



# Teaching and Learning Using an Evidence Based Approach

Guidance

# CONTENTS



## Intent

- Our core beliefs 4
- We believe that great teaching is key 5
- Creating the 'magical' element of an excellent primary curriculum 6

## Implementation

- How we support Teacher Professional Development (and Teaching and Learning) 8
- How we ensure consistency in Teaching and Learning 9
- Behaviour for Learning 12
- Classroom Environments 15
- Teaching Sequence 17
- Planning 22
- Learning Objectives 24
- Success Criteria and Modelling (WAGOLLs) 25
- Guiding student practice 27
- Questioning and maximizing participation 30
- Retrieval and daily review 33
- Checking children's understanding 34
- Feedback 35

## Impact

- How we evaluate the quality of teaching and learning and support improvement 38

# Teaching and Learning - **INTENT**



## Our core beliefs

At Jerry Clay Academy we are committed to excellence in all that we do and recognise that this is achieved through a constant drive to improve and develop the quality of teaching and learning across the school.

- 1. We strive to be the best we can be and have high expectations:** We have high expectations of all children both for behaviour and academic success. We also hold high expectations of our staff to deliver outstanding lessons to ensure rigorous learning and progress.
- 2. Great teaching is key:** We know that without great teachers, nothing else matters. Teachers must have the time, professional tools and resources to do their jobs effectively.
- 3. Understanding a structure liberates:** We believe that creativity flourishes within a structured academic environment. Good learning does not occur unless there is a safe and orderly environment both in and out of the classroom.
- 4. We do whatever it takes:** It is our task to close achievement gaps. The faster we close these gaps, the greater the chance of academic success for our children. We do what it takes to ensure that each child makes rapid progress.
- 5. The 'magical' factor:** We all work harder when we are enjoying our work. It is our responsibility to ensure that children are enjoying their lessons and intrinsically feel that each lesson is improving their chances of success.
- 6. We plan to ensure academic success:** We plan with every child in mind; we plan every part of each lesson. Planning is the teacher's tool to help them meet the needs of every child. Through assessment we identify the highest leverage activity for improvement. Then re-teach, practise and retest until the children secure this aspect of learning
- 7. Marking and assessment** is the teacher's personal communication with each of their children. Questioning drives progress: It deepens learning and uncovers misconceptions. Teachers tell less and question more. High levels of literacy and numeracy provide the foundations for academic success: We prioritise depth before breadth, so that all children secure firm foundations in English and Maths as early as possible.
- 8. Review, reflect then re-teach:** We must provide opportunities for children to learn from their mistakes. We need to ensure that we diagnose problems and then re-teach and re-test before moving on to the next level of learning.

## We believe that great teaching is key!

We live by the motto, 'Striving to be the best we can be'. Great teaching is key! Great teaching is what enables learners to make great progress. The greater the progress needed the greater the teaching has to be! Everything we do must support and enable great teaching and learning. We will ensure teaching is great through:

- **On-going professional development that is differentiated**
- **Shared expectations about what great teaching looks like**
- **A common language of learning about effective teaching**
- **Creating time, space and opportunities for all staff to be reflective practitioners**

Improving the quality of teaching and learning is a continuous process which is jointly owned by all staff who take collective responsibility for each other's professional development. Some of these systems are self-directed by teachers who are encouraged to reflect and adapt own practice. Others are planned through structured learning conversations, staff meetings, newsletters, coaching and organised through lesson observations which are developmental and focused on improving specific aspects of teaching.



# Creating the 'magical' element of an excellent primary education

We believe that happy learners make greater progress. An outstanding learning environment will have teachers and other adults generating high levels of enthusiasm for participation and commitment to learning. In a 'magical' learning environment we believe that:

- **The excitement is palpable and contagious.**
- **Praise is precise, plentiful and generous.**
- **Praise informs others what 'great' looks like.**
- **Good work is celebrated regularly.**
- **No one is left out of the spotlight of praise.**
- **Learners are caught doing things well.**

To spread the magic at Jerry Clay Academy we will:

- **Display learners work**
- **Celebrate outcomes through 'beautiful exhibitions' of work open to our community and beyond**
- **Give regular feedback using precise and accurate praise.**
- **Make contact with parents to tell good news.**
- **Publish learners' work in newsletters.**
- **Reward outstanding work in assemblies.**
- **Encourage house spirit through house competitions**

As outlined in this guidance, we use the most effective research to ensure that this is constantly driven forward, including (but not limited to) Rosenshine's Principles in Action, Benjamin Bloom and Doug Lemov.



# Teaching and Learning - **IMPLEMENTATION**



# A Better Way To Support Teacher Professional Development

As a teacher and leader at our school the following systems will enable ownership of improving teaching:

- **repeated reinforcement of our Jerry Clay Core Values**
- **incremental coaching**
- **joint planning of lessons in phase teams**
- **peer lesson observations within school**
- **lesson study visits to other schools with a specific focus on improving an aspect of teaching**
- **lesson study style observations and jointly planned with named colleagues**
- **triangulated lesson observations and learning walks with a specific focus**
- **self-assessment using school 'pedagogy and practice' rubric**
- **engagement in school led research and development projects, disseminated and shared with teams**
- **planned professional development learning conversations with mentor or named appraiser**
- **progress review meetings**
- **performance management systems**

# Ensuring consistency and quality in Teaching and Learning

At the heart of a trustworthy observation system are clear transparent and measurable criteria for success. This defines a common language for instructional practice that enables teachers, mentors and staff to 'grow' common beliefs about what good teaching looks like. This has a profound effect on teachers' practice and shapes what teachers do in the classroom.

The following guidelines are designed to outline our vision and ethos in relation to teaching and learning at Jerry Clay Academy. They are aligned to our core expectations and provide a roadmap to success for all levels of teaching.

We continuously review our support for teachers and revise leadership practice linked to our shared expectations.

# Contribution to the Jerry Clay Culture

	Emerging	Developing	Highly Accomplished	Embedded Excellence
<b>Relationships with others</b>	Relationships are positive or are improving. There is recognition that school improvement is dependent on building professional relationships with all members of the school community	Day to day relationships are good and support school improvement. Communication is good amongst teams and professional differences are generally managed well	Relationships across all groups within the class and school community are excellent and build a climate of trust. Immediate teams are clear about leadership through relationships and model expected behaviours well. Difficulties and challenges are always managed professionally	Relationships with others are exemplary. Positive behaviours are modelled continuously and professionally. This has a positive impact across the school; beyond immediate teams. Leadership through relationships is embedded and champions the mantra 'this is how we do things around here'
<b>Quality of Planning (the learning journey)</b>	Planning meets national curriculum requirements and school policies. Some learning experiences capitalise on local context and learners' interests	Planning provides a good curriculum experience which is broad, balanced and links across subjects. Outcomes are of a good standard. Good use is made of trips, visits and the local context to provide a stimulus for learning	Curriculum planning offers an excellent provision and leads to pupils reaching high standards in a range of areas. Learning journeys are planned well and are reflected in the learning environment, as well as pupils' books. Links with the local and wider community are excellent and used well to enhance learning experiences	Class planning leads to an enhanced, high quality learning experience. Planning maximises freedoms to innovate and inspire learners. Learning journeys are carefully planned and consistently include models of excellence for pupils to see and in advance of learning experiences. Links with the local and wider community are ambitious and broaden pupils experiences well beyond the school
<b>Support for teams</b>	There is a desire to belong to the team and informal support provided benefits colleagues. Planning is shared across the team and ensures all teachers are prepared for lessons	Good relationships and mutual support within school teams enhances provision and quality of teaching and learning. Lesson resources and planning are shared well which leads to a consistency in practice across the team	Strong and focused team support leads to improved outcomes and / or rapid improvement within teams. Planning is excellent and a climate of openness welcomes feedback and self-evaluation.	High quality team work ensures team systems are embedded. Planning and professional discussion are focused on achievement and sustaining school strengths

