Dussindale Primary School
Teaching and Learning Practice

Dussindale Primary Teaching and Learning Practice.
This policy is intended to set out the core principles of pedagogy which are central to individual schools' Teaching and Learning practices within the Trust. It seeks to give an overview of how each school establishes evidence based Teaching and Learning practices with common themes at their heart. Each school has different needs and contexts therefore some variation in practice, particularly in non mainstream settings, is accounted for within the document. However, it is a trust policy to support the development of all adults so that the Teaching and Learning Experience in individual school's practice is a positive, individual, equal and simultaneous education.

Ethos
All children have a right to a broad, balanced education which addresses, accommodates and expands each individual according to their needs. The Teaching and Learning Practice uses an evidence base of well researched practice to enable teachers to develop their practice to deliver curriculum goals effectively leading to improved life chances for all pupils.

Aims
We aim to ensure that Teaching and Learning:
- caters for the needs of **all** children as we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation under the Equality Act 2010
- keeps pupils' and adults' physical and emotional well-being safe
- introduces new vocabulary clearly
- activates and builds on prior knowledge
- develops the importance of new knowledge
- provides adult mental models and scaffolds to assist learning
- allows space for low stake practices
- provides opportunity for misconceptions to be addressed
- gives opportunity for pupils to produce high quality work

The School aims to facilitate these aims of Teaching and Learning by:
- providing continuous professional learning to all members of the school
- supporting and developing individual Leadership Teams to develop accountability structures to ascertain the quality of teaching and learning
- giving access to national and local CPD opportunities
- individually supporting teachers where this support is necessary
- promoting the evidence based Teaching and Learning Cycle as a model to establish quality first Teaching
- establishing a collaborative drive to support sharing of best practice

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- using best practice within Trust schools to support areas where development is required
- quality assuring best practice
- utilising a secure evidence base bespoke to each context

Pedagogic Principles of the School
The teaching and learning cycle should underpin all practice regardless of key-stage. 'The Cycle' itself is supported along the way by many elements of research including work into principles of direct instruction,
The Cycle represents a system, the pedagogic approach is cooperative and ontologically dialogic, as the only way that the Independent Construction can be achieved effectively is through effective modelling, which is the scaffolded explicit instruction of the teacher, and the space to allow the development of the inner- outer voice during joint construction. The primary and preferred vehicle for joint construction should be the simple content free patterns, exemplified by but not reduced solely to Cooperative Learning Interactive Patterns (CLIP); this should be a starting point of practice.
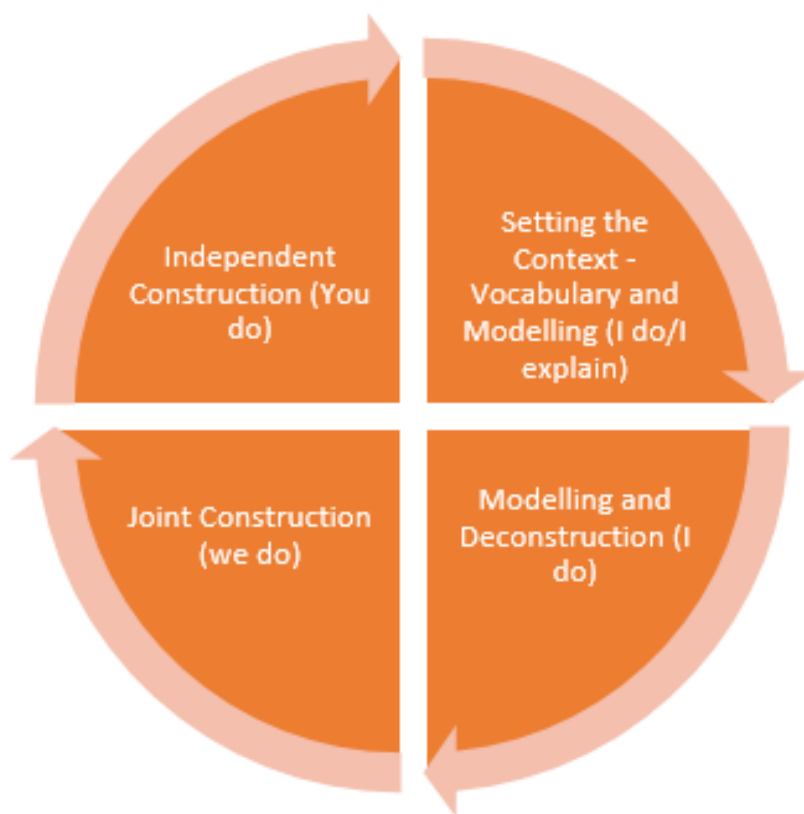
The Teaching and Learning Cycle
The teaching and learning cycle should underpin all practice regardless of key-stage though variation in terms of context is applicable. 'The Cycle' itself is supported along the way by many elements of research included but not limited to cognitive load, metacognition, the principles of direct instruction and cooperative learning.
The Cycle represents a system, the pedagogic approach is cooperative and ontologically dialogic, as the only way that the Independent Construction can be achieved effectively is through effective modelling, which is the scaffolded explicit instruction of the teacher, and the space to allow the development of the inner- outer voice during joint construction.

