

Holbrook Primary Teaching and Learning Policy

Our journey to success... Working together to be the BEST

The staff, governors and parents have a shared vision for all children to achieve the BEST

- That all children **Believe** in themselves – have pride, show respect towards others, celebrate their heritage and that of others
- That all children enjoy and are **Enthusiastic** about learning – work together and share with others the exciting things that they are learning about or experiencing in school and in the community
- That all children have **Stickability** – show resilience, confidence, determination and independence when facing new challenges
- That all children have high aspirations, clear **Targets** for life – know what they want to achieve, how to get there and go for it, taking responsibility for their own learning

Introduction

Our key purpose is to raise standards. The focus must be on teaching and learning. The expectation is that children are provided with learning experiences which lead to high levels of achievement.

We believe that all children are entitled to teaching that is good or better, day in and day out. Pupils have the opportunity to experience, explore and be creative and are equipped with the skills, knowledge and understanding to be independent life long learners. Through skilled questioning and personalised learning pupils are effectively challenged and inspired to drive their own learning. There is not a preferred teaching style or recipe for how to teach a good lesson - it is all about all pupils making rapid progress within every lesson.

At Holbrook, a growing school, we believe that a whole school approach to teaching and learning will:

- Ensure consistency
- Make expectations clear
- Support teachers and learners to be effective
- Provide a shared language for discussing, monitoring and reflecting on teaching and learning
- Provide a framework for teachers to learn from each other, through the adoption of a collaborative, enquiry based approach to teaching and learning, where good practice is shared within school and within our network of schools.

Holbrook Non – Negotiables

Whilst there is no single recipe for improving teaching and learning, nor one preferred teaching style, at Holbrook we have worked together to develop our non-negotiables, which we believe are the essential ingredients.

They outline what anybody walking into any lesson should expect to see across all year groups. Lesson observations and other monitoring activities such as planning scrutinies focus on aspects of the non-negotiables. Many of the non-negotiables are inter-related.

Non Negotiables
Positive relationships
Enthusiasm and engagement
High expectations
Effective questioning
Challenge and differentiation
Purposeful talk
Independence, collaboration and guided work
Good behaviour for learning
Assessment for learning and feedback
Evidence of the 5 Keys

Positive relationships

In the classroom it is expected that teachers, staff and children work together to ensure that:

There is a learning culture where in all lessons children:

- Feel safe;
- Are confident to take risks;
- Respect and listen to each other;
- Have a can-do attitude and want to learn;
- Learn from their mistakes;
- Celebrate achievement;
- Learn from adults modelling what is expected

Teachers:

- Are positive and enthusiastic about teaching and learning
- Know the children in their class well
- Are knowledgeable of what the children's next steps in learning are
- Skilfully plan lessons to meet the needs and interests of the children
- Work in collaboration with their TA and wider teams

Teaching Assistants

Learning is further enhanced through the effective deployment of additional adults in the classroom. This is effective where:

- Teaching assistants are fully engaged with pupils on the carpet and tables during lessons.
- Additional adults are clearly directed to support learning and are clear about who they are supporting and why
- Planning is shared in advance with teaching assistants
- Teaching assistants have appropriate subject knowledge
- They sit next to the pupil/pupils they are working with, quietly engaging the pupils, explaining the task or using other resources e.g. number line to facilitate learning
- They are involved in assessing pupils' understanding and feeding back to the teacher

Enthusiasm and Engagement

“When we talk about an engaged class, we don’t just mean the class that is compliant and following instructions. Engagement refers to the class enjoying and being absorbed in the challenge in their learning and through that engagement making observable progress.” *Engaging Learners*, Andy Griffith and Mark Burns

What we are looking for is summed up in the following paragraph and referred to as Level 1a engagement – see Appendix.

Level 1a

Pupils demonstrate they are highly motivated and possess excellent learning dispositions. Pupils are clearly in FLOW most/all of the time. Pupils are highly engaged through their own curiosity and enjoyment of the learning/struggle to learn. The teacher has created a pupil-led lesson (20:80) and acts as activator and challenger. Pupils are enjoying opportunities to express themselves creatively in a variety of ways and are making rapid progress.

For pupils to be fully engaged:

In all lessons tasks need to be appropriately challenging

Tasks are appropriately challenging for all ability groups within the class. This must be informed by assessment prior to the lesson and within the lesson. At Holbrook the planning format for Literacy and Maths supports planning to meet the needs of different groups of pupils within all parts of the lesson.

A useful tool for ensuring deeper learning is Blooms Taxonomy. This provides a hierarchy of progressively more challenging thinking. See Questioning section.



In all lessons teacher input is minimal and teachers employ a range of strategies to engage learners

Where children are most engaged, the teacher has created a pupil-led lesson resulting in children thinking for and challenging themselves and making rapid progress within the lesson. The 20:80

principle applies. There are many opportunities for pupils to work individually or collaboratively. The most effective way of doing this, is to keep the initial introduction short before asking the children to “have a go” and then taking feedback and giving further input based on Assessment for Learning practices. Mini plenaries also help to reflect on pupils learning within the lesson.

The range of strategies which underpin effective teaching include the following:

Questioning, modelling, explaining, linking to previous experience, praising, demonstrating, directing, instructing, analysing, giving feedback, reflecting, maintaining pace, evaluating, exposition, re-teaching, target setting, encouraging experimentation and problem solving, using pupils as teachers, discussion, one to one support, humour, surprise/novelty, use of context/real world examples, encouraging talk

Teachers must have an extensive repertoire of strategies to engage their learners. For more ideas, see Appendix.

Pupils have the necessary learning skills

Children are able to work independently and have the attitude, skills and habits to cope with the level of challenge provided. It is important that in every lesson children understand the subject specific knowledge/skills that are to be learned, alongside the generic learning skills/habits they are developing, such as an ability to work in a team. Guy Claxton refers to this as ‘split screen’ teaching. For children to be engaged it is important that children know themselves as learners and learn how they learn best. 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. For further information on ‘Learning to Learn’ and Metacognition see extract taken from ‘The Sutton Trust Toolkit’ (Appendix).

All lessons have objectives that are clear and purposeful, alongside well planned success criteria

Children understand what it is they are learning and why. They understand how the new skill/knowledge fits in with the bigger picture and how it will help them to improve and achieve their personal targets. They can also see how the new learning relates to real life. In Literacy, it is expected that each classroom has a ‘learning journey’ display for each unit of work.

At Holbrook learning objectives are presented as WALTs (We Are Learning To).

This should be shared with the children and displayed every lesson. The WALT should be skills based with further detail provided in the context for learning. The focus must be on the skill/knowledge children will have learned, will have consolidated or applied by the end of the lesson. It is also important that the teacher shares with the children the TIBs (This Is Because) as this explains the purpose of the learning and bigger picture. The WILF (What I Am Looking For) will be developed with the children as a success criteria or shared with them at the start of the lesson. It is crucial that learners understand what it is we are looking for. At Holbrook this is referred to as the WILF or success criteria. Excellent teachers sometimes devise the success criteria with the children or ask them to articulate it. This will often be differentiated for the ability groups within the class and link to pupil targets. For examples of WALTs/WILFs see Appendix.

Pupils are intrinsically motivated

At Holbrook, we aim to provide activities that are intrinsically motivating – where children are enthusiastic and want to contribute not because they are motivated by a sticker, but because they are engaged and understand the value of the learning.

A key focus is to ensure that our learners are not 'passive' in their learning but are motivated to want to learn.

Eight Triggers:

Rapport, Competence, Curiosity, Imagination, Relevance, Challenge, Choice, Fun

For further information refer to 'Engaging Learners' book (all teachers have a copy of this)

High expectations

It is expected that:

- All pupils are on task, listening and involved. They are engaged and driving their learning. We refer to this as dark green behaviour – see Behaviour for Learning section.
- Planned activities take account of pupils preferred learning styles and which engage and motivate
- Children learn the skills to be independent learners for example using ‘See 3 Before Me!’
- Teachers make good use of body language, eye contact and voice to effectively manage their classes and promote good learning
- The teacher explicitly models and communicates the pace, amount and quality of work expected within a given timeframe
- The balance and range of strategies employed maintains challenge for all pupils
- The teacher plans and uses a wide range of questions and encourages children to justify their responses
- Pupils confidently formulate and ask questions
- Pupils take pride in and evaluate their own work
- The children have opportunity to edit and improve their first attempt
- Children apply previously taught skills and work at the level they are capable of consistently
- The teacher ensures that children present their work to the best of their ability across a range of subjects and are expected to apply their phonic knowledge to spelling.
- Transition around the classroom is controlled and organised. Children move to the carpet or to the table a group at a time
- Children respond to the stop signal that is used throughout school
- During independent activities all children work very quietly unless engaging with a partner about the learning. Noise meters in the classroom can be used to instil this expectation.

