



Rushmere Hall Primary School

Teaching and Learning Handbook

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Eko Trust 5 Key Principles of Pedagogy

Principle 1 – People can only consciously attend to a handful of stimuli at a time

If teachers do not explicitly draw pupils' attention to what is to be learned, there is a risk they will be distracted by something else.

Strategies we use at Rushmere Hall to support this principle:

- Meyer's Principles of Effective Use of Media:
 - Images + Words Is Best
 - Tell Me Where To Look (including slow reveal, drawing diagrams from scratch, prioritising the use of the visualiser over powerpoints)
 - Keep it Close
 - Keep it Simple
 - Don't Read Out The Slide To Me
- TLAC (Teach Like a Champion)
 - Radar/Be Seen Looking
 - Least Invasive Intervention
- How I Wish I'd Taught Maths
 - Silent Modelling
- Classroom design
 - Neutral colours used to reduce cognitive load in the classrooms.

Principle 2 – Working memory is limited

If teachers ask their students to work with too many ideas at once, their working memory will be overloaded as processing in working memory is necessary, but not sufficient, for long-term storage. This severely restricts students' ability to comprehend these ideas or to learn from the experience.

Strategies we use to at Rushmere Hall to support this principle:

- Resources to act as working memory:
 - teacher models, both on display and individual copies
 - guided practice
 - word mats
 - word banks
 - sound buttons
 - multiplication grids, etc
- Meyer's Principles of Effective Use of Media
 - Keep it Close

- TLAC
 - Standardise the Format
- Precise, clear and well-rehearsed teacher explanations.
- Fluency practice to make key skills automatic - flashcards in Read Write Inc and Times Tables, for example

Principle 3a – Memory is the residue of thought

While processing in working memory is essential for remembering (Principle 2), this kind of processing – deep and meaningful – is equally important. Thinking about meaning and connecting new concepts to existing information helps get material into memory better than thinking about other aspects of the content.

Note - it is important that our lessons are designed so that pupils think hard about the **right things**, about the knowledge and skills laid out in the lesson plans.

Strategies we use at Rushmere Hall to support this principle:

- TLAC (all strategies which support increasing pupil ‘**participation ratio**’)
 - Everybody Writes (MWB are very useful for this)
 - Turn and Talk
 - Wait Time
 - Cold Call (but do not Cold Call until the children have had a chance to rehearse their answer, either through Everybody Writes, Turn and Talk or Wait Time)
- RWI
 - Talk To Your Partner (TTYP)
 - Whole Class Choral Response (WCCR)
 - Jump In
- White boards (linked to Everybody Writes)
- Planning activities which require pupils to think hard, for example:
 - Examples and non-examples
 - Spot the mistake / Which is correct?
 - True or false?
 - What comes next?
 - Fill the gap
 - Do, then explain
 - Make up an example / Write more statements / Create a question / Another and another
 - Possible answers / Other possibilities
 - What do you notice?
 - Continue the pattern
 - Missing numbers / Missing symbols / Missing information/Connected calculations

- Working backwards / Use the inverse / Undoing / Unpicking
- Hard and easy questions
- What else do you know? / Use a fact
- Convince me / Prove it / Generalising / Explain thinking
- Make an estimate / Size of an answer
- Always, sometimes, never
- Making links / Application
- Can you find?
- What's the same, what's different?
- Odd one out
- Complete the pattern / Continue the pattern
- Another and another
- Ordering
- Testing conditions
- Visualising

Principle 3b – Identify and address student misconceptions

If students maintain or develop misconceptions of which teachers are unaware, they will struggle with key aspects of future topics.

Strategies we use at Rushmere Hall to support this principle:

- Precise and carefully sequenced knowledge progression for each subject, used to write medium and short term plans.
- Misconception threads identified, carefully planned and scripted from misconception origin.
- Pre-requisite checks of knowledge, via whiteboard work or pop quizzing, before introducing new learning
- Moving through the Concrete - Pictorial - Abstract cycle
- Deliberately modelling mistakes and teacher thinking out loud.
- Examples and non-examples
- Choosing the best solution / version
- In live marking: hunting, not fishing
- TLAC
 - Show Call
 - Name the Steps
 - Name the Lap
 - Everybody Writes
 - Turn and Talk
 - Plan for Error

Principle 4 – Prior knowledge determines what students can learn

Pupils can only make sense of new information, appreciate its meaning and commit it to memory, on the basis of, and by connecting it with, what they already know.

