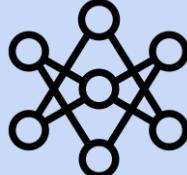
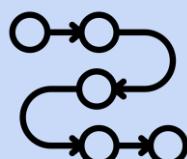


Newburgh Primary Teaching and Learning Framework

Focus	Elements	Suggested Strategies (see corresponding PowerPoints)
A - Content and knowledge  Rosenshine principles: 6, 10	<ul style="list-style-type: none"> Be clear about what is being taught (core/substantive knowledge). Communicate lesson intention clearly so children can understand and articulate it to others. Know what children have learned/already know and connect this with their new learning (i.e., build on prior knowledge). This requires teachers to have a good understanding of the content of all previous year groups' curriculum. 	<ul style="list-style-type: none"> Shared learning objectives My turn/ our turn/ your turn: give a word phrase or explanation, and the pupils repeat this in chorus. Knowledge recall: recap/recall pupils' prior knowledge at the beginning of the lesson (oral responses), then display prior learning as a visual prompt for all children. Things I know: Regularly ask children to reflect on their learning to give you 1, 2 or 3 things they now know (this could be during the lesson or learning journey).
B - Teaching sequence  Rosenshine principle: 1, 2, 10	<ul style="list-style-type: none"> During a learning sequence, design a logical pathway where knowledge is cohesive and well-sequenced Choose the appropriate pedagogy/teaching approach or pupil task that matches the intention of the lesson 	<ul style="list-style-type: none"> Knowledge recall: Plan for the pupils to recall the necessary pre-requisite knowledge that they will need to build on during the lesson Chunking: break learning down into small steps, within lessons and across a unit of work. Consider the cognitive demand of each new learning area – some concepts may be more cognitively demanding than others and will, therefore, need more time allocated. Independent task choice: Carefully consider the task you ask children to do independently – what is the most appropriate way to record what they have learned? Will it help them to remember more for longer?

<h3>C - Vocabulary</h3>  <p>Rosenshine principle: 1-10</p>	<ul style="list-style-type: none"> - When designing a teaching sequence, select vocabulary that needs to be deliberately taught. - Ensure that there is a sequential and cumulative progression of vocabulary for each subject across the school. - Select a range of strategies to support children in growing their vocabularies (e.g. etymology, morphology exploring synonyms, substitution sentences and exploring word families) - Ensure that there is plenty of time in lessons for children to rehearse language orally. 	<ul style="list-style-type: none"> ● Explode-a-word (exploring morphology): Using a chosen word, with at least one affix, pull apart the morphemes and discuss their individual meanings and the impact they have on the meaning of the word as a whole. ● Substitution sentences: When reading, remove individual words and ask children to substitute them with other words that could make sense. ● Revisit: Ensure that planning allows opportunities for children to revisit words, using them in multiple contexts, until they are embedded in their received (and maybe expressive) vocabularies. This could be during lessons or between.
<h3>D - Explanation and modelling (modelled practice)</h3>  <p>Rosenshine principle: 2, 3, 4, 8,</p>	<ul style="list-style-type: none"> - Chunk new information into manageable pieces - Ensure your explanations/models are clear and linked to the learning intention and devoid of unnecessary details. - Manage distractions (e.g. extraneous noise, fussy visuals, peer pressures) - Use a range of teaching approaches to convey information, e.g. thinking loud, worked examples, visualisation and visuals, including using artefacts) 	<ul style="list-style-type: none"> ● Models and visuals: Show clear examples/models of learning at the point of explanation, using them to demonstrate your point ('I do'). This will include include visual prompts (e.g. pictures, widgets, artefacts). Ensure they are still visible after the initial explanation. ● I do, we do, you do: After modelling the I*-earning, ask the children to do it alongside you, then ask them to have a go independently (orally/using mini whiteboards/independent activity etc.). This sequence may take place over time or throughout one lesson introduction. ● Thinking aloud: Demonstrate your thinking by 'thinking aloud', e.g. 'When I see a problem like this, I think: what is the part that I am most unsure of?', 'What might this word mean?'

		<p>It has the same root as ____, so it might mean ____'. This makes implicit thinking explicit.</p> <ul style="list-style-type: none">● Gestures: Ensure that the key learning is highlighted using pointing and gestures.● Clear and uncluttered talk: keep instructions free of unnecessary information (e.g. anecdotes, too much repetition, verbal behaviour prompts)● Choral responses: to aid memory, ask children to repeat key information from your explanation ('we do').● Talk partners: Encourage children to rehearse new learning with a talk partner before undertaking independent tasks ('we do').● Visualisation: children draw during or following an explanation to support the retention of information ('we do').
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E - Planning Tasks (guided and independent practice)



Rosenshine principle:
5, 8, 9

- Design activities that help children retain knowledge rather than low-effort, low-impact tasks (ask yourself, 'What is the point of this task? How will it help the pupils to remember more for longer).
- When relevant, replace low-level tasks with oracy activities that will support the repetition and retrieval of knowledge.
- Ensure any learning scaffolds are well matched to the pupils' learning (i.e. scaffolds are necessary when knowledge is newly acquired, but these should be removed as the pupils move towards independent application).

