



Rossmere Academy

ENRICHING EDUCATION

Teaching and Learning: An Evidence Based Approach.

Guidance.

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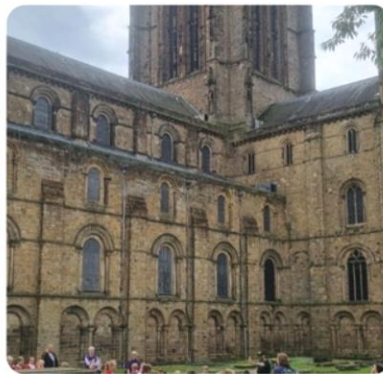
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Intent: Core Beliefs and Values

At Rossmere Academy we strongly believe in *Enriching Education for all*. Our curriculum is built around our three core beliefs:

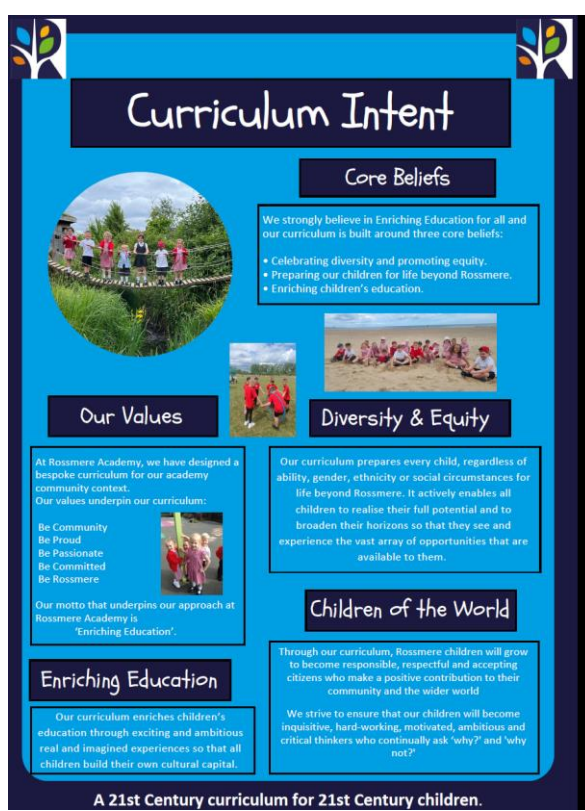
- Celebrating diversity and promoting equity.
- Preparing our children for life beyond Rossmere.
- Enriching children's education.

At Rossmere Academy, we have designed a bespoke curriculum for our academy community context. *Our values* underpin our curriculum:

- Be Community
- Be Proud
- Be Passionate
- Be Committed
- Be Rossmere

Our school motto is “*Enriching Education*.” Our curriculum enriches children's education through exciting and ambitious real and imagined experiences – so that all children build their own cultural capital.

Our curriculum prepares *every child*, regardless of ability, gender, ethnicity or social circumstances for life beyond Rossmere. It actively enables all children to realise their full potential and to broaden their horizons – so that they see and experience the vast array of opportunities that are available to them.



Intent: Curriculum – delivering our curriculum intent.

Teaching and Learning: The goal of our curriculum is to give children the best opportunities to master new skills and strategies - providing them with appropriate levels of instruction. It involves the slow and intentional shift from teacher-centred delivery to children-centred independent practice and application.

Lessons are structured using “**Roseshines Principles**” and following an “**I do...we do,,you do...**” structure. (Further guidance is included in the implementation section of this document)

Celebrating Diversity and Promoting Equity: We strongly endeavour to plan and deliver lessons that promote diversity and equity throughout the whole curriculum.

Book choices throughout school, are carefully selected because of their strong link to modern authors with diverse backgrounds. In doing this, children are exposed to central characters who reflect our whole society.

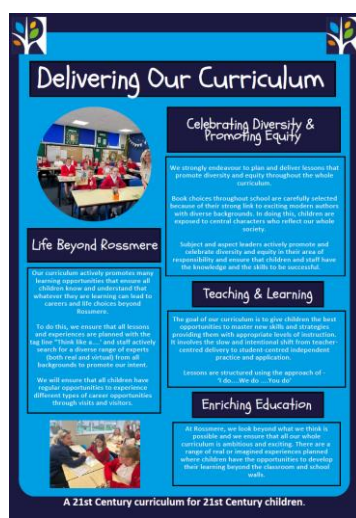
Subject and aspect leaders actively promote and celebrate diversity and equity in their area of responsibility and ensure that children and staff have the knowledge and skills to be successful.

