Hamworthy Primary Schools

Twin Sails Infant School & Nursery

and

Hamworthy Park Junior School



Pedagogical Approaches to Teaching & Learning

Version 3: April 2024

The Definition of Learning

Definition adopted by Ofsted:

'Learning is an alteration in long term memory. If nothing has altered in long term memory, nothing has been learned.'

Kirschner, Sweller & Clark

The Hamworthy Definition of Learning:

The acquisition and application of new substantive and disciplinary knowledge, that is stored in the long- term memory, which enables children to make connections with prior knowledge and enables future learning.

Our Principles are:

- Learning is richer when children apply a clear set of learning behaviours. These are known as our 5Rs. Children are supported to become Resilient, Responsible, Reciprocal, Reflective and Resourceful learners.
- We strongly believe in the importance of building a trusting, supportive and respectful classroom environment where all pupils are engaged, motivated, and challenged in their learning.
- Learning is most effective when the curriculum and lesson design is high quality, fully accessible and expertly well sequenced to ensure children know more and remember more.

With these principles embedded across the school, anything is possible.

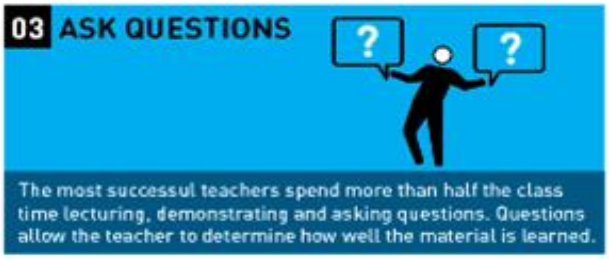
Every Child, Every Day, Every Possibility

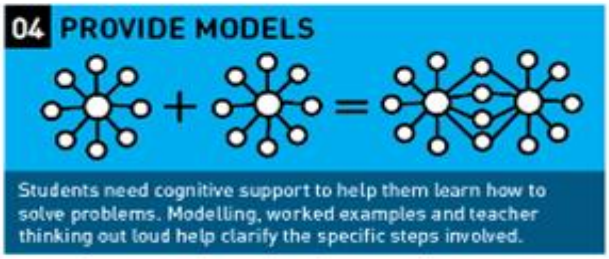
Evidence-based approaches to Teaching & Learning: The Rosenshine Principles

We believe that the most effective learning takes place when teachers apply evidence-based approaches that consider learning as a process. In our schools, we apply the Rosenshine Principles as a structure for all learning to take place, ensuring there is clarity over how each stage in this process is carried out within our schools.







