Uplands Manor Primary School

Teaching and Learning Framework

Contents:

Purpose:

Why do we need a framework?

Teaching and learning is complex, but above all, it is too important to get wrong.

A **clear framework of expectations** makes it easier for teaching staff, governors, and other stakeholders to understand, apply and evaluate. Describing key principles and their expected use in the classroom frees up teaching staff to invest energy in the children and their needs, rather than developing an uncertainty of approach. Providing teaching staff professional development that focusses on researched, well-considered approaches, gives the children the best possible chance to achieve.

The clarity provided within the framework ensures all teaching staff understand what is required and leaders likewise understand what it is they're trying to support others with, ensuring the children receive consistently high-quality provision.

There are varying degrees of teaching experience in any school, and there will likewise be varying degrees of **standardisation** and **autonomy** in any school. The purpose of the framework is to provide a 'sweet spot' between the two.

The Uplands Manor Teaching and Learning Framework intends to do just that, exploiting the benefits of both approaches. Teachers need to be provided with enough flexibility to make considered choices about their teaching, encouraged to create deliberate differences to suit their learners and have the confidence that those choices sit within and evidence-informed structure

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Vision, Values and Curriculum Drivers.

Intent

At Uplands Manor we are privileged to be able to make a difference to the lives of our children and the choices they make about their future. Our children have an entitlement to the powerful knowledge and skills that will enable them to lead purposeful, successful lives and make a positive contribution to society.

We will achieve this through a well-sequenced, coherent curriculum which:

- **Embeds the powerful knowledge, skills and vocabulary development**
- **Promotes and provides rich cultural capital**
- **Ensures that every experience and interaction models the positive behaviours we expect to see Implementation**

Uplands Manor have developed four curriculum drivers which give our school curriculum the **'Ex Factor'** and bring about the aims and values of our school and respond to the particular needs of our community:

Excite – Children are **inspired and enthusiastic** to learn through engaging sequences of lessons, each of which builds on prior knowledge. Our curriculum motivates pupils to work well independently and within small groups to make good progress and age-related outcomes.

Experience - High quality experiential opportunities, such as visits, visitors, artefacts, film and stories, develop pupils' **cultural capital** and **vocabulary** and further build and embed their schemas, allowing the children to develop as independent thinkers and learners. Children become increasingly aware of opportunities in their community and beyond.

Extend – Ensuring that knowledge enters a child's **long-term memory** is essential in order to make learning 'stick'. Therefore, core knowledge is taught in all curriculum areas and opportunities to interleave and revisit this knowledge are built into the curriculum in order to secure and build upon prior knowledge.

Excel – Concepts build and become more complex as we go through our curriculum, ensuring that children are constantly **building, embedding and using their mental models**.

Uplands Manor 'Ex Factor'			
Excite	**Experience**	**Extend**	**Excel**
Start with a hook that activates prior knowledge. End with an event	Real-life hands-on experiences and opportunities. Visits, visitors, stories, film, drama, artefacts, music	Build on prior knowledge. Focus on core knowledge. Revisit and embed in long term memory a range of retrieval strategies.	Progression and achievement for all.

"Educating children with the skills and ambition to strive for a life of choice and opportunity"

Uplands Manor Primary School
'Working together for success.'

Uplands Manor Primary School Classroom Essentials.

Though Uplands Manor Primary School supports children from 3 to 11, there are universal expectations of each classroom across the school – **consistency is key.** Our '**Classroom Essentials'** ensure there is a global approach, meaning children and adults in school know what to expect and know to manage each classroom.

Relationships Rooted in Challenge and Trust	**High Expectations and Excellent Classroom Practice**
• Learners are safe, have trust, respect & feel valued. • Learners have friends at school. • Parents feel welcomed and informed. • Positively speak about school, with professional challenge. • Active participation and involvement in our school community. • Staff and learners embrace cultural diversity. • Share ideas and work as a team. • Staff live our team behaviours and promote our school values. • Relationships are rooted in high expectations and nurture.	• Learners and staff on time and well prepared. • Practice and live school / classroom routine. • Demand the best from every learner. • Expect excellent behaviour • Adapt teaching to meet the needs of all learners • Model expectations clearly and with expert explanation. • Use data to inform your practice (QLA) • Follow the timetable so the curriculum becomes broad. • Excellent handwriting & presentation (modelled by the teacher)
Positive Classroom Culture	**Quality Pupil Feedback**
• Set consistent, clear classroom expectations and routines. • Model respect, courtesy, manners and honesty. • Model enthusiasm and resilience. • Explicitly teach appropriate language and classroom behaviour. • Embed the Uplands way in class, referencing our values. • Implement positive behaviour strategies within lessons. • Promote contributions using appropriate questioning strategies. • Apply behavioural strategies fairly and consistently. • Look for opportunities to celebrate. • Praise positive communication and articulation.	• Effective feedback requires positive relationships. • Feedback is kind, specific and helpful. • Clear expectations are provided prior to lesson: learning intention, success criteria via modelling & purpose. • Meaningful verbal and written statements (live marking policy) are provided to students about what to do next to guide improvement. • Immediate verbal feedback is prioritised. 'Work the room' • Groups of children receive appropriate follow-up feedback. • Whole-class feedback is succinct and allows for practice. • Feedback moves learning on or checks understanding. • Feedback is almost non-stop. A teacher's default is to be circulating feedback or to be offering it via guided support.
Positive Classroom Environment.	**Promoting Independence**
• Desks are positioned so students can clearly see the board. • Learning spaces are clearly defined. • Classroom is clean, free of rubbish and unnecessary storage • Behaviour expectations up in all classrooms – referred to regularly. • All print is meaningful – there is no need for wallpaper • Student work is displayed, is current & presentation is valued. • Daily visual timetable is on the board • Communication in print is used to support all learners.	• In response to learner mistakes, support them by promoting self-scaffolding; prompting; providing clues; modelling outcomes; and then correcting. • Learners are directed to think, check the board, then ask a buddy before requesting teacher support. 3 B's – Brain, book, buddy. • Promote ownership of learning by emphasising accountability. • Scaffold learning opportunities to build confidence. Withdraw to challenge and push the children. • Model independence – narrate your thinking when problem solving. • Promote thinking and participation ratio through questioning • Resource effectively, allowing learners to choose their tools • Provide thinking time – that is where the learning happens.

Uplands Manor Primary School Early Years Classroom Essentials.

In acknowledgement of the importance of Early Years and its distinct teaching pedagogy and application, we have considered the classroom essentials specifically through the lens of Early Years also.

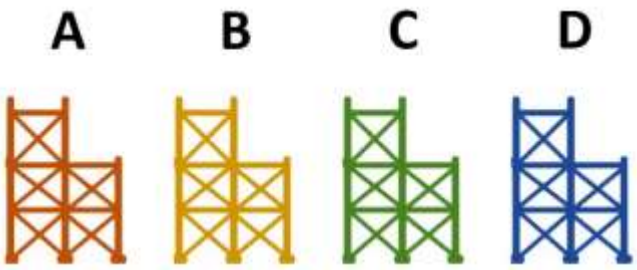
Relationships rooted in trust	**High expectations & excellent classroom practice**
• Assessment is accurate and adults know their children well. • Understanding is built through meaningful play, talk and real-life experiences. • Staff get down to the child's level and play with them and engage them in their imagination and ideas. • Staff model the COEL through playing with children to help them foster their own COEL. • Children are encouraged to reflect on their learning through talk, displays and floor books.	• Children are positively encouraged to redraft or improve their work, understanding that first attempt isn't the best a child can achieve. • Talk in full sentences is always modelled by adults. • Sound talk, rhyme and initial sound highlighting are used frequently throughout the day by all adults • High behaviour expectations modelled by adults and delivered through emotion coaching and school behaviour policy
Positive classroom culture	**Quality pupil feedback**
• Staff prioritise interactions with children over interactions with adults, and model attentive listing strategies. • Ensure that children are highly motivated and eager to join in, demonstrating curiosity, imagination, and concentration. • Objective led curriculum ensures that skills are taught through child initiated and self-chosen activities • Children and staff value play based learning and enjoy thinking and taking risks together. • Writing is modelled in all areas of play (using writing caddies) • Curriculum provides stimulating activities and experiences for both gender	• Feedback is delivered to match each child's level of understanding. Adult must check for understanding of feedback given through talk or working alongside the child. • Provide adult modelled (where possible child modelled) examples enhanced activities of adult led learning. • Sustained Shared Thinking – Adults 'think out loud' when solving problems with children
Positive classroom environment	**Promoting independence**
• Classrooms are orderly and tidy to ensure that cognitive overload is reduced • Staff maintain the resourcing of allocated areas. • The outdoor areas will be kept tidy by all staff, on duty outside. • Staff will add resources to enhance their allocated areas of continuous provision so children can access each area of continuous provision at different levels of challenge. • The environment is calm and engaging, resources clearly labelled and easily accessible to promote independence	• Children are assessed through every interaction so scaffolding in place can be adjusted or removed • Independence is expected and positively encouraged in the first instance - adults only support when needed • Adults deploy the MITA principles, encouraging independence. • Specific praise will be given when independence is shown, and examples modelled to the class

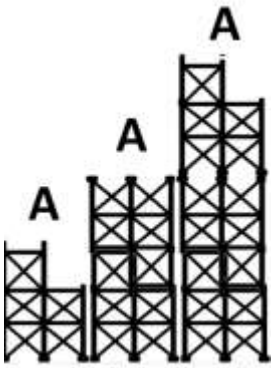
Planning for successful Learning.

