

# Learning and Teaching Policy



## Junior School



## Policy Monitoring

10 November 2022		Policy - RACI Report Bespoke	
<b>Learning and Teaching Policy</b>			
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## Policy Links

This policy should be read in conjunction with the following school policies

Quality Assurance of Learning and Teaching	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Learning+and+Teaching&amp;pid=149">System Link</a>
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policy	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Learning+and+Teaching&amp;pid=149">sussex.sch.uk/page/?title=Learning+and+Teaching&amp;pid=149</a>
Curriculum Policy	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53">https://www.chesswood.w-sussex.sch.uk/page/?title=Curriculum&amp;pid=53</a>
Assessment Policy	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Learning+and+Teaching&amp;pid=149">https://www.chesswood.w-sussex.sch.uk/page/?title=Learning+and+Teaching&amp;pid=149</a>

## School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

## School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.



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## 1. Introduction

### 1.1. *Learning Vision and Values*

The Oxford dictionary definition of learning is 'The acquisition of knowledge or skills through study, experience, or being taught.'

Wikipedia define learning as 'The process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences.'

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.' Ofsted Framework 2019.

Research by Säljö (1979) identified learning in 5 categories:

1. *Learning as a quantitative increase in knowledge* – acquiring information or 'knowing a lot.'
2. *Learning as memorising* – storing information that can be reproduced.
3. *Learning as acquiring facts, skills and methods that can be retained and used as necessary.*
4. *Learning as making sense* – relating parts of the subject matter to each other or the real world.
5. *Learning as interpreting and understanding reality in a different way* – comprehending the world by reinterpreting knowledge.

Conceptions 1 to 3 imply a less complex view of learning. Learning is something external to the learner. It may even be something that just happens or is done to you by teachers.

Conceptions 4 and 5 in are qualitatively different from the first three – they look to the 'internal' or personal aspect of learning. Learning is seen as something that you do to understand the real world.

Chesswood will lead learning through the processes of acquiring knowledge and supporting long-term memory. We will then support children to use this knowledge to understand the real world and encourage pupils to use and apply their knowledge to question and debate the topic learned.

### 1.2. *Aims*

The aim of teaching and learning at Chesswood is to use the most up to date, research-led principles of curriculum development and learning, and to dovetail this with consistent, high quality teaching practice to achieve our school vision and mission. It is intended to empower all academic staff with a model upon which teaching and learning leads to the highest possible outcomes for all, giving a common understanding of what best practice teaching and learning is and securing and sustaining this in all classrooms.

Through teaching and learning we aim to -



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- Provide the Chesswood Curriculum (see Curriculum Policy) - a curriculum that has the following principles:
  - Broad, rich and balanced for all pupils.
  - Coherently planned and sequenced.
  - Real, relevant and engaging (cultural capital) - 'The best of all that is said and done' for each subject.
  - Knowledge rich.
  - Cognitively challenging for all pupils.
  - Inclusive.
  - Developing skills that are essential for lifelong learning - 'ACRO':
    - Attitude.
    - Creativity.
    - Relationships.
    - Organisation.
- Enhance children's knowledge.
  - Develop children's learning and memory skills – their thinking skills, knowledge and understanding of the world, enabling them to make informed choices about the important things in their lives as they are confident, independent learners who are articulate communicators and good listeners.
    - Use knowledge organisers as a tool to help children 'know more' in all subjects.
    - Develop children's metacognition – help students know themselves as learners; understand how they learn and be aware of the processes and actions they use during learning.
    - Improve memory – an alteration in long-term memory, signifying learning has taken place.
- Create a learning environment which is organised and well resourced, promoting learning and celebrating pupils' achievements.
  - High-quality teaching to facilitate learning.





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- Well-structured lessons that include the following:
  - Checking on learners' understanding of what they have previously been taught.
  - Modelling and explaining new learning.
  - Opportunities for guided and independent practice.
  - Carefully sequenced lesson content to enable learners to make progress.
  - Use of assessment at specific points during the lesson.
- Enhance children's ability and desire to learn.
  - Develop a thirst for learning, firing enthusiasm for a lifelong learning journey.
  - Provide a safe, secure and supportive environment that promotes self-worth and self-confidence.
  - Encourage perseverance and a willingness to take risks and 'have a go'.
  - Make learning a rewarding, enjoyable and fun experience for all; developing pride in achievement and a desire to succeed.
  - Develop a positive environment where they feel safe and belong, and enjoy being challenged and stimulated.
  - The vast majority of children will sustain high levels of concentration, motivation and application.
- Develop a supportive community.
  - Ensure, wherever possible, school, child and family work in harmony.
  - Foster a sense of children's rights and their responsibilities within the school, local, national and global community, enabling all to feel a valued part of it.

### 1.3. **Learning and Memory Principles**

'Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. *However, transfer to long-term memory depends on the rich processes described ... (below).*'. Ofsted Framework 2019.

- Teachers have expert knowledge of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting



appropriate discussion.

- Teachers check pupils' understanding effectively, identifying and correcting misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- Teachers use assessment to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching.

Research in cognitive science has led Ofsted to define learning in the terms outlined above. Looking at the current research behind this definition, there are a number of teaching strategies that can be used to support retention of knowledge in the long term. A number of these are outlined in this document.

## 2. Strategies to support retention in long-term memory

Chesswood will embrace these strategies to develop long-term memory in our pupils to recall the key knowledge they are taught so that new skills and understanding can be formed.

### 2.1. Knowledge Organisers

(see Caroline Pudner 2019 – Cornerstones Education)

#### 2.1.1. ***What is a knowledge organiser and what should it include?***

- A knowledge organiser is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic knowledge and understanding of a topic.
- Most knowledge organisers will include:
  - The essential facts about the topic, usually laid out in easily digestible chunks.
  - Key **vocabulary** or technical terms and their meanings.
  - Images such as maps or diagrams.
  - Famous quotations, if relevant.

What a knowledge organiser includes will depend on the subject. For example, a 'Second



World War' knowledge organiser and a 'Rivers' knowledge organiser would both include maps, but the former would also include a timeline, and the latter would need diagrams.

***'The body of knowledge that children gain at the end of a topic should be deeper and wider than what is outlined on the knowledge organiser.'***

Not everything that is taught will be remembered in the long term. A knowledge organiser is a tool to ensure teachers are aware of the key Knowledge, Skills, Concepts and Vocabulary that leaders aim for children to remember in the long term. For example, within history, numerous dates may be taught / referred to / encountered through research during a unit of work. There will, however, be key dates that children should remember.

### **2.1.2. What information goes on a knowledge organiser?**

- We all want children to gain specific knowledge in each curriculum subject that builds up over time. Knowledge organisers play a useful role here, as they focus on one subject or topic and grow in complexity across year groups.
- Difficulty – what to include about a topic on one / two sides of A4 – and what to leave out.
  - This forces us to think about what we actually want children to learn. (Learning = a change in long-term memory). It is these key knowledge, skills, concepts and vocabulary that should be included on a knowledge organiser.

***'The real power of knowledge organisers is that they make us think hard about what we are going to teach.'***

### **2.1.3. Benefits of Knowledge Organisers**

- Give children and teachers the 'bigger picture' of a topic or subject area.
  - Essential knowledge, clear diagrams, explanations and key terms on one document can be really helpful.
- Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that nuggets of knowledge within that subject area link, forming schemata. Making links, essentially, helps information move into our long-term memory. 'Knowledge becomes 'sticky' – the more you know, the more you learn – which helps children gain deeper understanding over time' Sean Harford.
- Using for retrieval practice.
  - Regular retrieval of knowledge helps us remember more effectively (Roediger et al,



2011). It helps us store knowledge in, and recall it from, the long-term memory and frees up space in the working memory to take on new knowledge (Hirsch, Why Knowledge Matters (2016).

- Knowledge organisers make knowledge explicit. So, even if a child misses a lesson, they have a constant point of reference. They give a class a 'level playing field' of knowledge, with more children having a general awareness and set of knowledge about a topic, rather than just a handful of children who did hours of research over half term! (Essential Knowledge – Cultural Capital - Disadvantaged)
- For a teacher, the knowledge organiser supports or directs what you're teaching in each lesson. You can shape your teaching around it to ensure that you cover the key information over a sequence of lessons and that you assess knowledge-based outcomes based on it.

#### **2.1.4. *Using Knowledge Organisers in the Classroom***

- Use knowledge organisers to strengthen teacher knowledge in a subject area.
- Use the knowledge organiser as a regular retrieval tool. Mix up practice using short, low stakes quizzes, games, partner discussion, and so on, rather than constant formal testing. Do the children know more than is included on the knowledge organiser? Ask higher level 'why' questions to stretch the children's understanding and add detail. This is the ideal scenario, as it means they have deepened their knowledge beyond the baseline outlined on the knowledge organiser and have formed stronger schemata.
- Upload the knowledge organiser on your website and send it home with the children before the start of a topic to encourage discussion and prior research (homework).
- Talk through the knowledge organiser at the beginning of the topic, asking the children what information has sparked their interest, and if they have any questions (pre-assessment).
- Use the knowledge organiser to identify knowledge gaps throughout the topic (formative assessment).
- Display an enlarged copy of the knowledge organiser on a working wall, encouraging children to add information around it during the topic.
- Make links between knowledge organisers to help children understand how their learning connects. For example, remind the children of a previous year's knowledge organiser and discuss how their new knowledge links and builds upon it.
- As a basis for end of unit assessment – do children remember in the long-term?
- Teaching children how to revise effectively – revisit months down the line.



### **2.1.5. *Pitfalls of using knowledge organisers***

- Use them as another tool in your resource kit, and not as an end in themselves. The body of knowledge that children gain at the end of a topic should be deeper and wider than what is outlined on the knowledge organiser.
- If a school doesn't have a coherent curriculum with the larger concepts and key knowledge mapped out first, then it's hard to create knowledge organisers that build upon each other across year groups. There will be unnecessary overlaps or gaps in knowledge. Avoid this by being clear about the key knowledge you want your children to attain as they move through school (curriculum intent).
- Overloaded – is it realistic for children to remember everything on there? Is there enough? Is it 'the best of what has been thought and said?' – (cultural capital)
- It can be hard to decide what to include and what to omit, and colleagues may disagree on this. – (leader autonomy)
- Don't just copy and paste from online encyclopaedias / websites. – (intent - drivers / principles / sequenced)
- Ensure they suit your class, age-related expectations, national curriculum programmes of study in that subject area. They should be engaging, clear resources that children trust and use regularly.

### **2.2. *Metacognition and Self-regulation***

(See Bromley 2019)

#### **2.2.1. *What is metacognition?***

Metacognition is described by Tarrant and Holt (2016) as thinking about how we learn and how we think. In the classroom, metacognition helps students know themselves as learners; they understand how they learn and are aware of the processes and actions they use during learning. By teaching these skills explicitly, we create more awareness and greater understanding among pupils to help them engage and embed their learning more effectively. (Mughal 2018)

Although a metacognitive approach typically focuses on allowing the learner rather than the teacher to take control of their own learning, the teacher has an integral role to play. For example, for primary pupils to become metacognitive, self-regulated learners, the teacher must:

- Embed processes in the classroom.



