Wallace Fields Infant School and Nursery

Teaching and Learning Policy

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: September 2022   **Next Review: September 2025**

	Teaching and learning policy.docx

Document History

Date	Amended By	Comment (e.g. reason for version change)
September 2022	Katie Muir	Creating a policy to bring together all of the teaching and learning strategies used.

Our Mission Statement

"High achievement and success… with a smile!"

At Wallace Fields Infant School and Nursery we aim to….

- ✓ Provide a happy, caring and stimulating learning environment in which children and staff feel valued
- ✓ Ensure motivation, confidence amd enthusiasm for life long learning, through celebrating effort, achievements and differences
- ✓ Develop an understanding and appreciation of the world in which we live and to take an active part in caring for our environment
- ✓ Inspire confidence, independence and resillience by nurturing a passion and love for learning
- ✓ Promote sensitivity towards others
- ✓ Value the partnership between governors, parents and staff to provide the best possible education for all
- ✓ Understand, respect and value the ever changing world in which we live
- ✓ Promote a 'can do' attitude in all learners so that every child achieves their very best
- ✓ Use technology in a thoughtful and respectful way to enhance learning.

Introduction

This document lays out the strategies and principles for teaching and learning at Wallace Fields Infant School & Nursery. It was developed using current research alongside discussion with teachers and senior leaders.

WFIS & Nursery 'E' Curriculum

Excellence:

These are our high aspirations and non-negotiables – we expect all children to be included at WFIS & Nursery. When they leave the school they are equipped with the right knowledge and skills to progress at the next stage of their school career.

- High quality LEARNING ('*an alteration in long term memory*') for all children, including those with Special Educational Needs, disadvantaged pupils and those new to English.
- Clear progression of knowledge and skills through the Early Years and Key Stage 1 so that children make excellent progress ('*know more, remember more, able to do more*') in all subjects and areas of learning.
- Children develop pride and self-esteem in their own abilities and learning outcomes, presenting their learning in 'Learning Journals', on display and on 'learning patches', which are celebrated by a range of readers including their family.

Entitlement:

The learning opportunities and experiences we expect all of our children to have before they leave our school. These opportunities build character, allow our children to find their interests and talents, and create aspirations.

- Quality texts at the heart of all topics which support our ethos of '*We Love Reading*'. Fiction and non-fiction books are explored with the children developing vocabulary, fluency and comprehension around the theme.
- A rich, arts-based curriculum with access to specialist teachers for art and music, alongside specialist sports coaches and dance teachers to enhance PE outcomes. Broad coverage of all curriculum subjects and areas of learning with a balance of knowledge and skills taught through an innovative and creative cross-curricular approach.
- High quality continuous provision at point of play during '*Discovery Time*' in the Early Years and using elements of this practice in Key Stage 1 during '*Task Time*'.
- Children develop the characteristics of effective learning with a focus on critical thinking skills, independence, risk taking and resilience. Support so our children know how to stay safe and become good citizens.

Enrichment:

Using the learning opportunities beyond the classroom to motivate and excite our children as learners to nurture their talents.

- Learning within an exciting school environment, inspiring children through educational visits, expert visitors to school and first hand experiences. Making excellent use of our outdoor environment and the local community to enhance learning.
- Developing 'well-rounded' children by nurturing their diverse talents during the school day and through after-school clubs.
- Celebrating modern Britain and the world with a curriculum focused on the local area and different cultures, including religious and cultural festivals, to reflect our school's diversity.
- Sharing engaging home learning tasks which develop creativity and support family learning.

Key terminology linked to our curriculum

<u>**Progress**</u> - **knowing more, remembering more, being able to do more.** Linked to our progression of knowledge and skills.

<u>**Learning**</u> - defined in cognitive psychology as **an alteration in the long term memory.** If nothing has altered in long-term memory, nothing has been learned.

<u>**Automaticity**</u> - the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. **Building fluency** in concepts, knowledge and skills that children must master, e.g. number bonds, phonics sounds, spellings, countries of the UK, the meaning of key vocabulary, how to throw or catch, etc.
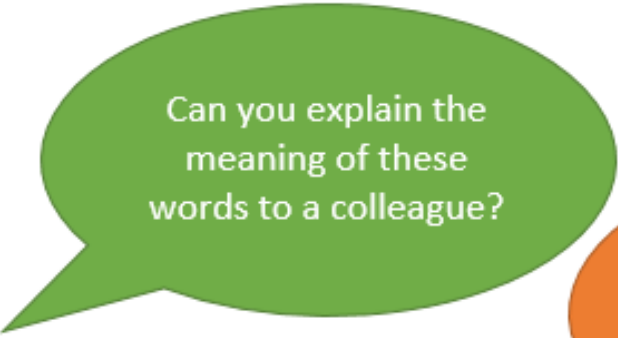
<u>**Cultural Capital**</u> - the extent to which schools are equipping pupils with **the knowledge and cultural capital they need to succeed in life.** The **essential knowledge and language/vocabulary** that pupils need to be educated citizens, through a rich and broad curriculum where they experience a wide variety of opportunities - within the curriculum, clubs, events, opportunities, trips, visitors. **Having a rich and wide vocabulary to succeed in life is an important part of this.**
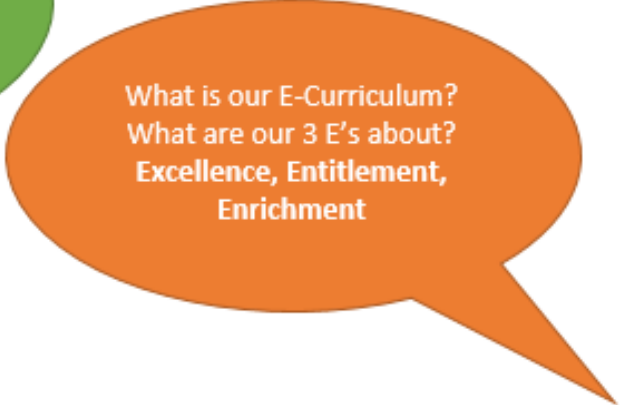
<u>**The 3 I's**</u>
Intent – our **curriculum vision**. Our E-curriculum.
Implementation – **how we teach our curriculum.** How it is set up and the approaches that teachers use.
Impact – what **knowledge and skills the children have learned** as a result across all subjects.

