 3. Quick flips: the practice of using '**Dual-coded'** flipcharts/slides to review or retrieve previously taught content. 4. Display a retrieval task on the IWB which is based on our curriculum for pupils to see and set about completing as they enter the classroom. Pupils are familiar with the format of the task to enable independence. It should be approximately 3 – 5 minutes long. Pupils are expected to record.

Learning Culture

Building a positive classroom culture is key to building a positive school culture.

We believe that using a relationship-based approach allows us to build positive professional relationships with pupils whilst ensuring that learning is prioritised. We understand that all children need to feel safe, in a state of 'relaxed-alertness', and that there are many ways our classroom culture can support this. We understand that there are essential elements to this approach which must be used for the approach to be effective.. These are:

- Teachers create a positive, welcoming and purposeful environment at the start and throughout the lesson.
- Teachers clearly narrate the behaviour they expect to see and the rationale for this.
- When addressing behaviour, teachers focus on the behaviour rather than the pupil.

This means that we follow the school behaviour policy consistently, placing focus on the impact of behaviour on pupil learning. It is understood that some pupils need alternative strategies to support their behaviour.

We also know that pupils only process information they attend to; as a result, it is vital that we explicitly direct pupils' attention to the highest leverage information to be thinking about at any given moment and limit the extraneous load placed on pupils by distractions. We make sure that our routines, transitions and learning environments expedite excellent behaviour to ensure that learning and its retention is the highest possible quality. A sense of pride in our schools is shared by staff, pupils and their families.

Physical Learning Environment

Core Habits

1. Resources are efficiently organised in the classroom to maximise productivity and minimise wasted time.
2. Displays are used to present the most useful information that we want pupils to attend to, clearly and precisely.

3. Learning environments are tidy at all times and resources are treated with respect by staff and pupils. Desks and surfaces are always tidy and free of clutter.

4. Communication supportive environment: talk scaffolds, visual timetable, key vocabulary, regulation stations, zones of regulation.

Expert Habits

- Displays are referred to regularly throughout lessons to support pupil learning.
- Displays are used to help pupils recall prior learning.
- Class libraries are always tidy; books are regularly changed; strategies are used to promote books.
- Everything that can be seen is either 'useful or beautiful'.
- The way that pupil resources (such as exercise books) are organised for maximum efficiency and pupil independence.

Supporting Materials

The Organised Teacher by Mark Hartley
Emotional Regulation CPD

Supporting Positive Pupil Behaviour

Core Habits

1. Use a measured tone and volume at all times, with emotional control. Vary tone between praise, teaching and correction to build positive professional relationships.

2. Apply a '**Warm Strict**' approach to managing behaviour: A manner of interacting with pupils that emphasises personal warmth and care combined with firm, consistent boundaries.

3. Use the '**Periscope':** A technique for actively scanning - and being seen by pupils to scan.

4. Use '**Make it obvious**': A language for instruction that allows pupils to visibly demonstrate the desired behaviour.

5. Use '**Say it to See it** 'method: a way of speaking to pupils about their **behaviour** which emphasises positives and directs them to what success looks like.

6. Use **'Least Intrusive Form of Correction':** The principle when correcting off-task or non-target behaviours, we should default to the least confrontational, disruptive form of corrective possible.

7. Use **'100%' every time:** The 100% strategy is a strategy which means a teacher does not move on to the next activity or statement until the class is fully attentive. Exceptions may be made for pupils with additional needs.

Expert Habits

least

- Use **'Stand Still, Be Clear':** a range of strategies for using your voice effectively to ensure a calm, purposeful learning environment and address off-task behaviour.
- Use **'Powerful Praise':** A technique for praising pupils' **learning** in order to explicitly highlight the specific things they are doing well, so that these become public and obvious.
- Use **'Forensic monitoring':** teachers circulating the room and monitoring the effort and quality of work pupils are producing as well as their learning and behaviour.
- When addressing behaviour, teachers focus only on the behaviour rather than the pupil, using language which does not convey blame or their own emotions.
- Use **'Set the Tone':** A routine for leading a purposeful, silent pupil entry to, and exit, from the classroom.
- Use **'Basics First'**: The belief that behaviour and routines precede learning, and that teachers should expect to practise routine regularly with their classes.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

1.1 Set the Tone

1.13 Make it obvious

1.15 Forensic monitoring

1.4 Say it to See It.

1.17 Stand Still, Be Clear

1.19 Powerful Praise

1.21 Least Intrusive Form of Correction

1.16 Periscope

1.5 Basics First

100% every time. (TLAC)

Supporting Materials

Emotional Regulation CPD

How to Build Positive Relationships CPD

Planning

Maximise curriculum impact through precision planning, scripting and excellent subject knowledge.

