

Teaching and Learning Policy

Written June 2022

Policy	Teaching & Learning
Aims:	<ul style="list-style-type: none"> • Set out our expectations regarding teaching practice and student learning at Fortismere. • Provide clear guidance on, and evidence for, how lessons should be planned and structured and how sequences of lessons should be planned. • To provide students with the best teaching experience possible in order to ensure that they learn, make progress and are well prepared for their next steps in education or the world of work. • Ensure that teachers adapt the curriculum to meet the needs of all students including those with SEND.
Date approved	06/2022
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Responsible for policy	Stewart Hesse - Deputy Headteacher [Curriculum]

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1. Summary Statement

High quality teaching and learning is at the heart of what we do at Fortismere and is the key level in helping us to **transform students' lives through education**. At the centre of this is the belief that every teacher should know their students well and during lessons **'know what they know'**. This allows staff to then plan effectively in order that all students make progress through our ambitious curriculum.

The research and evidence that underpins this policy comes from a number of different sources:

- Progress Walks May 2022
- The T&L Working Party
- Progress Walks Feb/March 2022
- Staff meeting April 2022
- HoDs Meetings 15th and 29th June
- SEND Review March 2022
- BAME Review Oct 2021
- 'Principles of Instruction' Barak Rosenshine
- 'Rosenhine's Principles in Action'_Tom Sherrington
- 'Retrieval Practice' Kate Jones
- 'Making Kids Cleverer' David Didau
- 'Teach Like a Champion' Doug Lemov
- 'Visible Learning' John Hattie

2. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for students' learning at all times:

2.1 Teachers

Teachers at Fortismere will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Follow the expectations laid out in this policy regarding lesson format, teaching approaches, lesson planning and sequences of lessons
- Know all their students well and adapt the curriculum to meet their individual learning needs
- Ensure that all relevant Curriculum Maps and Schemes of Learning are used in the planning and delivery of lessons.
- Adapt all shared resources to ensure they are suitable for each class taught.
- Ensure that all students are supported to access and make progress through the same ambitious curriculum
- Use effective marking and feedback as to address misconceptions (as laid out in this policy and the Assessment Policy)
- Systematically use effective pedagogical tools such as retrieval practice to make learning 'stick'
- Actively engage parents/carers in their child's learning, for example via Phone Calls. Emails, newsletters, website, letters, open days/mornings, including clearly communicating the purpose of home learning
- Update parents/carers on students' progress at parents' evenings and report this information via Progress Points as set out in the Assessment Policy.
- Meet the expectations set out in all relevant policies.
- Respond to queries from parents regarding their child's progress and behaviour within a timely manner.

2.2 Support staff

Support staff at Fortismere will:

- Know students well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage and work with Teachers in providing inspiring lessons and learning opportunities
- Feedback observations of students to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Meet the expectations set out in all relevant policies

2.3 Heads of Department and Key Stage Post holders

Heads of Department and Key Stage Post holders at Fortismere will:

- Work with colleagues to create well-sequenced, ambitious, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use feedback from assessments (Hinge and Summative) as well as Dept. Meetings and other sources to regularly review the effectiveness of their curriculum and update it where necessary.
- Ensure teaching teams deliver and implement the curriculum effectively according to this policy
- Ensure teaching teams implement the Fortismere Teaching and learning Framework to maximize progress
- Ensure teachers implement the Fortismere Teaching and learning Framework to ensure the curriculum is retained through effective pedagogy that supports memorisation.
- Know their department and how the curriculum is delivered by the teachers within it

- To ensure all relevant Curriculum Maps and Schemes of Learning are in place and are used effectively by all staff within the department
- To monitor the implementation of the curriculum in their departments at times in conjunction with the SLT and Line Manager
- Improve on weaknesses identified in their monitoring activities and to hold staff and students to account for their teaching and learning
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data.
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Meet the expectations set out in all relevant policies - eg Assessment, Behaviour and Appraisal etc
- promote an 'open door' policy within their department

2.4 Senior leaders

Senior leaders at Fortismere will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all relevant policies

2.5 students

Students at Fortismere will:

- Follow the Fortismere Four
- Take responsibility for their own learning, and support the learning of others
- Take pride in their learning and the work that they produce in lessons.
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required and as set on the Google Classroom
- Meet the expectations set out in all relevant policies

4.6 Parents and carers

Parents and carers of students at Fortismere will:

- Support the school by reinforcing its expectations of student's attitudes to learning, behaviour and Home Learning
- Value learning
- Support good attendance
- Encourage their child as a learner

- Make sure their child is ready and able to learn every day
- Participate in discussions about their child's progress and attainment
- Communicate with the appropriate adult at school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Access reports and key information via the school's Management Information System
- Support and give importance to home learning and monitor students' Homework diary and the work being completed on the Google Classroom

3. Lesson Framework

At Fortismere staff will use the following framework when planning and delivering a lesson.