- Set clear learning objectives.
- Demonstrate and monitor pupils' metacognitive strategies.
- Continually prompt and encourage their pupils along the way.

There are two dimensions to metacognitive process:

- Metacognitive knowledge (what children know about learning).
  - The pupil's knowledge of their own cognitive abilities (e.g. "I have trouble remembering my eight times tables").
  - The pupil's knowledge of particular tasks (e.g. "the spelling of some "-tion" words is difficult").
  - The pupil's knowledge of the different strategies that are available to them and when they are appropriate to the task (e.g. "If I create a timeline first, it will help me to understand what happened during the First World War").
- Self-regulation (what children do about learning).
  - How pupils monitor and control their cognitive processes.
    - For example, a pupil might realise that a particular strategy is not yielding the results they expect so they decide to try a different strategy.
  - Self-regulated pupils are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

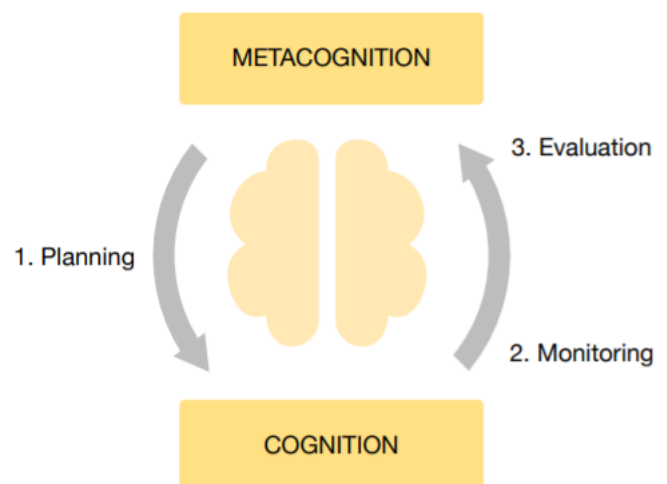
### 2.2.2. ***The metacognitive Cycle***

Metacognition and self-regulation might take the following form:

### 2.2.3. ***The planning stage***

Pupils are encouraged to think about the learning goal the teacher has set and consider how they will approach the task and which strategies they will use. It is helpful for pupils – prompted by the teacher or a peer – to consider:

- What am I being asked to do?





- Which ways of working will I use?
- Are there any ways of working that I have used before that might be useful?
- What resources do I need?
- Have I done this before and was it successful?
- What have I learned from lessons that will help me?
- Will any displays / resources in the classroom help me?

Teacher encourages pupils to think about the goal of their learning and to consider how they will approach the task. This may include –

- Ensuring they understand the goal.
- Activating relevant prior knowledge about the task.
- Selecting appropriate ways of working.
- Considering how to allocate their effort.

#### **2.2.4.     *The monitoring stage***

Pupils implement their plan and monitor the progress they are making towards their learning goal. Pupils might decide to make changes to the methods they are using if these are not working. As pupils work through the task, it is helpful – prompted by the teacher – to consider:

- Is the way of working that I am using effective?
- Do I need to try something different?
- Am I doing well?

Teacher emphasises the need for pupils to assess their own progress. This may include self-testing or peer-testing.

#### **2.2.5.     *The evaluation stage***

Pupils determine how successful the way of working they have chosen has been in terms of helping them to achieve their learning goal. To promote evaluation, it is helpful for pupils – prompted by the teacher – to consider:

- How well did I do?
- Did my chosen strategies work?
- Did the resources I chose help?
- What did not go well? What could I do differently next time?





- What went well? What other types of problem can I use this way of working for?
- How could I improve?
- What do I need to remember next time I face this challenge?

### **2.2.6. *The reflection stage***

Reflection is an integral part of the whole process. Encouraging pupils to self-question throughout the process is therefore crucial.

### **2.2.7. *Creating a metacognitive classroom***

#### **2.2.7.1. *Effective use of teacher modelling***

The teacher makes explicit what they do implicitly and makes visible the expertise that is often invisible to the novice learner. The best modelling involves the teacher thinking aloud.

For example, a teacher may write a short paragraph of persuasive text to model how to use rhetorical devices. As they are writing, the teacher explains every decision they are taking, and articulates the drafting and redrafting process that is essential.

#### **2.2.7.2. *Providing appropriate levels of challenge***

- Hard Work:
  - If pupils are not given hard work to do – if they do not face difficulty, struggle with it and overcome it – they will not develop new and useful strategies, they will not be afforded the opportunity to learn from their mistakes, and they will not be able to reflect sufficiently on the content with which they are engaging.
- Thinking efficiently:
  - Pupils need to think efficiently if they are to cheat the limitations of working memory. And while pupils must be challenged and must struggle with new concepts if they are to attend to them and therefore encode them into long-term memory, if the work is too hard, they are likely to hit cognitive overload whereby they try to hold too much information in working memory at one time and therefore thinking fails.
  - Therefore, the work must be beyond pupils' current capability but within their reach. They must struggle but must be able to overcome the challenge with time, effort and support.

### **2.3. *Memory - Making knowledge stick***

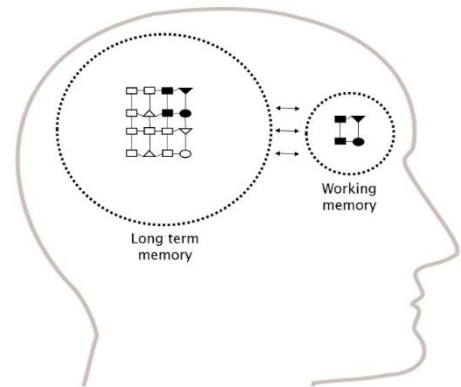
*Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. (Ofsted 2019)*



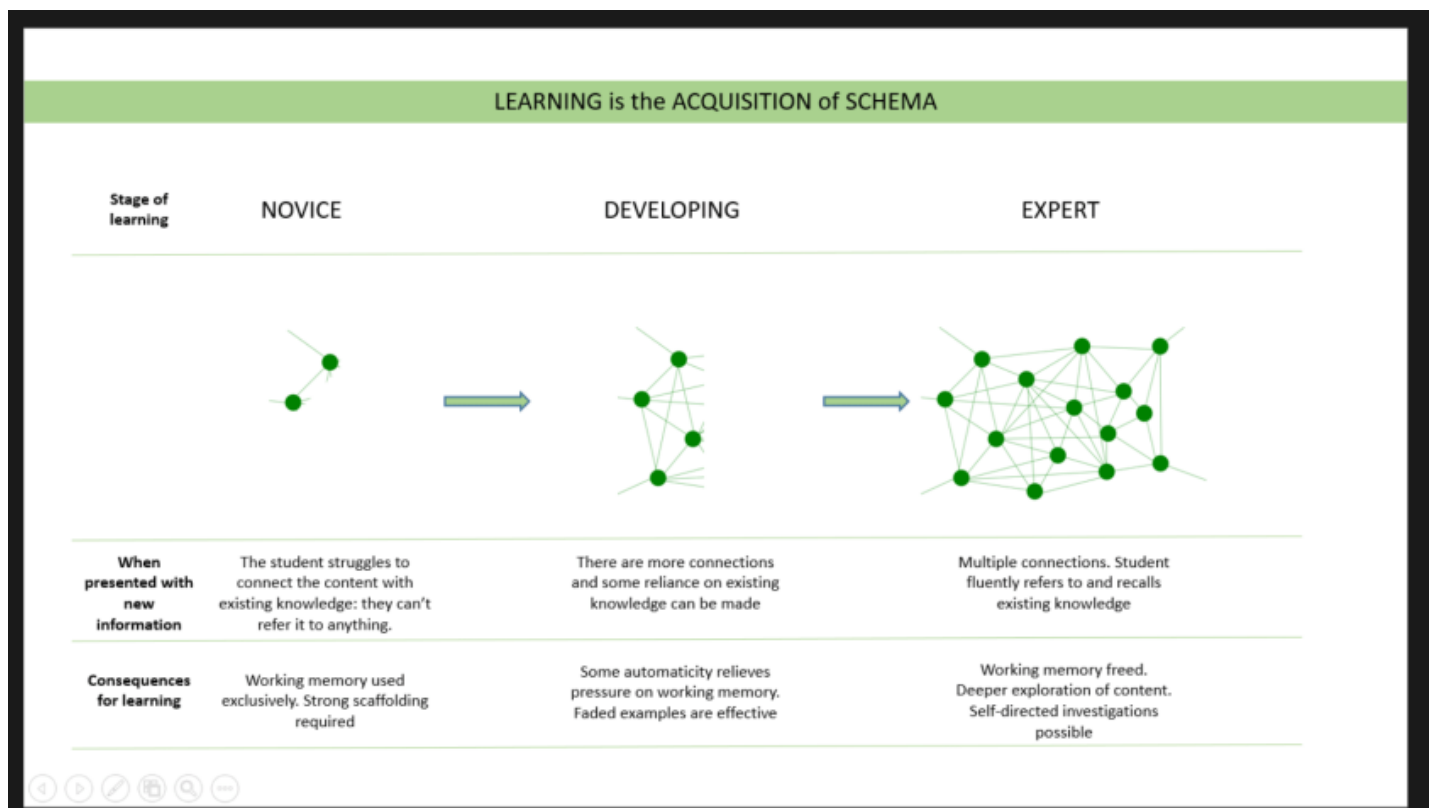
### 2.3.1. **Cognitive Load Theory**

Cognitive load theory is based on a number of widely accepted theories about how human brains process and store information. These include ideas –

- That human memory can be divided into -
  - Working memory (can hold 4-5 elements of new information).
  - Long-term memory (theoretically unlimited capacity).
- That information is stored in the long-term memory in the form of schemas (units / webs of knowledge).
- That processing new information results in ‘cognitive load’ on working memory which can affect learning outcomes.



Cognitive Load Theory says that because short-term memory is limited, learning experiences should be designed to reduce working memory ‘load’ in order to promote schema acquisition.

