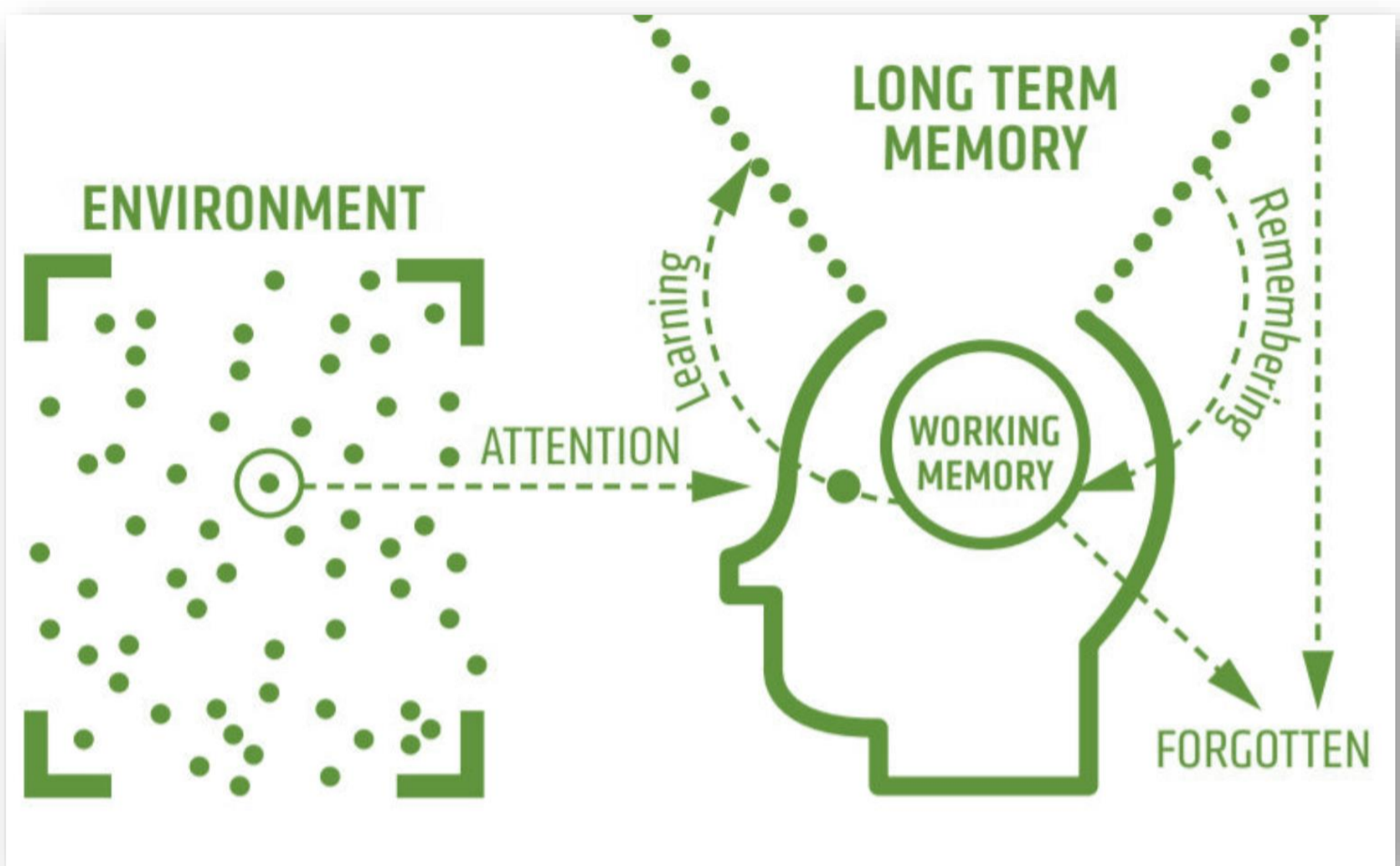


# The Kings Teaching & Learning Policy



Whatever you have learned or received or heard from me, or seen in me – put it into practice. And the God of peace will be with you.

Philippians 4:9

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**Our vision** of Teaching & Learning (T&L) is to improve the life chances and life choices of all our students through the delivery of outstanding, knowledge-rich lessons, delivered in inclusive classroom environments. Our Christian values of respect, responsibility, resilience, aspiration, and equality underpin everything we do.

*Again Jesus began to teach by the lake. The crowd that gathered around him was so large that he got into a boat and sat in it out on the lake, while all the people were along the shore at the water's edge.*

Mark 4:8

Research demonstrates that the quality of T&L is the largest determining factor in student achievement. Academic attainment and social enhancement are the keys our students need to discover life in all its fullness. At the heart of this policy are our students and their futures.

A clear T&L Policy is important as John Hattie in 2017 indicated that 'Collective Staff Efficacy' was a large factor influencing achievements of students. This is based on everyone pulling in the same direction and having a clear understanding of high expectations, and how we will have an impact on students. As Hattie indicates, the teacher has the biggest impact on student achievement.

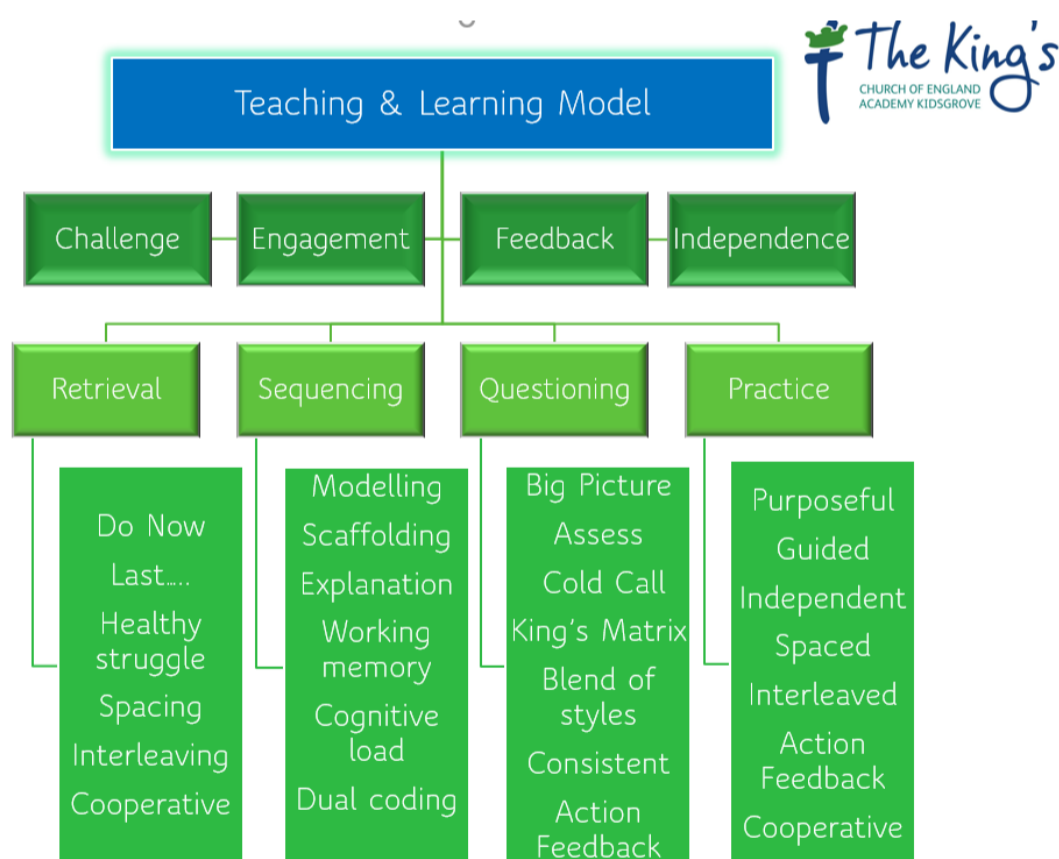
Our approach is informed by the best available evidence, using research outcomes to select strategies which are most likely to improve student attainment.

Research shows that there are two main significant factors in learning:

**Instructional pedagogy** (Strong evidence of impact on student outcomes) includes The King's core instructional strategies such as effective retrieval, sequencing (modelling, scaffolding, cognitive load, etc), questioning, and the use of purposeful practice to embed learning into long term memory. Using these strategies alongside the main strategic priorities of Challenge, Engagement, Feedback and Independence, we can ensure students know more and remember more.

**Content pedagogy** (Strong evidence of impact on student outcomes) is the most effective strategy whereby teachers have a deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

Our teaching and learning framework summarises the essential ingredients of instructional pedagogy for learning:



The 4 key principles of Challenge, Engagement, Feedback, and Independence underpin the instructional pedagogies. When retrieval is done well, it will demonstrate the 4 priorities. If one of these components is missing, then the instructional approach will not be helping students learn to their full potential.

Our teachers adapt their lessons to be inclusive by design, rather than as an afterthought so that all students can make outstanding steps of progress. Student's needs, identified on one page profiles (where appropriate)

Our students are entitled to excellent, memorable learning experiences that last a lifetime through well-planned, well-taught lessons. We treat teachers as consummate professionals and expect them to strive to achieve this through continuous professional development.

Teachers of all levels must meet the teachers' standards. If we feel that the quality of teaching does not meet those standards, then we will use a combination of support and challenge to improve their practice for the benefit of our students.

The purpose of the policy is to ensure that every classroom in The King's academy is free from distraction and disruption, and is led by a subject expert who:

- Has deep subject knowledge.
- Is an expert in how students learn.
- Understands how to adapt pedagogy for their subject effectively.
- Utilises the highest leverage sources of evidence/research.
- Meets the needs of all students.

High-quality Teaching is a strategic priority area and we refer to it as the 'CORE BUSINESS' of the academy. Teaching and Learning will nurture exceptional professional development for staff; informed by research, in order to reduce the variation in the quality of teaching and learning so that it is a consistently outstanding experience for all learners.

We know that:

- Students thrive in lessons with consistent routines, adaptive planning and effective organisation, free from distractions and disruptions
- Effective teaching allows all students to access the curriculum, deepening the knowledge stored in their long-term memory
- Disadvantaged students and those with SEND are in most need of excellent teaching, which is inclusive by design and not as an afterthought



### **Roles and Responsibilities**

<b>Classroom Teacher</b>	<p>Implementation: To plan and develop individual and sequences of lessons adapted appropriately for the needs of every student and class that you teach following the principles and components outlined in the policy and the T&amp;L Model.</p> <p>CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy</p>
<b>HUB Leader</b>	<p>Implementation: To ensure the T&amp;L policy is implemented consistently in their areas of responsibility. To plan and develop individual and sequences of lessons suitable and adapted appropriately for the needs of every student and class that you teach.</p> <p>Quality assurance: To conduct regular quality assurance, including but not limited to reviewing and providing feedback on individual and sequences of lessons, quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through drop ins, book scrutiny, student voice and staff voice).</p> <p>CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To run subject-specific and pedagogical CPD responding to empirical evidence gathered through quality assurance cycles.</p>
<b>SENDCo and Teaching Assistants</b>	<p>Implementation: To ensure the T&amp;L policy is implemented consistently to support students with specific needs. To ensure that student one page profiles are underpinned by the T&amp;L policy. For example, to "ensure Student A has a printed copy of the 'Do Now' to eliminate unnecessary copying".</p> <p>Quality assurance:</p>

	<p>To conduct SEND-specific learning walks, student voice and work scrutiny to ensure students access and are successful across the curriculum.</p> <p>CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To collaborate with T&amp;L Lead, SLT and HUB Leaders to plan and deliver high-quality CPD using the T&amp;L Framework to support SEND learners.</p>
<b>Senior Leadership</b>	<p>Implementation: To ensure the T&amp;L policy is implemented consistently in their areas of responsibility. To create a culture of great teaching and learning where professional dialogues about pedagogy and practice are facilitated, encouraged, and celebrated.</p> <p>Quality assurance: To conduct regular quality assurance within your remit and for HUBs which you line manage. This will include but is not limited to quality assurance of the curriculum and assessments, quality assurance of teaching and learning (through drop ins, book scrutiny, student voice and staff voice). To conduct collaborative quality assurance with middle and senior leaders to ensure agreement and standardised judgements.</p> <p>CPD: To actively participate in developmental CPD, displaying humility and openness in recognising that we are all learners and that we can all improve in our practice and pedagogy. To support and lead in the delivery of high-quality CPD using the T&amp;L model to upskill those whom they line manage and all staff.</p>
<b>Teaching and Learning Lead</b>	<p>Implementation: To ensure the T&amp;L policy is implemented consistently across the whole school. To keep up to date with research and to refine pedagogies and practices in light of this. To support curriculum leaders (either directly or through their line managers) to improve and develop the consistency and effectiveness of their curriculum implementation.</p> <p>Quality assurance: To ensure the T&amp;L policy is implemented with fidelity, coordinating timely and standardised quality assurance cycles, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Calendaring quality assurance cycles, analysing data, feeding back to relevant stakeholders and adapting leadership actions in response to findings</li> <li>• Conducting collaborative learning walks with middle and senior leaders to ensure standardised judgements</li> <li>• Completing structured cycles of work scrutiny</li> <li>• Analyse data gathered from QA cycles to plan and inform academy wide CPD</li> <li>• To run regular student voice, and staff feedback to identify areas of strength and areas for development</li> <li>• To co-observe with all key leaders to ensure consistent standards of QA.</li> </ul> <p>CPD: To coordinate, deliver and quality assure high-quality, research-informed CPD which is appropriate to the needs of practitioners in your setting based on data gleaned from quality assurance cycles. To ensure CPD provided to all practitioners (including ECTs) is of the highest possible quality. To display humility and openness in recognising our own role as a learner while striving to model best practice at every opportunity.</p>
<b>TST Central Team CEO Director of School Improvement</b>	<p>Quality assurance: To ensure the T&amp;L policy is implemented with fidelity across the academy. To quality assure the academy's QA cycle, ensuring that systems are standardised.</p> <ul style="list-style-type: none"> <li>• To conduct learning walks to triangulate in-academy findings</li> <li>• To conduct collaborative learning walks with middle and senior leaders to ensure accuracy and agreed judgements</li> <li>• To interrogate how data gathered from QA cycles is used to inform next steps and to inform CPD</li> <li>• To triangulate in-school data with student and student voice and feedback accordingly</li> </ul>

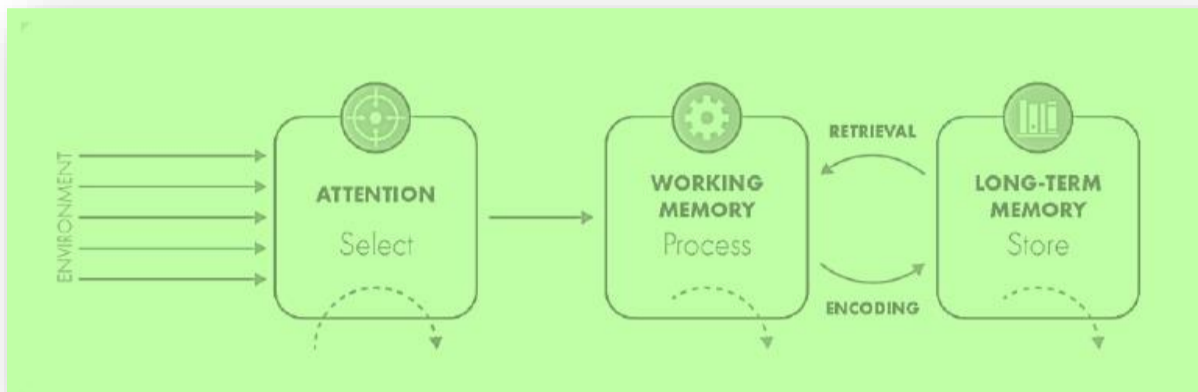
## Cognitive Science

Within all classrooms students are entitled to experience new content through effective teaching practice. As an academy we agree with the following statement:

*"The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned."*

*(Kirschner, Sweller & Clarke, 2006)*

We define learning as a change in long-term memory and teaching as the instructional processes that lead to these changes taking place. The core principles that form the teaching and learning framework are underpinned by the science of learning. This includes a simple model of memory, and how this is related to cognitive load.



Cognitive load is limited; effective processes must be put in place to direct students' attention to select the right knowledge, chunk knowledge appropriately to ensure efficient processing in working memory and store these chunks with prior learning in long-term memory. Effective instructional design therefore ensures that new content is delivered using methods that lead to long-term retention.

The simple model of memory contains three main processes:

**Selecting** the right information from the environment, which involves the direction of attention

**Processing** this information within working memory, alongside the retrieval of linked prior knowledge

**Storing** this information in long-term memory through the process of encoding. This allows the development of schema, mental maps that allow the organisation of knowledge structures for specific concepts.

Using The King's framework we have split the research into cognitive science up into the following categories:-

- 1) Retrieval
- 2) Sequencing
- 3) Questioning
- 4) Practice.

As the framework highlights, there are many subcategories that make up these four main strands. In addition to these we have our non-negotiables which are focused on how we can implement these elements of cognitive science effectively.

## **The King's Non Negotiables**

### Planning

All students benefit from lessons that are well-planned, adapted for the class and prepared within a wider sequence of learning. Teachers must always consider planning lessons that unlock curriculum content for all students; they must consider planning tasks that support students to meet the lesson aim whilst securing knowledge and consolidating learning; teachers must always consider the position of the lesson within the sequence of the subject curriculum. Teachers planning must be informed by a number of key documents:

- Curriculum overviews
- HAT MAT LAT progression documents
- Mini Assessment schedule
- Meaningful Homework schedule

Teachers knowledge of the curriculum is underpinned by the experience of contributing to centrally planned resources as directed by their HUB Leader, alongside all other departmental expectations.

Teachers must plan with the needs of all students in mind, including the most disadvantaged and most able students. Teachers must consider what the learning intention, aim or 'big question' will be and how all students will be supported to meet it.

### **KIM Students**

Students who are Pupil Premium (PP) are highlighted on Arbor and ClassCharts. Staff are expected to know who their PP students are for every lesson. These PP students are actively Kept In Mind (KIM) by teachers. It is important that teachers engage with KIM students through questioning, Action Feedback, Do Now engagement, and when marking assessments or meaningful homework. This regular contact and checking of engagement will have a positive impact on how students feel they belong to the school, how they build relationships with staff and how they feel supported to improve and learn more.

### **Learning Intentions in Practice**

When deciding on lesson learning intentions, take account of your overall curriculum plan and students' prior knowledge to decide the broader objectives for a series of lessons, not just one lesson at a time. Good learning intentions will include specific facts, concepts or procedures students should know and understand. The skills students should be able to perform independently or with increased fluency.

Learning intention is a subtle tweak on learning objective. Whilst this may appear semantics, learning intention is a recognition that whilst a teacher may have planned a particular lesson the response of the students may very well necessitate a change of plan in order to respond to student needs in the moment. How often can we hear the teacher say 'you should know this' having done a recap on previous learning and then promptly carry on building on this 'nothingness'.

So, whilst lesson planning is extremely important, it is also essential that teachers can adapt their lessons in the moment to respond to emerging student needs, rather than continuing to follow their original plan regardless. For example, a teacher might stop the whole class to address a misconception communicated by a few.

