TEACHING AND LEARNING POLICY

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Committee/Approver of Policy	

At Hollinswood Primary and Nursery School, the teaching and learning policy aims to encourage the development of the school's principle 4Rs: Resilience, Responsibility, Resourcefulness and Respect.

We aim to:
- help children to become reflective and **resilient** learners and to become more **responsible** in closing the gap between current and desired performance,
- provide children with the opportunity to become **resourceful** in using the tools provided in the classroom to accelerate their learning further,
- encourage children to be **respectful** when receiving feedback which then allows them to develop their learning further.

Learning environment

1. Strong Relationships: *Respect, Resilience, Professionalism and Partnerships*

• Children are safe, have trust, respect and feel valued.
• Childrens' work is pitched well.
• Children have friends at school.
• Parents feel welcome and informed.
• Staff speak positively about the school.
• Active participation and involvement in our school community.
• Staff and children embrace cultural diversity.
• Everybody shares ideas and work as a team.
• Make time for your colleagues and yourself.

2. High Expectations and Excellent Classroom Practice: *Pride, Professionalism, Consistency and Presentation*

• Every day matters – attendance is a priority.
• Children and staff on time and well prepared.
• Enforce school/classroom routines and practices.
• Demand the best from every child.
• Expect and demand excellent behaviour.
• Ensure a supportive environment and differentiate for individual needs – adaptive teaching.
• Use data to inform your practice.
• Ensure adequate resources.
• Explicitly teach every literacy and numeracy lesson.
• Follow the timetable.
• High quality, organised classroom display.
• Excellent handwriting and presentation.

3. Positive Classroom Tone: *Positive, Powerful learning environment*

• Set consistent, clear classroom expectations and routines.
• Embed the essential skills in classroom management.
• Greet students and parents. Be in classroom with doors open from 8:40am.

• Model respect, courtesy, manners and honesty.
• Model enthusiasm and resilience.
• Explicitly teach appropriate language and classroom behaviour.
• Automatic and immediate response by all children to teacher directions and requests.
• Implement all Positive Behaviour Support strategies and lessons.

4. Quality Feedback for all Children: *Professionalism, Improvement and Success*

• Effective feedback requires daily relationships.
• Feedback is constructive, honest and always starts with a positive.
• Clear expectations are provided prior to lesson. Learning Objective, Success Criteria & Why?
• Meaningful, written and verbal statements are provided to students about what to do next to guide improvement.
• Feedback must be immediate and live in the lesson.

5. Appealing Classroom Display: *Pride, Professionalism and Presentation*

• Desks are positioned so children can clearly see the board.
• Learning spaces are clearly defined e.g. reading corner, group areas...
• Classroom is clean, free of rubbish and unnecessary storage of files and equipment.
• All print is meaningful.
• Children's work is displayed, is current and presentation is valued.
• Daily timetable is displayed.
• Working Walls are used effectively in lessons. They display the lesson objective, success criteria, vocabulary and model.
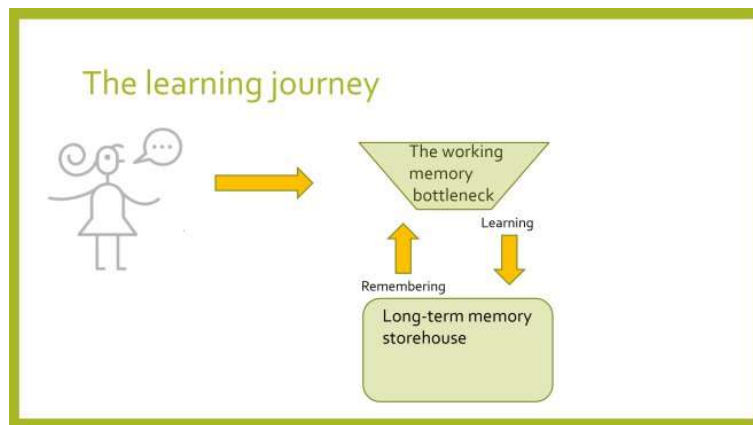
6. Excellent Bookwork and Daily Correction: *Pride, Professionalism, Consistency and Presentation*

• A sharp lead pencil is used for writing.
• Writing is neat, well sized, close together and spaced correctly.
• Posture for handwriting – feet flat on the floor, back straight (leaning forward slightly), bottom well back in the chair and hand stabilising the book or paper.
• Tripod pencil grip ensures handwriting is neat and consistent.
• If a mistake is made use a single line to cross it out. This line must be drawn with a ruler.
• There are no blank pages.
• Sheets are glued into books properly – the corners not flapping, sheets are straight.
• Work is to be corrected regularly following the marking and feedback policy.
• Drawings and colouring reflect best effort.
• All work is dated. The date is underlined with a ruler.

Planning Requirements

The **Long-Term plan** outlines the planned curriculum for the year.

Each subject has a **progression grid**. This outlines the progression for each skill and concept for that subject across the whole school.

Medium Term Plans are in place for every subject. They outline the key knowledge, vocabulary and concepts that need to be taught. Teachers use these to plan their weekly lessons.

Teachers plan lessons using the **Short-Term Planning** documents. These give a description of the lesson, resources and adaptations. They clearly outline the learning objective, success criteria and vocabulary for every lesson.

All planning documents are saved in the folder: Curriculum planning

Knowledge rich curriculum

Progress= knowing more, remembering more and being able to do more.

When we teach something new, the information goes first into the working memory and then, in the right conditions, it passes into the long-term memory. Once here, memories can be retrieved back into the short-term memory when we want to think about that particular thing.

Why is teaching children knowledge central to our curriculum?

- The more children know, the more they can play around with new ideas and make insights.
- Knowledge was always set as a precondition for the other skills. The more you know, the more you can play around with ideas and make insights.
- Lack of subject-specific knowledge can mean that new concepts slip past you or that you make mistakes.
- People who have lots of subject-specific knowledge find that new knowledge sticks to it, helping them commit the new information to long term memory.
- Without knowledge of all that came before we will fail to create that better world.
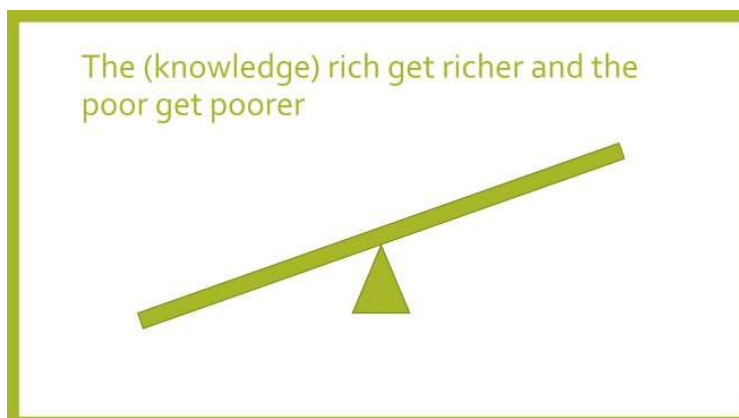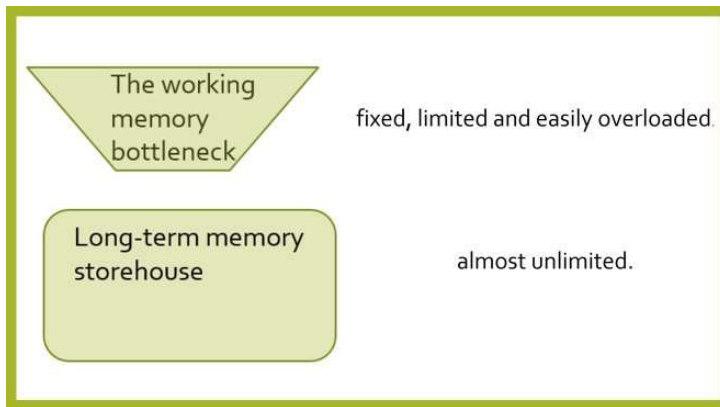

We teach the children two different types of knowledge:

Disciplinary – the methods that establish the substantive facts e.g., the observation of the sun, moon and stars, satellite photographs.

Substantive –established facts e.g., the earth is the planet on which we live.
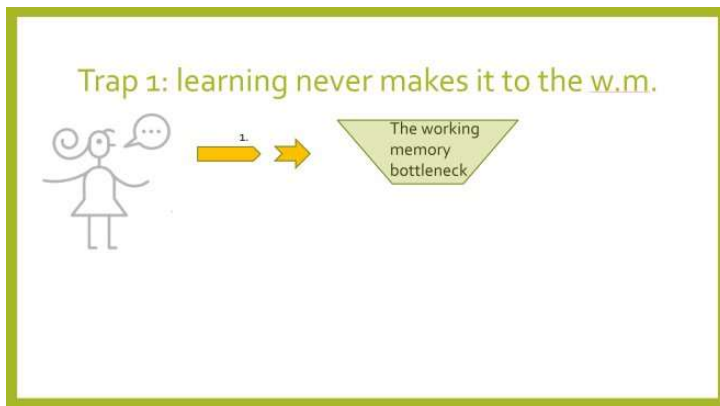
## How do we make knowledge stick?

The working memory has very limited capacity and is easily overwhelmed. By contrast, the capacity of the long-term memory is vast.

If we want children to remember knowledge for the long term, we need to make the most of this huge capacity. The aim of all learning should be to improve long term learning.


We remember what we think about, so lessons need to be planned so children think about the right things. If they are thinking hard about what colour pen to use in their poster or how they might win a game, rather than what the poster is about or the maths behind the game, then that's what they will remember.
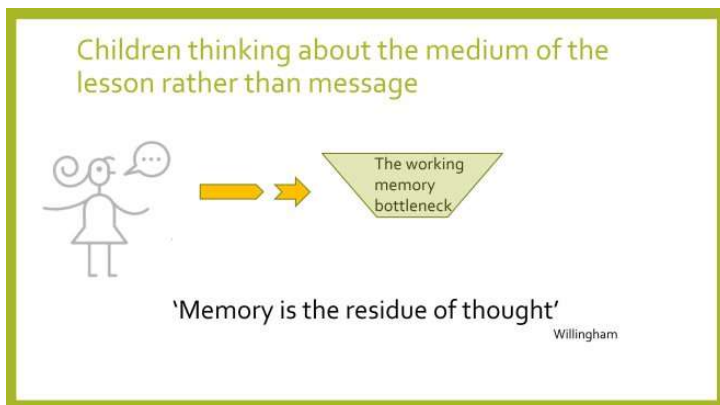

For example, when teaching young children to count, sometimes using 'interesting' objects means the child's focus is more on the dinosaurs than the counting. So that's what gets remembered.
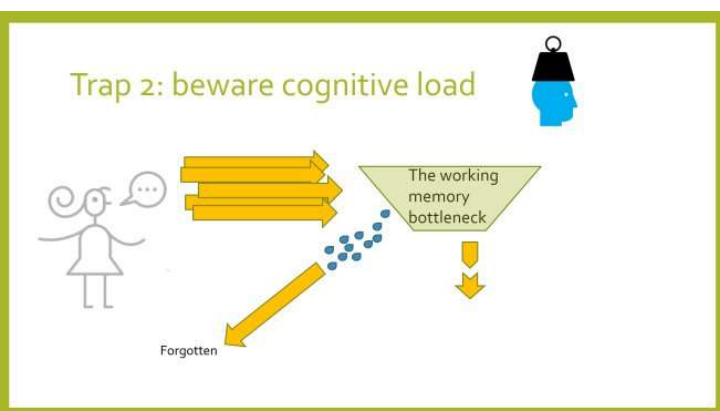
Cognitive overload occurs when we overwhelm the limited working memory with too much new information at once. Since most of us can only handle about 4 new items of information at once, knowledge will start to leak if we try and put too much in at once.

Trap 3: can't retrieve memory
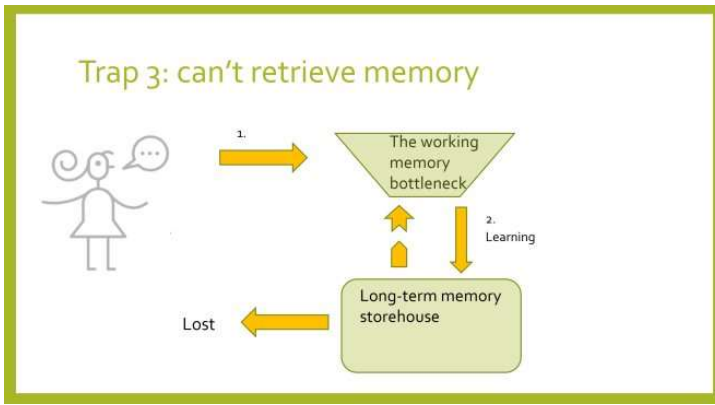
We can strengthen our ability to recall long-term memories by retrieving them. The more you search for a memory, the easier it becomes to find it. This simple concept – the retrieval effect' – should become the bedrock of our teaching for long term learning.

Hacking your working memory: chunking
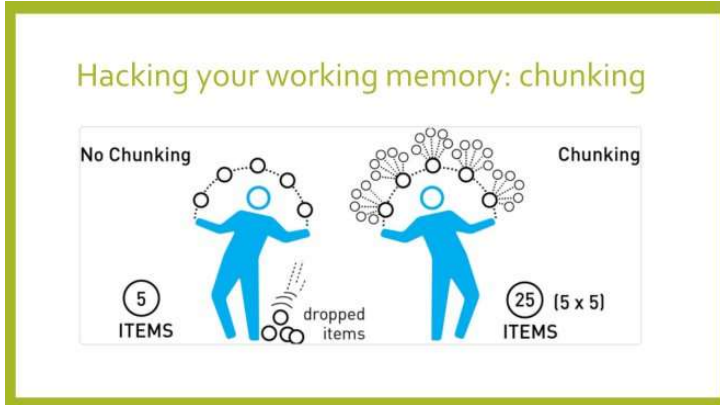
Chunking needs prior knowledge. The more you can know, the more you can chunk. The more you can chunk, the more space you have to think within your working memory.

Learning objectives and success criteria

Lesson objectives

This sounds obvious enough but it makes quite a difference. It makes you ask yourself 'why are they doing what they are doing?' which can then lead to a more efficient use of time. cutting out activities that don't support the learning objectives directly; it helps sharpen your questions and provide more focused assessment feedback.

Benjamin Bloom created a taxonomy of **measurable verbs** to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.)

By creating learning objectives using **measurable verbs,** you indicate explicitly what the pupil must do to demonstrate learning.

Blooms Taxonomy - Revised
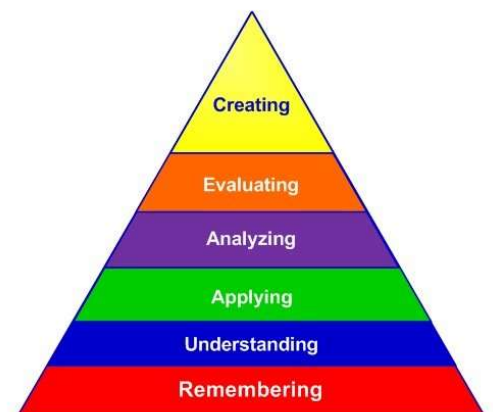
A learning objective must **not include the phrases 'to know' or 'to understand'** but instead active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'.

Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to assess and measure and **therefore should be used with caution:**

- Know,
- comprehend,
- understand,
- appreciate,
- familiarise,
- study,
- be aware,
- become acquainted with,
- gain knowledge of,
- cover,
- learn,
- realise.