Adaptive Teaching

The Uplands Manor '**Classroom Essentials**' identify the need to ensure teaching supports all learners. Balancing the necessity to both support and stretch learners is at the core of the craft of teaching and underpins one of the Uplands Manor Principles of Teaching and Learning – **'Quality First Teaching through inclusive practice'.**

Our learners experience a range of teaching strategies to meet their need, all falling under the blanket term of 'adaptive teaching'. **Adaptive teaching** is how teachers' scaffold, differentiate or adapt provision to ensure learners are being suitably supported and challenged. However, fundamental to this are the high expectations placed on learners. An example of this is how we 'teach to the top' to ensure all learners access a challenging learning objective – typically this is achieved via scaffolding. However, there is an understanding that sometimes more **traditional differentiation** needs to take place to secure gaps in learning or to enable children to access further material with a good degree of understanding.





Traditional differentiation is often more applicable when there is a large range in learners' understanding and attainment. Often there are occasions where learners may need to focus on specific Learning Plan objectives (SEND), or they need additional challenge to go beyond chronological age teaching content.

Scaffolding is applied to support learners all reach the same learning objective. Scaffolds could include writing frames, prompt sheets, calculation frames, concrete resources etc. Adult support can likewise be considered a scaffold if the adult is enabling the learner to achieve the learning objective following the MITA principles. However, **one of the most important elements of scaffolding, is knowing when to withdraw them.** There is a risk that learners can become too dependent on scaffolds and develop a sense of leaned helplessness. Timing when to withdraw a scaffold is almost as important as providing them in the first instance.

Below is a non-exhaustive example of the **range of strategies** deployed to support learners at varying degrees of attainment, though many strategies could span 2 or more bands e.g. scaffolding would also be appropriate to support a children develop 'above' level understanding of certain concepts.

Well below	Below	Expected	Above
• Colourful Semantics • Communication in Print • Adaptive modelling • Adult support • Focussed differentiation • Communication friendly environments	• Scaffolding • Small steps modelling • Extra we do – you do loops • Adult/guided support • Manipulatives (CPA) • Sentence stems	• Flexible scaffolding • Flexible support – foster independence • Promote independent access to resources e.g. word banks, working walls, number frames etc	• Additional challenge resource • Application in varied contexts • Higher level content • Focussed differentiation

Core Principles of Teaching and Learning

The teaching strategies are adapted for each phase of learning. The use of **core strategies** and approaches provides teaching staff (and children at times), with a **universal language** to help us understand learning and to help us understand how to be better.

We have condensed those strategies and approaches into **6 broad areas.** These areas are discussed as a matter of course during appraisal, learning review meetings and part of professional development feedback and training.

There is a strong agreement that provision for children with SEND is good provision for all i.e. our principles are especially good for children with additional needs, but also good for all children.

" If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." Dylan William

Uplands Manor Core Principles of Teaching and Learning
1. Sequencing and modelling
2. Questioning
3. Reviewing Material
4. Stages of practice
5. Behaviour for learning
6. Quality First Teaching Through Inclusive Practice

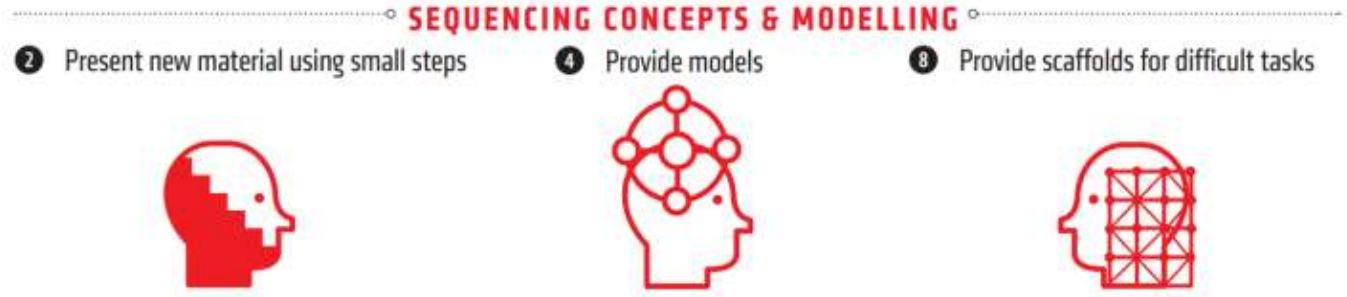
Our professional development (CPD) model heavily leans on the idea that **we can all improve and become better teachers, irrespective of experience**. This is considered during CPD design and appraisal. Our CPD involves sharing theory and an evidence-base for teaching strategies; allowing discussion and collaboration; consideration of classroom application; technique summary; and support in implementation.

This then forms the basis of our professional learning cycle. CPD is delivered at the 'Pre-Cycle' stage and 'buyin' ensured. Monitoring activities are undertaken to ensure '**compliance'** and to identify practice to showcase and teachers needing additional support. Further monitoring takes place to ensure '**effectiveness**'. At this stage, colleagues check on the positive impact provision is having on the learners.

Uplands Manor Core Principles

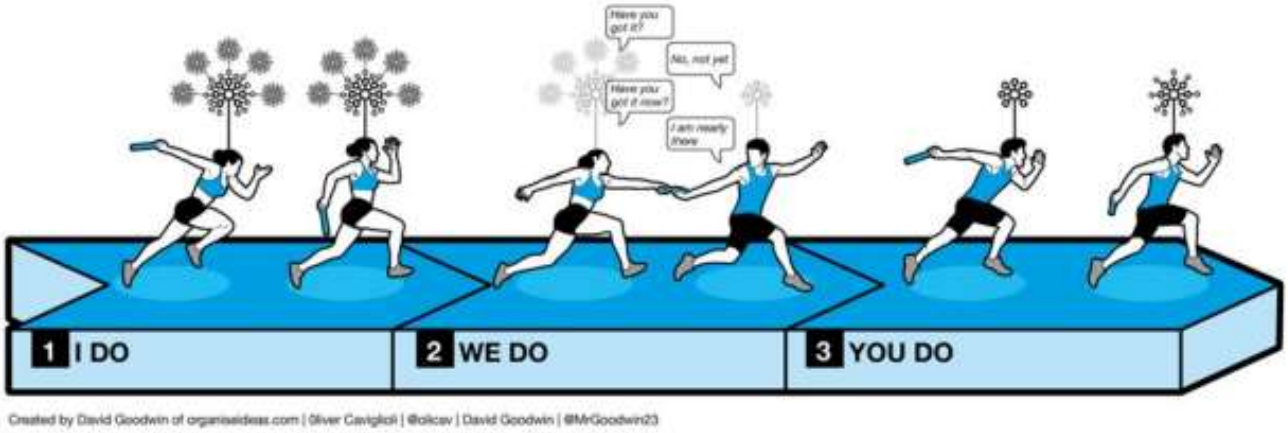
Sequencing and Modelling

Sequencing and modelling are essential elements to teaching and learning: they form one of the four strands in Rosenshine's Principles in Action. These principles form very much reside in the 'design thinking' domain of teaching and learning. Teachers are required to consider how they will present learning in small steps; provide adequate models to support learners understanding; and provide scaffolds to deepen understanding and enable all to achieve.



Modelling is an eternal cornerstone of teaching and learning. Learners must be shown exactly how to do something in order to understand and apply themselves. We ask teachers to break their learning into small, 'practisable' steps that can be repeated and perfected. In doing so, teachers must share a model of how to complete those steps, providing a scaffold for those who need additional support with their understanding.

At Uplands Manor, we apply the process of **'I do, We do, You do'.** Learners receive a model from the teacher (I do), they then jointly complete an example with the teacher (We do), and finally they complete an example on their own (You do). This is best considered through the analogy of 'passing the baton' to the learner. The teacher shares their **expert schema** and helps the learner to make connections and build their schema.



Uplands Manor Core Principles

Sequencing and Modelling

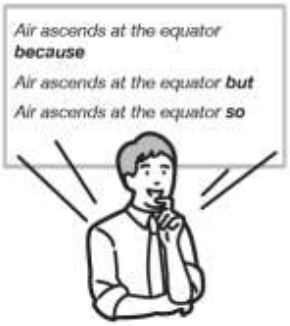
We ask teachers to deploy specific strategies when they are modelling with learners, following the '5 Ways to Secure Progress Through Modelling' approach.

