



NOTLEY GREEN PRIMARY SCHOOL

Notley Green Primary School and Cann Hall Primary School form
the CHANGE Schools Partnership Multi-Academy Trust

Teaching and Learning Toolkit

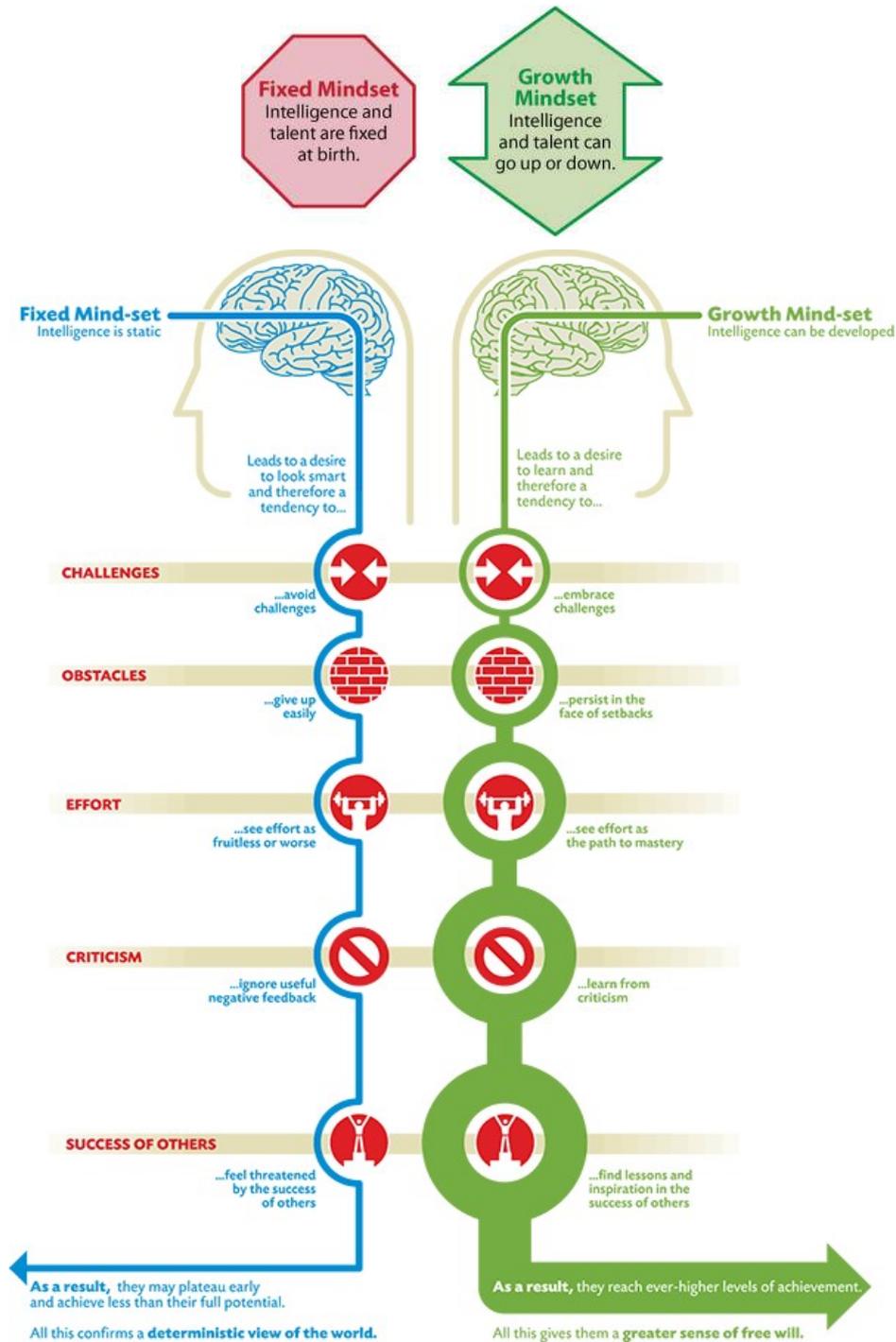
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When learning is taking place effectively in a classroom the following features should be observable:

confidence and self evaluation by pupils	perseverance by the children	effective use of displays and secondary resources	active listening going on
children asking searching and relevant questions	skilful teacher questioning	praise and responses to praise	shared understanding of the learning objectives, targets and standards expected
children setting own goals and targets with guidance from the teacher	children choosing and using resources / tools safely and appropriately	children using initiative and previously learned skills or knowledge	children remaining on task and co-operating with one another
children demonstrating understanding of work in a variety of ways	creativity in children's work	children listening well to teacher instructions and eager to move on to next part of work / learning	children working independently and involved in what they are doing