Know and understand do not specify any overt 'doing' and although knowing and understanding underpin learning, objectives are always written using active doing verbs.

As part of the planning process, teachers need to decide what children need to be able to **DO to demonstrate that they know what they have been taught.**

Beginning planning with the learning objective will also help to ensure that **tasks and activities** are appropriate and will help children **achieve their objectives.**

Clear Learning Objectives:

The most effective lessons have a clear learning purpose; it is clear what concepts and ideas the tasks are designed to explore. Importantly, Learning Objectives are articulated and explored not merely presented via PowerPoint or copied down.

I've seen plenty of must/could/should Learning Objectives in classrooms that are really just a list of tasks. Is that helpful? It can be.. but it's not the same thing at all. The most important thing is that you, the teacher, know what the learning objectives are; getting that very clear in your mind. You really don't need the students to write them down slavishly. I don't understand why schools make teachers do that.

All lesson objectives should start with, **'We are learning to.....'**

Lesson objectives should be:

- Identified in short term planning for every lesson
- Shared with the children at the start and throughout the lesson
- Shared with all adults delivering the lesson content
- Displayed on working walls
- Displayed at all times in the lesson
- Written in child friendly language
- Created using a measurable verb
- Measurable in terms of time, space, amount and or frequency
- Used when giving feedback to children

Learning Objectives

Bloom's Taxonomy (revised edition) – based on an increasing level of difficulty and challenge.

Emphasis – link to Blooms Taxonomy Relevant Action	Verbs to use in your lesson objectives:
Remember To find or remember information/ knowledge.	Tell, uncover, show, state, define, name, write, recall, recognise, list, label, reproduce, identify, acquire, distinguish, state, order, locate, repeat, count, describe, enumerate, find, match, read, recite, record, select, sequence, state, view
Understand To understand the information and restate in your own words, paraphrasing, summarising, translating.	Comprehend, appreciate, select, indicate, illustrate, represent, formulate, explain, classify, translate, extrapolate, convert, interpret, abstract, transform, select, indicate, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss, cite, conclude, describe, discuss, estimate, generalise, give examples, locate, make sense of, paraphrase, predict, report, restate, review, summarise, trace
Apply To use information to solve problems, transfer abstract or theoretical ideas to actual situations, identifying connections and relationships and how they apply.	Assess, change, chart, choose, demonstrate, determine, develop, establish, produce, relate, report, select, show, use, try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt, apply, sequence, carry out, solve, prepare, operate, generalise, plan, repair, explain, predict, instruct, compute, use, implement, solve
Analyse To take information apart, identifying components, determining arrangement, logic and semantics.	Analyse, study, combine, separate, categorise, detect, examine, inspect, discriminate, take apart, generalise, scrutinise, estimate, compare, observe, detect, classify, discover, explore, distinguish, catalogue, investigate, breakdown, order, determine, differentiate, dissect, contrast, examine, interpret, identify, dissect, characterise, correlate, diagram, illustrate, infer, limit, outline, point out, prioritise, relate, separate, subdivide
Evaluate To make judgements about knowledge, to make decisions and supporting views, requires understanding of values.	Evaluate, interpret, decide, solve, rate, appraise, verify, assess, test, judge, rank, measure, appraise, select, check, evaluate, determine, support, defend, weigh, judge, justify, attach, criticise, weigh up, argue, choose, compare and contrast, conclude, critique, defend, predict, prioritise, prove, reframe
Create To create new ideas or things, combining information to form a unique product, and originality.	Write, plan, integrate, formulate, propose, specify, produce, organise, theorise, design, build, systematise, combine, summarise, restate, argue, hypothesise, predict, create, invent, produce, modify, extend, design, formulate, develop, build, compile, discuss, derive, relate, generalise, conclude, combine, précis, discuss, integrate, conclude, adapt, categorise, compose, construct, create, design, requiring of creativity generate, incorporate, integrate, modify, organise, perform, propose, reinforce, reorganise, rewrite, structure

Success criteria

Effective success criteria is often created with the children during the lesson. As the lesson progresses and new knowledge is acquired, the success criteria can be added to. Adults and children use the success criteria to measure progress in the lesson. Have children demonstrated they have met all of the success criteria? If they have then this should mean they have achieved the lesson objective.

Success criteria needs to be written in a meaningful way so that children understand it. In year groups where children are learning to read, it will be appropriate for symbols and pictures to be used as the success criteria.

Success criteria should be:

- Identified in short term planning for every lesson
- Shared with the children at the start and throughout the lesson
- Shared with all adults delivering the lesson content
- Displayed on working walls
- Displayed at all times in the lesson
- Used when giving feedback to children
- As few words used as possible (they do not need to include to know, to understand etc)
- A list of criteria for children to understand what to do to meet the learning objective
- Bullet point format
- Shouldn't be about the length if task of how many questions are completed.

Examples of Effective Learning Objectives and Success Criteria			
Learning Objective	We are learning to write expanded noun phrases (Y4).	We are learning to mix colours (Y1).	We are learning to identify features of Romanticism in art (Y3).
Success Criteria	- Noun 2 adjectives seperated by a , - Determiner - Verb - Prepositional phrase	- Name primary colours - Name secondary colours ? 2 colours = ? secondary colour - Make a secondary colour.	- Landscape - Shapes - People - Foreground - Background - Colours

Examples of Effective Learning Objectives and Success Criteria		
Learning Objective	We are learning to state why rules are important (YrR).	We are learning to locate our school on a map (Y1).
Success Criteria	- Rule ✅ - Consequence ❌ - Classroom rules - Computing rules	- Find Hollinswood - Find places in Hollinswood (park, shops) - Find school 3 features that helped you find school.

Rosenshine Principles

Rosenshine's Teaching Principles emerged from a desire to enhance learning outcomes and offer a systematic approach to learning. By synthesising various aspects of teaching, Rosenshine developed an approach to teaching that optimises effective instruction.

Over time, these principles have evolved to accommodate diverse learning styles, incorporating cognitive science insights to further improve their efficacy. Teachers who adopt Rosenshine's Principles can expect to create a more engaging learning environment that caters to students' individual needs and fosters better understanding and retention of subject matter.

Rosenshine has 10 Principles:

1. **Daily Review**
2. **Presenting new material in small steps**
3. **Asking Questions**
4. **Presenting Models**
5. **Guided Student Practice**
6. **Checks for Understanding**
7. **Achieving an elevated success rate**
8. **Providing scaffolds**
9. **Independent practice**
10. **Weekly and monthly review**

These principles do not have to be applied to every lesson. It is important not to think of the principles as some kind of lesson plan. Different lessons in a learning sequence will require a different focus. Some might have more explanatory modelling, more questioning or more

independent practice. Whole lessons may be dedicated to practice or to modelling and questioning. Over a series of lessons, that relate to a sequence, all elements of the principles will feature in some form.

1. **Daily Review**

Rosenshine suggests spending between 5-8 minutes each day, mostly at the beginning of a lesson, to review past learning.

"Cognitive load" Theory relates to the amount of information that working memory can hold at one time. Sweller said that, since working memory has a limited capacity, instructional methods should avoid overloading it with additional activities that don't directly contribute to learning. Cognitive Load Theory is supported by a robust evidence base which shows that students learn best when they are given explicit instruction accompanied by lots of practice and feedback.

As mentioned in the **Cognitive Load Theory**, our cognitive load (the quantity of information our working memory can keep at one time) is relatively small, if we wouldn't review past learning, then our previous knowledge will get in the way of learning new knowledge.

By devoting class time to reviewing and evaluating past academic performance, learners will eventually perform more effectively. Students will construct a more in-depth awareness of syllabus material, improve their basic skills, critical thinking skills and make connections between ideas.

2. **Presenting New Material in Small Steps**

Our working memory has a limited capacity. If learners are presented with a lot of information at the same time, their working memory will suffer from overload. This will slow down or even stop the learning process as the children will no longer be able to process every piece of information at once.