1 SHOW THE WHOLE PROCESS – NORMALLY, THEN SLOWLY.

Whatever you are modelling, it helps to show it in its entirety — at full speed — before showing it slowed down. Providing worked examples shows students what to aim for, but breaking it and slowing it down shows them how to get there.

2 BREAK DOWN INTO PRACTISABLE STEPS.

A whole task will always have individual steps that you can model. Identify each step, model them and provide opportunities for students to practice them. In writing, this will be sentence and paragraph types as students build towards finished essays.

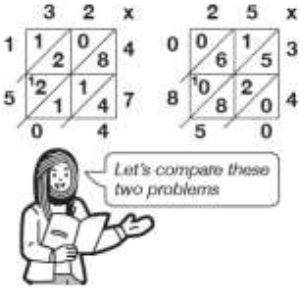


3 NARRATE YOUR THINKING; CHECK FOR THEIR UNDERSTANDING.

Metacognitive talk — narrating your thinking — is a vital part of modelling. But it doesn't matter how good your explanation is if you don't check students' understanding. Narrate your thinking as you show each step. Model, narrate, check for understanding and repeat.

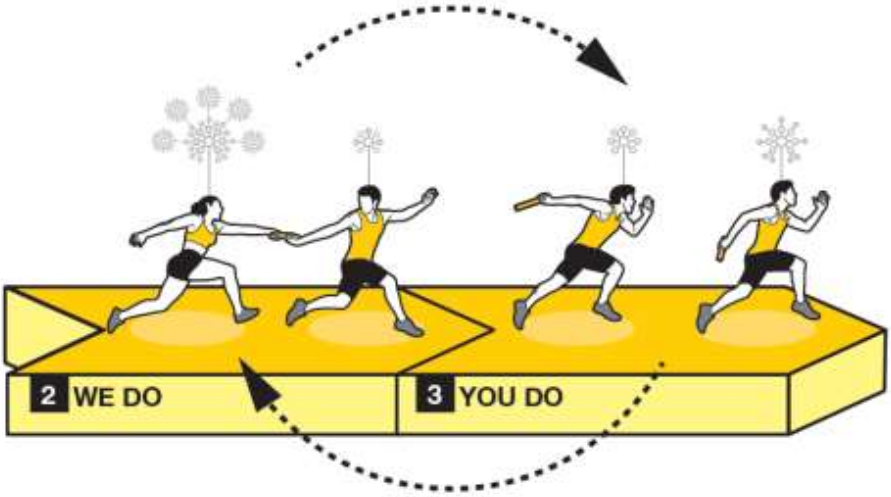
4 USE MULTIPLE EXAMPLES WITH BACKWARD FADING

Showing multiple examples reveals the required steps; for example, modelling two similar math problems side-by-side shows how the method works. After modelling the two methods, provide partially worked examples that gradually become less completed.



5 RUN MULTIPLE, SHORT WE DO/YOU DO LOOPS

The I do, We do, You do principle offers structure to the modelling process. The trouble is that the teacher can't know if her students will be successful on their own until they give it a go. But unlike a baton exchange, where competitors only get one shot, you can repeatedly re-run the We do, You do phases of instructional modelling. Work on a task with your students using backwards fading, and then let students try it solo. Re-run the We do phase for those that aren't successful before handing the baton over again for the You do part.



Uplands Manor Core Principles

Sequencing and Modelling

At Uplands Manor, we appreciate the role that both teacher and learner play in understanding new concepts and building schema. However, there is a deep appreciation of the expert role the teacher plays in this. The teacher is the expert in the room, and though pupil voice is essential in school, the subject knowledge the teacher holds is paramount. **Effective subject knowledge** enables teachers to break down the learning into composite parts, plan for effective instruction, modelling, and independent practice. Applying the modelling strategies and techniques is key to this and the following teaching habits are shared with teaching staff.

Core Habits

1. Establish an environment where children are receptive to teacher input

2. Use **concise language**, tone and pauses when modelling, ensuring a high thinking ratio (I do)

3. Demonstrate learning in small steps that children can practise.

4. Provide opportunities for children to share their thinking and understanding as a collective (We do)

5. Allow children the opportunity to practise steps and demonstrate understanding (You do)

6. Assess understanding and determine additional support and scaffolds (We do, You do loops)

7. Regular checks for understanding through effective questioning and narrating of thoughts

Expert Habits

• Build pupils' schema by activating prior knowledge and explicitly identifying the link between new and prior knowledge.

• Model the process normally then slowly, establishing high expectations

• Share 'non-examples' to pre-empt anticipated misconceptions

• Use 'backwards fading' strategies to deepen understanding

• Assess precisely to identify groups of children who need guided support or further scaffolds, knowing exactly when to withdraw them • Allocate teaching support staff based on assessments made by the teacher or themselves

• Learners are able to share reasoning and modelling as 'cognitive care'

Additional Reading

Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26. https://doi.org/10.1016/j.edurev.2013.11.002

Wittwer, J., & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A MetaAnalytic Review. Educational Psychology Review, 22(4), 393–409. https://doi.org/10.1007/s10648-010-9136-5

Sims, S., Fletcher-Wood, H., Godfrey-Fausset, T., & Meliss, S. (2023). Modelling evidence-based practice in initial teacher training: causal effects on teachers' skills, knowledge and self-efficacy. Ambition Institute. Available at: www.ambition.org.uk/modelling-evidence-based-practice-in-initial-teacher-training/

Sequencing & Modelling

Below are examples of common improvement actions that can sometimes occur when applying this concept throughout school and where additional support can be identified to aid the teacher in their provision for learners

<table>
<tr><th colspan="4">Sequencing and Modelling</th></tr>
<tr><th>Common Improvement Actions</th><th>So that…</th><th>Relevant Walkthru</th><th>Further Support Suggestions</th></tr>
<tr><td>Make sure students have a full understanding of the steps they need to follow to complete the task successfully…</td><td>They are able to demonstrate their learning effectively.

They understand what you expect of them.

You can ensure they will be successful and therefore improve their motivation and confidence.</td><td>• Worked Examples and Backward Fading- pg. 68 (W1)
• Scaffolding- pg. 80 (W1)
• Check for Understanding- pg. 96 (W1)
• Feedback as Actions- pg. 106 (W1)
• Whole Class Feedback- pg. 108 (W1)
• Guided Practice- pg. 126 (W1)
• Predict and Verify- pg. 88 (W3)</td><td rowspan="3">Review…
It might be helpful to return to: Rosenshine's Principles in Action: The Workbook: Pg.s 28-38 and 82-83.

Read…

I Do, We Do, You Do: https://classteaching.wordpress.com/2018/12/05/i-we-you-a-simple-approach-to-modelling/

Watch…

David Didau- Making Kids Cleverer: https://www.youtube.com/watch?v=R1XPsXBX_L4

Ambition Institute- An Introduction to the Science of Learning: https://www.youtube.com/watch?v=6EgXTFpLvlo

Listen…

Improving Teacher Talk: https://www.tes.com/news/teacher-talk-why-we-need-talk-better-not-less

Rosenshine's Principles in Action: https://podcasts.apple.com/gb/podcast/season-2-episode-5-tom-sherrington-teacherhead-on-rosenshines/id1448601060?i=1000438910477</td></tr>
<tr><td>It would be helpful for students to see your thought process prior to them applying their learning…</td><td>You can support them to develop metacognitive abilities.

You can make the implicit, explicit.

Students understand what success might look like.</td><td>• Abstract Models with Concrete Examples- pg. 76 (W1)
• Live Modelling- pg. 78 (W1)
• Metacognitive Talk- Narrate the Thinking- pg. 82 (W1)
• Process Questions- pg. 102 (W1)
• Examples and Non-examples- pg. 84 (W3)
• Giving and Explanation- pg. 82 (W3)</td></tr>
<tr><td>Students would benefit from having a greater understanding of the context of their learning…</td><td>They can make purposeful connections between new and existing knowledge and therefore develop their schemata.

Connections can be made between concepts and ideas.

The abstract can be related to something more concrete to support students' understanding.</td><td>• Big Picture, Small Picture- Zoom In, Zoom Out- pg. 74 (W1)
• Abstract Models with Concrete Examples- pg. 76 (W1)
• Concrete Examples- pg. 124 (W1)
• Oracy: Debating- pg. 142 (W1)
• Independent Learning: Pre-Reading- pg. 148 (W1)
• Sequences, Causes and Consequences- pg. 86 (W3)
• Advance Organisers- pg. 92 (W3)</td></tr>
</table>

Core Principles

Questioning.

Questioning is a core teaching tool to both understand what learners already know, but also what they need to know. Teachers ask approximately 2 questions a minute, up to 400 a day, and 70,000 a year. The number of questions asked is staggering and serves to illustrate the importance of making sure teachers ask the right questions, at the right times. Questioning forms a strand within Sherrington's re-imagining of Rosenshine's Principles of Instruction and includes 2 core principles (below).

