

What Learning Looks Like at Colham Manor

Aspire, Achieve, Thrive



What learning looks like at Colham Manor

At Colham we believe that innovation and inspiration are central to classroom practice. When pupils are engaged and inspired by exciting learning opportunities, learning is deep and motivation is high.

Our school's approach:

- Children feel safe, happy and valued due to our excellent pastoral care and nurturing approach
- Learning is exciting, engaging and inspiring for all
- Learning behaviours are developed and pupils have a growth mindset; they are critically evaluative of their learning and motivated to improve. Children are not afraid to make mistakes on their journey to success
- The approach is explorative and child-led; building on excellent Early Years practice
- Exceptionally high standards and a culture of deep learning mean that progress is rapid and attainment is high
- 'Keep Up not Catch Up' culture ensures that pupils access pre-teaching and interventions as soon as they begin to fall behind and in most cases before they are able to fall behind
- Staff will do whatever it takes for their children; both academically and from a nurture and care perspective; we are driven by the conviction that no child is left behind

Our school is a safe environment that provides opportunities through the curriculum to allow children to flourish. We have developed a culture where opportunities in school and extended school enable pupils to experience success and build self-esteem. This, in turn, develops the children's innate curiosity for learning and enables them to be resilient citizens of modern Britain.

Colham teaching strategies

1. Clear and challenging learning intentions

Each session has a clear learning intention. Pupils understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning intentions are challenging and link closely to end of year expectations.

2. Success criteria

Success criteria are generated by children. Through a clear understanding of the learning intention and modelling by adults, the children are able to identify how to make their work successful. The success criteria is referred to throughout lessons by children considering their own and their peers' work and by the adults in the classroom. Clear, personalised success criteria allow children to critically evaluate their own work and the work of others and allow them to understand their next steps for learning.

3. Modelling

At Colham Manor, teachers and support staff use modelling across the curriculum to move learning forward. It is crucial for teachers to close the gap between what pupils can currently do and what we

want them to be able to do. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop expertise. Modelling and scaffolding are crucial for effective progress and can be seen in writing and maths, as well as across the entire curriculum.

4. Higher order questioning

Adults and pupils all ask effective questions. In Early Years and Key Stage 1 questioning prompts in classroom displays help teachers to use a range of types of questions. In Key Stage 2 children are encouraged to use question stems to ask each other questions and embed a culture of deep thinking. Teachers planning includes question prompts. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge pupils' thinking. Pupils use questions as part of the 'tuning in' process to shape their learning journeys.

5. Talk partners

Talk partners are used across the school to ensure pupils are actively engaged in their learning. Adults model how to be an effective talk partner and pupils are responsible for ensuring that they use talk partner time efficiently. Teachers expect feedback that demonstrates consideration of each other's viewpoints as well as the impact of talking time on learning. Higher order questioning provides depth to the subject matter and develops thinking and reasoning skills.

6. Collaboration in the classroom

Group work and collaboration are used to allow pupils to support each other as they learn new skills. Pupils are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same ability or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.

7. Investigation and exploration

Exploration is key and so pupils are encouraged to explore open-ended tasks and investigate within lessons. Investigative challenges can spark a child's curiosity and lead to much higher motivation to learn and achieve.

8. Drama

Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as role-play, hot-seating and freeze-framing allow pupils to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.

9. Inspiring teachers

Teachers plan lessons where they inspire and engage children. This may be by using interesting props to create awe and wonder or by the teacher coming to the lesson 'in role'. For example, a teacher may wear a costume and teach in the role of a historical figure or a scientist.

10. Child led challenge and adaptive teaching

Clear adaptive teaching is shown within all areas of the curriculum; meeting the needs of individual children as well as providing opportunities to stretch the children's learning through critical thinking and real-life problems. Within maths, children have developed the skills to choose their own challenge based on their understanding and confidence within that area of learning. This means that

there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and that they are keen to complete the most challenging of work.

11. Outdoor learning

At Colham Manor, we have fantastic grounds and outdoor resources. Many of the children's lessons include outdoor learning. We try to use the outdoors across all areas of the curriculum. This might be measuring distances between bulbs as we plant them in the garden, using the outdoor stage for drama activities to inspire writing or going on a bug hunt as part of a science lesson. Outdoor responsibilities for children include taking care of the school pond and the vegetable garden.

12. Following children's interests

We believe that when learning is centred around children's interests, they are most motivated to learn and succeed. While this is most evident in Early Years, aspects of child directed learning are continued through the school.

13. Keep Up Not Catch Up

The Keep Up Not Catch Up philosophy is central to Colham Manor's vision for teaching and learning. It is rooted in the highest expectations of what children can achieve and leads to exceptional outcomes. Keep Up Not Catch Up is the relentless determination that no child will fall behind. Children are given every opportunity to ensure that they keep up with the curriculum and meet or exceed end of year expectations. This eradicates the necessity to catch up. This shared vision resonates from every classroom.

Non-negotiables

- Leaders, teachers and support staff will all be committed to the Keep Up Not Catch Up philosophy and approach
- All staff will have the highest expectations of what children can achieve, proactively supporting every child to achieve their maximum potential
- Staff will commit to using time and resources creatively to maximise all learning opportunities
- Teachers will engage parents in supporting their child to keep up. This will be done through structured conversations linked to current assessments
- Teachers will assess effectively. A deep understanding of their children's learning and attainment will lead to highly effective planning and teaching
- Teachers will intervene immediately and effectively when a child makes insufficient progress
- Teachers will have a deep understanding of the curriculum expectations for their year groups

STRATEGY	EXPLANATION
Corrective teaching	When a child has not met the learning intention, there is rapid support so that they are able to continue on the learning journey the following day. This will usually take place in the afternoon – and always before the next session
Pre-teaching	Pre-teaching benefits pupils who are likely to find a concept difficult to grasp. In pre-teaching, an adult will work with a small group to remind them of the basic skills or vocabulary they need to access the concept and start to introduce it before the lesson is taught to the class. This means that when these pupils are taught the new concept in a lesson introduction with the whole class, they are able to approach the concept with confidence and can access the learning intention with their peers
Work watch	Children who have not made sufficient progress are identified quickly. Their work is scrutinised daily with the class teacher and weekly with a member of SLT. Discussions are had with the child on successes and next steps. Monitoring should ensure continual improvements in learning
Effective feedback	Feedback can have the greatest impact on learning. When feedback is delivered within the lesson, or very soon afterwards, children make much more rapid progress. Corrective reviews can be used to support teachers with workload and ensure that feedback is specific and timely, having the biggest impact on learning. There are a range of feedback techniques that fit into this.
Use of Working Walls	All classrooms should include working walls including essential prompts. These displays allow the children to access support independently. Learning walls will evolve as the learning journey progresses and will reflect current learning.
Summative assessment and tracking	Teachers use outcomes of summative assessment to inform future planning and teach to the gaps. Where teachers assess rigorously and effectively, they are able to identify gaps in children’s learning. This can be done through using the PiXL assessments, pupil data and QLAs. Teachers must track and monitor their pupils from their starting points and all teachers should be aware of their pupils’ prior attainment.
Effective planning	Effective planning requires time and strategy. Where planning is highly effective, teachers have excellent subject and curriculum knowledge and ensure that pupils access the curriculum at an appropriate pace. Planning must be related to where the children have to be at the end of each year and then the planning should work backwards to enable this to happen. Planning should be responsive to the children’s needs, but the pace of learning should not slow if some children do not fully meet the learning intention. In this instance, effective interventions should

	be implemented. In order to achieve rapid progress, high levels of challenge are evident in planning.
Parents as partners	Parents’ meetings should be conducted as structured conversations focused on pupil outcomes. Personalized home learning should be offered to children who need extra support.

Learning Behaviours at Colham Manor

We are continually developing children’s ability to discuss their learning and encouraging reflection. Our children will face huge challenges in the wider world and we are working with them to develop skills and attitudes that will help them to be successful; encouraging skills to learn for life.

Growth Mindset

We believe that it is crucial for children to embrace challenges in learning. We talk to them about the importance of a growth mindset and a positive attitude to learning. When you believe that you can achieve, anything is possible! Our child-led approach to adaptive teaching further supports the idea that all children are able to achieve the highest level of challenge.

Resilience

Children learn from their mistakes and are keen to improve. We believe that our focus on confidence and self-esteem within school leads to increased resilience. Our aim is for children to be able to critically evaluate their work and to be able to embrace points for development as a further learning opportunity.

Risk Taking

We encourage children to take risks and to see their mistakes as a key part of the learning process. Children are confident to attempt answering challenging questions.

Respect

All members of the Colham Manor community are expected to treat each other with respect.

Independence

We encourage children to believe that they can help themselves when they are stuck, but also know when and where to ask for help. We have ‘5 Bs of Being Stuck’ posters in classrooms to support children with the steps to take when they are finding work challenging. In addition, we expect children to follow the Steps to Success around the school without the need for adult prompting.

Responsibility

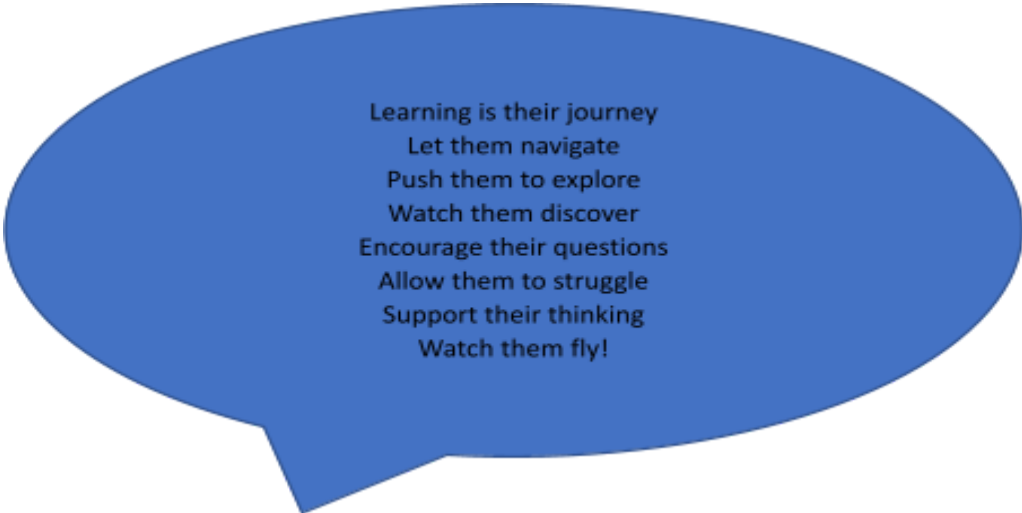
Children take ownership of their behaviour and their learning.

We believe that the key to developing outstanding learning behaviours is ‘high challenge – low threat’. When children feel valued and supported through strong, respectful, positive relationships with adults, they are far better equipped to deal with a high level of challenge. High expectations from staff reflect in children’s attitudes to learning.

Our curriculum aims

Our school intends to:

- ✓ Develop values for life, enabling all pupils to respect themselves and others
- ✓ Support pupils' spiritual, moral, social and cultural development, equipping them with the knowledge and cultural capital they need to succeed in life
- ✓ Develop children's understanding of what it means to be part of a community and how they can make a difference
- ✓ Support pupils' physical development and responsibility for their own health, and enable them to be active
- ✓ Ensure equal access to learning for all pupils, with high academic ambition for every pupil and appropriate levels of challenge and support
- ✓ Promote a positive attitude towards learning
- ✓ Provide an inspiring, creative and progressive curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment
- ✓ Provide outstanding teaching and learning experiences which develop compassionate, confident and resilient learners



Learning is their journey
Let them navigate
Push them to explore
Watch them discover
Encourage their questions
Allow them to struggle
Support their thinking
Watch them fly!

