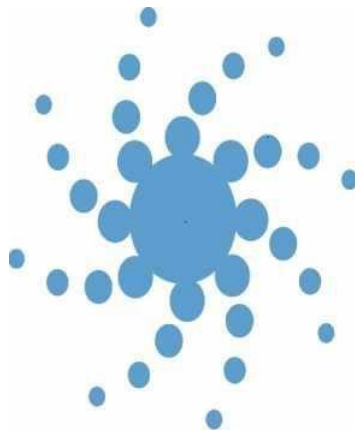# Thinking Schools Academy Trust

"Transforming Life Chances"

Teaching and Learning Policy

New Horizons Children's Academy

This policy was adopted in September 2024
The policy is to be reviewed in September 2025

TSAT Teaching and Learning Policy

The policy will reflect the Trust Vision of "Transforming Life Chances". We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are amongst the most powerful influences in learning and will ultimately impact pupils' relationship to their learning in all areas of life, constructing how they engage with new ideas and attitudes.

Child first: To provide a stimulating learning environment for all, where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

Aspire: To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess. Within the ethos of Total Education, these aspirations can be academic or non-academic, but stove towards nonetheless.

Challenge: To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

Achieve: For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent expertise. This extends to our staff; all staff are encouraged and supported to be their best selves, striving to achieve goals of their own.

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.

b) Staff in TSAT are encouraged to think accurately and reflectively on their practice, understanding and actively using a range of thinking tools to support student motivation and progress.

All new teaching staff undertake a bespoke programme on joining the Trust and this ensures their understanding of the ethos and expertise in integrating the tools to best effect. Further documentation relating to the successful implementation of our tools in each specific learning context is available from each school.

It is an expectation that all staff members ensure their understanding of the Thinking philosophy and their fluency in using the Thinking School approaches, therefore enabling them to implement appropriately and purposefully in all aspects of their practice to support maximum student progress.

Central to our Teaching and Learning policy are the Seven Core Principles that underpin great teaching and learning in our Trust. These form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- **Subject knowledge** – what children need to know within each age-range.
- **Explanations** – connecting to what they know, telling the story, providing metaphors and analogies, providing examples and being aware of cognitive load.
- **Questioning and responding** – sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.
- **Feedback to feed forward** – accurate identification of current status and steps forward, mostly delivered as in the moment verbal feedback or whole class feedback where possible.

- **Modelling** – content, mindset and dispositions. Reducing children's and adults' cognitive load by modelling examples, expectations and improvements.
- **Metacognition** – tools and self-regulatory methods. How we organise our thoughts and retain or retrieve knowledge through developing schemata. This is where we 'think about our thinking'.
- **Memory** – encoding and retrieval practice. Using a variety of testing techniques, low or higher stakes questioning and a variety of hook opportunities helps our children and adults to recall and use their learning to build on current knowledge.

See Metacognitive Tools and Meta-memory Tree Map, Appendix 1

Aims

Our aim is to have a common framework for learning which breeds consistency but allows for creativity and thinking. The outcome of which is enthusiasm and engagement within the content and skills required to succeed in every classroom.

To make learning 'visible' in lessons:

- To ensure standards of teaching are high through internal and external judgements.
- Pupils will be fully aware of the purpose of their learning, the salient knowledge or skills.
- Pupils will be active and resilient participants in their learning.
- Pupils will look for the 'big picture' and seek patterns in the information presented to them.
- Pupils will make links across the curriculum and beyond the classroom.
- Pupils will apply their learning in unfamiliar situations with confidence.
- Pupils will use IT positively, knowledgeably and proportionately where appropriate.
- Staff have strong subject knowledge and use this to engage, enthuse and excite their students. Their lessons will include a balance between surface and deep level learning.
- Staff ensure that all pupils make excellent progress.

To make thinking 'visible' in lessons:

- Pupils will be encouraged to develop the necessary interpersonal skills to communicate effectively with others.
- Pupils will be able to find and process information independently using a variety of appropriate and purposefully selected Thinking Tools.
- Pupils will be able to exercise criticality when exploring different sources of information.
- Pupils will develop high-order thinking skills which will allow them evaluate and create effectively.
- Pupils will develop successful dispositions to ensure knowledge and understanding is accurately, consistently and purposefully applied - The Habits of Mind are valued by teachers as a way to cultivate an environment where students develop dispositions which will support them inside the classroom and beyond.
- Staff will teach students to think about their thinking to provide them with the skills required for the new curriculum and for life-long learning, preparing them for their next steps beyond their Primary years.

To make progress 'visible' in lessons:

- Pupils will be able to work effectively as individuals or part of a team to solve important problems.
- Pupils will develop self-confidence, self-motivation and self-regulation towards their learning.
- Clear learning intentions and success criteria are used to ensure all students know how they can make progress.
- Staff will tailor provision to meet the needs of every pupil so that all can access our shared aims. They have high expectations and a belief that all pupils can achieve their potential.
- Staff will continually seek to research, innovate and improve the learning experience of all pupils.
- Staff feedback regularly to students to recognise and celebrate achievements, whilst challenging them in a constructive manner to strive for improvement and learn from their mistakes.
- Teachers use questioning to evaluate student understanding and progression.
- Staff regularly reflect on learning and students' depth of knowledge and understanding.

