



The Bear Necessities to Teaching and Learning Nevill Road Junior School 2022



ASPIRE Key to Learning

Our ASPIRE keys to learning values are the golden thread through everything that we do at Nevill Road Juniors. We expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

We **Aim High** by challenging ourselves in all aspects of school life.

We are **Successful** learners by using our growth mindset to achieve.

We **Persevere** by being resilient and trying our best in everything we do.

We use our **Imagination** to produce creative work that we can be proud of.

We show **Respect** by including everyone and making sure we all matter.

We show **Enthusiasm** by approaching all learning with a positive attitude.

Sequence of learning.

In lessons you will see:

- Units of work that have been carefully planned into a sequence of small steps. Subjects are blocked to allow for deeper understanding and retention of knowledge.
- Units of work begin with recall of knowledge from previous years' or previous terms.
- Each lesson builds on previous learning with opportunities to retain and recall knowledge. All lessons begin with a "Can you still..." question.
- Teachers with secure subject knowledge who have planned learning that sustains pupils' interest and challenges their thinking.
- All lessons follow a clear lesson structure. Lessons have a purpose for learning which is shared with the children through expected outcomes.
- Children know what they are learning about and why.



Time is used well and all on task.

In lessons you will see:

- Teacher talk is kept to a minimum ensuring that children work hard and focus upon their learning.
- Lessons are carefully planned to engage the children's interests.
- A range of learning opportunities are provided to allow children to learn in a variety of ways e.g. through drama, active learning and group work.
- Talk and volume levels in the classroom reflect the task.
- Low level behaviours are challenged and expectations for conduct are regularly reinforced, using clear rules which are consistently enforced.
- A good pace, with the Nevill Road Lesson structure followed.



Challenge for all SEND / PP / WGD / EAL

In lessons you will see:

- Teachers have high expectations and a belief that all children can achieve.
- Children are set clear tasks that provide challenge for all. Our 3 star approach to learning ensures that all pupils have a secure understanding of new concepts before applying these to their learning.
- Learning is not 'capped' through differentiation but stretched by enabling all pupils to deepen their learning through investigations and enquiry questions.
- Adaptations are made to ensure that children's needs are met appropriately. Staff intervene regularly to check children's understanding and timely support is offered.
- The needs of all children are considered, with a lens on provision for our SEND children and teaching is adapted where necessary. We believe that if we are getting it right for our children with additional needs, then we are getting it right for everyone. Our 'Curriculum for All Pyramids' are used to help with planning lessons.
- Use of carefully chosen resources and metacognitive strategies that are used to help support independent learning.
- The growing diversity of our school community means that teachers have adapted lessons to support children who have English as an additional language.
- Teaching assistants used effectively to help scaffold learning and support children becoming more independent learners.



Explanation, Modelling and Scaffolding

In lessons you will see:

- Clear and precise explanations given by teachers, with complex ideas broken down.
- Time given to practise and consolidate children's knowledge and understanding in new ways that stretches their thinking and allows them to consolidate key skills.
- Metacognition strategies used to help scaffold learning and develop independence.
- Use of sentence stems to help structure children's talk and thinking.
- Children know what is expected of them and how this can be achieved. This is done in a variety of ways including the use of a clear success criteria and examples eg a WAGOLL (What a good one looks like)
- Children evaluating their own work and improving their learning.



Type of Model	Detail	Classroom Examples
Worked out Models	These are completed tasks and examples that can be used as scaffolds. In these models the general patterns are clear and they provide a strong basis for learning. The level of completion will be reduced leaving the children to finish the problems and ultimately complete them by themselves. Providing no examples adds to the cognitive load and can leave the children unsure of the procedure and how to apply it.	Teacher / support staff instruction. Working walls WAGOLL
Conceptual Models	These are models that help children understand a bigger concept e.g. the property of solids, liquids and gases or the water cycle. This type of model allows the children to visualise the concept.	Working walls Diagrams
Thinking out loud	This is the explicit narration of our thought processes to solve problems or undertake creative actions.	Sentence stems DEAL activities
Manipulatives	This type of modelling helps link abstract ideas to concrete examples. Manipulatives and concrete examples help the children to make the links between the abstract knowledge being taught and the experiences of the children.	Working walls Learning environment Concrete resources
Linking knowledge and experience	Modelling the links the new knowledge and the children's experiences builds upon the previous models. In some subjects the experienced knowledge forms the essential basic background knowledge the children need. We store and connect them more through memory consolidation.	Working walls Mind maps Concept maps

