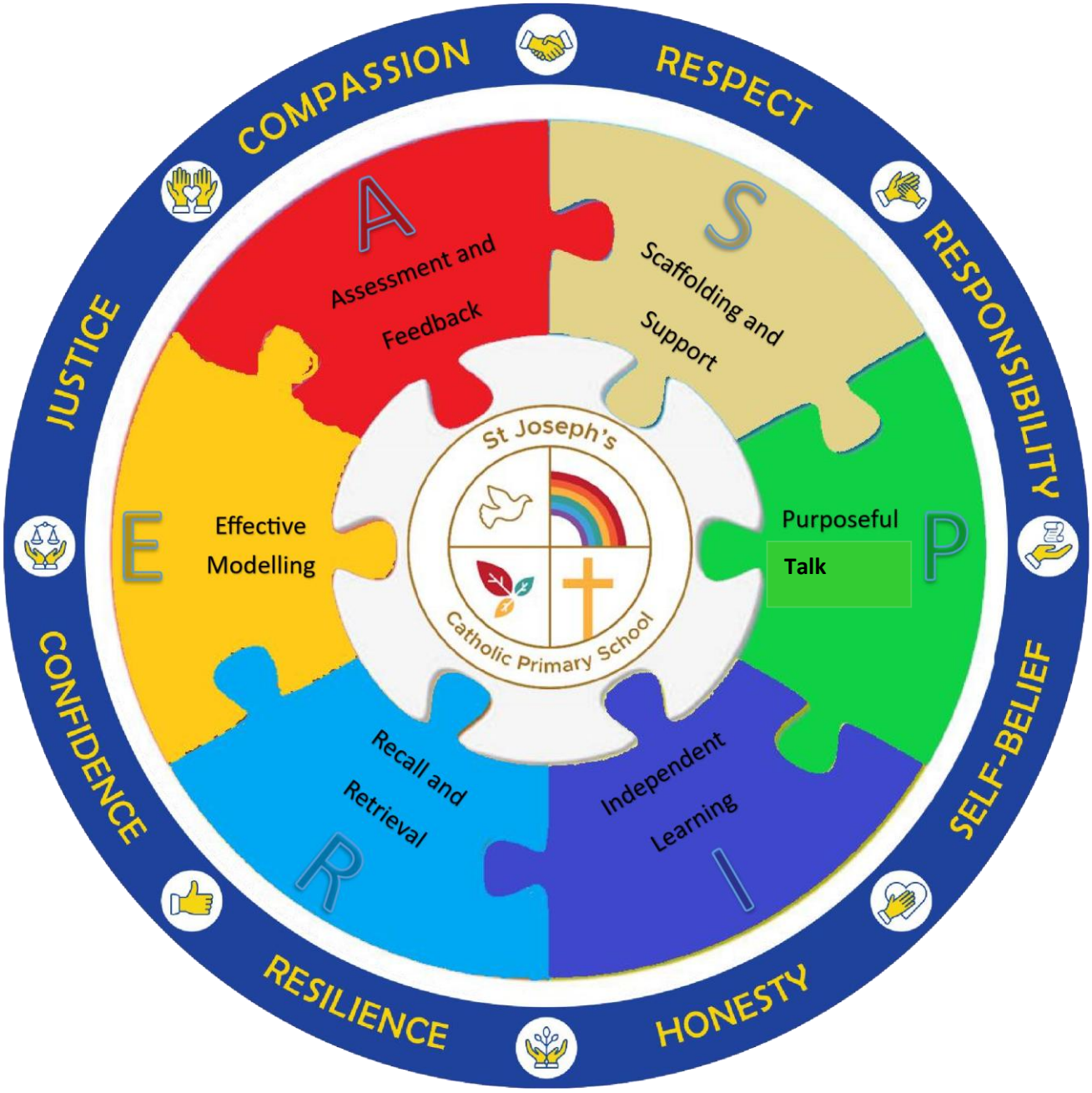
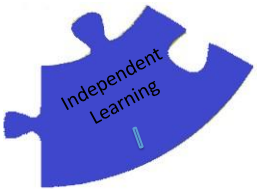
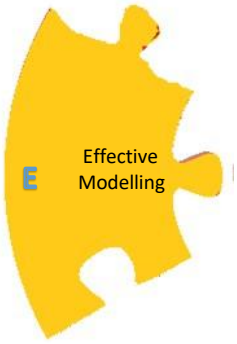


