

The Warriner Multi Academy Trust
Primary Schools
Teaching and Learning Guidance 2020

The Warriner Multi Academy Trust is committed to ensuring that all of its pupils are able to be, 'the very best they can be.'

The MAT seeks to do this through creating an aspirational achievement culture where curriculum content is carefully designed and planned enabling all pupils to compete on a level playing field and by developing highly effective learning behaviours and attitudes within its' students in order that they are well prepared for their futures.

With the current situation we face, it is essential that we recognise the vital importance of high-quality teaching and learning. There is no time to be lost for our children and therefore we must maximise every opportunity within the classroom.

This document is designed to support our vision for the pupils within the WMAT by providing research-based guidance for elements of best teaching practice which we know make the most difference to pupils' learning and will support our recovery curriculum.

We recognise that effective teaching and learning takes place when teachers and schools are deliberate about what they teach and how they do it. We recognise that we must always reflect accurately on our practice, and make effective improvements and refinements as a result.

It is expected that the advice here will be useful for SLT, Subject leaders and classroom teachers. It can be used in a variety of ways which could include:

- Lesson observers to sharpen practice and effectiveness of lesson observations
- Provide an audit framework to reflect on or evaluate quality of teaching
- Provide an action to follow up on development areas identified in lesson observation

Developing high-quality Teaching and Learning

In order for all schools to deliver high quality teaching and learning, all learning opportunities must reflect the following.

High Expectations, these can be demonstrated through:

- Clear models of best practice for staff and children
- Effective CPD which addresses whole-school and individual need
- Appropriate levels of challenge and support for all

Well-Prepared

- Teachers should possess excellent subject knowledge
- Teachers have a clear understanding of the abilities and needs of the children in their class
- Learning is well thought through and allows for progression through a subject building on prior learning

High quality lesson delivery

- Lessons have a high degree of challenge and support with the necessary scaffolds in place
- New content is clearly explained and modelled for pupil success
- Assessment strategies are used effectively
- Teachers make efficient and effective use of available lesson time

Review the Quality of Learning

- Feedback has been effective in moving pupils on with their learning
- Assessment informs future planning

When teaching and learning is effective, we can see:

- All pupils make good progress through the curriculum during the lesson and over time.
- Learning reflects a clear sequence that builds on prior knowledge and supports excellent outcomes.
- Pupils' conceptual knowledge and understanding is committed to long-term memory, is easily retrieved and can be applied to other learning.
- Behaviour for learning is effective and embedded
- Feedback is incisive and pupils use this feedback effectively to improve
- Parents are active partners in their child's learning
- Resources, in all forms, are used to promote the best outcomes for all pupils

