



Teaching and Learning Policy

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I. Vision and values

Our vision: Strive-Belong-Thrive: Children at the heart of everything we do

Our values: Respect, Resilience, Curiosity and Independence

What does RESPECT look like at Old Town Infant School and Nursery?

1. We have kind hands, feet and use kind words.
2. We take turns and share.
3. We listen to the thoughts and feelings of others.
4. We celebrate similarities and differences between people.
5. We take pride in the achievements of others.
6. We have good manners and treat each other how we would like to be treated.

What does RESILIENCE look like at Old Town Infant School and Nursery?

1. We always try our best and are ambitious with our learning.
2. We persevere when things are difficult.
3. We don't give up easily.
4. We know what to do when we are stuck and keep a positive mindset.
5. We believe that we can get better at things.
6. We can resist distractions.

What does CURIOSITY look like at Old Town Infant School and Nursery?

1. We love learning about new things.
2. We can ask great questions to develop our understanding.
3. We can wonder 'why'?
4. We want to find out more.
5. We enjoy being creative and 'thinking outside the box'.

6. We explore, investigate and seek answers for ourselves.

What does INDEPENDENCE look like at Old Town Infant School and Nursery?

1. We take care of our own needs.
2. We are able to do things by ourselves and can seek help if we need it.
3. We can make good choices and take responsibility for our own decisions.
4. We encourage and celebrate everyone's individuality.
5. We can make improvements and learn from mistakes.
6. We can ask questions to help us learn.



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2. Purpose

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

At Old Town Infant School and Nursery, our vision is *'Strive-Belong-Thrive: Children at the heart of all that we do'*. We aim to promote a learning culture which creates a desire for continual learning, giving every child the opportunity to achieve.

3. Principles of Effective Teaching and Learning

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive science and are designed to give direct links from research into practice (see appendix 6).

Our principles are:

1. Retrieval of Prior Learning

Children are less likely to be successful in learning new concepts when they lack the relevant schema. Activating prior knowledge will help teachers identify children who might be missing key foundational knowledge.

Reviewing prior learning can take place at the start of a new unit, the start of a lesson or any other point that children need to access previously taught content. Activating prior knowledge is best when it has been planned and requires all children (in the case of whole class teaching) to participate. The process of activating prior knowledge is likely to inform the teaching sequence. Children are more likely to learn taught knowledge and concepts when they are able to connect this to prior learning. Developing automaticity might be a feature of review. Reviewing prior learning helps to commit content to long-term memory.

2. Introduction of New Content (instruction)

Teachers need to consider the content of lessons when introducing new content to all children in their class. They need to consider the needs of the children and plan for this. Children may need more help to gradually build their schemata on a topic and to link it to others. When introducing new content, teachers need to break this down into small chunks and ensure that children obtain mastery in these before moving on to the next topic. By doing this, children retain sufficient working memory capacity until they acquire the knowledge that allows them to spend less time processing content.

3. Provide Models and Examples (instruction)

Children benefit from cognitive support to help them learn to solve problems and acquire knowledge. Teacher modelling and thinking aloud while demonstrating how to solve problems are examples of cognitive support. Worked examples are another form of modelling that has been developed by researchers. Worked examples allow children to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory. Adults should be confident to use and model the use of concrete apparatus.

4. Guided Practice

Guided practice is when teachers support learning by providing models and using scaffolds until children feel confident and are successful in their attempts to complete a new task by themselves. Guided practice builds fluency and develops a level of automaticity.

All children need to practice but that practice must be guided so that the chance of forming misconceptions is

minimised. Guided practice is key to generating the high success rate that fuels motivation and engagement during more independent work. As children gain knowledge and confidence, the guided practice phase can become shorter or can cover larger amounts of small steps at once. Through guided practice, learners rephrase, elaborate, summarise, recall, and question new content, leading to sufficient rehearsal to enable independent practice. Guided practice involves thorough explanations, high frequency, short answer questions, and simple tasks where the teacher and children are engaged interactively, with plenty of modelling, correction and affirming feedback.

5. Independent Practice and application (mastery)

Independent practice is when support is taken away so “overlearning” can occur. “Overlearning” is when children practice a task until they can complete it fluently and without errors. As a result, their newly acquired knowledge becomes automatic, taking up less working memory and reducing the risk of cognitive overload. This enables children to focus on further developing a deeper understanding of new content and successfully applying their newly learned skill. The content children practice independently should be the same as what they’re practicing during guided practice. This is so children are fully prepared to engage with the material on their own and are less likely to practice making errors.

6. Plenary







Plenaries are used by teachers either during or at the end of a lesson, to review aims and consolidate the students’ learning. It is an evaluative part of a lesson, where students reflect on what they have learnt and achieved during that teaching period. Furthermore, it can be a time to celebrate good work and outcomes. Children should leave the classroom knowing that they now know more than when they started the lesson..

4. At Old Town Infant School and Nursery, we facilitate these principles through:

- Planning templates with clear expectations for scripted **models** and **success criteria** for new knowledge (*see appendix*)
- Carefully focussed lesson structures which allow the children to move through the effective **Six Principles of Learning**
- Regular opportunities for **retrieval** and review of previous knowledge
- A balance of teacher-led **guided practice** and purposeful **independent practice**
- A high level of **planned questions** to ensure consistent learning that is embedded successfully to long term memory.
- Formative and summative **assessment** processes which will provide a clear understanding of pupil knowledge and **gaps**
- **Scaffolds** and resources that are used effectively including the use of additional adults

The primary role of all adults within Old Town Infant school is to facilitate high-quality learning opportunities linked to the principles outlined above.

