

Teaching and Learning Policy



The Valley Community School

Reviewed: Autumn 2023

Attached committee: Curriculum

The Valley Community School

Our Vision Statement

“A world class centre of outstanding learning”

To achieve this we:

- are embracing the principles of lifelong learning, best use of new technology and “visible learning”
- are developing an international understanding of our place in the world
- are developing leaders and critical thinkers of tomorrow
- are meeting the requirements of the National Curriculum 2014

School Mission Statement

“Together we’re better”

Our guiding principles are:

- we work closely with our community
- we broaden our pupils’ perspectives
- we teach understanding and respect for others
- we value everyone’s abilities and support each other

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

Teaching and Learning Policy

This teaching and learning policy outlines how we work and organise ourselves to ensure that provision in our school provides the children with high quality learning experiences that lead to a consistently high level of pupil achievement and good progress.

Learning aims

Our primary aim is to ensure we reward, and facilitate, achievement at all levels, create enquiring minds and in doing so develop well rounded, respectful and understanding young citizens of the world.

- We always try and make learning; fun, appropriate, rewarding and stimulating.
- We understand that many of our learners will have English as an Additional language but try to ensure there is always a cognitive challenge in activities.
- If a lesson doesn't go well we are not afraid to abandon it and try a new approach.
- We value first hand learning and know that we have to plan opportunities to support those children with few life experiences.
- We value talking and need for our children to be supported through planned talk for learning, discussion, use of high visual prompts and understanding key vocabulary
- We never blame the children if a lesson doesn't go well, but instead question our approach.
- We are continually seeking new and better ways to develop learning.
- Where possible, we always try and link learning to the outside world.
- We know that learning takes place throughout the school day and beyond.
- We try to work with all whole community to help support effective learning.
- We value constructive support and advice which we both give and receive.
- We accept that there are many ways to promote learning and although many lessons follow a similar structure we do not discourage teachers from trying different approaches to learning.
- We believe high quality Assessment for Learning (AfL) strategies supports, promotes and accelerates learning
- We value progress above all else, when we evaluate learning, and realise progress is best achieved via consistent high quality programmes and sequences of lessons, not single events.

Our whole school approach: consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the pupils in their class. We expect teachers to have consistently high expectations of all pupils in all areas of their learning and school-life. We have a three tier approach to planning learning the core curriculum, how we change it to suit need (WAVE1), how we change it to support group learning (WAVE 2) and how we change it to support individuals (WAVE3)

The purpose of our teaching and learning: pupil progress

We teach for progress. This means that we work to ensure that all pupils are improving skills, knowledge and understanding across all lessons and activities.

1. Subject knowledge

We believe that children learn best when teachers are well-informed, knowledgeable and confident about what they are teaching, learning is led by staff with high subject knowledge. Where subject knowledge is missing or there is a lack of surety, we support staff through coaching and professional development.

2. Planning

Our planning is based on systematic and accurate assessment of our pupils' prior learning. We plan teaching strategies carefully, creatively and imaginatively, based on our knowledge of our pupils' needs. We choose, design and adapt tasks that will challenge all pupils, whatever the level at which they are working.

3. Interventions

We plan interventions both at the point of error and to run parallel with the curriculum to support learning and those that research has shown best move pupils on quickly in their learning.

These are determined by our accurate knowledge of pupils' previous learning and by our high expectations of their progress. We know the impact that we expect these interventions to have and we evaluate them with regard to the difference they have made to pupils' learning.

4. Homework

We recognise the importance of the right type of learning at home. We believe it helps them to promote curiosity, consolidate and extend school learning.

Our homework policy outlines the arrangements that we make to plan regular and appropriate homework at each stage of our school

5. Assessment for Learning

We use a range of techniques to systematically check our pupils' understanding throughout each stage of the lesson. We anticipate the most likely areas of misunderstanding and we prepare planned interventions and support that will address these. However, we are also readily to adapt our approach when pupils meet unexpected misconceptions or difficulties.

6. Marking and feedback

We have agreements about our approach to marking: its frequency; content and depth. We plan regular routines for pupils to respond to marking, so that it improves their learning.

