

WIMBLEDON PARK PRIMARY SCHOOL

TEACHING AND LEARNING FRAMEWORK

An understanding of the science of learning has progressed steadily over the past century, but has come into particularly sharp focus in the past 10 years and consensus on the most effective classroom approaches/methods that improve pupils' learning has emerged.

At Wimbledon Park Primary School, we are not trying to invent innovative or better teaching approaches, but we are simply focusing on understanding existing approaches which have been shown to be highly effective, and implementing these well and in a very consistent way across the school.

References to 'teachers' includes all adults working in a teaching role, whether a qualified teacher or not (i.e. includes teaching and learning support assistants).

We have therefore created this teaching and learning framework defining 11 core principles that underpin effective teaching and learning at our school:

- 1. High quality and positive relationships and children's emotional wellbeing are integral to a successful classroom**
- 2. We manage the learning environment to focus attention and minimise distraction**
- 3. We develop pupils' meta-cognition of their learning**
- 4. We activate pupils to be learning partners for each other**
- 5. We sequence learning carefully from pupils' prior knowledge towards clear learning outcomes**
- 6. We explain and model new learning precisely in small steps**
- 7. We check that all pupils grasp the new learning at each stage and adapt accordingly**
- 8. We structure and guide pupil practice to elaborate, refine and stabilise learning in long term memory**
- 9. Pupils get concise and timely feedback**
- 10. We develop language vocabulary and literacy across the curriculum**
- 11. Our learning results in high quality outcomes**

It must be remembered that there is no short-cut to deep and lasting learning – pupils and teachers will always need to invest a substantial amount of time, energy, attention to detail, tenacity and sheer effort into learning – we are simply trying to make this as structured and focused as possible.

1. High quality and positive relationships and children's emotional wellbeing are integral to a successful classroom

Summary Outline	<ul style="list-style-type: none"> • This covers both adult/pupil, pupil/pupil and adult/adult relationships • Building effective relationships is easier when pupils believe that their feelings will be considered and understood • Pupils emotional health, self-esteem and confidence need to be high, and they need to feel safe/secure as a pre-requisite for productive learning • Components of emotional health are self-esteem, self-control, feelings of well-being and the capacity to cope with everyday stresses • Pupils need to feel that it is safe to take risks • The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives • Pupils learn well in an environment in which staff praise and reward based on merit, are genuinely interested in them and take time to get to know them, who are friendly and who tolerate no criticism, undermining or negativity • A culture of mutual trust and respect supports effective relationships • Children and young people who have experienced early life trauma can experience a range of challenges in school • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils • Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential • Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success • Currently 50% of adult mental health problems begin in childhood
Our Practice	<ul style="list-style-type: none"> • We model the good relationships we expect of the children: enthusiasm and enjoyment must start with the teacher • We take care with all new joiners (whether nursery/reception, or other new joiners) to ensure they are settled and happy (home visits, staggered starts, name pegs, seating position, induction, buddies...) • Personal, social and emotional aspects of learning are the priority focus of our Early Years Foundation Stage • We create a positive climate in every classroom – through kindness and warmth, building trusting relationships with children, by getting to know children individually, by frequent praise and positive attention and by having appropriate and equitable reward systems • We explicitly teach, and encourage/reward, children to be courteous, kind, tolerant, respectful, polite and considerate • We look out for small ways for children to feel known and valued, for example through greetings (by name) and goodbyes (handshake in KS2), getting to know their friendship groups, what their hobbies/out of school interests are... • The health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment • We teach children through PSHE and other curriculum areas, knowledge about their own health and wellbeing • We use intentional and consistent language that promotes challenge and aspiration

2. We manage the learning environment to focus attention and minimise distraction

Summary Outline

- Working memory is a finite and limited resource and we adapt classrooms and teaching practice to maximise attention focused towards the intended learning
- Excellent learning behaviour (and high expectations) minimises distractions, focuses attention on learning and eliminates wasted time
- Linked to developing the key executive functions of the brain – focusing attention, managing distraction, controlling impulses, delaying gratification
- Avoid overloading working memory by reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)
- Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment
- A predictable and secure environment benefits all pupils, but is particularly valuable for more vulnerable pupils groups (disadvantaged, SEND, new to English)