The classroom:

The classroom environment is very important. Classrooms facilitate learning through organisation, display and resources. They are tidy, well organised and free of clutter. Staff and pupils are responsible for their classrooms and the care of resources within it.

All classrooms/teaching areas must have (age appropriate):

- Clearly labelled and accessible resources
- Comfortable and attractive reading corners
- Displays that reflect the diversity of Holbrook Primary
- Displays reflecting the breadth of curriculum including at least a Literacy (learning journey), Maths, PSHE and topic board
- Interactive displays
- Displays to celebrate children’s achievement
- School Rules poster and green, orange and red cards for assertive discipline
- BfL triangle
- Access to ICT (including listening centres, CD players)
- Personal storage space belonging to each child
- Access to drinking water

It would also be good to see:

- Accelerated learning posters
- Role Play corners
- Investigative areas
- Display of mind maps

For further detail see 'The environment audit'.

Effective Questioning

Questioning is essential in eliciting whether children understand the learning and for teachers to be able to extend the learning within the lesson or the planning of the subsequent lesson to maximise progress.

It is important that:

- The questions children ask or answer are varied.
- Open questions are used to encourage problem solving and deeper level thinking
- All children fully understand the question and wait time (thinking time) of 3 to 5 seconds is given
- Teachers do not play 'guess the answer that is in my head' but instead are flexible to take ideas from the children where more than one answer is possible
- All children are asked questions and that the teacher does not always direct the question towards children with their hands up or most keen to answer – at Holbrook lollipop sticks are used as a strategy to support this
- Questioning is well differentiated, whether it be presented orally or written down.
- Key questions must be made explicit on the planning
- Advance warning is sometimes given, such as 'In two minutes I am going to ask you...'
- Pupils are allowed to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups
- Children are given opportunity to pose their own questions such as about what they would like to learn in a new topic.

Blooms taxonomy question stems are useful in helping to plan and use varied questions. See Appendix.

All lessons are challenging and clearly differentiated

It is essential that assessment is used well to inform the planning for each level of ability within the class. For children to be effectively challenged work must be pitched accurately and must be of appropriate complexity to engage pupils and require them to think for themselves.

Differentiation is essential to ensure all children make the rapid and sustained progress that OFSTED characterise as 'outstanding'.

Differentiation can be through:

- Grouping children flexibly based on AFL
- Grouping by level
- By task
- By adult support
- By use of resources for example writing scaffolds or models and images in maths
- By outcome, target setting, WILF or success criteria

It is important however not to 'put a limit' on learning by 'over-differentiating' and that expecting children to work hard towards year group 'End of Year Expectations' is, for the vast majority of pupils, what is required. Self-differentiation can be used as a strategy in upper KS2.

Purposeful talk

With a very high number of pupils learning with English as an additional language it is imperative that all children, including those for whom English is their first language, are given varied opportunities to talk with their partners and rehearse their ideas. Talk for Writing is key as children can practise using appropriate vocabulary and formality depending on the type of talk or writing.

Although this is not an exhaustive list, below are some ideas to help establish purposeful talk in the classroom:

- Develop talk partner rules to ensure that children both speak and listen carefully to one another using 'My Turn, Your turn'.
- Set up same language talk partners where appropriate and sometimes give children chance to choose their partner or group
- Plan appropriate talk objectives and model what is expected
- Encourage children to talk and explain in full sentences using speaking frames for example to scaffold
- Provide opportunity for 'free talk' or 'creative talk' (about what the children choose)
- Use voice recorders so that children can play it back and improve their talk
- Give children group roles, so that the listener can feed back on the 'talk' they hear
- Provide opportunities for role play or debate
- Ensure that children have chance to talk or perform to different audiences
- Ensure that all children have the opportunity to talk to ensure participation and enjoyment.

