

Teaching & Learning Handbook

Our Mission

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

Contents

Purpose - Why do we need a framework?

Teaching and Learning Overview

Expectations & Values

Relationships & Behaviour

Learning Environment - Classroom Essentials

Learning Environment - Early Years Classroom Essentials

Planning for Successful Learning - Curriculum Intention

Planning for Successful Learning - Curriculum Structure

Planning for Successful Learning - Ordinarily Available

Planning for Successful Learning - Adaptive Teaching

Teaching and Learning - Lesson Preparation & Planning

Teaching and Learning - Improvement Cycles

Teaching and Learning - Toolkit

Teaching and Learning - Lesson Preparation and Planning

Teaching and Learning - Core Sequence

- Secure Attention
- Optimise Communication
- Drive Thought
- Gather and Give Feedback
- Ensure Consolidation

Acknowledgements

"Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Dylan Wiliam keynote speech at the SSAT Conference

Purpose



At Rodings Primary School we take the craft of teaching and learning seriously. All staff are aware of the complexities of teaching and learning, but also the importance of getting things right.

In order to help learners learn effectively, we have developed an evidence informed approach which consists of three elements

1. we use PD sessions to understand and apply research informed 'techniques' from our T&L Toolkit.
2. Through peer observations and lesson drop-ins, teachers reflect upon best practice and we consciously share effective teaching strategies and approaches.
3. When making decisions regarding any aspect of teaching and learning we ensure we consider the context of the school, our setting, groups of learners and each individual. We understand that practice may need adapting across the school.

This document is a clear framework of expectations and strategies for all stakeholders to use, apply and review. By laying out our key fundamentals and principles, and how we expect them to be applied in the classroom, we aim to ensure greater consistency across classrooms, ensuring all children receive a high-quality education.

We have varying degrees of experience and expertise across our teaching and learning team, and with that comes differing degrees of autonomy and alignment. Our approach is to find a mix of these two areas

Autonomy	Allignment
• Increased teacher engagement and responsibility • Increase trust • Increased innovation • Contextual specificty	• Common language • Use of effective strategies • Reduced cognitive load • Access to Steplab Core Steps • Improved consistency

Teachers need to be provided with enough flexibility to make considered choices about their teaching, encouraged to create deliberate differences to suit their learners and have the confidence that those choices sit within and evidence-informed structure.

Overview

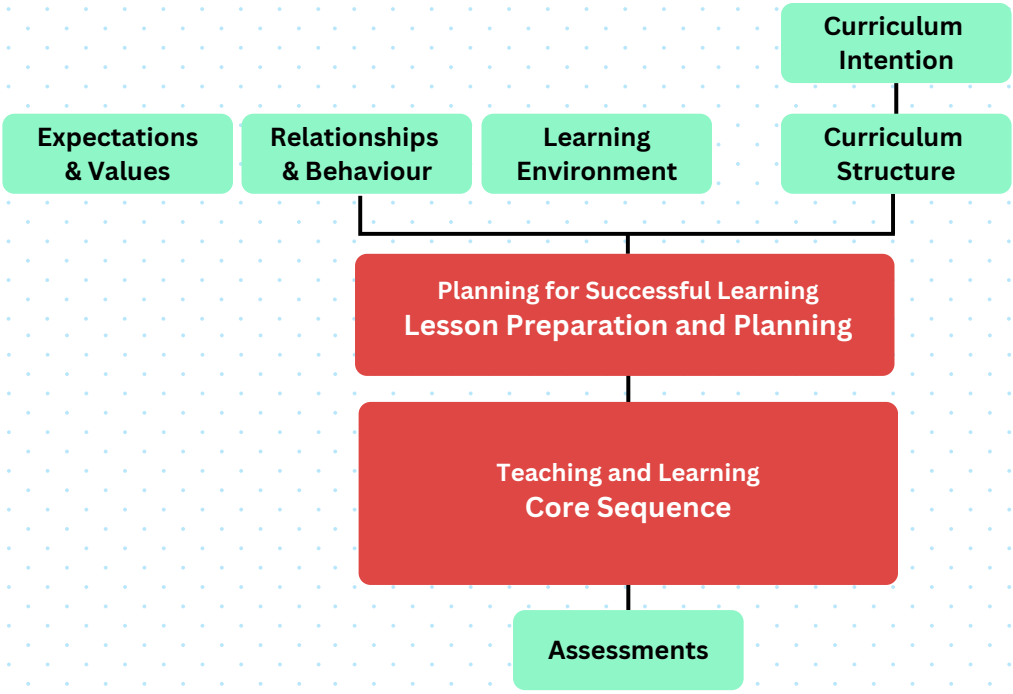
"*Classroom teaching is the most demanding, subtle, nuanced, and frightening activity our species has ever invented...the only time medicine ever approaches the complexity of an average day for a classroom teacher is in an emergency room during a natural disaster.*"

— Lee Shulman

At Rodings Primary we acknowledge that Teaching and Learning is incredibly complex. Our teachers have a range of experience and therefore a range of abilities, but we know that we can all improve and get better, but ultimately it is about improving our mental models and a clear understanding of how and when to effective strategies and techniques, but also why we use them. Only through this and clear improvement cycles do things get better.

We have endeavoured to provide a clear and coherent structure to all areas of teaching and learning - from providing guidance and expectations around the broad, but vital areas of: Expectations & Values, Relationships & Behaviour, Learning Environment and Curriculum Structure, to providing clear and sequential steps to improve classroom practice.

