



**NETWORK**  
INTERNATIONAL  
SCHOOL

# **Teaching and Learning Policy**

## Document Control Table

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## Network School Vision Statement

We aim to foster **academic curiosity** in our students, enabling them to **achieve** highly and become **independent**, **engaged** and **responsible** members of society.

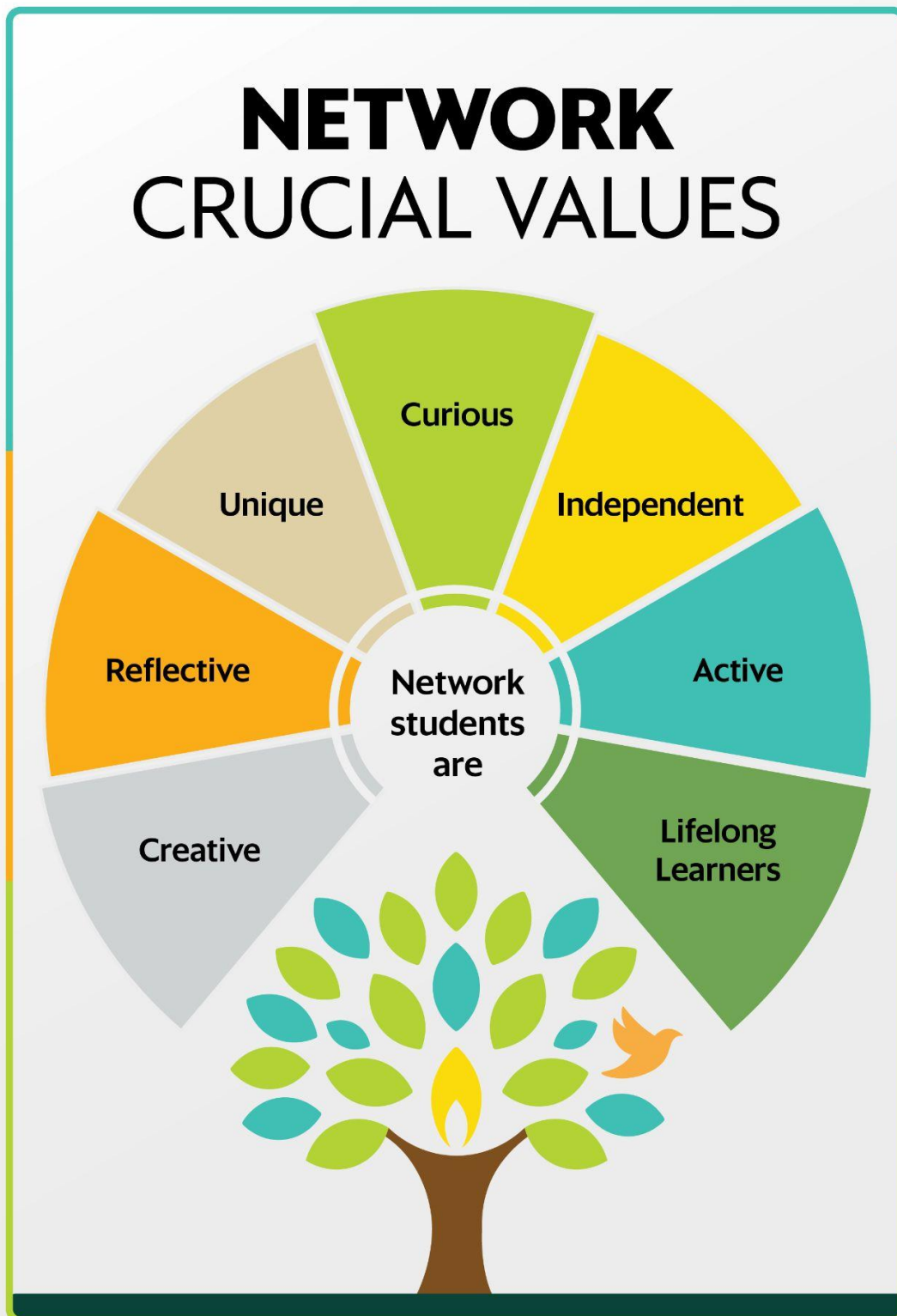
## Network Ethos Statement

We foster an inclusive and nurturing environment where every student feels supported and valued. We are a family-oriented community that promotes positive relationships and a collegiate spirit among students, staff, and parents alike. We are committed to providing a holistic education that empowers our students to reach their full potential, both academically and personally. Together, we strive to create a learning environment that inspires curiosity, fosters respect, and celebrates diversity. We are deeply committed to our shared goals and dedicated to providing a safe and secure space for all.

### This means that we :

- Treat all students, teachers and other adults with respect.
- Speak respectfully and use appropriate language.
- Are kind, considerate and helpful to each other.
- Attend every day and are punctual to school and lessons.
- Are organised for school, bring the required equipment for lessons and remain focused.
- Work hard, make the most of learning opportunities and contribute towards a culture of lifelong learning.
- Take responsibility for our learning and strive to achieve all the attributes of a Network student.
- Move safely around the school.
- Look after school property and resources.
- Follow the school dress code.

## Network 'Crucial' Values



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**NETWORK**  
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# Secondary Teaching and Learning



# Secondary Teaching and Learning– One–Page Summary

As Teachers at Network Secondary, we aspire to...

## Curriculum Ethos

- Foster inquisitive, engaged learners through a '**Big Question**' approach to curriculum design.
- Prioritise, model and develop **metacognitive skills** in our students through a focus on student ownership of their learning.
- Foster a culture in which all assessment and feedback is received by students as **formative** and constructive opportunities for improvement.
- Take **shared responsibility** across all subjects and phases for developing reading, writing and spoken language skills.
- **Personalise** learning through scaffolding, back fading and responsive assessment.
- Adopt a **mastery** approach to extending and enriching student learning.

## Teaching & Learning

- Establish **clear goals** through the use of 'Big Question' exploration, success criteria for individual tasks and explicit links to examination criteria, where relevant.
- Carefully plan clear, explicit instruction which sequences material into **small steps**.
- Teach to the Top and **scaffold** down.
- Provide Explicit Instruction, which includes **models** with narration of the thought processes involved.
- **Guide** Student Practice to reach high success rates
- Regularly **Check Student Understanding** to ensure mastery is secured.
- Ask **quality questions**
- Build students' **retrieval practice** skills through Daily, Weekly and Monthly Review.
- Set meaningful homework and independent work, which is either **preparation, practice** or **retrieval**.

## Assessment & Feedback

- Provide students with **regular formative feedback**.
- Monitor progress through **key summative assessments**.
- Warmly **identify strengths** in students' work.
- Provide the provocation '**What's Next?**'. Whilst teacher expertise in feedback is vital, constructing this as questions or challenges supports metacognitive development.
- Dedicate time for students to **reflect on and respond to** teacher feedback regularly.
- Reflect on the findings from these assessments to **review and adapt** our teaching as an ongoing process.

## Secondary Teaching and Learning– Definition of Terms

**Backward fading:** Step-by-step removal of support scaffolds. The process by which the teacher shifts responsibility for the learning to the student.

**Big Question:** Instead of stating a learning objective, a question is posed at the start of the session (or series of sessions) to start a learning journey.

**Cold Calling:** Rather than asking for a volunteer, the teacher poses a question, pauses to allow thinking time and then warmly invites a student of their choice to respond.

**Explicit Instruction:** Lesson content is carefully planned to have instructions which are clear, precise, sequenced and frequently checked for understanding.