Can you explain the meaning of these words to a colleague?

What is our E-Curriculum?
What are our 3 E's about?
Excellence, Entitlement, Enrichment

How does Task Time work?

Principles

- Three sessions per week.
- Learning based on principle of 'teach, recall, recall, recall'.
- 6 tasks are planned each week, 3 are new learning (Teach) and 3 are retrieval tasks (Recall).
- Teacher matches carpet learning to each teach task.
- TEACH activities are set up and allow the children to explore the subject and develop new knowledge and skills. Teach tasks explore new learning for the first time.
- RECALL activities – a variety of activities will be set in subsequent sessions/weeks/term that provide an opportunity for recall of key knowledge and skills. Retrieval tasks are spaced to address cognitive overload (e.g. week 1 skill taught, week 2 task time activity, week 4 task time activity, week 8 task time activity).
- Adult roles – focus group for one activity or facilitating all children.
- Children's resilience and independence is also developed when they lead their own learning on some activities.
- Tasks are based on the Medium Term Plan aligned to knowledge and skills progressions and key vocabulary.

Tasks

- Menu stands explain the task with clearly identified knowledge/skills in focus and the subject taken from the progression grid.
- All tasks are 'MUST DO' tasks and children have a full week to complete them.
- Don't always require a written outcome (QR code linked to clips, photos, Purple Mash task etc.)
- Tasks adapted where necessary for EHCP children/others and challenge activities for all children.
- Subject zones rotate weekly but also roleplay, small world
- Role Play/construction/outdoor area activities must have a different weekly focus linked to knowledge and skills.
- Children in Year 1 and 2 place their task time outcomes in the 'I'm finished' tray, or in their individual 'I'm not finished' folder at the end of each session. Teachers uphold their high expectations and may return work to the child with feedback to ensure the learning is high quality.

Assessment

- Teachers give on-going VERBAL FEEDBACK while facilitating task time and when they talk through the 'I'm finished' tray or any work that has been returned as 'needing more time' (may also be on post-it notes).
- Teacher assessment is focused around the key MILESTONES that all children need to achieve by the end of the year.
- Children are responsible for backing and mounting one piece of learning per week that they are most proud of (Year 1 increase independence beyond Autumn term).
- CONTEXT STICKERS for activities identifying subject/s and main knowledge or skill in bold.
- Include roleplay evidence once a term (photo and comment or QR code).
- Headteacher/SLT stickers with free comments.
- Faculty curriculum groups use a sample of learning journals for key groups (EHCP, SEND, EAL, PP, Middle, Able) to ensure coverage, pitch/level of challenge and quality of outcomes.

Principles of Instruction

Cognitive Load Theory

At Wallace Fields Infant School & Nursery children make excellent progress by knowing more and remembering more. Teachers design strategies to maximise learning so that children can handle and retain new information. Children learn more when teachers tailor lessons matched to their existing knowledge or skill. Learning will stop or be slowed if the working memory is overloaded.

- Teachers tailor lessons matched to their existing knowledge or skill. Learning will stop or be slowed if the working memory is overloaded.
- Worked examples are given when new content or skills is being taught
- Teachers ensure that inessential information that is not directly relevant does not hinder learning
- Teachers present information both orally and visually

Rosenshine's Principles of instruction

- Present new information in small steps– Teachers limit how much new material children receive at one time.
- Modelling and scaffolding is used to give children descriptions, images and methods they can return to.
- Questioning– Teachers use questioning as an effective form of assessment and use a variety of techniques to understand children's thinking and deepen their understanding.
- Review material– Teachers start the lesson with a review of recent learning to embed previous learning to the long term memory. Teachers review learning weekly and monthly.
- Teachers provide practise for all children, get them ready for independent practise and guide and monitor this practise.

S:\Office\Policies\WFIS Master Policies\Teaching and learning policy.docx

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION

A thematic
interpretation
for teachers by
Tom Sherrington
@teacherhead

OLI CAV
Oliver Caviglioli
@olicav

REVIEWING MATERIAL

1 Daily review

10 Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

QUESTIONING

3 Ask questions

6 Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps

4 Provide models

8 Provide scaffolds for difficult tasks

Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples, too often teachers give too few.

Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice

7 Obtain a high success rate

9 Independent practice

80%

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."

Examples / Non-examples

Examples and non-examples are used to teach children a concept; they are visual and allow children to not over generalise about a concept.

