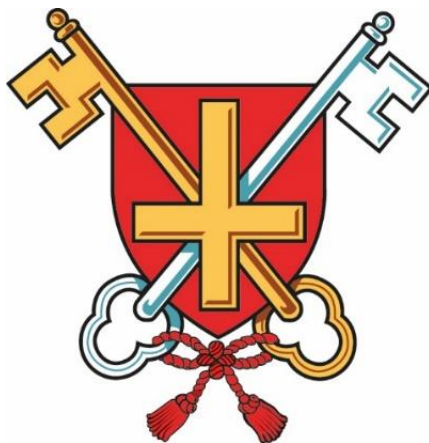


Bright Beginnings – Faith for the Future

“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble” 1 Peter 3:8

St Peter's London Docks

Church of England Primary School



Teaching and Learning Policy

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1. Aims and Purposes

Our drive to raise standards and improve outcomes for children is focused on everyday practice in the classroom. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

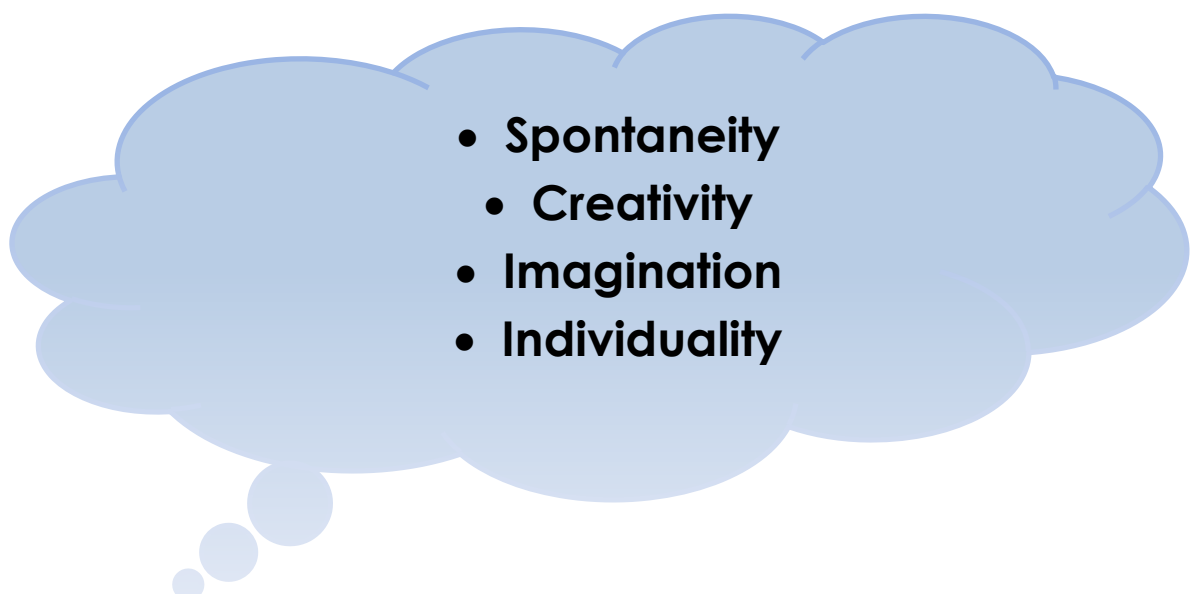
We expect that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

By adopting a whole school approach to teaching and learning we aim:

- To provide consistency in teaching and learning in every classroom
- To enable teachers to teach as effectively as possible
- To enable teachers to continually develop their own knowledge and skills as effective practitioners
- To enable children to learn as efficiently as possible
- To give children the skills they require to become effective, lifelong learners
- To provide an inclusive education for all and enable every child to reach their full potential
- To continually develop and improve teaching and learning through the adoption of a collaborative, enquiry-based approach where good practice is shared.

There is no single recipe for improving teaching and learning in a school. However, this policy outlines the key elements which are central to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research.

When reading this policy, it is important to remember that adopting a broad template for structuring lessons does not prevent...



2. The Elements of Great Teaching

The fundamental goal of all staff at St Peter's is to improve the outcomes for our children. While many outside factors can contribute to a child's outcomes, we believe that the quality of teaching children receive, on a daily basis, is hugely important to raising achievement. Great teaching can be learnt and we use the following elements to direct and improve teaching and learning across the school. We also acknowledge that great teaching across ages, contexts and subjects can appear very diverse (Great Teaching Toolkit, Evidence Review June'20, Appendix 1).