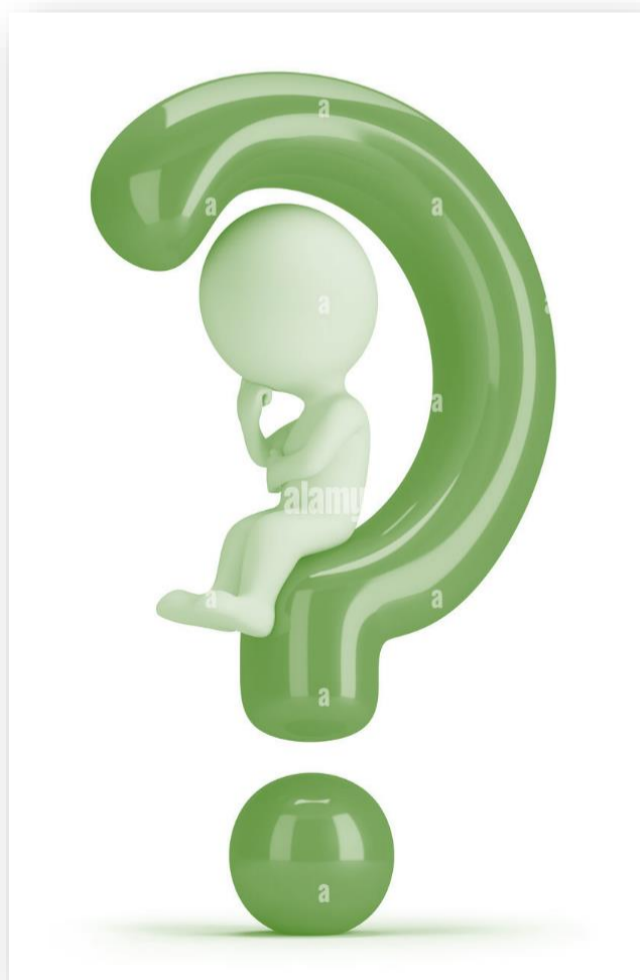
### Engage

All students benefit from classroom environments with a clear and consistent entry routine.

Teachers must greet students by standing outside their classroom door at the start of every lesson. Teachers reinforce CORE behavioural standards on corridors and encourage students to move on to their next lesson and to follow the one-way system. Students are always greeted warmly and with the teacher's full attention. Incorrect uniforms must be immediately challenged and issues resolved before students enter the classroom.

Students must start a Do Now task once they have entered the classroom. Whilst all

Do Now tasks must involve an element of retrieval practice, the exact nature of the activity determined by each HUB. Teachers must follow this activity with a review, when students self or peer-assess their work (using a green pen).



## Establish routines

Habitualised routines save time and free up space in working memory. This allows students to focus more on learning, and staff to concentrate on the multitude of decisions effective teaching requires.

Teachers will be stood on the door greeting their students to class, and a Do Now activity will be ready for the students to engage in straight away.

Students will get their 5 essential pieces of equipment out. The specifics of this are in the appendices.

Teacher will have established one of the following signals with their classes to establish 'silence' and 'focus on the teacher'. Examples of these are :-

- Hand up signal
- A desk bell
- Count down

Whatever signal a teacher chooses to operate it needs to be effective. Effective means that total silence and student attention is established in 3-5 seconds.

Teachers will have clear exit routines for the end of lesson. Examples of these are in the appendices.

### The process of creating routines.

They contain a cue, to prompt an initial action, which will lead to a chain of events. It is important to note that for routines to be effective across a HUB or the academy, the explicit nature of the cue, action and chain, need to be devised and shared.

An example of an effective learning routine could be using mini whiteboards. The question that students are set to answer could be asked twice, before being followed by the cue to write "in 3, 2, 1... go". Once students have completed the action of writing their answers a secondary cue of "3, 2, 1... show me" could be used to prompt the action of all students showing their answers at once which begins the chain of the teacher responding to the emerging needs of the students.

### Intent

All students benefit from understanding how one lesson fits within the sequence of the curriculum, building knowledge over time

At The King's Academy, teachers always consider explaining the lesson's intent at the start of every lesson. This means that students understand how the lesson links to what they have previously been taught and what they will learn in the future. This unlocks the curriculum journey for all students.

Teachers always consider referring to subject curriculum plans and lesson overviews to ensure their lessons accurately deliver the powerful knowledge the curriculum intends.



Teachers always consider using subject specific language (Tier 2 vocabulary) and challenging academic texts to explain ideas and the concepts within them. Teachers reinforce Tier three command vocabulary, making use of the WOW word of the week, as appropriate. Teachers consider how their resource choice provides an opportunity to increase cultural capital amongst their students.

Teachers always consider providing an explicit Learning Intention, or Big Question to frame the lesson intent. Teachers consider whether or not students should write this down depending on the lesson's intent.

## Coherent Mapping in Practice

A coherent curriculum weaves knowledge and skills so that students gain a strong understanding of the links between new and previously acquired knowledge. Teachers need a strong understanding of the main areas of learning, the hierarchy of core concepts and the sequence in which they should be taught. Therefore, a teacher cannot teach effectively if they are not fully informed by the HUBs LAT MAT and HAT progression documents

Students looking 'busy' within a lesson task is a poor proxy for learning. Be mindful of confusing 'doing' with 'learning'. Tasks should help to achieve the lesson objective and focus on supporting knowledge acquisition.

### Content

All students benefit from 'powerful knowledge' which is built through a well-sequenced and robust curriculum. Teachers always consider how they deliver new curriculum content to their classes. They consider presenting knowledge in small chunks, dependent upon students' prior knowledge so that it is coherently mapped. The agreed curriculum supports teachers who are accountable for the progress students make in lessons

Teachers always consider how they use oracy skills to ensure that they speak at a volume that is audible and understandable to all students. Teachers deliver content with the accuracy and specificity they expect from their students, providing a scholarly example of their subject.

## Removing Distractors

Distractions exist in multiple forms within the classroom. They can be displays on the walls, resources around the room, or even how the teacher presents information or interrupts students' learning. Numerous areas of research support the need for the removal/ mitigation of distractors from the learning process. These distractions add to the cognitive load placed on students.

Dylan William describes cognitive load theory as:-

*" the single most important thing for teachers to know"*

To reduce cognitive load there are several strategies to follow.

- a) Activate what students already know. Tailoring lessons to students' existing knowledge and skills is crucial for optimal learning. This method of instruction encourages students to construct new knowledge based on their previous experiences, leading to more meaningful and lasting learning. By adjusting the complexity of tasks based on students' knowledge and abilities, you can minimise cognitive load. Strategies that help students to activate prior knowledge and relate new information to what they already know are: analogies, real-world examples, and comparing and contrasting with familiar ideas.
- b) Guide students step by step. 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. Unguided problem-solving can overburden the Working memory and therefore impact the transfer of knowledge to the Long-Term Memory. Worked examples are most effective when combined with the teacher thinking aloud because it enables them to externalise their thinking process when working through a problem.
- c) Increase Independent Problem Solving. Fully guided instruction is effective for teaching new material, but as students become more skilled, it becomes counterproductive. Too much guidance can burden working memory. Independent problem-solving is more beneficial as students develop expertise. To do this effectively, monitor students' knowledge and skill levels, and adjust your teaching strategies accordingly as students gradually become more and more proficient. This might mean omitting some of the steps from a worked example (also known as completion tasks) or gradually giving the students fewer worked examples.
- d) Cut out unnecessary or repeated information. This is commonly known as the redundancy effect. To enhance learning and reduce any unnecessary cognitive load on students' working memory, it's crucial to eliminate non-essential information. This means keeping learning materials as simple as possible and not repeating the same points in different ways. In multimedia presentations (such as PowerPoint), consider breaking down new information across slides, verbalising text instead of displaying it, and omitting non-pertinent images. Be mindful that what is critical for beginners may become superfluous for more advanced learners, and adapt content to match their growing expertise.
- e) Present all essential information together. This is often referred to 'Split Attention Effect'. 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 (for example a scientific diagram). Evidence suggests that this separation has negative consequences and should be eliminated wherever possible. With this in mind, teachers should design learning materials that integrate labels, incorporate written instructions next to tasks and utilise visual cues to stress key information on worksheets and other learning resources.
- f) Present information verbally and visually. The 'modality effect' refers to the strategy of using both auditory and visual modes of communication to reduce cognitive load. According to dual coding theory, our WM has two channels. One for processing visual information and one for processing auditory information. The 'modality effect' leverages dual channels of working memory to increase its capacity. To do this, teachers can verbalise information instead of presenting it for students to both read and hear. For example, when presenting a diagram, use visual cues only (such as pointing) and then explain the labels using your voice.



## Seating Plans

Teachers must create seating plans with the needs of all students in mind. They review them regularly and make movements as necessary. Identifying KIM (Keep in Mind) students on the seating plan is crucial, and staff awareness of who they are.

Staff are expected to engage with KIM students through questioning strategies, rewards and action feedback. These strategies will ensure students get regular feedback and staff can make regular formative assessments on their progress. The best impact on disadvantaged students is the quality teaching.

*Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.*

EEF Pupil Premium report 2024

An additional reason why seating plans are expected to be kept up to date is for different staff who may need to cover the lesson. Students sitting in the same place allows for a smoother transition and better working relationships during the lesson.

## Loved Classroom

A classroom space will talk first to the students. The environment in which students learn should not be under-estimated. It can convey a message of high standards, challenge and 'never give up' as equally as it can say chaos, 'don't care' and 'not bothered' This would typically look like.....



Teachers at The King's academy will set the stage on which they will enact learning experiences to last a lifetime.

With a loved classroom promoting the culture of the school, it can also reduce distractions and lead to more efficient learning.

### Reduce Transient Information

Transient information is impermanent (such as speech). Multi-step tasks should always be presented in a permanent (written) form to reduce cognitive load. Ensure detailed instructions are presented in an accessible, written format.

When a detailed series of instructions are verbally stated, students will try to remember the instructions in their working memory, while also retrieving prior learning about the set task.

The transient information effect can be reduced by limiting how often pertinent information for learning tasks disappears, and

when unavoidable, ensure that it is presented in small chunks so students can hold it in their working memory.

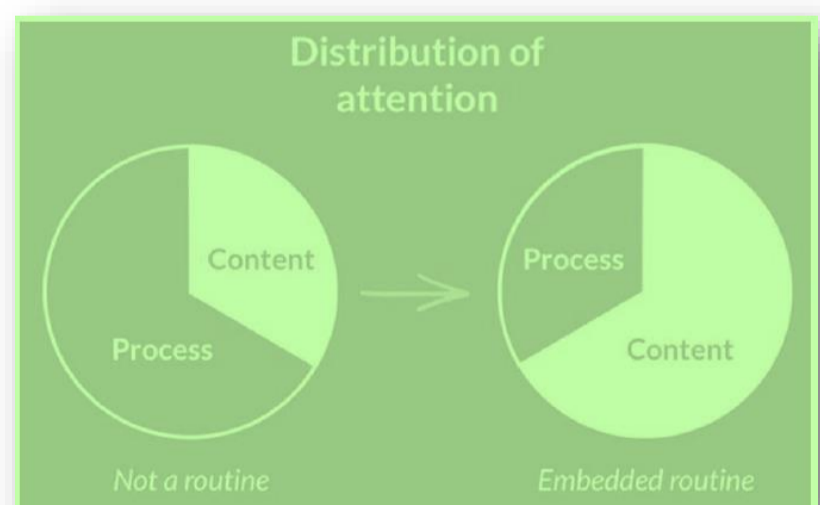
### Directing attention – Learning intention and success criteria

When we're clear about where we're headed, we get there quicker. Teachers will explicitly state what you want students to learn from each phase of learning.

*"Memory is the residue of thought. To teach well, you should pay careful attention to what an assignment will make students think about (not what you hope they will think about), because that is what they will remember."*

D.T.

Willingham



Removing distractors is an important step to maximise attention. However, we must also direct students' attention. A common misconception that some teachers have, is that students know what they should focus on. Often this is not the case, and without explicit instruction, clear learning goals and success criteria, our students' attention could be anywhere, and their interpretation of success could be anything. A key conclusion from the quotes above is that a students' attention not only needs to be directed, but it also needs to be framed in line with a learning goal, or success criteria.



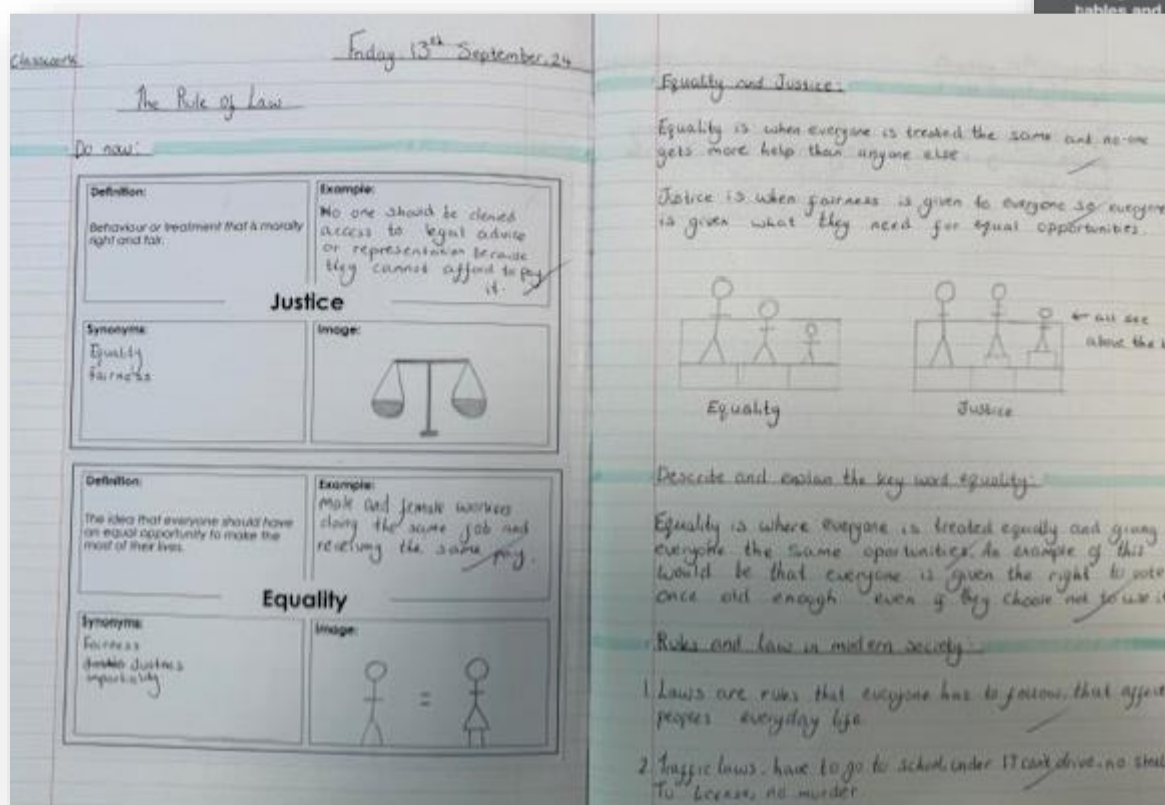
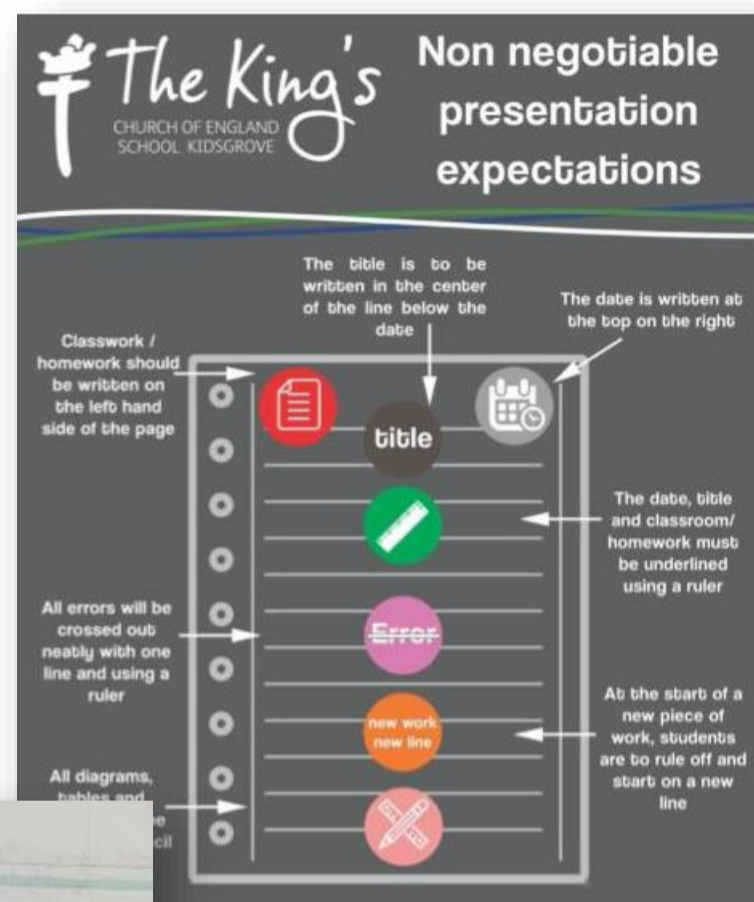
An example of this would be creating and sharing success criteria with students. Before the lesson, the teacher will know what they want the lesson outcome to be and plan for it appropriately. Students will then be able to track their progress and, where appropriate, either the student or a teacher may re-direct attention towards these success criteria throughout the lesson.

### Presentation Expectations

All students benefit from teachers' high expectations of the pride and care students are expected to take in the quality of their books.

Work inside the book follows the expectations on the poster.

- + Underline date/ title etc
- + Work in black pen
- + Diagrams in pencil
- + Appropriate use of a ruler
- + Student cross out errors with single line
- + New work on a new line.





### Books

Students are now taking their books home. This is to allow parents to see the work their children are accomplishing and there is the opportunity to do some independent work on the topics they are covering. Another benefit is that students are ready to use their books for revision for upcoming tests. Books are also useful for completing homework. You will notice all of these are based around student independence and taking ownership of their learning. Referring back to our framework, independence is one of our key principles.

19/1/24	How might I multiply with DECIMALS		Multiplying decimals by 10 multiplying by 10 with decimals multiply by single integer multiplying decimals by decimals.	Multiply decimals numbers by zeros digits integers
30th 1 2024	How might I Divide with decimals		Dividing decimals by 10 Dividing decimals by 100/1000 Dividing decimals by decimals	Dividing decimals numbers by single integer Divide integers by a decimal

All books and folders have progress trackers. These are filled in after every summative assessment, and every Meaningful Homework. Students complete their own strengths and weaknesses, based on the marking and feedback from the teacher. Progress grades, the date and other relevant information are completed either by the teacher or the student.

**Minimum target is making expected progress** 

**Aspirational target is making outstanding progress** 

All books and folders will have a progress target sticker on the front. This is a consistent reminder that we are striving for outstanding steps of progress.