- Staff within departments use a consistent approach to assessment to ensure accuracy of data and intervention.
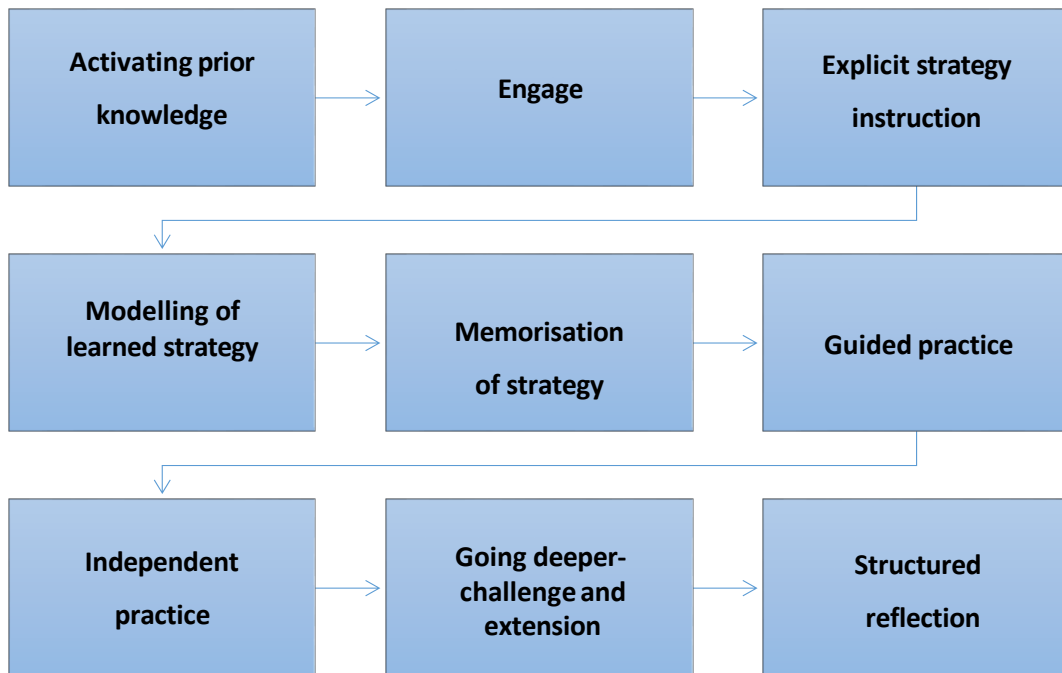
Learning at New Horizons Children's Academy:
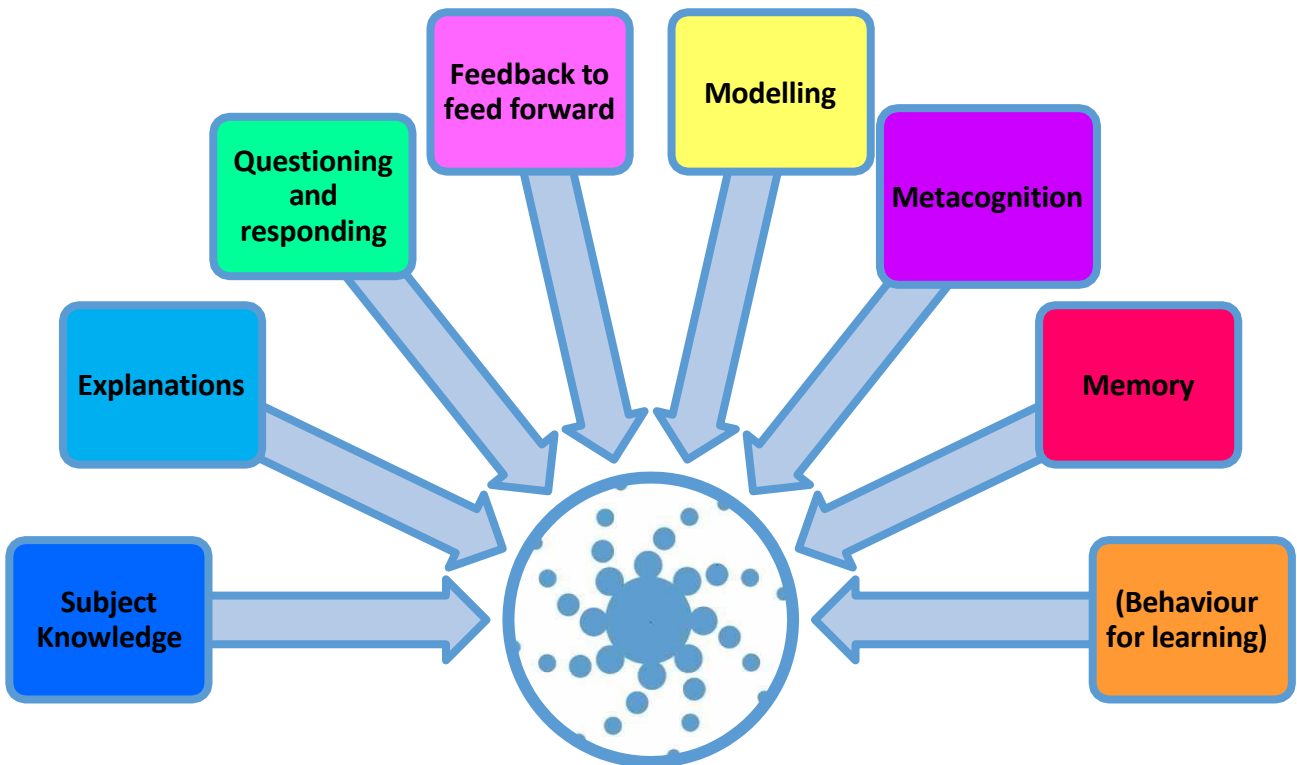
NB- learners encompasses all adults and children alike as a culture of learning and developing permeates the school

For explanations regarding of the Principles of Teaching and Learning for New Horizons, see Appendix 2

Lesson structure

The flow map provides a clear structure for each lesson. At each point there is a 'check point' of the stage before moving on to the next stage. Time spent of each stage depends on the response of the children and the time needed to ensure that learning is successful for all learners. However, adults should be cautious about spending too much

time on retrieval/ activating prior knowledge as this should be short and succinct. If this aspect takes too long, the task/activity was inappropriately selected.

Ensure that children have the tools to work independently. Explicitly teach, planning, monitoring and evaluating. The classroom is a learning environment. It is therefore essential to monitor and moderate the amount of time that is 'adult talk' and children actively participating in learning. Children will be active thinkers, never passive and always finding curiosity and therefore learning becomes irresistible.

Child vs teacher input time suggestion, Appendix 3

What each lesson stage might entail, Appendix 4

Learning Intentions

What is a learning intention?

Learning intentions should be brief, clear, specific statements of what skill, knowledge and/or understanding the children will be able to demonstrate by the end of a lesson as a result of the teaching and learning that has taken place.

- Learning intentions should be based on knowledge, skills and/or understanding.
- Learning intentions define learning outcomes and focus teaching
- They help to clarify, organise and prioritise learning
- They help children and teachers evaluate progress and encourage independence.
- They are measurable

Writing Learning Intentions correctly checklist:

- Does the learning intention reflect a step in achieving a NC statement?
- Do you lesson activities ensure that children will achieve their intention and your overall aim?
- Is the learning intention measurable?
- Is the learning intention child centered?
- Have you used effective, action verb that targets the desired level of performance?

Examples of LI, including key vocabulary, Appendix 5

Success Criteria

What are success criteria?

- They are how to achieve the learning intention
- They help to cultivate independent learners
- They help to provide effective feedback
- They help to create confident pupils who contribute to activities
- They identify what an expected standard of learning is, and therefore working towards and greater depth

Success criteria must be:

- Effective success criteria must be used as the basis of feedback and peer/ self-assessment
- Linked to the learning intention
- Specific to an activity
- Discussed and agreed with pupils prior to undertaking the activity
- Able to provide a focus for pupils engaged in the activity
- Used as the basis of feedback and peer/self-assessment
- Minimum of three
- Differentiated using Blooms language for each set
- Used to outline the age-expected standard so children know what they are aiming for

Example Success Criteria linked to Learning Intention, Appendix 6.