The diagram below illustrates how we structure our different components of Teaching and Learning



Expectations & Values

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community
We do this through



Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing.
We give children responsibilities, freedoms, a voice and an opportunity to lead.

We have a passion for the creative arts and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour.



Relationships & Behaviour

At Rodings, we believe in the importance of relationships, ensuring learners feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community. Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

Compassion and Kindness	**Hope**	**Connection and Belonging**

These, alongside our Core Values (Respect, Enjoyment, Care, Confidence and Challenge), are interweaved in all that we do.

Rodings Code of Conduct

Be Respectful	**Be Safe**	**Be Ready to Learn**

Strong relationships between staff, learners and families are vital. Our staff are fair and consistent with children (considering individual needs) enabling pupils to feel safe. Equally, our staff are approachable and there to help and we help our children to understand this. It is also recognised that for some children, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach and can be based on external recommendations. At Rodings we have adopted and use the relational behaviour model (the approach from TPP). The following table explains how it is applied:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
Inappropriate behaviour is	a sign of unmet need, stress, lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

Learning Environment
Classroom Essentials

Rodings Primary School educates children aged 4 to 11, maintaining universal expectations across all classrooms—consistency is essential. Our 'Classroom Essentials' create a cohesive approach, allowing both children and adults in the school to understand what to expect and how to manage each classroom effectively.

Respectful relationships

- Learners are safe, ready to learn and show respect.
- Relationships are rooted in respect
- Everyone feels valued and included.
- Parents feel welcome and informed.
- Conversations are positive and professional
- Embrace and celebrate diversity.
- Staff have high aspirations for all learners
- Share ideas and work as a team.
- All in the school community promote our Core Values.
- Relationships are rooted in high expectations and nurture.
- Actions promote mental wellbeing of all.

High expectations

- Staff are on time and well prepared for the day.
- Practice and embed school/classroom routines.
- Expect the best from every learner.
- Expect excellent behaviour.
- Adapt teaching to meet the needs of all learners.
- Model expectations clearly and with expert explanation.
- Use evidence to inform practice.
- Follow the timetable so curriculum remains broad.
- Model and expect excellent handwriting and presentation.

Positive classrooms

- Set consistent, clear classroom routines.
- Model respect, courtesy, manners and honesty.
- Desks are positioned so learners can clearly see the board.
- Learning spaces are clearly defined.
- Classrooms are clear, free of clutter and purposeful.
- Our core values and school rules are displayed.
- Achievement are celebrated through recognition boards.
- Model enthusiasm and resilience
- All displays are meaningful - Learner work is displayed - it's current and presentation is valued.
- Cognitive load theory is considered and reflected in environments.

Promoting independence

- In response to learner mistakes, staff support them by promoting, self-scaffolding, prompting, providing clues, modelling outcomes, and then correcting.
- Staff use scaffolds to support learning and are removed to encourage challenge.
- Staff model independence - narrating their thinking when modelling
- Promote thinking and participation through questioning.
- Whole class feedback is succinct and allows for guided practice.
- Provide thinking time - that is where learning happens.

Learning Environment
Early Years Classroom Essentials

In acknowledgement of the importance of Early Years and its distinct teaching pedagogy and application, we have also considered the classroom essentials specifically through the lens of Early Years.

Respectful Relationships

- Assessment is accurate and adults know their children well.
- Understanding is built through meaningful talk and play.
- Staff get down to the child's level and play with them, engaging their imagination and ideas.
- Embrace diversity.
- Children are encouraged to reflect on their learning through talk, displays and books.

High Expectations

- ShREC model is used by staff to ensure children have a good model for communication and to extend learning.
- Staff model effective communication.
- Adapt teaching to meet the needs of all learners.
- Practice and embed school/classroom routines.
- Children are positively encouraged to improve their work, understanding that the first attempt isn't always the best a child can do.
- Use evidence to inform practice.
- Adults model talking in full sentences.

Positive Classrooms

- Staff maintain the resourcing of allocated areas.
- Set consistent, clear classroom routines.
- The outdoor areas will be kept tidy by all staff, on duty outside.
- The children are proactively taught how to tidy and look after the classroom spaces (indoors and outdoors).
- Staff regularly add to, and adapt resources in allocated areas of continuous provision.
- Our core values and school rules are displayed.
- The environment is calm and engaging, with resources clearly labelled and easily accessible, to promote independence.
- Achievements are celebrated on the WOW wall.

Promoting independence

- Children's understanding and learning is assessed though daily interactions, so scaffolding can adjusted or removed.
- Independence is expected and positively encouraged in first instance.
- Staff model independence - narrating their thinking when modelling
- Promote thinking and participation through questioning.
- Provide thinking time - that is where learning happens.

Planning for Successful Learning

Curriculum Intention

Rodings Primary School is committed to providing a place of excellence and ambition, where children's personal development and academic success are nurtured through fun and engaging learning. The school aims to provide inspirational experiences through the curriculum so that children's curiosity and individuality grows. At Rodings, children love learning and are happy and kind. Working in partnership with the whole school community, all at Rodings feel safe and empowered to succeed.