In all lessons there are opportunities for independence, collaboration and guided work

At Holbrook, we recognise that children like to work in different ways. Within a lesson or sequence of lessons it is expected that children are given opportunity to work in different ways.

This could be:

- In similar ability groups
- In mixed ability groups or pairs
- In groups with identified roles and with opportunities to lead
- Collaboratively in pairs
- Independently
- With children from different classes or year groups

When children work in teams, they are responsible not only for learning the material themselves, but also for helping their team learn. Positive teamwork behaviours need to be taught explicitly and reinforced. Children must:

- Practise active listening
- Help and encourage each other
- Ensure everyone participates within the group

Good behaviour for learning

At Holbrook children are expected to demonstrate good behaviour for learning in all lessons and at all times. This is essential for good learning to take place. In collaboration with the children, we have developed a BfL pyramid and in each lesson teachers should give children opportunity to reflect on their learning behaviours by referring to the pyramid. The aim is to be 'Dark Green Learners'.



Assessment for learning and feedback

- Assessment for learning is embedded in everyday practice and is used to inform teaching and learning. Skilled questioning is key to eliciting children's understanding. Plenaries and mini plenaries are also used to assess learning within the lesson.
- In all lessons feedback is constructive and moves the learning on within the lesson.
- All pupils are clear about what is expected, what the teacher is looking for and how they need to improve. They must be given time to reflect on their learning and complete the next step marking from the previous lesson.
- Individual/group targets are set regularly for Maths and Writing – these are displayed in the front of pupils' books and children refer to them during lessons
- Within the lesson, children are motivated by the opportunity to self and peer assess. This can happen within the lesson. When children independently give and receive feedback from their peers throughout the lesson, the flow is improved.
- For further guidance on oral and written feedback refer to the Holbrook Marking Policy.

Evidence of the 5 keys

At Holbrook, in every lesson we look for children to be displaying appropriate learning behaviours. We recognise that learning is, and should be, challenging and that children must be able to motivate themselves even when learning is hard in order to achieve success. The 5 Keys are designed to help children learn these skills.

Keys to Success

Stickability

- Say I will and not I won't.
- Sometimes learning makes me worried but I will keep on going.
- Everyone can do something but not everyone can do everything.
- It's Ok to make mistakes, so long as you learn from them!
- When life knocks you down, get back up!

Hunger to Achieve

- I will be ready and organised for my learning.
- I am the driver of my own learning.
- I want to be the best I can be even when learning is hard.
- I will face new challenges with strength.
- I want to achieve my hopes and dreams.

Working Together

- I understand and respect different cultures.
- I treat all team members equally.
- I am a good team member: share my ideas and listen to others.
- I work with different people in my class.
- I help and support others if I can.

What we Do!

- The choices I make about my life have consequences.
- I learn from every experience and take all I can from it.
- I ask for help when I need it.
- I listen to others and know that they may have different opinions.
- I understand that I behave differently according to the situation.

Pathways to Success

- I will feel proud of myself and my achievements.
- I understand that there are lots of twists and turns on the path to success.
- I know I can take risks with my learning.
- I will not stop until I achieve my goal.
- I am able to celebrate my own success and that of others.

Holbrook Primary

Lesson Structure – just a guide or another way of looking at it!

At Holbrook, there is no definitive lesson structure or sequence. As stated, the focus is on pupils learning and progressing within the lesson and different lesson structures might be appropriate for different classes and different purposes. We expect teachers to be flexible and creative in their planning, so long as the non-negotiables are embedded. However, there are some basic principles to structuring a lesson as outlined below.

- Phase one: Set the scene, place learning in a wider context, link to prior learning; review previous lesson; provide the 'big picture', share learning intentions
- Phase two: Pupils receive new information; instruction/exposition; (teaching)
- Phase three: Pupils make sense of information; processing; understanding; (learning)
- Phase four: Review information (plenary)

Precise interpretation of the four phase structure will differ according to the situation and the boundaries between them will almost certainly be blurred; the phases are not always sequential.

