Teaching & Learning Lesson Toolkit

Avonwood Primary School
The best in everyone™
Part of United Learning

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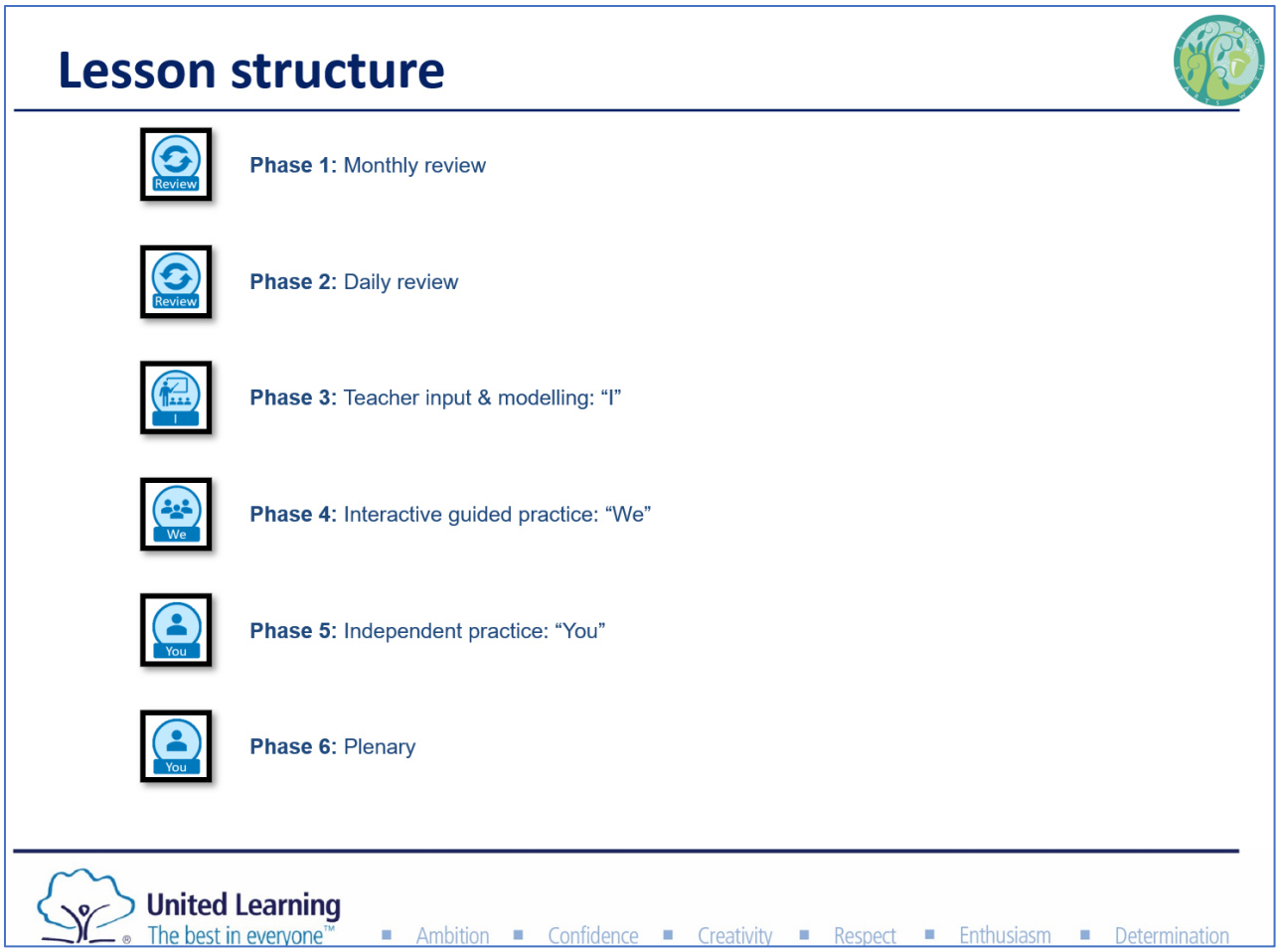
Avonwood ethos & core values

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity.**

We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. **We are honoured to be the only United Nations Earth Charter Primary School in Europe.**

