# Harrow Gate Primary Academy

# **Teaching & Learning Policy**



# A shared approach to Teaching and Learning

# A Pedagogical Model

September 2022

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## INTENT

Teaching and Learning is the core business of Harrow Gate Primary academy. It is our aim to motivate all our students to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. To prepare our students for a rapidly changing world, we need to create a stimulating and successful learning environment in order to nurture flexible, driven and creative learners.

This policy sets out the principles and expectations behind our approach, which is underpinned by the 'Teachers Standards', and in doing so provides new and existing staff with a clear vision of the school's expectations, providing an agreed focus for monitoring.

There are two sources that have informed the Teaching and Learning Policy. The first is **'Making Every Lesson Count' by Allison and Tharby (2015).** This distils teaching and learning in to <u>6 core principles</u> explained in more detail below, and is based on robust evidence and practical wisdom.

The second source is **Rosenshine's Principles of Instruction (2012)**. Again, based on research from cognitive science, the classroom practice of master teachers and cognitive scaffolds to help teach complex concepts, this is an evidence-informed approach to teaching.

## IMPLEMENTATION

### Mastery

The mastery pedagogy works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps and thinking about ability differently are all part of the mastery pedagogy.

Require a clear focus on lesson design, teaching and use of resources and support for pupils.



**Curriculum design:** A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Fundamental skills and knowledge are secured first. The Curriculum works as a spiral and all subjects review and build as the children's knowledge and skills increase. (Appendix 2)

### Lesson design

The starting point of lesson planning is skilled practitioners' **'craft knowledge'** (Wilson,2012). This is knowledge of an individual, class, school and community context, and the evidence of what works within these contexts. This, alongside the Teaching and Leaning policy, should inform planning.

Allison and Tharby (2015, pp 269-272) <u>Appendix 1</u> provide a useful audit tool to aid planning in relation to the 6 pedagogical principles presented in the policy below.

### **Differentiation and inclusivity**

Taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

*Fluency* comes from <u>deep knowledge and practice</u>. Explicit learning is important in the journey towards fluency and embedding. All tasks are chosen and sequenced carefully. Both class work and homework provide this <u>'intelligent practice'</u>, which helps to develop deep and sustainable knowledge.

### **Retrieval Practice**

Our brains share information by connecting it with other information. The more connections that are made the more deeply learning is embedded in memory and 'learnt'. Each time the children try to recall or retrieve information they make new connections. The recall doesn't have to be successful for the connections to be made and learning happen.

Retrieval and recall is to happen in all lessons at all times. (Appendix 3 / 4 / 5)

### **Social Competencies**

In their Nordic Teaching Model, the Nordic schools (2018) outline the importance of <u>building relationships</u> between the teacher and students, and between students themselves. This, they describe, as social competence and alongside teaching and classroom management competencies, this is an important part of the craft of teaching. Although not included in the Teaching and Learning policy, classroom management and social competencies should be central to teaching, lesson planning and curriculum design.

### The Role of the Environment

The school and classroom environment is key in underpinning and supporting the 6 core principles. Maslow's Hierarchy of Needs puts the learner first, with the responsibility of ensuring the learner's needs are met. This can be physical; the physical environment of the school and classroom setting, social and emotional in relation to an individuals' needs and starting point, and the teachers' role in socially competency.

Working walls and displays should evolve as the learning develops and be a point to provide:

- further explanation based on that used in the sessions
- additional challenge
- model examples
- probing questions/prompts to promote deeper thinking
- a backdrop that supports the hook/ stimulus for learning
- relevant resources

#### The Role of parents and carers

Parents/Carers have particular insights about the strengths, skills, interests, preferences, aspirations, anxieties and difficulties of their children. Accordingly, the importance of meaningful communications and co-operation between the school and

the pupils' parents/carers cannot be overstated and is a key contribution to learning. This communication is an important part of developing understanding of individual needs as well as praising students in line with school rewards policies.



## The 6 Pedagogical Principles (Shaun

Allison and Andy Tharby 2015) Teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge.

## Challenge

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives based on prior attainment, have a single challenging learning objective and then think about what each individual student needs to achieve it.

- What do children struggle with?
- What switches them off?

• How much and what type of support do children respond well to?