At our schools, we understand that an expertly planned lesson is primed for effective delivery that will drive learning and pupil outcomes. It is vital that a deep subject knowledge forms the basis upon which planning is built and teachers should take time to develop this as part of their planning process. Extensive pedagogical content knowledge enables teachers to break down the learning into composite parts, plan for effective exposition and independent practice and ensure that assessment measures the key learning. Lessons are planned to ensure that all learning time is used efficiently and productively so that all pupils make progress in line with the learning objective.

Each subject and topic in our curriculum contains a vast body of knowledge we could choose to teach pupils. This means that with limited time, we must be selective. How we allocate time to content in our curriculum is one of the most important decisions we make. Our curriculum overviews and schemes of work identify the critical content (core knowledge) pupils need in order to be successful. However, this should act as a foundation, not a limit, for what our pupils should learn. Lessons should be planned to prioritise the critical content that we want pupils to learn. In addition, teachers should understand any supporting content that is required for the critical content to make sense, to place critical content in context, or to make connections to wider understanding.

<u>Core Habits</u>

1. Use 'Backwards Design': The teacher starts by thinking, "What do I want the pupils to know by the end of the lesson or sequence of lessons? How will I assess whether they've achieved this?"
2. Use 'Prior Learning: Identify the prior learning that is necessary to access the lesson and plan how to activate this.
3. 'Precise, decontextualised learning intentions': The learning intention should reflect what is really going to be taught in the lesson. The learning intention should reflect what is really going to be taught in the lesson. Learning intentions may be 'open' or 'closed'. The learning intention should reflect what is really going to be taught in the lesson. Learning intentions may be 'open' or 'closed'. There are two types of closed learning objectives:
    - 'Closed objective (knowledge)': For example, 'To now number bonds to 10'; 'To know the structure of a traditional tale"; 'Name the seven continents of the world'; 'Name common materials';
    - 'Closed objective (procedural): 'Locate the seven continents of the world'; 'Punctuate dialogue'; 'Label the parts of a plant on a diagram'; 'Multiple numbers by 10 and 100'; 'Add unit fractions'.
    - Open objective: 'To write a non-chronological report'; 'To carry out a fair test'; 'To use different strategies to subtract multiples of 100'.
4. 'Steps for Success': Be clear about the steps for success to achieve the learning intention. These may, or may not, be communicated to pupils in the form of an open or closed success criteria.
    - 'S.C Rules': Success criteria for closed learning objectives are the 'how' - the rules. When the objective is closed and success is binary, success criteria is in the form of following instructions.
    - 'S.C Tools': Success criteria that are tools support the achievement of open learning objectives. They are previously taught knowledge, skills and understanding and they are what you want the pupils to use to demonstrate their understanding. This is not new learning. For example 'Writer's Toolkits'.
5. Use '**Shortest Path**': a teaching technique that gets pupils to key learning most directly. Design lessons using the following question: *What is the least that needs to happen for my pupils to make progress towards their next learning milestone?*
6. Script lessons to include **Clear Instructions**, time frame and key questions.

Expert habits

- Use '**Foresee Failure'**: A planning technique that involves anticipating the different ways pupils may interpret the knowledge/skills they are learning and the errors they may face.
- **'Double Planning':** Teachers think about what both they will be doing in a lesson and what the pupils will be doing at each stage.
- Design resources and scaffolds to enable all pupils to meet the learning intention.
- Explicitly identify the role of all adults throughout the lesson and ensure they are fully prepared prior to the lesson to maximise their impact on pupil outcomes.
- Be clear about the critical content (core knowledge) pupils need in order to be successful. Lessons are planned to prioritise the critical content that the teacher wants pupils to learn. Teachers understand any supporting content that is required for the critical content to make sense (e.g. to place critical content in context, or to make connections to wider understanding).
- Design challenge tasks for pupils who complete the main task before the majority: this task should deepen pupil thinking about the current learning, not move pupils on to new content, or be repetition of the task already completed. It should be designed so that pupils can complete it independently.
- Make adaptations to create lessons bespoke for your cohorts' particular needs where planning is shared across schools. This means considering additional or supporting content, or tasks, grounded in the schools' schemes of work and provided resources.
- Interleave: Systematically plan for recap and retrieval of prior learning to embed it to long term memory, *bespoke for your cohorts' particular needs.*