1. Understanding the content

- | | | |
|---|--|--|
| 1 Having deep and fluent knowledge and flexible understanding of the content you are teaching | 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching | 3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations/ analogies/ examples for the ideas you are teaching |
| 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching | | |

2. Creating a supportive environment

- | | | |
|--|---|--|
| 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students | 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care | 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change |
| | 3 Promoting learner motivation through feelings of competence, autonomy and relatedness | |

3. Maximising opportunity to learn

- | | | |
|--|--|--|
| 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth | 2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied | 3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately |
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4. Activating hard thinking

- | | | |
|---|---|---|
| 1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level | 2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/ checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples | 3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately |
| 4 Interacting: responding appropriately to feedback from students about their thinking/ knowledge/ understanding; giving students actionable feedback to guide their learning | 5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/ revisited to prevent forgetting | 6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise |

Great teachers:

1. Understand the content they are teaching
2. Create a supportive learning environment
3. Manage the classroom to maximise learning opportunities
4. Active children's thinking

1. Understand the content they are teaching

1.1 Having deep and fluent knowledge and flexible understanding of the content you are teaching

Great teachers have a deep and fluent knowledge. They will develop an understanding of each subject they teach and how the knowledge and skills being taught are related or distinct. They should be able to model solving the kinds of problems they wish children to solve without error. At face value, this skill involves teachers understanding the key knowledge they wish to deliver in any given subject.

1.2 Knowledge of the requirements of the curriculum sequencing and dependencies in relation to the content you are teaching

Great teachers develop their pedagogical content knowledge. The key difference between content knowledge and pedagogy is that pedagogy goes beyond the knowledge itself and involves understanding how a child will best learn that knowledge. Pedagogical content knowledge involves teachers being able to explain the connections and sequences within the curriculum. It is about teachers understanding what needs to have been taught first in order to enable new learning. This kind of teacher curriculum knowledge is exemplified in carefully prepared planning, schemes of work and lesson plans that reactivate prior knowledge in order to enable children to take on board new learning.

1.3 Knowledge of relevant curriculum tasks, assessments and activities; being able to generate varied examples for the ideas you are teaching

Expert teachers are able to select learning activities that are appropriate for the level of challenge or that allow for assessment about children's thinking and knowledge. In presenting abstract ideas, great teachers use analogies, models and representations to help learners visualise the concepts and relate them to what they already know. The key point about these explanations, models, analogies, representations and examples is that they form part of the teacher's pedagogical content knowledge. Teachers will learn these on the job, through trial and error, experience, intuition and ad hoc sharing. But this knowledge can also be explicitly taught. Great teachers also have access to a bank of great materials, rather than being expected to search for or create their own.

1.4 Knowledge of common misconceptions

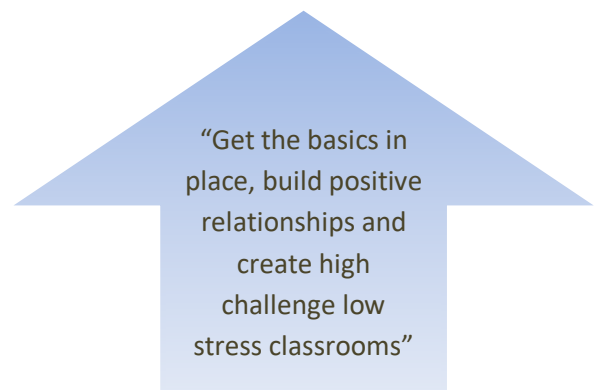
Great teachers develop a knowledge of student thinking and, in particular, the misconceptions, typical errors and types of strategies students exhibit. Student misconceptions around particular ideas are predictable and inevitable. Great teachers design their presentations and learning activities to anticipate and address these misconceptions directly and explicitly, both by exposing

and challenging the misconception and by presenting the correct conception clearly and directly.

2. Creating a Supportive Environment

2.1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth

Teaching is a highly relational job and children will respond well in an environment where they feel safe and cared for. Great teachers should convey care, empathy and warmth towards their students and avoid negative emotional behaviours, such as using sarcasm, shouting or humiliation. Great teachers know their students well as individuals, are well informed about the nature and requirements of their students' specific needs and have strategies to accommodate them. The requirement for respect and sensitivity towards students' individual needs is amplified in both importance and difficulty when those needs are more diverse or extreme. Developing good relationships of trust and respect with students with special educational needs, neurodiversity or disabilities often requires specific knowledge and adaptation.



