Christleton Primary School

Teaching and Learning Approach

Intent

- Core beliefs
- Great teaching is the key
- Creating magic

Implementation

- Supporting continual professional development
- Ensuring consistency
- Behaviour for learning
- Classroom environments
- Teaching sequences
- Planning
- Learning objectives
- Success criteria and modelling
- Guiding children
- Questioning and maximising children's participation
- Retrieval
- Assessment and checking understanding
- Feedback

Impact

- Evaluating the quality of teaching and learning

Core beliefs

At Christleton Primary School we are committed to excellence and creating the conditions to **be the best you can be**. We recognise that this is achieved through a being outward facing, reflective and constant drive to improve and develop the quality of teaching and learning.

1. We strive to **be the best we can be**.
   We have **high expectations of all children** both for conduct / behaviour and academic success. We hold high expectations on each other to deliver outstanding lessons to ensure in depth learning and enable the children to progress.
2. **Great teaching is the key**:
   Without great teachers, nothing else matters. Staff should have the time, professional tools, training and resources to do their role effectively.
3. **Structures liberate**:
   Creativity can flourish when there is a structured academic environment. Safe and orderly environments, in and out of the classroom are vital to enable good teaching to take place.
4. **Do whatever it takes**:
   We endeavour to do what it takes to ensure each child makes rapid progress in their learning. Learning is carefully adapted and scaffolded so that children, including those with SEND or disadvantaged are able to achieve high quality outcomes.
5. **We plan for academic success**:
   We plan with every child in mind to ensure that their needs are met. We then re-teach, practise and retest until learning is secure.
6. **Feedback and assessment**:
   Questioning drives progress: it deepens learning and uncovers misconceptions. Teacher tell less and question more. We believe that literate and numerate children have the foundation for academic success so prioritise depth before breadth so all children have firm foundations in core subjects as early as possible.
7. **Review, reflect then re-teach**:
   We provide our children with opportunities to learn from their mistakes. We assess to diagnose misunderstandings then re-teach and re-assess before moving on to the next level of learning.

Great teaching is key!

Our motto is **Be the best you can be**!

Great teaching is the key to this and enables children to make great progress.

We endeavour to ensure great teaching through:

- Ongoing professional development
- Shared expectations about what great teaching looks like
- A common language about effective teaching and learning
- Creating an environment where staff can be reflective

The improvement of teaching and learning is a continuous process which is jointly owned by all staff who take collective responsibility for each other's professional development. Some of these systems are self-directed by teachers who are encouraged to reflect and adapt their own practice. Other systems are planned through structured learning conversations, staff meetings, coaching and organised through lesson observations, which may be focussed on improving specific aspects of teaching and learning.

Create the magic

Happy learners make greater progress. An outstanding learning environment will have adults generating high levels of enthusiasm for participation and commitment to learning. In a 'magical' learning environment we believe that:

- The excitement is palpable and contagious.
- Praise is precise, plentiful and generous.
- Praise informs others what 'great' looks like.
- Good work is celebrated regularly.
- No one is left out of the spotlight of praise.
- Learners are caught doing things well.

At Christleton Primary, we ensure this by

- Displaying children's work this can include the use of social media
- Celebrating outcomes through 'whole school projects and / or exhibitions' of work open to our community
- Give regular precise and accurate feedback
- Share successes with parents
- Publish learners' work
- Reward outstanding work and/or effort in assemblies.
- Encourage house spirit through house competitions

Implementation

Professional development

- Reinforce our Core Values
- Involvement in coaching
- Opportunities to jointly plan
- Opportunities to observe others
- Opportunities to visit other schools
- Triangulated lesson observations and learning walks with a specific focus
- Engagement in school led research and development projects
- Planned professional development
- Pupil progress review meetings
- Performance management systems