**Formative:** Assessment of student work which identifies strengths and areas for development. *Maybe with or without a specific grade.*

**Guided Practice:** Interactive instruction between teacher and students. After the teacher introduces new learning, they begin the practice process by engaging students in a similar task to what they will complete independently later in the lesson. The aim is to build confidence and further check for understanding before moving on to independent practice. *This is the 'We' of the I Do, We Do, You Do' structure.*

**Independent Practice:** Opportunities for students to practise the skills or concepts from a lesson or series of lessons. It should be similar to the content of the guided practice. It serves as a way to check students can apply their understanding but also builds independence and confidence when levelled appropriately. *This is the 'You' of the I Do, We Do, You Do' structure.*

**Live Modelling:** A teacher produces an example live during the class. This provides the opportunity for the teacher to articulate their thought processes out loud, supporting student development.

**Mastery:** This approach aims to ensure that all pupils have mastered key concepts before moving to the next topic. Students who grasp a topic quickly can be enriched further within the same topic.

**Metacognition:** The processes used to plan, monitor and assess one's understanding and performance. The extent to which a student understands 'how' they learn and takes ownership of that process.

**No opt-out:** A culture in which students understand 'I do not know' is not an acceptable response. We all try to answer and it's ok to make mistakes.

**Personalised Learning:** Adapting and tailoring approaches to the specific needs of the students.

**Retrieval Practice:** Strategy which builds on our understanding of how memory works. By regularly bringing to mind information and 'pulling' it out of our memories. This is most effective when spaced out to allow some forgetting in between.

**Scaffolding:** Support is given to help students learn a new concept or skill. This may be breaking the task into smaller chunks; providing sentence starters etc.

**Summative:** Assessment of student work which provides a grade against specific criteria (e.g. IGCSE exam mark schemes). In school, we still accompany this with formative feedback.

**Whole class feedback:** In place of individual annotation on work, a teacher may collect strengths and areas for development and share all information with all students. Effective examples of this include 'excellence is...' and 'what's next?' and then result in students needing to respond. It may include a list of specific targets from which the student is then directed to focus on specifics.

**Worked Example:** A step-by-step demonstration of how to solve a problem or complete a task. By making the problem-solving strategy explicit, students first learn the process. This then frees up working memory for them to use when putting the process into action.

## Secondary Teaching and Learning– Curriculum Ethos

**Curriculum Ethos: Foster inquisitive, engaged learners through a 'Big Question' approach to curriculum design.**

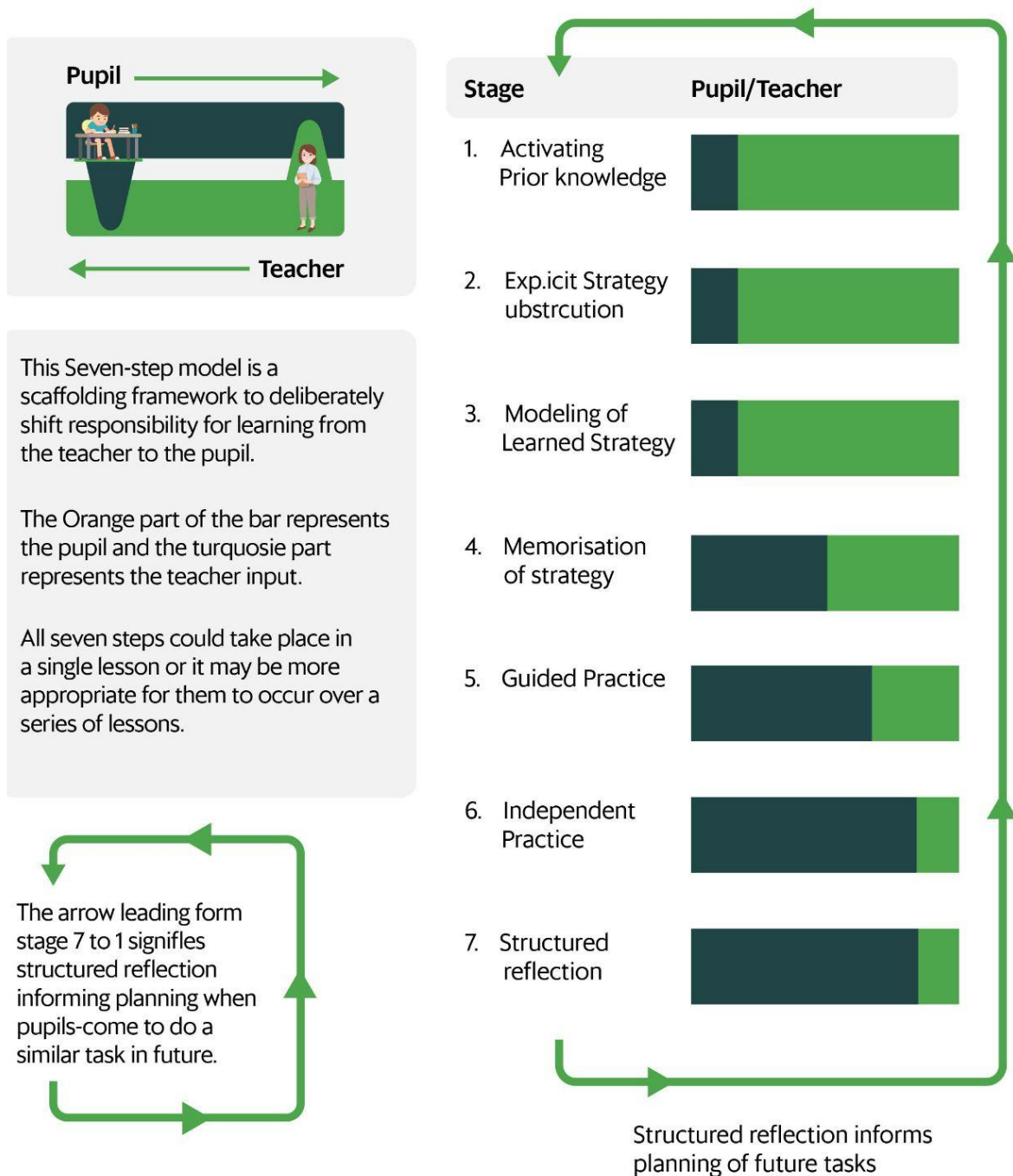
We believe that to mould highly successful learners who are engaged in their own progress, we need to build learning environments where students participate in and help to construct their own learning. In the Secondary phase, the intention of this approach is to build on the student-ownership of the learning process that is developed during the child-centred approach in our Early Years Curriculum and the Inquiry approach in our Primary Curriculum. Our curriculum is constructed around a question-focused approach that enables students to build on prior learning and make connections between subjects and with the real world.

Whilst we recognise the importance of explicit instruction of subject specialists, this should be balanced with a focus on the development of metacognitive skill that builds reflection and student ownership of learning processes. In our curriculum design, this is reflected in the use of 'Big Questions' to structure the learning, which are frequently revisited and reviewed during the units.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

## Curriculum Ethos: Prioritise, model and develop metacognitive skills in our students through a focus on student ownership of their learning.

We take mutual responsibility for explicitly developing the skills of 'how to learn' in our students and supporting them to build confidence in taking responsibility for their own learning. To achieve this, teachers regularly model metacognitive talk, through vocalising their thought processes and using guided practice structures to explicitly develop these habits in students. Students are regularly required to talk through their own thought processes out loud. This is further supported through regular opportunities to reflect on their own work and feedback received to develop the next steps in their learning.