School visits, visitors and experiences

School visits, visitors and experiences should be planned to support learning within the classroom. They are an integral part of inspiring and engaging learning and can offer unique and memorable learning opportunities across the curriculum.

We expect at least one visit, visitor or experience to be planned per term. Staff will be mindful of costs to parents/carers and will ensure that all children have the same fair access.

1. Clear and challenging learning intentions

Each session has a clear learning intention. Pupils understand what the learning intention is and are encouraged to reflect on how it can be applied across a range of contexts. Learning intentions are challenging and link closely to end of year expectations.

What are Learning Intentions?

A learning intention is what the teacher wants the children to have learned or achieved by the end of a lesson. It's also known as a WALT (We Are Learning To). Learning intentions should be personalised depending on the ability levels of pupils, and they should be such that children can see what they need to do to progress. A small group may have a different learning intention to the rest of the class.

Ideally, a learning intention should be something that children didn't know before the start of the lesson. That way, teachers can avoid any repetition in their classes. They should also look to continue from the work done in the previous lesson, and end where the next one is due to begin.

How to write Learning Intentions

So that they're aware of what is expected of them during the lesson, children need to know the learning intention. Teachers should have the learning intentions written on their lesson plans to keep track of what they're teaching their children. Teachers will also have the learning intention written on the board ready to discuss with children.

When you're planning a lesson you need to establish a clear objective. This objective must be clear to all the pupils. They'll need to know:

- WHAT they are learning.
- WHY they are learning it.
- HOW it links to their wider learning.

Ideally learning intentions should be SMART: Specific, Measurable, Attainable, Relative and Timely. Only at the end of the lesson, or series of lessons, will you know for sure if your lesson objective was specific enough to be measured through some form of assessment.

Learning intentions should be specific statements of what learners will be able to do by the end of the lesson. They are not the activities or outcomes of the lesson, but the learning gained from those activities and outcomes.

To know how to write a lesson objective, you need to be clear about what you want pupils to be able to do or know by the end of the lesson. You also need to know their prior learning. This will help you to design a learning sequence in your planning that takes them from what they already know (or can do) to the next level.

Once you're clear on what learning needs to take place, you can formulate your learning intention. It's a good idea to keep the primary national curriculum handy to ensure your lesson objective corresponds with the aims set out for your year group and the subject you're teaching.

A great way to frame your lesson objective is to use the initialism WALT or ‘We are learning to...’.
The key for writing good objectives is to keep them clear and challenging enough for all learners.

Step 1: Identify the noun or noun phrase for what you want the children to learn.

e.g. adjectives

Step 2: Use Bloom’s Taxonomy to decide on the level of learning.

e.g. comprehension

Step 3: Identify a measurable verb from Bloom’s Taxonomy.

e.g. describe

Step 4: Add additional information to add context to the learning.

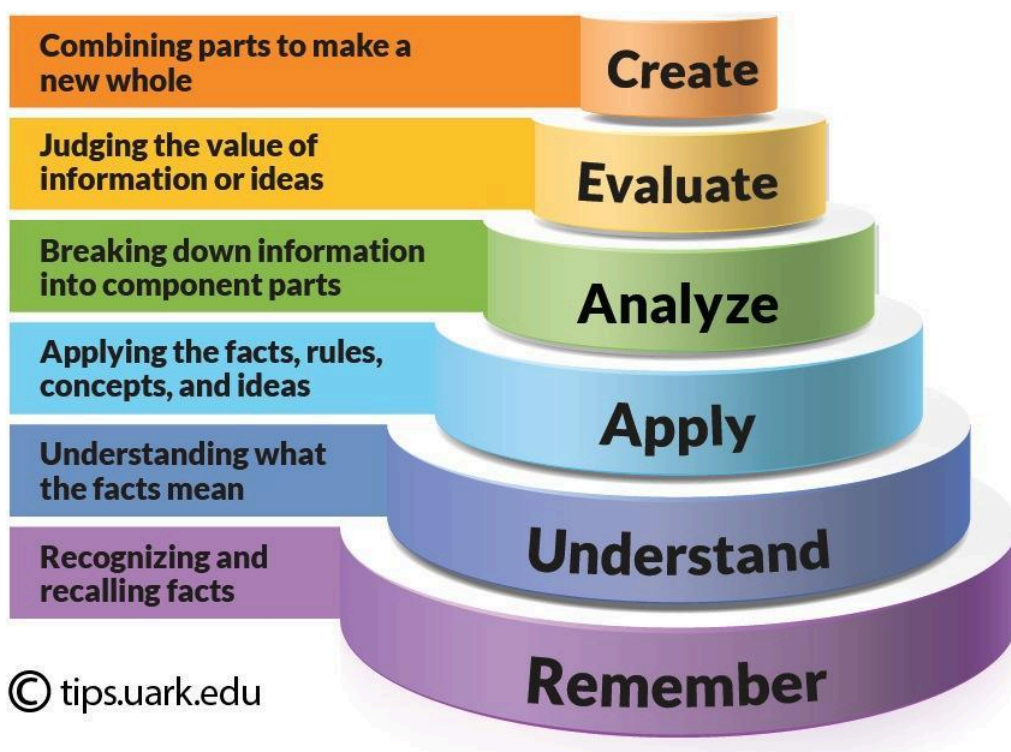
e.g. We are learning to describe a cave using adjectives, and explain our ideas.

What is Bloom’s Taxonomy?

Bloom’s Taxonomy is a classification of the different outcomes and skills that educators set for their students (learning outcomes). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning:

1. **Remembering:** Retrieving, recognising, and recalling relevant knowledge from long-term memory.
2. **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining.
3. **Applying:** Carrying out or using a procedure for executing, or implementing.
4. **Analysing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising, and attributing.
5. **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing.

Like other taxonomies, Bloom’s is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels.



Here's a handy table of sample verbs to help you with choosing a measurable verb:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyse	arrange	assess
identify	compile	calculate	calculate	assemble	compare
label	conclude	demonstrate	categorise	compose	critique
list	discuss	develop	classify	construct	decide
match	describe	interpret	compare	design	determine
name	explain	locate	contrast	develop	establish
recall	express	operate	determine	diagnose	evaluate
recognize	give examples	perform	differentiate	manage	judge
record	identify	practice	distinguish	organise	measure
relate	interpret	predict	examine	plan	rate
repeat	recognize	present	outline	propose	recommend
select	summarise	report	test	relate	select
state	translate	use		summarise	

2. Success Criteria

Success criteria are generated by children. Through a clear understanding of the learning intention and modelling by adults, the children are able to identify how to make their work successful. The success criteria is referred to throughout lessons by children considering their own and their peers' work and by the adults in the classroom. Clear, personalised success criteria allow children to critically evaluate their own work and the work of others and allow them to understand their next steps for learning.

Success criteria is a set of features which a teacher wants to see in a child's work throughout a lesson or term. It is a good way to ensure that pupils know what's expected of them. It also encourages students to challenge themselves and think carefully about how they structure their work.

Success criteria will usually be shared with pupils or created by them and referred to regularly before being used for self-assessment or peer assessment.

The success criteria should be established at the very beginning of the lesson so your pupils know what the aims of the lesson are. Success criteria are not only for the benefit of the child but for the teacher too. Providing your pupils with a goal and an aim at the beginning of the lesson encourages them to work more efficiently as they have an endpoint they have to meet. As a teacher, having a goal for the lesson makes sure that the class keeps on topic and can reflect knowing that they learnt something from that lesson.

What does Success Criteria look like?

Below are some examples of success criteria for Year 2 instruction writing:

- ✓ I used an introduction
- ✓ I used numbered instructions in the right order
- ✓ I used the present tense

These desired outcomes for the end of the lesson are direct and clear. Success criteria has to be clear and concise for pupils to make sure they understand what is being asked of them so they can achieve it. When a child has completed the task of that lesson they can reflect upon the success criteria to see if they achieved all the goals of the lesson. They will feel a sense of achievement and pride knowing they did what was asked of them for that lesson.

Success Criteria in English

Example of Y3 English lesson on adverbs:

- ✓ I can identify an adverb in a sentence.
- ✓ I can describe what adverbs are for.
- ✓ I can use an adverb in my own sentence.
- ✓ I can use adverbs to improve speech sentences.

Establishing the criteria at the beginning of the lesson gives your class an idea of what is expected of them. It also provides them with their own personal goals which they can tick off once they have achieved them.

Success Criteria in Maths

In Maths lessons it is a great idea to have the desired outcome present from the beginning of the lesson as it provides all your students with a sense of achievement once they have completed the lesson.

Example of a Y3 lesson on measurement:

- ✓ I can measure the length of sides of rectangles and squares.
- ✓ I can add the measurements of sides together to calculate the perimeter.

There are fewer outcomes in this lesson as what is required of your students is to understand a formula and put this into practice. Again the use of clear outcomes and the phrase 'I can' will provide your students with a sense of achievement and joy as they can reflect on all the new information they learnt that day.

3. Modelling

At Colham Manor, teachers and support staff use modelling across the curriculum to move learning forward. It is crucial for teachers to close the gap between what pupils can currently do and what we want them to be able to do. Teachers are confident about the learning intention; they are secure about the success criteria needed to achieve it and model the thinking and strategies needed to develop expertise. Modelling and scaffolding are crucial for effective progress and can be seen in writing and maths, as well as across the entire curriculum.

What is modelling?

Modelling is... an instructional strategy in which the teacher demonstrates a new concept or approach to learning and pupils learn by **observing**, listening and or making learning notes.

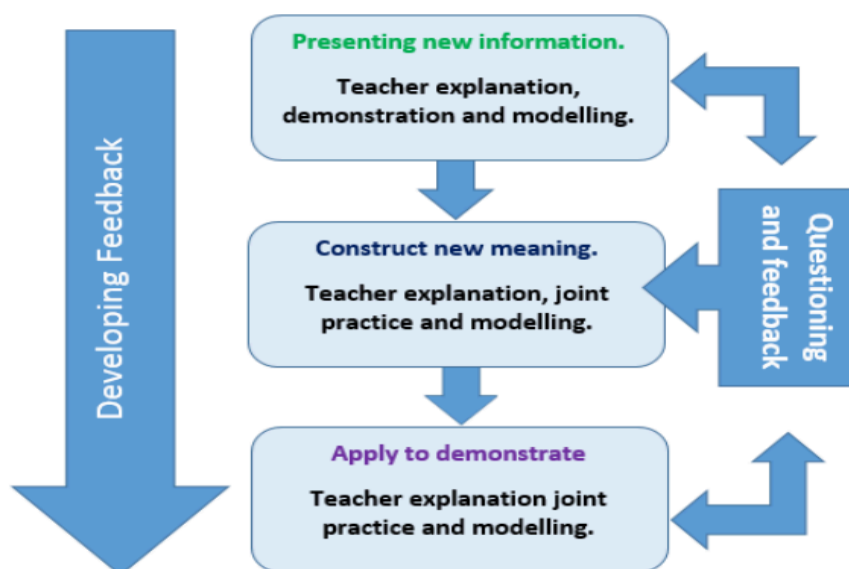
Noun **Observational learning**

The definition of observational learning is picking up how to do something by watching another do it.

“Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them of what to do. Fortunately, most human behaviour is learned observationally through modelling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.”

Albert Bandura 1977

Where modelling can take place within a lesson



The diagram above illustrates where modelling can take place within a lesson following the TEEP cycle

(Teacher Effectiveness Enhancement Programme – which elicits six learning stages)

1. Prepare to learn (WALT and **revise** previous learning),
2. Learning outcomes (Success Criteria),
3. New information (**teach** new learning),
4. Construct (lesson **practise** time with teacher),
5. Apply to demonstrate (independent **application**),
6. Review (plenary – has Success Criteria been met/AfL).

Modelling can be used in all stages to help learn a new skill, undertake a task more effectively in terms of the success criteria, develop thinking skills, and thought processes etc.