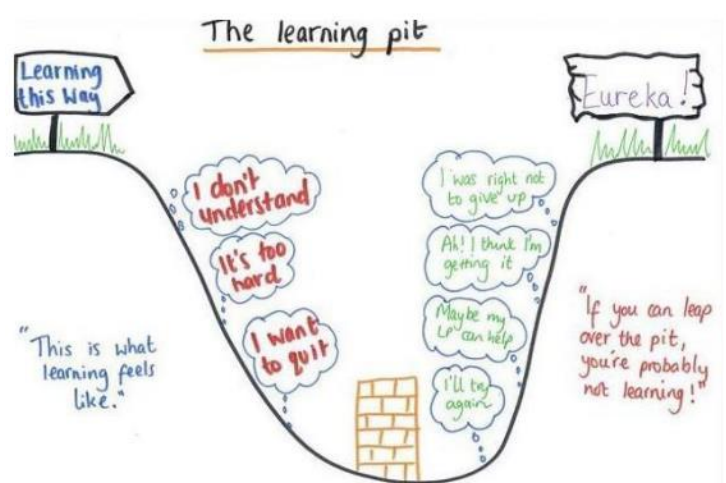
2.2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

Classrooms where students respect and pay attention to each other's thoughts, and feel safe to express their own thoughts, are more productive for learning. Great teachers encourage and teach students to cooperate with each other effectively, and promote the benefit of positive learning interactions with their peers.

2.3 Promoting learner motivation through feelings of competence, autonomy and relatedness

Students who are motivated to study, learn, engage and succeed are more likely to do so. Great teachers help learners to feel a sense of ownership and to develop the motivation to learn.

At St Peter's, we use tools such as a GROWTH mind set and metaphors such as the 'learning pit' to illustrate the learning process:



2.4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go

Great teachers create a supportive environment with high expectations of all. Teachers should demand high standards of work and behaviour from all students, being careful not to convey lower expectations for any subgroup. When goals are ambitious and demands are high, learners must feel safe to have a go and take a risk, without feeling pressured or controlled. This requires an environment of trust and a complex balance – teachers need to ask for 'a lot' from their students, but still make sure it is safe to feel challenged.

3. Maximising opportunity to learn

3.1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time

Great teachers plan activities and resources so that everything works smoothly and learning time is maximised. Settling down time at the start of a lesson or after a transition is minimised so that students can get started on meaningful work straight away - working right up to the end of the lesson. Great teachers give students clear and simple instructions so they know exactly what they should be doing. Routines can also be an element of great teaching – explicitly teaching students a pattern of behaviour that will be used regularly. This should be adapted to needs of each cohort with some classes requiring more structured routine than others.

3.2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

Great teachers ensure that rules and expectations are clearly understood and accepted by all students. Violations should be rare, but when they do happen students are treated fairly and appropriately, and as consistently as possible, so that students know that predictable consequences will follow. See the school's Behaviour and Relationships policy for more detail.

3.3 Preventing, anticipating and responding to potentially disruptive incidents

One of the features of great teaching is that disruption is not seen, but this is often because the teacher has successfully anticipated and prevented it happening. Great teachers also use praise and positive reinforcement to support desired behaviour. When disruption or disorder does occur, teachers respond firmly and appropriately to minimise the effect on learning. Great teachers draw on targeted approaches that are tailored to the individual needs of students with a history of challenging behaviour. Great teachers are perceptive – they can 'read the room' and act accordingly.