[image adapted from EEF Toolkit]

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Curriculum Ethos: Foster a culture in which all assessment and feedback is received by students as formative and constructive opportunities for improvement.**

It is important to include summative assessments to support ongoing assessment of progress and also to support the explicit development of revision skills and retrieval practice in students. However, we want to foster a culture of lifelong learning and a message that all course content is important. To support this, we do not internally assess work with nothing more than a grade on it. For summative assessments, such as unit tests, we include feedback and guidance on the next steps for students' learning. Furthermore, curriculum delivery should build in time for reflection on areas for development after these kinds of assessments just as with more ongoing formative assessments.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Curriculum Ethos: Take shared responsibility across all subjects and phases for developing reading, writing and spoken language skills.**

We recognise that maintaining high standards and a shared responsibility for explicitly developing core skills in English language supports attainment in all areas of the curriculum and helps students to recognise this. In all subjects, we provide high quality models of spoken and written English, provide opportunities for students to develop these skills and explicitly feedback on them (for example through 'say it again but better' approaches to questioning or through specific feedback on spelling, punctuation and grammar. In all subject areas, we identify and explicitly reinforce key subject vocabulary, connectives and command words. We aim to build a school-wide culture of reading in English through embracing opportunities for both students and teachers to read aloud and embedding subject-specific reading activities into classwork and homework.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Curriculum Ethos: Personalise learning through scaffolding, back fading and responsive assessment.**

We value the role of subject-specialist teachers to model, coach and support students as they develop a level of independence. For this to be an effective process, the steps to independence need to be scaffolded to build confidence and consistency and then, crucially, withdrawn so that students do not become reliant on them. Scaffolding also ensures we can pre-emptively challenge potential misconceptions, highlighting potential pitfalls and supporting students in checking their own work. Ultimately, students gain sound knowledge of these possible errors and are able to self-check and self-correct. It may be that not all

students are ready to have the scaffold removed at the same time and teachers decide this through responding to their findings from regular assessments and checking of understanding.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Curriculum Ethos: Adopt a mastery approach to extending and enriching student learning.**

A mastery approach ensures a focus on all students obtaining secure learning before moving on to a new topic. Regular checking for understanding and formative assessment strategies enable the teacher to establish when all students have reached this level before beginning the next topic. Those who master a topic more quickly should therefore be challenged and extended within the same topic area and our curriculum ethos prioritises this approach to personalising learning journeys.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

## Secondary Teaching and Learning– Teaching and Learning

**Teaching & Learning: Establish clear goals through the use of Big Question exploration, success criteria for individual tasks and explicit links to examination criteria where relevant.**

Whilst our curriculum ethos is to foster inquiring minds and engaged learnings through a Big Question approach to structure, teachers must be able to identify specific learning outcomes in line with the particular Key Stage and examination specification where relevant. To ensure all students make excellent progress in line with these goals, explicit success criteria for tasks should be shared with students. These may be a mixture of predetermined (for example in the case of IGCSE coursework) or could be coconstructed between the subject specialist teacher (who has the specific learning outcomes in mind) and the students. This allows students to have a clarity of expectation and how to target attainment.

These success criteria should be clearly communicated either digitally or in hard copy. Students should not spend valuable class time copying them out unless this is explicitly part of how they are engaging with them (ie they are questions that they then are answering).

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**Teaching & Learning: Carefully plan clear, explicit instruction which sequences material into small steps.**

Current research suggests that our working memory is small. Too much information in one go is overwhelming and difficult to process. By breaking information into smaller 'chunks with examples' and then ensuring students have mastered each step (through checking for understanding, questioning and guided practice) before moving on, we can make use of this understanding to support student progress.

Effective teaching involves spending time with the curriculum to identify the steps involved in the learning. Sometimes this is hard because of the 'curse of knowledge' that experts experience and it requires some thought to map this out for new learners.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Teaching & Learning: Teach to the Top and Scaffold down.**

We plan lessons with our highest attainers in mind and celebrate intellectual curiosity. We accelerate through depth and breadth not speed and aim to build a culture where we celebrate and strive for excellence. Scaffolding is then carefully deployed to ensure all are supported to succeed and then faded out once the teacher has assessed each student is ready for this next step.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Teaching & Learning: Provide Explicit Instruction which includes Models with narration of the thought process.**

Models are a central feature of giving good explanations. These can be any combination of :

- Physical representations of completed tasks.
- Conceptual models
- Explicit narration of our thought processes.

Narrating the thought processes around exemplars is a vital way that we can model metacognitive skills in the classroom.

Worked Examples are a particularly effective method of modelling. Effective teachers will provide students with many worked examples so that they can repeat narration and general patterns and 'steps' are clear, providing a strong basis from which to learn. The trick is then to gradually reduce the level of completion, leading to guided student practice and the independent practice, thus building student confidence in taking ownership of their own learning.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Teaching & Learning: Guide Student Practice**

The more time we spend asking effective questions, checking for understanding and supporting students to interact with worked and partially worked examples, the more secure the learning is.

All students need to practise but this must be guided so that the chances of forming misconceptions are minimised.

Guided Practice is typically where learning activities involve partially-worked examples, high-frequency, short-answer questions or simple tasks where the teacher and students are engaged interactively, with plenty of modelling, corrective or affirming feedback and aspects of re-teaching where gaps remain.

Studies indicate that students need to be obtaining an 80% success rate on guided practice, before they can successfully move on to independent practice whilst maintaining a level of challenge. Scaffolding is key to generating the high success rate that in turn fuels motivation and engagement during more independent work.



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### **Teaching & Learning: Check Student Understanding to ensure mastery is secured.**

How we assess whether students have understood is vital to ensuring all students make good progress and misconceptions are picked up early in the learning process. If we are going to be sure that ALL students have formed secure understanding then it is necessary to check for understanding from multiple students and not just those who volunteer. This ensures that:

- a) The teacher gains feedback about which part of the material might need to be revisited, re-taught or given more practice time before misconceptions become embedded.
- b) In rehearsing their understanding, students are likely to be elaborating connections between different ideas and improve long-term retention.
- c) By explaining 'how' they arrive at an answer, they are developing their metacognitive skill alongside their subject-specific understanding.

A correct answer to a straightforward question does not necessarily demonstrate understanding of the steps in the learning so that way we establish this is of great importance. Checking for understanding should happen alongside each 'step' in the learning process.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

### **Teaching & Learning: Ask Quality Questions**

Teachers' Questions and the following discussions are crucial to effective classroom practice; they support guided practice, checking for understanding and obtaining a high success rate. The most effective questions require students to explain HOW the answer is found (process questions).

Effective practice for questioning includes a healthy combination of a variety of strategies which may include:

- Cold calling (careful selection of students by teacher)
- Hands up (encouraging engagement and enthusiasm)
- Random selection
- Think Pair Share
- Whole Class/ Choral Response
- All students answer (e.g. mini-whiteboards, paper, digital options)
- Probing, Follow-up questions

We aim to have a supportive culture around answering questions where students understand they are being helped to progress, not targeted and that there is a 'no-opt out' rule. Students

should feel safe in answering when unsure, but if they do not know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Students should not be allowed to form a defensive habit of saying 'I don't know' simply as a get-out.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

### **Teaching & Learning: Build students' retrieval practice skills through Daily, Weekly and Monthly Review**

Unless we review what we have learned, our memory of that information diminishes: we remember fewer details, fewer connections and find it harder to retrieve what was previously learned. Retrieval practice supports building long-term memory and fluency of recall. We aim to regularly embed such practice into our curriculum and our lessons both to ensure that prior learning remains secure and to explicitly support students to develop effective revision skills. Retrieval Practice works most effectively when there is a mixture of daily (or very recent) review and more spaced and interleaved review. We use a range of strategies to approach this, ranging from teacher-led activities to self-quizzing, to collaborative activities. Students are explicitly guided on effective revision and recall strategies across all subjects.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

### **Teaching & Learning: Set meaningful homework/ independent work which is either preparation, practice or retrieval.**

Students becoming independent in their learning and their work habits is our underlying aim. Providing for extensive successful practice supports student confidence and consolidation of their learning. Building student ownership through the careful selection of appropriately challenging tasks is instrumental in achieving this. Judging the transition from students being guided enough to become independent is a central element of teacher expertise, which is achieved through strong knowledge of the material and learning steps, alongside an ongoing process of checking for student understanding and assessment of progress.