Avonwood is an exceptionally positive, happy and inspiring place to learn. Children are excited to come to school to discover the rich learning experiences teachers have planned each and every day. **It is this carefully nurtured thirst for learning that we feel makes Avonwood such a unique, academically rich and special place to grow and learn.**

The Avonwood lesson



	We know that children need time to recall prior knowledge. Stimulate prior knowledge by connecting the learning for the current lesson to previously learnt material. Teachers check pupils' prior knowledge and existing understanding by setting up a **Strong Start** to the lesson. Share the learning objectives during this phase of the lesson to make sure children have complete clarity on what exactly they should know by the end of the lesson. Connect the learning: give children the 'Big Picture' - where the current lesson's learning sits within and how it connects to the main area(s) of learning in the year/unit. Identify and correct misconceptions, using techniques such as 'Pepper'. **Suggested activities: spot the mistake, Odd one out, Zoom in zoom out, picture reveal, True or False?**
	At Avonwood we introduce new knowledge in smalls steps alongside visual models and practical equipment. Break down tasks into numbered steps (small step modelling). Use dual coding: draw icons whilst explaining using the visualiser. Teach new vocabulary be explicitly at the start of each lesson, use choral repetition to secure understanding and display this on relevant working walls. Demonstrate the procedural knowledge required with varying worked examples. **The 'I' phase may be delivered multiple times should 80% children not yet be successful in the guided practice 'We' stage.**
	We include scaffolds on slides or resources: word lists, sentence starters, useful phrases, exemplar answers, success criteria, refer to knowledge organisers. Share examples of good work under the visualiser or pre-prepared model answers; ask students to identify & discuss why they are good. Circulate the classroom as students practice. CFU (**Check For Understanding**): check for errors & affirm success. Use 'Cold Call' & targeted questioning interchangeably. Use faded worked examples (partially completed models), gradually releasing responsibility. Re-teach ideas when necessary: circle back to the didactic 'I' phase. **Provide prompts, feedback & corrections, ask lots of questions as scaffolding.** **Move onto the independent 'You' phase once 80% of the children are successful.**
	At Avonwood we plan independent work with assessment in mind. Children will record in a variety of ways that aim to capture what children have understood in that lesson and have held onto from prior learning experiences. Repetition: children need to practice to acquire fluency. Circulate the classroom as students practice to CFU: most children should be successful most of the time. Challenge: work should become more complex and contextualised over time. **Provide whole class feedback through 'Pit Stop' mini plenaries if an error has been spotted more than twice.**
	We review key learning from the lesson using **Cold Calling**: use this assessment to check pupils' understanding to inform next steps in teaching. Provide children with feedback to help them embed and use knowledge fluently and develop their understanding. Use generalisations to provide children with a sense of the 'Big Picture'. This results in children knowing more, remembering more and being able to do more. We believe that children should have the opportunity to wonder, ask questions and relate their learning to the wider context. **Suggested activities: Exit Tickets (multiple choice), Always Sometimes Never, What if? Big Questions, Positive Minus Interesting.**

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How the 4 Pillars of Teaching and Learning translate into Avonwood lessons:

Pillar 1: Behaviour for learning

Shaping the Avonwood culture

- Social norms are a powerful way of harnessing positive learning behaviours.
- The behaviours we expect in school indicate to everyone that *what happens here is important*.
- Classroom culture is not static from day to day; it is shaped in the opening moments of each lesson.
- As teachers, we all have vital roles in shaping our school culture.
- What we permit, we promote.

1.1 Routines

Entry Routines

- ⇨ Morning routines ("Early Work") are standardised across the school; children are expected to:
  - ✓ Put their coats, bag, lunch boxes away quietly and sensibly
  - ✓ Settle down to their Early Work activity by 08:45 (KS2) / 08:55 (KS1).
- ⇨ Every lesson begins with a **Strong Start**:
  - ✓ '**Do Now'** task settles children quickly and establishes high expectations.
- ⇨ Transitions are carried out silently:
  - ✓ children line up quietly
  - ✓ children move around the school quietly
  - ✓ children enter rooms without talking.