Phase one - Overview

Create an appropriate working/classroom atmosphere:

Create a classroom environment that is stimulating and organised with resources placed on tables in advance of lessons; Engage with pupils who are not 'ready to learn' immediately

Link the lesson to prior learning and share the learning intention:

Ask pupils to think about what they learnt in the previous lesson and get them to tell their partner or use whiteboards to jot down what they already know

Provide an overview:

Display a topic map in class so pupils can see the 'bigger picture';

Pupils can add their own questions and answers to the learning map and encourage them to carry out their own research at home

Trigger the brain:

Begin lessons that prime the brain to increase pupil engagement by saying, for example: "Today when I am reading I want you to listen out for some really powerful adjectives that you can use in your writing later on..."

Inspire:

An idea could be to have a mystery object in the classroom for children to investigate or as a stimulus for writing

Phase two – Receiving new information

Providing pupils with new information or skills:

The emphasis is on providing new information in many ways (exposition, video clips, pictures, ICT, demonstration, modelling, books) as the quality of the input will have a big influence on pupils understanding information.

Techniques used to ensure the quality of input is kept high include:

- Periods of exposition are short as pupils have limited concentration spans, with regular breaks or activities.
- More than one 'beginning' is created as pupils tend to remember more from the beginning of an experience. When exposition is divided into 10-15 minute slots, several 'beginnings' are created in the lesson, marked with obvious phrases such as 'Now we are moving on to...'
- The input phase is punctuated with questions to keep pupils alert and provide instant feedback
- New information is presented in several different ways (VAK) as people prefer to receive it differently.

Phase three – Processing the information

The emphasis in this phase is developing, demonstrating and assessing understanding.

Quality of interactions

Adults help pupils make sense of information and the frequency and nature of interactions between teacher and pupils is highly significant.

We develop understanding by:

- Using open ended questions
- Providing wait time – pupils need time to think through their answers before replying
- Providing thinking time by giving advance warning, such as 'In two minutes I am going to ask you...'
- Allowing pupils to explore and articulate their thinking through pair/group responses
- Ensuring pupils fully understand the question by asking them to say it back or rephrase it
- Extending understanding by asking follow-up questions such as 'What made you think that?'
- Scaffolding thinking and answering

Talking

At Holbrook we believe talking is central to learning. All lessons include planned and unplanned opportunities to discuss questions and extend thinking.

Tasks that engage pupils and challenge them to think

Activities in Phase three:

- Require pupils to do something at a cognitive level and provide a degree of challenge
- Require pupils to recreate rather than reproduce information
- Develop understanding and allow pupils to demonstrate understanding
- Give the teacher an opportunity to assess understanding
- Encourage pupils to work both independently and collaboratively
- Encourage pupils to work for a sustained period

Phase four – review

The emphasis in this phase is reviewing and reflecting on what has been learned.

Review is a key to memory and at Holbrook teachers weave review throughout a lesson and constantly refer pupils back to the success criteria of the lesson and reinforce prior learning.

Pupils are actively involved – they identify what they have learned to give their memories a boost. Children are encouraged to reflect on what they have learned and what has helped them to learn, through teacher prompts such as:

- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again, how would you do it?

The role of parents in supporting teaching and learning at Holbrook

At Holbrook we believe parents have a fundamental role to play in helping their child to learn. We encourage parents to take an active part in supporting their child's learning in order to maximise their progress and fulfil their potential as lifelong learners.

Parents are encouraged to support their children's learning by:

- Ensuring their child comes to school ready to learn - feeling confident and positive
- Ensuring their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is having
- Supporting their child by attending parent interviews and other meetings
- Talking to their child at home about their learning in school
- Attending curriculum based workshops and celebration events
- Agreeing to and supporting the school's homework policy and reading at home everyday
- Welcoming staff at home-visiting times, such as before starting in Nursery
- Responding to letters sent home from school
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour

Parents are informed about what and how their children are learning by:

- Half termly curriculum letters
- A mid-year data reports to inform discussions at consultation evenings focusing on pupil progress and next steps
- An annual report to parents explaining the progress made by their child and indicating areas for improvement
- Explaining to parents how they can support their children with homework
- Holding parent workshops to explain the work covered and the strategies and methods taught to the children
- Providing information to parents at the start of each term via the website in which we outline the learning areas and topics that the children will be covering next term
- Keeping parents informed of their child's progress on a more regular basis if appropriate

The role of Governors in supporting teaching and learning at Holbrook

At Holbrook we believe Governors have an essential role to play in supporting, monitoring and reviewing the school policies and practice on teaching and learning.

