



# *Blue Gate Fields Junior School*

## **Teaching and Learning Policy**

### **Policy details:**

**Date of policy:**

**Last updated:** January 2023, September 2023, February 2023, February 2024

**Date of next review:** February 2025

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**Person (s) responsible for implementation and monitoring:**

**Sian Acreman (Head Teacher)**

**Signature (Chair of governors)**

A handwritten signature in black ink, appearing to read 'Sian Acreman'.

**Signature (Head teacher)**

A handwritten signature in black ink, appearing to read 'S E Acreman'.

# Vision

At Blue Gate Fields Junior School, mutual respect underpins all that we do so that we can equip children with the skills to be kind, responsible and caring global citizens. With a deep understanding of the experiences of our pupils, we provide a curriculum that enhances pupils' cultural capital and endeavours to overcome any barriers that they may face. In a safe, happy and exciting learning environment, we strive for the highest standards of pupil attainment so that pupils can enjoy limitless aspirations.

To achieve this, staff are continually supported to deliver ambitious, high quality teaching and learning which follows a distinctive and consistent approach within the school.

Developments in our teaching and learning practice are underpinned by sound educational research, in order to offer the best and most current thinking. Strategies are continually trialled and reviewed for impact through a process of collaboration with staff so that all teaching staff are involved and take responsibility for the continued improvement and evolution of teaching and learning in our school.

Through a culture of high trust, we will monitor and recognise the individual talents and strengths of staff members, as well as areas for development. Staff are offered a bespoke pathway of improvement, within the wider context of achieving our whole school improvement priorities, so that we may accomplish our goal of securing the best possible outcomes for our pupils.

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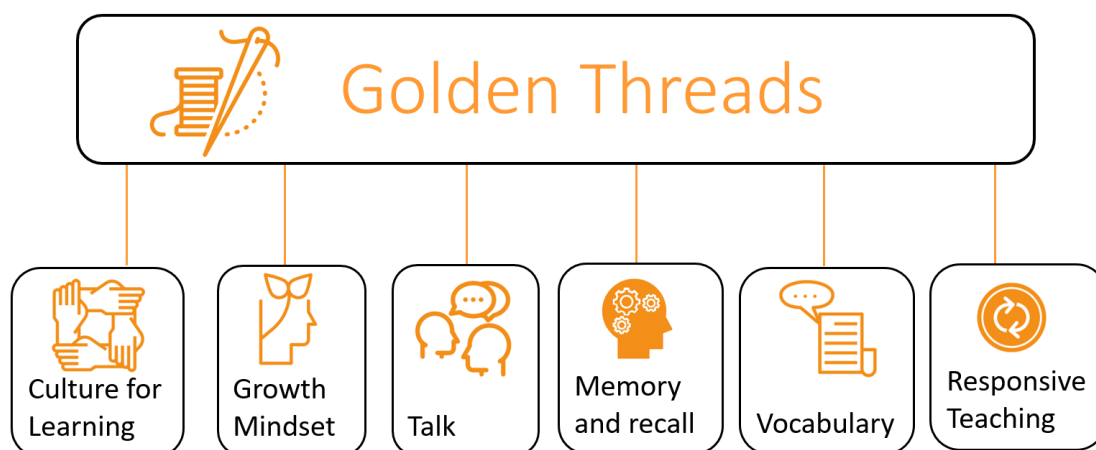
# Aims

We aim to:

- Provide a learning environment where pupils feel safe, happy and engaged
- Motivate children to work in a kind and collaborative school community
- Create positive relationships underpinned by mutual respect
- Provide a language rich, stimulating curriculum that is supported by experiential learning
- Deliver a curriculum based on the National Curriculum, including the use of expert teachers in some subjects
- Develop growth mindsets in pupils and staff that counteract a fear of failure and promote hard work
- To develop resilience so that learning and curiosity become a lifelong goal
- Develop our pupils' critical thinking, problem solving and reasoning skills
- Ensure that all children have equal access to a curriculum that supports their needs
- Equip our learners with the skills needed for secondary school and life beyond.
- Enhance the cultural capital of our pupils.

## Golden Threads:

Running throughout the teaching and learning in our school are golden threads that contribute to the distinctive Blue Gate Fields Junior School approach. We value these teaching and learning principles, as they are the key principles that best meet the needs of our specific learners, who disadvantaged or not, face a combination of linguistic, social or economic barriers to learning.



### Culture for Learning

All teachers create a positive culture for learning with their pupils. It is not additional to, or separate from, teaching and learning but creates the foundations for children to be receptive to the messages that we are delivering to them. High levels of trust are built between pupil and teacher, with an understanding that all members of the school community will be treated fairly in a non-judgemental manner. Children are confident that they will be given space for their voices to be heard and that they will be listened to. They accept that struggle, setback and failure are a part of learning, and pupils enjoy grappling with learning that they consider 'tricky'. They are supported to be calm, more resilient people, who understand that we are works in progress...we can change!



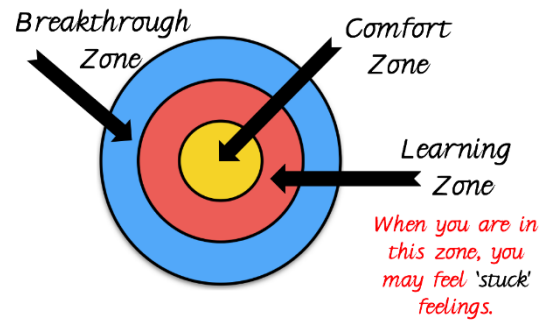
### Growth Mindset

Research from Carol Dweck (2006) on growth mindsets underpins the way in which we develop pupil's learning attitudes and teach pupils the skills to overcome barriers in their learning. In doing so, we equip pupils with an understanding of the process of learning so that they have a set of coping strategies to counteract feelings of frustration and a lack of confidence in their ability to learn. We promote the attitude that mistakes are a normal, useful part of the learning process and provide ways in which the pupils can move forward in their learning. Through these approaches, we are able to enhance pupils' feelings of self-efficacy, creating a culture where children believe in their own ability, are empowered to act on advice and improve their learning outcomes.

- We have incorporated within the PSHCE curriculum a series of lessons demonstrating the principles of and strategies for having a growth mindset, which are explicitly taught to ensure that we continually reinforce the growth mindset principles within our classroom culture.
- Throughout all lessons, teachers use growth mindset language to provide specific and supportive feedback that helps pupils understand that learning is a process. This may take the form of referencing:

### The Target Board

The Target board is a visual model of learning that supports pupils to articulate their emotional responses to learning. It is used to understand the process of learning and to appreciate that learning is often a struggle.



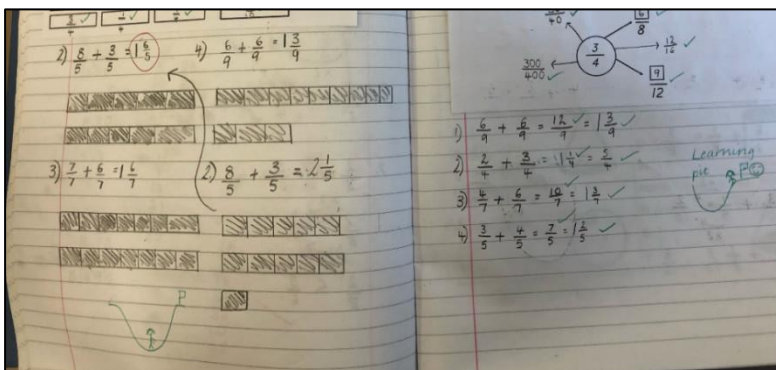
### The Learning Toolkit

The Learning Toolkit gives children the language to talk about 'having a go', 'being determined', 'being curious' and 'looking for strategies'.



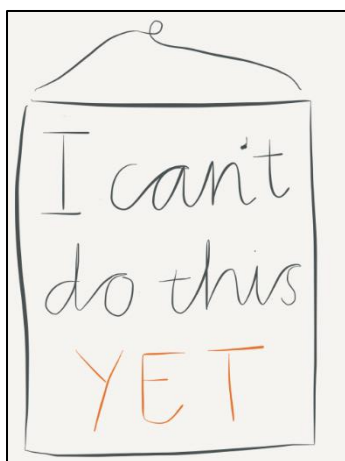
### The Learning Pit

Pupils refer to the Learning Pit (James Nottingham) to create a visual appreciation of the processes involved in learning. This may take the form of displays, a discussion with pupils or as a response in books.



## Growth Mindset language

We model the language needed to build a growth mindset, and support pupils to adjust their thinking through the phrases that they use.



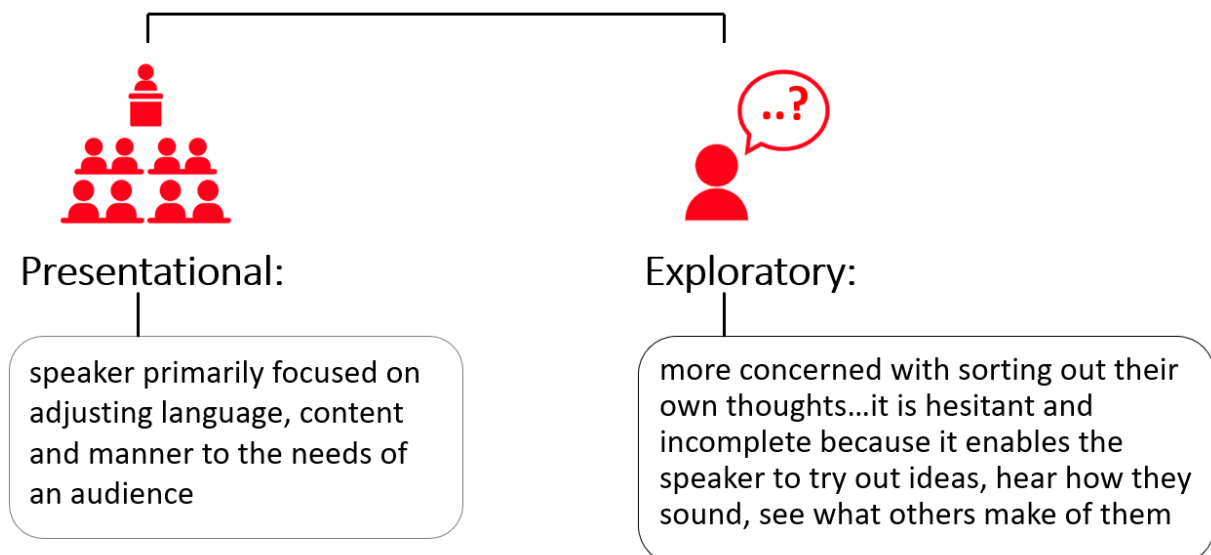
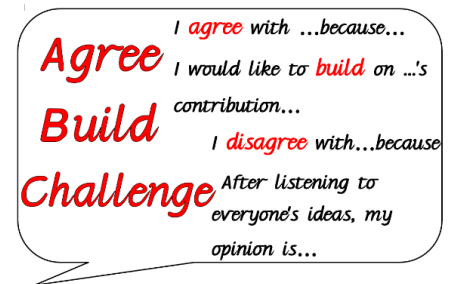
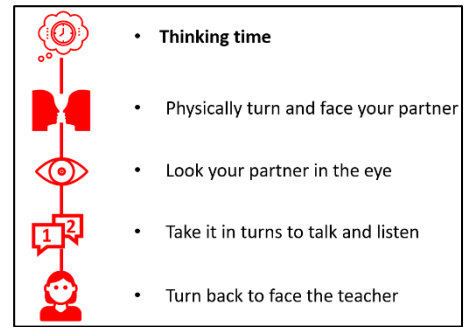
At Blue Gate Fields Junior School, talk is valued as an educational goal in its own right and is taught explicitly. We believe that, “talk is the sea upon which all else floats” (James Britton 1970) and Professor Frank Hardman reinforces this when he states that “[Talk is] the most powerful tool of communication in the classroom and it’s fundamentally central to the acts of teaching and learning.” Talk underpins all written work. We know that knowledge is constructed and developed through social interaction, and that spoken language helps us to construct meaning of the world around us, and of abstract ideas and concepts.

Furthermore, we want classroom talk to be preparation for the social, educational and employment settings they may encounter in the future, and is one of the key strategies we use to develop pupils’ critical thinking and reasoning skills. We are teaching children to express themselves, build self-esteem and confidence; we want them to work collaboratively, to be able to communicate with their peers efficiently and to become active citizens with excellent oral communication skills.

Teachers are fully aware of their role in providing and orchestrating high quality talk in the classroom; they utilise a repertoire of skills and behaviours to teach and model talk, and understand that different types of talk are cultivated for different purposes.

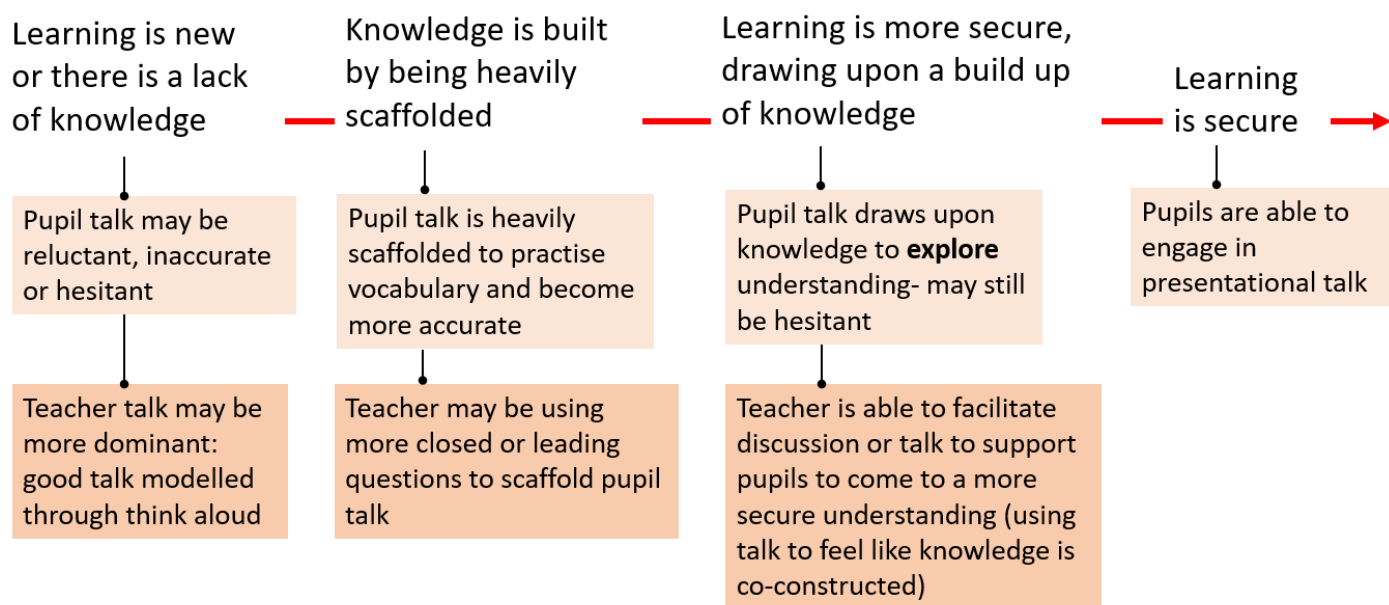
- Within a school culture for learning that promotes high levels of trust between teacher and pupil, children are confident that they are heard and listened to; and understand that talk is another aspect of their learning where struggle, setback and failure are part of learning which can be ‘tricky’ to grapple with.

- Throughout the school we have clearly defined communicative norms for partner talk. These rules for talk partner work, along with growth mindset understanding, work towards children becoming more tolerant of each other, and to break down stereotypes. Procedures for talk are formalised, with an expectation that pupils will make eye contact, listen and talk, and understand the signals teachers give them to stop their individual discussions.
- Talk Partners are created through flexible random pairings, which are changed regularly to facilitate a wide range of different talk opportunities with a variety of partners. Random pairing has been proven the most effective model for partners; it breaks down barriers between the children, makes them more likely to contribute and enables lower achieving pupils to speak. It is perceived by the children to be fair and inclusive. Pupils find confidence in working with a variety of partners; teachers find that their perception of pupils (ability, confidence, behaviour) can change.
- Children with sight, hearing, mobility impairments or particular learning needs are paired, sensitively, according to the judgement of the teacher.
- Throughout the school there are defined deliberative norms for class discussion that are structured upon an ABC model that invites children to agree, build or challenge shared ideas.
- Teachers understand whether they are aiming for presentational or exploratory talk from pupils, and avoid focusing upon presentational features at the expense of developing deeper understanding through exploratory talk.

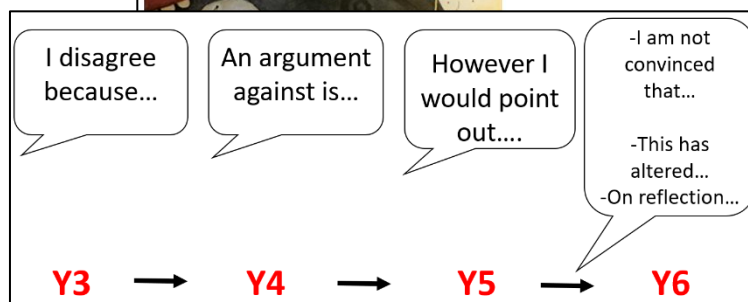
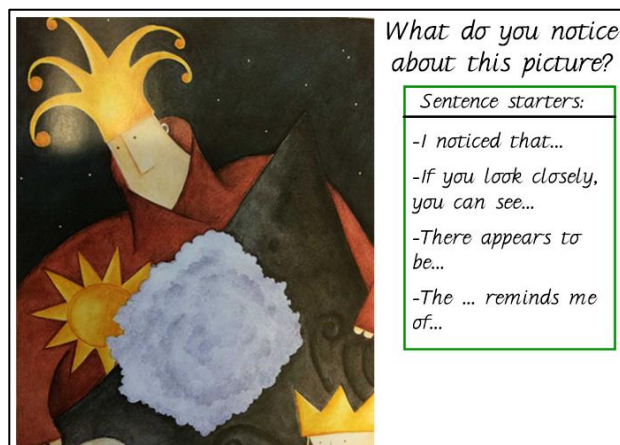


- Teachers understand that the quality of pupil talk is likely dependent upon their level of knowledge and the stage of learning pupils are at.

Initially pupil talk may be extremely hesitant and reluctant because children do not have enough knowledge to talk about their learning, but they are using talk/discussion to come to a more secure understanding through exploring ideas, which ultimately may support presentational talk.



- At earlier stages of learning, teacher talk may be more dominant. To support pupils to develop their accuracy when talking, the teacher will provide scaffolding to allow pupils to practise vocabulary, language or thinking structures. This may be through the use of strategies including sentence frames, my turn/your turn and oral rehearsal.
- Then with learning being thoughtfully sequenced so that knowledge is grown incrementally, children become more able to take the lead on talk. Teachers understand the role of secure knowledge in supporting pupils to engage in productive exploratory talk and fluent presentational talk.
- Teachers scaffold talk with an awareness of progressive language structures, which are based upon The Tower Hamlets Progression in Language Structures Document. Teachers provide scaffolds for pupil responses or group discussion in the form of sentence stems that use appropriate sentence structures and vocabulary, matching the stage of understanding of the pupils they are teaching. These sentence structures may also be written in the language section of the learning intentions for the lesson.



- Features of presentational talk are explicitly talk so that pupils can talk with the ability to adjust language, content and manner to the needs of an audience.
- Teachers provide a high-quality model of talk for pupils in the classroom. They use a ‘think aloud’ approach to model each stage and secure pupils’ understanding of the learning. This provides the direct teaching of the use of new vocabulary and language structures so that pupils can secure understanding of content and engage in productive exploratory talk. It models the concept, language and thought processes. Furthermore, teacher talk models the thinking structures that develop pupils’ subject specific habits of mind and critical thinking skills.
- A wide range of strategies to promote and provide frameworks for productive talk are used, including utilizing carefully chosen retrieval practice starters; dual coded diagrams; See, Think, Wonder.
- Teachers use pupil talk to support their responsive teaching: based on the feedback they receive as they listen to pupils, they are able to make decisions about the next steps to take in the lesson.

In particular, where pupils lack the knowledge and understanding to engage in productive talk, the teacher intervenes and models high quality talk through think aloud or clear explanations.

- Teachers carefully phrase their questioning to create the conditions for their desired pupil response: they make effective choices about whether to utilize closed or open questions, matching them appropriately to pupils’ current understanding and the best way to secure learning.

## Vocabulary

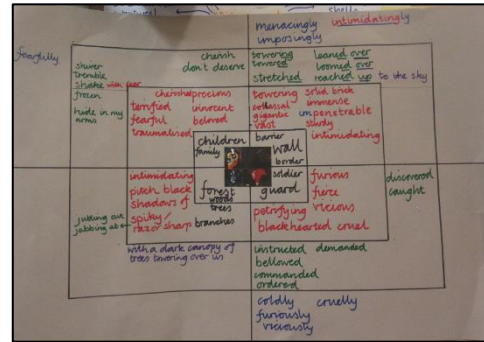
To address the knowledge and linguistic gap of our pupils, we focus on the teaching of precise vocabulary choice that is accurately used. Teachers plan for the teaching of new vocabulary across subjects and use strategies for talk to support pupils to practise their understanding of new words and terminology. We also make use of informal opportunities to develop pupils’ vocabulary, for example discussing with and supporting pupils to use the new vocabulary displayed during lunchtime ‘chit-chat’. Teachers may collect and highlight new vocabulary in the following ways:

- Third tier vocabulary in subjects such as History, Geography and Science is displayed with images and definitions.

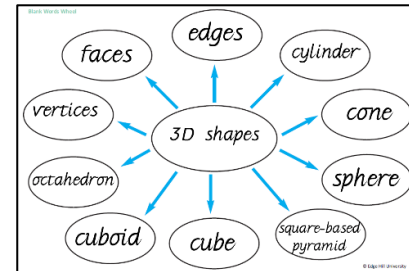




- Vocabulary is collected in 'word webs' (Nicolas Roberts) as a way of scaffolding pupils to form descriptive sentences.



- Word wheels (Talk4Number) display vocabulary linked to a particular topic or concept.



- The language section on the learning intention contains the key vocabulary and sentence structures that will be used and taught in the lesson.

I am exploring different representations and interpretations of the past.

LANGUAGE:	MEMORY LINKS
<ul style="list-style-type: none"> <li>- evacuee (noun)</li> <li>- evacuate (verb)</li> <li>- experience</li> <li>- perspective</li> <li>- representation</li> <li>- interpretation</li> <li>- historical fiction</li> <li>- sources</li> </ul>	<ul style="list-style-type: none"> <li>• Last lesson, we learnt what evacuation was.</li> </ul>

What was life like for evacuee children?  
How well does a fictional story tell us what it's like to be an evacuee?



## Memory and recall

Our teachers plan and deliver their teaching with an understanding of how memories are formed and the impact of cognitive load upon learning. (See Memory and Recall Crib Sheet on the T:drive). Pupils are taught that forgetting is part of learning; they are given strategies to support memory.

We eliminate distractions that prevent pupils from receiving the messages we are delivering to them by ensuring a calm and focused learning environment. This includes ensuring that pupils' emotional needs are met so that they are able to concentrate on learning.

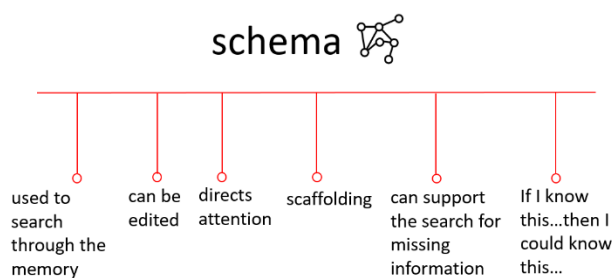
Appropriate activities are carefully chosen so that learning is not obscured, and pupils are able to focus upon and understand the main learning intention of the lesson. Teachers think carefully about the value of each activity they plan in a lesson, and how efficiently it supports pupils to achieve the objectives of the lesson.

Teachers use a range of strategies to avoid overloading pupils' working memories.

- Layout of presentation slides or resources are designed to avoid overloading pupils' working memory. We understand that information is processed through auditory

and visual channels, but these channels can be overloaded if we present dense amounts of text and complicated visuals whilst providing lengthy oral explanations or commands simultaneously.

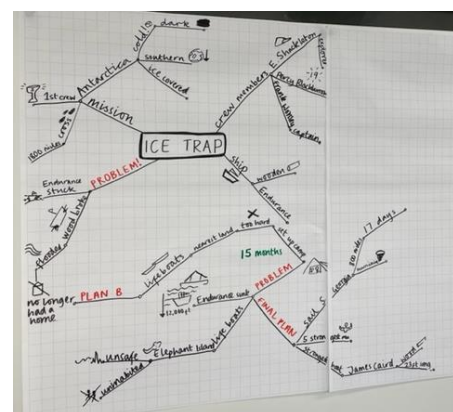
- Teachers model worked examples in detail, providing many examples to secure pupil understanding.
- Learning must be broken down into small steps, with lots of guided practice at each stage.
- Teachers may provide pupils opportunities to offload information by pausing and allowing pupils to capture what they have said so far; for example, by taking notes or completing a task based on one step of learning.
- Teachers hook learning on to their prior knowledge by comparing and contrasting new learning with what they already know. They make explicit the links across year groups and topics so that pupils can draw upon prior learning to support and deepen their understanding of new material. Teachers aim to help pupils build schema, understanding that knowledge does not sit as isolated information in pupils' minds.



- Learning journeys further support pupils to make links, and allow pupils to self-regulate with reference to learning objectives and outcome possibilities.
- Dual Coding theory is applied to planning and teaching so that carefully chosen visuals and graphic organisation support the learning of and the ability to recall newly taught material.

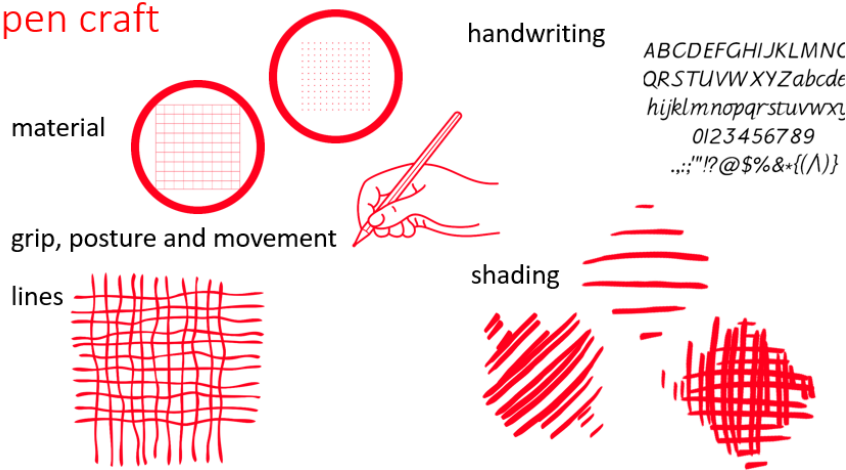
Dual Coding theory helps teachers understand that for our learners, words alone, whether spoken or written, are transient: they disappear as they are spoken. Pupils are forced to remember and this floods their working memory – it is overloaded.

However, if information is presented graphically as a diagram, map or chart, for example, it supports pupils to see it as a visual schema, thus making the expert schema that teachers are trying to convey visible and explicit. Staff plan to match learning with the most appropriate visual representation and make use of a variety of graphic organisers. They understand that the visual acts as a framework for discussion, and are aware of the need to model and explain how to organise information into a visual or how to read a completed model. Teachers utilise the power of 'recount and recall' in supporting pupils' retrieval capacity; harnessing the power of drawing, tracing and retelling to help them retain information and recall it at a later date.





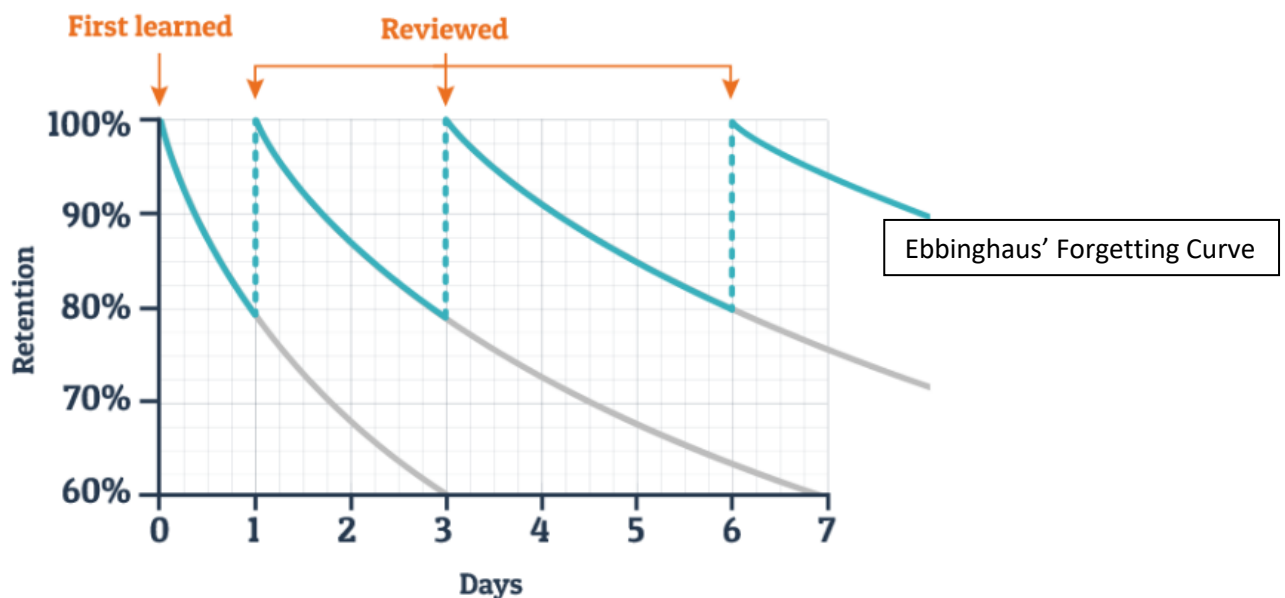
## pen craft



Through the effective use of Dual Coding theory teachers are able to provide pupils with the tools to hold onto concepts, see structures, notice patterns and identify connections. (See T:drive/06: Staff Inset & CPD/Cognitive Load and Dual Coding Theory)

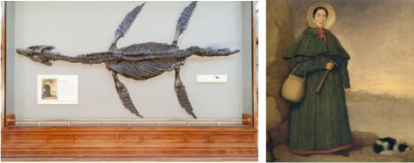
New learning is fragile and usually forgotten unless steps are taken to revisit and refresh learning. Teachers are wary of assuming that children have securely learnt material based on evidence drawn from close to the point of teaching it. Teachers need to get feedback at some distance from the original teaching input when assessing if learning is secure. This can be achieved through retrieval practice.

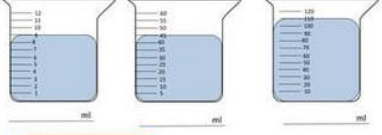
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Strategies for revisiting learning include low stakes quizzing, a test, game or talk around 'Knowing-doing gaps'. It is presented as low-stakes, and is linked to the growth mindset strategy of practising. Pupils are given immediate feedback on their accuracy and teachers design their spacing of concepts to be revisited based on our understanding of Ebbinghaus' Forgetting Curve. See Retrieval Practice Examples document on the T:drive.

Learning intentions contain ‘memory links’ to highlight the pre-existing knowledge that pupils have which will support them within the current lesson. The ‘memory links’ also make explicit links to previously taught topics or units to support pupils in developing efficient schemata. . Where key questions are used on learning intentions, they help to focus the teaching and outcome of the lesson.

<i>I am <b>researching</b> how fossils are formed.</i>	
<b>LANGUAGE</b>	<b>MEMORY LINKS</b>
<ul style="list-style-type: none"> <li>• fossil</li> <li>• dinosaur</li> <li>• bone</li> <li>• minerals</li> <li>• river bed</li> <li>• stone</li> <li>• layers</li> <li>• palaeontologist</li> </ul>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• I learnt about the palaeontologist and fossil collector, Mary Anning.</li> </ul> 
<i>How are fossils formed?</i>	

<i>I am learning to measure volume.</i>	
<b>LANGUAGE</b>	<b>MEMORY LINKS</b>
<ul style="list-style-type: none"> <li>• measure</li> <li>• volume</li> <li>• capacity</li> <li>• scales</li> <li>• interval</li> <li>• millilitres (ml)</li> <li>• litres (l)</li> </ul>	<ul style="list-style-type: none"> <li>• Where have I seen measuring happening before?</li> <li>• You learnt about capacity in Year 2</li> </ul>  <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>1l = 1000ml 2l = 2000ml</p> </div>

## Cognitive Load Theory recommendations

1	Tailor learning to pupils' existing knowledge If content is abstract and new – avoid 'KWL' and don't spend valuable time asking what they know or what they want to know. Otherwise connect to prior knowledge.	
2	Use worked examples to teach content and skill My turn, our turn, your turn...	
3	Gradually increase independence so that pupils move from: <ul style="list-style-type: none"> <li>Knowing and categorising content.</li> <li>Connecting, comparing and using the content.</li> <li>Applying, contrasting and deconstructing the content.</li> </ul>	
4	Remove unnecessary information Use the redundancy effect to improve clarity.	
5	Present and keep essential information together Be aware of the split-attention effect as it can load the working memory.	
6	Simplify complex information Present orally and visually. (Nothing to do with the myth that is visual, oral and kinaesthetic learning styles.)	
7	Visualise and retrieve learnt concepts Strengthen cognitive connections and bring information to mind.	

Teachers plan and structure lessons with an understanding of research-based principles of instruction (Barak Rosenshine 2012) to enable pupils to 'hold onto' their learning.

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## Rosenshine's principles of instruction

1	<p><b>RETURN</b> review content daily improves automatic recall, freeing up working memory</p>	<p><b>CHECK IN WITH PUPILS</b> regularly and systematically avoid assumptions – use questioning and quizzing of all pupils to check they are understanding the content</p>	6
2	<p><b>SEQUENCE NEW MATERIAL</b> present new content in small steps be precise – the working memory can only handle and process a few pieces of new information at once</p>	<p><b>GENERATE SUCCESS</b> small steps with lots of practice this eases the load on the working memory and supports transfer to the long-term memory</p>	7
3	<p><b>ASK RELEVANT QUESTIONS</b> that engage all pupils, not just a few use techniques that allow everyone to participate, such as show what you know or think-pair-share</p>	<p><b>SCAFFOLD DIFFICULT TASKS</b> temporary support to help with new or complex tasks structured templates, modelling, teacher explanation and checklists</p>	8
4	<p><b>GIVE WORKED EXAMPLES</b> model teacher thinking and expectations think aloud and explain how to present or solve problems My turn - Our turn - Your turn</p>	<p><b>OPPORTUNITIES FOR INDEPENDENT PRACTICE</b> practice what you know 1. Teacher led 2. Guided practice 3. Independent practice</p>	9
5	<p><b>GUIDE PUPIL PRACTICE</b> plan time for pupils to rehearse, rephrase and elaborate learning acquiring meaning through deliberate practice with varying instructional input from the teacher</p>	<p><b>REVISIT WEEKLY AND MONTHLY</b> spaced learning activates retrieval practice revisiting recently learnt content strengthens the cognitive connections within the long-term memory</p>	10

We understand that teachers will have varied and flexible teaching styles, dependent on the task and the individual needs of the learner. Pace will vary in response to pupil needs within a lesson and will be dependent upon the stage of learning that pupils are at.

We want to ensure that pupils are receiving a good variety of experiences, and support and trust staff to make professional judgements on planning and delivering their lessons to best secure pupils' learning.



## Responsive Teaching

Our teachers teach lessons that are responsive to the learning needs of the pupils. In order to make the most accurate judgements about how to move forward with their teaching within the lesson, teachers will plan in variety of opportunities to gain formative feedback from pupils on their level of understanding. These opportunities may take the form of monitoring pupils' practice on mini whiteboards; questioning; monitoring responses during pupil talk; visualiser stops; other forms of mini-plenaries. Through this constant assessment of pupil understanding at all stages of learning, teachers are able to make increasingly accurate judgements about what level of support and challenge to provide. It also allows them to tailor the feedback they will give to pupils so that learning is able to move forward.

“Evidence about student achievement is elicited, interpreted, and used by teachers, learners or their peers to make decisions about the next steps in instruction that are better, or better founded...[Teachers get] the best possible evidence about what students have learned and then use this information to decide what to do next”

Dylan Wiliam (2018)

## Planning

We expect that teachers will flexibly adjust and adapt their planning as a result of the formative assessments they are making, within and between lessons. This ensures that we are tailoring lessons in response to the needs of the pupils we are teaching, and that we update our teaching methods in light of developments in our understanding of best practice.

We make use of the expertise throughout the school and in year group teams to plan collaboratively and create LI overviews or medium-term plans, which teachers can then tailor to the needs of their pupils. These schemes are not static, and are continuously reviewed and refined.

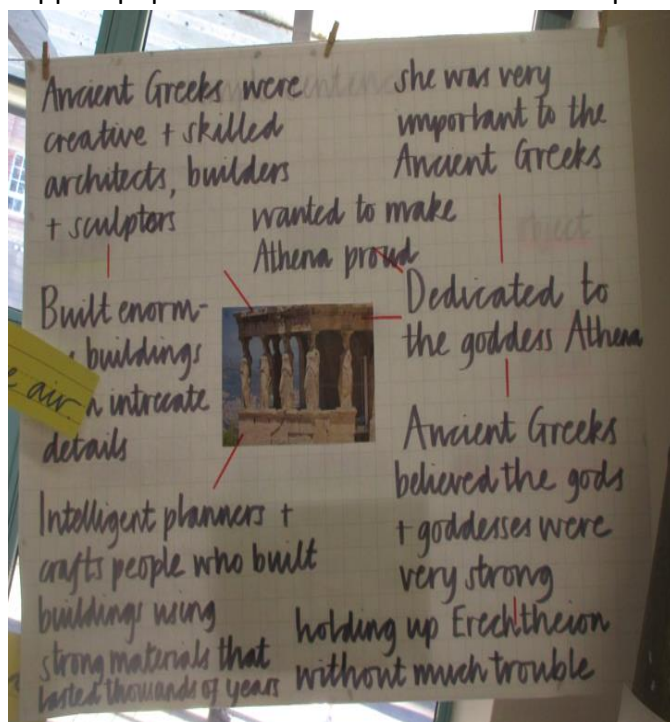
Learning journeys support teachers to map out the steps in learning to achieve a final outcome. They demonstrate how learning is built upon over time, and support teachers and pupils to make links between stages and aspects of learning. Clear focus is given through explicit learning intentions and carefully planned, small step teaching, which identifies what learners' need to understand and be able to do in order to achieve.

## Recording learning

Learning is recorded in childrens' exercise books when it is felt that it would enhance or support the childrens' acquisition of the concept taught through practice, or to support teacher assessment. Where lessons may involve learning taking place through drama, talk, use of concrete resources or upon whiteboards for example, children are not expected to write in books purely for evidence. Teachers may take photos of the learning, which they save in their planning folders but, to avoid unnecessary printing, are not required to stick them in the children's books.

At times, the process of learning will not be recorded in exercise books, as is the case in Literacy, where pupils draft pieces of extended writing in their notebooks. This frees pupils to be bolder in their editing and redrafting, as they do not feel restricted by the constraints of their exercise books.

Where learning is recorded in pupils' exercise books, it may take the form of a scaffolded record of the class discussion, with teachers utilising strategies such as graphic facilitation to support pupils to follow and record the development of learning in a lesson.



Graphic facilitation is the art of transforming abstract and complex information into visual and evolving knowledge to help enable listening, understanding and collective action. Therefore, graphic facilitation aids learning through making conversations visible.

“Graphic facilitation is a group exercise. An individual may lead, but the work is executed by the participating group members. Ideas are invited, displayed and organised by the facilitator on a large area that serves as a group memory board, and reflects back the development of their thinking.”

John Sweller in Oliver Caviglioli, ‘Dual Coding With Teachers’ (2019).


Throughout the lesson, teachers naturally act as graphic facilitators: ideas are invited, displayed and organised by the facilitator, reflecting back the development of the thinking and knowledge co-constructed by teachers and pupils. Teachers may use pre-selected graphic organisers, drawing upon their knowledge of dual coding, to organise the learning efficiently and support pupils to focus further on key knowledge and ideas.




wednesday 16th November 2022

I am using archaeological sites to find out about the past. TG

LANGUAGE	MEMORY LINKS
<ul style="list-style-type: none"> <li>archaeology (noun)</li> <li>archaeological site</li> <li>archaeologist (name of the job)</li> <li>excavate</li> <li>architecture</li> <li>buildings</li> <li>columns</li> </ul>	<ul style="list-style-type: none"> <li>I have used artefacts to find out about the Ancient Greeks.</li> </ul>



How can we find out about the Ancient Greeks?  
What do archaeological sites tell us?



She was very important to the Ancient Greeks

wanted to make Athena proud

Dedicated to the goddess Athena

Ancient Greeks believed the gods + goddesses were very strong


holding up everything without much trouble

Teachers may ask pupils to then individually record these shared ideas so that pupils are able to rehearse and consolidate the learning and practise negotiating layout and organisation for themselves.

Drawing upon the principles in 'recount and recall', pupils will have a greater ability to recall the learning after the lesson.

These shared records serve as an accurate narrative of the learning that pupils can refer back to. This access to accurate information becomes a framework for supporting pupil discussion within the lesson, and in future lessons as pupils accumulate knowledge and understanding and build their growing schema. Furthermore, through this approach, teachers are able to make links visible and support pupils to access more complex concepts. They are able to explicitly teach the correct ways of using new vocabulary, and model the sentence structures needed in order to discuss accurately and expertly.

This approach to recording learning may be used across subjects, however we note that this approach may be used more frequently in foundation subjects, where the timescale of teaching leads us to take a longer-term view of progression and independence. Where the curriculum is the progression model, we may consider progressing towards an 'endpoint' of understanding and independence by the end of Year 6 and Key Stage Two.



people who worked here were trappers

bad pay

cramped, dark and damp

dirty, heavy

Pushing a cart and opening a door

bring disease

as young as 5 years old

No clothes

chest infection

could be beaten by the miners.

The carts might be on a track or in a quarry.

is it coal?

drawers. wore chains around their waists.

only worked till 25.

## Specialist teachers

Pupils have access to expert teachers in Art, Ceramics, DT, Music, MFL and PE. In lessons where teachers are assisting expert teachers, they will support pupils to articulate their learning. They will support expert teachers to make adjustments so that all pupils can access learning, and will liaise with expert teachers to make links with other curriculum subjects.

## Home Learning

Homework is set weekly in Literacy and Numeracy by each group teacher and is usually extra practice of learning completed in the days prior. This is to support pupils' memory and recall of strategies. The homework content is specific to each group and is planned with an understanding of the barriers some pupils will face. For example, space for studying at home may be at a premium, with younger children in competition with older siblings for space and resources. Many families on low incomes do not have access to the internet or the financial resources to access cultural activities.

All pupils are expected to read for 20 minutes each day, and teachers will encourage pupils to develop a love of reading, and will promote and recommend a range of texts to drive pupil interest.

## Assessment

The use of responsive teaching strategies means that teachers are creating opportunities to assess pupil understanding throughout the lesson. Teachers formatively assess knowledge, understanding and key skills during lessons through high-quality, targeted questioning, reflecting on work in books and oral feedback with children.

Our marking and feedback requirements are outlined in our Feedback including Marking Policy. Responsive teaching underpins assessment in lessons to ensure immediate and effective feedback. Whiteboards and talk are used as a tool for immediate feedback and enable teachers to formatively assess children's understanding in the moment. Oral feedback is used throughout lessons to ensure children are aware of their progress. As a result of these feedback strategies, we do not expect staff to write lengthy comments in books; immediate, oral feedback has a greater impact on learning and attainment. Self-marking and peer-marking is done in green pen and teachers are expected to check accuracy, before the next lesson.

Extrinsic rewards are not given so that pupils focus on their learning needs rather than final outcomes. This results in motivated pupils who welcome challenge and do not avoid tasks that they perceive to be 'difficult'.

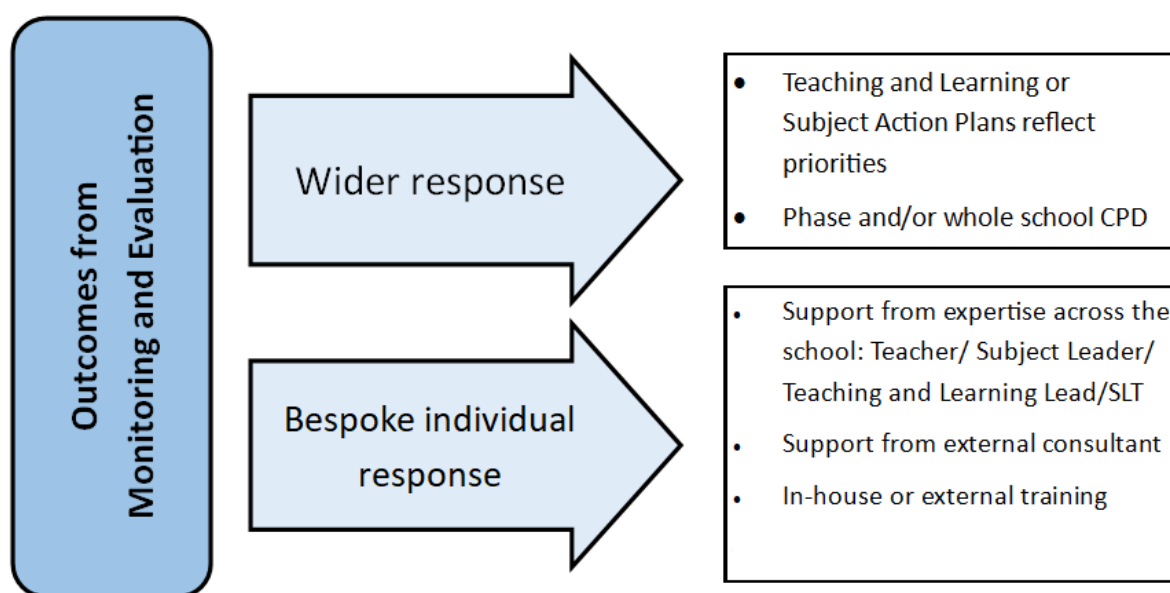
Teachers understand that groupings in Literacy and Numeracy are fluid and work closely with their year group team to identify pupils who could be further challenged or may need increased support, which could be achieved in another group setting.

Moderation of outcomes is ongoing in year group teams, as teachers draw upon the support of their team to continuously reflect upon pupil achievement and the methods to best

secure it. Formal moderation takes place termly, within year group teams and then also in conjunction with other schools in the Mcubed partnership so that we can confirm our judgements. Summative assessment in Maths, Reading, Writing and Science occurs at our planned assessment points and Literacy and Numeracy attainment is also recorded in pupil attainment profiles so that teachers can track the progress of pupils in their Literacy and Numeracy groups. Year group teams conduct termly pupil progress meetings so that teachers can identify any pupils who may need further support, and to inform members of SLT of any concerns.

## Monitoring and Evaluation



We monitor and evaluate the impact of teaching and learning to inform the individual support systems that we may need to put in place, and the wider response we may need to formulate in the professional development we provide.



Monitoring and evaluation may take the form of lesson observations, learning walks, drop-ins, book monitoring and moderation.

Teaching is evaluated by our continuum for best practice, which we have tailored to reflect the teaching and learning principles we feel are essential to good quality teaching and mirror our distinctive Blue Gate Fields Junior School approach. We do not grade teachers and understand that teachers may lie on a continuum of best practice, and that where they lie is not static. This helps us to formulate targets and provide tailored development opportunities.

## Blue Gate Fields Junior School **A continuum for best practice teaching and learning**

  <b>CULTURE FOR LEARNING AND GROWTH MINDSET</b>	<b>CULTURE FOR LEARNING</b>	<ul style="list-style-type: none"> <li>Pupils do not enjoy the lesson and are not on task.</li> <li>Pupils are disengaged and persistent low-level disruption takes place.</li> <li>Group work and /or pair work is unproductive.</li> <li>Some pupils may show a lack of respect for – or direct challenge to – adults or other pupils.</li> <li>Teacher response to the above is inadequate or inappropriate.</li> <li>Classroom culture shows little understanding of the dangers of ‘the single story’ and there is no evidence of teacher understanding of the concept of ‘windows, mirrors and sliding glass doors’ (after Rudine Sims Bishop) – there is little sense of a desire to promote belonging and a strong sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are attentive but sometimes passive.</li> <li>They understand what is expected when asked to work alone or in a group and only need gentle prompting.</li> <li>Classroom culture shows some understanding of the dangers of ‘the single story’ and a promotion of the concept of ‘windows, mirrors and sliding glass doors’ (after Rudine Sims Bishop) – there is some evidence of a desire to promote a sense of belonging and identity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils tackle tasks enthusiastically, regularly checking they are doing the right thing.</li> <li>They persist when they make mistakes and understand that feedback is a useful tool to further learning.</li> <li>Pupils respond well to feedback from teachers and peers.</li> <li>Pupils show resilience.</li> <li>Pupils are encouraged to think creatively and widely</li> <li>Classroom culture shows understanding of the dangers of ‘the single story’ and a promotion of the concept of ‘windows, mirrors and sliding glass doors’ (after Rudine Sims Bishop) – there is a shared sense of belonging and a promotion of identity</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are engrossed in the lesson and want to achieve well.</li> <li>Relationships at all levels are excellent; trust and mutual respect is evident.</li> <li>Pupils respond well to feedback from teachers and peers.</li> <li>Teacher has created an environment where pupils’ self-efficacy is evident.</li> <li>Pupils think creatively and widely.</li> <li>Classroom culture shows a deep understanding of the dangers of ‘the single story’ and a promotion of the concept of ‘windows, mirrors and sliding glass doors’ (after Rudine Sims Bishop) – there is an active desire to share a sense of belonging and development of identity.</li> </ul>
	<b>CLASSROOM ORGANISATION</b>	<ul style="list-style-type: none"> <li>Classroom organisation and access to resources impedes the flow of the lesson.</li> <li>Room is untidy</li> <li>Displays do not model Jarman style</li> <li>Displays are not useful for the current learning</li> <li>Teachers do not control inappropriate movement around the room</li> <li>The use of carpet and seating space is used inappropriately</li> <li>No organisation of talk partners</li> </ul>	<ul style="list-style-type: none"> <li>The classroom is tidy and organised.</li> <li>Resources are accessible and pupils are engaged by the environment.</li> <li>Displays model Jarman style.</li> <li>Displays are useful for the current learning.</li> <li>Teachers control inappropriate movement around the room.</li> <li>The use of carpet and seating space is used appropriately.</li> <li>Talk partners are organised.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has created an environment conducive to learning</li> <li>Displays model the Jarman style, including hand written labels</li> <li>Talk partners are assigned randomly and are changed regularly.</li> </ul>	<ul style="list-style-type: none"> <li>The physical arrangements made in the classroom fully support excellent learning.</li> </ul>
	<b>SUBJECT KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Subject knowledge is patchy and challenge is insufficient.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching is accurate, based on satisfactory subject knowledge which the teacher is developing</li> <li>Teacher employs some strategies that promote effective memory and recall</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress.</li> <li>Teacher employ a variety of strategies that promote effective memory and recall</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are inspired and challenged by the consistently applied excellent subject knowledge of the teacher.</li> <li>Teacher is able to employ strategies that promote effective memory and recall that support pupils to make connections in their learning</li> </ul>
	<b>USE OF ADULTS</b>	<ul style="list-style-type: none"> <li>Additional adults not used effectively.</li> <li>Targeted pupils are over-reliant on additional adults and are totally demanding of their attention throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Deployment of other adults is planned, but may need more direction.</li> <li>Targeted pupils respond well to support provided but are not over-reliant on additional adults.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils make good progress because additional adults’ support is clearly defined and well-focused and makes a significant contribution to the quality of learning.</li> <li>Other adults are confident to adapt planning during the lesson to meet the needs of specific pupils.</li> <li>Good assessment procedures inform the deployment of other adults to meet the needs of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Additional adults are used to maximum effect at every stage of the lesson.</li> <li>Other adults are acutely aware of their children’s capabilities and of their prior learning and understanding and know what the next steps are.</li> <li>Dialogue between teachers, other adults and pupils is consistently of a very high quality.</li> </ul>




## TALK AND VOCABULARY

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Teachers are unaware of their role in providing and orchestrating high quality talk in the classroom.</li> <li>• Where pupils lack the knowledge and understanding to engage in productive talk, the teacher does not intervene and model high quality talk through think aloud or clear explanations.</li> <li>• Questioning does not lead to productive talk or effective rehearsal of ideas.</li> <li>• At early stages of learning, the teacher does not provide adequate scaffolding to allow pupils to practise vocabulary, language or thinking structures to develop their accuracy.</li> <li>• The teacher is unsure whether they are aiming for presentational or exploratory talk, and may focus upon presentational features at the expense of developing deeper understanding through exploratory talk.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher talk is used to model think aloud and explanations, however may lack clarity.</li> <li>• Teachers aim to use questioning to elicit a productive pupil response, but may not always make effective decisions on how to phrase or use a particular type of question.</li> <li>• Pupils listen to one another</li> <li>• Pupils build on one another's ideas</li> <li>• Pupils use the Think, Pair, Share model for talk</li> <li>• Pupils are encouraged to use critical thinking skills (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views).</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers model high quality talk through think aloud and explanations. This provides the direct teaching of the use of new vocabulary and language structures so that pupils can secure understanding of content and engage in productive exploratory talk.</li> <li>• Teachers understand the role of secure knowledge in supporting pupils to engage in presentational talk.</li> <li>• Teachers phrase their questioning to create the conditions for their desired pupil response: they make informed choices about whether to utilize closed or open questions, dependent on pupils' current understanding and the best way to secure learning.</li> <li>• Teachers use a wide range of strategies to promote and provide frameworks for productive talk, including utilizing a variety of retrieval practice starters and dual coded diagrams.</li> <li>• Teachers explicitly teach talk using progressive language structures.</li> <li>• Classroom discussion is structured around an ABC model that invites children to agree, build or challenge. This supports pupils to listen to one another, build upon</li> <li>• Talk underpins all written work. Pupils articulate thinking verbally, in order to expand and develop learning.</li> <li>• Social talk is of a high quality and supports collaborative learning, self-expression and confidence</li> <li>• Pupils share opinions, discuss and are ready to explore issues</li> <li>• Pupils demonstrate critical thinking skills (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views)</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers fluently model high quality talk through think aloud and explanations. This provides the direct teaching of the use of new vocabulary and language structures so that pupils can secure understanding of content and engage in productive exploratory talk.</li> <li>• Teachers understand the role of secure knowledge in supporting pupils to engage in presentational talk. They explicitly teach features of presentational talk so that pupils can talk with the ability to adjust language, content and manner to the needs of an audience.</li> <li>• Teacher talk models the thinking structures that develop pupils' subject specific habits of mind and critical thinking skills.</li> <li>• Teachers make effective use of strategies to promote and provide frameworks for productive talk, including utilizing carefully chosen retrieval practice starters and dual coded diagrams.</li> <li>• Teachers carefully phrase their questioning to create the conditions for their desired pupil response: they make effective choices about whether to utilize closed or open questions, matching them appropriately to pupils' current understanding and the best way to secure learning.</li> <li>• Pupil understanding of language structures is evident in their talk and happens naturally.</li> <li>• Classroom discussion is structured around an embedded understanding of the ABC model that invites children to agree, build or challenge. This talk is organic and exploratory, and pupils use their discussion to develop and secure their understanding of the learning.</li> <li>• Talk underpins all written work. Pupils articulate thinking verbally, in order to expand and develop complex ideas.</li> <li>• Social talk is of a high quality and supports collaborative learning, self-expression and confidence</li> <li>• Pupils share opinions, discuss, negotiate and construct arguments; they are ready to explore issues.</li> <li>• Pupils demonstrate confidence and skill in critical thinking (challenging their own ideas, being imaginative, working together and listening, responding and accepting others' views)</li> </ul> |
|--|--|---|--|



<b>RESPONSIVE TEACHING</b>	<b>PLANNING</b>	<ul style="list-style-type: none"> <li>• Planning takes no account of pupil's prior or current levels of learning and understanding.</li> <li>• Activities / tasks may not be appropriately matched to learning objectives.</li> <li>• No use is made of Attainment Profiles to inform planning</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is informed by information from assessment regarding pupil's prior and current levels of learning and understanding and these links are communicated to the children</li> <li>• Activities / tasks are matched to learning intentions.</li> <li>• Lesson planning considers the Memory Links</li> <li>• Lesson planning is informed by Attainment Profiles, but fails to effectively support the needs of identified individuals or groups.</li> <li>• Lessons are planned and structured to elicit feedback from pupils and to provide opportunities to give feedback, for example, employing the use of mini-plenaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Lessons are planned as part of a learning sequence and are informed by regular and accurate assessment of pupils' prior and current levels of learning and understanding. Children are encouraged to recall previous learning to support their ability to make learning links.</li> <li>• Activities / tasks are matched to learning intentions and provide pupils with opportunities to apply and deeply consolidate their learning.</li> <li>• Lesson planning considers the Memory Links and makes these explicit</li> <li>• Lesson planning is informed by Attainment Profiles and effectively support the needs of identified individuals or groups</li> <li>• Lessons show that feedback from pupils is used to adapt teaching to meet current needs within the lesson</li> <li>• Teacher has planned in opportunities for pupils to recall knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers plan very effective sequences of lessons, informed by regular, accurate on-going assessment.</li> <li>• Lesson planning builds on pupils' prior learning and understanding and address identified gaps in their knowledge and understanding. Children are encouraged to recall previous learning to support their ability to make learning links.</li> <li>• Teachers plan in opportunities for pupils to recall and practice prior knowledge.</li> <li>• Lessons are planned with an understanding of cognitive load theory</li> <li>• Tasks provide opportunities to apply and deeply consolidate knowledge and understanding.</li> <li>• Lessons show that feedback from pupils is used to adapt teaching to meet current needs. This happens immediately, in the moment, so that it has impact on pupil understanding.</li> </ul>
	<b>MODELLING</b>	<ul style="list-style-type: none"> <li>• No use, or inappropriate, use of interactive strategies.</li> <li>• No responsive questioning.</li> <li>• Inappropriate use of resources / models / images used to support learning.</li> <li>• Teacher handwriting is unclear</li> <li>• Pupils are unclear what to do during activities.</li> <li>• Teacher has no focus during pupil activities.</li> <li>• Insufficient time is given for children to work independently or in groups.</li> <li>• Limited or no use of specific vocabulary.</li> <li>• Language used to explain, instruct and model is unclear; it hinders learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct teaching involves appropriate interactive strategies to engage pupils in the lesson.</li> <li>• Use is made of resources / models / images to support learning during direct teaching and activities.</li> <li>• Teacher handwriting is clear; an attempt to write with the Jarman style is evident</li> <li>• Pupils know what to do and have sufficient time to complete tasks.</li> <li>• Teacher uses some responsive teaching strategies to begin to assess the impact of the modelling on the pupils</li> <li>• Teacher uses limited modeling of specific vocabulary.</li> <li>• Language used to explain, instruct and model is lacking clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is stimulating with a range of strategies used to engage pupils.</li> <li>• Questions are planned to provide challenge and extend thinking. Teachers respond effectively to feedback and use it to move learning forward.</li> <li>• Good and imaginative use is made of resources to enhance learning.</li> <li>• Resources are provided to enhance learning of groups of students.</li> <li>• Modeling, combined with responsive teaching supports pupils to understand the learning and enables them to approach tasks independently.</li> <li>• Language used to explain, instruct and model is clear, simple, straightforward and well-paced.</li> <li>• Teacher handwriting is clear; the Jarman style is evident</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of interactive and imaginative teaching and learning strategies are used, including a range of differentiated questions.</li> <li>• Resources provided promote highly effective independent learning by all students and are used to enthuse, engage and enrich learning.</li> <li>• Teacher modeling allows pupils to understand the task and take independent responsibility to make good and better progress.</li> <li>• High level of teaching continues within independent group activities.</li> <li>• The pupils make independent use of learning strategies provided during modelling to make decisions about how they learn or tackle the task.</li> <li>• Language used to explain, instruct and model is clear, simple and straightforward; it supports learning and enables pupils to make excellent progress within the lesson.</li> <li>• Teacher handwriting is clear; the Jarman style provides an excellent model for the pupils</li> </ul>
	<b>RESPONSIVE TEACHING AND FEEDBACK FOR ALL PUPILS</b>	<ul style="list-style-type: none"> <li>• Needs of particular groups, including SEN, G&amp;T, and EAL are not met</li> <li>• No response to pupils' individual needs is evident.</li> <li>• Planning is implemented inflexibly without regard to pupils' understanding of the task, prior learning and learning responses.</li> <li>• Pupils are unclear about how well they are doing.</li> <li>• Pupils do not respond to feedback due to lack of understanding/motivation.</li> <li>• Poor responses to verbal questioning.</li> <li>• Pupils are not given enough opportunity to engage in high quality talk with talk partners or during class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The most able pupils, SEN and EAL pupils are working within their capability</li> <li>• Teachers set clear goals for the lesson, which stem from the MTPs</li> <li>• Teachers monitor pupil's work and responses during lessons. They check for and pick up general misconceptions, but may lack confidence in adjusting their plans accordingly to support learning.</li> <li>• Teachers show an awareness of pupils needs, but may not communicate clearly what pupils need to do to improve.</li> <li>• Pupils answer verbal questioning.</li> <li>• Pupils are given the opportunity to discuss their learning with talk partners</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher responds to the needs of all groups and check for understanding, adjusting provision to show a good understanding of pupil's learning needs and development.</li> <li>• Teachers set clear goals for the lesson and communicate them clearly; the plans stem from the MTPs</li> <li>• Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations; they check for understanding to improve learning.</li> <li>• Pupils know their current abilities and what they need to do to improve</li> <li>• They are not afraid to make mistakes or get verbal answers wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene, having significant impact on the quality of learning.</li> <li>• Pupils fully understand the nature of any assessment and act on feedback given to improve</li> <li>• High quality talk flows throughout the lesson.</li> <li>• Feedback is within the lesson and timely; it supports pupil self-efficacy, normalises error, challenges and motivates – it is acted upon so that teaching and learning are synchronized</li> <li>• Feedback is integral to the shaping of lessons and the planning for future learning; it informs assessments that produce consequences for both</li> </ul>

		<ul style="list-style-type: none"> <li>Feedback does not occur within the lesson.</li> <li>Feedback given in the lesson is not meaningful and does not further the learning</li> <li>Feedback is generalised, or hurried</li> <li>Feedback escalates misconceptions</li> <li>Praise is used to compliment the pupil rather than the persistence shown in learning</li> </ul>	<p>and contribute to meaningful class discussion.</p> <ul style="list-style-type: none"> <li>Feedback is within the lesson and mostly timely; it is fair, trustworthy, kind and helpful</li> <li>Feedback is meaningful and interpreted by the pupil to further the learning</li> <li>Feedback avoids the escalation of misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are given the opportunity to discuss their learning with talk partners and contribute to meaningful class discussion.</li> <li>Teachers provide appropriate sentence stems for pupils based on the progressions in language structure.</li> <li>Feedback is within the lesson and timely; it supports pupil self-efficacy, normalises error, challenges and motivates</li> <li>Feedback is used to shape the lesson</li> <li>Praise for the use of effective strategies for learning encourages growth mindset learners who embrace challenge and understand that mistakes are part of the learning process.</li> </ul>	<p>the pupils and the teachers which are dependent on the inferences that are made</p> <ul style="list-style-type: none"> <li>Praise is used for the use of effective strategies for learning which encourages growth mindset learners who embrace challenge and understand that mistakes are part of the learning process.</li> </ul>
	<b>MEMORY AND RECALL</b>	<ul style="list-style-type: none"> <li>The learning is obscured by inappropriate activity that confuses and prevents pupils from focusing on and understanding the main learning intention of the lesson.</li> <li>Distractions such as music, digressions and displays overwhelm pupils' working memory</li> <li>Written modelling, IWB slides and visual resources are organised and presented in a way that overwhelms pupils' working memories.</li> <li>The learning is not broken into small steps and pupils are not given opportunities to practice at each stage.</li> <li>The teacher is not aware of the need to provide opportunities to recall and rehearse learning.</li> <li>No links are made to previous learning</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate activities are chosen so that pupils are able to focus on and understand the main learning intention of the lesson.</li> <li>Teachers are beginning to take into consideration the limits of pupils' working memories, and use some strategies to prevent pupils' working memories from becoming overwhelmed.</li> <li>The learning is broken into small steps and pupils are given opportunities to practice at each stage.</li> <li>Teachers provide opportunities for pupils to recall previous learning.</li> <li>Memory links are made explicit in the Learning Intention</li> </ul>	<ul style="list-style-type: none"> <li>Teachers take into consideration the limits of pupils' working memories, and use a range of strategies to prevent pupils from becoming overwhelmed.</li> <li>Learning is presented in many different contexts so pupils are aware of its many applications (perceptual variation).</li> <li>Opportunities for recall practice are planned for within the lesson. The practice is presented as low stakes, and pupils are provided with instant feedback on their accuracy.</li> <li>Teacher links the importance of memory with learning attitude to reassure pupils that forgetting and struggling are part of the learning process.</li> <li>Over time pupils will demonstrate fluency as their ability to recall becomes increasingly automatic.</li> <li>Teachers are aware of when to remove crutches (e.g. instant access to times table squares, displays) at an appropriate stage for pupils, in order to encourage pupils to understand the importance of strengthening their ability to recall learning.</li> <li>Teachers highlight the memory links</li> <li>Teachers encourage pattern seeking</li> <li>Teachers draw on analogy for connection making from the concrete to the abstract</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use a wide range of effective strategies to support pupils' working memories.</li> <li>Teachers present the learning in different contexts (perceptual variation) so that pupils have a deep understanding of the concepts being taught, and can apply them in new situations.</li> <li>Pupils demonstrate a resilient learning attitude and persist when they struggle. They understand that forgetting is a part of learning, and that practicing their ability to recall is a strategy to help them learn.</li> <li>Teacher highlights the memory links and pupils explicitly draw on them for memory recall</li> <li>Teacher encourages pattern seeking within the subject area, and perhaps across subject areas</li> <li>Teacher show understanding of the unifying concepts in the subject being taught</li> <li>Teachers draw on analogy for connection making from the concrete to the abstract</li> </ul>
	<b>MEMORY AND RECALL</b>	<ul style="list-style-type: none"> <li>A completed diagram is presented to pupils without modelling of how to 'read' the visual, or discussion of the ideas contained within.</li> <li>Visuals used in the lesson are overcomplicated, dense and difficult to understand, increasing pupils' cognitive load.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers match the learning to a visual representation.</li> <li>Teachers model how to read or how to construct the visual.</li> <li>Pupils are invited to see structures, notice patterns and identify connections.</li> <li>Teachers may use 'recount and recall' to support pupils to retain information and recall it at a later date.</li> <li>Visuals used in the lesson are simply designed and clear.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers match the learning with an appropriate visual representation so that complex ideas are made explicit to pupils.</li> <li>The visual is used as a framework for discussion: teachers model and explain how to organise information into the visual or how to read and understand a completed model.</li> <li>Teachers act as graphic facilitators: ideas are invited, displayed and organised by the facilitator.</li> <li>Teachers may use 'recount and recall' to support pupils to retain information and recall it at a later date.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers match the learning with an appropriate visual representation so that complex ideas are made explicit to pupils. They are able to use visual representation to make their expert schema visible.</li> <li>The visual is used as a framework for discussion: teachers model and explain how to organise information into the visual or how to read and understand a completed model. Discussion is enhanced as a result.</li> <li>Teachers act as graphic facilitators: ideas are invited, displayed and organised by the facilitator, reflecting back the development of the thinking</li> </ul>

