

Guiding principles for Teaching and Learning

at **HEARTS Academy Trust**

2023 / 2024



HEARTS ACADEMY TRUST

Informed by, but not limited to:

EEF - Special educational needs in mainstream schools

Deans for Impact – The Science of Learning

Tom Sherrington & Oliver Caviglioli – Teaching Walkthrus 1&2

Doug Lemov – Teach like a champion 2.0

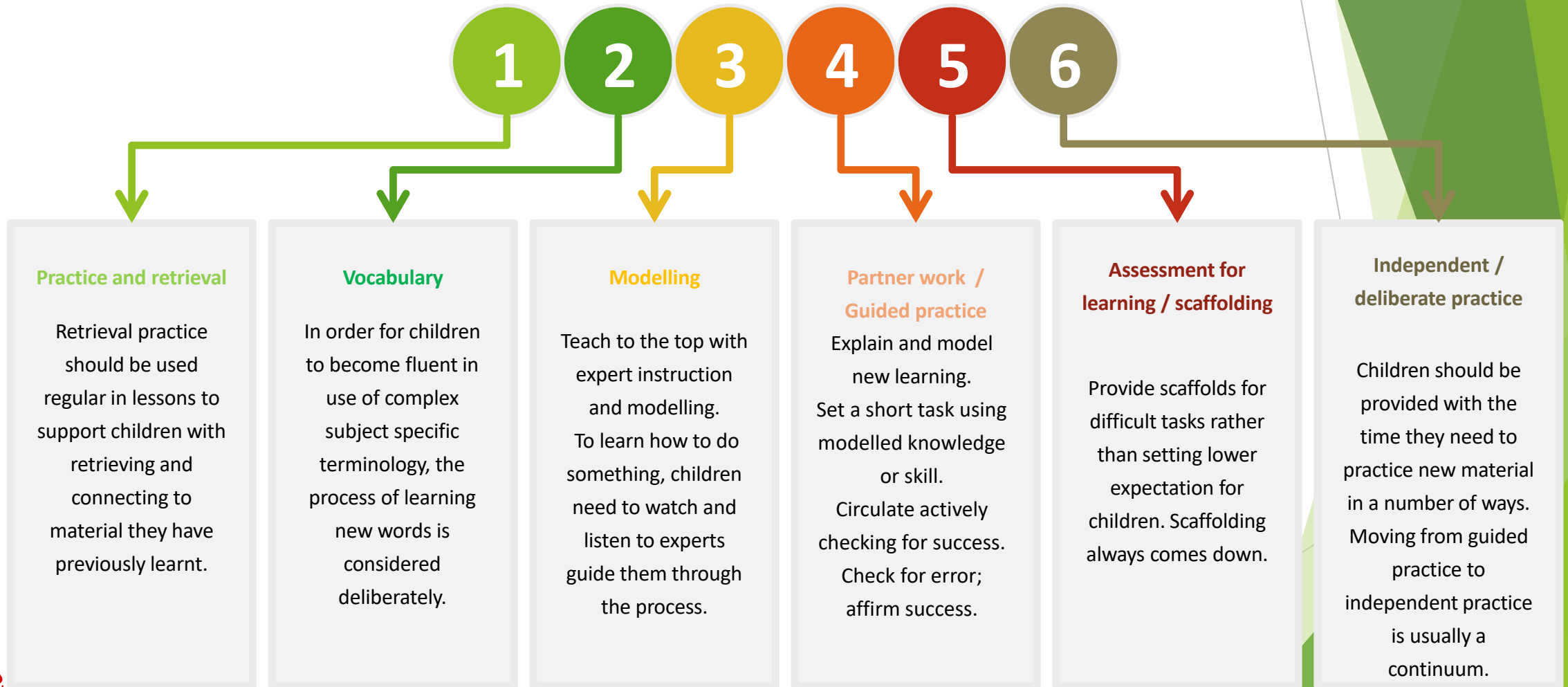
Daniel Willingham – Why don't students like school?

