



Banks Lane Junior School
Communication, Collaboration, Curiosity, Resilience, Reflection



Believe to Achieve

Quality First Teaching Strategy



Rationale

At Banks Lane Junior School our ambitious, tailored curriculum extends beyond the classroom and the requirements of the national curriculum, enabling our children to develop skills and character that will help them succeed in life. Our learning powers of communication, collaboration, curiosity, resilience and reflection form the bedrock of this curriculum, equipping future citizens to contribute positively to society.

Pupils who feel safe, happy and ready to learn will thrive, which is why we place an emphasis on teaching self-regulation and wellbeing as part of our Banks Lane journey.

We aim for every lesson to be an engaging, challenging, and above all, enjoyable experience for both teacher and pupil; an expectation of progress for all pupils will be at the heart of every lesson. We have extremely high expectations of handwriting and presentation across all subjects.

Quality First Teaching - a research driven approach.

E.D Hirsch uses Velcro as a metaphor for the development of the schema in the brain as we gather more and more knowledge; the more we know, the more it sticks. It is not rote-learning of disconnected facts, but the accumulation of a linked body of knowledge that can be applied confidently to new situations. (*Roy Blatchford - The primary curriculum leaders handbook*) Our carefully planned curriculum alongside our practice, review and retrieval method of instruction supports this approach. Our curriculum concepts in each subject allow for teachers to link previously taught learning to current learning.

Barak Rosenshine's 'Principles of Instruction' comes from research into how our brain acquires and uses new information. 'Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information.' (*Tom Sherrington*) Our 'can you still?', curriculum concepts, and revisit and review strategies, are woven into our teaching to ensure our pupils constantly review and revisit previously taught content and have the opportunity to connect to prior learning.

Doug Lemov's 'Teach Like A Champion' approaches come from observations of 'master' teachers. Much of this research has formed both a starting point for our teaching approaches (particularly our reading model and 'control the game' style of reading accountably, as well as our questioning techniques) and a platform for our teacher CPD.

Alex Bedford's research on pupil book study has formed the basis of our whole school CPD on effective subject leadership and monitoring of our curriculum offer. We have transformed the way we use our pupil voice and book looks (based on Bedford's research) to incorporate 'Friday Focus' questions that encourage our pupils to engage in conversation around each subject. Alongside this, our 'Subject Study Days' allow subject leaders and the SLT time and focus to observe teaching and learning in each subject and to evaluate this in terms of what is helping and what is hindering in our 7 core areas of provision.

The quality first teaching elements below guide us through our teaching model and serve to remind us all of what makes great adaptive teaching that supports all learners, particularly those with SEND.

1. Climate for Learning
2. The teaching of reading and vocabulary
3. Sequencing
4. Modelling and narration
5. Scaffolding
6. Questioning
7. Practice, revisit, retrieval

1. Climate for Learning:

At Banks Lane Junior School, we recognise the importance of creating a safe and happy climate for learning with high expectations of behaviour, presentation and learning in every class. We link our learning powers to our behaviours:

COMMUNICATION WIZARD - I am adaptable and can share ideas in different ways, I am a great listener, I show empathy and I am polite to others. I exercise self-control by using our Zones of Regulation.



CAPTAIN COLLABORATION - I am a team player and I love to learn from others. I think positively and I know that listening is a skill I need to help other people and myself to work successfully as a team.



COSMIC CURIOSITY I am determined and enthusiastic to find out more and so I ask lots of questions! I love problem solving. My desire to learn means that I am a really good listener. I am independent and like to think for myself.

RESILIENT RUBY - I am determined and I don't give up when it gets hard. I think positively when facing new challenges. I am independent and adaptable and I know that making mistakes is an important part of learning.



REFLECTION ROSE - I am able to learn from my mistakes! I am independent and determined when I am problem solving. I celebrate my successes and learn from feedback.



We use the 'Zones of Regulation' to teach children the skills towards developing a variety of tools for regulation, social skills, self-care and overall wellness. There is a common language to support positive mental health while also being an inclusion strategy for neurodiverse learners and those who may have specific needs in terms of social, emotional and behavioural development.

The Zones of Regulation communicate all the different ways we feel in to concrete zoned colours - green, blue, yellow and red. Every class has two daily check-ins to ensure our pupils are happy and ready to learn and where this is not the case, teachers and TAs will check in with them to see how they can support.