Organising the information	The children need to be explicitly taught models that help organise information. Teachers model how the complex steps of information can be sequenced, connected and arranged in a pattern to make possible to learn and recall later.	WAGOLL Working wall
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Type of Scaffold	Detail	Classroom Examples
Writing frames	These help children scaffold their writing in all subjects. Frames can provide scaffolds for extended pieces of writing as well as giving the children sentence stems to help the children frame their answers.	WAGOLL Sentence stems
Exemplars	The children critically analyse examples, done by the teacher or by previous students. Children can better understand the success criteria if they can identify what has gone well and how a piece can be improved further. They can then compare theirs to the example.	Success criteria WAGOLL Paired work
Strategic thinking	These are strategies that help the children unlock the question the children may initially struggle with. This type of strategic thinking needs explicit modelling and scaffolding before the children can do it independently.	
Anticipate errors and misconceptions.	An important part of scaffolding is tackling these head on. Making the children aware of the 'traps' they could fall into, helps them to be more efficient in self checking and self-correcting their work.	Teaching In the moment marking

Questioning, Recall and Retrieval of Knowledge to make learning 'sticky'

In lessons you will see:

- A mastery approach to learning.
- Every lesson starts with a 'Can you still...?' to recall previous knowledge
- Questions asked to children that encourage them to know more and think more.
- Teachers use carefully planned questions to probe children's responses, to reshape tasks and deepen understanding.
- Children are given 'thinking time' to allow for sufficient time for pupils to review what they are learning and to develop further.
- Children are given regular opportunities within lessons to recall previous knowledge. Questions are asked to reveal their understanding and recall how well they have remembered the content.
- Lollipop sticks used to select children to answer questions to encourage participation from all.
- Tasks from the 'Nevill Road Bare Necessities to Sticky learning' used to retrieve knowledge



Questioning Technique	Detail
Cold Call	No hands up or calling out Ask everyone - teacher selects who answers e.g. lolly pop sticks or target children.
No Opt Out	If pupils get a question wrong or don't know, go back to them to check they know the answer.
Check for Understanding	Ask a selection of pupils to relay back what they have understood about the question that is being discussed.
Probing Questions	Make each question and answer exchange a mini dialogue, probing to explore pupils' understanding.
Think, Pair, Share	Allocate talk partners, set a question with a time limit, ask students to think, discuss and report back to the class.
Say it again better	Use sentence stems to help them reframe a more complete response.
Whole Class Response	Use techniques like mini whiteboards to provide simultaneous responses from the whole class.



How do we make learning sticky at Nevill Road?



Song

Teaching facts through songs. Not just number facts but GPS too in Y6. Commits learning to memory more easily and heightens enjoyment.

Hooks

Educational experiences through trips and visitors
Books for hooks
Hands on learning experiences
Artifacts

Questioning

Asking a question of each child before they leave the classroom. eg quick number recall, spelling of a tricky word, geographical fact, historical date.

Photo Reel

Reel of photographs on whiteboard of previous learning activities. Use photos to prompt discussion about what has been learnt, drawing on key vocab.

Building on Prior Knowledge

Activating prior knowledge
Creating shared experiences

Double Page Spread

Complete double page spread at end of term. Can go back and add information from book. Summarise learning.

Active Learning

Collecting information from other tables and relay back to partner - one walker, one talker. Good for mixed ability pairings.

Post-learns

Children evaluate their learning at the end of a unit. Children reflect on their learning.

Video

Making videos of learning eg science explanations. Turn down sound and explain what is happening.

Performances

Video music performances and assemblies. Pupils to use music vocabulary to explain what they can hear and to evaluate performances.

Quizzing

Create quiz questions on a topic. Could be multiple choice eg What is a metaphor?
a) A comparison using 'like, as, then.'
b) A comparison where one thing is another
c) A comparison with a human attribute

Sentence Stems

Sentence stems
Scaffolding language
Talk, talk and more talk
Developing reasoning in mathematics
Highlighting key vocabulary

Can you still?

