

Springfield Junior School

Teaching and Learning Policy



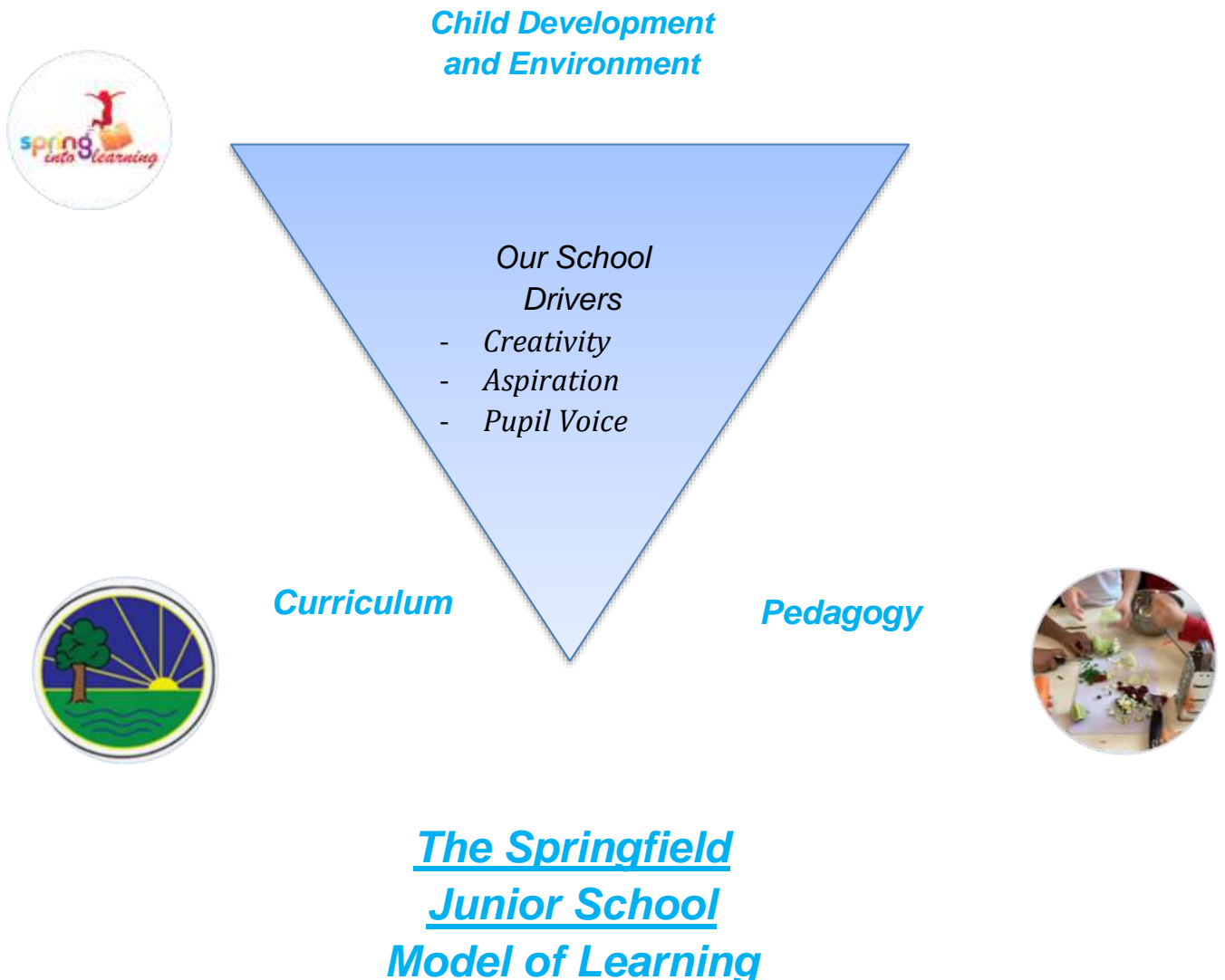
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Teaching and Learning Policy

Introduction

The Curriculum at Springfield Junior School has been devised to meet the needs of our children. In order for this to be successfully delivered and to maximise the impact it has, we have carefully considered the teaching pedagogy used.