Christleton Primary Culture

	Emerging	Developing	Highly accomplished	Embedded Excellence
Relationships with others	Relationships are positive or are improving. There is recognition that school improvement is dependent on building professional relationships with all members of the school community	Day to day relationships are good and support school improvement. Communication is good amongst teams and professional differences are generally managed well	Relationships across all groups within the class and school community are excellent and build a climate of trust. Immediate teams are clear about leadership through relationships and model expected behaviours well. Difficulties and challenges are always managed professionally	Relationships with others are exemplary. Positive behaviours are modelled continuously and professionally. This has a positive impact across the school; beyond immediate teams. Leadership through relationships is embedded.
Quality of planning	Planning meets national curriculum requirements and school policies. Some learning experiences capitalise on local context and learners' interests	Planning provides a good curriculum experience which is broad, balanced and links across subjects. Outcomes are of a good standard. Good use is made of trips, visits and the local context to provide a stimulus for learning	Curriculum planning offers an excellent provision and leads to pupils reaching high standards in a range of areas. Learning journeys are planned well and are reflected in the learning environment, as well as pupils' books. Links with the local and wider community are excellent and used well to enhance learning experiences	Planning leads to an enhanced, high quality learning experience. Planning maximises freedoms to innovate and inspire learners. Learning journeys are carefully planned and consistently include models of excellence for pupils to see and in advance of learning experiences. Links with the local and wider community are ambitious and broaden pupils experiences well beyond the school

	Emerging	Developing	Highly accomplished	Embedded Excellence
Team ethos	There is a desire to belong to the team and informal support provided benefits colleagues. Planning is shared across the team and ensures all teachers are prepared for lessons	Good relationships and mutual support within school teams enhances provision and quality of teaching and learning. Lesson resources and planning are shared well which leads to a consistency in practice across the team	Strong and focused team support leads to improved outcomes and / or rapid improvement within teams. Planning is excellent and a climate of openness welcomes feedback and self-evaluation.	High quality team work ensures team systems are embedded. Planning and professional discussion are focused on achievement and sustaining school strengths
Modelling excellence	Teaching behaviours and practice demonstrate potential and meet school expectations. Areas of excellence to share have been identified for the future	Teaching demonstrates examples of innovative practice and this is being shared with other colleagues with a positive impact on learning. Some practices are being included in CPD	Teaching is consistently innovative and creative. Practice is regularly shared with other colleagues. This is improving the learning of others across the staff	Teaching is recognised as cutting edge, both in thinking and practice. Practices and behaviours are shaping policy in key areas and inspiring staff. There is evidence of innovation enhancing pedagogy
Reflection	There is a wiliness to reflect on teaching practice and an improving trajectory of practice in key areas. Action points linked to teaching evaluations are followed up	Teacher reflection leads to improvement in quality of teaching and increased ambition to achieve excellence. There is good evidence of self-direction of CPD and an enthusiastic response to feedback	Teaching is ambitious and continuously seeking improvements. The teacher is hungry to improve and actively seeks feedback wherever possible. Engagement in research and development is improving practice and this is leading to new practices or rapid improvements in key areas	Teaching flourishes because of an established climate of reflection and improvement. Reflection improves the practice of self and others and connects with the school's leadership of teaching and learning. All staff connected with the class benefit from opportunities to reflect and share new ideas
Leading change	Change and school improvement initiatives are generally viewed positively. School expectations and policies are implemented. There is some recognition that school improvement necessitates continuous change and revision of expectations	Change is viewed positively and generally embraced. There is support for change management processes and willingness to be flexible. There is strong recognition of changing educational landscape and a willingness to engage in discussion about this	There is good leadership of change and a desire to continuously improve teaching and school wide practice. Teaching offers strong support for others in change management, including a willingness to trial initiatives or support policy development. This has a positive impact on outcomes for pupils	In every aspect, there is strong recognition that our work focuses on improving outcomes for children in our locality. Change is embraced and challenged professionally. There is a desire to support other schools in change management and a recognition that continuous improvement benefits the children across our school and also those in other schools

