St Mary's Church of England Primary School

Learn. Grow. Achieve. Flourish.

Learning & Teaching Policy
'Familiar Fundamentals of Teaching'

Our mission is to provide a safe, supportive and happy learning environment where all children can learn, grow, achieve and flourish.

'I instruct you in the way of wisdom and lead you along straight paths.'
Proverbs 4:11

Contents

Learning & Teaching Policy

The Learning & Teaching Policy has been produced in consultation with: staff and pupils.

RATIONALE:

At St Mary's, we believe that an evidence- based approach to learning and teaching results in excellent outcomes for children. As such, the principles of St Mary's Learning & Teaching Policy are evidence based. This policy enables teachers to use research-informed pedagogies as part of their everyday practices, so that they can build a broad and deep tool-kit of pedagogical practice that enables excellent teaching to take place. As part of this, this policy refers to the use of 'Familiar Fundamentals'.

What are Familiar Fundamentals?

Familiar Fundamentals are the teaching practices that enable highly skilled, highly attuned and highly effective learning and teaching, that are based on Cognitive Load Theory and Rosenshine's Principles of Instruction. These fundamentals of excellent teaching are developed through reflective practice and the sensible and open-minded application of research. Awareness, practice and refinement of these Familiar Fundamentals support quality first teaching at St Mary's, which in turn forms the basis of quality first learning at St Mary's.

Refer to Appendix 1 for further guidance on Cognitive Load Theory and Rosenshine's Principles of Instruction.

As stated by **Dylan Wiliam, 2018**,

"The fundamental goal of everyone that works in education is to improve children' lives. While many personal, family, and cultural factors contribute to children' outcomes, a large body of research indicates that what teachers do, know and believe matters more to the achievement of children than anything else we can influence. The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity."

Robert Coe's 2014 work on **'What makes great teaching'** examines 3 key questions:

- What makes 'great teaching'?
- What kinds of frameworks or tools could help us to capture it?
- How could this promote better learning?

The report recommends reviewing teaching 'effectiveness' by using evidence from cognitive psychology and effective strategies for learning such as those proposed in **Rosenshine's Principles of Instruction**.

Evidence Based Education's Great Teaching Toolkit provides further research. It gives a credible summary of the elements of great teaching practice, the kind that impact most on learning. The conclusions summarise that great teachers:

- understand the content they are teaching and how it is learnt;
- create a supportive environment for learning;
- manage the classroom to maximise opportunity to learn;
- activate and support hard thinking.

INTENT

1. A policy that is rooted in an evidence-based approach to learning and teaching so that teachers are clear about the rationale for why 'Familiar Fundamentals' are effective teaching practice.
2. A policy that outlines how use of evidence-informed 'Familiar Fundamentals' in daily teaching practice, supported by effective professional development, leads to outstanding teaching and learning at St Mary's.
3. A policy that is used to support development of teaching practice via ongoing CPD discussions around teaching and learning. Teachers may choose to identify a specific 'Familiar Fundamental' as a 'Personal Pedagogy' (see Appendix 2 and Appendix 3) that would improve the outcomes for the children they teach, or work with others looking at effective practice within/across key stage phases.

IMPACT

1. Learning and teaching at St Mary's is excellent.
2. Teachers have ownership of the development of their own teaching practice.
3. Familiar teaching routines and language for learning are embedded so that learning time is maximised.
4. Transitions in lessons are smooth.
5. Transition from one-year group to another/one class teacher to another is smooth, resulting in minimum loss of learning time.

IMPLEMENTATION:

1. **Teaching Principles**
   At St Mary's, it is recognised that the following four principles are integral to excellent teaching. It is expected that teachers will consider these principles when planning and teaching lessons.