Our learning model at Springfield Junior School is based on the three stands of curriculum, pedagogy and child development and it is supported by our school drivers of creativity, aspiration and pupil voice. This learning model is evidence based and pulls together educational research from a number of different strands, and the voice of our children, to ensure a bespoke learning offer which enables our children to flourish and thrive.



For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth.

Plutarch

Springfield Pedagogy – Our approach to the delivery of the curriculum

At Springfield, teachers use a combination of teacher-led and child-led approaches in their classrooms, using active learning strategies to enable all children to remember more and do more.

Teacher-led approaches

- Direct instruction
- Modelling
- Low stakes quizzing
- Scaffolding questioning
- Drilling
- Lesson structure

Child-led approaches

- Enquiry-based learning
- Questioning
- Role-play
- Mantle of the Expert
- Pair/group work
- Expeditionary based learning

Teacher-Led Approaches

Modelling and live modelling

As the expert, the teacher will demonstrate - or "**model**" - what they expect the child's work to look like. This might involve using pre-prepared examples to dissect with the class, as well as "live modelling" (completing a task in front of the class, perhaps using a visualiser). When live modelling, the teacher may also model the thinking process behind the task, and take input from the children.

Prepared models could be examples of student work that the teacher has chosen. This could be something that the teacher uses in the middle of a lesson, as a student produces it, or from a previous lesson.

Low-stakes quizzing

Low-stakes quizzes are a type of informal assessment that is conducted frequently, and has no bearing on the children's final assessed mark for a unit or course. Children's responses will instead be used to inform teaching. Questions are usually multiple-choice or closed-answer.

Scaffolding

Scaffolding involves offering targeted support to help children complete independent work. This might take the form of sentence prompts, mind maps, essay plans or teacher-led explanations of the thought processes behind an idea. Types of scaffolds vary depending on the phase or focus of the class.

Adaptive teaching

Teachers check on children's needs through gathering information on what children do and don't understand. Examples of adaptations could include:

- New information broken down into smaller steps
- Additional explanations and examples.
- Additional forms of teacher support
- Additional stretch - questions to extend or removal of support

Adaptive teaching is not distinct tasks for different groups or lower expectations. It is identifying key content that children might struggle with and options to support or stretch.

Further details for adaptations to teaching can be found in the SEND Policy and Information Report.

Questioning

Questioning occurs in both teacher-centred and child-centred approaches, but the types of questions may differ. With a teacher-led approach, **questioning** may be used primarily to monitor children's understanding and correct misconceptions. Types of questioning technique might include: cold-call questioning, dialogic questioning, oral-drill questions, open questions, closed questions and questioning using the Bloom's Taxonomy of remembering, applying and evaluating.

Hinge questions and key questions could be planned as key formative assessment points; if children are unable to answer these questions, teachers can plan reteaching to eliminate misconceptions.

Drilling

The term "**drilling**" refers to the use of repetition to support the memorisation of information. It might involve: call and response (sometimes called choral response) or repeated practice of written responses. Resources, such as a counting stick, may be used to prompt the required responses.

Self-quizzing

Self-quizzing involves children testing themselves on a topic they have already covered with a teacher, either as a homework task or an independent task in the classroom. A knowledge organiser may be used to support this activity.

Child-Led Approaches

Enquiry-based learning

In enquiry-based learning the teacher sets the children a task, or poses a question, and then facilitates them in their discovery of information. The teacher may provide children with books or technology needed to uncover the information. They may also teach the thinking skills needed to determine whether information is reliable or relevant.

Enquiry-based learning may be split into four categories: confirmation inquiry, structured inquiry, guided enquiry and open inquiry.

Some enquiry-based learning activities include: field work on a school trip, research projects, research for context, group work presentations and other experiment-based tasks.

Questioning

Teachers may refer to Bloom's Taxonomy in their questioning to encourage children to draw on what are known as "higher order" thinking skills - asking children to analyse or evaluate, rather than simply recall information.