4. Activating hard thinking

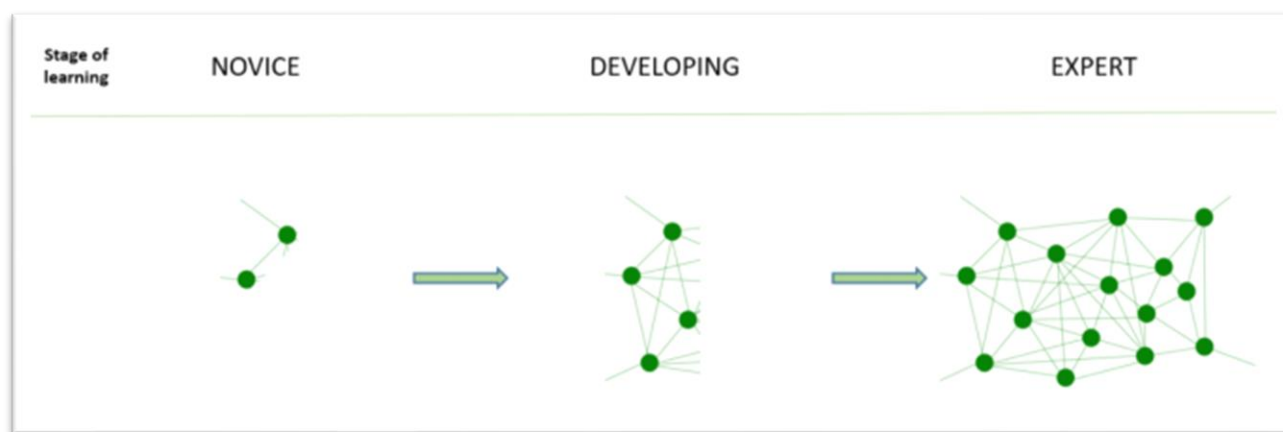
4.1 Structuring: giving students an appropriate sequence of learning tasks

Structuring refers to the choice, matching and sequencing of learning tasks and signalling how they contribute to learning goals. Great teachers share learning aims with their students in ways that help students to understand what success looks like. Great teachers also help students to

understand why a particular activity is taking place and how current learning fits into a wider structure. They draw attention to key ideas and signal transitions between activities that focus on different parts of the journey. Great teachers also recognise that complex tasks often require scaffolding: beginning with a simplified or limited version of the task to make it manageable. This often requires some adaptive teaching, as different learners may begin with different levels of readiness and a different capacity for learning new material. Great teachers build their knowledge of individual students' needs, including SEND. They apply this knowledge whilst simultaneously requiring that *all* students achieve success.

4.2 Explaining: presenting and communicating new ideas clearly

All teachers present new content and ideas to students, but the best presentations have concise, appropriate, engaging explanations that are just right for the students: neither too short nor too long; neither too complex nor too simple. In presenting material, great teachers pay attention to the 'cognitive load' it presents to their students: limiting the number and complexity of new elements; breaking complex ideas or procedures into smaller steps; helping students to assimilate concepts into – and extend– existing schemas; minimising extraneous, irrelevant or distracting input, from either content or environment.



4.3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners

Great teachers use questioning as part of a dialogue in which students are engaged and stretched. They prompt students to give explanations and justifications for their answers, or just to improve an initial response, to describe their thinking processes, to elaborate on their answers, exploring implications, 'what-if's and connections with other ideas and knowledge. Blooms Taxonomy (Appendix 4) allows teachers to regularly plan for the use of higher order thinking skills and opportunities for questioning.

4.4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding

The quality of learning interactions between teachers and students is central to the learning process. Great teachers give pupils actionable feedback to guide their learning. Interactions may be seen as a form of feedback: feedback to teachers that informs their decisions, and feedback to students that helps them learn.

4.5 Embedding: giving students tasks that embed and reinforce learning

The importance of embedding learning rests on the insight from cognitive load theory that memory is not just a storage facility for facts that could just as easily be looked up: the schemas that we use to organise knowledge in memory are the very things we use to think with and to connect new learning to. Great teachers ensure that students practise until learning is fluent, automatic and secure. This may involve teachers planning to; “spiral” back to previously taught content, overlearn a new skill or deploy a test.

4.6 Activating: helping students to plan, regulate and monitor their own learning

Interventions to promote the use of metacognitive strategies are among those with the largest effects on attainment. Great teachers explicitly teach, model and support the use of strategies that help students plan, monitor and evaluate. Students of all ages should be explicitly taught strategies to plan, monitor and evaluate their learning, ideally in the context of the specific content they are learning. Great teachers also draw attention to their own planning and self-regulation when they model the process of completing complex tasks, and similarly encourage students to ‘self-explain’ their thinking.

3. Lesson structure

Teachers in our school follow a basic structure made up of four phases (that may not always be used sequentially.)

Phase One: set the scene, place learning in a wider context, link to prior learning; review previous lesson; provide the ‘big picture’, share learning objectives.

Phase Two: pupils receive new information; instruction/exposition; (teaching and modelling)

Phase Three: pupils make sense of information; processing understanding; (learning and practice).