Old Town Infant School and Nursery Principles of Effective Teaching and Learning

	 <p>Retrieval of prior learning</p>	<p>Teacher reviews previous learning, knowledge or skills that will be required to build learning connections.</p>
	 <p>Introduce new content and learning</p>	<p>Teacher shares Learning Intention and success criteria.</p>
	 <p>Model and show examples of learning</p>	<p>New learning broken down into small steps.</p> <p>Models are used to support understanding.</p> <p>Great questions to ensure children understand.</p>
	 <p>Guided practice of the learning</p>	<p>Ways in are shared with children to support their learning.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Continual Assessment</p>	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;"> <p>Children have not grasped the skill and need more Guided Practice</p> </div> <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>Children understand some of the learning but are lacking confidence</p> </div> <div style="background-color: green; padding: 5px; text-align: center;"> <p>Children are assessed as being ready for Independent Practice</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;"> <p>Adult Support Children repeat modelling and small steps activity with adult</p> </div> <div style="background-color: yellow; padding: 5px; text-align: center;"> <p>Adult to support children by repeating modelling, moving to independent practice</p> </div> <div style="background-color: green; padding: 5px; text-align: center;"> <p>Independent Work More children are sent to this group and adult constantly assesses and provides additional challenge</p> </div> </div>	
	 <p>Independent practice of the learning</p>	<p>Feedback <i>Ideally lessons should have 90% success rate.</i></p> <p>Adults providing immediate feedback to children to allow misconceptions or misunderstandings to be addressed.</p>
	 <p>Plenary to explain the learning</p>	<p>Teacher provides feedback to the whole class and reviews the learning. Additional staff consolidate or support children who may need slightly longer.</p>

5. Effective Teaching and Learning in the Early Years at Old Town

The provision in EYFS is based on the following key elements:

1. Directed Inputs for key learning

Teachers will plan short inputs to teach specific knowledge and skills. These will be delivered either to whole class or small groups depending on the content and key learning.

Direct inputs will involve:

- **Reviewing previously learned concepts**
- **Guided input**
- **Breaking concepts into small chunks**
- **High level of questioning to ensure understanding**
- **Application through independent practice with focus tasks**

2. Focus Tasks

As a direct follow up to the directed inputs, children will be guided in a focus task which builds on the learning from the input. These will be adult-led. Focus, adult-led tasks will be carried out in either mixed-ability small groups, or similar ability small groups, depending on the tasks to be completed. Groupings will be selected carefully to allow **ways in** and **challenge** to be applied where appropriate and build on the core learning.

3. Enhanced Provision

Children are provided with the opportunity to plan and explore with resources that they may not have previously experienced themselves, linked to the current themes or areas of learning at the time. For example, new items will be added to the environment linked to the specific topic that the children are learning about e.g. Chinese New Year.

4. Continuous Provision

Children are able to choose what to play and engage with to support their learning. Often this will be imaginative play. During this time, they have access to sand, mud, water, large construction, small loose parts, fine-motor tools, role-play, storytelling, small world etc. Adults will use this opportunity to interact with children, assess and use teachable moments to challenge and move learning forwards. At Old Town Infant School and Nursery, we ensure that we offer a clear route of progression through our different areas of Continuous Provision.

5. Learning Environment

Children will be able to access a range of resources independently. All resources and enhancements to the environment are carefully planned and considered with a learning purpose in mind. These include loose parts, mark making tools, maths manipulatives, outdoors etc. The learning environment will be set up to support the focus learning for the week and also celebrate children's learning/achievements. It will have a 'core offer' which is then enhanced. The teachers will plan exciting and engaging learning experiences that provide the children with opportunities to practise and embed skills, as well as to extend learning and enhance key knowledge. The EYFS environments will promote independence; with children having been taught clear routines and expectations regarding appropriate behaviours to learn.

6. Use of Adults

Adults will facilitate learning at all points throughout the day. This may involve leading a focus task, assessing and questioning, interacting or observing play. Adult interactions will help focus and identify learning and in turn highlights areas to develop. Adults will also be deployed to allow for catch-up learning to take place e.g. where a child is not secure with a particular concept/sound/skill at the end of a session, a dedicated adult will target them again in the afternoon to re-teach the learning, close the gap and also address any misconceptions that may have arisen.

7. Adult Assessment

The carefully planned EYFS timetable has been specifically arranged to allow ample time for, and a good balance of, both adult-led learning and child-initiated learning. This enables all staff to get to know each individual child very well and recognise their individual needs and areas requiring further development. As a continual form of assessment, and to inform future learning, the EYFS staff timetable in half-termly sessions to meet as a team and discuss the needs and requirements of each child in all areas of the EYFS curriculum. Subsequent planning, targeted interventions and specific areas of focus are identified and addressed as a result of these staff team interactions.

6. Classroom and Planning Expectations

To ensure that our children experience the best possible opportunities to achieve successful learning, we have a series of classroom expectations which teachers should include in their planning.

These are key features which should be considered when planning for effective learning and learning sequences.