The Fortismere Lesson Framework 2022/23

fortismere

Throughout the lesson:



Check for understanding to ensure you know what they know

Questioning – No hands up/cold calling/No-opt out (targeted [STAF/SEND] and random)

Retrieval practice – checking for understanding systematically involves recall
Adjust planning for lesson accordingly or adjust planning for next lesson accordingly

At Fortismere lessons contain these elements:



Have your classroom ready

Meet and Greet students at the door
Lesson Objectives should be on the board – these should be explained to students and link the learning



Provide a 'Do Now' that reviews previously taught knowledge

This can be from last lesson, last week, last term or last year but should link to the lesson's learning and involve recall
This could be a review of classwork, homework and or a low-stakes memory recall task. Complete the class register.



Present New Material using small steps

Break down and chunk bigger concepts.

Model the work effectively

Follow the "I do, We do, You do" approach where appropriate
– adapt this depending on the needs of your students



Deliberate Independent Practice

Live Marking

Move around your classroom (Laps) – address common misconceptions and check for understanding. Focus on STAF & SEND students first. Monitor quality and presentation of work.

Ensure a high level of understanding before moving on



Plenary – Review Learning

Ensure that you are confident that you understand what the students have and have not learnt today in order for you to adjust planning for next lesson accordingly



Controlled Dismissal

Dismiss your class in a calm and orderly fashion at the bell, ready for their next lesson



4. Lesson Planning

The DfE's Independent Teacher Workload Review Group specifically stated that detailed daily or weekly plans should not be a routine expectation (and we do not expect this). However, Planning lessons is an essential part of every teacher's role. The large reduction in red pen marking in the 2020 Assessment policy was done in order to free up more time to know your students well and plan high quality lessons in order that they all make good progress through our curriculum.

Teachers should plan to ensure that the cognitive load is firmly on the students. In our classrooms the students should work harder than our hard working teachers.

When planning a lesson teachers should:

1. Have used the formative data from the previous lesson to inform this one. (le plenary, questioning, books) and any appropriate background data on the students and any recent summative assessments.
2. Have **lesson objectives** taken from the Scheme of Learning and Curriculum map that they share with the students (these do not need to be written down in books).
3. Link the learning and make it clear to students where this lesson fits in the sequence; which knowledge it will build on and where it will lead.
4. Plan a **'Do now'** that reviews previously taught work
5. Plan to break the new knowledge down into small chunks and present it using **I, We. You.**
6. Consider what the **'potential misconceptions'** regarding this new knowledge will be and plan how to address these.
7. Plan to **adapt** your delivery to the needs of **ALL** the students (SEND, STAF, PP etc) to ensure that they learn the planned objectives.
8. Build in **deliberate independent practice** time for students to apply and use the new knowledge.
9. Plan in questioning or ways to ensure a **high level of understanding** of the class before moving on
10. Plan a **plenary** to ensure that you are confident that you understand what the students have and have not learnt today in order for you to adjust planning for next lesson accordingly.

5. Lesson Sequencing

Heads of Departments have created a well-sequenced, ambitious, broad and balanced curriculum that builds knowledge and skills. Lessons within this are sequenced in a way that allows students to make good progress from their starting points

Over a sequence of lessons it should be evident that:

- All students are making academic progress through the planned curriculum
- Books being checked and monitored to inform planning and teaching
- Marking Assessment of key pieces of work
- Evidence of Summative assessments marking in books through whole class feedback
- Hinge assessments completed in books and individual feedback provided to students using the feedback stickers
- Work being corrected by students and that they have been given an opportunity to respond to feedback (green pen)
- Low stakes retrieval practice has taken place on a regular basis to help ensure students remember more