Teaching Principles - *Teachers must have…*			
High expectations for all To secure this, teachers must… (Teachers' Standards 1, 2, 4, 5)	**Excellent subject knowledge** To secure this, teachers must… (Teachers' Standards 3, 4, 5)	**Excellent instructional quality** To secure this, teachers must… (Teachers' Standards 4, 5, 6)	**Excellent classroom culture and climate** To secure this, teachers must… (Teachers' Standards 7, 8)
Know that all children can master age appropriate content given: • Sufficient time • The right provision • Effort on their part Teach to the top and scaffold work for children that need it. Give children that grasp concepts quickly opportunity to deepen their understanding before acceleration through the curriculum. Ensure fluency in the basics are practised to automaticity. This is a necessary precursor to higher order thinking and these are.	Get to know the subject content well, including what it builds on and what comes later in the term/year/key stage. Get to know the substantive knowledge-the established facts to be taught. Get to know the disciplinary knowledge-how we think about the subject content. Get to know the pedagogical knowledge of how best to teach the content. Get to know the ways children think about content. Get to know the common misconceptions and how to prevent/address them.	Review prior learning to interrupt forgetting. Model, explain and use worked examples. **Ask good questions and get children learning to and through talk**. Provide adequate time for guided and independent practice. Scaffold tasks so that all children can access the content. Assess and feedback/adapt instruction.	Ensure quality of instructions between adults and children. Keep high expectations of effort, quality of work and behaviour. Use lesson time efficiently. Set and practise routines so that everyone follows them. Use the agreed behaviour management and teaching hand signals.
Layered support to enable children to embed learning is provided through… **(Teachers' Standard 1, 2, 6)**			
Modelling and worked examples	Scaffolds and prompts	Concrete resources	Teacher guide and instruction
Health and Safety **(Teachers' Standard 7)**			
Follow school policy and guidance on Health & Safety and Safeguarding.	Maintain a safe and supportive learning environment at all times.	When planning lessons/trips, assess risk and put in place counter measures as appropriate.	

2. **Instructional Coaching**
   At St Mary's, it is recognised that instructional coaching and ongoing CPD discussions around teaching and learning develop and strengthen teaching practice. As such, teachers are directed to refer to the Instructional Coaching Guide: WALKTHRUs book 1, 2, and 3 for clarity about teaching pedagogy, and engage in professional dialogue around teaching and learning in year group, phase and TDM meetings as a support to developing excellent teaching practice. Refer to Teachers' Standards 8.

3. **Working with Colleagues**
   Part of the instructional coaching method in order to strengthen teaching practice is observing excellent practice, inviting others to observe own practice and discussing practice through the framework of instructional coaching. Teachers must engage with professional CPD opportunities to strengthen teaching practice. Refer to Teachers' Standards 8.
   Teachers are directed to WALKTHRU pp156-158 for further guidance on this.

4. **Teaching with Fidelity to Schemes**
   Teaching schemes are developed following extensive research and collation of evidence that substantiates success. Where relevant, teachers must teach school approved schemes with fidelity. Refer to Teachers' Standards 2.

5. Familiar Fundamentals

At St Mary's, teachers are directed to develop and strengthen teaching practice through the use of the following Familiar Fundamentals:

Area of Teaching Pedagogy	Familiar Fundamental
Instruction and Application	1. Retrieval Practice 2. Direct Instruction 3. Deliberate Practice 4. Modelling and Scaffolding
Checking Application	5. Feedback 6. Formative Assessment
Successful Learners	7. Self-regulated Learners 8. Collaborative Learners

Refer to Appendix 1 for further guidance on the theories behind the development of the Familiar Fundamentals: Cognitive Load Theory and Rosenshine's Principles of Instruction.

6. How do Familiar Fundamentals link to classroom practice?

Teachers must consider the following classroom practice when teaching lessons. Implementation of classroom practices will be observable across a series of lessons.

Classroom Practice	Teaching Pedagogy	Link to relevant WALKTHRUs section (Books 1, 2 and 3)
1. Learning intentions and success criteria are clear, focussed and appropriate	1. Direct Instruction	• Curriculum Planning • Explaining & Modelling
2. Learning tasks promote challenge, application (practice), engagement and depth of thought	2. Retrieval Practice 3. Deliberate Practice 4. Self-regulated Learners	• Practice & Retrieval • Mode B Teaching • Behaviours & Relationships
3. All groups of children are provided with appropriate levels of support and challenge so that they can succeed	5. Rosenshine's Principles 6. Modelling 7. Formative Assessment	• Explaining & Modelling • Questioning & Feedback
4. Children understand how to produce high quality work	8. Rosenshine's Principles 9. Feedback 10. Formative Assessment 11. Modelling 12. Direct Instruction	• Explaining & Modelling • Questioning & Feedback
5. Children's prior knowledge and current understanding are effectively checked	13. Rosenshine's Principles 14. Retrieval Practice 15. Formative Assessment	• Practice & Retrieval • Mode B Teaching
6. High quality feedback promotes learning	16. Feedback 17. Direct Instruction	• Explaining & Modelling • Questioning & Feedback

