



We believe that the following key statements define **high quality teaching**:

- To set high expectations for **all** pupils.
- To talk **regularly** with learners about their learning and to listen to them.
- To ensure pupils know the learning of all lessons and to know if they have achieved this.
- To be knowledgeable about what we are teaching.
- To reflect on our practice and challenge our own thinking.
- To ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.
- To organise our classroom activities to encourage children to become successful learners.
- To deliver interesting, purposeful and exciting lessons that are well paced, challenge and have the school values embedded in them.
- To link lessons to real life situations and problems and with other subjects.
- To use open ended depth questioning techniques.
- To meet the needs of all learners by using different teaching strategies.
- To use paired and group learning opportunities.
- To daily assess the attainment of our pupils.
- To use the outside environment as learning opportunities as much as possible.
- To use technology to support and develop learning.

Success for All.

We expect every child to make the best possible progress in every lesson to realise the achievement he or she is capable of. For them to be ready for the next phase in their education.

The teaching team (including support staff) is expected to refer to this policy frequently and use it to evaluate and adjust practice to ensure the best provision for our children.

We expect:

- All our teachers to be good or better on a daily basis
  - To ensure consistency through our whole school approach in order to:
  - raise the quality of learning to improve standards
  - provide clear guidance for teaching and learning, ensuring consistency across the school
  - enable the teaching team to identify aspects of practice as part of their commitment to continual improvement
  - provide a tool for monitoring, evaluation, school improvement and accountability
  - support our commitment to inclusion and equal opportunities
  - set out our expectations of best practice

We aim to help children become creative thinkers who are not afraid to take risks and see mistakes as opportunities for learning (to have a 'Growth mindset')

Children need good models of work and behaviours to evaluate and have the opportunity to reflect on and improve. Pupils are more likely to learn effectively if they are emotionally engaged in their learning.

Teachers, therefore, aim to include children in the process and be as creative as possible in seeking ways of making learning interesting and successful. Our aim is to maximise every learning opportunity to benefit children's achievement.

## Northern Parade Schools – Teaching and Learning - Procedures

### Learning

All of us are constantly learning (school motto's eager to learn, living to learn). The brain draws on previous knowledge, skills and understanding to frame new learning. Memorisation is a smaller but significant part of learning and allows us to draw quickly on what we already know and can do. Learning will stay with us when it is drawn on, referred to regularly and practised. We need our children to be active learners who engage and take some ownership or responsibility. This happens best when children understand the importance of what they are learning, make connections, enjoy the experience and are successful. We know that it is very difficult to unlearn which is why it is so important that misconceptions are addressed quickly and poorly learned skills re-taught promptly.

Children learn best when learning is stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable.

They can cope with failure and learn from mistakes within a carefully considered learning culture where a growth mindset is fostered:

What	How	When
Creating a safe setting for the children.	Clear routines, rule, structures and boundaries set out in the Behaviour Management Policy.	Start of the school year and referred to as a method of praise daily.
Stimulating their imaginations and thought processes.	A good range of resources, questions, displays and working walls.	Daily
Providing accessible learning	All equipment labelled and well organised and small steps planning.	Daily
Developing and promoting an open Mindset	Using debate and discussions, open ended questions as well as not fixating on your answer	Daily

### LESSONS

The majority of lessons will be made up of four basis phases used flexibly in both time and number; transition between the phases needs to be smooth to maintain focus and pace.

- **Phase One:** The 'big picture', reviews previous lesson, linked to prior learning, places learning in a wider context, share the learning intentions, engage the learner.
- **Phase Two:** Pupils learn the new skill / knowledge - teaching
- **Phase Three:** Pupils apply the skill / knowledge, they make sense of the information.
- **Phase Four:** Address misconceptions, review the information, plan the next set – assessment for learning.

Precise interpretation of the four-phase structure will inevitably be very different across the range of lessons. Age, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Phases should be adapted to suit the needs of the lesson/individuals.

Teachers may well scroll through the phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise (chunking).

The phases are not always sequential. Review, for example, is not confined to the end of the lessons. Good teachers weave review through the lesson and know that success criteria are only successful when referred to at certain points in the lesson but care must be taken not to disrupt children's focus and concentration too often during the individual activities.

Teaching and learning is not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This should be reflected in the lesson.

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Brain Gym, or a similar exercise, may be used between phases, lessons or following an outdoor break.

