World's End Junior School

Approach to Teaching and Learning

Approach to Teaching and Learning

Intent

It is our intent to develop active learners, able to contribute to their own learning across all subjects. Our aim is to fire our children's imaginations, so that they want to learn more for themselves. We want to nurture children to be independent thinkers, unafraid to respectfully challenge the accepted narrative of what they are being taught, through asking questions to seek further information.

We want our teachers to assist our children in learning to think and therefore talk like an expert in the subject that they are studying: using what they have learnt or utilising the resources available to make their own interpretations and draw their own conclusions - i.e. to think and talk like a scientist or a historian.

Ultimately, our goal is for children to leave World's End Junior School as confident communicators with well-developed schemata and skills. They will be able to articulate their learning, needs, and opinions clearly and apply their understanding in a range of contexts, fully prepared for the next phase of their education.

Implementation

Teaching and learning at World's End Junior School is underpinned by Rosenshine's Principles of Instruction (appendix 1) and the Voice 21 Oracy Framework (appendix 2). Research into how children learn has provided insight into the techniques that can support pupils to gain knowledge and skills and hold on to them over time. It is important to note that children do not soak up knowledge, but it is generated through processing and applying what has been taught. In each subject we encourage pupils to 'talk like an expert'

by adopting the language, reasoning, and communication style of subject specialists — for example, talking like a historian when analysing sources, or like a scientist when explaining investigations — to deepen understanding and develop subject-specific vocabulary (see example in appendix 4).

Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to support all pupils to participant in, and benefit from, oracy in the classroom and beyond the classroom. Children are explicitly taught to understand the physical, linguistic, cognitive and social and emotional aspects of effective oracy. Teachers give specific praise in each area and children are taught to recognise what 'good' looks like in others. They are also taught the elements that enable successful discussion using Voice 21 Teacher Talk Tactics (appendix 3) to scaffold classroom dialogue and promote productive talk.

Planning

Fundamental to effective teaching and learning is the planning phase. At World's End Juniors, teachers plan coherent sequences of work that build on what the children already know – the use of formative and summative assessments allows this sequence to be pitched appropriately and build progression in knowledge and skills. Once the overall sequence of a unit is mapped out, teachers consider and plan for:

- The prior knowledge the new learning will be linked to (schema building)
- Aspect of oracy being developed (linked to oracy progression map)
- Common misconceptions
- Clearly defined learning objects
- The key vocabulary to be explored and utilised
- Key questioning techniques and engagement strategies that will motivate and inspire children
- Generative activities that enable children to demonstrate they have achieved the learning objective and/or can answer a key question
- Scaffolds to support all children to access the learning and achieve success – these scaffolds may include resources, support or adaptation of the task
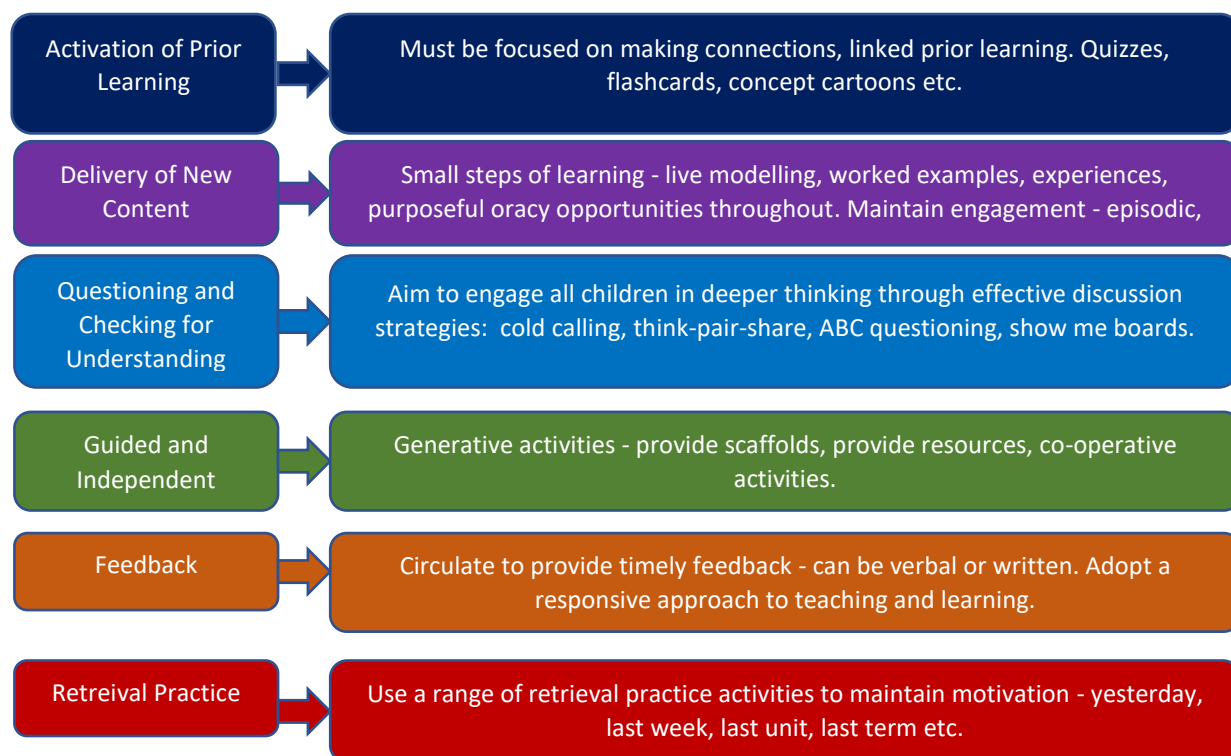
Environment