Life Beyond Rossmere: Our curriculum actively promotes many learning opportunities that ensure all children know and understand that whatever they are learning can lead to life choices beyond Rossmere.

To do this, we ensure that all lessons and experiences are planned with the tag line “Think like a..” and staff actively search for a diverse range of experts (both real and virtual) from all backgrounds to promote our intent.

We will ensure that all children have regular opportunities to experience different types of career opportunities through visits and visitors.

Enriching Education: At Rossmere Academy, we look beyond what is possible and we ensure that all of our curriculum is ambitious and exciting. There are a range of real or imagined experiences planned where children have the opportunities to develop their learning beyond the classroom and school walls.





Intent: Curriculum Intent – EYFS

Our values in EYFS, underpin our EYFS curriculum and mirrors our whole school intent.

In Rossmere Academy Early Years, we intend to offer a curriculum that is rich in *wonder* and wide in *memorable experiences*.

Play is an integral part of learning and this is at the heart of our Early Years curriculum. Careful consideration is given to ensure a balance between adult directed and child-initiated learning, to ensure the best outcomes for our children.

Establishing *warm and positive relationships* between children, staff and families, is at the heart of what we do. We fully understand the role that early years education plays in providing the firm foundations for future child development.



Intent: Curriculum – delivering our EYFS curriculum intent.

At Rossmere Academy, we fully embed the *welfare requirements* as per the Statutory Framework for the Early Years.

We prioritise creating a *language rich curriculum*, ensuring time for quality interactions between children and adults. The interactions are positive and progressive to aid children on their journey to becoming confident communicators.

We show fidelity to our chosen method of teaching *systematic phonics*. Children are encouraged to become *early readers*.

Children develop their *mathematical thinking* through both direct teaching and exploration.

Outdoor learning is an integral part of our daily curriculum. This provides children with opportunities to develop their exploratory, sensory and understanding of the world. In all weathers!

In early years, we also structure our lessons using *Rosenshines Principles* and follow *an I do...we do,,you do* structure.

Implementation: Professional Development

Great teaching is key to great progress. At Rossmere Academy, we will ensure teaching is great through:

- Shared on-going professional development
- Bespoke professional development
- Ensuring staff have time to be reflective practitioners.
- Providing appropriate professional development for all members of staff.
- Ensuring that we have a clear, well planned CPD offer in place.
- Varied professional development: reflective conversations, planned staff meetings, coaching, peer lesson observations of colleagues in school and within our Trust, use of evidence based learning, shared PPA time, appraisals.

Professional development will ensure:

- Shared expectations about what great teaching looks like
- All staff use a common language – what is effective teaching
- Staff take collective responsibility for the professional development of colleagues
- We develop reflective practitioners



Implementation: Behaviour for Learning

At Rossmere Academy we aim to develop children's skills and positive attitudes through:

- Celebrating diversity and promoting equity
- Preparing children for life beyond Rossmere
- Enriching children's education

We hope that all Rossmere children will grow to become responsible, respectful and accepting citizens who make a positive contribution to their community and the wider world. Our behaviour policy is written with this in mind. Children are shown respect and their differences are acknowledged.

Although all children are expected to follow the school rules, these may need to be rephrased for children who do not understand them. Good behaviour choices are encouraged positively, with adults thinking carefully about the language they use. Where consequences are necessary, these are applied consistently by all staff

Our core values are celebrated throughout the day:

- *Be Proud • Be Committed • Be Passionate • Be Community • Be Rossmere*

To support behaviour for learning, staff ensure:

- They know individual children well – interests/personalities and needs
- The curriculum meets pupils' individual needs
- Feedback that is given is specific, helpful and focused upon next steps.
- Expectations are high

“When you are clear, consistent and firm while being positive, enthusiastic, caring and thoughtful, you send the message to students that having high expectations is part of caring for and respecting someone. This is a very powerful message.”

Staff at Rossmere Academy use the “warm strict” approach (Doug Lemor) with compassionate consistency.



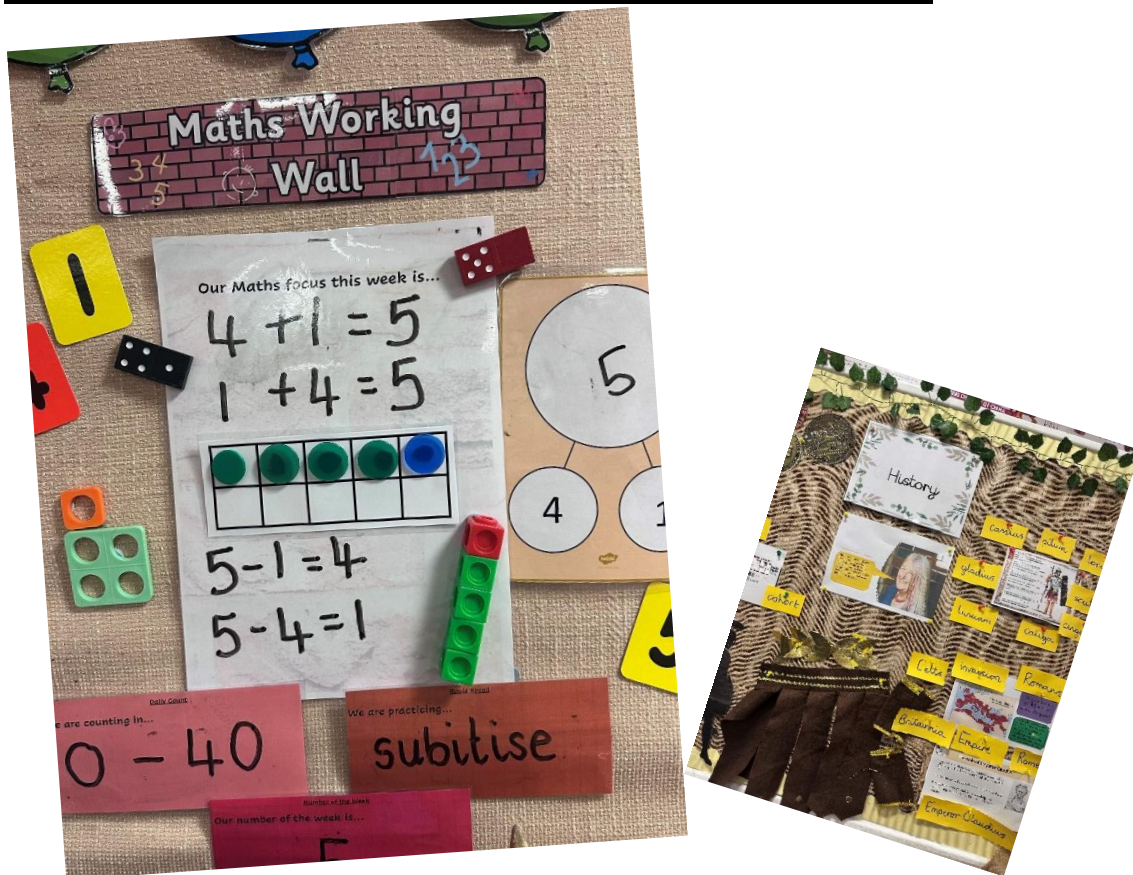
Implementation: Environment

At Rossmere Academy, we see our classrooms as a **key learning resource**. Our classrooms should both support children's learning and also celebrate their achievements.

We believe in the use of effective **working walls** as an interactive tool to support teaching, learning and assessment.

Effective working walls will:

- Be added to over a series of lessons
- Will help build confidence – constantly used/referred to
- Have key information/vocabulary displayed clearly.
- Have some examples of children's work – thought processes
- Be used as a silent teacher – to reinforce key learning points
- Frequently changed as learning moves on



Implementation: Consistency of teaching sequence

At Rossmere Academy, we strive to use the most effective research to underpin our lesson sequences. We have used *Rosenshine's Principles of Instruction* alongside continuing professional development using The Great Teaching Toolkit. Rosenshine's Principles are ten based principles of instructions which are linked to daily classroom practice.

We would expect to see consistent sequences of learning across the school using the following principles:

- Daily Review
- New material and small steps
- Ask questions
- Provide models
- Guide pupil practice
- Check student understanding
- Obtain high success rate
- Scaffolds for difficult tasks
- Independent practice
- Daily, weekly and monthly review



Implementation: Gradual Release of Responsibility Model (GRR)

Explicit Instruction

When teachers at Rossmere Academy adopt explicit teaching practices, they clearly show pupils what to do and how to do it. They decide on learning intentions and success criteria, make these transparent to pupils, and demonstrate them using worked examples and modelling. The teachers check for understanding throughout all stages of the lesson. At the end of the lesson, the learning intentions and success criteria are revisited

Explicit instruction is underpinned by:

- the information processing model, which suggests that learners only remember what they think about and keep thinking about, and
- the cognitive load theory, which suggests that there is a limit to how much new information the human brain can process and how much can be stored in long-term memory.