Red - angry, terrified, panicked, overjoyed

Yellow - worried, frustrated, silly, excited

Blue - sad, bored, tired, sick

Green - happy, focused, calm, proud

2. The Teaching of Reading and Vocabulary:

Hart and Risley identified the 30-million-word gap between advantaged and disadvantaged children and an ever-growing body of research highlights how critical having a large vocabulary is for successful life-outcomes.

Reading is at the heart of everything we do at Banks Lane Junior School and is our biggest priority; we aim high through our explicit teaching of vocabulary and 'control the game' method of reading together across curriculum subjects. All pupils read and read accountably, fostering a love of words and language. We teach reading through:

- ❖ 'Control The Game' accountability model;
- ❖ high quality texts for pupils to encounter target vocabulary;
- ❖ 'Reading Gems' to support the teaching of reading skills;

- ❖ whole school focus on vocabulary-rich teaching;
- ❖ 'My Turn Your Turn' for explicitly taught language;
- ❖ 'Can you still?' vocabulary retrieval tasks to check for understanding;
- ❖ small group phonics lessons.

3. Sequencing:

We have planned our broad and balanced curriculum to ensure learning is built on over time. Our curriculum progression documents show the concepts, substantive and disciplinary knowledge, skills and vocabulary taught and reviewed across KS2. We plan collaboratively as year group teams and are responsive to pupils' needs. We recognise from our reading of 'Rosenshine's Principles of Instruction' and our understanding of 'Hirsch's' theory around making learning 'sticky' that quality first teaching revisits, recaps and consolidates learning. Planning the curriculum sequentially with interwoven concepts ensures pupils' learning is meaningful and more likely to remain part of their body of built-up knowledge. Examples include, 'Can you still?' at the start of most lessons to revisit and review content taught and carefully designed questioning and tasks to go over and check for understanding in previously taught content; we must ensure we know what pupils already know before we move learning on.

4. Modelling and Narration:

Modelling is a part of every lesson with teacher narration to guide pupils through the steps to success, highlighting key procedures and the thinking that underpins them. We use big paper to model, (particularly in reading, maths and writing) which is then put up on our learning walls to refer back to as part of the learning process. Whilst modelling, teachers use the 'Think Aloud' narration model to support pupils in knowing how to become 'expert learners.' The think aloud approach is taken from the EEF's research; it is a metacognitive strategy where teachers *'are encouraged to narrate their thought processes as they complete a particular task. This provides pupils with a model which demonstrates how an 'expert' learner approaches a problem, making these invisible processes visible and accessible to pupils'*, particularly those with SEND. (EEF Framework 2022). In the classroom you will see:

- ❖ working walls with big paper modelling;
- ❖ clear steps to success;
- ❖ teachers using the 'big paper' to model the task, using narration (think aloud) to model their thought processes;
- ❖ teachers referring back to prior learning and the worked examples around the room.

5. Scaffolding:

We consider how all of our learners are able to reach the intended learning journey and outcome and we use a range of scaffolds to enable our pupils to overcome challenges to learning. Some of our key scaffolding strategies that you will see in the classroom are:

- pre-teaching of vocabulary and pre-reading of texts in reading. Research shows that gaps in children's vocabulary are quick to form if not addressed, and it can have a lifelong impact. Pre-teach can help to bridge those gaps. These are delivered by our teachers.
- supporting pace - using echo and choral responses within learning to ensure 100% engagement, checking for understanding and giving pupils opportunities to practice their reading out loud as well as hearing teachers and other pupils modelling fluent and expressive reading;
- teacher modelling - clear modelling with step by step exemplars. Teachers narrate how to be successful whilst modelling on big paper and planning in intentional errors to check for understanding;
- practice makes permanent 'Doug Lemov' - we give pupils time to independently practice the skills taught;
- steps to success - success criteria. We provide pupils with pre-created or creating together steps to success. We must be clear about what we need to see in pupils' work; this will increase independence and autonomy creating responsibility for their outcomes;

- revisit and review - we make sure that we revisit previously taught content through 'Can you still?' and quizzes and knowledge organisers;
- collaborative learning is encouraged in the classroom and some Kagan structures are adopted into our teaching for example, timed, pair, share, rally robin and round robin .
- questioning techniques - cold calling, no opt out, right is right, stretch-it - 'Doug Lemov - Teach Like a Champion 2.0'

