



# Forwards Centre

Part of Bolton Impact Trust

## The Forwards Centre

## Teaching and Learning Policy

<b>Reviewed By</b>	<b>Nicola Berry</b>
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<b>To be reviewed</b>	<b>October 2025</b>

## Our Aims

At Bolton Impact Trust we believe that Learning is the acquisition of knowledge, skills and behaviours that are retained long-term and can be applied to a range of contexts.

Providing high-quality Teaching and Learning to all of our pupils is central to our Trust's beliefs and values:

**We believe everyone can achieve.**

**We inspire a love of learning**

**We transform potential into long-lasting success.**

We aim to:

- Ensure that everyone in the Trust is committed to delivering consistent high-quality Teaching and Learning to all of our pupils
- Motivate and inspire our pupils to develop a lifelong love of learning
- Create learning environments that are innovative, motivational and impactful on children's lives
- Offer every pupil a learning package that is personalised and relevant to them, addressing their individual needs and supporting them to make the next steps on their learning journey
- Transform potential into long-lasting success

## Our guiding principles

Research tells us that pupils learn most effectively when:

- Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- They can manage their emotions and have the resilience to make mistakes and persevere.
- They are engaged and encouraged to think hard about something.
- Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- Teachers deliver new material in manageable amounts at the right level for each child
- Teachers model and share what success looks like.
- Teachers regularly check for understanding and promptly address misconceptions.
- Teachers create opportunities for pupils to regularly practise and retrieve what they have learned.

## Roles and Responsibilities

Senior Leaders in the Trust Central Team will:

- Have a clear and ambitious vision for providing high-quality, personalised education to all
- Hold all leaders and staff to account for high quality teaching and learning
- Ensure that resources and funding are allocated effectively to support the Trust's approach to teaching and learning
- Provide opportunities for staff to work collaboratively across the Trust to develop their practice
- Share next and best practice with leaders and teachers in the Trust via hubs and the Teaching and Learning Newsletter

Senior Leaders in each academy will:

- Promote the Trust's clear and ambitious vision for high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning in their academies
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Actively promote engagement with all of the CPD opportunities provided by the Trust to improve staff's practice and subject knowledge and monitor the impact of all continuing professional development.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

Subject Leads across the Trust will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
  - Achieve breadth and depth
  - Fully understand the topic
  - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Teachers across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Teacher' Standards
- Provide high-quality, well-planned and structured lessons
- Ensure that they adopt a trauma-informed approach to teaching
- Ensure that their classroom environment is an anxiety free, safe and secure place where all pupils feel valued
- Ensure that their learning environment is safe, clean and welcoming and includes displays which promote high quality teaching and learning
- Ensure that they have high expectations of all pupils
- Ensure that work is challenging and engaging
- Structure pupils' learning so that they build upon and connect knowledge to what they already know
- Deliver new material in manageable amounts and at the right level for each child
- Model and share what success looks like
- Regularly check for understanding and promptly address misconceptions
- Create opportunities for pupils to regularly practise and retrieve what they have learned
- Engage with CPD opportunities offered by the Trust

Learning mentors and Support Staff across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Trust's Learning Mentor Standards
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Engage with CPD opportunities offered by the Trust

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Meet the expectations set out our behaviour

Parents and carers of pupils will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors and Trustees across the Trust will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold senior leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

## Learning environment

Across the Trust we will ensure that the learning environments are kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Posters of material pupils have previously learned about and can identify
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

## Teaching and Learning at the Forwards Centre

### Personalisation of the curriculum

Teaching and learning at the Forwards Centre supports pupils who may have missed significant parts of their education and who may have had a negative experience of learning which has badly affected both their academic self-worth and understanding of their place in society. It is designed to address gaps in both learning and the personal, social and emotional skills in order that children may go on to be successful in the next stage of their educational journey.

The Forwards Centre curriculum is designed to enable all pupils to experience academic success so that each child also develops belief in themselves over time. The curriculum structure is clear and has well-defined end points. This allows rigorous baseline assessments to inform the planning of an appropriate curriculum 'climbing frame' for each child. Our curriculum then allows children the time and space to climb from a point and at a pace that is right for them and experience the same joy of learning new things that others experience and should be part of every child's life. It is designed so that we can use ongoing formative assessment to track each child's individual progress, treat them as individuals and celebrate their progress on its own merit rather than simply comparing with whole class age related expectations. This individualised approach ensures that no children are disadvantaged due to their academic level, SEND need or what point on their educational journey they are at or what time in the year they arrive. Every child can experience success.