The 4 different types of modelling.

Task and performance modelling

Task modelling occurs when the teacher demonstrates a task that pupils will be expected to do on their own. This type of modelling would precede activities such as a science experiment, foreign language communication, physical education tasks etc. This strategy is used so that pupils can first observe what is expected of them, and so that they feel more comfortable in engaging in a new task or activity.

This type of modelling can also be used for setting expectations for presentation in books, handwriting or formatting, for example, using a visualiser to model in a teacher exercise book so that pupils are clear and can see what is expected of them.

Metacognitive modelling

Pupils need cognitive support to help them learn to solve problems. **A teacher modelling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support.**

Metacognitive modelling demonstrates **how to think** in lessons that focus on interpreting information and data, analysing statements, and making conclusions about what has been learned. This type of modelling would be particularly useful in a maths lesson, when teachers go through multiple steps to solve a problem. **Teachers would talk through their own thought process while they do the problem on a board or collaboratively.**

“This thinking-out-loud approach, in which the teacher plans and then explicitly articulates the underlying thinking process... should be the focus of teacher talk.” - Bandura

This type of modelling can also be done in a reading lesson, for example, while the teacher asks rhetorical questions or makes comments about how to anticipate what is coming next in a story. It can also be conveyed by providing prompts, modelling the use of the prompt, and then guiding pupils as they develop independence. In most effective teaching, pupils are given words such as “who,” “where,” “why,” and “how” to help them begin to ask questions.

Modelling as a scaffolding technique

A scaffold is temporary support that is used to assist a student. These scaffolds are gradually withdrawn as learners become more competent, and include the teacher ‘thinking out aloud’ as they solve the problem.

When using modelling as a scaffolding technique, teachers must consider the pupils’ starting point in the learning process for that particular subject and also anticipate likely mistakes or misconceptions.

Teachers first model the task for pupils, and then pupils begin the task and work through the task at their own pace. For example, in writing, a teacher would show the thought processes they go through as they determine the topic of the paragraph and then use the topic to generate a summary sentence.

In order to provide a supportive learning environment for pupils who have additional needs or English as an Additional Language (EAL), **teachers will probably need to model the task multiple times.**

Student-centred modelling

Often the most effective type of modelling in terms of pupil engagement, teachers ask pupils to model a **performance, task** or a **thought process.**

In student-centred modelling, **teachers engage pupils who have mastered specific concepts** or learning outcomes in the task of modelling it to their peers.

This type of modelling makes the class less “teacher-centred,” which, in some cases, provides a **more supportive learning environment for students.**

An example of this might be to ask a pupil who has mastered a concept in maths, to represent and explain their understanding visually to their peers, as illustrated in Allan Paivio’s model below.

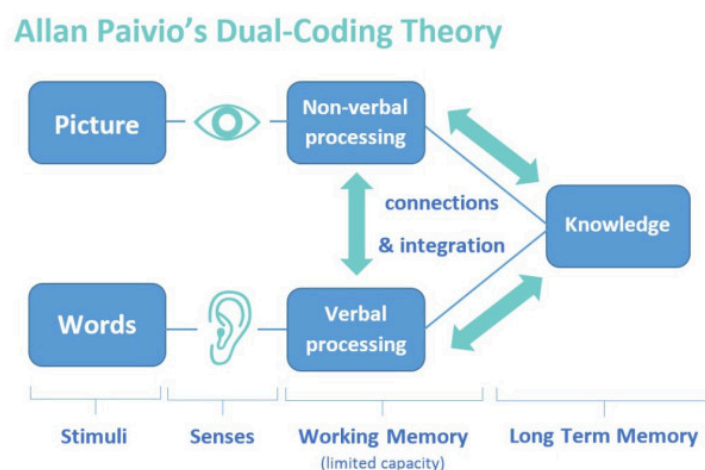


Image from linked source

In order to be an effective modeller there are a number of steps you should take.

Prepare the lesson well, particularly if you are going to conduct a demonstration that is new to you. If you are about to model something new for the first time, you might write out a script and rehearse what you are going to say. Plan the questions you are going to ask student to check their

understanding (what, where, when...) and what you will ask to ensure greater depth of learning (why, how might etc.)

Take into account pupils' **prior knowledge and experiences**. **Model your thinking** to explain links between an idea they have seen before and the one you are about to introduce. **Think out loud the connections and the reasons for developing or changing this model**.

Maintain the pace of the lesson by using modelling for short periods only, especially if pupils are not used to this way of working. Until pupils' listening skills have developed, model just a small part of an activity, for example, the conclusion of an investigation.

Remember to task pupils with some sort of activity during modelling to ensure levels of engagement are high.

Repeat the modelling of a process (teacher or pupil) whenever necessary. Some skills are only acquired through **repeated practice**.

4. Higher Order Questioning

Adults and pupils all ask effective questions. In Early Years and Key Stage 1 questioning prompts in classroom displays help teachers to use a range of types of questions. In Key Stage 2 children are encouraged to use question stems to ask each other questions and embed a culture of deep thinking. Teachers’ planning includes question prompts. Questioning is a key strategy in driving learning forward. Teachers use questions to challenge pupils’ thinking. Pupils use questions as part of the ‘tuning in’ process to shape their learning journey.

What is Higher Order Questioning?

Higher order questioning encourages the development of higher-order thinking and encourages pupils to engage in metacognition by thinking and reflecting on their own learning. It involves them developing independence in planning, monitoring and evaluating their learning.

This approach to questioning uses Bloom’s Taxonomy, a series of hierarchical levels that build on each other and progress towards higher-order thinking skills (refer to ‘clear and challenging learning intentions’).

Bloom’s Taxonomy for Higher Order Thinking

This table of question stems moves through 6 levels of questions. The first three levels are considered lower order questions:

Remember	Understand	Apply
To retrieve, recognise and recall relevant knowledge from long-term memory.	To interpret or recall the information in a particular way.	The ability to use learned material in new and concrete situations.
<ul style="list-style-type: none"> ● Who...? ● What...? ● Where...? ● When...? ● Why...? ● How much...? ● How many...? ● True or false? 	<ul style="list-style-type: none"> ● Can you explain why...? ● Can you say/write in your own words...? ● What information can you infer from...? ● What did you observe...? ● What does this mean? ● Choose the correct answer. ● What do you think? ● Is this the same as ...? ● Can you give an example of..?. ● Choose the best definition of...? ● This represents . . . ● Is it valid that ...? ● What seems likely? Show in a graph, table, chart etc. ● Which statements best support ...? ● Can you clarify? ● What was the main idea? 	<ul style="list-style-type: none"> ● How would you demonstrate...? ● How would you present...? ● Draw a story map. ● Explain the decision-making process of... ● Do you know of another instance where ...? ● Can you group by characteristics such as ...? ● Which factors would you change if ...? ● What questions would you ask of this character...? ● How would you change...? ● How would you modify...?

The final three levels are considered higher order. Higher order questions are what we use for Critical Thinking and Creative Problem Solving:

<p style="text-align: center;">Analyze</p> <p style="text-align: center;">Understanding the underlying structure of knowledge to be able to distinguish between fact and opinion.</p>	<p style="text-align: center;">Evaluate</p> <p style="text-align: center;">Making judgments about the value of ideas, theories, items and materials.</p>	<p style="text-align: center;">Create</p> <p style="text-align: center;">Reorganising concepts into new structures or patterns through generating, producing or planning.</p>
<ul style="list-style-type: none"> ● How can you sort the different parts...? ● What can you infer about...? ● How would you explain...? ● Which persuasive technique is used? ● Determine the point of view, bias, values, or underlying intent presented in the material. ● If ... happened, what might happen next? ● How is ... similar to ...? ● What do you see as other possible outcomes? ● Why did ... changes occur? ● Can you explain the result of...? ● Do you know of another instance where...? ● Can you show how certain characters/instances are similar or different? ● What questions would you ask of...? ● Can you illustrate...? ● What choice does ... (character) face? ● Can you tell the difference between...? ● What is the problem with...? 	<ul style="list-style-type: none"> ● What success criteria would you use to assess...? ● What information could you use to prove...? ● What information would you use to prioritise/order..? ● What changes would you suggest...? ● Do you believe ...? ● How would you feel if ...? ● How effective are ...? ● What are the consequences of ...? ● What influence will ... have on our lives? ● What are the advantages and disadvantages of ...? ● Why is ... of value? What are the alternatives? ● Do you think... is a good/bad thing? ● Why did... choose...? 	<ul style="list-style-type: none"> ● What would happen if...? ● List the ways you can...? ● What could a solution be for...? ● Do you agree with the action/outcome? ● Can you brainstorm a list of new and unusual uses for ...? ● Can you develop a proposal that would ...? ● How would you test ...? ● Which alternatives would you suggest for...? ● How else could you ...? ● Describe a rule or common understanding about...? ● How would you design a plan to...? ● What could you invent to..? ● What changes would you make to revise...? ● Can you invent a new ending for...?

How to plan for Higher Order Thinking questions:

Step 1: Refer to your carefully constructed learning intention (WALT) for each session and consider which higher order questioning prompts are best matched to assisting pupils in achieving their learning intention.

Step 2: Consider where you will utilise these questions within the fabric of each lesson. How will these be used in the planning phase of the session (start of the task)? How will these evolve in the monitoring phase of learning (during the task)? How will higher order questions be utilised to evaluate learning (after the task)?

Step 3: Include within your planning, the opportunities for modelling higher order thinking as well as those questions you will pose to pupils.



Here is a handy table to help you construct higher order questions:

The Question Matrix!	Get your children thinking...						
	Is? Does? (Present)	Has? Did? Was? (Past)	Can? (Possibility)	Should? (Opinion)	Would? Could? (Probability)	Will? (Prediction)	Might? (Imagination)
What? (Event)							
When? (Place)							
Where? (Time)							
Which? (Choice)							
Who? (Person)							
Why? (Reason)							
How? (Meaning)							



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5. Talk Partners

Talk partners are used across the school to ensure pupils are actively engaged in their learning. Adults model how to be an effective talk partner and pupils are responsible for ensuring that they use talk partner time efficiently. Teachers expect feedback that demonstrates consideration of each other's viewpoints as well as the impact of talking time on learning. Higher order questioning provides depth to the subject matter and develops thinking and reasoning skills.

What standards should we apply to talk partners?

Support pupils to:

- Ask questions to check understanding and clear up any confusion (clarify meaning)
- Present information so that learners can follow the line of reasoning (use evidence)
- Demonstrate command of the conventions of standard English (use correct grammar)

One of our goals as teachers is to help our pupils to become fluent.

Fluency

“Before we own a word, we need multiple exposures – for recognition around 20 times, for production, nearly 60 times.

To provide that exposure to pupils, teachers need a variety of activities.”