Barak Rosenshein – Principles of Instruction

Tom Sherrington – The Learning Rainforest

Teaching and Learning

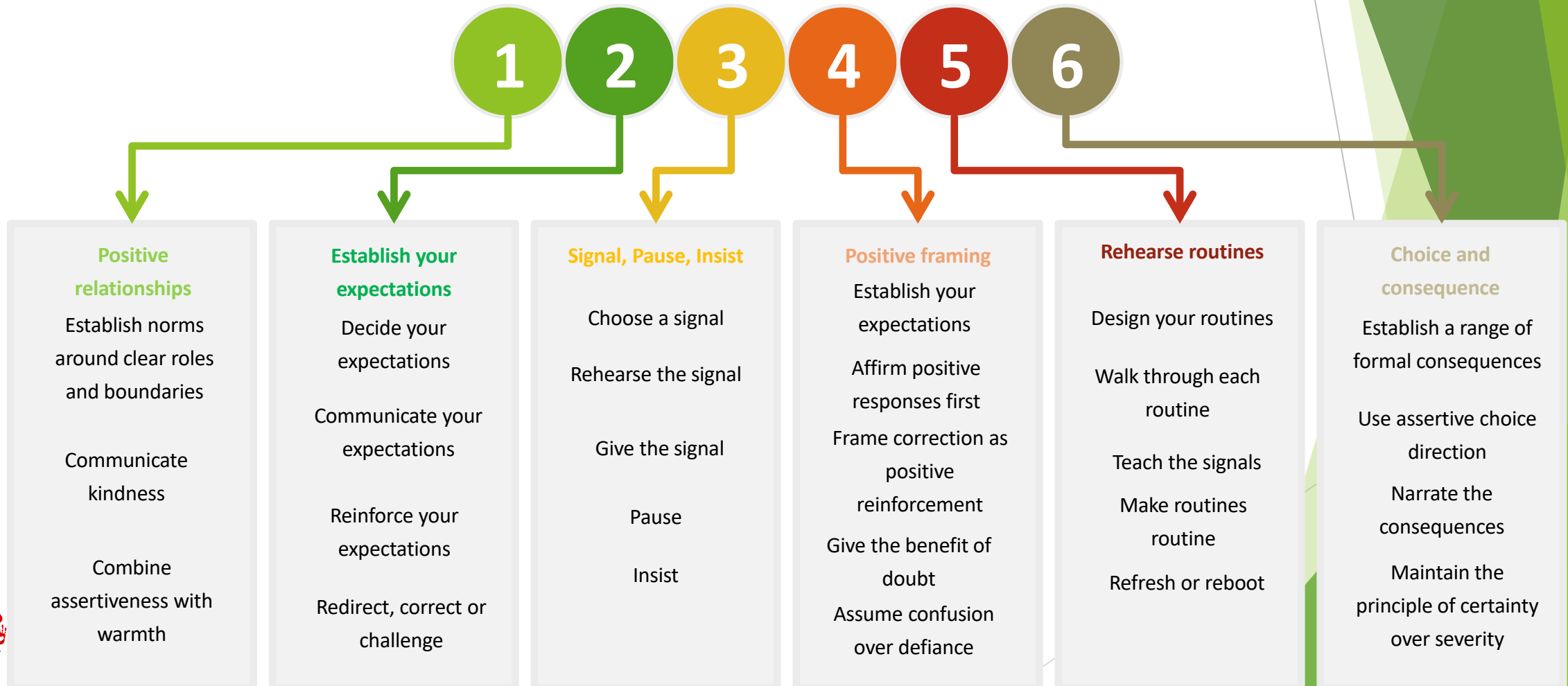
Guiding principles



Behaviour and relationships

Guiding principles

It is essential that teachers create an environment in which all children feel safe and that they belong; an environment that allows all children to thrive as individuals and as learners. This requires establishing appropriate learning focused relationships where expectations are set high and where everyone knows the routines and the boundaries.



Practice and Retrieval

Guiding principles

A

Activate prior knowledge

Begin a learning sequences or lesson by engaging all children in activating their prior knowledge

B

Stimulate Schema-building

Design tasks and questions that require children to bridge from what they know to new knowledge

C

Systematically involve all children

Ensure classroom routines always involve every child:

Cold Calling and checking for understanding

D

Quizzing

A simple routine knowledge quiz helps to check that children have learned the material we want them to know. The process of being tested reinforces the retrieval strength of the material so it is easier to remember later

E

Guided practice

Explain and model the new learning
Set short task using modelled knowledge or skill
Circulate actively checking for success
Check for error; affirm success



Vocabulary

Guiding principles

A

Specify and define words

Introduce words at the start of a lesson you want the children to know. Remind children of words they already know connected to the topic

B

Say the words

Chorally
In Pairs
Rapid fire

C

Read words in context

Ensure that the target vocabulary is embedded in texts that the children will read. Pre – learn words prior to reading them

D

Practice the words

Give children tasks that require words to be used in writing and discussion.
Reinforce the expectation that children use the words

