

Principles of Teaching and Learning Model Policy

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Version	Date	Reason
1.0	July 2020	To establish a Trustwide policy
2.0	February 2022	Cyclical Review

Principles of Teaching and Learning

<i>Teachers ...</i>	<i>So that ...</i>	<i>Using Walkthrus...</i>
1. Values, ethos and relentlessly high expectations		
<ul style="list-style-type: none"> a. Model the values and ethos of the school b. Model desired learning behaviours c. Establish routines d. Apply the behaviour policy consistently e. Promote active participation not compliance f. Reinforce effort and provide recognition g. Promote a growth mindset 	<ul style="list-style-type: none"> a. Pupils enact the values and ethos of the school b. Pupils enact expected behaviour c. Minimal time is wasted dealing with low-level disruption d. Pupils can learn free from distraction e. Pupils are engaged in thinking about key learning f. Pupils link effort to achievement g. Pupils are motivated to achieve 	<ul style="list-style-type: none"> a. Rosenshines Principles b. Establish your expectations 38 / signal pause/insist 40 c. Rehearse routines 44 d. Choices and consequences 46 e. Cold calling 90 / Think, pair, share 92 / Show-me boards 94 / Say it again better 98 f. Positive framing 42 g. Metacognitive talk/ narrate the thinking 82
2. Quality instruction		
<ul style="list-style-type: none"> a. Have explicitly defined outcomes b. Plan so that new knowledge is founded upon old knowledge, presented in small steps and only when previous steps are mastered c. Give highly effective explanations, use models and worked examples d. Model excellence and how to achieve it e. Provide scaffolds for difficult tasks which are gradually withdrawn f. Pitch every lesson high g. Adapt teaching to achieve a high success rate h. Develop understanding of SEND in the classroom and set ambitious, achievable targets for SEND pupils 	<ul style="list-style-type: none"> a. Pupils have complete clarity around what they are learning and what success looks like b. Pupils can learn new ideas by reference to ideas they already know, avoiding cognitive overload c. Pupils quickly grasp new ideas d. Pupils build accurate schema e. Pupils are able to access the curriculum and develop expertise f. Pupils are challenged and kept in the 'struggle zone' g. All pupils make exceptional progress h. All pupils with SEND make exceptional progress 	<ul style="list-style-type: none"> a. Set the standards 84 b. Sequence concepts in small steps 52 / dual coding 70 / worked examples 68 c. Abstract models with concrete examples 76 d. Live modelling / narration of thought 78 e. Scaffolding 80 f. Pitch it up 58 g. Sequence concepts in small steps 52 / dual coding 70 / worked examples 68 h. See a-g
3. Effective feedback		
<ul style="list-style-type: none"> a. Provide timely feedback b. Embed formative assessment in teaching c. Ask questions d. Provide specific, accurate and clear feedback e. Plan for time to reflect and act upon feedback 	<ul style="list-style-type: none"> a. Misconceptions are addressed at the earliest possible moment and pupils can swiftly unlock further learning b. All pupils make exceptional progress c. Pupils overcome common misconceptions d. Pupil actions are re-focussed or redirected e. Pupils are self-regulated learners 	<ul style="list-style-type: none"> a. Feedback that moves forward 104 / Check for understanding 96 / Head-on misconceptions 86 b. Five formative assessment strategies 28 / quizzing 112 / elaborative interrogation 114/ Check for understanding 96 c. Check for understanding 96 / Cold calling 90 / Think, pair, share 92 / Show-me boards 94 / Say it again better 98 d. Feedback as actions 106 e. Whole class feedback 108
4. Curriculum mastery		
<ul style="list-style-type: none"> a. Maintain curriculum specific expertise b. Plan to address misconceptions c. Have a comprehensive understanding of curriculum content d. Promote & uphold the highest standards of literacy 	<ul style="list-style-type: none"> a. Pupils are successful b. Pupils overcome common misconceptions c. All pupils have access to mastery d. Pupils read, write and speak with fluency and accuracy 	<ul style="list-style-type: none"> a. Walkthrus are deliberately generic (Hub model) / Head-on misconceptions 86 b. Design a knowledge-rich curriculum 50 / coherent mapping 54 d. Deliberate vocabulary development 72 / Plan for reading 60
5. Making learning stick		
<ul style="list-style-type: none"> a. Make connections between underlying concepts b. Use regular low stakes testing c. Guide deliberate practice d. Plan for spaced retrieval practice e. Plan for interleaved learning using daily, weekly and monthly review 	<ul style="list-style-type: none"> a. Pupils use links across subjects to enhance learning b. Pupils embed learning into their long term memory c. Pupils develop fluency and accuracy in key skills d. Pupils improve long-term retention of learning e. Pupils revisit material in ways which strengthen long term memory and build connections 	<ul style="list-style-type: none"> a. Big picture, small picture - zoom in zoom out 74 b. Quizzing 122 c. Guided practice 126 d. Weekly and Monthly review 122 e. Weekly and Monthly review 122
6. Mode B teaching		
<ul style="list-style-type: none"> a. Plan meaningful homework as guided study b. Plan opportunities to develop oracy c. Plan opportunities for ind. practice d. Plan opportunities for structured collaborative learning 	<ul style="list-style-type: none"> a. Pupils are curious, fluent and have extended knowledge b. Pupils are confident speakers c. Pupils embed learning into long term memory d. Pupils share cognitive load and peer feedback 	<ul style="list-style-type: none"> a. Homework as guided study 136 b. Oracy: Debating 142 / Oracy: Talk for writing 144 / Oracy: Instructional inputs 146 c. Independent practice 128 d. Collaborative learning: General principles 134