Governors must ensure they:

- Receive information about the curriculum and teaching and learning
- Support the use of appropriate teaching strategies by allocating resources effectively
- Undertake regular visits to see learning in action or meet with links in school to discuss actions and pupil progress
- Ensure that the school building and premises are best used to support successful teaching and learning

- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Are satisfied that staff development and performance management promote good quality teaching
- Report to the curriculum sub-committee of Full Governing Body
- Receive reports from the Headteacher and/or the Teacher Governor
- Attend INSET or Governor training linked to teaching and learning when appropriate
- Promote and ensure that teaching and learning at Holbrook gives value and respect for all cultures and faiths

Continuing to improve teaching and learning at Holbrook

Monitoring, self-evaluation and staff development

At Holbrook, all staff are observed teach and set appropriate targets. This supports the performance management process. As well as formal observations, learning walks will be carried out regularly and 'dipsticks' may also take place. These may be carried out by members of SLT, Link Governors, by your mentor, by colleagues in school or within the Network. Based on these observations and the triangulation with books, data and planning, staff will receive appropriate support to continue to improve teaching and learning. This may be in house coaching, going to observe a more experienced colleague, peer support, whole staff CPD, workshop based training or external training within the Potential Network and beyond.



Holbrook Primary School - Lesson Observation Form

Teacher:	Observer:	Date and time:
Year group:	Subject:	Number of pupils:
Support staff or teaching assistants:		
Focus:	Context:	
Summary of main points: <i>Observers should focus on the impact of teaching on pupils' progress. Notes should be evaluative rather than descriptive.</i>		
Key strengths:		
Agreed areas for development:		

Focus area	Outstanding	Good	Requires improvement NB: Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Inadequate
1. Use of assessment in planning	Information from assessments is used to set tasks that are perfectly matched to pupils' prior attainment	Information from assessments is used to set tasks that are well-matched to pupils' prior attainment	Information from assessments is used to set tasks that are well-matched to the needs of the class	Information from assessments is not used in planning
Evidence and comments:				
2. Level of challenge	The work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Tasks are set at a level that is suitable for groups of pupils of similar abilities, although there may be individuals within the group who find the tasks a little too easy or too difficult. Such pupils are not given the support they need, or are not given more difficult tasks quickly enough, so their progress may stall	Tasks are not suitably matched to pupils' prior attainment, so more than the odd individual find the work too easy or too hard
Evidence and comments:				
3. Use of teaching assistants	Teaching assistants (TAs) are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress	TAs provide suitable support for groups of pupils regardless of their aptitudes and needs. Such support helps them to achieve the objective of the lesson, but may miss opportunities to promote wider skills	TAs do not meet the needs of groups of pupils so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support is provided.
Evidence and comments:				
4. Opportunities to develop reading, writing, maths and ICT skills	The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT, but these are inconsistent in the longer term	The promotion of basic skills is ignored
Evidence and comments:				

5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Pupils find the strategies and tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher	Pupils are bored by the strategies and tasks, and may become disruptive
Evidence and comments:				
6. Pace and depth of learning	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.	The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input. As a result, most pupils make better than expected progress.	The pace of learning is adequate throughout the lesson because the work is reasonably challenging. Pupils may have to wait with their hands up. All, or almost all, pupils make the progress expected of them but few do better than this.	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils.
Evidence and comments:				
7. Use of questioning	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Questioning provides a broad overview of pupils' understanding and ensures they are all listening	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
Evidence and comments:				