It is important that tasks set are meaningful. Particularly when setting homework or independent class work, we should ensure that work is either preparation, practice or retrieval and that a high level of confidence has been achieved or the task is appropriately scaffolded to support this.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

## Secondary Teaching and Learning– Assessment and Feedback

**Assessment & Feedback: Provide students with regular formative feedback– a target of every 2 weeks.**

Teachers ensure all students receive regular formative feedback on their work with a target of fortnightly although where a class has only 1 or 2 lessons a week this may be slightly less regularly.

Meaningful formative feedback breaks down specific skills and/ or knowledge to target for improvement (in addition to more generalised feedback on expectations such as presentation of work).

Effective feedback may look different in various subject areas but has at its core a clarity of purpose to help a student target specific improvement. This may look like written comments, marking codes, highlighting, underlining, post-it notes, comments alongside digital work or within Google Classroom. The use of purple helps students and their support structures (parents, other family members, tutors etc) to quickly identify these forms of feedback. Where the feedback is verbal, student response should be clear.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Assessment & Feedback: Monitor progress through key ‘summative’ assessments which should take place at least once a term– but these should still be viewed as also formative.**

In each subject area, year group and unit of work, key assessments are identified which summatively assess student progress. These cover only material which has already been covered and students are geared for success with clear guidance on what will be assessed and structured revision activities in preparation. Students receive a grade in line with the appropriate Key Stage criteria and formative feedback on how to continue improving their progress.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Assessment & Feedback: Warmly identify strengths in students’ work**

In line with an ethos of student ownership of the learning process and building metacognitive skill, it is important that students can build confidence in their progress and can identify strengths in their work. Teachers support this through clear recognition of strengths. We aim to build a culture of excellence and this necessitates helping students identify what ‘excellence’ looks like in their own work and celebrating this.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Assessment & Feedback: Provide the provocation ‘What’s Next?’ Whilst teacher expertise in feedback is vital, constructing this as questions or challenges supports metacognitive development.**

Subject and criteria-specific formative feedback is essential to ensure all students make excellent progress. To promote metacognitive reflection, using the phrase ‘What’s Next?’ to introduce feedback that is structured as challenges or questions ensures a consistent emphasis on the importance of how a student then responds to this guidance.

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Assessment & Feedback: Dedicate time for students to regularly reflect on and respond to teacher feedback. It is helpful for students to use green to clearly indicate these responses.**

Dedicated Improvement and Reflection Time, allocated to ensuring ‘What Next?’ challenges and questions are responded to is a priority in our approach. Students use green (whether this is written or digital) to enable the teacher and student to clearly identify and make use of these responses

*We are building a collection of examples of what good practice in this area looks like and this can be found on the staff intranet [here](#).*

**Assessment & Feedback: Reflect on the findings from these assessments to review and adapt their teaching as an ongoing process.**

As part of a mastery approach to progressing through the curriculum, we use continual, regular assessment and question-based checking for understanding to review and adapt teaching. We review overall pictures from our marking of areas of weakness for a class overall or particular students who may need an adapted approach to secure their learning.

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**Suggested Further Reading and CPD Materials– Many of these are available via our school library and staff intranet.**

Network Myanmar Diploma Session Resources  
Rosenshine’s Principles in Action  
Berger’s Ethic of Excellence  
Shimamura’s Marge Model  
Kate Jones on Retrieval Practice  
Tom Sherrington’s Walkthru Guides  
Education Endowment Fund: Teaching and Learning Toolkit

Teacher:	Class & Subject:	Date & Lesson:
<b><u>The Big Question</u></b>		
<b><u>The Big Picture</u></b>	<b><u>Activation of Prior Learning</u></b>	<b><u>Structured Reflection / Metacognitive Development</u></b>
<b><u>Keywords</u></b>	<b><u>Teacher modelling &amp; worked examples</u></b>	<b><u>Checking for Understanding – Questions</u></b>
<b><u>What do students need to learn/ consolidate?</u></b>	<b><u>Guided Practice &amp; backfaded examples</u></b>	<b><u>Scaffolding– Support &amp;Mastery</u></b>
<b><u>Possible Misconceptions</u></b>	<b><u>Independent Practice</u></b>	

<b>Support Notes</b>	<b>Class &amp; Subject:</b>	<b>Date &amp; Lesson:</b>
<b><u>The Big Question:</u></b> What is the 'Big Question' the students and teacher are exploring- this may be for this specific lesson or across a series of lessons or a whole unit.		
<b><u>The Big Picture:</u></b> Provide key information to help contextualise the lesson- e.g. where does it fit in the sequence of learning- e.g. 1st lesson on a new topic? Can also highlight cross-curricular links.	<b><u>Activation of Prior Learning</u></b> What prior knowledge do they need to access this lesson? How have/will you check they have this? Will there be specific retrieval practice during this lesson- is it a daily/weekly/ monthly review? Is it deliberately spaced?	<b><u>Checking for Understanding</u></b> What strategies will you use to check students are understanding in each phase of the lesson? E.g. targeted questioning, quick quiz,
<b><u>Keywords</u></b> What key vocabulary do students need to be comfortable with for this content? Are these already in their vocabulary lists? How will you ensure they are confident on them?	<b><u>Teacher modelling &amp; worked examples</u></b> How will the explicit instruction be structured? What metacognitive discussion will accompany this? - Note, this may have occurred in the lesson before - if so indicate where students would refer to (eg their books, Google Classroom, a display board).	<b><u>Structured Reflection/ Metacognition:</u></b> What opportunities for metacognition are allowed for in the lesson- is there dedicated time for students to review their own learning processes?
<b><u>What do students need to learn/ consolidate?</u></b> What specifically in this lesson are you aiming for the students to achieve- this may be knowledge and/or skill. What are the success criteria?	<b><u>Guided Practice &amp; backfaded examples</u></b> How will the 80% success rate be embedded- Will this be structured as a whole class, small group etc? What will happen if some students are struggling at this point? Note this may have occurred in the lesson before - if so indicate where .	<b><u>Scaffolding- Support &amp; Mastery</u></b> What support plans are in place for students who may struggle- eg AT support, additional models, writing frames, formula sheets? How will these be faded out or will they?
<b><u>Possible Misconceptions</u></b> What are the most likely misunderstandings or barriers students may come up across?	<b><u>Independent Practice</u></b> What is the independent work that students will complete to embed & consolidate their understanding - note this may happen over the next few lessons/for homework - if so indicate what/when.	What plans are in place to enrich and extend students who quickly grasp these skills/knowledge whilst others are still mastering it?