Our Practice

- With a particular focus in September every year (but reinforced throughout the year), we train children to have excellent behaviour for learning (making sure that these are embedded) – attention, respect, good learning habits, being ready to learn
- We have a particular focus on effective and quick transitions and routines (lining up, to/from playground, handing out resources, settling in class, between tasks...) to ensure that no moment is wasted in school
- We give manageable, specific and sequential instructions
- We check pupils' understanding of instructions before a task begins
- We use consistent language and non-verbal signals for common classroom directions
- Our classes make effective use of learning walls to reinforce current learning
- The front of classrooms are focused on learning and the back on decorative displays (celebration of success/work)
- We organise classrooms to support learning and ensure resource accessibility/availability for children
- We minimise irrelevant distractions e.g. lessons are not disturbed by visitors or errands wherever possible
- We minimise adult narration when children are focused on independent learning tasks and during whole class input
- We keep the complexity of a task to a minimum, so that attention is focused on the content (e.g. distraction of creating a PowerPoint presentation)
- Table lay out is considered for maximum attention and learning
- KS1 teachers use non-verbal cues for swift transitions between learning

3. We develop pupils' meta-cognition of their learning

Summary Outline

- Teaching pupils to understand and be aware of their learning and themselves as learners (meta-cognition) is a powerful strategy to motivate and equip them to learn and achieve
- Learning is difficult, and a key determinant of successful learning is how children respond and behave when they are challenged by learning or get stuck
- Meta-cognition (sometimes known as 'learning to learn') aims to help learners think about their own learning more explicitly by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development
- Growth mindset beliefs - success is caused by such factors as effort, application and good study skills. If we encounter difficulty, we'll need to work harder, apply better strategies, seek appropriate support and intervention, etc...
- Achievement is more likely to increase when pupils focus on learning through practising key skills, accept constructive feedback rather than rejecting it, monitor and assess their own progress rather than comparing themselves to other pupils and show resilience rather than give up when facing new challenges
- We stress that intelligence and ability are not fixed but can grow, effort is required for learning, effort grows connections in your brain which makes you understand ideas

Our Practice

- We have a 'You Can Do It' behaviour reward system in Nursery and Reception which focuses on rewarding key attitudes and behaviours that form the fundamentals for future learning (Thinking, Kindness, Persistence and Confidence)
- Classroom language focuses on learning (not work), e.g. home learning
- We have a classroom culture focused on learning and effort – "I haven't got it yet!"
- We praise the processes required for success, for example, the pupil's effort and strategy ("you really tried hard", "that was a good way to do it") and praise task achievement ("all the labels are correct", "there are hardly any spelling mistakes this time")
- We avoid giving 'person orientated praise' ("I'm proud of you"; "you're good at this")
- We stress that intelligence and ability are not fixed but can grow, thinking effort is required for learning which makes connections in your brain helping understanding
- We convey to pupils that their struggles/challenges are not due to lack of ability but that performance can be improved with added effort or different strategies
- We create a positive learning environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine
- We use 'split screen' classroom dialogue (content explanation and learning narration side by side)
- We focus on narrating and developing these learning dispositions: Persistence, Reflection, Collaboration, Innovation, Resourcefulness
- Time for the children to evaluate, review and respond is built into the learning process

4. We activate pupils to be learning partners for each other

Summary Outline

- Discussion and learning from others has a powerful effect on achievement
- Improves/increases participation and engagement in lessons – no opportunity for anyone to switch off
- Reinforces purposeful learning culture, and pupils' meta-cognition of learning
- Paired activities can increase pupil success, but to work together effectively pupils need guidance, support and practice