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Review/ Recall/ Links for new learning
This is not to be confused with the National Strategies Mental/Oral or Starters. However, regular recall of vocabulary and knowledge helps progress. The Research notes one key factor in cognitive overload and failure of teaching approaches is where a 'new activity' and learning the rules of the activity then negates the learning, as the learner is concentrating on the skills for the activity and not the learning. Therefore, although there are a wide range of strategies to choose from it is advisable to use a smaller range so that learners are not subject to this type of overload.

Modelling/ Shared Thought Process/ Deconstruction
These areas of modelling and direct instruction are based on:
a) research into cognitive science
b) research on the effectiveness of 'expert teachers' (those who have high outcomes) over a number of years
 c)research on cognitive supports
Modelling and Direct instruction is not to be confused with a lecture. The process includes questioning in various forms, but the questioning should support the modellers thought process and at the end offer alternatives supported by strategies which allow a greater number of voices to be brought forth.
By Providing an 'over model' of a teachers' own thought process the teachers are providing a scaffold for pupils to utilise. In turn this leads pupils to be aware of different strategies via which they can adapt and continue more independently.
Modelling is shared via a thought process which allows opportunities to embed Meta-cognition and self learning (+7)from the EEF Teaching and Learning Toolkit. Modelling overtly and explicitly how to solve a problem 'lends' the thought process to the learner, how that learner then creates their inner dialogue where their ontological learning occurs.
This modelling/ thought process sharing is a skill which has to be developed and must not include closed questions where the learners are asked to guess what is in someone's head. In Modelling, questioning should ideally focus on Quick Response Strategies (QRS) methods and conclude with an Individual Explanation Response (IER) strategy which helps to consolidate the steps and the learning made.
The modelled examples at the start of a session can be utilised to help provide a scaffold for peer/ self assessment later on in the cycle.

Joint Construction
Joint Construction takes many forms - it is the process whereby learners share, experience, play (if you will), debate and have the opportunity to develop their thought process by explaining their concepts to others. None of the patterns outlined below actually requires any specific materials to be made or purchased to complete the tasks, nor are they subject specific. The central focus of these tools should be on ensuring that joint construction is Positive, Individually Accountable, Equal in Participation and Simultaneous. To ensure Equal Participation time is the best way to control individual responses and allow each person the same amount of time to respond.

Independent Construction

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This is the primary outcome of how individuals are formatively assessed in their progress. How it is recorded is dependent on the key stage and ability of pupils to record their outcomes. This stage also provides the evidence to inform any teacher judgement and, therefore, the progress of individual learners.

This work is monitored and improvements suggested in-line with principles of the practices specific to each school.

Questioning

This occurs at each part of the cycle. Individual schools can decide to follow whichever strategies they choose as the principles are broadly similar. Generally, the key behind questions and questioning is to allow time for thinking, time for responses and a wide range of responses to be heard.

Responses to questioning can be formed into two categories Individual Explanation Strategies (IER) and Quick Response Strategies (QRS).

Feedback

This set of practises and principles have been developed following extensive reading and research around workload and effectiveness of feedback (including EEF report - A Marked Improvement - April 2016 & OFSTED Inspection Myths - October 2017). Based on the above research:

- There is no expectation that every written task/page is to be adult marked
- No expectation of seeing written comments from adults
- No adult marking does not mean not looking at learners' books
- Expectations of frequency of marking is up to the individual settings, but this must be consistent and have impact of pupils progress; 'mark less but mark better'
- VF (Verbal feedback) can be indicated where it has been given in lessons, it can help as an aide memoire to teachers to ensure that our assessment of children's ability to complete learning independently is accurate, but it is not an expectation
- There is a definitive difference between 'errors' and misconceptions. Errors can be corrected and pointed out. Misconceptions are to be addressed through :
  - 'live' in lesson with verbal feedback and some support
  - with follow up questions prompting the child to re-think the work they have completed

<u>Implementation of the Practice</u>

This involves lead teachers/ 'observers' for professional development being able to analyse:

a) where the lesson is in terms of the learning cycle (note this is learning, <u>**not**</u> lesson cycle, though often the cycle works on both the micro and macro level)

b) which tools can support and develop areas which require development

c) developing understanding of further changes to practice

d) responding rapidly to where practice is not of a high quality and where learning is not occurring.

Low-stakes 'Walk-Throughs' create a culture of learning from colleagues.

Where observations are 'high-stakes', there can be a culture of fear around observations. It discourages teachers from visiting each other's classrooms since observations become associated with a grade and/or with judgement. In a low-stakes model, the natural culture to emerge is one of support, improvement, feedback, progress and learning.

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High-frequency Walk Throughs allow recurring themes to be unveiled

In a model of observations that occurs three times per year, the key risk is that one off errors or slips can be identified as main areas of development for staff. Moreover, teachers are led to the culture where they have to 'plan and deliver an outstanding lesson.' The randomness of observations means teachers have no incentive to prepare disproportionately for some lessons compared to others. The idea is to move away from show-lessons.

In reality highly effective learning and outcomes occur over a period of time, 'inspirational shows' are not a substitute for continuously effective teaching. Where observations are more frequent, strengths and areas of improvement can be identified when similar feedback is given several times around the same issues this is something that needs to be developed.

<u>Trust monitoring</u>

Through regular quality assurance visits including, but not limited to 1-1 meetings with headteachers, attending curriculum reviews and visiting lessons in progress. The Trust Education Team will monitor the principles of the individual schools practise in line with the Trust's policy.

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