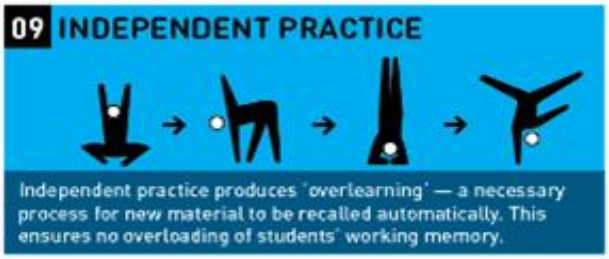










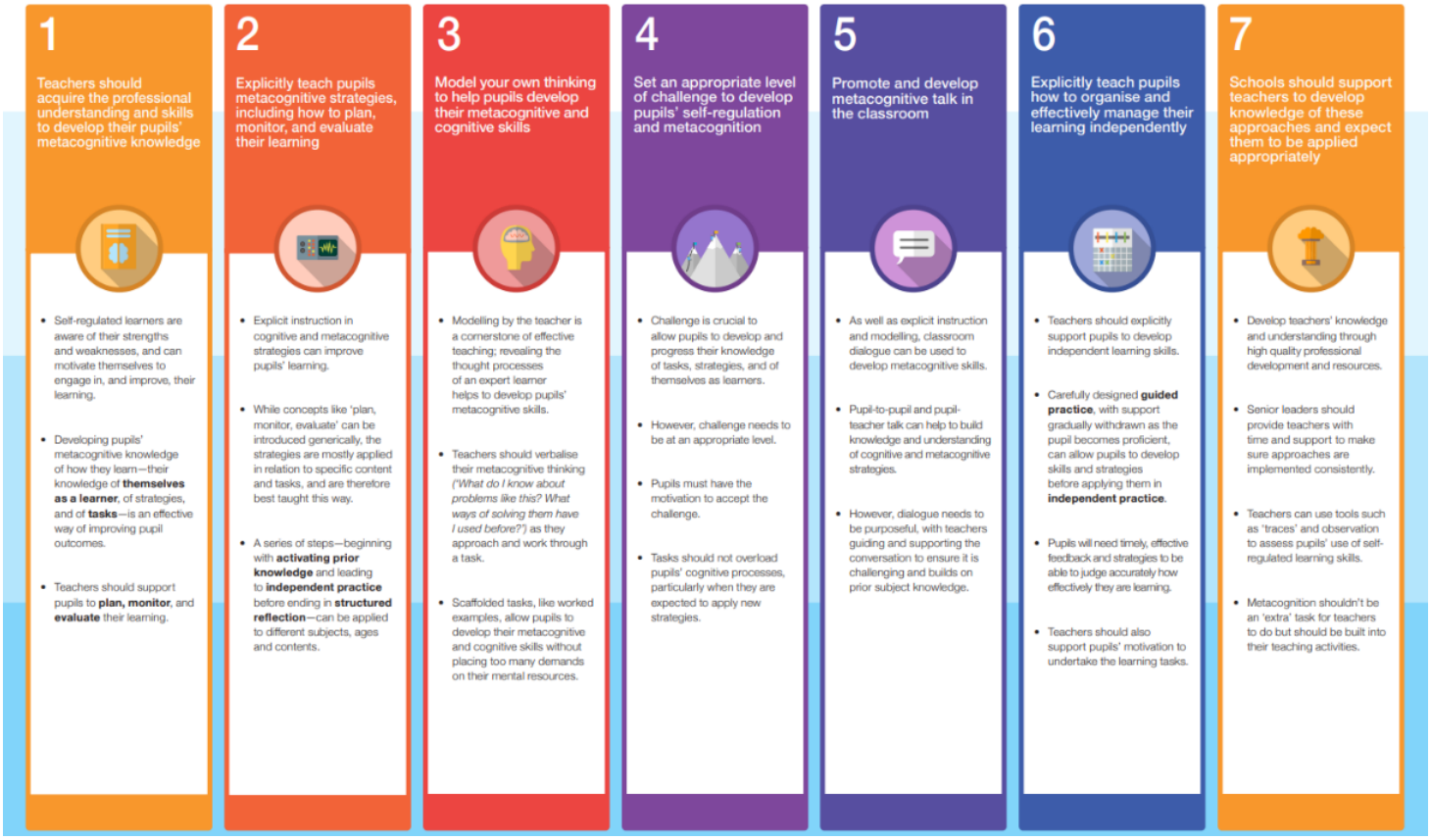




Evidence-based approaches to Teaching & Learning

We believe that **Metacognition and Self-regulation** approaches are core to pupils becoming successful learners. In order to support learning, adults will model their own thinking processes about during their teaching, to explicitly model these approaches. These include a variety of strategies such as verbalising planning, monitoring, and evaluating their learning.

Alongside the **Rosenshine Principles,** we refer to a range of current evidence- based research, most notably evidence from the **EEF Teaching & Learning Toolkit,** to embed these principles.



Our Approaches to The Rosenshine Principles & Embedding Pedagogical expertise in our Teaching.