7. Explanation of Familiar Fundamentals/teaching pedagogy and how they look in classroom practice

Teachers are directed to examples of classroom practice for each familiar fundamental. Teachers must consider the following classroom practice when teaching lessons. Implementation of individual classroom practice will be observable across a series of lessons. Teachers must make use of instructional coaching and professional dialogue to develop and strengthen teaching practice.

a) Retrieval Practice

What is Retrieval Practice?	What does the research say about Retrieval Practice?	What does Retrieval Practice look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Retrieval practice is the process of bringing to mind information from memory. This often takes the form of regular low-stakes testing or quizzing, but also takes other forms such as producing mind-maps from memory, writing everything you know about a topic, self-testing with flash cards or explaining a complex concept.	• Research shows that the more we practise remembering information, the more likely it is we can transfer information to our long-term memory. • Retrieval practice, sometimes known as 'The Testing Effect', is a highly effective study strategy, more so than simply reading notes for example, when quizzing, it is important to change the wording of questions so that children don't just learn how to answer a particular question. • There is also strong evidence that spacing retrieval is effective and the interleaving of topics within subjects can be useful when introduced carefully.	• Regular low-stakes quizzing which links to current and prior learning (daily, weekly, monthly) • Ask more questions, to more children, more of the time • Use knowledge organisers to aid retrieval • Plan lessons to include rehearsal and performance opportunities • Interleaved lessons planned into the curriculum delivery to revisit subject material from previous term/year • Inclusion of current and prior learning during Rise and Shine learning opportunities • Planned use of retrieval strategies e.g. mind maps, 'give me 3…' as part of lesson starters and plenaries	Practice & Retrieval • Book 1 pp 110-130 • Book 2 pp 114-130 • Book 3 pp 124-140

b) Direct Instruction

What is Direct Instruction?	What does the research say about Direct Instruction?	What does Direct Instruction look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Direct instruction means that the teacher stands in front of a class and presents the information. The teachers give explicit, guided instructions to the children. Using direct instruction is effective when it suits the skill children have to learn. • Direct instruction does not mean that learning is passive, or that teaching is	• Engelmann's principles of direct instruction are underpinned by cognitive and behavioural sciences. More recent research proposed that direct instruction is one of the most effective teaching strategies and is one of the most widely used methods of teaching. • Direct instruction begins with the "clear and systematic presentation of	• Secure own subject knowledge before planning the lesson. • Assess children' prior knowledge of facts and skills required to understand the new concept. • Plan the lesson in bite-size chunks. • Begin a lesson by introducing the main idea to the class and then check to see if children	Explaining & Modelling • Book 1 pp 66-86 • Book 2 pp 74-94 • Book 3 pp 80-100

reduced to drill and practice. Direct instruction is a systematic approach to teaching in which the teacher is very explicit about what children are to learn, the language of instruction clear, and allows teachers the opportunity to monitor their children while teaching, and to provide constructive feedback. • Direct instruction should not be confused with rote instruction, which is an approach that requires children to memorise answers and repeat them in rote-like fashion.	knowledge", with the goal of helping children to develop background knowledge so that they may apply and link it to new knowledge.	are ready to practise the skills and concepts that you presented • Organise content around big ideas/bigger picture • Allow children to practise and apply skills through independent and small group work after the teacher-led lesson format • Scaffold instruction. For example, when teaching children writing, provide support for editing. Depending on the children' writing level, some of these editing suggestions could come as a checklist • Review content taught and instructions shared with children. Reviewing or modelling instructions can help children know what they are expected to do • Support vocabulary development via explicit teaching of key terms/language • Teach abstract models with concrete worked examples • Clearly addressing misconceptions head-on.

