



Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Teaching and Learning Strategy

Informed by -

- **Rosenshine's Principles of Instruction**
- **EEF 7 step model**
- **NASEN Handbook Section 5**

Pupil Voice

'I learn best when my teacher explains things to me clearly and shows me good ways to do my work.' – Year 3 Pupil

'I know that I am learning when I can explain what I have learned after the lesson and when I get home.' Year 6 Respect Councillor

'There are lots of things that help me in my classroom when I find my work difficult – my teacher, other adults and the learning wall.' – Year 4 Growth Councillor

'My teacher helps me by breaking the work down into easier steps.' – Year 5 Growth Councillor

Teaching and Learning

1. Sequencing
2. Modelling
3. Scaffolding
4. Questioning
5. Practice, review and retrieval
6. DEAL Strategies
7. Vocabulary and Oracy
8. Feedback and Marking

1. Sequencing

We have planned our curriculum carefully to ensure that our children's learning is built upon over their time at our school. The curriculum is broad and balanced and offers learners opportunities to develop their academic and personal learning. Long term planning and schemes of learning sequence the knowledge and skills required to learn the Key Stage 2 curriculum.

Our teachers ensure that learners efficiently acquire, rehearse and connect background knowledge by providing a good deal of support.

We break down new material, concepts and procedures into small steps ensuring there is practice time for each step. This can be achieved through breaking down a task into a set of instructions or moving from the big picture of a subject down to a detailed area of focus and back again.

- ▶ We plan collaboratively, creatively and are responsive to pupil's individual needs
- ▶ We think carefully about pupil's prior knowledge and aim to build secure schema around this (we check that pupils are secure in this knowledge before proceeding)
- ▶ The most basic steps are identified
- ▶ Common misconceptions are addressed as difficulty increases
- ▶ Pupils practise at each step to gain greater fluency
- ▶ Practice tasks are designed so that learning is lasting

2. Modelling

For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them. Teachers talk through their thinking: What is being asked? What information do I have? The decision-making process forms part of the narrative – what shall I do next? Once the problem has been solved, the question has been answered or the paragraph has been written, the teacher steps back to review and evaluate their model...have I done it well? Am I correct? Could my work be improved?

Type of model	Detail	Classroom examples
Worked Out Models	These are completed tasks and exemplars that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Teacher instruction Working walls WAGOLL
Conceptual Models	These are models we need to have in order to understand a bigger concept, for example, the properties of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Working walls Knowledge organiser
Thinking out loud	This is the explicit narration of our thought processes to solve problems or undertake creative activities.	Teaching Modelling/explaining
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make links between the abstract knowledge being taught and the experiences of the children.	Working walls Learning environment Classroom resources
Linking knowledge and experience	Modelling that links the new knowledge and the children's experiences builds upon the previous models. In some subjects, the experienced knowledge forms the essential basic background knowledge the children need e.g. science. We store and connect them more through memory consolidation.	Working walls Mind maps Concept Maps
Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make it possible to learn and recall later.	Knowledge organiser WAGOLL Working wall

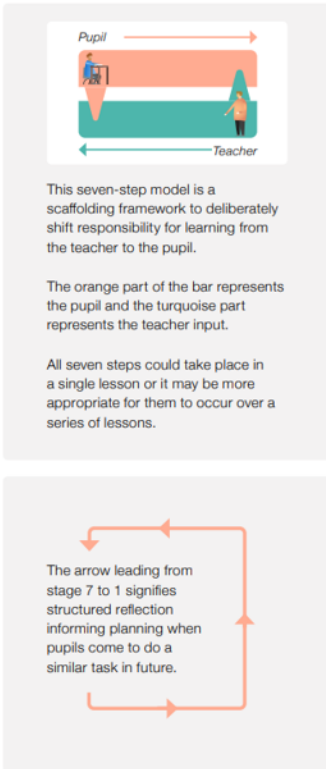
3. Scaffolding





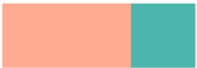


Teachers have high expectations and set ambitious goals for children using a range of scaffolds to enable children to overcome the difficulties they face. These can include: word lists, sentence starters or sentence builders, useful phrases, diagrams, concept maps, exemplars of completed or partially completed tasks, success criteria, or knowledge organisers.