Our Practice

- Getting on and respecting each other is a priority focus in the early years (e.g. sharing, turn taking, listening)
- Regularly changing learning partners is established from early on but age appropriate – Reception might be half termly, and year 1 every two weeks
- We encourage good learning partner habits (e.g. face each other, eye contact, listening, taking turns to speak, smile and encourage, helping when stuck, positive challenge, switch roles, encourage equality, editing...)
- We have consistent learning partner routines – weekly random allocation (Y2-6), used throughout most lessons, weekly review with class of learning partners
- Teachers plan with learning partner work in mind - key thinking/discussion questions, developing partner A/B roles (peer review, teacher/learner)
- Other partner work includes joint task planning, peer tutoring support, peer evaluation and jointly improving each other's learning
- Teachers allow thinking time for discussion, and ask for responses from partners, not just individuals (n.b. response mechanisms to ensure children don't opt out, e.g. directed questioning, random pairs, no hands up)
- We develop a supportive environment/culture where children question and challenge each other positively

5. We sequence learning carefully from pupils' prior knowledge towards clear learning outcomes

Summary Outline	<ul style="list-style-type: none">• Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas• Clear learning objectives ensure rigorous coverage of the National Curriculum and equality of learning opportunities for all pupils• Clarity and precision of intended learning is the basis of all AfL/formative assessment• Analogy of a journey – teachers need to have a very clear idea of the destination at the outset, and transfer this understanding to the children.• Pupils learn new ideas by linking those ideas to existing knowledge ('prior learning'), organising this knowledge into increasingly complex mental models (or 'schemata'); carefully sequencing teaching to facilitate this process is important• 'Thinking' in working memory is the activity required to assimilate new learning into existing knowledge and understanding in long term memory• Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly
Our Practice	<ul style="list-style-type: none">• We plan learning as journeys to reach clear outcomes and explain the journey to the children during lessons• Every lesson within the journey has precise learning objectives - where there are several learning objectives, teachers must be very clear what the main learning focus is and orient children's attention to these main ideas• We sequence learning journeys so that pupils secure foundational knowledge before encountering more complex content• We warm up relevant areas of the long term memory to be ready for the day's learning (priming)• The learning within a lesson is broken down into microscopic steps, with practise after each step (15% new learning)• Pupils need accurate understanding of 'what makes good' - clarifying the steps for success, through exposure to carefully chosen examples• We plan questioning and anticipate likely misconceptions• Each lesson generally consists of a review of its link to prior learning, teacher explanation, guided pupil practice to independent application and final review• We pre-teach vocabulary and some key concepts• We carefully design pre-assessments and match these to the teaching

6. We explain and model new learning precisely in small steps

Summary Outline

- Working memory capacity bottleneck requires learning to be broken down into manageable steps to avoid overload
- Effective teachers introduce new material in steps, explicitly linking new ideas to what has previously been studied and learned
- Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible
- Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases
- Worked examples that take pupils through each step of a new process support them to learn
- There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence

Our Practice

- The learning objective is broken down into microscopic steps, with practise after each step (15% new learning)
- Teaching is focused and in short bursts, with multi-modal presentation of key ideas and learning
- We combine a verbal explanation with relevant graphical representation of the same concept or process, where appropriate
- We consider how learning is delivered, encouraging the use of diagrams and explanations instead of using text and speech together
- Teachers give clear and precise explanations (re-explaining in different ways to secure understanding if necessary) with examples and non-examples being key to explanations
- Teachers narrate their thought processes when modelling to make explicit how 'experts' think
- We use modelling and partially completed examples to focus pupils on the specific steps and scaffold understanding
- Comparing examples of work allows the concept of quality to be understood by the children and the criteria that differentiate successful outcomes
- We use concrete examples and demonstration to connect new knowledge to existing knowledge
- We use concrete representations of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples, associations, procedural links)
- We interleave concrete and abstract examples, slowly withdraw concrete examples and draw attention to the underlying structure of problems
- Morning meetings between year group teachers ensure consistency of learning expectations and outcomes