When showing an example, visuals will be given to show a range of representations including differing colour or size.

Examples:
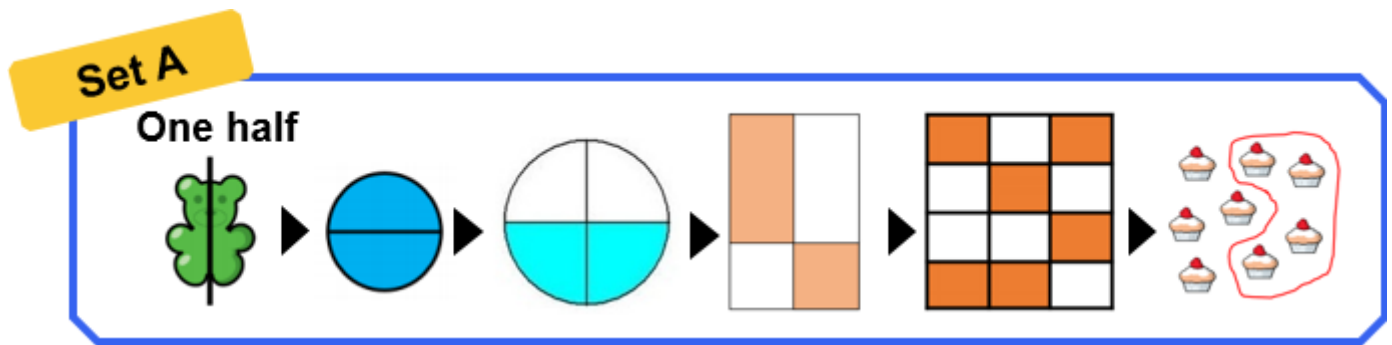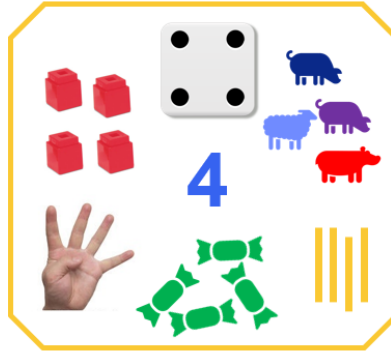
Non-Examples:

Children can learn what a concept is by learning what it is not. It supports children not to overly generalise. Good non-examples include only one difference and use consistent language. The example and non-example only have one quality that is different, and that quality is very close.
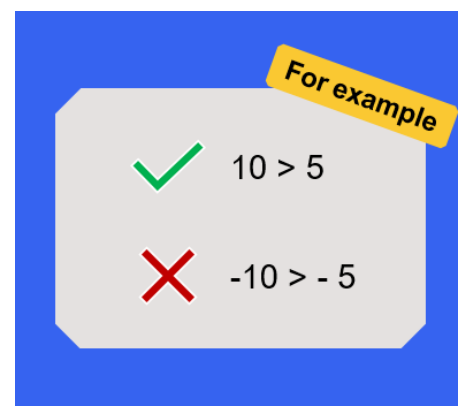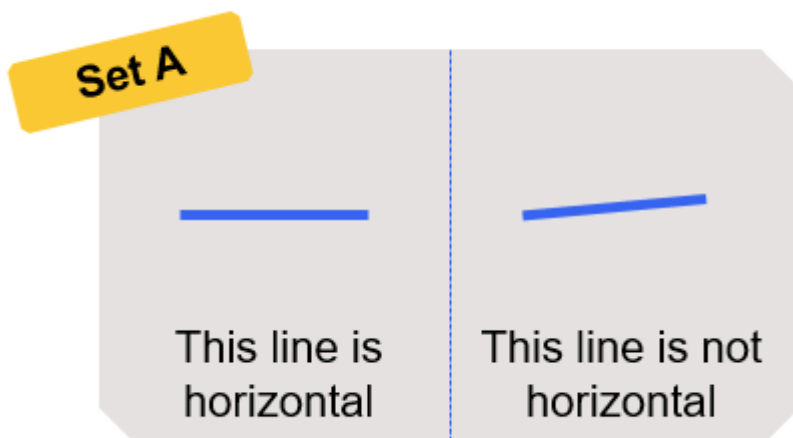
Partially-worked Examples / Worked Examples

Backward Fading

Backward fading is used to ensure children's working memory is not overloaded. It leads to a break down of learning through guided practise to independent practise.