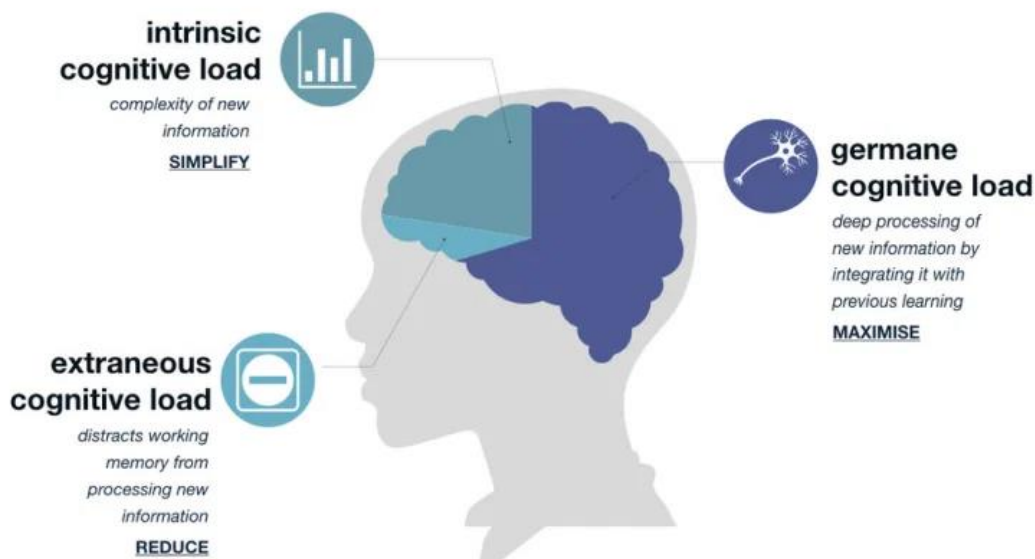


The concept of cognitive load theory is crucial to metacognition and self-regulation because:

- When we draw on existing knowledge from long-term memory to support working memory, we increase working memory capacity and overcome its limited size. This explains why knowledge is important and why pupils must be encouraged to try and activate prior knowledge before asking for help.
- We understand new concepts within the context of what we already know. The more pupils know and can draw from their long-term memory, the more meaningful new knowledge will become.

# cognitive load

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There are ways that we can teach that reduce cognitive load:

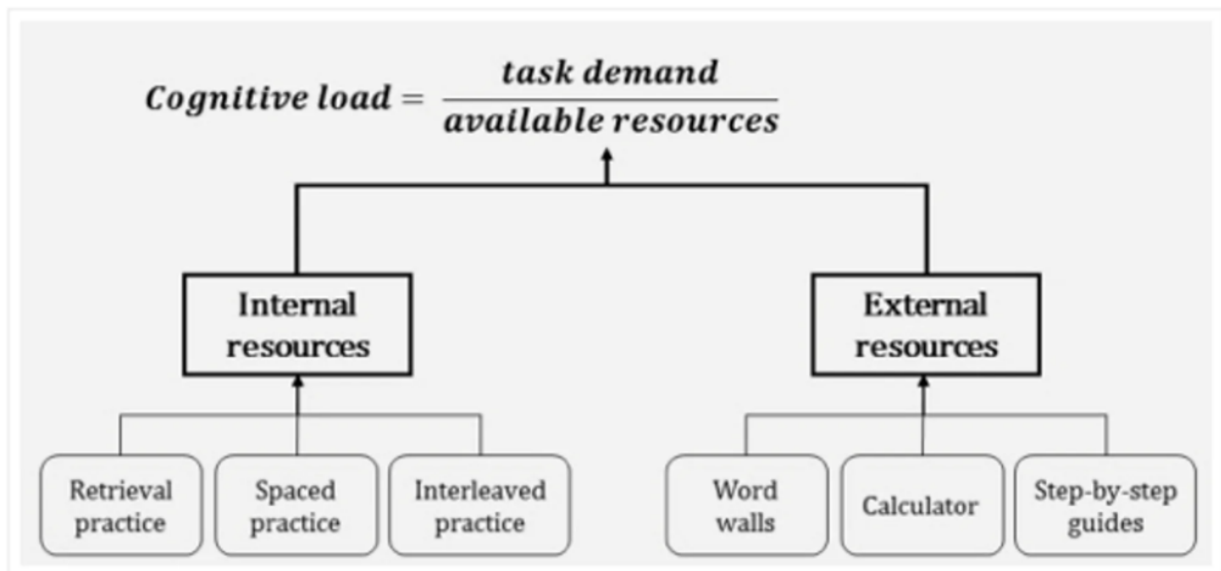
- Reducing intrinsic load
  - Understanding prior knowledge
  - Breaking down content
  - Sequencing the delivery (step by step)
- Reducing extraneous load
  - Clarity of instructions – too many overloads working memory
  - Dual-coding



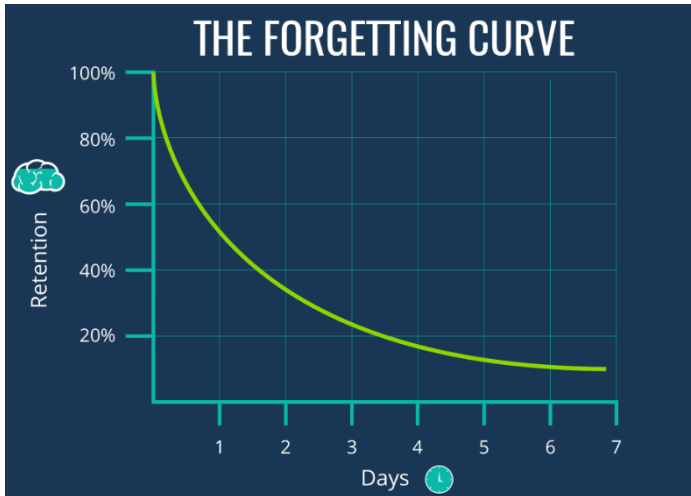
- Environment

To ensure that learning activities do not demand too much of working memory and cause cognitive overload, we need to teach coping strategies such as using mind-maps, taking effective notes, thinking aloud to work through problems, or breaking tasks down into smaller steps. Teachers can support this process through the use of structured planning templates, teacher modelling, worked examples, or breaking down activities into their constituent parts, revealing one part at a time and in sequence.

This model also emphasises that what can decrease load is well within the reach of the class teacher.



### 2.3.2. **The forgetting curve**



The forgetting curve hypothesises the decline of memory retention in time. This curve shows how information is lost over time when there is no attempt to retain it. However, the forgetting curve can be combatted through a range of strategies.

### 2.3.3. **Knowledge rich approach**

*Knowledge becomes sticky: the more you know, the more you embed some of that*

*knowledge... when connections are made, then knowledge sticks together' (Sean Harford).*

A knowledge rich approach is one in which leaders are clear on the invaluable knowledge they want their pupils to know – sequenced coherently on the learning journey pupils take through school. Defining knowledge in this way is the first step in building a knowledge rich experience for children. This knowledge is then taught explicitly to be remembered in the long term. Knowledge builds upon knowledge, making links within and across subjects to develop rich webs of knowledge.

Once the core knowledge is identified, several strategies can be used to support retention of knowledge in the long-term memory.

### 2.3.4. **Dual-Coding**


The principle of dual-coding states that our brains can process information from two channels at the same time. We can take in things that we hear and read on one channel (the written word is processed like sound by our brain); and things that we see on another.

Cognitive load theory tells us that when teachers make a verbal explanation, their students can suffer what is called the 'transient information effect'. The words disappear and so the student has to try to keep them all in mind. That's where dual coding – at its simplest, presenting images alongside text or speech – can help. When verbal information is presented alongside relevant images, it becomes much more memorable. These images can be kept in place to aid pupils in subsequent tasks (e.g. a teacher may explain the formation of waterfalls while drawing a diagram of the processes, for example, and then leave the diagram in place when students come on to write their own explanation).

Diagrams, and other visual explanations, have what cognitive scientists call a ‘computational efficiency’ that trumps both teacher verbal or written explanations. This means that visuals are more easily and rapidly understood, leaving untapped cognitive resources available for deeper analysis.”

### 2.3.4.1. Dual-Coding in the classroom

There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers. The work of the Learning Scientists is a great starting point for teachers as their website contains a wide range of materials and resources to share with pupils and parents too. Dual coding is one of the six study strategies that they promote ([www.learningscientists.org](http://www.learningscientists.org)).




LEARN TO STUDY USING...


## Dual Coding

COMBINE WORDS AND VISUALS


HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.




Take information that you are trying to learn, and draw visuals to go along with it.


HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.


INFOGRAPHIC




CARTOON STRIP




DIAGRAM




GRAPHIC ORGANIZER



TIMELINE



Work your way up to drawing what you know from memory.



RESEARCH

Read more about dual coding as a study strategy

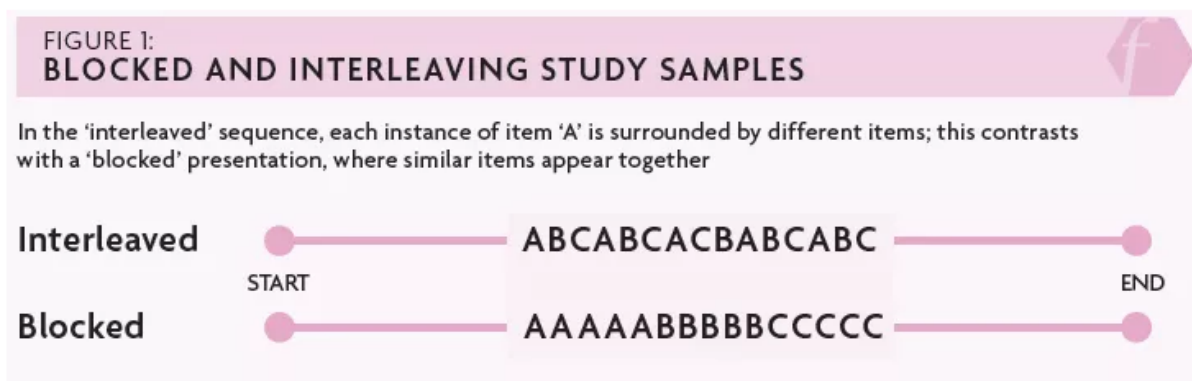
Mayer, R. E., & Anderson, R. B. [1992]. The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.



The use of dual-coding can effectively lead to retrieval practice – e.g. fill in the blank sections / annotate / label diagram, etc.

### 2.3.5. *Interleaving*

Interleaving is a learning strategy that involves switching between topics and ideas, which has been shown to improve long-term learning relative to blocking study of the same idea or topic. It helps pupils learn to distinguish between concepts and learn when to apply which strategy. If all questions focus on the same strategy, children are practicing that strategy but are not actively selecting an appropriate strategy using metacognitive skills.



#### 2.3.5.1. *Interleaving in the classroom*

Interleaving—simply rearranging the order of retrieval opportunities—can increase (and even double) student learning.

For example, in maths, if a student does four addition, four subtraction and four division questions they don't have to think very hard about which strategy to use or how to tackle the problem.  
AAAA BBBB CCCC

Using the exact same problems though, if these are rearranged into ACB BCA CAB then the children have to choose and retrieve the appropriate strategy for each problem.