Paul Nation, Learning Vocabulary, 2020

Planning talk partner activities

We should:

MAKE THINKING VISIBLE

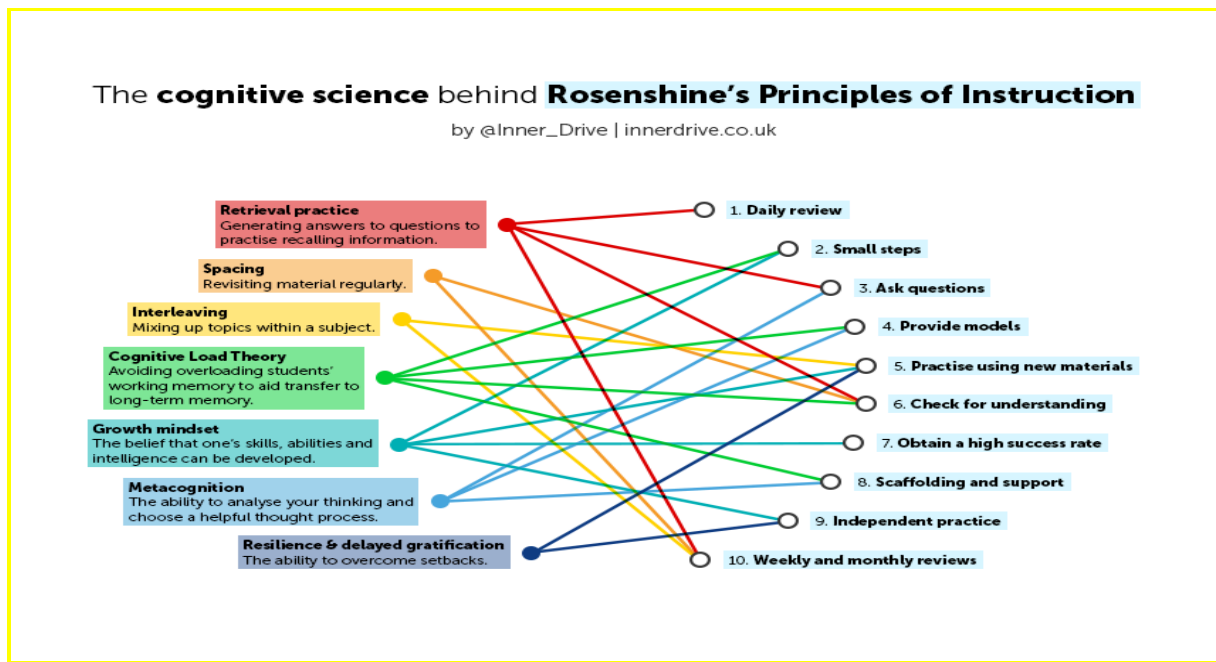
- Consider starting a unit of work with a collaborative activity, as it can be powerful for inquiry.
- Think about what you will do for pupils who for whatever reason, will not be able to participate.
- Consider building in opportunities for pupils to revise their performance in the activity (this is very useful for children who have had school absences)

“Collaboration can increase learning, even if no pupils in that particular group, knows the correct answer.”

Why Peer Discussion Improves Student Performance In Class Concept Questions, Smith, M. K, et al. (2009)

The Rosenshine Principles:

- Building knowledge and understanding steadily
- Enquiring through questioning
- Assessing for learning
- Reviewing



Grouping Strategies:

Considerations

- Use data to put pupils in temporary groups, based on their needs (skills development or knowledge, etc....)
- Strategically encourage pupils who are similar to collaborate more naturally than they might otherwise.
- Daily routines for collaborations can help save time because expectations become normalised.
- Assign groups by passing out different numbered cards or colours (luck of the draw).

Daily open conversations – teachers put sources or questions in bags or on the board for pupils to discuss.

Daily closing exercises – in the final minutes, connect-extend-challenge.

Discussion tables – teachers have a small group of pupils highlighted on the board indicating they have 'discussion table' that day: they know that they will be called to come to explore a topic in more depth.

Collaboration in the classroom

Group work and collaboration are used to allow pupils to support each other as they learn new skills. Pupils are encouraged to work as part of a team and they will regularly work with other children, who may not be of the same ability or in the same friendship group. We believe it is essential to teach children the skills to work effectively within a group.

Research: [Collaborative Classroom Definition and Meaning | Top Hat](#)

A collaborative classroom is a classroom where students actively work with each other and with an educator in an active group learning environment. Collaborative classrooms utilise group learning principles, peer feedback and, often, technology such as tablets, and laptops to promote discussion, improve class participation and prompt greater knowledge generation.

Collaborative classrooms refer to teaching circumstances that emphasise group education. In a collaborative classroom, students are encouraged to think critically, troubleshoot problems and offer feedback to peers. As collaborative classrooms promote deductive reasoning and cooperation amongst students and teachers, they are valuable tools that prepare students for the workforce.

EEF: [Collaborative learning approaches | EEF](#)

What Is It?

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.

Some collaborative learning approaches put pairs, groups or teams of mixed attainment to work in competition with each other in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving many different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning, but is reviewed as a separate topic in the Toolkit.

Key Findings

1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment

2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.
3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.
4. Competition between groups can be used to support pupils in working together more effectively. However, overemphasis on competition can cause learners to focus on winning rather than succeeding in their learning.
5. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal.

How Effective Is The Approach?

The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the details right.

Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.

There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Most of the positive approaches include the promotion of talk and interaction between learners.

The evidence indicates that groups of 3 – 5 are most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. There is also some evidence that collaborative learning approaches are particularly promising when used to teach science.

British Council: [*Collaboration in the classroom: a learner's road to success | British Council*](#)

‘I speak, you listen! I order you obey!’ Teaching has come a long way from this doctrine, and teaching styles have changed immensely. All for good reason. We speak now of collaboration and interactive learning. We speak of 21st-century skills and preparing learners for the future—building social skills, developing effective communication, critical thinking, and problem-solving. It is all very exciting, but what does this really mean for our students in context? How do we hone these skills in our language classrooms?

A good start is ‘Collaboration’. Empowering our learners with the skills essential to work together. In the words of Henry Ford above ‘If everyone is moving forward together, then success takes care of itself.’

Collaboration involves deciding goals together with others, sharing responsibilities, and working together to achieve more than could be achieved by an individual on their own. (Barfield, 2016)

Where Do We Start?

There are a variety of strategies to introduce collaborative learning experiences in the classroom. The simplest of these being whole-class discussions, group work and pair work . Students work together, share different perspectives, and listen to the thoughts and opinions of their peers. All of these processes ‘discussion, clarification, and evaluation of other’s ideas’ facilitate learning.

Project-based learning is another interesting way to engage students in collaborative learning. Besides being a welcome break from the usual classroom routine, project work also promotes autonomous learning. It provides students’ with the opportunity to think out of the box and devise solutions to real-world problems.

With the dawn of the digital age, several apps and websites have surfaced to help students collaborate on digital platforms inside and outside the classroom. Padlet is great for collaborative brainstorming; Google Classroom is a good learning management platform where students can continue classroom discussions, download handouts, and submit assignments. Google Drive lets you edit and share documents and spreadsheets online and is a useful tool for student collaboration.

Easier Said Than Done!

Although collaboration is effective for student learning, we cannot simply put students into groups and pairs and expect them to work productively. Students will only be able to work together if they

have learned how to do so. They also need relevant oracy skills to express themselves during the activity. (Littleton and Mercer, 2013)

More often than not, stronger learners take the lead during collaborative tasks and steer the discussion as they deem fit. Weaker learners may shy away from sharing or simply nod in agreement, defeating the purpose of collaborative activity.

How do we work our way around these challenges? It all boils down to effective setup.

Get It Right

Setting up the task appropriately is key to the success of collaborative work.

- Discuss objectives: We need to tell students why they are being asked to work together and convince them of the value and benefits of collaborative work for learning.
- Set ground rules: Get the students to put together a set of rules that they need to follow during collaborative activities, e.g. Everyone must share, listening is key, respect everyone's opinions, agree/disagree politely.
- Establish goals: State a clear aim for each collaborative task and let students know what they need to achieve together within a given time frame.
- Create moderately sized groups: A group of 4-5 students is ideal for active participation.
- Introduce talking points: Give students specific points for discussion and encourage exploratory talk around these points.
- Monitor carefully: Monitoring is key to ensure students are on-task and engaged. It is essential to check that there is a positive learning environment.

Moreover, we as teachers must model what we expect in a collaborative classroom—listening patiently, paraphrasing appropriately, questioning politely, and artfully negotiating. The way we talk to our students has a strong influence on their attitude and conduct during group work.

Encourage exploratory talk in a class where students critically but constructively discuss ideas. Value diversity, build trust, promote open communication, and watch these trickle down to your students

during collaborative tasks. More importantly, praise and appreciate students' efforts at every step of the way to bolster this positive learning environment.

Don't Take Our Word For It...

Lev Vygotsky (1978) stated that cognitive development stems from social interactions within the zone of proximal development (See figure below). In simple terms, two heads are better than one! According to Vygotsky, the Zone of Proximal Development is the area where the most sensitive instruction or guidance should be given. This will allow the child to develop higher-order thinking skills that they can then use on their own. Interaction with peers is said to be an effective way of developing skills and strategies, and Vygotsky recommends that teachers use cooperative learning exercises in order that less competent children develop with help from more skilful peers.

7. Investigation and Exploration

Exploration is key and so pupils are encouraged to explore open-ended tasks and investigate within lessons. Investigative challenges can spark a child's curiosity and lead to much higher motivation to learn and achieve.

Exploration - a metaphor for curriculum study

Exploring the curriculum is a process of investigation, discovery, and meaning-making. It involves the teacher as a guide, assisting and supporting the students along the way, but it doesn't mean the children are either left to find out everything for themselves or told what to do every step of the way.

Exploration is about setting off with a purpose and working together to achieve as much as we can. Not everything we do will work and not everything we find will be useful, but in the process of exploration pupils will acquire new skills, learn new information, and develop new understanding.

Exploring the curriculum doesn't mean taking our pupils along a well-trodden path, from one familiar place to another, it means setting off at the start of the year with a plan that includes all the major elements but gets a bit blurry around the edges, encouraging us to find out new ways and new things for ourselves. It means having staff and pupils that want to know where they're going, have ideas about the best way to get there, and are interested in stopping and looking at things along the way.

Pupils develop their attitudes, dispositions, and values as they explore the curriculum. They are positioned as a competent and knowledgeable team, with ideas of their own. Such a group has agency, vital to the process of learning. They appreciate that the journey involves hard work and application, it won't all be easy, and at times they will face challenges, but – and this is the vital ingredient – they learn that the journey will be enjoyable, exciting, and worthwhile, and they will discover many new things along the way, making all their hard work worthwhile in the end.

Using investigations in the classroom:

Children are naturally curious. Good teaching in every subject exploits this very human characteristic. Rather than just telling pupils something, make them think about a topic or area of enquiry. At its simplest, this might just be 'asking a question' rather than 'telling'. This promotes a more active approach that is much more effective than passive 'telling' in promoting lasting and active learning.

Step 1: Beginning - Use brainstorming to open a topic. You can do this with the whole class, or begin with groups and then have a whole-class session. The important things are to make pupils think actively about the issues being raised and to establish their current knowledge of the topic.

Step 2: Choosing the focus - A brainstorming session will throw up many different ideas that could be recorded on the working wall/flipchart. You, as the teacher, now have the opportunity to focus on the key area that is to be investigated.

Example:

- In Geography, Year 6 teaches about the link between human activity (for example energy use) and the local environment. In the brainstorm, some pupils talk about local worries

about the use of different energy sources. You might decide that an investigation into 'whether renewable energy sources are more sustainable than non-renewable sources and if so, why' should be the focus.

Step 3: Planning your investigative approach -It is important that pupils think about the methods to be used and why. This helps them develop personal investigative skills.

Example:

- In History, you could interview grandparents or older members of the community ideas such as 'what things used to be like'

Step 4: Carrying out and reporting the investigation

The pupils then have to carry out the investigation. Before they do this, it is important to establish the way the findings are going to be reported back. The form this takes depends on the nature of the investigation. You can have a fairly informal investigation where the report back might be 'verbal reporting' to the whole class. The report could also be in the form of a chart, to show similarities and differences in findings.

Example:

- In Art & Design, pupils might ask the same selection of questions about a particular painting style to at least two local artists. This could be reported back to the class as a verbal report or chart

Step 5: Interpreting findings

Once the data is reported and recorded, the findings have to be interpreted. This is key and it is very important that you, the teacher, do not dominate discussions initially. Make the pupils voice their own ideas (in verbal or written forms) before beginning to steer them, perhaps through questioning, to the key learning interpretations you are looking for.

The investigative approach should become a habit for the good teacher.

