Thinking Schools Academy Trust

"Transforming Life Chances"

Teaching and Learning Policy

The Gordon Children's Academy

This policy was adopted in July 2018
The policy is to be reviewed in June 2019

The policy will reflect the Trust Vision of "Transforming Life Chances". We aspire to enhance the learning of the pupils in a manner that will equip them for life outside of school. Teachers are among the most powerful influences in learning and will ultimately impact the pupil's relationship to their learning in all areas of life, influencing how they engage with new ideas and attitudes.

Children first: To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

Aspire: To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess.

Challenge: To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent, reflective learners is part of our Vision.

Achieve: For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent prowess.

Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

a) Pupils in TSAT are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.

b) Staff in TSAT are encouraged to think accurately and reflectively about their practice and understand a range of thinking tools that can be used to support student motivation and progress.

All new teaching staff undertake a bespoke programme on joining the Trust and this ensures their understanding of the ethos and expertise in integrating the tools to best effect. Further documentation relating to the successful implementation of our tools in each specific learning context is available from each school.

It is an expectation that all staff members ensure their understanding of the Thinking philosophy and their fluency in using the Thinking School approaches, therefore enabling them to implement appropriately and purposefully in all aspects of their practice to support maximum student progress.

Central to our Teaching and Learning policy are the *Core principles that underpin great teaching and learning in our Trust.* These should form the basis of our lesson planning.

The 7 principles of highly effective teaching and learning: the fundamental facets of what we do whilst also providing a way to keep the self-improvement of teachers manageable and sustainable at all levels.

- *Subject knowledge – what do they need to know at that age group.*
- *Explanations – connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load, doing it themselves.*
- *Questioning and responding – sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all pupils.*
- *Feedback to feed forward – accurate identification of current status and steps forward.*
- *Modelling – content, mindset and dispositions.*
- *Metacognition – tools and self-regulatory methods.*
- *Memory – encoding and retrieval practice.*

We use metacognitive tools and meta-memory to support and meet these principles so the principles sit above the rest of the Tree Map
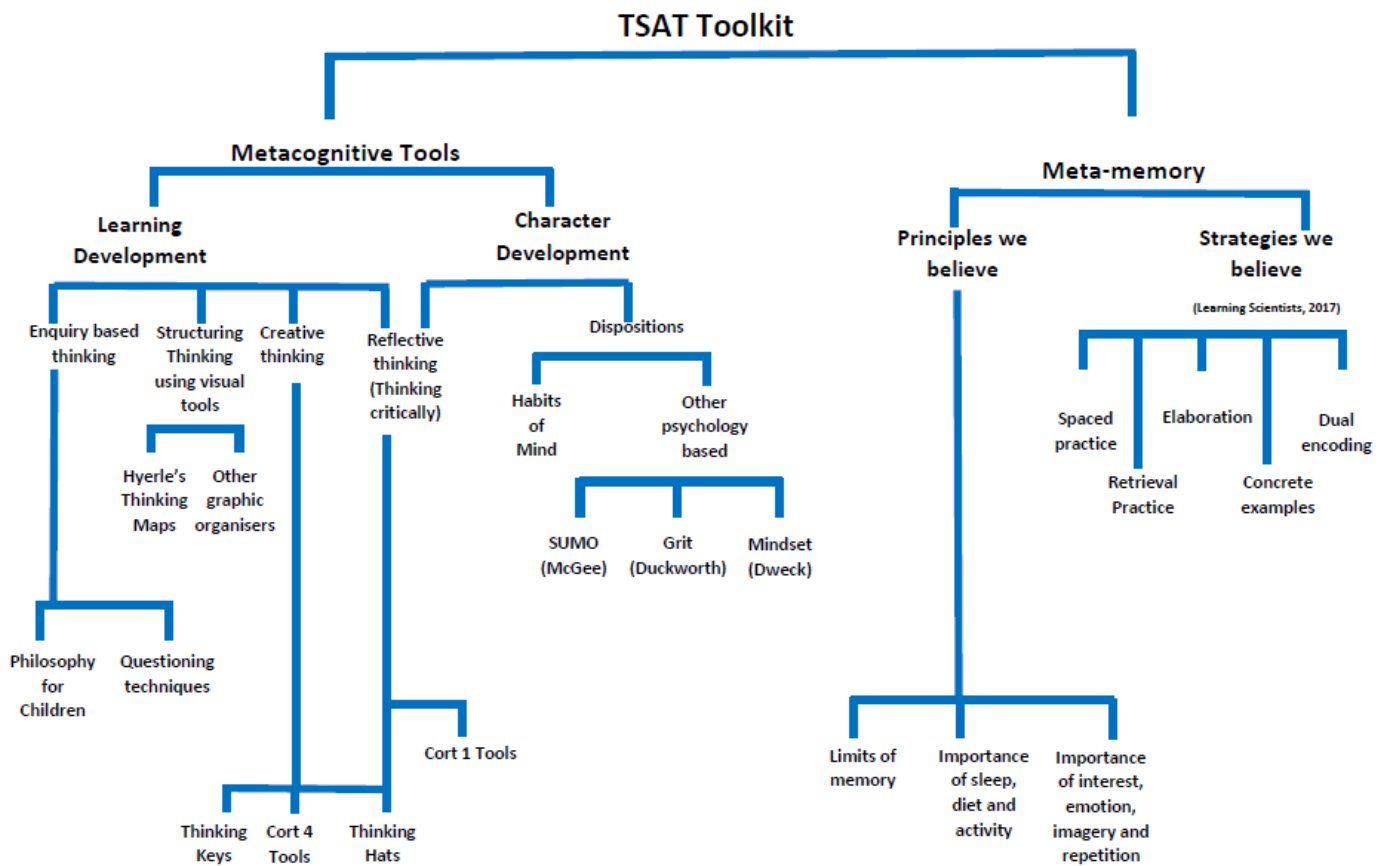
Aims

Our aim is to have a common framework for learning which breeds consistency but allows for creativity and thinking. The outcome of which is enthusiasm, engagement and excitement with the content and skills required to succeed, in every classroom.