We give ongoing oral feedback to individuals and to groups of pupils throughout lessons. Our feedback is more often positive than negative. It is sharply focused on the learning and aptitudes that we want to improve.

The purpose of all our feedback, in marking and in target-setting, is to give pupils precise and motivating information about how well they are doing and what they should do next to improve.

7. Personalising the Curriculum

We believe that teachers should create a highly personalised curriculum for each cohort they teach. We refer to the use of assessment foci to guide and scaffold our Wave 1 "Quality First" teaching. The school encourages individuality and creativity within lessons, but also recognises the need for structures that consider the cognitive load of pupils.

8. Basic knowledge and skills sessions

We recognise the centrality to learning of the core basic skills. We have organised our teaching programmes for reading, writing, communication and maths so that there are clear lines of progression; consistent teaching approaches; high expectations of pupils at every stage and a rigorous assessment of pupils' learning and progress.

We design our whole curriculum to afford every opportunity for pupils to apply and so consolidate the core basic knowledge and skills. Our expectations of their cross-curricular work are as high as those we hold in subject-specific lessons.

We use time very carefully, minimising waste and taking every opportunity to practise and reinforce core basic skills.

9. Classroom climate

Through careful and imaginative planning; our high-quality teaching; good relationships and our high levels of teacher responsibility, we generate high levels of enthusiasm from our pupils. We expect pupils to be active participants in their learning and we structure routines and rewards to support them. We want our pupils

to show commitment to their learning. We give positive feedback when we see examples of this and we take measured and thoughtful action when it is absent.

10. Pupil attitudes

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking

Appendix 2

The Learning Environment

The learning environments is organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions feel empowered;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically whatever their starting point.

We believe that learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.
- ensures inclusion for all.

Children are encouraged to develop organisational skills and independence through:

- appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities.

Appendix 3

Routines and Rules

Routines and rules in the classroom contribute to a healthy learning environment and are:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced.

All children know the boundaries of behaviour set within the terms of The Behaviour Policy.

Achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by:

- verbal or written praise by teachers, peers, Head Teacher, parents and partners of the school;
- displays of work;
- opportunities to perform or share;
- encouraging self-esteem;
- sharing success with the community.

Supply Teachers

To ensure continuity, teachers leave written guidance and suggested activities for all planned absences from the classroom. The teacher's planning file will always be available showing lesson plans, timetables and curriculum documents.

School Policies

School policies are set out in the school policy file. It is the duty of each teacher to be familiar with school policies and to apply them.

Equal Opportunities

All children at the Valley School have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and activities are mixed where possible. Particular care is taken to ensure that the same children do not dominate in group work. All activities, including extracurricular activities at The Valley Community School are open to all children, numbers permitting. (see Extra Curricular Book for details).

Appendix 4 Your classroom must contain:

	Changed half termly	Changed termly	Standing Displays
WAGOL Maths/ Writing	x		
Creative Curriculum display. Key skills exemplified	x		
Behaviour reminder and class rules			x
Working numeracy wall , learning journey exemplified	x		
Examples of all children's writing		x	
3D displays of children's work		x	
Small bookshelf or library- high focus quality free reading		x	
Key vocabulary on working maths wall	X (per block)		
Clearly labelled resources accessible for independent work			x
Fire register, Emergency Crisis packs, Physical register, PEEPs and risk assessment	X (% attendance changed weekly)	x	
School motto sign			x
Individual learning targets		x	
Simple PSHCE device so children can record feelings			x
Governor photograph and date of last visit			x

Appendix 5: Evaluating the success of learning

What makes Outstanding – Outstanding

Observers should look at challenge and progress on four distinct levels:

Challenge and progress over time:

This will be quickly be shown by what the children could do on entry to the class and what they are capable of now-books, work and conversations should combine to reflect in detail what pupils have learnt

Marking will be used formatively or summatively and provide quality feedback, this could also be achieved equally well verbally.

Displays will be used to broaden understanding, challenge thinking and display higher standards that pupils can aspire to.

In short books will show progress **above** that expected normally, dependent on each pupil's starting point.