Thinking through metacognition is to become habitual for our learners. This will be achieved through the consistent application of this policy to improve children's outcomes.
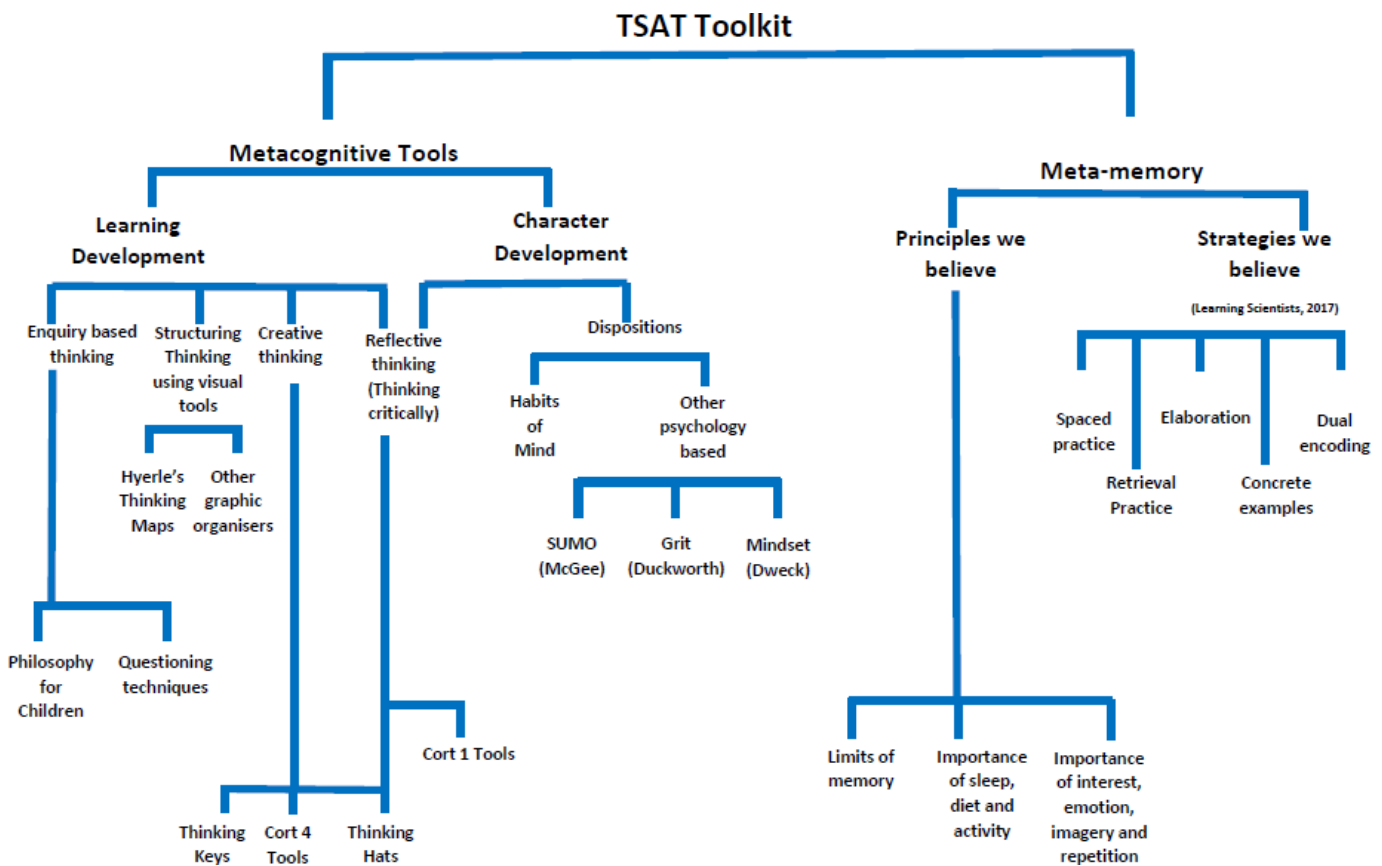
This policy should be read in conjunction with:

- Behaviour for learning
- Assessment
- Performance management and capability
- Learning environment
- Marking and feedback
- Teaching Standards

Appendices

We use metacognitive tools and meta-memory to support and meet these principles so the principles sit above the rest of the Tree Map

Appendix 2

Subject Knowledge
What do they need to know at that age group?

1) Every teacher must know the curriculum areas that they teach, including where individual lessons fit into the wider context of the key stage.
2) Lesson plans demonstrate the skill, knowledge or understanding acquisition from the National Curriculum programmes of study 2014 and Development matters.
3) LIs are written to develop children's skills, knowledge and understanding. The SC is an explicit tool that will enable a child to demonstrate the acquisition of the above.
4) Planning will include challenge for all learners within the classroom with enrichment and extension activities planned and entwined through the learning for individual, groups and whole class learners. It will also include tailored learning for learners who may not be able to access the age-appropriate learning for a lesson or subject area. Where possible, all children will access either the age expected learning or a variation of.
5) Adults know, understand and plan for children's vulnerabilities including their specific needs and learning styles. This is including the knowledge and use of Statutory documentation such as the SEND code of practice.

6) Learning will be spaced taking into account the age and concentration span of the age of individual cohorts.

7) Children's books are the core evidence of learning and progress over time. We maintain at least expected progress, through the books, and where needed we are able to accelerate progress.

8) We expect 'beautiful books'; taking pride in what we record is fundamental. The presentation and handwriting policy are consistently applied through all aspects of the curriculum. Adults demonstrate the ability to teach children at the appropriate age an understanding of 'beautiful books'.

9) Using subject knowledge, it is important to plan for what the children will be doing at each point in the lesson. The second phase is to plan what each adult will be doing at each point in the lesson.

10) Teachers use a range of hooks to inspire, igniting awe and wonder with the learners in their classroom.

11) Adults are learners - they strengthen their own subject knowledge, both curriculum based and pedagogical, through self-study and direct study when appropriate.

12) All adults take a shared responsibility in end of key stage outcomes. They know and understand what has come before and what comes next, therefore enabling all teachers to teach and support learning in any year group.

13) We use assessment, including formative and summative assessment, to plan, track and modify planning, questioning, extension and challenge tasks.

14) We understand and use the feedback and marking policy to develop our learners' knowledge, skills and Understanding, as well as deepening the child's knowledge of themselves as a learner, planning, monitoring and evaluating their learning.

Explanations

Connecting to what they know, telling the story, providing metaphors and analogies, providing examples and being aware of cognitive load.