In The Hidden Lives of Learners (2007), Nuthall explains that there is a need for constant monitoring of students' understandings as the ways they understand and interact with information depends on their prior knowledge and understandings. Often, this sort of questioning (to gain greater understanding of the class's understanding and knowledge, are called hinge questions. Teachers who appreciate the value in this often increase the attainment of the learners they are responsible for. Good and Grouws (1979) showed that the students of teachers who were trained to ask more factual and process questions achieved higher scores in the assessment.

There class questioning is applied at Uplands Manor Primary School, we aim to increase thinking ratio i.e. the purpose of questioning should be to encourage the most children possible to consider their own response to a question, for the most amount of time.

Questioning should be used to promote metacognition in classrooms. Supporting learners to 'think about their thinking' enables them to understand more about their learning and more about what they need to do to learn well.

Using probing questions alongside process questions develops this further e.g. 'What is 7 cubed?' (probing) and 'How did you work that out?' (process).

Core Principles

Questioning.

The **5 core questioning strategies** deployed by teachers at Uplands Manor can be seen below. These are strategies taken predominantly from **WALKTHRUs and Teach Like a Champion materials.**

Cold Calling ensures that all children are attentive and increases the participation ratio. Teachers are able to specifically select the children they need feedback from to check for understanding or to celebrate success.

No Opt Out reinforces high expectations of involvement and engagement. Children know they are expected to contribute and that it is fine they don't know as they will receive support to make sure they do.

Think, Pair, Share supports children in rehearsing and sharing ideas. Structured discussion provides thinking time and supports children to feel confident in their responses. Teachers are able to circulate and listen.

Show-Me Boards provide the teacher with a snapshot of understanding of the whole-class. Using this strategies enables teachers to review understanding in an efficient manner, supported a psychologically safe approach.

Say It Again Better supports learners to develop high quality verbal responses. Teachers are able to help learners articulate their thoughts clearly by accepting the initial response but building depth and clarity.

Core Principles

Questioning.

Questioning: Use questioning to increase thinking ratio, maintain motivation check for understanding.

Questioning allows us to make the implicit thought processes in students' brains explicit. This enables us to make judgements about their understanding and respond accordingly. Pupils are likely to have misconceptions. By asking hinge questions, we can check deep understanding of the taught content to gauge the right time to move from instruction to practice.

Questioning, with sufficient thinking time, facilitates us in building pupil motivation through success and highlights important information using strategies such as cold-call and think-pair-share. We can also use strategic questions to give pupils the appropriate level of support or challenge to ensure they are making the maximum possible progress.

Core Habits

1. Plan to question – consider appropriate times in the lesson to check for understanding (hinge questions) and be clear about whether you are asking probing questions or process questions.

2. Ensure questions are purposeful; they are to check for understanding and move learning on.

3. Use strategies (show-me boards) to assess understanding of the whole class systematically throughout the lesson.

4. After 'cold-call', provide an appropriate wait time to allow learners to think, building participation ratio to increase depth of learning and participation, perhaps as part of 'think-pair-share'.

5. Build a classroom environment where all contributions are accepted but appropriately developed ('say it again better') alongside a 'no-opt-out' culture, increasing participation and attentiveness.

Expert Habits

- Use strategic questioning to elicit common misconceptions and respond accordingly.
- Probe pupils' initial answers to promote deep thinking, involving all learners (agree-build-challenge).
- Use strategic partner talk, cold call, and quick questioning strategies to increase participation ratio.
- Use appropriate variations of cold calling to enable 'batched calling' providing advanced notice.
- Identify and scaffold format pupils should respond to questions in before posing the question

Additional Reading

Classroom Questioning by Kathleen Cotton. Classroom Questioning (educationnorthwest.org)

What does research evidence tell us about effective questioning? Questioning from a distance | Durrington Research School

Questioning (Steven Hastings) https://www.tes.com/news/questioning

Core Principles.

Questioning

Below are examples of common improvement actions that can sometimes occur when applying this concept throughout school and where additional support can be identified to aid the teacher in their provision for learners.

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<tr><th colspan="4">Questioning</th></tr>
<tr><th>Common Improvement Actions</th><th>So that…</th><th>Relevant Walkthru</th><th>Further Support Suggestions</th></tr>
<tr><td>Challenge a wider range of students during questioning by not allowing hands up…</td><td>You can elicit how well a wider range of students have understood the material, informing next steps in teaching

You can manage the more dominant voices in the room and hear from students less likely to volunteer, encouraging all students in the class to think carefully.</td><td>• Cold Calling- pg. 90
• Show-Me Boards- pg. 94
• Probing Questions- pg. 100</td><td rowspan="4">Review…
It might be helpful to return to: Rosenshine's Principles in Action: The Workbook: Pg.s 41-53 and 84-85.

Read…

SKILFUL QUESTIONING: THE BEATING HEART OF GOOD PEDAGOGY
BY JONATHAN DOHERTY JUNE 2018 (9 MIN READ)

The Power of Questioning: https://teacherhead.com/2018/08/24/great-teaching-the-power-of-questioning/

Classroom Questioning: https://educationnorthwest.org/sites/default/files/ClassroomQuestioning.pdf

Watch…

Doug Lemov- Teach Like a Champion Techniques: https://www.youtube.com/playlist?list=PL4wcgovaKkUoaxLyRA6FxwGsvJcgvo6H3</td></tr>
<tr><td>Use strategies to develop the confidence of students who respond with 'I don't know' when asked a question…</td><td>You can find out whether a student really doesn't know the answer or whether they don't want to think about it.

Students understand there is a high expectation of them at all times and will increase ratio.</td><td>• Think, Pair, Share- pg. 92
• Show-Me Boards- pg. 94
• Say It Again Better- pg. 98
• Feedback That Moves Forward- pg. 104
• Peer- Supported Retrieval- pg. 120</td></tr>
<tr><td>Utilise questioning to develop students' understanding of their learning…</td><td>Students are able to make links between concepts and ideas.

You can elicit how well a wide range of students have understood the material.

You can identify misconceptions and use these to inform the next stages of your teaching.</td><td>• Probing Questions- pg. 100
• Cold Calling- pg. 90
• Say It Again Better- pg. 98
• Process Questions- pg. 102
• Concrete Examples- pg. 124
• Oracy: Instructional Inputs- pg. 146</td></tr>
<tr><td>Avoid asking questions out to the class without targeting an individual or using a questioning strategy…</td><td>You can avoid a situation where students call out, or several students try to answer at once.

You can manage class discussion more effectively and use your knowledge of individuals to identify levels of understanding.</td><td>• Cold Calling- pg. 90
• Think, Pair, Share- pg. 92
• Peer- Supported Retrieval- pg. 120
• Signal, Pause, Insist- pg. 40
• Rehearse Routines- pg. 44</td></tr>
</table>

Core Principles

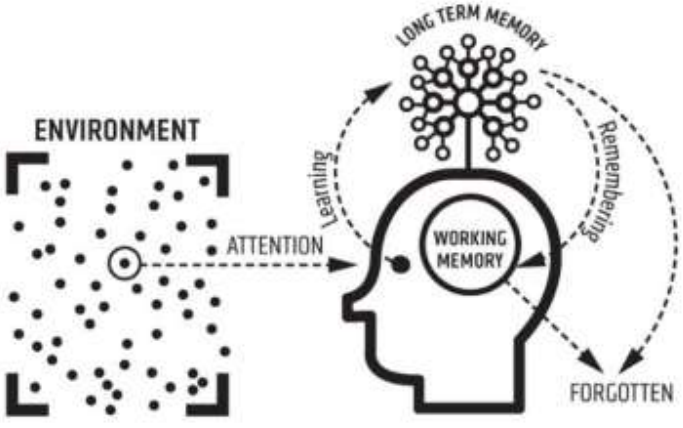
Reviewing Material

Reviewing material is fundamental to understanding what children have truly learnt, and what it is they need to be taught in order to establish and deepen connections with other learning, building schema. Reviewing material is heavily associated with questioning via **retrieval activities.** In the reviewing material section of the framework a variety of **retrieval strategies** will be discussed.

Rosenshine discusses reviewing material through two principles; daily review and weekly and monthly review.

The intention of reviewing material is to interrupt forgetting. 'If nothing has altered in long-term memory, nothing has been learned', (Sweller et al, 2011). In cognitive psychology, learning has been identified as an adjustment in long- term memory, (Ofsted, 2019). If something is not remembered or has not changed an individual's overall understanding, it has not been learnt.