### **PHASE ONE- Overview**

Although this is relatively short in duration (5-10 min.), it includes a number of key features. The emphasis on this phase is on:

#### **Creating an appropriate working atmosphere**

Pupils will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:

- Creating a classroom environment that is stimulating, reassuring and organised, including washing lines
- Being fully prepared for lessons
- Ensuring resources are prepared and on tables in advance of lessons
- Other adults sensitively engage with a pupil who is not 'ready to learn'
- Greeting pupils with a smile and a positive attitude

#### **Linking the lesson to prior learning**

e.g. reviewing previous lessons:

- 'Review feedback marking comments from previous learning, for possible development.'
- 'Think about the three most important things you learnt last lesson- now tell your partner.'
- 'In two minutes+, I am going to ask you what you learnt last lesson. You may talk to your partner.'
- 'Today's lesson is about pollination- jot down on your whiteboard what you already know. Work in pairs.'

#### **Providing an overview**

The brain is more likely to absorb details when it can place them within a wider context (providing the big picture, when learning is placed in a real life context).

Learning walls in all classes should include a topic/subject (what we are learning) map to enable children to see the bigger picture. Children can add their own questions and answers to this and they are encouraged to carry out their own independent research at home.

#### **Shared Learning Intentions must be explicit in all lessons**

Children must know exactly what they are going to learn and what is expected of them by the end of the lesson.

- Learning intentions are shared orally and displayed.
- Learning intentions should be specific, using child friendly language.
- Learning intentions should not be muddled up with the context of the lesson.
- Use phrases like, 'By the end of today's lesson you will all know/be able to/understand...'
- Learning intentions are stuck in, with the appropriate work, in their books.
- When marking children's work, the main focus is on meeting the learning intention. Pupil and teacher complete toolkit tick boxes. All marking is to provoke dialogue between teacher and pupil or challenge based that extends and deepens learning.

#### **Trigger the brain-**

The brain will tend to notice things if it has been primed to look for them. Begin a lesson by saying: 'Today, when I am reading, I want you to listen out for some really powerful adjectives that you can use in your own writing later on...', for example.

#### **Stimulating curiosity, generating interest and setting the scene, engage the learner**

When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high quality learning experience.

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### **PHASE TWO- Receiving new information**

The emphasis in this phase is on providing children with new information or skills.

Phase Two is the teaching phase. Although we want all pupils to understand the information as they encounter it, the emphasis during phase two is on providing the new information. New information is delivered in many ways.

- Demonstration
- ICT – including the IWB, notebooks and i-pads
- Diagrams and pictures
- Audio visual aids
- Modelling – flipcharts – working washing lines
- Exposition (Description and Explanation)
- Books

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high quality exposition does not guarantee understanding, it does make it significantly more likely.

We use a number of techniques to ensure that the quality of input in phase two is kept high.

#### **Periods of exposition are short.**

Learners have limited concentration spans. A rule of thumb may be about 2 minutes in excess of a child's chronological age. Periods of exposition should be kept short and punctuated by regular breaks or activities. Significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.

#### **Create more than one 'beginning'...**

Children will remember more from the beginning of an experience. Use phrases such as 'Now we are moving on to...' or 'The next activity we are going to be doing...' or 'I want to move back to the carpet for the next part of the lesson...'

#### **Punctuate with questions**

Phase two should be punctuated with questions.

Ask regular closed questions during the input. This will keep the pupils alert and provide instant feedback as to whether they have heard correctly and have understood- although at a shallow level. Asking too many open questions during an explanation can easily take a lesson off in a direction that causes other pupils to lose their train of thought.

Ask an open question / set a challenge before and/or after an input (Blooms Taxonomy)

Posing an open question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level during the input.

Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

#### **Punctuate with activity**

Punctuate the input of new information (phase two) with activities designed to help pupils make sense of it (Phase three). Alternating patterns of phases can be more effective than an extended period of explanation.

#### **Present information in several different ways**

Use a multi-sensory approach to accommodate all learning needs: Visual/ Auditory/ Kinaesthetic.

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### **PHASE 3 – processing the information**, making sense of the information.