Behaviour for Learning Checklist

Focussed Question
Does the class have clear embedded routines?
• meeting and greeting / saying goodbye at end of day (both teacher and children)
• lining up (spacing and order)
• entering & leaving classroom / holding doors open
• movement around school (e.g. walking, noise level expectations, greeting visitors)
• calling to carpet / stopping to listen / working in collaboration / turn taking
• expectations for pupil talk understood (e.g. what makes a good talk partner)
• transitions between lessons
• giving out resources / storage of resources
Does learning environment communicate high expectations?
• rules and values clearly displayed and referred to
• all areas of classroom clearly defined and labelled
• table resources stored neatly
• pupil books organised, accessible & stored in specific areas
• teacher resources organised and stored neatly
• adult modelling of expectations of the highest standard
Do adults model quality relationships?
• always using positive body language and tone when communicating
• always use praise and noticing good behaviour
• catching children being good and commenting on this
• sharing successes of children with other staff / children / families
• expressing empathy / emotions linked to values during significant learning experiences
• regularly referencing values during learning time
• modelling how to learn as well as teaching curriculum content (e.g. taking turns, sharing resources / talking partners)
• using other adults to model relationships during learning tasks
Do we know our children's personalities and interests?
• names of children, likes and dislikes, know something special about them (e.g. birthdays, occasions, family composition)
• asks genuine questions to understand children as individuals (seeks to understand)
• always follows up on children's requests / questions / comments with sincerity (e.g. after lessons or during break times)
• praises significant achievements in a range of areas, (not just literacy and numeracy)
• spends time with children outside of classroom (e.g. lunch hall / playground)
Are we investing in relationships?
• regular communication with families in a range of contexts Inc. celebrating successes in class
• visible around the school before and after school for parents to contact
• uses circle time, snack times, informal times to model relationships and references values
• plan success criteria which includes social skills as well as curriculum content
• notices unusual or out of character behaviour and always follows up with family or staff

Focussed Question
Does curriculum and learning time meet pupils' individual needs?   • Pre-teaching is used to elicit children's knowledge and understanding   • Where appropriate, children involved in co-constructing what they are learning and given choices about applying learning   • learning environment encourages research with opportunities to share findings   • learning questions used to frame topics and encourage research   • all lessons contain using and applying skills opportunities   • children provided with real opportunities to link learning to their world   • subject allocation for non-core subjects ensures the arts, PE, PSHE and languages is taught and valued   • timetables are flexible for specific pupils when needed   • provision is made for specific pupils to extend learning by following interests   *Please read our Quality First Teaching document to detail how we adapt the curriculum to meet needs.
Do we build growth mind-set / ownership of learning?   • uses language of effort, determination and resilience and encourages children to peer assess learning and model this with class   • uses mixed ability groupings and assign roles to children in leading learning   • links rewards to effort   • gives written or verbal feedback which is specific, helpful and focused on next steps   • children are encouraged to value mistakes as new learning   • lessons always build in learning time for children to evaluate learning
Are expectations of the highest standard?   • children are shown models of excellent outcomes from beginning of topic (not the end)   • the children are presented with clean visible examples where appropriate to ensure expectation are clear.   • learning environment provides models of excellence for pupils to refer to in every lesson   • mid-term planning includes time for re-drafting and editing   • children are taught collaboration skills to jointly edit, critique and peer review learning   • adults use interactive whiteboards to celebrate excellent learning   • learning topics plan for excellent outcomes in a variety of forms including performance, art, debate, written outcomes

Behaviour

Please read the behaviour policy in conjunction with this document to ensure the schools approach to behaviour is consistently applied across all classes, phases and parts of the school day

The Stop Signal

To ensure teaching instruction is impactful pupil focus is essential. The stop signal and give me 5 are used consistently throughout the school to ensure when teaching commences the children are focussed.

The Stop Signal

1. **Hand up**
   Stop Talking
   Stop doing

2. **Focus**
   Give me 5!

3. **Signal**
   Your classmates

Give Me 5

Give Me 5 outlines the expectations on the children when a teacher or member of staff instructs them to stop and pay attention.

Eyes watching

Ears listening

Mouth closed

Sit up straight

Brain thinking

Give me 5!

Learning behaviour Scores

The schools attitude to learning scores encourages the children to set high standards for themselves, reflect on their attitude to learning and ensures expectations are clear.

The scores are as follows.