Appreciating learning through both a biological and psychological lens empowers teachers to consider the cognitive science of learning and supports teachers to use 'best bets' to ensure true learning occurs. Caviglioli and Sherrington shared a model of learning that depicts the necessity for learners to actively pay attention to their environment to receive the learning into the working memory. The learner is then required to 'remember' the learning in order to strengthen the memorisation of that learning, leading to developed schemas. Without the 'remembering' process, the learning can be forgotten. Likewise, if learners have too many elements to juggle (cognitive overload) within their working memory, the learning will likewise be forgotten quickly. When learning is forgotten, it disables learners from building schemas. This prevents generative learning, where learners are able to build understanding by integrating new learning with existing schemata for example, if learners are able to remember their 2x table as doubling, knowing their 4x table (doubling and doubling again) becomes infinitely easier.

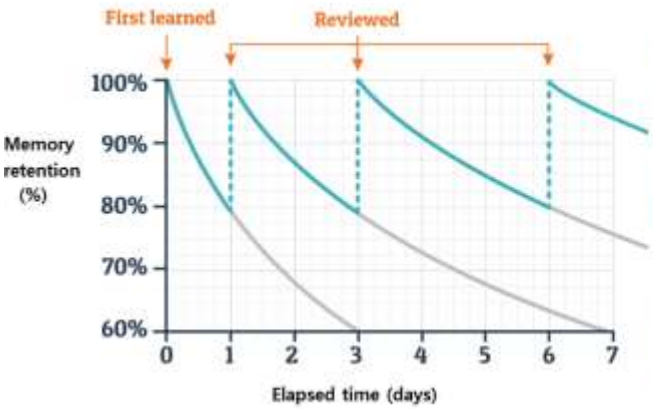


Core Principles

Reviewing Material

The Uplands Manor Curriculum is built on the principles of schema-building. The curriculum is the progression model i.e. the lessons taught, and the knowledge and skills shared are themselves progressive and explicit links are made with previous learning, so children have the opportunity to build schema. This means that learners will go from learning one piece of information, to then making links with other learning and building understanding until that schema is embedded within others, ready to take on future learning.

However, this can only happen with effective memorisation of learning, achieved through regular reviewing of material, forcing the retrieval of information from the long-term memory, and bringing it back into the working memory.



Ebbinghaus's (1885) research about memory identified the necessity to review material and bring knowledge and concepts back into the working memory as an effective strategy to deploy over time, increasing the retention of knowledge. A key finding was how important it was to interleave opportunities to review material over a period of time – this 'spaced learning' strategy heavily supported the retention of knowledge. Ebbinghaus's study was replicated in 2015 (Murre and Dros) and his findings were still found to be true.

The challenge schools have is identifying what it is they need to review to promote learning, and when to do this. Ebbinghaus identified the biggest drop in retention of learning happens very soon after the teaching delivery. This has significant implications for our teaching and learning, emphasising the importance of Rosenshine's 'daily review' principle, followed by weekly and monthly reviews to reinforce the retention of that learning.

The most desirable time to activate prior knowledge and review material is at the point of forgetting. Deploying systematic retrieval opportunities increases the likelihood of interrupting the forgetting at the right time.

Core Principles.

Reviewing Materials

At Uplands Manor, we aim to vary reviewing materials activities to maintain interest and engagement, but to also ensure learners can recall and access previously learnt content in a range of contexts. We predominantly use the following strategies:

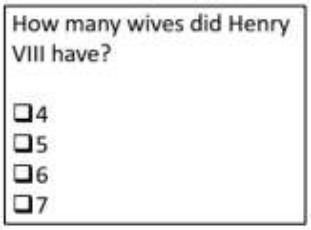
Retrieval Grids

The grids are typically used at the start of lessons, though they can be used anytime. Teachers are to select specific elements of previous learning that need re-activating to strengthen memorisation. Learners might not get all the answers correct, in fact if they get some wrong, it could mean the correct questions have been asked – Rosenshine identifies an optimal success rate of 80%.

Little and Often Boards

In each classroom, space is allocated for 'little and often boards'. This is a dedicated area to display either prior learning to re-activate or to support the memorisation of key aspects of learning from the current week. Staff are to update the boards regularly so learning, specific to their children, can be referred to throughout the school day e.g. when entering class, lining up, during registration, or leaving to go to lunch.

Multiple Choice Questioning (MCQs)



Multiple choice questions are a really effective strategy to determine a learner's understanding and to support retrieval of knowledge. MCQs offer validity as they can be very targeted on the learning intention; they are reliable given the unlikelihood for learners to guess multiple correct answers; and they are versatile as they can be applied throughout the curriculum. Twinned with 'show me boards', MCQs are effective and efficient both in learning and preparation time.

Brain dumps (as free recall)

An effective brain dump allows learners to pull knowledge into their learning memory, but also to visibly describe and share their schema. Brain dumps can be used throughout the learning journey, and they can provide an opportunity for learners to collaborate and contribute to one another's learning.

Cued Recall

Where learners are finding retrieval difficult due to the challenge of retention (perhaps caused by cognitive load), being able to prompt learners to retrieve is an effective strategy. Offering a memory cue for recall supports learners in future retention. Memory cues are any item, context, image, or situation that shares similarities with the stored information and prompts retrieval from the long-term memory.

Core Principles

Reviewing Material

Reviewing Material: Use recall strategies, such as retrieval practice, to strengthen and build schemas.

Retrieval Practice is the process of bringing our long-term learning to mind without using books or materials - just our memory. It is one of many learning strategies used to activate pupils to think hard and bring information to mind. Pupils will acquire knowledge from day-to-day teaching, but they have not actually learned this until they can recall it and apply it. Learning is a change in long-term memory – if we don't regularly revisit the knowledge, there is a risk of losing it. Retrieval Practice is a learning technique, not an assessment technique.

Core Habits

1. Retrieval grids are used regularly to support learners in recalling previously taught knowledge from across the curriculum (and phases).

2. Key knowledge is known to the teacher and regular opportunities to practice retrieving this knowledge is utilised, often through 'Little and Often' boards.

3. Multiple-choice questioning is valued as a quick opportunity to review material. Outcomes are acted upon, and re-teaching takes place as required.

4. Reviewing material is not a solely independent activity – opportunities to collaborate and share understanding are utilised well, typically either through class discussion or collaboration (brain dumps).

5. All learners are supported by retrieval activities. Where there is greater challenge, cued recall is implemented, enabling an inclusive approach to retrieval.

Expert Habits

• Forethought is given to knowledge being retrieved – the teacher considers future learning and readiness for this.

• Retrieval is targeted to focus on known gaps in schema and deployed to help fill those gaps.

• A culture is built where children actively deploy retrieval strategies independently, including children being familiar with various structures of brain dumps or mind maps. These are referred to throughout learning journeys.

• Following retrieval activities, the teacher is able to identify gaps in learning and provide feedback activities accordingly.

Additional Reading

Dr Pooja K Agarwal - https://www.retrievalpractice.org/

Jones, K. (2022) Retrieval Practice Primary: A guide for primary teachers and leaders. Hachette UK

Core Principles

Reviewing Material

Below are examples of common improvement actions that can sometimes occur when applying this concept throughout school and where additional support can be identified to aid the teacher in their provision for learners.

Reviewing Material			
Common Improvement Actions	**So that…**	**Relevant Walkthru**	**Further Support Suggestions**
When engaging with whole class feedback, ensure misconceptions are worked through rather than simply identified…	*You can support students to understand what they have misunderstood.* *You can identify the nuance of the misconception and re-work it to ensure it is not incorrectly retrieved again.*	• Head-on Misconceptions- pg. 86 • Check for Understanding- pg. 96 • Probing Questions- pg. 100 • Process Questions- pg. 102 • Concrete Examples- pg. 124	**Review…** It might be helpful to return to: *Rosenshine's Principles in Action: The Workbook:* **Pg.s 57-66 and 86-87.** **Read…** Simplifying Cognitive Load Theory: https://achemicalorthodoxy.wordpress.com/2018/10/25/simplifying-cognitive-load-theory/ 10 Techniques for Retrieval Practice: https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/ *Make It Stick: The Science of Successful Learning,* Brown, Roediger III and McDaniel. *Retrieval Practice: Research and Resources for Every Classroom,* Kate Jones. *Teach Like Nobody's Watching,* Mark Enser- Pg.s 75-87 *The Curriculum: Gallimaufry to Coherence,* Mary Myatt, pg.s 61-64 *The Learning Rainforest, Tom Sherrington,* pg.s 212-214 **Watch…** Clare Sealy- Memory and Cognitive Overload: https://www.youtube.com/watch?v=iSybNZOyeYk Daisy Christodoulou- How to Remember Anything Forever: https://www.youtube.com/watch?v=vZDRSwB9B10
Ensure feedback is specific/granular and not overly general…	*Students can make improvements to their work that secure deeper learning.* *You can identify whether students have moved forward with their learning or whether further support or re-teaching is needed.*	• Feedback That Moves Forward- pg. 104 • Feedback as Actions- pg. 106 • Whole Class Feedback- pg. 108 • Rehearsal and Performance- pg. 118	
Use strategies in the classroom to ensure you are focusing on learning rather than performance…	*You can regularly identify what has been learned and by who.* *You are able to more effectively identify misconceptions and levels of understanding to inform the next stages of your teaching.* *Students are being encouraged to engage in tasks that support high levels of cognitive processing.*	• Elaborative Interrogation- pg. 114 • Quizzing- pg. 112 • Probing Questions- pg. 100 • Peer- Supported Retrieval- pg. 120 • Weekly and Monthly Review- pg. 122 • Concrete Examples- pg. 124 • Guided Practice- pg. 126 • Independent Learning: Pre-Reading- pg. 148	
Vocabulary and terminology need to be explicitly taught and embedded in your teaching…	*Students can develop their level of fluency in subject-specific terminology.* *You can support students to develop their vocabulary in a meaningful and effective way.* *Students can use terminology and vocabulary with accuracy and ease.*	• Deliberate Vocabulary Development- pg. 72 • Say It Again Better- pg. 98 • Using a Knowledge Organiser- pg. 116 • Oracy: Debating- pg. 142	

Core Principles

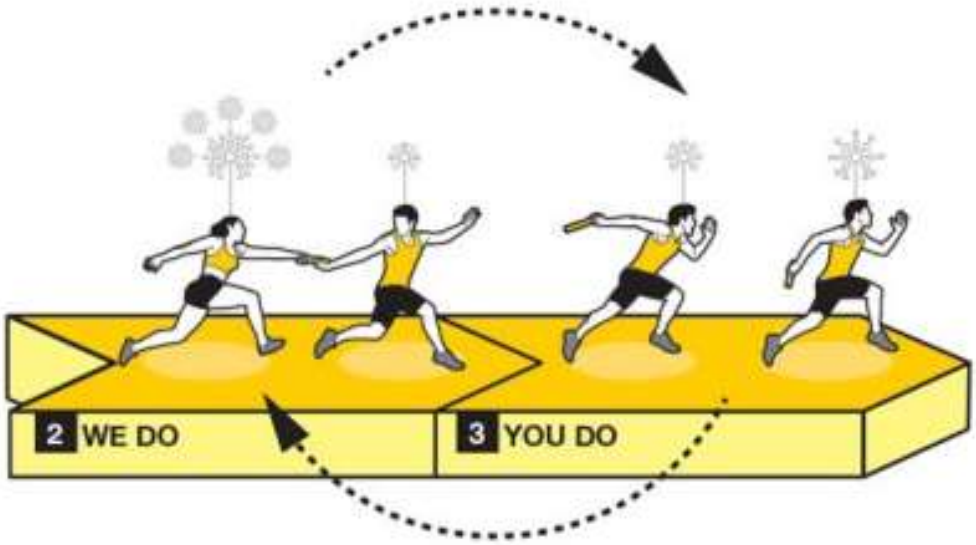
Stages of Practice

The 'Stages of Practice' strand relates to guiding student practice, obtaining a high success rate and applying taught knowledge and skills to independent practice. These concepts are essential to embedding learning and ensuring that learners experience both success and challenge in adequate proportions.

Teachers should build more time into lessons for guided student practice of the tasks and material learned. Practice is required to store what is learned in long-term memory; the best form of guided practice is that which is guided by an expert. Guided practice involves close supervision and feedback from teachers. Teachers need to observe students' attempts to learn and complete tasks, to ensure that they build confidence and do not make too many errors.

Guided practice should begin with teacher guidance, including a high frequency of questions and opportunity for learner practice. Questioning to check for understanding is essential and additional explanation of feedback should take place if required. Teachers should provide opportunity for learners to respond to feedback and they should ensure high learner engagement. Guided practice continues until learner understanding is firm and they are able to achieve a high success rate.

This guided practice has been previously described as the **'we do – you do loop'** in the sequencing and modelling strand of this framework (as illustrated by David Goodwin).

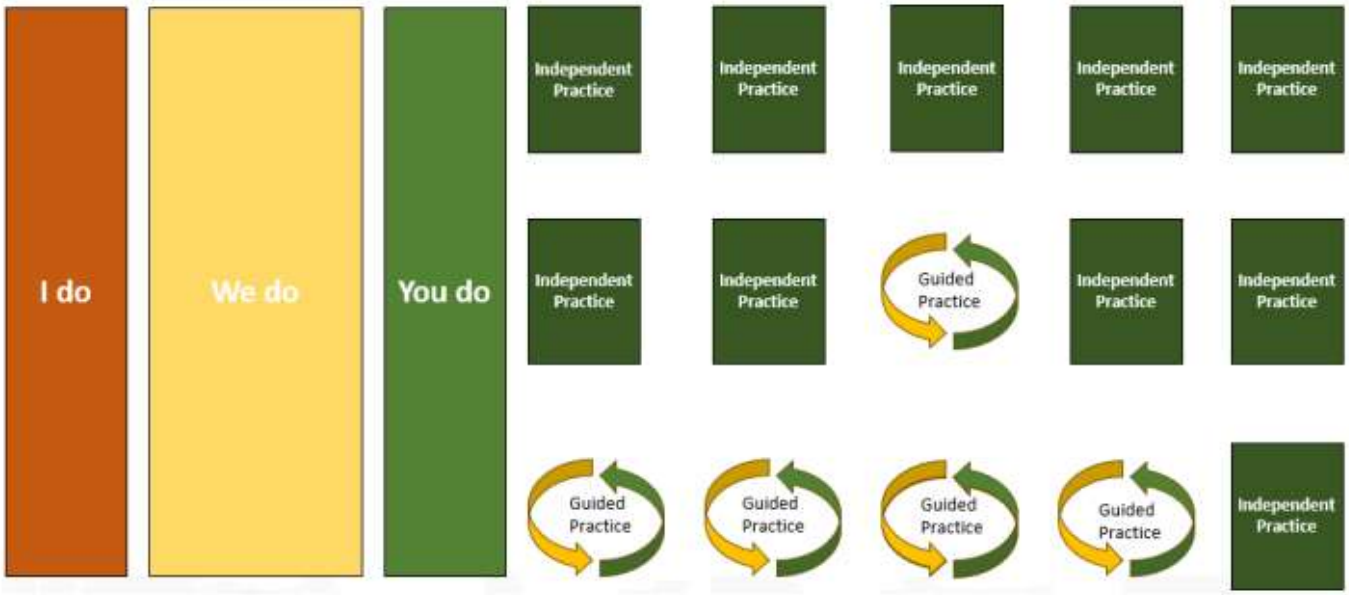


Core Principle

Stages of Practice

Teachers should strive to obtain a high success rate in questioning and practise exercises with students. Rosenshine writes that a success rate of 80% 'shows that students are learning the material, and it also shows that the students are challenged'. A success rate much higher than this would suggest a lack of stretching and challenging. If a teacher were, for example, setting class tests and the whole class were regularly scoring 95-100%, the teacher should make the tests harder, to ensure the class is sufficiently stretched and challenged. But if the success rate is too low, it suggests the class is making too many mistakes.

The ninth principle, 'independent practice', involves students practising tasks without guided practice from the teacher. While independent, this practice should be monitored, to ensure that mistakes are not made – e.g., a teacher checking the work a student has completed during independent practice and then completing further guided work as required, such as the model below.



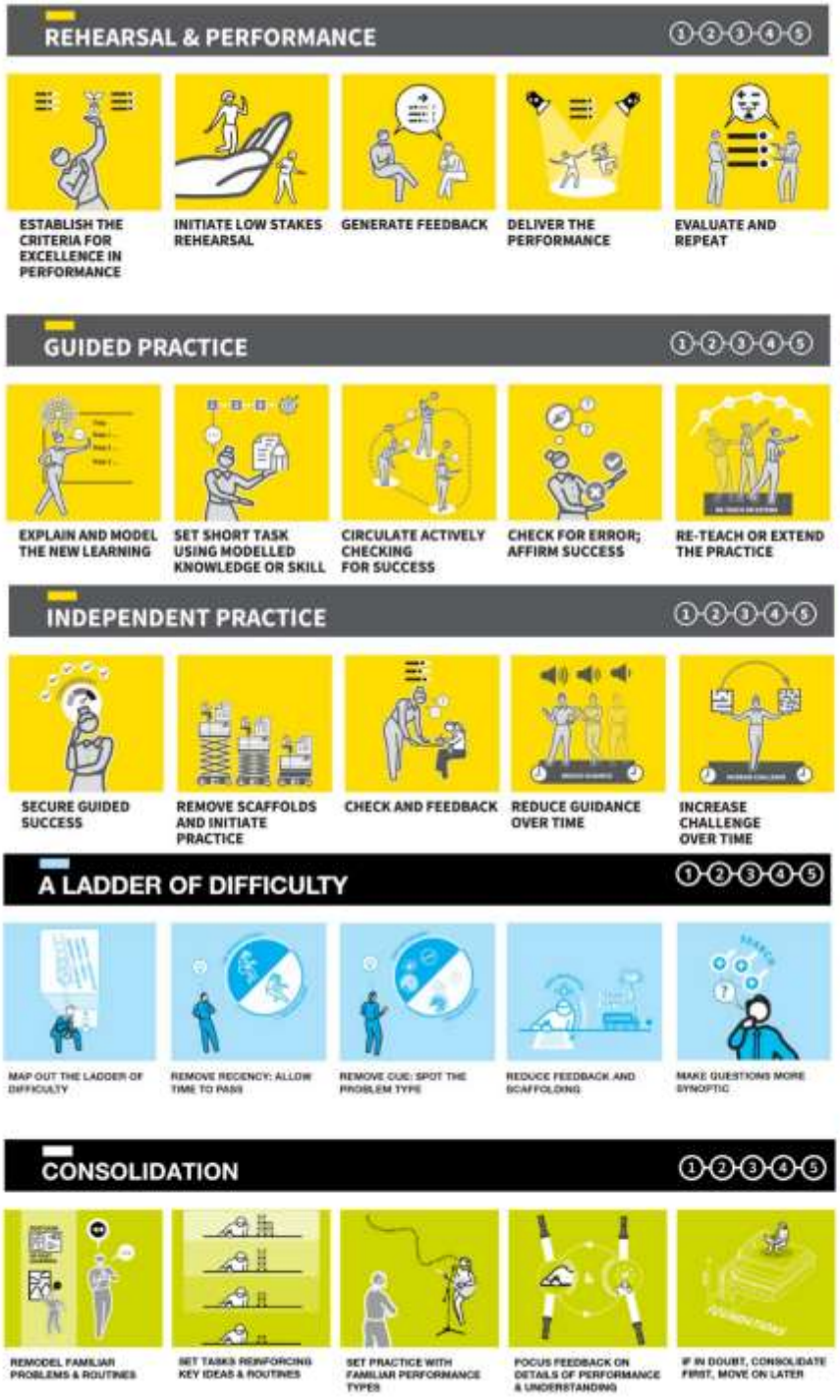
Rosenshine argues that independent practice is required for overlearning and automaticity. This is the stage of practice we should be aiming for as teachers with our learners. 'Students need', Rosenshine writes, 'extensive, successful, independent practice in order for skills and knowledge to become automatic'.

Learners are to be provided with sufficient independent practice i.e. for a sustained period to enable overlearning. The practice itself should be directly relevant to the skills/content taught and it should be continued until the learner responses are quick and automatic, achieving approximately 95% accuracy during this stage of learning. Learners are aware their work will be checked throughout and understand their responsibility to demonstrate effective learning behaviours whilst working independently.

Core Principle

Stages of Practice

The 5 core Stages of Practice strategies deployed by teachers at Uplands Manor can be seen below. These are strategies taken predominantly from **WALKTHRUs and Teach Like a Champion materials.**



Rehearsal and Performance provides opportunities to pupils to really practice and apply their understanding to tasks. The low-stakes practice ensures appropriate feedback can be provided in readiness for the final performance or completion of learning activity.

Guided Practice as a specific strategy offers individuals or groups of children the chance to receive greater input before being able to independently access the learning – this can often be seen as 'we-do, you-do' loops.

Independent Practice is something we always strive for. This gives the pupils the chance to apply learning, with reduced scaffolding and support, in a more independent context in the hope they apply and deploy learnt techniques.

A Ladder of Difficulty provides the teacher with the knowledge and deeper understanding of their class to determine the level of challenge and difficulty needed. This tool encourages teachers to think about provision for each attainment group in class.

Consolidation supports learners in building their schema. An 80% success rate allows children to strengthen connections with previous learning, forming, and retrieving chunks of knowledge.

Core Principles

Stages of Practice

Stages of Practice: Allocate time for practice using tasks and scaffolds designed to promote sustained independent learning.

The only way to become an expert is to undertake extensive practice in a specific subject area. Therefore, we plan lessons in which our pupils engage in frequent, high-quality and appropriately scaffolded practice. As pupils move from intermediate to expert they need to be exposed to a wide range of applications of their new knowledge with increasing expectations of independent work and decreasing reliance on scaffolds. Increasing the number of times pupils are exposed to information in different ways increases their retrieval strength enabling them to use knowledge fluently and apply their understanding to unfamiliar examples.

Well-designed practice, that considers the necessity for guided practice and promotes learning behaviours required for effective independent practice, supports learners in sustaining their learning with the need of fewer scaffolds and support.

Core Habits:

1. Apply the I do, We do, You do modelling sequence to ensure initial practice takes place with expert guidance

2. Use questioning to check for understanding, determining what support and scaffold learners require

3. Respond to learner feedback and respond accordingly to ensure a high success rate

4. Provide effective scaffolding to ensure all learners can meet their learning intention

5. Ensure practice is directly relevant to skills/content taught

6. Actively supervise learners in their independent practice and adjust provision if required

Expert Habits:

• Guidance fading is used to increase the independence of pupils over time.

• Hold pupils to account for high standards of work in books or booklets.

• Design practice materials over time that space and interleave practice to promote persistent learning.

• Use a range of different tasks to provide opportunities to overlearn, develop fluency and accuracy.

Further Reading

Van de Pol, J., Volman, M., Oort, F., & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. Instructional Science, 43(5), 615-641.

Edwards A (2014) Designing tasks which engage learners with knowledge. In: Thompson I (ed.) Designing Tasks in Secondary Education. Routledge, pp. 13–27.

https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/

Core Principles

Stages of Practice

Stages of Practice			
Common Improvement Actions	**So that…**	**Relevant Walkthru**	**Further Support Suggestions**
Allow students opportunities to engage with frequent practice…	*The opportunities to develop misconceptions are minimised as early as possible.* *Students are able to secure understanding early on in the learning process.* *Students are able to achieve a high success rate in their learning, leading to increased motivation and engagement.* *You can identify whether individuals have reached a level of fluency that will enable them to engage more effectively with independent practice.*	• Guided Practice- pg. 126 • Quizzing- pg. 112 • Worked Examples and Backward Fading- pg. 68 • Rehearsal and Performance- pg. 118 • Independent Practice- pg. 128 • Building Fluency- pg. 130 • Homework as Guided Study- pg. 136 • Oracy: Debating- pg. 142	**Review…** It might be helpful to return to: *Rosenshine's Principles in Action: The Workbook:* **Pg.s 69-78 and 88-89.** **Read…** **How the brain works – Dan Willingham** *How Learning Happens: Seminal Works in Educational Psychology…*, Paul A. Kirschner and Carl Hendrick, Chapters 1, 2, 7, 14. (Alternatively read the whole thing!) *The Secret of Literacy*, David Didau, pg.s 33-38 Retrieval Practice and the Art of Schema Building: https://mrgoodwin23.wordpress.com/2020/05/20/retrieval-practice-and-the-art-of-schema-building-2/ https://mrbenney.wordpress.com/2020/01/29/retrieval-practice-retrieval-roulette-schema-spacing-and-even-a-nod-to-rosenshine/ https://cogscisci.wordpress.com/2020/01/23/retrieval-practice-in-the-classroom-a-cogscisci-symposium/ **Watch…** Mary Myatt- Scaffolding/Differentiation: https://marymyattlab.com/courses/differentiation/
Ensure students have the appropriate knowledge needed to complete a task before asking them to engage with it…	*Students are able to apply their learning effectively and experience success.* *Cognitive load is reduced, allowing students the best opportunity to demonstrate application of knowledge.* *Students are being supported to transfer knowledge to their long-term memory.* *You are able to assess the outcomes of the task more accurately, e.g. what part of the application of knowledge needs moving forward?*	• Quizzing- pg. 112 • Worked Examples and Backward Fading- pg. 68 • Scaffolding- pg. 80 • Check for Understanding- pg. 96 • Elaborative Interrogation- pg. 114 • Knowledge Organisers- pg.116 • Peer- Supported Retrieval- pg. 120 • Weekly and Monthly Review- pg. 122 • Concrete Examples- pg. 124 • Homework as Guided Study- pg. 136 • Open Response Tasks- pg. 140 • Indep. Learning: Pre-Reading- pg.148	
Use strategies that will support and enable students to complete their work independently…	*Students and teachers are able to identify what they have and have not learned.* *They can have an active role in their learning and experience success.* *Students who have gained fluency with their stages of practice are able to be given further challenge.*	• Scaffolding- pg. 80 • Check for Understanding- pg. 96 • Feedback That Moves Forward- pg. 104 • Feedback as Actions- pg. 106 • Knowledge Organisers- pg. 116 • Guided Practice- pg. 126	

Core Principle

Learning Behaviours

Learning behaviours are essential to developing classrooms where teaching is given the appropriate space and attention, and learners are given the best possible opportunity to succeed and develop understanding and skills.

There is a wide definition for what learning behaviours are and they will mean slightly different things to different members of our school community, however, we use the EEF definition which defines them as the following: 'A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a task'.