Pupils, in response, will know targets and systems used by the class teacher and be able to clearly articulate what they need to next to improve in the lesson, and increasingly as pupils are older and over a period of time. Pupils will be able to explain the feedback and marking systems and have a keen understanding of what their teachers expect and show how they have responded to marking.

Challenge and progress within independent group work:

Pupils will settle down to work quickly because they know exactly what is expected of them. Pupils, when asked, will be able to explain how this work may build on previous work and understand what they need to do, to be successful learners in this session (high quality AFL).

Lessons will be underpinned with rich and explicit teaching of "Tier 3" subject specific vocabulary. Pupils may need carefully planned scaffolded /supported and worked examples to guide them through tasks. Adaptive teaching will promptly assess and address misconceptions this will be evident and clear because the teacher knows their pupil's needs.

Individuals will feel challenged and yet supported. There will be well rehearsed bespoke structures in place so that when pupils have difficulty they know what to do and no learning time is lost.

Work completed should build on previous learning but must not be overly repetitive, instead pupils will be guided through thinking and talking metacognitively.

Challenge and progress within taught input group/whole class:

Periods of teacher input will be proportionate to the task-children's age and length of attention span to listen attentively.

Periods of taught input will be broken up with short mini tasks and lots of healthy and precise discussion for learning-this may involve Kagan structures and partner work.

Teachers will be acutely aware of energy levels and will reinvigorate delivery where they feel these dip. Teachers may use innovative techniques to get their key learning concept across-this may involve quizzes, challenges games and healthy competition. Pupils will feel involved because the teachers and assistants will target specific questions at pupils to probe their learning. Depending on the concept, teachers will not always give the answer, but through careful coaching methods, allow the pupils to reflect on their next steps. Overly negative comments or teachers in some ways blaming pupils for their lack of understanding or perceived effort will be indicative of lessons that haven't been well conceived, organised or pitched correctly. Teaching assistants throughout will be used to their maximum effect.

Due to the fact that teachers can feel energy levels dipping, they will have systems in place to see tables as they work and be able to intervene in a timely manner-lessons will be changed quickly to move beyond or below expectations where teachers see groups or individuals exceeding, or falling below expectations.

Any groups leaving the classroom to work in groups will have well worked communication methods-such as planning evaluations or "post its" notes, so that teaching assistants routinely feedback how well pupils have achieved in real time, allowing groups and lessons to be changed accordingly for the next day. This will also apply to those working 1:1 with additional support.

No groups or individuals will fail to make progress lessons without this being noticed and numerous strategies being applied.

APPENDIX 6: Adaptive Teaching Theory into practice

Is a method of organising learning activities that:

- is the match of what is offered to what is needed
- intervenes at the point of error
- anticipates misconceptions
- incorporates pre and post learning activities
- considers the stage of learning that the learner has reached
- considers their own skills and abilities
- considers carefully strategies to support the cognitive load of pupils
- uses tried and tested teaching techniques that achieve maximum impact
- uses repetition and repeated practice to consolidate learning
- places a strong emphasis on language and vocabulary acquisition

The National Curriculum Council (NCC) defined it as: "**the process by which curriculum objectives, teaching methods assessment methods, resources and learning activities are planned to cater for the needs of individual pupils**"

In the vast majority of cases nearly all pupils should be working to the same level of expectation as their peers and accessing the full National Curriculum. Great care must be given in planning tasks that differ as the objective and learnt outcome may be affected.

Adaptations in outcome

Learners are given the same task and resources, tackle it at their own level and produce outcomes that reflect their understanding of the task and ability to carry it out. An acceptable method for activities in art perhaps, but it is not helpful for learners who need a more structured approach.

Advantages	Disadvantages
Easy to plan.	Some pupils may be restricted in what they can do without support.
Useful Summative assessment shows different levels within group.	Not much diagnostic assessment is possible.
Pupils can be allowed to work cooperatively.	Failure is inevitable for some as pupils measure their performance against their friends and some realise they fall below class average.
Teacher assumes success for all as no criteria for failure is set.	Perceived failure may lead to behavioural problems.

