

Springwood Federation

Principles of Teaching and Learning



Together we learn, Together we grow

**ADAPTIVE
DELIVERY**

**CLEAR END
POINT**

**METACOGNITION
FOR INDEPENDENCE**

**CHUNKING
INFORMATION**

**CONCRETE
RESOURCES**

MODELLING

GROUPING

**CRAFTED
QUESTIONING**

**SCAFFOLDING/
SUPPORT**

**REHEARSAL
OPPORTUNITIES**

**WHAT DOES GOOD
TEACHING AND LEARNING
LOOK LIKE AT SPRINGWOOD
FEDERATION?**

**MULTISENSORY
APPROACH**

**DIFFERENTIATED
INSTRUCTION**

**KNOWING
LEARNING ROUTE**

**REPETITION AND
DELIBERATE
PRACTICE**

**SEQUENTIAL
LEARNING**

**ONGOING,
RESPONSIVE
FEEDBACK**

**PRE-TEACHING
VOCABULARY**

**REFLECTING BACK
CORRECT SPEECH**

**REPETITIVE
INSTRUCTIONAL
PHRASES**

Principles of Teaching and Learning



LESSON STRUCTURE

- Do now
- New learning
- Talk task
- Develop learning
- Independent task
- Plenary
- Daily Maths meetings

RETRIEVAL

EYFS - Carefully planned retrieval questions and warm up activities

KS1/KS2 - Do now questions build on previously taught knowledge

ASSESSMENT

EYFS - Assessment through questioning, interactions and objective led planning

KS1/KS2 - AFL used in the lesson for readiness of independent task.
Summative assessments at the end of units
Pen portraits used

MATHS WHAT DOES IT LOOK LIKE?

ENVIRONMENT

EYFS - Well resourced Maths area that will engage children. Opportunities to embed content independently inside and outside. CPA approach with main focus on concrete before moving to pictorial and then abstract.

KS1/KS2 - Maths resources available on all tables, high quality scaffolds and opportunities to embed new learning independently. Concrete, pictorial and abstract in environment.

PLANNING

EYFS - Immersion in Unit narrative, unit tutorials and CPD videos. Look at pre unit assessment questions. Read through slides, planning guides and resources in preparation.

KS1/ KS2 - Immersion in Unit narrative, unit tutorials and CPD videos. Plan pre and post unit diagnostic quizzes prior to unit. Read through slides, planning guides and resources in preparation.

WORKING WALLS

EYFS - Vocabulary on displays, examples of children's work, Maths challenge and numbers multi-representation.

KS1/ KS2 - Vocabulary, modelling, worked examples and part worked examples, retrieval and multi-representation.

PEDAGOGY

EYFS/KS1/KS2- High quality text drivers that deal with key themes and has high quality vocabulary. Lots of exposure to the text. Lots of reading and speaking and listening opportunities within the journey. Modelling, shared writes, dictation and independent writes. Drama, drawing and oral composition. Vocabulary, grammar and punctuation teaching.

LESSON STRUCTURE

KS1/KS2

- Hook/ Text driver
- Retrieval task
- Link lesson to the final outcome. Today we are... so that we can...
- Modelling
- Discussion
- Assessment
- Task
- Editing

MODELLING

EYFS/ KS1/ KS2 - 'I do, we do, you do' Model the process- finding tricky words to spell and how to segment words. WAGOLLS What are the key features of the outcome? What does this look like? What is the purpose? WAGOLLS provided must be different to the outcome the children will write

WRITING WHAT DOES IT LOOK LIKE?

ENVIRONMENT

EYFS- Mark making tools, clipboards, paper, writing opportunities in all areas.

KS1/KS2 - Resources: phonics mats, letter formation, reminders e.g. finger spaces, capital letters, punctuation, dictionaries and thesauruses, Have A go sheets, checklists, WAGOLLS, vocabulary and scaffolds such as sentence stems.

PLANNING

EYFS/ KS1/ KS2 - 2 week cycle: Stimulate and generate, capture, sift and sort, create, refine and evaluate. Key vocabulary and definitions, key concepts and skills, WAGOLL for adults in each section to know expectations Work backwards- What is the final outcome? What do I need to know to do that? Starting points. Pen portraits inform planning/assessment

WORKING WALLS

EYFS/ KS1/ KS2 Audience, purpose and form. Vocabulary, working process, WAGOLL (once shared write and dictation is completed) Phonics- Essential letters and sounds resources SPAG - Previously taught spellings and grammatical terms

PEDAGOGY

EYFS- High quality texts focus on rich language in the environment. Pedagogy linked to phonics. Frequent story time, rhyming games and listening for sounds.

KS1

Daily phonics/reading with eyes on text. Applying phonics and spelling patterns. Rich vocabulary diet.

Building fluency through modelling. Comprehension strategies built in.

LESSON STRUCTURE

KS1/KS2

- Retrieval task
- Vocabulary focus
- Fluency focus (eyes on text)
- Independent task

Time for independent reading.