Due to this, Rosenshine's principle suggests that new information must be introduced in small steps. Experienced teachers show that it is useful to remain focused on what students need to know and remove any irrelevant material from the lesson plan.

With this in mind, we encourage teachers to limit the amount of time children sit on the carpet and to reduce the use of ppts in the lesson.

Why small steps help
Illuminated by @Inner_Drive | innerdrive.co.uk

Effective self-reflection
Easier to fade support
Targets gaps in knowledge
Increased motivation
Lower cognitive load
SUCCESS
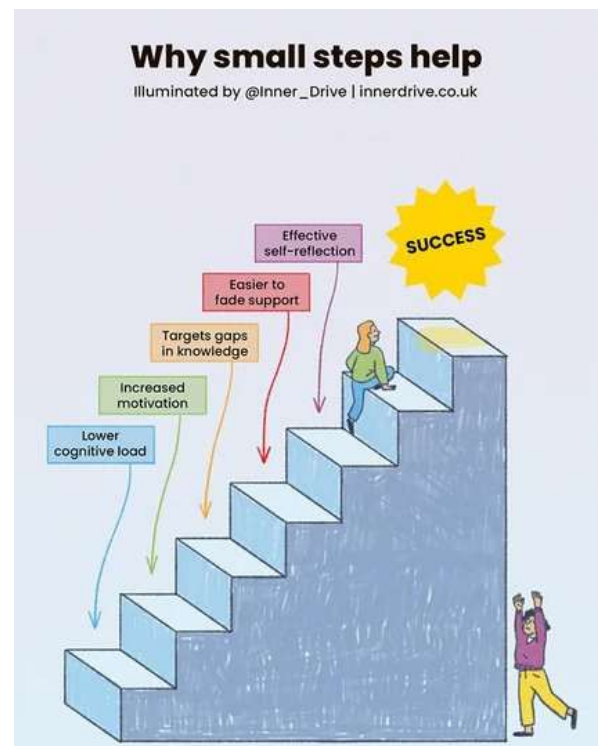
Ping pong teaching and learning

Activities and discussions move regularly back and forth between the teacher and the pupils.

→Teacher moves learning on

→ children have discussion or complete a task individually or in pairs

→Teacher moves learning on

→ children have discussion or complete task individually or in pairs

Tasks may be carried out by children on whiteboards, in books or simply through oral discussion.

After each task or discussion, the teacher will draw out the key learning points before moving the learning on. The teacher is there to focus the learning and support children to record their ideas, verbalise ideas or deepen understanding.

Learning is very visible during the ping pong teaching and learning. to carry out AfL (identify those children who need immediate intervention in lesson to avoid falling behind).

Where to start with small step teaching?
- Know what children can already do and what the end goal is
- Make a plan
- Break down the process into small achievable steps
- Reward children for each step

The ping pong approach is an effective small step teaching approach that provides opportunities for children to be involved in the lesson from the very beginning.

Teaching in small steps means that teachers do not plan a lesson with a traditional beginning, middle and end. A lesson is much more free flowing and passes back and forth between teacher and child.

When lessons are taught using small steps, children build confidence as they feel able to build on learning throughout the lesson.

3. **Asking Questions**

Asking students different kinds of questions is one of the most powerful tools a teacher can use to enhance student learning and enable them to investigate a topic in more detail. Rosenshine states that less effective teachers ask a fewer number of questions and nearly no 'process questions' (questions about the learning process, such as how students performed a task). The greatest significance of questioning is that they strengthen students' long-term memory.

Blooms taxonomy moves through the 6 taxonomy levels with questions for each one level. The first three levels are considered lower order questions; the final three levels are considered higher order. Higher order questions are for critical thinking and creative problem solving. Each taxonomy level has a short description, a list of keywords that can be used to begin a question, and question starters.
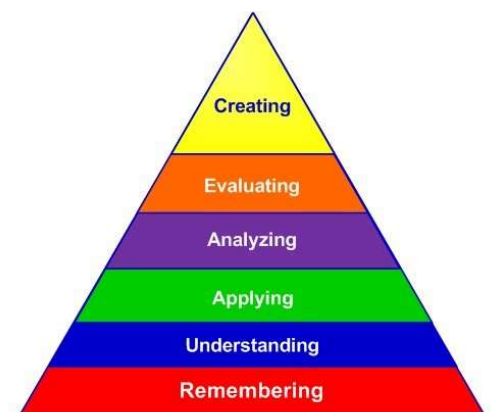
LEVEL 1 - REMEMBERING		LEVEL 2 - UNDERSTANDING		LEVEL 3 - APPLYING	
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.		Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
choose	What is …?	classify	How would you classify …?	apply	How would you use …?
define	Where is …?	compare	How would you compare …?	build	What examples can you find to …?
find	How did ___ happen?	contrast	How would you contrast …?	choose	How would you solve ___ using what
how	Why did …?	demonstrate	State in your own words …?	construct	you've learned …?
label	When did …?	explain	Rephrase the meaning …?	develop	How would you organize ___ to show …?
list	How would you show …?	extend	What facts or ideas show …?	experiment	How would you show your understanding
match	Who were the main …?	illustrate	What is the main idea of …?	with	of …?
name	Which one …?	infer	Which statements support …?	identify	What approach would you use to …?
omit	How is …?	interpret	Explain what is happening …?	interview	How would you apply what you learned
recall	When did ___ happen?	outline	What is meant …?	make use of	to develop …?
relate	How would you explain …?	relate	What can you say about …?	model	What other way would you plan to …?
select	How would you describe ..?	rephrase	Which is the best answer …?	organize	What would result if …?
show	Can you recall …?	show	How would you summarize …?	plan	Can you make use of the facts to …?
spell	Can you select …?	summarize		select	What elements would you choose to
tell	Can you list the three …?	translate		solve	change …?
what	Who was …?			utilize	What facts would you select to show …?
when					What questions would you ask in an
where					interview with …?
which					
who					
why					

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions
analyze	What are the parts of …?	agree	Do you agree with the actions…?	adapt	What changes would you make to solve …?
assume	How is ___ related to …?	appraise	with the outcome…?	build	How would you improve …?
categorize	Why do you think …?	assess	What is your opinion of …?	change	What would happen if …?
classify	What is the theme …?	award	How would you prove/disprove ?	choose	Can you elaborate on the reason …?
compare	What motive is there …?	choose	Assess the value /importance of?	combine	Can you propose an alternative…?
conclusion	Can you list the parts …?	compare	Would it be better if …?	compile	Can you invent …?
contrast	What inference can you make …?	conclude	Why did they (the character)	compose	How would you adapt ___ to create a
discover	What conclusions can you draw?	criteria	choose …?	construct	different …?
dissect	How would you classify…?	criticize	What would you recommend…?	create	How could you change (modify) the plot
distinguish	How would you categorize…?	decide	How would you rate the …?	design	(plan) …?
divide	Can you identify …?	deduct	What would you cite to defend	develop	What could be done to minimize/max ..?
examine	What evidence can you find …?	defend	the actions …?	discuss	What way would you design …?
function	What is the relationship …?	determine	How could you determine…?	elaborate	What could be combined to improve
inference	Can you distinguish between …?	disprove	What choices …?	estimate	(change) …?
inspect	What is the function of …?	dispute	How would you prioritize …?	formulate	Suppose you could__what would you do …?
list	What ideas justify …?	estimate	What judgment can you make …?	happen	How would you test …?
motive		evaluate	Based on what you know, how	imagine	Can you formulate a theory for …?
relationships		explain	would you explain …?	improve	Can you predict the outcome if …?
simplify		importance	What information would you use	invent	How would you estimate the results for …?
survey		influence	to support the view…?	make up	What facts can you compile …?
take part in		interpret	How would you justify …?	maximize	Construct a model that would change …?
test for		judge	What data was used to make the	minimize	Think of an original way for the …?
theme		justify	conclusion…?	modify	
		measure	What was it better that …?	original	
		opinion	How would you compare the	originate	
		perceive	ideas …? people …?	plan	
		prioritize		predict	
		prove		propose	
		rate		solution	
		recommend		solve	
		select		suppose	
		support		test	
		value		theory	

4. **Presenting Models**

The best way to teach children how to put down their ideas on paper or to solve a problem is to do it yourself. When we're on a journey, we need to *show* them how to get to their destination. It's no good just telling them.