Consideration of interleaving should be given when planning lessons and through questioning in lessons -

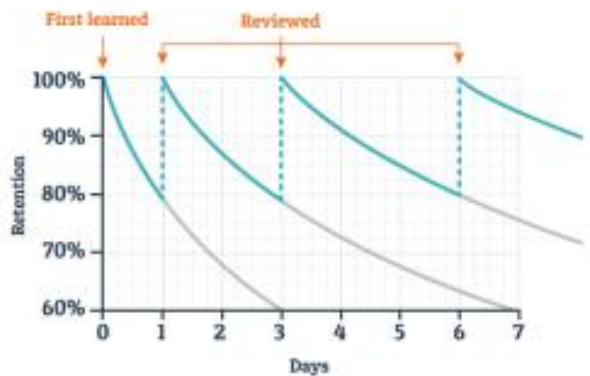
- Ensure problems are mixed up – pupils need to choose a strategy, not just use a strategy.
  - Metacognition strategies are essential here – modelling the process of selecting strategies.
- Cross-curricular questioning – e.g. spelling / grammar expectations in all subjects.



### 2.3.6. ***Spaced practice***

Spaced learning is the principle that information is more easily learnt when it is split into short time frames and repeated multiple times, with time passing between repetitions. Information is forgotten over time – just learning it once isn't enough. Revisiting learning combats the effects of the forgetting curve.

**Typical Forgetting Curve for Newly Learned Information**



*How spaced practice combats the forgetting curve*

The purpose of the spaced repetition method is to give children a chance to (almost) forget before he or she revisits the material. It sounds backwards, but it's actually important to forget in order to remember!

When our brains have almost forgotten something, it makes them work harder to recall that information. Spaced learning gives your child's brain a workout each time he or she revisits the material.

In a cram session, all the information is stored in a child's short-term memory (and quickly forgotten). When children use spaced learning, the material is able to make its way into their long-term memory instead.

#### ***2.3.6.1. Spaced practice in the classroom***

Spaced practice must focus on recall / retrieval – it is not just teaching the same topic again. It is the act of retrieval which strengthens the memory. Where gaps are evident, revisiting learning can be used to reduce the gaps.

This can happen on a number of levels –

- Medium to long term - designing the curriculum following the ladder and spiral curriculum principles; revisiting key knowledge, skills, concepts and vocabulary.



## Learning and Teaching Policy

- Revisiting previous units of work when beginning a new one – e.g. when starting Romans, revisit timeline and previous units – where do the Romans fit in with this.
- Connecting old and new topics together; identifying links within and across subjects – this develops webs of knowledge.
- Set homework – not just on current learning but past learning too.
  - Use IXL to revisit.
  - Include a section within takeaway tasks to revisit a previous unit / knowledge organiser.
- Short term - within a unit of work, spacing learning, with regular review and recall helps combat the forgetting curve.
  - E.g. top tips from last lesson / can you remember the key facts, etc.
  - Knowledge organisers help focus on key knowledge, concepts, vocabulary.

### **2.3.7. Retrieval practice**

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. For instance, recalling an answer to a science question improves learning to a greater extent than looking up the answer in a textbook.

Often, we think we’ve learned some piece of information, but we come to realise we struggle when we try to recall the answer. It’s precisely this “struggle” or challenge that improves our memory and learning – by trying to recall information, we exercise or strengthen our memory, and we can also identify gaps in our learning.

#### **2.3.7.1. Retrieval Practice in the classroom**

The use of knowledge organisers supports a focus on retrieval practice as they focus on the key knowledge, concepts and vocabulary leaders require pupils to remember in the long term.

There are many activities and strategies to embed retrieval practice in the classroom (see Teaching and Learning Policy and [Research Articles](#)). Key activities include –

- Flashcards.
- Self-Quizzing.
- Reviewing previous knowledge organisers.
- Knowledge organiser – missing information.
- Kahoot quiz.





## Chesswood Junior School

### Learning and Teaching Policy



- Brain dumps.
- Heads up / taboo.
- Top tips.
- Retrieval grids / Challenge grids - using a range of questions for knowledge learned in the last lesson, the previous week, two weeks previously and further back. These can be interleaving, mixing up closely related topics to help children distinguish between multiple concepts (i.e. addition, subtraction, multiplication and division altogether rather than only one at a time).

# Retrieval Practice Challenge Grid!

$0.1 + 1.23$	Find 25% of 150	Simplify: $2a + 3b + 4a + 5b$	
$\frac{1}{2} + \frac{3}{4}$	Simplify: $2a + 3a - a$	$\frac{1}{2} \times \frac{3}{4}$	
$0.2 - 0.15$	$\frac{1}{2} - \frac{1}{4}$	Simplify: $2a \times 3b$	
$0.3 \times 0.4$	Increase 40 by 15%	$\frac{1}{2} \div \frac{3}{4}$	
One Point (last lesson)	Two Points (last week)	Three Points (two weeks ago)	Four Points (three weeks ago)

**Retrieval Practice Challenge Grid!**

What's your score?

Who was Head of the Cheka in 1917?	Explain the term bourgeoisie.	Who was Anatoly Lunachsky?	List four different enemies of the Cheka.
Describe Khrushchev's attitude towards religion.	Explain the term 'Proletkult'.	List three aims of the NEP.	What was the October 1917 Decree on Land?
Explain the term 'show trial'.	Who was Patriarch Tikhon?	What were the aims of agitprop?	Describe one strength and one weakness of War Communism.
Last lesson (1)	Last week (2)	Two weeks ago (3)	Further back! (4)

- Paired Knowledge Retrieval – using resources such as knowledge organisers to ask their partner questions.
- Tell the Story – get the pupils to tell the story of the learning using key vocabulary.
- Summarising – rather than repeatedly re-reading the same text, the reader should identify the key points and summarise.
- Exit Tickets - give children a question to answer, based on learning from a previous lesson, before ending the lesson.
- Questions from previous topics – link to learning in other subjects e.g. deforestation links to the water cycle.
- Give the children an image – use this to build open ended questions/discussions.
- Just a minute – give children 1 minute to recall as much information as possible with no repetition or hesitation.
- Give children 4 different topics that seem unrelated – what links can they make?
- Set homework that ISN'T based on current learning – enables children to recall prior learning.
- Mind maps to build links to all learning not just current lesson.
- It would be great if we could develop symbols/ pictures to associate with key learning



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principles that children can use throughout school – i.e. CL picture (as a skyscraper) to mean capital letters, relative pronouns linked to a specific picture. Whenever teachers refer to this, they show the symbol and children will gain understanding from just seeing the symbol in the future.

- Beginning lessons with quick retrieval of previous learning.

### 3. High-Quality Instructional or Explicit Teaching

High-quality teaching is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way assessment and feedback is used to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable them to achieve more.

Inclusive high-quality teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEN and those facing disadvantage. This is a basic entitlement for children and young people.

*The Principles of Instruction* by Barak Rosenshine show key steps to providing high-quality instruction, which is fundamental for the principles of teaching learning and memory.

○

**REVIEWING MATERIAL**


○

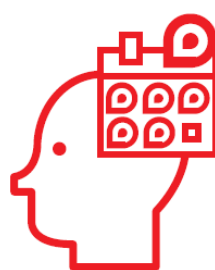
1

Daily review

10

Weekly and monthly review





Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

## QUESTIONING

### 3 Ask questions



### 6 Check for student understanding



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

## SEQUENCING CONCEPTS & MODELLING

### 2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

### 4 Provide models



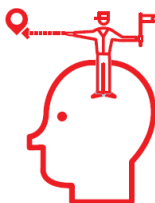
### 8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

## STAGES OF PRACTICE

### 5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

### 7 Obtain a high success rate



### 9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. *"Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

Source: A thematic interpretation for teachers by Tom Sherrington



# Chesswood Junior School

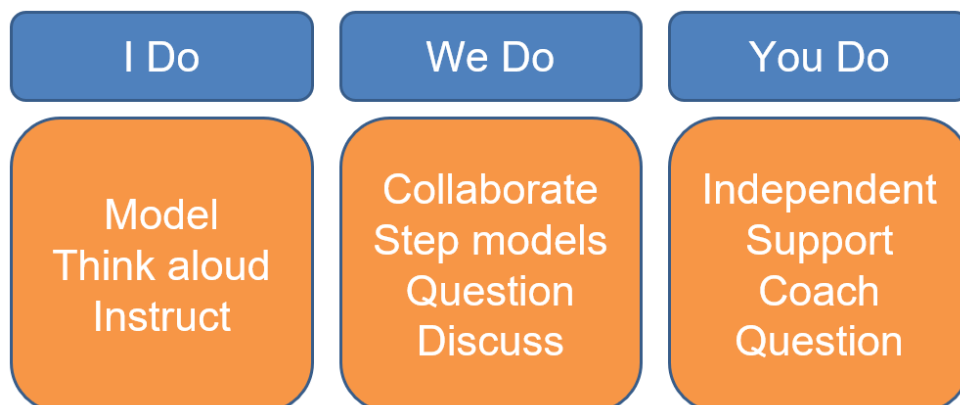
## Learning and Teaching Policy



The Trivium Model explains high-quality teaching in relation to the journey from novice to expert. It clearly defines the role of the teacher in developing knowledge through input, developing understanding through processing the knowledge, leading to wisdom as the pupil applies their understanding.