1. Daily Review/ Activating Prior Learning

5 Minutes should be dedicated at the start of a lesson to activating prior learning, where this is appropriate. Teachers will indicate that lesson content is activating prior learning, through displaying the following symbol:



Our ways of activating prior knowledge/ learning are:

1. Quizzing – with multiple choice or more open ended
2. Show songs, videos clips, pictures and photos
3. Think, pair, share
4. Showing an example of work with misconceptions to correct
5. Matching definitions
6. Create a definition
7. Provide answer what will the question be
8. Brain 'nudge' – sentence stem, choices of vocabulary to use
9. Brain 'dump' – tell me what you know about/ post-it note brainstorm
10. Creating the steps to success

This can be done with individuals, in pairs, table groups and/or whole class depending on the context and needs of the class.

2. Present new material in small Steps: Cognitive Load

Dual Coding: In all teaching, visual & verbal explanations are to be used simultaneously, to enable pupils to make connections and deepen learning.

We further deepen pupil's learning through the use of **models & visuals**. For pupils who need adaptations to learning and would benefit from the use of visuals, whether this is to aid organisation or understanding, 'Widget' should be used to create these.

In our planning, we consider how learning will be broken down into steps. For each unit of work in English and the wider curriculum, a '**Learning Journey**' is created to establish the unit overview, identifying prior knowledge & the sticky knowledge or substantive knowledge pupils will need to embed, as well as key vocabulary.

3. Ask questions/ use of effective questioning to support learning

Within the learning journey, different types of questioning will be used to deepen learning. These should be used with expertise at the appropriate stage of teaching.

Questioning Approaches used in our schools:

'No Hands Up'/ 'No opt Out' culture: We strive to embed an inclusive culture in our classrooms, which enables and encourages all children to be active participants in the learning taking place.

Once our youngest children have understood that we take turns to speak and listen to each other, teachers will create a culture of no hands up – or 'no opt out'. This approach must be embedded through a trusting, supportive, and respectful classroom culture. Everyone's contribution will be valued.

Where appropriate, teachers will ensure children are supported and prepared to answer a question by pre-empting their need to practice or process their thoughts prior to sharing with the class.

Cold calling: This approach will be used to tap into previously embedded knowledge, as a strategy to quickly recall learned facts.

The following Process will be used



Think, Pair, Share: The use of paired talk in learning will be planned for, with a clear outcome, to ensure it is purposeful. This is used to deepen thinking and allow pupils to practice, and discuss their thoughts.

'Say it again better' or uplevelling an answer: This approach may be used co-construction of sentence work or where the class or working together to expand and develop an answer orally.

Probing thinking: To enable deeper thinking and allow pupils time to reflect, extend and explain their thinking, the following questioning will be used in learning.

- That's interesting, what makes you say that?
- Why do you think that is?
- Is there a different way to say that?
- Can you give an example of where that happens?
- Can you explain how you worked that out?
- How do you know?
- What have you understood? Etc…

Whole Class Response: This can be used for quick recall/ known answers the whole class can quickly respond to together.

Choral Response or Echo Response: This is used to practice an answer, by repeating the phrase or answer given by the teacher.

4. Model learning

This is the process of instructional teaching (I do, we do, you do) and we believe that to ensure pupils learn best, Teachers should explicitly model learning by thinking aloud, as the 'expert' in the room.- '**I do**'; followed by modelled practice- '**we do**'.

At the instructional stage, '**I do**', teachers will break down steps to learning and verbalise their metacognitive thinking as they approach and work through a task. 'Instruction' means that the teacher models as the expert- with clarity of thought, pace and precision, with no pupil interaction. Pupils will know that the teacher is explicitly modelling with no collaborative learning, as the following symbol will be used.



5. Guide student practice

At this stage of instructional teaching, pupils should be ready to carry out guided practice of the strategy or aspect of learning. This happens alongside the teacher modeling and is adult-led. This is therefore referred to as '**we do**'. Multiple opportunities for pupils to practice and apply will be provided, as support is gradually removed as appropriate for individual learners.