6. Assessment and Teaching Flow Chart

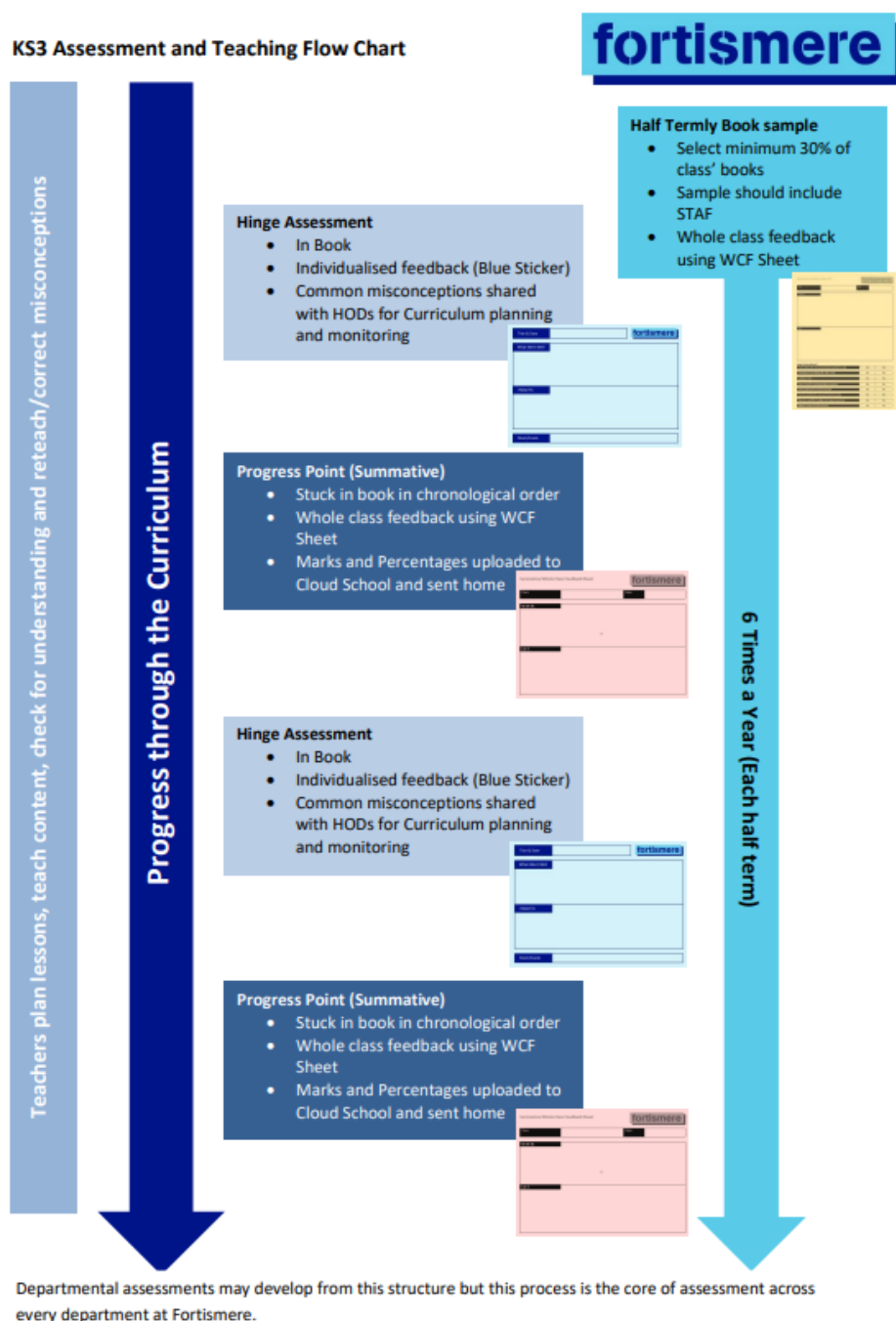
Assessment of student work follows a specific design within the curriculum planning at Fortismere. Teachers should assess students' work continuously through Formative Assessment methods however the Hinge Assessment and the Progress Point assessment are a more formal method of assessment.

Both the Hinge and the Progress Point are calendared on the whole school calendar and provide an opportunity for teachers to provide specific feedback [see the assessment policy for more detail].

Teachers are also expected to sample student books on a half termly basis and use this as a form of Whole Class Feedback [WCF].

It is important to note that departmental assessments may develop from this structure but this process is the core of assessment across every department at Fortismere.

The diagram below illustrates how this should look over a period of time.



7. Feedback

Written feedback should identify and correct misconceptions and provide key next steps to improve.

I Need To (INT) feedback in either whole class feedback (WCF) or individual feedback (Blue Stickers) should be:

- **Linked** - Focused on long term learning and goals as set out in Schemes of Learning and Curriculum Maps; Refer to Learning Objectives and Success Criteria
- **Understandable** - Clear, concise and easy for students to understand what their next steps are
- **Helpful** - move students forward with their learning
- **Actionable** - Feedback should be more work for the recipient than the donor - We should provide a task and time in lessons for students to respond and act on the feedback provided (Green Pen)

For more information on feedback please see the marking and assessment policy

8. Curriculum Adaptation

Teaching and learning at Fortismere will always be directed by an inclusive culture of high expectations which inspire, motivate and challenge students of all backgrounds, abilities and dispositions.

Staff will plan and **adapt curriculum delivery** to ensure that all students are supported appropriately to access and make progress through the same ambitious curriculum. Students that may require special adaptations include:

- students with special educational needs and disabilities (SEND) as per the SEND Code of Practice, DfE, 2015
- students with Additional Educational Needs (AEN)
 - students with English as an additional language (EAL)
 - Disadvantaged students including, amongst others, those in receipt of Pupil Premium (PP) or FSM, and Look After Child (LAC)
 - Students with LPA, MPA and HPA (Low, Middle and High Prior Attainment)

All efforts will be made to ensure that staff are aware of their students' needs and are enabled to provide appropriate adaptations whenever and wherever necessary. For example, excessive red pen marking was removed from Teaching and Learning policy in 2020 in order to provide staff with more time to know their students and to plan and adapt their lessons accordingly.

Specific information and strategies staff can use to do this are listed below:

- High Quality Wave 1 Teaching (see below)
- Formative assessment data, such as plenaries, targeted questioning, books and any recent summative assessments.
- Information from 'Spotlight On' meetings that outline specific strategies for students
- Student Passports, where applicable, available on the MIS and Google Drive to support the planning of adaptations for individual student needs
- Use of the SEN Handbook to support the adaptation of curriculum

The SEN Handbook and Students Passports suggests ways in which to work with the individual students. This is a list of techniques and strategies to use with the relevant student and not a list of things that should be done in every activity or lesson. Consequently teachers should use their professional judgement and experience when selecting appropriate strategies for each relevant student.

- Using Teaching Assistants effectively to provide extra support
- Working in collaboration with the SEND Coordinator (SENDCo), the student with SEND, and their parents to establish the appropriate level of material to support these students to make good progress

- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

For further information please see the SEND policy and information report, and our statement of equality information and objectives

9. Waves of Provision

Wave 1

Effective inclusion for all students through High Quality First Teaching.

- Such teaching will, for example, be based on clear objectives that are shared with the students and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
- Teachers will appropriately adapt work based on individual needs.
- Use of suggested strategies that are available for all staff to access.
- Regular training and INSET on teaching and learning including specific SEND training.

Approaches like these are the best way to reduce, from the start, the number of students who need extra help with their learning or behaviour. Quality First Teaching is supported by whole-school frameworks and policies and schemes of learning are designed to ensure all students make good progress.

Wave 2

Wave 2 involves targeted, small-group intervention for students who can be expected to catch up with their peers.

Examples are:

- LSA support targeted in lessons
- Literacy programmes, and reading interventions
- Social and emotional aspects of learning (SEAL) materials.
- Mentoring Programme
- 1:1 Counseling

Wave 2 intervention is designed for students for whom a well-structured short-term programme, delivered by support staff, enables them to make progress. These interventions are appropriately targeted and time-limited. The aim is that a short, sharp intervention will put students back on track to meet or exceed expectations.

Wave 3

Wave 3 is our highest level of support available within the mainstream school. It may need to be a more intensive programme, involving more individual support or specialist expertise.

Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First Teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help.

This means that we will be able to target their resources more effectively, at fewer students. Wave 3 support is aimed at maximising progress and minimising performance gaps.

This involves:

- One to one or small group support via a specialist teacher, highly trained LSA or academic mentor towards the achievement of very specific targets.

- School identifies training needs of staff involved and ensures they can access appropriate training in and out of school.
- Specialist Advisory Service intervention.
- EP intervention.
- Application for EHCP

10. STAF Students

Each teacher should be aware of their 5 STAF Students (Seating, Teaching, Assessing, Feedback) – invisible / underachieving students whose learning needs to be addressed every lesson – every teacher should know the 5 in their class.

STAF students should be identified after each Progress Point and/or Hinge Assessment and should remain a focus for an extended period of time. These students do not necessarily correlate to the SEN register. These students should not be made aware that they are STAF .

STAF stands for the following aspects of teaching:

- Seating** - Students should be sat somewhere deliberately where they can better access the learning
- Teaching** - Teaching strategies and curriculum should be adapted to better support the learning of these students
- Assessed** - or questioned regularly for understanding of tasks and learning
- Given more detailed and regular **feedback** on how to develop or improve their work or understanding.

11. Monitoring

It is of the utmost importance that Heads of departments Know their department and how the curriculum is delivered by the teachers within it. It is also important that they are able to monitor the implementation of the curriculum in their departments with the support of the SLT and Line Manager and Improve on weaknesses identified in their monitoring activities and celebrate the successes.

In order to do this the following monitoring activities will be calendared:

- **Appraisal** – 3x LM 30 min observations once a term
- **Progress Walks** - 3x 15 min once a term
- **SLT Book Scrutinies** – Half termly
- **HOD Book Scrutinies** – Half termly
- **Student Voice Questionnaire** – Each Year Group per half term
- **Parent Voice Questionnaire** - Each Year Group per half term
- **HOD Hinge Reflections**- After every Hinge Assessment
- **Summative Assessment Response** – After each Summative Assessment

The monitoring of this policy will be calendared annually.

12. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives

i. Rosenshine's Principles in Action

Barak Rosenshine's 'Principles of Instruction' and Tom Sherrington's division of Rosenshine's principles [*Rosenshine's Principles in Action*] form the basis of our guiding principles. These principles can be seen in the illustration below:

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.

HOW2
teachinghow2s.com

01 DAILY REVIEW



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



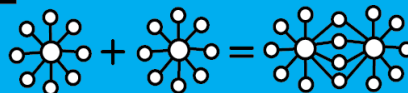
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful 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 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



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.

ii. Principles of Instruction in Action at Fortismere

Sherrington breaks these principles into 10, followed by the way Rosenshine expresses each principle in **‘Principles of Instruction’** (all page references are to that article):

1. Daily review

‘Begin each lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall’

Each lesson should start with a ‘Do Now’ Activity which focuses on prior learning and encourages students to ensure that new material is recalled and therefore support students in their learning.

2. Present new material using small steps

‘Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material’

Our working memory, the place where we process information, is small. It can only handle a few bits of information at once—too much information swamps our working memory. Presenting too much material at once may confuse students because their working memory will be unable to process it. Teachers ensure that students efficiently acquire, rehearse, and connect knowledge.

3. Ask questions

‘Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning’

Teacher’s questions and student discussion are a major way of providing necessary practice. Questions allow teachers to determine how well the material has been learned and whether there is a need for additional instruction. Teachers should use a number of questioning strategies to support and develop students’ learning. At Fortismere we use a No Hands Up/Cold Call policy for the selection of students.

4. Provide models

‘Providing students with models and worked examples can help them learn to solve problems faster’

At Fortismere we use Modeling and worked examples in all subjects, where relevant. Teacher modeling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support that are used in our classrooms. Worked examples are another form of modeling that allows students to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory

5. Guide student practice

‘Successful teachers spend more time guiding students’ practice of new material’

Students need to spend time rephrasing, elaborating, and summarising new material in order to store this material in their long-term memory. Teachers at Fortismere facilitate this rehearsal process by asking good questions that require students to process and rehearse the material. Rehearsal is also enhanced when students are asked to summarise the key points, and when they practice new skills, techniques and knowledge

6. Check for student understanding

‘Checking for student understanding at each point can help students learn the material with fewer errors’

Through circulating the classroom [Laps] teachers are frequently able to check to see if all the students are learning the new material. These checks provide students with support processing new learning into long term memory. These checks also let teachers know if students were developing misconceptions.

7. Obtain a high success rate

‘It is important for students to achieve a high success rate during classroom instruction’

Students are encouraged to take risks in a safe environment and to know that ‘being wrong’ is the first step in the learning process. Teachers use low stakes testing and work to support students in this process. By providing high quality teaching we ensure that students are able to be successful in all lessons.

8. Provide scaffolds for difficult tasks

‘The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks’

Teachers use scaffolds that include modeling the steps, or thinking aloud. They may also be tools, such as cue cards or checklists, that complete part of the task for the students, or a model of the completed task against which students can compare their own work. Teachers at Fortismere use sentence starters, writing frames and exemplar work to help students to develop their thinking and to ensure all students are able to be successful in difficult tasks.

9. Independent practice

‘Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic’

Through a focused ‘Independent Practice Time’ students are given the opportunity to practice the concept presented during the Introduction to New Learning and is a time for students to work towards mastery of the knowledge/skills presented in the lesson before an assessment is given.

10. Weekly and monthly review

‘Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge’

Teachers review student learning at regular points through the academic year. Hinge Assessments are timetabled in between summative assessments to allow students to know where they are and teachers to be able to identify areas of misconception and error and plan to rectify these before the summative assessments.

Teachers use low stakes testing on a weekly basis to further support their awareness of student progress.