8. Drama

Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as role-play, hot-seating and freeze-framing allow pupils to consider a range of perspectives. We know that drama can unlock children’s imaginations and help them to identify with others.

Literacy Tree: The Dramatic Roots of The Literacy Tree

Here at the Literacy Tree, we thoroughly appreciate how drama can add a whole new dimension and depth to English, and many other curriculum subjects. When Drama is peppered through a sequence of literacy lessons, it can bring a narrative and its host of characters to life. It breathes new energy and vividness into dialogue and pathos into scenes from the tender to the treacherous.

Drama is also vital in how we share poetry. The most important way for children (and adults alike) to understand the rhythm and pulse of a poem truly is to witness its performance and to revel in its musicality. For both poetry and playscripts, performance is a critical part of the publishing process. Afterall, what better way to get a clear sense of audience and purpose?

Drama is woven through many of the planning sequences that make up the Literary Curriculum. Indeed, we feel that there are many aspects of Appendix 2 and the Teacher Assessment Frameworks that a well-timed, well-chosen Drama activity will help nudge securely into place.

Here are some of our favourite Drama activities – some may be very familiar to you - that crop up in our planning sequences and ways they can support children’s written outcomes.

The Hook for the Book: We always begin with a dramatic bound into a book. This could be a mysterious suitcase or footprint arriving in the class or children handing in their ticket to board a doomed ship. We must create the context of the book in the classroom and spark a sense of excitement and trepidation before our literary voyage begins. This can always lead to the teacher Hot Seating as one of the main characters. Children ask investigative questions and make initial predictions.

Conscience Corridor/Decision Alley: In every story worth telling there is a problem. A dilemma. Our pained protagonist stands aghast at this crossroads. At that precise moment, before committing themselves to one fated trajectory, multiple possibilities and their consequences unfold. This activity is a wonderful way to explore these different hypothetical avenues.

One child in roles as one of our characters walks carefully down a corridor lined with the rest of the class on either side. The character asks each of the children for the pros and cons of their potential decision. “Should I pay the Pied Piper?” “Should I tightrope walk across the Twin Towers?” The children on either side could be advisers in a royal court; wavy trees in a dark forest or simply concerned friends.

This can lead to children using a wide range of literacy skills to give advice:

Command sentences: “Please turn back now!” “Think before you act.”

Coordinating and subordinating conjunctions: “Before you leave home, think about your dear grandmother!” “When you step out over the edge, don’t look down – be fearless.”

Modal verbs: “You could do a deal with the Pied Piper.”

The subjunctive voice: this gives proceedings an urgent, formal tone: “I urge you to consider your position very carefully.”

This activity could lead to a rich balanced argument or a persuasive letter.

Thinking in Circles: The paths ahead for our main character may not always be so clear. In the book *Cloud Tea Monkeys* Tashi’s mother is so ill that she can no longer work. Tashi lays awake at night being buffeted by a whirlpool of worrisome thoughts that seem to lead nowhere.

In this activity, children stand in a circle around a child in the role of the main character. Each child repeats a worry that will be circling around the main character’s fraught mind. A great way to practise conjunctions and the conditional sentence:

“If your mother is ill, she won’t be able to work...If she is unable to work, she won’t be able to earn money.... If she can’t earn money, then she can’t pay a doctor.” It could also lead to a chance to practise question tags, “She will get better, won’t she?” “She must see a doctor, mustn’t she?” Children can chant their sentences at different volumes and the repetition of the conditional and question tags together can express a character’s inner turmoil. A superb springboard into writing an anguish-filled diary entry.

Freeze Frame and Thought Tapping: This activity allows children to inhabit the headspace of a range of characters in a particular scene. Print off a range of scenes from the text and, in groups, children choose one scene and create a relief. Once the group has decided on their poses, they can perform this to the rest of the class. The class teacher can move around the children’s created scene and, as they hold their poses, thought tap children, tapping them gently on the shoulder. Actors have to vocalise what they think their character might be feeling. This activity encourages inference and can draw in various sentence types: question, commands, exclamations and statements.

If each scene is photographed and stuck in books, it can be a fresh way for children to sequence main events in a narrative and write captions.

Creating Conversations: Dialogue is a huge part of the curriculum and is an integral part of children writing a narrative. It is important to give the children a chance to plan a piece of dialogue and act it out. Give pairs of children a folded A3 piece of paper and some speech bubbles. Children write the character’s names at the top of each half and record the dialogue in a zig zag down the page. Next to the speech bubbles, children can also record what the character was doing and thinking while they said this.

Children can act out their dialogue with their partner for the rest of the class. This activity can develop children’s storytelling amongst their dialogue. It can also allow children to experiment with the language of speech (using the apostrophe creatively to show accent, ellipses and dashes to show pauses and interruption). Children can then “burst the bubble” and frame the dialogue within the appropriate punctuation, developing their use of the reporting clause.

Whilst this list is by no means exhaustive, these activities will help to bolster children’s sense of narrative, pathos and dialogue. So, on occasion, if you haven’t already, encourage children to put

Learning at Colham Manor *Aspire, Achieve, Thrive*

down their well-worn pencils, push tables back, limber up, get into character and strut the boards (or the classroom carpet as the case may be). Break a leg!

Primary National Strategy : [Drama-Primary-National-Strategy.pdf](#)



Drama – key teaching points

Drama needs to be explicitly taught in its own right and can also be used as a tool for understanding in subjects across the curriculum.

Drama provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime.

When teaching children to participate

In performance:

- develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters;

- use space and grouping, props and different ways to adapt to an audience;
- create dramatic effects through music, lighting, sounds, costume, make-up and scenery;

- develop understanding of how to act out plots, dramatising the problem, climax and resolution;

- provide opportunities for rehearsing, polishing and presenting plays for performance.

When reflecting on work in progress as well as evaluating at the end:

- use appropriate technical vocabulary;
- encourage discussion of the meaning of the drama and how this is created in speech and action;
- prompt comparisons of dramas on a similar theme, contrasting dramatisations of stories or events with original texts or recounts.

Extend children's understanding of drama by:

- going to live performances and viewing a range of plays on screen;
- talking about how theatrical effects are achieved;
- collecting and considering reviews, programme notes and advertisements and relating these to what they have seen.

Using the convention of teacher in role

- Teacher in role involves taking on some aspects of a character in the situation being explored. Sometimes this may be signalled by changing voice or putting on a piece of clothing (such as a scarf for a pirate). Alternatively, use a convention such as standing in or out of a circle, holding an item or clapping to signal moving in or out of role. Working in role can be a way of challenging children's ideas and influencing their thinking without stopping the drama.

Speaking, Listening, Learning:
working with children in Key Stages 1 and 2

Drama – making it work in the classroom

To develop their skills in drama, children need to learn to:

- improvise and work in role, creating and sustaining roles both individually and when working with others;
- script and perform plays and stories using language and actions to express and convey situations, characters and emotions;
- respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

When teaching drama, remember to:

- model language which is appropriate to the role, context and theme;
- challenge children to move beyond the familiar and everyday;
- build in time to reflect on both the meaning of the drama and how it is enacted;
- structure activities in a unit of work to build both children's skills in drama and work in role, and their understanding of themes and ideas;
- vary the techniques used so that children develop a repertoire and make progress in performance, working in role and evaluation;
- establish ground rules for drama sessions so that children have a clear framework within which to create roles, explore movement or develop scenarios.

Working in role – Useful classroom techniques

Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing. The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

Forum theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the character actually says. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questions are familiar with the character and the narrative or situation.

Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to reflect on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.



Group discussion – key teaching points

Planning for group work includes deciding the best size and composition of the groups and which roles children will take:

- **Group size**
- Working in pairs is quick and easy. It demands a contribution from both partners.

- Working in small groups of three or four offers diversity of ideas without becoming threatening or cumbersome.
- Working in larger groups of five to seven produces a greater range of ideas and helps pupils gain the confidence and skill to contribute in whole-class discussion.

Group composition

- Friendship groups are secure and unthreatening and help children build confidence.
- Ability groups enable work to be pitched at the appropriate level of challenge.
- Structured mixed-ability groups ensure a range of views and are especially suitable for tasks which require diversity.
- Mixed- as well as same-language groups offer advantages to children learning English as an additional language, depending on the nature of the task.

- Random mixed-ability groups increase children's experience of working with different partners and different views.
- Single-sex groups are socially more comfortable for some children and can be useful in contexts where one sex tends to dominate.

Roles for group members

- Leader/chair – organises the group, encourages all to participate and to complete the task.
- Scribe – notes main points of discussion and any decisions, checks accuracy of notes with group members.
- Reporter – works with scribe to organise the report on findings, summing up and presenting ideas.
- Mentor – helps group members to carry out the task, supporting them and explaining what is needed.
- Observer – makes notes on how the group works and on different contributions, then shares the observations with the group.

Speaking, Listening, Learning:
working with children in Key Stages 1 and 2

Group discussion and interaction – making it work in the classroom

Working together in pairs and small groups helps children to learn to:

- develop the language and social skills needed for cooperation and collaboration;
- use exploratory language to try out ideas;
- extend their ideas as they share these with others;
- stretch their language as they talk critically and constructively;
- support and build on each other's contributions;
- take their turns in discussion.

Children need varied experience of groups, including:

- for different purposes, such as investigating, problem solving, sorting, planning, predicting, reporting, evaluating;
- with different outcomes, such as carrying out an experiment, constructing an artefact, making a presentation, deciding on actions;
- learning to use talk in different ways, such as discussing, hypothesising, agreeing and disagreeing, questioning, reflecting.



Children need planned opportunities to listen and respond to different speakers – including friends, the whole class and a range of adults, as well as to radio and TV broadcasts. For children new to English, it is particularly helpful to support listening by providing non-verbal cues including illustrations, models and actions.

Listening – key teaching points

Make listening necessary

- Avoid repeating what children say, and expect others to respond.
- Devise activities where, to complete the task, all children need to have contributed what they know.
- Do not repeat instructions.
- Sometimes speak quietly.
- Insist children respond to the last speaker (this may need to include wait time).
- Make sure children answer the question they are asked, e.g. how or why or what, and do not accept vague replies.
- Encourage children to speak audibly so all can hear, making teacher rephrasing unnecessary.

Encourage active, responsive listening

- Give a purpose for listening in advance.
- Present material clearly with prompts to support listening, e.g. using voice to signal changes in focus, emphasising key words.
- Demonstrate active listening, e.g. eye contact, asking questions, quick recapping.
- Help children identify features of language, gesture and non-verbal cues which help the listener.
- Ask children to reflect on how they listened.
- Practise strategies to structure listening, e.g. physical responses to mark key points, forming mental pictures, thinking of a question to ask.

Speaking, Listening, Learning:
working with children in Key Stages 1 and 2

Listening – making it work in the classroom

Listening needs to be explicitly taught and reinforced throughout the curriculum.

- When listening, children are:
- hearing models of language in use;
 - learning about how speakers use gesture, volume, tone;
 - observing how, in groups, speakers interact, take turns and influence others.

In developing their skills in listening, children need to learn to:

- ask questions to clarify what they have heard;
- build on what others say;
- evaluate what has been said;
- respond non-verbally, e.g. by nodding or maintaining eye contact.

- Children show they have listened and understood when they:
- identify the gist of an account;
 - recall main ideas;
 - re-present information;
 - follow instructions correctly;
 - make relevant comments and responses;
 - respond to others, maintaining communication;
 - ask questions to clarify understanding;
 - notice significant uses of language;
 - create new meanings based on what they have heard.



Listening – useful classroom techniques

Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns. It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

Barrier games

Barrier games focus on giving and receiving instructions. They prompt children to focus on what they need to complete a task. The speaker has to give clear information and explicit instructions to the listener. The listener has to ask questions to clarify understanding and gain information, while keeping track of what has been said. For example, place children on either side of a screen, so that a speaker can describe an object that the listener has to draw. Alternatively a speaker can give directions from one map while the listener draws the route on a blank version of the same map.

