This policy details how the teaching team at Bramcote Hills Primary School delivers its curriculum. We believe we should have an exciting and broad curriculum and that *how* this is delivered is crucial to maximising the progress and attainment of all pupils.

- ✓ ***We believe in delivering an exciting and broad curriculum through high quality teaching and innovation***
- ✓ We believe in having high standards
- ✓ We believe in developing and knowing children as individuals
- ✓ We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- ✓ We believe in being inclusive so that all children can thrive
- ✓ We believe in working in partnership with our community and other schools

(Bramcote Beliefs document)

The school is clear that there should be a consistent pedagogy of teaching and learning that can be seen throughout the school which enables all children to succeed. This ensures success through setting high standards, implementing well-researched approaches reducing pupil cognitive load by providing continuity of approach. Staff have collaborated, carried out research and developed this policy which will support quality first teaching and a first-rate standard of education for the children in our care.

The main sections of this policy are as follows:

1. **Climate for learning**
   - ➢ Ethos
   - ➢ Mantras
   - ➢ Routines
2. **Metacognition**
   - ➢ Learning Powers
   - ➢ Rosenshine and Sweller's Cogntive Load Theory
3. **Mastery**
4. **Vocabulary**
5. **Lesson Structure**
   - ➢ Activate
   - ➢ Acquire
   - ➢ Hinge question
   - ➢ Apply
   - ➢ Articulate
6. **Feedback**

Appendices for Teachers and Teaching Assistants
   - a) Climate for Learning Checklist (including Reading and DEIB)
   - b) Display guidance
   - c) Presentation WAGOLLS
   - d) Learning Powers
   - e) Behaviour templates
   - f) Lesson Structure Icons

1. Climate for Learning

A positive 'Climate for Learning' won't ensure outstanding or good teaching and learning. However, at BHPS, we believe that these are essential prerequisites that must be in place from the start of the academic year and throughout, to lay the foundations for successful learning to take place.

Ethos
We believe that in inclusion and that all children can achieve. Classrooms need to be set up to reflect this approach. Although, there may be grouping according to need on a small number of occasions and some

withdrawal for a small number of interventions, classrooms are set up to reflect a mixed ability and inclusive approach.

All Teachers and Teaching Assistants adopt similar approaches to ensure well researched consistency for learners that means they do not waste time, or cognitive load, learning a completely new set of routines every year. Classroom should reflect high expectations and a positive approach that supports well-being for all.

We encourage children to have a good work ethic, to set themselves challenges and to not give up. We support a growth mindset where school can be a safe place to make mistakes.

A love of reading is promoted at every opportunity and, whilst our classrooms may not always have space for a significant 'reading corner', nor is there room in school for a library, the practices that are included in the Climate for Learning checklist (appendix a) reflect how we place emphasis on reading.

Similarly, the school seeks to promote children's understanding of Disability, Equality (and Equity), Inclusion and Belonging and specific methods are detailed in the Climate for Learning checklist. The school actively enhances children's understanding of the Protected Characteristics and British Values and this is evident in each classroom. Opportunities for learning are deliberately included in curriculum plans.

Appendix a), the Climate for Learning Checklist, details what should be evident in all classrooms.

Appendix b), Display Guidance, details how we organise displays in school and focusses on how displays in classrooms should support the learning that is going on that week.

A consistent approach for how work should be set out in books is present in every classroom and this is shown in appendix c).

Mantras
The school has a small number of key learning mantras that support children having a positive attitude to their learning. In addition to the school motto of *Make the Future Better for All,* we also use the phrases below.
➢ ***What do we do when we make a mistake? Learn from it.***
To stress that school is a safe place to make mistakes and that doing so is part of the learning process

➢ ***I can't do it…yet!***
To emphasise that challenge is good and resilience is a positive attribute

➢ ***Practice makes permanent***
To demonstrate the need for practice and retrieval to fully embed learning

Routines.
Each classroom will have routines for….
- The start of the day e.g. rapid recall activity
- Teachers use their own strategies for ensuring they have children's attention e.g. bell, tambourine, request, 321, clapping. However, all staff have high expectations for all children to stop, put everything down, face adult and pay attention.
- Giving out and collecting books
- Grouping/seating to be mixed ability 90% of the time
- What to do if they are stuck with work (e.g. to try by themselves – resilience, to ask a friend). Develop a mantra or mnemonic
- Going to the toilet in lessons
- Use of water bottles in lessons and where/how they are stored (they are not stored on the floor)
- Homework and any possible consequences for incomplete homework
- Tidying away at the end of lessons – all children should know where items are to be stored and to take responsibility for this
- Speedy transitions between sessions so that no time is wasted
- Going out and coming back from play in an orderly fashion – staff to greet children at the door.
- Playtimes – everyone outside unless supervised by an adult

- Wet playtimes – establish what your class can and can't do. If a video is to be used, no children are to operate a video on a teacher's PC
- Daily exercise and brain breaks
- Staff being on time and in classrooms before children and on time for playground duties. If a member of staff is on duty, classes can be taken outside a few minutes before the start of break.
- Teachers to be standing at classroom door or cloakroom area when children enter the classroom. A member of the year 5 team should be standing outside at the 'year 5 corner' to supervise children as they return to class. In years 3 and 4, the teacher in the external classroom should supervise the 'year 3 / 4 corner' when children re-enter the building. Children of teachers who have been on duty should wait for their teacher at an agreed location before re-entering the classroom.
- Children to have more responsibilities as they get older e.g. upper junior jobs – KS2 leaders to organise

2. Metacognition

Metacognition focuses learning how to be a better learner. Research shows that children who understand how they learn and who can take responsibility for their own learning, have a higher chance of achieving. By allowing children to use a metacognitive approach we are providing them with the opportunity to challenge themselves, increase resilience and therefore raise their aspirations and self-esteem. Metacognition is not additional material but is incorporated within everyday teaching and learning.

At BHPS, our approach to developing metacognition focuses on our Learning Powers and applying research on cognitive load theory.

Learning Powers

As a staff team, we have identified four learning dispositions or 'powers' which allow us to develop a common language for learning across school. The language is used in all classrooms with all children.

We believe that the four dispositions (The 4 Rs – **Resilience, Resourcefulness, Reflectiveness and Reciprocity**) are like a group of 'learning muscles'. Just as we can build our physical muscles with the right kind of exercise, learning muscles can also be developed and can grow in strength and stamina to maximise learning.

At BHPS, we have developed these dispositions further, using characters to embody each one:

Resilient Rhino

'Being resilient makes me brilliant because I never give up.'

A learner who is resilient:
- recognises and reduces distractions
- creates the best environment for their own learning
- perseveres when things are hard
- does not worry if things go wrong
- knows that learning can be slow and challenging
- becomes absorbed in what they are doing
- notices patterns, details and connections
- learns from their mistakes.
- does not compare themselves with others

Resourceful Squirrel

'Choose the best way to help you learn today.'

A learner who is resourceful:
- asks questions
- makes connections and links between events and experiences
- uses their imagination to explore possibilities
- wonders 'what if...?'
- uses reasoning to work logically and methodically – breaking things down into smaller steps
- uses a range of resources appropriately

Reciprocal Ants
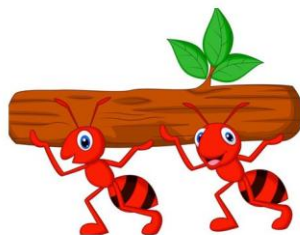
'We work together to get the job done.'

A learner who is reciprocal:
- knows how to collaborate in a group
- respects other people's viewpoints
- draws on the strengths of the team
- learns from the people they work with
- listens to the views of others
- knows when it is best to learn by themselves or with others
- knows how to put forward an argument in a debate

Reflective Owl

'Every day, check your work is OK.'

A learner who is reflective:
- plans where they are going, what they are going to do and what they will need
- is flexible – monitoring, reviewing and changing their plans if they need to
- uses past experiences to move their learning forward
- knows how they learn best

Rosenshine's Principles and Sweller's Cognitive Load Theory

Working memory – the site of consciousness is the part of memory where all our thinking takes place. It is limited to approximately four to seven 'elements' of information. The working memory is our limited thinking system

What do the experts on cognitive science say?

'Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. They then ensure that students have the opportunity to practise small steps' (Sherrington, 19)

'New information takes up more working memory capacity than familiar information' (Lovell, '20 on Sweller's Cognitive Load Theory)

'Less effective teachers may not only cut guided practice short, they also do not provide enough opportunity for independent practice' (Sherrington, 19)

At BHPS, we apply Rosenshine and Sweller's principles through our Lesson Structure design. (see section 5)

The use of numerous different retrieval practices also help to fully embed learning into the long-term memory. Some of the preferred methods utilised are: AFL within our lesson structure, NFER Summative tests, double page spreads, Rapid Recall activities, Plickers, end of unit quizzes.