	Emerging	Developing	Highly Accomplished	Embedded Excellence
<b>Modelling excellence</b>	Teaching behaviours and practice demonstrate potential and meet school expectations. Areas of excellence to share have been identified for the future	Teaching demonstrates examples of innovative practice and this is being shared with other colleagues with a positive impact on learning. Some practices are being included in CPD	Teaching is consistently innovative and creative. Practice is regularly shared with other colleagues. This is improving the learning of others across the staff	Teaching is recognised as cutting edge, both in thinking and practice. Practices and behaviours are shaping policy in key areas and inspiring staff. There is evidence of innovation enhancing pedagogy
<b>Ability to reflect</b>	There is a wiliness to reflect on teaching practice and an improving trajectory of practice in key areas. Action points linked to teaching evaluations are followed up	Teacher reflection leads to improvement in quality of teaching and increased ambition to achieve excellence. There is good evidence of self-direction of CPD and an enthusiastic response to feedback	Teaching is ambitious and continuously seeking improvements. The teacher is hungry to improve and actively seeks feedback wherever possible. Engagement in research and development is improving practice and this is leading to new practices or rapid improvements in key areas	Teaching flourishes because of an established climate of reflection and improvement. Reflection improves the practice of self and others and connects with the school's leadership of teaching and learning. All staff connected with the class benefit from opportunities to reflect and share new ideas
<b>Leadership of change</b>	Change and school improvement initiatives are generally viewed positively. School expectations and policies are implemented. There is some recognition that school improvement necessitates continuous change and revision of expectations	Change is viewed positively and generally embraced. There is support for change management processes and willingness to be flexible. There is strong recognition of changing educational landscape and a willingness to engage in discussion about this	There is good leadership of change and a desire to continuously improve teaching and school wide practice. Teaching offers strong support for others in change management, including a willingness to trial initiatives or support policy development. This has a positive impact on outcomes for pupils	In every aspect, there is strong recognition that our work focuses on improving outcomes for children in our locality. Change is embraced and challenged professionally. There is a desire to support other schools in change management and a recognition that continuous improvement benefits the children across our school and also those in other schools

# Behaviour for Learning Checklist

Focus Question	Action Points
<p><b>Does class have clear routines that are set in stone?</b></p> <ul style="list-style-type: none"> <li>• meeting and greeting / saying goodbye at end of day (both teacher and children)</li> <li>• lining up (spacing and order)</li> <li>• entering &amp; leaving classroom / holding doors open</li> <li>• movement around school (e.g. use of passes / noise level expectations / greeting visitors)</li> <li>• calling to carpet / stopping to listen / working in collaboration / turn taking</li> <li>• expectations for pupil talk displayed (e.g. what makes a good talk partner)</li> <li>• transitions between lessons</li> <li>• giving out resources / storage of resources</li> </ul>	
<p><b>Does learning environment communicate high expectations?</b></p> <ul style="list-style-type: none"> <li>• rules and values clearly displayed and referred to</li> <li>• all areas of classroom clearly defined and labelled</li> <li>• table resources stored neatly using table trays</li> <li>• pupil books organised, accessible &amp; stored in specific areas</li> <li>• teacher resources organised and stored neatly</li> <li>• adult modelling of expectations of the highest standard</li> </ul>	
<p><b>Do adults model quality relationships?</b></p> <ul style="list-style-type: none"> <li>• always using positive body language and tone when communicating</li> <li>• always use praise and noticing good behaviour</li> <li>• catching children being good and commenting on this</li> <li>• sharing successes of children with other staff / children / families</li> <li>• expressing empathy / emotions linked to values during significant learning experiences</li> <li>• regularly referencing values during learning time</li> <li>• modelling how to learn as well as teaching curriculum content (e.g. taking turns, sharing resources / talking partners)</li> <li>• using other adults to model relationships during learning tasks</li> </ul>	

# Behaviour for Learning Checklist

Focus Question	Action Points
<p><b>Do we know our children’s personalities and interests?</b></p> <ul style="list-style-type: none"> <li>• names of children, likes and dislikes, know something special about them (e.g. birthdays, occasions, family composition)</li> <li>• asks genuine questions to understand children as individuals (seeks to understand)</li> <li>• always follows up on children’s requests / questions / comments with sincerity (e.g. after lessons or during break times)</li> <li>• praises significant achievements in a range of areas, (not just literacy and numeracy)</li> <li>• spends time with children outside of classroom (e.g. lunch hall / playground)</li> </ul>	
<p><b>Are we investing in relationships?</b></p> <ul style="list-style-type: none"> <li>• regular communication with families in a range of contexts inc. celebrating successes in class</li> <li>• visible around the school before and after school for parents to contact</li> <li>• uses circle time, snack times, informal times to model relationships and references values</li> <li>• plans success criteria which include social skills as well as curriculum content</li> <li>• notices unusual or out of character behaviour and always follows up with family or staff</li> </ul>	
<p><b>Does curriculum and learning time meet pupils individual needs?</b></p> <ul style="list-style-type: none"> <li>• teachers audit class profile of skills and needs before deciding on topic choices</li> <li>• children involved in co-constructing what they are learning and given choices about applying learning</li> <li>• learning environment encourages research with opps to share findings</li> <li>• learning questions used to frame topics and encourage research</li> <li>• all lessons contain using and applying skills opportunities</li> <li>• children provided with real opportunities to link learning to their world</li> <li>• subject allocation for non-core subjects ensures the arts, PE, PSHE and languages is taught and valued</li> <li>• timetables are flexible for specific pupils when needed</li> <li>• provision is made for specific pupils to extend learning by following interests</li> </ul>	

# Behaviour for Learning Checklist

Focus Question	Action Points
<p><b>Do we build growth mindset/ ownership of learning?</b></p> <ul style="list-style-type: none"> <li>• uses language of effort, determination and resilience and encourages children to peer assess learning and model this with class</li> <li>• uses mixed ability groupings and assign roles to children in leading learning</li> <li>• links rewards to effort</li> <li>• gives written feedback which is specific, helpful and focused on next steps</li> <li>• children are encouraged to value mistakes as new learning</li> <li>• lessons always build in learning time for children to evaluate learning</li> </ul>	
<p><b>Are expectations of the highest standard?</b></p> <ul style="list-style-type: none"> <li>• children are shown models of excellent outcomes from beginning of topic (not the end)</li> <li>• expectations posters are visible and referred to in learning by both children and staff</li> <li>• learning environment provides models of excellence for pupils to refer to in every lesson</li> <li>• mid term planning includes time for re-drafting and editing</li> <li>• children are taught collaboration skills to jointly edit, critique and peer review learning</li> <li>• adults use visualisers / display to celebrate excellent learning</li> <li>• learning topics plan for excellent outcomes in a variety of forms inc. performance, art, debate, written outcomes</li> </ul>	

## Creating beautiful environments which encapsulate the highest standards



Classroom environments both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning resource, the second teacher, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

At Jerry Clay Academy we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. It enables pupils to develop independence as learners, building on good EYFS practice.

- Objectives, success criteria and key questions are displayed and referred to in lessons. (These are not only important for children but also enable adults learning with children to be clear about teacher expectations).
- Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning.
- Key questions are displayed and used to trigger prior knowledge. Curriculum displays include statements and questions to highlight key learning points.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas. Please note that any collections of words or phrases are displayed and updated regularly to ensure vocabulary links to an appropriate learning context.