Phase Four: Review information (Plenary/Evaluation)

The four-phase structure will present differently in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

Teachers may revisit phases more than once during the lesson. For example, after a short period of exposition, pupils may be engaged in an activity designed to help them make sense of new material. This may be followed by another period of exposition and an appropriate exercise. Teacher’s may use opportunities to have a mini plenary throughout the lesson as appropriate

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

It is also worth noting that within the same lesson different groups of children may be accessing different phases based on their needs. One child may need more implicit modelling whilst another may already be ready to move off to practice their new learning or overlearn a skill taught previously.

Phase One: Overview

Although this is relatively short in duration it includes a number of key features.

The emphasis in Phase One is on:

Creating an appropriate working atmosphere	Linking the lesson to prior learning when appropriate	Providing an overview	Sharing learning intentions with pupils	Triggering the brain	Stimulating curiosity, generating interest in setting the challenge
Creating a classroom environment that is stimulating, reassuring and organised Being fully prepared for lessons Ensuring resources are prepared and on the tables in advance of lessons Using other adults to sensitively engage with a pupil who is not 'ready to learn' Greeting pupils with a smile	Think about the three most important things you learnt in the last lesson and tell your partner. In two minutes, I am going to ask you what you learnt last lesson (partner talk) Today's lesson is about the water cycle. Jot down on whiteboards what you already know. Work in pairs. *when introducing a new topic this may not always be appropriate.	The brain is more likely to absorb details when it can place them in a wider context - 'provide the big picture first'. Leaning walls in classes enable people to see the 'bigger picture'. Try to make links explicit for children as well as links across subject areas.	Students must know exactly what they are going to learn and what is expected of them by the end of the lesson. Success criteria can be used to clearly articulate what children need to do to succeed in their learning. Make learning objectives/ intentions specific and context free Refer to them learning objectives/ intentions throughout the lesson	The brain will tend to notice things if it has been primed to look for them. Beginning a lesson by saying 'while I am reading, I want you to listen out for some really powerful adjectives that you can use in your own writing later' triggers the brain to engage.	When we capture the imagination and stimulate curiosity in the first few minutes of the lesson, we go a long way to ensuring a high-quality learning experience.

Phase Two: Receiving new information

The emphasis in this phase is on providing students with new information or skills. This is the teaching phase.

Although we want all pupils to understand the information as they encounter it, the emphasis during phase two is on providing the new information.

New information can be delivered in many ways including; **Exposition, Audio-visual aids e.g. video/sound clips, Diagrams, Pictures, Maps, Demonstrations, Modelling, Books etc.**

The quality of the input during this phase will have a bearing upon the extent to which pupils understand information.

Phase Two techniques include:

Teacher modelling	Periods of exposition are short	More than one 'beginning' is created	The input phase is punctuated with questions	The input phase is punctuated with activity	New information is presented in several different ways.
A vital component of developing new concepts, knowledge and skills. Modelling should be adapted to support and scaffold learning appropriately. Modelled- teacher/adult led - modelling a new concept or skill e.g. a teacher modelling the grid method for multiplication. Assisted- providing some scaffolding to learning e.g. teacher gives a sentence stem in modelled writing.	Pupils have limited concentration spans. Periods of exposition should be kept short and punctuated by regular breaks or activities. Information can be transferred and explained in shorter bursts as opposed to one longer session.	Pupils tend to learn more from the beginning of an experience. When exposition is chunked into 10-15 minute slots, a number of 'beginnings' are created in the lesson. Make the new start obvious. Use phrases such as 'now we are moving on to...' or 'the next activity we are going to be doing...' or 'I want you to move back to the carpet for the next part of the lesson'	Regular closed questioning during this phase keeps pupils alert and provide instant feedback as to whether they have heard correctly and have understood- although at a shallow level. Ask open questions before and/or after an input to prime the brain to notice detail. Asking an open question at the end of input takes the learning into Phase 3- developing and assess deeper understanding.	Punctuate the input of new information with activities designed to help pupils make sense it. An integrated, alternating pattern of Phase 2 and Phase 3 can be more effective than an extended period of explanation. E.g. a teacher might model how to write complex sentence then ask children to work in partners to write one together on a whiteboard before continuing with further instruction.	Information should be transmitted in more than one way during phase 2. Make learning multi- sensory so that pupils have opportunities to learn from seeing, hearing and doing. A verbal explanation may well be clear, concise and of high quality but learning preferences, EAL, SEND, age and context should be carefully considered in the presentation of information.