To make learning 'visible' in lessons:

- To ensure standards of teaching are high through internal and external judgements.
- Pupils will be fully aware of the purpose of their learning.
- Pupils will be active and resilient participants in their learning.
- Pupils will look for the 'big picture' and seek patterns in the information presented to them.
- Pupils will make links across the curriculum and beyond the classroom.
- Pupils will apply their learning in unfamiliar situations with confidence.
- Pupils will use ICT positively, knowledgeably and proportionately.
- Staff have strong subject knowledge and use this to engage, enthuse and excite their pupils. Their lessons will include a balance between surface and deep level learning.
- Staff ensure that all pupils make excellent progress and achieve above age related expectations.
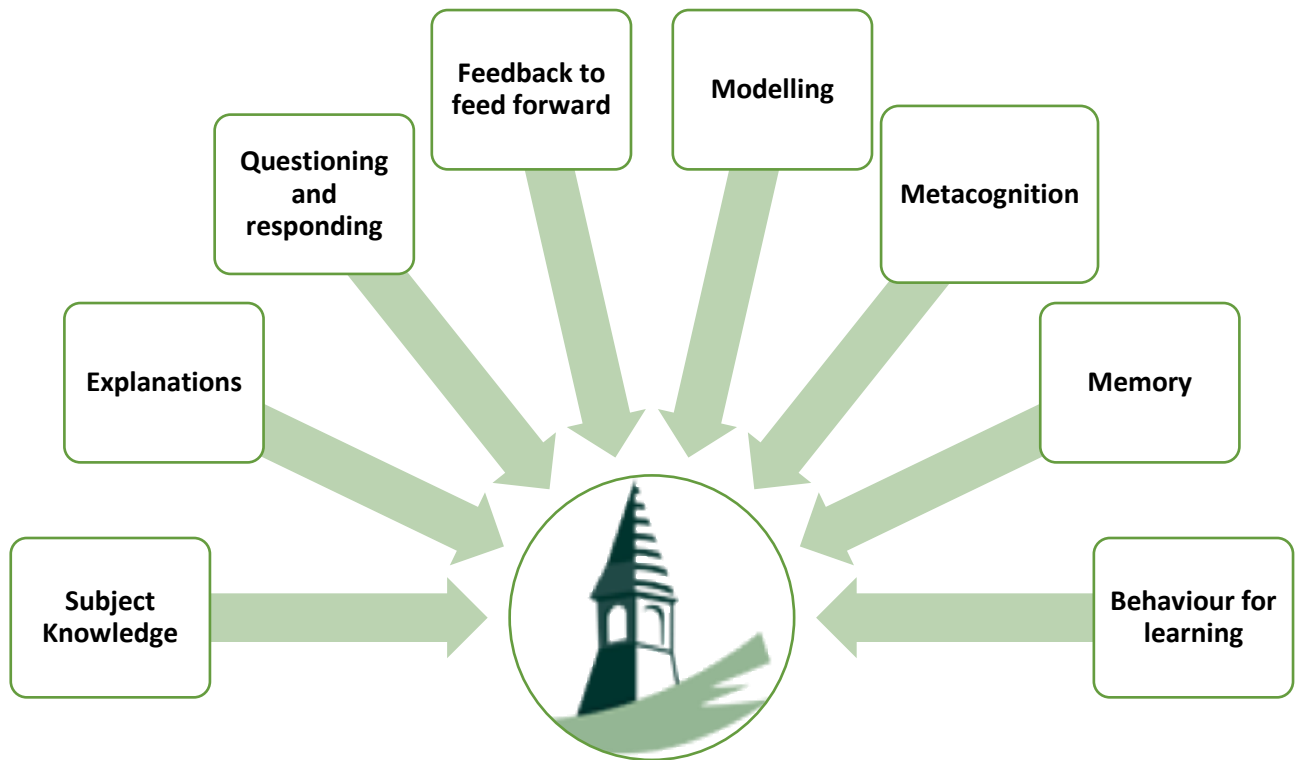
To make thinking 'visible' in lessons:

- Pupils will be encouraged to develop the necessary interpersonal skills to communicate effectively with others.
- Pupils will be able to find and process information independently using a variety of appropriate and purposefully selected Thinking Tools.
- Pupils will be able to exercise criticality when exploring different sources of information.
- Pupils will develop high-order thinking skills which will allow them evaluate and create effectively.
- Pupils will develop successful dispositions to ensure knowledge and understanding is accurately, consistently and purposefully applied - The Habits of Mind are valued by teachers as a way to cultivate and environment where pupils develop dispositions which will support them inside the classroom and beyond.
- Staff will teach pupils to think about their thinking to provide them with the skills required for the new curriculum and for life-long learning.
- Staff will promote pupils' persistence and resilience in overcoming challenges.

To make progress 'visible' in lessons:

- Pupils will be able to work effectively as individuals or part of a team to solve important problems.
- Pupils will develop self-confidence, self-motivation and self-regulation towards their learning.
- Clear learning objectives and success criteria are used to ensure all pupils know how they can make progress.
- Staff will tailor provision to meet the needs of every pupil so that all can access our shared aims. They have high expectations and a belief that all pupils can achieve their potential.
- Staff will continually seek to research, innovate and improve the learning experience of all pupils.
- Staff feedback regularly to pupils to recognise and celebrate achievements, whilst challenging them in a constructive manner to strive for improvement and learn from their mistakes.

- Teachers use questioning to evaluate student understanding and progression.
- Staff regularly reflect on learning and pupils' depth of knowledge and understanding.
- Staff within departments use a consistent approach to assessment to ensure accuracy of data and intervention.

Learning at The Gordon Children's Academy

Feedback to feed forward

Modelling

Questioning and responding

Metacognition

Explanations

Memory

Subject Knowledge

Behaviour for learning

NB- Learners encompasses all adults and children alike as a culture of learning and developing permeates the school

Subject Knowledge
What do they need to know at that age group?

- Every teacher must know the curriculum areas that they teach, including where individual lessons fit into the wider context of the key stage.
- Lesson plans demonstrate the skill, knowledge or understanding acquisition from the National Curriculum programmes of study 2014 and Development matters.
- LOs are written to develop children's skills, knowledge and understanding.
- The SC is an explicit tool that will enable a child to demonstrate the acquisition of the above.
- Planning will include challenge for all learners within the classroom with enrichment and extension activities planned and entwined through the learning for individual, groups and whole class learners.
- Learning will be spaced taking into account the age and concentration span of the age of individual cohorts.
- Children's books are the core evidence of learning and progress over time.
- We maintain at least expected progress, through the books, and where needed we are able to accelerate progress.
- We demand and expect 'beautiful books'. The presentation and handwriting policy is consistently applied through all aspects of the curriculum.
- Adults demonstrate the ability to teach children at the appropriate age an understanding of 'beautiful books'.
- Using subject knowledge, it is important to plan for what the children will be doing at each point in the lesson. The second phase is to plan what each adult will be doing at each point in the lesson.
- Teachers use a range of hooks to inspire and ignite awe and wonder with the learners in their classroom.
- Adults are learners: they strengthen their own subject knowledge, both curriculum based and pedagogical, through self-study and when appropriate direct study.
- All adults take a shared responsibility in end of key stage outcomes. They know and understand what has come before and what comes next, therefore enabling all teachers to teach and support learning in any year group.
- We use assessment, including formative and summative assessment, to plan, track and modify planning, questioning, extension and challenge tasks.
- We understand and use the feedback and marking policy to develop learner's knowledge, skills and understanding as well as deepening the child's knowledge of themselves as a learner, planning, monitoring and evaluating their learning.
- Adults know, understand and plan for children's vulnerabilities including their specific needs and learning styles. This is including the knowledge and use of Statutory documentation such as the SEND code of practice.