Type of scaffold	Detail	Classroom examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well giving the children sentence stems to help the children frame their answers.	WAGOLL Learning environment.
Exemplars	The children critically analysing examples, done by the teacher or by previous students, is a useful scaffold. Children can better understand the success criteria if they can identify what has gone well and how a piece can be even better. They can then compare theirs to the example. Through a better understanding of the success criteria, the children will have a better understanding of the definition of excellence.	Success criteria WAGOLL Working walls
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs explicit modelling and scaffolding before the children can do it independently.	Learning environment
Anticipate errors and misconceptions	An important part of scaffolding is tackling these head on. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self-checking and self-correcting their work.	Teaching GPT (challenge and consolidation)

METACOGNITION

The seven-step model



Stage	Pupil/Teacher
1. Activating prior knowledge	
2. Explicit strategy instruction	
3. Modelling of learned strategy	
4. Memorisation of strategy	
5. Guided practice	
6. Independent practice	
7. Structured reflection	

Structured reflection informs planning of future tasks

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

4. Questioning

We aim to create a culture of collaborative learning in our classrooms – questioning is an integral part of our teaching and learning process. We ask a lot of questions during lessons – all children are involved. A wide range of questioning strategies are used to enable students to deepen their understanding and teachers to identify areas that need to be explained, clarified or extended.

Questioning Technique	Detail
Cold Call	No hands up or calling out Ask everyone -> teacher selects who answers
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer
Check for Understanding	Ask a selection of students to relay back what they have understood about the question that is being discussed
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore students understanding
Think, Pair, Share	Allocate talk partners, set a question with a time limit, ask students to think, discuss and report back to the class
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response
Whole Class Response	Use techniques like mini whiteboards to provide simultaneous responses from the whole class

5. Practising, reviewing and revisiting

A major issue in learning is the inevitable, predictable and natural process of forgetting. Unless we review what we have learned, our memory of that information diminishes; we remember fewer details, fewer connections and find it harder to retrieve what we previously learned. Guided practice is facilitated within lessons to ensure a high degree of fluency is reached. A variety of retrieval based activities are used to promote lasting learning.

Frequency	What do we want them to recall?	Strategies that can be used to retrieve and review
Daily	New terminology or vocabulary	Multiple-choice questions – which is the best use of the word.
	Factual recall	Round Robin Rally Robin Ask me about notes or text messages e.g. Ask me what nimble means..... Ask me what the seven continents are.
Weekly Monthly	Factual recall as a baseline for further pieces of work e.g. key dates, individual moves for a dance sequence.	First taught with a completed timeline. A week later, children to complete dates on a shuffled timeline. After that after evaluating the information the children can generate using a blank timeline. This type of review over a number of weeks, each time changing slightly, avoids familiarisation with material and forces the children to think for themselves.
		Tell a story The children narrate their thinking and then questions are posed about it with their partner e.g. the story of a water droplet in the water cycle or the journey of a water droplet in a river.
		Home-learning Activities can be used to revisit weekly and daily learning.
		Quizzes The children can complete verbal, written or electronic quizzes, for example, Kahoot! Quiz Quiz Trade.

		<p>Tests They are another part of a varied diet of retrieval techniques to ensure children explore their schemata in a variety of ways and strengthen future recall.</p>
		<p>Demonstrations Children demonstrate and perform learned techniques and skills. These can be evaluated, self and peer assessed against given criteria.</p>
Yearly	Revisiting prior learning and making connections.	<p>Knowledge Organisers Children are taught to use the knowledge organisers which contain learning from previous year groups. It means they can extend this learning and make links to current learning.</p>

6. Vocabulary and Oracy

There is a culture across the school that places great emphasis on the importance of acquiring a wide **vocabulary** – it is accumulated sequentially across all subjects and it is taught explicitly.

- Whole school drive towards vocabulary-rich teaching
- Pupils specify and define words in their own terms
- Pupils say the words (chorally, in pairs and in response to questioning)
- Pupils encounter the target vocabulary while reading high quality texts during lessons – this supports understanding and recall
- Tasks are set for pupils to practise using the words in writing and in discussions
- Pupils engage in word-based retrieval practice to check understanding

Oracy plays a pivotal role in our classrooms and is central to every classroom across the school. We place such emphasis on oracy because it:

- Can improve overall educational outcomes
- Underpins literacy and vocabulary acquisition
- Supports well-being and confidence

7. DEAL Strategies

Drama is valued as an integral feature of an enriched curriculum and for its impact on social and emotional wellbeing.

Learners are actively engaged as thinking, feeling and physical learners within creative contexts that inspire a more humanised curriculum and engage all.

Oracy, communication, reading and writing are enriched by drama and Narrative Immersions.

DEAL Strategies are used in our classrooms throughout the curriculum, to enhance the learning experience of the children.

8. Feedback and Marking in practice

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Cheadle Catholic Junior School, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings