Teaching and Learning Policy

Rivington Foundation Primary School

At Rivington our marking and feedback policy embodies and is underlined by our mission statement:
Creating Visions of the Future through Kindness and Today's Strong Foundations.
We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!'
'We Are Limitless. We Are Kind.'
'We Are 'Rivi!'

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

At Rivington Foundation Primary School, we believe that learning should be a lifelong process and a rewarding and enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens.

Our School Motto:
'Only My Best Will Do!'

Introduction:

Teaching and Learning is the core business of Rivington Foundation Primary School. It is our aim to motivate all our students to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. To prepare our students for a rapidly changing world, we need to create a stimulating and successful learning environment in order to nurture flexible, driven and creative

learners.

This policy sets out the principles and expectations behind our approach, which is underpinned by the Teachers Standards, and in doing so provides new and existing staff with a clear vision of the school's expectations, providing an agreed focus for monitoring.

There are two sources that have informed the Teaching and Learning Policy. The first is *Making Every Lesson Count by Allison and Tharby* (2015). This distils teaching and learning into 6 core principles explained in more detail below and is based on robust evidence and practical wisdom. The second source is *Rosenshine's Principles of Instruction* (2012). Again, based on research from cognitive science, the classroom practice of master teachers, and cognitive scaffolds to help teach complex concepts, this is an evidence-informed approach to teaching.

This policy also provides further references and reading in the last section and should be read alongside the supporting resources provided.

Key Features of the Teaching and Learning Policy

Mastery:

The 2014 national curriculum has been designed to raise standards, with the aim that the large majority of pupils will achieve mastery of each subject. The mastery pedagogy works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy.

For schools and teachers, the shift to a mastery approach will require a clearer focus on lesson design, teaching and use of resources and support for pupils.

In essence, mastery is about obtaining greater levels of understanding and being able to apply learning to different contexts:

Shallow Learning	• Surface Learning. • Temporary – often lost.
Meeting Expectations	• With support, being able to meet the objectives outlined in the National Curriculum.
Mastery	• Obtaining a greater level of understanding and being able to apply learning in different contexts.
Deeper Learning	• Learning can be transferred and applied in different contexts. • Pupils can explain their understanding to others.

What we do know for certain is that mastery is not:

- Mastery and Deeper Learning – not working on content from the next year group.
- Mastery and Deeper Learning in mathematics – not practising the same concept with bigger numbers.
- Mastery and Deeper Learning in reading – not necessarily reading a more challenging text.

The Characteristics of Mastery and Deeper Learning in the national curriculum could therefore be summarised as:

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• Able to explain others their understanding and perhaps be a learning buddy to others

Curriculum design:

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Fundamental skills and knowledge are secured first. Ofsted reviewed the Inspection Framework in September 2019. This included a focus on a 'broad and balanced curriculum' and included:

- Losing 'outcomes' as a standalone judgement
- A 'quality of education' judgement to include curriculum alongside teaching, learning and assessment
  - Intent: what is the school offer for children?
  - Implementation: how is teaching and assessment fulfilling the intent?
  - Impact: the results and wider outcomes children achieve and where they go on to.
- Personal Development judgement split into:
  - A behaviour and attitudes judgement;
  - A personal development judgement.

Lesson design:

The starting point of lesson planning is skilled practitioners' 'craft knowledge' (Wilson, 2012). **Craft knowledge** refers to the professional **knowledge** used by the teachers in their day-to-day classroom teaching; action-oriented **knowledge** which is not generally. made explicit by teachers, which they may indeed find difficult to articulate, or. which they be unaware of using. This is knowledge of an individual, class, school and community context, and the evidence of what works within these contexts. This, alongside the Teaching and Learning Policy, should inform planning. Allison and Tharby (2015, pp 269-272) provide a useful audit tool to aid planning in relation to the 6 pedagogical principles presented in the policy below.

Differentiation and inclusivity:

When taking a mastery approach, differentiation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems which deepen their knowledge of the same content. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.

Fluency comes from deep knowledge and practice. Explicit learning is important in the journey towards fluency and embedding. All tasks are chosen and sequenced carefully. Both class work and homework provide this 'intelligent practice', which helps to develop deep and sustainable knowledge.

Social Competencies:

In their Nordic Teaching Model, the Nordic schools (2018) outline the importance of building relationships between the teacher and pupils, and between pupils. This they describe as social competence and, alongside teaching and classroom management competencies, is an important part of the craft of teaching. Through 'social competences' we form relationships and create a sense of community by:

- Sensing and creating moods in the class;
- Building relationships with the class;
- Building relationship with each student;
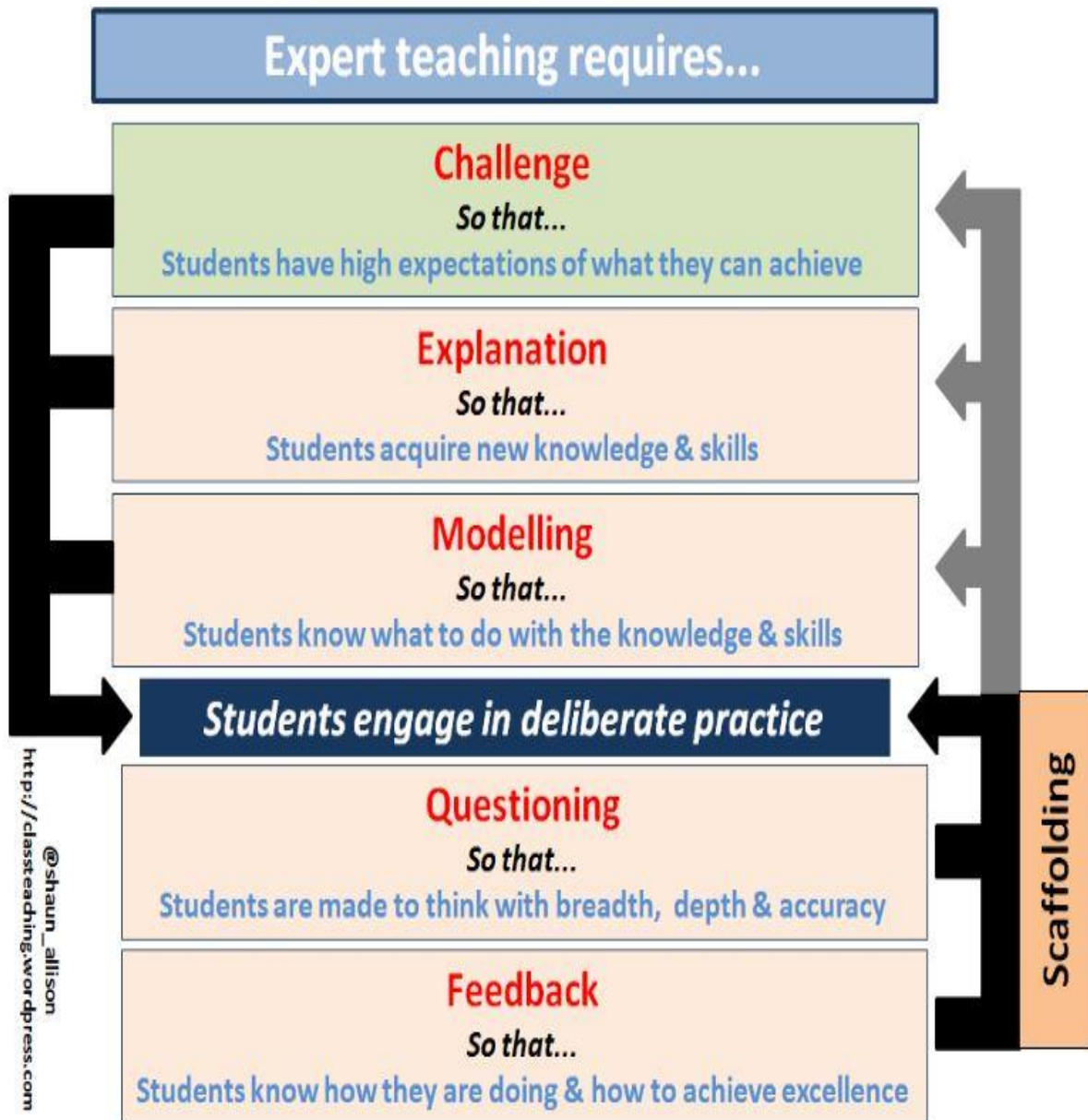- Strengthening relationships between the students

These go alongside our:

- Teaching Competences where we plan, set goals, carry out a variety of activities and give and get feedback. (T+L Policy, Marking and Feedback Policy, Curriculum Policy, Assessment Policy, Subject Policies).
- Classroom management Competences where we manage our pupils' learning, create structure and motivate them. (positive Behaviour Policy)

Although not included in the Teaching and Learning policy, classroom management and social competencies should be central to teaching, lesson planning and curriculum design.

The 6 Pedagogical Principles:

The Teaching and Learning policy is encapsulated by the following diagram, designed by Shaun Allison and Andy Tharby (2015). Teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge:

Expert teaching requires...

Challenge
So that...
Students have high expectations of what they can achieve

Explanation
So that...
Students acquire new knowledge & skills

Modelling
So that...
Students know what to do with the knowledge & skills

Students engage in deliberate practice

Questioning
So that...
Students are made to think with breadth, depth & accuracy

Feedback
So that...
Students know how they are doing & how to achieve excellence

Scaffolding

@shaun_allison
http://classteaching.wordpress.com

These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom. When dealing with varied subjects it is about how these principles are best implemented to present subject and lesson specific concepts in the most effective way to students.

Challenge

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives based on prior attainment - have a single challenging learning objective and then think about what each individual student needs to achieve it.

- What do they struggle with?
- What switches them off?
- How much and what type of support do they respond well to?

All students may have different starting points but should aspire to the learning objective and a teacher is responsive in helping them to work towards is, for example:

- Scaffolding;
- focused questioning;
- adult/ peer help with starting their sentences;
- some may need to do a draft;
- some will need apparatus to help;
- some will reach the objective and need to be challenged further.

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone, or as Vygotsky describes, the 'zone of proximal development':

Zone of Proximal Development

B

ZPD

A
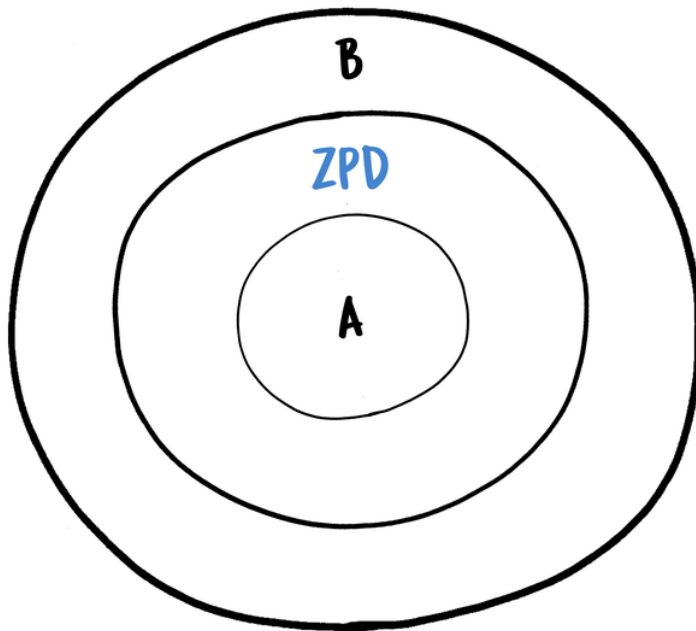
A: Stuff learners can do.

ZPD: Stuff learners can do, with support.

B: Stuff learners can't do (even with support).

barefootTEFLteacher.com

Graph: Zone of proximal development: Vygotsky

Zone of proximal development
Focused teaching

Anxiety

What the learner will be able to achieve independently

Scaffolding occurs through the support of the 'more knowing other'

Level of challenge

Zone of proximal development

What the learner can currently achieve independently

What the learner can achieve with assistance

Boredom

Level of competence

Explanation

Three key principles should guide explanations:

1. Plan in to schemes of learning how to link to and build on something already known.
   - Begin each lesson with a short review of previous learning (Rosenshine, 2012)

2. Allow for the limitations of the working memory when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc.
   - Present new information in small steps with student practice after each step (Rosenshine, 2012)

3. Where possible try to make the abstract concrete – think about and plan, how to make abstract ideas make sense:
   - Drawing diagrams; demonstrations in science; sharing and discussing images; taking the learning outside etc.
   - Provide scaffolds for difficult tasks (Rosenshine, 2012)
   - Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

Scaffolding involves the teacher in offering when new ideas and concepts are introduced. This may be through demonstration or modelling as in shared and guided work, or by providing support in the form of frameworks and prompts (both written and verbal). Recognising when to withdraw teacher scaffolding is important if children are not to become over reliant and dependent on this level of support. This is key for our pupils to become independent and resilient learners. Moving children on from scaffolding learning to independent learning involves offering children scaffolds such as writing frames and cue cards. Equally, proving model texts and story maps (as part of the 'imitation' stage of the 3Is writing process) allows children who may struggle with writing the chance to be successful; while the more accomplished writers can use this to 'innovate' ideas or even carry out their own 'inventions'). Asking children to reflect on the strategies they have used encourages children to be aware of their learning processes.

Modelling

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:
1. **Model the creation of products/procedures.** For example: writean essay, show them how to do it. Write it out on the board and discuss how/why you are doing

each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.

2. **Deconstruct expert examples and use worked examples –** have an excellent finished product and share it, discuss why it is good.

Demonstrating and modelling are key teaching and learning strategies that support children's learning – taking them from what they know to new learning. They are interactive whole class teaching strategies that involve teacher-led activities as well as children contributing and trying things out. To be successful these techniques should be directly linked to the learning objective for the lesson, or series of lessons, and wherever possible should be carried out 'live' – using the talk for writing methodology of clearly articulating the thinking process behind the work being demonstrated or modelled. Modelling should:

o   Make explicit to children the underlying structures and elements of what is being taught;
o   Provide a supporting structure, which can be extended and used so children can apply the learning that has been taught independently.

Teacher modelling involves the teacher showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it. Modelling slows down the process so it can be seen clearly.

It offers learners the opportunity to:

o   See and hear the process;
o   Ask questions if anything is unclear;
o   Discuss what they have seen and heard with other learners with the 'expert' modelling;
o   See that expert learners may modify, improve or correct a process AS they undertake it.

Children need to be given the opportunity to practise and apply the processes and structures that have been modelled and demonstrated. When following up demonstrating or modelling, emphasis needs to be placed on the quality of questioning.

When modelling reading comprehension and rereading texts for clarity (shared reading), it is essential that this is modelled in full – including how to compose sufficiently detailed, factual and accurate answers (e.g. copying all words from the text correctly).

If a skill is being demonstrated staff should consider using a multisensory approach to doing so whereby initially a very clear, narrated, demonstration is given. This is then followed by the children observing the skill again, but with no narration (to encourage them to remain fully focused) and then the children should guide the teacher through each step (by giving them very clear and precise instructions for each step) which the teacher is able to follow.

Practice

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
   - Guide student practice (Rosenshine, 2012)
   - Require and monitor independent practice (Rosenshine, 2012)

Feedback:

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two-way process and the teacher should use the students' feedback to inform future planning.
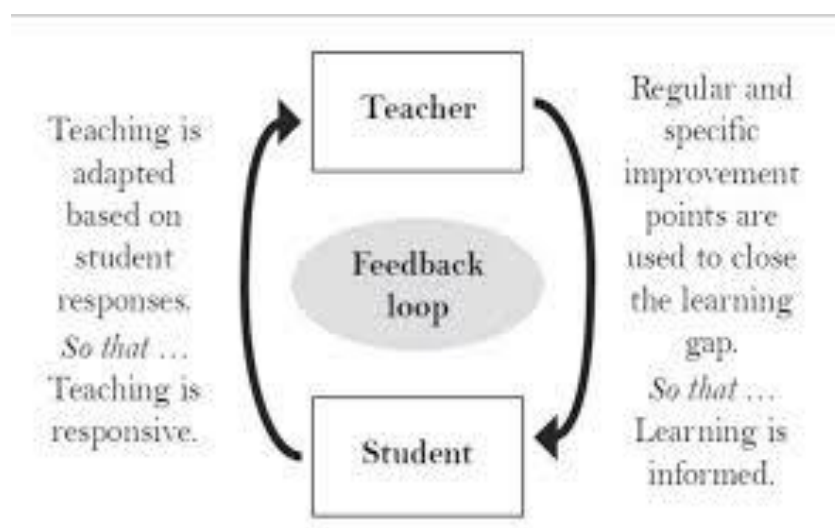
Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012).
2. Guide student practice.

Questioning:

Some questions can be planned for, but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on.
   - Ask a large number of questions and check the responses of all students,
   - Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking.
3. Increase the ratio of participation and thinking of all students.

Learning Culture

To enable children to learn well, the school will work to develop a culture where children:
- Enjoy learning
- Feel safe – respect, value and support each other as learners
- Take risks
- Recognise mistakes and errors as a learning opportunity and persevere
- Set high expectations – learning behaviour, progress in learning, presentation etc
- Develop a 'Can do' attitude

and where adults:
- establish positive working relationships with all children in the class
- model learning and expected behaviour for the children
- treat all children fairly and with kindness and respect with encouragement, praise and rewards for all

This learning culture needs to be actively taught and quickly established (in September), then further developed and reinforced, throughout the year, involving the children at every stage.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. These could include:
- investigation and problem solving
- research
- whole-class work

- group work (in groups selected for different reasons)
- paired work
- individual work
- independent work, which is child directed
- collaborative work
- selecting and using relevant resources to support learning
- asking and answering questions
- use of IT including visual images, film, interactive teaching resources etc
- fieldwork and visits to places of educational interest
- guest visitors and performances
- creative activities
- debates, discussions, oral presentations and other speaking and listening strategies
- drama techniques
- designing and making things
- participation in athletic or physical activity
- Setting challenges for themselves

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Effective Teaching

Assessment for Learning will be evident in planning and lessons to ensure lessons are well paced and all pupils make progress in learning. Prior assessment of the pupils' understanding should be used to inform the planning lessons with a clear progression in skills.

- **Learning Objectives**
  - clear and focused - based on learning (skills/ knowledge) rather than task
  - displayed
  - discussed and explained to the children
  - based on prior attainment, knowledge and understanding
  - written in the format: IALT:
- **Success Criteria**
  - break down the learning take place
  - include the steps or 'ingredients' the children need to be successful in their learning
  - are identified by the teacher during the planning process
  - are usually generated with the children during the lesson
  - are written up and referred to during the lesson
- **Plenary**
  - planned times during, and at the end of, the lesson
  - reviews progress towards the learning objective and success criteria
  - allows adults, and children, to address misconceptions, make improvements and add further challenge
  - learning may be applied to different contexts
  - time to reflect on the 'how' of learning in addition to 'what' has been learnt
  - should be used during lessons only when the progress of the class, group or individuals will be furthered
- **Outcome**

- o what will be achieved by the children by the end of the lesson
- o the learning activity/evidence of learning
- o sufficient time given to enable children to achieve meaningful learning
- o matched to the children's next steps in their learning
- **Challenge for All**
  - o Takes place throughout the lesson
  - o Is matched to children's next steps learning
  - o May occur through adult support; range and level of resources; time; task; different outcomes
  - o When planning work for children with Special Educational Needs information and targets contained in the children's Individual Education Plans (I.E.P.s) are addressed
- **Adult Input**
  - o Engages children in the learning
  - o Is active and interactive
  - o Has appropriate pace to ensure maximum learning takes place
  - o Responds to, and is adapted to, ongoing assessment during the lesson
  - o Clearly models successful learning/the learning activity
  - o Generates success criteria
  - o Is flexible according to the learning taking place eg.
    - ▪ Different inputs for different groups
    - ▪ Different start times for different groups
    - ▪ Input – activity – input – activity
    - ▪ Guided groups etc
- **Questioning**
  - o questions will be asked to assess learning, challenge and deepen thinking and understanding
  - o The range will include open/closed; higher and lower order (eg. Bloom's Taxonomy)
  - o Will be matched to the children's understanding and ability
  - o Opportunities will be planned for children to develop their own questions and questioning
- **Feedback & Marking**
  - o Regular feedback will be given to the children
  - o Identifies success and areas for improvement/next steps in learning
  - o Refers to learning objectives, success criteria, children's individual targets and age related expectations in spelling, punctuation and grammar
  - o Opportunities are planned for children to regularly respond to feedback and marking
- **Self & Peer Assessment**
  - o Children are trained to self and peer assess
  - o Guidelines are discussed, agreed and developed with the children
  - o Is used regularly to enable children to address misconceptions and make improvements to their work
- **Targets**
  - o children are involved in setting and reviewing their targets
  - o easily accessible and referred to regularly
  - o are related to children's next steps in their learning
  - o are set for writing, reading and maths
- **Active Learning**

- o Children are given opportunities to be involved in the learning throughout the lesson
- o A range of strategies are used
- o There is an appropriate balance of adult/pupil talk

Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

Learning Environment

- A stimulating environment sets the climate for learning.
- An exciting, well-organised classroom promotes independent use of resources and supports high quality learning.
- Teachers and children work together to establish an attractive welcoming and well organised environment engendering respect, care and value for all resources.
- Classrooms should be bright and tidy, and should be word and number rich.
- Displays might be used to:
  - o Celebrate success - achievement, Star/Learner of the Day/Week
  - o Support class organisation – visual timetables, clearly labelled resources
  - o Promote Independence by providing prompts – questions, support for when children are stuck
  - o Support learning – working walls, presentation examples, interactive & challenging
  - o Displays are changed regularly and reflect the current topic/themes/ learning

Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

- supporting learning and children's progress
- supporting assessments of children's understanding
- developing children's independence

Volunteer helpers, mainly parents, are directed by teachers to assist in some classrooms with general tasks: listening to readers, assisting on outings and in providing other help, such as ICT expertise.

The Role of Curriculum Co-ordinators

- Monitor progress and attainment in subject areas and action plan to address areas of need
- Support colleagues to develop practice and subject knowledge to maximise progress
- Take the lead in policy development
- Have responsibility for the purchase and organisation of resources
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues

Role of Parents

Parents have a fundamental role to play in helping children to learn. They are informed about what and how their children are learning by:

- holding regular consultation evenings in which the progress made by each pupil and his/her next steps in learning are explained and discussed
- sending 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 pupils.
- sending information to parents at the start of each term in which we outline the learning areas and topics that the pupils will be covering that term;
- keeping parents informed of a pupil's progress on a more regular basis if appropriate.

Role of Governors

Governors support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school's self-evaluation processes. These may include reports from subject leaders and the termly Headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring & Evaluation

Monitoring & Evaluation

Staff will be observed regularly for monitoring and professional development purposes. Judgements will be made on the quality of teaching in the lesson, whilst also taking into account pupils' work, assessment information and behaviour over time. A teaching observation form (Sept 2015) will be used to assist observers in judging the quality of the lesson.

Staff will complete a self-evaluation of their lesson observation to be used as a basis for discussion in the feedback session with senior leaders and/or observers. Staff are encouraged to identify their own areas of strengths and areas for development following an observation as this will develop ownership of their own professional development. These strengths and areas for development will be discussed with senior leaders and opportunities to address these put in place. Following a professional discussion the lesson observation will be written up on a 'Quality of teaching Feedback Form'.

Each staff member has a professional development file – records of lesson observations and the outcome of subsequent professional development opportunities will be recorded in this file.

Other monitoring to include within the triangulation of teaching and learning may include;
- Learning walks
- Senior leaders or subject leaders conducting brief observations for shorter sessions – for example, a guided reading session
- Data analysis
- Book/planning scrutiny
- Assessing the quality of the classroom environment
- Professional conduct
- Marking and feedback
- Pupil conversations

Review

This policy was reviewed by S. Annette in October 2020.
Next review: September 2021.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Rosenshine's Principles in Action - A Lesson/Unit Structure for staff:

1. **Begin the lesson with a review of previous learning.**

2. **Present new material in small steps.**

3. **Ask a large number of questions (and to all students).**

4. **Provide models and worked examples.**

5. **Practise using the new material.**

6. **Check for understanding frequently and correct errors.**

7. **Obtain a high success rate.**

8. **Provide scaffolds for difficult tasks.**

9. **Independent practice.**

10. **Monthly and weekly reviews.**

1. Begin the lesson with a review of previous learning.

Rosenshine suggests investing 5-8 minutes to review previous learning. This can be in the form of <u>questioning techniques</u> to check
understanding and to uncover and challenge misconceptions, peer or self-marking work and correcting mistakes. This will strengthen understanding and the connections between ideas.

2. Present new material in small steps.

Presenting new information in small, bite-sized chunks increases the progress made by the students. Introducing too much at once will see progress rates fall as they can only process so much at one time. This reduction in <u>cognitive load</u> allows <u>metacognition</u> to take place (it allows them to think about how they are thinking about the task).

3. Ask a large number of questions (and to all students).

Questions are a teacher's most powerful tool, they can highlight misconceptions, keep a lesson flowing and challenge students to think deeper into a subject. The greatest value of questioning though is that they force students to practice retrieval, this strengthens and deepens memory.

4. Provide models and worked examples.

Delivering new information to students by linking it to something or some process they are familiar with allows students to gain an understanding quicker, it also gives them deeper retention. This is especially true of more conceptual ideas.

In Science, we may explain the flow of electrons in a circuit by using the model of the water in a "lazy river". The water being the flow of electrons, the pumps providing the voltage (power) and the people in the water providing resistance.

5. Practise using the new material.

Practice makes perfect right? Rosenshine postulates that this is true of physical, vocal and mental practice. He suggests that successful teachers allow more time for guidance, questioning and repetition of processes. Actually, in teaching, I prefer to use the phrase "Practice makes Progress".

6. Check for understanding frequently and correct errors.

Regular asking of direct questions (rather than "does anyone have any questions?") allows teachers to check a classes/student's understanding and catching misconceptions, therefore informing the teacher whether any parts of the topic need reteaching.

7. Obtain a high success rate.

Teaching for mastery ensures all students in a class are ready to move on to the next stage in the topic, thus preventing students from taking misunderstanding into their future learning.

From his research, Rosenshine found that a class that the optimal success rate is an 80% understanding. This shows that not only have the students learnt the material but also were challenged in doing so. Any higher and the work may not have been challenging enough and vice versa.

8. Provide scaffolds for difficult tasks.

When introducing a more difficult lesson, Rosenshine suggests employing Vygotskian scaffolding. Providing students with a framework that more easily allows them to make progress.

The scaffolds can then be gradually removed as their competency grows. Examples of scaffolds can include; checklists, cue cards or writing frames. Teachers can also anticipate commonly made errors and build tools into the scaffold tasks that reduce the chances of students making the same mistakes.

9. **Independent practice.**

Following scaffolded tasks, students should be competent in the task and therefore can practice the task independently. This repetition of the task will promote a deeper fluency, Rosenshine called this "overlearning".

10. **Monthly and weekly reviews.**

An extension of the first principle, monthly and weekly reviews of previous learning aids recall of information and processes.

Strategy 1: Tailor lessons according to students' existing knowledge and skill

One of the most important implications of cognitive load theory for teaching practice is the need to optimise students' cognitive load, by striking the right balance between too much and too little load. To do this effectively, teachers need to have a strong understanding of where students already sit in their learning.

- Introduce new, and in particular complex, information in short chunks. After each chunk use questioning or comprehension activities to check understanding.
- Before asking students to apply a technique or concept you have previously taught, precede this by recapping the technique or concept. Use a familiar example to do this before asking students to apply it to something unfamiliar.

Strategy 2: Use lots of worked examples to teach students new content and skills

A 'worked example' is a problem that has already been solved for the student, with every step fully explained and clearly shown. Research consistently demonstrates that students who are given lots of worked examples learn new content more effectively than students who are required to solve the same problem themselves.

- When asking students to complete a task, have a completed version of the same task alongside it for reference. This reduces extraneous cognitive load as students will not be required to attend to the instructions for how to complete the task as well as the task itself.
- Provide annotations on pieces of complex extended writing (i.e. Shakespeare) for which comprehension would make the intrinsic cognitive load of the task too high for students to make effective inferences.

Strategy 3: Gradually increase independent problem-solving as students become more proficient

While fully guided instruction is very effective for teaching students new material, it becomes less effective as students become more expert at a particular skill. Eventually, fully guided instruction becomes redundant or even counter-productive and students benefit more from independent problem-solving. As students become more skilled at solving a particular type of problem, they should gradually be given more opportunities for independent problem-solving.

- Omit some steps from a worked example.
- Gradually give students fewer worked examples.

Strategy 4: Cut out inessential information

We sometimes assume that providing students with extra information is helpful, or at the very least harmless. However, presenting students with inessential information can hinder learning. Inessential information can be information that students already know,

additional information that is not directly relevant to the lesson, or the same information presented in multiple forms.

- Pare down your PowerPoints to only the most essential text and a few key images.
- Never talk over students while they are reading.
- Avoid overly busy classroom displays around your whiteboard.
- Once students are familiar with a particular task, do not give them instructions on how to complete it.
-

Strategy 5: Present all essential information together

Cognitive overload can occur when students have to split their attention between two or more sources of information that have been presented separately, but can only be understood in reference to each other.

- If you wish to provide a labelled diagram or map, ensure the labels are written directly on to it rather than being on a different sheet or even alongside. Having to go back and forth will have a negative effect on cognitive load.
- Have instructions incorporated into the task, rather than on a separate sheet. So if students are filling in a spreadsheet, have the blank version contain the instructions on what to do.

Strategy 6: Simplify complex information by presenting it both orally and visually

When there are two or more sources of information that can only be understood in reference to each other, cognitive load can be managed by presenting information both orally and visually. This strategy increases the capacity of students' working memories, creating more mental space for learning.

- When producing mindmaps on the board use a combination of both words and pictures with the visuals used to represent the overall topics and the words for the more precise details.
- When explaining a new concept use a PowerPoint containing only images. Simply explain the concept verbally while making reference to each image.

Strategy 7: Encourage students to imagine concepts and procedures that they have learnt

Encouraging students to visualise what they have learnt helps them to better understand and recall the information. Once students have a good grasp of the content, the mental process of visualising helps students to store the information more effectively in their long-term memories. This strategy should only be used once students are familiar with the content, as visualising imposes quite a heavy cognitive load.

- In practical subjects, ask students to visualise the procedure you taught them in the previous lesson at the start of the next one. Ask them to do this several times and then write down all the steps.

- Ask students to visualise a concrete example that helps explain an abstract concept. So if you were explaining the idea of scarcity, ask them to imagine a cinema with all the seats slowly filling up.

5 ways to support pupils with poor working memory

By Mark Enser on 14 July 2019

If pupils struggle with working memory, they can quickly find the classroom a difficult place to learn, says Mark Enser.

There is a clear and troubling link between a child's family income and how well, or badly, they will do at school.

This is so well recognised that it led to a large-scale government intervention and funding through the pupil premium policy with money going to schools to support pupils coming from worse off backgrounds.

However, as Professor Becky Allen has explained in her post "The pupil premium is not working", this extra money has not helped to close this gap.

So is it possible we have been focusing on the wrong things? Could it be that the disadvantage gap is actually about a gap in working memory?

Researchers Andy Dickerson and Gurleen Popli from the University of Sheffield used evidence from the UK Millennium Cohort Study to suggest that poverty, and in particular persistent poverty, in a child's early years has a significant impact on their cognitive development.

Although they acknowledge that parental investment and parenting style in low-income homes can offset some of this effect, the poverty still has a direct effect, especially if the household is in poverty between the birth of the child and their third birthday (See "Persistent poverty and children's cognitive development", 2015).

Impact of poverty

- Why would poverty have this impact on a child's cognitive development?
- Gary Evans and Michelle Schamberg suggest that poverty in childhood creates stress and that it is this stress that affects cognitive development, even affecting working memory when that child reaches adulthood.
- In "Childhood poverty, chronic stress and adult working memory (2009), they find that "the longer the period of childhood poverty, the higher the levels of allostatic load [a measure of chronic stress] during childhood, and the greater the reduction in young adults' subsequent working memory".

Changes to teaching

- While the evidence is far from conclusive yet, this is something we do need to consider as teachers as working memory is vitally important in the classroom.
- Our working memory allows us to hold on to pieces of information and manipulate them in our minds to reach answers to questions or to complete tasks. Your ability to divide 3894 by 13 in your head is dependent on your working memory.
- Your working memory also allows you to follow an instruction like: "OK class, could you use the information I have just given you about the causes and impacts of the Boscastle flood to answer this question: 'Was the flood a natural disaster or human error?'. Before that, make sure you have written the title and the date, and could you have your homework on the desk ready for me to see as I come round? Off you go."

Support for working memory

- In this example, the pupil has to hold on to the information they have been given, remember the question, remember the instructions on what to do with the title and date and to get the homework out. They also still need to remember this information on the Boscastle flood as they try to turn it into an answer to the question.
- A pupil with a better working memory will be able to manage this far more easily than one with a more limited working memory.
- Perhaps, then, the pupil premium money would be better spent on better teaching in a way that supports working memory.
- Some of the potential teaching methods were discussed in the very helpful classroom guide *"Understanding working memory"* by Susan Gathercole and Tracy Alloway (2007).
- They suggest that our first step as teachers should be to recognise when a pupil is suffering from working memory challenges and to monitor that child when they are working. We can then adapt our classroom practice by reducing the load on working memory.
- We could do this by:

  1. Establishing clear routines in the classroom. If the pupil knows they always have to write the title and the date in their book when they come in the room, it won't be an additional thing to remember later on. Where possible, build routines into the lesson.
  2. Breaking instructions down into clear steps and avoiding introducing too much new information in one go.

3. Supporting pupils who struggle with working memory at the point of need. Use a mini whiteboard on their desk to give prompts, sentence starters, keywords or images they can refer back to.

4. Making sure that pupils have the chance to practise using information you want them to remember and use again in the future. If it is easy to access in our long-term memory, it will put less of a strain on our working memory. For example, if a pupil knows that Boscastle has steep valley sides, a confluence of two rivers and heavy rainfall from the Atlantic, they will find it much easier to answer the question "Why did Boscastle flood?" as they won't need to hold these facts in their working memory while trying to answer it.

5. Avoiding going off on a tangent in explanation. Keep to the information you want them to remember. Also keep in mind that words are transient. Once you have said them they are gone. Provide a list of the key points from your explanation for pupils who need them.

• All these points should seem like simple, good teaching. Supporting our most disadvantaged pupils means doing nothing more than teaching well but doing so in a way that creates an environment in the classroom that best supports them in their learning.

Planning for Assessment and Learning:

Long Term Planning:

- The long term planning documents for all subjects are the Early Years Foundation Stage (EYFS) Statutory Guidance, The National Curriculum and Agreed Syllabus for RE. Throughout 2020/21, subject policies, KLIPs will be reviewed and developed; so these can be continued to be used as the basis for all subject planning and assessment. This will be overseen by our Curriculum Leader (Rachel Sharp.)

- The English Curriculum is based on Lancashire Professional Development service's English Units of Work which are for,umlauted using the national Curriculum. An overview of English teaching sequence is given in Appendix 2 (and staff are asked to follow this – to ensure consistency and a clear focus on high quality teaching and learning). There are English non-negotiables for Reading and Writing for each year group – basic expectations we intend that the majority of children will meet by the end of each year.

- The scheme of work for Phonics is Letters & Sounds with Actiphons to support, Spelling (from Year 2 onwards) is No Nonsense Spelling* and for Grammar is the LPDS units of work. Bounce Back Phonics is used as an intervention programme in Year 2 and Year 3. There is an expectation that grammar, punctuation and spelling is taught throughout the English Units and that there is a strong, clear focus on this each week – in addition to the additional spelling, grammar and handwriting sessions delivered through the scheme of work. Phonics lessons must take place in Year R, Year 1 and Year 2 daily (for at least 25 minutes each day – using the 4 part lesson – see Appendix 3 for phonics planning template. Children still requiring phonics in Year 3 (i.e. not secure at Phase 6), should continue phonics lessons each week – to acquire the skills necessary for decoding and spelling.

- The Mathematics Curriculum long-term plan has been broken down into progression documents which show when it is to be taught within the mixed-age classes:

https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/11/National-Curriculum-Progression-Mixed-Age.pdf
https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf
https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf
https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf

- Mathematics topics are now taught in blocks to allow greater depth and mastery, to solve problems and to show reasoning. Overall, this is based on the White Rose Hub mixed-aged termly overviews and staff have access to Power Maths teaching guides and text books, to guide the length of time that is most likely to be required to deliver each unit and to help formulate appropriate learning challenges (learning objectives) for each lesson. The fluency, reasoning and problem solving activities are also used – and staff are guided to use 'I See Reasoning' booklets, the NCETM website, Power Maths online resources, Maths No Problem teacher guides and Classroom Secrets to assist them with planning and preparing resources for their lessons. Furthermore, all children should encounter Morning Maths in KS2 for a minimum of 20 minutes every school day – to allow them to practice key mathematical skills and calculations. The focus of these short burst lessons is included in an overview – see Appendix 5 – to ensure that all new learning and concepts are reviewed and revisited regularly.

-

- The Long Term Plans are available on the website – however, all staff are strongly advised to focus on the core mathematical skills of number and arithmetic at the start of the academic year; so these can be embedded and consolidated throughout the year and do not become a barrier to the children's learning or fluency (by quickly becoming a focus of Morning Maths sessions). The diagram below shows the core elements of the curriculum that should be prioritised for children to master early in the academic year. The relevant weighting of these will be dependent upon the child's increasing progress in age related learning.

- The Computing curriculum is taken from the Purple Mash Curriculum and we assess from the LPDS scheme. The Music curriculum is taken from the Charanga Scheme of Work, the Physical Education curriculum is taken from the Lancashire Scheme of work for PE, the French curriculum is taken from The Primary Languages Network and the RE curriculum is taken from 'The Lancashire Agreed Syllabus' (which is the syllabus that has been adopted by Rivington). For all other areas of the curriculum, teaching staff have access to the Lancashire Scheme of Work (LPDS) to ensure full coverage of all aspects of the curriculum.

- PSHE is based on the SCARF scheme of work (a digital copy is available to all staff on teacher drive). It is essential that the units of work in each year group are taught in the order in which they are designed to be taught.

- Forest Schools and Outdoor Learning planning will be supported by Amanda Davies throughout 2020/21 – with staff receiving regular training and CPD (regarding effective outdoor learning) throughout the year. This should be

incorporated into long term, medium term and short term planning – as appropriate (and beneficial to the pupils).

Medium Term Plans:

- The key learning associated with each area of the curriculum are detailed on a medium term overview, which summarises the learning journey – using learning challenges and/or objectives that will be taught on a week by week basis – see Appendix 6. These are completed by the class teacher, and monitored by the Curriculum Leader, at the start of each term (or half term).

- English medium term planning can be presented within the medium term overview – provided that the genre being covered, the text being used as a stimulus and the key focus of the lessons is included. These should then map to the weekly plan for English – see Appendix 7 - which will include the learning challenge and objective for each lesson, along with the success criteria. Alternatively, a medium term planning framework may be used by staff who wish to produce separate, more detailed, medium term plans to guide their teaching.

- Mathematics medium term planning can also be presented within the medium term plan – provided that the key objectives are detailed for each week and, again, this is mapped closely with the weekly plan for Mathematics. It is envisaged that the learning objectives will be taken from the White Rose Small Steps or Power Maths textbooks (with separate learning challenges and success criteria devised) These can be annotated on the published planning documents – see bullet point 2 in Short Term Plans section – or recorded and mapped on a separate Weekly Planning sheet for Mathematics – see Appendix 8.

- Planning for topic weeks can be presented as an annotated Topic Book (to model to the children the expectations of each piece of work and how this will be presented). If this option is chosen, the learning objective for each lesson should be clear and the levels of differentiation also made clear. Alternatively, a weekly overview may be completed – see Appendix 9 – to capture all of the learning objectives, activities and assessment opportunities for each unit of work.

- Planning for Foundation Subjects can be presented as an annotated version of the LPDS/Connect short-term plans. If this option is chosen, the learning objective for each lesson should be clear and the means of scaffold and challenge. Alternatively, a weekly overview may be completed to capture all of the learning objectives, activities and assessment opportunities for each unit of work.

- For all other subject areas – Science, RE, Computing, PE, PSHE and Music – the key learning intention (including learning objective / learning challenge and differentiated success criteria) must be included; to demonstrate that there is a clear focus for each lesson, the lessons are progressive and suitably challenging, and (where appropriate) there is a clear outcome for each unit of work. The Knowledge Organisers and KLIPS will greatly support staff to complete their medium term, and should be used as the basis of all curriculum planning.

Short Term Plans:

- Short term planning describes the weekly or unit delivery of the curriculum.

- It will show learning objectives, a learning challenge and success criteria; but may also include teaching strategies, key questions, scaffolded/modelled activities, practise opportunities, lesson outcomes, deployment of adults and assessment opportunities. There should always be an opportunity to master a task or demonstrate deeper learning for all children.

- Planning is based on children's prior learning, assessment notes from Cold Tasks, evaluation of curriculum objectives, targets set, a detailed knowledge of each child's ability and next steps in learning.

- • Planning associated with all whole school agreed schemes of work (e.g. PSHE, Music, PE, Maths, Pathways To Read, RE, etc) can be annotated documents – scanned and saved at the end of the week as one document – or kept and made available for monitoring purposes in an easily identifiable and readily accessible folder within the classroom. For Science, staff are reminded to utilise the Knowledge Organiser and On Track Indicator for the specific unit of work; to ensure the key skills identified on this remain the core focus of the learning experiences planned for the children.

- All Short-Term Planning for maths and English must be recorded on the agreed format.

English Long-Term Plan

|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Penguins, Possums and Pigs Stories by the same author Non-chronological reports Poems on a theme	Fire! Fire! Repetitive patterned stories Poems on a theme Range of non-fiction texts	Growth and Green Fingers Classic stories or story on a theme Instructions Traditional rhymes	Family Album Traditional tales Recounts	The Great Outdoors Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Robots Stories with fantasy settings Poems to learn by heart Recounts
Year 2	The Place Where I Live Stories with familiar settings Non-chronological reports Poems on a theme	Fighting Fit Traditional tales with a twist Instructions	Explorers Stories by the same author Non-chronological reports	The Farm Shop Stories with familiar settings Persuasion Riddles	Wind in the Willows Animal adventure stories Recount: letters Classic poems	Buckets and Spades Story as a theme Explanations Poems on a theme
Year 3	There's No Place Like Home Folk Tales Recount: biographies	Healthy Humans Fables Poems with a structure Persuasion: letters	Rock and Roll! Story as a theme Poems on a theme Discussion	The Iron Man Novel as a theme Recount: diaries	What the Romans Did For Us Playscripts Non-chronological reports	How Does Your Garden Grow? Classic poetry Mystery / Adventure / Fantasy stories Explanations
Year 4	Sparks Might Fly! Stories with fantasy settings Explanations Film and playscripts	The Great Plague Fairy tales Classic poetry Recount: newspapers	The Art of Food Stories with issues and dilemmas Persuasion	Passport to Europe Novel as a theme Non-chronological reports	Water, Water Everywhere Stories with a theme Poems with a structure Information booklets	Hunted Folk tales Debate Poems on a theme (optional)
Year 5	A Kingdom United Legends Persuasion	Food, Glorious Food! Stories with historical settings Film and play scripts Classic narrative poetry	Earthlings Science fiction stories Information booklets Poems with a structure	Inventors and Inventions Novel as a theme Magazine: information text hybrid	Amazon Adventure Stories from other cultures Debate	Faster, Higher, Stronger Myths Reports Poems with figurative language
Year 6	Survival! Novel as a theme Biography	Britten's Got Talent? Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Heroes and Villains Older literature Information text hybrid Poems with imagery	Super Sleuth Detective / crime fiction Explanations	Oh! I Do Like To Be Beside The Seaside Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme

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Guidance for English Unit Planning

Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
  - Reading and responding
  - Reading and analysing
- Gathering content
- Writing
- Presentation
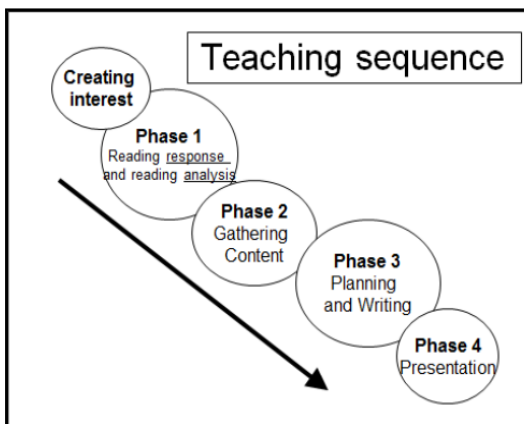
The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. **Scaffolded outcome**

   This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	Teacher's Role	Children's Role
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary*.

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

Year 1 Spring 1: Growth and Green Fingers

English	
Key Learning	
Unit	**Classic Stories**
Outcome	▪ Narrative based on model text with innovation of character(s) and setting.
Possible Duration	▪ 2-3 weeks.
Key Learning Reading	▪ Make predictions based on what has been read so far. ▪ Discuss the title and how it relates to the events in the whole story. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Apply phonic knowledge and skills as the route to decode words. ▪ Read words containing –ed, –er and –est endings. ▪ Use patterns and repetition to support oral retelling. ▪ Give opinions and support with reasons e.g. *I like Peter Rabbit because...*
Key Learning Writing	▪ Orally compose every sentence before writing. ▪ Reread every sentence to check it makes sense. ▪ Use punctuation to demarcate simple sentences (capital letters and full stops). ▪ Say, and hold in memory whilst writing, simple sentences which makes sense. ▪ Compose and sequence their own sentences to write short narratives. ▪ Sequence ideas and events in narrative. ▪ Identify and use exclamation marks. ▪ Add suffixes to verbs where no spelling change is needed to the root word, e.g. *pull – pulled*.
Suggested Texts	▪ The Enormous Turnip ▪ The Tale of Peter Rabbit by Beatrix Potter ▪ Film episodes of Peter Rabbit **https://www.bbc.co.uk/cbeebies/shows/peter-rabbit** ▪ Supertato series by Sue Hendra ▪ Christopher Nibble: in a tale of dandelion derring-do! by Charlotte Middleton ▪ Lulu loves Flowers by Anna McQuinn ▪ Oliver's Vegetables by Vivian French

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Year 1 Spring 1: Growth and Green Fingers

English

Classic Stories – Creative Learning Opportunities and Outcomes

Creating interest

- Linked to the science learning opportunities, show short clips of plants growing and identify what they are.
- Mime how a plant grows from a seed.
- Visit an allotment or garden centre to discuss with the staff how they grow certain plants or vegetables.
- Bring in some recently germinated seeds and ask children to guess what they might be. Keep them and nurture them in the classroom during the course of the unit to discover what they are. (Fairly recognisable fast-growing seeds such as cress or lettuce, or plants that will soon flower such as nasturtiums or even weeds like dandelions are useful for this).
- Show the title of the book chosen and predict what they think the story is about – use talk partners.

Learning outcomes

- Children will be able to make predictions.
- Children will be able to discuss how the title relates to the whole story.

Reading

Grammar: Warm ups throughout the reading phase - focus on identifying and using exclamation marks.

Reading and responding

- Read the first part of the story, stopping to make a prediction about what happens to the main character. Using a KWL grid, ask the children about the character. What do we already know (K) about them? Ask them to work in pairs to suggest what they want to know (W) about the new character. Write up responses on a grid.

K- What I know already	W- What I want to find out	L – What I have learned

- Pull out from the text where the exclamation marks are being used and highlight them. Model reading using appropriate expression. Provide children with a simplified sentence or sentences from the story to read aloud with a talk partner. Encourage them to use the punctuation to inform how they read the words. Perform to others in the group.
- Pull out any key vocabulary, including any words ending in –ed, –er and –est. Develop word banks of useful vocabulary and add these to the working wall.
- Use drama techniques to explore characters in more detail e.g. *hot seating, freeze frames, magic mirror, magic microphone*. Encourage use of language from the text. Record responses in writing.
- During shared reading, stop periodically to blend unfamiliar words in line with the children's developing phonic ability.
- Ask children to make regular predictions throughout the story.
- Provide an object for children to pass around their group. Play 'pass the story' by passing an object around and asking each child to tell the next part of the story. Provide key vocabulary to support the retelling, particularly formulaic phrases for beginnings and endings.

Learning outcomes

- Children will be able to identify exclamation marks.
- Children will be able to discuss the main characters.
- Children will be able to discuss the main events.
- Children will develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Children will be able to apply their phonics knowledge when reading.
- Children will be able to read words containing –ed, –er and –est.
- Children will be able to say what they think and give their reasons why.
- Children will be able to use patterns and repetition to support oral retelling.

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Year 1 Spring 1: Growth and Green Fingers

- Complete the KWL grid by saying what they have learnt (L) about the story. Encourage the children to provide reasons for their responses, finding evidence in the text i.e. I think that... because...
- Use film versions e.g. The Tale of the Radish Robber
https://www.bbc.co.uk/iplayer/cbeebies/episode/b02vqgty/peter-rabbit-series-1-1-the-tale-of-the-radish-robber
- Explore characters and events using a start the film, stop the film and discuss approach. Make predictions, discuss the storyline e.g. 'pass the story'

Reading and analysing

- Teach children the story via oral storytelling, modifying the text if necessary, so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support oral retelling e.g. *in the beginning, after that, a bit later.*
- Create a simple whole class checklist of features, e.g. *two characters, setting, events, time words.*

Year 1 Spring 1: Growth and Green Fingers

English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on adding suffixes to verbs where no spelling change is needed to the root word e.g. *pull - pulled*

- Use a whole class story map and innovate the characters/ending/objects in the story e.g. change the vegetable and characters from The Enormous Turnip. Provide suggestions from which the children can select.
- Children to role play, in small groups or pairs, the new version of their story. Use props/pictures or small world figures to support this.
- Following modelling, prepare new story maps in groups or individually with new ending/characters/objects. Use same props/pictures/small world figures to remind children of/sort the sequence of events.
- Use *think, say, feel* bubbles to add detail to the shared story map; children then add detail to their story maps.
- Orally rehearse new stories with talk partners several times to embed the pattern of narrative, reminding children of the formulaic phrases which they can use for openings/endings (use actions to support these).
- Alternatively, use a plot pattern from a film clip e.g. The Tale of the Radish Robber. Plot the key events onto a story map and use the approaches suggested above.

Writing

Grammar: Application of learning through the writing phase – focus on appropriate use of exclamation marks and adding suffixes to verbs where no spelling change is needed to the root word e.g. *pull - pulled*

- Refer to innovated shared story map.
- Use shared writing techniques to model transferring a section of the map at a time into writing with the children. Focus on skills – exclamation marks and verbs with suffixes added, where no spelling change is needed to the root word. Also model the use of ongoing skills including: events in order; full stops and capital letters; finger spaces; clear beginning, middle and end. Model and revise the use of formulaic phrases particularly at the beginning and end of their writing.
- Children complete their own section of writing each day, referring to their own story maps and composing and sequencing their own sentences.
- Continue this pattern over several days until the outcomes are completed.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Scaffolded
- Narrative based on model text with innovation of character(s) and setting.

Independent

Cross-Curricular Application

Learning outcomes

- Children will be able to add suffixes to verbs where no spelling change is needed to the root word.
- Children will be able to create own story maps/plans with events in order.
- Children will be able to demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to orally retell their innovated story.

Learning outcomes

- Children will be able to write their own short narrative which includes:
  - events in order – clear beginning, middle and end.
  - full stops and capital letters.
  - finger spaces.
  - exclamation marks.
  - formulaic phrases to open and close
  - verbs with suffixes where no spelling change is needed to the root word.

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Year 1 Spring 1: Growth and Green Fingers

Presentation
- Present story to an audience using oral retelling e.g. perform in assembly, read to peers or publish the new editions in booklet form for others to read in the library or book areas in school.

Key Learning

Unit	Instructions
Outcome	- A simple set of instructions.
Possible Duration	- 2-3 weeks.
Key Learning Reading	- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction - *a range of instructions*. - Recall specific information in non-fiction texts. - Introduce and discuss key vocabulary, linking meanings of new words to those already known. - Check that texts make sense while reading and self-correct. - Listen to what others say. - Take turns. - Explain clearly their understanding of what is read to them. - Read aloud accurately books that are consistent with their developing phonic knowledge.
Key Learning Writing	- Write simple sentences that can be read by themselves and others. - Use punctuation to demarcate simple sentences (capital letters and full stops). - Reread every sentence to check it makes sense. - Orally plan and rehearse ideas. - Compose and sequence their own sentences to write short non-fiction texts - instructions - Sequence ideas and events in non-fiction. - Write in different forms with simple text type features e.g. *instructions*. - Read aloud their writing *audibly* to adults and peers.

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English

Key Learning (contd.)

	■ Instructions for making cress heads from the CBeebies website **https://www.youtube.com/watch?v=4kmKPyv_VUc**
	■ Instructions for growing a bean plant from The Great Grub Club website (**here**).
Suggested Texts	■ Recipes from the CBeebies website **https://www.bbc.co.uk/cbeebies/shows/i-can-cook**
	■ A range of instruction texts suitable to Year One.

Instructions – Creative Learning Opportunities and Outcomes

Creating interest
■ Teacher to enter the classroom dressed in role as a gardener. Pose a problem of needing help to grow something e.g. cress (or something which will grow quickly). Explore what the children could do to help – introduce the idea of 'instructions'.
■ Watch clips of plants/vegetables growing and play just a minute (talk to a partner for minute) on what they have seen, focussing on relevant information.
 	
Reading
Grammar: Warm ups throughout the reading phase – focus on writing simple sentences that can be read by themselves and others.
 	
Reading and responding
■ Provide some oral instruction for the children to follow. Children to listen carefully and follow in the correct order. Make an obvious mistake in the order in which the instructions are given. Discuss the importance of following the steps in the correct order.
■ Demonstrate how to read and follow simple written instructions.
■ Children take it in turns to read and follow a simple set of written instructions with a partner to make something or carry out a task.
■ Evaluate and discuss:
  – The importance of order, e.g. *Were the instructions written in a sequence? Did the pictures help? Did you gather the 'what you need' parts first?*
  – The language used in the instructions e.g. *Were they polite or bossy?*
 	
Reading and analysing
■ Analyse the features of written instructions, text marking by highlighting key words and phrases. Add any useful vocabulary to the working wall.
■ With a partner, read aloud texts that are consistent with their developing phonic knowledge. Extract any further useful vocabulary and display on the working wall, e.g. bossy verbs, such as *cut, stir, chop* and time words such as *first, next,*
	Learning outcomes
	■ Children will be able to listen to a range of instructions.
	■ Children will be able to recall specific information in texts.
	
	Learning outcomes
	■ Children will be able to write simple sentences that can be read by themselves and others.
	■ Children will be able to listen to a range of oral instructions.
	■ Children will be able to read and follow a simple instruction or set of simple instructions.
	■ Children will be able to discuss key vocabulary.
	■ Children will be able to read aloud texts that are consistent with their developing phonic knowledge.
	■ Children will be able to take turns.

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finally.

- Display shared text including text marking on the working wall to refer back to during the writing phase.
- Create a checklist of features for instruction writing e.g.
  – Title using the word 'How'.
  – 'What you need' section for ingredients or equipment.
  – Step by step method written in sequence e.g. *numbered/bullet points.*
  – Use of 'bossy' (imperative) verbs.
- Clear sentences which can be understood by the reader.

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Rivington Foundation Primary School

Maths Plan: Yr...

Term:	Wk :			Area:			Additional Adults:		
Groups:	Ha:	MHa:	MLa:	La:	SEN:	EAL:	PP:	Boys:	Girls:

Day	Mental Maths	IALT	Input task		Main task	Resources
Monday			...support by...			
					...support by...	
					... support by...	
Tuesday			...support by... ...			
					...support by...	

Rivington Foundation Primary School
English Plan: Yr…

Term:		Wk :		Area:		Unit:		Unit phase:		Additional Adults:		
Groups:		Ha:		MHa:	LHa:	La:		SEN:		EAL: 0	PP:	Boys:	Girls:

Day	GPS Starter	IALT	Input task	Main task	Resources/S.C
Monday			…support by…	…support by…	
Tuesday			…support by…	…support by…	

Wednesday			...support by...		... support by...		
					... support by...		
			.				

TURN THIS TEXT