E

Engage in word based retrieval practice

Use resources to support regular retrieval practice using the targeted vocabulary



Modelling

Guiding principles

A

Model each stage step by step

Before starting, narrate the process of thinking through the problem: What is being asked? What are we aiming to achieve? What Information do we already have? Children should be listening not copying at this stage

B

Model how you organise thinking

Part of the modelling should include your decision making process. How do you decide what to do next? If you go back to edit, model this, if you have several ideas, model how you decide on one

C

Review your own work

Stand back from the modeled example and check for understanding of each step. Evaluate whether your model is correct or meets the expectations. Discuss the ways it could be improved

D

Model alternatives and other examples

One example is rarely sufficient to communicate a method or process so providing multiple modelled examples is often important

E

Set tasks to emulate the model

Initially guided practice will be important, then children should move to independent practice



Partner work and guided practice

Guiding principles

A

Explain and model new learning

Take account of the children's prior knowledge and confidence levels in highlighting the most important steps, common difficulties and misconceptions. Make it achievable

B

Set a short task using modelled knowledge or skill

Initiate the practice with a short task in which the children are asked to follow the method or use the ideas that have been modelled. Where needed, keep the worked examples in view as children engage in the practice

C

Circulate actively checking for success

As children practice, move around the teaching space looking for success with the modelled knowledge or skill. This is easier to do if you are walking amongst children rather than relying on observing from the front of the class and asking questions

D

Check for error; affirm success

In order to build secure foundations with new learning, it's important to identify early successes, to reinforce the ideas or elements of performance to build confidence; it's also important to highlight key elements of weak performance or errors in understanding

E

Partner work expectations

- Shoulder to shoulder
- Sharing resources when needed
- Support and challenge
- Listen and respond
- Everyone responsible and accountable



Assessment for learning and scaffolding

Guiding principles

A

Map out the components of a task

Break down the task into steps that children will need to follow.
Consider the difficulties that children will encounter moving through the steps and try to design resources that will overcome these

B

Provide support at a detail level:

- Word lists
- Sentence starters or sentence builders
- Examples
- Dictation
- Images

C

Provide support at an overview level:

- Partially completed examples
- Checking prompts
- Checklists of success criteria

D

Prepare scaffolding sets offering varying levels of support

Set a common goal but give children the level of scaffolding appropriate for their level of confidence

E

Take the scaffolding down

The culmination of an instruction and practice phase should be that children attempt a task independently



Independent and deliberate practice

Guiding principles

A

Secure guided success

Make sure that children have reached a certain level of confidence with the material during guided practice

B

Remove scaffolds and initiate practice

Set children tasks that is the same material featured during guided practice. It should involve partner work activities were children practice within a structured peer support framework

C

Check and feedback

Evaluate the success of children's independent practice, providing feedback as needed to ensure that they are continuing to produce accurate responses and their level of fluency is improving

D

Reduce guidance over time

Make it explicit that a key element of student's independent practice is that they self-evaluate

E

Increase challenge over time

As children's confidence and success rate improves as a result of proactive, they should be directed towards related tasks with a greater level of challenge



SEND

Guiding principles

A

Scaffolding

When children are working on tasks provide a supportive tool or resource. We aim to provide less support of this nature through the course of the lesson, week or term

B

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice

C

Resources (digital and IT)

Technology can be used by a teacher to model worked examples; it can be used by a child to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share children's' work or to jointly rework an incorrect model

D

Groupings

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class

E

Find and build on firm ground

It is important to find out what the baseline is for children and use it as a platform to build on.



Every lesson, every day

A

Cold calling

This helps to address the two main purposes of questioning: making all children think and providing to the teacher about well things are going

B

Check for understanding

We can't assume children have understood words, ideas or concepts, unless we get some information back from them. This information should inform next steps

C

Talk to your partner

There are many times during a learning sequence when it is beneficial for children to engage in structured discussion. Pairs are a powerful way to involve all children in rehearsing and sharing ideas

D

Say it again better

The purpose is to set a standard for depth of verbal response you expect from children and to support them to produce high quality responses

E

Feedback

For feedback to be effective, it needs to be understood, accepted and actionable so that children can use it to secure improvements

F

Probing questions

Well-chosen questions can support children to make links between ideas, to rehearse explanations to support long-term memory to connect concrete and abstract examples

G

Whole class feedback

This technique allows the teacher to engage with the details of the work children produce rapidly, to inform short, effective feedback and improvement cycles

[Linked documents:](#)
[Marking and feedback](#) (internal view only)