## Core Pedagogical Practices for lessons

For learning to occur, we have a consistent approach to the start of lessons – The Kings Way. Consistency is important as

*"The start of a lesson can set the tone for the rest of the lesson; when lesson routines become established and consistent, they become entrenched as the normal classroom expectations."*

K Jones

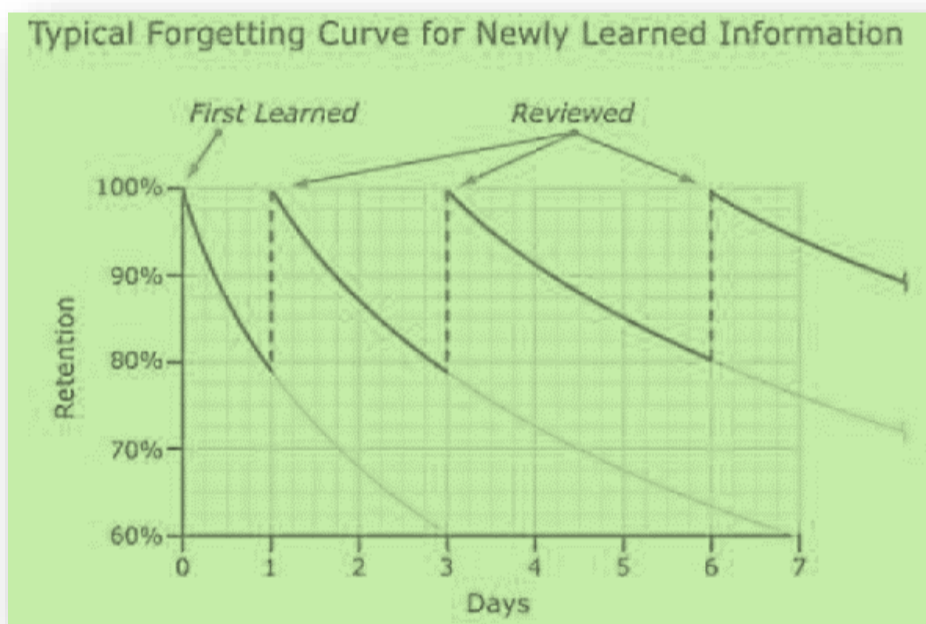
The Kings way for every lesson states:-

- Meet & greet at the door for first 5 mins.
  - Manage the corridor traffic
  - Manage your students in class
- Do Now activity which is retrieval based; prepared and ready for students as they enter (on paper or the board ideally). Time limit displayed of approximately 5 mins.
- Students get 'FAB 5' equipment out.
- Shut door after 5 mins and take the register. (safeguarding requirement)
- Check students are engaging with Do Now activity and equipment is ready (support where necessary).
- Go through Do Now activity- selecting students (cold call strategy, mindful of KIMs)
- Have a clear routine for silence.
- Clear understanding for the students where the learning intention falls in the big picture.
- Break new information into small steps and link it to prior learning.
- Allow significant time for purposeful practice and provide Action Feedback using the 5R model (mindful of KIMs). Check pupils respond!
- Plenary retrieval – go over what they have done this lesson to aid planning for the next lesson.
- Clear routines for packing away, being calm and then dismissed orderly.
- Award rewards and sanctions in line with the 'Behaviours we Value' and 'Behaviours we Reject' models.

## **1) Retrieval**

### **Ebbinghaus, forgetting and practice**

Memory is fragile. Concepts need planting firmly, repeating and retrieving information to be securely stored in long-term memory.



The Ebbinghaus Forgetting Curve is one of the most well-known aspects of cognitive science. Ebbinghaus plotted the actual rate at which he could remember a series of nonsense syllables after learning them. The same theory can be applied to the knowledge that we teach students within classrooms. As Doug Lemov states, the Forgetting Curve tells us that:

- as soon as you learn something, you begin forgetting it almost immediately
- the rate of forgetting is often shockingly high; a few hours after learning something, people routinely remember only a small fraction of it
- each time you (successfully) practise recalling what you know, the rate and amount of forgetting are reduced somewhat
- retrieving something back into working memory slows the rate of forgetting, but how and when the retrieval happens is important

Students may have appeared to have mastered the content at the moment practice of this both in the lesson and over time is vital if we aim to embed learning in long-term memory securely. It is vital that for this process to be effective, students must be able to retrieve the content themselves successfully.

It is equally important that all students are accountable for their learning. A teacher taking responses to questions from student volunteers is likely to leave a lesson with a false impression of how successful a lesson was, thinking that students have retained more information than they actually have.

Examples of this include focused independent practice in lessons, retrieval starters, low-stakes quizzing, and the interleaving or interweaving of content throughout a curriculum.

*"Just like a one-off salad won't change your physique, a one-off retrieval quiz won't guarantee information can be retrieved from long-term memory. Retrieval practice, like exercise, must be consistent, regular and the level of challenge should be appropriate with desirable difficulties."*

*K Jones*

### **Do Now Activities in Practice**

A Do Now activity is a short exercise that is either written on the board or handed to students in printed form. Either way, students start and complete the Do Now activity automatically and with minimal teacher instruction, allowing the teacher to address emerging issues. Students entering the room should not have to ask themselves "What am I supposed to be doing?" The answer, every day, should go without saying: "You should be doing the Do Now activity because we always start with the Do Now activity".

The Do Now activity should include work from the previous lesson and include content from previous learning from a greater time lapse. Spacing in the retrieval of knowledge is another effective factor in developing memory recall. A large-scale review of 29 different studies highlighted that retrieval with spacing has a far greater memory advantage. One reason for this is that spacing sessions out allows memory traces to be reactivated, increasing the likelihood of the of the information going into the students' long-term memory.

Rosenshine stated

*"teachers should dedicate a bit of time each lesson reviewing previously learnt material."*



This also allows for schema to develop in the students' minds, where they can see how the new content fits into the big picture of what they are learning and how this small piece of learning connects to the wider content.

### **Cooperative learning**

EEF states that their early signs of collaborative learning have yielded positive results. Their study includes working in pairs, peer tutoring, and group work. The research conducted in July 2021 highlights it has the greatest impact in Science and Maths, but they accept the research is still being collected at this point as a majority of studies have not taken place recently.

The EEF states:-

1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment
2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.
3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.
4. Competition between groups can be used to support pupils in working together more effectively. However, overemphasis on competition can cause learners to focus on winning rather than succeeding in their learning.
5. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal.

KAGAN Strategies are a examples of cooperative learning and include activities such as:-

Rally Robin. In pairs, students alternate generating brief oral responses.

- Steps: 1 Teacher poses a problem to which there are multiple possible responses or solutions and provides think time.  
2 Students take turns stating responses or solutions

Example questions could be:-

- List adjectives to describe the character.
- List inert elements.
- Share steps of the experiment.
- Describe an event from the story.



Timed Pair Share. In pairs, students share with a partner for a predetermined time while the partner listens.

Then partners switch roles.

- Steps: 1 Teacher announces the topic and states how long each student will have to share, and provides think time.  
2 In pairs, Partner A shares; Partner B listens  
3 Partner B responds with a positive gambit (thank you for sharing, I heard you say ...)  
4 Partners switch roles

Example questions could be:-

- What is the key thing that you learned?
- What is one literary technique you plan to use in your writing and how will you use it?

Round Robin. In teams, students take turns responding orally.

- Steps: 1 Teacher poses a task to which there are multiple possible answers.  
2 In teams, students respond orally, each in turn taking about the same amount of time.

Examples questions could be:-

- What makes a good listener?
- List objects that float?
- What clubs or societies are you a member of?
- What is one of your favourite movies?

Stand up, Hand up, Pair up. Students stand up, put their hand up and quickly find a partner with whom to share or discuss. This must be new partner who isn't from their team. (Watch out for Drive by students who walk past other students without engaging with them. Look out for Shadowing where students just follow a friend and go where they go)

Steps: 1 Teacher says " When I say go, you will Stand up, Hand up, and Pair up." Teacher pauses and then says "Go!"

2 Students stand up and keep one hand high in the air until they find the closest partner who is not a teammate. Students do a 'High 5' and put their hands down.

3 Teachers may ask a question or give an assignment, and will provide think time.

4 Partners interact using Rally Robin or Timed Pair Share.



This structure is perfect for class building, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.

Rally Coach. Partners take turns, one solving a problem while the other coaches. Then partners switch roles (requires one resource and one pen/pencil).

- Steps: 1 Partner A solves the first problem  
2 Partner B watches and listens, checks, coaches if necessary and praises  
3 Partner B then solves the next problem  
4 Partner A watches and listens, checks, coaches if necessary, and praises.  
5 Partners repeat taking turns with successive problems.

Useful for any process or procedure with a definite right/wrong. For example:-

- Solve multi-step word problems in Maths.
- Change each decimal into a simplified fraction

Convoy. The team of 4 order their diamond 9 (in a 1-2-3-2-1 formation), based on each team members understanding. Three team members go to other groups and look at their ideas. If there is one they don't agree with it they will challenge it. If there is one they agree with, they keep it quiet. The fourth member stays to defend the choices of the team. Members of other teams will come to challenge this person on the teams' choices, and they must explain why this is so.

When the time limit is up, (which must be displayed) everyone returns to their home team, and share what they found. They may decide to keep things as they are as they feel its correct based on the conversations and observations they have just had, or they may choose to amend their answers.

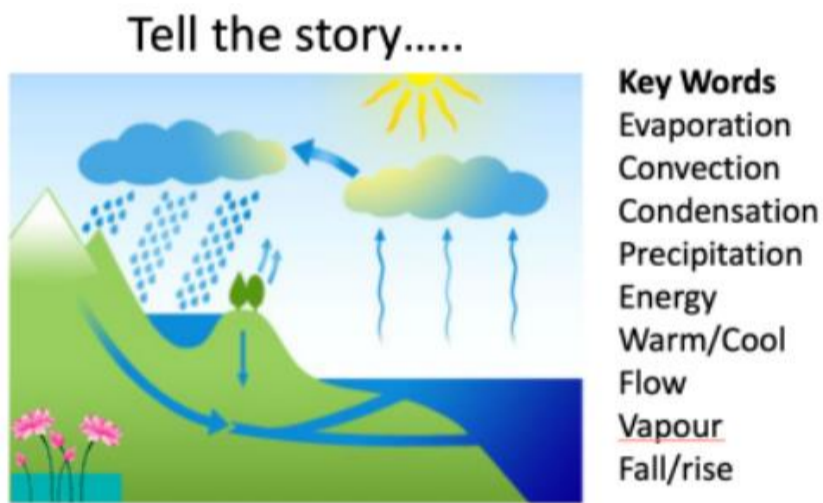
The three attackers must go to different groups.

This can be done with bigger groups – just amend the number of attackers and defenders.

This activity can also be done with brain dumps, summative paragraphs, bullet point lists and any order of activity, such the order of operations with a complex equation.

### Variety and variation theory

Retrieval task can take many forms. We expect them at the start of lessons in the form of Do Now activities, but it is also effective in other sections of lessons. The spacing (as mentioned in the forgetting curve section) is an important component of effective retrieval, but the variety of forms the knowledge and skills are retrieved is also crucial. Activities must engage the long term memory. The balance of challenge and success is also key (motivation is discussed in the practice section in more detail). Coe (2019) identified that teachers may design questions that are "too easy and boost confidence" without the challenge that is "likely to be a key ingredient for generating the kind of learning hoped for." Retrieval requires feedback, if retrieval is wrong then this mistake is what can take hold in the memory and lead to further mistakes in the future. The variety of retrieval can be demonstrated in activities like Think Pair Share (there is more on cooperative learning in the writing on the previous page), brain dumps, questioning (there is more on this technique in the questioning section), summarising, tell it in your own words, quizzes and tests. Keeping it low stakes benefits the students too. As with all learning, this is not just used for facts, it is best used for



higher order thinking and the more this is used, the better the retrieval strength, and the less brain power is required. This, in turn reduces cognitive load and the burden on working memory.

Interleaving pushes the retrieval into higher order as this pulls in additional knowledge from previous topics, too, not just the topic that is currently being studied. An example if this is when students work on area of a shape, but the dimensions now have algebra. The same can be said in reverse too. Students can be working on simplifying algebraic terms, but in this question, they have to recall the method for the area of a triangle too. The key to interleaving is mixing up similar things. If you think of a fruit salad, we put in strawberries, bananas, blueberries, etc, but we don't put in broccoli or cauliflower as they are too different. Mixing up similar things like in a fruit salad is what makes interleaving effective. Interleaving appears in the practice section and with homework too.

### Variation Theory

This provides examples which are powerful tools for helping students grasp abstract or technical concepts—ideas that are difficult to convey through words alone, such as proportion, power, or prefixes.

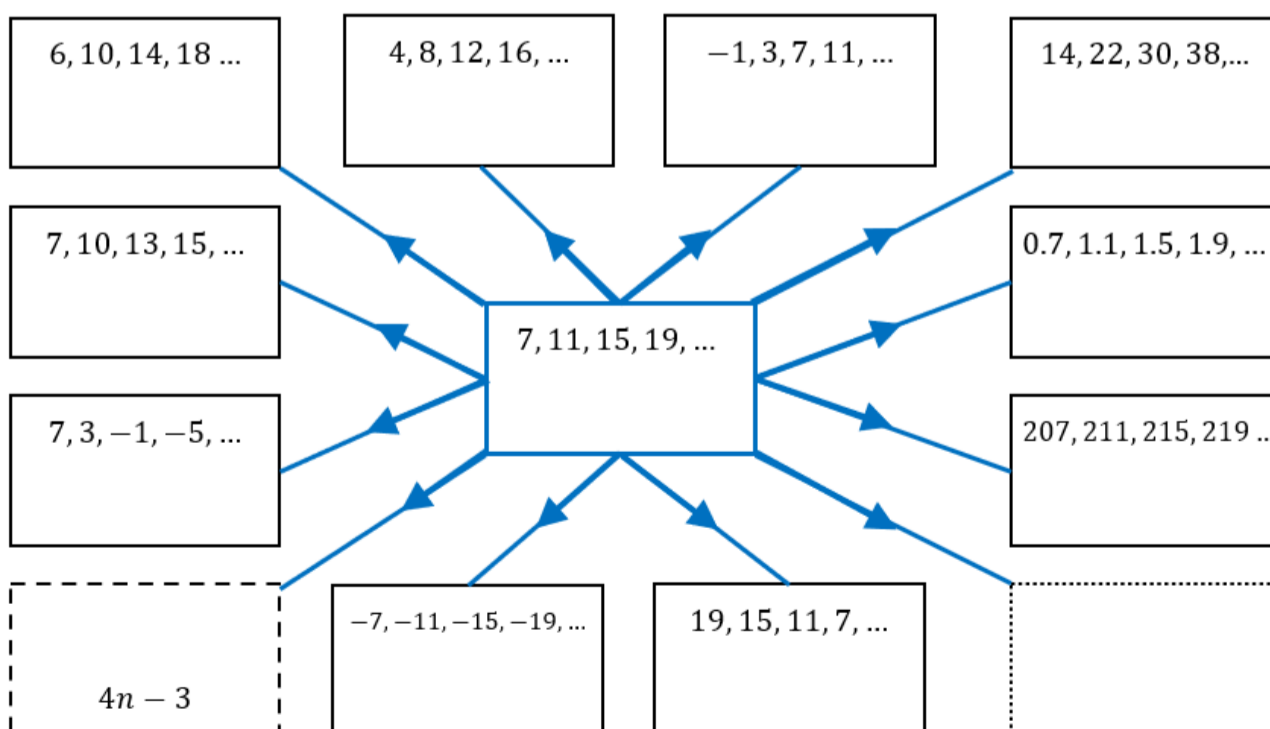
The examples we choose and the variation between them has a big impact on the precision and transferability of the resulting understanding. When we provide multiple examples that highlight critical and non-critical features, we draw attention to the defining aspects of a concept,

sharpening student understanding. This is the basis of 'variation theory'.

*"Learning is a function of discernment and discernment is a function of variation."*

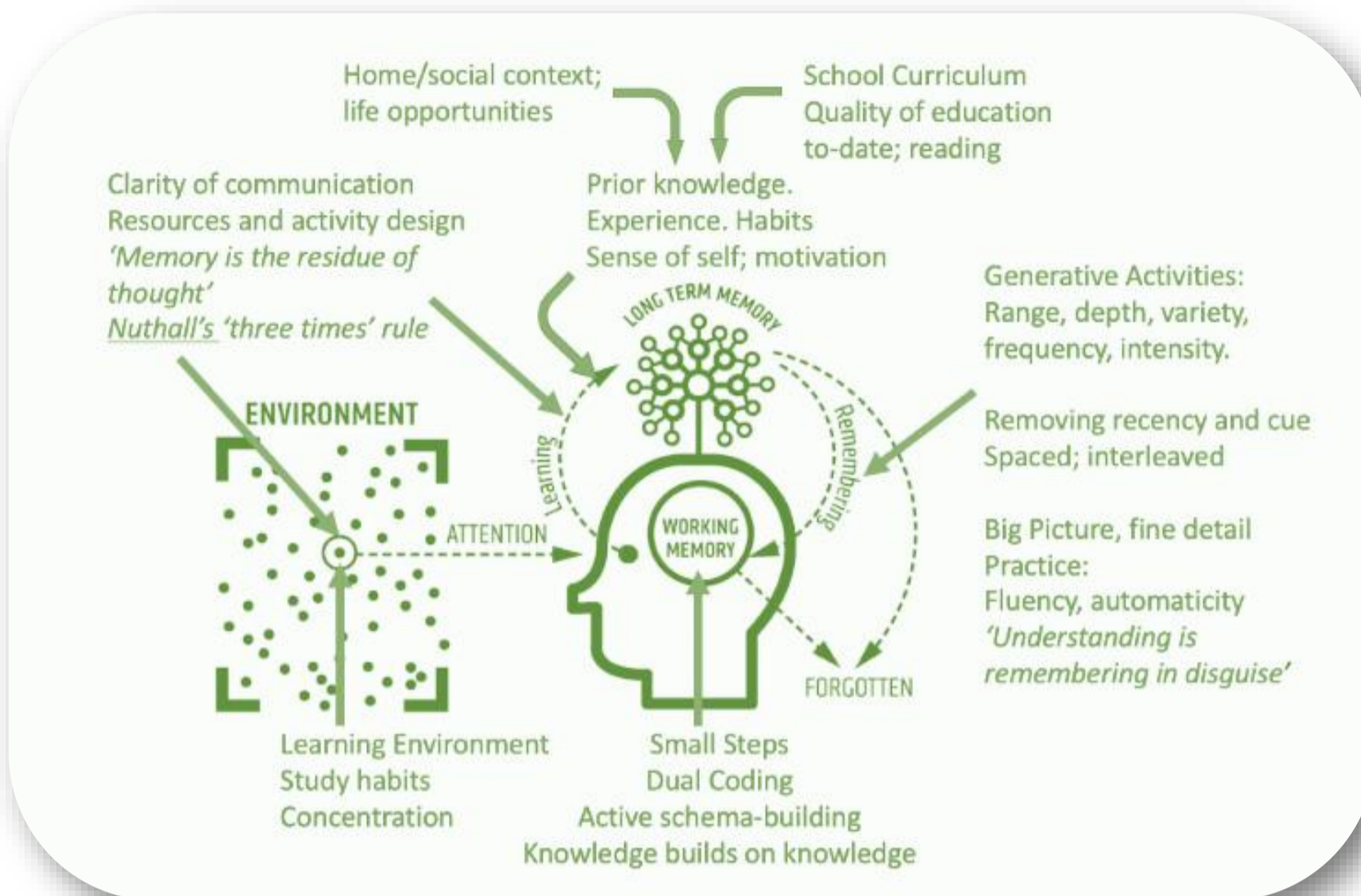
Ference Marton

One of the key premises of variation theory is that students benefit from not only from seeing examples of a concept, but also from examples that are not the concept. These are called negative or non-examples. There will be more information of variation theory in the Practice section.



## 2) Sequencing

This area of research incorporates modelling and explaining with worked examples, how we can ensure this new learning that is being modelled is accessible and how we support it becoming something students can do independently.