1	**2**	**3**	**4**
Above and beyond	Hard working	Could do better	Need to improve
Highly positive attitude	Positive attitude	Okay attitude	Poor attitude
Outstanding effort	A good effort	Average effort	A poor effort
Committed	Followed instructions	Some instructions followed	Did not follow instructions
Fantastic self-control	Good self-control	Limited self-control	Poor self-control
The best you can be			Behaviour had a negative impact on my learning and others

Beautiful Environments

Classroom environments both support and enrich the learning of all children.

As well as being vibrant and welcoming, the classroom environment is a learning resource, the second teacher, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

A well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. It enables pupils to develop independence as learners, building on good EYFS practice.

- Objectives, success criteria and key questions are displayed and referred to in lessons. (These are not only important for children but also enable adults learning with children to be clear about teacher expectations).
- Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning.
- Key questions are displayed and used to trigger prior knowledge. Curriculum displays include statements and questions to highlight key learning points.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.

Working Walls

We use working walls to support the children in their learning. These walls involve children and are regularly referred to.

These walls are:

- Added to over a series of lessons
- A place where anyone can make a contribution - e.g. speech bubbles/misconceptions
- Confidence building - Constantly used and referred to.
- Present key information clearly.
- Provide planning/structure for children's work.
- A bank of information and ideas - vocabulary, guidance, images, diagrams.
- A teaching aid reinforcing teaching points.
- Frequently changed to be current.

Teaching and Learning Sequence

At Christleton Primary, our Teaching and Learning practice is informed by the most effective research. Our planning and lesson sequence are underpinned by Rosenshine's 'Principles of Instruction'.

These principles are outlined on the following page.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW

MO   TU   WE   TH   FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successul teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
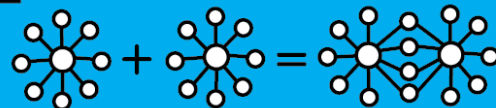
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1   WEEK 2   WEEK 3   WEEK 4   WEEK 5   WEEK 6   WEEK 7   WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Teaching Sequence

The teaching sequence

Our intent

- Theme
- Driver e.g. History/Geography
- Outcome

Context and hook to learning Implementation

- Hook
- Immersion
- Precision teaching

Ensuring retention of information/facts

- Remembering prior knowledge at the beginning of every lesson
- Mini retrievals
- Retrieval test at the end of every unit

Delivery

	Ignite	Introduction of the Context for Learning A question is used to spark interest. Pre-planning. Describe, list, outline, find, label, draw, match. Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.
	Explore	Exploration of the Context for learning Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning. The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.
	Reflect	Reflection on the Context for Learning Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform. The children are able to communicate their learning to others via a variety of means.

Planning

We plan to ensure academic success. We believe that when teachers develop highly-structured lessons with clear and specific aims, which are delivered through specifically designed activities, they are able to drive the best performance.

Planning is essential for this to be executed at the highest level. We believe that planning enables us to meet the needs of every learner. Great planning also supports behaviour for learning as every minute of each lesson is planned for. This planning considers in which areas it is most likely that the children will have misconceptions.

At Christleton Primary School, we have long and medium term planning for each year group. This planning in used in addition to knowledge organisers for each subject to ensure learning is sequential and builds upon prior knowledge.

Plans are adapted to meet the needs of the cohort being taught. Opportunities for greater depth and mastery are planned.

Medium term plans continue over a term to enable teachers to look ahead to see overall possible outcomes and are linked in to carefully planned out sequences of learning. These are adaptable so that teachers are able to be proactive and reactive.

Short term planning is done weekly and daily as teachers react to their children's needs and understanding.

When planning, teachers should:

- Start with the end. What is the final learning goal?
- What will the child need to know and be able to do in order to have successfully achieved the final learning goal?
- What will the specific objectives be for each unit?
- How will the material be sequenced?
- How will these skills and their acquisition be sequenced?
- What progressive levels of understanding will the pupils be able to demonstrate for these objectives?
- How can any supporting adults best utilised?

Teachers will be clear on what children need to know before the lesson to enable them to build upon their knowledge. This will support pupils to **know more and remember more**. They ensure that children will be appropriately challenged and adapt as necessary.

Learning Objectives – The 'Can I...'

