

CONISTON PRIMARY SCHOOL

Teaching
and Learning
Guide



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Pedagogical principles

Principles

To raise the aspirations of our learners and their families and enable them to realise our values of *excellence*, *no excuses* and *unity* we will: nurture social and emotional growth alongside academic success; be proactive in promoting metacognition, self-regulation and independence and throughout the learning process we will champion inclusiveness and celebrate differences while recognising the importance of our local community.





Our principles in action across the curriculum

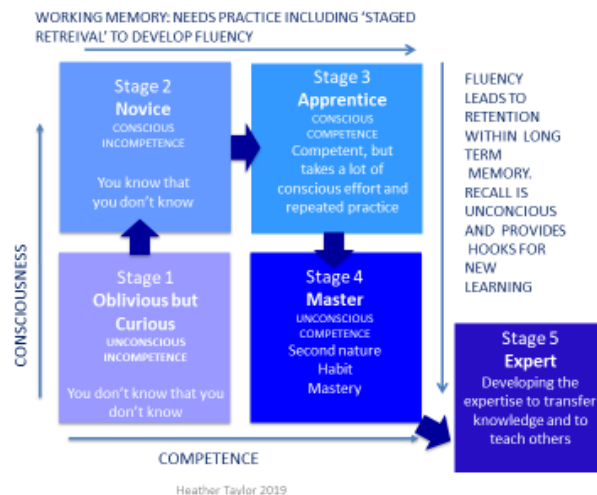
Principle	Indication
Nurture social and emotional growth	<ul style="list-style-type: none"> • Promotion of School Values • Promotion of School Learning behaviours • Clear routines established across school • High expectations of behaviour with a clear behaviour policy • Carefully selected themes and concepts within the curriculum • Use of Jigsaw PSHE scheme • PE provision and participation in competitions • Celebration assemblies • Thrive programme • Participation in the Wellbeing and Health awards • Oracy News hubs
Raise aspirations	<ul style="list-style-type: none"> • Promotion of School Values • Promotion of School Learning behaviours • Assessment For Learning centred approach to teaching • Knowledge driven curriculum enables children to 'explore all possibilities' • Carefully selected themes and concepts within the curriculum • Targeted interventions • Learning mentor system • Clear, strict presentation Policy • Class display boards • House point system • ABC talk utilised across school • Educational Trips • Educational Visitors • Participation in Children's University • Parental workshops • Adult learning sessions
Promote metacognition	<ul style="list-style-type: none"> • Self-assessment systems used • Learning environments promote self-regulation • Promotion of School Learning behaviours • Knowledge driven curriculum enables children to 'explore all possibilities' • Knowledge transfer in the Connected Curriculum • ABC talk utilised across school • Text interrogation sessions • Reasoning key rings
Champion inclusiveness and celebrate differences	<ul style="list-style-type: none"> • Carefully selected themes and concepts within the curriculum • Use of RE Discovery scheme • Local, global and national foci through the curriculum • Use of Jigsaw teaching scheme • Educational Trips • Educational Visitors • Annual place of worship visit • Participation in the Wellbeing award • Celebration of different religious festivals



Curriculum Intent

Our aim for the Curriculum is for it to create knowledgeable learners. Knowledgeable learners are able to hook back to prior knowledge that is stored in long term memory, and develop links to new schema. A schema is an interconnected web of knowledge that resides in our long-term memory. As you encounter new knowledge, it will connect with an existing schema and so the schema becomes bigger. The bigger the schema becomes, the easier it is to retrieve from the long term to the working memory - this is what happens as we move from a novice to an expert.

Why do knowledgeable learners find learning easier?



Therefore in all areas of the curriculum planning is reactive to the children's needs. Understanding what stage the children are at is key to the type of activity that the children may do within or across a series of lessons. Creating these schemas allows learners to flexibly retrieve important aspects of their knowledge with less effort meaning they then have the capacity to both perform cognitive skills such as analytical thinking, problem-solving, creativity and independence and to develop empathy in line with our pedagogical principles.





Curriculum Delivery

Our pedagogical principles will be delivered through a broad and balanced curriculum (with knowledge at its core) that uses Rosenshine's principles of instruction as a framework for good teaching.

Principle of Instruction	Evidence in our curriculum
Begin a lesson with a short review of previous learning	<p>All sessions start with reviewing previously learned material</p> <p>Learning walls and washing lines will display learning from previous sessions for children to review and use to support today's learning</p>
Present new material in small steps followed by student practice	<p>All new material introduced links to previous knowledge that the children have studied before</p> <p>New material will be modelled and practiced using the; I do, we do, you do you approach</p> <p>Teacher's will limit the amount of new material students receive at any one time</p> <p>Steps to success are co-constructed so children follow a process to be successful</p> <p>When new vocabulary is introduced, it is carefully explained, practiced and displayed within the classroom.</p> <p>Student practice involves a graduated approach with activities becoming increasingly difficult and independent.</p>
Ask questions and check answers	<p>Teachers will ask questions relating to both prior and new knowledge relevant to today's learning</p> <p>Teachers will use Lollypop sticks to ensure all pupils involved in their process</p> <p>Teachers will also use targeted questioning for assessment for learning purposes</p> <p>Peer assessment and feedback to be used so the children know how successful they have been</p>
Use models	<p>Concrete examples and models are used to introduce a new concepts. Explicit and detailed explanations and instructions are used by all teachers.</p> <p>Teacher modelling with thinking aloud</p> <p>Teacher modelling with higher level questioning</p> <p>Learning mentors modelling to other pupils</p> <p>Worked examples on the working wall</p> <p>Written Steps to Success (STS) are used. These are alongside visual STS (dual coding) where appropriate</p>
Guide practice	<p>Joint construction through guided practice</p> <p>Skill is guided before moving on through varied fluency and reasoning tasks that are guided where and when applicable.</p>