MODELLING

EYFS/ KS1/ KS2 - 'I do, we do, you do' Model how to segment words and blending.

Individual strategies as well as whole class to improve tone, intonation, fluency and speed.

READING WHAT DOES IT LOOK LIKE?

ENVIRONMENT

EYFS- Reading opportunities in the environment

KS1/KS2 - Resources: phonics mats, phonics cards

Access to library once a week.

Reading band book matched to ability changed every fortnight. (minimum)
High quality vocabulary on display

PLANNING

EYFS/ KS1/ KS2 - Vocabulary focus, learning objective, retrieval based on gaps, focus children, what are adults doing in the session?, fluency focus and independent scaffolded task.

WORKING WALLS

EYFS/ KS1/ KS2

Vocabulary, working process, WAGOLL

Phonics- Essential letters and sounds resources

SPAG - Previously taught spellings and grammatical terms

A range of comprehension questions or tasks.

LESSON STRUCTURE

KS1/KS2-

Retrieval task

Introduce key vocabulary

Introduce key questions

Modelling

Learning Safety discussions

Hinge question

Peel away/ split inputs

Whole class or small group

experiments

Independent task

MODELLING

KS1/ KS2 - fair test, cause and effect, control variables, trial and error, children understanding subject specific vocabulary, prediction and conclusion, clear examples and adaptations and safety models.

PEDAGOGY

EYFS - Understanding the world (the natural world), exploring, asking questions and problem solving

KS1/ KS2 - Purposeful, real-life experiences and opportunities, questioning, word mats to support vocabulary and cross curricular links.

SCIENCE WHAT DOES IT LOOK LIKE?

ENVIRONMENT

EYFS - Well resourced areas that will engage children. Opportunities to embed content independently inside and outside.

KS1/KS2 -

Exciting resources

Ipads

Hands on experiences

Collaborative working

Outside areas

PLANNING

KS1/ KS2 - Prior learning, key questions, disciplinary and substantive knowledge, key vocabulary, clear structure, safety cards, HIAS planning model for experiments and stretch and challenge opportunities. Retrieval opportunities and end of unit assessments. Pre and post teaching opportunities

WORKING WALLS

EYFS- Learning journey displayed in each room and then moved into floor book.

KS1- Widget key vocabulary. Explore and assess with children. Build a learning journey for the subjects on display.

LESSON STRUCTURE

EYFS/KS1/KS2

Retrieval questions
Modelling
Hinge question
Learning recorded books
and floor books (if needed)

Group and independent
learning opportunities

RETRIEVAL

EYFS -Carefully planned
retrieval questions and
warm up activities

KS1/KS2 -Formats shared
by subject leader.
Previously taught units
from this year and previous
years.
Use a variety of question
types

ASSESSMENT

EYFS - Assessment through
questioning, interactions
and objective led planning

KS1/KS2 - Starting points
considered and planned
for.

AFL used between and
within lessons.

Hinge questions assess
readiness for independent
tasks.

Foundation tracker
updated at end of unit.

WIDER CURRICULUM WHAT DOES IT LOOK LIKE?

ENVIRONMENT

EYFS- Early Years learning
journey shows learning in
all areas which then goes
into floor books/tapestry.

KS1/KS2- Resources (HIAS),
subject specific resources,
SLS books, writing/
vocabulary support,
technology and outside
learning opportunities.
Use of technology (I pads)

PLANNING

EYFS- Learning through
environment and
continuous/ enhanced
provision

KS1/KS2- Agreed LO/Steps
from subject leader.
Planning to show: key
vocabulary, resources,
safety, substantive and
disciplinary knowledge,
learning journey, subject
knowledge and task
variation and assessment.
Outcome to be considered.
Hinge questions used to
assess readiness.

MODELLING

EYFS/ KS1/ KS2- ' I do, we
do, you do'

Effective use of imparting
knowledge and skills that
the children need to be
successful. Assess
readiness for independent
task. Those that are unable
will require further
modelling or support.
Adaptative teaching.

No lost learning time: Planning

Learning Objectives: Are the learning objectives and success criteria for the lesson clear, specific, and measurable? Do they directly relate to the curriculum goals?

Prior Knowledge: Does the lesson plan explicitly build on students' prior knowledge? Have you included a quick activity to check for understanding of prerequisite concepts?

Pace and Sequencing: Is the lesson logically sequenced with a clear beginning, middle, and end? Have you estimated realistic timings for each activity to prevent rushing or dead time?

Differentiation: Have you planned for differentiation to meet the needs of all learners (e.g., support for struggling students, challenge for high-achievers)?

Student Participation: Are there multiple opportunities for students to actively participate rather than passively listen? Have you planned for varied activities (e.g., think-pair-share, group work, practical tasks)?

Checks for Understanding: Are there built-in, frequent checks for understanding throughout the lesson? How will you know if students are grasping the concepts before moving on?

Resources: Are all necessary resources (e.g., handouts, equipment, technology) prepared and easily accessible? Have you considered how to distribute and collect them? How is your adult being used?