7. We check that all pupils grasp the new learning at each stage and adapt accordingly

Summary Outline	<ul style="list-style-type: none">• Teachers adapt/plan next steps based on how the pupils are responding/learning during the lesson/unit - if the children don't understand, then don't move on just because that's in the plan• Analogy of a journey - teacher continually adapts the route (depending on where the pupils are at) to get to the same destination• Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems• Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success• Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils• Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils
Our Practice	<ul style="list-style-type: none">• We assess quickly on entry (particularly in Early Years), and respond with early intervention to close gaps• Teachers assess pupils' starting points of prior knowledge at the outset of lessons/units to help determine the learning journey• Key questions for enquiry can be developed with children at the outset of a topic/unit• We ensure children have a solid understanding of the knowledge and skills needed for each lesson• We keep pupils aware of the bigger picture learning journey (where we've come from and where we are going to)• Teachers act on their assessments of learning and the feedback they are getting from pupils – we adjust the learning path/route based on how pupils are progressing• We use early work/reactive interventions to work with children on misconceptions• We plan regular and focused guided work with an adult on specific learning• We use interventions and catch-up support with a specific learning focus

8. We structure and guide pupil practice to elaborate, refine and stabilise learning in long term memory

Summary Outline	<ul style="list-style-type: none">• What people know (their knowledge base) is inscribed in long-term memory. To be retained more permanently, information must be transferred from short-term to long-term memory, and practice is key to this transfer• New learning is made permanent by actively reinforcing and broadening connections/links between neurons through repetition and practice• Practice isn't simply rote learning, but deliberate practice involves attention, feedback, rehearsal, and repetition, spaced out over time and guided by the teacher• Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success• Practice and persistence are key to mastering basic skills of reading, writing, counting and calculating• Practice to develop automaticity (freeing working memory for other more complex tasks)• Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned• Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall
Our Practice	<ul style="list-style-type: none">• We design pupil activities to help construct meaning and apply new learning• Pupils never spend extended periods of time being talked at – they progress to activities to practise new skills• Pupils' activities include problem solving and opportunities to apply, generalise, explain, teach and reason• Regular, spaced and short burst practice is needed throughout primary years to secure basic skills in reading, writing and maths to automaticity• We use quizzes/end of unit assessments to reinforce learning (not simply assess) and as part of home learning practice• Editing and redrafting written work helps to highlight and improve the basic skills of grammar, spelling, punctuation• We identify possible misconceptions and plan how to prevent these forming• Our early maths and phonic programmes are designed around mastery learning approaches• We try to make steps in a process memorable to ensure pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).• We use patterns, rhyme, song, analogies, stories, knowledge organisers and mnemonics to help new learning embed into long-term memory• We refine our understanding by comparing, sorting, classifying and gradually removing scaffolds and support• Daily recaps are embedded into the learning culture• We place an importance on active practice and guide children through this• We design carefully selected multiple choice questions to encourage children to think deeply about their learning• We design practice and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work• We increase the challenge over time of practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)• We interleave practice, particularly in maths and science

9. Pupils get concise and timely feedback

Summary Outline

- Learning can be increased when pupils receive regular, specific, explanatory, and timely feedback
- High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve
- Over time, feedback should support pupils to monitor and regulate their own learning
- Feedback that is occasional and perfunctory (e.g. “good work” or “well done”) is neither clear nor explanatory and does not increase understanding
- Feedback is a waste of time if there is not sufficient time given to act on it
- Clear learning objectives/steps for success help to increase the effectiveness of feedback because the comments can be directly tied to these
- Feedback is not just marking – most feedback will happen throughout a lesson
- Feeding back regularly so that children don’t store partial information or a misconception in long term memory
- Analogy of tennis coaching – you don’t wait until the end of a game to give tips for improving, but in small steps at regular intervals while playing