The emphasis on this phase is that children:

- Develop their understanding
- Demonstrate their understanding
- Assess their understanding

### **Quality interactions help the children to make sense of information, we develop their understanding by:**

- Using open ended questions
- Asking follow up questions to extend and deepen understanding e.g. ‘What made you think that? How did you get that answer? Explain your method.’
- Providing time to think and reflect, give advance warnings such as ‘In two minutes I am going to ...’
- Allowing children to explore and give them time to discuss their thinking in pairs or groups (talking partners)
- Asking children to identify possible answers and to identify the best one (so they don’t always give you the first idea that pops into their head) share and discuss ideas.
- Scaffolding thinking and answering- e.g. ‘we will discuss this in a moment, jot down initial ideas Now I’d like you to think about ...B. Now can you respond to my original question?’

### **Talk**

Talk is central to learning. When we talk, we do more than articulate our current level of understanding. The very act of talking forces us to organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach to others. We encourage pupils to build on or challenge an answer to a question.

All lessons include planned and unplanned opportunities to discuss questions and extend thinking. Build or Challenge and Talk to your partner (TTYP) are regular features in all lessons. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.

Look	Sound	Feel
<ul style="list-style-type: none"><li>• Sit side by side</li><li>• Talk to their partner quickly after a question has been asked</li><li>• Take turns in answering first</li><li>• Wait whilst another is talking</li></ul>	<ul style="list-style-type: none"><li>• Helpful to each other</li><li>• Check that they both understand the question.</li><li>• Talk loudly enough for each other to hear, though not so loudly that they interrupt others</li><li>• Build on what a partner says</li><li>• Say ‘We think that...’ or can repeat/reconstruct what their</li></ul>	<ul style="list-style-type: none"><li>• Ready to answer</li><li>• Safe and secure</li><li>• Listened to</li><li>• Interested in what each other has to say</li></ul>

### **Tasks that engage children and challenge them to think**

This is an active phase and demands that the learner actually does something. Activities in the third phase should ALL:

- Require children to do something at a cognitive level
- Provide a degree of challenge
- Require children to re-create rather than re-produce information
- Develop understanding
- Allow pupils to demonstrate understanding
- Give the teacher an opportunity to assess understanding

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- Encourage children to work both independently and collaboratively
- Encourage children to work for a sustained period

### **PHASE FOUR- Review**

The emphasis of this phase is on:

- Reflecting what has been learnt
- Reflecting on how it has been learnt

Review is key to memory and certainly not confined to the end of the lesson. Good teachers weave review into the lesson, refer children back to the success criteria and reinforce prior learning.

Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten quickly.

### **Pupils are actively involved.**

When teachers summarise what has been learnt, the effect on pupils' memories is relatively insignificant. However, when the pupils themselves identify what they have learnt as the lesson draws to a close, their memories will receive a significant boost.

### **REFER BACK TO THE LEARNING INTENTIONS AND SUCCESS CRITERIA**

Encourage pupils to reflect on what they have learnt and what has helped them to learn.

Use prompts like:

- Reasoning bubbles
- Feedback marking responses and deeper thinking questions
- What did you do today that you found most helpful when you were learning?
- What did you do today that you found less helpful?
- If you had to do the task again how would you do it?
- If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?

### **TO ENSURE HIGH QUALITY TEACHING, ALL LESSONS SHOULD HAVE:**

Clear Learning Intentions

- Learning intentions are shared orally and displayed.
- Learning intentions should be specific, using child friendly language.
- Learning intentions should not be muddled up with the context of the lesson.
- Children write the learning intention in their book or a sticker is provided with it on.
- When marking children's work, the main focus is on meeting the learning intention. This is tick marked by the teacher and child to identify how the learning intention has been met.

### **Well-planned Success Criteria/Tool Kit**

- All pupils are clear about how they will achieve the learning intention.
- Success criteria/tool kit are displayed for the children to follow during the lesson or drawn up with the children.
- Children use the tool kit to self-assess their own work in green editing pen or their partner's work.
- Children are reminded of the tool kit during the lesson, work is used to illustrate the success criteria in action – could be through a visualiser.

### **All learners are actively engaged in learning.**

- Pupils are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- A variety of strategies can be deployed:
- Use of 'No hands up' /lolly sticks ensures all pupils expect to be asked to think and respond.
- Opportunities to Think/Pair/Share and discussions with a Talk Partner are regular features in all lessons.

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- Pupils are encouraged to use appropriate body language when engaged in discussion with a partner.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, auditory input, manipulatives are all used creatively as a way to enhance learning.