The principles of instruction used at Fortismere come from three different sources including research on how the mind acquires and uses information, the instructional procedures that are used by the most successful teachers, and the procedures invented by researchers to help students learn difficult tasks.

The research from each of these three sources has implications for classroom instruction, and these implications are described in each of these 10 principles.

Even though these principles come from three different sources, the instructional procedures that are taken from one source do not conflict with the instructional procedures that are taken from another source. Instead, the ideas from each of the sources overlap and add to each other. This overlap gives us faith that we are developing a valid and research-based understanding of the art of teaching.

iii. Retrieval Practice

Retrieval Practice is the technique of bringing information into the working memory, from the Long Term memory in order to improve our ability to 'retrieve' the information. Consciously recalling knowledge helps learners in long term retention of knowledge and therefore pull their knowledge "out".

Retrieval practice is an effective learning technique that helps in memory retention because it involves recollection of prior knowledge, which improves the chances of knowledge shifting to long term memory.

Examples of Retrieval Practice Include:

- Practice tests
- Flashcards
- Writing prompts
- Concept maps
- Quizzes
- Placemats
- Copy-cover-and-check method

iv. Presentation of Work and the Presentation Pledges

Students should undertake to ensure that the presentation pledges set out below are followed. Books and the work in them should be able to demonstrate the student's progress through our curriculum. Books should be monitored and checked by the teacher during the lesson (live marking) and half termly when giving whole class feedback (as set out in P.6 in this policy). Heads of Department will be conducting Work scrutinies half termly as will the SLT.

Students' Presentation Pledges 2022 - 2023

1. I will take pride in my work and present it **neatly**.

2. I will treat my books with **respect** therefore **will not**:

- graffiti
- doodle
- scribble
- tear out pages
- leave blank pages

3. I will have a pencil case in my school bag containing at least the following items:

1. two black or dark blue pens
2. one green pen
3. a pencil and sharpener
4. a rubber
5. a ruler
6. a calculator
7. a glue stick
8. a protractor

4. I will **underline the date and title** in my exercise books or folders.

5. I will use a **blue or black pen** for writing unless my teacher asks me to write with a pencil.

6. I will use a **ruler** for underlining.

7. I will use a **pencil** for drawings or diagrams.

8. I will use a **green pen to correct** my work as directed by my teacher.

9. I will **cross-out** errors neatly with one line and **not use correction fluid**.

10. I will **glue** my worksheets and assessments neatly into my exercise books or store them **where my teacher says**.

v. Feedback

The following three pages are to be used in conjunction with the Assessment policy and Point 6 and 7 of this policy.

Hinge Feedback Sheets

Hinge assessments should be stuck in books in the correct chronological order. These require bespoke feedback to support the student to develop and progress through the curriculum. There should be a follow up lesson to act on the feedback.
Staff should use this feedback sticker - coloured blue to stand out in books. Policy on feedback is 1n Point 7 of this policy.

Title & Date		fortismere
What Went Well		
I Need To		
Mark/Grade		

Summative Assessment and Whole Class Feedback (WCF) Sheets

Whole Class Feedback on the common misconceptions and common successes should then be written on the WCF Feedback sheet after each summative assessment, one printed for all students and stuck into the students’ books. Feedback sheets for Summative assessments should be stuck in books in the correct chronological order. They should have a WCF sheet and a follow up lesson to act on the feedback.

Summative Whole Class Feedback Sheet

fortismere

Class

Date

W.W.W.

I.N.T.

Half Termly Sample Marking and WCF Feedback

WCF sheets should be used to give feedback once a half term to the whole class after sample marking 33% of class (inc STAF/SEND). WCF should then be written on the WCF Feedback sheet, one printed for all students and stuck into the students' books.

Class		Date	
-------	--	------	--

W.W.W.	
I.N.T.	

Have I Done these?

I have taken pride in my work and presented it neatly.	Yes	No
Underlined my Heading/Title with a ruler.	Yes	No
Included a date.	Yes	No
Used a Pencil for drawings/diagrams/graphs.	Yes	No
Used a green pen to correct my work.	Yes	No
Stuck my worksheets and assessments in neatly.	Yes	No
There is no graffiti, doodling, torn pages in my book.	Yes	No
Written answers in full sentences.	Yes	No

Vi. Meet and Greet

Meet and Greet refers to meeting students at the door, and setting or reinforcing positive expectations before they even enter the room. It reinforces what is set out in our behaviour policy.

It is one of the most important moments for building a positive culture within your classroom and gives you the opportunity to greet each student and you can establish a personal connection with students through a brief individual check-in.

High Quality Teaching needs positive relationships between teachers and students in order to be effective.