1) We teach to the most able, setting clear Learning Intentions. Teachers use their skills to scaffold learning so that all students can access the learning to maximise their progress.

2) The LI will be shared with the children. They will either repeat it back (younger children) or have time to discuss and understand the learning that they will undertake. The Success Criteria will be differentiated to support all learners to achieve success. There may be whole class generic SCs such as punctuation, however bespoke SC will be provided for groups or individuals.

3) Differentiation is expected in every lesson of at least three ways (four if including Diamond), this is also true for Foundation subjects.

4) All lessons start with a review of previous learning. Children who are able to link new learning to prior learning are more likely to make connections, making new learning memorable.

5) Children will be provided with resources to support their learning. This will include, but not exhaustive, writing frames, word mats, subject specific vocabulary, key word cards, Mathematical equipment, dictionaries, IT, challenge cards. Staff will actively seek these resources to create the most engaging learning experiences.

6) Adults will employ a range of strategies in the lesson: looking, listening, targeting, mini plenaries, hinge questions and focused tasks to name a selection.

7) Models, images and where possible concrete examples are provided to ensure that all children are able to relate, contextualise and rationalise their thinking.

8) Teaching is clear and specific delivered in manageable 'chunks' including spaced learning.

9) Adults will provide structures, scaffolding and a calm purposeful learning environment to reduce children's cognitive load.

10) Increasingly children will take notes whilst the teacher is talking. They will formulate key words/ concepts/ideas to be able to refer to during independent learning. Moving into KS2, where appropriate, children may choose to use Salient Knowledge jotters to take notes during lessons. These notes can be written, drawn or jotted, dependent on each child's personal preference.

11) Adults will demonstrate knowledge of how to assess children during learning tasks to be able to intervene, explore and challenge learners appropriately.

12) All staff will promote a love of learning in the classroom through clear established routines, expectations and

appropriate explanations and support to enable children to achieve success whatever their starting points.

Questioning and responding

Sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all students.

1) Every child should be ready to respond to questions, on occasions such as 'cold calling', classes should adopt a no hands up policy to encourage all learners to be actively thinking.
2) Questions should be organized specifically at random groups/ individuals about their learning to elicit a response and ensure that all learners are actively thinking and are ready to respond.
3) The Q Matrix is available and should be used where appropriate between the adults and the children, as well as between child to child.
4) Communication is set and defended to a high standard of correctness in the classroom and around the school. Adults and children will expect fully answered questions during discussions and adults will support and model the correct use of standard English, including fully formed sentences when engaged in a discussion or communicating.
5) Adults and children will be taught to develop responses to questions through 'bounce, bounce' techniques to develop the learning environment and quality of conversations.
6) Blooms question stems will be used to develop learning activities to encourage deeper development and understanding of a concept.
7) Thinking is stretched and challenged. Wait time is given to all children; adults provide time for children as 'thinking time' for the children to be able to formulate their response into a coherent developed answer.
8) Questioning should be carefully planned for and delivered in a variety of ways. This is an integral part of learning and should be systematically planned for.
9) Seating plans may be developed to specifically encourage thoughts, questions and discussions, such as Kagan structures.
10) Developing metacognitive talk in the classroom through questioning develops children's interactions. This is to use a range of question strategies to develop children's thinking skills. Effective modelling of responses is expected, as well as developed responses to questions that will help prepare children. Providing further thoughts or ideas within each question will help guide the children's effective talk.

Feedback to feed forward

Accurate identification of current status and steps forward, mostly delivered as in the moment verbal feedback or whole class feedback where possible.

1) All learning is marked in line with the marking policy. Marking develops learning by consolidating, developing, or extending learning against the Learning Intention and the Success criteria.
2) Children are explicitly taught, potentially with the use of a visualiser, to self and peer assess against the SC develop a rich learning conversation.
3) Thinking tools are used to develop feedback between the adults and the children as well as child to child. This enriches the development of feedback and encourages a learning about, and learning from culture within the classroom.
4) Marking is in the form of 'hot marking' at the point of learning for every lesson by all adults. This provides immediate feedback to the child (pink and green pen) which the child can act on with their purple polishing pen.
5) Adults will use pupil examples to celebrate and exemplify the achievement of the LI or SC/parts as standard classroom practice. Highlighting positive responses to learning is key to encouraging a learning about and learn from this classroom culture.
6) Adults will use a range of strategies to support children's ability to self-regulate their learning, to use feedback actively to promote and improve their learning.
7) Use of testing/ retrieval practice to assess children's ability to identify their strengths and areas for development will be often. Adults use this information in an informative way to systematically plan learning to ensure progress is made and where needed accelerate progress

8) The importance of feedback at the point of learning is clearly understood and part of all adults' practice.
9) Feedback to questions, discussions and other oral communications is clear, precise and developmental. Incorrect answers are explored further, whilst correct answers are challenged and extended.

Modelling

Content, mindset and dispositions. Reducing children's and adults' cognitive load by modelling examples, expectations and improvements.

1) We are all teachers of eloquence. Children are expected to answer questions in full sentences, with adult modelling where appropriate. Phases such as 'tell me more, explain that further, can you add to that, can be used.

2) Where needed, adults should formulate the sentence back to the child and have the child repeat it. ABC sentence starters will support where needed A (Agreeing) B(Building) C (Challenging).

3) All learners (children and adults) develop and demonstrate a growth mind-set. The language of 'I can't do it *yet*' is a regularly featured phrase used in an appropriately challenging learning environment.

4) Children see challenge as growth. They seek and accept challenge as a wobble moment- taking responsible risk. Children see mistakes/errors as part of their growth as a learner. Adults actively model their own growth through modeling corrections or being open about finding something difficult and how they will overcome it.

5) Adults will support children to feel emotionally supported to see and accept challenge. They will model to children the process of knowledge acquisition within a task, knowledge of self, knowledge of strategies- this will support the children to accept the challenge and be motivated to achieve success.

6) Adults communicate clear expectations to children to provide modelling for the child to achieve success.

7) Staff model use of appropriate language and expect the children to repeat back. Adults will use language in a sentence, or as a standalone new technical vocabulary and children will repeat back.

8) Knowledge organisers will be used to support children's retrieval, application and monitoring of personal learning to be able to evaluate and move their own learning forward.

9) Adults model their thinking as they approach a task to reveal the reflections of an effective learner. Teachers will make strategies, resources available explicit by using them to model their own thinking to the children.

10) Adults use resources effectively to teach explicitly how to use, plan, monitor and evaluate, until for the children this action becomes implicit.

