



## Teaching and Learning Core Strategies

Across our school, the expectation is that all children are provided with high quality learning experiences that lead to consistently high levels of achievement for all. The teaching and learning principles are established from evidence based best practice research e.g. Rosenshine's Principles of Instruction, cognitive science and experience.

In adopting these approaches to teaching and learning across our school, we aim to:

- ensure consistency of teaching and learning in each classroom and enable teachers to teach as effectively as possible
- create effective learning environments to support and facilitate children's learning
- give the knowledge and skills required to become effective lifelong learners, helping them to connect new knowledge with existing knowledge to develop fluency
- learn from each other through a culture where opportunities for sharing good practice are in place
- enable children to become confident and interested learners, actively engaged in their own learning
- inspire all children to have high expectations of themselves through explicit modelling by all adults in the school
- develop the culture for our children to be ready, respectful, and safe towards themselves and others

## Teaching and Learning Approaches



1. A daily review of previous learning using retrieval practice techniques.
2. Pre-teach key vocabulary giving the opportunity to hear and say the words.
3. New material is presented in small steps, with teachers ensuring that each step is mastered before moving on.
4. Teachers use a range of questioning techniques, to establish and secure children's understanding.
5. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
6. Time for children to do guided practice.
7. Teachers check all children's understanding in a variety of ways with regular reviews of learning.
8. Children have a high rate of success, with enough mistakes to show that they are being challenged.
9. Scaffolds are provided for all.
10. Children are given opportunities to practise independently.











## Strategies used throughout lessons:

- **My Turn Your Turn (MTYT)**
- **Talk To Your Partner (TTYP)**
- **Think Pair Share**
- **Table Talk**
- **Talk Out Loud (TOL)**
- **I do. We do. You do.**
- **Don't ask one, ask five** - 'retrieval practice for the many, not the few'. Choose five in quick succession so that all children are doing the work of retrieval in their heads because they know they might be asked.
- **Choral answers in different ways/voices.**
- **Children answer in full sentences.**
- **Secure fluency (fluency = accuracy + speed)** - Strong teachers build an expectation in children that they'll be asked to recall things fast. Their classrooms are full of fun in ensuring children practice this and enjoy the wonderful sense of accomplishment it brings.
- **Secure pace** - A punchy lesson that keeps the core knowledge to the front and moves at a pace with lots of pupil involvement.
- **Use appropriate questioning** – Avoid losing learning time with 'Can anyone remember?', 'Does anyone know?' as children can hear and embed the wrong information leading to misconceptions. Either they should remember/know because you've taught it and reinforced it explicitly.
- **Live marking**

## A detailed guide to our lesson structure at Morley Meadow Primary

All lessons in our school should follow a basic structure made up of four key stages:

<p><b>Stage One:</b> Set the scene, place learning in a wider context, review and retrieve prior learning; review previous lesson; share intended learning outcomes, where appropriate.</p>	<p>1 Daily review</p>  <p>10 Weekly and monthly review</p> 
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<p><b>Stage Two:</b> Explaining and introducing new learning in small chunks and providing rehearsal time for children.</p>	<p>2 Present new material using small steps      4 Provide models      8 Provide scaffolds for difficult tasks</p>    <p>3 Ask questions      6 Check for student understanding</p>  
<p><b>Stage Three:</b> Time for children to complete guided or independent practice.</p>	<p>5 Guide student practice      7 Obtain a high success rate      9 Independent practice</p>   
<p><b>Stage Four:</b> Final review of learning and plan next steps.</p>	<p>1 Daily review      10 Weekly and monthly review</p>  

Precise interpretation of the four-stage structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact. Teachers may well scroll through the phase more than once during the lesson. The stages are not always sequential. Review, for example, is not confined to the end of the lessons.

### Classroom Environments

At Morley Meadow Primary, we believe that classrooms should be calm, well organised learning spaces as the surroundings in which children learn can greatly influence their academic performance and wellbeing in our school.

Children need to know how to access resources and respect the classroom environment. To ensure a sense of consistency across the school the following points need to be taken on board in each classroom.

- The school rules and visual timetable are displayed in each teaching room.
- An English learning wall under the headings: Let's Prepare (KS2), Let's Explore, Let's Build and Let's Invent.
- A Read Write Inc Sound Chart appropriate to stage.
- A maths learning wall that reflects current learning.
- Key vocabulary is accessible to all learners, in different formats.
- Display content that supports learning, must be an appropriate text size.
- Classrooms are tidy, labelled and organised.
- Children take responsibility for ensuring their classroom is a pleasant and safe place to learn.
- Children are taught to respect equipment and resources.

## Appendix

**Pre-teach some key vocabulary** - Avoiding the "what do we think...?" Explain and model the words and get children really interested in them before you teach. Double check, through fast-paced questioning, that all children are secure in these words.

**Hear the adult say the words.** It's important to pronounce new words clearly and carefully, ensuring all children are listening, saying them in different contexts - not just with definitions but in varied sentences which model their flexible and interesting use.

**Hear the children say the words.** All children to say it together, several times, in differing contexts. Use choral response, which is fun, powerfully inclusive, and keeps the lesson pacy.

**Pre-teach lesson content.** Some children may benefit from being taught the main content before the lesson to support their understanding and confidence.

**Regular reviews of learning** – Checking they're secure as you go along with well-spaced bits of quizzing. e.g. a set of questions, requiring full sentence answers, it's true/false quiz, prompts or more creative questions.

