

Teaching, Learning and Curriculum Policy

Subject Leader: Jenni Peters

Aligned Governor: Teaching & Learning Committee

Policy Reviewed: March 2026

Next Review: March 2027

1. Purpose of the Policy

This policy sets out the principles and expectations for high-quality teaching, learning and curriculum design at Pownall Green Primary School. It provides clarity and consistency for teachers, support staff, leaders and governors so that every child experiences excellent teaching and a rich curriculum, every day. It reflects our ethos “Love Learning, Love Life” and describes the pedagogical approach known as The Pownall Way.

2. Principles and Ethos

Our ethos underpins all aspects of teaching, learning and curriculum development. At Pownall Green, we believe that every child deserves:

- an inspiring, ambitious curriculum
- excellent teaching rooted in evidence
- an inclusive environment where all can thrive
- opportunities that build character, curiosity and confidence
- a lifelong love of learning and love of life

3. Curriculum Intent

Our curriculum is designed to be:

- *Inspiring and ambitious* - rich in experiences, challenge and purpose.
- *Sequenced and coherent* - knowledge builds over time through carefully structured learning journeys.
- *Knowledge and vocabulary rich* - key concepts, disciplinary knowledge and language are taught explicitly and revisited regularly.
- *Diverse and inclusive* - children see themselves in the curriculum and learn about the wider world.

3.1 The Pownall Experience

We are passionate about offering every child opportunities that go far beyond our ambitious academic curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, creating lasting memories. The Pownall Experience ensures that learning extends beyond the classroom. It is a planned entitlement offer that includes opportunities for enrichment, leadership, wellbeing and global citizenship. These experiences develop character, curiosity, personal growth, sense of belonging and a love of life.