- **Written vs. oral:** Consider the best way for children to respond to or record their learning. Written tasks are helpful in aiding recall and long-term memory; however, sometimes, a conversation is more memorable.
- **Scaffolding:** Provide children with scaffolds (e.g. sentence stems, picture cues, widgets, etc.) when they are in the early stages of knowledge acquisition; however, gradually remove these as the children move towards independence.
- **Pitch it up!:** As children become more fluent, ensure there is a challenge in the tasks given and high expectations for all learners.
- rather than being satisfied with low-level tasks that do not require the pupils to consciously connect to prior knowledge.
- **Adapt:** Ensure that tasks are adapted for the cohort and individual learners (based on assessment).

F - Questioning and retrieval



Rosenshine principle:
1, 3, 6, 7, 8, 10

<ul style="list-style-type: none">- Use open and probing questions throughout the lesson that are well-matched to the pupils' needs (i.e. their level of understanding).- Ensure thinking time and partner talk help children answer questions successfully.- Use questions that prompt children to recall prior learning and make connections regularly.- Provide opportunities for children to generate their own questions.	<ul style="list-style-type: none">● Tiered questions - Plan questions in advance of the lesson that draw on prior learning and assess the acquisition of new knowledge.● Open and shut: All questions should be varied to accommodate different needs and challenge all. Although the odd closed question is useful, particularly when learning terminology and new concepts, the balance should be weighted towards open-ended questions that lead to dialogue and reasoning.● Thinking time and talk partners: Use talk partners ('we do') to answer questions during input giving and build in appropriate thinking time.● Listening-in: While children are talking, use the time to assess responses and the effectiveness of their talk as well addressing misconceptions● Re-phrasing: Ask children to repeat what they have learned in their own words. Use this as an assessment tool to ensure embedded knowledge.● Accountable questioning – if pairs/individuals cannot respond to a question, choose another child/pair, ensuring that the first child/pair know you will come back to them for their response.
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<p>G - Assessment and adaptation</p>  <p>Rosenshine principle: 1, 3, 6, 10</p>	<ul style="list-style-type: none"> - Use every opportunity to notice what children have learnt and when there are gaps (e.g. through questioning, mini whiteboards, marking, lesson introductions – retrieval practice) - Use written, summative assessment consciously, triangulating it with observations and evidence in books. - Ensure assessment information is used to inform planning. 	<ul style="list-style-type: none"> ● Formative assessment: All of the above strategies are opportunities for assessment and evaluation. This will then feed into the adaptations made during future planning. ● Mind the gap: When it is clear there are gaps in knowledge, ensure your planning revisits this rather than rushing on to cover the next topic. The curriculum should be about connection and progression, not coverage.
<p>H - Conditions for Learning</p>  <p>Rosenshine principle: 2, 9</p>	<ul style="list-style-type: none"> - Use working walls to demonstrate clearly the learning components (steps) that lead to composite tasks (learning outcomes). - Use the working walls to aid repeated practice i.e. give the children models and prompts that support guided and independent tasks. - Ensure that the learning environment is uncluttered so that there are limited distractions. 	<ul style="list-style-type: none"> ● Working walls: Make sure that everything posted on working walls can be read by all the children in the classroom. ● Models and exemplifications: Ensure that everything posted on working walls is understood by the children is relevant to their current learning (this may include prior information but the walls need to stay uncluttered). Previous prompts must be kept for retrieval practice. Floor books can be used for this). ● Labels and signposting: all classrooms from Y1-Y6 will use the following labels (provided centrally): <ul style="list-style-type: none"> - English board - Book and author/vocab/oracy prompts/modelled writing - Maths board - Vocab/reasoning prompts/modelled examples - Science and Humanities board – For the Science board, follow the details in the Science curriculum page. Humanities should include key vocabulary and pictures. - Wellbeing Area - Has the Zone of Regulations.

The above is based on Rosenshine's 10 'Principles of Instruction' (IAE:2010) and Tom Sherrington's associated 'Walkthrus' (John Catt:2020), and draws upon Alex Bedford's 'Pupil Book Study: An Evidence-Informed Guide to Help Quality Assure the Curriculum' (Unity Research School:2021), and Zach Groshell's recent book 'Just Tell Them' .