See Both Sides

- Stand where you can see the corridor and the room, so that you can briefly direct or compliment behavior outside and in.

Control the flow.

- Stand where you control movement in and out as much as possible; it's your right and responsibility to control how quickly and when students enter.

Set the mood for the room

- Make sure that students enter the room ready to learn and know what to do. "Take your seat, get your equipment out, write the date and title and complete the Do Now on the Board."

Use positive chat.

- Build positive rapport and connections to students with brief personalised welcomes.

Reset expectations.

- This is an opportunity to remind and reset students who are in danger of slipping. A gentle reminder of your expectations will go a long way for students struggling to improve.

Vii. 'Do Now'

A Do Now allows us to :

- **Review** from the last lesson, last week, last term or last year and/or **Preview** the day's lesson. It should Link to the lesson's learning and involve an element of recall, be it knowledge or skills.
- Make students use their short term and working memory.
- Require students to use their long term memory.
- Enable our students to remember key information and link new information to their existing knowledge. We know that students SEND often find this difficult.

A **Do Now** is a short activity that you have written on the board or that is waiting for students as they enter. It supports HQT by ensuring a positive learning environment. While you are greeting students at the door, or handing out students' books, or taking the student register, students should already be busy, via the Do Now with work that prepares them for the lesson.

A good **Do Now** should have four key elements to ensure that it remains focused, efficient, and effective:

- The **Do Now** should be in the same place every day:
 - You can write it on the Board
 - You can show it on the PowerPoint Slide
 - on a sheet of paper
- Students should be able to complete the **Do Now** without any direction from the teacher
- The **Do Now** should take five to seven minutes to complete
- The **Do Now** should require putting a pen to paper

viii. I Do, We Do, You Do

Our working memory has limited capacity it can deal with approx. 3-4 pieces of new information at a time. We need to be careful to embed the new knowledge in small chunks that build on each other (or link to prior knowledge) in order that they can transfer to long term memory. Delivering too much new information creates cognitive overload and therefore the information cannot be processed effectively - leading to malformed schema, misconceptions or knowledge gaps. This is one of the most effective SEND strategies to support students.

The gradual release of responsibility (also known as I do, we do, you do) is a strategy that includes demonstration, prompt, and practice. At the beginning of a lesson or when new material is being introduced in small chunks, the teacher has a prominent role in the delivery of the content. This is the “**I do**” phase. But as the student acquires the new information and skills, the responsibility of learning shifts to student processing activities. In the “**We do**” phase of learning, the teacher continues to model, question, prompt and cue students; but as students move into the “**You do**” phases, they rely more on themselves and their previous work and less on the teacher to complete the learning task.

I – the Teacher explanation

The teacher should **plan, script** and practise exposition so that it supports **clarity, reinforcement and engagement**. The teacher consciously chooses the structure to share given information and explain it, linking it explicitly to prior learning if appropriate.

Expected **misconceptions are exposed** through **demonstration**; this alongside **high quality modelling** and exemplification allows for student metacognition.

This sets the tone for the lesson in several ways. Since the students are to have their **pens down** while the teacher is showing them what to do, it prevents those students who think they know the correct way of doing what's being taught ahead of time.

This step also helps those **students who need extra time to process and understand the concept**. It levels the playing field. No one is moving ahead.

All students are just listening and watching the process being modelled to them (McCoy, 2011).

We – collaborative learning

This stage of learning involves **working on tasks together** [either partnering with other students or the teacher]. So you can use worked examples with some elements missing, to help students become more confident with the new learning.

The teacher plans and structures the ‘We’ section to **transfer the cognitive load to the students; checking for understanding** and ensuring that the students are **prepared** well to apply and **practise** their learning in **independent** practice.

The ‘We’ provides structured, focussed opportunities for talk, which is purposeful and directly related to the learning objective.

‘**Talk**’ enables students to test out their understanding of key learning and allows the teacher to **hear** students’ **thinking** aloud so that they can decide whether to **re-teach, extend or to move on**.

This allows for a **deeper level of learning** to develop. Students are now able to do more than just listen. Teachers guide and encourage students through the process being taught without leaving them to conquer new material on their own.

After the teacher models the correct way to understand or perform the new concept being taught, they partner with the students and work through some examples together (partner with teacher or classmates)

This allows for a deeper level of learning to develop. Students are able to do more than just listen.

This step allows a teacher to guide and encourage students through the process being taught without leaving them to conquer the “beast” of the new material they are learning alone.

This helps build confidence for the timid students or children with learning disabilities, autism, etc... (McCoy, 2011).