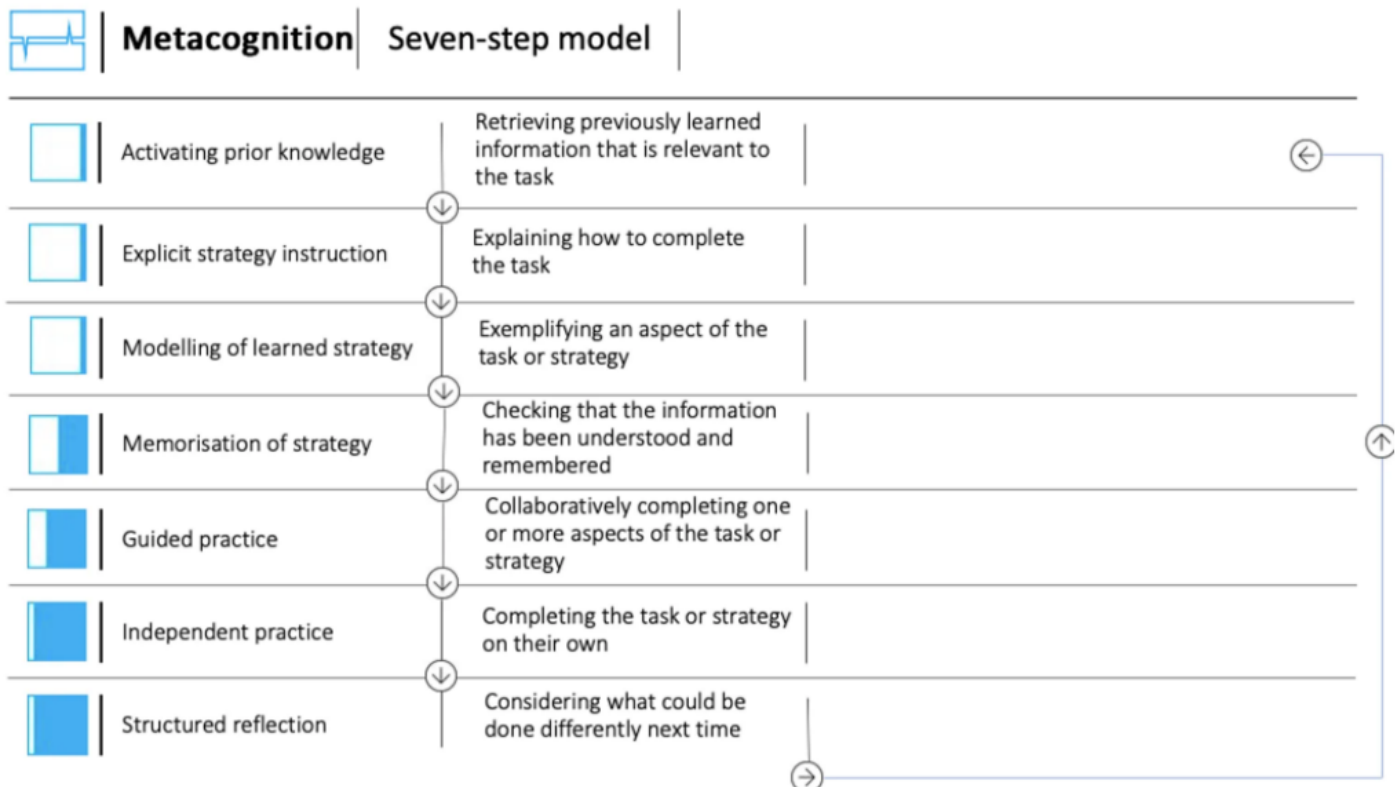
The Trivium Model			
NOVICE		EXPERT	
Focus and Definitions	GRAMMAR (Knowledge)	LOGIC (knowledge understood)	RHETORIC (Wisdom)
	<ul style="list-style-type: none"> <li>Grammar – the basic elements of an area of knowledge or skill</li> </ul>	<ul style="list-style-type: none"> <li>Logic – a method of reasoning that involves a series of statements, each of which must be true if the statement before it is true.</li> <li>Dialectics – a method of reasoning and reaching conclusions by considering theories and ideas together with ones that contradict them.</li> </ul>	<ul style="list-style-type: none"> <li>Wisdom – the ability to use your experience and knowledge in order to make sensible decisions or judgements</li> <li>Rhetoric – the skill or art of using language effectively</li> </ul>
Classroom Strategies	<p><b>I (teacher)</b> Input <b>KNOWLEDGE</b></p>	<p><b>We</b> Processing <b>UNDERSTANDING</b></p>	<p><b>You (pupil)</b> Output <b>WISDOM</b></p>
Within Lesson	<p>Acquiring and developing important foundational knowledge and basic skills (procedural knowledge)</p> <ul style="list-style-type: none"> <li>Knowledge / Facts</li> <li>Retrieval practice – making learning stick – cognitive science</li> <li>Memorisation</li> <li>Basic skills</li> <li>Songs, chanting,</li> <li>Vocabulary development</li> <li>Teacher imparting</li> <li>Rote learning</li> <li>Focus on WHAT? and WHEN?</li> </ul>	<p>Focus on discussion and questioning – develop critical thinking and disciplined thought. Take the knowledge from the ‘Grammar’ stage, work with it and deepen their own understanding.</p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Discussing / Debating – teaching how to</li> <li>Making Connections</li> <li>Questioning</li> <li>Comparing and Contrasting – which is best?</li> <li>Focus on HOW &amp; WHY?               <ul style="list-style-type: none"> <li>Understanding how the facts fit together</li> </ul> </li> </ul>	<p>Developing wisdom, independence and creative thought. Emphasis on creating and expressing oneself beautifully and persuasively. Pupils build upon the knowledge, reason through implications and form original thoughts.</p> <ul style="list-style-type: none"> <li>Continued debate, discussion and argument</li> <li>Developing independent study – built on foundational knowledge</li> <li>Developing views and opinions</li> <li>Problem solving</li> <li>Presentations</li> <li>Original thought and creation</li> <li>Oracy – expressing oneself fluently, confidently and eloquently</li> <li>Communicating</li> <li>Performing</li> <li>FOCUS on ‘SO WHAT?’ To what end? For what purpose?</li> </ul>
Across Lessons	<p><b>Example 1 - Use brackets to show parenthesis</b></p>		
	<p>What are parenthesis? (retrieval of prior learning)</p> <p>Identify key rules for parenthesis.</p> <p>Learn key rules – chant / flashcards etc.</p> <p>Revisit key rules at the end of the lesson – key points to remember from today</p>	<p>Apply understanding to identify parenthesis in text.</p> <p>Insert parenthesis in text – worksheet.</p> <p>Discuss errors – in own / peer / deliberate mistake models (using the key rules to identify and reason)</p> <p>Discuss use of parenthesis (brackets) – compare to commas and dashes – where would they be used?</p>	<p>Plan for use in own work – independent writing.</p> <p>Reasoning for writing – why have you used parenthesis there? What is the impact for the reader.</p> <p>Continued use in independent work.</p>
Assessment	<p><b>Example 2 – What is the greatest legacy of the Roman period</b></p>		
	<p>Series of lessons – regular retrieval practice throughout.</p> <p>Teacher led – introduce to key legacies from the Roman period – use a knowledge organiser to highlight key facts e.g. –</p> <ul style="list-style-type: none"> <li>Script / calendar / law and politics / colonies and roads / architecture – concrete – glass – central heating / cats / clean water / coins / nettles</li> </ul>	<p>Children ask questions about the facts they have learnt. They start to rank the ‘legacies’ as individuals and then debate in pairs / groups to come up with a final list – debating skills (which is best?). They make links – how do roads and colonies support development of architecture?</p>	<p>Children write an essay / prepare a presentation / speech on ‘what is the greatest legacy of the Roman Period? To include reasoning on why their choice is a greater legacy than others.</p> <p>Pupils apply their thinking to today – what will the greatest legacy be from this period?</p>
Assessment	<p><b>Working Towards</b></p> <ul style="list-style-type: none"> <li>Children do not remember key knowledge and struggle to demonstrate skills without support</li> <li>Learning is shallow – surface, temporary, often lost</li> </ul>	<p><b>Met</b></p> <ul style="list-style-type: none"> <li>Children remember the majority of key knowledge (evidence in the long term)               <ul style="list-style-type: none"> <li>Learning sticks, can be recalled and used</li> </ul> </li> <li>Children can make links / ask questions and begin to offer their own opinions / make choices</li> <li>Where relevant they can demonstrate skills in context</li> </ul>	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>Children apply their knowledge and skills to different contexts consistently, confidently and fluently</li> <li>They work independently               <ul style="list-style-type: none"> <li>organising their own ideas and making connections with other areas of learning</li> <li>apply knowledge and skills without recall to adult support</li> </ul> </li> <li>They can clearly explain what they have been doing and reason the choices they have made – they develop their own views and back these up convincingly</li> </ul>

Teaching should focus on the principles of ‘I do’, ‘we do’ and ‘you do’ to develop metacognitive learning.



## Learning and Teaching Policy

The following 7-step model explains how we can develop a consistent approach to developing metacognition. Notice how the teacher-led (white) □ stages are replaced by the student-led (blue) ■ stages through the development of metacognition. The teacher's expertise to model deliberate difficulties will help the novice student become more capable of learning independently, gradually removing the scaffolding so that the student thinks metacognitively.



### 3.1. ***Additional strategies to support high-quality teaching***

As stated in our aims, we want to -

- Create a learning environment which is organised and well resourced, promoting learning and celebrating pupils' achievements.
- Enhance children's ability and desire to learn.
- Develop a supportive community.

Here are some strategies to support these aims.

#### 3.1.1. ***Planning***

Staff should thoroughly prepare, based on good subject knowledge and a clear understanding of the National Curriculum and Chesswood Curriculum requirements. Medium Term Plans have been



created by subject leaders to support teachers to plan high quality lessons.

- Provide well-structured lessons, which include the following components:
  - Checking on learners' understanding of what they have previously been taught.
  - Modelling and explaining new learning.
  - Opportunities for guided and independent practice.
  - Carefully sequenced lesson content to enable learners to make progress.
  - Use of assessment at specific points during the lesson.
- Use the latest, research-led methods for learning and memory in their teaching.
- Have clear, high expectations of what pupils are expected to achieve by the end of the session and over time.
- Use resources, including new technologies and other adults, imaginatively and effectively to inspire and support children.
- Show flair, creativity and imagination in their planning to make learning relevant for all.

### **3.1.2. *Challenge and expectation - engagement***

- Staff should have clear, high expectations of what pupils are expected to achieve by the end of the session and over time.
- Staff should promote collaborative relationships which develop self-confidence and encourage and enable all pupils to participate.
  - Develop pupils' skills of working independently and in groups, enabling teachers and pupils to move learning forward together.
  - Promote an atmosphere where the children are prepared to take risks.
  - Have high-quality dialogue with pupils, encouraging them to explore their ideas through talk, to ask and answer questions, to listen to their teachers and peers, to build on the ideas of others and to reflect on what they have learnt.
  - Provide good quality targeted intervention; regularly monitor progress and respond rapidly at the point at which pupils begin to fall behind, so that there is a relentless focus on pupils being the best that they can be.





## Learning and Teaching Policy

- Differentiate work appropriately to cater for the needs of all pupils; matching high-quality teaching to the different and developing abilities of pupils, focusing on breaking down barriers to learning and progress.
- Staff should set appropriate challenge to develop metacognitive thinking.
  - Hard work - *If pupils are not given hard work to do – if they do not face difficulty, struggle with it and overcome it – they will not develop new and useful strategies, they will not be afforded the opportunity to learn from their mistakes, and they will not be able to reflect sufficiently on the content with which they are engaging.*
  - Thinking Efficiently - *Pupils need to think efficiently if they are to cheat the limitations of working memory. And while pupils must be challenged and must struggle with new concepts if they are attend to them and therefore encode them into long-term memory, if the work is too hard, they are likely to hit cognitive overload whereby they try to hold too much information in working memory at one time and therefore thinking fails.*

*Therefore, the work must be beyond pupils' current capability but within their reach. They must struggle but must be able to overcome the challenge with time, effort and support.*
  - Teachers must use provide the appropriate modelling and scaffolding to enable students to learn using their knowledge of task, self and strategies.

### **Knowledge of task:**

- Is this task too challenging for me?
- What are the most difficult aspects of this task?
- How much time should I devote to this task?
- Are there easy bits I can get 'done'?