Staff at Rossmere Academy adopt explicit teaching practices by using the *Gradual Release of Responsibility Model (GRR)*. This is a regular feature of most learning experiences across the school.

The Gradual Release of Responsibility (GRR) Model

The goal of the Gradual Release of Responsibility framework is to give pupils the best opportunity to successfully master new skills and strategies by providing them with appropriate levels of instruction. It involves the slow and intentional shift from teacher-centred delivery to student-centred independent practice and application. It is also known as the *'I do, we do, you do' approach*. This is how we refer to it at Rossmere Academy.



Implementation: I do, we do, you do.

I DO – Teachers lead instruction as pupils observe

This phase of the GRR involves introducing students to new material and providing them access to the new concept or skill. It may include:

- stating the purpose for learning
- setting learning goals/intentions
- making expectations and success criteria explicit
- activating prior knowledge
- modelling and demonstrations
- Model using resources
- offering examples and explanations
- explicitly using subject specific vocabulary
- explicit use of a working wall.

WE DO – Teachers guide instruction as students participate

Guided instruction is the main feature of this phase, where pupils are given the opportunity to master each step one at a time. Teachers may:

- lead pupils through differentiated practice examples, one step at a time
- encourage pupils to demonstrate their understanding of the new learning, under direct supervision
- provide immediate feedback and correction

YOU DO – Pupils practise the new skill/strategy, collaboratively or independently

In this phase, pupils are engaged in adapted, meaningful activities which allow them to practise or demonstrate their knowledge of the concept and perform the skill, without assistance from the teacher. They do this independently, with partners, or in small groups. At the end of this phase, pupils are encouraged to evaluate their own progress according to the success criteria or learning goals and share their work.

NB: *The implementation of the GRR framework is not always linear – teachers monitor and respond to the immediate needs of pupils and may move back and forth between the phases as required. Use of the GRR allows teachers to teach the same concept to students but to cater for a diverse range of abilities by adapting at the point of individual practice.*

NB: *The GRR framework is not ‘scripted’. However there is a clear framework in place.*

NB: *At their discretion, and using their professional judgement, teachers may choose to plan for other types of learning (for example, inquiry-based learning). These approaches, also have a place in our classrooms.*

Implementation: What Rosenshine's Ten Principles look like in practice

1: Daily Review:

Retrieval practice supports building our children's long term memory and their level of fluency in recall. There is a strong connection between thinking and memory and the role that retrieval practice plays in securing children's fluency, storing and retrieving information from their long term memory. Retrieval practice will incorporate learning from: previous years, previous terms, previous weeks, previous lessons.

Examples of strategies: quizzing, short answer fact check, multiple choice questions, true or false, error spotting, labelling diagrams/images, recitation of definitions, short bullet point lists, self or peer check answers, exit or entry slips, retrieval practice challenge grid

During retrieval practice staff will, affirm good retrieval performance and seek out errors – plan to re-teach as necessary.

***“Exercise in repeatedly recalling a thing strengthens the memory.”
Aristotle.***

Enquiry Question



Julie Olsen

Hello, remember me? I'm Dr Julie Olsen and I am a nutritionist. I am here to help you move towards answering the question:

What is a balanced diet and is it important?

Let's recap last week.


What can you remember from last lesson?

What were the main periods in the Maya civilisation?

The Preclassic period
The Classic period
The Postclassic period
The Contact and Spanish Conquest period.



Hello, remember me? Kirsty Wilson here again. I wonder what you can recall from your last geography lesson on the Alps?



1) What plant part is this?

leaf



2) What are these?

seeds



3) Shiny or dull?

shiny



4) Sweet or salty?


sweet



Geography recap

Think, pair, share

What is a human feature?



Continents

Something that is on Earth naturally

Something that is built by humans.

a capital city

E.g.: Y3 Retrieval Practice Grid Spring term.

$60 \times ? = 240$	Children in a school need to get into groups of 5. There are 150 children in the school. How many groups will there be?	Which is greater? 1mm or 1cm?
Write a multiple of 10.	60 mm is the same as ? cm	$10 \times ? = 310$
2 tens \times 3 = ? tens	Is 19 a multiple of 10?	5 cm is the same as ? mm
$26 \times 3 = ?$	80 divided by 2 =	2×4 tens = ? tens

One Point (last lesson)	Two Points (last week)	Three Points (two weeks ago)	Four Points (three weeks ago)
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Implementation: What Rosenshine's Ten Principles look like in practice

2: New material and small steps

At Rossmere Academy we aim to avoid cognitive overload. The working memory is small, only handling a few pieces of information at once. Staff take time to present new material in small steps and will only proceed when the first step is mastered. Our planning is presented using the small steps approach.