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

1.11 Clear Instructions

2.10 Foresee Failure

2.4 Hinge Questions - planning

4.10 Quizzing (includes Interleave)

5.6 Explicit Resources (included Double Planning')

5.9 Core and hinterland

Supporting Materials

Take the shortest path - How to plan efficient lessons by Peps Mccrea

Backwards Design': Ch 4, p30 in 'Lean Lesson Planning by Pepe Mccrea

'Double Plan' - TLAC

Exposition

Use direct instruction to explain new concepts, processes and skills with clarity.

At our schools, we know that the best person to build understanding is the teacher, as they are the expert in the room, having sophisticated knowledge of the subject matter and the wider curriculum. When we teach pupils a new concept, process or skill we need to explicitly break down our 'expert' thinking and strategically build pupils' schema. We use explicit instruction to do this in the most efficient way possible so that we can maximise the progress made by our pupils. When teaching new ideas we need to bear in mind the limits of pupils' working memories and take steps to support them in encoding this new information in long term memory increasing the storage strength of taught information.

Begin with a short review

Daily low stakes review can strengthen previous learning and can lead to fluent recall. This may be in the form of recapping previously learnt information or through retrieval practice.

Core habits

1. Review material that is critical content that needs overlearning (newly acquired skills should be practised well beyond the point of initial mastery, leading to automaticity).
2. Use **'Monitoring for Understanding'**: the practice of circulating the room once pupils are all on task in order to check for completion; understanding and act on data pupils are providing through the work.
3. **SDR questions**: Design questions to have short, definitive responses.
4. Use **'Review Now'**: A way of checking for understanding and feeding back to pupils after they have completed a review task. Make discerning choices about when to run though answers and when to move on.

Expert habits

- Plan the time spent on recapping effectively. Research shows that 5-8 minutes is optimal.
- Review the knowledge and concepts that are most relevant for that day's lesson. It is important for a teacher to help pupils recall the concepts and vocabulary that will be most relevant for the day's lesson because our working memory is very limited.
- Design review questions to lay traps to catch any misconceptions pupils may have, ensuring they give the exact answer, not one that is "almost" correct.
- Inteleave: include questions in quizzes that recall back to previously taught topics, to interrupt the forgetting curve and strength pupils recall.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

2.16 Review Now

3.10 Hunting (includes circulate the room)

4.10 Quizzing

Supporting Materials

Memorable Teaching by Zoe Benjamin and Paul Main

When retrieval practice goes wrong (and how to get it right)

Retrieval Practice: Myths, Mutations, Mistakes

EEF: Does research on retrieval practise translate into classroom practice?

EEF: Why bother with retrieval?

Retrieval practice: common good or just common place?

Not another quiz: Refining retrieval practise

Present in small steps

Only present small amounts of new material at any time, and then assist pupils as they practise this material.

Core habits

1. Pre-teach new, unfamiliar or subject-specific vocabulary required to learn lesson content.
2. Design slides to limit the amount of material pupils receive at one time to avoid cognitive overload, and direct their attention to what is to be learnt at this point in the lesson. The length pupils are expected to attend to teacher instruction is appropriate.
3. Use **Dual-coding:** The practice of linking knowledge to both words and images in order to strengthen understanding and recall.
4. Assist the pupils as they practise new material in each step.