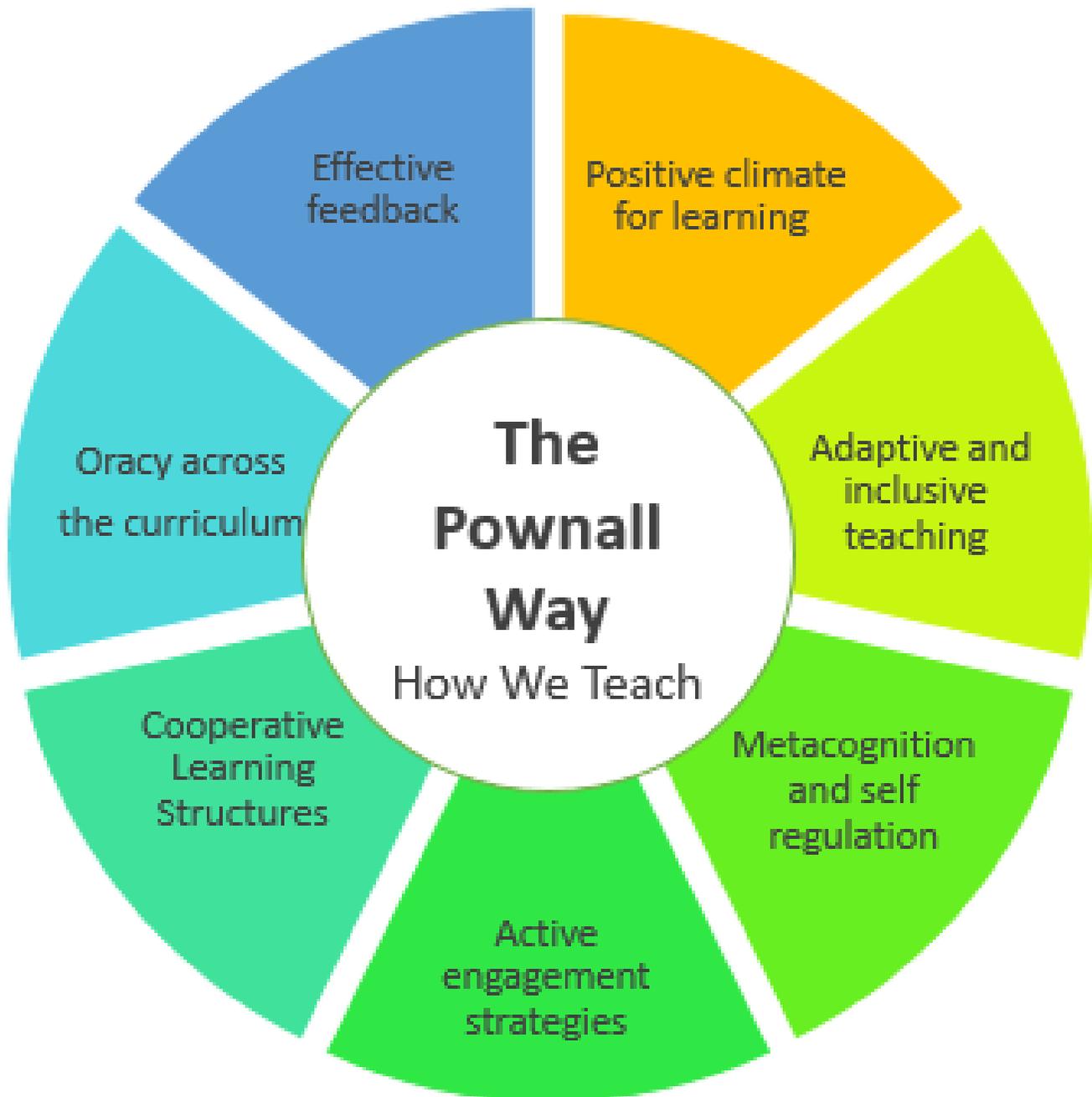


4. Curriculum Implementation

Our curriculum is implemented through *The Pownall Way*—a consistent, evidence-informed approach to teaching and learning built on:

- Rosenshine’s Principles of Instruction (see appendix 2)
- The EEF’s Guidance Reports (Feedback, Metacognition, SEND, Primary Literacy, Cognitive Science and others)
- The EEF Gradual Release Model
- DfE subject frameworks and curriculum expectations

4.1 The Pownall Way: How We Teach (see *EYFS policy for specific early years pedagogy* and see appendix 1 for *specific Year 1 pedagogy*)



A. Positive Climate for Learning

Classrooms are calm, purposeful and inclusive. Teachers establish predictable routines, build strong relationships and create an environment that reflects our Golden Values and promotes independence and belonging.

Routines and expectations include:

- Entry and exit routines
- Show Me 5
- Talk expectations
- One Voice rule
- Transitions between activities
- Independence and organisation
- Movement around the classroom

Behaviour mistakes are treated as opportunities for re-teaching and restoration, in line with our Recognition, Reflection & Restoration behaviour policy.

Key principles of our approach to the physical learning environment

- Less is more; avoid visual clutter
- Keep some wall-space free
- Plain backing paper: choose colour combinations carefully (no neon)

Every KS1 and KS2 classroom will have:

1. A behaviour display to include Golden Values, Show me 5, Restorative questions, Voice levels) and a recognition board in a prominent place in the classroom.
2. A book area that is well maintained and tidy
3. An English washing line (ideally flat to the wall)
4. A mathematics display
5. Phonic freeze (EYFS and Y1); Phonics poster (Y2,3,4)
6. A science display of types of scientific enquiry and working scientifically skills)
7. PSHE display (including the 9 protected characteristics, the 5 ways to wellbeing, British Values different families same love poster). In addition, have an 'ask-it-basket' in prominent place.
8. Safeguarding information – DSL poster for children, Childline poster
9. Calm Corner (including Zones of Regulation resources available)
10. KS2 French date
11. Displays of children's work

B. Adaptive and Inclusive Teaching

We believe every child can succeed. Teachers proactively plan for inclusion and adapt teaching in response to pupils' needs.

Adaptive teaching strategies include:

- scaffolds and modelling
- chunking learning into manageable steps
- visual supports, worked examples and WAGOLLS
- dyslexia friendly resources

- pre-teaching and over-learning of key concepts and vocabulary
- strategic adult support
- consistent routines and clear expectations
- flexible grouping to maximise success

Adaptive teaching ensures children access the same curriculum, not a different one, and that barriers to learning are identified and reduced.

C. Metacognition and Self-Regulation (Aligned with EEF research- see appendix 3)

We explicitly teach pupils how to plan, monitor and evaluate their learning.

Explicit Strategy Instruction

Teachers model “thinking aloud” to show how expert learners approach tasks. This includes:

- breaking down tasks into steps
- selecting appropriate strategies
- checking understanding
- adapting when stuck

Gradual Release Learning Cycles (see appendix 4)

Our repeated Revisit → Introduce → I Do → We Do → You Do / You Do More → Reflect cycles create frequent opportunities to:

- activate prior knowledge
- build schema and connections
- reduce cognitive load
- provide explicit modelling and guided practice
- expose and address misconceptions
- practise monitoring and evaluation
- build independence and confidence
- ensure active engagement
- enable purposeful, timely feedback
- embed metacognition and self-regulation

Multiple cycles occur within each lesson so that pupils have repeated, structured opportunities to practise, apply and refine their learning.