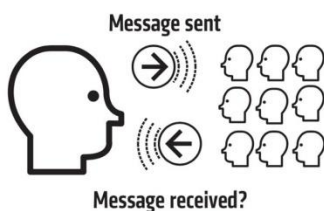
3: Ask Questions

The most successful teachers, spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned and how to proceed with next steps.

*'One of the strongest implications from Rosenshine's 'Principles of Instruction' is that **effective questioning** lies at the heart of great instructional teaching... it's clear this needs to be a **highly interactive, dynamic, responsive process.**'*

At Rossmere Academy we use a range of questioning strategies to enhance the quality of our teaching and learning:

- Cold calling
- No opt out
- Say it again , better
- Randomised questioning
- Use of hands up
- Think, Pair, Share



Effective questioning lies at the heart of great instructional teaching.

Implementation: What Rosenshine's Ten Principles look like in practice

4: Provide models

Here at Rossmere Academy, our teachers use the strategies: of worked examples and the teacher thinking out loud to help clarify the specific steps involved and to support in reducing the load on working memory. At times teachers will use a visualiser /whiteboard/working walls as a visual aid to support providing models. Our teachers may use a WAGOL (What A Good One looks like).

5: Guide pupil practice

As part of the “we do” part of learning sequences, teachers support children to rephrase, summarise and practice new material in a guided way. Our teachers build time into their learning sequences for this part of the gradual release of responsibility – this ensures children gain a greater understanding. This part of the learning sequence also supports in long term memory retention.

6: Check student understanding

Throughout the guided and independent practice, teachers will use effective questioning and immediate oral feedback to identify any gaps /misconceptions in learning. Our teachers circulate the classroom during the independent practice part of the learning sequence.

7: Obtain high success rate:

Our staff strive to obtain a high success rate, so that solid foundations are in place and misconceptions are addressed quickly. Staff try not to move on too quickly - linked to the small step approach to ensure those pupils who have “only just reached” the expectation have time to embed. Staff will adapt their practice to ensure that there is challenge for the more able pupils.

8: Scaffolds for difficult tasks:

The scaffolding strategies that we use at Rossmere Academy include: modelling, the teacher thinking out loud, check lists, WAGOLL's, use of the working wall, additional coaching if needed.

Implementation: What Rosenshine's Ten Principles look like in practice

9: Independent practice:

“The most successful teachers provide for extensive and successful practice - both in the classroom and after class.

Less effective teachers may not only cut guided practice short, they also do not provide enough opportunity for independent practice” (Rosenshine - Principles of Instruction)

At Rossmere Academy, we follow the following steps for successful independent practice:

- **Stage 1:** Secure guided success: ensure children have reached a certain level of confidence with the material during guided practice. If our children are to succeed, they need to be getting things mostly right -with practice aimed at improving fluency. If the children are not ready, teacher judgement is critical here.
- **Stage 2:** Remove scaffolds and initiate practice – teachers will set children tasks that use the same material featured during guided practice. Use activities that were previously modelled and supported with scaffolds. Teachers may extend those activities with increasing levels of challenge as students fluency develops.
- **Stage 3:** Check and give effective feedback.



10: Daily, weekly and monthly review

Teachers at Rossmere Academy ensure children can recall recently learned material so that it embeds in their long term memory.

Implementation: Planning

Teachers at Rossmere Academy plan highly structured lessons, using our agreed pedagogy.

Planning for all year groups, short term medium term and the curriculum overview can be found on Sharepoint. Staff upload their planning and resources to this portal.

This ensures all teachers, subject leads and SLT have access to planning.

Link to Sharepoint:



Our curriculum overview enables teachers to see the whole school sequence of learning in all subject areas.

Our teachers complete their short term planning weekly – with their planning partner.



Impact – Teaching and Learning

Self-evaluation of the quality of teaching and learning takes place regularly. The aim of this is to support our teachers in ensuring high quality learning/experiences are in place for our children.

As a school, we use the following self- evaluation tools to aid us with our evaluation of teaching and learning:

- Phase Reviews – with a clear focus linked to the most recent whole school professional development.
- Reflective conversations with individual members of staff
- Analysis of both external and internal data
- Book looks
- Staff across school to have opportunities to observe peers within our school
- Pupil voice – alongside book looks
- Peer review process
- Trust wide moderation

We strive to ensure that our teaching and learning is of the highest quality so that our children have the best start to their educational journey.