Teaching and Learning at St Joseph's

Love God, Love Learning, Love One Another

	Assessment and Feedback	Assessment must support learning and effective feedback should close learning gaps and extend learning opportunities. It should be manageable for children and staff and must provide higher levels of challenge, encouraging hard work.
	Scaffolding and Support	Teachers must ensure all children can access the highest quality teaching possible. This should be rooted in the graduated approach of 'Assess, Plan, Do, review'. Teachers should utilise a wide range of learning strategies in their classroom, identifying when targeted intervention is required.
	Purposeful Talk	Teachers should plan purposeful questions, ensuring children are able to explain what they have learned. A variety of questions should be asked with responses expected by all children. Systematic feedback and corrections should be provided. Teachers should also plan oracy activities- such as paired talk, structured discussions, debates.
	Independent Learning	Teachers must explicitly teach all children methods through which they can develop their literacy skills. This will be linked to metacognitive approaches to learning and preparing children for future learning.
	Recall and Retrieval	Teachers should plan lessons that introduce new learning is small steps, giving children the chance to understand it. Teachers should routinely engage children in a variety of form of retrieval practice including recalling previously learned concepts. Where new learning builds on previous learning, recall should be used to draw links between them.
	Effective Modelling	Children should be given time for a high level of guided practice to prepare them for independent practice. Teachers should check for misconceptions, ensuring thorough explanations, purposeful questioning and affirming feedback.

Assessment and Feedback - Key Principles.

"Assessment must be rigorous and challenge all students. Effective assessment will support learning, with outcomes reviewed to support precise, in - class interventions and planning to address knowledge gaps.
Feedback should be meaningful, manageable, and motivating. The single purpose of the feedback is to advance progress and outcomes, therefore, only give feedback that will achieve this. Consistently high standards are more important than unvarying practice."

Manageable and motivating

Eliminate unnecessary workload as marking time does not corelate to successful outcomes. Only mark work that will improve progress. Too much feedback detracts from the children's responsibility for their own learning.
Feedback should motivate children to progress. Short challenging comments and oral feedback is effective. Acknowledge the work children have done, value effort and achievement and celebrate progress.

Good Practice

-Clarify what good performance is.
-Facilitate self-assessment.
-Deliver high quality feedback information.
-Provide opportunities to close the gap. -Use feedback to inform planning and improve teaching.
-Use strategies to reduce teacher workload (e.g.) verbal feedback.
-Vary feedback (Oral feedback is incredibly effective)
-Children should be encouraged to check their own work and develop their editing skills.

What to avoid

-Never assess just for the sake of it!
-Assessment should be used to inform future teaching, identify knowledge gaps and support interventions.
-Avoid assessing content that has not been delivered. Only assess subject content that has been taught well.

Marking codes

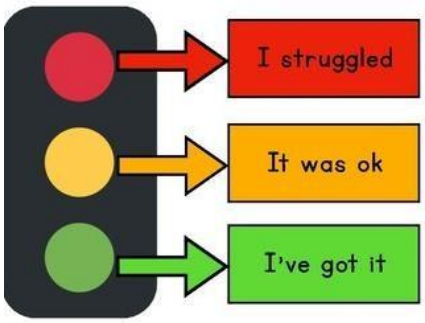
	Something done well.
	Something needs improving.
S	Pupil was supported by an adult during the piece of work
VF	Verbal feedback has been given to the pupil.
P	Punctuation mark error- either there isn't one where there should be or there is one where there shouldn't be
G	Grammatical error
CL	Capital letter error – either there isn't one where there should be or there is one where there shouldn't be.
SP	Spelling error

Mistakes and Self Reflection

Margin Marking- Place the marking code in the margin and ask children to identify any errors.

Traffic Lights- Children have red, orange and green dots based on how well they think they have met the learning objective.

Responding to Marking- Children write an appropriate response to feedback showing where it has been redrafted in blue pen.



Reducing Workload

- Live marking during a lesson
- VF code used rather than the feedback word for word.
- Starter tasks or paired tasks to support each other.
- Get children to open their book on the page that needs marking.
- Only mark key pieces of information relevant to the task.
- Peer and self-assessment where necessary.

Scaffolding and Support - Key Principles.

"Learning should be scaffold to allow children to make progress. New learning should be built on solid foundations."

Visual Scaffold: Support children in knowing the steps they need to take and explain what their work should look like. For example, a model text or list planner.

