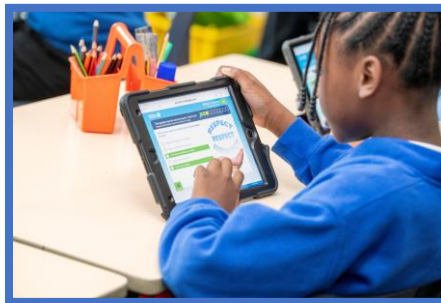


# Teaching and Learning at Springfield Academy



A place to grow; your time to shine!

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# Our Teaching and Learning Vision

## Intent

At Springfield Academy, we approach our teaching and learning with **love, care, warmth** and **purpose**. We know that children who are **happy** and **safe** make **progress**. Our focus on the **wellbeing** of our pupils using **nurturing** approaches helps them feel safe and **ready for learning**: our environment must be right first.

Our children deserve an **engaging, exciting** education where learning is an **enjoyable, rewarding** experience. We offer all pupils **high-quality** learning experiences to ensure they are well-equipped for the next stage in their education, and for their futures. Our teaching and learning approach gives our children the best chance to acquire and develop the **knowledge, values** and **skills** they need to fulfil their **limitless potential, broaden their perspectives** and become **resilient, respectful citizens** of a diverse global community. We set **high expectations** of all learners, guiding pupils to develop **high aspirations** for themselves. We aim for every pupil to be **proud** of their achievements and want to foster a **desire to succeed**.

## Implementation

This document details how we implement our teaching and learning approach.

In order to deliver this teaching and learning approach, we employ evidence-based instructional strategies. We use Rosenshine's Principles of Instruction and Walkthrus as a framework for staff to develop their teaching practice. We dedicate a significant amount of professional development time to the delivery of high-quality teaching. This high-quality, research-based CPD takes place during staff meetings, INSET and through coaching and team-teaching opportunities throughout each academic year. We find opportunities to celebrate and share great teaching and learning.

All new staff participate in a teaching and learning induction programme which includes reading core documents, attending development sessions and visiting other classes throughout the school in order to fully understand and be able to apply the teaching and learning approaches we take at Springfield.

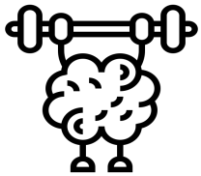
## Impact

Our teaching and learning approach **empowers** our children to become **responsible, independent** and **resilient** individuals. Through this approach, our children become fluent readers, competent writers and confident mathematicians. We not only educate but instil the **skills** and **mindset** needed to **nurture** our children as **lifelong learners**, who are able to thrive in the future.



# How do we structure our Writing and Maths lessons?

In Years 1 – 6, our Writing and Maths lessons each last for 55 minutes. All of our Writing and Maths lessons have a five-part structure:



## Let's Reactivate!

Children complete an activity which reactivates prior knowledge. This knowledge may be applied to an assessment-style question. We use TestBase, previous SATs reasoning questions or questions from previous NFER papers to support with this.

Year 1 will begin this in the Spring Term.



## Let's Learn

The teacher leads a whole class input.



## Let's Practise

The children practise the knowledge or skills relevant for the lesson. This allows the teacher to assess the children's understanding of the learning so far.



## Let's Apply

The children apply their learning to an activity.



## Let's Reflect

The children are guided to reflect on their learning for the day. This may include highlighting and re-teaching a common misconception or exploring a challenging question further as a whole class.

# How do we structure our EYFS Writing and Maths lessons?

## EYFS

In EYFS, a version of this approach is used for Drawing Club (Writing) and Maths.