Self-Questioning

Children are taught to ask themselves questions such as:

- What do I already know?
- What is the first step?
- How will I know if this is correct?
- What will I do differently next time?

Planning, Monitoring and Evaluating Strategies

Pupils learn to:

- break down tasks and identify success criteria
- choose and apply strategies
- check progress as they work
- identify and address errors
- reflect on what worked, what didn't and why

Routine use of mini-plenaries supports the development of these strategies such as self-questioning, planning, monitoring and evaluating strategies.

Collaborative Metacognition (Kagan and Oracy)

Kagan structures and oracy routines strengthen metacognition by enabling pupils to compare, justify and refine their thinking through talk. Pupils:

- articulate their reasoning
- listen to and evaluate alternative approaches
- refine and improve their strategies
- learn from each other as thinkers, not just as talkers.

D. Active Engagement Strategies

To maximise participation and engagement, teachers routinely use:

- think time
- random selectors (e.g., lollipop sticks, digital tools)
- mini whiteboards
- quick response and check-for-understanding tasks
- purposeful movement breaks (e.g. stretch breaks, active retrieval, stand-up responses, Go Noodle)

These strategies ensure that all pupils are actively involved in learning and provide teachers with regular, formative assessment information.

E. Cooperative Learning Structures

Kagan Cooperative Learning structures, such as Think–Pair–Share, Rally Robin, Quiz–Quiz–Trade, Showdown are routinely used to develop:

- *Positive interdependence* - one person doing well helps all others. Task completion depends on everyone
- *Individual accountability* - provides an audience for everyone to perform in front of someone
- *Equal participation*- structures use turn-taking or timed turns
- *Simultaneous interaction* - increases % of children who are talking/writing at any one moment

F. Oracy Across the Curriculum

Talk is planned and purposeful, with sentence stems, structures and expectations that support all pupils, including those with SEND and EAL. Oracy supports high-level thinking, language development and strong communication. Across all subjects, pupils are taught to:

- explain and justify their reasoning
- summarise ideas clearly
- clarify meaning and vocabulary
- ask effective questions
- debate respectfully and listen to others

G. Effective Feedback (Aligned with EEF Feedback Guidance – see appendix 5)

Feedback at Pownall Green is:

- Timely – given at the point of need, where possible

- Specific – focused on learning intentions and success criteria
- Actionable – supports pupils to improve and move forward
- Independence-building – avoids creating dependency on adult support
- Linked to metacognition – helping pupils monitor and evaluate their learning

Feedback may be verbal, written, or given through guided practice, modelling and questioning. As a school, we place considerable emphasis on the provision of immediate feedback that can change the course of the lesson. Pupils are expected to respond to feedback and act on it to improve their work and deepen their understanding.

See appendix 6 for agreed presentation policy

5. Impact on learners

We consider impact in terms of both academic outcomes and wider personal development. Our children:

- love learning and love life
- embrace challenge and show resilience
- work collaboratively and independently
- achieve highly relative to their starting points
- demonstrate strong learning behaviours
- are ready for their next stage of education
- are curious, articulate, confident and reflective

6. Planning

Schemes of work

We have written our detailed schemes for work for:

- Science
- History
- Geography
- Art
- DT
- PSHE

For other subjects we follow published schemes:

- Mathematics – White Rose
- Writing – Ready, Steady, Write
- Phonics – Essential Letters and Sounds
- Spelling – Spelling Shed
- Handwriting – Letter Join
- Computing – chosen units from Mr P ICT and Project Evolve
- Music – Kapow
- PE – Get Set 4 PE
- RE – RE Today Services (a Local Authority adopted scheme)
- French – chosen units from Language Angels

If teachers want to adapt or change elements of the scheme of work this must be agreed in advance with the subject leader.

Teachers are not required to produce medium term or weekly plans but are required to follow the scheme of work and save comprehensive lesson resources that could be followed by any member of staff. At this point, teachers need to ensure that lesson resources make the learning objective clear, aim to follow the gradual release model, include resources to support adaptive teaching and are flexible enough to use assessment for learning to change the course of the lesson.

Where to save resources – Instead of weekly planning, lesson resources must be saved in the staff folder/ 1. Planning and Assessment/ 2. Planning – lesson resources/ year X. Please ensure the resources are in folders for each half term with that each week and for maths and English please make clear the order of lessons with one week.