Word tennis

This is a way of making a story with a partner, and emphasises listening for key words, main points and events, focusing on the need to make sense. Each person says one word or phrase in turn so that the story is continually passed backwards and forwards. For example: once/ there/ was/ a/ queen/ who/ wanted/ for/ fly/ so/ she/ sent/ for/ ... or: once there was a girl/who liked writing plays/so she began ...

Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

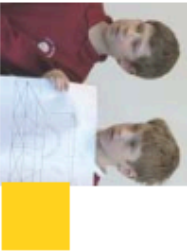
Ways to listen

Different listening frames can help children focus on what they hear – before a broadcast, for example:

- give the topic and ask children to work out questions they would like answers to;
- guide the listening by giving children headings to help them listen systematically;
- suggest children count on their fingers each time they hear key words; different groups should listen for different words;
- ask children to make a picture in their heads as they listen.

All change!

Select a sentence and say it in a monotone. Now repeat the sentence using different intonation, e.g. as a question and then as an exclamation. What is the impact of the change? Show that a sentence can mean different things depending on which words are emphasised, e.g. *I didn't borrow my brother's best jacket yesterday*. How does the meaning change? This can be varied to explore the use of gesture, listener eye contact or encouragement.



Speaking – key teaching points

When teaching children to make extended contributions, encourage them to:

- make eye contact with listeners;
- speak clearly and audibly;
- use facial expression and gesture to emphasise points and refer to objects and places;
- use precise and persuasive words to convey meaning and hold listeners' attention;
- make meaning clear, organising ideas in a helpful order and making links between them;
- respond to others' contributions by adding or elaborating on them or by putting across another view.

Remember to:

- give children time to think before they respond to questions;
- expect children to provide extended answers that will interest others in the class;
- follow up children's contributions with further questions rather than repetition or ritual praise;
- choose topics that will challenge children cognitively;
- expect children to speak to the class or group, not just to the teacher;
- make sure children speak loudly and clearly so others can hear.

Children learning English as an additional language

For these children it is particularly helpful to:

- allow rehearsal time before asking them to contribute;
- expect more than one-word answers;
- provide models of appropriate use of English and reinforce correct usage wherever possible;
- ensure children become familiar with different ways in which words are used, distinguishing everyday and technical meanings, exploring common metaphors and idioms;
- group children carefully, judging how best to use their differing skills in English;
- check that children understand the key words and concepts needed for the topic or theme talked about.

At times, children benefit from using their home language, for example when getting their ideas together.

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Primary National Strategy

Speaking, Listening, Learning: working with children in Key Stages 1 and 2

Speaking – making it work in the classroom

In developing their skills in speaking, children need to learn to:

- adapt their speaking to the listeners;
- use a range of ways to express themselves;
- use talk to clarify their ideas;
- sustain their talk to develop thinking and reasoning.

Speaking includes:

- putting thoughts into words and sharing in groups;
- taking opportunities to speak at some length to explain ideas in different situations;
- giving a talk or presentation using gestures, aids, rhetorical devices.

Children need planned opportunities to speak in a range of contexts, including:

- to different audiences, such as the class, the teacher, other adults;
- with different levels of formality, such as with friends, to another class, in assembly;
- for different purposes, such as recounting events and telling stories, explaining and describing, justifying views and persuading others.

Children need to be taught how to make more extended contributions such as:

- expanding ideas, using *because, so, if, but*;
- making connections between reasoning and predicting;
- using language to organise and sequence ideas.

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Speaking – useful classroom techniques

Talk partners

- To enable all children to participate in speaking:
- put children into pairs and allocate time for each to talk to the other at specific points in a teaching sequence, e.g. to share experiences, generate ideas, reflect on what they have just learned;
 - retain pairs for a period of time, e.g. up to half a term, so that they establish routines, gain confidence and develop more extended turns.



Debates

Encourage children to stick to a point of view and to use language persuasively. Choose a topic where they need to look for new information and which allows for different points of view. Divide the class into groups to develop their arguments and reasons. They can either choose one person to present their ideas or organise the presentation between them. Share ideas for how to be persuasive in the presentations.

Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.

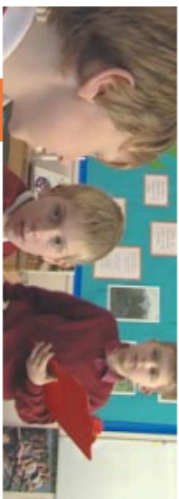
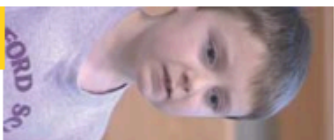


Glove puppets and shadow theatre

Puppets can be used by children to make and tell stories. Providing a tape recorder while children are rehearsing or developing the script helps them to go through an oral drafting process and understand how they develop and refine their story. Children can reflect on their use of language and voices. This technique can also be used to explain, instruct or inform.

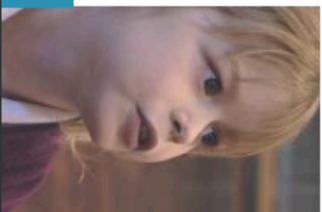
Photos and paintings

- Use photographs or paintings to encourage groups to construct a story or report. Help children to tell the story dramatically, using voices for characters and intonation for climax or atmosphere. Use photos in different subjects:
- geography – photopack of a particular place or environment;
 - design and technology – photographs of constructions to discuss how buildings are designed;
 - history – compare photographs with artists' impressions of events and objects.



Radio broadcast

To focus on how to sustain talk without the help of gestures, eye contact or help from listeners, ask pupils, in pairs or small groups, to make a radio broadcast. The topic should involve explaining and reasoning, or trying to persuade listeners. After playing back different examples, discuss what makes a good radio broadcast.



Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

Progression in Speaking and Listening in Key Stages 1 and 2

Speaking

- Can he/she:**
- convey simple information showing awareness of what the listener needs to know?
 - use words to sequence and sustain talk?
 - speak clearly and audibly to a large group?
 - vary voice and intonation with purpose?



When explaining to the group's guest, William the boy uses a range of intonation and voice to make his point. He uses a range of words to make his point, although some words in ordinary would help to emphasize key points. His teacher helps him explain a difficulty in understanding and asks him to clarify what he is trying to say so he is heard by the class.

- Can he/she:**
- take a long turn spontaneously?
 - give a clear account/explanation which is sustained and complete?
 - use presentation techniques such as visual aids, gestures?
 - use formal language appropriately?



When he is able to offer opinion and explain his own point of view, the children offer their own contributions using humor. Learning includes a number of language features and the other language features of explicit vocabulary. The children are encouraged to use their own language to explain their point of view. The children are encouraged to give evidence for their opinions.

- Can he/she:**
- organise and shape a talk, making connections between ideas and drawing on different points of view?
 - use standard English appropriately?
 - use persuasive techniques deliberately to influence the listener?
 - use spoken language imaginatively, engaging the attention and interest of the listener?



When she is able to offer opinion and explain her own point of view, the children offer their own contributions using humor. Learning includes a number of language features and the other language features of explicit vocabulary. The children are encouraged to use their own language to explain their point of view. The children are encouraged to give evidence for their opinions.

Listening

- Can he/she:**
- listen with sustained concentration to others in the class and to an adult speaking?
 - ask relevant questions, follow instructions and remember main points?
 - identify points of interest when listening to a story told or broadcast?



When listening with sustained concentration to the group discussion about covering a game, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details.

- Can he/she:**
- listen attentively in discussion by following up points, agreeing or disagreeing with other speakers?
 - use background knowledge about speakers to focus their listening purposefully?
 - identify in broadcasts some of the presentational features used in shaping and organising meanings?



When listening with sustained concentration to the group discussion about covering a game, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details.

- Can he/she:**
- identify the importance of some key differences between formal and informal spoken language?
 - analyse and evaluate how effectively speakers use language to argue and persuade?
 - sustain listening to different sources, making their own notes?



When listening with sustained concentration to the group discussion about covering a game, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details. When listening to a story, the children are able to identify the main points and details.

Group discussion

- Can he/she:**
- ask and answer relevant questions and suggest ideas to others?
 - take turns as a speaker and listener when working with others?
 - consider alternatives, agree what to do and report this to another group?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

- Can he/she:**
- use talk to plan and organise work in a group?
 - participate in group work where the tasks are both speculative and practical?
 - work in groups of different sizes, taking different roles?
 - sustain group work over time, organising group members and resources?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

- Can he/she:**
- plan and manage work in groups with minimum supervision?
 - understand and make use of a variety of ways to support, challenge and accept criticism?
 - negotiate and make decisions taking account of alternatives and consequences?
 - take different roles effectively, including leading the group?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

Drama

- Can he/she:**
- use improvisation and work in role to explore characters and situations?
 - present dramatisations to others in the class, based on work they have done?
 - talk about how some dramatic effects are achieved in live or recorded performances?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

- Can he/she:**
- improvise dialogue and events to interpret key ideas and issues?
 - perform plays to engage the interest of an audience in school?
 - compare and comment constructively on the success of different performances?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

- Can he/she:**
- sustain and reflect on how different techniques for working in role help to explore complex issues?
 - devise and perform a play for a specific audience?
 - evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences?



When working with others, the children are able to ask and answer relevant questions and suggest ideas to others. When working with others, the children are able to ask and answer relevant questions and suggest ideas to others.

What to do next: use the relevant questions as prompts when recording children's achievements.

Primary *National Strategy*

Speaking, Listening, Learning:
working with children in Key Stages 1 and 2

Progression

The poster sets out some criteria for assessing progress throughout the primary age range. Key questions are illustrated by examples of children's attainment taken from the accompanying video.

Use this poster to promote discussion about children's progress in the four strands of speaking and listening (speaking, listening, group discussion and drama).

Suggested activities

- Give teachers the relevant questions for their year group and ask them to observe two or three children in one week and then write a brief note about each one, answering the questions. The kind of note is illustrated in the lozenges on the poster.
- Follow this up with discussion in year groups to develop consensus around expectations appropriate to these children.
- Across the year group, consider whether the teacher notes suggest there is progression and whether curriculum plans could support the progress better.
- Are there opportunities for teachers to gain further understanding of progression by visiting each other's classrooms? For example, a Year 3 teacher observing Year 6 children or a Reception teacher observing a Year 2 class can gain insight into what can be achieved at the end of a key stage.
- Compare record-keeping on speaking and listening (see Handbook pages 33 and 34). Does the format and detail support the identification of progression? Are there gaps in the records?

These key questions are equally valid for children learning English as an additional language, although they may enter the system at different times and so develop spoken English at a different rate.

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Copies of this poster can be ordered by contacting DfES Publications and quoting ref DfES 0624-2003



9. Inspiring Teachers

Teachers plan lessons where they inspire and engage children. This may be by using interesting props to create awe and wonder or by the teacher coming to the lesson 'in role'. For example, a teacher may wear a costume and teach in a role as a historical figure or a scientist.

An inspirational teacher often embodies several key qualities:

1. **Passion for Teaching:** They show enthusiasm for their subject, making learning engaging and exciting.
2. **Empathy and Understanding:** They connect with students on a personal level, understanding their individual needs and challenges.
3. **Encouragement:** They foster a positive environment, encouraging students to take risks and embrace mistakes as part of the learning process.
4. **High Expectations:** They believe in their students' potential and set high, achievable expectations, motivating them to strive for excellence.
5. **Adaptability:** They tailor their teaching methods to accommodate different learning styles and adapt to various classroom dynamics.
6. **Inspiration through Stories:** They share personal experiences and stories that resonate with students, illustrating the impact of perseverance and hard work.
7. **Lifelong Learning:** They model a love for learning by continually seeking knowledge and improvement themselves.
8. **Supportive Community Builder:** They create a sense of belonging in the classroom, encouraging collaboration and respect among students.
9. **Critical Thinking and Creativity:** They promote critical thinking and creativity, encouraging students to explore ideas and develop their own perspectives.
10. **Mentorship:** They serve as mentors, guiding students beyond academics and into personal growth, helping them navigate challenges.