Academic Excellence, Social Intelligence, Creativity and Community are at the heart of everything we do at Rodings. We give each of these pillars equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every learner. The purpose of our teaching and learning policy is to ensure that:

- There is a high standard of teaching and learning in all classes
- There is consistency of practice within and between year groups
- There is a shared belief in the way teachers teach and children learn
- Everybody is clear about the roles they fulfill
- There is equality of access and opportunity for all children
- There is a clear understanding of how the school's ethos is evident in practice.

We plan our curriculum in five phases:

1. The Headteacher, in collaboration with the entire school community developed five CORE VALUES, which underpin everything that we do at Rodings Primary School.

2. Subject leaders write a Learning Ladder for their subject. This clearly and explicitly outlines the Subject Intent and both the KNOWLEDGE and SKILLS (and where appropriate the enquiry questions) for each year group.

3. As a whole school we agree on a long-term plan for each year group - this indicates what KNOWLEDGE, SKILLS and CONCEPTS are to be taught in each term, which we do through two different, but linked topics.

4. With our medium-term plans, class teachers give clear guidance on the objectives and teaching strategies that we use when teaching each topic, for each subject.

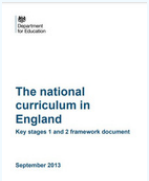
5. Our short-term plans are those that our teachers write on a weekly basis. Where possible subjects will be linked together within a concept or topic, and at other times separate subject teaching will be used.

Planning for Successful Learning
Curriculum Structure

The success and progress of our learners often depend on the careful consideration and planning of lessons or learning sequences. A well-structured lesson is designed for effective delivery, which promotes learning and enhances student outcomes.

Comprehensive subject knowledge is fundamental to our planning process, enabling teachers to implement strategies for 'support' (for those requiring extra assistance to achieve their goals) and strategies for 'stretch' (for those seeking to exceed their current achievements). Lessons are strategically planned to ensure that all learning time is productive and that progress aligns with the intended learning objectives.

National Curriculum Programmes of Study





Rodings Vision and Values



Subject Structure







Subject Intent, Skills and Knowledge Progression







Termly Overviews, Medium-Term Plans and Unit Overviews



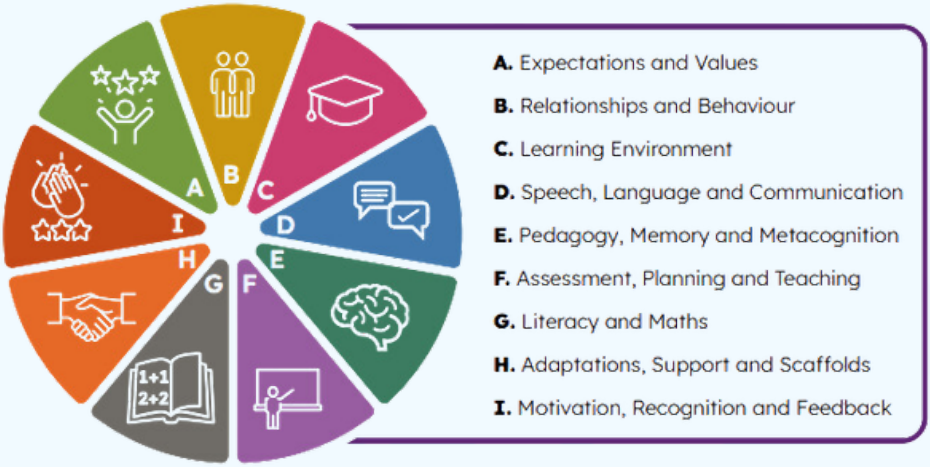




The golden thread that is considered throughout the structural planning is the access and support required for our SEND learners, ensuring that reasonable adjustments are made, enabling their specific needs to be met alongside the broad needs of all other children.

Planning for Successful Learning
Ordinarily Available

The Ordinarily Available is a thorough collection of recommendations that help all pupils flourish and learn. It brings together best practice from across Essex schools, and is underpinned by psychology, research and teacher experience

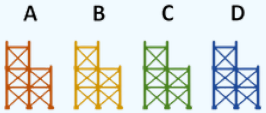


The top tier is common good practice, and this is the starting point for any teacher. Putting these strategies in place in the classroom will promote positive conditions for learning and encourage curriculum equity for all pupils. These strategies also help to prevent common barriers or difficulties that pupils may encounte

Teachers know their pupils and will notice when a pupil isn't flourishing. The second tier offers guidance about simple additions or changes that a teacher can put into place to adapt their teaching and remove any potential barriers for the pupils in their care. For example, a simple adaptation may offer more structure, or more reassurance, or ensure information is presented in a way that avoids common confusion. These strategies will enable teachers to 'adapt their teaching to respond to the strengths and needs of all pupils'

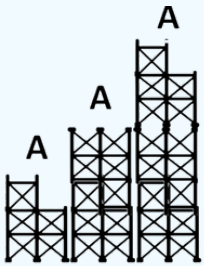
Planning for Successful Learning
Adaptive Teaching

Our learners encounter a variety of teaching strategies designed to meet their needs, collectively referred to as 'adaptive teaching.' This approach involves how teachers scaffold, differentiate, or modify their methods to ensure that learners receive both appropriate support and challenges. Central to this process are the high expectations we set for our learners. For instance, we "teach to the top," allowing all learners to engage with challenging learning objectives, often achieved through scaffolding. However, we also recognise that traditional differentiation may be necessary to fill gaps in understanding or to help students grasp more complex material effectively.



Traditional differentiation tends to be most effective when there is a significant variation in learners' understanding and achievement levels.