7. Monitoring, Evaluation and Review

We use a range of approaches to evaluate the quality of teaching, learning and curriculum implementation, including:

- classroom observations and lesson visits (see appendix 7 and appendix 1)
- learning walks and drop-ins
- work analysis and scrutiny
- planning reviews and subject deep dives
- pupil voice and parent feedback
- analysis of assessment information and outcomes
- external moderation and review where appropriate

This monitoring forms part of whole-school self-evaluation and informs School Development Planning. Findings are shared with staff and governors and lead to clear actions for improvement.

8. Roles and Responsibilities

Teachers

- Deliver high-quality lessons that follow *The Pownall Way*.
- Plan and teach sequenced learning that meets the needs of all pupils.
- Reflect on and adapt teaching in response to assessment information and pupil needs.

Teaching Assistants

- Support learning, independence and inclusion through planned, purposeful intervention and in-class support.
- Work in partnership with teachers to scaffold learning and promote pupil confidence and self-regulation.

Subject Leaders

- Oversee curriculum design, sequencing and progression in their subject.
- Monitor the quality of teaching and learning and provide support and professional development.
- Lead subject improvement planning in line with whole-school priorities.

Phase Leaders

- Ensure consistency within teams and across classes.
- Support planning, assessment and moderation.
- Monitor progress and support staff to implement school priorities effectively.

Senior Leadership Team

- Quality assure teaching, learning and curriculum implementation.
- Ensure the policy is enacted consistently and effectively.

- Provide strategic direction, coaching, CPD and support for staff.

Governing Body

- Ensure that the curriculum is broad, balanced and meets statutory requirements.
- Monitor school standards, including the quality of education, through reports, visits and committee work.
- Hold school leaders to account for the impact of teaching, learning and the curriculum.

9. Professional Development

High-quality teaching is sustained through ongoing professional learning.

Professional development at Pownall Green is:

- aligned to this policy and The Pownall Way
- grounded in evidence-informed practice
- responsive to staff needs and pupil outcomes
- delivered through coaching, mentoring, modelling and collaborative development

CPD is planned strategically and evaluated for its impact on classroom practice and pupil outcomes.

10. Links to Other Policies

This policy should be read alongside:

- Recognition, Reflection & Restoration Behaviour Policy
- SEND Policy
- Assessment Policy
- Early Years Foundation Stage Policy
- Safeguarding and Child Protection Policy
- Equality and Inclusion Policy
- School Development Plan and associated action plans

11. Review Cycle

The Teaching, Learning and Curriculum Policy will be reviewed annually by the Subject Leader and Teaching & Learning Committee, taking into account:

- pupil outcomes and progress information
- staff, pupil and parent feedback
- changes in national policy or statutory guidance
- new research evidence
- school development priorities

Appendix 1: Year 1 Pedagogical Approach – Building Strong Foundations within *The Pownall Way*

Our shared purpose

Our approach to Year 1 is distinctive: it is neither a mini-Year 2 nor a replica of Reception. Teaching in Year 1 reflects the whole-school principles of The Pownall Way, adapted carefully to children’s age, stage and readiness. This ensures strong foundations while maintaining curiosity, confidence and a love of learning.

Additional principles for Year 1

1. Teaching is adapted to readiness and age

Children develop at different rates. Year 1 teachers are trusted to use professional judgement throughout the year, responding to:

- cohort needs
- individual development
- engagement and wellbeing
- readiness for whole class learning

2. Learning Environments support both structure and choice

The Year 1 classroom is distinctive: it is neither a mini-Year 2 classroom nor a replica of Reception. Year 1 classrooms provide:

- Distinct areas for continuous/enhanced provision
- A carpet space to seat the whole class comfortably
- Sufficient tables and chairs for all pupils

The classroom supports both whole class explicit teaching and modelling and meaningful play-based exploration and practice. Tables and chairs enable flexibility for focused learning and adult-led teaching; they do not mandate seated learning.

2. Learning is flexible and responsive

Teaching in Year 1 draws on a blend of:

- whole-class teaching
- guided group work
- independent tasks
- purposeful play-based learning

The balance between these approaches changes over time and between cohorts. Teachers move between them thoughtfully. Any increase in structure is gradual and responsive, rooted in children’s needs.

3. Play-based learning is used flexibly throughout the year in different forms

When play-based learning is used, it is intentionally planned and curriculum-linked. Within Year 1, play-based learning can take several forms:

Continuous provision refers to the core learning environments and resources that are available every day.