### **All learners receive regular and supportive feedback that improves their learning.**

- Assessment is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they can improve.
- We set individual targets through; our marking, Pupil Progress Meetings
- Marking is linked to the learning intention and success criteria to inform the identification of next steps.
- Pupils are given regular time to address issues raised in marking.

### **Marking and Feedback**

Our marking and feedback policy gives clear guidance on how we respond to children's work to guide and support them.

#### Overview of marking across our school.

- All work is acknowledged by marking in red pen.
- As a principle, no work should be returned to children without being acknowledged in some way.
- Prompts are used to help children improve their work, marked with DWP (discussed with pupil)
- Marking must be linked to the learning intention, success criteria, tool kit and next step DOK questions.
- All adult comments must be clearly legible. They should be easy to understand and in red pen.
- Children are given time to read and act on comments. Children always respond in green editing pen.
- Children are taught how to improve their own work and that of their peers (green editing pen).

### **Presentation**

Our presentation policy gives clear guidance on our expectations of children's' work

#### *Overview of presentation across the school*

- All sheets are trimmed and glued in the appropriate book
- All work is dated
- All books are labelled clearly on the front cover.
- All books have plastic covers so they are clean with no drawings
- Books have care label stuck in and signed.

### **Learning walls linked to topic. These should include;**

- The title of the topic
- A large map that demonstrates the 'learning journey', this is continually updated as new learning happens, with 'learning posters' (flip chart sheets/printed sheets form the IWB slides) worked on during lessons.
- The best examples of children demonstrating their learning
- Children's questions
- Key vocabulary
- Visuals to stimulate thinking



Careful consideration should be given as to how to make the learning walls a focal point of the class. A learning wall should be an immediate point of interest in the classroom and all children should be confident about talking about 'the wall'. These learning walls are never a 'finished piece' they evolve around a particular part of the children's learning. They should show progress over a unit/section of work.



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### A Maths display should include:

- Current class topic:  
What we are learning...
- Key maths vocabulary
- Models and images linked to current work
- Key facts:  
e.g. number bonds, times tables.
- Maths washing line.
- current examples of children's work



### An English display should include:

- Current genre:  
What we are learning...
- Models and images linked to current Work and commonly used strategies and features of that genre
- Handwriting prompts
- Key vocabulary / key words
- Writing washing line and examples of children's work
- Story maps
- Grammar and Punctuation prompts
- Phonics
- Non-negotiable rules for all genres, Including spellings and hand writing.



### A Washing line (maths and English) should include:



### Displays outside the classrooms should:

- Be a show case of some of the work carried out in lessons in that year group
- Clearly labelled with what it is and how it was done
- Allow visitors to get a 'feel' for what is happening in that year group.



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### **General classroom organisation**

Classrooms should be bright and well organised. Children should be able to access resources and respect the classroom environment.

To promote a sense of security and consistency across the school, we organise Foundation, Key Stage 1 and 2 classes to include:

- Class rules, marking policy, presentation policy and school values on display. A behaviour chart with minutes lost is clearly visible and each class has a reflection space, weekly and daily timetables.
- Welcome walls where all members of the class are displayed
- Learning walls
- Classrooms are tidy, resources labelled and the room well organised. This will support children in ensuring their classroom is a pleasant and safe place to learn in.
- Children are taught to respect the equipment and resources.
- Basic equipment (pens, pencils, rulers etc.) are available at all times and organised so children do not have to waste time finding and organising them.
- All trays are clearly labelled with word processed, not handwritten labels.
- Groups for learning are clearly displayed in the class.
- Displays are a learning resource; they are not just a reflection of previous learning, they can also reinforce the learning, pupils need to be encouraged to refer to them.
- All displays are labelled and changed regularly.
- Staples on boards only, these should be put in at an angle for easy removal. When changing the board, ALL staples must be removed.

### **ICT is used to enhance learning by:**

- Being an interactive tool to engage learners
- Capturing and sharing learning
- All teachers to use Marvellous me

### **Additional adults are used effectively to enhance learning**

- Adults will always be actively engaged with children during all phases of the lesson.
- They will not be carrying out administrative tasks during learning time (if necessary time outside the classroom will be given for this).
- Precisely targeted support enhances and promotes accelerated learning
- Support staff need to know the next steps for the learning
- Support must enable the learning rather than showing and telling how.