Figure 8.5. A Conceptual Model of Backwards Faded Completion Examples.
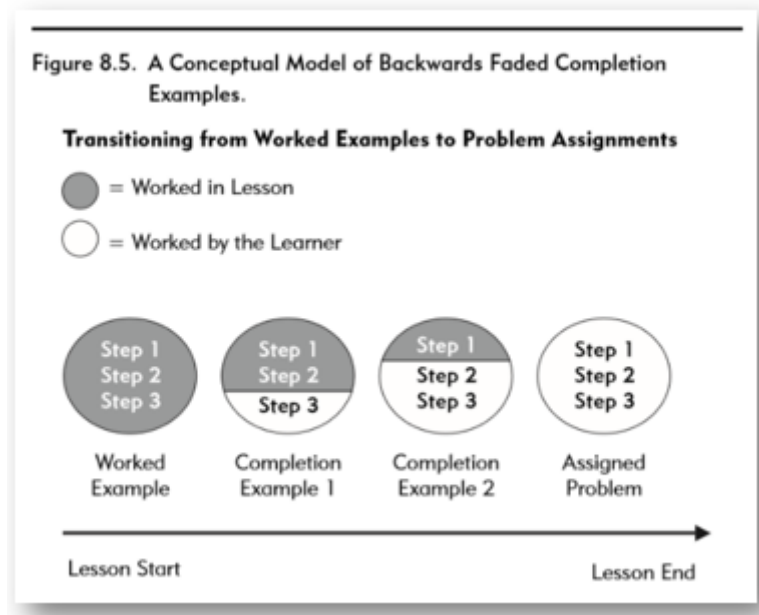
Worked examples: Maths
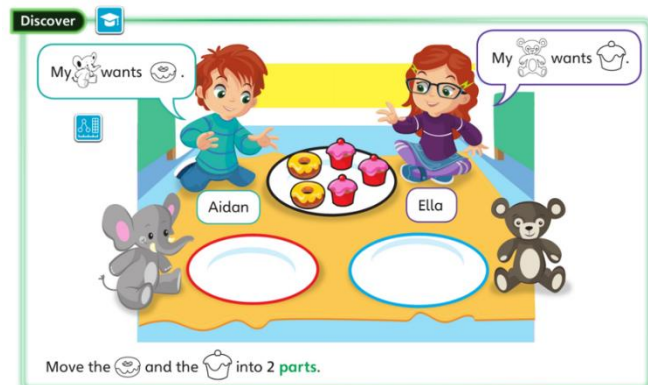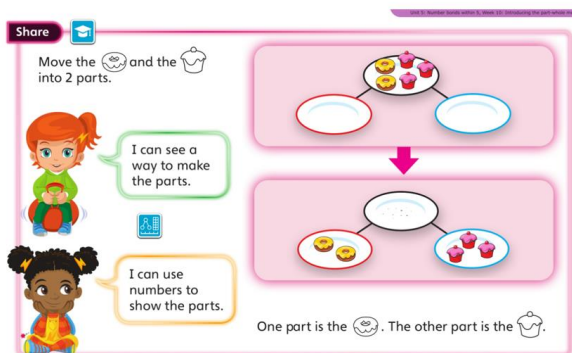
Partially-worked examples: Maths

How many holes in my 10 frame are full? How many groups are there? There are six blue counters and four red counters. If I count them I will have 10 altogether. I know that 6 + 4 = 10.
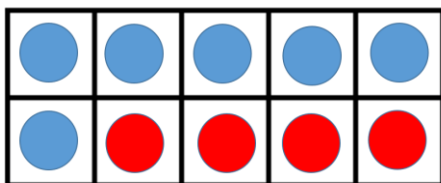
6+4=10

What other ways can we make 10? Can you spot another number bond to 10?
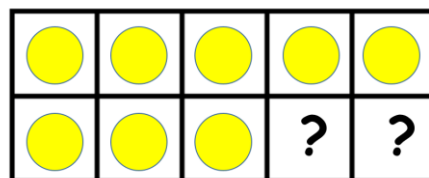
8 +▢ = 10

Independent practise: Maths
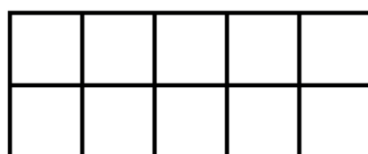
Can you find another number bond to 10 with your manipulatives?

Worked example: English

The teacher will write a simple sentence using 'think aloud' to identify the components needed to write a sentence, modelling the use of finger spaces, capital letters, full stop and using sound buttons.

Partially-worked example: English

This partially worked example includes a picture of the second part of the text for children. It uses fading to scaffold children with part of the sentence included. It allows children to complete the sentence using their sounds and digraph knowledge, whilst seeing the sentence structure.
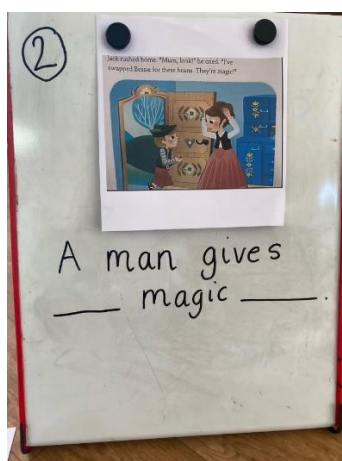
Independent practise: English

Children will independently write a sentence using their sound mats.
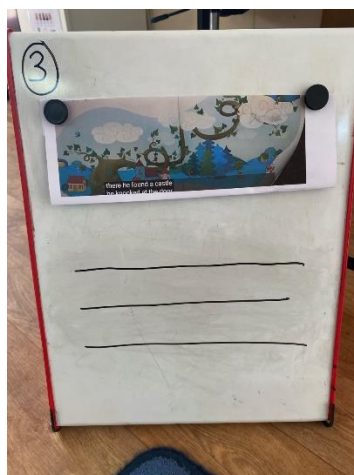
Questioning to Identify Misconceptions

Hinge questions are used as a form of formative assessment at any point in the lesson to inform responsive teaching and next steps for pupil learning. Responses to hinge questions should be gathered in less than 2 minutes; allow responses from the whole class; make thinking visible and make misconceptions clear; and include plausible distractors in order to make the thinking clear.