All students may have different starting points but should aspire to the same

learning objective. Teachers must be responsive, helping children to work towards said objective, for example through -

- focused questioning,
- adult/ peer help with sentence starters,
- use of drafting techniques,
- use of apparatus to help,

\*Some children will reach the objective and need to be challenged further

### **Explanation**

Three key principles should guide explanations:

1. Plan in to schemes of learning; how to link to and build on something already known:

a. Begin each lesson with a short review of previous learning. (Rosenshine, 2012)

2. Consider the limitations of the working memory when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc...

a. Present new information in small steps allowing for student practice after each step. (Rosenshine, 2012)

3. Where possible try to make the abstract concrete – think about and plan, how to make abstract ideas make sense:

a. Drawing diagrams; demonstrations in science; sharing and discussing images; taking the learning outside etc...

b. Provide scaffolds for difficult tasks. (Rosenshine, 2012)

c. Direct explicit instruction. (Kirschner, Sweller, Clarke, 2006)

#### Modelling

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. Model the creation of products/procedures. For example: write an essay, show them how to do it. Write essay out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.

2. Deconstruct expert examples and use worked examples – have an excellent finished product and share it, discuss why it is good.

#### **Practice**

Plan in time during the lesson and over a series of lessons for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.

2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.

- a. Guide student practice. (Rosenshine, 2012)
- b. Require and monitor independent practice. (Rosenshine, 2012)

#### Questioning

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.

a. Ask a large number of questions and check the responses of all students.

- b. Check for understanding. (Rosenshine, 2012)
- 2. Provoke deeper thinking.

3. Increase the ratio of participation and thinking of all students.

#### Cold Calling: (Based on Lemov, TLAC)

*Principle:* All students should be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

*Practice:* No hands up. Teachers ask questions and then select students to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident - everyone.

It's not a one-off strategy; it needs to be the default mode for most questions; absolutely routine.

#### No Opt-Out: (Based on Lemov, TLAC)

*Principle:* Students should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, students should not be allowed to opt out by saying 'I don't know'.

*Practice:* If a student or several students get an answer completely or partially wrong or they say they don't know, move to other students or provide the correct answer. But then go back to all those students who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice but if done routinely, it also means that students soon learn there is no value if offering 'I don't know' as a defence, in the hope of being left alone!

#### **Checking for Understanding:**

*Principle:* Teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed; learned, by any individual. It's necessary to check for understanding from students to determine whether they understood what you meant? Do they now have the level of understanding you are aiming at?

*Practice:* After any exposition or question exchange with a particular student, ask a number of other students to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple students, often yielding various different responses which throw up subtle points for further teaching.

#### **Probing:**

*Principle:* In order to explore a student's schema in any depth, you need to ask them several questions; asking several students one question each provides shallow responses compared to when each student has to provide multiple responses.

*Practice:* Make it the default that, in any given exchange, you are asking each student, 3,4,5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.

#### Say it again, better:

*Principle:* It's normal for first responses to be half-formed as students think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit students when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

*Practice:* When students offer a short, half-formed of partially incorrect answers, say, 'thanks, that's great....now say it again better. Try again but make sure you add in X and link it to idea Y' giving them an immediate opportunity to give an improved response

#### Think, Pair, Share:

*Principle:* In pairs, all students have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse.

They are all involved and subsequent discussions then have lots of material to explore. It prevents 'blood out of stone' silences inhibiting discussion and it prevents 'forest of hands' or calling out cultures taking hold.

*Practice:* Give the class a specific time-cued task - e.g. to decide on four main points in order of importance, in three minutes - get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

#### Whole-Class Response:

*Principle:* Sometimes is useful or even essential to get a response from every single student at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

*Practice:* My preference is for using whiteboards over any technology: they are cheap and quick and allow for responses to multiple-choice questions as well as practice sentences, calculations, diagrams – a full range. You set the question, give some response time and then, on cue ....3,2,1 Show Me.... Students all show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. It's vital to engage with the responses and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.

#### Feedback

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.



Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review. (Rosenshine, 2012)

2. Guide student practice.

(Marking and feedback policy)

## IMPACT

Our consistently high standard of teaching and learning leads to raised attainment and improved quality of experiences for all our children.

### References, resources and further reading:

Allison, S & Tharby, T (2015) 'Making Every Lesson Count' Crownhouse.

Kirschner, P. A., Sweller, J. and Clark, R. E. (2006), 'Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discovery, problembased, experiential, and inquiry-based teaching' Educational Psychologist 41 (2) pp. 75–86.

Rosenshine, B (2012) '10 Principles of Instruction' American Educator

Wilson, E (2012) 'School-based Research' Routeledge

Teaching and Learning Research Summaries: <u>https://teacherhead.com/2017/06/03/teaching-and-learning-research-summaries-a-collectionfor-easy-access/</u>

Theories of Learning <a href="https://impact.chartered.college/issue/issue-2-science-of-learning/">https://impact.chartered.college/issue/issue-2-science-of-learning/</a>

https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/

https://impact.chartered.college/article/brookman-byrne-neurosciencepsychologyeducation/

Curriculum design

https://impact.chartered.college/browse-issue/?issue=issue-4-designing-a-curriculum

Direct Explicit Instruction – Summary can be found at <a href="https://researched.org.uk/inquirylearning-isnt-a-call-for-direct-explicit-instruction/">https://researched.org.uk/inquirylearning-isnt-a-call-for-direct-explicit-instruction/</a>

A collection of retrieval practice research and resources ...

https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/

Appendix 2

## Planning and **Reflection Tool**

This tool can be used by teachers to reflect on their own practice and then inform their lesson planning.