Our Practice

- Learning objectives and steps for success are always shared with pupils (in different ways), but don’t always have to be written and shared at the start of a lesson – children need to know them at the point when they will be assessed against them
- On the spot learning reviews/assessment take place throughout lessons – a range of question types and quizzes involve all children
- Learning review also occur regularly throughout lessons/days/weeks/units
- We check understanding through summarising or repeating activities
- We use peer evaluation/peer critiquing
- Children review and edit their own work prior to a teacher reading and marking
- Regular and focused guided group work takes place with an adult
- We provide specific, targeted verbal feedback
- We use conferencing during lessons
- Our marking colours are ‘green for great’ and ‘pink for think’
- Children respond to marking in blue pen
- Marking comments (whether from teacher or peers) are used as inputs for redrafting and improving work
- Sufficient time for children to respond to feedback is built into the learning process (e.g. early work, time in lessons)

10. We develop language vocabulary and literacy across the curriculum

Summary Outline

- To access the curriculum, early literacy provides fundamental knowledge
- There is a strong link between educational underperformance and poor early literacy skills (associated often with disadvantaged backgrounds)
- Reading comprises two elements: word reading and language comprehension
- Systematic synthetic phonics is the most effective approach for teaching pupils to decode
- Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills across the curriculum
- The importance of spoken language and verbal interaction is emphasised in the classroom
- Comprehension and reading skills benefit from explicit teaching and discussion
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

Our Practice

- We see a sound understanding of phonics and daily reading as the most important activities in primary school
- We place an important focus on language and communication prime area of learning as well as specific areas of reading and writing in early years (and for new joiners learning English as an additional language)
- We model speaking in full sentences and standard English
- We correct non-standard English speech errors and always encourage oral responses in full sentences
- We provide frequent opportunities for all pupils to speak for different purposes and audiences (e.g. debate, drama, leadership teams, presentations, recitals)
- Our classrooms are rich with discussion, drama, debate (particularly exceptional educational drama work)
- Learning partners talk to each other in a range of roles and activities
- EAL learners work in learning partner groupings of three
- Guided reading happens in every class Y1-6 daily, alongside periods of silent reading for pleasure
- We actively develop strong culture of reading for pleasure – e.g. book discussions, reviews, recommendations
- We select rich texts and high-quality literature foundations for our topic and English work
- We read class novels/stories at the end of the day
- We introduce new vocabulary linked to learning including tier 2 and 3 vocabulary and the use of 'Word of the Week'
- Talk is used as a precursor for writing - rehearsing and extending
- We have consistent expectations for the quality of written English work (and mark to the same expectations) across the curriculum
- We provide workshops for parents in developing literacy skills (including expectations and strategies) – phonics, reading and writing

11. Our learning results in high quality outcomes

Summary Outline	<ul style="list-style-type: none">• Teacher expectations can affect pupil outcomes so setting goals that challenge and stretch pupils is essential• Pupil outcomes/finished work is key evidence of learning that has taken place – high quality learning results in high quality outcomes• Outcomes are not just written outcomes, but include: presentation, performance, song, art work, sculpture, artefact, map, debate, recital, dance, sports match, composition• Expectations vary appropriately with age, with much of the learning in Early Years not resulting in end products (but more in mastery of skills)• Children won't achieve their best outcome on the first attempt, so improving quality of outcomes requires practice, attention to detail, redrafting, persistence and resilience - typically 2-3 rounds of editing and improving together with precise feedback/peer input• The finishing/perfecting/publishing stage is seen as an integral part of the learning process• Develops reflectiveness and willingness to evaluate and improve work of own and others• Encourages high expectations and high personal quality standards from the children
Our Practice	<ul style="list-style-type: none">• Outcomes from a unit of work are planned at the outset (and also with requirements to assess key learning in mind)• Pupil books show care and pride in their work; level of quality, quantity and completion of work• Pupil books also reflect the level of teacher's expectations and the learning systems that the teacher enforces – e.g. excellent presentation, titles and underlining, dated work, margins, corrections made, sheets neatly stuck in, reviewing and redrafting evident• Presentation standards and expectations are consistent across all curriculum areas and home learning• We try to have real audience and purpose for pupil's work• We have a regular cycle of published written work• Achieving high quality outcomes requires sustained periods of whole class individual silent working• Work completion and high standards of presentation are followed through by the teacher – e.g. requiring sub-standard work to be repeated or completed in break/lunchtimes