



Wilberforce Primary

The best in everyone™

Part of United Learning

Teaching and Learning Policy

Governor Ratification: October 2019

Next Review: October 2020

Headteacher: Mrs C Macfie



WILBERFORCE PRIMARY

Features of a lesson at Wilberforce Primary

Teaching at Wilberforce Primary is 'Learning Centered', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best. With this in mind, we have adopted a Growth Mindset approach to teaching alongside developing four learning powers which are resilience, resourcefulness, reciprocity and reflectiveness. This allows children to develop as independent learners with skills that will allow them to make the most of learning opportunities inside and outside of the classroom. As part of the Quality First Teaching and inclusive nature of the school, SEND children are in class so that they can make expected progress.

Our classroom practice acknowledges Rosenshine's Principles of Instruction which recognise the importance of linking practice to cognitive psychology, acknowledging the way memory functions in learning and Cognitive Load Theory. There are four very clear elements that run through the 10 sections of Rosenshine's principles – reviewing material, questioning, explaining and modelling, practice. These four elements are integral to lessons at Wilberforce Primary.

Reviewing material

- Material previously learned is frequently reviewed to free the working memory for problem solving and creativity. By bringing facts back to the surface we promote stickability.

We review material previously learned by:

- Low stakes assessments in Maths (e.g. 5-a-day/Diagnostic assessments)
- Flash tests in Science and Topic. Written questions that introduce new knowledge and build on prior knowledge.
- Story mapping and stepping.
- Partner talk (using Kagan structures where appropriate)
- Addressing misconceptions in a timely manner

Questioning

- Teachers use questioning to determine how well the material is learned, identify gaps in knowledge and scaffold the learning so that gaps can be closed and misconceptions addressed. High level questioning allows learning to be extended and deepened.

We promote high level questioning by:

- Using Bloom's taxonomy and associated question stems.
- Scaffolding Checking on the learning of all children (for example, with lollypop sticks)
- Making powerful mistakes

Explaining and Modelling

Modelling is an essential component of effective teaching and learning. Teachers use modelling to demonstrate a new concept or approach and pupils learn by observing the teacher's thought processes.

We promote a culture of modelling by:

- Thinking out loud to clarify the specific steps involved
- Breaking down new material into small steps
- Shared or guided writes
- Modelled examples and using these to structure thinking and learning.
- Giving children a Success Criteria
- Exposing children to a wide range of vocabulary and modelling how to use it.

Practice

Children are given opportunities to apply and deepen material learned through independent practice. Independent practice allows 'overlearning'; this is essential for previously-learned material to be recalled fluently and in turn reduce pupils' cognitive load or 'burden' on the working memory.

We promote opportunities for children practice by:

- Planning a range of scaffolded activities, for different rates of progress, linked to the Learning Objective.
- Learning in a group, paired or individually.
- Guiding learner's practice by providing timely quality feedback to address misconceptions and extend learning.
- Recognising mistakes as an integral part of the learning process.
- Ensuring that all children are challenged.