Explanations

Connecting to what they know, telling the story, providing metaphors and analogies, providing examples, being aware of cognitive load, doing it themselves.

1) We teach to the most able setting challenging Learning Intentions.
2) Teachers use their skills to scaffold learning so that all pupils can access the learning to maximise their progress.
3) The LO will be shared with the children. They will either repeat it back (younger children) or have think, pair, share time to discuss and understand the learning that they will undertake.
4) The SC will be differentiated to support all learners to achieve success. There may be whole class generic SCs such as punctuation, however bespoke SC will be provided for groups or individuals.
5) Differentiation is expected in every lesson of at least three ways, this is also true for Foundation subjects.
6) All lessons start with a review of previous learning using the blue hat task.
7) Children who are able to link new learning to prior learning are more likely to make connections, making new learning memorable.
8) Children will be provided with resources to support their learning. This will include, but not exhaustive, writing frames, word mats, subject specific vocabulary, key word cards, Mathematical equipment, dictionaries, IT, challenge cards.
9) Adults will employ a range of strategies in the lesson, looking, listening, targeting, mini plenaries, hinge questions and focused tasks.
10) Models, images and where possible concrete examples are provided to ensure that all children are able to relate, contextualise and rationalise their thinking. Eg when teaching about a River bed, don't assume the children know what you mean.
11) Teaching is clear and specific delivered in manageable 'chunks' including spaced learning.
12) Adults will provide structures, scaffolding and a calm purposeful learning environment to reduce children's cognitive load.
13) Increasingly children will take notes whilst the teacher is talking. They will formulate key words/ concepts/ideas to be able to refer to during independent learning.
14) Adults will demonstrate knowledge of how to assess children during learning tasks to be able to intervene, explore and challenge learners appropriately.
15) All staff will promote a love of learning in the classroom through clear established routines, expectations and appropriate explanations and support to enable children to achieve success whatever their starting points.

Questioning and responding

Sequences of questions, differentiated, probing, thinking time, retrieval practice, active engagement of all pupils.

1) Every child should be ready to respond to questions, on occasions classes should adopt a no hands up policy to encourage all learners to be actively thinking.
2) Questions at random groups/ individuals about their learning to elicit a response and ensure that all learners are actively thinking and are ready to respond.
3) The Q Matrix is expected between the adults and the children as well as between child to child.
4) Set and defend a high standard of correctness in the classroom Adults will not accept partially answered questions.
5) Adults will expect children to answer using technical language.
6) Adults and children will be taught to develop responses to questions through 'bounce, bounce' techniques to develop the learning environment and quality of conversations.
7) Blooms question stems will be used to develop learning activities to encourage deeper development and understanding of a concept.
8) Thinking is stretched and challenged. Wait time is given to all children; adults provide time for children as 'thinking time' for the children to be able to formulate their response into a coherent developed answer.
9) Don't make up questioning as you go. This is an integral part of learning and should be systematically planned for.
10) Think, pair, share will be used routinely for children to develop their thinking with a partner/ groups before answering some questions/ challenges.
11) Developing metacognitive talk in the classroom through questioning develops children's interactions. This is to use a range of question strategies to develop children's thinking skills. Effective modelling of responses expected as well as developed responses to questions will help prepare children. Providing further thought/ideas within each question will help guide the children's effective talk.

Feedback to feed forward

Accurate identification of current status and steps forward.

1) All learning is marked in line with the marking policy.
2) Marking develops learning by consolidating, developing, or extending learning against the Learning objective and the Success criteria.
3) Children are explicitly taught, potentially with the use of a visualiser, to self and peer assess against the SC develop a rich learning conversation.
4) Thinking tools are used to develop feedback between the adults and the children as well as child to child. This enriches the development of feedback and encourages a learning about, and learning from culture within the classroom.
5) Marking is in the form of 'hot marking' at the point of learning for every lesson by all adults. This provides immediate feedback to the child (green) which the child can act on with their purple polishing pen.
6) Adults will use pupil examples to celebrate and exemplify the achievement of the LO or SC/parts of SC as part of classroom practices.
7) Highlighting positive responses to learning is key to encouraging a learning about and learn from culture.
8) Adults will use a range of strategies to support children's ability to self-regulate their learning, to use feedback actively to promote and improve their learning.
9) Use of testing/ retrieval practice to assess children's ability to identify their strengths and areas for development will be often.
10) Adults use this information in an informative way to systematically plan learning to ensure progress is made and where needed accelerate progress
11) The importance of feedback at the point of learning is clearly understood and part of all adults practice.
12) Feedback to questions, discussions and other oral communications is clear, precise and developmental. Incorrect answers are explored further, whilst correct answers are challenged and extended.

Modelling
Content, mind-set and dispositions

1) We are all teachers of eloquence.
2) Children are expected to answer questions in full sentences, with adult modelling where appropriate.
3) No child should be answering with single word answers. Phases such as 'tell me more, explain that further, can you add to that, can be used.
4) Where needed adults should formulate the sentence back to the child and have the child repeat it. ABC sentence starters will support where needed A (Agreeing) B(Building) C (Challenging)
5) All learners (children and adults) develop and demonstrate a growth mind-set.
6) The language of 'can't do it yet' is a regularly featured phrase used in an appropriately challenging learning environment.
7) Children see challenge as growth. They seek and accept challenge as a wobble moment- taking responsible risk.
8) Children see mistakes/errors as part of their growth as a learner.
9) Adults will support children to feel emotionally supported to see and accept challenge.
10) They will model to children the process of knowledge of task, knowledge of self, knowledge of strategies- this will support the children to accept the challenge and be motivated to achieve success.
11) Adults communicate clear expectations to children to provide modelling for the child to achieve success.
12) Staff model use of appropriate language and expect the children to repeat back.
13) Adults will use language in a sentence, or as a standalone new technical vocabulary and children will repeat back.
14) Knowledge organisers will be used to support children's retrieval, application and monitoring of personal learning to be able to evaluate and move their own learning forward.
15) Adults model their thinking as they approach a task to reveal the reflections of an effective learner.
16) Teachers will make strategies, resources available explicit by using them to model their own thinking to the children.
17) Adults use resources effectively to teach explicitly how to use, plan, monitor and evaluate, until for the children this action becomes implicit.
18) Adults will take into account the age and prior experiences of the children and provide relevant scaffolding accordingly.
19) Children need to have the knowledge of something before they can understand what it is. Eg river bed example given before

Metacognition
Tools and self-regulatory methods.