Enhanced provision is when the teacher adapts or adds resources to continuous provision to link directly to current

learning. The environment is intentionally “enhanced” to encourage children to practise a specific concept or skill within play. For example, adding fire-engine models and maps to the small world area during a Great Fire of London topic, or placing number challenges in the construction area.

Guided play sits between child-led play and direct teaching. The child maintains agency and choice, but the adult intentionally guides thinking through questions, prompts or modelling. The adult might extend vocabulary, introduce a new idea or encourage deeper thinking while children remain actively engaged in play.

Adult-initiated play occurs when the teacher sets up a playful activity with a clear learning intention and invites children to participate. The structure comes from the adult, but the activity still involves exploration, creativity or problem-solving. Examples include building a bridge together in the construction area to explore stability, or role-playing a bakery during a history topic.

Whole-Class Playful Learning: Play-based learning can also happen in whole-class contexts. Teachers may use games, role-play, storytelling, drama, movement or collaborative challenges to introduce or practise new learning. Although the teacher leads the session, the experience remains interactive, imaginative and engaging.

Together, these approaches create a balanced learning environment where direct teaching, exploration and play work together to support children’s development, independence and understanding. There is no fixed point in the year when play-based learning must end; play-based learning in different forms remains a part of Year 1 pedagogy throughout the year.

4. Adults make the difference

Adults in Year 1 play a central role in children’s learning and wellbeing. They:

- observe closely
- model language
- extend thinking
- scaffold learning
- intervene thoughtfully

When play-based learning is used, adults actively support learning through play by modelling language, scaffolding thinking and extending understanding using the SHREC approach. **SHREC stands for:**

Sh – Share attention

The adult joins the child’s focus of interest. This may involve watching, sitting alongside or commenting on what the child is doing. The aim is to show genuine interest and create a shared moment of attention before extending the learning.

R – Respond

The adult responds to the child’s ideas, language or actions in a meaningful way. This might include acknowledging what the child has said, repeating language or modelling vocabulary.

E – Expand

The adult builds on the child’s language or thinking by introducing new vocabulary, adding detail or modelling more complex sentences.

C – Conversation

The adult engages the child in back-and-forth interaction, sustaining shared thinking through talk. This supports language development, reasoning and deeper understanding.

The SHREC approach ensures that adult interaction during play is **intentional, responsive and developmentally appropriate**, supporting children to develop language and thinking while maintaining engagement in their play.

4. Schemes of work: professional judgement comes first

Where whole school schemes are used:

- they support practice but do not dictate it
- content may be adapted in response to children's developmental readiness

Staff prioritise **core foundations**, focusing on secure development in language, early reading, writing and mathematics. Maths and English subject leads will provide guidance about the core foundations in mathematics, reading and writing. Class teachers should seek support from maths and English leads where schemes need adapting. Support for adapting science or the foundation subjects can be sought from the whole-school Curriculum Lead.

5. Recording is proportionate and purposeful

Evidence of learning may be written, oral or practical. Worksheets are not the default measure of progress. Learning matters more than paperwork. There is no expectation for formal recording in the foundation subjects.

Monitoring and evaluation in Year 1

Lesson observations, learning walks and other monitoring activities in Year 1 reflect *The Pownall Way*, with explicit recognition that teaching is adapted to pupils' age, developmental stage and readiness.

Evidence of effective practice in Year 1 cannot be judged by one element of Year 1 pedagogy in isolation. Evidence needs to be drawn from the wide range of approaches used:

- whole-class teaching
- guided group work
- independent tasks
- purposeful play-based learning in different forms

Alignment with National Guidance

Our approach aligns with guidance from the Department for Education: *Strong foundations in the first years of school*, particularly in relation to:

- gradual increases in structure
- explicit teaching alongside meaningful application
- the central role of adult interaction
- proportionate approaches to recording
- prioritising strong foundations over curriculum coverage
- professional judgement in meeting children's developmental needs

Our commitment

We commit to:

- trusting professional expertise
- adapting teaching to age and readiness
- maintaining flexibility of approaches throughout the year
- prioritising strong foundations in language, early reading and mathematics
- preserving joy, agency and a love of learning
- supporting staff through clarity, training and shared understanding
- ensuring the safety and wellbeing of staff and children

Transition from EYFS and Year 1

Collaboration Between Staff

- Reception and Year 1 teachers meet regularly during the summer term to:
 - Share assessment information (EYFS Profile, observations, next steps)
 - Discuss individual children's needs, strengths and interests
 - Plan transition activities and provision
- Support staff are involved in transition discussions where possible
- Year 1 staff develop a clear understanding of EYFS pedagogy and outcomes