### **Knowledge of self:**

- Is this task asking for subject knowledge I can remember?
- Do I understand the concept(s) that underpins this task?
- Am I motivated to stick at this tricky task?
- What can I do to keep myself focused?

### **Knowledge of strategies:**

- Are my notes effective for understanding this task?
- Do I need to ask the teacher for help?
- What strategies can I deploy if I am stuck?
- What can I do to ensure I remember what I've learned?



### 3.1.3. ***Assessment and feedback***

- Staff should be able to use their knowledge of the curriculum and their high expectations to accurately assess pupils' abilities. (see assessment policy)
  - Formative assessment or **responsive teaching** – refers to a wide variety of methods that teachers use to conduct on-going evaluations of pupil understanding, their ability to engage and self-regulate, their learning needs and academic progress. It focuses on what the next steps are on an individual level and is used to improve a teacher's ability to tailor and deliver personalised learning.
    - Provide feedback that addresses three questions: Where am I going? How am I going? and Where to next? (see marking and feedback policy)
  - Summative assessment or **tracking** – refers to the use of testing and or grading pupils, recording these scores to establish progress against other pupils within school, year groups, locally or nationally. It focuses on what the comparison is and can be used to develop next step learning and adjustments in planning.
    - Use data and assessment information rigorously, together with knowledge of factors that might influence pupils' progress, to shape teaching and assess its impact.

### 3.1.4. ***Resource management***

- Staff should maintain a well-organised classroom environment which sets the climate for independent learning.
  - Provide displays which show learning prompts, celebrate high-quality work and pupils' achievements and are relevant to current learning.
  - Manage the classroom, including other adults, to ensure precisely targeted support and equity of time for pupils.
  - Create a well-resourced classroom.

### 3.1.5. ***Relationships and engagement***

- Staff should-
  - Foster positive relationships based upon mutual respect, which encourage pupils to engage in learning.





- Use the behaviour policy to support the development of positive relationships.
- Be respectful of the individual child, using pastoral strategies, such as the regulation rainbow and the learning pit, to develop relationships and support engagement.
- Use ACRO and Growth Mindset to develop pupils' life-skills to deal with difficult situations.
- Use the school rewards systems (House Points, Gold Awards, Bright Sparks Cups, Spark of the Week, TOP Tens and Certificates) to celebrate pupil successes and achievements.
- Have a professional relationship with pupils - whilst developing nurturing relationships it is important to remain appropriately distanced to manage ones' own wellbeing. An emotionally resilient member of staff will be better able to support the children's needs effectively.

## 4. Resource Management Guidance

The appropriate and effective use of all resources available is an important part of good learning. Other adults, ICT and practical resources need to be planned for, as well as being accessible at other times. It is important when planning for the use of any resource, that the teacher asks the question – how will they make a difference to the learning?

### 4.1. *Display*

#### 4.1.1. *What are the key things we are looking for?*

- Displays (see display policy) -
  - Working walls to support the learning journey – especially examples of modelling, prompts, reminders of previous learning and exemplars.
  - Promote 'being the best you can be' – developing a culture of value in work and learning and celebrating achievement for all.
  - Influencing children in best presentation, organisation, independence.
  - Developing a sense of pride and belonging.
  - Top-Tens in multiple areas – AR, presentation, spelling, times-tables, etc.
  - Reading, IXL and/or TT Rock Stars achievement displays.
  - Class cup winners and Spark of the Week.



- Encourage respect for the school environment.
- Contribute to a stimulating, bright, vibrant environment.

## **4.2. Equipment**

### **4.2.1. What are the key things we are looking for?**

- Essential equipment is kept on desks:
  - Blue handwriting pens.
  - Pencils.
  - Rulers.
  - Water bottles.
- All equipment is well-labelled and accessible to children - children know where it is kept and use it regularly.
- Use of key equipment / resources are planned for – e.g. use of Numicon in maths.
- ICT is used regularly to support and enhance learning.
  - Pupil Premium children have priority access to iPads.
- Children take responsibility for keeping the classroom organised and tidy.
  - Class monitor and leadership roles are established.
  - All equipment has its place and is cleared away at the end of the morning and at the end of the day.
  - Children treat all equipment with respect.

## **4.3. TA - Using other adults effectively**

### **4.3.1. What are the key things we are looking for?**

Teaching assistants -

- Are well-prepared for the lesson and have the plan available in advance.
- Are effectively deployed – their use is planned for and identified on the plan.
- Maintain an active role throughout the lesson.
- Take independent, proactive action to support the learners' needs.
- Maintain good pace for the group.
- Have high expectations of behaviour, productivity and presentation.

### **4.3.2. TA Guidance**

#### **4.3.2.1. In whole-class teaching, teaching assistants help**



### ***pupils to learn better by:***

- Minimising distractions to the whole class by dealing with individual welfare issues and behaviour problems.
- Keeping individual pupils on task by prompting their responses.
- Repeating or rephrasing questions asked by the teacher.
- Providing additional or alternative explanations for individual pupils.
- Providing specialist support.
- Observing and noting reactions and contributions of the pupils so that the more passive members of the class can later receive extra attention.
- Enabling less confident pupils, or those of lower ability or with SEN, to make contributions to the lesson.

### ***4.3.2.2. During group or independent work, teaching assistants help pupils to learn better by:***

- Providing support for an individual or a group of pupils which enables them to tackle tasks that would otherwise be beyond them.
- Giving more individual explanations of a task than would be possible with the whole class.
- Giving feedback on the pupils' learning to the teacher so that he or she can adjust the challenge or pace of learning in later lessons.
- Giving pupils' immediate relevant feedback on their work.

### ***4.3.2.3. To use teaching assistants effectively in the classroom***

- Ensure they have a copy of the lesson plan and make sure they are mentioned in it.
- Where at all possible, discuss the lesson with them in advance and plan for them to take an active role.
- Ensure the TA is deployed effectively to work with a group – not always the lowest ability.
- A section of the lesson may be delivered by the TA:



- Separate input / plenary.
- Using expertise to deliver part of whole class teaching.
- Using experience / anecdotal evidence to enhance learning during whole class discussion, interacting with the teacher to make the lesson livelier or to generate more challenging discussion.
- Use the teaching assistant to observe and record skills development for individuals / groups – feedback to teacher.
- Ensure teaching assistants engage with pupils' target reviewing, as part of daily classroom practice.
- When working with a focus group, TAs to mark alongside pupils in line with school marking policy and guidance.
- Catch-up intervention with individual / group identified to have not met previous target through AFL strategies.
- Ensure the TA's role supports / scaffolds learning beyond what would be possible independently.
- Where appropriate, coach / provide examples of quality questioning techniques to be used during group work.
- Ensure they have sufficient subject knowledge to be able to challenge and extend pupils' learning, for example by using pupils' errors as starting points.

#### **4.4. Organisation – Physical Learning Space**

##### **4.4.1. What are the key things we are looking for?**

- Organisation of furniture and storage is best suited to the lesson and the classroom space.
- Organisation of furniture is flexible to the needs of learning – e.g. collaborative work.
- Accessibility is well thought through:
  - Children can access resources.
  - Adults can access groups and individuals easily.
- Classroom cupboard is well organised.
- Natural light is maximised – e.g. blinds open.



- Temperature of the classroom is optimal to learning 18-24c (fresh air is maximised).

## **4.5. Organisation – Procedures and Processes**

### **4.5.1. What are the key things we are looking for?**

- Clear and well-established routines are evident which promote an efficient, safe, calm, purposeful learning environment:
  - Entering and leaving the classroom.
  - Lining up.
  - Moving around school – assembly, PE, music, computing.
  - Transition between lessons.
  - Handing out equipment.
  - Settling to independent work.
  - Tidying up.
  - Children typically respond in 3 seconds to teacher request for attention.

### **4.5.2. Organisation – Procedures and Processes Guidance**

#### **4.5.2.1. Establishing Routines**

Establishing routines should not be drudgery or dictatorial. They are a sign of a high-performing team – everyone has a job, everyone knows their job, everyone does their job to the best of their ability. With the class teacher as the team's leader, and children as followers, we would expect all to be motivated to work as one cohesive group in a competitive 'be the best you can be' manner.

Routines - also known as classroom procedures - rid children of distractions that waste time and interfere with learning. Guesswork is minimised. Minor frustrations and inconveniences are fewer, as are opportunities for misbehaviour. The children, then, are left to focus on learning.

If children know what to do and how to do it during every transitional or procedural moment of the school day, they can more easily attend to what is most important. Furthermore, adding more responsibility and purpose is a sure-fire way to boost morale.

Well-executed routines also save time and lessen a teacher's workload. Instead of giving directions ad nauseam and talking children through transitions, passing out resources, leaving and entering the classroom, and many more, these tasks are automated into routines, allowing teachers to merely observe and focus their thoughts on the next activity.

For everything children do in the classroom repetitively, there should be a routine.



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- Entering the classroom:
  - Quietly and calmly.
  - Children settle in relevant places quickly without unnecessary distraction.
- Being prepared for lessons:
  - Children have relevant equipment available – blue handwriting pen, pencil, ruler.
  - P.E. kit as appropriate.
- Handing out resources:
  - Class leaders / monitors appointed.
  - Quickly and without fuss.
- Lining up:
  - Alphabetical order (first in line to be class 'Emergency Officer').
- Going to / returning from assembly:
  - Line up, single file, walk on the left, silent.
- End of day:
  - Class leaders / monitors appointed for end of day tidy-up routine.
  - Class is left tidy and organised.
  - No table leaves until-
    - All resources are cleared away to the correct place.
    - All surfaces, including floor, are cleared e.g. paper cuttings.
    - Paper bins emptied (eco-monitor).
- Transition around the school – e.g. PE, music, computing:
  - Line up – individually or table at a time (no more than 6 children to line up per time).
  - Single file around school.
  - Walk on the left.
  - Teacher in the middle of the class (emergency monitor leads to next place).
- Lockers:
  - Appoint locker monitors.
  - Lockers to be kept closed – nothing hanging out – when not used.
- Use of water bottles:
  - On tables at all times.
- Toilet:



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- Only one child at any one time.
- Typically, children should not go in the first hour after any break or the start of the school day.
- Lesson specific routine:
  - Start of school day-
    - Teachers greet children at the class door warmly and enthusiastically (picking up on information shared – e.g. Did you get your badge from cubs?)
    - Work on board ready to begin learning.
  - Starting work-
    - Establish concrete procedures for all children starting work.
    - Children access correct equipment / resources immediately.
    - HDU – Heading, Date, Underline at appropriate speed for year group.
  - Between lesson transition (in the classroom)-
    - Establish concrete procedures – expect transition under 5 minutes.
  - Changing for P.E.-
    - Upper school – change in less than 3 minutes – in silence.
    - Lower school – change in less than 4 minutes – in silence.