Teachers will explicitly plan and teach metacognition strategies, including the following:

1) The use and application of Thinking tools is used widely in all contexts of school life.
2) Thinking tools are modelled to the children as well as children selecting the correct thinking tools given the context of the situation.
3) All thinking maps, including frame of references, are used by all learners within the school.
4) Creative thinking is modelled through the use of thinkers keys and thinking hats.
5) Other tools such as Diamond 9, PMI and other CoRT tools are used more widely as adults subject knowledge increases.
6) Thinking about thinking- be reflective and choosing the right pathway or course of action is central to all learners within the Academy.
7) The 16 habits of mind are expected by all learners within the Academy. They are explicitly taught, acknowledged and celebrated throughout the school.
8) Growth mind-set is prevalent throughout school life.
9) Adults push children's cognitive 'work out' as soon as they are ready, with the understanding that cognitive work must be on-task, focused and productive.

When undertaking a learning task, we start with this knowledge, then apply and adapt it.

This is metacognitive regulation. It is about **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.

The diagram opposite represents the metacognitive regulation cycle.

This is not a one-off process of discrete steps, but an ongoing cycle.

As you progress through the task applying your metacognitive and cognitive skills, you update your *metacognitive knowledge* (of yourself, strategies, and tasks), as well as updating your subject knowledge and skills.

The **cycle of plan, monitor, evaluate** and the different aspects of metacognitive knowledge **(learner, strategies, task)** are recurrent themes throughout this guidance.

Teachers should consider these when setting learning tasks and supporting pupils to complete them. In an expert learner, these processes are unconscious and automatic. In novice learners, however, it can be valuable to make them explicit.

1. **Planning-**encouraging pupils to think about the goal of their learning (set by the teacher, or themselves) and to consider how they will approach the task; this includes ensuring they understand the goal, activate relevant prior knowledge about the task, select appropriate strategies, and consider how to allocate their effort;
2. **Monitoring-** monitoring—emphasising the need, while undertaking the learning task, for pupils to assess the progress they are making; this includes the self-testing and self-questioning activities that are necessary to control learning, and making changes to their chosen strategies; and
3. **Evaluating-** appraising the effectiveness of their plan and its implementation.

More information can be found on the Education Endowment Fund website-

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf
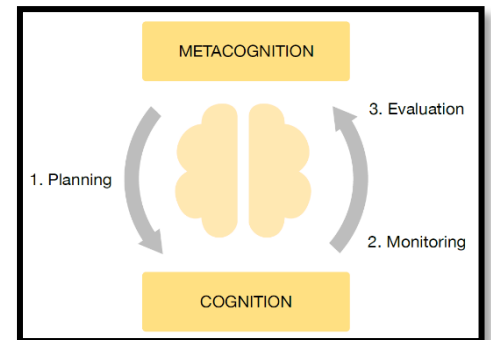
Memory

Encoding and retrieval practice.
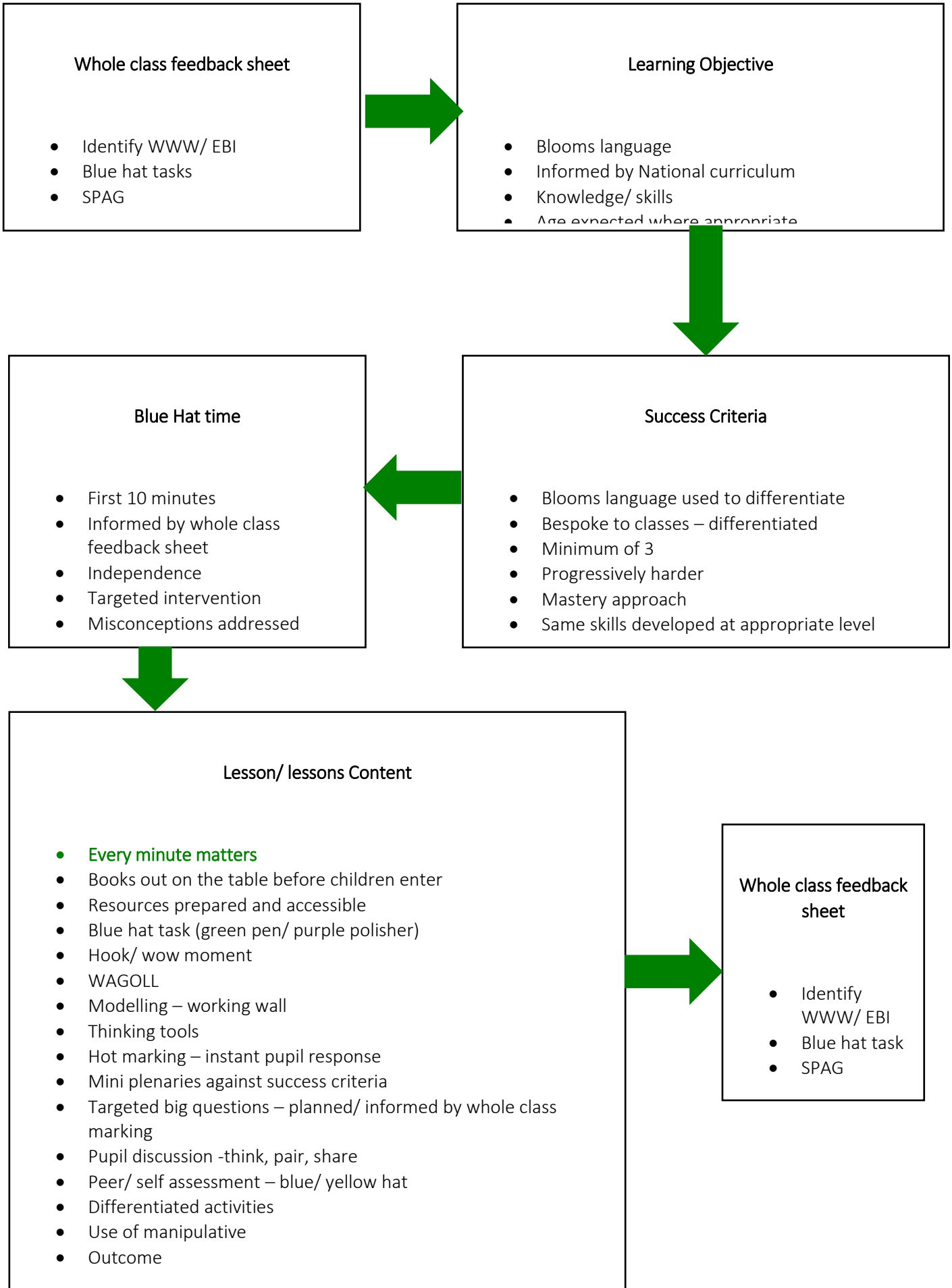
1) All learning topics start with a WOW starter to ignite interest and curiosity.
2) Individual lessons begin with a hook, this is a smaller event than a WOW, nevertheless designed to inspire awe and wonder at the beginning of all learning activities.
3) We value the repetitive nature of accessing long term memory.
4) Skills will be practised at appropriate times of the learning sequence. Eg Arithmetic lessons daily.
5) Deliberate difficulties are planned for.
6) Children who find a task a challenging are more likely to recall information from such tasks from their long-term memory.
7) Learning is spaced within each lesson as well as between lessons weaved through prior learning with new learning and identifying the next steps.
8) Children will be taught how to access prior learning as foundations for the next steps in learning.
9) Wherever possible, Duel encoding will be modelled. Picture (nonverbal processing) alongside words (verbal processing).
10) Retrieval practice will be used regularly- testing demonstrates children's ability to recall and apply previous learning from their long term memory demonstrating a 'learnt' skill. QLA will be used to analyse, plan and develop children's next steps in learning.
11) Retrieval will be used as one of a range of measures for the effectiveness of learning and teaching within the learning environment.
12) At the end of each topic, the children evaluate, using the 6 thinking hats, how well they have developed their skills, knowledge and understanding.
13) This is formally captured and placed into the children's topic books. This provides a skills refection framework for the children to refer back to when faced with similar learning in a new topic.