Mind Set

Our children are developing their own ‘mindsets’ and are being actively encouraged to 'think' differently. This is already having a very positive impact on their learning and rates of progress. All adults working at Notley Green are changing the way they talk with the children and making sure they praise the 'effort' the children are making and recognising the journey they are on so that learning becomes an intrinsic reward.



GRAPHIC BY NIGEL HOLMES

Kagan Structures – an overview

Kagan structures are simple, step-by-step instructional strategies. Most Kagan Structures are designed to increase student engagement and cooperation. For example, a simple Kagan Structure is a RallyRobin. Rather than calling on one student at a time, the teacher has all students interacting at once by saying, “Turn to your partner and do a RallyRobin.” During a RallyRobin, students repeatedly take turns, giving one answer each turn to create an oral list. Each student in the class gives several answers. For longer responses, the teacher might use a different structure, a Timed Pair Share. In a Timed Pair Share, each student in turn shares for a predetermined time, perhaps only a minute each.

The aim of Kagan structures is that in the same amount of time that the teacher could call on and respond to two or three students in the class, each giving one answer, the teacher can have every student give several answers. In the traditional, call-on-one-at-a-time approach to instruction, it would take about an hour to have each student speak for a minute because the teacher asks the question, the student responds, and then the teacher responds to the answer, giving either a correction or praise. Further, because it tends to be the same students responding all the time, many students seldom participate, or even not at all. In the traditional approach, we end up calling most on those who least need the practice, and least on those who most need the practice. In contrast, with the structures, because all the students are responding at once, it takes only two minutes to give each student a minute of active engagement time, and it is not just the high achievers responding — everyone responds. Engagement goes up, as does joy in learning and achievement.

Examples of structures to promote cooperative learning

TEAM INTERVIEW

Can be used to assess new knowledge with learners working in teams of 3 or 4. Learners are interviewed in turn by their team-mates.

Steps:

1. The teacher assigns a topic and sets the time limit.
2. One learner from each team stands ready to be interviewed by their teammates.
3. Team-mates then interview the standing learner asking open ended questions.
4. When the time is up, the standing learner sits down and is thanked by their team-mates.
5. In turn, remaining learners stand and are interviewed by their team-mates.

PAIRED HEADS TOGETHER

Can be used to share knowledge. Learners work in two pairs.

Steps:

1. The teacher distinguishes ‘shoulder’ learners from ‘face’ learners.
2. The teacher presents a problem and provides learners with ‘think’ time.
3. Learners write their answers individually, without help.

4. Learners share and discuss their answers with their 'shoulder' learners, coaching if necessary, to come to their best answer.
5. Learners signal when they are ready.
6. The teacher says, "Turn to your 'face' learners. Everyone share your best answer. Learners just listen." Learners share as individuals, not pair to pair.
7. The teacher announces the correct answer, saying, "If your partner said XXXXXXXX, then give them a high five (P1, handshake etc)".
8. Teacher does an additional round, mixing up each time which face learner answers.

RALLY COACH

Can be used with work sheet or oral problems provided by the teacher. Learners work in pairs. Learners take turns, one solving a problem while the other coaches.

Steps:

1. Learner A solves the first problem, explaining what they are doing.
2. Learner B watches, listens, checks and praises.
3. Learner B solves the next problem, explaining what they are doing.
4. Learner A watches, listens, checks and praises.
5. Repeat.

Purposes of questioning

Questioning is an effective teaching strategy that supports children to reflect on their prior and current learning and to develop their understanding of new knowledge and skills. Questioning can: RETYPE THIS underneath!

- focus attention;
- arouse interest;
- stimulate thinking;
- find out what children know;
- review, revise or recall learning;
- invite everyone to engage in discussion;
- engage individuals such as more able children or those who may be reticent in offering a response;
- probe children's understanding;
- diagnose difficulties and misunderstandings;
- stimulate curiosity and invite children's questions;
- get children to explain, predict or give reasons;
- help children express what they think, believe or know;
- help children make learning explicit;
- help children apply their learning.