Each lesson has a clear learning objective written as a Can I…. This question relates to the previous and next day ensuring that each lesson builds on learning and supports the learner to progress:

- These 'Can I'… questions are precise and ambitious
- 'Can I's… are written in plain English so make sense to our children
- They focus on what is to be learned and not what is to be covered

Use of success criteria – What makes a good one.

Success criteria is used to explicitly break new learning down into small steps and to demonstrate what children are working towards.

Teachers should pre-plan these as part of the planning process, but children should be involved in the process during the lesson.

When appropriate, children may also create their own success criteria. This may be to help them understand the steps to success or may be used as part of retrieval.

Our working walls display examples of these so that:

- children can access what a good one looks like and know what they are learning towards
- high expectations are clear (What success looks like)
- there is a shared understanding of judgement criteria
- key features are identified, aims and reminders of current learning provided, so children can see where they are and understand their next steps
- when pupils encounter problems they can self-check and improve
- It is easily accessible by all

Where success criteria are used we ensure they are understood by children by:

- Introducing at start of unit
- Discussing, referring to in lessons and expanding with children
- Consistently referring back to, referencing throughout the learning process
- Placing them in child friendly speak and modelling
- Using pictures, symbols, photographs
- Developing a consistent format
- Model learning using them
- Using as in-lesson assessment tool
- Ensure vocabulary is accurate and understood
- Collaborative checklist e.g. model then ask children to tell you the steps as you note these down, children create own success criteria in their own words.

Guiding children's practice

We have an agreed process when introducing material. This process provides the children with guidance enabling them to build confidence before they are to apply the learning through complete independent tasks.

- Start a new lesson with a **brief review of the previous learning**.
- **Introduce new material in brief steps** with student practice following each step.
- There needs to be a **limit to the number of material** students deal with at one time.
- Give **easy to understand and detailed instructions and descriptions**.
- Ask **many clear questions** and **test understanding**.
- **Guide students** when they start to practice.
- Offer a **high-quality and active practice** to the students.
- **Model steps** and think
- Use **worked-out problems as models**.

- Ask **learners to demonstrate what they have learned**.
- **Check each student's response** to the teaching.
- **Provide corrections and systematic feedback**.
- Spend ample time of the class in **providing explanations**.
- **Re-teach complex material** whenever needed.
- **Students must be prepared to perform the independent** practice.
- Students must be **monitored during the independent practice**.

Models and scaffolds for difficult concepts

Rosenshine tells us that children must undergo a form of 'cognitive apprenticeship' whereby they learn cognitive strategies from a master teacher who MODELS, COACHES & SUPPORTS the children.

When introducing new concepts teachers follow the agreed method of instruction:

- **Review**
- **I do**
- **We do**
- **You do**
- **YOU DO**

Within this framework, teachers ensure that modelling and scaffolding are precise and effective at showing what good looks like whilst allowing children sufficient space to adapt and learn from this.

This might look like:

- Teachers (and teaching assistants) will work with an identified focus group (or group of children).
- Teachers may choose to identify groups of children who may start work independently before others.
- Some children may need pre-teaching or additional guiding within the lesson.
- Exemplars – examples produced by previous children
- Strategic thinking, e.g. modelling of labels to show children that they can do this
- Writing frames

Teachers anticipate errors & misconceptions. These are modelled within a session explicitly with the children. Learning should encourage risk taking and therefore we celebrate 'marvellous mistakes'.

Questioning

Teachers have been provided with resources to ensure every lesson is characterised by skilful questioning at every stage of the lesson.

Teachers use questioning as a formative assessment tool to find out what children know and what gaps they might have.

Some questions will be carefully pre–planned as part of the planning process. Every lesson should involve a number of strategies to engage children in dialogue, collaboration and thinking. Questioning should optimize whole class participation.

At Christleton Primary School we use a variety of strategies to optimise pupil participation

- **talking partners**
- **mini – whiteboards**
- **open and closed questioning**

We aim to create a culture of 'No opt out' (Lemov, Teach like a champion) where children cannot simply say 'I don't know' and are comfortable to take risks.

When children make errors ensure teachers return to them to say the right answer.

Say it again, better

It is normal for first answers to be half hearted. A second opportunity to respond allows them to finesse their answer & add depth. E.G. 'Thanks, that's great. Now let's say it again better. Try again but make sure you add in x and link y. Children then immediately give an improved response.