Phase Three: Processing the information

The emphasis in Phase 3 is on:

- Developing understanding
- Demonstrating understanding
- Assessing understanding

This phase gives children opportunity to make sense of information. Teachers play a significant role during this crucial phase, encouraging and reassuring at an emotional level and guiding, prompting and challenging pupils toward understanding.

The extent to which pupils will understand information depends on:

Quality of interactions	Effective questioning strategies that we use include	Talking	Tasks that engage pupils and challenge them to think
It is adults who help pupils make sense of information. The frequency and nature of interactions between teachers, TAs and pupils is highly significant. Understanding is developed by: • Asking a large proportion of open questions • Allowing sufficient processing time for pupils to think about their answers • Allowing pupils to talk to each other • Asking supplementary or extensions to extend understanding • Asking questions to encourage students to reflect upon their thinking • Challenge thinking	Using open questions Providing wait time- pupils need time to think about their answers before replying Providing thinking time by giving an advance warning. Allowing pupils to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Ensuring pupils fully understand the question by asking them to say it back or rephrase it Extending and deepening understanding by asking follow up questions such as 'what made you think that?' Asking pupils to identify three possible answers and then select the best one	Talking makes us organise our thoughts and so deepens understanding. It is partly the reason why we remember so much of what we teach others. All lessons include planned and unplanned opportunities to discuss questions and extend thinking in pairs or groups. Pupils are trained to use appropriate body language when talking to a partner and pupils understand that their TALK is valued as much as their written work.	Making sense of information involves recreating and assimilating it into existing understanding. It is an active process and demands that the learner actually does something. Not least at a cognitive level.
Activities in Phase 3			
• Require pupils to do something at a cognitive level • Provide a degree of challenge • Require students to recreate rather than reproduce information • Develop understanding or consolidation by practicing a new skill • Allow pupils to demonstrate understanding • Give the teacher an opportunity to assess understanding • Encourage pupils to work both independently and collaboratively • Encourage pupils to work for a sustained period			

Phase Four: Review information (Plenary)

The emphasis in Phase Four is on:

- Reviewing what has been learned
- Reflecting on how it has been learned

The Review stage is key to building memory and should not be confined to the end of the lesson. Great teachers weave review throughout the entire lesson and are constantly referring students back to the objectives of the lesson, and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten easily.

Pupils are actively involved	Pupils end the lesson knowing what they know
When teachers summarise what has been learned, the effect on pupils' memories is relatively insignificant. However, when pupils themselves identify what they have learned, their memories will be given a significant boost.	Using prompts such as: what are the three most important/ interesting things you learned today/ what three questions could you answer now that you couldn't answer at the beginning of the lesson. Refer back to the learning objectives and success criteria. Give children the opportunity to assess their work against this. Encourage pupils to reflect on what they learned and what has helped them to learn. Use prompts like: <i>What did you do today that you found most helpful when you were learning?</i> <i>If you had to do the task again, how would you do it?</i> <i>If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?</i> One-to-one feedback and conferencing should be part of the review and reflection process. Through this process the teacher can agree next steps with the pupil. Prime pupils' brains by telling them what they will be learning in the next lesson and to encourage pre-thinking.

4. Planning

Effective Teaching and Learning stem from effective planning. Planning is fundamental to the achievement of high standards and effective planning results in attainment and progression, depth and balance. At St. Peter's we aim to use planning to ensure clear breadth of curriculum coverage and also ensure day to day opportunities to develop the children's learning through the four stages as mentioned above.

Planning falls into three categories –

- **Long term planning** Long-term plans should provide, for each class and subject area, an overview of the main themes and units to be taught during an academic year or school term. This planning may take the format of Curriculum maps, schemes of work or whole school overviews. Long-term planning is evaluated regularly to reflect the current National Curriculum objectives and to ensure we meet the needs of our children.

- **Medium term planning** Medium term planning is produced termly by teachers to give a week by week overview of what shall be taught in each class. Medium term plans are working documents and are subject to change and are adapted to meet the needs of class and consider whole school events, projects, workshops and trips. Medium term planning also includes unit overviews and schemes of work.
- **Short term planning** Short-term plans are written weekly and may take the form of ActivPrimary flipcharts or PowerPoints. They will describe daily learning objectives, activities and resources. Short term planning may be adapted between sessions, based on the needs of the children.