Adaptation by product-as an extension of outcome

The same task is given, for example to prepare some writing to persuade an audience, but different learners are asked to present it in different ways e.g. in the style of a poster, handbill, pamphlet (these require different amounts of text and different relationships between the illustrations and the text). This allows for more demanding features to be introduced for some.

Advantages	Disadvantages
A highly differentiated form of teaching.	Makes heavy demands on the teacher.
Excellent vehicle for using Vygotsky's zone of proximal development, Bruner's scaffolding and Woods five levels.	Difficult to provide for whole class.
Useful for helping pupils to work on their own weak areas.	Time-consuming way of covering the curriculum.
Excellent as a method of working with one part of the class at a time.	Requires detailed record keeping.
Makes full use of pupils creativity.	

Resource

Although the task may be similar, different resources are made available for different learners. This will be more successful in helping learners to access the task (the use of counters in early number work) and can be used as a way of challenging the more able through, for example, the use of advanced written material.

Response

Most frequently used form.

(Question from pupil / answer by teacher)

Each answer reflects a differentiated response to that pupil's needs

Advantages	Disadvantages
Provides opportunities for the teacher to give structure and advice which is specific to that pupil's needs.	Very demanding on the teacher's time.

Intervention and adult or peer led support

This may take the form of: different levels of supervision, additional requirements for some learners, different levels of questioning, selective use of technical language, and modification of the task, when possible failure is identified. It is important that this is planned and not simply reactive to the immediate problems.

Progressive Questioning

This technique is adopted during core lesson, introductory sessions or plenaries. The teacher explores the children's understanding and introduces new concepts through interactive dialogue. The earlier questions relating to the simpler aspects of the work are directed towards the lower attaining pupils. As the concepts become more complex the questioning is directed to the higher attaining pupils.

The technique can also be adopted when writing activity sheets. Easier question/concepts introduced at the start...

Task

Different tasks are given to different pupils to reflect their needs. These can focus upon the same topic/theme or may be entirely different work (but ensuring entitlement, pupil tracking and equal opportunity issues arise).

Advantages	Disadvantages
Work can be chosen which is suitable for each pupil.	Pupils may slow down to avoid finishing an allotted task.
An efficient way of covering the curriculum.	Labour intensive for teacher as much organisation is needed.

Failure is unlikely, behavioural problems may be reduced.	Work schemes for individuals may impede social learning and highlight differences. The essence of the learning may be lost.
Can be related to the National Curriculum levels.	Summative assessment is difficult, needs to be carried out separately.
Useful for formative assessment.	

Planning Activities

Consider having **A**, **B** and **C** type activities. When you have focussed upon the theme/topic of the lesson list a number of activities that you know ALL pupils will be able to do. These activities ensure that the lowest attaining pupils will have succeeded at some tasks during the lesson. These are the **A** activities. Then design some activities that will extend the most able - these may enrich the topic or they may be the same topic but of a more difficult nature. These are the **C** activities. The **B** activities are what you consider to be the purpose of the lesson.

Another way to consider this form of differentiation is to divide the work into the categories:

all must

most should

some could

Key Questions Teachers must ask themselves:

- Does the work offered build on prior learning?
- Does the work offered allow for learners to succeed?
- Are activities planned to remove any barriers to learner participation?
- Are a range and variety of quality resources available?
- Do the activities reflect attention span and pace of work?
- Are all learners participating in the activity?
- Is the activity(s) the most effective way of achieving the outcome?
- Are the resources matched to the needs of the learners?
- Can all learners access and use the resources they need?
- Can the learner work without continual reference to the teacher?
- Are learners helped to access resources and work at their best pace?
- Is the available adult time used differentially according to the needs of individuals or groups?
- Is the process of assessment an integral part of the learning?

- Are learning outcomes used to plan future work?
- Is the learner involved in an assessment of their learning and progress?
- Does the process result in the learner gaining a greater understanding of their future needs?

Teachers target instruction at the readiness level of students and lead them to learn new ideas and gain greater understanding by building on a sound framework of knowledge. The students begin their learning experience at an appropriate level for them and chart their individual growth.