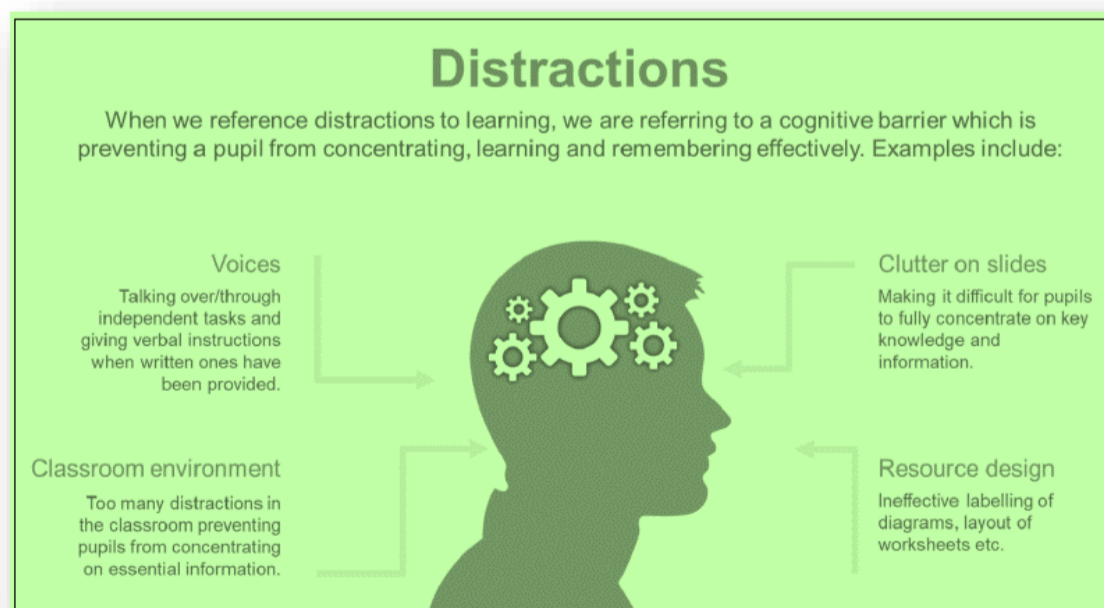


### Working memory

Working memory is made up of three main parts:

- **Extraneous load**, which distracts working memory away from processing new information
- **Intrinsic load**, which is related to the complexity of the information
- **Germane load**, which is devoted to the deep processing of this new information by relating it to prior learning.

For learning to occur, classrooms need to be free from distraction, and instructional design needs to be effective. To this end, distraction and disruption-free learning is crucial. Please see our definitions of these in the infographic provided.



In the classroom, during the learning process, we will:

- Reduce extraneous load via distraction and disruption-free learning
- Simplify intrinsic load whilst maximising germane loads through effective instructional design
- Through **effective instructional design**, maximise the encoding process
- Use **effective retrieval strategies** to recall and embed prior knowledge

## Relating to Prior Knowledge

Paul A. Kirschner has advised teachers, "before you start something new, review the old".

Knowledge builds on knowledge. Activate relevant knowledge before learning and build new ideas within existing.

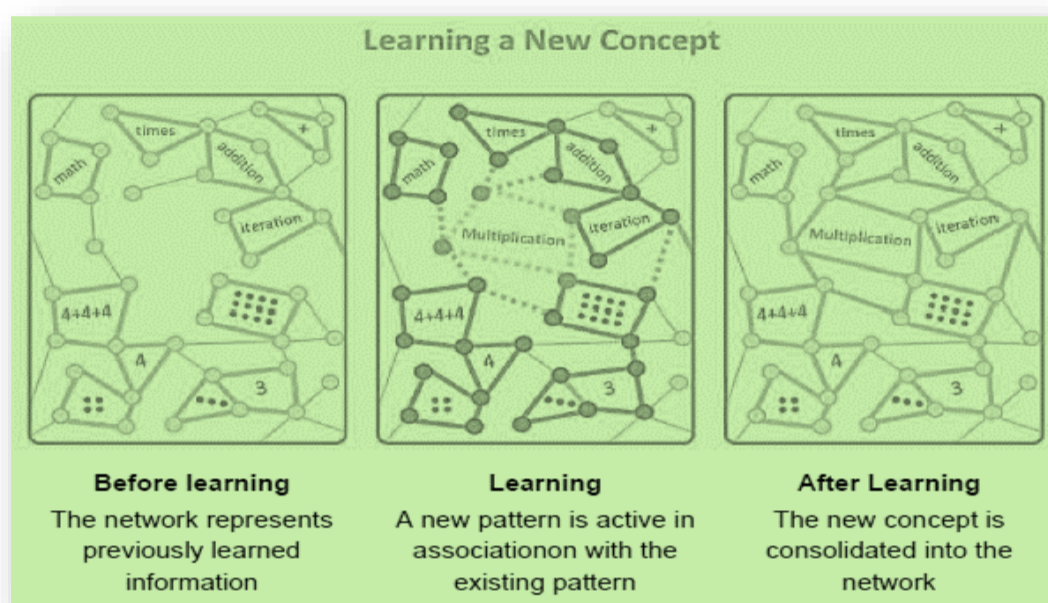
*"When we experience something new, information enters the brain through processes of sensation and perception, giving rise to certain patterns of neuronal activity. At the same time, already existing patterns are activated as one attempts to decipher the new experience in terms of the things that are already stored in the brain. Potentially, following the learning experience, a new representation of a new concept will be formed, as well as new connections to existing information."*

*E. Furst*

The conclusion from this quote is that new learning builds seamlessly into previous learning. The process of learning requires links to be made between what key knowledge is known about the topic being taught (prerequisite knowledge), and what new learning is taking place.

An example of this would be to use the start of the lesson to activate prerequisite knowledge whilst identifying and addressing any gaps before

delivering new content in a lesson. A GCSE lesson on photosynthesis requires prior knowledge that students know what a plant is (KS1 and 2), know that photosynthesis is a chemical reaction (KS3), and that the reaction requires carbon dioxide to diffuse into the leaf (KS4). The activation of all these building blocks in their schema will allow students to have a deep understanding of photosynthesis. Gaps in any of these blocks can prevent a fully developed schema from being produced and allow misconceptions to develop.



### Check for Understanding in Practice

It is important that teachers ask direct questions such as "what have you

understood?", rather than rhetorical questions such as "have you understood?". Articulation supports students to demonstrate knowledge, rather than providing a superficial 'yes' or 'no' response.

The secure, confident answers of the most able students can give the impression that the whole class has understood the lesson content. Teachers should use cold calling to strategically select a variety of students to increase the validity and accuracy of students' understanding

Effective checks for understanding mean that students and teachers obtain real-time information about learning, which they can respond to in the moment. This is different to the kind of information included in graded assessments and will be largely made up of in-class questions and answers. Staff should use this information to adapt their instruction, responding to the needs that their questioning identifies.

Dylan Wiliam reminds us that:-

*"If students learned what they were taught, we would never need to assess; we could instead just keep records of what we had taught."*

As every teacher knows, many students do not learn what they are taught. Indeed, when we look at their work, we sometimes wonder if they were even present in the classroom. That is why assessment is the bridge between teaching and learning."

Where assessments, either in-class or otherwise, show that the desired learning hasn't happened yet, the need to be responsive is then essential in delivering the aims of any curriculum.

Assessment of course is not limited to summative assessments but must include the teacher gauging the temperature of the learning through such activities as:

- Do Now tasks
- Questioning
- Action Feedback
- Exit routines

## Model

All students are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices

Teachers must walk through the learning process by explicitly modelling and explaining the learning process. Teachers ensure their own explanations are accurate, well-articulated and reflective of their high expectations.

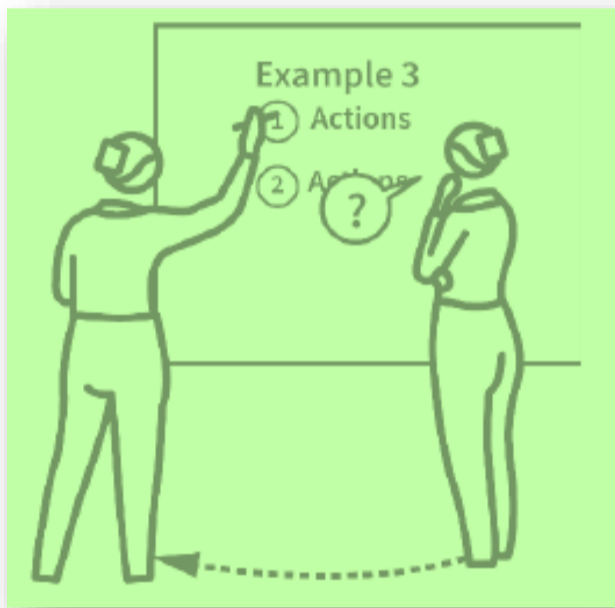
Teachers consider achieving this using a whiteboard, visualiser, sentence starters or other pre-prepared resources amongst other pedagogical strategies that demonstrate to students how to complete a task independently. Teachers consider using metacognitive talk to narrate their thinking through the task to encourage students to think hard about the underlying concepts they could use to problem solve.

## Worked Examples

Teachers must release the responsibility of the task to the students gradually. Students are never set extended writing tasks without explicit modelling first. For example, by using I do, We do, You do.

### E.g. Modelling in Practice

The teacher draws a concept or writes a response under the visualiser, explaining it aloud to students. The teacher gives students time to read their labels and annotations, perhaps asking them for feedback on the teacher produced work. The teacher explains and draws attention to key parts of the response. Students are then asked to complete a partially completed response alongside the teacher.



The most important factors to consider when modelling effectively are:-

- ❖ Break the new content into small steps
- ❖ Ensure clear success criteria and/ or WAGOLL (What a good one looks like)
- ❖ Provide scaffolds for difficult tasks where required

### Break new content into small steps

Teachers should be able to identify each little step within the new learning. Teachers must then break down each concept and procedure into small steps, so that each concept can be practiced individually. This reduces the cognitive load on the students significantly and their working memory will become full with trying to process too much information. When this happens, students lose motivation and this affects their drive to continue working on the task. Leaving the working memory to focus on 3-4 things at once, allows for the knowledge to become embedded and be used in more challenging practice activities (see apply section).

### Ensure a Clear success Criteria and /or WAGOLL (What A Good One Looks Like)

These help students in many ways including:-

- Provides clear expectations of the level they are expected to reach
- Develop their independence so they can see how they are progressing themselves
- Develops self-reflection and metacognition
- Increases motivation as they can see what they should be doing and know they can do it too.
- Improves creativity as students can reach the criteria and then go beyond
- Inspires students, especially when they see the WAGOLL from another student

### Provide scaffolds for difficult tasks where required

This technique is very useful for complicated tasks, but has to be implemented in the correct manner or it can hinder learning. Teachers use scaffolding to develop expertise, but first must assess the need of the students and then apply the scaffolding to the right part of the

complicated task. The students must be then receive feedback and have the scaffolding removed gradually, so they become more independent and their learning can become deeper.

With all these elements, the challenge is to ensure the handover of knowledge is successful

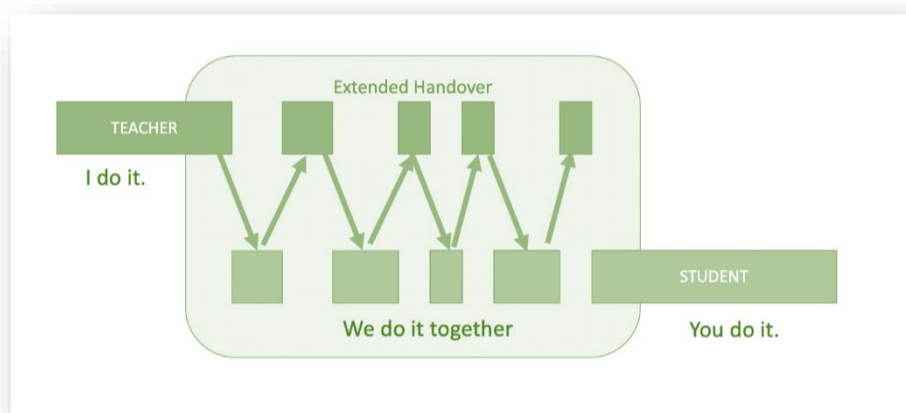


Examples of types of modelling include:-  
 Worked examples  
 Think like a scientist  
 Talk like a journalist

Fisher & Frey (2007) created the instructional strategy "I do, we do, you do". It is often known as the gradual release of responsibility model.

I do – the teacher demonstrates how to complete the task or solve a problem from start to finish.

We do – the teacher and students work on it together, some may go ahead of the teacher if they are confident and start doing steps independently, but can check back to see if they have executed it correctly. The teacher may use Cold Call to select students to take over the baton and explain board to continue  
 You do – students teachers can begin the next step, or ask students to the the model in front of the whole class. start to work independently. (Now to give action feedback)



The key to the tasks with – one slight Marton, Runesson theory, highlighting understanding and If the problems are have not had time to missed and can pedagogical

is they are they are very similar to begin variation. This links to research from and Tsui, who developed the variation its benefits in developing deep improvement in problem solving skills. too different too quickly, the concepts be embedded and therefore learning is result the lesson going backwards with practices needing repeating again.

EEF developed the FAME approach to worked examples:-

<p><b>F FADING</b></p> <p>How many worked examples will you share? Why?</p> <p>How much fading do you think will be required to support your least confident pupil?</p> <p>Which parts of the process will you fade out first? Why?</p> <p>Worked examples ↓ Faded examples ↓ Independent practice</p>	<p><b>A ALTERNATION</b></p> <p>Think of the most difficult example of this process that you want your pupils to solve. How can you build up to this with more simple problems?</p> <p>What variation/complexity will you introduce at each stage in the cycle? What are the similarities and differences with the previous cycle? How will you highlight them to pupils?</p> <p>I do (teacher) → I do (teacher)          1. Worked examples          2. Faded examples          3. Independent practice          4. Increase complexity or variation          You do (pupil) → You do (pupil)</p>
<p><b>M MISTAKES</b></p> <p>At what stage will pupils be confident and experienced enough to tackle incorrect worked examples and spot mistakes?</p> <p>How will you be able to tell?</p> <p>What are common misconceptions/mistakes that pupils make? Can you use this as an opportunity to highlight them?</p> <p>What's the correct solution?          What's wrong with this method?</p>	<p><b>E EXPLANATION</b></p> <p>How will you model the Think Aloud process whilst sharing the worked examples?</p> <p>How will you encourage pupils to Think Aloud?</p> <p>What prompts/questions will you use?</p> <p>Who will they Think Aloud to? Themselves? You? Each other? In what format?</p> <p>The next thing I do is this because...          The strategy I used was...</p>

**Fading** - Once pupils have experienced complete worked examples, scaffolding can be reduced as they move towards independence. Research suggests that removing the steps in the solution in reverse order provides greater support for novice learners<sup>3</sup>.

Faded examples		
	<b>Example 1:</b> A goat runs 150 m in 30 seconds. What is the speed of the goat?	<b>Example 2:</b> A banana falls a height of 30 m in 2.5 seconds. What is the average speed of the banana?
List values	$s = ?$ $d = 150m$ $t = 30s$	$s = ?$ $d = \underline{\quad}m$ $t = 2.5s$
Equation	$s = \frac{d}{t}$	$s = \frac{d}{t}$
Enter values	$s = \frac{150}{30}$	$s = \underline{\quad}$
Result	$s =$	$s =$
(Y)units	$s =$	$s =$

For example, having modelled and explained how to calculate average speed using worked examples, the two faded examples could be attempted by pupils.

**Alternating** - Alternate worked examples with opportunities for learners to complete a similar problem using an 'I do, you do' approach. This allows pupils to develop expertise before a new process or variation is introduced.

For instance, once pupils are successfully calculating average speed independently, I would return to worked examples and faded examples for calculating distance (given speed and time).

Mistakes - Including mistakes in worked examples can provide further challenge. Supporting learners to explain why incorrect solutions are wrong can help pupils to develop deeper understanding than if they solely consider correct solutions. Wrong worked examples should clearly be signposted as such and should only be used once pupils have developed competence.

Explanation - To help learners understand how and why the worked example has been used, teachers should model their thinking using a 'think aloud' process.

Make your thoughts and procedures clear; what is the question asking? What are you doing? How are you doing it? Why that way? Have you experienced similar problems before? How is this different?

Learners should also be encouraged to reflect on the worked example and explain to themselves why each step has been used, helping them make sense of the modelled solution.

### 3) Questioning

Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding. Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons. Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc

Sherrington highlighted 6 techniques for questioning:-

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

Dylan Wiliam is a huge advocate for 'Hinge Questions'. These are valuable questions that allow the teacher to determine whether the desired learning intentions have been met. They allow us to know if the students are still with us.

Key components of effective hinge questions are:-

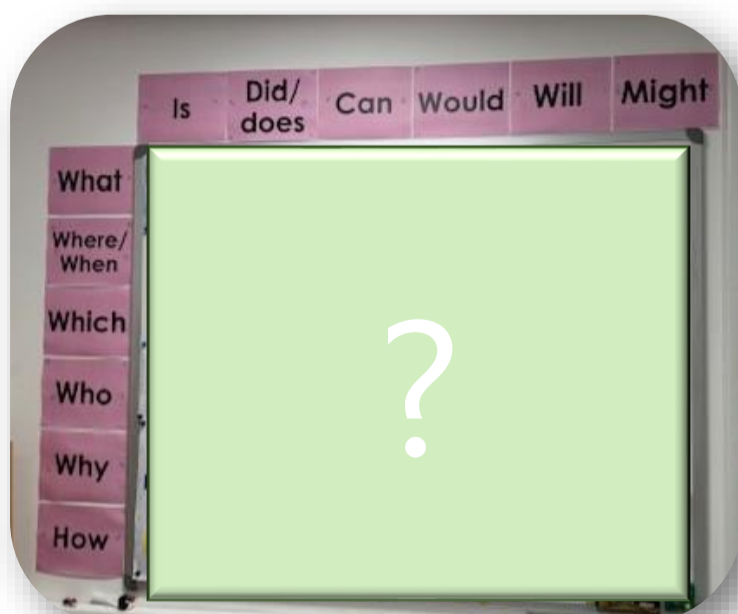
- The whole class needs to engage with it (white boards, hand gestures, colour cards, etc)
- They need to be short so they don't interrupt the lesson – 2-3 minutes
- Teacher must be able to eyeball all the responses in a quick 30 seconds.
- Students must get it right for the right reason. The question needs to be designed so 'luck' or a misconception won't give them the right answer.

This allows teaching to be more responsive and more engaging as the teachers are tailoring the work to the students' needs.

Other questioning techniques include: -

**Diagnostic questions** – questions are designed so that wrong answers highlight where the misconception is. These are often multiple choice, but can also be open answer questions.

**Pose, Pause, Pounce, Bounce** – this technique helps encourage deeper thinking. The pause is crucial so all students can think, then developing students listening skills and respect for others so they can process other students answers and respond. Responses can be in the manner of agree, disagree, explain, rationalise, build upon and so on.



**The Question Matrix** – this is used to support questioning. The easier to answer closed questions are signified in the top left corner, whilst we they become more challenging and more thought provoking as you get to the 'Mighty Might' questions, for example, 'How might the weather effect the erosion of the cliff face?'.

Closed Questions – these are questions that could be described as black and white questions. They are often right or wrong and the answers are likely to be a word or short statement. These have benefit as they provide greater detail when focussed on a specific point, they are quicker so allow for the tempo and pace of lessons to continue and they are easier to analyse and assess. Often used at some part of the 'Pose Pause Pounce Bounce' technique. They are also effective to check understanding and that students are paying attention. An example could be What is .....

Open Questions – these allow for more detail and rationale behind the answer. They often require deeper thinking as students are asked to explain, describe or summarise their thoughts and beliefs. Teachers may use key language such as 'why', 'how' and 'consider' for example in these questions. They are proven to stimulate critical thinking and help develop communication skills. The answers are often quite long, so teachers may have to recap the main points for the other students, but this will help them develop their listening skills and respect for others. An example could be How might .....

## **Responsive Teaching**

Instruction can be misunderstood. Check for understanding and respond to the emerging needs of students.