Strategies we use to at Rushmere Hall to support this principle:

- Previous learning detailed at the beginning of medium term plans to ensure teachers know what knowledge has come before. This may include knowledge taught in other parts of the curriculum.
- Pop quizzing at the beginning of lessons to reactivate prior knowledge
- Pre-requisite checks at the beginning of lessons and new topics
- Rewinds in maths to revisit prior learning
- Precise sequencing of knowledge in all curriculum areas to ensure that new learning builds on prior knowledge and **signposting this to children**
- Cross curricular links planned into the curriculum i.e. the water cycle is taught in Year 4 Science, then revisited as part of Year 5 Geography and **signposting this to children**
- Selections of reading material used in literacy is progressive on a common thread. e.g Black History, enabling children to build on knowledge and understanding gained from a previous text.

Principle 5a – Ensure that learning sticks through practice and retrieval

Strategies we use to at Rushmere Hall to support this principle:

- Guided practice before independent practice
- Pop quizzes at the beginning of lessons
- Frequent mini whiteboard quizzing

Principle 5b – Help students organise their knowledge

- Have pupils gained fluency in the knowledge you want them to organise and categorise? (How do you know?)
- How will organising the knowledge help deepen pupils' understanding of the topic/subject?
- Have you identified/planned the links/categories and why they are meaningful?

- Does the activity help pupils think about the links/identify the links for themselves/understand what they are and why they matter?
- Explicitly signposting connections between current learning and prior learning and how they are connected.
- Logical curriculum design with well considered sequencing which ensures the children are able to make links and broaden their schema.
- Medium term plan which explicitly identifies the links / connections to that specific subject as well as others.

Classroom Culture: Systems and Routines, High Behavioural Expectations, Building Trust

Remember that all systems, routines and behaviours must be modelled and practised to fluency. This will make your classroom run smoothly and allow you to spend as much time as possible on our core function: teaching and learning. Many of these routines are from, or inspired by, those detailed in TLAC.

- *Threshold* - greet children at the door of your classroom in the morning and after playtimes and lunchtime also when moving between classes for streamed lessons.
- *Strong Start*. A strong start to a lesson is achieved by:
 - Tight routines for dealing with coats, bags, lunch boxes, water bottles, reading books
 - Seating plans - children know exactly where they sit
 - Chairs out
 - Exercise books and paper resources out on desks, or
 - Tight, quick routines for handing out books and resources (including *how* to carry books and in what order to give them out)
 - Stationery available
 - Work to get on with immediately
- *Work the Clock* - measure time - your greatest resources as a teacher - intentionally. Show timers and tell children how much time they have to complete tasks. Use specific and odd times so it is clear that time is precise. Using a timer under the visualiser avoids the need to move between screens.
- *Every Minute Matters* - show pupils respect by using every minute productively
- *Brighten the Lines* - make transitions very clear by having a tight way to stop the class. There is no school stipulation of what this should be, but it should be quick and efficient.

- 1, 2, 3 - move children non-verbally by showing 1 (stand up) 2 (tuck your chairs under) 3 (move to line up, carpet etc)
- *Visible Compliance* - ask pupils to SHOW you compliance. E.g. say: *Show me your green pens* rather than *Have you got your green pens?*
- *Front Load Means of Participation* - tell the children HOW you want them to perform a task before you tell them what the task is: "Silently and independently, write the first five numbers down."
- *Lining Up* - line up routines are rehearsed to automaticity
- *Water* - children can drink water if they need to during the lesson, but water bottles should be kept by the sink. Children should be taught when an appropriate time to drink water is.
- *Toilet* - children can go to the toilet during lessons if they need to. Children should be taught when an appropriate time to ask is.
- *My Turn, Your Turn* - teach routines for this: only speak when it is your turn! Everyone joins in.
- *Talk to Your Partner* - teach routines for this: turn immediately, look your partner in the eye, take it in turns to talk, listen carefully
- *Live Marking: Hunting, not Fishing* - live marking has many advantages, one of which is the ability to hold pupils attention and encourage participation. Rather than saying: *I need you to work faster!* you can say *I'm coming with my red pen to look at your work, I'm hunting for great adjectives!*
- *Precise Praise* - be precise with praise: *I love the way you bent your knees a little before you jumped to catch the ball. This helps teach other pupils what a good one looks like.*
- *Positive Framing* -
- *Show Call* - show