It is necessary to:

- Ensure that questioning matches the direction and pace of the lesson and ensures that all children take part;

- Listen carefully to children's responses and respond constructively in order to take forward their learning;
- Use open and closed questions, skilfully framed, adjusted and targeted to make sure that children of all abilities are involved and contribute to discussions; and
- Allow children time to think through answers and/or have opportunities for paired discussion before inviting a response.

Our teaching ensures that pupils are given access to a range of questions e.g.

Promoting questions:

- Set children challenges so that they can apply their ideas and reasoning skills and deepen their understanding;
- Encourage children to take decisions and enquire by setting up and testing hypotheses of their own;
- Stimulate discussion about efficiency and the merits of alternative strategies; and
- Foster children's ability to think, to review their approaches and solutions and identify other, more efficient, strategies they might use.

Probing questions:

- Establish the extent to which children's knowledge and understanding is secure;
- Help children to identify and correct any errors they have made and recognise why they might have made them;
- Encourage children to review their ideas and methods and seek ways of improving their work;
- Support children in articulating their strategies and choices, and in use of correct vocabulary and notation; and
- Sharpen children's thinking skills and ability to hypothesise, test and justify.

Prompting questions:

- Direct children to the knowledge and skills they have learned and can apply;
- Help children to use knowledge to derive new facts and skills;
- Help establish the next step in children's learning;
- Help children to understand the tasks or problems and decide how they will begin to tackle them;
- Draw children's attention to alternative approaches, methods or ideas they have used previously;
- Offer children simpler starting points and illustrations of how they might tackle a problem; and
- Create links and stimulate children's thinking.

Responding to questions:

Thinking time:

How teachers respond to children's answers is crucial. Often teachers will accept a child's answer, repeat it and move on to a new question. Increasing 'wait time' to 3–5 seconds can result in significant changes, such as:

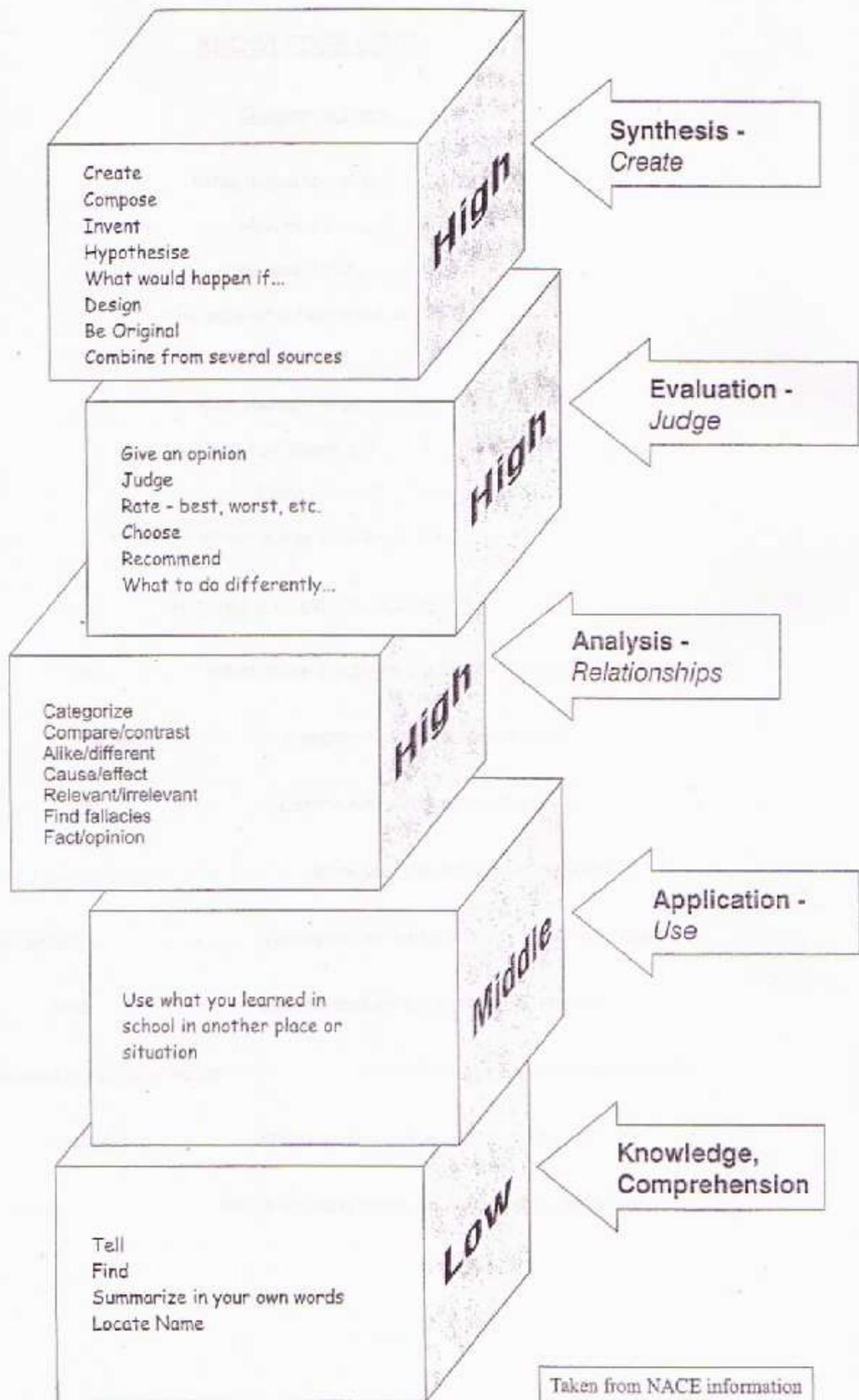
- children giving longer answers;
- more children offering to answer;
- children being willing to ask more questions; and
- children's responses becoming more thoughtful and creative.