Transition for Children

To support children emotionally and academically:

- Year 1 teachers spend time in Reception during the summer term
- Children participate in planned visits to the Year 1 classroom
- Familiar routines, resources and visual supports are introduced gradually
- Where appropriate, children experience sessions taught by Year 1 staff before the end of Reception
- Additional transition support is provided for vulnerable children or those with SEND

Transition for Parents and Carers

- Parents receive information about expectations in Year 1 and how learning continues through play
- Curriculum meetings or information sessions are offered
- Opportunities are provided for parents to ask questions and share concerns
- Clear communication reassures families that children are not expected to "leave play behind" in Year 1

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask “Are there any questions?”. No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Recommendation 1

Schools should support teachers to understand the importance of using strategies to develop their pupils' metacognitive knowledge.



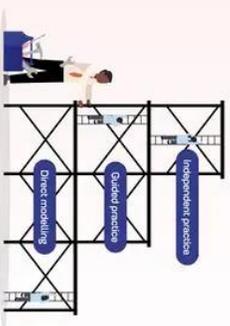
Recommendation 2

Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.



Recommendation 3

Model your own thinking to help pupils develop their metacognitive and cognitive skills.



Recommendation 4

Promote and develop metacognitive talk in the classroom.



Recommendation 5

Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.



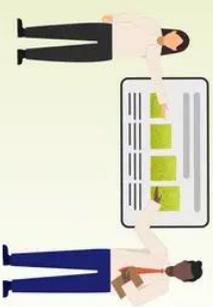
Recommendation 6

Explicitly teach pupils how to organise, and effectively manage, their learning independently.