3. Mastery

At BHPS Mastery (in this example in Mathematics) **will have the following features:**

- High expectations – all pupils succeed with the same objective with support and challenge where appropriate
- We have no 'glass ceilings' for children.
- We have 'top down' planning that pitches learning objectives at the higher attainers. All children are expected to reach this level
- Differentiation defined by deepening knowledge or supporting/intervening not different concepts or objectives
- New concepts introduced in the context of a problem, story, picture
- Problems represented with concrete or pictorial resources
- An expectation that children will move through the concrete, pictorial, abstract stages
- A variety of methods taught and calculations represented in different ways to promote understanding. E.g. part whole, bar.
- Explicit teaching of vocabulary
- Effective, precise questioning that regularly assesses where pupils are at
- An emphasis on children explaining their reasoning and calculations clearly
- Use of stem sentences
- Opportunities for pre-teach and post-teach to prepare children and address misconceptions
- Practice and consolidation have a place in lesson design (e.g. activate with fluency activities to hone skills that will be needed in the lesson)
- Reasoning and problem solving is an entitlement for all abilities
- Intervention at the point of need
- More whole class teaching at KS1 with children being as active as possible with apparatus in their places
- Leading to:
  - **Do it -** independent and varied fluency in different contexts
  - **Secure it -** shift of original problem to different contexts, comparisons of different problems
  - **Deepen it** - explain, justify, prove ideas. – True/False; always/sometimes/never

- Use of key vocabulary
  In EYFS & year 1:
  - ✓ *Show me*
  - ✓ *Tell me*
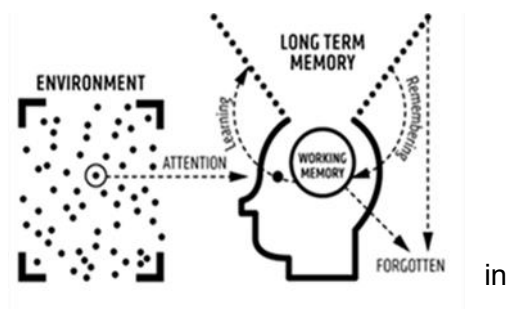
✓ ***Prove it***

At the end of year 1 and from year 2 to year 6:
✓ ***Explain it***
✓ ***Use it***
✓ ***Convince me*** - convince the teacher you can do something
✓ ***Prove it*** - prove a statement is true/not true or that answer is correct/incorrect
✓ ***Articulate it*** – metacognition - children reflect on the methods they've used and the steps they have taken

4. Vocabulary

Outstanding and Good teaching happens when:

"The ways of words, of knowing and loving words, is a way to the essence of things, and to the essence of knowing."

John Donne
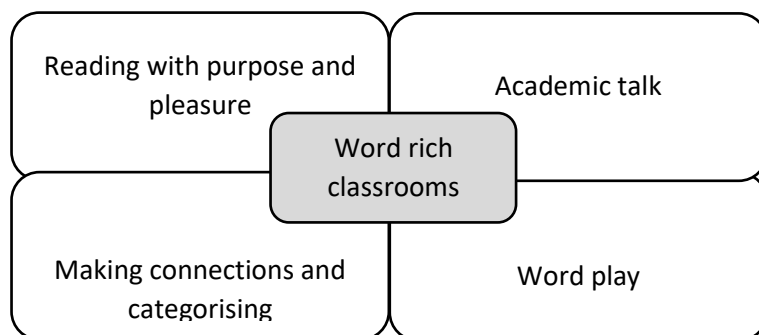
Why focus on vocabulary?
Our aim is for all children to develop an extensive vocabulary to aid them when communicating both orally and in writing, and to deepen their understating in reading and writing across all areas of the curriculum. Our aim is also to close the gap between groups of learners who might not enter school with an extended vocabulary and those not within those groups.

By having an explicit focus on the acquisition of new vocabulary we can help children to develop in two types of vocabulary:
- Receptive vocabulary: word that we hear and read
- Expressive vocabulary: words that we say and write

Outstanding and good teaching happens when:
- We make overt vocabulary acquisition 'visible' to the learner
- New vocabulary is taught and practised explicitly, *'taught, not caught'*
- Teaching vocabulary explicitly and clearly is planned coherently throughout the curriculum, with key vocabulary highlighted in curriculum depth maps in green
- Reading opportunities are structured that support students with vocabulary deficits
- High quality talk is promoted and scaffolded throughout school
- High quality writing is promoted and scaffolded in our teaching and learning
- We foster 'word consciousness' (etymology and morphology)
- We teach students independent word learning strategies
- Our teaching of vocabulary moves through 4 stages: select; explain; explore; consolidate
- We have word rich classrooms that make connections:

| Reading with purpose and pleasure	Academic talk
Making connections and categorising	Word play