Strategies for Teacher Presence

- *Radar / Be Seen Looking* - prevent nonproductive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking. Find your radar position and go to it often.
- *Stand up, Sit Up* - stand up to teach or sit on a high stool. Stand or sit in your radar position.
- *Least Invasive Intervention* - Maximise teaching time and minimise disruption by using the subtlest and least invasive tactic possible to correct off-task students.
- *Front Load Means of Participation* - tell the children HOW you want them to perform a task before you tell them what the task is: "Silently and independently, write the first five numbers down."
- *Shades of light and dark in your voice* - use your voice to manage the class. Whispering, strong voice, speaking quickly or slowly can all engage and communicate. **At Rushmere Hall we do not shout at our pupils.**

Lesson Structures

Our lessons broadly follow the I Do, We Do, You Do structure, however we do not call it this at Rushmere Hall. Here is the purpose of each of these sections:

I Do - Teacher Modelling

- During the 'I do' phase of the lesson, teachers tell pupils what they need to know and show them how to do what they need to do.
- Teachers, therefore, are at this stage, involved in informing, explaining, modelling and providing examples.
- Students should have their pens down in this beginning stage, so they can concentrate on what is being taught.

We Do - Guided Practice

- Teachers model new skills, carefully scaffolding new learning
- Teachers check for understanding and build high participation ratio through Partner Talk, Cold Call, Everybody Writes

You Do - Independent Practice

- Pupils will independently practice the new skills and knowledge
- The teacher will move around the room, live marking and supporting individual pupils. The teacher may bring the class back together to reteach or reframe learning.
- Adaptations are in place during the part of the lessons, so that all pupils can work independently and successfully.
- Children are reminded of the BRAIN, BOARD, BOOK, BUDDY, BOSS approach for when they need help.

Glossary

Strategies from Meyer's Principles of Effective Use of Media (renamed for Rushmere Hall):

Images + Words Is Best - if using a powerpoint to share images with your pupils, do not also put text on the slide. It is much better to verbally narrate the images.

Tell Me Where To Look - keep visual resources very simple so that pupils' attention is not taken away by extraneous information. When teaching a new concept, it is best to draw diagrams from scratch so that you can tell pupils which part to focus on. Using the slow reveal function on Smart Board or slowly revealing information under the visualizer allows pupils to look only at the part that matters.

Keep it Close - copying from the board puts a lot of unnecessary pressure on working memory and the physical distance - and the act of looking up and down - results in mistakes being made. Similarly, be careful that pupils do not stick a sheet of information on one side of their book and then have to turn to keep referring back to it.

Keep it Simple - remove visual and aural 'fluff' when presenting to children. This includes giving the simplest verbal explanations. This allows children to focus on what really matters.

Don't Read Out The Slide To Me - If there is text on a slide, do not read it out to pupils. Worse is paraphrasing what is written. If you NEED text on the slide, let children read it themselves first.

Strategies from Teach Like a Champion

- *Threshold* - greet children at the door of your classroom in the morning and after playtimes and lunchtime
- *Strong Start* - A strong start to a lesson is achieved by:
 - Tight routines for dealing with coats, bags, lunch boxes, water bottles, reading books
 - Seating plans - children know exactly where they sit
 - Chairs out
 - Exercise books and paper resources out on desks, or
 - Tight, quick routines for handing out books and resources (including *how* to carry books and in what order to give them out)
 - Stationery available
 - Work to get on with immediately
- *Work the Clock* - measure time - your greatest resources as a teacher - intentionally. Show timers and tell children how much time they have to

complete tasks. Use specific and odd times so it is clear that time is precise. Using a timer under the visualiser avoids the need to move between screens.