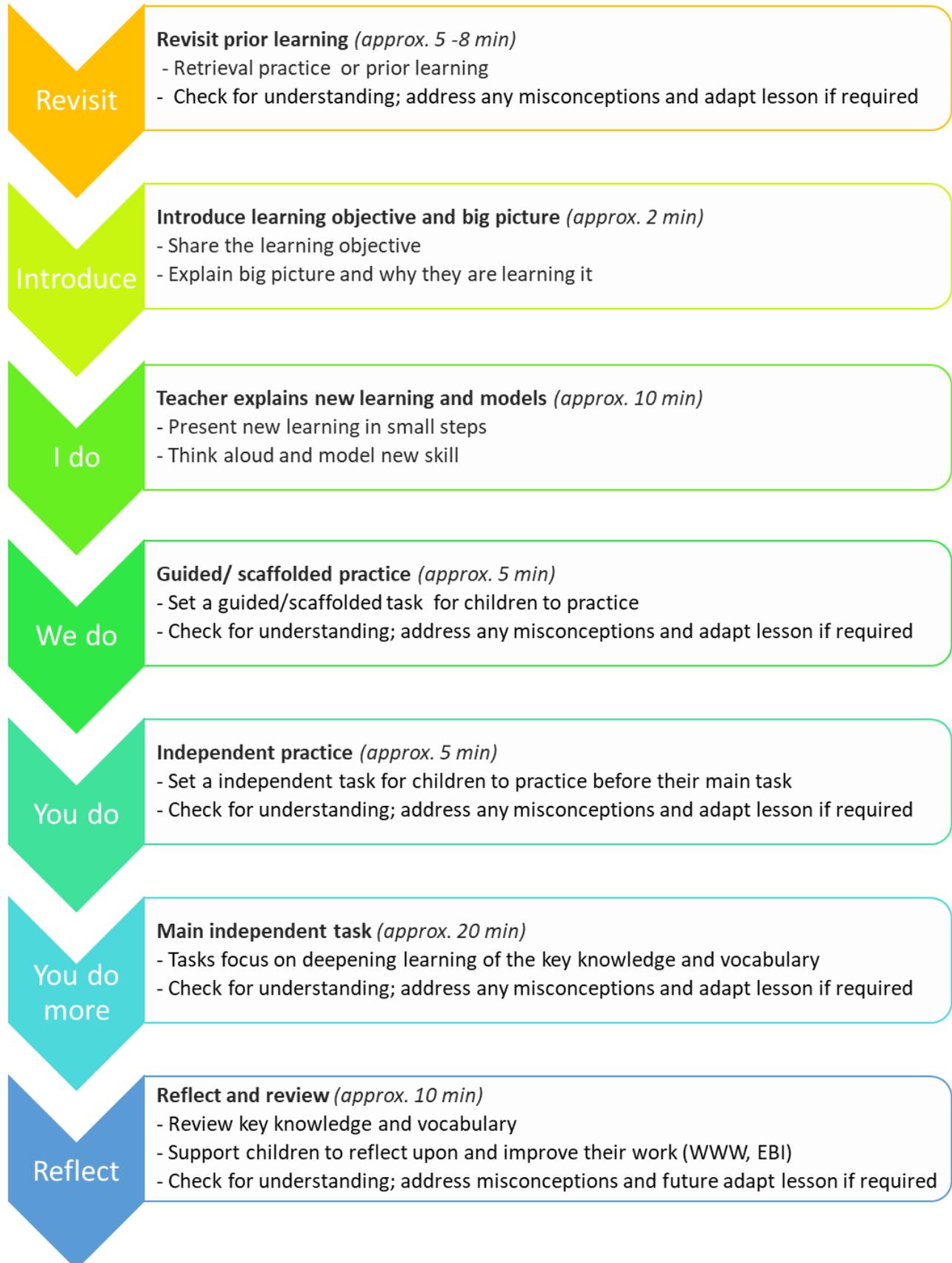


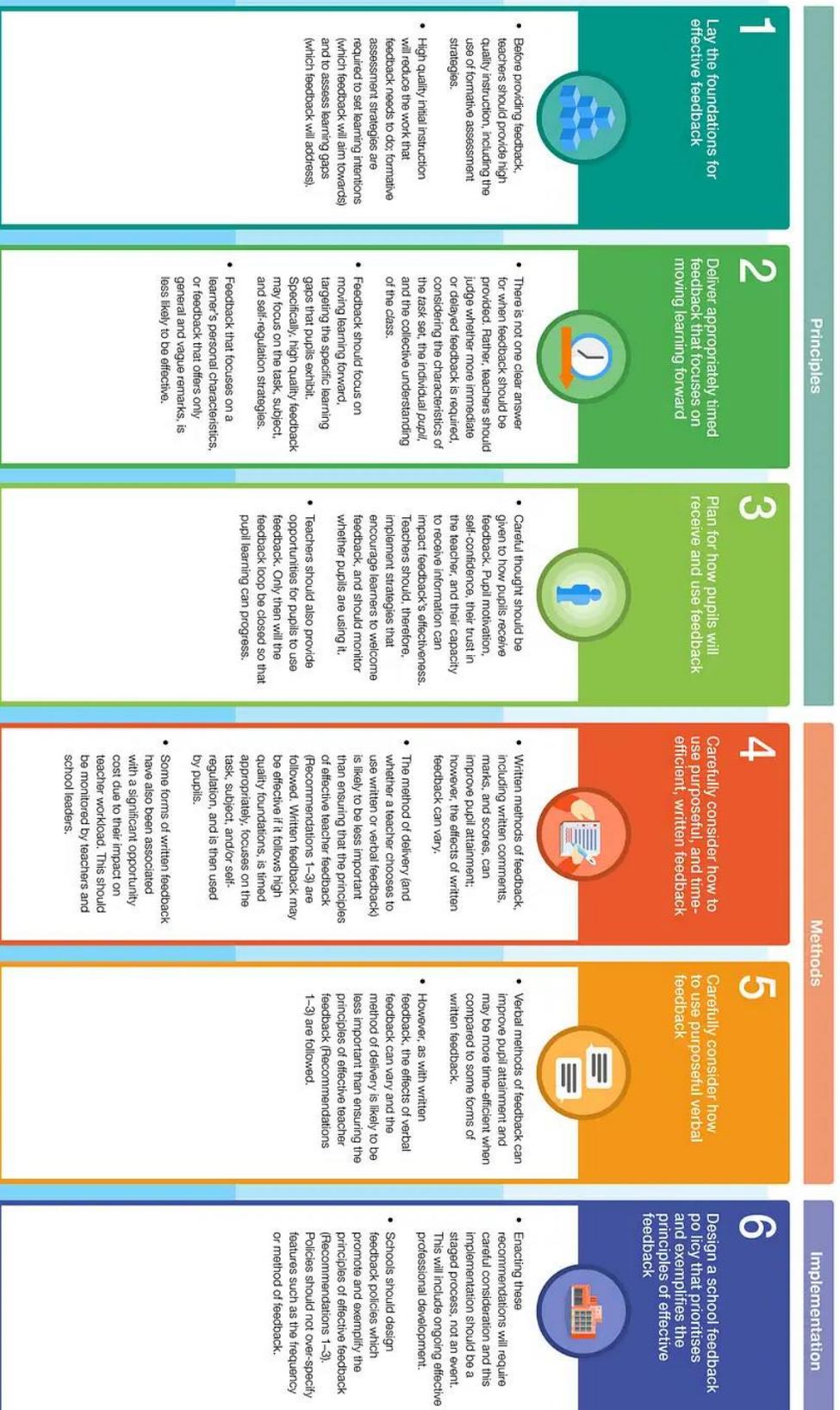
Recommendation 7

Schools should develop effective implementation processes to promote metacognition and self-regulated learning.