Scaffolding is designed to help all learners achieve the same learning objective. Examples of scaffolds include writing frames, prompt sheets, calculation aids, and tangible resources. Adult support can also serve as a scaffold when it empowers learners to reach their goals in accordance with the MITA principles. However, a key aspect of scaffolding is understanding when to remove these supports. There is a danger that learners may become overly reliant on scaffolds, leading to a sense of learned helplessness. The timing of scaffold withdrawal is nearly as crucial as their initial provision.



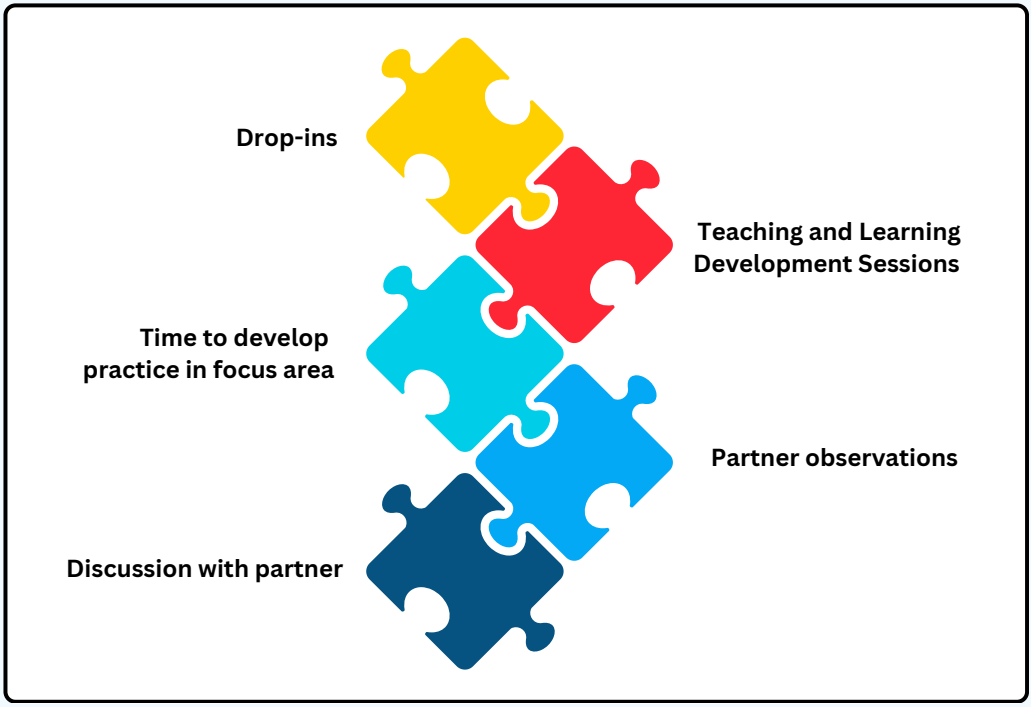
Below is a non-exhaustive list of strategies employed to support learners with varying levels of attainment. It's important to note that many strategies can apply to multiple levels; for example, scaffolding can also help students develop an understanding of concepts at 'above' grade level.

Below	On Track	Exceeding
• Adult support • Focused differentiation • Adaptive modelling • Scaffolding • Small step modelling • Manipulatives • Sentence stems	• Flexible scaffolding • Flexible support • Promote independent access to resources e.g. word banks, workings walls, number frames	• Additional challenge resource • Application in varied contexts • Higher level content • Focused differentiation

Teaching and Learning
Improvement Cycles

We believe that sharing classroom practice is a vitally important lever in improving and developing teaching and learning across Rodings.

Throughout the year we facilitate teaching and learning improvement cycles, which consists of five stages:



1. **Drop-ins** - Senior Leaders drop-in on lessons and identify areas of teaching and learning that need developing
2. **Teaching and Learning Development Sessions** - focused discussion and training on Teaching and Learning strategies and techniques.
3. **Time to develop practice in focus area** - practice new strategies in teaching.
4. **Partner observations** - focused short observations, in an identified area.
5. **Discussion with partner** - reflect on impact, share ideas and discuss next steps.

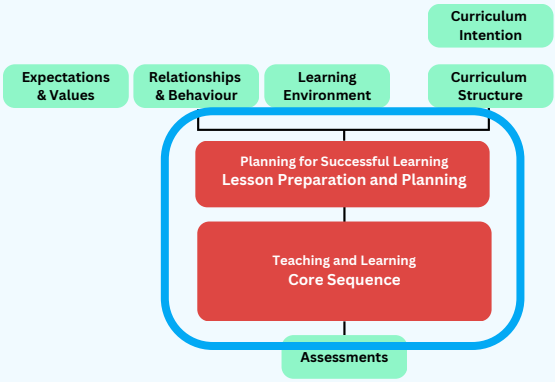
Teaching & Learning Toolkit

Teaching and Learning Toolkit

At Rodings Primary School, our goal is to stay well-informed about effective teaching and learning strategies and pedagogical practices. We view our approaches to teaching and learning as 'evidence-informed,' while also embracing the wealth of 'experience-informed' practices that exist within our school.

When making decisions about teaching and learning, we often refer to cognitive science principles. It's essential to grasp how concepts like over-learning and Cognitive Load Theory influence the learning process, ensuring that we implement strategies backed by the science of learning.

We have worked hard to create a coherent approach to Teaching and Learning, and in particular to codify and decompose what great teaching looks like with our context.