Behaviour for learning
A positive well organised learning environment

1) Meet and greet- all children are expected to say good morning/good afternoon to any adult in the school (even if they are a visitor).
2) All adults will make an effort to learn all children's names.
3) Classrooms will adopt and establish clear expectations that are non-negotiable. Children are expected to **S**it up, **L**isten, **A**sk and answer questions, **N**od their head, **T**rack the speaker (whoever that is eg child/adult) **SLANT**
4) The school adopts a positive system for behaviour management using the tools within the behaviour policy effectively. Namely: **precise praise.** Be precise with what you are praising the child for using their name and the stating the pleasing behaviour.
5) There is a high expectation that all children will comply and follow adult instructions no matter their role in school. Adults should expect and manage that all children will comply.
6) On rare occasions when a child needs a reminder, adults with follow the school's behaviour policy giving a warning first. Following; Child's name, desired behaviour, thank you.
7) During learning time, to gather whole class attention the class teacher will put their hand in the air and wait for the whole class to respond- silence is expected.
8) Pace will be expected during all lessons to develop children's habits.
9) Use of timers and a teacher strict announcement of allocate time will motivate and enthuse learning.
10) Each class will establish exemplary routines that are explained and clearly understood by all children. This is essential to the children listening and responding without delay to adult instruction
11) Transition from one activity to another will be smooth.
12) The children will respond without a fuss ensuring that no learning time is wasted.
13) Entry and exit criteria is applied to a high standard. Children line up in alphabetical order, in silence, one behind the other.
14) Children do not enter the classroom unless there is an adult in there.
15) Tidy classrooms and tidy desks is modelled and used by all members of the classroom**.**
16) The learning environment, supports, develops, extends, enriches and celebrates learning.
17) Classrooms to follow the learning environment expectation, without exception.
18) The skill of not apologising for pupils is critical not only in the introduction and framing of material but in reacting to children's response to it.
19) We demand and expect 'beautiful books'.
20) The presentation and handwriting policy is consistently applied through all aspects of the curriculum.
21) Adults demonstrate the ability to teach children at the appropriate age an understanding of 'beautiful books'.
22) Children are taught to manage their impulsivity.

Planning For Progress At Gordon's

Whole class feedback sheet

- Identify WWW/ EBI
- Blue hat tasks
- SPAG

Learning Objective

- Blooms language
- Informed by National curriculum
- Knowledge/ skills
- Age expected where appropriate

Blue Hat time

- First 10 minutes
- Informed by whole class feedback sheet
- Independence
- Targeted intervention
- Misconceptions addressed

Success Criteria

- Blooms language used to differentiate
- Bespoke to classes – differentiated
- Minimum of 3
- Progressively harder
- Mastery approach
- Same skills developed at appropriate level

Lesson/ lessons Content

- Every minute matters
- Books out on the table before children enter
- Resources prepared and accessible
- Blue hat task (green pen/ purple polisher)
- Hook/ wow moment
- WAGOLL
- Modelling – working wall
- Thinking tools
- Hot marking – instant pupil response
- Mini plenaries against success criteria
- Targeted big questions – planned/ informed by whole class marking
- Pupil discussion -think, pair, share
- Peer/ self assessment – blue/ yellow hat
- Differentiated activities
- Use of manipulative
- Outcome

Whole class feedback sheet

- Identify WWW/ EBI
- Blue hat task
- SPAG

The previous flow map provides a clear structure for learning either as a lesson or series of lessons.

- During a lesson there should be 'check points' to assess learning and understanding before moving onto the next stage. This can be in the form of planned, directed questions, individual or class discussion.
- Time spent of each stage depends on the response of the children and the time needed to ensure that learning is successful for all learners.
- However, adults should be cautious about spending too much time on retrieval/ activating prior knowledge as this should be short and succinct. It this aspect takes too long the task/activity was inappropriately selected.
- Ensure that children have the tools to work independently.
- Explicitly teach, planning, monitoring and evaluating.
- The classroom is a learning environment. It is therefore essential to monitor and moderate the amount of time that is 'adult talk' and children actively participating in learning.
- Children will be active thinkers, never passive and always finding curiosity and therefore learning becomes irresistible.
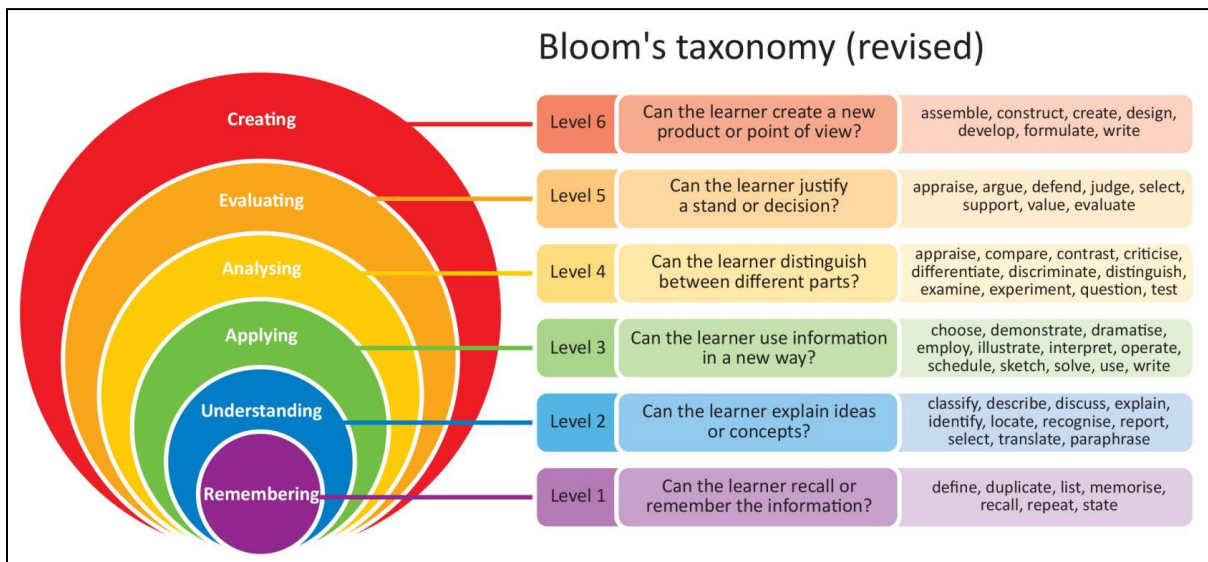
Consider the following:

		Child	Teacher	
1	Activating prior knowledge			
2	Engage			
3	Explicit strategy instruction			
4	Modelling of learned strategy			
5	Memorisation of strategy			
6	Guided practice			
7	Independent practice			
8	Going deeper- challenge and extension			
9	Structured reflection			

- The above grid should be seen as a guide for the amount of child- teacher input during the lesson.