Some targeted questioning will be used, alongside ongoing AfL. At this stage, the following symbol will be used:



High quality modelling & guiding will enable pupils to effectively acquire and embed knowledge. Teachers will therefore:

- tell pupils the substantive knowledge- what they need to know
- demonstrate the disciplinary knowledge- the process etc

Approaches we use to model & guide may include:

- **Show and Talk:** Show what a good piece of work looks like (WAGOLL) e.g. read as a writer– pitch the next level up to the right students. Teachers can talk classwork through and share their thoughts. This 'thinking out aloud' articulation will support students' cognitive thinking when talking through the Steps to Success
- **Celebrate risk-taking/ Celebrate mistakes.** Show students what to do when they don't know what to do. **Live marking** is an effective way to achieve this.
- **Paired Talk:** This should be planned for, with a clear outcome. It should be purposeful, and used to deepen thinking
- Use of **visualisers** to model
- Teachers will have their own English and Maths book to demonstrate/ model aspects of learning.

6. Check understanding

Teachers should check for pupil understanding throughout the learning journey and across a unit of work. This ongoing check is crucial to ensure pupils are meeting the learning objective and acquiring knowledge.

CFU strategies: Questioning which will check pupil's understanding should be explicitly planned for. Throughout a lesson, teachers will use questioning that elicits what pupils have understood.

Approaches may be:

- Cold calling
- Show Call (Showing work or explaining understanding in an extended manner to critique as a class
- Show Me- Use of whiteboards or number fans etc
- Choral Call & Response- to ensure pupils are engaged

- Use of TA as formative assessor- TAs can position themselves to check pupils' responses/ engagement & make quick assessments on this to share with the teacher- e.g. in phonics
- Mini quizzing- low stakes formative assessment process to ask pupils multiple questions

7. Obtain high success rate

High expectations for all, alongside consistent delivery of our quality first approaches to teaching, will enable pupils to achieve higher success rates. Clear outcomes for learning, within lessons and across a learning journey are crucial to enabling effective assessment.

8. Scaffolding

Scaffolds should be provided for tasks which are more challenging for pupils to achieve, to ensure high expectations for all through an inclusive pedagogical approach.. At the appropriate stage of learning, the 'scaffold' should be carefully removed. Scaffolds may be visual, verbal prompts, or written.

Scaffolds we use within the learning journey may include:

- The use of **colour coding**. This is used across the school, either within speech and language activities in Early Years; or during sentence level written work. This should be included in our classroom provision for all, but used for identified pupils to support inclusive learning for all.
- A task planner or list of steps
- Modelled examples
- Word bank
- Writing Frame
- Sentence starters
- Concrete/ pictorial representations
- Verbal scaffolds such as reteaching, questioning, oral rehearsal (Talking Tins)
- TA matrix

9. Developing Independence

The final stage of instructional teaching is '**You do'**. Pupils will be able to demonstrate their learning at this stage, due to clear instructional teaching in the 'I do' stage, through applying this in a supportive manner at the ''we do' stage. When pupils are ready, they will be able to independently apply the learning or strategy. This is 'You do'. The following symbol can be used:



Personalised, adapted learning: Some students will be ready to run; others may need more guided work. Rosenshine's research suggests that when students are working independently, effective teachers continue to monitor practice and intervene where appropriate.

Our curriculum is a curriculum for all.

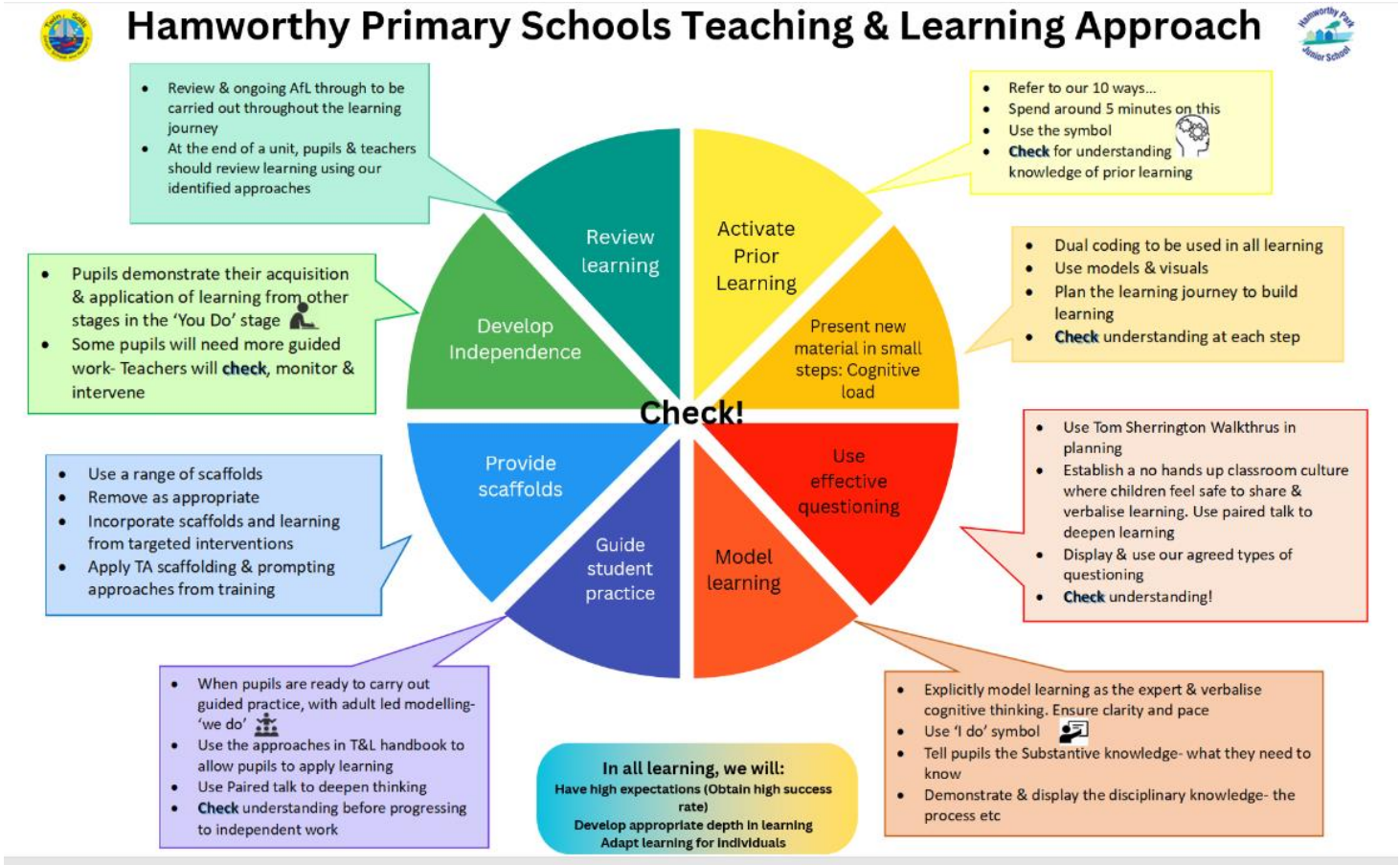
10. Review

Regular review of learning & Assessment for Learning should take place throughout the unit. Teachers should be constantly checking pupil's acquisition of knowledge & learning. At the end of a unit of work, pupils should be given the opportunity to review their learning, through a variety of approaches. This may be through quizzing- a quick quiz, linked specifically to the 'sticky knowledge' and strategies/ methods that pupils need to retain.