In a classroom where adaptive teaching is most observed

- Learning experiences are based on diagnosis of student readiness, interest, and/or learning profile
- Content, activities, and products or other assessments are developed in response to differing needs of varied learners
- Teaching and learning is focused on key concepts, understandings and skills
- Where possible, the Teacher and students and their peers, work together to ensure continual engagement and challenge for each learner
- The teacher coordinates use of time, space, and activities
- Clearly established individual and group criteria provide guidance toward success
- Students are assessed in a variety of ways appropriate to demonstrate their own thought and growth

Appendix 7: Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of *ubiquitous understanding* for “peer coaching” and “supported development” in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft not a process of ticking boxes.

Here are our components that we look for in high quality lesson delivery:

High degrees of vocabulary reinforcement

High degree of first hand experiences and enquiry

High degree of structured and scaffolded conversation

Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

Guides to teaching models:

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that model is used, outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to *create powerful learners*.

CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material
- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning
- Every model foster and strengthen the cognitive structure of the student
- Move as the child ages from the concrete-visual to the abstract (although some pupils may need to return to the concrete at certain points in their learning, irrespective of age)

ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturing Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturing effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching in to four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept formation and hypothesis testing and still other generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

Inquiring and investigating: (problem solving and enquiry focused)

Models	Developers (Redevelopers)
1. Inductive Thinking Model (Classification Oriented)	Hilda Taba (Bruce Joyce)
2. Concept Attainment Model	Jerome Bruner (Fred Lighthall), (Tennyson and Cocchiarella), (Bruce Joyce)
3. The Picture–word inductive Model	Emily Calhoun
4. Scientific Inquiry Model	Joseph Schwab
5. Inquiry Training Model	Richard Suchman (Howard Jones)
6. Mnemonics Model (Memory assists)	Michael Pressley (Joel Levin,, Richard Anderson)
7. Synectics Model	William Gorden
8. Advance Organizer Model	David Ausubel (Lawton and Wanska)

THE SOCIAL FAMILY (Discursive activities) The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

Models	Developers (Redevelopers)
1. Partners in Learning	David Johnson, Roger Johnson
2. Structured Inquiry	Robert <u>Salvin</u> (Aronson)
3. Group Investigation	John Dewy, Herbert <u>Thelen</u>
4. Role Playing	Fannie <u>Shaftel</u>
5. Jurisprudential Inquiry	Donald Oliver, James Shaver

THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

Models	Developers
1. Nondirective teaching	Carl Rogers
2. Enhancing Self Esteem	Abraham Maslow

THE BEHAVIOURAL SYSTEM FAMILY: structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.

Maths, Literacy and default position

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family.

Models	Developers
1. Mastery Learning	Benjamin Bloom, James Block
2. Direct Instruction	Tom Good, Jere Brophy, Carl <u>Bereiter</u> , Ziggy <u>Engleman</u> , Wes Becker
3. Simulation	Carl smith, Mary Smith
4. Social Learning	Albert Bandura, Carl <u>Thoresen</u> , Wes Becker
5. Programmed Schedule (Task Performance Reinforcement)	<u>B.F.Skinner</u>

Models of Teaching: Categorizing and teaching models

Example models of teaching sequences

At The Valley School we know our pupils respond to direct instruction (typical 4-5 part lesson) it is default point that teachers can return to and it is tried and tested, but this is only one model of teaching and may not always be suitable. If we adapt our teaching sequences, incorporate different models into our structural model or make the model more best suit the subject “Instructional Teaching and Enquiry Focused learning are enhanced

History/Geography

Recall and harvest –this can include home study and personal research	Big Picture and ideas Generate questions	Presentation and discovery of new information		Gathering what we know now -can do apply understand	Present Learning Formally link learning
“Informational processing”	“Enquiry focused system” or “Behavioural system- direct instructional teaching Repertoire		“Behavioural system-” direct instructional teaching Repertoire	“Social family”	
	Initial enquiry stage alongside factual learning, including vocabulary learning (fieldwork)		Research, application and study skills (including fieldwork)		
Webb’s Depth of knowledge 1-2			Webb’s Depth of knowledge 3-4		

Use of **Joyce & Weil (2014) definitions alongside (Hopkins modules), underpinned by Webb’s “Depth of knowledge”

Science/Design Technology model

Recall and harvest – this can include home study and personal research	Big Picture and ideas Generate questions	Investigation	New information	Investigation	Gathering what we know now -can do apply understand	Present Learning Formally link learning
“Informational processing”	“Enquiry focused system” investigation interspersed with behavioural system –direct teaching-Group investigation, paired and individual Investigation opportunities interspersed with factual learning				“Social family” possible group presentation of findings	
					Application of knowledge and presentation of learning Combine concepts	
Webb’s Depth of knowledge 1-2					Webb’s Depth of knowledge 3-4 Create/Test/Refine	

Art

Recall and harvest – this can include home study and personal research	FPT study Investigation(s)	Application and development of artistic skills	Independence	Present
Big Picture and ideas	artist	Modelling and skills	Application in task form and sketch book	Learning
Generate questions	Techniques and work of others		Pieces of art	Formally link learning
“Informational processing”	“Enquiry focused system” investigation interspersed with behavioural system –direct teaching		“Social family” or individual advanced study	
	Investigation opportunities interspersed with factual learning		Critique and appraise	
	Critique-self/peer/review		Application of knowledge/skills and presentation of learning	
Webb’s Depth of knowledge 1-2			Webb’s Depth of knowledge	
			Create, critique and combine skills and techniques	
			Representation and symbolism	
			3-4	

PE/GAMES/DANCE

Recall and harvest –this can include home study and personal research	Model skill	Model skill	Model skill	Model skill	Model skill	Recap and review Application
	Practice skills	Practice skills	Practice skills	Practice skills	Practice skills	
	Apply skill	Apply skill	Apply skill	Apply skill	Apply skill	
	Present	Present	Present	Present	Present	
“Informational processing”	Each lesson will follow an Observe “behavioural system” –direct instructional teaching Enquiry focused system-investigate and apply Application of knowledge/skills and presentation of learning Webb’s Depth of knowledge 1-2 Creativity in devising activities, appraising each other					
3-4						

Computing

Recall and harvest – this can include home study and personal research	Deliver	Deliver	Deliver	Deliver	Apply understand Present /Learning
	Process	Process	Process	Process	
	Practice	Practice	Practice	Practice	
	Apply skill	Apply skill	Apply skill	Apply skill	
“Informational processing”	Observe “behavioural system –direct teaching				“Social family” possible group presentation of findings
	Followed by enquiry focused application				Application of knowledge and presentation of learning
Webb’s Depth of knowledge 1-2					Webb’s Depth of knowledge Review and refine 3-4

Music

Recall and harvest –this can include home study and personnel research	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill	Deliver Process Practice Apply skill	Apply understand Present /Learning
“Informational processing”	Observe “behavioural system –direct teaching Appreciation –skill development Followed by enquiry focused application				“Social family” possible group presentation of findings
					Application of knowledge and presentation of learning
Webb’s Depth of Knowledge 1-2					Webb’s Depth of knowledge Create 3-4

RE/PSHE/INTERNATIONAL

Recall and harvest – this can include home study and personnel research	New information Learn Reflect	New information Learn Reflect	New information Learn Reflect	New information Learn Reflect	Gathering what we know	Present Learning Formally link learning
“Informational processing”	Observe “behavioural system –direct teaching Followed by periods of reflection and discussion “Personal Family” and inquiry				“Social family” possible group presentation of findings	
					Application of knowledge and presentation of learning	
Webb’s Depth of Knowledge 1-2					Webb’s Depth of knowledge Reflecting on what others believe, thoughts and reflection 3-4	

Example of alternative approach to direct teaching

Trail Approach: “Inductive Teaching

Whilst direct instructional and largely example led teaching is a primary default for many lessons, there are alternative strategies that can be used judiciously:

What is inductive teaching?

Although Holmes calls his process *deductive thinking*, it's actually the opposite: *inductive thinking*. And guess what? Many of your gifted students are blessed with this same skill. *Classification: Greater Depth Opportunity.*

Inductive Thinking

A quick definition:

Inductive Thinking: identifying patterns within small details to form big ideas.