Questioning Repertoire

The following six questioning strategies are inspired by Rosenshine's 'Principles of Instruction'. These strategies fulfil the two key functions of questioning:

1. To inform teaching.   2. To cause children to think.

Question Strategy	Rationale
Anybody's Turn	Put simply – no hands up. Questions are asked of the whole class and children are selected based on the teacher's knowledge of the children. Anybody could be called upon to give an answer. This allows all children the opportunity to engage in teacher-student dialogue, regardless of their personality or confidence levels. Classroom culture, time to discuss with peers and thorough modelling are key to ensure children feel comfortable and encouraged to take part. Ideally, it needs to become routine in your classroom to ensure children understand the expectations.
No Opt Out	Linked to 'Anybody's Turn', this strategy is a response to those children who reply with "I don't know". If a child answers a question with this, it is made explicit that the teacher will return to them for a response after retrieving answers from a few more children. This gives the child time to listen to others and think of their own answer. All children should be active participants in their learning and the expectation should be that they participate in discussions.
Say It Again Better	Children are given the initial opportunity to say what they know and are then prompted to add more information, improve vocabulary and make links to other knowledge; the expected standard is modelled and children realise simple answers are not accepted. The answer becomes more specific, detailed and includes appropriate technical vocabulary. Corrections can be modelled by both teacher and/or peer but the initial pupil questioned should always give the final answer.
Think, Pair, Share	Children are directed to a task in pairs with an appropriate time allocation. The aim is to retrieve knowledge and promote discussion. By sharing and explaining ideas together, every child is involved. Children feel confident to share their ideas after preparing and rehearsing their thoughts. It prevents them straining to be picked and also gives support to less confident pupils.
Whole Class Response	This strategy allows for immediate feedback on the depth of pupil understanding and enables teachers to quickly identify whole class misconceptions or individuals who need further support. All children are participating at the same time. This method can help to direct the content of subsequent questions or tasks. Whole class response strategies include the use of mini whiteboards, hand signals, multiple choice questions, response cards etc.
Probing Questions	In this form of guided practice, children are asked multiple questions to check for understanding before moving on. Questions may address any misconceptions, provide learning scaffolds, or provide deeper challenge. Examples of probing questions include: What makes you think that? Is there an example where this does/does not happen? How did you make these connections?

Questioning Support

We are mindful that some children can feel threatened or put on the spot by questioning. The following strategies are used by staff to ensure all children can contribute confidently.

Strategy	Process	Benefit
Thinking Time: Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g. 15-30 seconds	Relationships are positive or are improving. There is recognition that school improvement is dependent on building professional relationships with all members of the school community	Prompts depth of thought and increases levels of challenge. Ensures all pupils have a view or opinion to share before an answer is sought.
Phone a friend: Removes stress to enable those who cannot answer to participate	Those who cannot answer are allowed to nominate a fellow pupil to suggest an answer on their behalf, but they still have to provide their own answer, perhaps building on this.	Encourages whole-class listening and participation. Removes stress and builds self-esteem.
Hot-seating:	A pupil is placed in the 'hot-seat' to take several questions from the class and teacher	Encourages listening for detail and provides challenge
Mantle of the expert:	A wears the cloak of the expert to answer questions from the class.	Builds self-esteem through opportunity to share detailed knowledge
Pair rehearsal: of an answer or a question	Pairs of pupils are able to discuss and agree responses to questions together.	Encourages interaction, engagement and depth
5Ws: Modelling simple exploratory questions to gather information	Teacher models the use of Who, What, Where, When and Why to set out a simple information gathering response based on the information provided.	Encourages students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. Creates an inquisitive disposition and a thinking/self-reflective approach to learning.
Focus questioning: This will help students to answer bigger questions	When students struggle to answer bigger or more complex questioning, the teacher can model or lead the thinking by asking Focus questions to lead the student through the steps of the thinking.	Develops confidence and the sequencing of small steps in thinking and response. Allows students to reveal the stages in their thinking.