Formative Assessment: Are there planned formative assessment opportunities to provide immediate, actionable feedback to students?

Feedback Loop: How will you use the information from your checks for understanding and formative assessments to adjust the lesson in real-time if needed?

Independent Practice: Is there a clear task for students to apply their new knowledge and skills independently? Is the task challenging but achievable?

No lost learning time: Active Learning

- Pace and Engagement:** Is the lesson's pace designed for active engagement, not passive listening? Have you planned a mix of activities to maintain student interest and energy levels?
- Student Interaction:** Does the plan include specific opportunities for student-to-student interaction? For example, think-pair-share, group discussions, or collaborative problem-solving.
- Questioning Techniques:** Are open-ended, probing questions included to encourage deeper thinking rather than simple recall? How will you ensure that questioning is distributed among all students?
- Hands-on Activities:** Are there opportunities for students to manipulate objects, create, or experiment? Have you considered how to incorporate practical tasks or simulations?
- Student Choice:** Does the lesson offer students any choice in how they demonstrate their understanding? Providing options can increase ownership and motivation.
- Immediate Application:** Is there a clear task for students to apply new knowledge or skills immediately after instruction? This helps solidify learning and prevents information from being forgotten.
- Teacher Input & Passive Listening:** Is the length of any single teacher-led input section right to avoid passive listening? Have you broken down longer explanations into smaller, manageable chunks?
- Demonstrating Readiness:** During the 'we do' stage, is there a planned moment for students to demonstrate their readiness to move to independent work? For example, a quick mini-whiteboard check, plickers or hinge question?
- Split Inputs:** Are there opportunities to use split inputs in the lesson? This involves delivering information in two separate, short bursts (e.g., a 5-minute input, a 5-minute activity, then another 5-minute input) to improve knowledge retention and maintain engagement.

Is it right for everyone? AFL

Planning and preparation

- Foundational Instruction:** Is the initial teaching input planned to be of high quality (e.g., clear modelling, broken into small steps, addressing misconceptions) to ensure students have the prerequisite knowledge and reduce the complexity of the feedback needed later?
- Prior Knowledge as Starting Point:** Is a focused, low-stakes activity planned at the start of the lesson to accurately assess prior knowledge, ensuring the teaching starts at the correct point for everyone?
- Clear Learning Goals (for Everyone):** Are the learning objectives and success criteria explicitly clear and visible for every student, including those who need differentiated support (e.g., SEN, EAL)?
- Visible Progress Criteria:** Is the standard for high-quality work (the 'what makes a good one') modelled and displayed using varied examples (visual, verbal, written) to reach all learners?
- Equitable Questioning Technique:** Is a technique (like Hinge questions, questioning grids, or cold calling) planned to ensure all students are accountable for answering, not just the confident few?
- Inclusive Feedback Task:** Is the planned feedback task (e.g., blue pen task, refinement task) differentiated or designed so that every student knows exactly what to do next to improve their work?

Is it right for everyone? AFL

Actions during the lesson

Monitoring and Scanning: During independent work, is the teacher actively moving around the room to monitor and check the work of a representative sample of all ability groups?

Non-Verbal Checks: Are quick, non-verbal AFL strategies (e.g., mini-whiteboards, voting cards, thumbs-up) used frequently to get a rapid data point from 100% of the class?

Teaching Input Decision: Is the AFL gathered used to make an immediate decision to add to, adapt, or shorten the next planned teaching input, ensuring the instruction precisely meets the current need of the group?

Pupil Welcome and Use: Are strategies in place to encourage learners to welcome the feedback (e.g., framing it as help for the future, not a judgement on the past) to ensure they are motivated to use it?

Response Time (Wait Time): Is sufficient 'wait time' (typically 5-7 seconds) provided after asking a question to allow all students, especially those who need longer to process, to formulate a thoughtful answer?

Immediate, Actionable Feedback: When giving verbal feedback, is it focused only on the learning goal, and does it target the task, subject process, or self-regulation strategies? Is it free from vague remarks or comments on personal characteristics?

Modelling Misconceptions: When a common error or misconception arises, is it quickly addressed and modelled anonymously to the whole class, ensuring everyone benefits from the correction, not just the student who made the mistake?

Accelerated Challenge: Are clear AFL triggers in place to allow students who demonstrate mastery of a concept to immediately move to a more challenging task (e.g., application, synthesis, or creation) without completing redundant practice?

Is it right for everyone? AFL

Reviewing and next steps

Lesson Adjustment: Based on the AFL collected, was the lesson content or activity level adjusted in real-time to meet the needs of a specific group, preventing any wasted learning time?

Feedback Utilisation: Is the feedback given (either during the lesson or on paper) utilised by every student? Is time specifically allocated for students to respond to the marking?

Next Lesson Planning: Has the AFL data collected from this lesson directly informed the starting point and teaching strategy for the next lesson, ensuring a personalised learning trajectory for the group?