11) Adults will take into account the age and prior experiences of the children and provide relevant scaffolding accordingly. Children need to have the knowledge of something before they can understand what it is. Eg river bed example given before

Metacognition

Tools and self-regulatory methods. How we organise our thoughts and retain or retrieve knowledge through developing schemata. This is where we 'think about our thinking'.

Teachers will explicitly plan and teach metacognition strategies, including the following:

1) The use and application of Thinking tools is used widely in all contexts of school life. Thinking tools are modelled to the children as well as children selecting the correct thinking tools given the context of the situation.

2) All thinking maps, including frame of references, are used by all learners within the school when and where appropriate to the organization of knowledge or thinking.

3) Creative thinking is modelled through the use of Thinking Keys and Thinking Hats. Other tools such as Diamond 9, PMI (positive, minus and interesting) and other CoRT tools are used more widely as adults subject knowledge increases.

4) Thinking about thinking- be reflective and choosing the right pathway or course of action is central to all learners within TSAT.

5) The 16 habits of mind are expected by all learners within TSAT. They are explicitly taught, acknowledged and celebrated throughout the school.

6) Growth mind-set is prevalent throughout school life and used to drive learning or behaviours forward, focusing on

what will be done rather than what won't be done.

7) Adults push children's cognitive 'work out' as soon as they are ready, with the understanding that cognitive work must be on-task, focused and productive.

When undertaking a learning task, we start with this knowledge, then apply and adapt it. This is metacognitive regulation. It is about **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success. The diagram opposite represents the metacognitive regulation cycle.

This is not a one-off process of discrete steps, but an ongoing cycle. As you progress through the task applying your metacognitive and cognitive skills, you update your *metacognitive knowledge* (of yourself, strategies, and tasks), as well as updating your subject knowledge and skills.
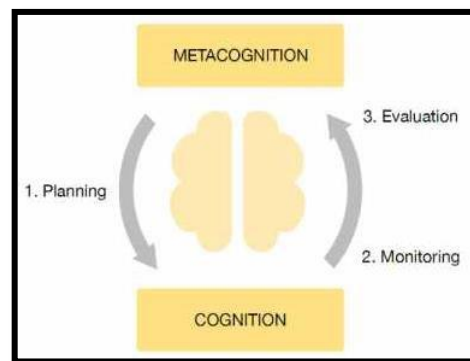
The **cycle of plan, monitor, evaluate** and the different aspects of metacognitive knowledge **(learner, strategies, task)** are recurrent themes throughout this guidance. Teachers should consider these when setting learning tasks and supporting pupils to complete them. In an expert learner, these processes are unconscious and automatic. In novice learners, however, it can be valuable to make them explicit.

1. **Planning**: Encouraging pupils to think about the goal of their learning (set by the teacher, or themselves) and to consider how they will approach the task; this includes ensuring they understand the goal, activate relevant prior knowledge about the task, select appropriate strategies, and consider how to allocate their effort;

2. **Monitoring**: Emphasising the need, while undertaking the learning task, for pupils to assess the progress they are making; this includes the self-testing and self-questioning activities that are necessary to control learning, and making changes to their chosen strategies; and

3. **Evaluating:** Appraising the effectiveness of their plan and its implementation.

More information can be found on the Education Endowment Fund website-

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf

Memory
Encoding and retrieval practice. Using a variety of testing techniques, low or higher stakes questioning and a variety of hook opportunities helps our children and adults to recall and use their learning to build on current knowledge.

1) All learning topics start with a WOW hook to ignite interest and curiosity. This will be done using a variety of mediums.

2) We value the repetitive nature of accessing long term memory. Skills will be practised at appropriate times of the learning sequence. Eg Arithmetic lessons daily.

3) Deliberate difficulties are planned for. Children who find a task a challenging are more likely to recall information from such tasks from their long-term memory.

4) Learning is spaced within each lesson as well as between lessons weaved through prior learning with new learning and identifying the next steps. Children will be taught how to access prior learning as foundations for the next steps in learning.

5) Wherever possible, duel encoding will be modelled. Picture (nonverbal processing) alongside words (verbal processing).

6) Retrieval practice will be used regularly- testing demonstrates children's ability to recall and apply previous learning from their long-term memory demonstrating a 'learnt' skill. QLA will be used to analyse, plan and develop children's next steps in learning. Retrieval will be used as one of a range of measures for the effectiveness of learning and teaching within the learning environment.

7) At the end of each topic, the children evaluate, sometimes using the Thinking Hats, how well they have

developed their skills, knowledge and understanding. This is formally captured and placed into the children's topic books. This provides a skills refection framework for the children to refer back to when faced with similar learning in a new topic.

Behaviour for learning
A positive well organised learning environment

1) Meet and greet- all children are expected to say good morning/good afternoon to any adult in the school (even if they are a visitor). All adults will make an effort to learn all children's names.

2) Classrooms will adopt and establish clear expectations that are non-negotiable. Children are expected to **S**it up, **L**isten, **A**sk and answer questions, **N**od their head, **T**rack the speaker (whoever that is eg child/adult) **SLANT**

3) The school adopts a positive system for behaviour management using the tools within the behaviour policy effectively. Namely: **precise praise.** Be precise with what you are praising the child for using their name and the stating the pleasing behaviour. All staff will keep on top of changes made within any updated versions of the behaviour policy and will adapt their practice accordingly.

4) There is a high expectation that all children will comply and follow adult instructions no matter their role in school. Adults should expect and manage that all children will comply and follow up behaviour if needed. It is beneficial for adults to seek out expected or good behaviour following an incident to continue or build on a positive working relationship between adults and children.

5) On rare occasions when a child needs a reminder, adults will follow the school's behaviour policy giving a warning first. Should the undesired behaviour continue, the flow chart for behaviour or the child's behaviour plan should be followed.

6) During learning time, to gather whole class attention, a bell with be rung. At this point the class teacher will put their hand in the air and wait for the whole class to respond- silence is expected.

7) Pace will be expected during all lessons to develop children's habits. Use of timers and a teacher strict announcement of allocate time will motivate and enthuse learning. This may need to be adapted for any learners with additional needs.

8) Each class will establish exemplary routines that are explained and clearly understood by all children. This is essential to the children listening and responding without delay to adult instruction

9) Transition from one activity to another will be smooth. The children will respond without a fuss ensuring that no learning time is wasted.

10) Entry and exit criteria are applied to a high standard. Children line up in alphabetical order, in silence, one behind the other. Children do not enter the classroom unless there is an adult in there.

11) Tidy classrooms and tidy desks are modelled and used by all members of the classroom**.**

12) The learning environment, supports, develops, extends, enriches and celebrates learning. Classrooms should follow the learning environment policy.

13) Children are taught and supported to manage their impulsivity, learning about self-regulation and the ability to adapt to different situations to always be their best selves.