# An Effective Working Wall

Indicate on a display board the starting point and learning outcome for the lesson being taught with the journey between the two points.

Pupils should be involved in the entire process of the working wall, from its conception through to the details of how it is managed.

Work should be put up or removed in consultation with the children who should be helping to determine which examples best exemplify the current learning objectives

- **Added to over a series of lessons - shows the process and journey - use arrows to show this or learning line to support**
- **A place where anyone can make a contribution - e.g. speech bubbles/misconceptions**
- **Confidence building - Constantly used and referred to - key information clear**
- **A place for planning/structure of children's work**
- **A storehouse of information and ideas - vocabulary, guidance, images, diagrams/ A place for planning / structure of children's work / a teaching aid reinforcing teaching points**
- **Frequently changed to be current - remove once children do not need to refer to them/have learnt this concept**



# Teaching and Learning Sequence

At Jerry Clay, our Teaching and Learning practice is informed by the most effective research. Our planning and lesson sequence are underpinned by Rosenshine's 'Principles of Instruction', Lemov's 'Teach like a Champion' and the formative assessment research of John Hattie, Carol Dweck and Kate Jones.

**Rosenshine's Principles** are 10 research based principles of instructions linked to the classroom. These principles come from 3 sources:

- (a) research and cognitive science
- (b) research and master teachers
- (c) research on cognitive supports.

Here they have been set against a selection of techniques from **Lemov's Teach like a champion**, which the author Doug Lemov describes as "a set of field notes from the observations of the work of masters"

1

## Daily review

**Daily review is an important component of instruction. It helps cement the connection between learning material, automatic recall of words, concepts and procedures, freeze working memory for problem solving and creativity.**

### Technique 20 - Do now

Use a short warm up activity that pupils can complete without instruction or direction from you to start the class every day. This lets the learning start even before you start teaching.

### Technique 5 - Show me

Flip the classroom dynamic in which the teacher gleans data from a passive group of pupils. Have pupils actively show evidence of understanding.

### Technique 46 - Strong start

Design and establish an effective routine for pupils to enter the class and begin class. Once routine becomes habit, load on working memory is reduced.

### Technique 26 - Exit ticket

End each class with an explicit assessment of your objective that you can use to evaluate your (and your pupils) success.

**2**

**New material and small steps**

Our working memory is small, only handling a few pieces of information at once. Avoid overload. Take time to present new material in small steps and proceed only when the first steps are mastered.

**Technique 21 - Name the steps**

Break down complex tasks into simple steps that form a path for pupil mastery. Give pupils the benefit of your intuition into the material to build knowledge systematically.

**Technique 57 - What to do (EX)**

Use specific concrete sequential and observable explanations to tell the students what to do as opposed to not what to do. Apply these rules when scripting how to unravel ideas.

**Technique 16 - Begin with the end**

Progress from unit planning to lesson planning. Define the objective, decide how you assess it and then choose appropriate lesson activities.

**Technique 25 - At Bats**

Because succeeding once or twice at a skill won't bring mastery, give your students lots of practice at mastering knowledge and skills.

**3**

**Ask questions**

The most successful 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 and how then to proceed with next steps.

**Technique 33 - Cold call**

Create a positive culture where you can call on pupils regardless of whether they have raised their hands and pupils are ready to offer what they know.

**Technique 11- No opt out**

Turn "I don't know" into a success by helping pupils who won't try or can't succeed. Practice getting it right (and being accountable for trying).

**Technique 32 - Wait time**

Allow students time to think before answering, if they aren't productive with that time then narrate them towards being more productive.

**Technique 36 - Pepper**

Use pepper as a fast pace vocal review to build energy and actively engage your class.

**4**

**Provide models**

Pupils need cognitive support to help them to learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved and reduce the load on working memory.

**Technique 39 - Show call**

Create a strong incentive to complete writing with quality and thoughtfulness by publicly showcasing and revising pupil writing regardless of who volunteers to share.

**Technique 38 - The art of the sentence**

Ask pupils to synthesize a complex idea in a single well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.

**Technique 22 - Board = Paper**

Model and shape how pupils should take notes in order to capture the information your present.

**Technique 15 - Without apology**

Embrace- rather than apologise for- rigorous content, academic challenge, and the hard work necessary to scholarship.

**5 Guide pupil practice**

Pupils need more time to rephrase elaborate and summarise new material. Successful teachers build in time for this as it supports greater understanding as well as more successful retention in long term memory.

**Technique 37- Everybody writes**

Prepare your pupils to engage rigorously by giving them a chance to reflect in writing before you ask them to discuss.

**Technique 43 - Turn and talk**

Encourage pupils to better formulate their thoughts by including short contained pair discussions but make sure to design them for maximum efficiency and accountability.

**Technique 42 - Habits of discussion**

Make your discussions more productive and enjoyable by normalizing a set of ground rules or habits that allow discussion to be more efficiently cohesive and connected.

**Technique 8 - Culture of error**

Create an environment where your pupils feel safe, making and discussing mistakes so you can spend less time hunting for errors and more time fixing them.

**6 Check student understanding**

More CFU, means more processing, greater long term retention and better teacher understanding in terms of gaps. Very effective teachers avoid seeking nods from pupils and use targeted questioning to find misconception.

**Technique 1- Reject self report**

Replace functionally rhetorical questions with more objective forms of impromptu assessment in order to raise pupil accountability and teacher understanding of learning.

**Technique 2 - Targeted questioning**

Ask a quick series of carefully chosen, open-ended question directed at a strategic sample of the class and executed in a short time period.

**Technique 7 - Plan for error**

Increase the likelihood that you will recognize and respond to errors by planning for common mistakes in advance.

**Technique 4 - Tracking. Not watching.**

Be intentional about how you scan your classroom. Decide specifically what you are looking for and remain disciplined about it in the face of distractions.

**7 Obtain high success rate**

Obtaining a high success rate at each stage of delivery will build solid foundations and avoid entrenching misconceptions. Moving on too quickly will reduce effectiveness and affect those pupils reaching clarity more recently.

**Technique 10 - Own and track**

Have students correct or revise their own work, fostering an environment of accountability for the correct answer.

**Technique 12 - Right is right**

When you respond to answers in class, hold out for answers that are all the way right or all the way to your standards of rigor.

**Technique 6 - Affirmative checking**

Insert specific points into your lesson when students must get confirmation that their work is correct. Productive or sufficiently rigorous before moving onto the next stage.

**Technique 15 - Without apology**

Embrace rather than apologise for rigorous content, academic challenge and the hard work necessary to scholarship. Aim high with expectations and challenge and build support.

**8 Scaffolds for difficult tasks**

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and check lists. Scaffolds are part of a cognitive apprenticeship leading to competence and independence.

**Technique 35- Break it down**

When a student makes an error provide just enough help to allow them to solve as much of the original problem as they can.

**Technique 57- What to do (AC)**

Use specific concrete sequential and observable supports to show students what to do, identifying how to model and explain effectively in order to scaffold hard academic tasks.

**Technique 21- Name the steps**

Break down complex tasks into simple steps that form a path for student mastery.

**Technique 9 – Excavate error**

Dig into errors, studying them efficiently and effectively to better understand where students struggle and how you can best address those points.

**9 Independent practice**

Rigourously monitored practice or over learning secures success and competence which will automise recall and reduce load on working memory. Facts, concepts and discriminations will be clear for subsequent learning.

**Technique 37- Everybody writes**

Prepare your pupils to engage rigorously by giving them a chance to reflect in writing before you ask them to discuss.