Implementation





Presentation of Work

The school seeks for high standards of handwriting and presentation skills which can be practised in all other areas of the curriculum.

- All pieces of work are dated (left aligned).
 - In Foundation Stage the date is written by the teacher/teaching assistant.
 - In KS1 children write the short date or where appropriate write the number and month (left aligned)
 - In KS2, children write the short date in maths and science (left aligned). In all other subjects, KS2 write the day, number and month (left aligned).
- The title for work in books is a simplified version of the learning objective (left aligned).
 - Title can be added to any photocopiable master. Where children are unable to write the title themselves, it can be written by the teacher/ teaching assistant or referred to in the marking.
- The date and title is left aligned and in KS2 underlined
- All lines are ruled with a ruler.
- In maths and English books and where appropriate elsewhere, the previous work is ruled off.
- All mathematics work is completed in pencil throughout the school. In the other curriculum area there is planned progression from writing in pencil to pen as follows:
 - Reception: a variety of tools for mark making. Pencil in books.
 - KS1 and Year 3: use pencils
 - Year 4: introduce the use of a black ink pens when individuals are considered ready in Term 2. All children should be taught to write in pen during year 4.
 - Year 5 and 6: All children should continue to be taught to write in pen.
- Correcting mistakes
 - Mistakes in pencil - erased or one neat line put through it.
 - Mistakes in pen – rule one neat line through it.
 - Do not use crosses or brackets for mistakes.
 - no ink erasers
 - no Tippex
- Colouring in should be done using coloured pencils and not felt tips or gel pens. There may be art and craft activities where felt pens are used but for colouring of work in in books coloured pencils should be used.
- In KS2 children use line guides when writing on blank paper.

Displayed work

- Displayed work must remain the top quality possible for the child, both in terms of content and presentation.
- Displayed work should be an example of the child's best work.

Handwriting

- Children should be taught to form the letters correctly
- We use Letter Join handwriting scheme
- Children coming from other schools continue to write in the style they have been taught, unless they are experiencing difficulties.
- Teachers model the school's handwriting style when writing on the board and marking in children's books.
- There are handwriting sessions for all classes each week. Teachers demonstrate particular aspects of letter formation on the board as well as using textbooks and worksheets. It is the aim that children from Year 3 join their handwriting at all times.

Lesson Observation Feedback**Name:****Date:****LO:**

	Examples	Comments
Positive Climate for Learning	<ul style="list-style-type: none"> Classrooms are calm, purposeful and inclusive. Consistent routines and clear expectations Strong relationships Environment that reflects our Golden Values Promotes independence and belonging. 	
Adaptive and Inclusive Teaching	<ul style="list-style-type: none"> Scaffolds and modelling Chunking learning into manageable steps Visual supports and worked examples Pre-teaching and over-learning of key concepts and vocabulary Strategic adult support Flexible grouping to maximise success 	
Metacognition and Self-Regulation	<ul style="list-style-type: none"> Explicit Strategy Instruction Gradual Release Learning Cycles Self-Questioning Planning, Monitoring and Evaluating Strategies Collaborative Metacognition 	
Active Engagement Strategies	<ul style="list-style-type: none"> Random selectors (e.g., lollipop sticks, digital tools) Mini whiteboards Quick response and check-for-understanding tasks Purposeful movement breaks 	
Cooperative Learning Structures	<p>Kagan Cooperative Learning structures, such as Think-Pair-Share, Rally Robin, Quiz-Quiz-Trade, Showdown are routinely used</p> <p>Routines for structures are embedded such as face and shoulder partners, numbering off</p>	
Oracy Across the Curriculum	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> explain and justify their reasoning summarise ideas clearly clarify meaning and vocabulary ask effective questions debate respectfully and listen to others 	
Effective Feedback	<ul style="list-style-type: none"> Timely – given at the point of need, where possible Specific – focused on learning intentions and success criteria Actionable – supports pupils to improve and move forward Independence-building – avoids creating dependency on adult support Linked to metacognition – helping pupils monitor and evaluate their learning 	

Next Steps