- *Every Minute Matters* - show pupils respect by using every minute productively
- *Brighten the Lines* - make transitions very clear by having a tight way to stop the class. There is no school stipulation of what this should be, but it should be quick and efficient.
- *Wait Time* - Give pupils time to think about the answer to your question.
- *Plan for Error* - Increase the likelihood that you'll recognise and respond to errors by planning for common mistakes in advance
- *Circulate* - move strategically around the room during all parts of the lesson
- *Front Load Means of Participation* - Say how you would like an instruction followed before you give the instruction
- *Make Compliance Visible* - don't ask children if they are ready, ask them to show you!
- *Standardise the Format* - keep formats consistent across the school, to support cognitive load and to reduce the need to re-explain daily routines from class to class.
- *Radar / Be Seen Looking* - prevent nonproductive behaviour by developing your ability to see it when it happens and by subtly reminding students that you are looking. Find your radar position and go to it often.
- *Stand up, Sit Up* - stand up to teach or sit on a high stool. Stand or sit in your radar position.
- *Least Invasive Intervention* - Maximise teaching time and minimise disruption by using the subtlest and least invasive tactic possible to correct off-task students.

Strategies from *How I Wish I'd Taught Maths* by Craig Barton

- *Silent Modelling* - when modelling a method for the first time, it is powerful to do this silently, so children are completely focussed on what you are doing, rather than what you are saying.

Strategies from Ruth Miskin's Read Write Inc.

- *My Turn, Your Turn (MTYT)* - a strategy for modelling new vocabulary or sentences
- *Whole Class Choral Response (WCCR)* - asking for every child to respond at once
- *Talk To Your Partner (TTYP)* - partner talk routine

Pedagogy You Will See in the Early Years

Continuous Provision

There are two sessions of Continuous Provision each day in Reception. During this time, children are learning through play, through activities that are highly planned to target the children's developmental needs. The children's play is uninterrupted allowing them to guide their own learning. During this time, the children have snack and a story to ensure supervision during snack time.

The role of the adult during this session is to watch out for high engagement and low attainment and to ensure that children are taking part in high quality, challenging activities.

Everything in the curriculum is with foundational skills in mind. Fine motor skills, communication and language, social and emotional. Not moving on to Getting basics in place first - all the skills that underpin

Creative table - hold punches, treasury tags, split pins, what's the pre skill they need in order to do this?

Progression in language for playdough

Target sheet - spotlight children - focussing on foundational skills before moving on. SHow target sheet

If skills still not developing at around Easter - additional one to one put in place

During this time you will see adults modelling language and encouraging interactions which extend children's understanding. For example, a child playing in the construction area may have their learning extended by an adult briefly observing, then joining the child in their task, modelling language and commenting, starting a conversation with as many exchanges as possible, encouraging investigation and reflection through 'I wonder...' questions. We try hard not to ask too many questions; rather, we follow the children's interests and comment and model narrating play.

You may hear adults saying:

- I think you are...
- I wonder...
- I can see you filled that up to the top and then it overflowed....

- Commenting: "My hands are getting colder in the water..."
- I wonder if, I wonder why
- Imagining - perhaps, I can imagine
- Connection - do you remember when, it's just like when we
- Thinking aloud - I'm going to try
- Talking about feelings - I think Teddy's upset because he's missing his mummy too
- Reflecting back - I think you've chosen the best bricks for this task because
- Posing problems - maybe there's a way to remember who's had a turn?
- Explaining / informing / modelling - if you turn the saw like this, you'll be able to cut right through

During the Continuous Provision, we use our deep knowledge of the child's needs to tailor our interactions with them. For example, a child engaging in the construction area may need an interaction that promotes their social development; another may need an interaction which encourages their one-to-one correspondence in counting.

During the Continuous Provision, the following areas are always available: maths, book corner, creative, writing, construction (large and small), playdough, home corner, water and sand activities.

There are always ample opportunities for the development of fine and gross motor skills.

The outdoor areas are open whenever possible. We aim to have the outside open to the children unless the weather really is too extreme.

The classroom has been designed so that during the Continuous Provision, children are able to select their own activities and equipment from clearly labelled, open shelves and containers.

Busy Time

Busy time begins with a whole class teaching session for either Maths or English.

There are two Busy Times each day: one for English, one for Maths.

Children rotate around a carousel of activities throughout the week. Each day, they will work at a different task. Every week the teacher and the member of support staff will work with each group once. This means that 2 out of the 5 Busy Times are focussed adult teaching. The other three activities are developing independence, consolidating previous skills taught and practising fine motor skills.

Children are taught to stay focussed on their independent task for the duration of Busy Time.

Activities and equipment used in Busy Time are then available throughout the week for children to continue exploring during the continuous provision.