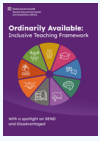


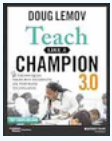
We strive to equip teachers with techniques that they can apply within their classroom contexts, ensuring they understand not just which techniques are most effective but the confidence and understanding of when to use them and why.

We have drawn upon best practice within Rodings as well as assimilating techniques from well resarched sources. The strategies/techniques implemented in the classroom to enhance learning are frequently drawn from Doug Lemov's Teach Like a Champion, Michael Feely and Ben Karlin's The Teaching and Learning Playbook, Bruce Robertson's The Teaching Delusion, as well as Tom Sherrington and Oliver Caviglioli's Teaching Walkthrus series. These work alongside the Core Sequence which we have adapted from Steplab.

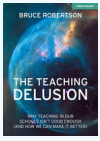
These techniques form a significant part of the rest of this document and make up our Teaching and Learning Toolkit. These techniques are covered and practised in our weekly PD sessions and then implemented in classrooms with feedback given.













Planning for Successful Learning
Lesson Preparation and Planning

At Rodings, we believe that effective lessons stem from thorough planning, as well as careful lesson preparation. We utilise various schemes, whether purchased or developed internally, meaning that teachers may sometimes deliver lessons crafted by others, whether colleagues or external providers. Additionally, teachers often revisit and reuse plans from previous years, which is why we emphasise both lesson preparation and planning.

The first step in creating effective lessons is ensuring a solid understanding of the content, along with clarity on how it will be delivered. A crucial aspect of responsible and effective teaching is being attentive to the reactions and needs of learners during lessons. We aim to empower teachers to observe more keenly and comprehensively as they instruct. To effectively perceive and understand classroom dynamics, we believe that careful lesson planning is essential. Well-prepared lessons free up cognitive resources, allowing teachers to focus more on observation.

Every phase of a lesson is significant and presents opportunities to advance learning. By planning and preparing lessons, teachers can enhance their impact. This includes formulating essential questions, selecting the most effective techniques for gauging retention from past lessons, and identifying the best models to clarify widespread misconceptions. These are just a few examples of the myriad decisions teachers face during lessons. By contemplating these elements during the planning and preparation stage, we help alleviate the cognitive load on teachers.

Our goal is to offer staff the chance to collaborate with their colleagues in lesson planning. We recognise that each lesson is unique, so teachers are encouraged to utilise their own templates for lesson plans. We provide guidance and suggestions for crafting effective lessons. Lesson preparation involves revisiting the plan and thoughtfully determining what is needed to maximise its effectiveness for the specific class. While this is a complex aspect of Teaching and Learning, it is crucially important.

Teach Like a Champion 3.0

Lesson Preparation
1. Exemplar Planning
2. Plan for Error
3. Delivery Moves
4. Double Plan
5. Knowledge Organisers

Pacing
31. Every Minute Matters

Build ratio through writing
42. Regular Revision

Teaching and Learning
Core Sequence

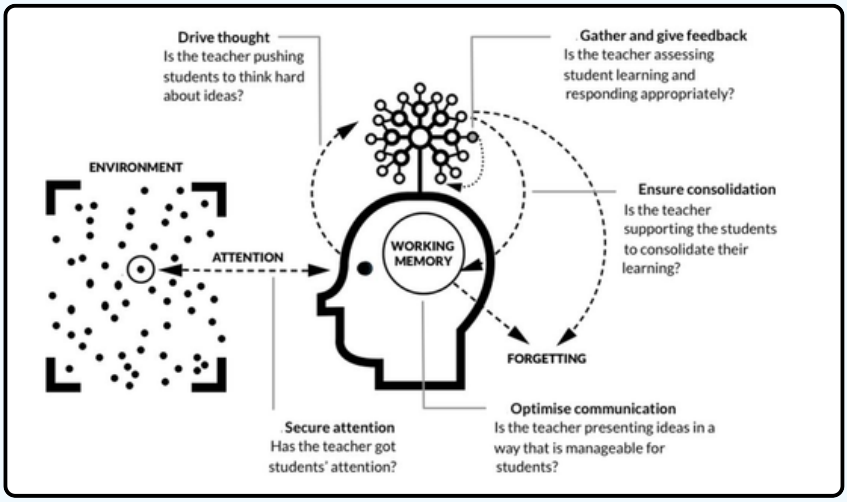
Steplab

Our fundamental principles for teaching and learning are closely aligned to Steplab's Core Steps Sequence. These principles play a significant role in planning learning opportunities, delivering instruction, and assessing student understanding.

The Core Sequence moves from broad to deep. It starts with broad areas of teaching – **strands** – down through more specific **classroom goals** and finishes at precise, granular **action steps**. The Core Sequence is designed to be thorough: it covers a great many of the key areas of effective classroom teaching, no matter subject or age range.

What is a strand?
The sequence is built from five central strands. Each strand is built around a fundamental learning problem: a classroom problem that is universal for teachers – no matter their subject or age range - and intrinsic to the process of teaching. Every teacher spends their entire career addressing these problems, and as such they are the most appropriate foundation for any T&L sequence. The five strands are as follows

1. **Secure attention** - has the teacher got students' attention?
2. **Optimise communication** - is the teacher presenting ideas in a way that is manageable for students?
3. **Drive thought** - is the teacher pushing students to think hard about ideas?
4. **Gather and give feedback** - is the teacher assessing student learning and responding appropriately?
5. **Ensure consolidation** - is the teacher supporting the students to consolidate their learning



These five fundamental learning problems help to support our Teaching and Learning Improvement Cycles, and are organised into a diagnostic chain:

Attention → Communication → Thought → Feedback → Consolidation

Within each strand of the Steplab core sequence are a set of more specific classroom goals.