*"The more effective teachers frequently checked to see if all the students were learning the new material. These checks provided some of the processing needed to move new learning into long-term memory [and] to let teachers know if students were developing misconceptions."*

*B. Rosenshine*

When summarising his principle of "check for student understanding", Rosenshine stated,

*"The more effective teachers frequently checked to see if all the students were learning the new material. These checks provided some of the processing needed to move new learning into long-term memory [and] to let teachers know if students were developing misconceptions".*

According to Tom Sherrington, teachers need to know exactly where students are in their learning at all times (as far as that is possible) to best support mastery of a skill or concept. There are two stages to this process:

1. **Gathering information** by constantly checking for understanding and sampling student responses
2. **Responding to this information** with a swift intervention to remedy misconceptions or mistakes, or to advance to the next level of challenge.

A key element of checking for understanding effectively is, as Doug Lemov calls it, 'rejecting self-report'. Even if a student says that they have understood, teachers cannot know for sure until they check.

Examples of checking for understanding questions include:-

### *a) Factual questions*

Factual questions require fact-based answers, and often only have a right or wrong answer. They generally tap into students' lowest level of cognitive process, requiring a reasonably simple or straightforward answer. The question may also include technical vocabulary and require students to get the information based on a reliable source.

One benefit of using factual questions is that they clearly highlight whether or not a student understands that specific piece of information. They are quick to ask and also quick to answer, so provide one of the fastest avenues to checking for understanding.

An example of a factual question: "What date was the Battle of Hastings?"

### *b) Convergent questions*

Convergent questions often require students to bring information together from more than one area and form a conclusion based on this. These questions are also called "closed-ended questions" as there is often only one or a few plausible solutions.

Although this type of question typically requires lower order thinking skills, it does tap into different levels of cognition including:

- Comprehension
- Application
- Analysis

In a study, researchers examined the benefits of using convergent, divergent and evaluative questions in science lessons. They found that convergent questions were the most appropriate choice to help steer students away from misconceptions. These questions help develop broader knowledge and can help add context and nuance to a student's understanding

An example of a convergent question: "Why did William the Conqueror invade England?"

c) *Divergent questions*

The opposite of convergent questions is divergent questions. These questions don't have a specific answer but have multiple plausible solutions. It allows students to think more broadly about the topic and consider multiple scenarios or alternative ideas.

Divergent questions require higher level thinking skills, encouraging students to analyse, synthesise or evaluate a topic and come up with different conclusions. In the study we just mentioned, the researchers found that the best time to use these is when teachers first introduce a topic. This is because it can help teachers understand the amount of prior knowledge students have on the topic. The questions can also help prompt a discussion or a debate.

It should be noted that these types of questions take longer to ask and answer. By doing so, we automatically concede some control, as it is difficult to predict where the conversation may go.

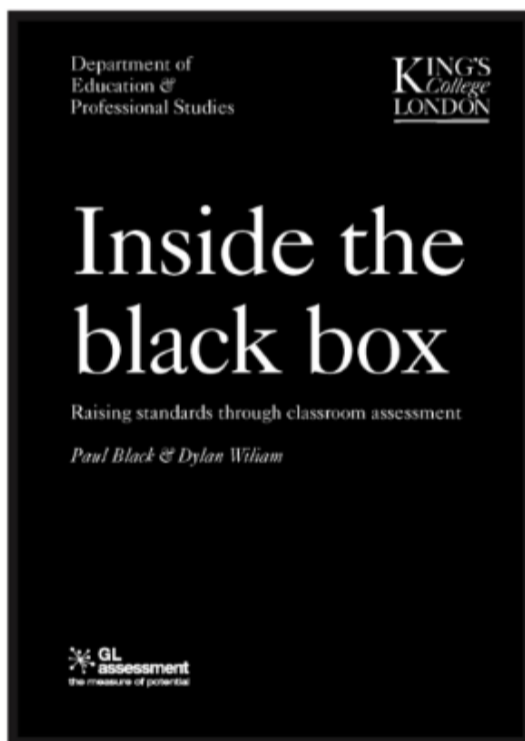
An example of a divergent question: "What would have happened in William the Conqueror had not invaded England?"

d) *Evaluative questions*

The final main type of questions is evaluative questions. When answering evaluative questions, students need to analyse the answer on multiple levels and use different perspectives. These questions, which can include a type of 'compare and contrast' question, help students engage on retrieval on several levels, as they have to retrieve everything they know about X, everything they know about Y, and then do a third level of hard thinking to identify the difference.

An example of an evaluative question: "What are the similarities and difference between William's and Caesar's invasions?"

The key with these is using the right question at the right time with the right person.



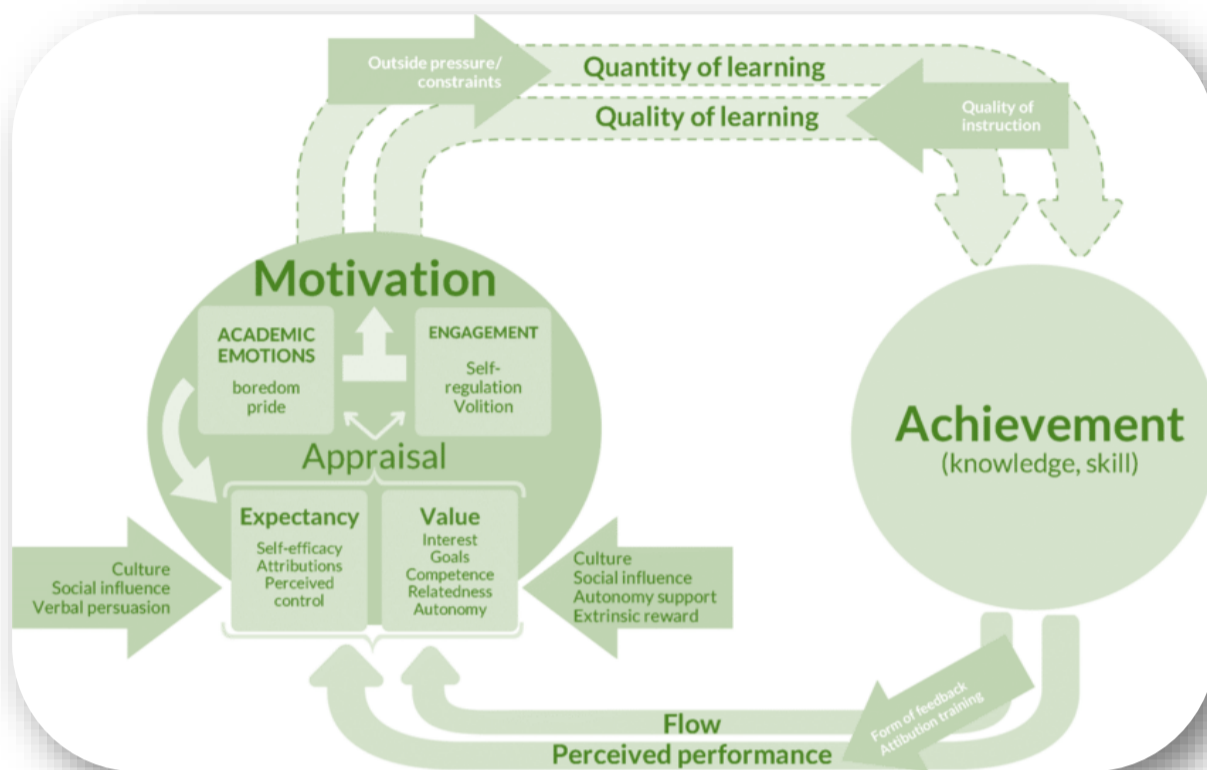
**“The teacher, by lowering the level of questions and by accepting answers from a few, can keep the lesson going but is *out of touch with the understanding of most of the class.*”**

## 4) Practice

### Motivation

Motivation is fuel for learning. Secure high success through scaffolding content and the encouragement and recognition of hard work, as well as ability.

### Motivation Success Cycle



It is our belief that every student in mainstream education has the potential to learn and develop their understanding of all concepts. We are aware that students may have had experiences in their life which have led them to believe that they may not be able to be successful in their ventures, academic or otherwise. In these cases, we must get students into a success/motivation cycle.

If students are lacking motivation, it is our job to remedy this. If, in the short term, it means making them feel successful by altering the pace of curriculum delivery, then we know that this can pay off in the long run and is worth the initial investment in time. Where possible, this feeling of success will come from appropriately pitching the content from the curriculum through scaffolding content, and clearly defining what success looks like so students can recognise it when they achieve it.

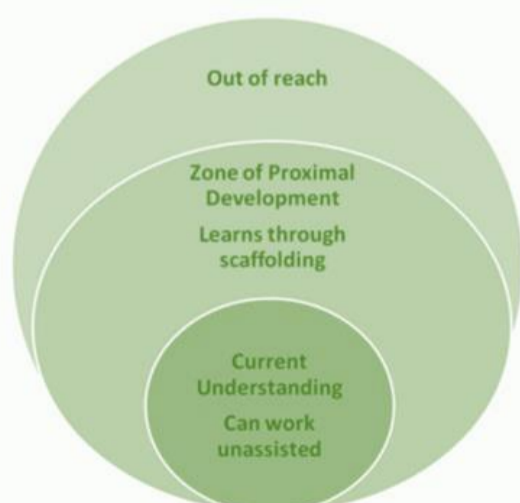
McCrea states in *Motivated Teaching* that we should frame success by stating what it looks like and what it doesn't look like, use the right metric so we are focussing on the learning behind the performance and ensure learners self-reference against themselves, rather than comparing to their peers. This will ensure that all learners can experience success, which will motivate them to experience more success

### Zone of Proximal Development

We are aware that new learning happens best when content is placed just at the periphery of students' current schema. To ensure that all students have the best possible experience with us, all learning is pitched to an appropriate level or adequate intervention is in place to ensure that, when in class, students are always working in their Zone of Proximal Development (ZPD). Vygotsky defines the ZPD as:

*"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers"*

### Zone of Proximal Development



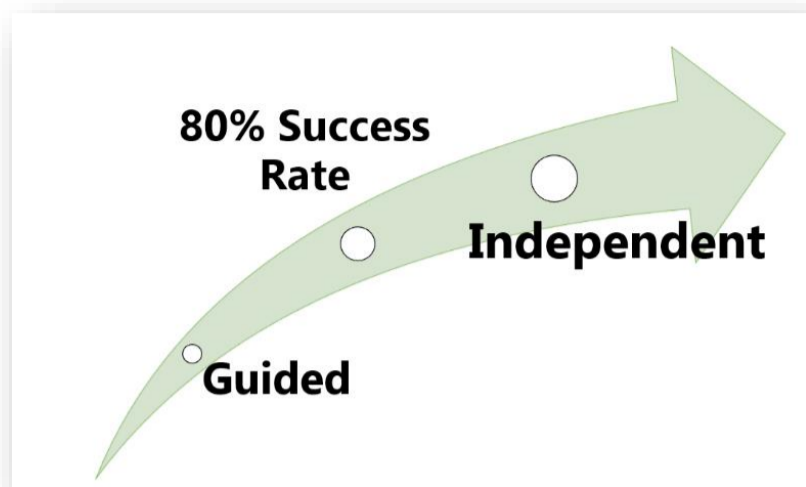
Effective scaffolding of curriculum content and its delivery will ensure that students are consistently working in their ZPD. Work pitched outside of this will most likely not be successfully completed by students and may lead to them becoming demotivated. Examples of scaffolding for tasks which may seem daunting include the use of sentence starters, structure strips and successful retrieval questions.

## Purposeful Practice

In order to apply their learning, students are given the opportunity to engage with *purposeful practice*.

*"Deep knowledge the goal; shallow knowledge comes first"*

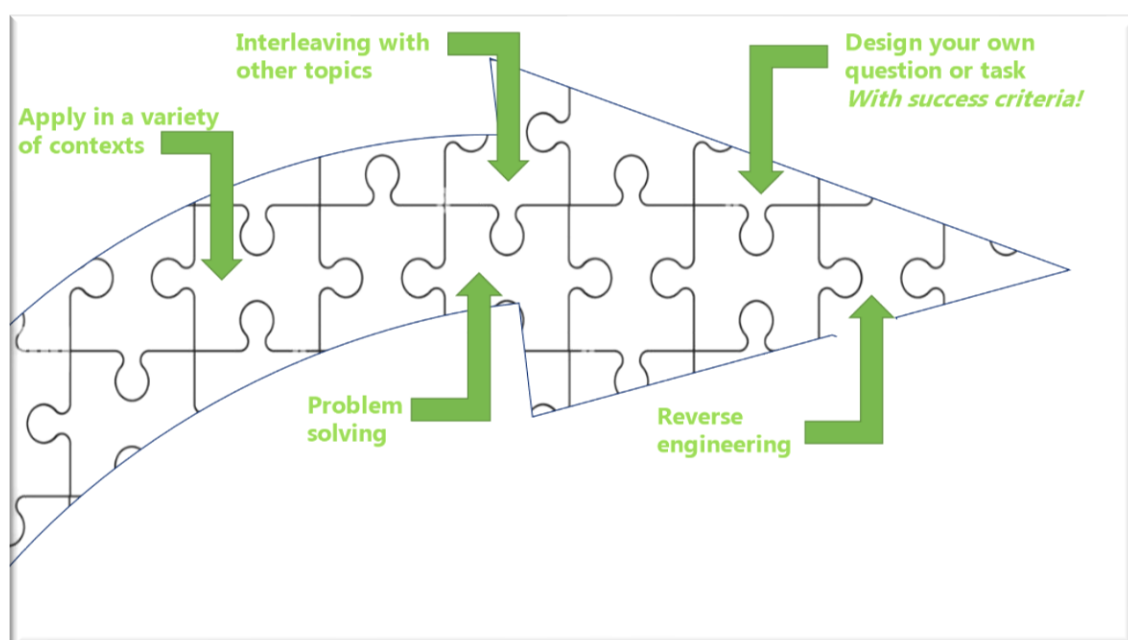
D Willingham



Rosenshine highlighted that students need time to rehearse, elaborate and rephrase new material so it can be processed into their long term memory. When there is a high success rate in this practice, then the activities move up the scale and overlearning the material allows it to be automatically retrieved.

If the information can be automatically retrieved, then this does not put a burden on students' cognitive load. It will free up space in the mind allowing students to focus on the planned learning.

The higher order practice activities can take many forms. Staff carefully design the activity to best suit the needs of the students. The diagram below shows some examples of the higher order practice activities. Others include spotting the mistake, and transferring knowledge from other subjects.



All students benefit from independent practice which builds the fluency and recall they require to attain well

Students must be allowed to apply what they have learnt in every lesson. In addition, students must be regularly allowed to complete extended independent practice. For example, a longer exam question, a complete recipe, a performance to an audience or a full game in PE.

Teachers must set activities and questions like those previously modelled and remove scaffolds gradually. Teachers must evaluate students' work throughout the lesson to formatively assess understanding and address misconceptions. Teachers can check for understanding using mini-whiteboards, questioning or live marking amongst other pedagogical strategies. Teacher marking must be completed in a red pen.

Teachers must check the work of students with an EHCP plan? This will facilitate their ability to provide meaningful feedback as part of the statutory review process for such plans

## Interleaving

Interleaving involves mixing up topics within the same subject when studying. This is the opposite of blocking, which is fully covering one topic before moving on to the next. This graphic gives an example (taken to the nth degree for illustrative purposes only) of the difference between the two:

The benefits of interleaving are improved memory, improved performance and more efficient strategies being selected for complex problems.

In a recent randomised control study, students who engaged with interleaved practice scored 74% compared with students who engaged in block practice who scored 42%. These tests were carried out after 30 days from learning the topic in class.

Interleaving can also be taken further within lessons, please look at this example. The diagram is from a lesson on Forming Expressions, but to solve this problem, you must recall the area of a triangle formula. This is an example of interleaving topics within a lesson. You will see from this example that there is a strong link with retrieval too. Dr. P. Agarwal stated that interleaving is 'mixing it up' and uses a fruit salad analogy. This is mentioned in the retrieval section on page 14.

When considering which topics to interleave into the main content, consider the spacing too (mentioned in the retrieval section on page 12).

## Spacing

When used effectively, students learn how to apply concepts, develop stronger understanding and more effective transferring of information from one context to another. Carpenter and Agarwal, (2020), highlight that spaced practice leads to long-lasting and durable knowledge over time. Faculty leads will have designed their curriculum with this in mind as core concepts, key skills and knowledge will be revisited after appropriate planned spaces across the five years of study through KS3 and KS4.

Spacing will also be evident in MHW tasks, assessments and do now activities. Implementing this research into many different contexts will ensure students benefit the most from this research.

## Review

All students benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall

Teachers must review the extent to which the lesson's intent has been achieved at the end of every lesson and by whom, to inform their planning of the next lesson. Regular checking for understanding and feedback throughout the lesson will help to inform the delivery of this final phase of learning.

Teachers always consider the most effective way of assessing students given the nature of that particular lesson. For example, by using mini-whiteboards, using probing questions to students who have previously misunderstood key concepts.

Teachers always consider normalising errors to encourage a high challenge, low threat environment to ensure they experience high expectations without fear of failure<sup>29</sup>.

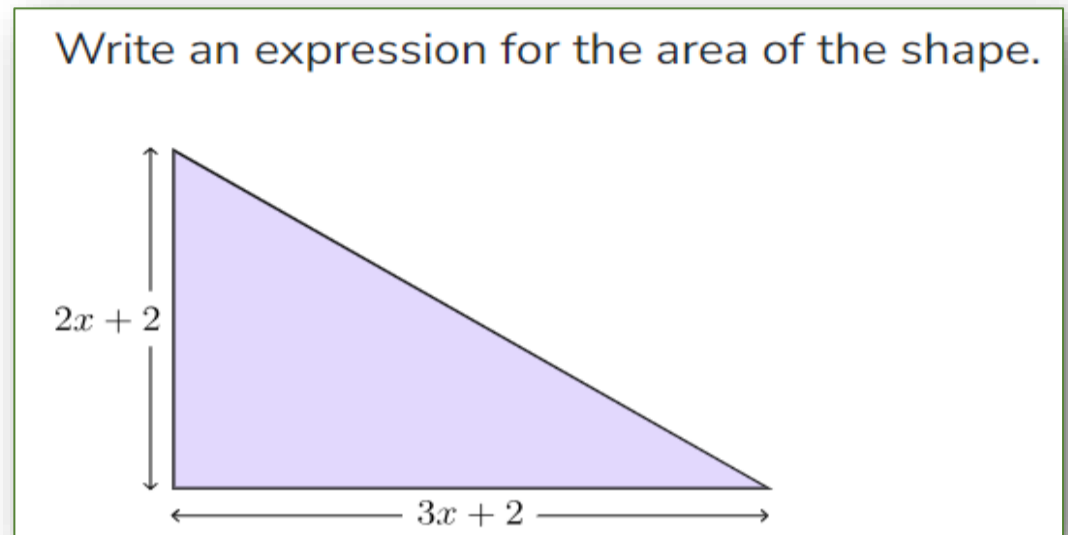
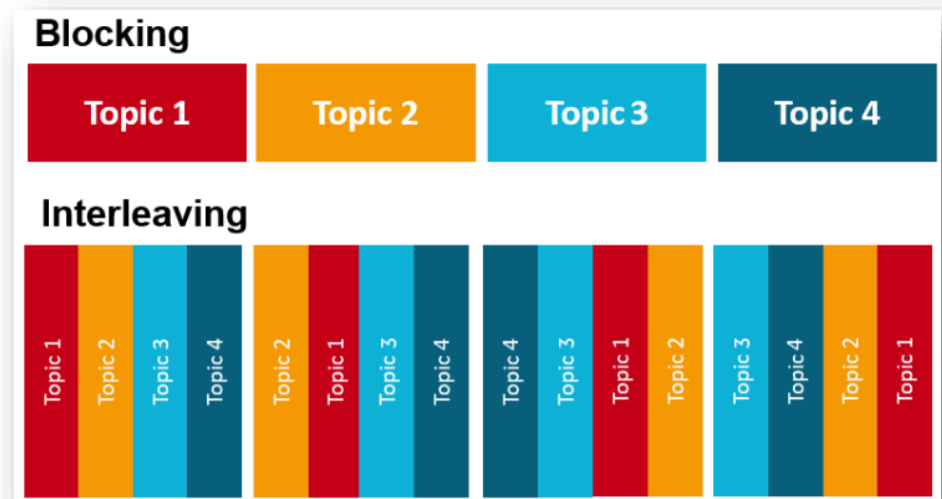
Students are dismissed in an orderly at the end of the lesson. Books are collected in an organised manner and placed neatly in a box at the back of the classroom. Students tuck in their chairs and stand behind them, ensuring their uniform is 100% right before leaving. Teachers dismiss students one row at a time.