Our classroom environments are designed to support learning through:

1. The use of working walls to provide key vocabulary, worked examples and scaffolds
2. Carefully considered, mixed prior attainment seating plans
3. Access to a range of resources to support learning which can be used with independence.

Lesson Delivery

Lessons delivered at Worlds End Juniors would typically follow this pattern:

Activation of Prior Learning	Must be focused on making connections, linked prior learning. Quizzes, flashcards, concept cartoons etc.
Delivery of New Content	Small steps of learning - live modelling, worked examples, experiences, purposeful oracy opportunities throughout. Maintain engagement - episodic,
Questioning and Checking for Understanding	Aim to engage all children in deeper thinking through effective discussion strategies: cold calling, think-pair-share, ABC questioning, show me boards.
Guided and Independent	Generative activities - provide scaffolds, provide resources, co-operative activities.
Feedback	Circulate to provide timely feedback - can be verbal or written. Adopt a responsive approach to teaching and learning.
Retreival Practice	Use a range of retrieval practice activities to maintain motivation - yesterday, last week, last unit, last term etc.

By using the approaches outlined above, children are provided with the opportunity to show that they fully understand the teaching and their own learning. As a consequence, children are supported to know more and remember more.

Continuous Professional Development

Monitoring of teaching and learning enables leaders to identify development areas and plan the CPD schedule across the year. Additional CPD may be added in response to an identified need.

CPD can take many forms such as paired observations of other teachers, co-planning, coaching, team teaching.

Impact

We monitor the impact of our teaching and learning policy in a number of ways. Targets are developed with teachers during Professional Growth Meetings that align to our school development plan. These, as well as whole school foci, are monitored and developed through learning walks, pupil voice and coaching conversations.

Where staff are not meeting the expectations, further support is provided. Where the support provided is not having an impact on practice, the capability policy is utilised.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.
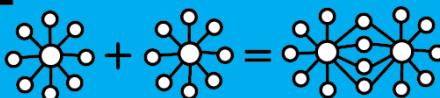
02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