You – Independent practice

This phase of the lesson involves students using what they have been taught.

It can involve practising skills that they have just been shown.

This can involve asking students to recreate what you have asked them to do.

It can also involve simply answering practice questions and completing all the steps themselves.

This is where each student applies his or her assimilated knowledge and understanding to a planned task working independently from the teacher. The teacher circulates, gives positive reinforcement and feedback and live marks student work.

It is important to remember, however, that teachers will still spend some time **monitoring** the work that students are doing during this period.

Step	Lesson segment	Who	How
1	I	I do	Explanation/demonstration/modelling
2	We	I do; you help	Modelling with student input, asking pupils to correct/improve your work etc.
3	We	You do; I help	Shared (whole class) activity/ group work/paired work
4	You	You do...	Independent practice
5	You	And do... and do... and do.	Repeat practice

ix. Checking for Understanding

Teachers need to know exactly where students are in their learning at all times (as far as that is possible) to best support mastery of a skill or concept. There are two stages to this process:

1. **Gathering information** by constantly **checking for understanding** and sampling **student responses**
2. **Responding to this information** with swift intervention to remedy **misconceptions** or **mistakes**, or to **advance** to the next level of challenge.

A key element of checking for understanding effectively is, as Doug Lemov calls it, '**rejecting self-report**'. Even if a student says that they have understood, teachers cannot know for sure until they check.

No Opt Out, No Hands Up and **Cold Calling** are three elements that need to be used in conjunction with one another. Together they set a culture in our classrooms and throughout our school.

- They allow you to more accurately check for understanding
- They also create higher levels of engagement and accountability for the students
- Improve attention levels
- Allows for more targeted questioning
- Allows you to question a more representative sample of students
- Provides greater AFL opportunities for students
- Normalises error to allow for a focused, honest response

No Opt Out

In a high-performing classroom, a verbalised or unspoken “I don’t know” is cause for action. When a student begins by being unable or unwilling to answer, you should ensure you make the sequence end as often as possible with the student giving a right or valid answer.

Choose among four basic formats to respond:

- Format 1. You provide the answer; your student repeats the answer.
- Format 2. Another student provides the answer; the initial student repeats the answer.
- Format 3. You provide a cue; your student uses it to find the answer.
- Format 4. Another student provides a cue; the initial student uses it to find the answer.

This is among the most helpful and efficient techniques for raising classroom expectations, especially if:

- Students tend to duck away from questions rather than answer them.
- Students don’t hear themselves getting answers right.
- The class lacks a culture of accountability and incentive for each individual.

Take the rigor of your interaction up a notch by wrapping up the sequence with a request for another correct answer or an explanation of the “why.” If we all follow these then the culture will change and the students will come to expect this.

No Hands Up

No Hands Up (NHU) applies to the times when we are checking for understanding in our classroom. At these points we should plan to select specific students for specific questions in order to gain a more accurate understanding of the level of understanding in the class. The purpose of this is to stop the same students from answering all the questions. There will be times when students will raise their hands in lessons but not when we are checking for understanding.

Cold Call

The Cold Calling students should be:

- **Predictable**
 - By Cold Calling frequently and consistently, pupils will come to expect the Cold Call and change their behaviour in advance by readying themselves mentally to answer questions.
- **Systematic**
 - Effective Cold Calls focus on expectations, not individuals. They are universal and impersonal.
- **Positive**
 - Cold Call should foster positive engagement. The goal is for pupils to get the answer right, not to learn a lesson by getting it wrong; therefore, questions should be clear and planned in advance.
- **Scaffolded**
 - Unbundle and scatter: break larger questions down into smaller questions and distribute these to multiple pupils.

SEND – in some cases it may not be appropriate to cold call these students – you must adapt this approach so you can check for their understanding.

Live Marking and Laps

During the You tasks (and occasionally We Tasks) teachers should move around the classroom checking on students as they work, we are calling this ‘Laps’. Laps provide an opportunity for teachers to

- Gain feedback on the classroom activity,

- Check for understanding,
- Identify and Correct misconceptions [and reteach if necessary]
- Check the quality of presentation in students books

Staff should first visit your STAF students and SEND students

An important element of this process is to Live Mark student work. This was set out in the Assessment Policy.

“whilst circulating their class and look for common errors and misconceptions that students are making and correct these during the lesson. The purpose of this is to ensure that students do not leave the class having misconceptions about the content being taught and rather have a clear idea of the curriculum content being taught. This is a key tenet of Schema and Cognitive Load Theory and ‘Rosenshine’s Principles of Instruction’