- A Learning Intention should be present for all lessons.
- The Learning Intention should draw reference from the Long-Term Planning document for the particular subject.
- Success Criteria should be provided to the children so they are clear about what they need to do to be successful e.g. if the learning intention is writing a recount, the success criteria would be using past tense in their writing.
- Ways In - adaptations made to lesson activities to ensure pupils with SEND can access the learning intention
- Differentiated Outcomes - for *children working significantly below*
- Extensions - additional learning extending knowledge or skills to greater depth in lessons.
- Clear Input
- Effective Modelling
- Introduction/reinforcement of appropriate vocabulary
- Concrete, Pictorial, Abstract (CPA) learning opportunities within the teaching of maths.

7. Old Town Infant School and Nursery focus on Key Skills for Phonics, English and Mathematics

The pupil intake to our EYFS at Old Town has always been considerably higher in terms of EAL, SEN and disadvantaged pupils than similar schools both in the local area and nationally.

- *Many EAL pupils arrive with low levels of spoken English or with little comprehension.*

- *Significant numbers of our non-EAL children arrive at school with low levels of literacy and many with SALT programmes in place.*

Therefore, the school focusses its planning on high quality lessons which develop literacy skills and prioritises the teaching of phonics and reading. As such, our wider curriculum (foundation subjects) has been developed carefully with subject leaders identifying 'key knowledge and skills', which are taught in a progressive sequence from Nursery through to Year 2. This ensures that children access a broad and balanced curriculum offer, equipping them with the cultural capital that they need before starting KS2 at their chosen junior school.

8. Lesson Planning

It is important that teachers plan high quality learning experiences and deliver lessons that enable children to make progress towards achieving the specific learning intention. At Old Town, we recognise that different teachers have their own preferred styles of teaching, but we expect that the agreed criteria are followed to ensure the best outcomes for all children in all lessons.

Templates are provided in this document to ensure that all the prompts for effective teaching and learning at Old Town are included in all planning.

Lesson planning links directly to the following teaching standards and all teachers must ensure that the following criteria are met.

- 1. Set high expectations which inspire, motivate and challenge pupils**
- 2. Promote good progress and outcomes by pupils**
- 3. Demonstrate good subject and curriculum knowledge**
- 4. Plan and teach well-structured lessons**
- 5. Make accurate and productive use of assessment**
- 6. Manage behaviour effectively to ensure a good and safe learning**
- 7. Fulfil Wider Professional Responsibilities**

The lesson plan templates in the appendices **are** tools to support teachers to include all of the criteria mentioned above and those referenced in the Classroom and Planning Expectations in section 6.

9. The Learning Environment

The physical classroom environment

There are positive effects on standards and motivation of pupils associated with the physical classroom environment. Factors include the use of displays, music, the use of resources including ICT, the consideration of pupil groupings in the physical layout of the room.

Adults are responsible for ensuring classrooms are an exciting, stimulating and welcoming place for children. They do this by:

- ensuring classrooms are inviting and all areas are clear and clutter free

- arranging furniture and space to create a safe, flexible learning environment including a carpet focus area (where appropriate)
- creating a topic focussed environment which stimulates interest in the area of study including a working wall display with key subject vocabulary
- making sure the equipment is labelled and accessible to promote independent learning
- teaching and expecting the children to respect and care for their environment – linking in with our school value of respect.
- Instilling a love for reading by creating an inviting book corner
- creating role play areas (in the EYFS) to develop language and vocabulary

Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and motivate children towards further learning.

Each class across school will have:

- The Old Town Values visuals (Respect, Resilience, Curiosity and Independence).
- Old Town Infant School and Nursery Principles of Effective Teaching and Learning
- The Simple and/or Complex Speed Sound Chart (EYFS – Simple; Y1/Y2 both)
- The RWI wall friezes for relevant phonemes/graphemes - this will evolve/progress as children move through the school e.g. reception children will have phase 2/3/4 sounds, Year 1 will have phases 4/5/6 and Year 2 will have phases 5/6.
- Common exception words will be introduced and displayed as they are taught
- A working English wall which will feature any focus texts which are annotated with relevant information to support the learning (where relevant), modelled examples and vocabulary
- A working maths wall promoting understanding around number and must include concrete, pictorial and abstract approaches – whichever method is relevant to the learning
- Topic displays that are innovative and use captions to generate interest, including the use of subject-specific vocabulary
- A visual timetable on display at all times during the day
- Corridor displays that reflect the make-up of the school population i.e. positive images of culturally diverse groups, examples of community languages and images that challenge stereotypes of gender and disability will be included
- In EYFS, displays are used to celebrate learning and achievements and inspire future learning.

10. The Curriculum

The curriculum at Old Town Infant School and Nursery is underpinned by the objectives from the National Curriculum (2014) and follows the EYFS Framework (2021)

Senior Leaders and Subject Leaders break down curriculum statements into core knowledge and skills for each year group ensuring the above statutory expectations are met. These progressive documents and long-term plans will then be transferred into units of learning to be delivered based on the Old Town *Principles of Effective Teaching and Learning*.

We aim to make the curriculum reflective of, and responsive to the cultural background of our pupils.