## Writing/Drawing Club

<u>Let's Learn, Let's Practise</u> (Up to 15 minutes)	<u>Let's Apply</u>	
<p><b>Week 1 – Text Immersion</b> Children are immersed in the focus text through storytelling, vocabulary talk and play. Children sequence and retell the story, developing language and understanding.</p> <p><b>Week 2 – Drawing Club</b> The teacher leads a group input, sharing the focus story and key vocabulary. The adult models how ideas are composed through drawing and writing.</p>	<p><u>Adult: (Small writing group):</u> The adult leads a group to complete the task and teaches groups in succession.</p> <p>Each child will participate in a small writing group at least once a week, dependant on cohort size.</p>	<p>The remaining groups apply their learning through play in the provision. A Teaching Assistant supports children and reinforces the modelled learning. Children practise drawing, mark-making and writing in meaningful areas of the environment.</p>

## Maths

<u>Let's Reactivate, Let's Learn, Let's Practise</u> (Up to 15 minutes)	<u>Let's Apply Provision</u>
<p><b>Let's Reactivate</b> The session begins by revisiting prior learning to activate children's existing knowledge. Key vocabulary and concepts are reintroduced through discussion, visuals or manipulatives.</p> <p><b>Let's Learn</b> The teacher leads a short whole-class input. New learning is introduced in small, manageable steps so that all children progress together. Key vocabulary and stem sentences are explicitly modelled and repeated.</p> <p><b>Let's Practise</b> Children are given opportunities to practise the concept using their own set of manipulatives. Adults support children to explore, rehearse and secure understanding through guided practice. Carefully planned questioning encourages children to explain their thinking.</p>	<p><b>Let's Apply</b> Children apply their learning independently or through play-based provision.</p> <p>Opportunities are embedded across the learning environment to reinforce and consolidate the concept.</p> <p>All adults in the provision observe, support and assess children's mathematical understanding in meaningful contexts.</p> <p>Children who need further support are targeted.</p>

# Lesson Structure Expectations

*If we walk into a lesson at these points, this is what we should see...*

## Pre-lesson

To ensure teaching and learning works effectively, the teacher and TA work closely together. It is a crucial responsibility of the teacher to ensure the TA is thoroughly briefed on learning.

Both adults must know how to **scaffold** learning and how to **extend** learning through **quality feedback**.

Both adults must know what **Working Towards**, **Expected** and **Greater Depth** look like in terms of outcomes for that particular lesson.

## Input (Let's Learn, Let's Practise)

The teacher delivers a whole class input.

The TA supports identified individuals/groups to access this input.

The input is interactive and engaging:

- It should make links to prior learning.
- All the key knowledge is shared ready for the children to access the Let's Apply.
- It should address potential misconceptions.
- Use tools to involve all learners (whiteboards, quizzes, talk partners, hands down approach).
- AfL – The teacher and TA must be getting a sense of the level of the children's understanding at this point.
- Blue star challenges are used to extend children's thinking for 'fast finishers'.



## Relevant Walkthrus

- Signal, pause, insist p.40
- Rehearse routines p.44
- Worked examples and backwards fading p.68
- Live modelling p.78
- Metacognitive talk p.82
- Head on misconceptions p.86
- Cold calling p.90
- Think, pair, share p.92
- Show me boards p.94
- Say it again better p.98
- Probing questions p.100



# Lesson Structure Expectations

*If we walk into a lesson at these points, this is what we should see...*

## Let's Apply

- Children practice and demonstrate their understanding of the learning through a purposefully designed activity. There should be a range of ways in which children show their learning over time (no over-reliance on worksheets).
- Relevant resources are used to support the learning (e.g. manipulatives, word banks..)
- Misconceptions are identified and addressed promptly throughout the session.
- Adults will be prompt to offer scaffolds during difficult tasks to support children to reach ambitious goals.
- Adults look for opportunities to extend the learning.
- Feedback happens throughout the lesson (verbally/through marking).



## Relevant Walkthrus

- Scaffolding p.80
- Check for understanding p.96
- Feedback that moves forward p.104
- Feedback as actions p.106
- Guided practice p.126

These may also be used within the direct teach, as appropriate:

- Signal, pause, insist p.40
- Rehearse routines p.44
- Worked examples and backwards fading p.68
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# Lesson Structure Expectations

*If we walk into a lesson at these points, this is what we should see..*

## Let's Reflect

Teacher – leads a whole class reflection.