Expert habits

- Use economy of language in presenting material.
- Use **"Why" First:** Explicitly sharing the purpose of what pupils are learning and why it is important.
- Build Schemas: Frame new content in the context of what pupils already know and make this explicit for them so they know where it fits into the knowledge they have already learnt.
- Use **Example/Non-example**: explicitly show clear examples, and also non-examples, that pupils may believe fit the concept, but that are flawed or incomplete in some way.
- Use assessment for learning to make accurate choices about when to proceed with the next step. They teach in such a way that each point is mastered before the next point is introduced. They check their pupils' understanding on each point and reteach material when necessary.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

3.1 Explaining new content (includes Build Schemas)

3.2 Embedding new vocabulary

3.4 Example/Non-example

3.5 "Why" First

4.14 Dual Coding

Supporting Materials

Shirley Clarke CPD 2023

EFF Vocabulary in Action Poster

Questioning

Ask a large number of questions and check the responses of all pupils: Questions help pupils practise new information and connect new material to their prior learning. The use of questions increases thinking ratio, maintains engagement and motivation and helps us to gather information on pupil progress.

Questioning allows us to make the implicit thought processes in pupils' brains explicit. This enables us to make judgments about their understanding and respond accordingly. Pupils' are likely to have misconceptions. By asking hinge questions, we can check deep understanding of the taught content to gauge the right time to move the

learning on. Quickfire questioning facilitates us in building pupil motivation through success and highlights important information using strategies such as Call and Response, Directed Questioning, Purposeful Pairs and Cold Calling. We can also use strategic questions to give pupils the appropriate level of support or challenge to ensure they are making the maximum possible progress.

Core habits

1. Script and target *key* questions, along with expected responses in advance to ensure progress and provide challenge.
2. Pause between asking a question and requesting a response from an individual child to increase thinking ratio.
3. Use a range of methods to increase participation ratio and to assess for understanding of the whole class. For example: Cold Calling (**'Directed questioning'), 'Call and Response', 'Purposeful Pairs', 'Mini Whiteboards'**, asking three pupils to stand and feedback their responses.
4. 'Task not ask': all students are asked to complete an activity rather than a few responding to a question.
5. Plan and use '**Hinge Questions',** a form of diagnostic question to assess whether pupils have secured content and are ready to move on.

Expert Habits

- Hold pupils to account by asking them to build on each other's answers.
- Use '**Stick With It':** A series of techniques founded on the principle that a response of "I don't know", or an incorrect response can never be the final answer a student gives, meaning we must return to them until they get it right.
- Use '**Push for Perfection'**: a belief that there is a "best" answer to questions and the role of the teacher is to ensure that every pupil can articulate this.
- Ask the most important questions to the whole class so they can check all pupil understanding.
- Use '**Exit Tasks':** A short task set at the end of the lesson that assess pupils' performance of learning, and that teachers can use to inform planning.
- Use '**Think, Write, Speak':** The practice of giving pupils the opportunity to write down their ideas in response to a complex or challenging question, before they share them through discussion.
- Use **'Break it Down'**: The technique of breaking a difficult question into steps to guide pupils to the correct response. (A useful technique when planning **'Grapple Questions.**')
- Use '**Grapple Questions'** effectively, thinking about how many, how often and when they are useful**:** A mode of questioning that encourage pupils to grapple with complex ideas, or justifications of pupils' personal opinions.
- Front load instructions to identify format pupils should respond to questions in, before posing the question.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

1.8 Purposeful Pairs

2.1 Directed Questioning (includes Hold pupils to account by asking them to build on each other's answers).

2.2 Stick With It

2.3 Push for Perfection

2. 4 Hinge Questions - Planning

2.5 Hinge Questions - Execution

2. 7 Call and Response

2. 8. Break it Down

2.9 Exit Tickets (Tasks)

2.13 Think, Write, Speak

2.14 Grapple Questions
2.17 Mini Whiteboards

Supporting Materials
Dialogue in the classroom by Mark Hartley
Hinge questions – How to use them in your teaching
Cold Calling is Inclusive - Teach Like a Champion
Teaching Like Champion - Clips for those who want to master cold calling
Teacherhead Cold Calling
Popsicle Sticks and Hands Down are not Cold Calling: key differences and why they matter.

Models provided

Providing pupils with models and worked examples can help them learn to content faster and more effectively. It enables all pupils to access learning and know what excellence looks like.