Alternatives to questions:

Using alternatives to routine questions can actively encourage thinking and dialogue. Ways to do this include:

- **Withhold judgement**
 - Respond in a non-evaluative fashion, Ask others to respond.
- **Invite children to elaborate**
 - 'Say more about ...'
- **Cue alternative responses**
 - There is no one right answer', 'What are the alternatives?' 'Who's got a different point of view?'
- **Challenge children to provide reasons**
 - 'Give reasons why'
- **Make a challenging statement**
 - 'Supposing someone said ...'
- **Contribute your own thoughts or experience**
 - 'I think that' 'Remember when ..
- **Use 'think-pair-share'**
 - Allow thinking time, Discuss with a partner, then in a group,
- **Allow rehearsal of responses**
 - 'Try out the answer in your head' 'Try out the answer on your partner'
- **Invite children's questions**
 - Would anyone like to ask Robbie a question about that?'
- **Use thinking aloud**
 - Model rhetorical questions, 'I don't quite understand'
- **Ask a child to invite a response**
 - 'Robbie, will you ask someone else what they think?'
- **Don't ask for a show of hands**
 - Expect everyone to respond

Blocks to Think



KNOWLEDGE LEVEL

Question starters:

What happened after...? How many...? Who was it that ...? Describe what happened at ...?
Who spoke to. ...? Can you tell me who...?
Find the meaning of ...? What is ...? Which is true or false ...?

Activities & Questions for Learning

- **Tell** - Which three things are the most important?
- **Recite** - Describe them to someone else?
- **List** - List the key characters in the book.
- **Memorise** - Write your list, turn it over, repeat it.
- **Remember** - Write your list, turn it over, repeat it, try it again.
- **Find** - Look for and list the ingredients needed.
- **Summarise** in your own words – List five things and explain each.
- **Locate** - here in the book would you find...?
- **Name** - Name as many characters as you can...

COMPREHENSION LEVEL

Question starters:

Can you write in your own words... Write a brief outline... What do you think could happen next... Who do you think... What was the main idea... Who was the main character... Can you distinguish between... What are the differences/similarities... Can you provide a definition for... Can you provide an example...?

Activities and Questions for Learning

- **Restate** - What do you think is happening...?
- **Explain** – What is significant?
- **Give examples of** – Can you think of other similarities?
- **Summarise** – What do you consider essential?
- **Translate** – What might this mean?
- **Edit**
- **Draw**

APPLICATION LEVEL

Question starters

Do you another instance when... Could this happen in... What factors would you change if... What questions would you ask of... From the information given develop a set of instructions about... Would this information be useful if you had a ...

Activities and Questions for Learning

- **Demonstrate** – plan and deliver a presentation to...
- **Based on what you know** –
- **Model** – How can you best demonstrate your understanding

ANALYSIS LEVEL

Question starters

Which event could not have happened if ... How was this similar to... What was the underlying theme of... What do you see as other possible outcomes... why did... Can you compare your... with that presented in ... What must have happened when... What were some of the motives behind...