What causes night and day?

A. The Sun goes behind the Earth once a day
B. The Earth revolves around the Sun
C. The Sun orbits the Earth
D. The Earth spins on its axis

Which sentence shows alliteration?

A. The gentle giant jumped in jubilation.
B. The wind screamed through the trees.
C. The circus was a magnet for the children.
D. He could float like a butterfly, sting like a bee.
E. We're wide-eyed and wondering while we wait for others.

Which of the following are living things?

A.
B.
C.
D.
E.

20

Visuals Representations to Match Explanations
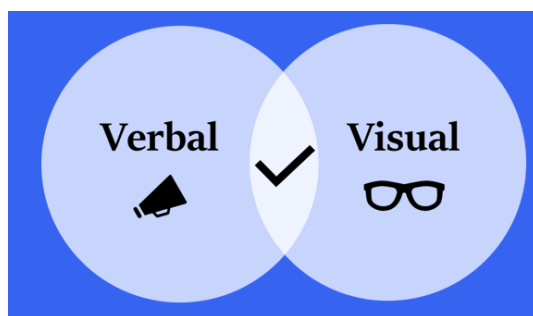
Limited use of wording and visuals are used on PowerPoint/Interactive Whiteboard presentations in order to limit cognitive overload. Some examples of visual representations to match explanations include:
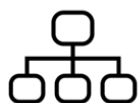
Graphic Organisers

Diagrams

Drawings

Graphic Organisers:

Diagrams:

S:\Office\Policies\WFIS Master Policies\Teaching and learning policy.docx

Drawings:

S:\Office\Policies\WFIS Master Policies\Teaching and learning policy.docx
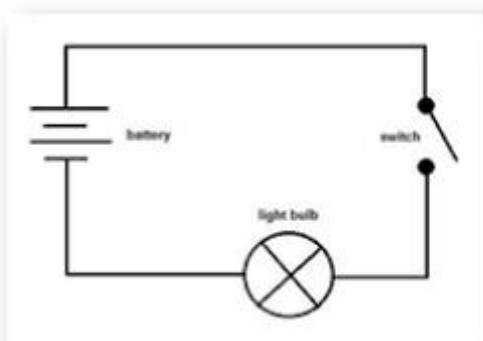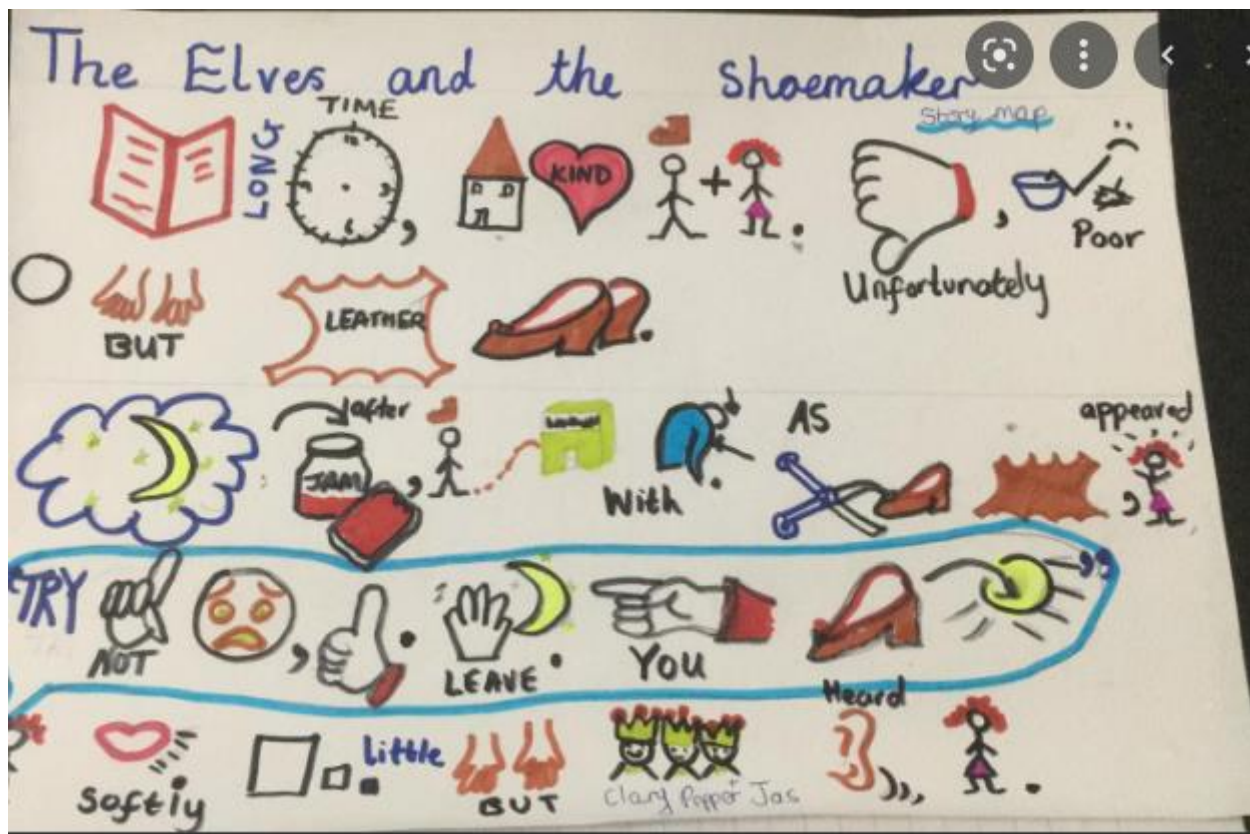
Retrieval

Retrieval practise refers to the act of recalling information from memory (with no or little support). It cements learning into the long term memory, which should enable that information to become easier to retrieve in the future. Retrieval practise is used regularly throughout the day using some of the below strategies. Some further examples can be found here.