Pupils need cognitive support to help them learn. Teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support. Worked examples allow pupils to focus on the specific steps to solve problems, complete tasks, answer questions, set out work, and write effectively. Modelling reduces the cognitive load on pupils' working memories. Modelling enables pupils to see the thinking process you want them to emulate. It makes the learning visible and draws pupils attention to what you want them to attend to. This may include partially or fully completed worked examples, using a pictorial or concrete representation.

Core habits
1. Use **'Concrete to Concept':** The concept that when embedding new knowledge that we should begin with a specific example of the model in action before moving to the abstract concept underpinning the example.
2. Use **'Scaffolded Modelling':** The practice of modelling a skill or process to pupils in a way that supports them by chunking each component into actionable steps that they can practise, before putting the steps together.
3. Use **'Live Modelling':** The practice of modelling a skill or process to pupils in real time, creating a piece of work and explaining your thinking whilst they observe.
4. Use **'Using the Visualiser'**: Visualiser is utilised to focus attention on what you want pupils to see.

Expert Habits
- Use **'Example/Non-example':** The idea that when we introduce new knowledge or skills we should explicitly show clear examples, and also non-examples, that pupils may believe fit the concept, but that are flawed or incomplete in some ways.
- Use **'Hunting':** A technique where the teacher circulates the room actively seeking examples of pupil work to share, either as models of excellence or to exemplify common misconceptions.
- Use **'Spotlighting':** The practice of sharing and publicly discussing pupils' work in order to support others to improve.
- Use **'Silent modelling'**: the skill of modelling silently and asking pupils to feedback or take notes on the steps to success.
- Compare the **'Effectiveness of Examples'**: Teachers show 2 - 3 examples where the criteria has been fulfilled but they are of a different quality. Two examples are of a similar quality in order to draw out subtleties and prompt discussion.
- Use **'Co-constructed Success Criteria'**: The teacher guides, prompts, and questions, but pupils generate much of the wording themselves. This maximises ownership, clarity, and understanding.

Exemplifications
The Teaching and Learning Playbook. Examples of Excellence in Teaching.
3.3 Concrete to Concept
3.4 Example/Non-example

3.6 I Do, We Do, You Do
3.7 Scaffolded Modelling
3.8 Live Modelling
3.9 Using the Visualiser
3.10 Hunting
3.11 Spotlighting

Supporting Materials
Silent modelling and comparing the effectiveness of examples: https://www.shirleyclarke-education.org/videos/

Practice is Guided

Expert teachers spend more time guiding pupils' practice of new material.

At our schools, we recognise that the only way to become an expert is to undertake extensive practice in a specific subject area. Therefore we plan lessons in which our pupils engage in frequent, high-quality and appropriately scaffolded practice. As pupils move from intermediate to expert they need to be exposed to a wide range of applications of their new knowledge with increasing expectations of independent work and decreasing reliance on scaffolds. Increasing the number of times pupils are exposed to information in different ways increases their retrieval strength enabling them to use knowledge fluently and apply their understanding to unfamiliar examples. Well-designed practice, that carefully spaces and interleaves topics, ensures that pupils are using and applying their knowledge in the context of both routine and non-routine tasks leading to more persistent learning.

Core habits
1. Use **I Do, We Do, You Do**: The principle that when pupils are going to practise applying knowledge for the first time, the teacher should model first, then model together with the pupils, then support pupils to practise independently.
2. Present only small amounts of material at a time. After this short presentation, guide pupil practice.
3. Give precise instructions for practice and the conditions in which the practice is to be carried out, checking pupils have understood the instructions before they begin.

Expert Habits:
- Use '**Sequential Incremental Challenge':** The principle of providing pupils with increasingly more challenging knowledge and tasks to increase their mastery of the content you are teaching them.
- Use **'Desirable Difficulty':** The principle of encouraging pupils to understand and realise that the challenges and difficulties they face are essential for their learning.
- 'Three before me': Explain the steps pupils can take when they are stuck so they can continue to practise independently.
- Design practice which builds towards mastering challenging content through a range of different tasks to provide opportunities to overlearn, develop fluency and accuracy.
- Identify when individual pupils require extra support during the practice task and respond to their needs.
- Normalise practising until fluent.
- Time spent in guided practice enables pupils' learning to deepen and embed by spending a greater amount of time on this, asking questions, checking for understanding, correcting errors, and having pupils work out problems with teacher guidance.
- Use '**Paired Writing**': Pupils work in pairs to compose, write and provide each other with feedback on mini-whiteboards.
- Use a range of **'Dialogic Talk'** strategies: Teachers plan lessons that enable pupils to lead the talk. Teachers act as 'facilitators' rather than teach in a didactic style.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.
3.6 I Do, We Do, You Do
4.4 Desirable Difficulty
4.5 Sequential Incremental Challenge