#### ***4.6. Pupil Leadership and Relationships***

##### ***4.6.1. What are the key things we are looking for?***

- Bright Sparks is alive within the classroom and supports high expectations in all aspects of school life.
- ACRO is promoted and reinforced at every opportunity in the classroom – it is the foundation skillset supporting all learning.
- Children are held accountable - through high expectations - for the smooth running and organisation of the classroom.
- Class leadership / monitoring roles are rapidly established in the classroom and sustained throughout the school year.
- Children fully engage with whole school pupil leadership roles – these roles are promoted-
  - Within the classroom by the class teacher and are held in high regard.
  - Throughout the school by the subject leader.



- Group roles are used as part of daily classroom practice.

## **4.6.2. *Pupil Leadership and Relationships Guidance***

### **4.6.2.1. *Classroom Leadership***

Assigning Pupil Leaders in the classroom fosters ownership, community, and cohesiveness among class members. When children feel more involved in the daily operations of the classroom, they begin to positively manage themselves and each other. Not only are children honoured to hold these titles, an added benefit is a carryover effect that builds upon positive leadership skills. It is the teacher's role to oversee this process, with the children taking responsibility for carrying out the work.

Teachers should promote Pupil Leadership at all times, holding children to account for their role in maintaining a well-run, organised, efficient classroom. Children may apply / volunteer / be allocated a specific responsibility within the room and are assigned their role on a rotating schedule.

### **4.6.2.2. *School Leadership***

There are many 'whole-school' leadership roles. Subject leaders are encouraged to develop roles within their subject to support the school's pupil leadership programme.

- Advertising the roles – The roles are advertised during transition weeks, linking the skills required for each role with A.C.R.O. Responsibilities and commitments are provided as a job description and expectations.
- Application process – Subject leaders will outline the process to apply for the jobs. Pupils should be exposed to what makes a good application – e.g. responding to the job profile / identifying the skills they have which match the role.
- Appointing position – Leaders select pupils according to the quality of application – interviews can be used if desired.

## **4.7. *Engagement***

### **4.7.1. *Engaging lesson design and content***

#### **4.7.1.1. *What are the key things we are looking for?***

- Children are absorbed and actively engaged in learning.
- Learning is routed in real-life contexts and purpose – children should be routinely led to understand real-life context and purpose in all aspects of learning (why are we doing this again?)





- Opportunities for pupils to get into role are maximised.
  - Real life roles:
    - Learning an activity through the eyes of-
      - Shopkeeper in maths (school fayres).
      - Engineer in design technology (bridge building).
    - Formula one – driver, mechanics, sales and marketing (Race Day unit).
  - Task roles are used as part of normal classroom practice – children understand their roles and know what success looks like – e.g. what makes a good leader?  
What makes a good researcher?
- Collaborative learning is at the core of the majority of learning experiences.
- Relationships in the class are highly positive and led by a confident, positive, proactive teacher – children want to please and work hard for themselves, their peers and their teacher.
- Pace of the lesson and activities gives children a sense of urgency and keeps them focused and engaged.

## **4.7.2. *Engaging Content and Design Guidance***

### **4.7.2.1. *Embrace Collaborative Learning***

Collaborative learning is another powerful facilitator of engagement in learning activities. When pupils work effectively with others, their engagement may be amplified as a result (Wentzel, 2009), mostly due to experiencing a sense of connection to others during the activities (Deci & Ryan, 2000). To make group work more productive, strategies can be implemented to ensure that pupils know how to communicate and behave in that setting.

Effective methods include –

- Teacher modelling (i.e. the teacher shows how collaboration is done).
- Varying group make up - at times avoiding homogeneous groups and grouping by ability.
- Fostering individual accountability by assigning different roles - encourage group roles during collaborative learning as part of normal classroom practice. Rotate roles to challenge children.
- Evaluating both the pupil and the group performance – developing learning behaviours



through self / peer assessment of the success in given roles.

- Plan for activities which promote collaborative learning – e.g. I Do, We Do, You Do.

#### ***4.7.2.2. Establish Positive Teacher-Pupil Relationships***

High-quality teacher-pupil relationships are another critical factor in determining pupil engagement, especially in the case of difficult pupils and those from lower socioeconomic backgrounds (Fredricks, 2014). When pupils form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society (Scales, 1991). Teacher-pupil relationships can be facilitated by:

- Caring about pupils' social and emotional needs.
  - Simple greeting children at the door at the start of the day.
  - Being aware of children's moods and feelings.
- Displaying positive attitudes and enthusiasm.
- Increasing one-on-one time with pupils.
  - E.g. 1-1 reading during 'reading for pleasure' – priority for Pupil Premium.
- Treating pupils fairly.
- Celebrating success – especially effort (see Growth mindset).

Finally, pupils' perspective of learning activities also determines their level of engagement. When pupils pursue an activity because they want to learn and understand (i.e. mastery orientations), rather than merely obtain a good grade, look smart, please their parents, or outperform peers (i.e. performance orientations), their engagement is more likely to be full and thorough (Anderman & Patrick, 2012). To encourage this mastery orientation mindset, consider various approaches, such as framing success in terms of learning (e.g. criterion-referenced) rather than performing (e.g. obtaining a good grade).

Children want their teachers to be 'real' people. Personal anecdotes are a powerful way of achieving this and in one sense they are a modelling tool - i.e. they 'model' the relationship between what is occurring in the classroom and the world beyond it. This encourages empathy in the pupils who are more likely to make connections between what is occurring in the classroom and their own everyday existence.



### **4.7.2.3.Humour / fun**

“When asked to list qualities they want in a teacher, pupils tend to give high ratings to a sense of humour and fairness. Since positive laughter has the potential to enhance the health of individual pupils and group cohesion it's not surprising that they intuitively appreciate teachers with the sense of humour that creates a joyful non-threatening classroom.” (Sylwester 2001)

“Humour is a classroom prerequisite for maximising learning.” (Peat 2001)

“Humour is a catalyst for classroom ‘magic’” (Kirk 2007)

A sense of humour -

- Can relieve tense classroom situations before they become disruptions.
- Makes learning more enjoyable for children.
- Creates a more supportive learning environment.
- Makes children look forward to school and pay attention.
- Makes teaching and learning more enjoyable for the teacher.
- Is a life skill which helps pupils to deal with change (and its attendant anxiety).

### **4.7.2.4.Using humour in the classroom (Peat 2007)**

- When using text try ‘Read in the style of----’ as a method of encouraging active reading e.g. ‘Read in the style of an angry detective’; ‘Read in the style of an overly dramatic person’. The more unusual the choice of character the greater the impact!
- Use terminology which pupils will recognise as signifying ‘fun’ e.g. ‘The comma game’: if pupils perceive an activity as a ‘game’ then they are more likely to be receptive to it.

Most children appreciate funny stories, comments, jokes, puns, cartoons and riddles while sarcasm, inappropriate jokes (e.g. sexist or ethnic) and aggressive or hostile humour are not acceptable in the classroom.

### **4.7.2.5.Real Purpose**

In aiming for full engagement, it is essential that pupils perceive activities as being meaningful. Research has shown that if pupils do not consider a learning activity worthy of their time and effort, they might not engage in a satisfactory way, or may even disengage entirely in response (Fredricks, Blumenfeld, & Paris, 2004). To ensure that activities are personally meaningful, teachers can, for



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example, connect them with pupils' previous knowledge and experiences, highlighting the value of an assigned activity in personally relevant ways. Also, adult or expert modelling can help to demonstrate why an individual activity is worth pursuing, and when and how it is used in real life.

- Make the purpose of any activity EXPLICIT to pupils.
- Plan for real outcomes on a regular basis.
  - Letters sent to appropriate person / organisation.
  - Publishing of outcomes to an audience.
    - Class anthology.
    - Local media – newspaper / radio.
    - Performance / presentations to paper.
    - Involvement of visitors.
    - Questionnaires followed through to final outcomes.
- Planning for pupil choice enhances the element of real purpose – e.g. a biography on someone they have an interest in; choice of how to present.
- Relating to all learning to real-life experiences – why are we learning this? When would it be useful?

### ***4.7.2.6. Experiential / Multi-Sensory***

- Hands – on multi-sensory activities.
  - Artefacts.
  - Film clips.
  - Texts read aloud.
  - Singing mathematical equations.
  - Use of drama.
  - Talk for writing strategies.
  - Practical equipment / resources.
  - Easispeak.



#### **4.7.2.7.Pace**

'..the lessons of the effective teachers were all conducted at a brisk pace.' 'Effective Teachers of Literacy' (Medwell & Wray)

- Be ready to start on time – resources ready and organized.
- Short, interactive lesson starters – keeping teacher-talk to a minimum.
- Ensure resources are prepared and at hand.
- Keep pace through dynamism.
- Provide clear time deadlines (this can be made fun and competitive).

### **5. ACRO**

#### **5.1. *What are the key things we are looking for?***

The overwhelming majority of children –

- Know what the ACRO skills are and understand their importance in all that they do:
  - Attitude, Creativity, Relationships and Organisation.
- Know their strengths and weaknesses in each area – where appropriate, record these with evidence (at least Y5 & 6 children to have a written CV).
- Are able to set termly targets to improve in each area.
- Use their knowledge of themselves to apply for relevant school leadership positions.

Teachers refer to the relevant skills in lessons as part of normal classroom practice. The characters are displayed prominently within the classroom.