In core subjects, we have chosen schemes which align with the Rosenshine approach, our values, and our commitment to developing key skills. Examples of this include:

- Mathematics: We follow the White Rose Maths Curriculum across the school. Content is taught progressively and uses physical representations and models to embed core skills. Pupils develop a deeper understanding of concepts. Regular opportunities for reasoning apply demonstrate understanding and develop pupils' mathematical articulation.
- Our in-school phonics teaching programme builds decoding and encoding skills systematically and progressively through a set and repetitive lesson structure. This allows our children to apply their phonic skills in reading and writing.

Teachers are responsible for maintaining a good subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning: attending courses, observing good practice, building and disseminating knowledge and best practice.

EYFS:

Opportunities are created for the children to explore all areas of the EYFS framework; with the initial focus being on the Prime areas to ensure all children have a strong foundation on which to build.

11. Curriculum Focus Days and Weeks

Across the year we will hold a series of days or weeks which will highlight, raise the profile of and enthuse children in a Range of different areas. This could include World Book Day, Health Week, E-Safety Day and Anti-bullying Week. These weeks should encourage the children and provide the opportunity to practice skills and develop new interests. We also ensure that ample opportunities are planned in to promote personal development. This includes: a visit and practical lesson from Mini First Aiders, RNLI water safety talk, a visit from the BCP road crossing team, Rail Safety talk (particularly around level crossings) from Southwest trains and half termly visits from the Deacon of our local church (The Spire).

12. Home Learning

All children are expected to read ideally four times a week. One read is guaranteed in school and a further three should be completed at home. This is recorded in the children's reading diaries and will be monitored by classroom staff each week.

In Key Stage 1, home learning is provided every week – this usually alternates between literacy, maths and topic.

In Year 2, ten spellings are sent home each week for the children to practice. In Year 1, five spellings are sent home.

Across the Early Years weekly home learning always focuses on phonics and also provides families with meaningful suggestions for other activities that can easily be carried out within the home – these support the different areas of learning.

13. Assessment

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning
- Recognise the achievements of pupils
- Inform future planning, teaching and curriculum development
- Communicate with parents and the wider community with regard to pupil achievement
- Provide information to ensure continuity when the pupil changes year group or school
- Comply with statutory requirements

Summative Assessment

On entry to reception, the statutory Reception Baseline Assessment (RBA) is initially made for all children.

Assessments of children throughout EYFS are integral to good practice. This may be via observation or work produced by the children. Results of assessment are used to inform planning, set targets and aid early identification of special needs.

At the end of Reception all children are assessed against the Early Learning Goals. Teachers in EYFS will track children throughout the year on DCPro.

Each term, teachers in KS1 record the attainment in reading, writing, and maths on the school tracking system (DCPro) for each individual pupil. These judgements are informed by the different stages of the Teacher Assessment Framework (Y2), Coastal Learning Partnership end of year expectations (Y1) and end of unit assessments for the foundation subjects (Y1 & Y2).

Senior leaders discuss these assessment results on a termly basis during Pupil Progress Meetings. These Pupil Progress meetings are also informed by the outcomes of the weighted conversations meeting (see Formative Assessment).

Teachers meet with parents individually to discuss progress, during Autumn and Summer terms.

Parents receive a mid-year school report written report in the Spring Term. This report identifies next steps for learning for the second half of the academic year.

Formative Assessment

Timely feedback gives children information about their learning and attainment along with the opportunity to work on areas of improvement.

Assessment feeds through all lessons to ensure that all children make the best progress possible. A Learning Intention is shared (written and/or spoken) during each session, so children understand the purpose of the lesson. At the end, children are guided to assess their progress and discuss how well they have achieved the intention.

All adults will assess the children in each lesson and ensure that they get the learning opportunities that they need to achieve the objective. Adults are constantly assessing; they observe, ask questions and work with individuals and groups throughout the school day. Children's learning, where possible, is marked alongside the child, giving them live/instant feedback, the purpose of this is to allow them to understand their learning and misconceptions. Adults intervene and support throughout lessons by asking questions and/or providing challenges. We recognise that with infant aged children that very often, verbal feedback is the most effective way to communicate strengths and next steps. We also try to keep written feedback to a minimum, using recognised symbols instead. These symbols link to our school marking and feedback policy (Appendix 4).

Children are given opportunities to respond to feedback where appropriate. Receiving feedback is one of the most vital elements of making progress, so teachers must make sure there is time for children to reflect and implement the feedback in their learning.

Weighted Conversations

Each half term all members of the team meet for twilight after school and conduct 'weighted conversations'. Here all children working below age related expectations are discussed (with input from both Teachers and Teaching Assistants). During these conversations children are discussed in depth, with barriers to learning being clearly identified. Staff then plan and discuss specific interventions (either 1:1 or in small groups) that they will implement over a half termly period, in order for the children to accelerate progress/close any gaps. See appendix 5 for weighted conversation meeting template.

14. The roles and responsibilities of staff, pupils, parents and the wider community

Parents and Carers

Parents and Carers play a significant role in supporting their children to learn. Our aim is to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to meet with teachers and discuss their child's progress and learning

- holding information sessions to explain our school's strategies for English and Mathematics
- sending information to parents and carers at the start of each half term, outlining what their child will be learning at school
- sending parents and carers a mid-year report clarifying the attainment and attitude to learning made by each child –this will also incorporate our school values. The mid-year report includes targets for reading, writing, and maths.