TA – supports children to access the reflection activity or to provide more direct teach time if needed.

Reflections should include elements of the following:

- Ask the children to summarise clear learning outcomes.
- Include a partially completed question or a common misconception which needs to be highlighted and re-taught.
- Connect today's lesson to future learning.
- Take the learning a step further with a guided challenging activity.










## Relevant Walkthrus

- Metacognitive Talk p.82
- Head on misconceptions p.86
- Whole-Class Feedback p.108



# Our 'My Turn, Our Turn, Your Turn' pedagogy

'My Turn, Our Turn, Your Turn' is the pedagogical approach we use within our lessons which enables our children to build their independence. Children see new learning or solutions to misconceptions modelled by an adult, have opportunities to practice, before then working independently. The aim of this is to allow children to move gradually from dependence to independence with confidence and understanding.

'My Turn'		'Our Turn'			'Your Turn'	
Direct Instruction	Modelling	Questioning	Practice and Scaffold	Check for Understanding	Independent Practice	Feedback
						

## 'My Turn'

- Children see connections to prior learning.
- Children are exposed to key thought processes as adults model 'thinking aloud'.
- Children learn efficient methods, broken down into small steps.

## 'Our Turn'

- Children have growing confidence and fluency.
- Misconceptions are identified.
- Children ask questions about their learning.
- The teacher has established what success looks like.
- Children are guided through the approach.

## 'Your Turn'

- Children develop automaticity.
- Children show improved levels of fluency.
- They begin to apply their understanding to more challenging activities which involve deeper thinking.





This teaching approach can be used at any point during a lesson, such as within the 'Let's Apply' stage, to provide additional scaffolds if a learner is not yet showing that they are ready to work independently.

# Feedback

At Springfield Academy, the teacher communicates the learning objective (WAL) during the input at the start of each lesson. During each lesson, our children are provided with in-the-moment, live feedback, which we know has the most impact on moving children's learning forward. Following the lesson, each child's WAL is highlighted by an adult.

Please see our Feedback Policy for more information on this.

Below is our pupil-friendly approach to feedback which is displayed in each classroom:



### Feedback at Springfield

At the end of the lesson, the teacher or TA will highlight your WAL.