Scaffolds

The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

Effective teachers provide pupils with scaffolds, or instructional supports, to help them learn difficult tasks. A scaffold is a temporary support that is used to assist a learner. These scaffolds are gradually withdrawn as learners become more competent, although pupils may continue to rely on scaffolds when they encounter particularly difficult problems. Providing scaffolds is a form of guided practice. Scaffolds include modelling the steps by the teacher, or thinking aloud by the teacher as he or she solves the problem. Scaffolds also may be resources, such as word mats or checklists, or a partially completed model that completes part of the task for the pupils, or a model of the completed task against which pupils can compare their own work.

Core habits

1. **Use 'Model of excellence'**: Teachers start with a great example of the whole skill, or process, you want pupils to achieve so they know where they are headed.
2. Use '**Checklist':** The practice of providing a checklist of the key knowledge and skills pupils need to know to allow them to approach an extended independent task with confidence. For example, a Writer's Toolkit or Success Criteria.
3. Provide sentence stems and key vocabulary to enable pupils to articulate thinking precisely and accurately.
4. Identify when individual pupils require extra support during the independent task and design resources that meet their needs.

Expert Habits:

- Gradually reduce the amount of scaffolding that pupils receive with each repeated practice, enabling pupils to apply more effort.
- Design scaffolded resources or tasks so that they enable rather than hinder pupils.
- Know when to withdraw scaffolds and the purpose of doing so.
- Be prepared to be flexible and adapt planning to maintain '**Desirable Difficulty'.** Pupils may be ready for more challenge earlier than anticipated or need additional support.
- Use **'Sequential Incremental Challenge':** The principle of providing pupils with increasingly more challenging knowledge and tasks to increase their mastery of what you are teaching them.
- Use **'Break it Down':** The technique of breaking a difficult question down into steps to guide pupils to the correct response.
- Use **'Co-constructed Success Criteria'**: The teacher guides, prompts, and questions, but pupils generate much of the wording themselves. This maximises ownership, clarity, and understanding.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

2. 8. Break it Down

3.7 Scaffolded Modelling (includes models of excellence)

4.4 Desirable Difficulty

4.5 Sequential Incremental Challenge

4. 6 Checklist

Independent Practice

Pupils need extensive, successful, independent practice in order for skills and knowledge to become automatic.

Guided practice is followed by independent practice - by pupils working alone and practising the new material. Independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in a skill. When material is overlearned, it can be recalled automatically and doesn't take up any space in working memory. When pupils become automatic in an area, they can then devote more of their attention to comprehension and application. Independent practice provides pupils with the additional review and elaboration they need to become fluent.

Core habits

1. Use independent practice that enables pupils to apply their knowledge, skills and concepts *that have been taught in the lesson*, ensuring pupils are stretched and supported.
2. Allocate enough time for pupils to engage in independent practice to embed and reinforce learning until it is fluent and secure.
3. Give precise instructions for practice and the conditions in which the practice is to be carried out, checking pupils have understood the instructions before they begin.

Expert Habits

- Purposefully circulate to check whether the pupils are meeting the expectations for the independent practice and capture important information about what pupils are understanding and not understanding and adjust teaching based on what they see.
- Pitch independent practice so that pupils achieve a success rate of approximately 80%.
- Adapt independent practice tasks to challenge and support groups of pupils. For example, higher attainers and pupils with additional needs.
- Explain the steps pupils can take when they are stuck so that they can continue to practise independently.
- Create a common set of steps to take for independent tasks so that pupils get into the routine of attempting these steps before asking for support.

Assessment and Feedback

Support pupils to make efficient progress by providing high impact, timely feedback that addresses misconceptions and deepens learning.