**Technique 43 - Turn and talk**

Encourage pupils to better formulate their thoughts by including short contained paired discussions but make sure to design them for maximum efficiency and accountability.

**Technique 41- Front the writing**

Arrange lessons so that writing comes earlier in the process to ensure that pupils think rigorously in writing and have the opportunity to work independently prior to feedback.

**Technique 40 - Build stamina**

Gradually increase writing time to develop in your pupils the habit of writing productively and the ability to do it for sustained periods of time.

**10 Daily, weekly and monthly review**

The effort involved in recalled recently learned material embeds it in long term memory to develop extensive and available background knowledge. The more this happens the easier it is to connect new material.

**Technique 20 – Do now**

Use a short term warm up activity that pupils can complete without instruction or direction from you to start class everyday, this lets the learning start even before you start teaching.

**Technique 13 - Stretch it**

When reviewing pupil understanding, improve academic rigor by rewarding right answers with harder questions.

**Technique 6 - Affirmative checking**

Insert specific points into your lesson when pupils must get confirmation that their work is correct, productive or sufficiently rigorous before moving onto the next stage.

**Technique 16 - Begin with the end**

Progress from unit planning to lesson planning, define the objective, decide how you'll assess it and then choose appropriate lesson activities.

# The teaching sequence

## Our intent

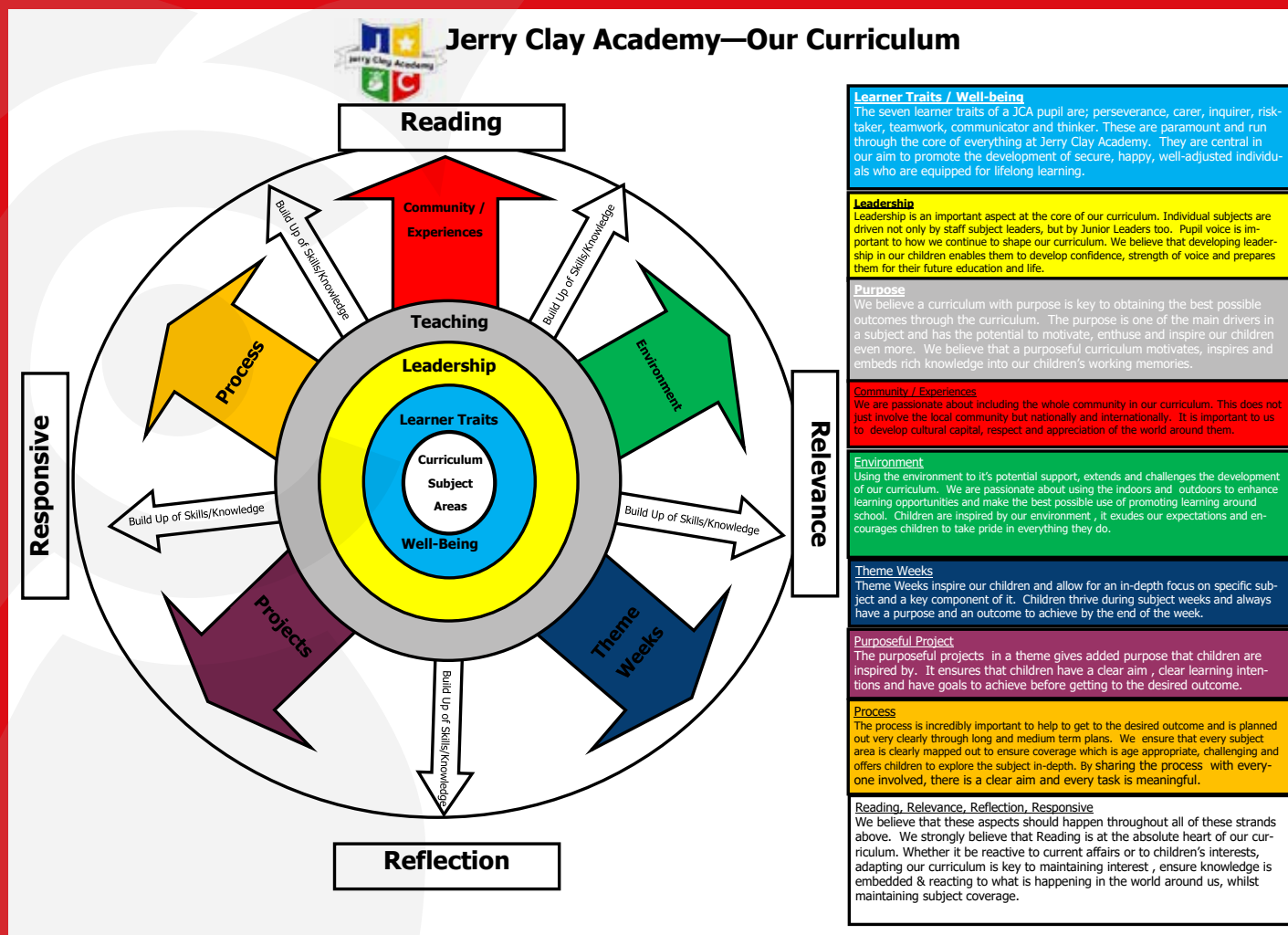
- Theme
- Driver e.g. History/Geography
- Outcome

## Context and hook to learning Implementation

- Hook
- Immersion
- Precision teaching

## Ensuring retention of information/facts

- Remembering prior knowledge at the beginning of every lesson
- Mini retrievals
- Retrieval test at the end of every unit



# Planning

We plan to ensure academic success. We believe that when teachers develop highly-structured lessons with clear and specific aims, which are delivered through specifically designed activities, they are able to drive the best performance. Planning is essential for this to be executed at the highest level. We believe that planning enables us to meet the needs of every learner. Great planning also supports behaviour for learning as every minute of each lesson is planned. This planning will predict areas in which it is most likely that learners will have misconceptions.

At Jerry Clay, we have long term planning for each year group. These are used in addition to the knowledge organisers for each subject to ensure

learning is sequential and builds upon prior knowledge. Plans are new each year & match to cohort needs. Opportunities for greater depth and mastery are planned.

Medium term plans continue over a term to enable teachers to look ahead to see overall possible

outcomes and are linked in to carefully planned out sequences of learning. These are adaptable so that teachers are able to be proactive and reactive. Medium term plans outcomes throughout the unit of work; giving learning a purpose.

Short term planning is done weekly and daily as teachers react to their children's needs and understanding. Focus groups are planned for each day (these are adaptable, where needed). Planning should be detailed enough but not descriptive. It should map learning clearly through the week.

*'Expert learners make strong, positive associations between the 'whole' learning concept and the inter-connected learning pieces. Expert teachers ensure the big picture of learning is known and understood from the beginning of a planned learning journey.'*



## Example of weekly planning:

### Success Criteria

	Learning Objective: We are learning to understand and calculate ratio so that you are able to accurately solve ratio worded problems	Achieved
Gold	Decide what you need to do with this ratio/go back to the problem to figure this out.	
Silver	Is there a common factor/multiple? Simplify/scale up or down if needed (multiply or divide)	
Bronze	Read the problem. Work out the ratio.	

### Differentiation

Mixed ability.

Chn work in partners to create their own ratio problems.

JK to work with LA supporting reading .

MH to rotate - spot errors

### Key vocabulary



ratio

proportion

compared to

for every \_ there are \_

ratio sign:



### Resources (Not electronic)

Skittles

Ipad



# Learning Objectives

Each lesson has a clear learning objective and this relates to the previous and next day ensuring that each lesson builds on learning and supports the learner to progress:

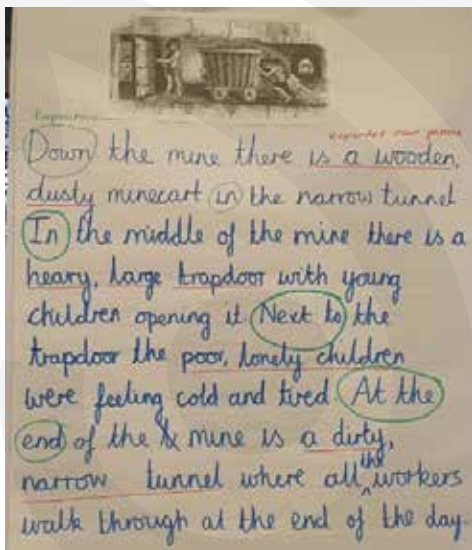
- **Learning objectives are precise and ambitious**
- **Learning objectives should be CLEAR -use language that makes sense to the pupils**
- **Focus on what is to be learned and not what is to be covered**
- **Learning objectives are translated into clear success criteria statements (Gold, Silver & Bronze) so that children have a clear reference point for self-assessment**
- **Have the end in sight 'so that' will be used in every objective**

**2**

## **New material and small steps**

**Our working memory is small, only handling a few pieces of information at once. Avoid overload. Take time to present new material in small steps and proceed only when the first steps are mastered.**

# Use of Success Criteria and Modelling - 'What Makes Good'



At Jerry Clay, we use success criteria and WMG to explicitly break new learning down into small steps and to demonstrate what children are working towards. Teachers should pre-plan these as part of the planning process, but children should be involved in the process during the lesson.

Children may also create their own success criteria, where this is appropriate. This may be to help them understand the steps to success or may be used as part of retrieval.

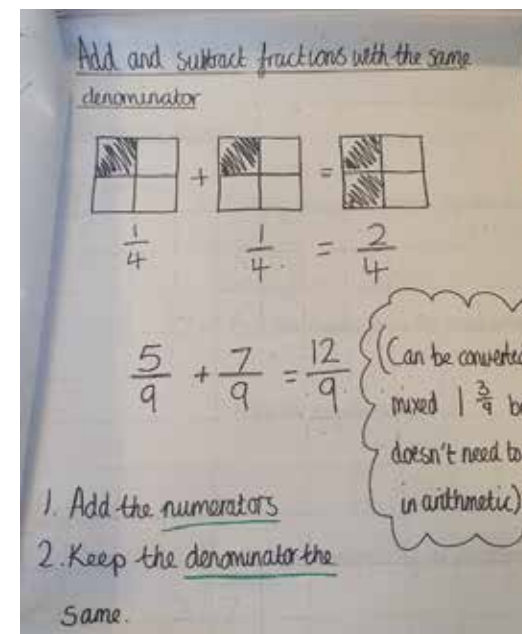
**Our working walls display examples of these so that:**

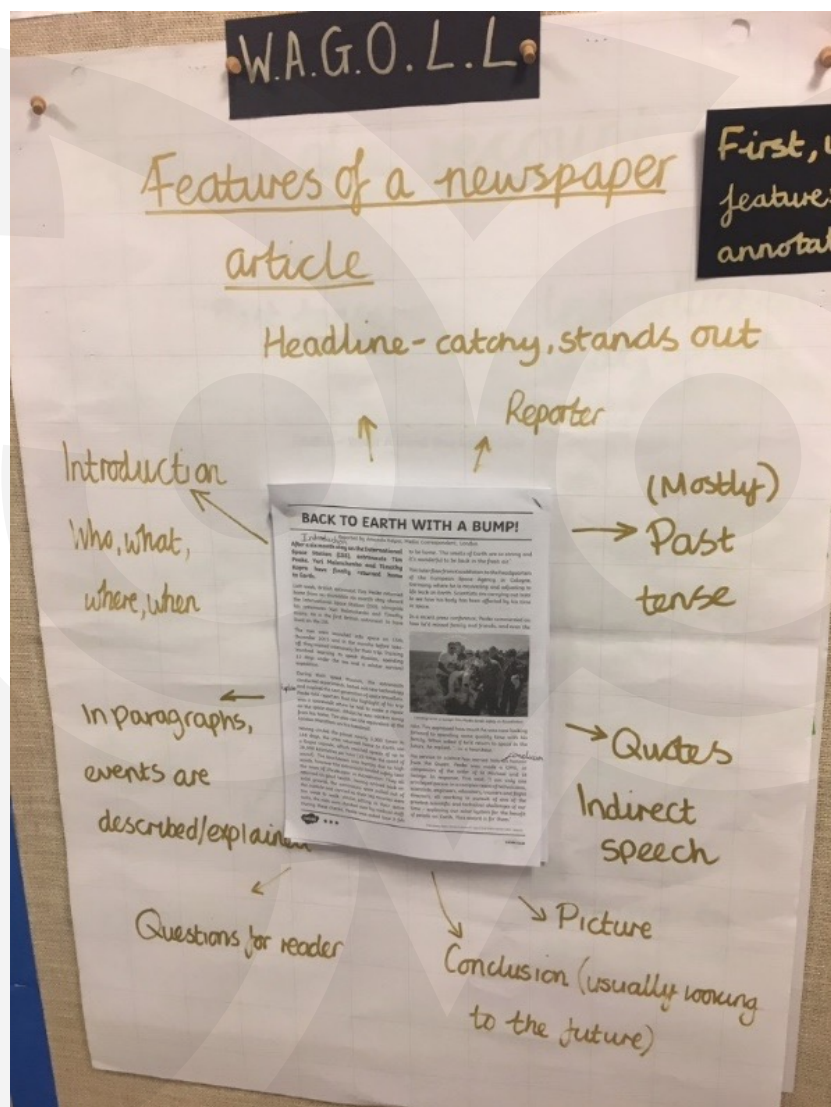
- children can access WMG and know what they are learning towards
- high expectations are clear- to show what success looks like
- there is a shared understanding of judgement criteria
- children know what it looks like – successful model
- identifies key features, aims and reminders of current learning, so children can see where they are and next steps
- it provides a reference to success for pupils
- when pupils encounter problems – they can self check and improve
- this is easily accessible by all - use dual-coding and diagrams, where appropriate

4

## Provide models

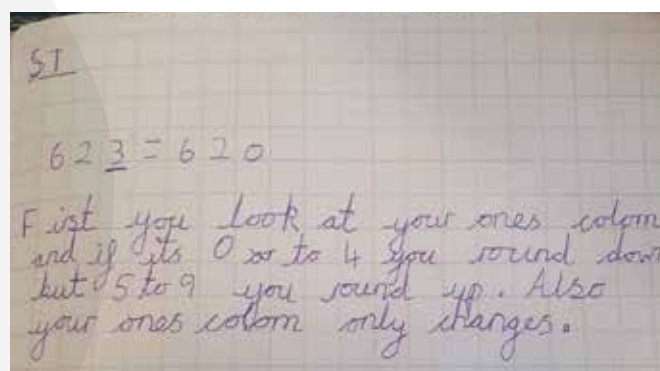
Pupils need cognitive support to help them to learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved and reduce the load on working memory.





We ensure that WMG/success criteria are understood by children by:

- Introducing at start of unit
- Discussing, referring to in lessons and expanding with children
- Consistently referring back to, referencing throughout the learning process
- Placing them in child friendly speak and modelling
- Using pictures, symbols, photographs
- Developing a consistent format
- Model learning using them
- Using as in-lesson assessment tool
- Ensure vocabulary is accurate and understood
- Collaborative checklist and SC e.g. model then ask children to tell you the steps as you note these down, children create own success criteria in their own words.



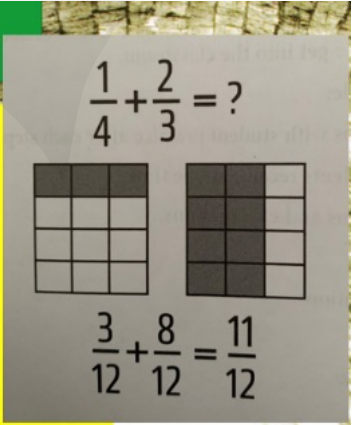
## Guiding student practice


### Principles of Instruction

**Practise all steps!**

*Example:*

1. Model for each fraction. What does each mean?
2. Terminology: numerator, denominator
3. Which fractions can we add directly
4. Concept of multiples, finding lowest common multiples
5. Finding a common denominator
6. Scaling up numerator to keep fraction the same
7. Adding fractions with same denominator
8. Check against the shape model





5

### Guide pupil practice

Pupils need more time to rephrase elaborate and summarise new material. Successful teachers build in time for this as it supports greater understanding as well as more successful retention in long term memory.

# Scaffold for difficult tasks

Rosenshine tells us that children must undergo a form of 'cognitive apprenticeship' whereby they learn cognitive strategies from a master teacher who MODELS, COACHES & SUPPORTS the children.

Teachers will ensure that modelling and scaffolding are precise and effective at showing what good looks like whilst allowing children sufficient space to adapt and learn from this. This might look like:

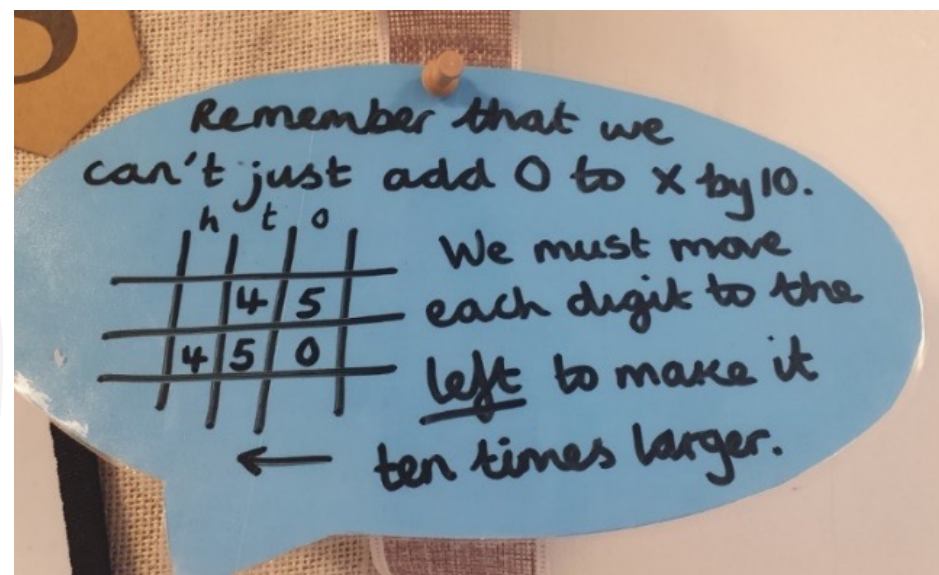
- **Teachers (and teaching assistants) will work with an identified focus group (or group of children).**
- **Teachers may choose to identify groups of children who may start work independently before others.**
- **Some children may need pre-teaching or additional guiding within the lesson.**
- **Exemplars – examples produced by previous children**
- **Strategic thinking, e.g. modelling of labels to show children that they can do this**
- **Writing frames**

Anticipate errors & misconceptions – model these within a session explicitly with the children – (learning should encourage risk – taking and therefore we celebrate 'marvellous mistakes')

8

## Scaffolds for difficult tasks

**Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and check lists. Scaffolds are part of a cognitive apprenticeship leading to competence and independence.**





# Questioning

Every lesson at Jerry Clay Academy is characterised by skillful questioning at every stage of the lesson. Teacher use questioning as a formative assessment tool to find out what children know and what gaps they might have. Questions will be carefully pre – planned.

Every lesson should involve a number of strategies to engage children in dialogue, collaboration and thinking. Questioning should optimize whole class participation.

**At Jerry Clay, we do this through the use of:**

- cold-calling
- talking partners
- mini – whiteboards
- open and closed questioning (see next page for example of question types)

We aim to create a culture of 'No opt out' (Lemov, Teach like a champion). We create a climate that means we take risks. Teach our children that we cannot simply say 'I don't know'. When children make errors ensure you go back to them to say the right answer.

## **Say it again, better**

It is normal for first answers to be half hearted. A second opportunity to respond allows them to finesse their answer & add depth. E.G. 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in x and link y. Children then immediately give an improved response.

3

## Ask questions

**The most successful 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 and how then to proceed with next steps.**

Strategy/approach	Process	Gains and benefits
<p><b>Thinking Time:</b> Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g. 15-30secs</p>	Relationships are positive or are improving. There is recognition that school improvement is dependent on building professional relationships with all members of the school community	Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought.
<p><b>Basketball questioning:</b> Move questions and discussions between pupils</p>	Teacher establishes movement of ideas and responses around the class. Builds on other pupils' ideas and comments. Accepts 'half-formed' ideas. NB not 'ping-pong'	Engages more pupils. Stops teacher being focus for all questioning. Develops connected thinking and development of ideas.
<p><b>Conscripts and Volunteers:</b> Using a planned mix of 'conscripts' and 'volunteers'</p>	Teacher selects answers from those who volunteer an answer and an equal amount of those who do not.	Enhances engagement and challenge for all.
<p><b>Phone a friend:</b> Removes stress to enable those who cannot answer to participate</p>	Those who cannot answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this.	Encourages whole-class listening and participation. Removes stress and builds self-esteem.
<p><b>Hot-seating:</b></p>	A pupil is placed in the 'hot-seat' to take several questions from the class and teacher.	Encourages listening for detail and provides challenge
<p><b>Mantle of the expert:</b></p>	A wears the cloak of the expert to answer questions from the class.	Builds self-esteem through opportunity to share detailed knowledge.
<p><b>Preview:</b> Previewing questions in advance</p>	Questions are shared/displayed before being asked, or the start of the lesson.	Signals the big concepts and learning of the lesson
<p><b>Pair rehearsal:</b> of an answer or a question</p>	Pairs of pupils are able to discuss and agree responses to questions together.	Encourages interaction, engagement and depth
<p><b>Eavesdropping:</b> Deploying specific targeted questions</p>	Listen in to group discussions and target specific questions to groups and individuals.	Facilitates informed differentiation.
<p><b>5Ws:</b> Modeling simple exploratory questions to gather information</p>	Teacher models the use of Who, What, Where, When and Why to set out a simple information gathering response based on the information provided.	Encourages students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. Creates an inquisitive disposition and a thinking/self-reflective approach to learning.