Our centre runs on a clear set of published principles designed to create a therapeutic, emotionally regulated environment where children experience and learn the social norms and expectations, they will need to be successful in their next setting. Staff live life alongside each child and consistently model positive ways of coping with the challenges that the school day brings.

The curriculum has been planned and sequenced so that knowledge and skills build on what has been taught before. It has clear end points for each subject with clearly defined 'I know' and 'I can' statements' defining the knowledge and skills children need to acquire to reach those end point. There is a focus on the 'sticky knowledge' we want children to remember and an emphasis on the use of technical language and vocabulary for each subject. Every pupil is entitled to study the full breadth of the curriculum and develop the knowledge and skills they need to be successful in their next educational setting.

The Forwards Centre has a two-year rolling programme with a breadth comparable to the national curriculum along with the additional width that comes with working on an individual basis on barriers to success with excluded pupils with social emotional and mental health (SEMH) needs. The two-year rolling curricular programme incorporates Reading, writing, maths, science, PSHE, computing, Humanities (History and Geography), the Arts (Art and Music) and PE.

## Planning

Planning is a process not a product. Its purpose is to enable high quality delivery which enables all students to learn.

All teachers need to be clear and precise about the knowledge/skills they want students to think hard about and learn in every lesson.

Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do.

The questions teachers need to ask when planning a lesson are:

1. Where are the students starting from?
2. Where do you want them to get to?
3. How will you know when they are there?
4. How can you best help them get there?

When planning a lesson, teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lesson.

Knowledge of the students; their prior attainment and specific needs, is a key part of planning. When planning teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most students find a learning fit most of the time.

### Learning Intentions

It is important that teacher, students, support staff are all clear about the key learning that will take place in a lesson.

Teachers should make learning intentions explicit to students, all students should be able to explain what the key learning of the lesson is.

## Teaching

Teachers must be explicit about the key knowledge and vocabulary that all students must use.

Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon the "Forward Centre 5 ways" and their professional judgement and knowledge.

See our "Forward Centre 5 Ways" in Appendix 1

## **Differentiation or adaptive teaching**

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate or adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

This may mean adapting the pitch of a learning activity but may also mean adapting the pace of the lesson, introducing sensory breaks or breaking activities down into small steps in order that a child does not feel overwhelmed. Over time, children may need less adaptation, however, staff are vigilant and recognise that pupils face multiple challenges in their lives and sometimes need more support and adaptation and sometimes less.

Other strategies that we use

- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents/carers to establish the appropriate level of material to support these pupils to make good progress
- Using support staff effectively to provide extra support
- Providing writing frames and word banks

For more information see our SEND Policy and SEN Information Report

## **Marking and Feedback**

Marking and feedback helps pupils to reach and exceed their potential in their academic subjects whilst at the Forwards Centre. It enables them to know what they are doing well and what they need to do to progress further. All work should be marked daily, before the next session. Learning Intentions are written at the top of the page. They may be written by staff or pupils depending on ability. They are highlighted green if a child has achieved the learning intention independently.

**Green Highlighter** – Green is for good. It is used to highlight the way a child is meeting the learning intention.

**Pink Highlighter** – Pink means think. It is used to highlight something that the teacher would like the child to look at again or improve.

Teachers mark in green pen and write in a way that models the standards expected.

Codes – Each piece of work is coded to enable pupil work to be used as an evidence base for assessment.

S1 – Low level support

S2 – High level support

I – Independent

WWW – What went well? – A positive comment relating to the learning intention. Written and highlighted in green.

Fix It – The words ‘Fix It’ highlighted in pink relating to the learning intention. The word ‘fixed’ is written when completed and this is highlighted green.

Challenge – This is a comment that gives a next step/challenge to move learning forward. Often given when a child has demonstrated learning clearly and has made no mistakes.

For more information see our Marking and Feedback Policy

## Assessment, recording and reporting

When a pupil arrives at any Academy within the Trust, they are baselined over a period of at least 6 weeks or one half term in order to accurately assess where they are in their academic journey. Information from schools, previous formal assessments and diagnostic testing are all used to provide a snapshot of every pupil’s current levels in order to set appropriate work for them during the induction period. Baseline levels are agreed after a full half term in our settings and are made up of both summative and formative assessments. These baselines are then used to set targets based on the Trust’s agreed expected progress flight paths for key academic end points based on National expectations. This process ensures that the data gathered and the targets set are accurate for all pupils.

The Trust gathers academic progress data termly in Reading, Writing and Maths for every child in every academy. The data provided is a teacher assessed grade based on both formative and summative assessment over the term.

## Moderation and Evaluation

We will monitor teaching and learning in the centre to make sure that all of our pupils make the best possible progress from their starting points.