Verbal Scaffold: May involve re-teaching a tricky concept to a group, or using questioning to identify and address misconceptions.

Written Scaffold: Will typically be used to support children with an independent activity. Examples may include word banks, writing frames and sentence starters.

Chunking and Chaining

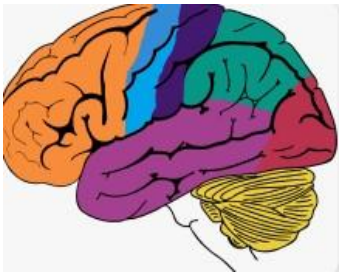
Break content into smaller chunks. Chain new learning in a coherent way, gradually increasing difficulty. Allow children to master one skill before moving on.

Respond to Learning

Build from what children already know. Check for understanding, if a child struggles go back a step.

Consider Cognitive Load

The working memory is 5-9 pieces of information. Do not overload children with too much information. Cut out the non- essentials. Use mnemonics, acronyms etc. Make the key learning clear. Guide practice and practice in multiple ways.



Gradually Decrease Support

Reduce support as children become more competent and confident, for example "I do, we do and you do." Give full examples of partially full examples.

Provide Structure

Break down the most difficult tasks, such as extended writing, by providing structure. This may be sentence structure or key words.

Recording

Allow children to record their work in a way that meets their needs, such as diagrams or tables.

Explicitly Teach and Revisit Key Words

Unpick the meaning of words. Model the correct language and expect children to use it. Children may rephrase work.

A few ideas in practice:

Structure Strips	Fill in the Gaps	Make it better	Sentence starters/ Conjunctions	Graphic Organisers/ Thinking Maps	Adapt equipment
Give structured strips with key words or questions to support children completing longer paragraphs.	Give children a paragraph with some work already completed (especially for those who struggle to complete work.)	Give examples of how to improve work to help them understand how it can be improved.	Give children simple sentence starters and linking conjunctions to develop longer paragraphs.	Children present their work in mind maps or venn diagrams to compare.	Adapt the task to make it easier for children. In PE a bigger or softer ball could be used.

Good Practice What to avoid

- Classroom Culture- Create a culture where children want to achieve. Make the expectation by all children. Even the and challenge children on it.

-An over - reliance of competition. Lower expectations and allow excuses. that all work is completed -Avoid optional challenge. more challenging work. -Gender stereotypes

-Consider seating plans to consider maximum effort.

-Gimmicks and shortcuts.

-Sarcasm

-Have high expectations and challenge work that is below par. Always challenge poor effort.

-Positive reinforcement including communication with parents/ carers about effort and achievement. -Scaffolding- Some children are less likely to try if they believe they may fail. Slowly remove the support.

-Give lots of chances for success in a safe learning environment. Make tasks manageable.

-Ensure participation in learning, for example by target questioning and talk partners.

Purposeful Talk - Key Principles.

"Effective questioning engages children and gives them the opportunity to explain what they have learned. Most importantly, using questions to check for children's understanding helps teachers to gain feedback about how successful teaching and learning has been. Questioning is used to develop, check and promote progress for children. It informs planning and formative assessment. Finally, it deepens understanding, fosters curiosity and stimulates critical thinking."

Good Practice

-Give children time (Think/ pair share) Do not give the answer straight away. Use prompts and additional questions/rephrase if needed. -Question everyone- Hands up and down, select individuals with target questioning. Ask questions that require a range of responses. (What do you notice about this? How can we get started on this?) -Go deeper- Open questions. Encourage children to make links between topics. Where have we seen this before? -Follow up action- Diagnostic questions/ use responses to inform planning.

What to avoid

-Asking too many questions at once.
-Avoid an over reliance on hands-up questions.
-Answering your own question.
-Ask the same type of questions all the time.
-Allowing the same students to answer the questions all of the time.
-Failing to correct wrong answers.

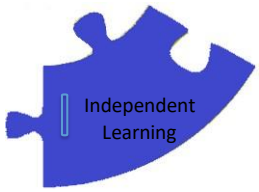
Question Matrix

-Ask yourself the purpose of the question you are posing. If you want a child to be open minded and develop their own ideas, you need to look at an imagination style question.

-The question matrix (below) could be used to plan a bank of questions on a topic. Children will be able to answer after specific lessons or specific sequences of lessons.