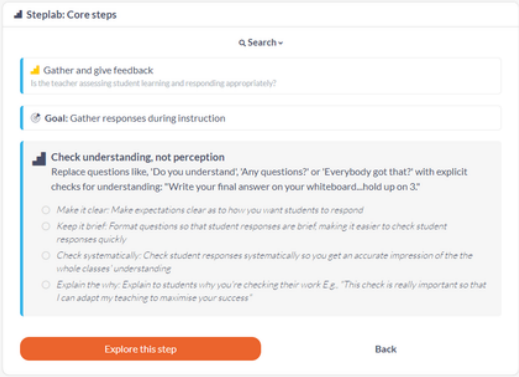
What is a goal?
Each strand contains a series of classroom goals. A classroom goal is a more specific area of teaching, but could still be the focus of coaching for a sustained period of time.

An example of a goal within the 'Secure attention' strand is to 'Establish an entry routine'. In our weekly sessions we may focus on a particular goal, and look at different action steps; alternatively, we may spend multiple weeks looking at the action steps for a goal. this will depend upon the need/focus.

Within classroom goals are granular and precise action steps.

What is an action step?
Each goal contains multiple action steps. Each step is an action that a teacher can take to achieve a classroom goal. All the steps are:

1. Precise and granular.
2. Focused on teacher actions, rather than simply on improving what they think or know.
3. Underpinned by evidence or a shared consensus of impact.



A teacher/group of teachers may be working within the 'Secure attention' strand, and focusing on the goal of 'Establishing an entry routine'. Within this, there are multiple steps that they could choose to work on. These steps often build in difficulty. Some examples of these steps are:

- Create a silent starter: Create a task that students can complete in silence as they enter, without any help. A recap of previous learning can work well
- Set clear entry expectations: Explicitly outline to students the expectations for entering the classroom: "Morning, class. Remember, walking in silently and all pens moving within 45 seconds. Thanks."
- Manage classroom entry: Stand at the threshold of the classroom so that you can see both inside and outside the classroom, control the flow of students, and monitor them during entry

Secure Attention

Securing attention is the initial step our teachers take when starting a learning session. This doesn't mean merely achieving passive listening; rather, we aim for teachers to intentionally guide learners' focus toward the critical aspects of problems that are essential for understanding concepts.

To accomplish this, teachers will ensure that related materials are grouped together both in space and time, in line with the split attention effect (Sweller, 1992). Furthermore, they will first direct students' attention to relevant prior knowledge, which will serve as the foundation for new learning. This approach is based on the understanding that existing knowledge influences our focus (Kroes and Fernandez, 2013). As Gilboa (2017) states, "Reinstate existing schemas immediately prior to learning." An example of this in practice might involve a teacher progressively building a worked example, pausing after each step to explain or ask questions about it. Teachers frequently utilise scaffolds for this purpose, which will gradually be removed over time (Sweegers, 2015).

Secure attention: Has the teacher got students' attention?

Steplab Core Sequence Action Steps

- Establish an entry routine.
- Use an active listening routine.
- Establish routines.
- Establish and reinforce productive behaviour.
- Respond to behaviour.
- Give clear directions.
- Motivate students to learn.
- Build a sense of pace.

Ordinarily Available

SLC 5 - Clear view of speaker
SLC 7 - Listening behaviours
SLC 12 - Establish attention before instructions
PMM 7 - Thinking about attention

The Teaching and Learning Playbook

Routines for Learning
1.1. Set the tone
1.2. Do now
1.3. 100% on task 100% of the time
1.5. Basics first
1.6. Three, two, one for focus
1.10. Whole class respectful
1.11. Clear instructions
1.12. Track the speaker
1.13. Make it obvious
1.14. Responsive reading
1.16. Periscope
1.18. Hold steady
1.19 Powerful praise
1.20. Practice makes perfect
1.21. Least intrusive form of correction
1.22. Tough love
1.23. Issuing a sanction
1.24. Make it fun
1.25. Tight routines

Modelling, explaining and feeding back
3.5. "Why" first

Teach Like a Champion 3.0

Lesson Structures
2. Do now

Pacing
28. Brighten the lines

Procedures and Routines
47. Threshold and strong start
48. Habits of attention

High Behavioural Expectations
53. Radar and be seen looking

Optimise Communication

Once teachers have effectively captured and maintained their learners' attention, they proceed to convey meaning. This involves helping learners grasp the concepts being taught through models and explanations. To achieve this, they utilise dual coding theory, which states that processing both verbal and visual representations of an idea simultaneously enhances memory retention (Kamil et al., 2000). This approach is effective because learners have access to both visual and auditory processing channels at all times. By engaging both channels, teachers can help manage intrinsic cognitive load, thereby optimising students' working memory.

Teachers are careful to distinguish this method from the redundancy effect, which suggests that filling one channel with two modes of communication at once can render the message ineffective. For instance, asking learners to read and listen to the same information simultaneously can lead to confusion.