Strategy/approach	Process	Gains and benefits
<p><b>High Challenge:</b> Phrasing questions carefully to concentrate on Bloom’s Taxonomy higher challenge areas</p>	<p>Questions must be pre-planned, as very difficult to invent during a lesson. Focus questions to address analysis, synthesis, evaluation and creativity, based on Bloom’s Taxonomy.</p>	<p>Provides high challenge thinking, requiring more careful thought, perhaps collaborative thinking and certainly longer more detailed answers. For Able, Gifted and Talented.</p>
<p><b>Staging or sequencing:</b> questions with increasing levels of challenge</p>	<p>Increasing the level of challenge with each question, moving from low to higher-order questioning</p>	<p>Helps pupils to recognise the range of possible responses and to select appropriately.</p>
<p><b>Big questions:</b> The setting of a substantial and thought provoking question</p>	<p>Big questions cannot be easily answered by students when the question is posed. They are often set at the beginning of the lesson and can only be answered by the end of the lesson, using all of the thinking based on all of the contributions to the lesson.</p>	<p>These questions develop deeper and more profound thinking. Big Questions are often moral issues or speculative questions such as, Where are we from? How big is the universe? What is the meaning of life?  They require extended answers and usually rely on collaborative thinking and a personal interpretation of the information provided.</p>
<p><b>Focus questioning:</b> This will help students to answer bigger questions</p>	<p>When students struggle to answer bigger or more complex questioning, the teacher can model or lead the thinking by asking Focus questions to lead the student through the steps of the thinking.</p>	<p>Develops confidence and the sequencing of small steps in thinking and response. Allows students to reveal the stages in their thinking.</p>
<p><b>Fat questions:</b> Seeking a minimum answer</p>	<p>Pupils are not allowed to answer a question using less than e.g. 15 words or using a particular word or phrase. They must give an extended answer or make a complete sentence/phrase.</p>	<p>Develops speaking and reasoning skills, the correct use of critical and technical language .</p>
<p><b>Skinny questions</b> A traditional approach to Q&amp;A asking everyday questions with a fixed or specific answer</p>	<p>In its simplest form, students can answer yes or no to a skinny question, or give a number or knowledge based response.</p>	<p>Challenge level is low in skinny questions that do not seek and extended answer or reasons for the answer. Mostly knowledge and comprehension based. Does not develop thinking or reasoning.</p>
<p><b>Signal questions:</b></p>	<p>Providing signals to pupils about the kind of answer that would best fit the question being asked. Teacher responds to pupils attempt to answer, by signaling and guiding the answers.</p>	<p>The essence of purposeful questioning, moving pupils from existing knowledge or experience (often unsorted or unordered knowledge) to organized understanding, where patterns and meaning have been established.</p>
<p><b>Seek a partial answer:</b></p>	<p>In the context of asking difficult whole class questions, deliberately ask a pupil who will provide only a partly formed answer, to promote collective engagement.</p>	<p>Excellent for building understanding from pupil-based language. Can be used to lead into ‘Basketball questioning’. Develops self-esteem.</p>

# Retrieval and understanding

Teachers should include daily review of previous learning in lessons. This could be from the previous lesson, previous week or year (teacher discretion). Research tells us that when regular retrieval is used before continuing the subject, this helps remind students of what they learned and develops a concrete base for their learning. Thus in turn, supporting students to know more and remember more.

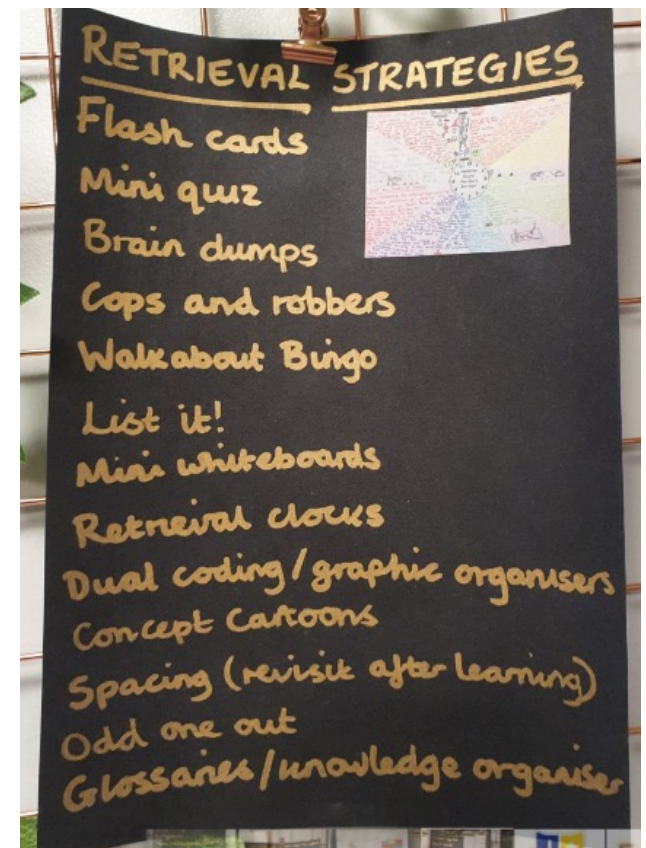
Teachers will use a variety of retrieval techniques for daily review and to check understanding (see below).



1

## Daily review

Daily review is an important component of instruction. It helps cement the connection between learning material, automatic recall of words, concepts and procedures, freeze working memory for problem solving and creativity.



# Checking children's understanding

Teachers will use a variety of formative and summative assessment to check children's understanding. These include:

- Questioning (see question types)
- Learn Its and Prior Knowledge quizzes
- Concept cartoons
- Low – stakes quizzes
- End of term assessments
- Talk like an expert
- Essay writing
- Outcomes from previous and current lesson(s)

As outlined in the guidance, teachers should anticipate any mistakes and model these as part of whole class teaching.

Where misconceptions have arisen, teachers will address these with the class (or group of children that have this). These mistakes /misconceptions will also inform future planning and teaching.

6


## Check student understanding

More CFU, means more processing, greater long term retention and better teacher understanding in terms of gaps. Very effective teachers avoid seeking nods from pupils and use targeted questioning to find misconception.

Geography 'Learn It' Quiz Y3 Spring


Locational knowledge

Can you label continents of the World? What about seas and oceans? Can you label the North and South Poles and the equator?



Can you label the countries of Europe? Can you remember where Greece is and the countries that surround it?

**Countries of Europe**



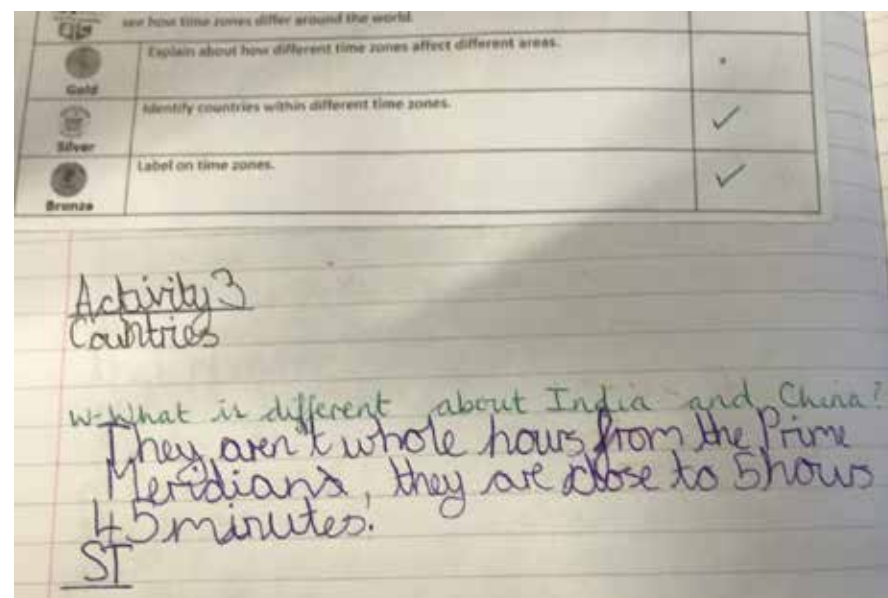
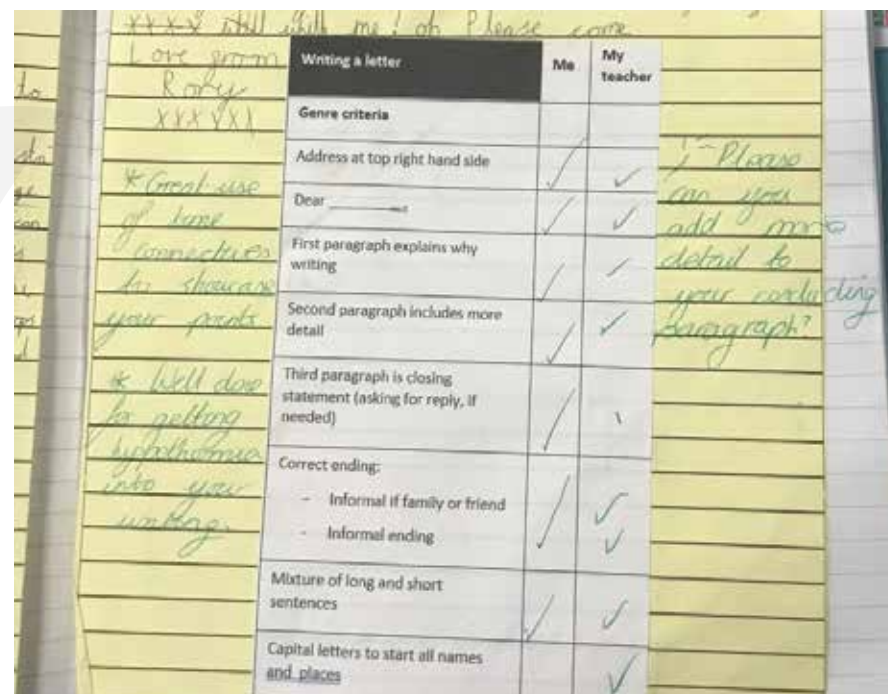
## Feedback

Any feedback that is given should be clear and constructive. Children should be clear on their 'next steps'. This will be a mixture of verbal and written (in line with our Marking/Feedback Policy).

Use learning questions when giving feedback to encourage further responses and challenges in learning. When marking, provide a follow up question linked to the skills children have been learning. (see examples). Make questions open ended where possible. Link the questions to knowledge, skills and application of skills but remember, the questions linked to application will enable the most memorable learning.

We expect all teachers to use feedback and marking as a means of helping pupils identify next learning steps which the teacher can then plan for. This will also help the teacher clarify pupils' thinking and thought processes and enable the teacher to set a new learning challenge.

At Jerry Clay, we use 'Strive Time' for pupils to responds to written feedback - this encourages them to take ownership for their own learning. Teachers plan this into lessons or as part of early morning work.



## Peer Marking and Self-Assessment

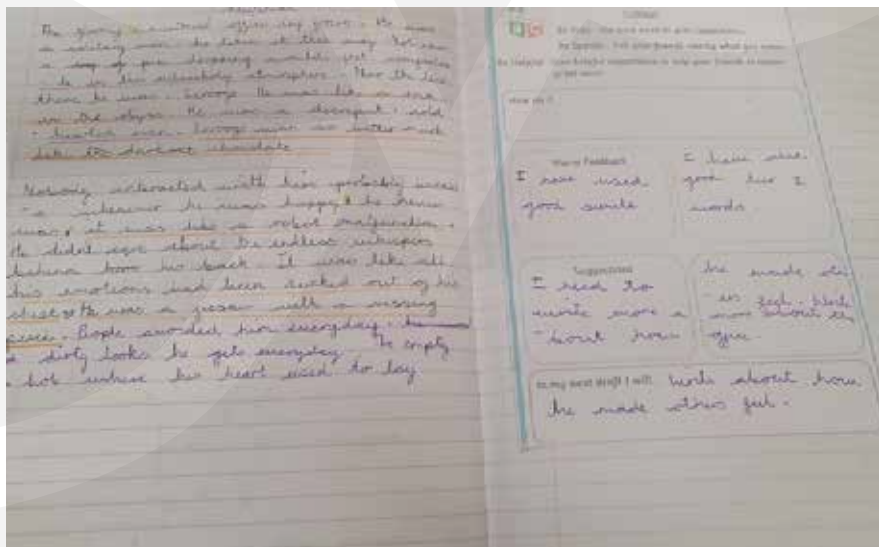
At Jerry Clay Academy we expect pupils to own their learning and be fully involved in evaluating their successes as well as identifying areas for development. Train pupils to edit their work before asking for it to be marked (or before it is marked) using another colour pencil or pen (purple) so that you can see their editing and revision processes.

Peer and self-feedback and marking can be used to make this happen. The Jerry Clay Academy critique sheets will also ensure clear and consistent feedback. Examples of these are shown below.

Encourage pupils to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This will strengthen the collaborative learning process.

When peer marking, children should work collaboratively. If working in partners, they should discuss each piece of work in turn. Some teachers may

find it useful to train pupils to place one book on top of another so they are fully focused on improving one piece of work at a time.



**Critique**

Be Kind Be Specific Be Helpful

How do I...	
Warm Feedback	Suggestions
.....	.....
.....	.....
.....	.....
In my next draft I will...	

**Critique**

Be Kind - Use kind word to give suggestions.  
Be Specific - Tell your friends exactly what you mean.  
Be Helpful - Give helpful suggestions to help your friends to create great work.

How do I?

Warm Feedback	
Suggestions	
In my next draft I will...	

# Teaching and Learning - **IMPACT**



The impact of the highest quality Teaching and Learning will ensure that children have solid foundations for learning and all students are able to reach their highest potential and 'strive to be the best that they can be'. Teachers will ensure that children develop a deeper understanding of concepts at all levels to enable the highest success.

### How We Evaluate the Quality of Teaching and Learning

Self-evaluation of learning take place regularly to support teachers and staff in delivering high quality learning experiences for children. We meet regularly to discuss teaching and learning and undertake the following activities to enable the best learning is provided. This includes:

- learning walks
- teaching and learning / planning team meetings
- book looks
- subject audits
- school tracking data audits of all groups of pupils
- lesson observations/ drop ins
- informal opportunities for staff to peer observe or team teach
- pupil voice learning walks

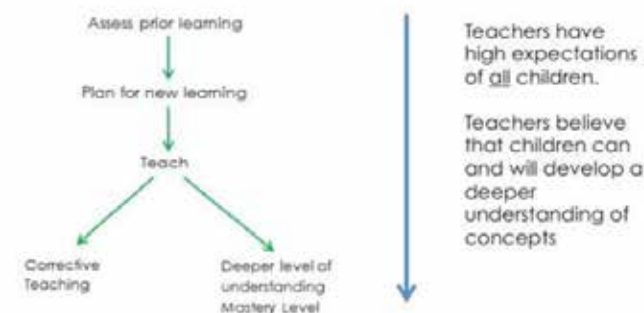
When making judgements about the quality of provision in a class, it is important to remember that good quality teaching every day for every lesson leads to outstanding progress and outstanding outcomes for pupils. Therefore, good teaching over time means outstanding practice.

## 7

### Obtain high success rate

Obtaining a high success rate at each stage of delivery will build solid foundations and avoid entrenching misconceptions. Moving on too quickly will reduce effectiveness and affect those pupils reaching clarity more recently.

### Planning for mastery







Jerry Clay Academy  
Jerry Clay Lane, Wrenthorpe  
Wakefield, West Yorkshire  
WF2 0NP

01924 303665

[jcainfo@jerryclayacademy.wakefield.sch.uk](mailto:jcainfo@jerryclayacademy.wakefield.sch.uk)