Examples from the clip

Inductive Thinking

Research reveals that most gifted adolescents are intuitive, as opposed to the general population *From A Synthesis of Research on Psychological Types of Gifted Adolescents*

This means that gifted students, in contrast to the rest of us, really do *just get it* and don't need as much repetition or explanation.

Lannie Kanevsky asked both gifted and non-gifted students what they liked about school. The most polarizing topic, by far, was “I really like learning small bits of information at a slow, easy pace with lots of practice.” Gifted students were *remarkably* more negative. She states:

These results highlighted two commonly reported attributes that distinguish high-ability learners from their peers: their facility with abstract understandings and their rapid learning *From Differential Differentiation by Lannie Kanevsky*

Gifted students spot patterns quicker than the rest of us. They learn faster. They naturally move from *concrete* to *abstract*, just as Holmes inferred Watson's hometown from his shoes.

Transforming A Typical Lesson

Imagine a typical direct instruction lesson:

1. Explain the lesson's big idea
2. Demonstrate examples.
3. Practice examples with students.
4. Students practice examples in groups.
5. Students practice examples independently.

Notice that this is built on *the very idea gifted students disliked most*: lots of slow practice with small pieces of information.

Switch To Inductive Thinking

Hilda Taba developed a model for teaching students using an inductive approach:

1. Provide students with unorganized details.
2. Ask students to look for patterns and form categories.
3. Use the patterns to develop a big idea.

We used a variant of this type of lesson when helping students **develop strong scientific opinions**.

Notice that students immediately manipulate details into abstract categories and then into an even more abstract generalization. This experience is also open-ended, since students may arrive at different (but still correct) big ideas in the end.

Case Study: The Nile River

When teaching about the Nile River, we might organize our lesson around the advantages and disadvantages of the river.

Using an inductive method, we're going to put the development of such a generalization into our students' hands.

1. Give Students Unorganized Details

We begin this inductive lesson by researching details about The Nile. Students have to be armed with facts before they can build big ideas. If this is a subject they're already familiar with, hold a brainstorming session.

Some possibilities:

The Nile River

Provided fresh water	Source of papyrus	Flooded every year
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Floods wiped out settlements	Flood plains were rich with soil	Egyptians could travel quickly on boats
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The Nile was a major trade route	Enabled Egyptians to reach the Mediterranean Sea	Nile provided food through fishing
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2. Students Categorize Details

Now, students determine patterns within these details, forming categories, such as:

- Positives and Negatives
- Travel, Food, and Danger

3. Students Develop a Big Idea

Using those group names, students develop a generalization encompassing their understanding of the Nile.

- The Nile was a paradox, having both *advantages* and *disadvantages*.
- The benefits of *travel* and *food* outweighed The Nile's many *dangers*.

Appendix 8: Categorising learning

Bloom's Taxonomy and Webb's Depth of Knowledge underpin our planning

Webb's Depth of Knowledge (DoK)

Depth of Knowledge or DoK is another type of framework used to identify the level of rigor for an assessment. In 1997, Dr. Norman Webb developed the DoK to categorize activities according to the level of complexity in thinking. The creation of the DoK stemmed from the alignment of standards to assessments. Standardized assessments measured how students think about a content and the procedures learned but did not measure *how deeply* students must understand and be aware of a learning so they can explain answers and provide solutions, as well as transfer what was learned in real world contexts.

Essentially, the goal of DoK is to establish the context—the scenario, the setting, or the situation—in which students express the depth and extent of the learning.

This framework consists of 4 levels, level 1 being the simplest and level 4 being most complex, not necessarily the most difficult.

1. **Level 1 (Acquired knowledge)** involves recall and reproduction. Remembering facts or defining a procedure.
2. **Level 2 (Knowledge Application)** are skills and concepts. Students use learned concepts to answer questions.
3. **Level 3 (Analysis)** involves strategic thinking. Complexity increases here and involves planning, justification, and complex reasoning. Explains how concepts and procedures can be used to provide results.
4. **Level 4 (Augmentation)** is extended thinking. This requires going beyond the standard learning and asking, how else can the learning be used in real world contexts.