The BIG question

Teachers will often use a **BIG** question within their teaching. These big questions cannot easily be answered by the children when the question is posed. They tend to be set at the start of a lesson and can only be answered by the end of the lesson following the taught content.

Big questions are designed to develop deeper and more profound thinking.

Big Questions are often moral issues or speculative questions such as, Where are we from? How big is the universe? What is the meaning of life? They require extended answers and usually rely on collaborative thinking and a personal interpretation of the information provided.

Retrieval and Understanding

Teachers should include a review of previous learning in lessons. This could be from the previous lesson, previous week or year (teacher discretion). Research tells us that when regular retrieval is used before continuing the subject, children are reminded of what they learned and develop a secure base for their learning. Thus in turn, supporting children to know more and remember more.

Teachers will use a variety of retrieval techniques for daily review and to check understanding

Review

At the start of a lesson a review takes place. This review reduces cognitive load at the beginning of a lesson and enables children to build upon a secure base.

Retrieval strategies used may include, but are not limited to

- flash cards
- quizzes
- bingo
- list activities
- concept cartoons
- graphic organisers
- odd-one-out
- glossaries
- knowledge organisers
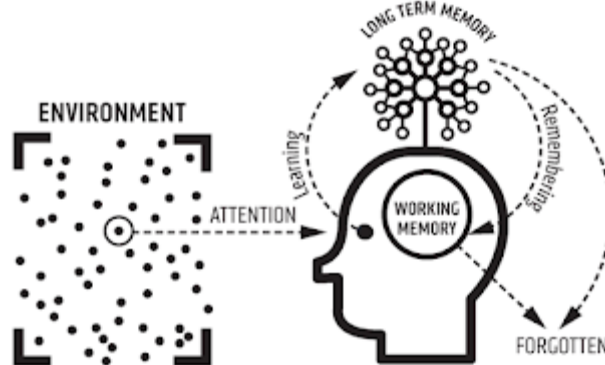
Checking Understanding

Teachers will use a variety of formative and summative assessment to check children's understanding.

These include:

- Questioning
- Quizzes
- Concept cartoons
- End of term assessments
- Talk like an expert
- Lesson outcomes

Feedback

Feedback provided should be clear and constructive.

Children should be clear on their 'next steps'. Feedback may be a mixture of verbal and written (in line with our Feedback Policy).

Learning questions may be used when giving feedback to encourage further responses and challenges in learning. When providing written feedback, a follow up question linked to the skills children have been learning may be used. These questions will often be open ended and where possible link to knowledge, skills or the application of skills.

All teachers should use feedback as a means of helping children identify the next learning steps in their learning. The teacher can then plan for these and use them to clarify pupils' thinking and thought processes.

We may provide the children with 'Fix it' time during which children responds to written feedback. This time encourages children to take ownership of their own learning. Teachers plan this into their teaching sequences.

Peer-assessment and self-assessment

At Christleton Primary School we expect pupils to own their learning and be fully involved in evaluating their successes as well as identifying areas for development.

Pupils are trained to edit their work before asking for it to be marked (or before it is marked) using a pen (blue) so their editing and revision processes can be seen. Peer and self-feedback and marking can be used to make this happen.

In literacy marking keys ensure clear and consistent feedback.

When peer marking, children should work collaboratively. If working in partners, they should discuss each piece of work in turn. Some teachers may find it useful to train pupils to place one book on top of another so they are fully focused on improving one piece of work at a time.

Impact

The impact of the highest quality Teaching and Learning will ensure that children have solid foundations for learning and all of our pupils are able to reach their highest potential and **'be the best that they can be'**.

Children will develop a deeper understanding of concepts at all levels to enable the highest success.

Evaluating teaching and learning

Self-evaluation of learning take place regularly to support teachers and staff in delivering high quality learning experiences for children.

The following activities are undertaken to enable the best learning is provided.

- lesson observations/ drop ins
- book looks
- subject audits
- analysis of pupil data
- learning walks
- teaching and learning meetings
- informal opportunities for staff to peer observe or team teach
- pupil voice learning walks

When making judgements about the quality of provision in a class, it is important to remember that good quality teaching every day for every lesson leads to outstanding progress and outstanding outcomes for pupils.