**Green means you've got this! You've achieved the WAL.**

**Pink is to think! You're not quite there but we'll help your understanding further.**

**Whole school marking codes:**

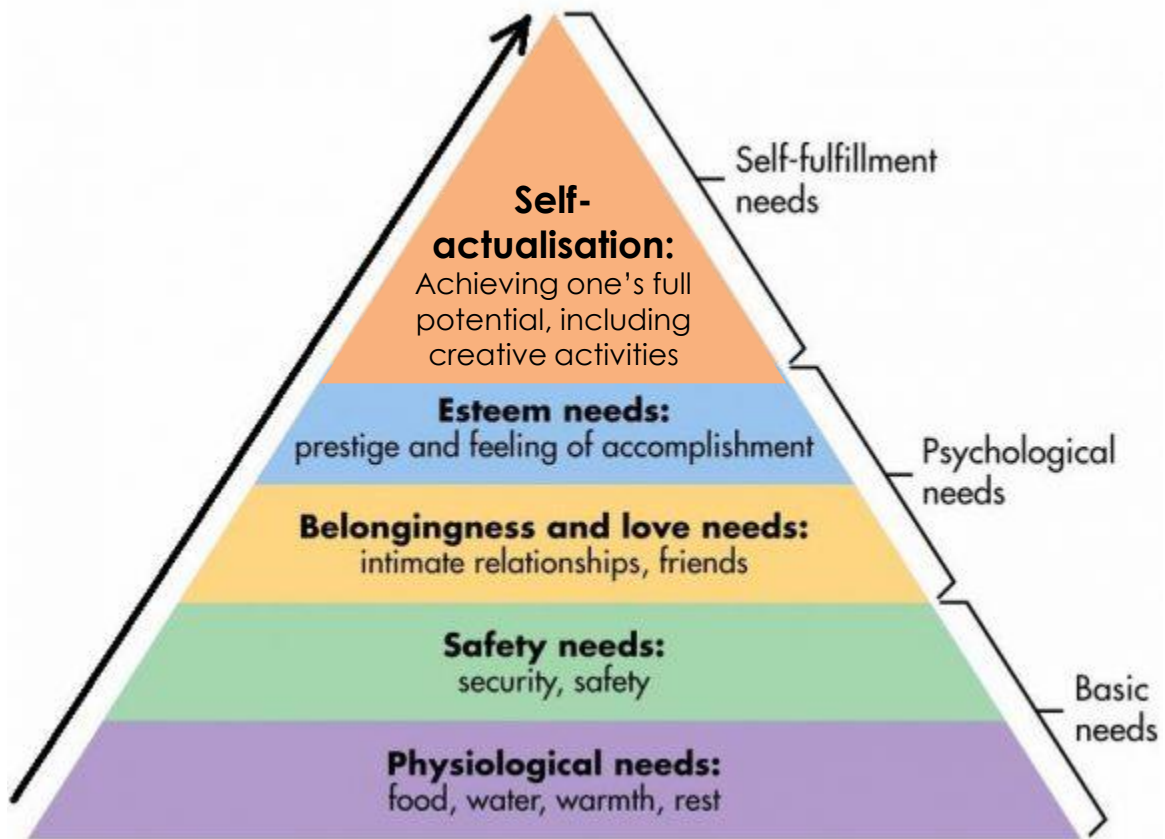
✓	Sp	P	T	TA
A tick shows that your answer was correct.	This tells you that you need to check your spelling.	This means that you need to check your punctuation.	This shows where a teacher has helped you for part of your work.	This shows where a teaching assistant has helped you for part of your work.

**Writing marking codes:**

D	I
This shows that the sentence is a dictated sentence and the focus has been on transcriptional fluency.	This is used when writing dictated sentences to show where a word or phrase has been selected independently.

