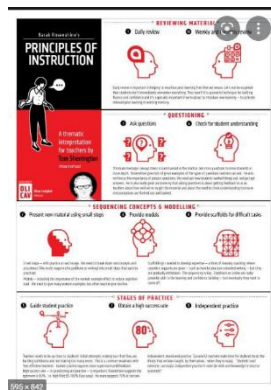




Edward Feild Primary School TEACHING and LEARNING in a Nutshell



RESEARCH



At Edward Feild, our teaching and learning is based on Barak Rosenshine’s ‘Principles of Instruction’. His research is focused on learning instruction, teacher performance and student achievement and the distinctive features of effective teaching. Barak Rosenshine has made a significant contribution to knowledge of the effectiveness of certain methods of ‘instruction’, which is typically defined as ‘the purposeful direction of the learning process’.

His 10 principles of instruction are the culmination of his research into the effectiveness of methods of instruction. They provide a highly accessible bridge between educational research and classroom practice. They are research-based, extensively drawing upon research in education and cognitive science. He expresses the principles succinctly and offers suggestions for the implementation of the principles in the classroom. He provides many examples of activities employed in the teaching practices of ‘master teachers’ – i.e. teachers whose students made the highest gains in achievement tests.

VISION

Edward Feild Primary School aims to provide an education that allows all our children to reach their full potential and flourish academically, physically, socially and emotionally, so they leave us as caring, confident members of society with a lifelong love of learning.

We work towards these aims by:

- Ensuring our 8 school values (Challenge, Curiosity, Perseverance, Teamwork, Equality, Health, Kindness and Creativity) drive our Curriculum.
- Providing high quality learning experiences within all we do, in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community.
- Believing that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

	<ul style="list-style-type: none"> • Providing the highest standard of education to enable children to acquire the skills, knowledge, and concepts relevant to their future. • Promoting an ethos of care, mutual respect, and support, where everyone feels valued, and success celebrated. • Enabling children to become active, responsible, and caring members of the school and wider community. • Having high expectations of all staff and all children • Promoting high quality learning and attainment. • Providing a high-quality learning entitlement and environment for all. • Valuing each other and ourselves. • Working in partnership with parents and the community.
<p>CHILDREN AND CURRICULUM: THE HEART OF OUR TEACHING AND LEARNING</p>	<p>We believe that the component parts of an ambitious curriculum are the following:</p> <p><i>Values-based aims – having clear, values-based aims for our curriculum (e.g. curiosity, health, teamwork, perseverance, kindness, creativity, etc).</i> These values inspire our children and are reflected in our strapline- ‘Learning for life, caring for all’. They broaden children’s understanding of the world and prepare them to encounter diversity. Our values outline themes, ideas and concepts that we want children to understand through the curriculum. With these aims behind it, our curriculum curates our ambition for children to become global citizens, equipped with cultural capital they need in life.</p> <p>Broad and balanced – <i>aspiring to cover all subjects of the primary curriculum.</i> Our curriculum acknowledges that children excel and find their passions in different subjects. It shows a clear ambition for children to excel in the arts, humanities, and sport, not just in the traditional core subjects of English and Maths. Our curriculum content shows ambition for children to learn about diverse topics, contexts, ‘old world’ and new.</p> <p>Rich in knowledge – <i>a quest to provide children with a rich diet of knowledge.</i> Our curriculum clearly outlines the knowledge that will help children understand the world around them and their place in it. This</p>

knowledge is meaningful, not just a list of facts to be ticked off, and it is useful knowledge that makes sense in the broader curriculum and helps build connections between concepts and subjects.

Inclusion of skills – *securing the place of skills as well as knowledge to foster wisdom.* Our curriculum includes ambitious activities that challenge children and require them to use their knowledge with wisdom (for example, knowing that a tomato is a fruit but not putting it in a fruit salad). Lessons enable children to apply knowledge through primary-focused skills, such as making, creating, writing, talking, playing and experimenting. These skills opportunities are used meaningfully to consolidate understanding and give knowledge a sense of purpose.

High expectations – *setting the bar high.* High expectations and principles drive our curriculum ambitions. Teachers are encouraged to be ambitious in their subject knowledge and their understanding of curriculum design. Staff are aware of whole-school curriculum aims, targets, and how learning progresses from one year group to the next. Lessons are carefully planned with clear outcomes and encourage children to be intrinsically ambitious in their own success. Teachers expect work of high quality and share good examples. They use well-pitched lesson resources, model outcomes and set standards.

Equitable challenge – *ensuring all children can access learning.* Our curriculum content is taught well to all children. Teachers challenge and move children on through questioning, discussing, explaining and demonstrating. They provide support and scaffolds where needed so that all children can achieve. Children are able to express their understanding, for example, through writing, talk and demonstration. Progress is quicker and more of a guarantee for every child because our curriculum is well-sequenced, meaning that children are less likely to approach new learning from different starting points.