	<p>Those who need support have further guided work with the aim to move them onto independence.</p> <p>Teachers stimulate pupils to rephrase, elaborate and summarise new material. During these activities, Teachers spend time asking questions, checking for understanding, correcting errors and guiding students.</p> <p>Scaffold children's tasks</p>
Check for understanding	<p>The teacher will use various recall activities throughout the session to ascertain understanding</p> <p>Teachers will continue to ask direct questions and re visit vocabulary definitions throughout the session</p> <p>Teachers will use pit stops to move learning on or address common misconceptions.</p> <p>Children use marking stations to moving themselves to assess their own learning.</p> <p>Teachers will re-teach groups children depending on their retention of knowledge too allow children to accurately assess where they are on the learning journey</p> <p>Children will use peer assessment</p> <p>Low stakes testing of knowledge, vocabulary and concepts outside of sessions</p>
Obtain a high success rate	<p>The teachers make sure all pupils have mastered the current set of knowledge before moving on to the next set. They use scaffolds and stronger pupils to help them achieve this.</p>
Provide scaffolds in difficult tasks	<p>Teachers will using cue cards, checklists, learning wall, worked examples, models and other children as scaffolding for more difficult tasks.</p> <p>Apparatus/ manipulatives to be used to support those children who are struggling</p> <p>TA, Teacher and pupil support used to move children on in more difficult tasks.</p>
Stimulate and monitor independent practice	<p>Visual STS, working walls and marking Stations allow children to work independently.</p> <p>Independent practice is used after guided practice. That is, when pupils are already very competent in a topic, they can practice independently in order to become fluent and retrieve information automatically.</p> <p>Independent practice will still be closely monitored by the teachers</p>
Conduct weekly and monthly reviews	<p>Low stakes quizzes alongside short answers</p> <p>Teachers provide plenty of opportunities frequent review of previously learned material through timetabled recall sessions</p> <p>The design of the connected curriculum also helps students to frequently reconsolidate information and create stronger connections</p> <p>Opportunities planned in for children to showcase their knowledge</p> <p>Summative assessment tasks and test are used termly</p>



To ensure children obtain, retain and then utilise the knowledge taught we have designed a lesson structure that uses Rosenshines key principles of instruction as a framework for good teaching.

Short Review of learning

Previous learning reviewed through;

- Multiple choice questions
- Completing definitions
- Quick recall of facts i.e.; we learned X facts about Y what were they?
- Children can self-assess their own retention



Present new material

- Introduce and display Learning Focus (and Key questions or STS)
- Specify Sticky Knowledge when it is introduced
- Vocabulary introduced, practiced and displayed
- Make links to prior knowledge/ learning
- Remove potential barriers to learning



Guided Practice

- Activities that encourage children to
 1. Rephrase, recall and repeat
 2. Elaborate
 3. Summarise
- Scaffolded through cue cards, checklists, worked examples, models and peer support



Independent Practice

- Children showcase what they have learned through independent recall and application within or beyond this series of lessons.



Check for understanding

- Ask direct questions
- Re visit Vocabulary definitions
- Focus on and re visit Key questions
- Peer assessment and feedback to be used
- Re teach where necessary
- Group children where necessary
- Use **Recall Activities**
 - Telling the story
 - Sequencing key events
 - Learning logs
 - Knowledge maps



Outcomes

Through our robust curriculum which is: rooted in our pedagogical principles, driven by our intent and delivered through our consistent lesson structures and approaches all children at Coniston will become:

Successful learners	Who...	<ul style="list-style-type: none"> • have enthusiasm and motivation for learning • have determination to reach high standards of achievement • are open to new thinking and ideas • use literacy, communication and numeracy skills • think creatively and independently • link and apply different learning • understand themselves as a learner
Confident individuals	Who...	<ul style="list-style-type: none"> • have self-respect • have a sense of physical, mental and emotional wellbeing • pursue a healthy and active lifestyle • communicate their own beliefs and view of the world
Responsible citizens	Who...	<ul style="list-style-type: none"> • respect others • participate responsibly in political, economic, social and cultural life • understand different beliefs and cultures • develop informed, ethical views of complex issues
Effective contributors.	Who...	<ul style="list-style-type: none"> • have an enterprising attitude • are resilient • take the initiative and lead • apply critical thinking in new concepts • solve problems

We believe having these high expectations of our learners is fundamental in the learner's future life outcomes.