8. Assessment of learning during lessons	The work for each individual pupil is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work	In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.
Evidence and comments:				
9. Marking and feedback	Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved	Marking is frequent and regular, providing pupils with guidance on how work can be improved	Marking is encouraging and provides pupils with some guidance on how work can be improved	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
Evidence and comments:				
10. Corrections	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Some effort is made to ensure corrections are carried out and missing work completed, but this is not consistently applied	There is no insistence that corrections are carried out or that any missing work is completed
Evidence and comments:				
11. Homework	Homework is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Homework is used to extend the learning	Homework is not set or is seen as a 'bolt on' with little relevance to the lesson
Evidence and comments:				
Further evidence and comments:				

WALT examples

WALT:

Plan a newspaper article (skill in read followed by brief context)

Recount our visit to the farm

Re-tell the story of Goldilocks and the 3 Bears

Describe an adventure story setting

Add 4 digit numbers

Multiply 2 digit by 1 digit

Construct a simple electrical circuit

Draw a pictogram

Levels of engagement – Engaging Learners by Andy Griffiths and Mark Burns

Level 1a

Pupils demonstrate they are highly motivated and possess excellent learning dispositions. Pupils are clearly in FLOW most/all of the time. Pupils are highly engaged through their own curiosity and enjoyment of the learning/struggle to learn. The teacher has created a pupil-led lesson (20:80) and acts as activator and challenger. Pupils are enjoying opportunities to express themselves creatively in a variety of ways and are making rapid progress.

Level 1b

The whole class seems to be highly engaged and making significant progress in understanding new ideas/concepts through participating in classroom activities. FLOW is evident for the pupils as the teacher skilfully creates a pupil-led lesson (30:70). All discussions are purposeful and there is evidence that pupils are showing initiative and creativity. Many intrinsic motivators appear to be present.

Level 2a

Nearly all children seem to be engaged by the activities and there is clear evidence of enjoyment/understanding why the learning is important. Teacher input is 40:60 and there is evidence that pupils are taking more initiative with their learning. The classroom environment is one of positive relationships and many pupils are in FLOW because the teacher has set up appropriately challenging activities. All pupils are making good progress.

Level 2b

Most pupils are motivated to participate. There is some evidence that the teacher is building positive relationships with individuals and the class as a whole. Teacher input is 50:50. Some use of intrinsic motivators. The activities used are effective and have good impact on learning. Most pupils are making good progress.

Level 3

Nearly all the pupils are on task, although there may be occasional low level disruption/inertia. Pupils are engaged in learning but few are getting into FLOW, perhaps due to lack of challenge. Less evidence of collaboration, struggle or variety. Teacher input high. Progress is satisfactory.

Teaching Strategies

Children learn in different ways (VAK) and learning opportunities should incorporate a range of strategies to engage children in learning and meet the needs of all learners. Examples of these strategies include:

- Talking partners Modelling
- Investigation and problem solving
- Discussion and questioning (open and closed as appropriate)
- Mind mapping,
- Home and away and expert groups
- Ask me what I did today badges
- Previewing and reviewing work
- Opportunities for ICT
- Use of interactive whiteboards
- Use of outdoor areas
- Flexible grouping
- Dictation
- Didactic teaching
- Interactive teaching
- Listening and memory games
- Role play and drama techniques
- Oral presentations
- Providing opportunities for reflection by pupils
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening as appropriate in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies – verbal and non-verbal
- Scaffolding
- Use of music and singing
- Brain breaks
- Connecting the learning/review the learning
- Using the big picture
- Sharing learning intentions and outcomes
- Educational visits
- Visitors to school
- Assemblies
- Displays to support and celebrate achievement
- Opportunities for role play
- Collaborative work across Key Stages i.e. shared events and days

Extract taken from Sutton Trust Toolkit

About the Toolkit

The Sutton Trust-EEF [Teaching and Learning Toolkit](#) is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

Research has shown that the following have the most impact in raising attainment:

Feedback

What is it?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or **self-regulation** or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via Digital technology. It can come from a teacher or someone taking a teaching role or from **peers**

Meta-cognition and self-regulation

What is it?

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

Peer tutoring

What is it?

A range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring an older learner takes the tutoring role and is paired with a younger tutee or tutees. Peer-Assisted Learning is a structured approach for mathematics and reading with sessions of 25-35 minutes two or three times a week. In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning

Early Years Intervention

What is it?

Early years or early childhood interventions are approaches which aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision. Many of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support.