c) Deliberate Practice

What is Deliberate Practice?	What does the research say about Deliberate Practice?	What does Deliberate Practice look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Deliberate practice is when teachers provide regular and purposeful opportunities for children to put into practice the skills they have been taught and content they have learnt. Teacher Education Fellows at the Ambition Institute, suggest 3 phases in introducing effective deliberate practice: 1. Ensuring practice happens by prioritising it 2. Making practice shine by refining practice activities	• Anders Ericsson defines deliberate practice as, "purposeful practice that knows where it is going and how to get there". He argues that we gain expertise through the improvement of our mental processes, and it's possible to develop mental models of what 'good' looks like in any domain through regular deliberate practice. • In 2017, John Hattie released his updated list of 250+ factors that influence child achievement. It included deliberate practice as a factor, with a high effect size d = 0.79. Whilst there is some debate over the impact	• For deliberate practice to be purposeful, teachers must provide children with a clear model of what expert performance looks like, and the actions needed to be taken to achieve that level of performance. • This in turn requires guidance and feedback from the teacher to support children through the deliberate practice. Deliberate practice must: • challenge-outside learners' current capacity • focus – require learners' full concentration • be bite-sized – one skill at a time, well-defined, specific goals	Practice & Retrieval • Book 1 pp 110-130 • Book 2 pp 114-130 • Book 3 pp 124-140

3. Ensuring practice matters by designing practice and support so that it affects children' actions.	and role of deliberate practice, it does not mean that the idea is not without merit, especially when is it effectively focusing on improvement, rather than just repetition.	• offer feedback – provide guidance on how to improve • be sequenced – skills build up in a careful, considered order

d) Modelling & Scaffolding

What is Modelling and Scaffolding?	What does the research say about Modelling and Scaffolding?	What do Modelling and Scaffolding look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Modelling is the process of providing the novice learner with exemplar practice to support their own deliberate practice. All too often, children go from being told things in the abstract, to being asked to do things without anyone modelling the process explicitly. Without models, child thinking and work can be patchy and filled with misconceptions/avoidable errors. By providing models to children, greater clarity is provided. • 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that children can successfully complete tasks that they could not do independently. "The power of teacher modelling lies in finding a good balance with child practice." *"Model, practise, review; model, practise, review…that's the cycle that's needed." Tom Sherrington, Teacherhead*	• Rosenshine's Principles of Instruction and Sweller's Cognitive Load Theory both support the value of modelling and the use of scaffolding with children. • Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and success in breaking down concepts and procedures into small steps, therefore forming secure schemas in child learning. • Rosenshine suggests effective teachers engage in a 'cognitive apprenticeship', supporting children to reach ambitious goals, using scaffolding processes that guide them on the way. The teacher will gradually remove the support (the scaffold) as the child becomes able to complete the task independently.	• Prior to modelling a new concept, ensure children have the pre-requisite knowledge/skills and misconceptions have been addressed. Modelling is the next step in securing effective understanding and a well-structured schema. • Teachers must model and think aloud while demonstrating how to solve a problem. In the classroom this is done via: • narrating the thought process • setting the standards of 'what excellence looks like/does not look like' • live modelling, worked examples and backward fading: I do, we do, you do • silent modelling to support child focus • checking for understanding whilst providing models (cold calling, say it again say it better, process questions, Think, pair, share) • Provision of visual, written or verbal scaffolding support. • Further support can be provided via scaffolding, such as writing frames, key word banks, sentence starters, exemplars. These should be temporary as they support the cognitive process but are withdrawn so children do not become reliant on them.	Explaining & Modelling • Book 1 pp 66-86 • Book 2 pp 74-94 • Book 3 pp 80-100

e) Feedback

What is Feedback?	What does the research say about Feedback?	What does Feedback look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
Feedback is information given to a child about their performance, which aims to bring about improvements in their learning. There are four types of feedback: 1. Feedback about a specific task 2. Feedback on the process of the activity 3. Feedback to manage a child's learning (metacognition) 4. Feedback about them as individuals (least effective). The Assessment and Feedback Policy at St Mary's says that feedback should be MEANINGFUL, MANAGEABLE and MOTIVATIONAL, with a clear purpose.	• The evidence suggests that, done well, feedback can have a very high impact on learning. • To be effective, feedback needs to give a clear indication of what the child needs to do next, and focus on clear strategies for improvement. Targets need to be clear and actionable. Feedback should cause thinking and time should be given to enable children to consider and respond to it appropriately. Lengthy feedback can dilute the message and lead to children being overwhelmed. Feedback provided by peers, when focused on improvement rather than evaluation, can be a very powerful tool.	• Whole class feedback – visual, verbal and written formats • Verbal 1:1 support • Written feedback on work • Re-teach and adapt delivery to address identified misconceptions • Peer feedback • Feedback that moves forward/ requires actions	Questioning & Feedback • Book 1 pp 88-108 • Book 2 pp 96-112 • Book 3 pp 102-122