A few ideas in practice

Cold Calling	No Opt Out	Say it again but Better	Whole Class Response	Tell a Partner	Probing
No hands up as a default for most questions. Use your knowledge of the class to select children.	If a child gets a question wrong or partially wrong, move on but go back to the student to give them practice at demonstrating the correct answer.	Give children a second opportunity to answer a question to refine their answer, link concepts together and use more sophisticated language.	Use whiteboards to capture everyone's response at the same time.	To ensure everyone has a chance to answer, children tell their partner the answer. Ask a child to share their partner's idea and add their own thoughts.	Ask children several questions in order toc heck the dept of their understanding. Why do you think that? Is this always true?



Independent Learning - Key Principles.

"Independent learning or self-regulated learning and be broken down into three essential components that teachers need to know to help the children develop into successful learners.

Cognition is the mental process involved in knowing, understanding and learning.

Metacognition is the way children monitor and purposely direct their learning.

Motivation is about our willingness to engage in our metacognitive and cognitive skills, applying them to learning.

We must ensure we explicitly teach children metacognitive strategies, allowing them time to practice and develop, and explicitly teach children how to effectively organise and manage their learning independently.

Good Practice

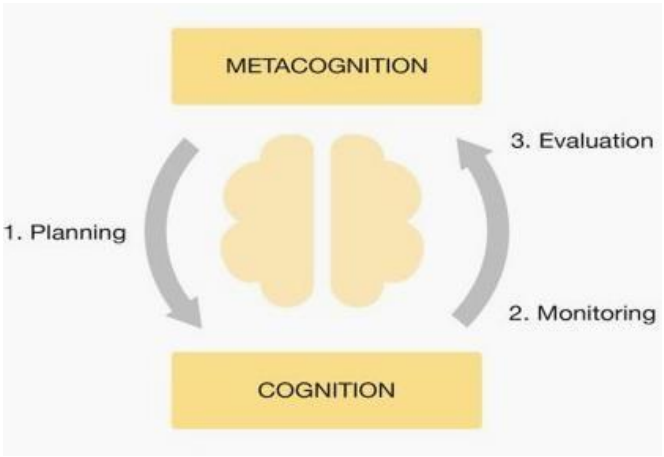
-Model your own thinking to help children develop their metacognition and cognition skills.

-Set an appropriate level of challenge to develop children's self-regulation and metacognition. -Promote and develop metacognition talk in the classroom.

What to avoid

- A common misconception is metacognition is only developed effectively in mature, young adults. Metacognition should be developed in all key stages.

-Metacognition is specific to the task being undertaken and stronger where learners a thorough grounding in subject knowledge. Metacognition is not a general skill that can be separated from subject knowledge.



When understanding a learning task, we start with this knowledge, then apply and adapt it. This is metacognitive regulation. It is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluate the overall success. This diagram (see left) represents the metacognitive regulation cycle.

Homework

-Homework is planned and purposeful
-Homework is assessed by either their peer, the child or the teacher
- Homework is completed in 'Homework Books'.
-Homework may be adapted where required (e.g.) SEND less questions.

If children have not handed in their homework discuss the barriers to homework. If homework is not handed in frequently contact with the parent should be made.

Good Practice

-Built in retrieval practice.
-Teach independent learning strategies.
-Understand and address barriers to completing homework.
-Well designed tasks linked to classroom learning.

What to avoid

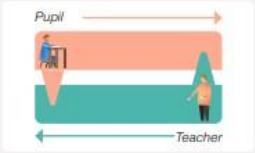
- Homework that is not linked to learning.
-Homework without clear instructions to help parents support children.
-Homework which is not marked and therefore children lose motivation in completing work.

Research

-Homework has a positive impact (5+ months) EEF
-Some children will not have a quiet space for home learning. Children may complete at break or dinner time/ after school club.
-Homework linked to classroom learning is more effective.
-Homework with feedback has more of an impact on learning.
-It is important to make the purpose of homework clear to students.

Education Endowment Foundation

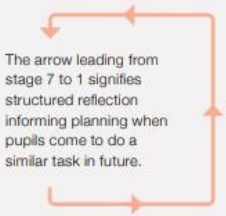
Metacognition the Seven Step - Model.