4 Methods of Retrieval Practice
@ImpactWales

Copyright © 2018

Before you start put away all your books & classroom materials.

Retrieval Practice Examples
- Exit Tickets
- Starter quizzes
- Multiple choice quizzes
- Short answer tests
- Free write
- Think, pair, share
- Ranking & sorting
- Challenge grids

BRAIN DUMP
Write, draw a picture, create a mind-map on everything you know about a topic.

Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forget.

QUIZZING
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?
- [ ] A comparison using 'like, as, than'.
- [ ] A comparison where one thing is another.
- [ ] A comparison with a human attribute.

FLASHCARDS
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?

What is 7 × 8 = ?
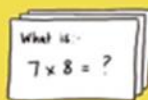
You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS
Complete a knowledge organiser template for key information about a topic.

Definition | Draw a picture
Topic
Examples | Non examples
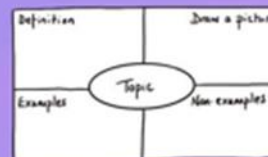
You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

cops & robbers

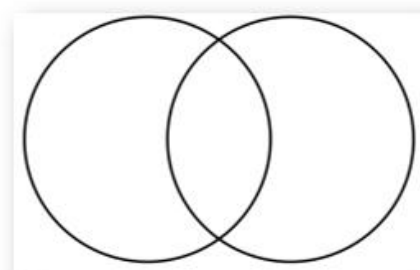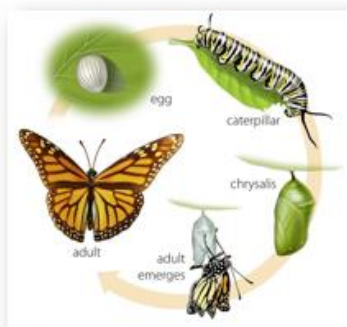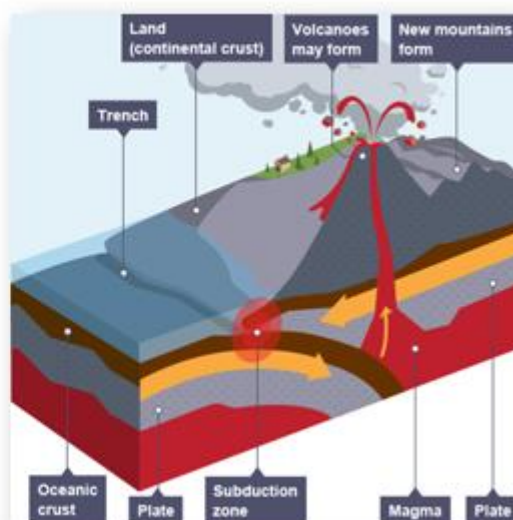| Your ideas & own knowledge....	Ideas & information you have "stolen" from your peers..

Retrieval Relay Race!

Instructions: In the first box **write as much as you can remember** about our topic. In the second box one of your peers must write what they can recall about our topic **but they cannot repeat any of the information from your first box!** The third box needs to be completed by someone else but again this must include new information and the same for the final box.

Retrieval Practice Placemat ...

- What keywords did you use or learn last lesson?
- Explain a key concept or idea from last week in your own words.
- State 3 key facts from last lesson.
- Ask your partner 3 questions based on the content covered this term.
- No notes allowed!
- Discuss with your partner what we were studying in the lesson last week.

Interactions in the Early Years

The ShREC approach outlines a set of specific evidence-informed strategies that can be embedded into every day practice. We use this approach in our interactions within the Early Years.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS
The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report, Preparing for Literacy

This resource supports the 'Preparing for Literacy' guidance report.

Sh — Share attention
Be at the child's level. Pay attention to what they are focused on.

R — Respond
Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E — Expand
Repeat what the child says and build on it by adding more words to turn it into a sentence.

C — Conversation
Have extended back and forth interactions. Give children time to listen, process and reply.

Share attention:

Be at the child's level. Pay attention to what they are focused on.

Respond:

make it yummy and sweet.

Ensure that responses follow the child's lead. You could make a brief comment on what they can see, hear or feel. The key here is 'brief comment'. This interaction must not be overbearing.

Expand:

You're rolling it with your hands to make a ball.

Yours is quite a small ball.

You could add some more dough and make it bigger.

In order to expand the child's vocabulary and knowledge you should repeat what the child says and build on it by adding more words to turn it into a sentence.

Conversation:

Play close attention to what the child is interested in by observing and listening first to any discussions. From here you can confirm whether you've understood this correctly by asking the child to clarify what they said or by repeating what you think they said back to them. This will lead to you being able to have extended back and forth interactions ensuring you give children time to listen, process and reply.