- This is to provide enough scaffolding during the lesson to support learners resulting in children taking increasing responsibility for learning.

	Stage	What might it look like?
1	Activating prior knowledge	• Retrieval practice- mini test/ quiz/ questioning • Use of Blooms to active previous learning and apply • Use of knowledge organisers to create an example/ explanation/ definition • Children a paragraph of information and then summarise • Use of thinking tools- Eg question key or picture key
2	Engage	• Hook the children into their learning to ignite awe and wonder. • Video clip, unusual object, clues in an envelope (being detectives) music • Children who are curious are more likely to be active learners- this part cannot be undersold
3	Explicit strategy instruction	• Introduce the LO in child speak with the children contributing to the LO and SC. Ensure that the SC provides steps for the children to follow that will enable them to achieve the LO • Ensure explanations are clear and precise. • Use IT/ resources/ to exemplify the clear instruction • Ensure children are clear about the purpose • Cognitive load is taken into account at this stage
4	Modelling of learned strategy	• Models and images of the learning is essential. • Providing clear expectations regarding sequential learning as well as presentation and expected layout dramatically reduces children's cognitive load • Model your own thinking aloud for the children too • Use Thinking tools to support as well as knowledge organisers for reference • Memory requires reduced cognitive load as well as practicing something over a long period of time, even at short bursts
5	Memorisation of strategy	• Provide children with initial activity to check their understanding. • Can they follow the strategy? • Children work with increasing accuracy to achieve success.
6	Guided practice	• If necessary go through further examples with the children. • This may be with a group or whole class depending on their ability to apply the learned strategy. • Explicitly teach the children to plan to use the resources available, monitor their progress and then evaluate their use of the tools available including 3 before me (Brain, Book, Buddy- adult)
7	Independent practice	• Children work on tasks independently. • Adults support monitoring of learning by marking at the point of learning and using specific praise, reworking and developing ideas, tracking and affirmative checking
8	Going deeper- challenge and extension	• Through monitoring, identify children who need to continue with greater independent practice and those who are ready to extend. • Provide a wobble challenge for different learners to extend their thinking and develop their learning further • Ensure that there is appropriate extension for each level of learner available.
9	Structured reflection	• Use of assessment policy. • Self and peer assessment as well as group assessment. • Refer back to the SC; children can use this as a check list to support learning. • How well did they apply what they had learnt? What would they do next?

Blooms Language of Learning

Bloom's Taxonomy

Level	Description	Verbs
create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate
evaluate	Justify a stand or decision	appraise, argue, defend, judge, select, support, value, critique, weigh
analyze	Draw connections among ideas	differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
apply	Use information in new situations	execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
understand	Explain ideas or concepts	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
remember	Recall facts and basic concepts	define, duplicate, list, memorize, repeat, state

Bloom's taxonomy (revised)

	Level	Question	Verbs
Creating	Level 6	Can the learner create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Level 5	Can the learner justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analysing	Level 4	Can the learner distinguish between different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Level 3	Can the learner use information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Level 2	Can the learner explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Remembering	Level 1	Can the learner recall or remember the information?	define, duplicate, list, memorise, recall, repeat, state

Learning Objectives/ Outcome

What is a learning objective?

- Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place.

- Learning objectives should be based on knowledge, skills and attitudes.

- Learning objectives define learning outcomes and focus teaching

- They help to clarify, organise and prioritise learning

- They help pupils and teachers evaluate progress and encourage independence.

How do you write a learning objective?

- Decide what pupils need to be able to do or produce after they have learned something you have taught.

- They are statements of what you want your learners to do and should

  Be stated clearly
  Define or describe and action
  Are measurable in terms of space, amount and or frequency
  Be differentiated for the pupil's ability

Writing Learning Objectives correctly checklist

- Does the learning objective reflect a step in achieving an overall lesson aim?
- Do you lesson activities ensure that pupils will achieve their objective and your overall aim?
- Is the learning objective measurable?
- Is the learning objective pupil centered?
- Have you used effective, action verb that targets the desired level of performance?

Effective Verbs for Learning Objectives based on the '3 areas of teaching'

Knowledge

analyse	arrange	calculate	circle	cite
classify	compare	contrast	compare	define
describe	diagram	differentiate	group	identify
interpret	itemize	label	list	match
name	outline	plan	record	revise
select	solve	state	tabulate	give examples
evaluate	recognise			

Skills

adjust	assemble	chart	collect	use
draw	employ	establish	illustrate	imitate
interact	locate	maintain	measure	modify
operate	organise	rearrange	return	set up
practice	manipulate	master	fit	perform
demonstrate				

Attitudes

accept	adopt	advocate	approve	assess
challenge	characterise	choose	criticise	defend
evaluate	formulate	judge	justify	manage
model	persuade	recommend	resolve	select
specify	value	re-assure	empathise	

Based on increasing level of difficulty and challenge (Blooms Taxonomy)