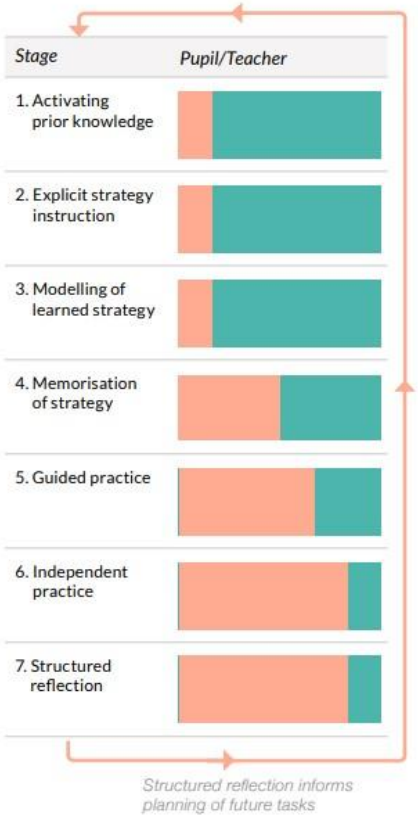
This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.

The orange part of the bar represents the pupil and the turquoise part represents the teacher input.

All seven steps could take place in a single lesson or it may be more appropriate for them to occur over a series of lessons.



The arrow leading from stage 7 to 1 signifies structured reflection informing planning when pupils come to do a similar task in future.



Examples
I ask pupils a series of questions about what they have learned previously that is relevant to today's learning
I talk to pupils about how they will complete the task and take them through each step as well as discussing possible strategies and how to manage their emotions
I verbalise my thought processes to pupils about the task, my choice of strategy and how I am managing my emotions
I check to see what pupils have understood and that they can remember the key aspects that have been taught
Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility
Pupils then complete the task by themselves without support
Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour

In the Classroom

-Independent practice should involve the same material as the guided practice.

-Children need to be prepared for their independent practice.

-Children are more engaged when the teacher circulates around the room and monitors and supervises their work.

-Classrooms where teachers had to stop at children's desks and provide a great deal of explanation during seatwork were also classrooms where children were making errors. These errors occurred because the guided practice was not sufficient for children to engage productively in independent practice.

-Cooperative learning offers an opportunity for students to get feedback from their peers about correct as well as incorrect responses, with prompt both engagement and learning.

Recall and Retrieval - Key Principles.

"Recall or retrieval practice is a strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces us to pull our knowledge "out" and examine what we know. It identifies gaps, limitations and misconceptions, as well as conforming and giving us confidence in what we do know. Bringing old information into our thinking enable sus to link it to new pieces of information, allowing us to build our schema. In the classroom the most effective teachers begin the lesson with a five- eight minute review of prior learning. It is important children see testing as non-threatening and developmental. "

Good Practice

-Children aim for 80% correct. -Question on past learning that underpins the new learning about to happen.

-Synoptic, analytical, evaluative questions should be asked.

-Spaced practice of 17- 21 days significantly enhances retrieval effects.

What to avoid

-Purely factual recall. Easy questions that might give children a false sense of security.

-Only use retrieval for starters or plenaries.

-Asking for random information not relevant to the curriculum.

-Eating into the curriculum for covering new content.

10 Benefits of Retrieval Questions

A Few Ideas in Practice- The best practice is to mix it up.

Multiple Choice	Complete the Missing Words	Open Responses	Test Questions	Focus on what children previously got wrong.	Brain Dumps
Give multiple choice questions. Include some misconceptions as wrong answers.	Add children to add missing words in to a sentence focussing on key vocabulary.	Give children a question with an open response, for example a discussion style question.	Use past paper questions and mark schemes.	If it is a concept children struggled with repeat it again and again.	Children write down what they can remember about a topic without any prompts.

Effective Modelling - Key Principles.

"When you first introduce new material, children need a large amount of support and guidance to understand the 'what' and 'how' of the material you are teaching them. As they become more proficient, the support can be slowly reduced while their independence during practice is increased, until they are eventually able to work independently." It is important to understand when and which type of modelling to use and when. This could be embedded within schemes of learning."

Good Practice

-Scaffolding sheets
-My turn -our turn- your turn.
-"Thinking out loud."
-Modelling videos
-Student lead modelling
-Annotating

What to avoid

-Don't use model answers. Creating answers via modelling is an interactive process.
- Don't drop the support moving from 'our turn' to 'your turn'. This is the critical junction.

Linked English ideas.

-Correcting SPAG live
-Developing and broadening vocabulary
-Varying sentence structure