Attention Routines: **STAR**

- ⇨ **Sit up**, stay engaged, show that you are interested.
- ⇨ **Track** the speaker to show that you are following what they are saying and doing.
- ⇨ **Appreciate** the ideas of others by nodding, smiling and making eye contact.
- ⇨ **Rephrase** the words you have just heard to show that you were listening: *"You told me…", "You explained that…", "You showed us how to...", "You described…"*

CFU Routines

- ⇨ Mini Whiteboards: all children display their answers at the same time – at the end of a countdown.
- ⇨ Questioning: expect full sentence responses with appropriate vocabulary.
- ⇨ **No Opt Out** (Ping Pong): eliminates the option for students of 'opting out' and ensures ALL children, especially reluctant learners, take responsibility for their own learning:
  - ✓ *Teacher asks a question…child can't/won't answer; teacher provides the answer, student then repeats it.*
  - ✓ *Another child provides the answer, initial child repeats it.*
  - ✓ *Teacher provides a cue, student uses it to find the answer.*
  - ✓ *Another student provides a cue, initial child uses it to find the answer.*
- ⇨ Plenaries: use activities that provide evidence of children's understanding, such as **Exit Tickets** or Always Sometimes Never.

1.2 High Expectations

Teacher Presence

- ⇨ **Radar**: as a teacher, be seen looking – deliberately position yourself so you can see the whole room and visibly scan the room whilst reinforcing positive behaviours:
  - ✓ *"Well done, you've made a great start Anna…"*
  - ✓ *"Good listening and responding to your partner, Ben!"*
- ⇨ Countdowns: at the end of "*3,2,1,0*" insist that all children are looking at the teacher, have nothing in their hands and are visibly paying attention (**STAR**). Wait until all children are on board.

What Good Looks Like

- ⇨ Prepare a teacher WAGOLL ('What a good one looks like') establishes a model of excellence.
- ⇨ Visualisers for peer WAGOLLs: use peer work to celebrate success and drive motivation.
- ⇨ Use Working Walls to showcase success and act as scaffold for those children not yet successful, reinforcing high expectations.

Public Praise

- ⇨ Positive praise is used to catch children doing the right thing, promoting our Avonwood culture through reinforcing social norms.
- ⇨ Praise both effort and success, making the link between the two explicit.
- ⇨ Identify where children moved learning forward: focus praise around current learning goals and self-regulation strategies.
- ⇨ Public Praise occurs daily through various strategies: APE points, the Rainforest behaviour system, visualisers for peer WAGOLLs.

1.3 Active Learners

Significance of Attention

- ⇨ Understanding is memory in disguise. (Daniel Willingham)
- ⇨ Memory is the residue of thought. (Daniel Willingham)
- ⇨ We think about what we pay attention to. (Daniel Willingham)
- ⇨ What we attend to is ultimately what we learn. (Peps Mccrea)

Spot Check

- ⇨ Children are expected to be active learners throughout lessons.
- ⇨ Teachers frequently ask a child to repeat the response of their peers, to ensure cold calling does not induce passive learners.
- ⇨ Encourage children to identify what has made them successful – deliberately promote effort, self-regulation and metacognition:
  - ✓ *"Wow, excellent effort and a fantastic piece of work as a result – what made the difference today, Emily?"*
  - ✓ *"What helped you to be successful this time compared to last time, Corey?"*
  - ✓ *"How did you manage to stay focussed so well, Derren?"*

Choral Responses

- ⇨ Children are frequently required to chant definitions of new/challenging vocabulary.
- ⇨ Once a teacher has received a correct individual response, children are frequently required to chant that correct response as a class.

Pillar 2: Understanding the content

2.1 Knowing the Curriculum

Coherence

- ⇨ Lessons have internal coherence (small step teaching) and external coherence (sequential planning):
  - ✓ Small step teaching:
    - declarative knowledge is chunked and regularly revised through retrieval practice
    - procedural knowledge is chunked into clearly defined instructional steps to reduce cognitive load
  - ✓ Sequential planning: ongoing curriculum prioritisation refines the sequence of medium & long term planning.

Learning Goals

- ⇨ Learning Goals are stated on medium term plans and are aligned to National Curriculum priorities:
  - ✓ Precise: distil the most important aspect of the lesson.
  - ✓ Understood by all: children are able to verbalise what they are learning about.
  - ✓ Children's work always has a title that reflects the medium term learning goals (rather than an 'LG:').

