

**Coppice Primary
Partnership**

An Ethic of Excellence



Teaching and Learning Intent

Reviewed: Term 1 21/22

Next review: Term 1 22/23

Purpose:

To provide pupils, staff and governors with a framework designed to ensure learning takes place based on current educational research.

These are a set of underlying principles which we believe have the biggest impact on learning in the classroom, they are not designed to be a checklist and there is no specified order or regularity that is expected to be seen. This will provide us with a shared language across the trust so we can support and develop each other consistently and with clarity.

How the framework could be used:

Heads and SLT

- To plan CPD to ensure staff are confident to assess, plan and deliver lessons.
- To ensure their own Teaching and Learning policy is reflective of the framework.
- To inform their School Improvement Plan.
- To assess learning.

Staff

- To plan and deliver lessons.
- To assess learning.
- To identify where they need CPD.

Governors

- To understand the method and sequence of teaching.
- To ask heads how strong staff are in delivering each area and what is being planned to support the weaker areas identified.
- How does the School improvement plan relate to the Pedagogy Framework?

Rationale

'Learning is a change in long term memory' Kirschner, Sweller and Clark

This simple statement underpins all that the Coppice Primary Partnership seeks to achieve and the Pedagogy Framework shows how this will be delivered. The work of Daniel Willingham has shown that children require extensive factual knowledge in order to be able to analyse and think critically and therefore need to be given the

opportunity to gain knowledge and practice using this knowledge to ensure that it moves from their short term to their long term memory. Building on this concept the framework has been arranged into five distinct areas which staff use to plan and deliver lessons and pupils follow to ensure learning takes place.

Pedagogy Framework

5 key Areas

Instruction

Lessons will be planned and clearly sequenced with a focused objective, the explanation will be precise with modelling given to ensure pupils see what is being explained (dual coding). The use of precise vocabulary will be modelled and defined where necessary and then the instruction will be given in small steps to ensure the objective is understood and any misconceptions are addressed.

Practice

Pupils need to practise to ensure key knowledge is embedded. This will need to begin with guided practice with scaffolding being provided to support. This will need to be daily practice initially with further practice opportunities being planned and delivered to enable pupils to practice independently.

Cognitive science

When something has been learned, it has been transferred from the working memory (short term) into the long-term memory and is stored in schemata and can therefore be recalled when needed. In order for pupils to really remember something which they have learned, they will need to practise it over time. This will be spaced so that the learning isn't forgotten and then interleaving will take place to ensure that pupils are able to switch their attention between two or more topics, and while this may impair their performance in the short term, it should lead to better retention in the long term. Teaching topics in this way will aid retention in the long term, helping pupils to transfer what they have learnt to new situations.

Meta Cognition

Metacognition is **thinking about thinking**. It is an increasingly useful mechanism to enhance pupil learning, both for immediate outcomes and for helping students to understand their own learning processes. Teachers support pupil's metacognition by modelling their own thinking aloud and by creating questions that prompt reflective thinking in students. Explicit instruction in the way one thinks through a task is essential to building these skills in students.

Feedback

Feedback is essential for checking understanding. Questions must be open and pupils need to be given time to consider and form their answers. Feedback needs to be relevant and the use of self and peer assessment should be used to enable pupils to articulate themselves and demonstrate their learning.

Continued Professional Development (CPD)

CPD is an integral part of the Coppice Primary Partnership and currently staff are being supported to deliver the Pedagogy Framework by using:

Walkthrus by Tom Sherrington and Tom Caviglioli

<https://www.walkthrus.co.uk/>



Pedagogy Framework