**NETWORK**  
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PRIMARY

Teaching and Learning

# Primary Teaching and Learning– One–Page Summary

As teachers at Network Primary, we aspire to:

## Curriculum Ethos

- Foster a culture of **inquiry**, where students are inquisitive, engaged and take ownership of their learning, embedding a collaborative and explorative learning approach across the curriculum.
- Prioritise, model and develop **metacognitive skills** in our students.
- Emphasise the importance of **phonics, reading, writing, vocabulary and oral language** across the curriculum.
- Foster a culture in which **formative feedback** redirects and refocuses the learners actions, relative to learning goals or outcomes.
- **Personalise learning** through scaffolding, back fading and responsive feedback.
- Adopt a **mastery** approach to extending and enriching student learning.
- Embed **wellbeing** experiences and outcomes across the curriculum.

## Teaching & Learning

- Establish **clear goals** through the use of inquiry statements, big question and small question exploration and success criteria for independent activities.
- Plan clear teaching sequences using Rosenshine’s principles of **instruction**.
- Follow the process of **explore – share – support – challenge – reflect**.
- **Develop metacognition** through personal, cognitive, creative and social cogs.
- Embed **live modelling** and encourage live modelling from students as well as providing scaffolding and worked models.
- Utilise **Working Walls**.
- Ask **quality questions** to dig deeper. Use **AFL** to adapt teaching and learning.
- Embed mini **review and reflect** points across a lesson as well as reviewing and reflecting on learning at the end of each lesson in relation to the big question/success criteria.
- Set **meaningful home learning** which is reading focused or either consolidation or preparation.

## Assessment & Feedback

- Provide students with **regular formative feedback** (all extended writing, cumulative tasks, maths corrections/end of unit assessments) which should be a mixture of individual written feedback, whole class feedback and verbal feedback.
- After verbal feedback, the emphasis should be placed on the student to respond in their books by making corrections and identifying their **next steps**.
- Use review and reflection points to assess students’ understanding and **adapt teaching**.
- Feedback should **identify strengths** in students’ learning and provide next steps, encouraging students to identify ‘**What’s Next?**’ to support metacognition.
- **Monitor progress** through key ‘summative’ assessments which should take place at least once a term- but these should still be viewed as also formative.
- Student conferences should take place with students fortnightly to support **metacognitive development**.



## **Primary Teaching and Learning– Definition of Terms**

**Big/small Questions:** A big question is posed at the start of a learning journey. Small questions are then used to break down the learning within a lesson or series of lessons and link to the NC and the finer details of the learning.

**Collaborative Learning Approach:** Students working together in a group small enough to ensure that everyone participates.

**Metacognition:** Processes used to support students to think about their own learning more explicitly, teaching them strategies for planning, monitoring, and evaluating their learning. The extent to which a student understands ‘how’ they learn and takes ownership of that process.

**Formative:** Assessment of student work which identifies strengths and areas for development.

**Scaffolding:** Support to help students learn a new concept or skill. This can include breaking the task into smaller chunks, modelling, or providing writing frames etc.

**Back Fading:** Step-by-step removal of support scaffolds. This is the process by which the teacher shifts responsibility for the learning to the student.

**Mastery:** This approach aims to ensure that all pupils have mastered key concepts before moving to the next topic. Students who grasp a topic quickly can be enriched further within the same topic.

**Personalised Learning:** Adapting and tailoring approaches to the specific needs of students through continuous AFL.

**Wellbeing Experiences and Outcomes:** Opportunities for students to develop the knowledge, understanding, and skills needed for mental, emotional, social and physical wellbeing.

**Inquiry Statement:** An overarching statement that anchors learning, students will explore this across the curriculum within a term.

**Success Criteria:** A criteria that helps students know what success looks like and ensures students know what to say, do, make, or write to indicate they are moving toward the Learning Goal.

**Principles of Instruction:** Ten key principles, which underpin effective instruction in lessons. These are: daily review, using small steps, asking questions, providing models, guiding

student practice, checking for understanding, obtaining a high success rate, providing scaffolds, independent practice and weekly and monthly review. (see page 6 for further definitions)

**Network Cogs:** A visual prompt for students to explicitly link learning in lessons to metacognition, self reflection, adaptation of learning and collaboration making it clear when they are applying these skills to their learning (see page 7 for definitions of individual cogs).

**Live Modelling:** A teacher produces an example live during the lesson, providing the opportunity to articulate their thought processes aloud, supporting student development.

**Worked Models:** A step by step demonstration of how to solve a problem or complete a task .

**Working Walls:** An interactive display that supports students in their current learning and enables independence.

**AFL:** Teachers place continual assessment front and centre of lessons so that their students make the progress.

**Student Conferences:** Student conferencing is a 1:1 or sometimes small group discussion between the teacher and students that takes place regularly (fortnightly) to discuss learning progress and attainment. They encourage students to take responsibility and ownership for their learning by involving them in the goal-setting and assessment process.

## **Primary Teaching and Learning– Curriculum Ethos**

**Curriculum Ethos:** Foster a culture of inquiry, where students are inquisitive, engaged and take ownership of their learning, embedding a collaborative and explorative learning approach across the curriculum.

We believe that education should begin with the curiosity of the learner and that inquiry in the classroom places the responsibility for learning on students, encouraging them to arrive at an understanding of concepts by themselves. Inquiry-based learning promotes learning through guided and independent investigation of complex 'big questions', often for which there is no single answer. Students are supported in developing their abilities to ask good questions, determine what needs to be learnt and what resources are required in order to answer those questions, and share their learning with others.

The most promising collaborative learning approaches have group sizes between 3 and 5 students and have a shared outcome or goal. Tasks and activities are designed carefully so

that working together is effective and efficient. We ensure that all students talk and articulate their thinking in collaborative tasks so that they benefit fully.

**Curriculum Ethos: Prioritise, model and develop metacognitive skills in our students.**

We take mutual responsibility for explicitly developing the skills of 'how to learn' in our students and supporting them to build confidence in taking responsibility for their own learning. To achieve this, teachers should model metacognitive talk, through vocalising their thought processes and using guided practice structures to explicitly develop these habits in students. Students should be required to talk through their own thought processes out loud. This is further supported through regular opportunities to reflect on their own work and feedback received to develop the next steps in their learning.

**Curriculum Ethos: Emphasise the importance of phonics, reading, writing, vocabulary and oral language across the curriculum.**

We take mutual responsibility for developing students' oral language, vocabulary, reading and writing as integral aspects of the teaching of every subject. English provides access to the whole curriculum. We believe that fluency in the English language is an essential foundation for success in all subjects. Primary classrooms are vocabulary rich and utilise working walls as a scaffold. Teachers provide high quality models of English, correct student's spoken language and have high expectations ensuring that students 'say it again better.' In addition, teachers use reading comprehension strategies in all subjects.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Curriculum Ethos: Foster a culture in which formative feedback redirects and refocuses the learners actions, relative to learning goals or outcomes.**

Feedback aims to create improvement in students' learning. It should redirect or refocus students actions to achieve a goal, by aligning effort and activity with an outcome. It can be verbal or written, or can be given through assessments. Feedback should not be limited exclusively to written marking. Verbal feedback is prioritised to impact student progress. Comments are given about the output or outcome of the task, the process of the task or the student's management of their learning. Feedback should be given when things are correct – not just when they are incorrect.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

### **Curriculum Ethos: Personalise learning through scaffolding, back fading and responsive feedback.**

Teachers model, coach and support students as they develop a level of independence. The steps to independence need to be scaffolded to build confidence and consistency. Scaffolding is carefully used to ensure that all students are supported to succeed. Scaffolds are then withdrawn so that students do not rely on them. Not all students will be ready to have the scaffolds taken away at the same time, teachers decide this through checking for understanding, AFL and assessments.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

### **Curriculum Ethos: Adopt a mastery approach to extending and enriching student learning.**

We plan lessons with our highest attainers in mind and accelerate through depth and breadth not speed. Scaffolding is then carefully deployed to ensure all are supported to succeed and then faded out once the teacher has assessed each student is ready for this next step. A mastery approach ensures a focus on all students obtaining secure learning before moving on to a new topic. Regular checking for understanding and formative assessment strategies enable teachers to establish when all students have reached this level before beginning the next topic. Those who master a topic more quickly should therefore be challenged and extended within the same topic area. Our curriculum ethos prioritises this approach to personalised learning journeys.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

### **Curriculum Ethos: Embed wellbeing experiences and outcomes across the curriculum.**

Wellbeing is at the heart of our PSHE programme. Across the year students focus on mental and emotional wellbeing, social and emotional wellbeing. These focuses are explored in Network Primary Themes across the curriculum.