Role play

Role play may be used in a variety of subjects with children of all ages. For example, children may be asked to act as customers and cafe owners as a way to practise addition and subtraction in a real-world context.

Mantle of the Expert might be considered a more intensive role play experience. In this approach, children take part in an immersive role play, where they are tasked with a problem and positioned as experts who have been asked to find the solution. For example, a dinosaur egg is discovered in the playground, and the children take on the role of archaeologists to take care of it.

Teacher/Child in role or question and answer sessions (Hot-seating)

This involves the teacher taking on the role of a character, who children then have the opportunity to question, in order to understand a concept in more depth. The children themselves may not take on roles, but the teacher must respond to them in character.

Expeditionary-based learning

In this approach, children go outside the classroom to find real-world examples of what they're learning about. For instance, if children are learning about coastal patterns, they might go to the coast to try to observe these patterns for themselves.

Pair work and group work

In pair work or group work the children work collaboratively on an activity with peers. The make-up of the groups may be decided by the teacher or chosen by the children. Sometimes the activity will have a defined outcome and allocated roles for each member of the group. Alternatively, it could involve a more general research task, in which children determine the outcome. The teacher may take on the role of facilitator, while the children are in charge of their own learning.

Active Learning Strategies

“Active learning is any approach that engages students in the learning process — requiring them to think, discuss, investigate, and apply.”

(Adapted from Bonwell & Eison, 1991)

The pedagogical approach at Springfield Junior School supports the active learning approach for these reasons.

Active Learning

- Improves understanding and retention
- Builds problem-solving and collaboration skills
- Increases motivation and enjoyment
- Supports diverse learning styles

Core active learning strategies include, but are not exclusive to:

- Think–Pair–Share
- Mini whiteboard questioning
- Concept sorting or matching
- Quick polls / hands-up votes
- Learning through play

- Movement-based recall (e.g., four corners quiz)
- Classroom scavenger hunts
- Drama and role-play
- Question starters (“What if...?”, “Why does...?”)
- Mini investigations
- Problem-based learning

Technology can facilitate active learning but should not replace it, for example, interactive quizzes (Kahoot, Quizizz), digital portfolios and collaborative slides or documents.

Active learning supports diversity through multiple activity types, visual, auditory and kinaesthetic options, peer support and mixed-ability tasks.

Formative assessment of active learning is effective through strategies such as exit tickets, traffic light cards, peer/self-assessment checklists and low-stakes quizzing. Summative assessments/tasks can also evidence the success of this pedagogical approach.







Structuring of the Curriculum

Many of our subjects have a prescribed format for lessons which incorporates the elements described in the policy so far.

In Maths, we have a 6-stage lesson sequence for most sessions which include:

- **Recall** - either in books or on WB.
- **Instruct** - Modelling a method, problem solving technique, reasoning skill (consider what manipulatives and/or representations will expose the mathematical structure)
- **Practice** - Working with a partner - on whiteboards (with manipulatives/representations if appropriate) to allow for maximum AFL opportunities
- **Consolidate** - generally independent
- **Revise** (different context if possible)
- **Apply** (reasoning and problem solving)

In subjects that follow the CUSP modules for planning, the sessions include 6 phases. Teachers may go through the sequence from Explain to Apply more than once before combining the learning at the end to deepen children’s understanding. This avoids giving children too much information and too many instructions that overload the working memory. Please note; The attempt section is low stakes – the ‘we do’ part of the session can be active and encourages pupil talk.