Examples of high-quality teaching expected within the classroom

<p>Modelling</p>	<p>Modelling is concerned with the explicit demonstration of the steps required and how to achieve the excellence necessary for the written outcome. Ultimately, by actively engaging children in the metacognitive process they are enabled to think more deeply about their learning and become more confident, independent writers.</p> <p>Typical features of effective modelling.</p> <ul style="list-style-type: none"> • Tasks will be clearly explained and steps to success shared through the expanded success criteria. All pupils will be able to complete them with a clear understanding of 'What a good one looks like.' • Lessons will tend to contain a limited number of tasks, to allow time for teachers to explore models with pupils in depth • Even small tasks (e.g. a brainstorm, or set of comprehension questions) will include an element of modelling which promotes access and excellence • Tasks will be both relevant and meaningful and have a good level of challenge • Feedback on pupil work, e.g. at the end of the lesson, will refer back to the qualities shared in the modelling stage and on the expanded success criteria <p>When introducing a new written task, the teacher should model the process live to make visible the necessary strategies for success. Using a visualiser, writing on the whiteboard or typing on a projected document, the teacher should narrate the process, thinking aloud to explain what is being done and why. This should also include editing and reflecting on mistakes.</p> <p>Variations on this strategy are:</p> <ul style="list-style-type: none"> • The teacher models the entire process, with no input from pupils, demonstrating how they refine and organise their ideas. • The teacher leads the process but asks targeted questions of the class so that they contribute to the process. • The teacher asks for suggestions from the pupils; fellow pupils and the teacher reflect on and refine these using the success criteria as a prompt. • The teacher models the first section/paragraph; the class contributes to the construction of the second paragraph; children write the remainder of the piece independently using the structure and techniques modelled. • Children work in groups with an identified pupil leading the modelling. • Children work in pairs to construct a response, talking through the process out loud.
<p>Teacher Explanation</p>	<p>Teachers are the expert in the room and they have the responsibility to teach new knowledge to their pupils. There are many ways to explain, and different contexts may benefit from different approaches.</p> <p>Typical features of effective teacher explanation are:</p> <ul style="list-style-type: none"> • The process has been deliberately thought through, planned and refined where necessary. • Teachers will care about the subject matter, and that it is valuable and interesting for its own sake. • The pace of the lesson will be effective and enable good amounts of content or depth to be covered during the lesson. • The teacher will know when to question pupils and when to teach directly. They will know the gaps in prior knowledge and vocabulary and will recognise when to pre-teach content. • Multiple examples will be provided when new content is challenging or abstract. The human brain is receptive to narrative and stories; these should be used where appropriate. • Discussion and questioning will be used when pupils have a reliable base of knowledge. • Teachers will use varied methods of assessing understanding that will ensure the brain is not overloaded with new content.

Scaffolding	'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.
Effective Questioning	<p>Effective questioning lies at the heart of great instructional teaching. Teachers need to ask more questions, probe in more depth and take the time to explain, clarify and check for understanding.</p> <p>Examples of effective questioning are:</p> <ul style="list-style-type: none"> • Cold Calling – through an inclusive 'no-hands up' approach all students can be involved in teacher-pupil dialogue. • No opt out – pupils should be given the opportunity to gain confidence by consolidating correct or secure answers. If a child does not know the answer, move to other students, but go back to the first giving them a chance to say the right answer. This provides them with an opportunity for practice. • Say it again better – Provide more than one opportunity to answer. First responses allow pupils to formulate answers but a second opportunity, adding depth, accuracy and sophistication. This approach models that mediocre answers are not sufficient. • Think, pair, share – give groups a specific time-cued task and then ask for feedback. They can explain to the class, each other, take turns to quiz each other or build on each other's answers. • Further probing - make it the default that you will ask several questions before moving on, this will encourage deeper responses. 'That's interesting what makes you say that? Is there a different way to say that? Can you give an example of where that happens? Can you explain how you worked that out? Do you agree/disagree with that? Why?
Cognitive and Metacognitive strategies	<p>Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p>Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>
Flexible Grouping	<p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.</p>

The Warriner MAT Reading Writing Strategy

The delivery of the approaches identified within the WMAT Reading and Writing Strategy are even more essential at this time. They must be planned for deliberately and delivered consistently across the curriculum.

At the start....

- **Signpost prior learning explicitly and regularly**

At the start of each unit, remind students of any linked prior learning so that they understand where this section of learning fits within the bigger picture.

- **Pre-teach tier two and three vocabulary**

Ensure that students understand and can use the language linked to this topic of learning. Ensure that it is displayed throughout the unit of work.

- **Begin to develop an expanded success criteria grid**

This should identify the purpose and audience for writing, features of the genre and appropriate vocabulary. Both throughout and at the end of the unit, the success criteria can be used to support effective self and peer assessment.

- **Model 'What a good one looks like.'**

Modelling should be used for both written and oral responses. Written work should be supported and developed through the use of effective modelled texts and/or teachers modelling how to write and strategies such as 'sentence stems' can be used to scaffold effective oral communication.

Throughout....

- Continue to develop the expanded success criteria grid and refer to it.