Within the core strategies shared in the framework, there is acknowledgement that learning behaviours are controlled by both the learner and the teacher, and some learning behaviours, as part of our School Values i.e. to work hard and to better yourself, are taught over time through interactions and experiences. The strategies we put in place are as much about the little differences as the major problems. We plan for calm, safe learning spaces in our school, and we consider these strategies as the little differences that can help learners make the progress they need.

All too often in schools, we refer to 'behaviour' as a narrow domain i.e. through the lens of how to manage misbehaviour. In this section we consider behaviour as how someone conducts themselves to either learn well or to promote learning.

The EEF believe there are far-reaching elements that contribute to learning behaviours and they are all part of an interconnected puzzle; however, all school staff play their part in teaching, modelling, and reinforcing behavioural consistency and building positive relationships. And all should be supported to engage with the wealth of rich evidence on the topic to build long-term protective factors for deeper learning.

Core Principles

Learning Behaviours

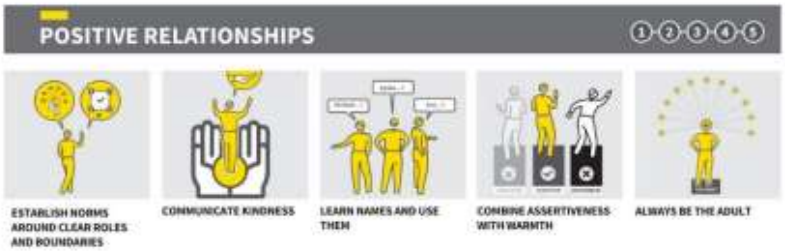
The strategies listed below, used to promote effective learning behaviours, are not exhaustive and they are to be adapted to the age and phase of learners. This takes skill and experience. Above all, they need to be consistently applied and insisted upon. However, as always, adjustments must be made for stage and age.

C3B4ME is a strategy that encourages the children to reflect on their own learning and consider how they can improve, problem solve and support themselves before seeking adult support. The children are asked to think hard and consider previous learning (brains), then to ask a friend for support (buddy), then to consider resources or modelling from the environment (board) before then asking the adult (boss) for support. This further promotes independent learning strategies also.

STAR acts as a reminder to the children of the fundamental expectations in the classroom when learning. Children are to 'sit up' to demonstrate attention and to 'track the speaker' to ensure they do not miss any detailed explanation (the speaker could be an adult or a pupil). Asking and answering questions is expected. This supports clarity of understanding and demonstrates curiosity, all of which needs to be completed in a respectful manner.

Signal, Pause, Intent is a well-known strategy to many educators. If consistently applied, this strategy indicates clear expectations and reduces wasted learning time. Insistence is key.

Routines are vital to effective learning – they allow classrooms to be safe, warm, and predictable. Teachers should determine routines and communicate them clearly, regularly and insist on their use.



Positive relationships between adults and learners support learning immensely. An environment built on warmth and high expectations communicates care and challenge.

The strategies above span behaviour, metacognition, and relationships. This is a complex area and there are far more nuanced issues and specific strategies that can be applied.

Core Principles

Learning Behaviours

At Uplands Manor, we recognise that building a positive classroom culture is key to building a positive school culture. We believe that using a 'Warm-Strict' approach allows us to build positive professional relationships with pupils whilst ensuring that learning is prioritised. This means that we follow the school behaviour policy consistently, placing focus on the impact of behaviour on student learning.

We know that only information that pupils attend to is processed by their working memory; as a result, it is vital that we explicitly direct pupils' attention to the learning, reducing any other distractions. We make sure that the pupils are well-equipped with strategies to ensure they stand the best chance of learning. Often these strategies will need to be taught and insisted upon to ensure they are long-standing, consistently applied and effective.

Core Habits:

1. Encourage pupils to reflect on their learning when they are struggling and when succeeding, promoting independent thought and self-help strategies.

2. Ensure pupils are ready to learn and are paying attention throughout.

3. Establish clear routines and expectations within the classroom. Insist upon these and do not relent.

4. Foster positive relationships with pupils, basing it on our 'warm-strict' approach.

5. Vary tone between correction, teaching, and praise to build positive professional relationships.

6. Manage behaviour in line with the school's behaviour policy to reduce conflict and prioritise learning, ensuring children are adequately ready to learn.

Expert Habits:

- Use the least invasive forms of intervention and circulation to eradicate low level disruption.
- 'Narrate the positive' to build momentum for active participation by all pupils.
- Manage time and resources efficiently in the classroom to maximise productivity.
- Create a climate of high expectations, high challenge, and high trust so learners feel able to actively participate in all lessons and beyond the classroom.
- Build a vocal repertoire, deploying the versatility of a teacher's voice to good effect.
- Front load behaviour management strategies to pre-empt issues, securing excellent behaviour

Additional Reading:

Lemov, D. (2021) Teach Like a Champion 3.0

Hendrick, C., Macpherson, R. and Caviglioli, O. (2017). What does this look like in the classroom? Bridging the gap between research and practice. Melton John Catt Educational.

Core Principles

Learning Behaviours

Below are examples of common improvement actions that can sometimes occur when applying this concept throughout school and where additional support can be identified to aid the teacher in their provision for learners.

<table>
<tr><th colspan="4">Learning Behaviours</th></tr>
<tr><th>Common Improvement Actions</th><th>So that…</th><th>Relevant Walkthru</th><th>Further Support Suggestions</th></tr>
<tr><td>Expectations of students need to be consistently high throughout the lesson…</td><td>All students in the class are being given the opportunity to reach their potential.

Students develop habits of excellence.

All students are able to experience academic achievement, regardless of their previous outcomes.</td><td>• Say It Again Better- pg. 98
• Live Modelling- pg. 78
• Probing Questions- pg. 100
• Process Questions- pg. 102
• Elaborative Interrogation- pg. 114
• Rehearsal and Performance- pg. 118
• Independent Practice- pg. 128
• Enquiry Projects- pg. 138
• Establish Your Expectations- pg. 38</td><td rowspan="3">Read…

Tom Bennett: Behaviour Toolkit

Bill Rogers- Top 10: https://teacherhead.com/2013/01/06/behaviour-management-a-bill-rogers-top-10/

https://www.tes.com/news/tom-bennetts-top-ten-behaviour-blogs

Watch…

Teach Like a Champion Techniques: https://www.youtube.com/playlist?list=PLc7qiAsR5B_Q1VVMlUrBZ6_axwsfGHNe7

Listen…

https://podcasts.apple.com/gb/podcast/season-3-episode-1-eefs-iggy-rhodes-on-improving-behaviour/id1448601060?i=1000441966976

https://podcasts.apple.com/gb/podcast/episode-19-more-managing-behaviour-with-sam-bury/id1458615095?i=1000467268496</td></tr>
<tr><td>Focus on developing a positive and supportive classroom environment…</td><td>All students, regardless of prior attainment, feel able to take risks and learn from their mistakes and misconceptions.

Students are able to experience success and appreciate the benefits of high expectations.

Distractions are minimised for students, allowing them to give their full attention to the learning in hand.</td><td>• Positive Relationships- pg. 36
• Positive Framing- pg. 42
• Rehearse Routines- pg. 44
• Choices and Consequences- pg. 46</td></tr>
<tr><td>Be consistent with your expectations of students' behaviour in your classroom…</td><td>Students develop positive habits and a sense of automaticity with these, thus reducing cognitive load to allow for more effective learning.

Students are able to see that the 'norm' in your classroom is one of high expectation and challenge.</td><td>• Establish Your Expectations- pg. 38
• Signal, Pause, Insist- pg. 40
• Rehearse Routines- pg. 44
• Choices and Consequences- pg. 46</td></tr>
</table>

Core Principles

Quality First Teaching Through Inclusive Practice.

Quality First Teaching (QFT) is a term regularly heard within the education sector and regularly used in the classroom by teaching staff. It developed from a Department for Children, Schools and Families policy document called Personalised Learning – A practical guide (2008). It emphasised the importance of relationships between the classroom teacher and pupils and encouraging higher expectations through higher levels of support for all pupils to succeed in their education achievements, with a particular focus on ensuring learners with additional needs had equitable access to learning opportunities through tailored curriculum design and delivery.

Principally, QFT is the universal offer to ensure all learners' needs are met in the classroom. The essential characteristics of Quality First Teaching at Uplands Manor are the following;

- Clearly designed curriculum planning
- Plenty of opportunities to involve and engage with pupils
- Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills often through explicit instruction.
- Providing pupils with the chance to talk both individually and in groups, focussing on communication as a tool for learning.
- An expectation that pupils will accept responsibility for their own learning and work independently utilising scaffolding and differentiation or adaptation as support to do so.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils

CPD Reflections. Name: Role:

Cycle 1. Spring / summer 25

Week	Focus	Take away / commitment

Cycle 2. Autumn / Spring 25/26

Week	Focus	Take away / commitment

Cycle 3. Summer / Autumn 26

Week	Focus	Take away / commitment