Examples to illustrate the curriculum (**TLAC: Exemplar Planning**)

- ⇨ Teachers seek to engage, inspire and challenge all children through carefully selected, pre-prepared examples:
  - ✓ Exemplars.
  - ✓ Analogies.
  - ✓ Worked examples.

2.2 Explaining Clearly

Modelling

- ⇨ Modelling is recorded on Working Walls to support learning.
- ⇨ Children are shown what to do through **explicit instruction** to build procedural understanding:
  - ✓ Worked examples: teachers use fully-worked and partially-worked examples.
  - ✓ Small step teaching: teachers deliver clearly defined instructional steps.
  - ✓ Language: teachers use subject-specific vocabulary, economy of language and non-verbal gestures.
  - ✓ Metacognitive narration: teachers narrate their thought process to help children understand.

I Do, We Do, You Do

- ⇨ Backwards fading moves from didactic **explicit instruction** => teacher-supported **guided practice** => **independent practice**:
  - ✓ I Do (**explicit instruction**): teacher models the learning activity (see above: Modelling).
  - ✓ We Do (**guided practice**): teacher supports children to engage with similar activities until at least 80% are successful.
  - ✓ You Do: (**independent practice**): children apply new learning to solve problems.

Variation Theory

- ⇨ Teachers use multiple representations to establish what something is [standard examples], what it is not [non-examples] and what it also is [non-standard examples] to build conceptual understanding:
  - ✓ Negative variation: teachers juxtapose non-examples with standard examples to highlight critical features.
  - ✓ Positive variation: teachers juxtapose non-standard examples with standard examples to highlight critical features.

2.3 Anticipating Misconceptions

Planning for Error

- ⇨ Teachers are able to respond to common misconceptions by considering in advance mistakes that children might make.
- ⇨ Published curriculum resources, such as the UL materials, provide guidance around common misconceptions for teachers to consider.

Deliberate Mistakes

- ⇨ Teachers elicit misconceptions by making deliberate mistakes in their live modelling.
- ⇨ Teachers prepare fully-worked examples/WAGOLLS with deliberate mistakes for children to identify and correct.

Hinge Questions

- ⇨ Hinge questions are quick formative assessment tools to check for understanding before progressing to the next part of the lesson.
- ⇨ Teachers use hinge questions to decide if **guided practice** for the whole class requires extending or an 80% success threshold has been reached [meaning children are ready for independent practice]:
  - ✓ Multiple choice question: should comprise of 3 common misconceptions + 1 correct response.
  - ✓ Partially-worked examples: can be used to elicit procedural readiness.
  - ✓ Short answer questions: can be used to check for children's ability to articulate understanding; keep to 1 sentence responses / clozed sentences for efficiency.

2.4 Scaffolding Difficult Points

Identify Difficult Points

- ⇨ Teachers identify new/challenging content [difficult points] particularly where there is high cognitive load.
- ⇨ Teachers plan to explicitly link these difficult points to prior knowledge during modelling.
- ⇨ Teachers design/select scaffolding tools to help children with difficult points.

Teach to the Top

- ⇨ Teachers use scaffolding tools to engineer success for all.
- ⇨ Struggling learners are provided with access to additional scaffolding tools where necessary.
- ⇨ Scaffolding is removed once fluency, competency and confidence is achieved.

Scaffolding Tools

- ⇨ Examples:
  - ✓ Small step teaching (see 2.1: Coherence).
  - ✓ Extended **guided practice**: this could involve a smaller sub-group of children not yet ready for **independent practice**.
  - ✓ Worked examples: fully-worked and partially-worked (see 2.2: Modelling).
  - ✓ Working Walls.
  - ✓ WAGOLLs.
  - ✓ Word mats.
  - ✓ Knowledge organisers.
  - ✓ Varied templates, such as writing planning templates.

Pillar 3: Activating hard thinking

3.1 Connecting Knowledge

Building explicit links

- ⇨ Teachers help children build connected knowledge (schema) by exposing links within the subject over time and across subjects as part of episodic experiences:
  - ✓ Vertical links (within the subject, across academic years).
  - ✓ Horizontal links (cross-curricular opportunities within year).