Identifying and teaching Tier 2 and 3 language

“Successful reading relies on a reader’s capacity to understand a large number of words as well as the subtleties and nuances of those words, even when words change their meaning according to the setting.”

Doug Lemov Reading Reconsidered (2016)

Across the curriculum children must be supported to develop their literacy skills. Communication within lessons - through reading, writing, speaking and listening - relies on an understanding of academic language, both general and subject specific, and this must be taught explicitly.

There are 3 tiers of vocabulary:

Tier 3 – Words that belong to specific subjects e.g. equation or photosynthesis

Tier 2 – Robust academic vocabulary that children are likely to encounter across all topics and content areas e.g. discuss, evaluate, justify.

Tier 1 – Everyday words familiar to most children primarily through conversation.

When planning units of work across the curriculum, Tier 2 and Tier 3 vocabulary necessary for children to be successful in their learning, must be identified. Teachers must ensure that time is given to the explicit pre-teaching of vocabulary. New language needs to be highlighted before engaging with the written text in which it appears. Children should have opportunities to see, use and interact with the vocabulary being taught with a clear expectation that it will feature in both oral communication and written outcomes.

Strategies for teaching Vocabulary



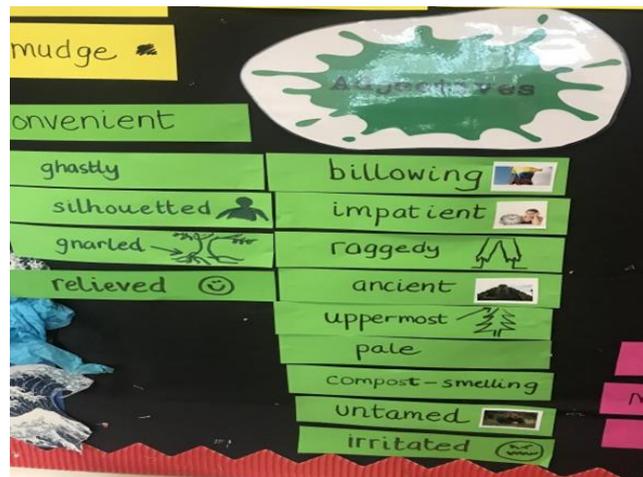
Recognition – how is the word spelt? The ability to use phonics to decode new vocabulary and then to be able to reproduce the spelling makes a big difference.

Pronunciation – how is the word said? Making pupils say it aloud and use it in a sentence increases the likelihood they’ll remember it.

Definition – what does the word mean?

We recognise the impact of **Dual Coding** and consider it to be an effective strategy for supporting the teaching of vocabulary. Dual Coding is concerned with integrating text and visuals together. When done right it can accelerate the process of learning new information and can help students understand concepts more deeply, and apply the material more flexibly. Combining visuals with text (or visuals and audio) is a way of expanding our working memory limitations. Our working (or short-term) memory system can only process a limited amount of information at once.

We would expect to see evidence of this in all classrooms.