Word rich classrooms

At BHPs, from EYFS to Y6 we can do this by:

- Our curriculum depth maps pinpoint which vocabulary is to be taught in each component of learning.
- Having a 'word rich' environment
- Reading books aloud and discussing them (pupils and adults)
- Choosing appropriate texts to extend and develop vocabulary
- Give pupils a wide range of opportunities to acquire new vocabulary by having a broad, balanced and deep curriculum with a wealth of different opportunities. (see Curriculum Plan)
- Teaching vocabulary explicitly through focussed and structured speaking and listening activities that extend expressive and receptive vocabulary
- Develop reading comprehension by using vocabulary in context and through modelling, discussing, rehearsing, practising, and applying to different contexts
- Pupils work in pairs and groups to discuss and share thought processes and apply and practise new vocabulary
- Adults consistently model the use of correct pronunciation and grammatical structures both in writing and oral form and then support pupils to correct themselves when errors are made
- Teaching and practising strategies for understanding new vocabulary orally (verbalising), in their reading (decoding and comprehension) and when spelling (applying taught knowledge of sounds and syllables) so that pupils can access and use new vocabulary
- Use a range of resources to help extend vocabulary acquisition and usage: word walls, an age-appropriate dictionary, a thesaurus, a word mat, a knowledge organiser, a computer and an ipad, a kindle etc
- Develop speaking, listening and oracy skills through questioning

5. Lesson Structure

Activate

Begin a lesson with a short review of previous learning (from previous lesson or previous years): Daily review can strengthen previous learning and can lead to fluent recall' (Rosenshine,13).
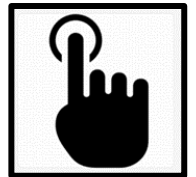
Recall
- True or false (explaining why using correct vocab)
- multiple choice.
- tell a partner what we did last time and then partner relays to class
- quiz questions (cold calling)
- stem sentences
- explain a picture
- explain an info graphic
- explain a table
- explain a map/timeline
- explain a recently acquired piece of key vocabulary

Establish Purpose

What are we doing?	What are we learning/practising?	Why are we learning this?
Why now?	What came before it?	What will come next?
Where are we going with our learning?		

Whole Class Feedback
2 / 3 positives. 1 /2 areas for improvement

Hook – a way of engaging

This could be a *long-term hook* (something you did at the start of the topic) or a purpose such as a class assembly or parental 'museum'.
A *short-term hook* e.g. video, visual aid, object, quote etc.

Acquire

'*Rosenshine suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps.*' (Sherrington, 19)

I do
- 3 or 4 mins of Teacher as expert where teacher alone explains key learning for the lesson without interruption or questioning.
- ALL children silent and focused.
- Possibility for modelling and verbalizing our thinking.

We do
- Introduce information in small steps and ask children to complete mini tasks (practising) between each stage.
- Strategies: modelling, questioning (cold calling), diagrams, images, infographics, dual coding, teaching through a story, verbalise thinking, lots of questioning of lots of pupils.

Hinge question

New information takes up more working memory capacity than familiar information' (Lovell, '20 on Sweller's Cognitive Load Theory)
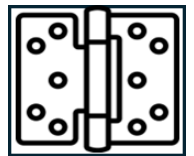
A check for understanding at a 'hinge-point' in a lesson, so-called because of two inter-linked meanings:
1) It is the point where you move from the more supported part of the lesson to the stage when children engage in more independent work.

2) It is a brief item of formative assessment which enables the teacher to know whether the children understand the key learning objective and it is appropriate to move on, to briefly recap, or completely reteach, a concept, before moving on – what Dylan Wiliam calls the most important decision a teacher has to make on a regular basis.

Assess - Hinge question. Looking for 80% success rate

- Hinge questions are planned questions written prior to the lesson with a specific goal of assessing all pupils understanding and thinking at that point
- The responses to the hinge question guide the teacher as to what the next stage of the lesson should be e.g. whether to recap or move on.
- The questions can take several forms but should always aim to elicit a quick response from the whole class and should not interrupt the flow of the lesson.
- They should allow the teacher to assess the general understanding of a key concept within the class without having to ask each pupil individually for a detailed answer.