Additionally, teachers employ interleaving when conveying meaning. This technique involves presenting two different yet potentially confusing pieces of information closely together, while explicitly highlighting their differences. An example includes discussing the distinctions between a leopard and a tiger. Similarly, variation theory is utilised to communicate the full scope of meaning related to a specific piece of knowledge by varying the context in which it is explained. This approach allows learners to make generalisations that ultimately free up working memory for future tasks.

To clarify processes, teachers often use worked or partially worked examples for students to complete. This strategy allows educators to focus their communication on the specific aspect of a problem that is challenging for the student. For example, a teacher might provide a main clause and ask the learner to add a subordinate clause.

Gradually building diagrams and models also aids in communicating meaning. As previously mentioned, this method directs learners' attention to the most critical part of the process at any given moment.

Optimise communication: is the teacher presenting ideas in a way that is manageable for students?

Steplab Core Sequence Action Steps

- Plan well-structured units and lessons.
- Plan clear tasks and resources.
- Give clear explanations.
- Give memorable explanations.
- Clear detailed explanations.

Ordinarily Available

SLC 1 - Rich language in the classroom
SLC 3 - Awareness of quantity and pace of talking
SLC6 - Clear instructions
SLC7 - Listening behaviours
SLC13 - Chunked instructions
SLC 14 - Visual strategies to support the spoken word
SLC 15 - Modelling to aid understanding
PMM 3 - Model, Lead, Test
PMM 6 - Direct instruction

The Teaching and Learning Playbook

Routines for Learning
1.4. Say it to see it
1.17. Stand still, be clear
Questioning and checking for understanding
2.8. Break it down
2.15. Encouraging oracy

Modelling, explaining and feeding back
3.2. Embedding new vocabulary
3.7. Scaffold modelling
3.8. Live modelling
3.9. Using the visualiser

Resilience, independence and retrieval
4.14. Dual coding

Curriculum
5.5. Sequential lesson planning
5.6. Explicit resources
5.8. Individual lesson planning

Teach Like a Champion 3.0

Lesson Structures
21. Take the steps

Pacing
27. Change the pace
31. Every minute matters

Building ratio through questioning
36. Means of participation

High Behavioural Expectations
52. What to do
54. Make expectations visible
58. Strong voice

Drive Thought

The implementation of self-explanation serves as a valuable tool that our teachers utilise to enhance cognitive engagement after conveying meaning. This phase of the teaching process is crucial, as it allows learners to integrate the teacher's explanations into their existing knowledge frameworks. To achieve this, they must engage in deep thinking.

Our teachers employ various strategies to encourage this level of thinking. Firstly, they are mindful of the split attention effect, ensuring that related images or words are not placed far apart in space or time to avoid confusion. By situating them closely together, they help learners focus on concepts that are interconnected.

Additionally, teachers use faded worked examples to gradually transfer more thinking responsibility to the learners (Ashman and Sweller, 2013). This approach acknowledges that some learners require scaffolding to ensure they initially focus on the right elements in the correct manner before these supports are gradually removed. Typically, this is done by temporarily reducing element interactivity (as discussed in the section on Cognitive Load Theory). Over time, as scaffolding diminishes and element interactivity increases, so does task complexity, empowering learners to tackle more challenging thinking.

Teachers also implement interleaving to stimulate and direct student thought. This strategy encourages deep analysis of the differences between seemingly related learning items, ensuring that learners accurately generalise between problems and can discern when two items represent the same concept and when they do not.

Of course, teachers ask numerous questions to stimulate thinking. However, it’s essential that not every question serves the same purpose. For instance, some questions aim to assess listening, others verify understanding, and some are designed to provoke deeper thought. An example of this is the use of multiple-choice questions where incorrect options are selected based on misconceptions that the students reveal through their choices. This aligns closely with the overarching theme of all teaching processes – checking for understanding. Teachers must continuously assess what learners have been contemplating and the accuracy of their thinking.

Drive thought: is the teacher pushing students to think hard about ideas?

Steplab Core Sequence Action Steps

- Use accountable questioning.
- Add challenge or scaffolds while questioning.
- Use paired talk.
- Use group discussion.
- Plan, run and monitor independent practice.
- Use generative learning strategies.

Ordinarily Available

SLC 8 - Time to process information
SLC 9 - Equal opportunity to talk and contribute
PMM 5 - High fluency

The Teaching and Learning Playbook

Routines for Learning
1.7. Silent independent
1.8. Purposeful pairs
1.9. Collaborative groups

Questioning and checking for understanding
2.1. Directed questioning
2.2. Stick with it
2.3. Push for perfection
2.6. Metacognitive questions
2.13. Think, write, speak
2.14. Grapple questions
2.20. On the spot

Modelling, explaining and feeding back
3.1. Explaining new content
3.3. Concrete the concept
3.4. Example/non-example
3.6. I do/we do/you do
3.11. Spotlighting

Resilience, independence and retrieval
4.5. Sequential incremental challenge
4.6. Checklist

Teach Like a Champion 3.0

Check for Understanding
13. Show call
14. Own and track

Academic Ethos
17. Stretch it
22. Board = paper

Pacing
30, Work the clock

Building ratio through questioning
32. Phrasing fundamentals
33. Wait time
34. Cold call

Building ratio through writing
39. Silent solo

Building ratio through discussion
43. Turn and talk
45. Batch process
46. Disciplined discussion

Procedures and Routines
51. Do it again

Gather and Give Feedback

Feedback is an integral part of the teaching & learning cycle, and we aim to maximise the effectiveness of its use in practice. We are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on learners to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Within the principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that learners are provided with timely and purposeful feedback that furthers their learning. In addition teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Gather and give feedback: Is the teacher assessing student learning and responding appropriately?