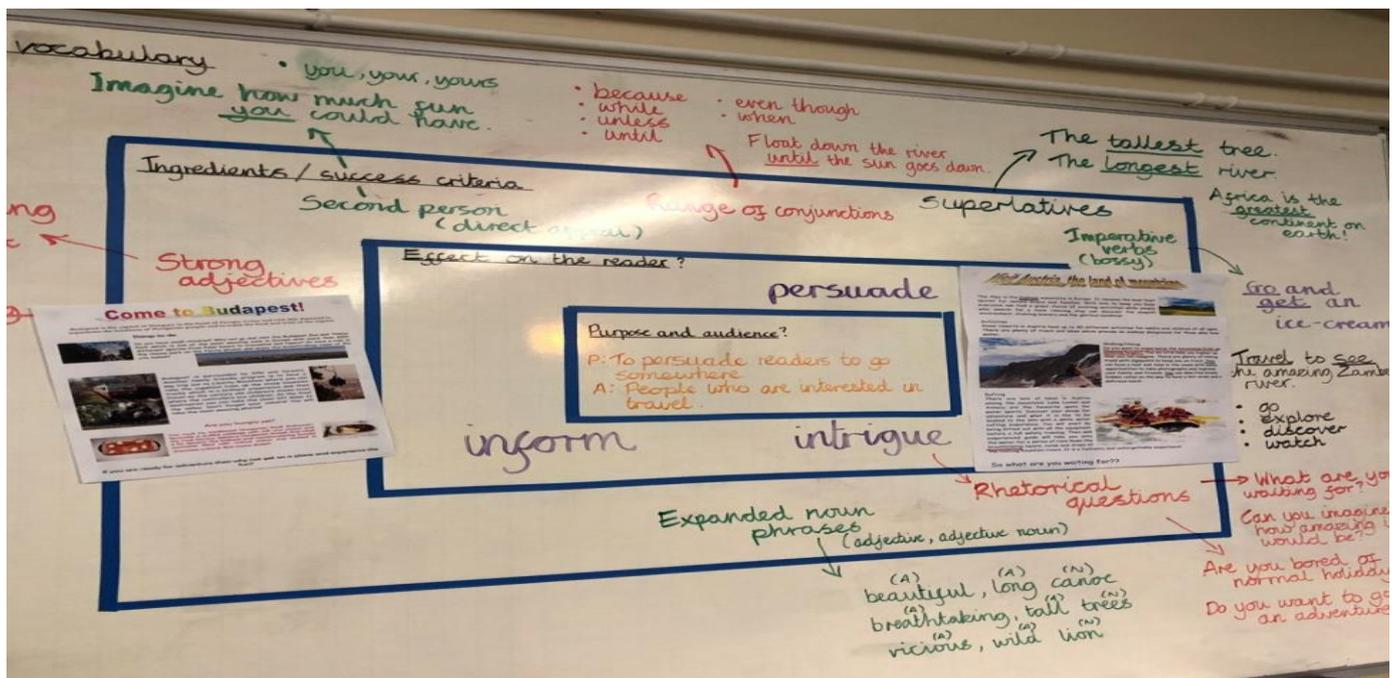
In order to deliver an effective recovery curriculum, it is essential to work deliberately to reduce the vocabulary gap. The steps identified by Alex Quigley form a key approach to this work.

Alex Quigley's 7 STEPS to CLOSE THE VOCABULARY GAP

- [STEP 1]** Train teachers to become more knowledgeable and confident in explicit vocabulary teaching.
- [STEP 2]** Teach academic vocabulary explicitly and clearly, with coherent planning throughout the curriculum.
- [STEP 3]** Foster structured reading opportunities in a model that supports students with vocabulary deficits.
- [STEP 4]** Promote and scaffold high quality academic talk in the classroom.
- [STEP 5]** Promote and scaffold high quality academic writing in the classroom.
- [STEP 6]** Foster 'word consciousness' in our students (e.g. sharing the etymology and morphology of words).
- [STEP 7]** Teach students independent word learning strategies.



Developing Expanded Success Criteria



Share the purpose and audience for the writing.

- Who will be reading this?
- What will you need to do to tailor the work to the audience?
- Why are you carrying out this task?
- What is the relevance of the learning?

Consider the effect you want to create and the impact on the reader/observer.

- Are you trying to entertain? Persuade? Inform? Discuss? Each genre will have its' own features.

Identify the features of the particular genre.

- Question the children to illicit the features of the genre being taught.
- What will you need to teach explicitly to enable the children to complete the learning sequence?

Identify and teach the vocabulary

- Identify tier 2 and 3 vocabulary that is specific to this genre or topic
- Identify and teach adventurous and challenging vocabulary that you come across in the chosen text
- Display the vocabulary being taught
- Remind children that the expectation is that written/oral work will reflect the new vocabulary.

Review and assess using the success criteria

- Use the success criteria to review the steps of learning throughout the sequence
- Support any self and peer assessment through the use of the success criteria