5. Classroom environment

The classroom and school environment can greatly influence academic performance and well-being – inspiring and supporting children to achieve. Across the school we aim to ensure that classrooms are practical learning spaces that everyone can use to learn and to be proud of.

All classes should have:

A literacy wall linked to the topic they are studying including:

- The title of the topic
- Evidence that demonstrates the learning journey and is continually being updated as new learning happens
- Children's work and questions
- Key vocabulary
- Visuals to stimulate thinking – a focal point / point of interest for the children

A maths display which may include:

- A large 100 square
- A large number line
- Key maths vocabulary
- Current class targets
- Models and images linked to current work
- Key facts, e.g. number bonds

6. General Classroom organisation

In Key Stage One and Key Stage Two classrooms, teachers are expected to carefully consider the following questions when organising their classrooms:

- Are class rules/code of conduct on display for all children to see?
- Is the classroom tidy and well organised?
- Are pupils given responsibility for ensuring their classroom is kept tidy/organised?
- Are pupils taught and reminded to respect equipment and resources?
- Is the basic equipment (pens/pencils/rules) accessible at all times?

- Are children's books easily identifiable in groups (colour coded) and easily accessible?
- Do trays have clear, word processed labelling?
- Are groupings, e.g. maths groups, on display in the class?
- Are displays used as a learning resource?
- Do the anchor charts support current learning in class e.g. handwriting joins

7. Monitoring

To ensure effective Teaching and Learning across the school, regular monitoring is led by the leadership team. This includes, informal drop-ins, timetabled lesson observations of class teachers, additional adults and support staff, evaluation of planning, book looks, curriculum meetings, line management, peer observations and external evaluation.

Any action points and areas for development that arise from the monitoring of Teaching and Learning feed into individual line management, performance management and inform individual and whole school Professional Development plans.

The Teaching and Learning policy will be shared with staff during induction and revisited regularly through briefings, staff meetings, line management and INSET.

Appendix 1. Elements of Great Teaching

1. Understanding the content

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|---|--|---|
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| 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching | | |

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Appendix 2 – Lesson Structure: Phases 1-4

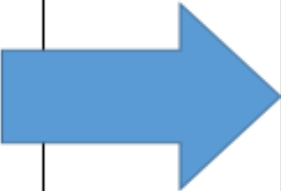
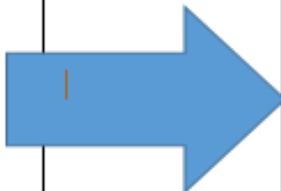
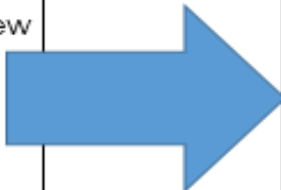
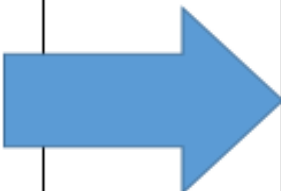


Lesson Structure

Precise interpretation of the four phase structure will inevitably be very different in different situations. Age, ability, timing of the lesson, subject area and the particular focus for the lesson will all have a significant impact.

The boundaries between the phases will almost certainly be blurred.

Teachers may well scroll through the phases more than once during the lesson.

Phase 1 ➤ set the scene ➤ place learning in a wider context ➤ link to prior learning ➤ review previous lesson ➤ provide the 'big picture' ➤ share learning objectives		Adaptive Teaching Tips ➤ It may be appropriate for some children to have pre-teaching to encounter a new concept before the rest of their peers.
Phase 2 ➤ receive new information ➤ instruction ➤ exposition ➤ teacher modelling ➤ shared examples ➤ guided writing		➤ Some children may require a much shorter period of exposition or modelling. These children may be able to begin phase 3 sooner – either independently or with the guidance of a different adult
Phase 3 ➤ making sense of new information ➤ practice ➤ over learning ➤ processing understanding ➤ demonstrate understanding		➤ Teachers will ensure that the practice is appropriate for different groups. Some children may need more scaffolds to access the learning. Others may need more examples to overlearn a concept.
Phase 4 ➤ review the information		➤ Children who are particularly proficient with a concept may be able to aid with and summarise the learning independently or to the class – taking on the mantle of the expert.

Appendix 3 – Bloom's Taxonomy