These qualities help create a nurturing and motivating environment that encourages students to reach their full potential.

Creating an inspirational teacher involves several key steps and qualities:

1. **Foster Passion:** Encourage teachers to explore and deepen their passion for their subject matter. Professional development opportunities, workshops, and collaboration with colleagues can ignite enthusiasm.
2. **Cultivate Empathy:** Train teachers to understand their students' backgrounds, emotions, and learning needs. Empathy can be developed through training, mentorship, and reflective practices.
3. **Encourage Creativity:** Provide freedom for teachers to innovate in their teaching methods. Allow them to experiment with new ideas, projects, and teaching styles.
4. **Promote High Expectations:** Support teachers in setting and communicating high expectations for all students. Provide tools and strategies to help them scaffold student learning effectively.

5. **Build Community:** Create a supportive school culture where teachers feel valued and connected. Facilitate team-building activities and opportunities for teachers to share their experiences.
6. **Model Lifelong Learning:** Encourage teachers to pursue their own learning and professional development. This can include attending conferences, participating in webinars, or pursuing further education.
7. **Provide Resources:** Ensure teachers have access to the necessary resources, materials, and technology to enhance their teaching and support student learning.
8. **Offer Mentorship and Support:** Pair less experienced teachers with mentors who can guide them, provide feedback, and share strategies for inspiration and engagement.
9. **Recognize and Celebrate Success:** Acknowledge and celebrate the achievements of teachers and students alike. Positive reinforcement can boost morale and motivation.
10. **Encourage Reflection:** Promote reflective practices where teachers regularly assess their teaching methods and their impact on students, allowing for continuous improvement.

By supporting and nurturing these aspects, schools can help develop teachers who inspire and motivate their students effectively.

10. Child led challenge and adaptive teaching

Clear adaptive teaching is shown within all areas of the curriculum; meeting the needs of individual children as well as providing opportunities to stretch the children's learning through critical thinking and real-life problems. Within maths, children have developed the skills to choose their own challenge based on their understanding and confidence within that area of learning. This means that there is challenge in every session for every child. Children are responsible for ensuring that their learning is stretched and that they are keen to complete the most challenging of work.

Child led challenge

As children's independent learning skills develop we find that child initiated learning provides opportunities for children to develop independence and responsibility and make the most of their own and others abilities.

We strive to raise standards of achievement by supporting our children to become more secure, motivated, confident, independent learners. Child-initiated independent learning helps our children achieve higher levels of this in all aspects of their school life, and we hope their home life too. It fosters our children's individual, creative and personal development.

In the Early Years...

1. Give each pupil access to ALL activities

Give every child access to all of the activities. Explain to the whole class what each activity involves and make sure that they understand before moving on.

2. Allow pupils to choose their starting activity.

Instead of teachers assigning work to groups, we allow the children to choose which activity they are going to start on. When children choose their starting point, they are assessing their own learning and levels of confidence.

3. Allow pupils to choose when to move on, or move back.

Let each child choose when to change activity whenever they want to. Why? Most importantly, when a child makes the decision to change activity, or not to change activity, they are constantly assessing their own learning. What's more, this completely frees you up to talk to children and spend almost the whole lesson assessing children's learning.

Suggested frameworks for starting children off with child-led challenges beyond the Early Years...

- 1. Give them a challenge or problem to solve** - Give the children a range of materials and objects in a bag, and then set a specific challenge e.g. Use anything in the bag to make a musical instrument or an open-ended challenge e.g. Use anything in the bag to be an historian and investigate the past

2. **Go on an observation walk** - Take the children on a walk outside and ask them what they notice. Encourage them to wonder What, Why and How e.g. In Geography, what do you notice about the buildings in our local area?
3. **Make the most of links between curriculum areas** - ensures a more holistic understanding, giving them the skills to deconstruct and reconstruct knowledge put before them e.g. making links in science and English by challenging advertising claims and slogans. What does it mean for a washing powder to wash 'whiter than white'? and to find their own slogans to challenge and plan an enquiry to test.
4. **Present them with a conflict** - Children are likely to have an opinion of their own which will give them a purpose to investigate and explore further. E.g. "My friend says that toothpicks are the best material for building a strong model bridge but I don't believe her"
5. **Make the most of awe and wonder moments** - e.g. In Art & Design, ask pupils to each share a picture/photograph that they find beautiful; put the pictures together in a slide show and share them. As children 'ooh' and 'aah' as the pictures progress. Invite them to write/record/present thoughts about beauty or wonder

Adaptive teaching - What do we mean by it?

Adaptive teaching has a broad meaning, as it includes any way in which you modify the content, presentation, environment or expectations of teaching for learning. It may be something which you have planned carefully, such as a specific activity, and it may also be something spur of the moment, based on a pupil's response to input. Adaptive teaching may be 'big' (e.g. using a Teaching Assistant (TA) to support a particular pupil) or 'small' (e.g. rephrasing a question to make it simpler). Adaptive teaching may be used to meet the needs of any pupil, including those with SEND but also including those who may be more able in a subject area. We expect all pupils to be able to achieve once we provide the means for them to do so; the use of effective adaptive teaching means that we can enable all pupils to access their learning.

Adaptive teaching strategies

Preparing additional or different work is only one way of adapting teaching and is often not the most appropriate or effective. Some adaptive teaching does of course require planning and preparation but much doesn't; knowing your pupils, an awareness of their needs and an understanding of how to adjust teaching in the moment, i.e. 'reflexive teaching', is just as effective. There are a range of ways to adapt, which could be employed whatever the need of an individual pupil, dependent upon what you are trying to achieve. None of these is set in stone and all should be approached and applied with flexibility and creativity. Types of adaptive teaching include:

Outcome: have adapted expectations of the output you want someone to achieve. This could refer to quality or quantity of work produced. Sometimes used as the 'default' position, this is not always very effective, but can be appropriate on occasion. Use with caution

Support: the expectations of output may be the same but you provide more support/adapted support for some people. This may be through adult support or the use of resources and displays. Consider in particular how you are using TAs – just putting a TA with a pupil with SEND is not going to meet their needs if the TA is not clear about what they need to do. We need to provide the optimum

level of support, which particularly means not too much; in other words, if a pupil has TA support, then the support should be focused on developing their learning and independence rather than task completion, and the TA should not sit with them all the time (unless there is a very clear reason for doing this). It is the teacher's responsibility to direct the TA, and the teacher should also ensure that they spend time teaching all pupils including, or especially, those with SEND

Task: sometimes it is appropriate to provide adapted tasks to suit different pupil's needs. This could include alternative prompts and these could be adapted in various ways, such as more use of visuals, less text, fewer questions etc; be careful of making some tasks easier or less challenging as there is a danger that this means lower expectations. If any scaffolds you prepare are accessible to all in the first place then you would have much less need to prepare anything additional for particular pupils. Be wary of pre-prepared worksheets as they may not actually meet the need you are trying to address

Resource/presentation: the task is the same, but resources are adapted or it is presented in an alternative way. This relates to 'support' above. For example, your pupils are doing a piece of extended writing and some pupils are able to do it using a laptop whereas others may hand write and use a spellchecker, and because of the use of these resources, you are expecting the same quality of work. Regarding presentation, this could mean for example some pupils listening to a poem being read on a tablet whereas others are reading it themselves, or it could be that material is enlarged or printed on coloured paper. It could also include teacher language, so that you simplify your language to make it more accessible whilst retaining the learning objective

Time: the task and expectations for outcomes are the same, but some people have longer to complete it, and/or the task is broken down into shorter 'chunks'. Increasing the time could apply to home learning, where you could offer alternative deadlines. Chunking of tasks is a very useful strategy for many pupils and could be used as a general rule rather than as an exception

Feedback: this is something that teachers tend to do automatically (offer personalised feedback to each pupil, both written and verbal) and so may not think of it as adaptive teaching but it is. Specific praise targeted at individual needs tends to be effective, focusing on the positives

Grouping: this is very common, but it is not enough on its own to make a positive difference to learning (research suggests in fact that ability grouping can have a negative impact on pupils with SEND), so it should be approached with caution. It is only helpful if the groupings and the teaching are appropriate to the learning and the pupils

11. Outdoor Learning

At Colham Manor, we have fantastic grounds and outdoor resources. Many of the children's sessions include outdoor learning. We try to use the outdoors across all areas of the curriculum. This might be measuring distances between bulbs as we plant them in the garden, using the outdoor stage for drama activities to inspire writing or going on a bug hunt as part of a biology lesson. Outdoor responsibilities for children include taking care of the school pond and the vegetable garden.

What is Outdoor Learning?

Outdoor learning is an educational approach that takes place outside the traditional classroom setting. It will involve hands-on exploration, observation and experiential projects or experiences, that are driven by the Early Years Foundation Stage Framework or National Curriculum. By using their senses within nature or community environments, children are more likely to internalise their learning experiences and be able to commit these to their long term memory.

The benefits of outdoor learning

Outdoor learning pack

A real-world context for learning

Learning in a real context can turn the abstract into concrete. It inspires curiosity and investigation which inspire enquiring minds and enables them to achieve.

Outdoor learning complements indoor learning

Recent studies show that the outdoors is a dynamic environment that stimulates creativity and enables learning to happen faster. Hands-on =minds-on!

Supports emotional and physical well-being

Fresh air and open space obviously promote physical activity but the impact of green spaces on mental health is just as important.

Impacts Positively on attitudes and self-esteem

Children feel free to be themselves outside of the constraints of the classroom. Those Who struggle to concentrate indoors often blossom outside, where their kinaesthetic learning needs can be addressed more fully.

Increases knowledge of and care for the natural environment

Regular direct contact with the natural world builds deep connections that last a lifetime. How can we expect people to care about something they don't know?

"The classroom of the future should not be limited to a classroom at all– an 'excellent' curriculum would go beyond the traditional boundaries and offer real-world learning experiences outdoors."

Taking Learning Outdoors – LTS 2007

What Outdoor Learning looks and feels like

Planning an outdoor lesson is done in the same way as inside the classroom. The beauty of teaching outdoors is that the children often do not perceive it as 'learning' and yet they learn some of their most valuable lessons there. The lack of walls means that they feel less inhibited – both physically and mentally – and it allows them to join up their thinking by applying it in a real-world context.

Setting expectations before going out will help the children to understand the purpose of what is going to happen. Letting them know how long the lesson will be will also allow them to relax into the pace of the outdoor learning session. This should be done by keeping positive and emphasising care through looking after themselves, each other and the natural environment.

As with all of our teaching and learning expectations, teachers should strive to keep it simple. Children find it hard to listen to someone talking for too long, especially outdoors. Have a clear mental plan of the session before you go out. Be sure to have a visual focal point (i.e. stand near or hold the thing you are talking about) and ensure you model or demonstrate as you would in the classroom.

The weather will affect children's ability to learn, so it is important that teachers try to stand facing the sun when talking to your group so they won't have to squint. It's also important to factor in that attention span decreases in windy, wet or cold weather, so adjust your expectations accordingly.

Ensure you include a plenary as you would with any lesson. By evaluating the learning outside we are allowing the children to share their actual learning experience and it will provide more valuable feedback because it is done in context

Some examples of how outdoor learning can happen across the curriculum

Mathematics

Topic	Concrete example	Abstract example
Measures	Measure and compare the height and circumference of trees. Use a measuring tape, metre stick, cubes or bead string.	Height Try to see the top of a tree whilst looking upside-down between your legs! When you can see the top, ask someone to measure the distance between you and the tree. Add your leg length for a good approximate height of the tree – it's just trigonometry really!
		Age/Girth You can age a tree by counting its rings of growth. But That's not very easy unless it has

		<p>been cut down! Fortunately, the approximate age of a tree can be estimated from the girth (circumference) of the trunk at 1.5m above the ground.</p> <p>Although each tree grows at a slightly different rate (just like us), on average the new growth on its girth is 2.5cm per year. Dividing the tree girth (in cm) by 2.5 = age in years. Can the children find a tree their age? Which is the oldest and fattest?</p>
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Other things to do with trees,leaves and seeds!