Zoom In, Zoom Out

- ⇨ The 'big picture': teachers position learning within wider contexts to help build connected knowledge (schema) and aid engagement.
- ⇨ 'Big questions': teachers frame new material with deeper reflective questions around wider meaning, such as '*Were the Vikings always cruel?*' or *'Where does a puddle go?'* (PSTT, 2019).
- ⇨ Anchor tasks: 'small step' teaching is complimented by employing tasks that draw upon a range of skills and background knowledge.

Metacognitive priming

- ⇨ Teachers actively encourage children to reflect and draw upon similar experiences to consider how prior knowledge can be helpful in new situations
  - ✓ What do you already know that is helpful?
  - ✓ Is this situation similar to something you have done before?
  - ✓ What have you done before that helped you to be successful that you can use today?

3.2 Questioning

Range of questions

- ⇨ Teachers use a range of questioning techniques to include, support, stretch and challenge all pupils:
  - ✓ Cold calling
  - ✓ Closed questions: '*Is that correct?*'
  - ✓ Clozed questions: '*This shape has 4 equal ____*'.
  - ✓ Open questions: '*How do you know?*'
  - ✓ Reverse engineering: '*This character was hesitant yet determined. What was the question?*'

No opt out

- ⇨ Teachers aim to optimise active thinking ratio of children through employing 'Ping Pong'
  - ✓ Teacher asks question; child is unable to answer.
  - ✓ Teacher 'pings' the question to a peer.
  - ✓ Teacher 'pongs' the question back to the first child to rephrase/repeat.

Full sentence responses

- ⇨ Teachers seek to elicit ***what*** children have understood rather than ***if*** children have understood:
  - ✓ Full sentences.
  - ✓ Choral responses.
  - ✓ Subject-specific, age appropriate vocabulary.

3.3 Checking for Understanding (CFU)

Assimilation gap (formative assessment)

- ⇨ Teachers seek to identify whether what has been taught has actually been understood before moving on.
- ⇨ This 'assimilation gap' provides teachers with direct feedback on the effectiveness of the lesson.

A.C.E. it!

- ⇨ Teachers seek to determine what children have understood through eliciting generative response:
  - ✓ A: ask children '*What have you understood*?'
  - ✓ C: choose a visible response (MWBs, Think-Pair-Share, explaining a diagram/worked example).
  - ✓ E: employ Ping-Pong (not opt out) with the expectation of full sentences.

Responsive teaching: cyclical Guided Practice

- ⇨ Teachers understand that mastery learning hinges upon giving children the appropriate time to assimilate learning (Bloom, 1968).
- ⇨ Teachers use hinge questions to decide if **guided practice** for the whole class requires extending or an 80% success threshold has been reached [meaning children are ready for independent practice]:
  - ✓ Multiple choice question: should comprise of 3 common misconceptions + 1 correct response.
  - ✓ Partially-worked examples: can be used to elicit procedural readiness.
  - ✓ Short answer questions: can be used to check for children's ability to articulate understanding; keep to 1 sentence responses / clozed sentences for efficiency.

3.4 Promoting Purposeful Discussions

Equitable classrooms: A/B model

- ⇨ All children have a chance to be heard and to listen through the A/B model:
  - ✓ Table partner, Floor partner and Standing partner are assigned by the teacher
  - ✓ Children are assigned A or B status
  - ✓ A/B have specific roles within collaborative learning routines.