The academy lead/deputy-head/assistant head and subject leads will monitor and evaluate the impact of teaching on pupils’ learning through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutinies
- Work scrutinies

## Review

This policy will be reviewed every year by Mrs Berry.

## Links with other policies



This policy links with the following policies and procedures:

- Behaviour policy
- SEN/SEND policy and information report
- Marking and feedback policy

## **Appendix 1**

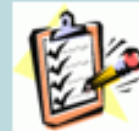
## 5 Ways to: Check for Understanding

1. Summarise the story so far
2. Repeat Instructions
3. High Order Questioning
4. Think aloud as you plan
5. Explain or defend your position



### 1. Summarise the story so far:

Whether reading a story or text or giving an explanation of any kind, stop at key moments to ask a student to summarise what they have understood so far. This, not only checks that the students are understanding what you are reading or teaching, but the act of summarising is a good thinking process to stimulate the working memory.



Example questions-

Ok let's stop there. Yousef, summarise the scene for us. What's been happening?  
Right, so that's what the historian's analysis was. Amy, could you summarise the key points of her argument?  
So, that's how a valley is formed. Let's try to summarise the main steps? ...Jenny, have a go.

### 2. High order questioning:

Plan your questions with your lesson to ensure that you ask questions which require some thinking, which are linked to the key knowledge that you are delivering and which can demonstrate pupils' understanding of that key knowledge.



Ensure that pupils' answers are fully formed by asking that they answer in full sentences and probing with follow up questions that move around the room like the ball does in a basketball game.

Example questions-

- Sam, can you tell me what the three states of matter are? Philip is she correct? Can you give me an example of one of them that we have looked at today? Henry can you think of an example that we haven't come up with so far today?
- Lizzie can you tell me why the temperature increases more gradually? Simon is she right? Daisy can you say that in a full sentence for me? Max do you have another explanation?

## 5 Ways to: Check for Understanding

### 3. Think aloud as you plan:

Encourage pupils to voice their thoughts as they plan or consider a problem. This can take some time to get right as pupils are not used to thinking aloud, but it's a powerful way of triggering the working memory and developing students' thought processes.



Example questions-

- Let's look at the problem. It's not a simple one-step process. Aleisha, talk it through for me. How would you go about solving it?
- Before we crack on with the descriptive writing piece, let's plan what we're going to do. ...OK, Toni, let's hear your thoughts. Talk through your ideas for the piece and how you'll organise them.

### 4. Explain or defend your position:

When students give an answer it's important that they are not just mimicking what they have read or heard. This is not using their working memory and they will not remember what they mimic over a period of time. To check for understanding vs mimicry ask students to explain their key points or defend their position, perhaps with an opposing view as a reference.



Example questions –

- Most of you have selected answer A. Joseph, why did you pick A? Why not B?
- Interesting Anwar. The rate is increasing more gradually but why would that be?
- 35%? Are you sure Michael?
- That's one way to say it Daisy but is it the best way?

### 5. Repeat Instructions:

Asking a student to repeat back to you what you have said further ensures that they have understood the details.

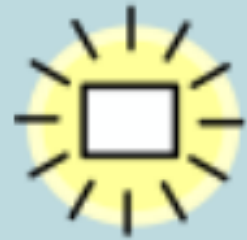


Example questions-

- So, that's the task everyone. Robert, let me check, what do you think I've asked everyone to do?
- Before you all get going, Taylor, run through the procedure for me. What do you have to do?

## 5 Ways to: Chunk New Material

1. Chunk the content of a lesson
2. Identify pre-requisite knowledge
3. Identify the steps to learning the new knowledge
4. Teach pupils ways to chunk and organize information
5. Visually chunk information



### 1. Chunk the content of your lesson:

Most pupils find it difficult to focus on anything more than 10-15 minutes at a time. By dividing every lesson into manageable chunks of content you can ensure that you are maximising the time that pupils are engaged and focused.



### 2. Identify pre-requisite knowledge:

Think carefully about what you are teaching and what the end point is.

What prior learning do pupils need to have before learning The new material? This should be assessed and addressed *before* proceeding to deliver the new knowledge in order to equip pupils with the capacity to access and understand the new learning.

For example, if you are teaching area, pupils need to know how to multiply two numbers together and what the terms width, height, length, mm, cm and m mean.

If you are teaching the water cycle, pupils will need to know that water can change states and exist as a liquid, solid or gas.



## 5 Ways to: Chunk New Material

### 3. Identify the steps to learning the new knowledge:



What are the first new ideas that you think pupils should have?