Eggen and Kauchak (2001) state that modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.

At Hollinswood Primary School, we use 4 types of modelling.

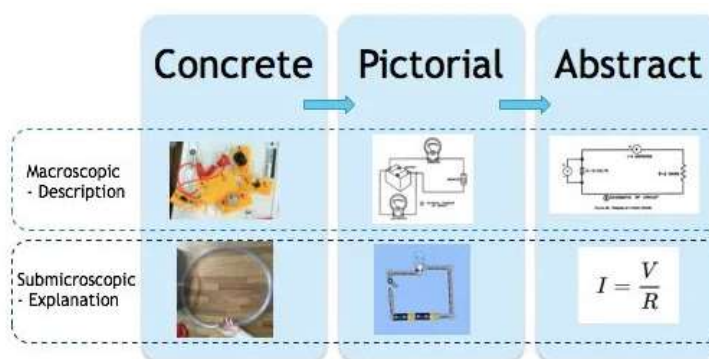| Type of modelling	Task and performance modelling	Metacognitive modelling	Modelling as a scaffolding technique	Child centred modelling
Definition	This type of modelling occurs when the teacher demonstrates a task children will be expected to do on their own. Children first observe what is expected of them, so that they feel more comfortable in engaging in a new task or activity.	This type of modelling demonstrates **how to think** in lessons. Techers talk through their own thought process while they work out the problem in front of the children. This **thinking out loud** approach, in which the teacher plans and then explicitly articulates the underlying thinking process should be the focus of all teacher talk.	Teachers first model the task for children. The children then begin the task and work through the task at their own pace. Teachers can model the task multiple times until the children are ready to move to demonstrating their learning independently.	Teachers ask the children to model a performance, task or thought process. This type of modelling requires children to be demonstrating their learning independently (they have mastered specific concepts) to model these to their peers.

Working walls

Models can be added to the working wall so that children can see and refer to them throughout the lesson.

Learning	Success Criteria
To add 1digit numbers using a number line	• Start at the first number • Make jumps
Vocabulary Add Altogether Tens Ones	Model 0 1 2 3 4 5 6 7 8 9 10 3+5=

Visualisers

Visualisers support modelling as they allow teachers to use concrete objects before presenting information in a picture of abstract form.

	Concrete	Pictorial	Abstract
Macroscopic - Description			
Submicroscopic - Explanation			$I = \dfrac{V}{R}$

I do, we do, you do

To compliment small step teaching, we also adopt an Ido, we do, you do approach. This approach first uses modelling which allows children to have a go at a guided task. Once they are confident, they can apply their knowledge independently. This process can happen in one lesson or across a number of lessons.

modelling...
it's all in the handover

Learning is not an instantaneous exchange of knowledge from teacher to student. Like a baton exchange in a relay race, successful learning depends on the receiver getting a firm grip.

TS
TOM SHERRINGTON
@teacherhead

**The teacher carries the baton — worked examples**
Fully model how to complete a task or problem. Model it live, narrating your thinking as you write. Check students' understanding by asking questions about each step of the model answer. Provide a second fully worked example. Highlight the ways the new model is similar and different to the previous. Doing so will reinforce the main ideas of the solution/method.

The baton handover — guided practice
The 'We Do' phase is key to successful modelling. Design guided practice tasks that obtain high rates of student success. Students should get a sense of how success feels while working towards independent practice. Gradually reduce the level of support to build towards independence. If students struggle, the handover will need to be longer — more guided practice.

Students carry the baton — independent practice
Independent learning should only happen when there is enough knowledge in the room. Use check for understanding to ensure a high success rate — students answer approximately 80% of the questions correctly. In a mixed ability class, 80% might be more realistic over a series of lessons. During independent practice, students should recall knowledge from memory.

Have you got it?
No, not yet
Have you got it now?
I am nearly there

1 I DO   **2 WE DO**   **3 YOU DO**
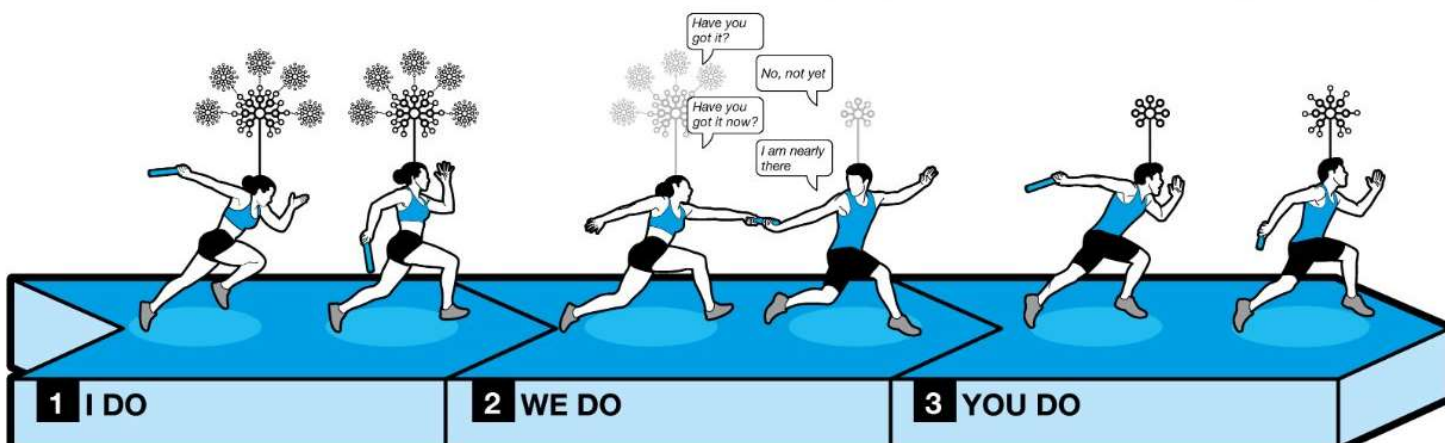
5. **Guided Student Practice**

Rosenshine's principle emphasises the importance of giving children sufficient time to practise retrieval, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge.

At Hollinswood Primary School, we have used the definitions of retrieval practice provided by Agarwal and Bain in the book 'Powerful Teaching'. They state that retrieval is when we access information and bring it to mind.

They suggest retrieval:

- of previously learned knowledge should happen after a period of forgetting.
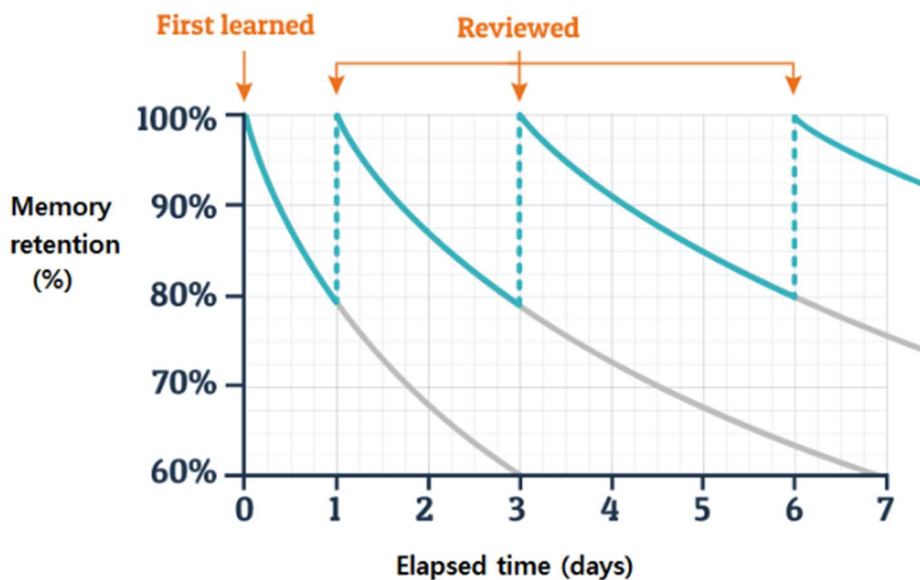
- should focus on skills (eg hitting a ball, solving the perimeter of an octogon) and knowledge (historical dates, vocabulary).