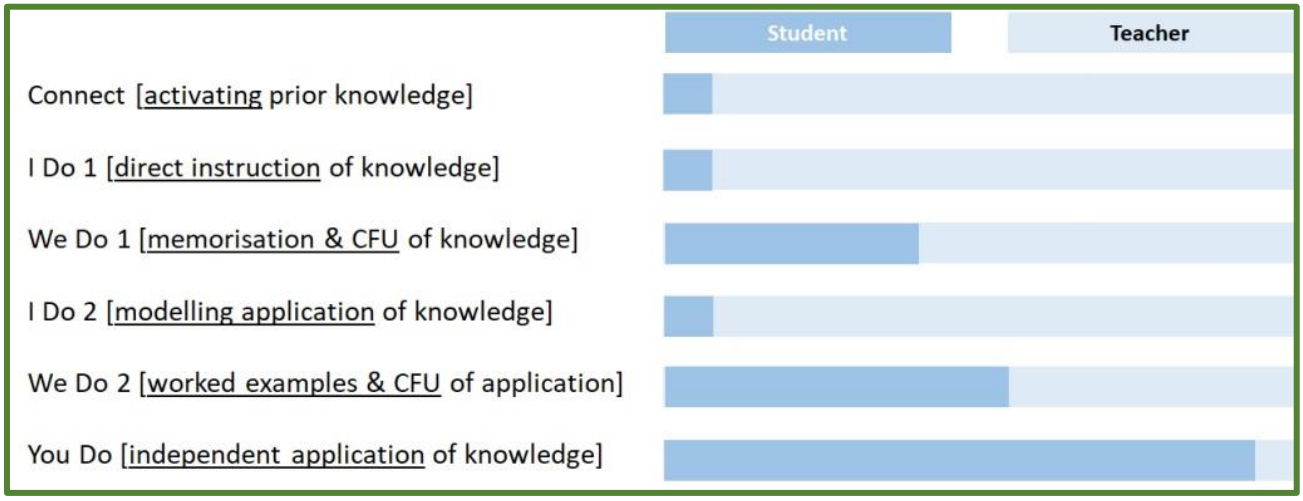
Collaborative Learning Routines

- ⇨ Teachers encourage peers to learn from and build upon the ideas of others:
  1. Robot A/Robot B ('robot say, robot do').
  2. Rally Robin (alternate, single responses for lists).
  3. Think-Pair-Share (independent => partner => class).

Orchestrating discussions

- ⇨ Teachers orchestrate classroom discussions to establish shared meaning:
  - ✓ Circulate around the room.
  - ✓ Listen to a range of partner talk.
  - ✓ Select children who can articulate the correct meaning.
  - ✓ Ask those specific children to share their understanding.
  - ✓ Encourage peers to build upon the initial ideas.
  - ✓ Check For Understanding (CFU).

Pillar 4: Optimising progress



4.1 Activating Prior Knowledge

Retrieval practice

- ⇨ Retrieval practice is part of every lesson, spacing practice over time.
- ⇨ 'Do Now': retrieval activities are frequently used to start lessons effectively.

Retrieval activities

- ⇨ Retrieval activities last a maximum of 10 minutes per lesson
- ⇨ Conceptual retrieval activities include:
  - ✓ Short, recall questions
  - ✓ Partially worked examples
- ⇨ Conceptual retrieval activities include:
  - ✓ Spot the mistake
  - ✓ Odd one out
  - ✓ Picture reveal
  - ✓ True or False?

4.2 Practise Makes Progress

Guided practice

- ⇨ Guided practise secures at least 80% success with children working collaboratively
- ⇨ Hinge questions (see 2.3) and CFU (3.3) are key tools in establishing when to move on to independent practise.

Independent practice

- ⇨ Teachers ensure children have enough independent working time to show what they are capable of.
- ⇨ All children are expected to complete fundamental practise activities to secure fluency.
- ⇨ 'Rapid graspers' may make a start sooner than peers (cut away groups)
- ⇨ 'Rapid graspers' may be given additional components to think about and work on.

4.3 Actionable Feedback

Feedback

- ⇨ Teachers provide 'Pit Stop' mini-plenary if an error has been spotted more than twice.
- ⇨ Teachers use whole class feedback to spotlight a misconception or an aspect to improve upon.
- ⇨ Feedback models the desired improvement.
- ⇨ Children are then provided with time to take action.

Plenaries

- ⇨ Plenaries summarise new learning and position the new learning in the 'big picture' (see 3.1: Zoom In, Zoom Out).
- ⇨ Plenaries provide generative reflection opportunities such as:
  - ✓ 'In your own words…'
  - ✓ Draw a diagram/poster/picture…'
  - ✓ 'What if..?' Big Questions
  - ✓ Positive, Minus, Interesting
- ⇨ Plenaries provide structured reflection opportunities such as:
  - ✓ Exit Tickets with Multiple choice question (comprising of 3 common misconceptions + 1 correct response).
  - ✓ Always, Sometimes, Never?

**Note: steps 2 & 3 here are both part of the 'I' phase*