## **Primary Teaching and Learning– Teaching and Learning**

**Teaching & Learning: Establish clear goals through the use of inquiry statements, big question exploration and success criteria for independent activities.**

Network primary curriculum themes have been constructed around a question-focused inquiry approach to develop critical thinking. Our inquiry statements allow teachers and students to 'anchor' the big idea of the theme into one, overarching sentence that is explored

through 'big questions' across the curriculum. The use of 'big questions' should structure learning and big questions are frequently revisited and reviewed during units of work. A big question lasts for a unit of work or journey of learning. Small questions are used to frame individual lessons and break lesson content down. Cumulative tasks are designed to enable students to take ownership of their learning and showcase the progress they have made throughout a theme.

Success criteria is constructed around the small questions - these can be predetermined by the teacher or created alongside the students. Success criteria allows students to have clarity of expectation when exploring small questions. Success criteria should be clearly communicated.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Teaching & Learning: Plan clear teaching sequences using Rosenshine's principles of instruction.**

**1. Daily review:** Begin each lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.

**2. Present new material using small steps:** Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practise this material.

**3. Ask questions:** Ask a large number of questions and check the responses of all students: Questions help students practise new information and connect new material to their prior learning

**4. Provide models:** Providing students with models and worked examples can help them learn to solve problems faster.

**5. Guide student practice:** Successful teachers spend more time guiding students' practice of new material.

**6. Check for student understanding:** Checking for student understanding at each point can help students learn the material with fewer errors.

**7. Obtain a high success rate:** It is important for students to achieve a high success rate during classroom instruction.

**8. Provide scaffolds for difficult tasks:** The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

**9. Independent practice:** Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.

**10. Weekly and monthly review:** Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

**Teaching & Learning: Follow the process of explore – share – support – challenge – reflect.**

In addition to embedding Rosenshine's principles of instruction and developing metacognitive skills in lessons, we follow the following process when planning:

**Explore:** In this stage students explore the small question without any explicit teaching. The exploration is explicitly designed to lead students to discover concepts related to the learning for themselves. This is a student-led collaborative approach.

**Share:** During this stage students share, compare and discuss their findings. Discussions can now be guided by the teacher, misconceptions addressed and explicit teaching takes place. During this stage of the lesson models should be used to give good examples. These can be any combination of: live modelling, physical representations and completed tasks, conceptual models, explicit narration of thought processes and worked models.

**Support:** In this stage, teachers model, coach and support students as they develop a level of independence. Scaffolds are carefully used to ensure that all students are supported to succeed.

**Challenge:** Students who master a topic more quickly are challenged and extended within the same topic area

**Reflect:** Reflecting on learning takes place at the end of each lesson in relation to the big question/success criteria. This develops students' self reflection and metacognition.

*We are building a collection of examples of what good practice in this area looks like and this can be found here.*

### **Teaching & Learning: Develop metacognition through personal, cognitive, creative and social cogs.**

Network Cogs are used in lessons to make explicit links to key areas of the Teaching & Learning Policy with students, for example, when live modelling in English, the teacher will place the cognitive cog on the board to show that this is a process used to support thinking about learning. When students are reflecting and responding to feedback the personal cog will be placed on the board.

**Personal Cog:** Explicitly links to self reflection, self regulation, choosing appropriate challenge and perseverance.

**Creative Cog:** Explicitly links to students adapting to their learning as well as linking and combining ideas within a lesson and across the curriculum.

**Cognitive Cog:** Explicitly links to metacognition – students creating success criteria, steps to success, and explaining their problem solving and reasoning.

**Social Cog:** Explicitly links to collaborative learning – providing peer feedback, involving and motivating others as well as describing and comparing work.

**Health & Wellbeing:** Explicitly links how our learning impacts our wellbeing and the global community, for example, in Humanities when learning about global warming, students should explore how this impacts them personally.

**Skills Cog:** Explicitly links to the learning of new skills in lessons – for example, when learning a written method in maths.

## **Teaching & Learning: Embed live modelling and encourage live modelling from students as well as providing scaffolding and worked models.**

Models are a central feature of giving good explanations. These can be any combination of :

- Live Modelling
- Physical representations of completed tasks.
- Conceptual models
- Explicit narration of our thought processes.

Teachers model metacognitive talk, through vocalising their own thought processes when live modelling. Narrating the thought processes around exemplars is a vital way that we can model metacognitive skills in the classroom. Students are required to talk through their own thought processes out loud. Students also develop metacognition through reflecting on their own work and the feedback received to develop next steps.

Worked Examples are a particularly effective method of modelling. Effective teachers will provide students with many worked examples so that they can repeat narration and general patterns and 'steps' are clear, providing a strong basis from which to learn. The trick is then to gradually reduce the level of completion, leading to guided student practice and the independent practice, thus building student confidence in taking ownership of their own learning.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

## **Teaching & Learning: Utilise Working Walls.**

Working walls are used to support independent working and learning. The working wall is added to in lessons and used as a teaching resource where the teacher can point out different learning points or resources that have been pinned up. Working Walls are used by the teacher within the lesson.

Included on a working wall could be the following things:

- 1. Vocabulary :** Vocabulary that is introduced to the children could be written on cards and displayed on the learning wall with their definition. These words may be from a text that is linked to the unit or topic specific words that children need to know.
- 2. Big/small questions:** It is also a good idea to display the learning questions that have been covered over the unit. Students can see how their learning has progressed and it will also be a useful reminder for elements needed in the finished piece.
- 3. Good examples for children to refer to:** For example, on an English working wall there may be modelled writing used in a lesson with its key features picked out.
- 4. Useful resources and scaffolding:** Wordbanks, worked examples of questions, synonyms, sentence starters etc can all be displayed on the working wall so children can refer to these

during independent practice. You may even have a table in front of your working wall on which useful books and other resources could be stored and easily accessed by students. The interactive nature of working walls helps encourage students to be independent.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Teaching & Learning :Ask quality questions to dig deeper. Use AFL to adapt teaching and learning.**

Teachers ask quality questions to dig deeper (questioning should be embedded in planning and discussed in planning meetings to ensure consistency within teams). The most effective questions require students to explain HOW the answer is found.

Effective practice for questioning includes a healthy combination of a variety of strategies which may include:

- Cold calling (careful selection of students by teacher)
- Hands up (encouraging engagement and enthusiasm)
- Random selection
- Think Pair Share
- Whole Class/ Choral Response
- All students answer (e.g. mini-whiteboards, paper, digital options)
- Probing, Follow-up questions

We aim to have a supportive culture around answering questions where students understand they are being helped to progress, not targeted and that there is a 'no-opt out' rule. Students should feel safe in answering when unsure, but if they do not know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers.