Scaffolding

Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (Early Careers Framework-Standard 5-Adaptive teaching) At Wallace Fields Infant School and Nursery, we provide adaptive teaching through the use of scaffolding using the 'Five-A-Day' Principle. This principle can support teachers to consider when and how scaffolds might be implemented for everyone, becoming a fundamental part of high-quality teaching, rather than an add-on.

See the below document for further information on scaffolding.

THE 'FIVE-A-DAY' PRINCIPLE
Scaffolding

What is it?

Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

> *Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.*
>
> **SEN in Mainstream guidance report, EEF, 2020**

What can it look like in practice?

For example:

Visual

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning

Verbal

Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."

Written

A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters
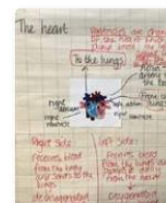
What does the evidence say?

HLP15—Provide scaffolded supports:

Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness; and gradually remove them once they are no longer needed. Some supports are planned prior to lessons and some are provided responsively during instruction.

> *In your classrooms, respond to need—what is the pupil's barrier, what will scaffold that barrier and how will you adjust the strategy if you need to? Consider how long you need to do this for, and how intensely you need to do it.*
>
> **Kelly Ashford, Deputy Headteacher, Wells Hall Primary**

Figure 67 McLeskey et al. (2017)—high-leverage practice 15 SEN in Mainstream Schools Evidence Review, EEF, 2020 eef.li/D4821h

The 'Five-a-day' principle—Scaffolding

Quality First Teaching Strategies

Quality First Teach (Wave 1) at WFIS & Nursery

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistant or specialist staff.' (SEND Code of Practice)

High quality adaptive teaching for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. **All pupils** will benefit from access to the following specified to key areas of pupils learning:

Communication and Interaction	∗ 'Give Me 5!' – whole body listening strategies ∗ Visual timetables or instructions using Widget symbols ∗ Clear instructions/information given by the teachers (**not** multi-step) ∗ Speaking frames/language structures on the board ∗ Oracy activities, especially before writing ∗ Calm environments ∗ Clear and simple 'Success Criteria' ∗ Support and development as a priority in the EYs- teaching good communication skills from the start of nursery ∗ Structured routines ∗ Purposeful use of adults who have a clearly defined role in the lesson
Cognition and Learning	∗ See 'Five-A-Day' Scaffolding above.
Social, Mental and Emotional Health	∗ WFIS & Nursery has a consistent behaviour code throughout the school ∗ Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection- telling them what to do rather than what not to) ∗ Peer support and carefully considered seating plans ∗ Zones of Regulation (ZoR) embedded throughout the school ∗ Giving positions of responsibility to promote positive self-esteem. ∗ We build positive relationships with the children and families ∗ Assemblies are themed to reinforce our 'rules' and positive behaviours including a celebration assembly which celebrates the children's achievements ∗ Circle time and PSHE is delivered as part of the curriculum
Sensory and/or physical needs	∗ Multi-sensory teaching techniques ∗ Classrooms and school are accessible to all pupils ∗ Sensory resources to support learners ∗ Talk partners and talk for writing learning opportunities planned for ∗ Smartboards/ICT in every lesson to enhance learning opportunities

SEND Friendly Classroom

SEND Friendly Classroom Key Characteristics at Wallace Fields Infant School & Nursery

- High expectations are made explicit for all pupils
- The classroom environment and resources provided support pupils to learn independently.
- Lessons are well planned with clear, focused learning objectives and success criteria.
- Reasonable adjustments and special educational provision are planned effectively.
- A range of effective teaching strategies and approaches to engage and support individual needs are in place.
- The pitch and pace are appropriate to the learning needs of the pupils, ensuring effective challenge.
- The teacher and other adults model and explain effectively.
- The teacher and other adults use high level questioning to support and challenge pupils.
- There are high levels of engagement and interaction for all pupils.
- Opportunities for learning through individual and group discussion are provided.
- Opportunities for pupils to work independently and collaboratively are provided.
- Effective feedback is used to move pupils on in their learning.
- Encouragement and praise are used effectively to engage and motivate pupils.
- Pupils are able to confidently and accurately engage in self and peer assessment to identify next steps for learning.
- Additional adults are deployed effectively to support pupil progress.

Classroom environment must haves:

- ✓ Visual Timetables using the *Widgit* visual cards displayed clearly and updated throughout the day.
- ✓ Carpet manner visuals 'good looking', 'good listening', 'good sitting' are at the front of the classroom and can be used as non-verbal reminders.
- ✓ Zones of regulation clearly displayed within the classroom
- ✓ Resources available at hand to support pupils e.g. sound mats, number lines, task boards etc…

As a result of the above, all pupils:

- *Show high levels of engagement with their learning*
- *Take ownership over and responsibility for their learning*
- *Are motivated and enjoy their learning*
- *Become increasingly independent and resilient learners*
- *Make good or outstanding progress, demonstration new knowledge and/or understanding.*

Developing Children's Independence

AT Interaction Framework

1. Self Scaffold:
- Aim for independent learner
- Use a prompt sheet if necessary
- Physically withdraw or keep busy
- Before asking for help children should: read instructions, use a resource in class/working wall, review previous work in books, talk to a peer, talk to the teacher

2. Prompting
- Say nothing!
- Wait time
- Gesture
- State the problem…'So you are not sure about…'
- Verbal prompt - give no information to pupil

3. Clueing:
- Give a hint – task specific
- But not too quickly!
- Small clue + small clue + small clue
- Form as a question

4. Modelling
- If skill or stretegy is completely new **OR** if prompts and clues are unsuccessful.
- Provide a commentary/script with key steps
- 1st person
- Not too many steps

5. Correcting
- Avoid!
- But language corrections may be needed for some

More help from TA

Self-scaffolding
Prompting
Clueing
Modelling
Correcting

Greater pupil independence

Prompting examples:

I'm not sure – can you remember what the teacher said?