- Count the number of paces between one tree and another – how close do they grow to each other?
- Plot them onto a map or grid-squared paper.
- Compare the shape or area of leaves or seeds.
- Find the largest, tallest, furthest, widest...
- Count the number of edges on leaves of different species.

Record fat, old trees or ones with an interesting history! www.ancient-tree-hunt.org.uk

Record tree health and more www.opalexplornature.org/schools

English

The natural world is a wonderful source of inspiration for both written and spoken language.

Going on sound or adjective hunts, or simply playing word games or grouping words we see in our natural world help children to become more observant of the world around them

Poems like Haiku, Acrostic, Lyric or Shape.

Traditional stories, fairy tales, mythology & folklore are often set in the natural world and can be used to challenge popular misconceptions about the woods.

Encourage children to read books outside. Set up a storytelling or quiet reading space to enable this to happen.

“Jumpstart! Literacy–games and activities for 7–14 years” by PieCorbett Literacy Outdoors

www.creativestarning.co.uk/c/literacy-outdoors/ *“Recipe for aWoodland” is one of Joseph Cornell’s “Sharing Nature” activities which are available for free fromwww.sharingnature.com

Art, Music or Science

Art and science often overlap – in the real world as well as the curriculum. From beautiful scientific images of natural history to the artistic creativity and imagination required for scientific progress, the line has been blurred.

Woodland sounds

Wind rustling leaves, branches creaking, people walking, birds singing or moving in the undergrowth. What direction are the sounds coming from? How far away do they originate from? Vibrations created by sharply tapping on living and dead wood produce a variety of sounds. Do all tree species sound the same? How can you tell the difference between living and dead wood other than sound?

Shadow drawing

Observing the passing of time and the movement of the sun can be achieved together by putting a stick in the ground, marking the shadow and then returning after a short while to see how far the shadow has moved. Make it more artistic by attaching a piece of white card to the stick, carefully trace the shadow of a plant and then come back to redraw it when it has moved. Use charcoal or soft pencils to give the drawings a 'shadowy' effect.

Other ideas!

- Move like a minibeast – it may take more than one person to get the correct number of legs though...
- Make up a dance about a tree, a pigeon or some grass.
- Set up a woodland theatre: string up a tarpaulin between some trees for a roof and there you have your natural stage – just as Shakespeare would have done!

12. Following Children's Interests

We believe that when learning is centred around children's interests, they are most motivated to learn and succeed. While this is most evident in Early Years, aspects of child directed learning are continued through the school.

Why is it Important to Build on Children's Interests?

Building on children's interests helps pupils to feel valued as an individual - someone who is an expert in their own life experiences. What does this look like and what are the key features of practice which seeks to encourage, value, celebrate and build on the ideas and interests of young learners?

The Learning Environment

If adults and children are going to build a learning relationship around children's interests, the effectiveness of the learning environment will be the first key consideration. From the outset, if we want children to express their own ideas and interests effectively, then we will need to consider the amount of resources and the number of possibilities that are provided.



Resources which can be used in a variety of different ways will also be a key feature of an effective environment. These open-ended materials will allow children to have their own ideas, whatever they may be. Engaging in this process alongside young children will lead to valuable and rewarding teaching and learning moments. A good starting point is to consider each of your classroom areas in turn with your team.

- Does every resource earn its place on the shelf?
- Can the materials and resources be used in a variety of different ways?
- Are the resources stored effectively in order to encourage children to have their own ideas and then carry them out?

Consistency and Flexibility

Consistency within the environment is crucial; therefore, adopting a flexible approach will also be key. Topics or projects can be a great way of exploring ideas and concepts with the children in detail but, if the topic plan is too rigid, then other valuable learning opportunities can be missed. If a whole topic is planned at the beginning of a half term with set activities, then we might be missing vital opportunities to allow our observations to inform our planning.

- How flexible is your planning? Is it flexible enough to allow staff to respond to their observations of the pupils regularly.



Build Resilience

Teachers should create a culture of experimentation. Children need to realise that making mistakes is an essential part of learning. Reworking and revising allows students to cement their understanding. If a student tells you they 'can't' do something, correct them by stating, 'you can't do it yet.' This growth mindset approach is especially important in primary settings, so that young people feel more prepared for any challenges they may face in secondary school. This positive reinforcement also continually reminds your students that you care about each of them individually and that you're committed to their success.



Time

Too many stoppages during a session tends to interrupt the flow of children's ideas and will often result in lower levels of engagement. Within a well-planned learning environment, giving children uninterrupted time to follow their own ideas and interests will result in a much greater progression of ideas.

Enhancements

The learning process is a cycle of reflection, discussion and effectively planned responses- add enhancements in this way based on your observations and conversations. Adding enhancements to areas in the class will allow pupils to really show that they are building on their interests and fascinations.

Key questions to consider:

- Are enhancements firmly based on the adults' observations of children's interests and fascinations?
- Is the process of adding enhancements both sustainable for the adults and meaningful to the pupils?
- Is the assessment/planning process seen as a cycle of observation, interaction, reflection, planning and response?
- How are your ongoing observations used to inform future planning?

13. Keep Up Not Catch Up

The Keep Up Not Catch Up philosophy is central to Colham Manor’s vision for teaching and learning. It is rooted in the highest expectations of what children can achieve and leads to exceptional outcomes. Keep Up Not Catch Up is the relentless determination that no child will fall behind. Children are given every opportunity to ensure that they keep up with the curriculum and meet or exceed end of year expectations. This eradicates the necessity to catch up. This shared vision resonates from every classroom.

Why Keep Up Not Catch Up

e-act.org.uk/Keep_up_not_catch_up.pdf

A recent study by the Education Policy Institute, called ‘Closing the gap?’, illustrates very powerfully the compounding effect over time of underachievement for disadvantaged pupils. As fig.1 shows, the overall attainment gap more than doubles at each major point of transition for these children – from an attainment gap of 4.3 months on average by the end of Early Years, to around 9.5 months by Year 6, to over 19 months by age 16.

Although this illustrates the bigger picture and data informed information, for schools to have an impact, we need to address the reality **that progression is really an ‘in the moment’ issue, over a much smaller time frame, perhaps within a lesson, or across a series of lessons.**

Pupils fall behind when they don’t grasp a key idea or concept, or develop an important misunderstanding or misconception that goes unnoticed. A pupil who doesn’t really understand a crucial idea, or who doesn’t succeed in ‘automatising’ an important skill, is likely to find that ‘gap’ compounds throughout their school career – it becomes a barrier that gets in the way of any new learning that depends on it. Some authors have described this compounding effect of gaps in learning as ‘cumulative dysfluency’: “Gaps in pupils’ knowledge accumulate as they become layered on top of one another in a curriculum sequence. This accumulation of gaps, known as dysfluency, limits pupils’ ability to acquire the complex skills that depend on them, and may even prevent them entirely from gaining those skills.

As cognitive science has shown, pupils’ ability to make sense of new information depends very heavily on what they know already. This means that, for pupils who have gaps in their knowledge and understanding, they are less able to learn new knowledge and in turn fall further behind. For pupils without those gaps, existing knowledge can be turned into new knowledge more readily. This

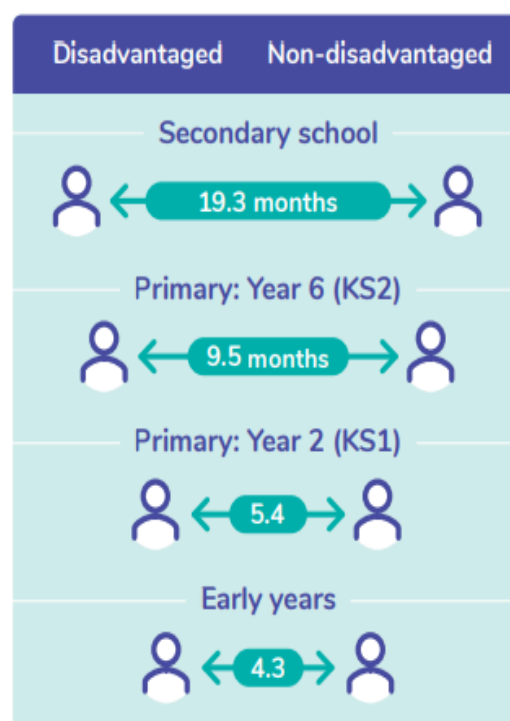


Fig 1 : Attainment gaps over time – disadvantaged and non-disadvantaged pupils (2017)

pattern, commonly referred to as 'The Matthew Effect', is a particular barrier for many disadvantaged pupils – especially for pupils who have fallen behind at an early stage in their school careers.

What does Keep Up Not Catch Up look like in our school

Recent research by Ofsted highlights the importance of a more effective balance between pupils keeping up with their learning and catching up later on: “Teachers and leaders should try to strike a balance between approaches that enable pupils to keep up with their peers and reactive approaches that identify, help and support pupils after they have fallen behind. These reactive approaches are more likely to rely on assessment, diagnoses and interventions.”

When pupils 'keep up', they are being helped to learn what they need to learn, when they need to learn it – focusing on building their 'cumulative fluency', lesson in, lesson out and week in, week out. It is important to remember that progression is an 'in the moment' issue – it is not a macro-level concern, or secured over the longer-term. It is a step-by-step process, involving mastery of small building blocks, carefully layered one upon another.

“Embedding a 'keep up' approach will involve thinking deeply about curriculum, teaching and assessment and, crucially, considering how best to align them to greatest effect.”

A 'keep up' approach will also benefit pupils' behaviour, self-esteem, confidence and engagement in learning. Research has shown a positive link between success in learning and pupils' motivation. If more pupils are helped to feel good about themselves as learners, to achieve success and to feel included, then that in itself is worth striving for.

Ofsted's report also noted: “The importance of practitioners, including teaching assistants, class teachers and SENCos, having strong subject knowledge so they can understand how best to develop and teach the curriculum to support pupils with SEND.” Embracing a fully-inclusive model, with keep up at its heart, requires an all embracing strategy that includes thinking deeply about how best to develop staff at all levels.

How we support Pupils to Keep Up Not Catch Up

High Expectations: Set clear and high expectations for all children, ensuring they understand the importance of consistent engagement.

Early Intervention: Identify struggling children quickly and provide immediate support to address their needs before they fall behind. This information should be annotated on planning and used to inform your planning for the next lesson.

Focused Feedback: Provide timely and constructive feedback to help children understand their progress and areas for improvement, in line with our marking and feedback policy.

Quality First Teaching: Emphasise high-quality, inclusive teaching that meets the diverse needs of all learners within the classroom.

Regular Assessment: Use formative assessments to gauge understanding frequently using tools such as PiXL therapies, PLCs, mini quizzes, assessment wheels and so on, allowing for adjustments in teaching strategies as needed.

Collaborative Learning: Encourage collaboration among pupils, promoting peer support and learning opportunities that keep everyone engaged.

Clear Learning Intentions: Clearly articulate learning goals so that pupils know what they are working towards, which helps maintain focus.

Engaging Curriculum: Develop a curriculum that is engaging and relevant, making it easier for children to stay interested and motivated.

Supportive Environment: Create a classroom environment where mistakes are viewed as part of the learning process, encouraging pupils to take risks.

Empowering Students: Involve children in their learning by encouraging them to take ownership of their progress and set personal goals.