Approaches we use include:

- Kahoot! Quiz on I-pads;
- Teacher generated quizzes;
- Entry exit tasks for calculation
- Dual colour brainstorm beginning and end of unit
- Multiple choice quizzes
- Structured reflections – peer to peer, find 6 …. Words,
- Reviewing steps to success

Teaching & Learning Approaches: Summary Diagram



The pedagogical approaches we use in teaching, which follow the principle of **model, do, practice, apply …check** can be summarized in the diagram above.

APPENDIX

Learning Objectives/ Success Criteria

Throughout the learning process, steps to success, or success criteria, are explicitly demonstrated, shared and displayed on working walls.

- In all subjects, **WALT** will be used to explain the learning objective. (**W**e **A**re **L**earning **T**o). Children up to Y3 will have a printed WALT on a sticker. In all key stages the pupil's work will be highlighted where the WALT is achieved.
- In **wider curriculum** subjects, the learning objective, or sticky knowldge will be written as 'I know…..', indicating the knowledge pupils are embedding in the lesson. A learning journey will be shared in books at the start of each unit, indicating the sticky knowledge.
- In **Maths**, we will refer to the **Steps to Success**- these are the success criteria/ steps pupils will follow to understand & apply a strategy.
- In **English**, the success criteria, as well as the knowledge and skill the children will acquire across a writing unit, will be called their **Writing Toolkit.**
- In English, for Early Years and KS1, symbols will be used to demonstrate the success criteria/ toolkit. These will be phased out in Y2 in the Spring Term, unless they are used as supportive teaching strategy for SEND pupils.

Metacognition & The 5Rs

We explicitly teach pupils how to manage and organise their learning independently and use the 5Rs to embed an understanding of how to develop life long skills for effective learning.

At Twin Sails, Miss/ Mr characters are used to represent each skill. At Hamworthy Park, they are represented by cartoon figures.



The schools use a common language to establish and assess pupils' understanding of the 5Rs.

School & Learning Environments & Expectations

Expectations and Routines.

To enable every child to thrive in your class, it is essential that we create consistent, routines within an effective and calm learning environment. This is known as your classroom climate.
Therefore, the following must be in place:

Getting it Right from the Start:

- **Start of the day:** the Teacher and/or class TA will welcome the pupils into the class personally every day.
- **Coats and belongings**: children should be encouraged to organise their belongings promptly and tidily. Pegs in corridors should be tidy- monitors should be chosen within the class to support with this.
- **Start the day learning activities**: differentiated and/or personalised activities will be available to start each day.
- **Registration:** the teacher greets and registers each child, by going through the electronic register.
- **A visual timetable** should be displayed and updated/ referred to daily- These should be consistent in each class, created through 'Widget online'. A copy of the timetable will also be in the HPJ pupil diary.

Creating the Right Climate:

The school promotes the term 'deliberate botheredness': *'The Standard you walk by is the standard you accept'*

- **A calm environment** should be maintained at all times across the schools, in the classroom and as children transition between environments – corridors to the hall and so on.
- **Clutter free:** rooms should be well presented, both in terms of displays and organisation- with no clutter. The rooms should look organised, as children's belongings all have a place. Children should help look after their environment and be enabled to be responsible for its organisation.
- **Tidiness:** a tidy environment in all areas is vital and non-negotiable. All corridors, intervention break out spaces and cupboards should be tidy. Pupils lunch boxes should be stacked up neatly not jumbled and coat areas/ pegs should be tidy, with nothing on the floor. Children should be made aware of this expectation and supported by the adults to know how to keep the school environment tidy.
- **Transitions:** children should line up smartly before they move around the school (legendary line-ups) and children should be supervised as they move from one place to another. This should be referred to as 'Terrific Transitions' and expectations made clear. Where possible, all members of the school should walk on the left. 'Smart walking' should be promoted- The term Stand tall, smart walking' should be used to demonstrate this. Teachers or TAs should meet their classes at the end of playtime and assembly to ensure they are supervised back to their class.
- **Corridors:** the schools will ensure a consistent emphasis on politeness, manners, and greetings – all staff will ensure that children always walk smartly and calmly around the school building (See above).
- **Equipment**- trays should be labelled and kept tidy, and all equipment organised so that pupils can access resources independently.
- **Toilet:** KS1: have 1G/1B lanyard so teachers can ensure there are only a few children in the toilets. KS2: encourage children to go at playtimes, however we do encourage water drinking and therefore professional judgement needs to be used to allow children to go if necessary, whilst ensuring that learning is not lost.
- **Snack:** healthy snacks are permitted for snack/ break time. Fruit is preferable. Where unhealthy snacks are common, the Teacher can contact the parents to discuss.
- **Water:** each child should have a named water bottle which they can access easily. They should be sent home and refilled daily.

