Stoke Holy Cross Primary School

FRAMEWORK FOR EFFECTIVE TEACHING AND LEARNING

1.0   We will use the five part framework of opening, teaching, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

2.1   **Effective Opening**

At the start of learning experiences, we will:
- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and 'What's in it for me?';
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic;
- give children the 'big picture' by;
    - describing what they will be doing,
    - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
    - providing graphic, pictorial previews and overviews of the topic to be studied,
    - showing examples of what other children have produced/achieved.

2.2   **Effective Teaching**

In our teaching, we will:
- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques to ensure children make progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;
- break the teaching content into logically arranged, manageable chunks;
- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information using combined visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences;
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding;
- encourage and respond positively to children's questions;

- adapt our teaching in the light of continuous assessment of children's progress;
- fully engage classroom support staff in the teaching and assessment processes.

2.3 Effective Learning

To promote effective learning, we will:
- ensure children are aware of personal targets for learning;
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and 'first hand' learning experiences whenever possible;
- encourage children to be independent and to choose their own strategies for learning;
- use planning and support frames, if needed, for children to structure thinking and work;
- engage children in a range of independent and collective/collaborative, group-based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage children to 'take risks' (risk being wrong) in their learning;
- teach thinking and learning-to-learn skills.

2.4 Effective Review and Reflection

To enable effective review of learning and children's reflection upon it, we will:
- give positively worded, constructive oral and written feedback on their work and how they can improve;
- give feedback related to agreed targets;
- praise, reward and share success;
- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.

2.5 Effective Close

At the close, we will:
- use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience.