



Teaching and Learning Policy

This policy is intended to be clear and evidence-informed. The thinking behind the approaches is based on Rosenshine's Principles of Instruction and we hope our teachers will be able to implement these strategies in every classroom.

The following are not intended as a 'recipe' for an effective lesson but are, according to research, key to helping children know and remember more.

TEACH

- Make the **learning intent** explicit.
- Present new material using **small steps** (to avoid cognitive overload).
- Provide opportunities for pupils to collaborate with each other.
- **Model and scaffold** the learning process (develop [metacognition](#)).
- **Check for understanding** using the agreed MAT [questioning strategies](#).
- Adjust and intervene to address **misconceptions**.
- Expose every child to high-quality resources and experiences. '**Do less but deeper.**'
- Make clear the **connections** between prior and current learning.
- Expose children to challenging and adventurous **vocabulary**.

FEEDBACK:

- Give **succinct feedback** immediately where possible.
- Enable children to **action the feedback**.
- Feedback is for one audience only – our children. There is no expectation to provide 'acknowledgement marking.'
- Facilitate **self and peer assessment**.
- Promote **positive wellbeing** through praise for effort. It's okay to make mistakes.

RETRIEVE:

- Provide regular **low stakes** retrieval opportunities for all children to revisit and review previously learned knowledge: daily, weekly, monthly.
"**If nothing has altered in long-term memory, nothing has been learned**"
(Sweller 2004).

The following are links/references to research, books, webinars etc from which the above strategies have been formulated:

TEACH

Statements 2 and 4:

Rosenshine's Principles in Action by Tom Sherrington, Ch1.

Statement 2:

Sweller's Cognitive Load Theory in Action by Oliver Lovell

Statement 3:

Teaching Walkthrus by Tom Sherrington and Oliver Caviglioli.

Statement 5:

Rosenshine's Principles in Action by Tom Sherrington, Ch2.
Oak Trees MAT Questioning Training Powerpoint

Statement 7:

Back on Track: Fewer things, greater depth by Mary Myatt

The Curriculum: Gallimaufry to coherence by Mary Myatt

Statement 9:

The Curriculum: Gallimaufry to coherence by Mary Myatt

Deepening Knowledge Through Vocabulary Learning - Impact (Chartered College)

<https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/>

FEEDBACK

Statement 5:

Carol Dweck [Ted Talk](#)

'Mindset: How you can fulfil your Potential' Carol Dweck

'Bounce' Matthew Syed

EEF Feedback report

All statements

Austin's butterfly, Ron Berger

<https://www.youtube.com/watch?v=hqh1MRWZjms>

RETRIEVE

OTM Retrieval Strategies Staff Meeting CPD 26/5/21

MAT Retrieval Bank of Resources

Retrieval Practice: Research and Resources for every classroom by Kate Jones

Retrieval Practice 2: Implementing, embedding and reflecting by Kate Jones

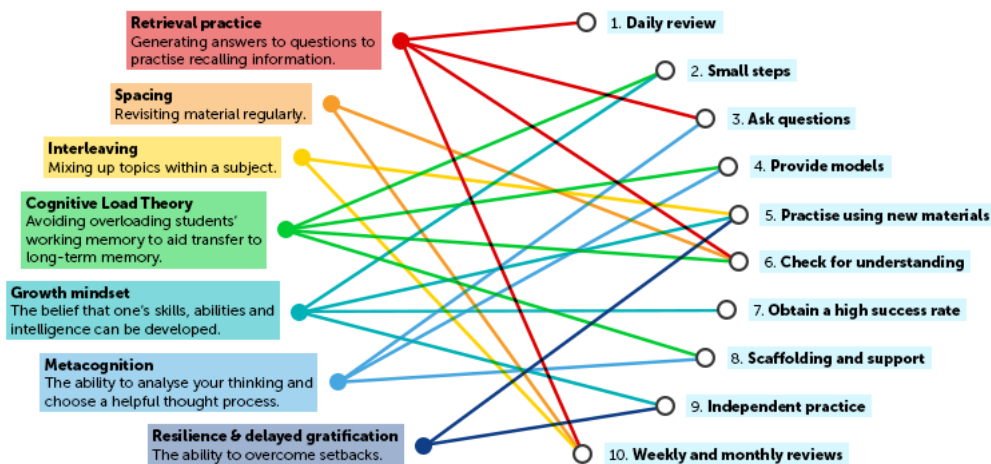
Retrieval Practice Resource Guide: Ideas & activities for the classroom by Kate Jones

Teaching Walkthrus by Tom Sherrington and Oliver Caviglioli

- Section 2 covers Teach Statement 2 (small steps)
- Section 3 covers Teach Statements 3, 5, 7 and 8 (vocabulary development, live modelling, scaffolding, metacognitive talk and misconceptions)
- Section 4 covers questioning techniques
- Section 5 covers retrieval practice strategies

The **cognitive science** behind **Rosenshine's Principles of Instruction**

by @Inner_Drive | innerdrive.co.uk



<https://blog.innerdrive.co.uk/cognitive-science-behind-rosenshines-principles>