**We use green pens or pencils to correct an answer or improve our work.**

# Appendices – Maslow's Hierarchy of Needs

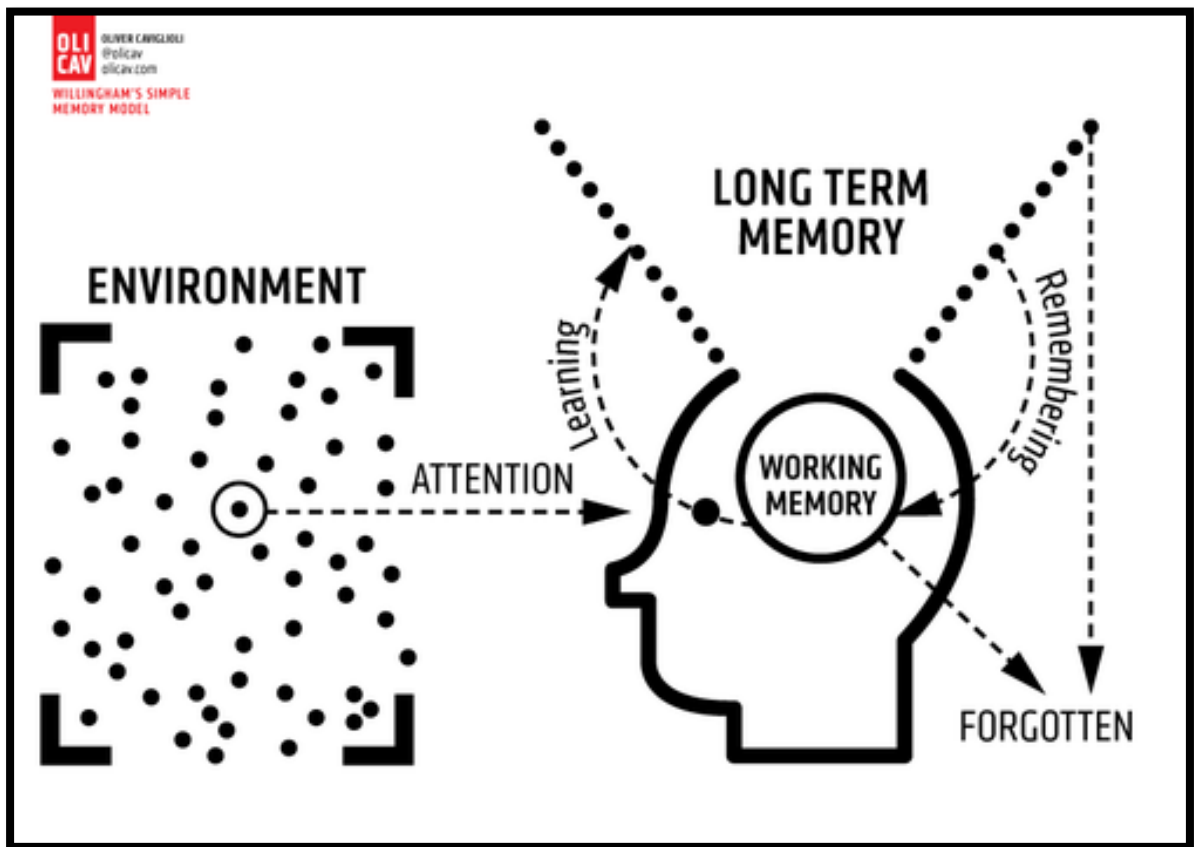


At Springfield Academy, we know that our children need their basic and psychological needs met before they can reach their full potential, enjoy learning and see the benefit of self-growth.

It is for this reason that we have a nurturing approach which focuses on the well-being of our pupils to help them feel safe and ready for learning. This begins with us getting our school environment right.

# Appendices - Willingham's memory model

We ensure that this model is regularly referred to as part of our CPD so that we continually review how we are implementing quality practice in each area to support our children in their learning so that they know more and remember more.



# Appendices – Rosenshine

Within our teaching and learning approach, The Principles of Instruction (Rosenhine) are evident.

## THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

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

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

**HOW2**  
teachinghow2s.com

### 01 DAILY REVIEW



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

### 02 NEW MATERIAL IN SMALL STEPS



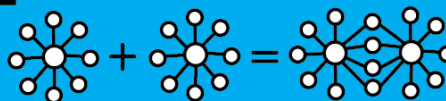
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

### 03 ASK QUESTIONS



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

### 04 PROVIDE MODELS



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

### 05 GUIDE STUDENT PRACTICE



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

### 06 CHECK STUDENT UNDERSTANDING



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

### 07 OBTAIN HIGH SUCCESS RATE



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

### 08 SCAFFOLDS FOR DIFFICULT TASKS



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

### 09 INDEPENDENT PRACTICE



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

### 10 WEEKLY & MONTHLY REVIEW



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

# Appendices – Walkthrus

When designing our teaching and learning approach, Walkthrus has been used as a guide. We also base our CPD on Walkthrus.

**A JOHN CATT PUBLICATION**

**TEACHING**  
**WALKTHRUS**  
FIVE-STEP GUIDES TO INSTRUCTIONAL COACHING

**TOM SHERRINGTON**  
&  
**OLIVER CAVIGLIOLI**



**BEHAVIOUR & RELATIONSHIPS**  
Establish classroom conditions essential for effective learning

**CURRICULUM PLANNING**  
Create a coherent, well-sequenced knowledge-rich curriculum

**EXPLAINING & MODELLING**  
Make sense of complex ideas to support students in building secure schema

**QUESTIONING & FEEDBACK**  
Use responsive teaching methods to check students' understanding and move them forward

**PRACTICE & RETRIEVAL**  
Building secure long-term memory and fluency

**MODE B TEACHING**  
Deliver a range of learning experiences to deepen and extend learning