f) Formative Assessment

What is Formative Assessment?	What does the research say about Formative Assessment?	What does Formative Assessment look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Formative assessment is the process whereby a teacher uses information about children' understanding to adjustments their teaching as they go. This process should therefore improve the effectiveness of teaching and learning. Teachers will commonly use discussions, questions and activities to elicit children' understanding. Teachers then use this information to adjust	• Designing well-chosen questions and tasks will identify where children have successfully understood new information or where they are developing misconceptions. • Assessing all children' understanding through a time-efficient hinge question for example, rather than just asking few children builds a more valid picture of understanding.	• Effective formative assessment tools gauge understanding of the whole class, more of the time. • Examples of formative assessment strategies used in the classroom include: • Ask more questions, to more children, more of the time • Cold calling (no opt-out culture) • Think, pair, share used to support and avoid 'gotcha moments'	Questioning & Feedback • Book 1 pp 88-108 • Book 2 pp 96-112 • Book 3 pp 102-122

	their teaching in order to help children move forward in their learning.	• Feedback to children should ideally be task- and not ego-based. Enabling children to act on teacher feedback and engage in self- or peer assessment can be highly beneficial.	• Use of 'say it again, say it better' • Whiteboards to share responses collectively • Hinge point questions to assess if children are ready to move to the next stage of the learning journey • Retrieval strategies • Diagnostic questioning • Probing and process questions

g) Self-Regulated Learners

What are self-regulated learners?	What does the research say about Self-Regulated Learning?	What does Self-Regulated Learning look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Approaches which incorporate metacognition and self-regulation help children to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. • Self- regulated learning can be broken into three essential components: 1. Cognition - the mental process involved in knowing, understanding, and learning 2. Metacognition - often defined as 'learning to learn' 3. Motivation - willingness to engage our metacognitive and cognitive skills.	• Metacognition and self-regulation approaches have consistently high levels of impact. However, teaching these skills is challenging. Prompting children to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable. • Wider evidence related to metacognition and self-regulation suggests that disadvantaged children are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans. • Keep motivation high for children to learn remotely includes sustaining a sense of a learning community (e.g. some lessons or collaborative tasks) and establishing expectations and social norms around learning.	• KS2 children use successful learning study techniques to aid revision (understand, condense, recall, practise, repeat/ re-visit) • Lessons are planned to allow time to support self-regulated activities and spaced practice • Explicit teaching of learning/revision strategies • Checklists provided to support independent learning • Metacognitive talk planned for: teacher narrating the thinking when modelling how to solve problems. Children narrating the thinking when solving problems.	Mode B Teaching • Book 1 pp 132-148 • Book 2 pp 132-148 • Book 3 pp 142-162

h) Collaborative Learners

What is Collaborative Learning?	What does the research say about Collaborative Learning?	What does Collaborative Learning look like in the classroom?	Relevant reference link to WALKTHRUs instructional coaching guide
• Collaborative or cooperative learning, simply put, is children working together in groups. This is a long-standing and effective principle of learning. These groups are constructed to be small enough for everyone to be accountable and able to participate fully with the task. Children within the groups may be assigned separate roles or tasks to work on which contribute to a common outcome or they may work together on a shared task. • Key principles to keep in mind are 'positive independence' - in order for learning to be successful, the task requires every child to complete their task and work towards a common goal, and 'group accountability' – the outcome of the task is as good as the weakest member. • Collaborative learning works best when learners have the opportunity to explore and discuss problems with their peers and are given the opportunity to reflect on their learning. Teachers can use it to support discussions, interactions, and feedback.	• The impact of collaborative learning approaches in teaching is consistently positive. However, how positive it is can vary on how the tasks are constructed. It is important to move beyond just instructing children to "work in groups", and instead design structured tasks that depend on accountability and promote independence for everyone in the group. Collaborative learning can work well for all ages across the curriculum if the activities are suitably designed and structured to meet the children' capabilities. • Evidence also suggests that promoting competition between groups can support the collaborative approach and also have positive benefits on team building, developing social and communication skills, as well as thinking skills.	Collaborative or cooperative learning takes many forms in the classroom including, but not exclusively: • Use of 'think, pair, share' • Use of quizzing • Use of 'learning on behalf of others'	Mode B Teaching • Book 1 pp 132-148 • Book 2 pp 132-148 • Book 3 pp 142-162

8.**Planning & Pedagogy Success Criteria**

When planning sequences of lessons, teachers must refer to the planning and pedagogy checklist.