High-quality resources – *having the ambition to provide children with the best resources* supports our curriculum. Teachers have the correct equipment for practical work in subjects like science and art to support the most accurate learning outcomes. Lesson resources are not ad-hoc; they are coherent and well-matched to curriculum objectives.

EFFECTIVE TEACHING

At Edward Feild, teacher effectiveness is referred to in terms of a focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes.

We believe that that effective teachers:

- are clear about instructional goals
- are knowledgeable about curriculum content and the strategies for teaching it
- communicate to their pupils what is expected of them, and why
- make expert use of existing instructional materials in order to devote more time to practices that enrich and clarify the content
- are knowledgeable about their pupils, adapting instruction to their needs and anticipating misconceptions in their existing knowledge
- teach students meta-cognitive strategies (remembering, understanding, applying, creating, evaluating, analysing) and give them opportunities to master them
- address higher level cognitive objectives (application of knowledge, analysis, synthesis, evaluation) as well as lower-level cognitive objectives (knowledge, comprehension)
- monitor students' understanding by offering regular appropriate 'in the moment feedback'
- integrate their instruction with that in other subject areas
- accept responsibility for student outcomes.

To achieve good teaching, teachers need to:

- have good subject knowledge as a prerequisite
- skilfully use well-chosen questions to engage and challenge learners and to consolidate understanding
- make effective use of assessment for learning

At a whole school level, we aspire to:

- establish consistency in teaching and learning across the school
- engender a culture of professional debate and developmental lesson 'drop-ins'
- rigorously monitor and evaluate what we are doing
- prioritise the teaching of phonics and reading, especially in a child's early years

	<ul style="list-style-type: none"> • prioritise the teaching and learning of basic number facts • focus on the needs, interests and concerns of each individual learner (eg. SEND support) • support and challenge all learners, regardless of their starting points
HOW WE TEACH	<p>Oracy development with high expectation of all children giving spoken answers in full sentences</p> <p>Emphasis on explicit vocabulary teaching</p> <p>Live modelling is expected to happen in each lesson ensuring all children know what success looks like and how to achieve it</p> <p>Revision is part of the daily teaching to ensure previous learning is consolidated, embedded, and broadened</p> <p>Scaffolding is used to break learning into achievable parts and build towards independence</p> <p>Opportunities for peer learning (talk partner or small group task) are part of most lessons</p> <p>A range of questioning techniques are used throughout lessons to elicit previous knowledge, misconceptions and deepen understanding</p> <p>'In the moment feedback' takes place at every opportunity, across the school and subjects</p>
TOOLS FOR LEARNING	<p>We provide children with a range of tools to ensure they access learning</p> <ul style="list-style-type: none"> • Mini whiteboards • Purple pen • Talk partner (TP) discussion time and tasks • Manipulatives and pictorials • Appropriate equipment • A range of quality resources-working walls, vocabulary mats, quality texts, WAGOLs, Chromebooks, scientific apparatus
FEATURES OF LESSONS	<p>These are Barack Rosenshine's 10 principles of instruction which we base our daily teaching on:</p> <ol style="list-style-type: none"> 1. Begin the lesson with a review of previous learning. 2. Present new material in small steps.

	<ol style="list-style-type: none"> 3. Ask a large number of questions (and to all students). 4. Provide models and worked examples. 5. Practise using the new material. 6. Check for understanding frequently and correct errors. 7. Obtain a high success rate. 8. Provide scaffolds for difficult tasks. 9. Independent practice. 10. Monthly and weekly reviews. <p>We recognise that not every lesson, in every subject will look the same, but we believe features of a good lesson would include some of the following:</p> <ol style="list-style-type: none"> 1. A lesson is planned using our long-term plans (LTP), with the support of our scheme of work agreed for each subject, taking into consideration the needs of each class and learner 2. Revision slide and/or questioning to check on previous learning and misconceptions 3. Oracy opportunities-speaking in full sentences, using subject specific vocabulary correctly 4. Vocabulary recap/ teaching 5. Teacher modelling 6. Talk partners opportunity - task or discussion is chosen for each lesson (TP should be randomly assign weekly or fortnightly and children are taught how to be a good TP) 7. In the moment feedback takes place throughout the lesson 8. Independent task - children are guided to choose the right level of challenge and have opportunities to work independently in pairs or in a group, regardless of their attainment. Tasks are adapted to ensure all learners are supported and challenged 9. Child reflection- self-marking (SM)/peer-marking (PM) / Teacher feedback
IMPACT	<p>LEARNING</p> <p>All children grow up to lead safe, happy, healthy and successful lives</p> <p>Through integrating and promoting our school values and through our curriculum all pupils can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being</p>

	TEACHING
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Enhanced quality of teacher feedback

Teachers engage better in the reflection process as they have a clear model of good practice

Teachers foster a culture of high expectations in and out of the classroom