#### Challenge

- Are learning objectives single and challenging for all?
- Are all students expected to develop their knowledge and skills during the lesson?
- Is formal, subject-specific, academic language modelled by teachers and encouraged from students?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?
- Are assessment criteria referred to explicitly?

#### Explanation

- Is prior knowledge established and used to 'hook into' new knowledge?
- Does the explanation focus on the key learning points, success criteria and subject threshold concepts?
- Are there opportunities to make the explanation more concrete and credible e.g. demonstration, visual, practical, appropriate use of analogy, etc.?
- Is there evidence that threshold concepts (key
- Is there evidence knowledge and skills) are practised subject-specific knowledge and skills) are practised regularly to improve retention?

#### Feedback

- Is there a good mix of verbal and written feedback?
- Are students encouraged to critique the work of their
- peers? · Is feedback kind, specific and helpful?
- Is feedback designed to make students think instead of giving them the answer?
- Is feedback timed right, i.e. are students given enough 'struggle time'?
- Are students expected to move towards 'closing the gap' by responding to feedback?
- As a result, do students know what they have got to do
- Are self-assessment strategies such as proofreading, editing and redrafting employed to aid metacognition?
- Is teaching flexible, based on feedback from the performance of students?

#### Questioning

- Does questioning involve a wide range of students?
- Does questioning both deepen and develop thinking and check for common misconceptions?
- Are student responses developed by further questioning?
- Are reluctant respondents encouraged to respond by careful scaffolding?
- Are students encouraged to respond to and evaluate the responses of their peers?

#### Making every lesson count

- Does the explanation generate curiosity and so 'open up the learning gaps'?
- · Is explanation clear and concise, especially when subject matter is challenging?
- · Is teacher talk and gesture enthusiastic, kind and inclusive?

#### Modelling

- · Is practical work and other activities carefully modelled?
- · Are examples of excellent work shared and compared? This is great because ...
- · Are exemplary examples of subject-specific products, including writing, deconstructed with the students?
- · Is subject-specific writing then modelled and co-constructed with the students?
- Does teaching allow critique of models?
- · Is 'expert thinking' modelled by verbalising implicit thought processes
- Is modelling scaffolded to maximise the learning for all students?

#### Practice

- · Once students have had input from the teacher, are they given time to practise the new knowledge and skills?
- · Are mistakes observed, leading to intervention when necessary to ensure that practice is perfect?
- Are mistakes utilised as a key aspect of leaning?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and supports removed at the right time to allow for independence?

#### Making every lesson count

- Are students encouraged to ask questions?
- · Are students expected to rephrase answers in Standard English?







After you have retrieved as much as you can go back to your books at check what you've missed. Next time focus on that missing information



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10 BENEFITS of LOW STAKES TESTING @ImpactWales From: 'Ten Benefits of Testing & Their Applications to Educational Practice' Roediger (2011) @ImpactWales				
BENEFITS		What it looks like in the classroom		
I	The Teshing Effect : retrieval aids later retention	Information retrieved from the memory leads to deeper learning. E.g. Multiple choice quizzes, mind maps, brain dumps.		
2	Testing identifies gaps in knowledge	Taking a test shows pupils what they do & don't know, so they can take control & prioritise future learning.		
3	Testing causes pupils to learn more from the next study episode	When pupils take a test & then relearn certain information, they learn more from subsequent lessons.		
4	Teshing produces better organisation of Knowledge	Retrieval practice causes pupils to make more connections between old & new learning, therefore schema are better organised.		
8	Testing improves transfer of knowledge to new contexts	Testing induces readily accessible information that can be used flexibly to solve new problems.		
6	Testing can facilitate retrieval of material that was not tested	Material that was not tested but is connected to the test is accessed during the testing process and so strengthened.		
7	Testing improves metacognitive monitoring	Regular testing provides pupils with feedback on their own performance which enhances their ability to predict future performance		
8	Testing prevents interference from prior material when learning new material	Pupils are more likely to retain older memories ahead of more recently learnt information. Testing enhances the more recently studied.		
٩	Testing provides feedback to teachers	When teachers have accurate teedback on pupils' learning they can create focussed teaching.		
10	Frequent testing encourages pupils to study	Regular testing can develop excellent study habits & motivate pupils to relearn & study on a daily or weekly basis.		

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