Planning		
	Success Criteria	Questions to think about
1	Pre-unit Assessment: takes place prior to planning to ascertain gaps in previous learning and misconceptions. This can take the form of questioning, short informal quizzes.	**Planning the Learning** • What do the students already know? • Learning Objectives: What do you want the students to learn during the lesson? • Context: What context will the learning be in? • Task: What task will they do to demonstrate their learning? • How will you know the pupils have grasped the learning? What outcome(s) are you looking for?
2	Planning must be based on: • National Curriculum objectives • Long Term Plan • Subject curriculum maps and key vocabulary • Knowledge organisers for the core subjects.	
3	Formative Assessment: • Plan for formative assessment opportunities during the lesson through use of questions/critical thinking tasks. • Plan a learning task to demonstrate if children can independently apply the skills/knowledge taught at the end of the unit: 'performance of understanding' i.e. the 'big question for the unit'	**Planning the learning tasks:** • How will you start the lesson to engage pupil's interest (the hook)? • How will you keep the hook short? • How will you share the learning objective with the pupils?
4	Clear Learning Objective and Success Criteria: • Take these from the National Curriculum objectives. • Break down objectives based on assessment of gaps in prior knowledge and understanding of the new learning. • Success Criteria: this is how the pupil knows they've achieved the Learning Objective: how will you know that the pupils have demonstrated the learning?	• How will you explain/demonstrate new concepts/knowledge? • How will this link to the previous learning? • How will you explain and model the learning task so pupils understand how to be successful? • What questions will you ask the pupils to help develop and check their understanding? • How will you ensure all pupils get involved in any whole class question & answer sessions or discussion work you facilitate?
5	Keep it Simple & Teach with Pace • Research and secure own subject knowledge so that you are confident to challenge all learners. • Identify the key vocabulary for the lesson. • Have an idea of how long each part of a lesson will take.	• How will you ensure that pupils are supported to consolidate/deepen/extend their learning? • How will you ensure that the most able pupils' learning is not capped? • How will the learning be scaffolded to the last able can access it successfully?
6	Organisation & Resources • Support staff-what is their role in the lesson? Who will they work with? What skills/knowledge/resources do they need? • What resources do pupils need?	• How will you check pupils' progress and provide feedback during the lesson? • How will you provide opportunities for pupils to respond to feedback and make improvements?

Lesson Delivery		
	Success criteria	Relevant WALKTHRU
1	Clear Learning Objective and Success Criteria that must be permanently displayed during the lesson. Support staff to have clear expectations of their role in the lesson.	p52 Sequence Concepts in Small Steps p84 Set the Standard
2	Explanation of and modelling how to achieve the new learning-refer to working wall and key vocabulary.	p68 Worked examples & Backward fading p78 Live Modelling

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		p126 Guided Practice
3	Grapple task: short independent task to assess confidence with new learning.	p94 Show Me Boards p96 Check for Understanding p98 Say it Again Better
4	Review: address misconceptions arising from the task and adjust lesson if required.	p102 Process Questions
5	Independent learning: longer independent/group task to practice the new learning.	p128 Independent Practice p130 Building Fluency
6	Review: address misconceptions and introduce next learning.	p100 Probing Questions

Consistent Classroom Management Signals & Organisation		
	Non-Negotiable	Relevant WALKTHRU
1	Stop Talking/Pay Attention to Adult Signal: adult to raise their hand up, palm facing children.	p40 Signal, Pause, Insist
2	Paired Talk Signal: raise both hands to demonstrate a 'gate' closing.	p90 Cold Calling p92 Think, Pair, Share
3	Transitions & Class Movement Signal: 1: stand up; 2: walk to desired position (seat/floor space); 3: sit down	P44 Rehearse Routines p94 Show Me Boards
4	Thinking Time Signal: let children know how long they have for thinking time/paired talk time by doing a physical count of the time, using fingers as a visual reminder.	p92 Think, Pair, Share
5	All children to have an assigned: 'thinking time' partner.	p92 Think, Pair, Share
6	All children to have an assigned: carpet space; place in the line when moving around the school as a class.	p38 Establish relationships p42 Positive Framing