Questioning should be used throughout the lesson to check for understanding and adapt teaching and learning.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Teaching & Learning: Embed mini review and reflect points across a lesson as well as reviewing and reflecting on learning at the end of each lesson in relation to the big question/success criteria.**

Mini review and reflection points are planned across a lesson as well as being used to review and reflect on learning at the end of each lesson in relation to the big question/success criteria.



*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Teaching & Learning: Set meaningful home learning which is reading focused or either consolidation or preparation.**

It is important that home learning tasks are meaningful. Home learning has a strong reading focus and is either preparation or consolidation.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

## **Primary Teaching and Learning– Assessment and Feedback**

**Assessment & Feedback: Provide students with regular formative feedback (all extended writing, cumulative tasks, maths corrections/end of unit assessments)**

Teachers ensure all students receive regular formative feedback on their work – on all extended writing, cumulative tasks, maths corrections and end of unit assessments.

Meaningful formative feedback breaks down specific skills and/ or knowledge to target for improvement (in addition to more generalised feedback on expectations such as presentation of work). Effective feedback may look different in various subject areas but has at its core a clarity of purpose to help a student target specific improvement.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: Provide feedback which can be a mixture of individual written feedback, whole class feedback and verbal feedback.**

Feedback is constructed of verbal and written comments, marking codes, highlighting, underlining and post-it notes. Feedback is given to individuals, groups or the whole class dependent on the lesson content and learning goals. The use of purple pen helps students to quickly identify these forms of feedback. Students reflect and respond to teacher feedback using green pen.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: After verbal feedback, the emphasis should be placed on the student to respond in their books by making corrections and identifying their next steps.**

Where the feedback is verbal, student responses should be clear. Students should respond to any verbal feedback in their books by making the relevant corrections and identifying their next steps or targets in green pen. Students could also identify a WWW and EBI.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: Use review and reflection points to assess students' understanding and adapt teaching.**

Mini review and reflection points should be planned across a lesson as well as being used to review and reflect on learning at the end of each lesson in relation to the big question/success criteria to assess understanding. These AFL points should be used to adapt teaching as necessary.

As part of a mastery approach to progressing through the curriculum, we use continual, regular assessment and question-based checking for understanding to review and adapt teaching. We review overall pictures from our marking of areas of weakness for a class overall or particular students who may need an adapted approach to secure their learning.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: Feedback should identify strengths in students' learning and provide next steps, encouraging students to identify 'What's Next?' to support metacognition.**

Formative feedback is essential to ensure all students make excellent progress. To promote metacognitive reflection, using the phrase 'What's Next?' to introduce feedback that is structured as challenges or questions ensures a consistent emphasis on the importance of how a student then responds to this guidance.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: Monitor progress through key 'summative' assessments which should take place at least once a term– but these should still be viewed as also formative.**

In each subject area, key assessments are identified which summatively assess student progress. Reading and writing is assessed termly, maths at the end of a unit and other subjects at the end of units or the term. Students receive formative feedback on how to

continue improving their progress. Teachers reflect on findings from these assessments to review and adapt teaching as an ongoing process.

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

**Assessment & Feedback: Student conferences should take place with students fortnightly to support metacognitive development.**

Pupil conferencing is a one-to-one or sometimes small group discussion between the teacher and students that takes place regularly (fortnightly) to discuss learning progress and attainment. Student conferences develop reflection and metacognition whilst creating clear next steps in collaboration with students. During conferences, teachers discuss with their students progress as regards to assessments and independent work, but their progress in learning itself. Conferences are especially useful with struggling students, as it can provide the teacher and child with an opportunity to discuss the barriers that are preventing them from learning to the best of their ability.

Conference allow students to know the following:

- What they know
- What they don't know
- What they need to know
- What next steps they need to take
- Where they can get help

Here are some examples of questions that you could ask your students:

- What areas do you think you have improved on?
- How do you think you have understood the topic?
- What feedback do you find most helpful in your learning?
- What is a piece of work that you are really proud of?
- When was a time that you really enjoyed your learning?
- What do you think your next steps are? Why?

*We are building a collection of examples of what good practice in this area looks like and this can be found **here**.*

Primary Lesson Planning Process



## Primary Short Term Lesson Plan

STP						
Big Question: The use of a ‘big question’ should structure learning and be frequently revisited and reviewed during units of work. A big question lasts for a unit of work or journey of learning.						
Small Question	Success Criteria	Explore (Activity and discussion)	Share (pull together ideas and explicit teaching)	Support	Challenge	Reflect (Often refers back to the small/big question)
				Independent Practice: opportunities for students to practise the skills from the lesson or series of lessons.		
Instead of stating a learning objective, a small question is posed at the start of the session (or series of sessions) to start a learning journey and frame individual lessons and break lesson content down.	<p>Success criteria should be constructed around the small questions - these can be predetermined by the teacher or created alongside the students. Success criteria should allow students to have clarity of expectation when exploring small questions.</p> <p>Success criteria should be clearly communicated.</p>	Activities to explore the small question without any explicit teaching. The exploration is explicitly designed to lead students to discover concepts related to the learning for themselves. This is a student-led collaborative approach, but should be clearly planned.	<p>Interactive instruction between teacher and students. After introducing new learning, engage students in a similar task to what they will complete independently later in the lesson. The aim is to build confidence and further check for understanding before moving on to independent practice.</p> <p>- Check for understanding - Questioning - Teacher modelling and worked examples</p>	Identify Scaffolding that will be used to support students during independent practice	Mastery	<p>Reflect on learning that takes place at the end of each lesson in relation to the big question/success criteria.</p> <p>Mini review and reflection points should be planned across a lesson as well as being used to review and reflect on learning at the end of each lesson in relation to the big question/success criteria.</p>



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# Early Years Foundation Stage Teaching and Learning

# Early Years Foundation Stage Teaching and Learning– Summary

Our overall aim is for all children to enjoy their first experience of school and ultimately, develop positive views of school whilst learning life skills through play. We understand that Early Years is a distinctive phase of education requiring specialised teaching with a developmentally appropriate curriculum.

As Teachers at Network Early Years Foundation Stage, we aspire to...

## Curriculum Ethos Aims

- Recognise every child is unique
- Form positive relationships
- Create an enabling environment
- Foster the characteristics of effective early learning

## Teaching and Learning aims

- Incorporate 7 areas of learning.
- Teach through a play based, free flow environment.
- Use a scaffolding teaching strategy.
- Understand that the Early Years Foundation Stage is a distinctive phase of education.
- Recognise that all children are entitled to learn at their own pace and in their own way.
- Create Learning opportunities to be accessible inside and outside.

## Assessment aims

- Maintain an online learning journey to record over every child's learning and progress.
- Follow the observe, assess and plan cycle: daily, weekly and termly.
- Use Birth to 5 Matters ranges to direct observations and planning.

# Curriculum Ethos

## **Recognise every child is unique**

We believe that every child is constantly learning and we are to support them to become resilient, capable, confident and self-assured. It is understood that children develop and learn in different ways, and while teachers have an understanding of some general patterns of development from pre-birth into early childhood, progression is uneven and unfolds differently for each individual child.

Teachers are to use materials, equipment and displays to reflect the home languages, cultural and ethnic diversity of all children. We work towards supporting bilingual children's development in their home language as well as English.

## **Form positive relationships**

### ...with children

Children learn to be strong and independent through positive relationships. All teachers strive to build positive, caring, reliable and professional relationships that provide a “secure base” from which children feel confident to explore the world and form other relationships. Network International School understands that teachers need to meet children’s physical and emotional needs while remaining attentive, playful, affectionate and thoughtful of each child and their circumstances.