- Shared **displays**: SLT will allocate boards to Year teams/ subject leaders to be updated termly. Please see the map created for this purpose.
- **Use of communal spaces:** please respect that other people use the space after your class or group and therefore should be left as you would wish to find them, encouraging the children to tidy up afterwards.

Learning Environments

Across the Federation, all environments should be tidy, well organised and resourced. Each classroom environment should ensure the following:

Displays:

- All displays are to be backed with calming tones or hessian
- All displays should reflect learning, class organisation or celebrate pupil's work
- Fonts- all displays should model the school handwriting policy, but labels on displays can reflect the variety of fonts that children are exposed to
- The classroom reflects the children, their learning and achievements. Any extra content is agreed by the Year Leader and must be consistent and age appropriate.
- EY & KS1 classrooms can have birthday display.
- Behaviour systems – all classes will have a 'Be Brilliant: Be Ready, Be Safe, Be Respectful, Be Kind' display- these are consistent across the school.
- In each year group there will be a learning journey display reflecting the wider curriculum offer.
- 'Every Child, Every Day, Every Possibility' - child's voice

English & Maths Display:

- English & Maths working wall displays should be up to date and supportive of the learning journey
- Each class should have a Reading display on a neutral background, and in KS2, with clear lettering reflecting the colour of the comprehension skills from VIPERS. Current texts and work will be displayed
- Early Years and KS1 should have a phonics working wall, reflecting the appropriate phonics phase
- KS2 will all have a spelling wall – such as chop, change, double and investigations (see spelling section)
- High frequency/ common exception words should be displayed- in EYS & using bunting for KS1 and lower KS2.
- Environments should be vocabulary rich

- **Other Areas:**
- Windows facing outside- up to date homework/ reminders for parents (consistent across the year team)
- Labelling - drawers/ pegs etc - year teams should be consistent – in tone, font, size
- Resources identified in school policies to support pupil's learning are readily available to them at all times. (See English/ Maths/Subject areas section for resources the school uses)
- Book corners in Early Years & KS1 to be well organised, age appropriate and engaging pupils' interest in books. Shared reading area in Y3 and Y4 communal area
- KS2- love of reading display/ area
- Library in HPJ- loaning system in place
- EY: role play areas updated termly

Pupil Books- Marking & Feedback

Regular, consistent and positive feedback on a child's work is the single most important assessment strategy available to staff, and lies at the heart of excellent teaching and effective learning. All work should be marked.

Our principles for positive marking and feedback

- Where possible, marking should be done within the lesson, to ensure children understand what they have done well and what they need to improve on.
- Marking should be consistent, with positive feedback, informing next steps needed to make improvements (symbols must be used to show next steps in EYs and KS1, or those who would benefit from this in KS2).
- Children must be given opportunities to respond to or correct any misconceptions in their work.
- Marking should not deface the child's work but add to it.
- All adults must follow the schools handwriting policy when marking pupil's work.
- Marking should promote high expectations and reflect next steps in learning for all children.

Marking may also include, when appropriate:

- The child's own redrafting/ checking/ marking/ uplevelling
- Peer marking/ checking/ evaluation of work.