- should target higher order thinking skills (Blooms).

- Should encourage transfer of learning – taking something fami something unfamiliar. Eg transferring knowledge of the day the allies invaded Normandy to where did the allies invade on D-Day?
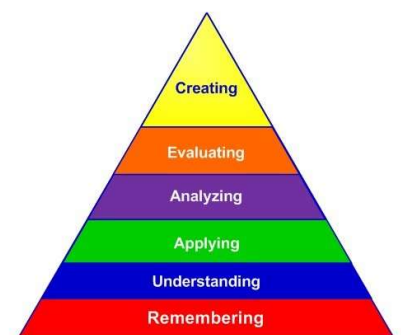
Retrieval does not equal assessment. While formative and summative assessment are valuable for checking learning, retrieval practice activities are valuable for increasing learning. Retrieval practice is a learning strategy and not an assessment strategy.

At Hollinswood Primary School, we have chosen specific retrieval techniques for each key stage.

EYFS retrieval activities	
Visual prompts Show your child a photo/illustration/map/ portrait/diagram. Ask them to retrieve information learned linked to the image (this comes from their prior learning). The image provides some scaffolding but the key is ensuring children retrieve relevant information and not begin describing what they can see in the picture	**Daily songs** - Maths songs - Alphabet song - Days of the week song

KS1 retrieval activities	
Two Things At any point in the lesson, stop and ask children to write down 2 things about a specific prompt. For example: - What are the 2 things you have learned so far today? - What 2 things did you learn in this subject yesterday?	**Mini Whiteboards** Children write their answers on a mini whiteboards. Teachers say, 'Show me!' and children show the answers on their boards at the same time. Teachers ask children: - Why did you say that? - How do you know?
List It **Ask children to list lots of information. EG:** - List as many keywords as you can connected to our topic. - List as many key facts as you can linked to our topic. - List as many causes of X as you can. - List as many consequences for Y as you can.	**Picture Prompt** Start with a picture and ask children to either verbally, or in writing retrieve what they know. Task: Explain how each image is connected to Henry VIII and the break with Rome. Explain in your own words, from memory.

LKS2 retrieval activities

Relay Race	**Two Things**
Have a key topic, event, individual or idea as a focus for retrieval.	At any point in the lesson, stop and ask children to write down 2 things about a specific prompt. For example:
1. 4 boxes are drawn on a piece of paper. 2. A child will write as much as they can about the topic in box 1. 3. Child finds 3 other members to fill in the rest of the boxes. They cannot repeat any information already written. 4. Whilst other children are completing their boxes, they can be doing the same for another child (so no one is waiting around with nothing to do).	• What are the 2 things you have learned so far today? • What 2 things did you learn in this subject yesterday?
List It	**Throwback Thursday/ Flashback Friday**
Ask children to list lots of information. EG: • List as many keywords as you can connected to our topic. • List as many key facts as you can linked to our topic. • List as many causes of X as you can. • List as many consequences for Y as you can.	Ask children to create a list of 10 questions based on the lesson content either from the lesson that day or the week. They should include the answers too. Next week, return to the questions and see if they can still answer them. A great way to do this is to write the questions on the left-hand side of the page and answers on the right. Children fold the answers over so that they only see the questions the week after.

UKS2 retrieval activities

Fishbowl strategy	**Relay Race**
1. Write past and current topics on clips of paper and put them into a fishbowl, a hat or an electronic list. 2. Have a child draw a slip or choose a number randomly followed by Think – Pair- Share before drawing the next one. After each retrieval session, put the slips back into the bowl based on how well they retrieved the information.	Have a key topic, event, individual or idea as a focus for retrieval. 3. 4 boxes are drawn on a piece of paper. 4. A child will write as much as they can about the topic in box 1. 5. Child finds 3 other members to fill in the rest of the boxes. They cannot repeat any information already written. Whilst other children are completing their boxes, they can be doing the same for another child (so no one is waiting around with nothing to do).
Throwback Thursday/ Flashback Friday Ask children to create a list of 10 questions based on the lesson content either from the lesson that day or the week. They should include the answers too. Next week, return to the questions and see if they can still answer them. A great way to do this is to write the questions on the left-hand side of the page and answers on the right. Children fold the answers over so that they only see the questions the week after.	**Picture Prompt** Start with a picture and ask children to either verbally, or in writing retrieve what they know. Task: Explain how each image is connected to Henry VIII and the break with Rome. Explain in your own words, from memory.

6. Check for Understanding

Message sent

Message received?
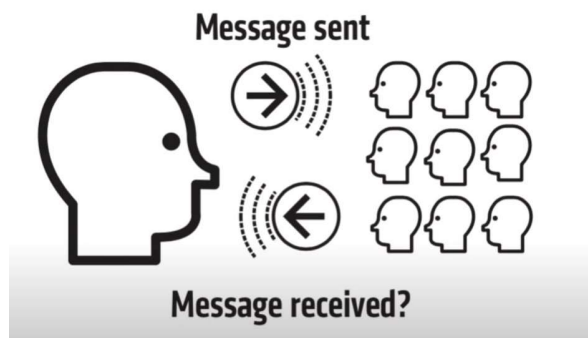
Checks for understanding allow teachers to identify any misconceptions students may have and explain things they are still struggling with. Rosenshine's sixth principle suggest teachers take intermittent periods during the lesson to stop and assess whether students have understood the learning material.

At Hollinswood Primary School, we have chosen 4 strategies to use to check for understanding.

Questioning Techniques

Cold Call	No hands up or calling out. Ask everyone → select who answers.
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.

Cold Call	No hands up or calling out. Ask everyone → select who answers.

| ASK THE CLASS THE QUESTION | GIVE THINKING TIME | SELECT SOMEONE TO RESPOND | RESPOND TO THE ANSWERS | SELECT ANOTHER STUDENT AND RESPOND AGAIN |

Think Pair Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.

ESTABLISH TALK PARTNERS FOR EVERY STUDENT	SET THE QUESTION WITH A GOAL AND A TIMEFRAME	BUILD IN THINKING TIME	CIRCULATE TO LISTEN AS PAIRS ARE TALKING	USE COLD CALL TO SAMPLE PAIRS' RESPONSES

No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.

ASK A QUESTION AND COLD CALL	EXPLORE 'DON'T KNOW' RESPONSES	PROVIDE THE CORRECT ANSWER	GO BACK AND CHECK FOR UNDERSTANDING	BREAK THE 'DON'T KNOW' DEFENSIVE HABIT

Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.
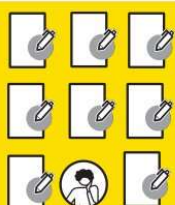
ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND	SET THE QUESTION WITH A GOAL AND A TIMEFRAME	BUILD IN THINKING TIME	SIGNAL: 3–2–1 AND SHOW ME	SAMPLE STUDENT RESPONSES AND FOLLOW UP
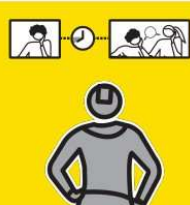
7. Achieving an Elevated Success Rate

Cognitive Psychology Research reveals that the instructors who utilised the most effective teaching strategies had more students with higher educational success rates. According to Barak Rosenshine, the optimal academic success rates educators need to strive for is 80% (which is similar to the optimal success rate for multiple-choice tests). An optimal success rate of 80% shows that although challenged, learners still grasped and learnt new concepts.