Apply

'Less effective teachers may not only cut guided practice short, they also do not provide enough opportunity for independent practice' (Sherrington, 19)

You do
Pupils rely more on themselves and less on the teacher to complete the learning task

- Check pupils are using scaffolds correctly and take them away where necessary
- (don't just set them off alone, they'll still need to be guided through this initial stage,
- perhaps through strategies like sentence starters and visible, numbered steps - it's not a test!)
- Monitor independent practice consistently, and correct as you go – green pen marking!
- Ensure pupils follow up on corrections or where you've asked them to go further

Articulate

Evaluate whether children have understood the learning objective.
Can they verbalise it? Can they explain, not just recall facts.
Elicit clear explanations with correct vocabulary (model and whole class response if necessary)

Useful strategies:
- true or false (explaining why using correct vocab)
- multiple choice.
- tell a partner what we did last time and then partner relays to class
- quiz questions (cold calling)
- stem sentences
- explain a picture
- explain an info graphic
- explain a table
- explain a map/timeline
- explain a piece of key vocabulary

6. Feedback

This section should be read in conjunction with the school's full policy for marking and feedback.

The school believes that effective feedback is a key driver for ensuring pupil progress. We have formulated our approach to effective feedback and marking in light of research into the effectiveness of current practices, including the findings of EEF research.
The EEF research shows that effective feedback should:
- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Through effective feedback and marking we aim to:
- encourage pupils and celebrate their successes and progress with them.
- provide meaningful feedback to pupils that will enable them to make progress.
- engage in meaningful discussions with pupils at the point of learning.
- further develop pupils' positive attitude to learning.
- nurture pupils' abilities to reflect on their learning and engage in dialogue about it, looking for
- opportunities to develop children's metacognition.
- make feedback immediate for pupils and manageable for staff in order to help in managing staff workload.

Our Approach at BHPS

- Feedback will be given on a piece of work as soon as possible and normally before the next lesson in that subject.
- Other than in Publishing Books and Rapid Recall Books, work will be ticked or initialled to inform the pupil that their work has been evaluated (normally before the next lesson in that subject).
- Comments, or markings, written in green indicate that feedback has been given in lessons with an individual child or a small group, at the point of learning.
- Comments, or markings, written in black indicate that feedback has been given away from the point of teaching.
- Comments, or markings, written in purple indicate that a child has edited their own work for improvement. This may be as a result of self/peer/adult assessment.
- It can be very effective for pupils to give feedback on each other's work. This clarifies learning intentions and what good work 'looks like' for both children. Teachers may set up response partners, or galleries, in their classes for this purpose.
- Teachers and teaching assistants may use a visualiser in order to give feedback to groups of learners.
- Teachers may choose to give improvement tasks in order to develop their learning but this is not essential or always manageable.
- Group, or whole-class, feedback may be given to pupils at the beginning or end of lessons (or in the form of mini plenaries). Teaching staff will exercise professional judgement when deciding whether all pupils need to hear feedback for all groups of learners.


Whole Class Feedback

Type	What it looks like	Evidence (for observers)
Immediate	- Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May re-direct the focus of teaching - May lead to the adaptation of a task to enable progress - May involve giving additional tasks to extend learning - May involve use of a teaching assistant to provide support or further challenge - May include annotations according to the marking conventions	- Lesson observations/learning walks - Some use of mini plenaries - May include evidence of children receiving and/or responding to feedback (for example, green pen) - Some evidence of annotations or use of marking conventions
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self- or peer- assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- Lesson observations/learning walks - Timetabled pre- and post-teaching based on assessment - Some evidence of self- and peer assessment - May be reflected in selected focus review feedback (marking)
Review	- Takes place away from the point of teaching - Provides teachers with opportunities for assessment of understanding - May lead to adaptation of future lessons through planning, grouping or adaptation of tasks - May lead to targets being set for pupils' future attention, or immediate action (for example, following whole-class feedback) - May identify pupils who will benefit from pre- or post-teaching.	- Acknowledgement of work completed - Written comments which may lead to a pupil response/action - Adaptations to teaching sequences tasks when compared to planning - Use of annotations to indicate future groupings

There may be occasions when a teacher, using their professional judgement, chooses to provide more detailed feedback if they feel that this would benefit the pupil's/pupils' progress, but this is not a requirement of the policy.

In addition, often in the case of younger children, written comments may be used to provide information for other staff and parents of children about the steps pupils have taken on their learning journey.

Marking conventions at BHPS

CODE	MEANING
√	A correct response/ learning objective met
x	A wrong answer, an error in the process or a misunderstanding
⟶	The calculation is incorrect – have another go
⬭	A specific error is being highlighted
∧	A word or phrase has been omitted
↵	A new paragraph is required here
atrocious **atroshus**	A spelling error corrected for information purposes only
sp preist	A spelling error corrected and/or requiring further response from the pupil.