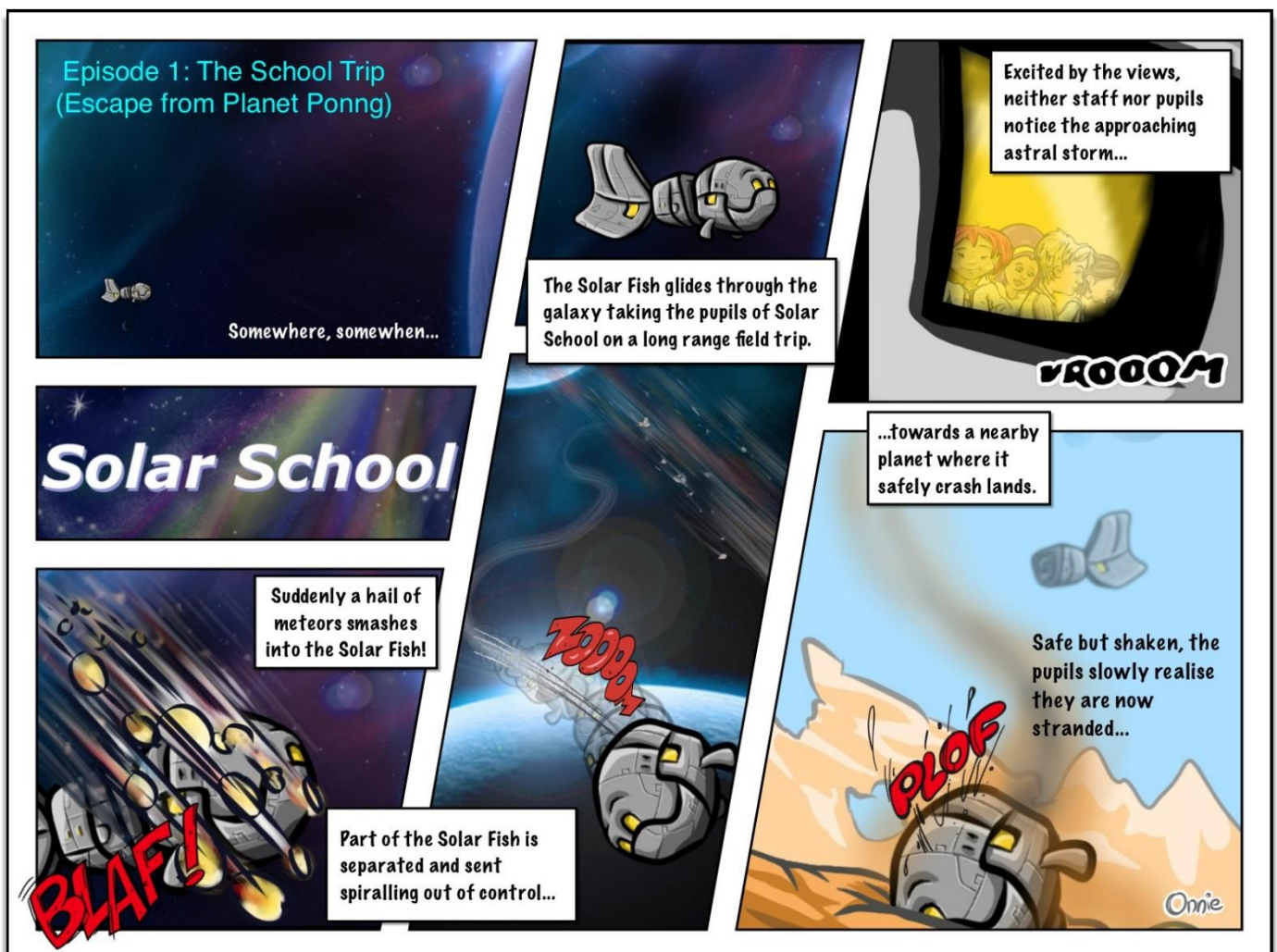
#### **5.2. *ACRO Guidance***

Meta-cognitive and self-regulation strategies (sometimes known as 'learning to learn' strategies) are teaching approaches which make learners think about learning more explicitly. This is usually by teaching pupils specific strategies to set goals, monitor and evaluate their own learning. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Overall, these strategies involve being aware of one's strengths and weaknesses as a learner, such as by developing self-assessment skills, and being able to set and monitor goals. They also include having a repertoire of strategies to choose from or switch to during learning activities. (Education Endowment Fund)

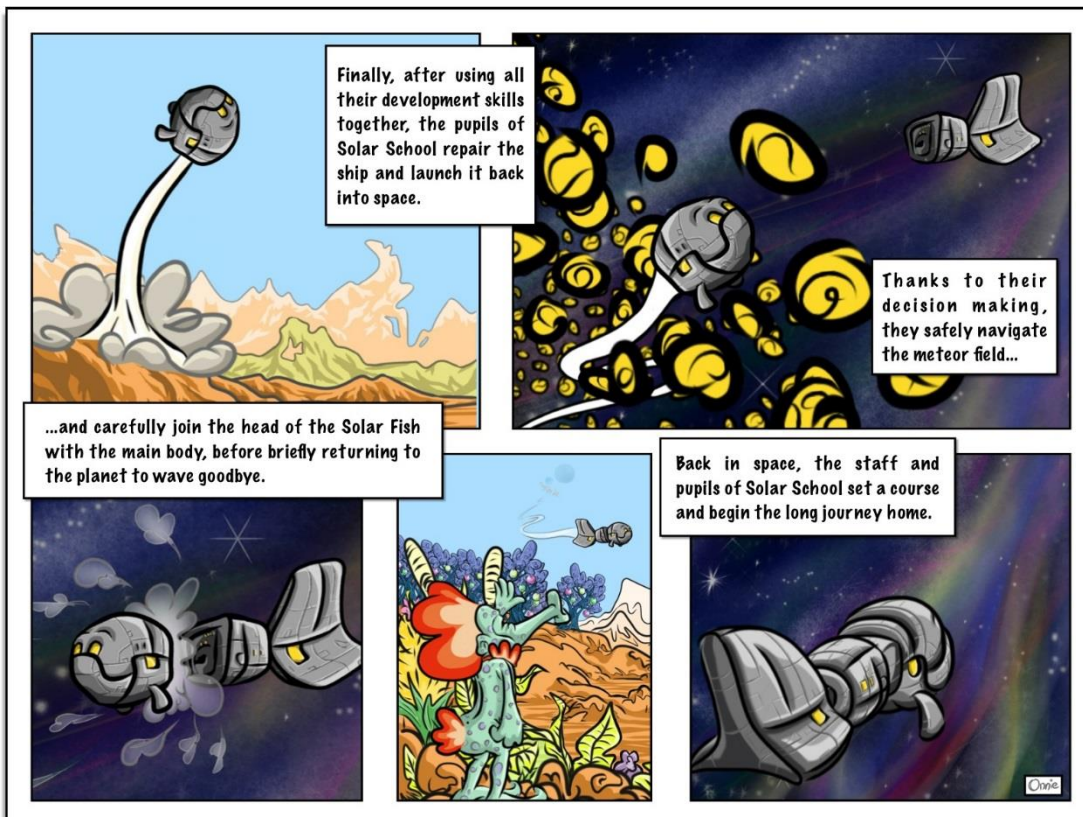
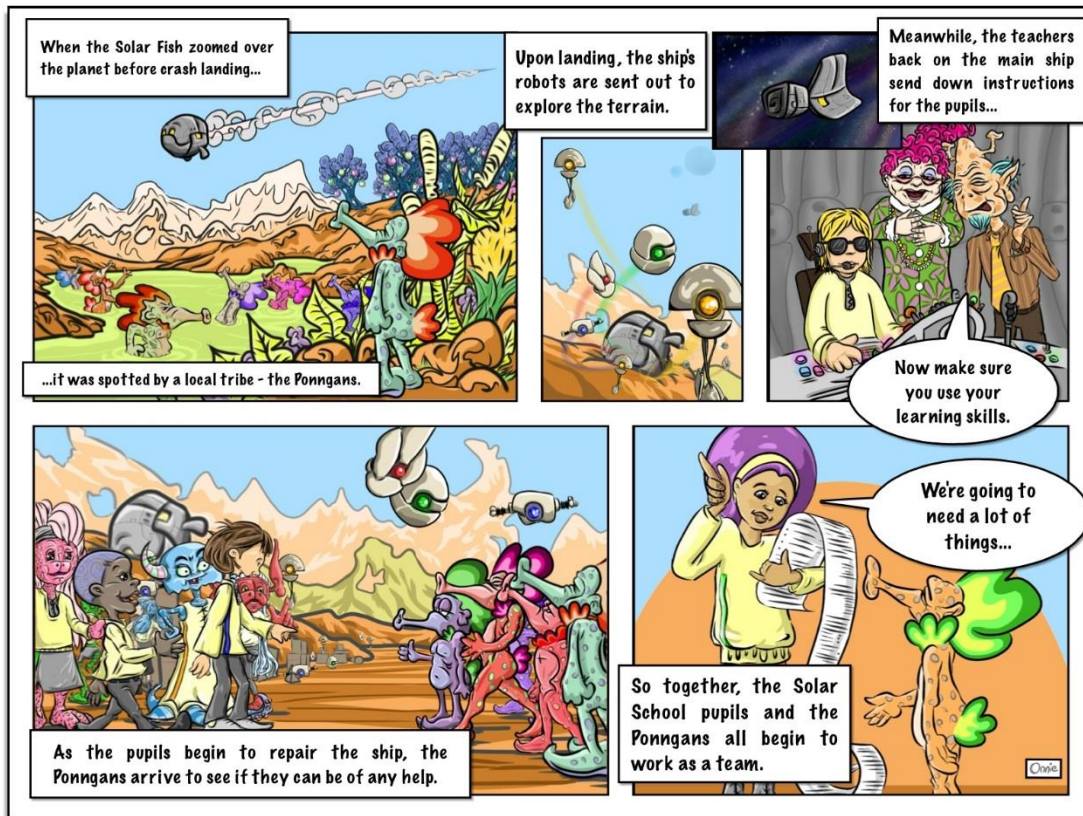
ACRO skills are a meta-cognitive and self-regulative strategy. The types of skills covered are known by various names (learning to learn, employability skills, life skills, learning skills, entrepreneurial skills) and are the key skills employers have identified as key attributes of successful employees. They were adapted from the Welsh ACRO model on behalf of West Sussex by Chesswood Junior School, where children worked with a designer to develop the scenario and characters below – to enable children to understand and engage fully with the skills.

### 5.2.1. *The Solar School scenario*

Teachers should explore the scenario with children – using drama and discussion to gain understanding of the roles each character would have in completing the mission.













### 5.2.2. ACRO Skills Year Group Foci

	Attitude	Creativity	Relationships	Organisation
				
Year 3	<ul style="list-style-type: none"> <li>Try new things</li> <li>Managing Distractions</li> </ul>	<ul style="list-style-type: none"> <li>Making Choices</li> <li>Imagining</li> </ul>	<ul style="list-style-type: none"> <li>Working with Others</li> <li>Building Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Managing Resources</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Determination</li> <li>Self-knowledge, belief, confidence</li> </ul>	<ul style="list-style-type: none"> <li>Enquiring</li> <li>Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Empathy</li> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Vision / Goal Setting</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Motivation</li> <li>Absorption</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Lateral thinking / ideas generation</li> </ul>	<ul style="list-style-type: none"> <li>Negotiation, Persuasion, influence</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Research</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Aspiration</li> <li>Competitiveness</li> </ul>	<ul style="list-style-type: none"> <li>Innovation</li> <li>Spotting and creating opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Participation</li> <li>Managing difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Managing Risk</li> <li>Reflectiveness</li> </ul>

### 5.2.3. ACRO Skills Characters



All characters can be found in –



[Y:\Teaching & Learning\Subjects\Learning and Teaching\ACRO Skills\Presentations and Resources\Characters](#)

#### 5.2.4. ***Delivering ACRO***

Children will –

- Engage in activities which support the assessment of their skills and set targets for improvement.
- Develop age appropriate CVs.
- Complete letters of applications for school leadership roles – reflecting on the appropriate skills (see Section 2.6 [Pupil Leadership](#)).

Throughout the year, class teachers must -

- Display the characters within the classroom.
- Refer to and focus on specific skills used in lessons as part of normal classroom practice.