6. Questioning:

At Banks Lane Junior School we see questioning as a way to support, stretch and challenge and check for understanding. We use hands up but we also use techniques like cold calling to ensure all learners are engaged and involved. We don't accept incorrect responses and we adapt our questioning to ensure all learners move on and are challenged. We have used Doug Lemov's research into great teacher questioning to provide staff CPD and ensure we provide our learners with quality first teaching. In the classroom, you will see some of our questioning techniques:

- ❖ Cold calling
- ❖ How and why questions
- ❖ No opt out
- ❖ Right is right/Say it again better
- ❖ Stretch it
- ❖ Whole class response

7. Practice, revisit, retrieval:

A major issue in learning is the inevitable, natural process of forgetting. Forgetting is less likely if we re-visit and review regularly. The more we go over learning, the more it will stick and the easier it is to make connections with previously taught content. In the classrooms, we use the following strategies to support retrieval:

- 'Can you still?' at the start of lessons;
- adapted questioning;
- knowledge organisers;
- quizzes;
- concepts acting as golden threads through our curriculum;
- home-learning;
- pre-teach and pre-read;
- testing.

Lesson Framework

We aim for every lesson to motivate, engage and move pupils on in their learning journey. We do this through the following quality first teaching elements:

Climate for learning	All staff have high expectations of behaviour and positively reinforce our school ethos and rules. Our learning powers underpin our whole climate and culture.
Growth mind-set, culture of error and a positive ethos	We aim for pupils to have a growth mind-set and we create a positive culture of error in all classes, where pupils are encouraged to 'have a go.' Effort and hard work are rewarded and pupils see failure as a pathway to mastery.

<p>'Brain Boost' activities and 'Can you Still?' activities.</p>	<p>Pupils work on a settling task immediately on arrival to lessons in the morning and afternoon, to support in ensuring a calm, purposeful climate for learning.</p> <p>'Can you still?' activities support teachers to know what the pupils have remembered from previous learning in order to make next steps in learning and revisit and review.</p>
<p>A challenging, skill-based W.A.L.T (lesson objective) evaluated by measurable outcomes.</p>	<p>All pupils will understand the purpose of the lesson and be able to articulate what is expected of them. They will understand where in the learning journey the particular lesson sits and be able to assess their progress. Some lessons have dual WALTs where appropriate.</p>
<p>A lesson which follows a consistent structure that includes open questioning and group/class discussion during which every pupil contributes.</p>	<p>Pupils will be given the opportunity to ask questions.</p> <p>Lessons will be structured around:</p> <ul style="list-style-type: none"> • 'Brain Boost' activity - revisit and review/can you still?; • new learning (for example modelling/working big/think aloud); • steps to success; • talk task/paired task to try out new learning; • learning development (addressing misconceptions) and stretching; • an independent task; • adults circulating and providing immediate feedback; • plenary - questioning learning and checking for understanding.
<p>Focus on literacy</p>	<p>Vocabulary will be explicitly taught using MTYT (My Turn Your Turn), displayed and revisited in lessons and will be available on working walls to scaffold learning.</p> <p>Pupils are expected to use formal language; incorrect use of language and grammar are corrected. Modelling is key, allowing pupils to access a 'model' or 'WAGOLL' (What A Good One Looks Like) piece of writing to draw upon during the lesson; displayed on the working wall, it continues to act as a scaffold during independent writing. Grammar is explicitly taught and referred to in lessons.</p>
<p>Checking for Understanding</p>	<p>Throughout lessons the teacher checks levels of understanding and gives feedback. We use 'Can you still?' activities to re-visit and review learning ensuring knowledge and skills become part of our working memory. Teachers make connections between previous learning in order to make learning 'sticky' and become part of the working memory.</p> <p>Pupils are encouraged to ask for support and to independently seek help through asking peers and using class resources. There will be clear reference to the W.A.L.T and differentiated outcomes. Steps to success are shared and often created together in order for pupils to have a structure to follow to achieve their W.A.L.T.</p> <p>All pupils will know their writing and maths targets in order to improve. After work has been assessed, 'Read and Respond' (R+R) activities will be given by teachers and time given to pupils to review the feedback and improve their work. We have 'Target</p>