9.Monitoring Quality of Learning & Teaching

The quality of teaching and learning will be monitored regularly through:

- Book scrutiny
- Lesson observations (learning walk drop-ins and informed observations)
- Pupil voice
- Pupil progress meetings
- Analysis of data

Type of Monitoring	Who is Involved-all or a combination of staff listed may form part of the process	Purpose
Formal lesson observation	SLT Appraiser ECT Tutor and/or mentor	• Part of the Appraisal Process. • Part of the ECT training process.
Announced learning walk	SLT Middle Leaders: SENDCo, AtL Lead Subject leads Year Lead (own year group only)	• Strategic evaluation of whole school teaching practice to inform development of staff training. • Monitoring of impact of training delivered: teaching and support staff. • Monitoring of teaching practice of new staff as part of the induction process. • SLT development and coaching of middle leaders and subject leads. • To identify areas for development and areas of strength in the year group.
Unannounced learning walks	SLT Middle Leaders: SENDCo, AtL Lead	• Strategic evaluation of whole school teaching practice to inform development of staff training. • Monitoring of impact of training delivered: teaching and support staff. • Monitoring of teaching practice of new staff as part of the induction process.
Analysis of Data	SLT Middle Leaders: SENDCo, AtL Lead Subject leads Year leads Class teacher	• Strategic evaluation of whole school teaching practice to inform development of staff training. • To identify areas for development and areas of strength in the year group/phase. • To identify areas for development and areas of strength in a subject. • Teacher assessment and analysis of gaps in class to focus on
Book Looks	SLT Middle Leaders: SENDCo, AtL Lead Subject Leads Year Lead (own year group only) Class teacher	• Strategic evaluation of whole school teaching practice to inform development of staff training. • Monitoring of impact of training delivered: teaching and support staff. • SLT development and coaching of middle leaders and subject leads. • To identify areas for development and areas of strength in the year group or within a class. • Maintain teaching standards and learning expectations
Pupil Voice	SLT Middle Leaders: SENDCo, AtL Lead Subject Leads Year Lead (own year group only)	• Strategic evaluation of whole school teaching practice to inform development of staff training through inviting views of the learners. • Monitoring of impact of training delivered: teaching and support staff. • SLT development and coaching of middle leaders and subject leads. • To identify areas for development and areas of strength in the year group.

10.Links with other Policies

This policy must be read in collaboration with the following policies:

- Learning Environment and Display Policy & Guidance
- Learning Walk Information Pack
- Feedback Policy
- Homework Policy
- Assessment Policy
- Capability for Teachers Policy
- Working Walls Guidance
- Safeguarding Policy
- Health & Safety Policy

APPENDIX 1

Theories 'Familiar Fundamentals' are based on:

Theory	What is the theory?	What does research say about the theory?	What does the theory look like in the classroom?
Cognitive Load Theory	• Our working memory can only hold a limited amount of information for a limited time. By committing information to the long-term memory, our ability to learn is transformed as this overcomes the limits of our working memory and attention. We can avoid overloading working memory and improve learning through careful attention to instructional design.	• Sweller's theory identifies three different forms of cognitive load: 1. Intrinsic cognitive load: the inherent difficulty of the material itself, which can be influenced by prior knowledge of the topic; 2. Extraneous cognitive load: the load generated by the way the material is presented and which does not aid learning; 3. Germane cognitive load: the elements that aid information processing and contribute to the development of 'schemas'. Cognitive Load Theory suggests that if the cognitive load exceeds our processing capacity, we will struggle to complete the activity successfully. The domains of attention, working memory and long-term memory must therefore be a consideration when teaching children effectively.	• Ensuring learning intentions are clear and focused on learning, not task-centred; • Children read information before/after teacher explanation (not during); • Teachers take small steps in the delivery of new knowledge and skills; • Chunking of information throughout the lesson in logical steps; • Use of modelled and worked examples.
Rosenshine's Principles of Instruction	• In a series of studies Barack Rosenshine7 set out the hallmarks of effective teaching, discovered in his work over the past four decades. In his research (2012), a wide range of teachers were observed to identify the differences between the most effective and least effective teachers.	<u>The 10 principles are as follows</u>: 1. Daily review 2. Presenting new material using small steps 3. Asking questions 4. Providing models 5. Guiding children practice 6. Checking for children understanding	STRAND 1: Sequencing, concepts and modelling (2,4,8) • Presenting material using small steps, followed by practice • Limiting the amount of material children receive at any one time • Giving clear detailed instructions and explanations • Think aloud and model steps • Use more time to provide explanations • Provide many examples • Re-teach where necessary

- Rosenshine's ten 'research-based principles of instruction' come from three sources, summarised in the report as follows:

1. Research in cognitive science;
2. Research on the classroom practices of master teachers;
3. Research on cognitive support to help children learn complex tasks.