Appendix 3 – Child vs Adult Input Ratio

Consider the following:

		Child	Teacher	
1	Activating prior knowledge			
2	Engage			
3	Explicit strategy instruction			

	Stage	
4	Modelling of learned strategy	
5	Memorisation of strategy	
6	Guided practice	
7	Independent practice	
8	Going deeper- challenge and extension	
9	Structured reflection	

The above grid should be seen as a guide for the amount of child- teacher input during the lesson. This is to provide enough scaffolding during the lesson to support learners resulting in children taking increasing responsibility for learning.

Appendix 4 – What each lesson stage might entail

	Stage	What might it look like?
1	Activating prior knowledge	⚹ Retrieval practice- mini test/ quiz/ questioning ⚹ Use of Blooms to active previous learning and apply ⚹ Use of knowledge organisers to create an example/ explanation/ definition ⚹ Children a paragraph of information and then summarise ⚹ Use of thinking tools- Eg question key or picture key
2	Engage	⚹ Hook the children into their learning to ignite awe and wonder. ⚹ Video clip, unusual object, clues in an envelope (being detectives) music ⚹ Children who are curious are more likely to be active learners- this part cannot be undersold
3	Explicit strategy instruction	⚹ Introduce the LI in child speak with the children contributing to the LI and SC. Ensure that the SC provides steps for the children to follow that will enable them to achieve the LI ⚹ Ensure explanations are clear and precise. Use IT/ resources/ to exemplify the clear instruction ⚹ Ensure children are clear about the purpose ⚹ Cognitive load is taken into account at this stage
4	Modelling of learned strategy	⚹ Modelling images of the learning is essential. Providing clear expectations regarding sequential learning as well as presentation and expected layout dramatically reduces children's cognitive load ⚹ Model your own thinking aloud for the children too ⚹ Use Thinking tools to support as well as knowledge organisers for reference ⚹ Memory requires reduced cognitive load as well as practicing something over a long period of time, even at short bursts

	Stage	What might it look like?
5	Memorisation of strategy	⚹ Provide children with initial activity to check their understanding. Can they follow the strategy? Children work with increasing accuracy to achieve success.
6	Guided practice	⚹ If necessary, go through further examples with the children. This may be with a group or whole class depending on their ability to apply the learned strategy. ⚹ Explicitly teach the children to plan to use the resources available, monitor their progress and then evaluate their use of the tools available including 3 before me (Brain, Book, Buddy- Boss)

7	Independent practice	✳ Children work on tasks independently. Adults support monitoring of learning by marking at the point of learning and using specific praise, reworking and developing ideas, tracking and affirmative checking
8	Going deeper- challenge and extension	✳ Through monitoring, identify children who need to continue with greater independent practice and those who are ready to extend. Provide a wobble challenge for different learners to extend their thinking and develop their learning further ✳ Ensure that there is appropriate extension for each level of learner available.
9	Structured reflection	✳ Use of assessment policy. Self and peer assessment as well as group assessment. Refer back to the SC; children can use this as a check list to support learning. How well did they apply what they had learnt? What would they do next?

ADULT TOOL KIT

Check for understanding	
Gathering data on children's mastery	
Technique	**Guidance**
1: Reject Self-report	Replace functionally rhetorical questions with more intention forms of impromptu assessment. This makes children think further Eg 'Got it?' gets compliance and not a clear understanding if they have understood or not
2: Targeted Questioning	Ask a quick series of carefully choose, open-ended questions directed at a strategic sample of the class and executed in a short period of time. Ask a range of questions, perhaps asking additional adults to scribe responses to evaluate later in the lesson
3: Standardise the Format	Streamline observations by designing materials and space so that you're looking in the same consistent place every time for the data you need. Consider the way that things are presented, this will reduce children's cognitive load.
4: Tracking, not watching	Be intentional about how you scan your classroom. Decide specifically what you're looking for and remain disciplined about it in the face of distraction. Do not allow yourself to be distracted. Focus on checking children's individual target areas e.g. spelling of 'what', for another child it might be capital letters.
5: Show me	Flip the classroom dynamic in which the teacher gleans data from passive group of children. Have children actively show evidence of their understanding. Tell the children that you will ask them to articulate their learning to the rest of the class. Or provide them with a misconception and ask them to monitor and evaluate it- feedback. Use of mini whiteboards are essential here
6: Affirmative Checking	Insert specific points into your lesson when students must get confirmation that they work is correct, productive, or sufficiently rigorous before moving on to the next stage. Using 'checkpoint's in learning time are essential for adults to be able assess and review learning. To further model, scaffold, or develop/extend learning. Be purposeful with checking.
Check for understanding	
Acting on data and the culture of error	
Technique	**Guidance**
7: Plan for error	Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance. Misconceptions can be used as a teaching tool. Alternatively, you if you plan

	for what errors might be made; you will be better prepared to deal. Approach them when they occur
8: Culture of error	Create an environment where your children feel safe making and discussing mistakes, so you can spend less time hunting for errors and move time fixing them. Developing a culture of Growth mind-set and ensuring that children's mistakes are used as teaching tools will develop the learning conversations. Displaying a child's error as a teaching tool will be powerful.

Technique	Guidance
9: Excavate error	Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points. Consider if there is a deeper knowledge or skill gap that is preventing the child from making progress. Eg lack of place value depth of understanding- intervene with this aspect
10: Own and track	Have children correct or revise their own work, fostering an environment of accountability for the correct answer. Following the planning, monitoring, evaluating metacognition habits with the children will support children to take responsibility for their learning. Children must see themselves as a responsible for their own progress.

Academic Ethos

Setting High Academic Expectations

Technique	Guidance
11: No opt out	Growth mind-set- Turn the 'I don't know' into success by ensuring that students who won't try or can't answer practice getting it right. Asking children to write their response on the whiteboard would help with this aspect.
12: Right is right	When you respond to answers in the class, hold out for answers that are 'all the way right' to your high standards and rigour. Expect use of new vocabulary and correct articulation of a sentence. Don't accept partial responses, ask them to think wider, deeper and further to explore their answer further.
13: Stretch it	Reward 'right' answers with more challenge. Ask further questions, challenge their thinking and encourage them to challenge your thinking. Ask children to examine challenge and consider, through thinking tools, limitations and creative thinking.
14: Format matters	Help the children practice responding in a format that communicates the worthiness of their ideas. Communicating with clarity and purpose. Consider Grammar, sentence and voice by all members of the classroom.
15: Without apology	Embrace- rather than apologise for rigorous content, academic challenge and the hard work expected of the children to achieve success. Bringing out your inner actor- all learning is irresistible, exciting and an area for growth. It is imperative that all learning is presented in an exciting positive manner, irrespective of your personal thoughts. Eg daily arithmetic practice.