Learning environment	<p>Tuesdays' where pupils are questioned on their targets and encouraged to talk about their work and how they can move their learning forward.</p> <p>Working walls are updated regularly, reflecting and scaffolding current learning in English, maths, and reading. Worked examples/modelling and steps to success are added to working walls on our big paper and revisited as WAGOLLS. All resources are clearly labelled and accessible; reading corners are warm, inviting spaces that promote quality children's literature and create a positive reading for pleasure culture.</p>
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SEND and Inclusion

One of the most impactful experiences for learners with SEND is to have access to high quality, inclusive teaching. By consistently following Banks Lane Junior School's quality first teaching strategy, our learners will naturally receive inclusive practice. By removing barriers to learning, getting to know and understand individual learners, and adapting our teaching to the needs of our pupils, we ensure that every pupil has the chance to achieve. The Nasen Handbook has been used by subject leads in order to offer subject specific guidance to inclusive practice. Some examples of non-subject-specific inclusive practice you may see in the classroom include:

- opportunities to record ideas in different ways e.g. taking a photo, creating a mindmap;
- use of manipulatives to support learning e.g. base 10, Numicon, place value counters;
- use of repetition, mnemonics, songs etc to aid memory;
- clear lesson structure, steps are broken down into small manageable chunks;
- use of a WAGOLL to stimulate ideas and to show the expected end product;
- working walls provide key vocabulary and worked out/annotated models on big paper;
- pre-teaching of key vocabulary before the lesson containing it, supported with visuals where possible;
- use of timers;
- collaborative learning opportunities, buddy systems, paired writing, talk partners, small group work;
- writing slopes, pencil grips, left handed pens are available for those who need them;
- when teaching, language use is supported by visuals and gestures where possible to aid understanding;
- use of visuals alongside key words/text;
- use of checklists and steps to success to support memory and sequencing of tasks;
- modelling how to complete tasks;
- scaffold tasks using things such as writing frames, word banks, annotated examples, cloze procedures;
- sentence starters are given to support children in starting a piece of work.

Marking and Assessment

Teachers will be continuously assessing the progress of their classes and adjusting the lesson to meet the needs of all pupils. Teachers will also need to give formal, structured feedback to pupils and make both diagnostic and summative judgements on progress towards targets. Feedback should be as immediate as possible, short, focused and include opportunities for the pupils to read and respond (R+R). (See separate marking and feedback policy).

Homework

As a minimum, all pupils are expected to read regularly at home and complete weekly spellings. Pupils have MyMaths work to complete. Additional targeted homework should be set for individuals or groups according to identified needs. All pupils have a home-learning log where they can work through a selection of activities.

Monitoring and Evaluation:

It is the responsibility of all teachers to monitor and evaluate the impact of our teaching and learning strategy. This process will be ongoing through learning walks, peer observations, moderation of books, pupil voice and the analysis of pupil performance data at key points in the year. Learning walks led by SLT, MLT and subject leads will feed into whole staff training; areas of strength and action points will be shared for whole school improvement. Subject Study Days and Friday Focus will allow subject leaders to have a clear overview of their subject, how it is being taught and next steps to improve the quality of teaching and education. 'Governor Drop In Days' every half term allow for governors to ensure our teaching and learning strategy is being consistently and effectively followed, and provide them with an opportunity to 'look past the SLT.'

Professional Development

Dylan William states that, *'every teacher needs to improve, not because they are not good enough but because they can be even better.'*

Banks Lane Junior School is committed to the continuing professional development of all staff. Through structured training and support, engagement with training and participation in national programmes, we commit to giving all staff access to opportunities that will secure the very best learning for our pupils; we recognise that quality first teaching is the most effective way of supporting every pupil to make progress:

- teachers will be engaged in weekly professional development;
- teachers assess themselves against our Pedagogy Self-Assessment tool which allows us all to identify areas for CPD;
- all will have access to training and development through the Stockport LA;
- where appropriate, individuals will be given access to bespoke support;
- all ECT teachers will be given professional support through a weekly programme aimed at developing excellent classroom practice (See ECT Policy);
- all TAs receive professional development led by the SLT and driven by the TA rubric;
- teachers are actively encouraged to further their own personal CPD by attending network and cluster meetings, subject leader training and completing national qualifications;
- we carry out lesson studies and subject study days to support each other in developing and reflecting on our practice and sharing expertise;
- we have shared PPA time in order to support each other with the planning and resourcing of lessons.