Collaborative learning

What is it?

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other, in order to drive more effective collaboration. There is a very wide a range of approaches to collaborative and co-operative learning involving different kinds of organisation and tasks, but this summary does not include **Peer tutoring** which is reviewed separately

Mastery Learning

What is it?

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with to other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.

One to one tuition

What is it?

One to one tuition is where an individual pupil is removed from their class and given intensive tuition. It may also be undertaken outside of normal lessons, for example as part of [after school programmes](#) or [summer schools](#)

Oral language interventions

What is it?

Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include targeted reading aloud and discussing books with young children; approaches which explicitly extend pupils' spoken vocabulary; and interactive approaches to developing reading comprehension with structured questioning. All of the approaches reviewed in this section support learners' articulation of ideas and spoken expression, such as Thinking Together or [Philosophy for Children](#). Oral language interventions therefore have some similarity to approaches based on [Meta-Cognition](#) which make talk about learning explicit in classrooms and to [Collaborative Learning](#) approaches which promote pupils' talk and interaction in groups.

Blooms taxonomy Question Stems

Sample Question Stems Based on Revised Bloom's Taxonomy

Remember	Understand	Apply
<p>Who? Where? Which one? What? How? Why? How much? How many? When?</p> <p>What does it mean? What happened after? What is the best one? Can you name all the ...? Who spoke to ...? Which is true or false?</p>	<p>What does this mean? Which are the facts? State in your own words. Is this the same as ...? Give an example. Select the best definition. Condense this paragraph. What would happen if ...? Explain why ... What expectations are there? Read the graph (table). What are they saying? This represents ... What seems to be ...? Is it valid that ...? What seems likely? Show in a graph, table. Which statements support ...? What restrictions would you add? Outline ... What could have happened next? Can you clarify ...? Can you illustrate ...? Does everyone think in the way that ... does?</p>	<p>Predict what would happen if ... Choose the best statements that apply. Judge the effects of ... What would result ...? Tell what would happen if ... Tell how, when, where, why. Tell how much change there would be if ... Identify the results of ... Write in your own words ... How would you explain ...? Write a brief outline ... What do you think could have happened next? Who do you think ...? What was the main idea ...? Clarify why ... Illustrate the ... Does everyone act in the way that ... does? Draw a story map. Explain why a character acted in the way that he did. Do you know of another instance where ...? Can you group by characteristics such as ...? Which factors would you change if ...? What questions would you ask of ...? From the information given, can you develop a set of instructions about ...?</p>
Analyze	Evaluate	Create
<p>What is the function of ...? What's fact? Opinion? What assumptions ...? What statement is relevant? What motive is there? What conclusions? What does the author believe? What does the author assume? State the point of view of ... What ideas apply? What ideas justify the conclusion? What's the relationship between ...? The least essential statements are ... What's the main idea? Theme? What literary form is used? What persuasive technique is used? Determine the point of view, bias, values, or intent underlying presented material. Which events could not have happened? If ... happened, what might the ending have been? How is ... similar to ...? What do you see as other possible outcomes? Why did ... changes occur? Can you explain what must have happened when ...? What were some of the motives behind ...? What was the turning point? What are some of the problems of ...? Can you distinguish between ...?</p>	<p>What fallacies, consistencies, inconsistencies appear? Which is more important, moral, better, logical, valid, appropriate? Find the errors. Is there a better solution to ...? Judge the value of ... What do you think about ...? Can you defend your position about ...? Do you think ... is a good or bad thing? How would you have handled ...? What changes to ... would you recommend? Do you believe ...? How would you feel if ...? How effective are ...? What are the consequences of ...? What influence will ... have on our lives? What are the pros and cons of ...? Why is ... of value? What are the alternatives? Who will gain and who will lose?</p>	<p>Can you design a ... to ...? Can you see a possible solution to ...? If you had access to all resources, how would you deal with ...? Why don't you devise your own way to ...? What would happen if? How many ways can you ...? Can you create new and unusual uses for ...? Can you develop a proposal which would ...? How would you test ...? Propose an alternative. How else would you ...? State a rule.</p>

See Sources, p. 10 of Bloom sub-section in Section 5: Thinking