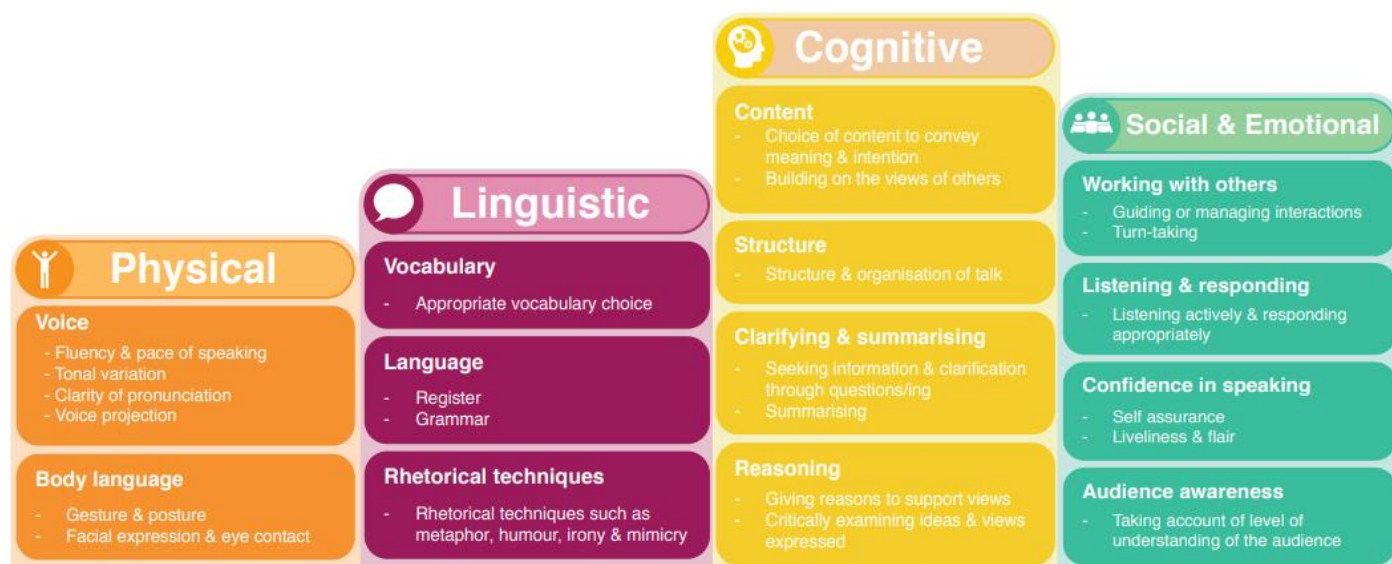WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.
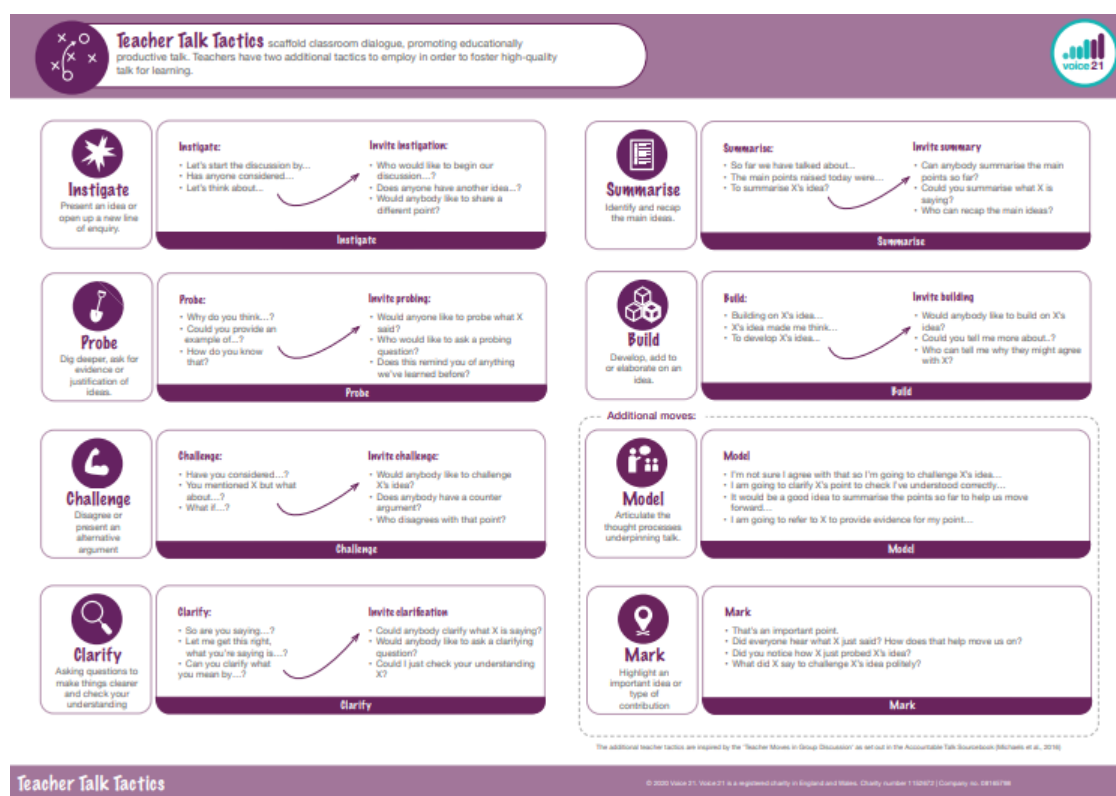
Appendix 2 – Voice 21: The Four Stands

Appendix 3 – Voice 21: Teacher Talk Tactics

Appendix 4 – Subject Specific Talk

History's way of thinking:	Task	Sentence stem	Supporting vocabulary
Ask perceptive questions	Source work	How does this show…? How do we know this source is reliable…?	Contrast Compare Similar Difference
	Timeline	How does this link to…? How does this relate to…?	
Sift arguments	Debate	I believe the most significant reason was… I believe it is the same due to… This happened/ changed because…	Evidence Impact Cause Consequence Concept Demonstrates
	Opinion continuum	In my opinion… Based on… I conclude that… To some extent…	
Think critically	Source analysis	Based on… I conclude that… This source suggests… The evidence I can see to suggest this is… From … I can infer…	Infer Significant Extent Concept
Develop perspective and judgement	Form their own opinions	I believe that… I would disagree because… My opinion is that…	Change Continuity Demonstrates Opinions
	Compare historical time periods	This demonstrates continuity because… This demonstrates change because… To some extent the event of… caused…	
Weigh evidence	Draw comparisons	This is my opinion because… … has changed because… … are similar because…	Compare Opinions Difference