Parents can support their child's learning by:

- Ensuring their child attends school regularly (95% attendance is the minimum expectation of attendance)
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school which could affect their child's performance or behaviour
- promote a positive attitude towards school and learning in general

Teaching Assistants

Each year team has assigned teaching assistants; teachers are responsible for the effective direction and deployment of Teaching Assistants to support learning.

Teachers provide planning and have regular dialogue with Teaching Assistants to ensure they are clear on their role and know how to support learning within.

For Teaching Assistants who work 1:1 with specific children, their role will be jointly agreed with both the class teacher and SENCO

Governors

At Old Town, we have a dedicated group of governors. Our governors determine, support, monitor and review the school's approach to teaching and learning. They:

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the school status report to governors, and a review of the in-service training sessions attended by staff
- Ensuring clarity of vision, ethos, and strategic direction for the school
- ensuring safeguarding is up to date
- monitor progress against the school improvement plan, holding the headteacher to account, for the educational performance of the school and it's pupils.
- seek to ensure that our staff development and our performance management processes promote good quality teaching and learning

15. Monitoring Teaching and Learning

Senior leaders and subject leaders will complete reviews of teaching and learning in line with the school's Review, Prioritise, Monitor (RPM) model. They will assess:

- That the learning is appropriately matched to the children's stage of education e.g. do learning intentions from Long Term Planning match what is being taught within the classroom
- Evidence of scaffolded learning and its subsequent removal as children become more confident/independent
- Ways in to achieve the learning
- The marking and feedback used by teachers - ensuring it links with the schools Marking and Feedback Policy (Appendix 4).
- Opportunities to access and achieve challenge
- That the children's next steps are linked to their learning.

Senior leaders and subject coordinators will carry out a variety of monitoring across the year to monitor the implementation of strategies which have been discussed through CPD. These will be used to gain insight into the effectiveness of Teaching and Learning across the school and will include:

- Learning walks
- Lesson drop in's
- Planning scrutiny
- Workbook scrutiny
- Discussions with children
- Analysis of data

Senior leaders will also carry out formal observations and provide feedback against the Principles of Effective Teaching and Learning at Old Town Infant School at least once a year for each teacher.

All lesson monitoring will be completed on the form observation form located in Appendix 3. All monitoring will have an agreed focus prior to the visits.

Feedback from all lesson monitoring will contribute towards Teacher and Support staff Performance Management.

This policy will be reviewed every two years, or earlier if necessary, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

16. Equal Opportunities

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of SEND and language stage needs when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

Appendix I

Terminology	When we would expect to see this	Definition	Rationale
<p>CPA</p> <p>Concrete, Pictorial, Abstract</p>	<p>Maths</p>	<p>The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child’s understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources (e.g. fruit, Dienes blocks etc). When they are comfortable solving problems with physical aids, they are given problems with pictures – usually pictorial representations of the concrete objects they were using. They are then asked to solve problems where they only have the abstract i.e. numbers or other symbols.</p> <p>Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world and therefore helps secure their understanding of the mathematical concept they are learning.</p>	<p>CPA is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.</p>
<p>Differentiated Outcome <i>for children working significantly below</i></p>	<p>All lessons</p>	<p>Where children are working significantly below and cannot access the age-appropriate learning, they will need to be working towards a learning intention which is at their correct level.</p> <p>This is only for a very small proportion of children.</p> <p>For example, a Y2 learning intention may be ‘write instructions on how to make a sandwich’ but for one pupil, they may be working on ‘sequence pictures on how to make a sandwich’.</p> <p>This is the same strand of learning (writing/ sequencing in order) but enables the child to access in a different way – but still demonstrating their understanding.</p> <p><i>This is different to ‘Ways In’.</i></p>	<p>“All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.” SEND Code of Practice</p>

Terminology	When we would expect to see this	Definition	Rationale
Extension	All lessons	<p>Extension is any additional learning extending knowledge or skills to a greater depth within lessons.</p> <p>It is important that all children should be able to access the extension when ready.</p>	<p>The National Curriculum places emphasis on depth of learning and provides more rigorous programmes of study.</p> <p>As a result, the most able pupils might be catered for by covering material to a more detailed and complex degree, or by providing extension exercises.</p>
Input <i>(Review, Sequencing Concepts, Questioning, Stages of Practice)</i>	All lessons	<p>The input (teacher-led, directed instruction part of the lesson) is what the adult will be doing to ensure that all children achieve the learning intention.</p> <p>Key components to be planned for are: Review: What previous learning needs to be reviewed in order to interrupt forgetting or bring forward previously learned concepts from long-term memory to aid learning. This could be a range of retrieval tasks.</p> <p>Sequencing Concepts: Which steps need to be taught in order to achieve the learning intention.</p> <p>Questioning: Which questions will be asked in order to check for understanding? How will you get the children to explain what they have learned? How will you check the responses?</p> <p>Stage of Practice: Ensure that there are opportunities for children to work through guided practice opportunities until they are ready to work independently.</p>	<p>Rosenshine's Principles of Instruction links the cognitive science of learning to practical ways of improving learning and outcomes for children.</p>

