

# Springfield Junior School

## Teaching and Learning Policy



**SPRINGFIELD**  
JUNIOR SCHOOL

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## Teaching and Learning Policy

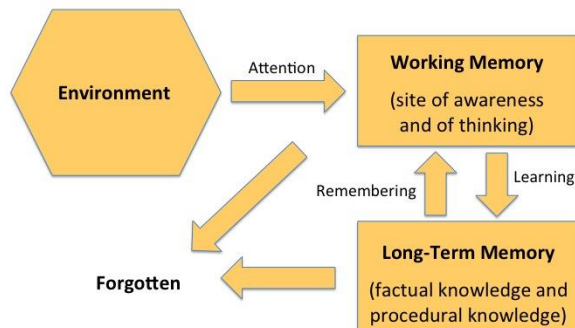
### Introduction

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

### Our approach to Teaching and Learning at Springfield - Key Principles and Knowledge:

*'Learning involves processes leading to a lasting change in pupils' capabilities or understanding – if nothing changes, arguably nothing has been learned.'* (Sweller, 2016).

### Model of Memory



Working Memory is the conduit between the information we attend to in our environment and our long term memory. It holds the information that we are thinking about. It has limited capacity and can only deal with a few things at once

Long Term memory is the store of knowledge which changes as pupils learn. It integrates new ideas with existing knowledge.

### Managing Cognitive Load

The capacity of the working memory is limited. Complex activities which need much processing or storage capacity place excessive demands on the working memory. This can overload the system and lead to task failure. Cognitive load is the amount of effort needed to process information in the working memory.

### Mental Models (Schema)

Knowledge needs to be made usable by connecting new knowledge to existing pupil knowledge. Mental models - or schema - is how knowledge is organised.

### Prior Knowledge

The more prior knowledge we have, the easier it is to process new information. Prior knowledge helps the development of mental models as existing knowledge influences how new knowledge is stored and

organised. Weak prior knowledge increases the likelihood of developing misconceptions. Try to introduce new material in small enough chunks to be comprehensible and make explicit links between prior knowledge and new ideas.

### **Extraneous Load**

Extraneous Load refers to the ways in which instruction can make processing information unhelpfully challenging - e.g. giving complicated instructions to those with little prior knowledge.

### **Explicit Teaching**

Explicit teaching is a heavily 'guided' approach to learning. This is a 'telling' approach to teaching with activities and discussion - the key is that relevant information needs to be explicitly provided and practised. It breaks down the learning and provides pupils with the support needed to think successfully about content by considering the limits of working memory, the complexity of material and prior knowledge.

The **I-We-You** strategy: This approach supports teachers to make decisions about instruction. It involves reducing support over time so that pupils increasingly access content independently. The important thing is to maintain the high success rate whilst reducing the support as pupils' knowledge increases. It can be used several times within a lesson or spread over longer instructional sequences.

### **'I do'**

This is the early stage of learning where the teacher provides new information by modelling and/or explaining facts and processes. Pupils need to acquire, rehearse and connect knowledge through instructional support. It's important that the teacher **breaks learning down** - pupils will avoid tasks where they fear they will be unsuccessful.

This could include:

- Explicitly linking new ideas to what has been previously studied and learned
- Explaining new concepts - giving examples to support understanding.
- Introducing material in small steps
- Modelling new processes and ideas - thinking aloud whilst demonstrating.
- Providing concrete examples and worked examples of new problems.

Teachers need to understand how manageable pupils are finding the steps - assess pupils to check for success with each step.

Pupils can be supported with scaffolds when new material is introduced; scaffolds are temporary aids used to support pupils with their learning. Use checks to ascertain when to remove scaffolds.

### **'We do'**

This is the 'guided practice' part of the approach where pupils gradually complete examples with less and less support for more and more of the task. This can be completed as a whole class, groups or pairs. Pupils will be learning at different rates and with a different level of prior knowledge so will require

different levels of, and types of targeted support. Learning activities might include children working in pairs to finish a partially completed example or answer questions together.

Questioning is crucial to ascertain whether pupils have grasped foundational concepts and knowledge before moving on; it enables teachers to be responsive and further target support.

### **'You do'**

This is the independent practice part of the process where pupils practise tasks of increasing difficulty on their own. It includes regular, purposeful practice and opportunity to retrieve information from memory. It needs to ensure that pupils think hard and are provided with scaffolding and feedback to ensure a high success rate.

Practice should include spacing so that pupils revisit after a gap and low-stakes quizzes to retrieve key content. Effective practice supports automaticity and overlearning where pupils can complete tasks fluently without using working memory, freeing them up to focus on more complex tasks. Spacing practice over time makes learning feel harder but improves pupils' retention as they have to think harder.

For practice to be effective, teachers need to ensure a high success rate (ideally 80%). Intervene with feedback and acknowledge and praise pupil effort and progress made. Success improves motivation.

Teachers establish where all learners are in relation to the key content or steps. This could include an end of lesson assessment that pupils need to be able to complete quickly and that teachers should be able to assess quickly.

Formative assessment practices will be used by teachers to inform their within class responsive teaching and future planning - further details about these practices can be found in the Assessment and Feedback policies.

### **Adaptive teaching**

Teachers check on pupils' needs through gathering information on what pupils 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 pupils 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.







## Lesson Structure

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)
- **Practise** - 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 pupils 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 which 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>

### **Subject Expectations Documents**

Along with their subject progression grid, subject leaders have created subject expectations which outlines how they would like their subject to be taught. This often includes lesson/unit of work structures; activities to be included and expectations for recording work and display. Often this is taken from research, developments within specific subjects or discussions with other leaders or the active ingredients for a specific programme/resource to ensure fidelity. Expectations are set with a rationale that is shared with staff and impact reviewed regularly.

### **Professional Development for Staff**

Action Research has developed across the school over several years. Colleagues have often used action research before adopting whole school changes, examples include whole class marking grid for extended writing and our previous loops of learning approach in Creative Curriculum. Over the last few years, all teachers were expected to undertake action research with their year group and attempt the process; feeding back to colleagues the results of their result.

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.

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