....last week
....last month
....last term
....last year

Display board in class; use as starter question to recap.

Brain Dump

Write, draw a picture, create a mind-map on everything you know about a topic. Give a time limit eg 3 minutes. Then look back at books to add a few things you forgot.

Flashcards

Create own flashcards: question on one side, answer on the other. Can you make links between the cards? Pick out harder ones to practise.

DEAL

- Developing Characters
- Adopting roles
- Exploring thoughts
- Sharing and Reporting
- Thinking & Reflecting

Key Vocabulary

In lessons you will see:

- In order to develop a deep knowledge and understanding of concepts, we explicitly teach the meanings of key vocabulary linked to each area of the curriculum.
- Each lesson starts with the introduction of or recap of vocabulary.
- High quality texts are used across school to ensure that a vocabulary rich environment is promoted.
- Key vocabulary on learning walls which is added to as a unit of work progresses.
- Children are expected to use correct subject specific vocabulary in lessons.



Check understanding throughout the lesson and provide feedback.

In lessons you will see:

- We use a variety of mechanisms to assess children's understanding throughout lessons and ensure that misconceptions are picked up quickly.
- Verbal feedback given to children throughout the lesson in order to build on pupils' strengths.
- Our marking system ensures that feedback is purposeful and children's responses enable them to practise, consolidate or stretch their learning.
- Metacognition strategies are used to motivate children to improve their learning.
- Children respond to feedback and this is captured through the use of purple pen in their books.
- In the moment marking gives immediate feedback.
- Use of mini plenaries to address any misconceptions.



Bee Rules

Our Bee Rules underpin our high expectations of behaviour and attitudes. The rules have been co produced by the children with respect being a key aspect to life in school in order to challenge stereotypes and the use of derogatory language in lessons and around school. Positive relationships between all stakeholders is promoted through our restorative approach ethos.



Be Safe

- To listen to and follow instructions.
- To play in safe areas of the playground where an adult can see you.
- To walk in school.
- To keep your hand and feet to yourself.
- To stop when the whistle blows and line up safely.
- To remember not to slide tackle.
- To sit properly on chairs - all four feet.

Be Responsible

- To look after school equipment and property.
- To make good choices and always be honest.
- To use your best presentation in all lessons.
- To keep your classroom and cloakroom tidy.
- To complete your homework every week.
- To throw away your litter in the bin.

Be Respectful

- To be kind and help others.
- To respect other's differences.
- To listen and always follow instructions.
- To respect school property.
- To use good manners and wait your turn.
- To remember that we are a TEAM.

Be Ready

- To arrive at school on time.
- To come in to class ready to learn.
- To remember your equipment for the day.
- To write the LO quickly and underline.

Promote Equality and Respect for all

Equality of opportunity and diversity in teaching and learning is promoted through our Equality Objectives:



Priority 1 - To develop our Enhanced Curriculum in order to provide opportunities for all.

- To provide a wider range of clubs that are available to encourage all children to participate.
- To monitor attendance and equity amongst girls / boys, PP / non PP, SEND, EAL. Identify children who are not attending club and use pupil voice to find out their interests.
- Offer free clubs to ensure that opportunities can be accessed by all.

Priority 2 –To integrate the Protected Characteristics within the Curriculum.

- To focus on specific subjects e.g. PSHE, History, Art and review the curriculum offer to ensure that race, culture, gender balance etc is addressed.
- To ensure that displays around school, the website / twitter reflect the growing diversity of the school community.
- Continue to raise awareness of the Protected Characteristics amongst all stakeholders.

Priority 3 To continue to develop a broad and balanced curriculum that is accessible for all.

- Adaptive teaching strategies are shared and embedded across school.
- Teaching and Learning Policy to be reviewed.
- Curriculum for All pyramids to be reviewed.
- Bramhall Cluster work with Neala Campling from the Ethnic Diversity Team.

Priority 4 - To raise attainment in reading, writing and maths for specific, identified groups and individual children.

- Regularly monitoring of children's progress through book looks, termly data captures and pupil voice.
- To improve the provision for children who have EAL by upskilling staff.
- Monitor SEND provision, PPG Strategy and the impact this has upon learning outcomes.
- Awareness of gender specific areas e.g. SEND / girls.

Together Everyone Achieves More