It could be:

- **Vocabulary** - when looking at poetry you might start with the word 'descriptive'
- **Establishing a mental model for a phenomenon** - when introducing volcanoes you may begin by watching a video clip of an erupting volcano
- **The big picture stage in a composition process** - when introducing a design and technology task of building a bird box you may share a newly built bird box for the pupils to inspect.

From this, identify the rest of the steps required to take the pupils to an end point where they will have succeeded in understanding a concept, producing an output or performing a task. Test them out, do they work if you follow them? Once you have trialled the steps and you know that they lead to a successful outcome, use them to deliver the new learning to your pupils.

- Design practice tasks so that pupils can practise the steps Pupils will need to practice each of the steps one by one and in short sequences before attempting the whole sequence.
- Select appropriate practice and retrieval tools to help pupils gain confidence and fluency in each step before introducing another.
- Build time in your planning to revisit the steps, space out the times you revisit so that they occur throughout the module with longer and longer time in between and again in later modules throughout the year.

### 4. Teach pupils ways to chunk and organise information:



- Random numbers and letters can be broken into chunks of 3-4  
018118055 becomes 01 – 811 – 8055  
XLETHIPSOXWHYMIX becomes X LET HIP SOX WHY MIX
- Long lists of information can be categorised
- Processes can be broken down into categorised steps
- Pictures or symbols can be used to represent information
- Acronym can be used to chunk long phrases or lists

### 5. Visually chunk information:



Too much information all at once can cause cognitive overload and affects a pupils' ability to take in the information When you present information in the form of a worksheet, booklet or as a display, consider whether the information is broken into sizeable chunks with visual aids and diagrams and separated out using lists, steps, categories or acronyms in an easy to follow order. Use numbers and arrows to help pupils navigate the information.

## 5 Ways to: Model

1. Show the whole process
2. Break it down into steps that you can practise
3. Narrate your thinking and check for understanding
4. Do a gradual handover
5. Investigate and critique modelled exemplars and create success criteria



### 1. Show the whole process:

Model the whole task from start to finish so that pupils have a full sense of what it will look like. Resist the urge to take a shortcut with 'here's one I made earlier'

This can sometimes be overwhelming, but it is important that pupils see the whole process from start to finish. With lengthier projects like building a bird box, writing a story or completing a painting it might be necessary to break up your modelling, but it is still important that you model every part of the process.

Once you have modelled at normal speed, demonstrate the process again, but this time slow it down. Examples:

- ✓ Demonstrate how to answer a word problem in Maths, first at normal speed and then slowed down
- ✓ Demonstrate a pass in netball, first at normal speed and then slowed down
- ✓ Demonstrate how to mix two paint colours, first at normal speed and then slowed down



### 2. Break it down into steps that you can practise:

The next step for modelling a task is to break it down into steps that can be practiced on their own. Ideally the steps will be do-able on their own without the need to do any of the other steps. For example:

- Practise a dance step
- Write an opening sentence
- Write a comparison sentence
- Write the calculation you need to complete from a word problem

Take time to model these steps and to practise until pupils are able to complete them independently. Slowly begin to weave them together as pupils grow in confidence.





## 5 Ways to: Model

### 3. Narrate your thinking and check for understanding:

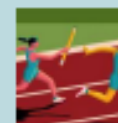


As you model a task it is important to narrate your thinking as you go. Explain your thinking, why you have done something a certain way and what you had to consider. Narrate these thought processes so that it is visible to pupils why you make the choices you do at each step. Model a number of times keeping the modelled tasks in view for the pupils to see and to be able to refer back to when they are working.

Once you have modelled and narrated check in with pupils to see that they have understood. Ask them why you have done certain things or what could you do to improve what you have done.

E.g. 'Sarah now I've circled all of the numbers in the word problem, what do I do next?'  
'Alfie, is there anything else I should I check before lighting the Bunsen burner?'  
'Jo, why did I use a semi-colon there, rather than a full stop?'  
'Finn, can I improve any of my vocabulary to make it more descriptive?'  
'Sam, what do I mix with blue to make green? How can I make it a lighter colour?'

### 4. Do a gradual handover:



Once you have modelled a task, don't set the pupils off on completing the whole task from start to finish. Hand over the task gradually by asking pupils to complete the maths problem, finish a paragraph, finish the construction, add colour to the drawing. This will give pupils the experience of success and what completing the task is like. Give them more practice with examples that are less and less complete until they are able to do the whole thing on their own.

Be prepared to re-run the handover process with some pupils who may not get it when they attempt a task on their own for the first time. Go back to an example that is partially completed and gradually build to another solo attempt.