Activities and Questions for Learning

- **Investigate** – What information is needed? Where will you get it?
- **Classify** - Organise the data using a flow chart/ chart etc
- **Compare** – List arguments for and against
- **Relevant and irrelevant information**
- **Facts and opinions** – Venn diagram etc

SYNTHESIS LEVEL

Question starters

Can you design a ... to ... What is the possible solution to... What would happen if... How many ways can you... Can you create new and unusual uses for... How would you compose a song about... Can you write a new recipe for a tasty dish...?

Activities and Questions for Learning

- **Create**
- **Compose**
- **Invent**
- **Construct**
- **Combine**
- **Forecast**
- **Formulate** – as a result of the analysis, give the cost effective solution to ...
- **Argue the case for** – listen to the evidence, summarise, critique, choose and recommend

EVALUATION LEVEL

Question starters

Is there a better solution to... Judge the value of... Defend your position about... What changes would you recommend? Why? Do you believe in ... Why? How would you feel if... How effective are... What do you think about...?

Activities and Questions for Learning

- **Prioritise** – reorder with justification
- **Rate/Grade**
- **Critique** - discuss the relative merits in relation to...
- **Judge** - Following your critique, say which is better and why.
- **Recommend** – What is the best option? Why? List five reasons

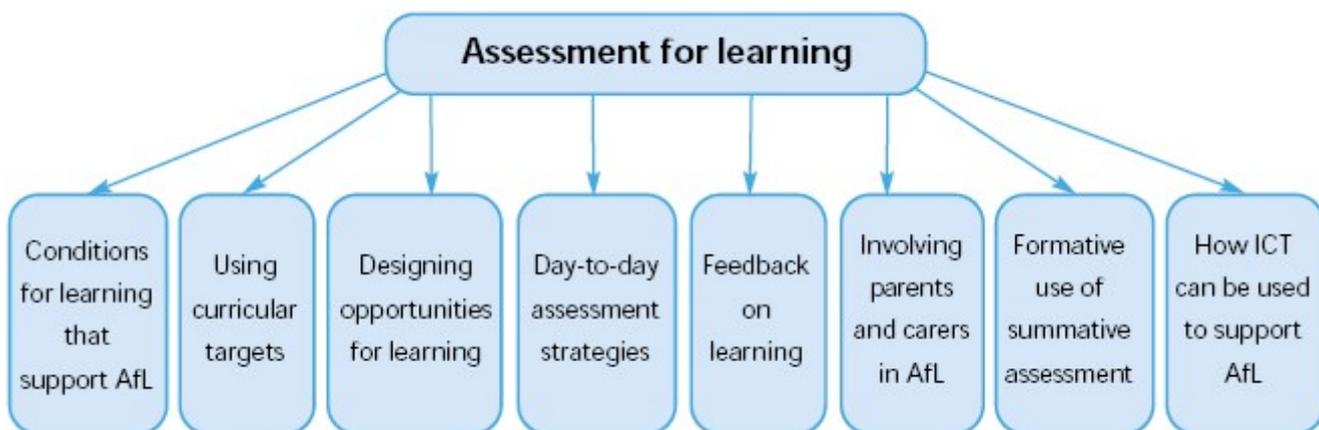
Assessing the Quality of the Teaching and Learning- Questions for you to consider