Steplab Core Sequence Action Steps

- Build a Culture of Error.
- Specify success and plan for feedback.
- Gather responses during instruction.
- Gather responses during circulation.
- Give individual feedback.
- Give whole-Class feedback.

Ordinarily Available

SLC 2 - Time for speaking and listening
MRF 2 - Regular, meaningful feedback
MRF 3 - Learning goals
MRF 6 - Visual evidence of success

The Teaching and Learning Playbook

Routines for Learning
1.15. Forensic monitoring

Questioning and checking for understanding
2.4. Hinge questions - planning
2.5. Hinge questions - execution
2.10. Foresee Failure
2.11. Fail early, fail often
2.16. Review now
2.17. Mini whiteboards
2.18. Planner sheets
2.19. Monitoring for understanding

Modelling, explaining and feeding back
3.10. Hunting
3.12. Feedback in action
3.13. Messy marking
3.14. Literacy marking
3.15. Live marking
3.16. Verbal feedback
3.17. Written feedback
3.18. Concurrent feedback
3.19. Terminal feedback
3.20. Peer feedback

Teach Like a Champion 3.0

Check for Understanding
6. Replace self-report
8. Standardise the format
9. Active observation
10 .Show me
11. Affirmative checking
12. Culture of error

Lesson Structures
25. Circulate
26. Exit ticket
29. All hands

Building ratio through questioning
34. Cold call

Building ratio through writing
38. Everybody writes
40. Front the writing

Building student motivation and trust
60. Precise praise

Ensure Consolidation

Ebbinghaus (1885) introduced the theory that forgetting begins almost immediately after learning occurs. He discovered that spacing out retrieval opportunities and gradually extending the intervals between these sessions can enhance long-term retention. Bjork and Bjork (2011) supported this concept, revealing that allowing for optimal forgetting actually bolsters memory. When retention declines to what we refer to as a memory 'sweet spot,' learners are compelled to exert effort to retrieve the information. This effort facilitates easier recall in the future. Thus, forgetting can be leveraged as a tool for enhancing memory rather than as an obstacle.

Our teachers apply memory theory in various ways. For instance, they reactivate prior knowledge necessary for the day's lesson at the beginning of class. They also encourage students to connect new information to previously learned concepts throughout the lesson when relevant. Additionally, teachers implement strategically spaced quizzes in a wide range of subjects, utilising the spacing effect (Wiseheart, 2019). They are encouraged to identify opportunities to reinforce, revisit, and consolidate previously taught material, ensuring that memory is consistently engaged.

When learners successfully connect new learning to their existing knowledge, "memory traces stabilise into schemas more quickly" (Van Kesteren et al., 2016). It is essential for teachers to provide feedback when learners demonstrate this memory utilisation, as it helps prevent the formation of inaccurate connections between prior and current knowledge. However, this feedback can only occur after teachers verify the accuracy of the memories learners are using. Consequently, checking for understanding becomes critically important at this stage.

Ensure consolidation: Is the teacher supporting students to consolidate their learning?

Steplab Core Sequence Action Steps

- Use exit tickets
- Use retrieval quizzes

Ordinarily Available

PMM 4 - Spaced practice - little and often
APT 3 - Daily review

The Teaching and Learning Playbook

Questioning and checking for understanding
2.9. Exit tickets

Resilience, independence and retrieval
4.10. Quizzing

Teach Like a Champion 3.0

Check for Understanding
7. Retrieval practice

Building ratio through questioning
35. Call and response

Teaching & Learning
2024/2025 Principles

To help learners learn effectively, teachers must understand and apply the science of learning. We are active in developing our understanding of how children learn, and each year we focus on some key principles. This year we have chosen the 6 key principles from Ambition Institute's 'Learning Curriculum 3.0'. These principles underpin PD going on within school.

Principle 1
People can only consciously attend to a handful of stimuli at a time

Principle 2
Students make sense of new information by reference to what they already know: teachers can help students to commit new information to long-term memory by connecting it to existing knowledge.

Principle 3
Working memory – the focus of conscious thinking – is limited in both capacity and longevity.

Principle 4a
Students transfer information into their long-term memories when they think hard about its meaning.

Principle 4b
Students may hold misconceptions already or form new ones as they learn: if they maintain these misconceptions, this is what they are likely to recall.

Principle 5
Learning is a persistent change in long-term memory, not just a temporary increase in student performance. Introducing students to an idea once is very unlikely to be enough for them to recall it after a month, a year, or beyond.

Principle 6
Students' knowledge of a concept extends and deepens when they practise it in new situations and contexts.

Acknowledgements

As with any attempt to codify and explain a Teaching and Learning process, the work undertaken by many others has helped shape and define many of the great things going on at Rodings Primary School.

Some of the most significant contributions have come from

Nick Pointer & colleagues of the Teacher Education Fellowship - Ambition Institute

Maria Craster - Deputy Headteacher at One Degree Academy

Josh Goodrich and the team at Steplab

Adam Kohlbeck - EduPulse

Quarry Bank Primary School and their excellent T&L Handbook

The amazing team at Rodings Primary School, ultimately without their hard work this document would not exist

Darryl Crawley
2024



Teaching & Learning Handbook