Emphasis – link to Blooms Taxonomy	Relevant Action Verbs to use in your lesson objectives:
Remember 'To find or remember information memorizing information'	Tell, uncover, show, state, define, name, write, recall, recognise, list, label, reproduce, identify, acquire, distinguish, state, order, locate, repeat, count, describe, enumerate, find, match, read, recite, record, select, sequence, state, view
Understand 'To understand the information and restate in your own words, paraphrasing, summarizing, translating'	Comprehend, appreciate, select, indicate, illustrate, represent, formulate, explain, classify, translate, extrapolate, convert, interpret, abstract, transform, select, indicate, relate, experiment, simple comparisons, demonstrate, explain, reword, discuss, cite, conclude, describe, discuss, estimate, generalise, give examples, locate, make sense of, paraphrase, predict, report, restate, review, summarise, trace
Apply 'To use information to solve problems, transfer abstract or theoretical ideas to actual situations, identifying connections and relationships and how they apply '	Assess, change, chart, choose, demonstrate, determine, develop, establish, produce, relate, report, select, show, use, try, diagram, perform, make a chart, put into action, build, report, employ, relate, draw, construct, adapt, apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, implement, solve,
Analyse 'To take information apart, identifying components, determining arrangement, logic and semantics'	Analyze, study, combine, separate, categorise, detect, examine, inspect, discriminate, take apart, generalise, scrutinize, estimate, compare, observe, detect, classify, discover, explore, distinguish, catalogue, investigate, breakdown, order, determine, differentiate, dissect, contrast, examine, interpret, identify, dissect, characterise, correlate, diagram, illustrate, infer, limit, outline, point out, prioritise, relate, separate, subdivide.
Evaluate To make judgements about knowledge, to make decisions and supporting views, requires understanding of values. '	Evaluate, interpret, decide, solve, rate, appraise, verify, assess, test, judge, rank, measure, appraise, select, check, evaluate, determine, support, defend, weigh, judge, justify, attach, criticise, weigh up, argue, choose, compare and contrast, conclude, critique, defend, predict, prioritize, prove, reframe,
Create 'To create new ideas or things, combining information to form a unique product, requiring of creativity and originality'	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, argue, hypothesise, predict, create, invent, produce, modify, extend, design, formulate, develop, build, compile, discuss, derive, relate, generalize, conclude, combine, précis, discuss, integrate, conclude, adapt, categorise, compose, construct, create, design, generate, incorporate, integrate, modify, organise, perform, propose, reinforce, reorganise, rewrite, structure

Success Criteria

What are success criteria?

- They are how to achieve the learning objective

- They help to cultivate independent learners

- They help to provide effective feedback

- They help to create confident pupils who contribute to activities

Success criteria must be:

Effective success criteria must be used as the basis of feedback and peer/ self assessment

- Linked to the learning objective

- Specific to an activity

- Discussed and agreed with pupils prior to undertaking the activity

- Able to provide a focus for pupils engaged in the activity

- Used as the basis of feedback and peer/self-assessment

- Minimum of three

- Differentiated using Blooms language for each set

Examples Success Criteria linked to Learning Objective

Maths: Year 4			
Focus	Learning objective (We are learning to …)	From the National Curriculum programme of study	Success criteria
Number and place value	Understand the number system	Count in multiples of 6, 7, 9, 25 and 1,000	I can count in steps of 6, 7, 9, 25 and 1,000. For example: • 7…14…21…28…35 • 25…50…75…100…125
		Find 1,000 more or less than a given number	I can find 1,000 more or less than a given number. For example: • 2,123 + 1,000 = 3,123
Addition and subtraction	Add and subtract	Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate	I can add and subtract numbers with up to four digits using column addition and subtraction

Questioning Techniques (Teach Like a Champion 2.0)

Cold Calling

- Call on pupils regardless of whether they have raised their hands

Why cold call?

- An excellent tool for ensuring a high participation ratio
- Create a culture where pupils are engaged and ready to answer
- To check understanding. To check pupils have learnt what you wanted
- To check that all pupils have learnt and have developed mastery
- To create a culture of engaged accountability
- Shows pupils that everyone will be participating
- Pupils start to expect that they will be asked a question and so start to prepare to give an answer or opinion
- Helps with pace of lesson

Perform the slow repeat

- Repeat your question, very slowly, either quietly, aloud or just to yourself

Call your shot

- Hold yourself accountable by saying it aloud, something like

  "I'm going to take an answer in 10 seconds, but not before"

Hands down

- If pupil's hands are down, they are more likely to keep thinking.
- Wave them off with a hands down gesture, or say "no hands yet".

It's not that easy

- Use language to remind pupils that if they are not using the time you provide, they are probably not thinking rigorously enough.

  "I'm confident that this sis a question that will take you more than a second to think through. Take you time."

Offer an incentive

- Pupils often put their hands up quickly because they especially want to be called on.
- Turn the tables on them by saying

  "I'm going to call on someone who seems like they have really taken their time"

Forewarn

- Be transparent

  "The question I am about to ask requires reflection. I do not want to see any hands until I give you the

  signal".

Q Matrix

Ask pupils the 'right' questions using the better-framed choice of language.

Use questions:

- to clarify and assess understanding
- to challenge assumption
- to evidence for argument
- to gather viewpoints and perspectives
- to predict implications and consequences
- to question the question.

| QUESTION MATRIX	IS? DOES? PRESENT	HAS? DID? WAS? PAST	CAN? POSSIBILITY	SHOULD ? OPINION	WOULD? COULD? PROBABILITY	WILL? PREDICTION	MIGHT? IMAGINATION	Ask better questions…
WHAT? EVENT								
WHERE? PLACE								
WHEN? TIME								
WHICH? CHOICE								
WHO? PERSON								
WHY? REASON								
HOW? MEANING								

The general level of difficulty of question increases… A "What is?" question is normally easier to create and answer than a "How might?" question.

If questions are planned and composed

- Questions become specific and focused
- Pupils are targeted with the appropriate level of questioning to stretch and develop their learning
- This will help increase pupil participation and encourage meaningful learning.
- Deeper questioning – asked correctly from the outset – anticipates a deeper response from pupils.
- When lesson planning, is it useful to pre-plan your key questions for the class/pupils by keeping in mind lesson objectives and success criteria.
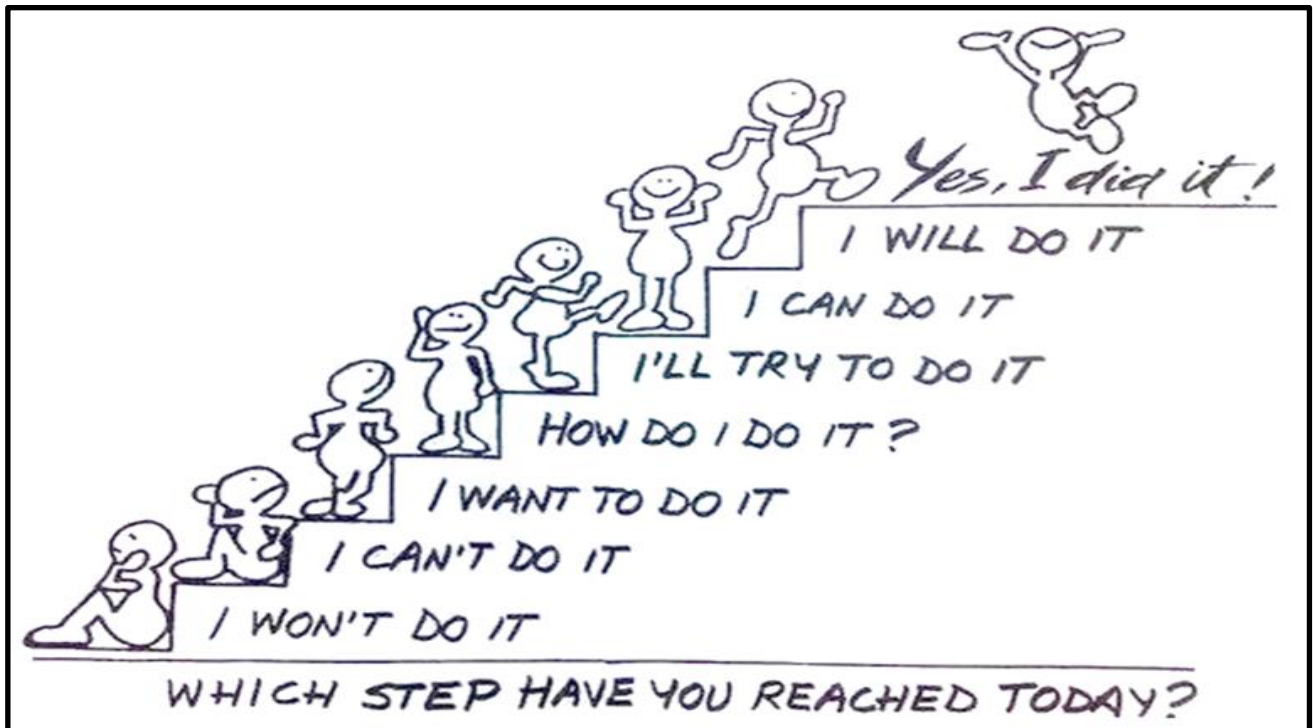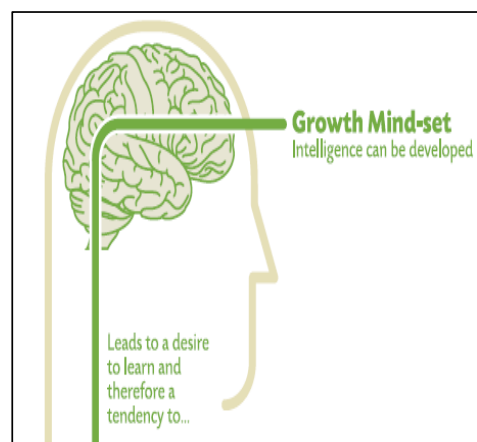
Fixed v Growth Mindset