Written marking:

Early Years to Spring Year 2:

All children need to have a clear understanding of what they have done well and what they need to improve. With this in mind, children will have a sticker in their book that indicates the Learning Intention and the Success Criteria symbols (appendix). These symbols are frequently referred to and embedded with all children throughout the school.

During live marking/ feedback adults highlight in green where the learning objective/success criteria have been met and leave blank/ dot pink if not met. Aspects which could be improved to meet the success criteria will be highlighted in pink.

Key Stage 2:

As children mature as learners, only the learning intention is needed in the children's book, which will be highlighted in green to indicate it is has been met.
All written comments should be colour coded to reflect the feedback in green (successes) / pink (improvements).
Supply teachers should initial all work marked. Class Teachers are responsible for overseeing and checking work completed in books.

Where a child is absent, the Learning Objective can be stuck in/ written and an 'Abs' circled next to the learning objective. There is an expectation that the child is supported, however, to catch up on lost learning.

Marking and Feedback Summary

If WALT has been achieved, highlight in green.

Self scaffolding – SS5(SS)
Prompting – SS4 (P)
Clueing – SS3 (C)
Modelling –SS2 (M)
Correcting SS1 (C)

Teaching Assistants will use the 'Support Scale' codes to indicate where a pupil has been given support to achieve the WALT











Maths


Tick correct answers in green pen.


Mark incorrect answers with a pink dot.



Where teacher/TA has given verbal feedback, write initials 'vf' in pink to indicate where you intervened and a short comment about what was said e.g. double check the operation.

As in English, where the WALT is achieved, highlight in green.
TAs to use the Support Scale Codes to indicate where support has been given (See above).

Our Approaches to Presentation of Work

High quality presentation reflects the pride that we want all our children to have in their learning.
Consistency of expectation and approach supports children's transition through our schools.

Dating work

- The date should be evident on each piece of work e.g. on learning objective sticker or at the top of an observation/piece of work.

Maths presentation

- Children should be taught how to write a number in each box. The size of the boxes used in books will be 2cm for pupils who need larger spaces, and 1cm for pupils able to write smaller and neater. In Early Years pages are blank
- Calculations should be spaced out evenly
- In EYs/ KS1 time should be given to ensure correct number formation is practised
- Number reversals should be corrected, and children should be given time to practise writing the number correctly
- Rulers should be used when creating number lines/ graphs etc

English / Written Presentation

- Both schools follow the Hamworthy Schools Handwriting Policy, incorporating Sassoon Font. Progression is mapped across the school in the policy document
- Pupils should use a pencil for written work in Early Years and KS1. Where the Teacher feels the child would benefit from writing with a pen, they may provide a school handwriting pen for the child to use. In year 2, pens will be used more readily, if children are ready to use one. Throughout their schooling, if a child's preference is to write in pen or pencil, this can be accommodated by the teacher
- Children should be encouraged to write on the line at all times

Subjects

The following books & cover colours are used across the schools:

- English– yellow
- Maths– blue
- Science- green
- Wider Curriculum- red
- PSHE– Purple. Across the schools, this book is called 'Being Safe in My World'.
- RE- pink
- An Art Sketch book, which will go with the child through the school.

All books will have a consistent school designed sticker on the front, with the child's full name, class name & class logo.

Marking & Adults contribution to pupil books

- The school marking pen/ correct colours are to be used in all books
- The school handwriting letter formation is to be used at all times (school handwriting policy)
- Adult's writing should be on the line, not across the page
- TAs/ teachers covering lessons are to initial work when marking
- Please also refer to the marking & feedback policy when marking any work
- Stickers can be used where appropriate to celebrate good work

Other Presentation Approaches

- If a piece of paper is to be stuck into a book it should be trimmed by a paper cutter, so it fits on the page
- The front of each book should display the child's full name
- All books should be treated with respect, and this is to be modelled and expected by all adults.