Terminology	When we would expect to see this	Definition	Rationale
Misconceptions	All lessons	A misconception is where children have developed an incorrect understanding of a concept/process. <i>What we learn, and the way we frame our thinking, depends on what we already know and understand. Misconceptions must be rewired through deliberate re-thinking to ensure knowledge and understanding is correct.</i>	<i>Rosenshine states that ‘The most successful teachers spend more time in guided practice, more time asking questions, more time checking for understanding and more time correcting errors and misconceptions.</i>
Models	English	<p>Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and children learn by observing.</p> <p>Whenever a teacher demonstrates a new concept for a child, that teacher is modelling.</p> <p>This may include a range of modelling strategies – this could be practical, using kinaesthetic objects or pictorial representations; also by shared reading/writing on the Smartscreen.</p>	<p>Rosenshine believes that teachers should model their thought process when presenting new material to students. By breaking down a task and showing students how to complete it, step by step, teachers can help children learn more effectively</p> <p><i>Berger ‘An Ethic of Excellence’ discusses that models provide a reference point for the detailed elements of excellent work.</i></p>
Success Criteria	All lessons	<p>A success criterion is a list of features that the children need to include in their learning/work during the lesson. It is an effective way of making children aware of what is expected of them and can also encourage them to extend themselves during the lesson.</p> <ul style="list-style-type: none"> • Share success criteria with the children during modelling • Must be linked directly to learning intention • Must be specific/precise/clear • Must be understood by the children • Use the success criteria as the basis for giving children feedback on their learning • Use the success criteria to support peer and/or self-assessment • Re-visit success criteria during the lesson to ensure that children are clear about what they need to do to be successful 	<i>This links formative assessment to metacognition and self-regulation and Rosenshine’s ideas about moving from guided to independent practice. Effective learners can link their work to the success criteria and generate their own ongoing self-correcting feedback narrative.</i>

Terminology	When we would expect to see this	Definition	Rationale
Learning Intention	All lessons	<p>This explains what children must leave the lesson knowing or being able to do, that they could not do before.</p> <p>The Learning Intention is what the teacher assesses against.</p> <p>Learning Intentions must be specific (not context driven) (examples)</p> <ul style="list-style-type: none"> ✓ Write a recount using past tense. ✓ Write a diary entry in the first-person style. ✓ Identify Poole and London on a map of the United Kingdom. ✗ Think about the planet. 	<p>Sharing learning intentions with children helps them to recognise what they are trying to learn and why.</p> <p><i>In his book 'Embedded Formative Assessment', Dylan Wiliam states 'Research shows that it helps to be explicit with children about what they should know and what the success criteria for judging the quality might be. It is not enough to simply share these – the children must understand them'.</i></p>
Ways In	All lessons	<p>'Ways In' is any adaptations made to lesson activities to ensure pupils with SEND can access the Learning Intention.</p> <p>'Ways In' means ways to enable pupils working below or with an additional barrier have the opportunity to partake in the lesson, this may be through the use of a different scaffold or different starting point.</p> <p><i>Year 1 children may use a numberline to 20 to solve addition problems with numbers up to 20. Those children who are not secure with numbers to 20, should solve addition problems using smaller numbers and have bespoke numberlines going up to 5 or 10.</i></p> <p>This ensures that all pupils access the same learning objective.</p>	<p>A key principle of the new curriculum (2014) is that all children should be following the same course of work.</p> <p>Giving all children access to the same learning – not different learning- by ensuring that scaffolds and supports are in place to support all children in being successful.</p>
Vocabulary	All lessons	<p>Which words need to be understood for the learning intention to be achieved?</p> <p>Which words need an explicit definition / etymology taught?</p>	<p>Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five years old are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018). At Old Town, we also know that a good understanding of a</p>

Terminology	When we would expect to see this	Definition	Rationale
			<p>wide range of vocabulary supports success across the whole curriculum. Therefore, pupils are regularly taught new vocabulary in all subject areas.</p>

Appendix 2 – Planning template





	Revisit	Learning Intention and Success Criteria	Modelled/Guided Input/Instruction Vocabulary to be introduced	Tasks	Ways in (SEND)	Challenge
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Appendix 3 – Monitoring template













Year Group	Class/Teacher	Subject	Type of monitoring and by whom	
Area of focus (suggest no more than two)		Areas of Strength		Next steps
Behaviour and Relationships				
Reviewing prior learning				
Introducing new content				
Models and examples				
Guided practice				
Independent practice				
Use of assessment (formative and summative)				
Pupil groups monitored		Additional comments		So that
Pupil premium				
SEND				
EAL				
School values taught/applies within lesson		Comments		Next steps
Independence				
Respect				
Curiosity				
Resilience				

Appendix 4 – Marking symbols

EYFS

		
write on the line	write from left to right	read your work
		
finger spaces	capital letter	full stop

Year One

			
spelling	write on the line	handwriting	write from left to right
			
read your work	finger spaces	capital letter	full stop
			
edit your work	conjunction	question mark	exclamation mark

Year Two

			
spelling	write on the line	handwriting	write from left to right
			
read your work	finger spaces	capital letter	full stop
			
edit your work	conjunction	question mark	exclamation mark
			
comma	adjective	noun phrase	apostrophe
			
openers	adverbs		

Appendix 5 - Weighted conversations template

Class:		Teacher:		Date of first meeting:	
				Date of Review:	
Area of Learning	Names of pupils not yet national and pupil group (SEND/PP) WTS/ Below	Strategies to Overcome Identified Barriers/Adult Interventions	Delivery (Who/When)	Impact/Review	