 Connect	 Explain	 Example	 Attempt	 Apply	 Challenge
<p>Make Connections with previous learning through questions, quizzes, two things, give one and get one routines.</p> <p>Position and frame substantive concepts in context of this learning using Big Ideas map.</p> <p>For example, the concept of LIGHT connects to the SCIENCE domain of PHYSICS and the importance of understanding that LIGHT is made of waves that help us communicate.</p>	<p>Focus the learning question to help pupils attend.</p> <p>Introduce essential vocabulary in the context of the lesson.</p> <p>Use vocabulary modules and scripts to introduce new words.</p> <p>Be efficient with words and clear with explanations.</p> <p>RECEPTIVE LANGUAGE DEVELOPMENT</p>	<p>Make worked examples really explicit.</p> <p>Use diagrams, images, videos, artefacts to help articulate the content.</p> <p>Reduce number of slides on interactive boards.</p> <p>Use My Turn boards to capture the core content by writing on flip chart paper and hanging it up.</p>	<p>USE WHAT YOU KNOW</p> <p>Pupils practically have a go at selecting and organising the content you have taught them.</p> <p>DELIBERATE PRACTICE</p> <p>Develop receptive and expressive language. This enables pupils to rehearse and make sense of the learning.</p> <p>FEEDBACK – a great opportunity to Diagnose, Intervene and Evaluate (Hattie) the learning taking place.</p>	<p>SHOW WHAT YOU KNOW</p> <p>Use teacher books to model page layout using double page spreads.</p> <p>Use CUSP Thinking Hard routines to help pupils explain and connect their learning.</p> <p>Use and apply vocabulary all the time. Make it unmissable and irresistible.</p> <p>Increase productivity through CUSP Hexagon pathways to explain content.</p>	<p>DEEPEN WHAT YOU KNOW</p> <p>Quizzes to increase the retrieval practice effect.</p> <p>Self-questions to develop richer knowledge of the content.</p> <p>Two things</p> <p>Blank hexagon pathways</p> <p>Open word paths</p> <p>Partial word paths</p> <p>Closed word paths</p>

Learning Environments

The learning environments at Springfield are designed to be calm, purposeful and effective with a focus on current learning, vocabulary, celebration and the progress of the learning journey across the curriculum. Spaces have been designed into classrooms to ensure active learning strategies can be implemented effectively. A Springfield Classroom Expectation Checklist can be found in Appendix A.

Professional Development for Staff

Staff meetings are regularly planned to ensure that staff are up to date with current teaching pedagogy and best practice; with follow up time allocated to allow adaptations to sessions and resources as a result and further opportunities to feedback regarding changes.

Staff CPD is targeted to the school priorities and addresses pedagogical research and developments to improve teaching and learning across the school. This is linked to staff performance management and relevant external training and qualifications.

This policy should be read in conjunction with the school's Curriculum Policy, Feedback Policy, Assessment Policy and SEND report and Policy.

Appendix A

Springfield Classroom Expectation – Checklist

Class: _____

Teacher: _____

Date: _____

	Expectation	Yes	Notes
Environments – Active learning focus			
1	Classrooms are tidy and well organised. Desks/counter tops/activity areas clutter free including on Teacher’s desk. Modelling expectations		
2	Pupils equipment neatly organised and accessible.		
3	Only essential furniture in classrooms with clear areas of carpet space for movement/small groups etc.		
4	Tables/seating arranged to ensure all pupils are equally accessible for staff to reach.		
5	Only essential furniture in break out/work rooms.		
6	Break out rooms/work areas are clutter free, tidy, have group work tables and have a cosy area for pupils to access.		
Displays in Classrooms			
7	Displays should be backed and framed in neutral and pastel colours to reduce cognitive overload.		
8	Suitable vocabulary to aid learning e.g. phonics, numbers etc. <i>*Vocabulary must link to current CUSP learning (not generically generated topic vocabulary)</i> <i>*Grammar vocabulary must be age specific</i>		
9	English and Maths working wall		
10	KS2 TTRS display, current science display, reading display		
11	SPRING learning behaviours		
12	Visual Timetable		
General			
13	Repairs need to be made to displays		
14	End of day classrooms left tidy and clear for cleaners		
15	Displays do not exceed approx. 3.5 m in height (Ensure borders are lowered to avoid working at height where possible in classrooms with high ceilings)		


What Went Well

Even Better If

Signed (SLT): _____

Signed (Class Teacher): _____

Appendix B




Adaptations to the CUSP Curriculum for Greater Depth

To think hard is the right of all pupils, regardless of their starting point.