Academic Ethos

Planning for success

Technique	Guidance
16: Begin with the end	Progress from unit planning to lesson planning. Define the intention, decide how you'll assess it, and then choose appropriate lesson task variation. What is the outcome of the piece of work? Ability to write a story might be then end, so therefore what are the incremental steps before that to ensure success with the final outcome?
17: 4Ms	Writing the LI for the lesson consider the 4Ms- learning is manageable, measurable, made first and most important. Can the children achieve the LI in the lesson? How can it be measured? Be explicit in telling and discussing with the children the learning that they are about to undertake. Ensure children know that this LI will help them complete the next stage of the learning (begin with the end)
18: Post it	Display the LI where everyone can see it and identify your purpose. Check with the children periodically as you track the children. Ask them to tell you what they are learning. Do they tell you what they are learning or what they are doing? Make the SC visible, create check lists/ process SC to help children monitor and evaluate their learning
19: Double plan	As you plan a lesson, plan what students will be doing at each point in class. When will they be actively engaging? Taking notes, practising a skill, talking in partners or groups? What will the adults do at each stage to facilitate learning?

Academic Ethos

Lesson Structure

Technique	Guidance
20: Do now	Use a short warm up activity that the children can complete without instruction or direction from an adult at the start of the class every day/ beginning of each lesson. This lets the learning start before you even begin teaching.
21: Name the steps	Break down complex tasks into steps that form a path for mastery. Eg adding fractions with different denominators and one being a mixed fraction- a flow map of stages will help the children to follow expected processes, reducing cognitive load and enabling success
22: Board=paper	Model and shape how children should take notes in order to capture information presented. Eg, whilst teaching the children, ask them to note down all of the new scientific vocabulary you use. Or whilst reading a chapter, ask different groups to focus on one sense each and then feedback.
23: Control the game	Ask children to read aloud frequently, but manage the process to ensure expressiveness, accountability and engagement. Rereading their opening sentence, reading from a text or worksheet, reading their response to a question key etc.
24: Circulate	Move strategically around the room during all parts of the lesson. During the lesson, make sure that despite a focus group, you monitor the other children's progress. All adults to move around the room, providing high quality feedback to learners.
25: At bats	Because succeeding once or twice as a skill won't bring mastery, give the children lots and lots of practice mastering knowledge of skills.
26: Exit ticket	End each class with an explicit assessment of the LI. You and the children evaluate the learning. The expectation that when learning is complete, the classroom is left ready for the next stage of learning is crucial- neat, tidy ensuring that they look after resources.

Academic Ethos

Pacing

Technique	Guidance
27: Change the pace	Establish a productive pace in your classroom. Create fast and slow moments in a lesson by shifting activity types or formats. Using timers, countdowns and other visual aids can also support this
28: Brighten lines	Ensure that changes in activities and other mileposts are perceived clearly by making beginnings and endings of activities visible and crisp. Establish the routines of this to help all leaners see and understand the beginning and end
29: All Hands	Leverage hand rising to positively impact pace. Manage and vary the ways that children raise their hands, as well as the methods you use to call on them.
30: Work the clock	Measure time- your greatest resource. Intentionally, strategically, and often visible to shape both your and the children's experience in the classroom. It is essential to prevent rushing of any aspect of the lesson cycle as this reduces impact
31: Every minute matters	Respect children's time by spend every minute productively. Avoid 'wasting time' by giving filling activities. Always consider if what you have requested the children to do is developing their learning, if not then do not do it

Ratio

Building Ratio Through Questioning

Technique	Guidance
32: Wait time	Allow children time to think before answering. If they aren't productive with that time, narrate them toward being more productive. Some children take longer to process; therefore, we should not disadvantage them or deter them from answering as we do not afford them enough thinking time. It is also central to articulation, responding with clarity and precision that they have thought about their response.
33: Cold call	Call on children regardless of whether they've raised their hands or not.
34: Call and respond	Ask the class to answer questions in unison from time to time to build energetic, positive engagement. You may provide children with a partial sentence and require them to call out in response with the missing word. You make introduce a new technical word and ask the children to repeat it back several times to ensure clarity of pronunciation.

35: Break it down	When a child makes an error, provide just enough help to allow them to solve as much of the original problem as they can. Children should not be given the answer or led down a path to the answer. Through questioning and modelling, children's thinking should be supported to get to the answer.
36: Pepper	Fast pace questioning to any child in the class. Vocal, reward responses to build energy in the classroom and to actively engage the class.

Ratio

Building Ratio Through Writing

Technique	Guidance
37: Everybody writes	Prepare the children to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss. Post-it notes, note books, Mini whiteboards etc. to support articulation of their thinking.
38: Art of the sentence	Ask children to synthesise a complex idea in a single well-crafted sentence. The discipline of having to make one sentence do all the work pushes children to use new syntactical forms
39: Show call	Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising student writing- regardless of who volunteers to share. This is curriculum wide as a tool to manage, model and reinforce expectations. Children can use thinking tools to reflect and modify their own learning at this point.
40: Build stamina	Gradually increase writing time to develop in your children the habit of writing productively, and the ability to do it for sustained periods of time. Reducing children's cognitive load helps them to focus on what needs to be completed.
41: Front the writing	Arrange lessons so that writing comes earlier in the process to ensure that children think rigorously in writing. Smaller, incremental steps of writing in a lesson can help build to the bigger more sustained writing

Ratio

Building Ratio Through Discussion

Technique	Guidance
42: Habits of discussion	Make your discussions more productive and enjoyable by normalising a set of ground rules or 'habits' that allow discussions to be more efficiently cohesive and connected. Eg state, you must agree on the most important message, you must consider what, when, when, how and why in your discussions. I want the top three key points. Justify your diamond 9
43: Think, pair share	Encourage children to better formulate their thoughts by including short, contained pair discussions. Children think about their response, they then share with their partner and they formulate shared response, this is then shared with the class
44: Batch process	Give more ownership and autonomy to children- particularly when your goal is discussion by allowing for children's discussions without adult mediation for a short period of time, allowing for longer and longer when appropriate. Praise and highlight children's articulate thinking

Principles of Classroom Culture

Systems and routines

Technique	Guidance
45: Threshold	Meet the children at the door, setting expectations before they enter the classroom. Do not allow children to enter the room unless they are ready for learning. The must acknowledge that the classroom is an environment where every child had the right to learn
46: Strong start	Design and establish an efficient routine for children to enter the classroom and then begin the learning. Eg contact books in the box, sit at their desk and immediately begin their times tables practice. Keep routines consistent and demand that they are followed without exception. Plan for these times. Eg do not ask children to complete 5 minutes of reading without books already on the table
47: SLANT	Teach children key baseline behaviour for learning **S**it up, **L**isten, **A**sk and answer questions like a learner, **N**od your head to show active participation, **T**rack the speaker,
48: Engineer efficiency	Teach the children the simplest procedure for executing key classroom tasks then practice so that executing this routine becomes a habit. Eg clearing their whiteboard or peer assessing a piece of work