People with a growth mindset enjoy challenge and learn from failure.

They are resilient and hard working and do not give up easily.

Those with a fixed mindset often have negative attitude towards real challenge and failure.

They tend to employ coping strategies to help them deal with failure that see them giving up easily or ignoring the situation.
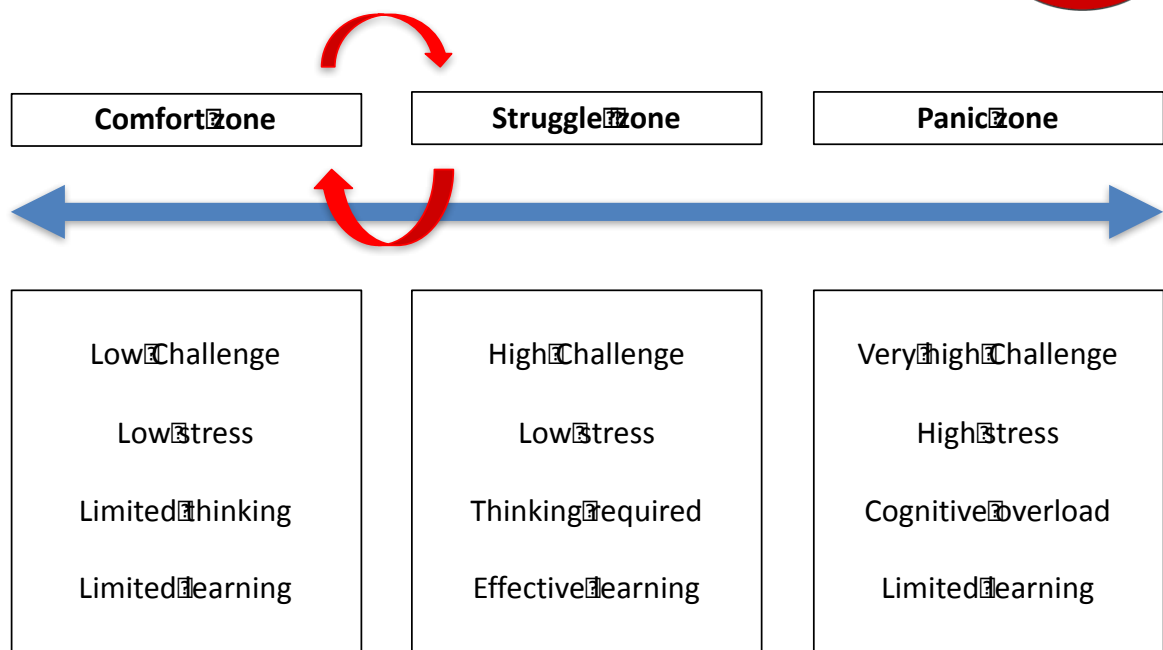
A person with a fixed mindset will often choose the option which they believe will give guaranteed success.

Growth Mindset for Learning

Fixed	Growth
Feels threatened by the success of others	Finds lessons and inspiration in the success of others
Pitying and negative	Looks at bigger picture and seeks solutions
Ignores useful feedback	Learns from criticism
Sees effort as fruitless or worthless	Sees effort as the path to mastery
Gives up easily	Persists in the face of setbacks
Avoids challenge	Embraces challenge
Desire to look smart	Desires to learn
Ignores situation Looks for a distraction	Takes responsibility for learning

Where we want to aim our learning

Comfort zone	Struggle zone	Panic zone
Low Challenge	High Challenge	Very high Challenge
Low stress	Low stress	High stress
Limited thinking	Thinking required	Cognitive overload
Limited learning	Effective learning	Limited learning

Classroom Environment for learning

The role of the teacher in a learner orientated classroom	The role of the learner in a learner orientated classroom
- Teaches and guides - Emphasises questions - Orchestrates the pace - Encourages others to question - Gives feedback based on progress and next steps - Uses a variety of marking methods - Focuses on incremental improvements	- Makes decision - Must have a go - Wants the method - Learns incrementally and by trial and error - Controls own pace - Answers own questions - Understands/ interprets their own mark/ grade - Is assessed by the teacher, self and peers - Focus is on becoming a better learner - Concerned with progress/ capacity to improve

Lesson/ Lessons Content

- **Every minute matters**

- Books out on the table before children enter

- Resources prepared and accessible

- Blue hat task (green pen/ purple polisher)

- Hook/ wow moment

- WAGOLL

- Modelling – working wall

- Thinking tools

- Hot marking – instant pupil response

- Mini plenaries against success criteria

- Targeted big questions – planned/ informed by whole class marking

- Pupil discussion -think, pair, share

- Ask 3 before me

- Peer/ self -assessment – blue/ yellow hat

- Differentiated activities

- Use of manipulative

- Outcome

- Positive reinforcement using Gordon Great's system