Initial Learning	<ul style="list-style-type: none"> • Substantive learning • Temporary, often dull
Meaningful Expectations	<ul style="list-style-type: none"> • 20% of pupils are able to meet the expectations outlined in the National Curriculum
Mastery	<ul style="list-style-type: none"> • Developing genuine level of understanding and being able to apply learning in different contexts
Working at Greater Depth	<ul style="list-style-type: none"> • Learning has been used and applied to other contexts and different situations, including in other subjects

Independence	<ul style="list-style-type: none"> • Apply the skill or knowledge without recall to the teacher
Fluency	<ul style="list-style-type: none"> • Apply the skill and knowledge with a high level of confidence and show good mastery when the task seems demanding
Applicable	<ul style="list-style-type: none"> • Apply the skill and knowledge to a range of different contexts, including when given a new problem
Consistency	<ul style="list-style-type: none"> • Consistently use the skill, knowledge and understanding
Confidence	<ul style="list-style-type: none"> • Organise ideas to make connections with other areas of learning and new ideas
Resilient	<ul style="list-style-type: none"> • Adapt to the context of learning when a block or a problem confronts what they can recall on the skill and knowledge without difficulty
Engaged	<ul style="list-style-type: none"> • Able to explain ideas, their understanding and progress to a learning buddy or others

<p>Questioning</p> <p>To prompt children to reflect on their conceptual understanding</p> <ul style="list-style-type: none"> • What is the most important idea from today's lesson? • Can you explain this idea in your own words? • Replace 'Do you understand?' with 'Give me an example so I know you understand.' <p>To ask a child to clarify a vague comment</p> <ul style="list-style-type: none"> • Could you say a bit more on that point? • Can explain a little more? <p>To prompt children to explore attitudes, values, feelings</p> <ul style="list-style-type: none"> • What are the values or beliefs that inform this argument? • What has influenced how you feel/what you believe about this topic? <p>To prompt children to see a concept from another perspective</p> <ul style="list-style-type: none"> • Who might disagree and why? • Imagine how this might apply to another situation or problem? <p>To prompt children to support their assertions and interpretations</p> <ul style="list-style-type: none"> • How do you know that? • What has led you to that conclusion? • Where is the evidence? Is it reliable? <p>To prompt children to respond to one another</p> <ul style="list-style-type: none"> • What do you think about the idea just presented by your classmate? • Do you agree or do you see the issue differently? Explain. <p>To extend and deepen children's thinking</p> <ul style="list-style-type: none"> • Why do you have that opinion? • What/who influenced your thinking? <p>To ask children to predict possible outcomes</p> <ul style="list-style-type: none"> • What might happen if...? • What are some possible consequences of...? • What would be the result if a different set of assumptions were used to set up this experiment? <p>To prompt children to connect and organise information</p> <ul style="list-style-type: none"> • How does this shed light on what we learned last week? • Can you develop a graph or table that organises this information in a helpful way? <p>To ask children to illustrate a concept with an example</p> <ul style="list-style-type: none"> • Can you think of an example of this, drawn from your experience? • Can you identify a pointing or design that exemplifies that idea? 	<p>Challenge Tasks</p> <ul style="list-style-type: none"> • Write a quiz/question for the class to answer • Describe an alternate solution or outcome. What if...? • Bullet point comparisons and contrasts between two concepts • Draw a flow chart linking events, outcomes and alternate pathways • Write 5 questions which challenge your own thinking. • Research three further facts to share with the class either through the use of alternate reading materials or visiting a recommended website • Find and explain a similar context where the same learning applies • Organise the learning in a different way eg use a table, graph, Venn diagram or pie chart. • Write a key question to start the next lesson. • Lead the recap at the end of the lesson or the beginning of the next, using questioning to elicit responses from the class
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Adaptations to the CUSP Curriculum for SEN

CUSP lessons are based on evidence-led practice and enriched with retrieval studies to ensure long-term retention of foundational knowledge for all pupils. Lessons have been sequenced into meaningful and connected chunks of content to reduce the load on the working memory as well as creating coherent and strong long-term memories and new content is connected to prior learning. Vocabulary is key - high frequency, multiple meaning words (Tier 2) are taught explicitly and help make sense of subject specific words (Tier 3). Common scientific misconceptions are identified using examples and non-examples are powerful ways of saying when something is and what something isn't. This high-quality teaching approach supports and enhances the learning of all pupils, including those with SEND.

This is done in the following ways:
 The lesson sequence gives structure to engage children and avoid task fade. It supports the transfer of knowledge to the long-term memory.
 Cumulative quizzes are low stakes and used at the correct or challenge phases of the lesson to support retrieval and embed learning into long-term memory. They are also used as a form of assessment.
 The use of knowledge organisers at the beginning of each unit provide a good reference for pupils and teachers to support retrieval, questioning and participation. They also provide key vocabulary and support dual processing. These can be sent home to parents, used to support pre-teaching and address misconceptions.
 Knowledge notes are presented similarly to knowledge organisers, supporting pupils in the same way but adding information. They are used in every lesson to enable pupils to use, retain and apply a higher concentration of knowledge than just explanations on an interactive board and worksheets. They help sequence the learning, using pictures to support dual coding and reduces split attention. They offer clarity in the attempt phase of learning and provides content in the apply phase of learning.

<p>Communication and Interaction</p> <ul style="list-style-type: none"> - Use additional resources to prompt oral contributions such as sentence stems or wordbanks as well as listen, imitate, innovate - Build in oral rehearsal before committing thoughts to paper, getting children to confidently say ideas before sharing - Reduce the amount of choice so that children can confidently offer their thoughts without having a range of options to choose from. - Use the Speak tool on an iPad to read sections of text - Read the text to and with children to promote oral participation of complex concepts. This could be recorded for replaying - Prepare questions for SEN pupils to ask in class, to be responded to by others - Ask pupils to summarise what you have said, encouraging them to use the target vocabulary - Turn a short response question into a multiple choice question - Give children a partially completed extended question to rehearse and build upon their own contribution - Give the children the evidence they will need and ask them to explain it 	<p>SEMH</p> <ul style="list-style-type: none"> - Ensure pupils are well-prepared for the lesson, perhaps with picture clues or an appropriate library book that they can find additional information to share - Pre-expose children to equipment/resources which will be used in the lesson to spark interest - Give them a role to perform as you introduce the knowledge to be learned, perhaps pointing to key vocabulary as you say it, giving team points when they hear key words being used, or pinning key words on the working wall - Use personal interests to engage learners and encourage them to participate with knowledge they already have - Use targeted questioning for child to share pre-shared information - Avoid over-stimulation by carefully building active tasks to minimise initial anxiety or excitement - Use carefully managed brain breaks to minimise loss of learning
<p>Physical and Sensory</p> <ul style="list-style-type: none"> - Use overlays and coloured paper on texts to be used - Use a multi-sensory approach using objects, visual cues, sound files etc - Provide adapted equipment where possible eg scissors, pencil grips, larger font - Introduce opportunities to move around the class. Eg instead of hands up, use stand up strategies - Use sensory breaks - Provide a weighted lap pad, weighted vest, compression vest, air-filled seat cushion, or other OT-approved sensory tools. Provide earplugs or noise-muffling headphones. Let the child use a sensory tool, like a stress ball or a fidget spinner. - Ensure seating allows children to see information and demonstrations clearly - Keep instructions concise and to-the-point. Ask the child occasionally whether he or she is understanding. 	<p>Learning and Cognition</p> <ul style="list-style-type: none"> - Avoid copying tasks, use screenshots on an iPad or photos of a task which children can briefly annotate with key vocabulary - Avoid giving a list of instructions, try to give one step at a time or a written list of instructions that they can tick off - Allow them to use their books to answer recap questions - Use different media to explain different concepts such as stories, acting out, role play, video, comic strips, hot seating of a character and a freeze frame of a process/idea - Chunk learning with the support of the dual coded knowledge notes - Scaffold writing tasks using cloze activities, sentence stems etc or use oral exhibitions of learning instead - Use manipulatives as representations of people, places, processes etc - Break tasks into smaller steps, using attempt questions rather than moving to apply too quickly - Use repetition to revisit sequences of learning or mnemonics to remember the order of something