49: Strategic investment	Turn procedures into routines by rehearsing and reinforcing until excellence becomes habitual. This requires clear expectations, consistency and most important patience- do not give up or waver on your high expectations. Expect all children to comply
50: Do it again	Give children more practice when they're not up to speed- it's not just doing something again, it is doing it better than they did it the first time, striving to be their best. This can be related to standards of presentation, writing a paragraph or walking in from lunch etc

Principles of Classroom Culture

High Behavioural Expectations

Technique	Guidance
51: Radar	Prevent children being off task and displaying undesirable behaviour by developing the ability to see it when it happens and by subtly reminding students that you are looking. Scanning the room, distracting, encouraging, challenging, moving, setting task goals, discrete, no confrontational 1:1 reminders etc.
52: Make compliance visible	Ensure that children follow through on a request in an immediate and visible what by setting a standard that's more demanding than marginal compliance. Be judicious in what you ask for, specifically because it will uphold the standard of compliance. State the expectation and then state thank you. We do not use 'please'. E g ' Good walking, thank you' rather than 'good walking, please'.
53: Least invasive intervention	Maximise teaching time and minimise drama by using the subtlest and least invasive tactic possible to correct off-task children. It is rarely appropriate to shout across the classroom at a child. It is widely more beneficial to go to the child and speak to them individually to provide reminders. Other strategies, such as whole class reminders of expectations, targets etc. are a positive approach.
54: Firm calm finesse	Take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining your own poise. Remain the actor in the room- your personal thoughts and feelings are not relevant when managing children's behaviour.
55: Art of the consequence	Ensure that consequences, when needed, are more effective by making them quick, incremental, consistent, and depersonalised. It also helps to make a bounce-back statement, showing students that they can quickly get back in the game.
56: Strong voice	Affirm you authority through intentional verbal and nonverbal habits, especially at moments when you need control.
57: What to do	Use specific, concrete, sequential, and observable directions to tell students what to do, as opposed to what not to do. Desired behaviour statements are used more often than negative statements to reengage children

Principles of Classroom Culture

Building Character and Trust

Technique	Guidance
58: Positive framing	Guide children to do better work while motivating and inspiring them by using a positive tone to deliver constructive feedback. Foster a growth mind-set in the classroom by all learners so that they are confident that challenge/ errors/ developmental points are growth rather than criticism.
59: Precise praise	Make your positive reinforcement strategic. Differentiate between acknowledgement and praise
60: Warm/Strict	Be both warm and strict at the same time to send a message of high expectations, caring and respect. Your children need to know that you care about them, however, you are not there to be their friend and to be 'liked'. Children need to know and understand the professional relationship.
61: Emotional constancy	Manage your emotions to consistently promote children learning and achievement. Be the actor in the room at all times promoting and displaying he highest positivity.
62; Joy factor	Celebrate the work of learning as you go. Model and praise and reward success during learning and at the end of learning. Include other item pertinent to specific children, eg improve punctuality or attendance or handwriting to motivate and encourage continuous learning and high expectations.

Appendix 5 – Example LIs and key vocabulary

Based on increasing level of difficulty and challenge (Blooms Taxonomy)

Emphasis – link to Blooms Taxonomy	Relevant Action Verbs to use in your lesson intentions:
Remember 'To find or remember information memorizing information'	Tell, uncover, show, state, define, name, write, recall, recognise, list, label, reproduce, identify, acquire, distinguish, state, order, locate, repeat, count, describe, enumerate, find, match, read, recite, record, select, sequence, state, view
Understand 'To understand the information and restate in your own words, paraphrasing, summarizing, translating'	Comprehend, appreciate, select, indicate, illustrate, represent, formulate, explain, classify, translate, extrapolate, convert, interpret, abstract, transform, select, indicate, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss, cite, conclude, describe, discuss, estimate, generalise, give examples, locate, make sense of, paraphrase, predict, report, restate, review, summarise, trace
Apply 'To use information to solve problems, transfer abstract or theoretical ideas to actual situations, identifying connections and relationships and how they apply'	Assess, change, chart, choose, demonstrate, determine, develop, establish, produce, relate, report, select, show, use, try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt, apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, implement, solve,
Analyse 'To take information apart, identifying components, determining arrangement, logic and semantics'	Analyze, study, combine, separate, categorise, detect, examine, inspect, discriminate, take apart, generalise, scrutinize, estimate, compare, observe, detect, classify, discover, explore, distinguish, catalogue, investigate, breakdown, order, determine, differentiate, dissect, contrast, examine, interpret, identify, dissect, characterise, correlate, diagram, illustrate, infer, limit, outline, point out, prioritise, relate, separate, subdivide.

| **Evaluate**

To make judgements about knowledge, to make decisions and supporting views, requires understanding of values. ' | Evaluate, interpret, decide, solve, rate, appraise, verify, assess, test, judge, rank, measure, appraise, select, check, evaluate, determine, support, defend, weigh, judge, justify, attach, criticise, weigh up, argue, choose, compare and contrast, conclude, critique, defend, predict, prioritize, prove, reframe, |
| **Create**

'To create new ideas or things, combining information to form a unique product, requiring of creativity and originality' | Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, argue, hypothesise, predict, create, invent, produce, modify, extend, design, formulate, develop, build, compile, discuss, derive, relate, generalize, conclude, combine, précis, discuss, integrate, conclude, adapt, categorise, compose, construct, create, design, generate, incorporate, integrate, modify, organise, perform, propose, reinforce, reorganise, rewrite, structure |

Appendix 6 – Example SCs and key vocabulary

Maths: Year 4			
Focus	Learning intention *(We are learning to …)*	From the National Curriculum programme of study (age expected)	Success criteria
Number and place value	Understand the number system	Count in multiples of 6, 7, 9, 25 and 1,000	I can count in steps of 6, 7, 9, 25 and 1,000. For example: 7…14…21…28…35 25…50…75…100…125

		Find 1,000 more or less than a given number	I can find 1,000 more or less than a given number. For example: 2,123 + 1,000 = 3,123
Addition and subtraction	Add and subtract	Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate	I can add and subtract numbers with up to four digits using column addition and subtraction

Appendix 6 – Example SCs and key vocabulary

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Addition and subtraction	Add and subtract	Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate	I can add and subtract numbers with up to four digits using column addition and subtraction