### 5. Investigate and critique modelled exemplars and create success criteria:



It is really helpful for pupils to look at a number of completed responses to a task that they have seen modelled (some more successful than others) and to be asked to judge them against what you have modelled. This helps pupils to see the potential pitfalls and common errors to avoid.

It is also useful sometimes to share a success criteria for a task which captures the key knowledge and skills that you are expecting pupils to demonstrate. This helps to re-enforce the key information that you will have included when modelling to the pupils.

You may even ask pupils to create their own success criteria for a task having watched you model it.

This will check whether they understand exactly what they have to do and whether they understand what a good one looks like.

## 5 Ways to: Retrieve

1. Spaced Retrieval
2. Low-stakes quizzes
3. Free recall
4. Elaborative Interrogation
5. Visualise and make links



### 1. Spaced Retrieval:

- ✓ Plan to retrieve key knowledge and skills throughout your curriculum. Revisit things learned last week, last month, last term and last year. **Explicitly** include this in your planning.
- ✓ Consider the knowledge and skills that pupils will need to build upon in any new learning. Revisit these at the beginning of a unit. Use low-stakes quizzes to establish what pupils have remembered.
- ✓ Use knowledge organisers to help pupils to retrieve prior knowledge, revisit these regularly by bringing them back out for pupils to use when introducing new knowledge that will require this prior knowledge to understand.
- ✓ Create booklets which contain key knowledge for a particular topic or theme and include tasks for pupils to complete over time. Revisit the booklets regularly across a year so that pupils can see their knowledge accumulating over time and can use the booklet to retrieve prior knowledge and to self-test.

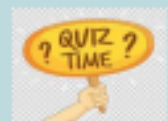


### 2. Low-stakes Quizzes:

Low-stakes quizzes are a great way to get pupils to retrieve knowledge, whilst also helping you to assess what they have understood. You should vary the type of quizzes you do to avoid them becoming too repetitive. Always give the correct answers as immediate feedback for pupils – this is part of the learning process and just as important as the quiz itself. Ensure that the style of quiz you use does not allow a chance to opt out. All pupils must engage with every question.

Quizzes to try-

- ✓ Simple multiple-choice paper quizzes
- ✓ Whole class 'Show me' quizzes with mini-whiteboards, paddle boards, iPads
- ✓ Tech tools like quizlet, quizzz, Kahoot, or Nearpod
- ✓ Paired quizzes – pupils take turns quizzing each other using a knowledge organiser





## 5 Ways to: Retrieve

### 3. Free Recall:



Free recall (or brain dump) involves asking pupils to recall everything that they know about a topic, theme, character, book, technique etc. Pupils have to process the information in order to write it down or speak it. This helps them to understand it as they have to generate their own interpretation of the material and make connections between ideas.

Activities to try:

- ✓ Write a paragraph about a topic or theme
- ✓ Write a list of the key ideas from yesterday's lesson – they could then pair up with a pupil and compare what they have
- ✓ Complete a blank version of a knowledge organizer that they have used previously
- ✓ Write a list of key vocabulary from a topic or theme
- ✓ Set a quiz for another pupil on a topic or theme
- ✓ Solve a problem based upon last lesson E.g. Complete a maths calculation or read a passage and write down as much as you can about the language features you learned about last lesson

### 4. Elaborative Interrogation (Asking how? and why?):



When a pupil has completed a unit of work, elaborative interrogation helps them to recall the key knowledge from that unit and to deepen their understanding. For example, if pupils have learned about the water cycle you might ask 'why does it rain?' In answering this question as a free recall task, pupils have to have a really good understanding of the water cycle –Some pupils will need scaffolding to be able to answer these type of questions. Close monitoring is also important so that you can address misconceptions as pupils work.

Pupils can also try to think of their own questions for a topic and then try to answer it or swap questions with a partner to try and answer each other's questions.

Before beginning a new topic, pupils could think of some how and why questions that they will try to answer at the end of a topic. For example if you are beginning to look at volcanoes, you might ask 'why do volcanoes erupt?' or 'How does lava get so hot?'

### 5. Visualise and make links:



It is really helpful for pupils to represent information visually in order to make sense of something, to remember it and to retrieve it. Mapping out concepts helps pupils to organise their thoughts, to identify sequences or links in the knowledge and to organise or classify knowledge. Asking pupils to complete a visual representation of their knowledge of a topic or theme is a useful way of recalling knowledge and creating a way to be able to remember it in the future. Pupils can be helped with scaffolding for such tasks or with modelled examples. Examples:

- ✓ Mapping out the family tree of a character in a story
- ✓ Drawing out the different stages of how a seed grows into a flower
- ✓ Drawing a timeline of the Tudor Kings and Queens