### ...with families

At Network International School we recognise the importance of parents as children’s first educators and the vital role the home learning environment plays in the development and education of the young child. Teachers are aware that parents and carers have a rich knowledge of their children’s personalities, preferences, interests and skills; and should want to work together. We want all parents to feel included and listened to within their own role supporting their child’s wellbeing, development and learning.

## **Create an enabling environment**

Teachers will strive to create an enabling environment which offers children security, comfort, engagement and opportunity. At Network International School we understand that a significant part in an EYFS teacher’s role includes facilitating an enabling environment. The environment should encourage autonomy, exploration and risk-taking. Throughout the year teachers must routinely consider the environment from a child’s perspective, consider the messages being conveyed within the environment, and question if spaces are inviting to children. .

The environment must be set up for children to have opportunities to independently choose their own learning through play.



## **Foster the Characteristics of Effective Early Learning**

At Network International School we place a high priority on the Characteristics of Effective Early Learning.

- Playing and exploring
- Active learning
- Creative and critical thinking

Planning and teaching based upon the characteristics lead to meaningful learning for all children. By ensuring activities include the characteristics teachers are enabling children to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress

## **Teaching & Learning**

### **Incorporate 7 areas of learning**

All areas are to be viewed as fundamental, contribute towards each other, and are taught holistically.

The 7 areas of learning are

#### Prime areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

#### Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We understand that the 3 Prime areas are especially crucial to early years provision during the first three years and should receive priority attention in Foundation 1 and 2. This ensures strong foundations in development and learning. The Prime areas therefore strongly influence learning in the Specific areas of learning and development.

The Specific areas give children access to the wide scope of shared cultural and intellectual life in modern society, and skills and knowledge to support them in their future learning. All teachers should understand that Specific areas arise naturally for young children within an enabling environment. However, Literacy and Mathematics becomes a more direct focus of adult led teaching in Foundation 3.

### **Teach through a play based, free flow environment**

At Network International School we recognise the importance of providing a stimulating, interesting, welcoming, safe and challenging learning environment. Each year group has connecting doors which should always be open during continuous provision. The year group classrooms are to be organised as a whole. Each year groups rooms must be resourced to provide learning opportunities in the seven areas of learning in the Early Years Foundation Stage curriculum. Continuous planning (see below) will show detailed planning of learning opportunities including objectives from 'Birth to 5 Matters.'

Children are taught how to independently access the equipment in each area of provision from the moment they are able, to enable them to follow their own ideas and interests. There is a high level of teacher involvement in children's chosen activities and play. All teachers are expected to join children at their play as either scaffolders, observers or extending child led activities.

All EYFS Teachers are expected to plan and join age and developmentally appropriate differentiated activities that are organised to meet the learning needs of each child. There should be a healthy balance of age appropriate 'adult focused activities' and 'child led activities.'

### **Use a scaffolding teaching strategy.**

We recognise the importance of the role that all Early Years teachers play in the care and education of our youngest children. An important strategy to ensure children receive care and education is scaffolding. Teachers scaffold learning in order for all children to become independent problem solvers with skills to think critically. Children are expected to learn in smaller and more manageable stages. Instead of simply providing answers and solutions, teachers can use the following techniques to encourage independent thinking, confidence and pride.

- Demonstrating new skills or techniques
- Offering suggestions
- Creating opportunities for children to succeed
- Reinforce skills with praise and encouragement

### **Understand that Early Years Foundation Stage is a distinctive phase of education**

At Network International School we believe Early Years education is important because it builds children's learning power. Teachers will create opportunities for children to gain critical thinking skills. We are committed to understanding the stark contrasts of teaching and learning in EYFS compared to any other age group of education. All teachers need to routinely reassess their expectations of children to guarantee learning is age and developmentally appropriate.

### **Recognise that all children are entitled to learn at their own pace and in their own way**

In the EYFS we understand that all children have different learning styles, strengths and paces. Teachers need to ensure children receive differentiated teaching, however all teachers must strive for differentiation to happen within whole class teaching or mixed ability groups. Adaptive teaching is the preferred way for most differentiated learning. Teachers are to prepare ahead by anticipating the barriers some children will face and incorporate this into planning. Planning will show how adaptive teaching will allow all children to access the same learning opportunity but in different ways.

### **Create learning opportunities to be accessible inside and outside.**

All children in the Early Years Foundation Stage at Network International School have access to both indoor and outdoor learning environments. The outdoor learning environment is viewed

as an equally essential part of the curriculum and is organised as an outdoor classroom. Areas of provision promote the seven areas of learning just like a classroom. All children have access to outside for at least one hour a day. Children are to be encouraged to enjoy and learn from all aspects of the outside environment in all safe weather conditions.

## **Assessment & Feedback**

### **Every child has an online learning journey to record their learning and progress.**

Every child at Network International has an individual learning journey on Seesaw, which includes photographic and written observations with information from both staff and parents that record the child's journey and progress through the foundation stage. They form an essential evidence base for sharing children's learning with families.

Seesaw Learning Journeys are the responsibility of all class teachers to ensure that the 'whole child' is documented.

Seesaw Learning journeys will contain:

- Termly 'Learning Focuses' with photos and in depth teacher written feedback.
- Weekly 'Updates' of activities shown through photos and captions.
- 'Home Achievements' sent in by parents and shared by teachers.

### **Follow the observe, assess and plan cycle: daily, weekly and termly.**

Planning takes place termly, weekly and daily and takes account of information gathered from observation and information from parents. This may include children's interests, preferred ways of working, and discussed next steps. Monitoring and evaluation form the basis of informed planning by whole year groups and should be a collaborative process with colleagues. Time is spent before planning assessing the previous week's learning and focus children to incorporate next steps in future planning. Verbal or written evaluations take place constantly and planning must be flexible to take account of this information. All teachers regularly monitor the provision provided to ensure every child's learning is well supported.

### **Use Birth to 5 Matters ranges to direct observations and planning.**

Assessment is completed against 'Birth to 5 Matters' statements in all 7 areas of development, with teachers using formative assessment from their day-to-day observations and interactions with children. Assessment should be based on the teacher's own knowledge of their children. Teachers' own knowledge should also take into account internal or peer-to-peer moderation conversations as far as possible.

Teachers will assess all children 3 times a year

- Baseline - within 3 weeks of a child's start date.
- End of Semester 1
- End of Semester 2

## Early Years Foundation Stage Whole Class Teaching Weekly Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle and Maths</b>	Objective:  Activity:  Differentiation:	Objective:  Activity:  Differentiation:	Objective:  Activity:  Differentiation:	Objective:  Activity:  Differentiation:	Objective:  Activity:  Differentiation:
<b>Phonics</b> <i>(only for Foundation 3)</i>	Literacy:  Activity:  Differentiation:	See separate phonics plan.			
<b>Afternoon Circle</b>	Objective:  Activity:	Objective:  Activity:	Objective:  Activity:	Objective:  Activity:	Objective:  Activity:

Objective led planning for continuous provision		
Personal, Social and Emotional Development	Communication and Language	Physical Development

Literacy	Maths	Understanding the World	Expressive Art and Design
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## Early Years Foundation Weekly Continuous Provision Plan (inside and outside

<b>Classroom: Teachers:</b>	<b>Classroom: Teachers:</b>	<b>Classroom: Teachers:</b>
Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:
Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:
Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:
Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:	Area: Activity: Adult Focus/Child Led Objective if Adult focus:

<b>Seesaw Focus Children</b>	
<b>Other Focus Children with reasons</b>	