## Building a Culture of Error in Practice

The teacher asks a student to name problems they would like to review. A student asks for clarification on a piece of challenging vocabulary. "Great question" the teacher responds. The teacher asks a classmate to provide the solution and then another and so on. The teacher's tone doesn't waver – calm, steady, non-judgemental – which implies it is normal to struggle with this vocabulary.

## Variation theory.

Please see the information on variation theory mentioned in the retrieval section (page 14)



## **Expectations in the classroom**

### **Adaptive Teaching**

Students are all different and will all learn at different rates. Adapt teaching material and instruction so all students access the curriculum equitably.

The needs of some students may go beyond that of responsive teaching due to additional requirements that the students may have. While responding to the knowledge gaps of students should always be considered, students with special education needs and disabilities may need resources or instruction adapting to allow them to access the curriculum content at the same level as their peers.

When implementing these adaptations, it is important to consider whether they would benefit all students. If this is the case, then adaptations should be made for all. If it is not the case that this is beneficial to all students but solely an individual, it is still our duty as inclusive practitioners to make those adaptations.

Seating plans are an important source of information on individual and class needs. They are live documents held on Classcharts which includes information on:

- HAT /MAT/ LAT status
- Disadvantaged (PP)
- NGRT reading ages, SEND diagnosis and needs, KS2 data as well as recent summative assessment data.

Adaptive practitioners will edit hard copies of seating plans to include information they gather on their class, including prompts such as which students may need instructions clarifying, which students may need to sit closer to the board, verbal cues for struggling students and how to support individual students.

### **SEND and Adaptive Teaching**

Students with SEND are in most need of excellent teaching and benefit most when their learning needs are fully understood

Teachers at The Kings must adapt their lessons to be inclusive by design, rather than as an afterthought. This means that teachers plan lessons with ambitious content and then scaffold them for the needs of students, rather than plan a one-size-fits-all lesson with 'bolt-on' activities. This is the most effective way of supporting students to achieve their potential<sup>31</sup>.

Adaptive teaching is harmful to no one, helpful to everyone and vital for students who are disadvantaged and for those with SEND.

Teachers must use resources such as Teaching Assistants (TAs), student profile and seating plans to adapt their lessons to maximise impact.

#### **Student Profiles**

Teachers must read, understand and apply the guidance listed on student profile.

The SENDCo and their team are crucial members of the T&L team because they are responsible for updating, disseminating and quality assuring the use of Student Profiles. Teachers always consider the needs of their students and provide feedback to the SEND department through the referral process



## Teaching Assistants

Teaching Assistants can be a high cost/ low impact resource. Poor TA deployment has a negative impact on attainment; effective TA deployment can have positive effectives

The SENDCo is responsible for the CPD and deployment of Teaching Assistants. For lessons in which TAs support, they will have access to medium term plans and lesson content in advance to prepare for their role in the classroom.

The SENDCo will consider what TAs specialise in. They will be assigned to a HUB in order to upskill their knowledge on curriculum content, progression documents and agreed content pedagogy.

TAs operate in classrooms under the 'Helicopter model' to avoid students becoming dependent on them.

Best practice includes:

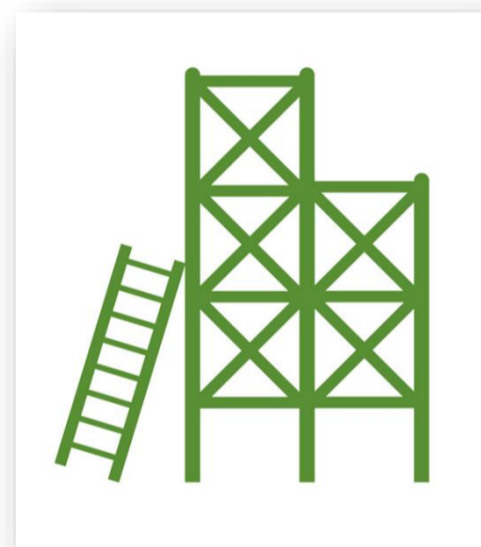
- Intervening with small groups or one-to-one .
- Specific targeted interventions.
- Trained well to deliver the intervention.
- The work supplements the work with teachers BUT does not reduce the amount of high-quality interactions with teachers.
  - Use TA's to add value to what the teachers do.
  - Use TA's to develop independence.
  - Ensure TA's are prepared for the role and lesson.
  - Plan structured interventions in a 1-2-1 setting or very small group where TA's can add benefit.
  - Provide scaffolding support for TA's to use.
  - Ensure modelling which is used for the students is fully understood by TA's.
  - Ensure key vocabulary is fully understood by TA's.
  - Provide time for feedback from the TA as their assessments can add value for future planning.

## Scaffolding

Teachers always consider scaffolding work so that it is desirably difficult for all students<sup>32</sup>. They provide scaffolds for the remaining students to reach the same standard, albeit with more help, guidance and time.

Setting the most ambitious goals for all students and providing scaffolds, raises the attainment and expectations of the whole class

Differentiation is a term often used to describe the way in which work is changed to suit different students. This can lead to the idea that students should be given different work, which creates an additional workload and limits student progress.



## Literacy

All students benefit from explicit literacy instruction, both within lessons and through bespoke interventions. It is easy to think that literacy teaching is the sole responsibility of an English department, but this isn't true. Students learn best when every teacher seeks to unlock the curriculum by teaching vocabulary, whichever subject they teach.

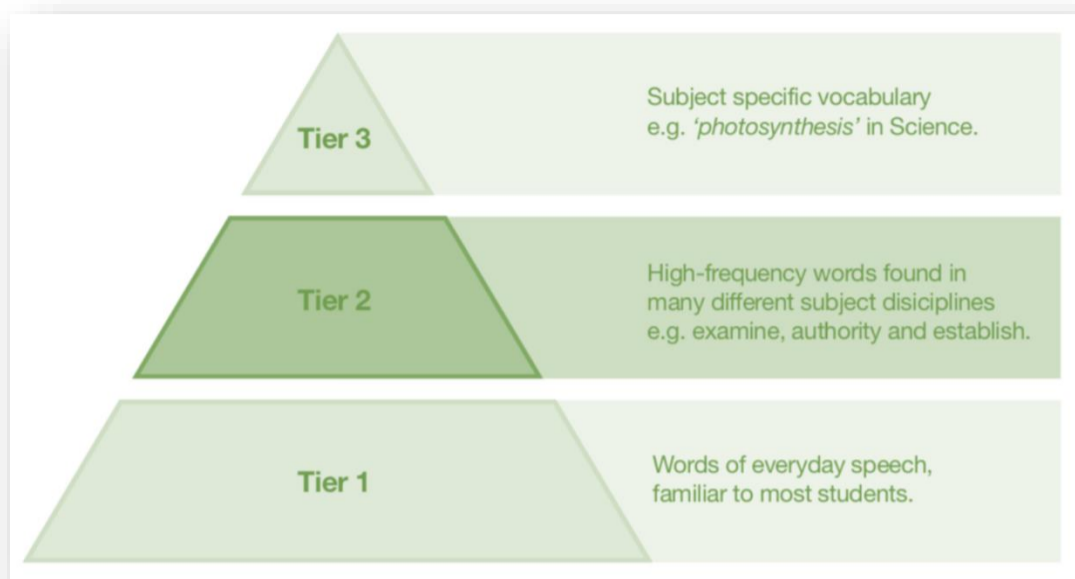
All teachers must highlight and reinforce key language every lesson, which are specifically linked to Tier 2 vocabulary (WOW words) and talking like a subject specialist (Tier 3).



Teachers pre-teach keywords by explaining their meaning and use through many strategies including the Frayer Model. Including keywords throughout the lesson and in students' written work enables them to unlock the curriculum

Teachers always consider the reading ages of their students, which are shared through the data rich seating plans. For example, teachers may simplify the text used in presentations to become more accessible to the class.

Teachers should prioritise teaching Tier 2 and 3 vocabularies, which students are unlikely to encounter in everyday speech.



### Assessment

All students benefit from regular and meaningful summative assessments to help them to achieve their full potential.

Teachers always consider assessment information to address gaps in students' knowledge, skills and understanding. Students are supported to develop the resilience and stamina needed for external, end-of-course examinations.

Assessment happens in three tiers

- Action feedback – in the moment (formative)
- Mini Assessments – for units of work (summative)
- Summative assessments – such as Mock exams, end of year exams or end of term assessments (summative)

### Action Feedback

This our formative assessment strategy that is used in every lesson where students are taught. This feedback focuses on the nature of the work and not on the ego of the child. Research from Wiliam in 2016 found that if students are given ego involving feedback, they look to restore a sense of well-being rather than focus on the content of the feedback.

Wiliam said for the feedback to be good, it should:-

- Help students think – rather than react emotionally
- Help students understand that their abilities can improve over time.
- Be actionable – suggesting actions students can take rather than just critique.
- Be meaningful – relevant to the students and their current needs.
- Trust-based – students need to know that the teacher has their best interests in mind
- Timely – students can remember what they did and have time to implement the suggestions.

Lots of other pieces of research had these common strands:-

**Effective feedback** has a number of similarities from research.

Communicate clearly what the learning objective is and what success looks like.

Where is the learner right now in relation to the learning objective, what they can and can't do.

How does the learner achieve their learning objective and what does the teacher need to do.

## Feedback

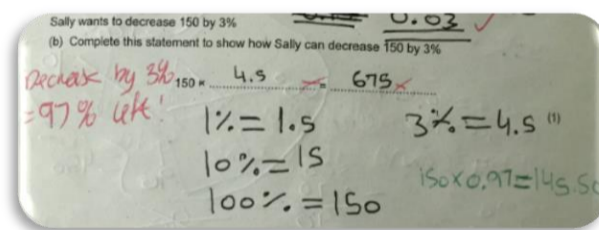
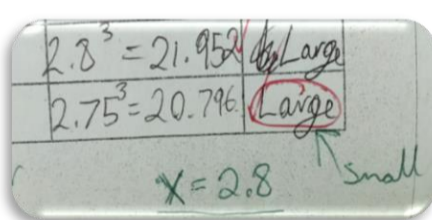
What does good feedback look like?



Using this research and working alongside the EEF findings from 2021, who stated feedback is most effective when done whilst students are working, we use the 5R model (shown below). This model helps us direct our Action Feedback and should be regarded as Sherrington (2018) stated 'an instruction'. We expect students to follow our instructions and we expect them to respond to our feedback.



It is important to note that this is not a sequence but rather a selection of approaches to be adopted. Teachers are expected to assess where the students are and then select the correct form of Action Feedback to aid their progress. Action Feedback can be given during the Do Now activity – time permitting, but is more likely to be given during the purposeful practice portion of the lesson. In order for Action Feedback to have the opportunity to be given, significant time must be dedicated to this in the lesson. The aim is for 15-20 minutes. Not only does this form of formative assessment maintain our key strands of challenge, engagement, feedback and independence, it will also be valuable to support the planning of the next lesson.



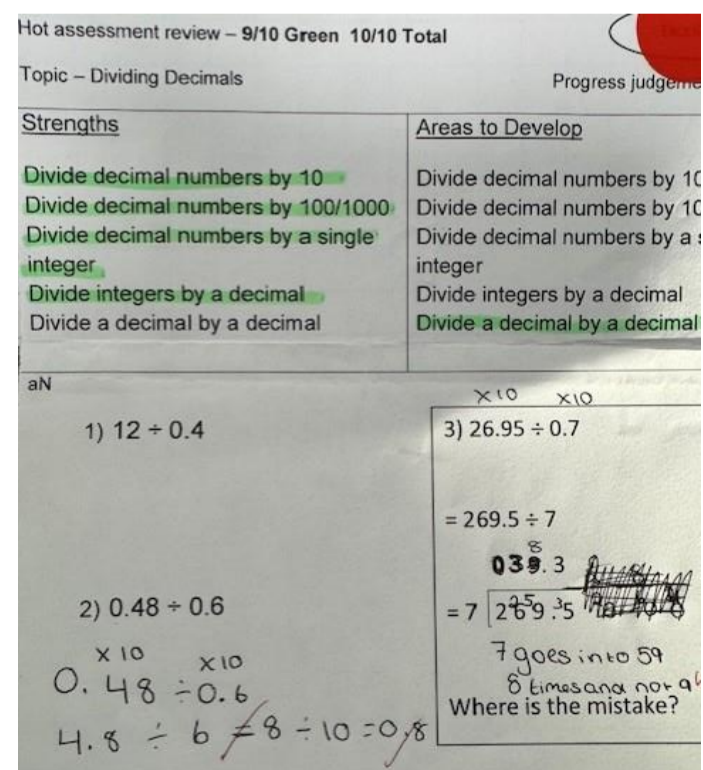
### End of Unit Assessments

Curriculum leaders carefully plan and sequence End of Unit Assessment points which are clearly mapped on Mini Assessment overviews. Teachers are clear on when assessments will take place, when, and the curriculum content to be included. As a result, HUB Leaders and teachers can understand which parts of the curriculum need to be revisited or retaught, identify which students need additional support and are informed on where to prioritise the development of agreed content pedagogy.

Each HUB must adhere to its own individual mini assessment schedule and how adaptations to Action Feedback make is work effectively for their subject(s).

When marking summative assessments or Meaningful Homework, teachers adhere to their own HUB adaptations to agreed approaches for student feedback:

Here you can see two different examples of how mini assessment feedback is provided and acted upon.



**Pupil Response**

**Knowledge gap:**  
 Q1) using qualitative techniques.  
 Give a reason why an environmental survey isn't a qualitative technique?  
 An environmental survey isn't a qualitative technique because you are storing and taking your opinion on a numerical scale.

**EXT: what is the difference between sampling and a method?**  
 Sampling is the techniques to collect data. Method is how you present your data.

**Skills gap:**  
 Q4) What does ONS stand for?  
 Office for National Statistics  
 Which organisation collects the census?  
 Government  
 ONS

What data is included in the census?  
 Population, age, gender, income

How will it link to your investigation?  
 we can see how a group is related

**Instructions**

- Answer ALL the questions on the test.
- Answer the questions in the spaces provided.
- Ask for additional paper if you need more space to write your answers.

**Assessment Focus**

- AO1 – demonstrate knowledge of locations, places, processes, environments.
- AO2 – Demonstrates understanding of concepts and interrelationships between how they are used in relation to places, environments and processes.
- AO3 – Apply knowledge and understanding to interpret, analyse and evaluate geographical information.

**Skills / Content Focus**

- Interpret information from maps (population)
- Select appropriate fieldwork examples
- Define key terminology accurately
- Support your judgements with evidence from sources e.g. fieldwork techniques

Score **41/29**      Percentage **59%**      % Progress judgement **5-**

**S:**  
 Use data from graphs accurately  
 Key terms/definitions used accurately  
 Sampling techniques identified and advantages/limitations given  
 Accurate explanation of techniques and methods  
 Qualitative and quantitative data techniques are explained accurately  
 Differences between primary and secondary data are clear

**W:**  
 Limited use of data from graphs accurately  
 Key terms/definitions not used accurately  
 Sampling techniques not identified and advantages/limitations are limited  
 Brief or limited explanation of techniques and methods  
 Qualitative and quantitative data techniques are not explained  
 Differences between primary and secondary data are unclear

**AN:**  
 DIRT Q1 & 2.

These pieces of work are marked entirely by the staff. They will have the progress grades as defined in the assessment policy. They will have comments following the set criteria:-  
 Strengths – what have they done well linked to the success criteria.  
 Weaknesses – what they have not done to the expected levels.  
 and Next – what the students need to do following on from this feedback.

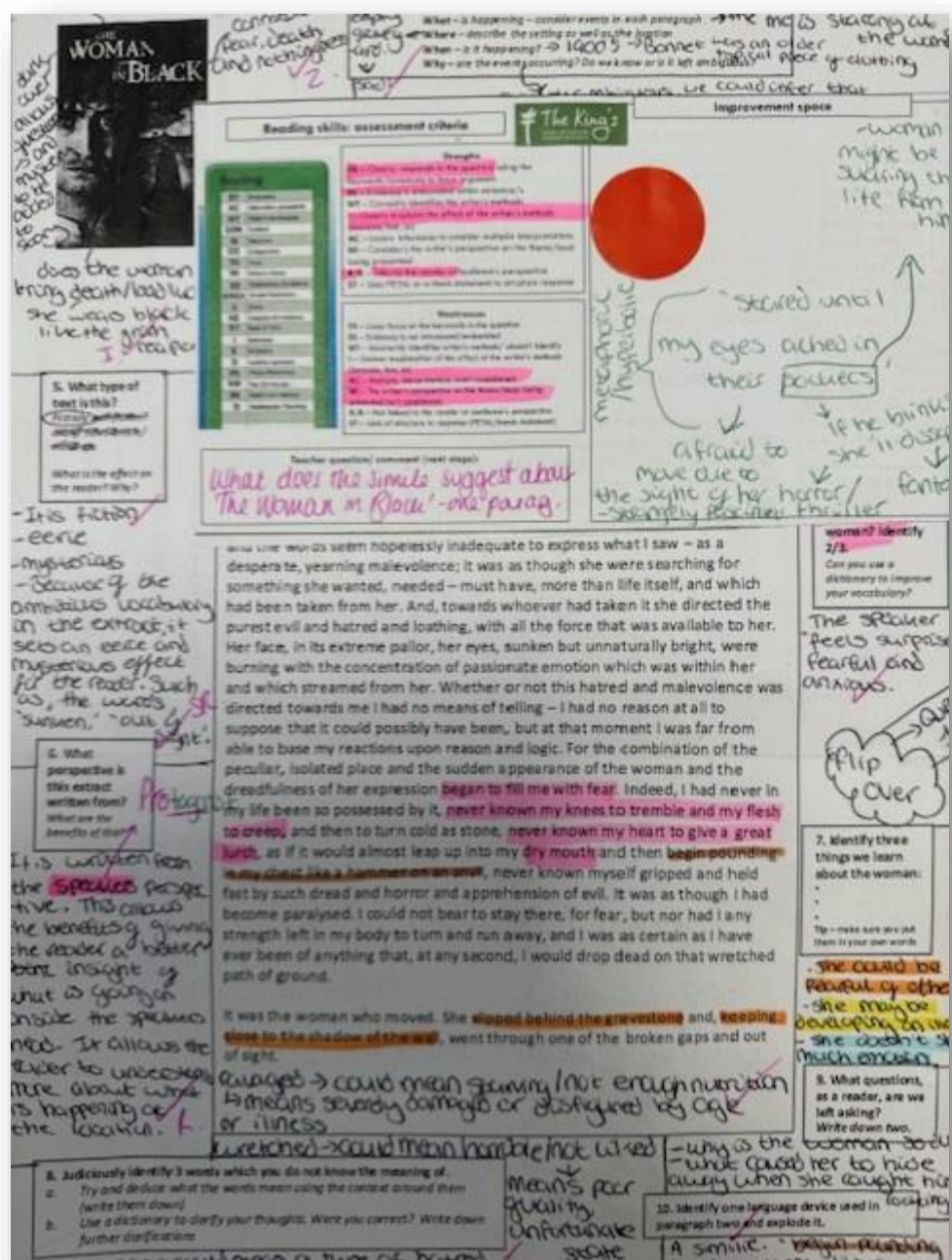
It is this response to the feedback that is crucial and teachers are expected to give dedicated time to this in the lessons.  
 To help ensure that misconceptions are addressed, whole class feedback must follow key summative assessments following this feedback cycle:



Progress Tracker sheets are accessible to every student for every subject as pupils wanted to know what they could do and what they couldn't. The Progress trackers are used for Meaningful Homework and Summative assessments, and are completed by the students. In order to develop students' independence and metacognition; filling this in themselves in their own words means they will know what they know better and be able to direct their independent study more effectively

Date:	Assessment/ Homework	Progress sticker	Strength	Weakness
11/24	Meaningful homework Spring 1	Red circle	Area + Perimeter	
11/24	Meaningful homework Spring 1 (mathswatch)			
11/24	How might I multiply with decimals	Green circle	Multiplying decimals by 10 multiplying by 10 with decimals multiply by single integer multiplying decimals by decimals.	multiply decimal numbers by 10 multiply decimal numbers by 100/1000
11/24	How might I divide with decimals	Yellow circle	Dividing decimals by 10 Dividing decimals by 100/1000 Dividing decimals by decimals	Divide decimal numbers by 10 Divide decimal numbers by 100/1000 Divide decimal numbers by a single integer Divide decimal numbers by decimals Divide decimal by decimal
8/1/24	How might I use and interpret real life graphs	Yellow circle	Read and interpret from distance/time graphs. Create distance time graphs convert units distance	Use speed distance/time formula

## Homework



All students benefit from homework which is embedded as an integral part of the curriculum, allowing them to practice and prepare for future learning.