			<ul style="list-style-type: none"> <li>Teachers begin to capture ideas shared by pupils during discussion to show development thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers support pupils to use the visual representation to hold onto concepts, see structures, notice patterns and identify connections.</li> <li>In designing visuals (including those on presentation slides or built on a flipchart), teachers understand the effectiveness of restraint and simplicity in design.</li> </ul>	<p>and knowledge co-constructed by teachers and pupils.</p> <ul style="list-style-type: none"> <li>If the strategy of 'recount and recall' is used, teachers effectively harness the power of drawing, tracing and retelling to help pupils retain information and recall it at a later date.</li> <li>Pupils are able to use the visual representation to hold onto concepts, see structures, notice patterns and identify connections.</li> <li>In designing visuals (including those on presentation slides or built on a flipchart), teachers understand the effectiveness of restraint and simplicity in design, paying attention to their pen craft and applying the principles of cut, chunk, align and restrain.</li> </ul>
<b>PROGRESSION</b>	<b>PROGRESSION</b>	<ul style="list-style-type: none"> <li>Few pupils achieve outcomes and expectations and there is negligible progress</li> <li>The pace of learning is poor</li> <li>Lesson ends abruptly</li> <li>The lesson is rigidly three part with no adjustment to the needs of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupils achieve outcomes expected of them and make progress that is broadly in line with their capabilities</li> <li>The pace of work is adequate to the learning needs of the pupils</li> <li>The lesson follows an inflexible pathway through the intended learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupils achieve expectations and apply knowledge in new contexts or consolidate the use of knowledge so that good progress is made at a good pace</li> <li>The teacher follows the planned learning journey, yet is flexible enough to allow for subtleties in pupil need, and is able to make necessary changes in the moment</li> <li>The pace within the lesson is variable, according to the learning needs of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupils achieve expectations and apply knowledge in new contexts, or consolidate the use of knowledge, so that learning is deepened over time.</li> <li>It is recognised that pupils will achieve and exceed high expectations and make exceptional progress at an appropriate pace due to the strategies utilised by the teacher.</li> <li>The lesson delivery shows a keen awareness of the flow within and between lessons – it follows the planned for journey, with recognition that the curriculum is that of a progression model.</li> <li>Teachers understand our long-term view of progress.</li> </ul>
<b>QUALITY OF MATERIALS/ RESOURCES</b>	<b>QUALITY OF MATERIALS/ RESOURCES</b>	<ul style="list-style-type: none"> <li>Displays do not support the current learning</li> <li>Vocabulary is not displayed</li> <li>Language structures are not displayed</li> <li>Texts are poorly chosen and not matched to the learning needs of the children</li> <li>Visual resources do not originate from recognised sources (museums, galleries, The Noun Project, for example)</li> <li>Images chosen offer scant information</li> <li>There is an over reliance on worksheets/ power points</li> <li>Resources used distract from the learning intention</li> <li>Resources used do not show understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers show thought in selecting resources which are meaningful</li> <li>Texts and images are appropriate to the learning intention</li> <li>Text and images offer accurate information</li> <li>Images are of a good quality</li> <li>Displays support current learning</li> <li>Vocabulary is displayed</li> <li>Language structures are displayed</li> <li>The resources used lack the capacity to promote thinking</li> <li>Resources used show some understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop)</li> </ul>	<ul style="list-style-type: none"> <li>The meaningfully chosen, accurate resources encourage thinking over task completion</li> <li>Questioning is used as a resource to promote thinking and creativity</li> <li>Talk clarifies understanding of resources</li> <li>Images are of a high quality, often taken from a recognised source of scholarship, or expertise such as a museum or gallery</li> <li>The resources draw on real-world source material prepared by experts</li> <li>The pedagogy behind the chosen materials is thoughtful</li> <li>Resources used promote cognitive demand</li> <li>Displays support current learning and are referred to</li> <li>Vocabulary is displayed and used accurately by the teacher and the children</li> <li>Language structures are displayed and used by the teacher and the children</li> <li>Resources used show an understanding of 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop)</li> </ul>	<ul style="list-style-type: none"> <li>Beautiful content, fit for purpose</li> <li>Beautifully presented resources, with visual clarity, support learning</li> <li>Resources used are demanding; every pupil is made to think deeply</li> <li>Access to ambitious reading material challenges the pupil above their ability, but is scaffolded by talk for secure understanding</li> <li>Questions are used as the resource; progressive questioning makes different cognitive demands</li> <li>Resources used promote high levels of cognitive demand</li> <li>An understanding of dual coding is used to promote memory and recall through words and images (diagrams, mapping)</li> <li>Vocabulary and language structures are displayed and used accurately, with talk that flows naturally</li> <li>Resources demonstrate a commitment to materials which offer 'windows, mirrors and sliding glass doors' (after Rudine Sims Bishop); pupils know that they and their identities are valued and seen as part of the larger human experience.</li> </ul>



# Equality

At Blue Gate Fields Junior School our teaching styles are responsive to, and learning arrangements are organised according to, the learning needs of the pupils. We acknowledge that support to address the differing needs of learners may be provided in a number of ways, including:

- pace
- content
- task
- relevance
- style and delivery of feedback
- resources
- extension
- autonomy
- outcome
- teacher/adult support

Furthermore, organisational arrangements for teaching and learning support the differing learning needs of our pupils.

## **Whole Class:**

Whole class situations are used to deliver much of the curriculum including Humanities, Art, Design and Technology, PHSCE, Quick Maths and Growth Mindset lessons where mixed ability grouping is agreed to be the most appropriate organisation for effective learning.

## **Ability Grouping in Maths, English and Science:**

In Maths, Literacy and, in Year 6, Science, the children are grouped according to ability and teaching style requirements. Occasionally, emotional or behaviour issues are also taken into account. For example, a child's response to a particular teacher, or need to be in a smaller, supported group.

## **Group size:**

Each year group can have up to six ability groups including a SEND group. The size of the group increases according to the ability level of the pupils. Lower ability pupils are taught in smaller groups to benefit from greater teacher 1:1 focus and a narrower ability range to differentiate the learning for. These children often have the most complicated learning profiles and a small group offers the teacher the capacity to cater more specifically for individual learning needs.

## **The Teachers:**

Teachers, their style of teaching and approaches to delivering the curriculum are closely matched to the needs of the children. Other adults are deployed to maximise the learning of the children. We believe that these arrangements contribute towards increased independence and readiness to learn. Contact with a range of adults throughout the day means that relationships remain fresh; pupils enjoy different learning experiences with adults from across and beyond their year group.

Our teaching and learning approaches and streamed grouping aims to minimise the need for intervention, however we know that, for a variety of reasons, some children may need to

revisit particular areas of the curriculum. As a result, year groups may run intervention groups to support pupils with their Literacy or Numeracy skills.

For further details, see our SEND policy.

## Classroom Environment

Classrooms at Blue Gate Fields Junior School predominantly show learning process rather than final outcomes. Working walls display work in progress and support independence in accessing learning. Vocabulary and sentence stems across subjects are displayed to support pupil talk and learning.

Backing paper to the boards is kept to either black, grey or beige sugar paper  
Mounting is only on black, grey or beige sugar paper



Simple horizontal arrangement

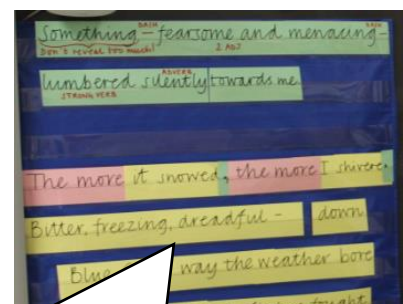
Using beige sugar paper to print onto for labelling is effective and means that we keep a uniformity across the school – there is no need for borders



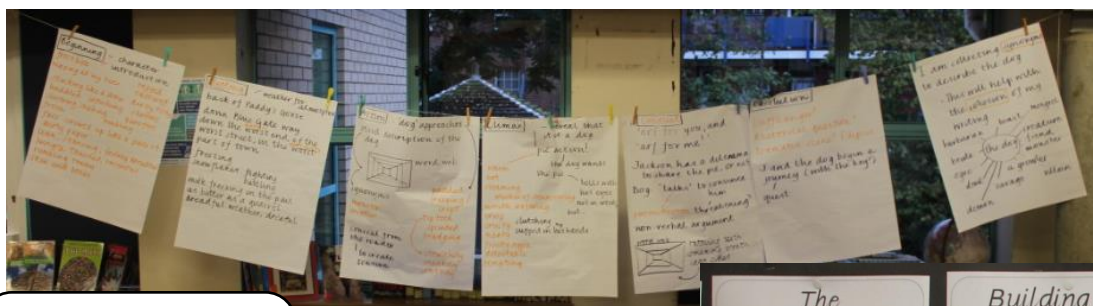
Labels are either typed in Jarman font or hand written using Jarman handwriting



Use artefacts on the table tops



Sentence strips and sentence pockets are used to model and display grammar and sentence construction



Washing lines help to display the learning process

The impression...gives me is ...

Building on what...has said...

I am not convinced that...

Opportunities to display and celebrate pupil outcomes can be displayed in corridors or celebrated on Year Group blogs.

An inviting, stimulating classroom library can be found in every class epitomising what our school offers to encourage reading. These classroom libraries reflect learning in other subject areas by providing opportunities and recommendations for wider related reading.

Within classes, children are seated in rows, to enable direct eye contact with the teacher. Teachers ensure that children with sight, hearing, mobility impairments or particular learning needs are seated in a position that accommodates their needs, including ensuring that left-handed pupils are seated on the left-hand edge of a row, so that they are able to write comfortably. Unless decided otherwise by the teacher, children are randomly paired with a talk partner.

## Resources

At Blue Gate Fields Junior School, teachers have access to wide range of resources to support their teaching and pupils' learning.

We have well-stocked and comprehensive curriculum resource cupboards/areas for Science, Maths, PE, Music, Art materials and a prop cupboard for Art or Drama. The school has a thriving library of 32,000 books which houses a wide range of high quality fiction, non-fiction and poetry for pupils to borrow and read, with many links to our curriculum. Our school librarian is able to support teachers in sourcing appropriate and imaginative texts to enhance their teaching and teachers have access to Tower Hamlets Schools' Library Service, which houses further collections of high quality texts, artefacts and curriculum resources. We have a ceramics room equipped with a kiln to further develop pupils' arts education and an ICT suite with additional computing resources.

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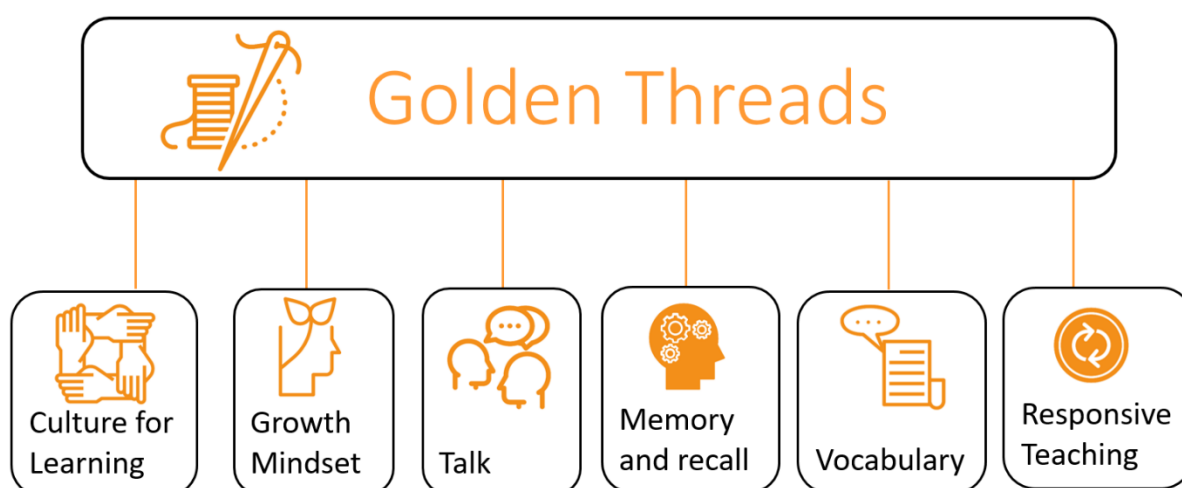
Teachers ensure that:

- There is a range of appropriate, accessible and labelled resources available for which pupils can select materials suitable to the task in hand
- All children know where classroom resources are kept and the rules about their access and use
- Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- The library and Tower Hamlets Schools' Library Service is a valued resource and used appropriately
- Children work together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

# Remote Learning

Following the Education Endowment Fund’s Rapid Evidence Assessment (2020) and Ofsted Guidance on What’s Working Well in Remote Education (2021), we ensure that the elements of effective teaching are present in our methods of planning for and delivering our curriculum remotely. We continue to offer a broad curriculum: lesson planning and content choices are aligned to our school’s curriculum and the core content that pupils need to know. To deliver education remotely, teachers use resources and platforms that are familiar to our pupils so that they can concentrate on acquiring new learning, and to reduce the barriers that appear when pupils are grappling with new technology.








At Blue Gate Field’s Junior School we understand that the effectiveness of remote teaching relies upon many of the same principles that determine the effectiveness of teaching in live classrooms, and therefore continue to plan for and deliver our curriculum remotely following our teaching and learning principles. Running throughout the teaching and learning in our school are golden threads that contribute to the distinctive Blue Gate Fields Junior School approach.



## Culture for Learning

All staff create a positive culture for learning as part of their remote education delivery; this is the foundation that prepares pupils to be receptive to the messages we are delivering to them. Our remote education provision is one of the avenues by which we support pupils to continue to feel part of the school community, allowing us to promote connection and encourage pupils’ engagement with their learning.

Teachers communicate in a positive, chatty and caring manner, replicating the interactions that pupils would receive in school. Recorded videos introducing the suggested timetable and learning for the day personalise our home learning blogs and help provide reassuring guidance for pupils. Furthermore, the organisation of provision into a suggested timetable, including suggested break times and activities for the break, supports pupils to develop healthy and productive routines and structure their day.

-  Follow a timetable
-  Schedule in quiet time
-  Create a study space
-  Keep your mind active
-  Try new things
-  Complete work when it's set
-  Improvise and be creative

Well done! We cannot say enough how proud we are of each and every one of you Year 5 students. Thank you for every email you send us, and for every lesson you complete.

With a heightened awareness of the additional stresses pupils are experiencing, teachers begin the day reminding pupils of the traffic light system embedded in school to monitor and self-regulate their emotions and provide strategies and activities to support pupils to manage feelings of stress and anxiety.



Home learning blogs begin with a PE lesson each day to promote the importance of physical activity, and teachers make use of the high-quality online resources taught by expert teachers, such as PE with Joe Wickes or Yoga with Adriene.

Teachers understand the importance and impact of regular, personalised contact with pupils and use a variety of methods to maintain and build upon the positive relationships built within the classroom through weekly phone calls, email feedback, recorded videos and celebration of work. Weekly Google Meets for each class reinforce the class community and provide an opportunity for pupils to connect with their teachers and their classmates.

## Growth Mindset

We continue to equip our pupils with an understanding of the process of learning so that they have a set of coping strategies to counteract feelings of frustration. In light of the

challenging circumstances of the COVID-19 pandemic, developing pupils' feelings of self-efficacy remains of vital importance so that pupils believe that struggle, failure and setbacks are normal and useful parts of the learning process, and are able to overcome barriers in their learning.

When posting instructions for lessons on the home blog, teachers promote growth mindset strategies from the learning toolkit and make use of the visual models that pupils were familiar within school, such as The Learning Pit. During teacher input and when giving feedback, teachers continue to model the language needed to build a growth mindset, and support pupils to adjust their thinking through the phrases that they use.

### Lesson 1 - Maths

Today we will be multiplying 2-digit numbers by 2-digit numbers.

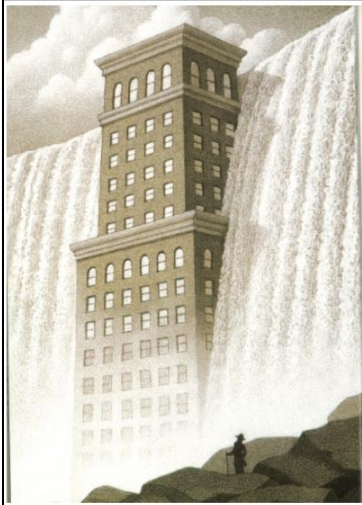


In this lesson, remember to **show all of your workings out**, just as we would in school, and **use a growth mindset** to grapple with the questions before checking your answers.

## Talk

We acknowledge that remote education poses some difficulties in recreating the exact conditions for interactive high quality talk, as it occurs in live classrooms. However, teachers are able to recreate some aspects of the interactivity and intentional dialogue that allows teaching to be more effective and support pupil motivation.

The familiar thinking and discussion structure of See, Think, Wonder is used widely to support pupils' exploratory thought and dialogue.



**See, Think, Wonder**

Look at this image and think about these questions:

What do you see?

What do you think is happening?

What are you wondering about this picture?

Does it remind you of anything?

How does it make you feel?

What do you like or dislike about it?

I can see... I think... I opine... I wonder...?

In my view... Perhaps... Having pondered... At first...then...

- Sentence starters are provided to scaffold pupils' thinking and internal dialogue using progressive language structures (based upon The Tower Hamlets Progression in Language Structures Document). These sentence starters ensure that pupils are engaging with age appropriate yet ambitious language structures.

- Useful language structures are highlighted in the 'language' section of the learning intention provided with every lesson.

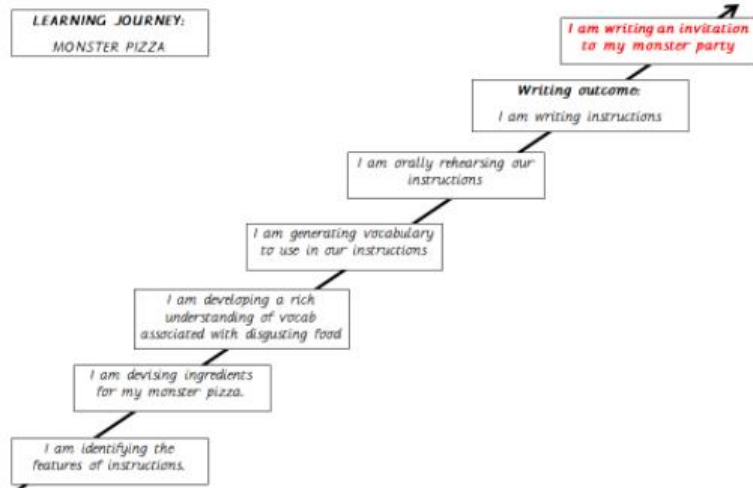
<i>I am comparing and ordering fractions that are greater than 1.</i>	
<b>LANGUAGE</b>	<b>MEMORY LINKS</b>
<ul style="list-style-type: none"> <li>- greater than</li> <li>- less than</li> <li>- equal to</li> <li>- mixed number</li> <li>- improper fraction</li> <li>- equivalent</li> </ul>	<p>You have been comparing and ordering fractions less than 1. Today you will apply this to fractions greater than one.</p> <p>Remember you need to make the denominators the same before you can compare or order.</p>
<p>"I'm going to turn both my denominators to <u>    </u> so that they are the same"</p>	$\frac{3}{6} = \frac{6}{12}$

- Carefully designed open or enquiry questions are planned and used to provoke deeper responses. The knowledge and understanding needed to tackle these questions is provided in small chunks and responses are scaffolded.
- High quality talk is modelled during recorded lessons through clear explanations and detailed 'thinking aloud'. This can be through use of external online resources such as Oak Academy lessons, where the subject is taught by expert teachers, or by drawing upon the subject expertise of teachers within a Year Group team or from across the school.
- Literacy lessons in particular continue to develop oral retelling skills of shared stories or the oracy skills needed for the performance of poetry, or reading aloud.
- Pupils are given the opportunity to practice their oracy skills during their Google Meet sessions, where teachers use talk games such as '20 questions' or 'Um..err' to practice oracy skills. Teachers also make use of a simple question, designed with the support of resources such as Dialogue Works' Home Talk or using familiar routines such as 'Peak of the Week' or Appreciation Circles, to give all pupils the opportunity to contribute and their voice to be heard.
- Teachers support pupils with prompts to spark conversations at home through a continuation of the strategies used in lunch-time chit chat in school; pupils are prompted to use break times between lessons as time to share jokes, riddles and fun facts with family members. Furthermore, instructional videos for families on supporting children with reading and building a dialogue over a shared story provide opportunities for scaffolded learning talk at home.





- Opportunities for guided practice can take a number of forms, including online quizzes, practice questions within recorded lessons and short teacher designed activities with built-in feedback.
- Teachers continue to use our carefully sequenced curricula plans to support pupils to know more and remember more. Where teachers make adaptations to the curriculum as they deliver remote education, they do so with an understanding of the limitations of resources at home and in order to focus upon the most important knowledge or concepts pupils need to know. The adapted curriculum continues to follow the same principle of carefully sequenced lessons that build upon what pupils have learnt.
- Teachers share an overview of the learning in a unit through learning journeys, which makes explicit the sequencing and connections between lessons, moving towards a learning goal. Teachers make decisions about how best to present this to children through the home learning blogs: either as an image sharing the whole journey at once or partial steps of the journey, or during recorded lessons with teachers unpicking and explaining the journey. These decisions will be based on the complexity of the learning journey and the needs of the pupils receiving the lesson.



- Learning intentions contain 'memory links' to highlight the pre-existing knowledge that pupils have which will support them within the current lesson. The 'memory links' also make explicit links to previously taught topics or units to support pupils in developing efficient schemata.

<i>I am learning to measure volume.</i>	
LANGUAGE	MEMORY LINKS
<ul style="list-style-type: none"> <li>• <i>measure</i></li> <li>• <i>volume</i></li> <li>• <i>capacity</i></li> <li>• <i>scales</i></li> <li>• <i>interval</i></li> <li>• <i>millilitres (ml)</i></li> <li>• <i>litres (l)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where have I seen measuring happening before?</i></li> <li>• <i>You learnt about capacity in Year 2</i></li> </ul> <div style="border: 2px solid orange; padding: 5px; margin-top: 10px;"> <p><b>1l = 1000ml</b></p> <p><b>2l = 2000ml</b></p> </div>

- Opportunities for retrieval practice are presented in a number of ways, including lesson ‘warm-up’ activities; unpicking of ‘memory links’ on the learning intention; online quizzes and teacher designed Kahoot or Google form quizzes.



**MEMORY LINK:** Last week, you multiplied 2-digit numbers by 1-digit numbers. Let's see what you can remember! Have a go at the starter activity below and then see how you got on by checking your answers.

Start  
er:

$6 \times 16 =$	$4 \times 17 =$	$5 \times 21 =$																								
<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>1</td><td>6</td></tr><tr><td>X</td><td>6</td></tr><tr><td></td><td></td></tr></table>	T	O	1	6	X	6			<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>1</td><td>7</td></tr><tr><td>X</td><td>4</td></tr><tr><td></td><td></td></tr></table>	T	O	1	7	X	4			<table border="1"><tr><td>T</td><td>O</td></tr><tr><td>2</td><td>1</td></tr><tr><td>X</td><td>5</td></tr><tr><td></td><td></td></tr></table>	T	O	2	1	X	5		
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X	5																									

[Click here for the answers](#) ▶

## Responsive Teaching

Our teachers teach lessons that are responsive to the learning needs of the pupils. In order to make the most accurate judgements about how to move forward with their teaching within the lesson, teachers will plan in variety of opportunities to gain formative feedback from pupils on their level of understanding. Submitted work; Google Classroom interactions; phone call conversations; insights from data generated by Google Form quizzes, and the Mathematics and Active Learn platforms all allow teachers to assess and make judgements about the level of understanding pupils have achieved and identify any common misconceptions. This allows teachers to make adaptations in their teaching or provide specific feedback to pupils.

Feedback is given to pupils regularly and through a variety of methods. Teachers can provide specific, personalised feedback to pupils through written and audio comments on Google Classroom, phone call conversations and links to recorded videos, which model strategies, provide explanations or give editing prompts. Feedback is given to wider groups of pupils by posting recorded videos on the blogs, which unpick the answer to a question posed earlier in the lesson, or by posting answers that allow pupils to self-mark and receive instant feedback.

The EEF asserts that different approaches to delivering lessons remotely suit different tasks and types of content. We understand that teachers will have varied and flexible teaching styles, dependent on the task and the individual needs of the learner. Teachers choose from carefully selected and trialled methods of delivery, including teacher recorded lessons using Loom technology, recorded lessons from external online sources, teacher designed activities, quizzes and opportunities for offline tasks. We want to ensure that pupils are receiving a good variety of experiences, and support and trust staff to make professional judgements on planning and delivering their lessons to best secure pupils' learning.

## Recording Learning

Teachers ensure that pupils understand that learning can be completed digitally or by recording answers on paper in order to reduce barriers to accessing and engaging with remote education. Learning is submitted through Google Classroom, either as a digital document or as a photograph, as this is a method of submission pupils and their families will be more familiar with.

## Specialist teachers

Expert teachers support learning in their subject area by providing resources, video recordings and lesson ideas. Teachers are then able to adapt the resources and lesson ideas for their year groups.

## Equality and SEND

The needs of each pupil and their families are assessed and individualised planning is undertaken to minimise the barriers to accessing education remotely. Increased support from the SENCO and SLT are offered to pupils with SEND and where appropriate, a different method of delivery of remote education is provided. Where offline resources are more suited to a pupil's needs, learning packs are provided.

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