Appendix 6 – Old Town’s Model for effective teaching practice

Principle and Rationale	Teachers and Teaching Assistants will...	So that children...
<p>Behaviour and Relationships The teaching and support staff are the most important people for any child whilst at school. Being punctual, well prepared, engaging and interested avoids many problems. Teachers and Teaching Assistants should aim to build strong positive relationships with pupils, which should act as the foundation for achievement. Teachers and Teaching Assistants are the first point of contact for managing learning, behaviour and well-being of pupils within their class; they should try to solve any problems with children themselves in the first instance. Adults are adaptable and show flexibility to incorporate the needs of each individual child when needed; equal opportunity does not mean the same treatment for everyone.</p>	<ul style="list-style-type: none"> ▪ Establish and model expected learning behaviours ▪ Sets high expectations ▪ Build positive relationships ▪ Model the school’s vision and values ▪ Establish and rehearse routines and set boundaries ▪ Praise and recognition ▪ Encourage and enforce a growth mind-set ▪ Learn names and use them ▪ Know pupils individually ▪ Use clear systems and strategies for de-escalation, which are written in pupils’ behaviour plans (<i>e.g. need a calm space, identified triggers, restorative approaches</i>) ▪ Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary ▪ Promote a love of learning and intellectual curiosity 	<ul style="list-style-type: none"> ▪ Feel like they belong ▪ Feel like they have at least one strong relationship with a trusted adult at school ▪ Know that the environment that they are working in is safe ▪ Experience increased self-esteem ▪ Feel proud of themselves and their accomplishments ▪ Produce work that they value ▪ Thrive as individuals ▪ Have appropriate learning-focused relationships with adults ▪ Produce work to the best of their ability ▪ Know the routines and the boundaries ▪ Engage in learning, free from distraction
<p>Review Prior Learning (Instruction) Children are less likely to be successful in learning new concepts when they lack the relevant strategies that allow us to understand how things work - as we take in new information, we connect it to other things we know, believe, or have experienced. Activating prior knowledge will help teachers identify children who might be missing key foundational knowledge. Reviewing prior learning can take place at the start of a new unit, the start of a lesson or any other point that children need to access previously taught content. Activating prior knowledge is best when it has been planned and requires all children (in the case of whole class teaching) to participate. The process of activating prior knowledge is likely to inform the teaching sequence. Children are more likely to learn taught knowledge and concepts when they can connect this to prior learning. Developing automaticity might be a feature of review. Reviewing prior learning helps to commit content to long-term memory.</p>	<ul style="list-style-type: none"> ▪ Begin a lesson/week/unit with a short review of previous learning ▪ Plan for activating prior knowledge ▪ Involve all pupils ▪ Use time-efficient strategies ▪ Check understanding of previously taught/common vocabulary ▪ Address misconceptions from previous learning ▪ Use a range of retrieval practice techniques: <ul style="list-style-type: none"> - Multiple choice questions - <i>Re-ordering shuffled information, e.g. key events</i> - <i>Mini quizzes</i> - <i>Dual coding (linking words and processes with visual prompts)</i> - <i>Mind maps</i> - <i>Peer quizzing</i> - <i>Labelling diagrams and images</i> ▪ Use outcomes to inform teaching sequences <i>Re-teaching material when necessary</i> 	<ul style="list-style-type: none"> ▪ Reactivate recently acquired knowledge ▪ Recall their previous learning ▪ Experience lower cognitive load ▪ Experience higher levels of engagement ▪ Build long-term memory and remember more ▪ Make connections in their learning ▪ Increase their level of fluency and automaticity in recall ▪ Justify their choice of correct and incorrect responses