The EEF (2021) found results from 43 studies that students who do their homework well on a regular basis make an additional 5 months of progress. Other research highlights the personal benefits such as improved communication skills, higher levels of resilience, greater patience and improved critical thinking.

There is a clear link within school regarding those who engage in independent study and the progress they make. This is a huge factor in helping students learn and therefore it is not only important that students complete it, but that it is designed and implemented into the curriculum well.

The school also provides access to several learning platforms which are free of charge to our students. These platforms are available to support independent study and make the most of the opportunities they have to learn.

Homework is split into two main categories:-  
Meaningful Homework (MHW) and Homework.

Meaningful Homework is:-

- Set once per half term for each class. (Exception for KS3 classes who see their class once a fortnight, so MHW is set once per term)
- Marked using the SWaN method
- Students make corrections with Green Pen (when they receive the marking back)
- Progress Trackers are completed highlighting strengths, weakness and progress grade. (completed by students)
- Logged accurately on ClassCharts when set.
- Logged accurately on ClassCharts when submitted.
- Designed to be part of the curriculum and help students move forward with their understanding.
- Designed to develop independence and a home-learning routine.
- Rewarded for handing in on time (+150pts) with a substantial amount of effort displayed. There are opportunities for additional rewards to be given when the quality is of a high standard too:-
  - +50 pts for academic drive or independence
  - +100pts for praise postcard
  - +200pts for exemplary standard of work.

Homework (not meaningful homework, this is set in addition to the required meaningful homework pieces) is:-

- Set at the discretion of the staff.
- Marked by the students themselves, peers or by the teacher.
- Corrected in green pen by students.
- Logged accurately on ClassCharts when set.

<p><b>Quality</b></p> <p>The quality of homework is more important than its quantity</p> 	<p><b>Memory for Learning</b></p> <p>Reinforces classroom learning by improving its retrieval strength</p> 	<p><b>Real Life Application</b></p> <p>Sets tasks which encourage their applicability to real life situations</p> 
<p><b>Making Space</b></p> <p>Uses scaffolds to build WM capacity to merge new and prior knowledge</p> 	<p><b>Equitable</b></p> <p>Accessible to all through the use of appropriate scaffolds</p> 	<p><b>Meta-Cognitive</b></p> <p>Fosters perseverance by applying the strategies of successful independent learning</p> 
<p><b>Engagement</b></p> <p>Engages parents with learning, allowing feedback on pupil progress</p> 	<p><b>Desirable Difficulties</b></p> <p>Highlights the value of effort in succeeding with demanding tasks</p> 	<p><b>Feedback</b></p> <p>"More work for the recipient than the donor". Making this a productive reality.</p> 

- Logged accurately on ClassCharts when submitted.
- Designed to consolidate learning, aid with revision or support students moving forwards.

Here are some examples of the support available to students and parents through our website.

**Creative Arts Hub**

**Drama - Year 7 T1**

**Autumn 1 Task - Create a poster describing the FUEL BAG Skills**

**How will this homework prepare me for an upcoming mini assessment?**

This term you have been focussing on FUEL BAG and implementing skills into your work. In your Mini Assessment you will be marked purely on FUEL BAG and how we use these skills in our performances. Facial Expressions, Use of Space, Eye Contact, Levels, Body Language, Audience Awareness, Gestures.

**Guidance** - Include the letter and what it stands for. Give me a definition for what that skill is and explain how we might use this skill effectively in our performances.

**Remember** - This homework should be completed in your books. This should take you around 45 minutes to complete.

**Success Criteria**

- I can show what each letter stands for.
- I have given a definition for each skill.
- I can successfully state how to effectively use this skill in my performances.
- My poster has colour and looks appealing.
- My poster is laid out over a double page and I have filled the space with colour and images.

**The King's**  
CHURCH OF ENGLAND  
ACADEMY KIDSGROVE

**Table 4** gives some information about disposable cups.

	Coated paper cups	Poly(styrene) cups
Source of raw materials	Wood	Crude oil
Energy to make 1 cup in arbitrary units	550	200
Biodegradable	Yes	No
Recyclable	No	Yes

Compare the advantages and disadvantages of using coated paper and poly(styrene) to make disposable cups.

Use Table 4 and your knowledge and understanding of life cycle assessments (LCA) to compare the advantages and disadvantages of using coated paper and poly(styrene) to make disposable cups.

**Disadvantage identified (1 mark)** → One disadvantage of poly(styrene) cups is that they use crude oil as a source of raw materials. This is bad because it is not sustainable as crude oil will eventually run out, whereas using wood is better because you can always plant more trees.

**Disadvantage explanation (1 mark)**

**Success Criteria**  
Described and explained a disadvantage

**Advantage identified (1 mark)** → However, less energy is required to make poly(styrene) cups than coated paper cups which means less energy can be used to produce paper cups. This is a strong economic advantage. Also the coated paper cups are not recyclable which is very bad for the environment.

**Advantage explanation (1 mark)**

**Success Criteria**  
Described and explained an advantage

**Spring 2 – Vikings**

Meaningful homework- Viking Settlement in the Western World Quiz and Revision  
<https://www.youtube.com/watch?v=WAJFKzyunrc>

**Task:**  
Complete the multiple choice quiz on **Viking Settlement in the Western World**. Watch the following video clip and create revision about **Viking Settlement in the western world**. Video Clip – YouTube: BBC Teach – Viking invaders and settlers <https://www.youtube.com/watch?v=WAJFKzyunrc>

**Guidance:**  
-Complete the multiple choice quiz on **Viking Settlement in the Western world**.  
- Watch the video clip **BBC Teach – Viking invaders and settlers** until the end <https://www.youtube.com/watch?v=WAJFKzyunrc>  
-For your spider diagram or bullet point list you should include key dates, key words, events and names that might be useful and important and identify changes and continuities, significances, similarities and differences (second order concept) on Viking Settlement in the western world.

**Success Criteria:**  
- You must aim to complete the multiple choice Quiz and score at least 6/10.  
- You must aim to create a piece of revision for **Viking Settlement in the Western World** to support with your lagged assessment.  
- You must bring your written notes on **Viking Settlement in the Western World** that include key dates, key words, events and names that might be useful along with any secondary order concepts you have identified.

**Strength:**  
Correct quiz answers

**Weakness:**  
Key information not highlighted

**Next Steps:**  
Highlight key dates and places

## Marking

To enable teachers to maximise the quality of marking and feedback, as a school we focus on the following:

- *HOW to mark;*
- *WHAT to mark;*
- *WHEN to mark.*

How to Mark

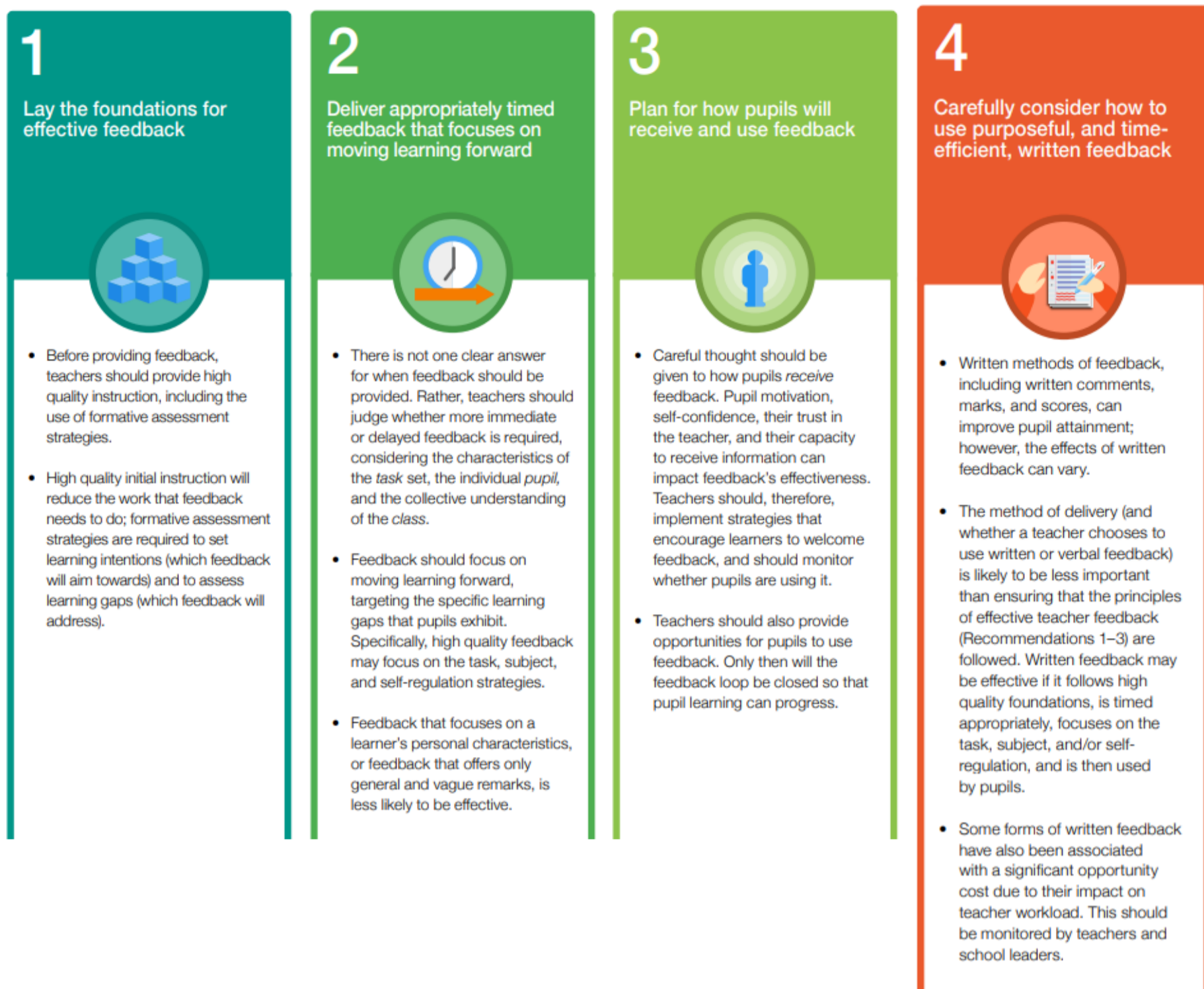
EEF provides guidance on how to provide effective feedback through marking. (October 2021)

Here, they highlight 6 key principles:-

- Lay the foundations.....
- Deliver appropriately timed feedback.....
- Plan for how students will receive and use the feedback.
- Carefully consider how to use purposeful, and time-efficient, written feedback.
- Carefully consider how to use purposeful verbal feedback.
- Design and school feedback policy .....

Many of these principles were used as the foundations for Action Feedback.

The full guidance report can be found here :- [https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher Feedback to Improve Pupil Learning.pdf?v=1748856998](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher%20Feedback%20to%20Improve%20Pupil%20Learning.pdf?v=1748856998)



#### WHAT to Mark:

The following responses are marked by all teachers using SWaN:

- Summative Assessments
- Meaningful Homework

This allows students to clearly recognise what they have achieved in relation to the learning objective/success criteria/skill. The teacher will use a combination of summary marking, target marking and response marking. This will be underpinned by literacy-focused marking that will accurately highlight students' ability to write using Standard English, spelling, grammar and punctuation.

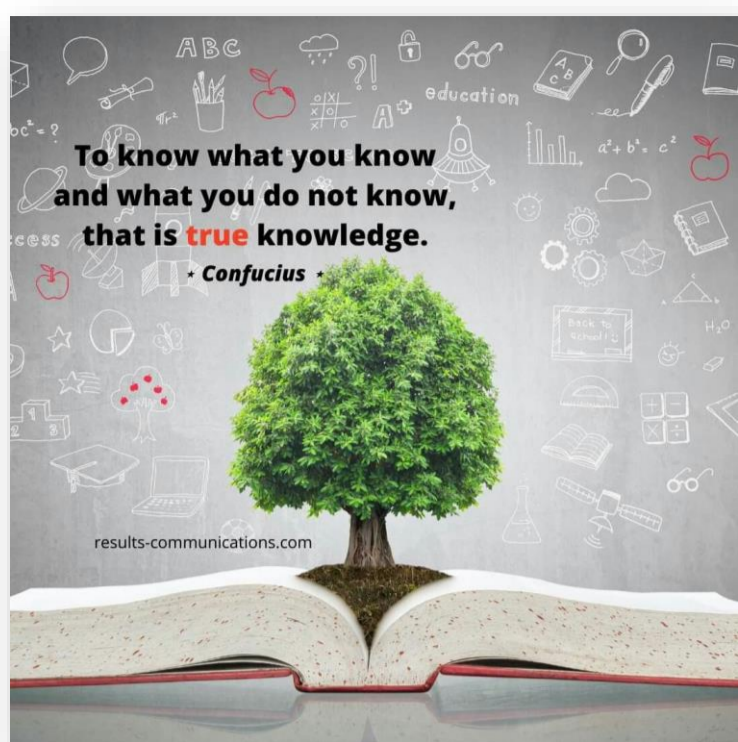
Students are then expected to respond to this marking by completing the 'aN' section of the SWaN marking strategy. This may be corrections from the marked work, new work to complete in order to embed the new learning or a mixture of the two.

#### WHEN to mark:

The work mentioned above (summative assessments & Meaningful Homework) should be marked in a timely fashion so students are still aware of what their task was on.

Lesson work is checked every 5-7 lessons. A sample of books of around 1/3 of the class. This is used to inform planning and maintain standards of presentation. The best way to enforce this though is through Action Feedback as mentioned previously on Page 30.

When you consider point 4.3 on the guidance from EEF, the amount of marking has been cut right down with Meaningful homework only once per half term and summative assessments are not centrally designated (except for mock exams), but controlled by Hub leaders who interleave assessments into their curriculum.



## Professional Growth

All students benefit from teachers, leaders and support staff who engage in a process of continuous professional learning

D Wiliam, 2019

*"If ... we accept that every teacher needs to improve, not because they are not good enough, but because they can be even better, professional development becomes welcome"*

Teachers always consider the learning points raised and considered in CPD activities. They actively participate in developmental CPD, displaying humility, openness and the highest sense of professionalism by recognising that we can all improve in our practice.

Teachers are supported by a developing CPD Curriculum with multiple strands suited to their needs. CPD is always evidence-informed, drawing on

the latest educational research to ensure that the strategies and approaches promoted have the most significant impact on student attainment.

Please see the Professional Growth Policy

Hub Leaders will develop their own departmental priorities which will be reflected on their skinny plans. Staff will support their Hubs with one of their goals within the professional Growth model.

CPD can be done at a whole school level, Hub level or with selected staff based on need or experience. For example, new staff to the school may engage in a behaviour systems sessions so they can become familiar with the software how to use it and what to use it for. The purpose of HUB leaders is to reduce the variation in the quality of teaching.

A Teachers role in this is to join willingly

Focus on improving specific aspect of practice

In so doing individuals support HUB leaders to fulfil their roles

No evidence is needed to be gathered or recorded as the Teaching Standards from the Department of Education highlight the expectations of teachers.

1. Set high expectations which inspire, motivate and challenge pupils	2. Promote good progress and outcomes by pupils	3. Demonstrate good subject knowledge and curriculum knowledge.
4. Plan and teach well structured lessons	5. Adapt teaching to respond to the strengths and needs of all pupils.	6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment	8. Fulfil wider professional responsibilities	P2 Personal and Professional Conduct



## Department for Education

These nine areas are split into two parts. Part 1 is related to teaching and covers the first 8 areas. Part 2 refers to the ninth part on the table above. There is a link to the full document on this image.

Staff wishing to apply for UPS (Upper Pay Spine) must demonstrate that they are highly competent in all elements of the teaching standards. They also have to show that their achievements and contribution to an educational setting are substantial and sustained. Any roles and responsibilities that are described a leadership role which they receive additional pay for already, cannot be factored in to this process.

With reference to the Dylan William quote on the previous page, we expect all staff to engage in CPD sessions, and appreciate they may act as a mechanism for delivering new content, sharing best practice or supporting improvements in current initiatives.

Evidence will include:-

- Drop ins and visits to classrooms by Hub Leaders, Experts or SLT.
- Book Looks by Hub Leaders or SLT
- Pupil voice conducted by Hub Leaders or SLT
- Data drops
- Behaviour Information
- Meaningful Homework Information
- Parental Feedback

If evidence collected highlights teachers are not meeting the teaching standards, then support in the form of coaching or mentoring will be put in place. There are different levels of support to meet the individual needs of our staff.



Level 1 – meet to discuss concerns and plan actions to improve. An observation and book look to check the improvements have been made  
 Level 2 – informal coaching for a period of 9 weeks, with S.M.A.R.T. targets in place, and fortnightly reviews.  
 Level 3 – formal coaching and capability following the guidance from the DfE Teacher Capability guidance (July 2024) Link attached to picture.

### Developmental Drop Ins and Visits

Outside of any coaching (formal or informal) we have two different styles of drop ins. One is called a Visit and the other is called a Developmental Drop In (DDI). Both can be carried out at the Principals request.

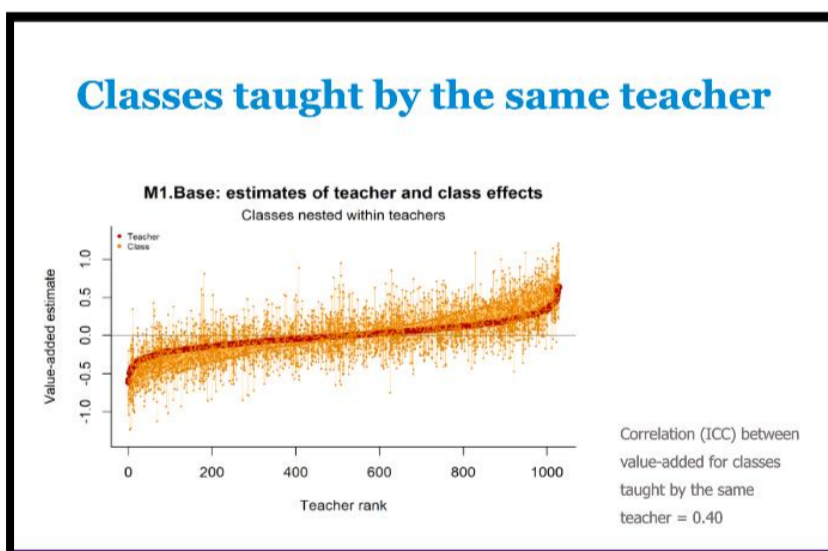
### Visits

These are performed by SLT, behaviour team or staff who may be 'On Call'. These are for less than 5 minutes and are conducted to check how the students are doing. The staff member conducting their visit may want to look at pastoral or pedagogical elements of the lesson. Students may be asked some questions, but this is all based on the student experience. With this being the case, no feedback will be provided from these visits, unless requested.