8. Providing scaffolds for difficult lessons

According to Rosenshine's eighth principles, when using more complex material teachers must apply scaffolding in their lessons. Scaffolding means facilitating students' incremental mastery of a skill or concept by gradually decreasing teacher assistance. The responsibility for the learning

process shifts from the instructor to the pupil. The temporary support of scaffolding provides help to the pupil achieve higher levels of comprehension and skill acquisition that would have not been possible without the teacher's support.

THE 'FIVE-A-DAY' PRINCIPLE
Scaffolding

Education Endowment Foundation

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
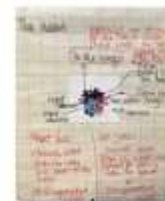
What does the evidence say?

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

9. Independent Practice

The ninth principles of Rosenshine claim that scaffolding is crucial, but the children must also be able to complete tasks independently and take responsibility for their learning.
Creating independent learners is vital as it helps children to improve their educational performance and stay motivated. By practising complex tasks again and again in their own time, students create greater automatically and fluency in the concept they're trying to understand. Over-learning a concept, helps learners to recall the details automatically.

10. Weekly & Monthly Review

Rosenshine's tenth principle is an advanced stage of the first principle, but it involves reviewing the prior knowledge over monthly and weekly timeframes. This mixture of retrieval and spacing is a method known as successive relearning which implicates spacing out the use of retrieval practise methods at various points in time until a specific level of mastery has been accomplished.

Weekly and monthly reviews allow students to make connections between new and old information, improving their understanding of a concept. Setting weekly homework tasks, doing a quiz every month and asking students to complete a monthly reflection, are all effective classroom strategies.

Adaptive teaching

Our sequenced and well-structured curriculum is broken down into components to allow pupils to know and remember more. Knowledge is built on overtime; schemas are a product of this knowledge. We strongly believe that all children have equality of opportunity to access age appropriate curriculum content. With this approach in mind, all children will receive quality first teaching as a priority.

Adaptive teaching means that teachers adapt their teaching to make it appropriate for all chidlren in their classroom. This has replaced the term 'differentiation' which implied that teachers should create distinct tasks for different groups of children within the classroom.

The Early Career Framework provides an explanation of why adaptive teaching matters:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

What does adaptive teaching look like in classrooms?

Provide a measurable and challenging Learning Outcome and use Progression Steps to chunk progress towards that outcome

ADAPTIVE TEACHING

BEFORE TEACHING

Anticipate barriers

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

Plan to address them

- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

NOTE: Don't confuse barriers with desirable difficulty and remove all challenge!

Assessment information informs subsequent planning and in-the-moment adaptations.

Other considerations:

How will you monitor responses? Does the assessment method itself create barriers? There's a trade-off between quality of information and practicality – be aware of this.

Use assessment to elicit evidence of learning

- questioning
- tests
- production tasks (e.g. writing, setting up an experiment, painting, performing)
- talk
- hinge questions
- labelling diagrams
- answers on sticky notes or mini-whiteboards

DURING TEACHING

Examples of in-the-moment adaptations

- adjust the level of challenge
- change your language
- clarify a task or provide steps
- clarify what 'good' looks like
- highlight essential content
- re-explain a concept or explain it in a different way
- give additional (or revisit) examples and non-examples
- use peer tutoring

- elicit via questions
- allocate temporary groups provide an additional scaffold
- use assessment as a teaching method
- use an analogy
- set an intermediate goal
- provide a prompt
- structure a group attempt before an individual attempt
- improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the student)

TELLS US WHAT TO ASSESS

Adaptive teaching for learners needs to be reactive and responsive to the needs of the child at any particular moment in time and at any point in the learning journey. Children will need varying levels of support from learning point to learning point.

Challenge is for everyone: our curriculum is ambitious for all children. We ensure that children are all challenged to achieve their age-appropriate milestones. We believe that all children are able to make progress and grasp learning if we put in place the right strategies at the right time which will enable them to do so.

All children will be exposed to the learning and curriculum content. Some will understand it more deeply than others. Key to this is providing the children with the right support at the right time, with the children retaining the responsibility for their own learning.

Communication between the adults in the room is vital to this to ensure all adults understand the concepts, facts being taught, the skills being learned, applied or extended, the intended learning outcomes and expected/required feedback.

Differentiation

The problems that are associated with differentiation are:

- Differentiation is often by task. Children are usually sat in ability groups. This leads to a ceiling being put on a child's learning.
- Chidlren are put in the 'SEN' group which is the tick for differentiation and support. However, these individuals will all have different needs and will all need different levels of support to access the learning.
- Differentiation creates excessive teacher workload.

However, we recognise that there will be some children, with a special educational need, who need personalised learning plans. These children will have their learning differentiated as they may need to access lesson content below that of their chronological age. This provision should always be discussed with the SENDCO.

Displays and learning environment

At Hollinswood Primary School, we have the following principles for our learning environments:

- Nurturing and inclusive.
- Safe environment
- Shouts high expectations!
- **Respect** and **responsibility** – engenders care, respect and value for resources.
- **Resourcefulness** – well-organised and tidy environment. Promotes independence by providing prompts/supports. Learning walls.
- **Resilience** – promotes a sense of belonging. Celebrates success. Welcoming.

Evidence suggests that visual distraction in general has a negative impact on learning. Richard Mayer calls this the Coherence Principle – People learn better when extraneous words, pictures and sounds are excluded rather than included.

Further studies have found that reducing visual noise in the classroom environment also improves learning. In a much discussed study, students paid better attention during a science class and performed better on a subsequent test, when taught in a sparse classroom compared with a decorated classroom.
We have agreed to 5 methods to optimise classroom learning:

1. **CLEAN STAGE –** You want to command attention when you are teaching from the front of the room, so that should be the barest part of the room. Displays that could distract students from the lesson at hand should be kept at the back or sides of the room, outside of children's field of vision when they are attending to the teacher. The room taken as a whole will still feel warm and inviting.

2. **LESS IS MORE** – Make the classroom feel pleasant with as few elements as possible. A single indoor plant can go a long way. Less Baz Luhrmann and more Marie Kondo.

3. **WALL TO HEAD** – Remember that learning refers to what goes on in our heads, not what goes on the wall. Remove scaffolds that have become redundant (because students have learned the content well) or that interfere with retrieval practice; when you are asking review questions, you want students to search their memory, not turn and look at a display.

4. **CONTEXTUAL DISPLAY** – If a visual scaffold is required for a particular subject or activity, put it away until you need to refer to it.

5. **DESIGN FOR CLARITY** – Any displays that you do put on your classroom walls should follow Oliver Caviglioli's 4 design principles: (1) **cut** out redundant information, (2) organise information into meaningful **chunks**, (3) **align** elements for easy visual navigation and (4) **restrain** the use of fancy fonts and colour.

Guide to exemplary practice

At Hollinswood Primary School, we have created a guide to exemplary practice which teachers can use to guide their teaching practices. This document is used in a number of ways:
- Teachers self-assess against the statements to inform their own practice.
- The document is used in appraisals to supports teachers setting their own appraisal targets.
- The document is used in monitoring during lesson drop ins, book looks and deep dives.