<p>Introduce New Content (Instruction) Teachers need to consider the content of lessons when introducing new content to all children in their class. They need to consider the needs of the children and plan for this. Children may need more help to gradually build their understanding of a topic and to link it to others. When introducing new content, teachers need to break this down in to small chunks and ensure that children obtain mastery in these before moving on to the next topic. By doing this, children retain sufficient working memory capacity until they acquire the knowledge that allows them to spend less time processing content.</p>	<ul style="list-style-type: none"> ▪ Analyse curriculum material to ensure it is accessible and engaging to all pupils ▪ Maintain a comprehensive understanding of curriculum content ▪ Share the learning objective/key learning clearly ▪ Present new learning in small steps ▪ Limit the amount of information that pupils receive at one time (reduce overloading working memory) ▪ Put new learning into context (link new learning to the ‘bigger picture’ and to pupils’ experiences) ▪ Make connections with previously taught content ▪ Give clear and detailed instructions and explanations ▪ Ask big questions and procedural questions ▪ Make connections between other subjects and concepts ▪ Introduce new vocabulary ▪ Check that pupils understand each step before moving on 	<ul style="list-style-type: none"> ▪ Have clarity around what they are learning and why ▪ Make links to information that they already know, drawing upon their long-term memory in relation to new content and different contexts ▪ Make links with their learning across subjects ▪ Grasp new ideas quickly ▪ Have a clear understanding of what success looks like ▪ Understand the small steps that are needed in order to be successful ▪ Recall new vocabulary
<p>Provide Models and Examples (Instruction) Children benefit from cognitive support to help them learn to solve problems and acquire knowledge. Teacher modelling and thinking aloud while demonstrating how to solve problems are examples of cognitive support. Worked examples are another form of modelling that has been developed by researchers. Worked examples allow pupils to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory. Adults should be confident to use and model the use of concrete</p>	<ul style="list-style-type: none"> ▪ Model fully worked examples to introduce the new method, strategy or idea ▪ Repeat the process with another example, identifying similarities and differences ▪ Provide many examples ▪ Ensure that the examples shared are relevant to pupils in terms of their knowledge and experiences ▪ Give clear and detailed instructions and explanations ▪ Provide models of success, e.g. WAGOLLS ▪ Demonstrate and uphold high standards of spoken and written work ▪ Model the steps to success ▪ Model using concrete resources ▪ Provide explicit narration of the thought processes needed to complete a strategy ▪ Model key phrases and sentence stems ▪ Explore the meaning of new vocabulary in context ▪ Anticipate errors and explicitly challenge misconceptions 	<ul style="list-style-type: none"> ▪ See how it can be done ▪ Grasp new strategies and form sound schemata of their own ▪ Use models and examples when working independently ▪ Use concrete apparatus to support independent learning ▪ Have a secure understanding of how to organise information ▪ Make informed decisions and choices, e.g. where to begin, how to plan, how to be successful ▪ Form their own mental methods with confidence ▪ Repeat and use the new vocabulary that they need to learn ▪ Engage in discussion around learning and misconceptions with confidence
<p>Guided Practice Guided practice is when teachers support learning by providing</p>	<ul style="list-style-type: none"> ▪ Provide pupil practice after each small step of new learning ▪ Guide pupils as they begin to practice, e.g. ‘I do, we do, you do’ ▪ Ensure all pupils have a high level of active practice 	<ul style="list-style-type: none"> ▪ Experience reduced cognitive load whilst being sure of the procedures needed and how to apply them ▪ Experience using concrete resources and

<p>models and using scaffolds until children feel confident and are successful in their attempts to complete a new task by themselves. Guided practice builds fluency and develops a level of automaticity.</p> <p>All children need to practice but that practice must be guided so that the chance of forming misconceptions is minimised. Guided practice is key to generating the high success rate that fuels motivation and engagement during more independent work. As children gain in knowledge and confidence, the guided practice phase can become shorter or can cover larger amounts of small steps at once. Through guided practice, learners rephrase, elaborate, summarise, recall, and question new content, leading to sufficient rehearsal to enable independent practice. Guided practice involves thorough explanations, high frequency, short answer questions, and simple tasks where the teacher and pupils are engaged interactively, with plenty of modelling, correction and affirming feedback.</p>	<ul style="list-style-type: none"> ▪ Practice each of the steps one by one and then in short-sequences ▪ Provide pupils with time to complete problems ▪ Provide partially-worked examples for pupils to complete ▪ Prepare pupils for independent practice by gradually reducing the level of completion within worked examples ▪ Plan opportunities for structured collaborative learning, <i>e.g. opportunities for pupils to work in small mixed groupings; peer talk</i> ▪ Use cut-away groups to support and reinforce learning, but also to challenge and extend 	<p>manipulatives, as the foundation for abstract concepts</p> <ul style="list-style-type: none"> ▪ Ask and answer key questions ▪ Complete sentence stems ▪ Model success to one another ▪ Finish partially worked examples, eventually completing them by themselves ▪ Rephrase, elaborate and summarise new material in order to commit it to long-term memory ▪ Develop fluency and accuracy in key concepts ▪ Develop independence and confidence in their learning
<p>Independent Practice and Application (Mastery)</p> <p>Independent practice is when support is taken away so “overlearning” can occur. “Overlearning” is when children practise a task until they can complete it fluently and without errors. As a result, their newly acquired knowledge becomes automatic, taking up less working memory and reducing the risk of cognitive overload. This enables children to focus on further developing a deeper understanding of new content and successfully applying their newly learned skill. The content children practise independently should be the same as what they’re practicing during guided practice. This is so pupils are fully prepared to engage with the material on their own and are less likely to practise making errors.</p>	<ul style="list-style-type: none"> ▪ Begin independent practice with problems that are like those in the guided practice ▪ Reinforce the need to follow the modelled examples and steps to success ▪ Guide pupils as they become more independent ▪ Ensure all pupils have a high level of active practice ▪ Ensure there are opportunities for pupils to practise the whole sequence of small steps ▪ Ensure that pupils have repeated opportunities to succeed before moving on to more difficult concepts ▪ Plan for a range of tiered questions and problems for all pupils ▪ Pitch all learning so that there is challenge, pace and high expectations for all ▪ Blend knowledge with experiences that will embed learning ▪ Design open tasks that allow for a range of responses 	<ul style="list-style-type: none"> ▪ Explain learnt concepts to one another ▪ Represent thinking in a range of ways ▪ Develop automaticity in key concepts ▪ Apply new learning to a range of contexts and problems ▪ Develop new expertise in an area of the curriculum ▪ Experience challenge, whilst remaining engaged (<i>zones of proximal development</i>) ▪ Complete tasks that develop mastery ▪ Show that they can be curious ▪ Have the opportunity to extend their knowledge of key concepts ▪ Use new information across the curriculum ▪ Aim for depth, rather than speed ▪ Apply knowledge to unfamiliar scenarios ▪ Use appropriate vocabulary related to topics ▪ Develop independence