Assessment and feedback are crucial because they serve as foundational tools for both teaching and learning. Assessments, whether formative or summative, provide teachers with essential insights into pupils'' understanding, progress, and areas needing improvement. This information allows teachers to tailor their instruction to better meet the diverse needs of their pupils. Meanwhile, feedback, when timely and constructive, helps pupils recognise their strengths and identify specific areas for improvement.

Checks made for pupil understanding

The simplest and easiest way to assess how much pupils know is by asking questions. Probing questions such as: 'Why do you think that is?', elaborative interrogation questions, such as: 'Why is this try?', and pre-questions are questioning strategies teachers can use to check for pupil understanding. For younger pupils, teachers can ask them to summarise one fact they've learnt in the lesson as their 'ticket' to leave the lesson. The topics that pupils either avoid or struggle to summarise could be areas you can address in your next session. Carefully planning your questions is key to check for pupil understanding.

Core habits

1. Use a range of methods to assess for understanding of the whole class. For example: '**Directed questioning', 'Call and Response', 'Purposeful Pairs', 'Mini Whiteboards',** cold calling, asking three children to stand and feedback their responses.
2. Use '**Hinge Questions'** to ascertain whether pupils are ready to move onto new content.
3. Use **'Monitoring for Understanding'**: the practice of circulating the room in order to check for understanding and act on data pupils are providing through the work.
4. Use **'Hunting':** A technique where the teacher circulates the room actively seeking examples of pupil work to share, either as models of excellence or to exemplify common misconceptions.
5. **Pause or Redirect** the lesson to quickly and effectively respond to pupil misconceptions.

Expert Habits

- Use '**Exit Tasks':** A short task set at the end of the lesson that assess pupils' performance of learning, and that teachers can use to inform planning.
- Use '**Stick With It':** A series of techniques founded on the principle that a response of "I don't know", or an incorrect response can never be the final answer a student gives, meaning we must return to them until they get it right.
- Use **'Spotlighting':** The practice of sharing and publicly discussing pupils' work in order to support others to improve.
- Use **'Using the Visualiser'**: This is utilised to focus attention on what you want pupils to see.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

1.8 Purposeful Pairs

2.1 Directed Questioning (includes Hold pupils to account by asking them to build on each other's answers).

2.2 Stick With It

2. 4 Hinge Questions - Planning

2.5 Hinge Questions - Execution

2. 7 Call and Response

2.9 Exit Tickets (Tasks)

2.10 Foresee Failure

2.17 Mini Whiteboards

2.10 Monitoring for understanding

3.9 Using the Visualiser

3.10 Hunting

3.11 Spotlighting

Provide systematic feedback and corrections Use **'Feedback for Action'**: a principle of giving feedback to pupils which focuses on the action they can take to improve.

At our schools, we understand that improvement is best achieved through targeted feedback over time delivered in a precise and timely manner. These steps are most effective when they are small steps and thus can lead to progress within a lesson. Much of this feedback may be given to individuals when they are engaged in the independent task, but alongside this the identification of an error made by multiple pupils is best addressed as a whole class intervention

Core habits

1. '**Respond to Feedback:** allow enough time for pupils to act on feedback.
2. Use Marvellous mistakes (**'Fail Early, Fail Often')**: a series of actions teachers can take to build a classroom culture that celebrates error and where pupils see failure as a first step in learning.
3. Use **'Marking Codes'**: The use of universal codes to identify errors in pupils' written work.
4. **Whole class feedback** is used to strategically resolve common pupil errors - this may take place at the beginning, middle (mid-lesson stop) or end of a lesson.
5. Use **'Focus Groups'**: Working with a group about a particular misconception, providing additional feedback, and guided application.
6. **'Set Targets'**: Teachers provide pupils with individual targets/next steps for learning. These could be written on a target sheet in front of books or on post-it-notes. Pupils are provided with feedback and ongoing progress against them.