Teachers – a guide to exemplary practice

	Developing	Accomplished	Highly accomplished
Learning environment	The environment is organised. Learning environments identify key areas but these are not always purposeful. Pupil books and resources are stored in an organised way but not always labelled. There are some scaffolds to support learners.	The environment is organised and purposeful. Learning environments identify key areas within classrooms including book corners, learning walls, curriculum displays. Pupil books and other resources are stored neatly in an organised way. Resources are clearly labelled. The environment is inclusive and promotes a sense of belonging. Diversity is celebrated.	The learning environment is aspirational with every area providing models of excellence. Key vocabulary, examples of modelling and learning walls reflect the highest expectations and used by pupils to enhance learning. The learning environment is inclusive, promotes a sense of belonging and celebrates diversity. There is multiple evidence that the environment is used as a resource to enhance learning, build collaboration, and promote the school's values.
Planning	Key knowledge and vocabulary taken from the medium-term plan. A clear learning objective is identified for every lesson but is not always easily understood by the children. Success criteria is identified for every lesson. Lesson relies on the teacher talking for a lengthy amount of time, often using a PowerPoint.	Key knowledge and vocabulary taken from the medium-term plan. A clear learning objective is identified for every lesson. Clear, child friendly success criteria is identified for every lesson. Small steps are planned for. Lesson is not overly reliant on delivering PowerPoints.	Key knowledge and vocabulary taken from the medium-term plan is linked and progressive for every lesson. A clear learning objective is identified for every lesson. How this will be communicated to children is planned for. Clear, child friendly success criteria is identified for every lesson. How this will be communicated to children is planned for. Small steps are planned for and adaptations are considered in planning stage.
Learning objectives (LO) and success criteria (SC)	LOs and SC enables some groups of pupils to understand what they are learning to do in the session and how to be successful in the session. SC is shared with the children. The LO is derived from the progression grid. Some groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning. Some groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC. Key knowledge (disciplinary and substantiative) and vocabulary shared by all adults with all pupils.	LOs and SC enables most groups of pupils to understand what they are learning to do in the session and how to be successful in the session. SC is shared and unpicked with the children. The LO and SC is clear and child friendly. Most groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning. Most groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC. Key knowledge (disciplinary and substantiative) and vocabulary is shared by all adult with all pupils in small, manageable steps.	LOs and SC enables all groups of pupils to understand what they are learning to do in the session and how to be successful in the session. The culture/ethos in the class promotes active pupil engagement in generating the SC. The LO and SC is linked and enables the pupils to be successful within the session. ALL groups of pupils can accurately articulate what they are learning to achieve in the lesson recognising how it builds on prior learning. All groups of pupils are able to demonstrate how they've been successful in the lesson and accurately refer to the SC. Key knowledge (disciplinary and substantiative) and vocabulary is shared by all adult with all pupils in small, manageable steps making explicit links with current/prior knowledge.

Knowledge recall and retrieval practice	Retrieval practice occurs for some subjects. Retrieval practice allows pupils to remember some previously taught knowledge. Retrieval practice is sometimes not challenging enough for pupils so they do not transfer this to long term memory.	Adults revisit knowledge, concepts, vocabulary regularly through retrieval practice. Retrieval practice helps children to remember previously taught content. Retrieval practice occurs regularly for all subjects. Retrieval/ recall is pacy, quick and purposeful.	Retrieval practice requires pupils to recall previously learnt knowledge, which creates stronger memory traces and increases the likelihood that the information will be transferred to the long-term memory. Retrieval practice makes learning effortful and challenging. The more difficult the retrieval practice, the better it is for long-term learning. Retrieval practice takes the form of low stakes testing as a way to review previously learned material which interrupts the process of forgetting.

Questioning	Questions are sometimes differentiated and targeted at specific pupils' needs.
	
	Answers to questions are not always used to inform teaching and learning.
	
	Questions sometimes move beyond information/knowledge recall.
	
	Pupils are not always given enough thinking time.
		Adults sometimes use higher level Blooms questioning for specific groups.
		
		Questioning is used to check for understanding (assessment), which leads to adaptations in the lesson.
		
		Adults use a range of questioning strategies.
		   o Cold call
		   o No opt out
		   o Think pair share
		   o Whole class response
		
		Questioning relates to the lesson objective, success criteria and knowledge learnt.
		
		Pupils are given sufficient thinking time, which allows them to demonstrate understanding.
			Questions are differentiated using Blooms questioning which enables pupils to make progress.
			
			Questions inform assessment of the learning objective and success criteria. This leads to adaptions that meet specific pupils needs and enhance quality learning experiences.
			
			Questioning strategies such as:
			   o Cold call
			   o No opt out
			   o Think pair share
			   o Whole class response
			
			Questions are used equally well to meet all learning needs.
			
			Pupils are given sufficient thinking time which leads to detailed, deeper answers.

Modelling	Modelling is evident in lessons which is linked to the learning objective. The model provided has impact on learning and progress for most pupils. Teacher talk supports learning.	Range of modelling strategies used in a sequence of lessons. Model links to the learning objective, success criteria and knowledge. Teacher talk links directly to knowledge needed.	High quality modelling, which uses a range of appropriate strategies and clearly linked to the LO, is embedded in practice. Models clearly scaffold learning and supports progress for all pupils. Teacher talk links directly to knowledge needed.

	Examples of modelling strategies:
	  • Task and performance modelling (one model provided by adult, pupil uses this in their work) Metacognitive modelling (demonstrates how to think in lessons)
	  • Modelling as a scaffold (working towards independence) Child centred modelling (pupils model)		

Presenting material in small steps	I do, we do, you do – worked examples and models. Ping Pong evident but not always responding to pupil need. In some cases, pupils are expected to listen for too long – cognitive overload.	I do (worked examples/modelling), we do (guided practice), you do (independent practice) Activities and discussions move back and forth between pupils and adults (Ping pong/ episodic teaching approach). Adults flexibly plan for small steps, which can be adapted throughout the lesson based on assessment.	I do (worked examples/modelling), we do (guided practice), you do (independent practice) with a range of modelling strategies. Activities and discussions move regularly and effectively back and forth between pupils and adults (Ping pong/ episodic teaching approach) in response to assessment for learning.

	Lesson is planned and thought is given to adaptations but this is stuck to rigidly, regardless of Assessment for learning. An appropriate starting point is given but some pupils are not challenged sufficiently. Some evidence of assessment for learning.	Pupils are provided with a low starting point, high ceiling expectation. Pupils are given opportunities to apply learning independently.	Lesson is clearly planned. Small steps and adaptations are evident and used flexibly. All pupils start at an appropriate point and are able to access high ceiling expectations. This ensures pupils build on what they know with confidence. Throughout the lesson teacher assessment is used to inform the learning.
Adaptive teaching / scaffolds	Pupils in mixed ability but in some cases, this is not always supportive to learning. Adults are used flexibly but not always in response to A4L. Adaptations to the lesson are planned for but in the moment, adaptations are not frequent and are usually by the teacher. Some scaffolds for the lesson are available.	Pupils are seated in mixed ability pairs. Seating is not fixed. Adults are used flexibly throughout the lesson. In the moment adaptations are made in response to assessment for learning. Barriers are anticipated and planned for. Scaffolds are provided for pupils who need them.	Pupils are seated in mixed ability pairs. Seating is not fixed and can be adapted throughout the lesson. This allows for collaborative learning. Adults are used creatively and flexibly throughout the lesson in response to A4L feedback. In the moment adaptations are made in response to A4L by ALL adults. There are a range of scaffolds available to the class.
Feedback and marking	Feedback is given to some pupils but some receive feedback following the lesson and therefore struggle to act on it to improve their learning. Most marking and feedback is focussed on the lesson's LO and SC. The marking policy is followed.	Most pupils receive quality feedback in the lesson and given time to act upon it. Marking and feedback is focussed on the lesson's LO and SC. The marking policy is followed, and different types of feedback used to improve progress.	Marking and feedback links directly to the LO and SC, which allows pupils to meet the LO. Feedback occurs throughout the lesson, ideally when the learning is still being completed. Feedback always directly involves the child. Effective feedback focuses on addressing mis-conceptions, promoting deliberate practice, elicit deeper thinking, clarify knowledge and understanding and encourage self-regulation.