How can you find out about…?

What do you notice about…?

What do you already know that could help you…?

What happened when you got stuck before?

How can you use what you learned last week to help you here?

What can you use to help you with this?

Who else could help you?

What would help you avoid distractions?

What could you teach me about…?

Give Me 5!

Eyes on speaker

Mouth is quiet

Ears are listening

Hands are free

Sitting still

Whole Body Listening – we regularly use the language of Give Me 5! in lessons and assemblies

Brain
Board
Book
Buddy
Boss

We encourage 'self-scaffolding' with strategies like *Brain, Board, Book, Buddy, Boss.*
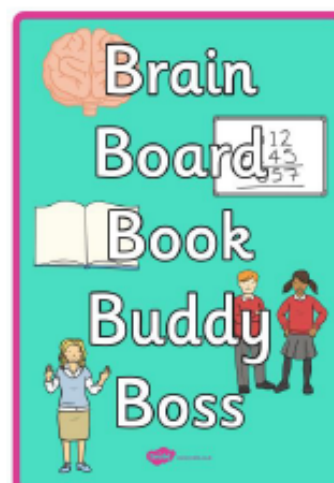
Task sheets

LO: _____

Task	Instruction	Complete
1	Stick in the LO and date	
2	Start question 1	
3	Follow Success Criteria for calculation	
4	Check answer with a partner	
5	Complete questions 2-5	

Reminders:
Form the number 5 correctly

Where children need additional support to organise themselves and develop independence, we use *task sheets, prepared before or during the lesson by ATs.*

Transition Times – playtime, lunchtimes, end of the day etc.

Children should not passively wait for their peers to wash hands, line up etc as this is valuable learning time. Children should line up for the shortest amount of time possible. These are great opportunities for quick Recall activities, for example:

▶ Maths games e.g. I'm thinking of a number, What comes next in this sequence, If 10 is the answer what is the question etc.

▶ Phonics/CEW – Tell me 5 words that have the 'oy' sound, Spot my mistake etc.

▶ Vocabulary games e.g. What's the opposite of? What's another way to say? Think of 3 words to describe a ?

▶ Songs to learn number bonds/alphabet, flashcards for common exception words or phonics

▶ Brain dump – tell me everything you know about ?

▶ Create a communal story – give an opening sentence and each child adds a sentence.

▶ Mini circle times - Big Ideas/Conundrums on Class Dojo

Additional Adult Support

AT roles in class

Good practice:	Teacher is teaching whole class:	Teacher is working with a group:
• Give the least amount of help first • Ask pupils to attempt parts of task independently before intervening • Allow sufficient "wait time" • Observe, giving pupils time to process and think • Prompt pupils into self-scaffolding • Word 'clues' as questions • Ask pupils to teach you • Praise • Discuss plans with teacher • Read up ahead of time if necessary • Ask for the "Big Picture" – level of English, SEND, family difficulties, etc.	Split input Making assessment notes Jotting questions (complexity framework)/vocabulary on plan in preparation for group work Focussed observation Recording responses Managing behaviour Prompting individuals/small groups Rewording/simplifying instructions for individuals/groups Taking notes/completing task sheets on the success criteria Mind mapping as visual guide of lesson Scribing on the board Demonstrating how equipment is used Being the "guinea pig" or "glamorous assistant" Distributing resources Marking previous work Class-based administrative jobs (cutting, changing reading books, sticking in LOs)	Minimise any interruptions to the teacher's group work Manage behaviour to minimise interruptions Lead the session Supervise peer/self-marking Initiate a follow-up task/game for those who finish earlier Deal with lost equipment/ visitors/ simple problems
	AT is working with a group:	**AT is working with an individual:**
	Target questions to specific children Discuss vocabulary Ask further questions to encourage depth to answers Make assessment notes to pass on to teacher Relate learning task to main input (make links) Reinforce concepts Reword as necessary Refer to success criteria Model processes and strategies Challenge through effective questioning Extend learning rather than task completion Maintain pace Mark work with feedback (highlighting and next step) Monitor HA groups to allow teachers to focus on LA	Keep session brief and focussed (<30 mins) Ask further questions to encourage depth to answers Make assessment notes to pass on to teacher Relate learning task to main input (make links) Summarise reading Big voice/Little voice Reword questions and information as necessary Mark work with feedback (highlighting and next step) Pre-learning e.g. finding out what a pupil already understands, giving them time to refresh their memory, reading and discussing a text before it is used

Golden Questions for EYFS

What would happen if...?

How can we...?

I wonder...?

What do you suppose...?

How did that happen...?

Tell me about...?

How did you...?

What do you think about...?

What would you do...?

What else can you do with the...?

How does that feel?

Tell me about your...?

Is there any other way to do this...?

Tell me what it sounds like.

Why does it...?

Tell me what it looks like.

What do you think is happening?

How does that work?

How do you do that?

What should we do next?