- Is there a clear learning intention (LI) with differentiated success criteria (ideally agreed with the pupils)?
- Are children looking at feed forward marking and given time to respond?
- Does the lesson begin with pace?
- Are the children clear about what they are going to learn?
- Is there reference to previous learning?
- Does the teacher use a range of questions?
- Did the introduction engage all children or a few (lolly lotto, lolly sticks)?
- Were the children encouraged to discuss amongst themselves?
- Was the balance between teacher talk and children talk about right (talk partners, not too long on carpet / whole class teaching- children doing!)?
- Did the teacher provide children with time to think before answer questions?
- Did the teacher probe with their questions and ask children to go 'deeper'?
- Was there sufficient time (if appropriate) for children to plan prior to entering into independent work?
- Did the teacher use appropriate technical language?
- Is there an implicit and explicit expectation that everyone will succeed?
- Are LSAs used effectively to aid differentiation, support assessment?
- Will high expectations for behaviour, work ethic and presentation be explicit?
- Is there effective use of assessing prior learning to enable lessons to be appropriately pitched?
- Were all of the children gainfully employed and tasks effectively differentiated?
- Did the work challenge all abilities and are tasks adapted during the lesson to ensure this if needed?
- Is the teacher moving round all groups periodically, supporting all children's progress while still focusing on a 'core group'?
- If sheets were used, did they move children's learning forward, were other resources used effectively to support learning?
- Where appropriate, are children still able to engage in discussion?
- How worthwhile are the tasks?
- Did the teacher revisit the learning objective(s)?
- Were misconceptions checked and corrected?
- Reference to working walls, adding to in plenary?
- Were all of the class engaged?
- Was reference made to where to next?
- Are children given opportunities to annotate APP trackers and review whether or not learning objectives have been achieved?
- Are children given opportunities to grade their effort?
- Are mini-plenaries used within a lesson?
- How well was it used?
- How confident and competent was the teacher?
- Was the learning support assistant used well?
- What was their general level of understanding?
- Are they actively used in starters / plenary- taking groups off for aided differentiation (not always LA!)?

- What did the children learn today?
- How do you know?
- What did the children do?
- At what level are they working?
- How much progress was made by the children in the lesson? How is this measured?
- How did the lesson build on previous learning?
- What will you do next?

Assessment for Learning

AfL is one of the most powerful and effective ways of improving learning and teaching, and raising standards.



<u>Key characteristics of AfL:</u>
AfL is embedded in a view of learning and teaching of which it is an essential part
AfL involves sharing learning goals with learners.
AfL aims to help learners to know and to recognise the standards for which they are aiming.
AfL involves learners in peer and self-assessment.
AfL provides feedback which leads to learners recognising their next steps and how to take them.
AfL is underpinned by the confidence that every learner can improve.
AfL involves both learner and teacher reviewing and reflecting on assessment data.

Key Factors that improve learning through assessment:

- Adjusting teaching to take account of the results of assessment;
- Actively engage children in their own learning;
- Considering the need for children to be able to assess themselves and to understand how to improve;

- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning; and
- Providing effective feedback to children.

Engaging children in reviewing progress

- Developing supported self and peer assessment, in which pairs or small groups of children determine what they know and can do, what they still find challenging and the next steps for them.
- Developing independent self and peer assessment, in which the children identify their own achievements and progress and think about what they need to do next to improve.
- Carrying out sustained feedback with individuals or groups of children to identify the progress that has been made and to plan future learning.
- Take away's – what will you take away today that will impress your friend, parents, teacher etc.
- What 3 things have you learnt today?
- What was the hardest/easiest thing we have done in today's session
- Highlight the word/sentence/paragraph that you are most pleased/unhappy with.
- Highlight the paragraph you would like me to mark and give feedback on

Developing peer and self-assessment

'Find one word you are really proud of and underline it. Tell the person next to you.'

'You have three minutes to identify two places where you think you have done this well and read them to your partner.'

'Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.'

'You have five minutes to find one place where you could improve. Write your improvement at the bottom of your work.'

How do children learn?

Children may learn:

	Activities	Learning Style	Resources
In words	Reading, writing, telling stories, playing word games, listening, etc.	Linguistic and Auditory learning.	Books, ipads, writing tools, paper, diaries, dialogue, discussion, debate, stories, etc.
By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating, etc.	Logical-mathematical learning.	Things to explore and think about, science and maths materials, manipulative, trips, etc.
In images and pictures	Designing, drawing, visualising, doodling, etc.	Visual-spatial learning.	Art, lego, video clips, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to galleries, etc.
Through somatic sensations	Dancing, running, jumping, building, touching, gesturing, etc.	Bodily, kinaesthetic, tactile learning.	Role play, drama, movement, things to build, sports and physical games, tactile experiences, hands on learning, etc.
Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening etc.	Musical learning.	Singalong time, trips to concerts, music playing at home and school, musical instruments, etc.
By bouncing ideas off other people	Leading, organising, relating, manipulating, mediating, partying, etc.	Interpersonal learning.	Friends, group games, social gatherings, community events, clubs, mentors, etc.
Deeply inside of themselves	Setting goals, mediating, dreaming, being quiet, planning.	Interpersonal learning.	Secret places, time alone, self-paced projects, etc.