7. Obtaining a high success rate 8. Providing scaffolds for difficult tasks
9. Independent practice
10. Weekly/monthly review

STRAND 2: Questioning (3,6)

- Ask a large number of questions and check for understanding
- Ask children to explain what they have learned
- Check the response of all children
- Provide systemic feedback and corrections

STRAND 3: Reviewing material (1,10)

- Beginning a lesson with a short review of previous learning
- Re-teaching material when necessary

STRAND 4: Stages of practice (5,7,9)

- Provide a high level of practice for all children
- Guide children as they begin to practice
- Prepare children for independent practice
- Monitor children when they begin independent practice

APPENDIX 2

Professional Development: Providing Support for Understanding and Applying the Familiar Fundamentals

St Mary's CPDL Programmes is available for all teachers:
• Whole-school CPDL programme
• Engaging in the research that informs the St Mary's Familiar Fundamentals Teaching & Learning Policy via Personal Pedagogies • Instructional Coaching at St Mary's
• Professional Development Programme
• Pop-up CPDL sessions
• Self-driven CPDL
• Sharing best practice via whole-school TDM

Career stage specific:
• ECT (was NQT) 2-year mentoring and support programme
• Middle and senior leadership support programme (in-house and external programmes offered)
• New staff induction programme

APPENDIX 3

Personal Pedagogies:

A personal pedagogy supports teachers to take ownership of their own professional development and learning.

"Our strategy should therefore be to make the best choices we can from the best evidence available, to try it out, with an open mind, and see if it works. If it does, we can keep doing it; if not, we will learn from that experience and try something else." **Professor Rob Coe, Director of Research and Development at Evidence Based Education; Senior Associate Education Endowment Foundation; previously Professor of Education at Durham**

"Teaching, like any complex cognitive skill, must be practised to be improved."
Daniel T. Willingham: Why don't children like school?

"...teachers benefit enormously when they have the opportunity to learn from the enlightening world of educational research combined with the scope to weave those ideas into their understanding of what makes impact in specific contexts—in their subject, with their learners, in their school or college."
Tom Sherrington—Rosenshine's Principles in Action, WALKTHRUs

Why a personal pedagogy?

- All staff, regardless of their years of experience, can always look to develop, enhance and even change their practice based on the latest evidence of best practice.

- The St Mary's 'Familiar Fundamentals' are the basis for this and can be used by staff to further explore the world of research. Staff may choose to log their research and the impact of adaptations to their practice and use this to form a professional discussion in both their mid-year and end-of-year appraisal meetings.

- The 'Familiar Fundamentals' at St Mary's are:

Area of Teaching Pedagogy	'Familiar Fundamental'
Instruction and Application	1. Retrieval Practice 2. Direct Instruction 3. Deliberate Practice 4. Modelling and Scaffolding
Checking Application	5. Feedback 6. Formative Assessment
Successful Learners	7. Self-regulated Learners 8. Collaborative Learners

Examples of personal pedagogy questions to guide self-development:

• How can I significantly improve my use of modelling and scaffolding?
• How can I effectively deliver manageable, meaningful and motivational feedback?
• In what ways can I fine-tune my use of direct instruction to ensure clarity in the information children are being given?
• What resources can I access to increase regular structured retrieval opportunities in my lessons?

'I instruct you in the way of wisdom and lead you along straight paths.'
Proverbs 4:11

Thinking scaffold

1. What is my 'Personal Pedagogy' question?
2. Which familiar fundamental/s link to this question?
3. Which WALKTHRU links to this question?
4. Why have I chosen this aspect, what is my justification that there is a need for this?
5. What commitments to actions will I take? How will I explore this question?
6. What additional support will I access? e.g. reading, online courses, in-house CPD sessions, instructional coaching support?
7. Evaluation from my personal CPD time. How has my practice evolved through research?