### Developmental Drop-Ins

These visits to class will be for a longer period of time, usually around 10-20 minutes. DDI's can be taken by SLT, HUB leaders, T&L Experts, and other staff within your HUB who may have responsibilities for T&L (these would include 2<sup>nd</sup> in Hub, T&L lead or staff who are line managers). When these occur, staff will be given notice. Staff are able to show themselves at their best, providing the observer with valuable feedback on what their strengths are and what their specific developmental needs may be. Teachers always consider the developmental feedback they receive from their DDI. This regular, positive and individual pedagogical feedback encompasses 'drop-ins' followed by strengths and a point of consideration.

Follow up drop ins to see how the feedback has been enacted will not be notified and let the observer see if the focused area for development is being practiced and/or executed well.



The reason for the two approaches with DDI is that every teacher will have good days, and bad days, they will have classes that are superb and possibly some that are less so. This variation is catered for with the two types of drop ins.

Initially we look at where teachers are most at ease. Secondly, we look at where they are not most at ease to see if the focus area has been implemented. If it has happened there, then it can be everywhere! This will give the teachers the confidence to implement their focus area to all of their classes.

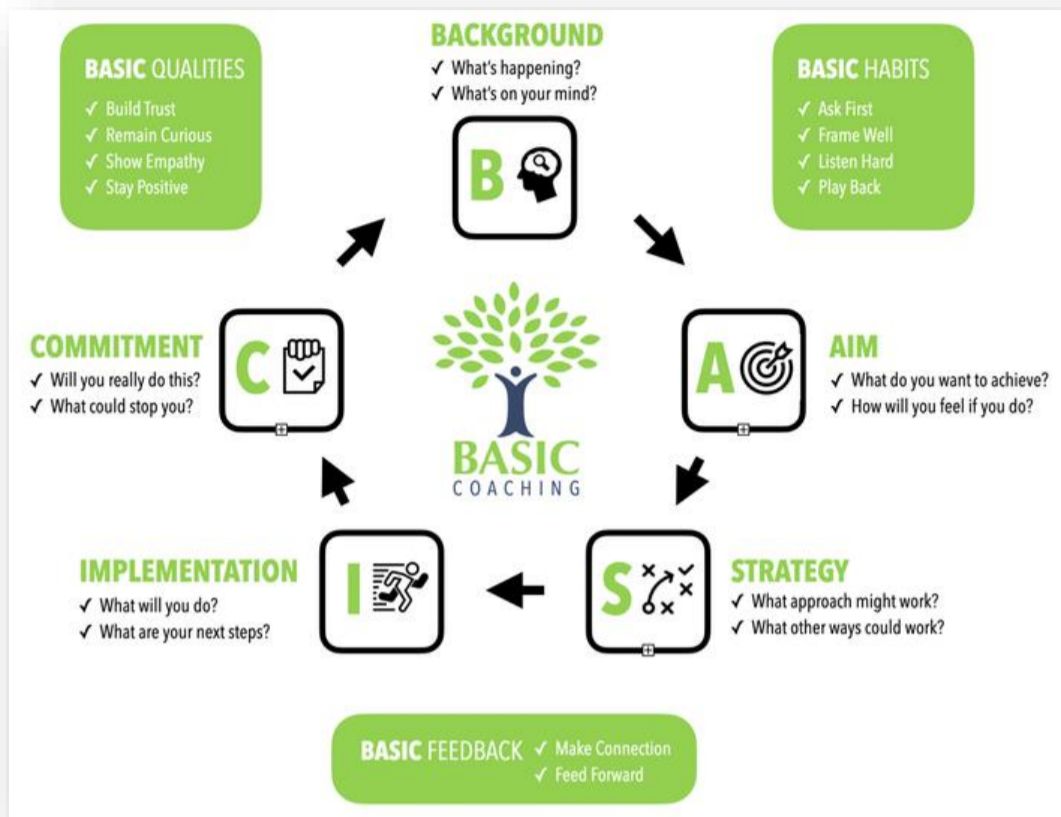
DDI's will have a record sheet to enable the information to be easily. HUB leaders need to know what their teachers are very good at. This is because they can be used to share good practice to other colleagues. The other reason is so HUB leaders

know what their team are working on. If there are common areas of focus for their team, they can structure HUB meetings to develop practice and provide additional support where required. This will ultimately help them reduce the variation of the quality of education in their HUB. The other reason the records are logged is encase of staff absence. The follow ups should occur within 4 weeks, so the teacher is guaranteed to get this follow DDI and see if they are now reaching the expected standards in their focus area. The record sheet is based on the teaching standards in Part 1 (the eight sections highlighted previously). This allows strengths to be tracked at a school and HUB level, and areas of focus are clear. Whole school training can be designed if trends appear with several having a similar area of focus.



## Coaching

In addition, we have T&L experts who work alongside the HUB leader to support teachers. They can do the DDI, but their expertise is in working with the teachers to help develop in their focus area.



In conjunction with this we are trialling the 'BASIC' coaching model.

This model is designed by Andy Buck and is used to help teachers develop teachers.

The benefits include improving staff retention, improve the skill set of staff, improved mental resilience and a shared language to coaching

It has five Steps:-

**Background, Aim, Strategy, Implementation and Commitment.**

Within those five steps there are three other elements to consider; Qualities, Habits and Feedback (there is a summary poster in the appendices). This will initially be trialled with the senior and Middle Leadership teams.

### HUB CPD

CPD Tuesday empowers teachers to improve their domain-specific practice. Teachers always consider educational research to select the pedagogical techniques most likely to improve student attainment. Alongside department colleagues, teachers delve into techniques, through hands-on activities and

simulations, as well as opportunities for feedback and reflection. There are two main strands:

- Instructional pedagogy
- Content pedagogy

1. **Instructional pedagogy** (Strong evidence of impact on student outcomes) includes The King's core instructional strategies such as effective retrieval, sequencing (modelling, scaffolding, cognitive load, etc), questioning, and the use of purposeful practice to embed learning into long term memory. Using these strategies alongside the main strategic priorities of Challenge, Engagement, Feedback and Independence, we can ensure students know more and remember more.

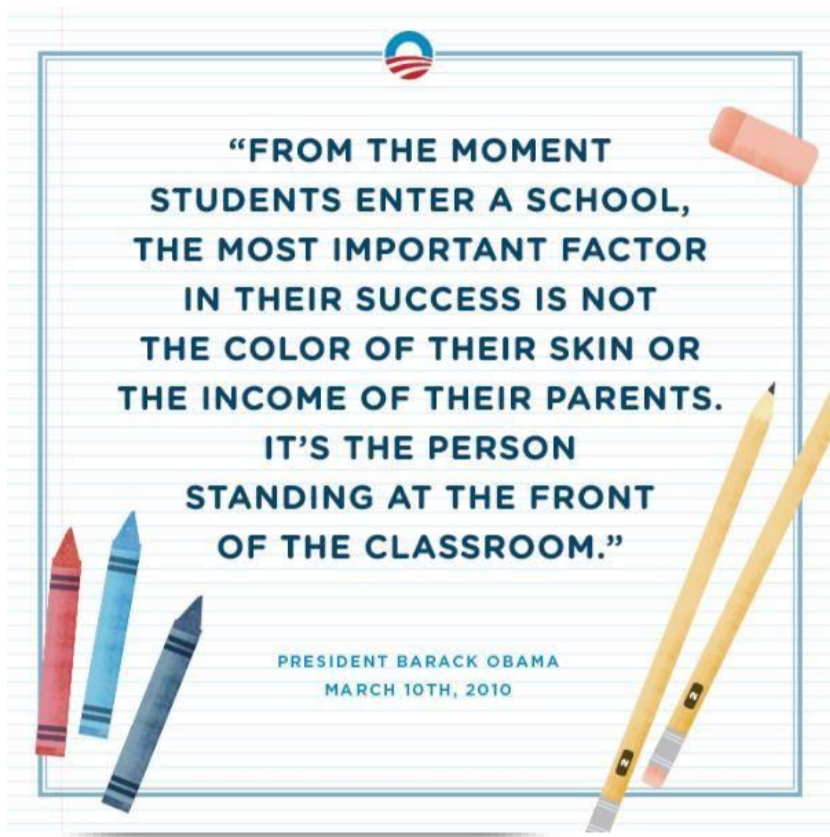
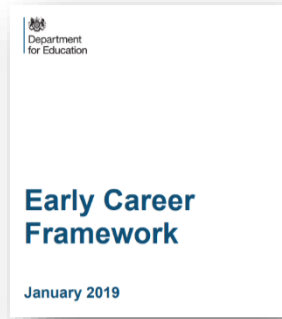
2. **Content pedagogy** (Strong evidence of impact on student outcomes) is the most effective strategy whereby teachers have a deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.

## Early Career Teachers (ECTs)

ECTs at The King's Academy always consider the skills and knowledge provided through specific support to become confident, reflective practitioners. A bespoke programme, in addition

to the CPD offer available to all staff focuses on eight areas:-

- 1) High expectations
- 2) How pupils learn
- 3) Subject & Curriculum
- 4) Classroom practice
- 5) Adaptive teaching
- 6) Assessment
- 7) Managing behaviour
- 8) Professional behaviours



These eight areas are closely aligned with the eight strands from the Teacher Standards. This allows for greater consistency and continuity of what to focus on in order to be a successful teacher and help students reach their potential.

### Quality Assurance

All students benefit from the highest Quality of Education which is consistent across their experience of the day.

Curriculum Leaders uphold and drive the highest standards in the Quality of Education. Regular and ongoing Departmental QA ensure they feel empowered to celebrate their teams' achievements.

Curriculum Leaders

Our QA model ensures that Curriculum Leaders complete termly Impact Statements supported with appendices. These include Learning Walks, Book Looks, Student Voice, Assessment Analysis and Behaviour Analysis.

Impact Statements are reviewed as part of regular line management with the SLT link. Support is given to allow Curriculum Leaders to do this effectively. In addition, it is reviewed as part of the Curriculum Review during the whole school QA.



## Appendices

A '**CORE**' start to the lesson includes:

<p>1. a) Address those students who fail to enter the classroom 'quietly'. Use students' names to personalize the welcome.</p> <p>1. b) If necessary, ask a student to give out the books.</p>	<p>'Good morning/ good afternoon John. Come on in <u>calmly</u>'.</p> <p>'Josh, could you <u>efficiently</u> give out the exercise books for me please'</p>
<p>2. A Do Now Activity will be available to students upon their entry to the classroom. This can be on the board, or on paper. A timer will be visible to motivate students (or staff will provide regular verbal cues on timings)</p>	<p>'please work on the Do Now Activity you can see on the board, you have 5 minutes remaining to complete these tasks'</p> <p>'any questions you're not sure on, come back to them at the end if you have time left, and move on to the next'</p>
<p>3. As they take their seats, ensure they are sat in the correct place in accordance to the seating plan</p>	<p>'John, you don't sit there, back to your usual seat. Thank you'</p>
<p>4. Encourage students to prepare themselves for learning: take essential equipment and books out of their bags.</p>	<p>'Ok year 8, while I am (doing X), you'll be getting settled with your fab 5 equipment out and putting your bags under the table.'</p>
<p>5. Reward students who have got their book, their equipment, have sat down and engaged with work independently.</p>	<p>'excellent example of what we expect Julie, thank you. I will give you points on ClassCharts'.</p>
<p>6. Go through the work – students mark their own work or may be asked by the teacher to swap with a peer. Corrections are made if the work is wrong and questions will be directed to the students. KIM students will be selected every lesson.</p>	<p>'thank you Paula for the answer to number 2, now everyone think about how she has got that answer, I want someone to explain the process.(allow think time) Pete – you explain please'</p>
<p>7. Encourage students to make their own notes, which may act as an instruction manual for the future.</p>	<p>'those who originally got question 2 wrong, take this time, whilst it's fresh in your mind, to write down your own notes and reminders so you can look over these in the future to remind you.'</p>

**CORE end** to the lesson includes:

<p>1. Give students a time frame indicating when the lesson will end. Ensure there is enough time to complete the task in question.</p>	<p>You have 2 minutes to complete this final task, make sure you finish your final sentence before putting your pen down'</p>
<p>2. Encourage students to take responsibility for their learning environment and the resources they have used.</p>	<p>'Kai, can you <u>efficiently</u> collect in the exercise books please. Josh, can you take responsibility for the glue. Can the rest of you please put your pens/ pencils in your bag and sit quietly'</p>
<p>3. Ensure all students are sat in their seats before taking the opportunity to see if students have 'caught what you taught'</p>	<p>'OK, so let's review today's learning: Jess, remind me of the learning question today'. Can you have a go at answering it for me.</p> <p>'Jake, do you have a question you still want to find the answer to?'</p>
<p>4. Prepare students for dismissal. Students are to stand behind their chairs quietly. Dismiss row by row.</p>	<p>'Can you please stand behind your chairs quietly. First row, can you leave <u>calmly</u>.'</p>

DDI drop in sheet for agreed focus area.

DDI Record	Staff _____	Class _____
Teaching Standard	Strengths	Area to develop
1. Set high expectations which inspire, motivate and challenge pupils.		
2. Promote good progress and outcomes by pupils.		
3. Demonstrate good subject knowledge and curriculum knowledge.		
4. Plan and teach well-structured lessons.		
5. Adapt teaching to respond to the strengths and needs of all pupils.		
6. Make accurate and productive use of assessment.		
7. Manage behaviour effectively to ensure a good and safe learning environment.		
Area of focus for next DDI		

BASIC Coaching Summary Poster

**BASIC STEPS**

<p><b>BACKGROUND</b></p> <ul style="list-style-type: none"> <li>What's on your mind?</li> <li>What's the situation?</li> <li>What's happened since we last met?</li> <li>What have you achieved?</li> <li>What's the real issue here?</li> <li>What else is relevant?</li> </ul> <p>✓ Try to shed your own perspective and enter your coachee's.</p> <p>✓ Try to get to the root cause of the situation.</p> <p>✓ Don't worry if you spend a long time on background.</p>	<p><b>AIM</b></p> <ul style="list-style-type: none"> <li>What do you want?</li> <li>What does success look like?</li> <li>If you sorted this, what would the outcome look like?</li> <li>How would you feel if you achieved this?</li> </ul> <p>✓ Don't forget that you can come back to the aim if needed.</p> <p>✓ Is your coachee's aim SMART (specific, measurable, achievable, relevant, time-bound)?</p> <p>✓ Use the model: "By, I am, so that"</p>	<p><b>STRATEGY</b></p> <ul style="list-style-type: none"> <li>What are your high-level options?</li> <li>What could you try here?</li> <li>What did you do that worked when have you been in a similar situation?</li> <li>What else could you do?</li> <li>Who can help?</li> </ul> <p>✓ Might Objective-Strategy-Tactics be useful?</p> <p>✓ Use pros and cons or the binary decision-making matrix</p> <p>✓ Revisiting background can help with ideas</p>	<p><b>IMPLEMENTATION</b></p> <ul style="list-style-type: none"> <li>What do you think you need to do first?</li> <li>What are the obstacles here that you need to overcome?</li> <li>When is the best time to do this?</li> <li>What else do you need to plan for?</li> </ul> <p>✓ How much forward planning your coachee needs to do.</p> <p>✓ Consider using Kotter's change model to help structure actions.</p> <p>✓ Use the pre-mortem to identify and solve problems in advance.</p>	<p><b>COMMITMENT</b></p> <ul style="list-style-type: none"> <li>Out of ten, how likely is it you will do this?</li> <li>What could you do to get this number higher?</li> <li>What could stop you achieving this?</li> <li>What can you do about this?</li> </ul> <p>✓ Sometimes it isn't necessary to check for commitment because your coachee is so bought in.</p> <p>✓ Consider using Kim Scott's Radical Candour approach.</p> <p>✓ Leave coachee feeling positive.</p>
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**BASIC QUALITIES**

<p><b>BUILD TRUST</b></p> <ul style="list-style-type: none"> <li>Can you say a bit more about this?</li> <li>Tell me why this matters to you.</li> <li>Can I share a model that might help with this?</li> <li>What do you find helpful about how our conversations are working?</li> <li>I've had an idea. Would you like to hear it?</li> </ul>	<p><b>REMAIN CURIOUS</b></p> <ul style="list-style-type: none"> <li>I'm interested in this. What did you do?</li> <li>Tell me more about that.</li> <li>What really matters to you about this?</li> <li>What do you think about this now?</li> <li>I'd be fascinated to know more. What happened next?</li> </ul>
<p><b>SHOW EMPATHY</b></p> <ul style="list-style-type: none"> <li>How do you think this happened?</li> <li>How has this left you feeling?</li> <li>This sounds tough. When you have dug deep before, what has helped you?</li> <li>Let's explore what you can do. Who can help you?</li> <li>You seem rather deflated by this.</li> </ul>	<p><b>STAY POSITIVE</b></p> <ul style="list-style-type: none"> <li>What are you most pleased about that you have achieved since we last met?</li> <li>What have you tried before that has worked?</li> <li>How would you feel if this plan worked?</li> <li>Who would want to help with this?</li> </ul>

**BASIC HABITS**

<p><b>ASK FIRST</b></p> <ul style="list-style-type: none"> <li>Tell me more about this.</li> <li>What does success look like?</li> <li>How can you achieve this?</li> <li>What do you need to do first to get this started?</li> <li>Shall I show you one way you could do this?</li> <li>Could that work?</li> </ul>	<p><b>FRAME WELL</b></p> <ul style="list-style-type: none"> <li>Use open not closed questions.</li> <li>Use how and what not why.</li> <li>What could make this manageable?</li> <li>How could this work?</li> <li>What has stopped you doing this up to now?</li> <li>How will you know if this is affordable?</li> </ul>
<p><b>LISTEN HARD</b></p> <ul style="list-style-type: none"> <li>Let your coachee know you are listening by nodding and looking attentive.</li> <li>Try to understand their perspective rather than impose your own.</li> <li>Talk less, listen more.</li> <li>What is it that they are not saying?</li> <li>Consider using match-pace-lead.</li> </ul>	<p><b>PLAY BACK</b></p> <ul style="list-style-type: none"> <li>It sounds like...</li> <li>I am wondering if what you mean is...</li> <li>Have I understood this correctly? Are you saying...?</li> <li>You seem to be suggesting... Tell me more about that.</li> <li>Do you mean...?</li> </ul>

**BASIC FEEDBACK**

<p><b>MAKE CONNECTION</b></p> <ul style="list-style-type: none"> <li>I thought that... was really good. I particularly liked... What were you most pleased with?</li> <li>What have I missed that you thought went well?</li> <li>I am curious about what you thought about...</li> <li>What do you want to focus on?</li> </ul>
<p><b>FEED FORWARD</b></p> <ul style="list-style-type: none"> <li>You have identified you want to be better at... What do you think you could do?</li> <li>How do you think you can improve on that?</li> <li>What can I help with?</li> <li>From what I have shared, what might work for you?</li> </ul>



Diamond 9 template for cooperative learning