Expert Habits

- Use **'Group Feedback'**: A method of feeding back to groups of pupils who have made similar errors/misconceptions. For example by numbers, symbols or letters on the interactive whiteboard, or piling books.
- Use **'Messy Marking':** a method of marking a considered sample (around 20%) of pupil work to identify strengths, areas for development and common misconceptions. Rather than marking every book with similar comments, teachers can use the plan to re-teach gaps in knowledge.
- Use '**Concurrent feedback'**: feedback provided to pupils as they are in the process of completing a task. Teachers circulate to provide feedback to pupils via 'live marking' or oral feedback, intervening at the point of error.
- Use **'Find Failure':** The process of digging into errors and misconceptions to understand why they occurred and sharing the process with pupils to deepen learning.
- Use '**Verbal Feedback'**: feedback given to pupils to help improve their thinking or work.
- Use '**Terminal Feedback':** feedback provided to pupils after the final assessment (writing assessment or proof of learning task).
- Use '**Peer Feedback'**: feedback provided by pupils to each other.
- Use **'1:1 conferencing'**: a focused conversation, of approximately five minutes, between teacher and pupil in which the teacher provides personalised, interactive feedback that helps the student understand: what they have done well, what needs to improve and how to make that improvement. It should end with immediate application by the pupil.
- Use **'Self-assessment'** scaffolded by a success criteria, personalised, group or class targets.
- Use **'Highlight Marking'**: A method of lightly marking pupil outcomes to highlight one - two effective

sentences in yellow, and a sentence or two to improve in green. Three high leverage spellings would also be selected for pupils to correct and practise.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

2.11 Fail Early, Fail Often

3.13 Messy Marking

3.12 Feedback for Action

3.14 Literacy Marking

3.15 Live Marking

3.16 Verbal feedback

3.18 Concurrent feedback

3.19 Terminal Feedback

3.20 Peer Feedback

Supporting Materials

Assessment and Feedback Policy

Weekly and Monthly Review and Retrieval

If it is to be remembered, previously studied content needs returning to multiple times. It is also crucial not just to recall knowledge but to make meaningful links to other knowledge in order to build strong mental schemas. Teachers must make explicit links to previously taught topics and content, which share a similar or contrasting theme, concept, person or event. These links will strengthen connections in the brain and enhance understanding. Retrieval practice should be high frequency and low stakes in order to regularly recall prior knowledge from their memories. Interleaving this type of practice will help pupils to remember it for longer.

Retrieval involves generating an answer, solution or procedure by recalling prior knowledge. Research has shown that this is much more effective at building lasting learning than simply reviewing prior knowledge. Practise can help us to strengthen memories, and it is at the point of almost forgetting that practise has the greatest impact.

Core habits

1. **'Quizzing'**: the practice of giving pupils a considered set of recall questions to check their understanding.
2. Quadrant: the practice of using four questions situated in a quadrant format for pupils to retrieve factual information previously taught.
3. Quick flips: the practice of using '**Dual-coded'** flipcharts/slides to review or retrieve previously taught content.
4. Display a retrieval task on the IWB which is based on our curriculum for pupils to see and set about completing as they enter the classroom. Pupils are familiar with the format of the task to enable independence. It should be approximately 3 – 5 minutes long. Pupils are expected to record.

Expert Habits

- '**Use 3Qs:**'Select the most appropriate method from: quizzing, quadrant, quick flips to either recap or retrieve previously taught content.
- Retrieval is planned with a level of '**Desirable Difficulty'**.
- Retrieval tasks will focus on frequently used and very useful information and avoid information that is not useful and rarely used.
- Retrieval tasks are planned to be repeated regularly to lead to fluent recall and show mastery of the content.
- Retrieval strategies are planned to be interleaved and return to previously fluent recall. Interleaving can be

described as the “practice of separate topics or tasks”.

- Strategically use pockets of time throughout the day to retrieve previously taught content.
- Design spacing practice over time, paying attention to what pupils can recall. Once pupils are getting questions right, increase the intervals between practice.
- Use knowledge organisers to design tasks that enable pupils to review and retrieve previously taught information.
- ‘**Peer Quizzing**’: Pupils quiz each other on foundational knowledge. For example, spellings and maths facts.
- ‘**Peer Supported Retrieval**’: Pupils work in pairs to retrieve prior learning collaboratively.

Exemplifications

The Teaching and Learning Playbook. Examples of Excellence in Teaching.

4.4 Desirable Difficulty

4.10 Quizzing

4.14 Dual Coding

Supporting Materials

David Didau: When retrieval practice goes wrong (and how to get it right)

A Guide to Using Knowledge Organisers