Harbinger Primary School

Teaching and Learning Policy

We are guided by the following principle values:

Values

Learning **Well-Being** **Togetherness**

This policy should be read in conjunction with the school's Assessment and Feedback Policy.

Policy agreed: October 2025

To be reviewed: October 2026

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Vision

Our vision is to strive for high standards of learning and teaching for our children in a safe and inspiring environment. We work together so that mutual respect and co-operation can flourish and children can problem-solve to overcome potential barriers. We work in partnership with families and the wider school communities, to ensure individual needs are met.

We aim to create an educational community where all children develop as:

- **successful and reflective learners** who have a positive attitude and commitment to learning, make progress and achieve.
- **confident individuals** who are able to live safe, healthy and fulfilling lives, demonstrating resilience, responsibility and resourcefulness.
- **enthusiastic and responsible citizens** who make a positive contribution to society.

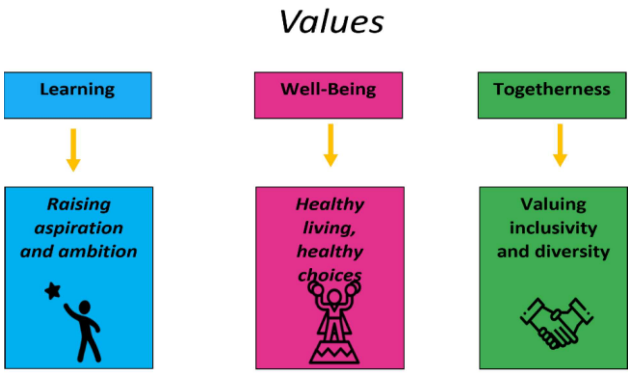
Aims of this Policy

At Harbinger, we recognise that quality classroom practice is the key to improving learning and raising pupil achievement. This policy aims to outline the fundamental principles which underpin all learning and teaching at our school.

Our core values drive our commitment to everybody achieving the best possible outcomes for themselves, engaging with learning, valuing the role we each play and taking pride in our school:

- **Learning**: An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations.
- **Well-Being**: An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success.
- **Togetherness**: An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities.

At Harbinger we want to make sure that our curriculum reflects the diverse yet very distinct community that we serve. We have identified **three 'Curriculum Drivers'** linked closely to our school values. These drivers are areas we aim to support our children in, to further enhance the exciting and engaging learning opportunities that our pupils enjoy everyday:



This policy should be read in conjunction with our policies on:

- Behaviour & Relationships
- Assessment and Feedback
- Early Years
- Homework
- Wider Curriculum Framework
- Other curriculum Subject Policies and Statements of Intent

Key Principles of Learning and Teaching

Article 28 of the UN Rights of the Child

- You have the right to a good quality education.
- You should be encouraged to go to school to the highest level you can.

Key Targets This Year

Teaching & Learning:

1. Refine pedagogy within lessons
   a. Increase active learning to counter passivity.
   b. Planning and clear modelling to increase pupil independence.
   c. Effective deployment of additional adults.
   d. Use of adaptive teaching and questioning to increase challenge.

2. Raise attainment in Writing and Maths across the school particularly % of children attaining at higher levels.
3. Need to support children to make accelerated progress in KS2.

4. Improve Attendance

Present to learn	**Ready** to learn	**Want** to learn	**Enabled** to learn
We will monitor children's attendance carefully and work with parents to make improvements.	We will implement safeguarding policies and procedures so children are safe. We will identify additional support for all needs, including emotional and mental health.	We will design and deliver a relevant, engaging and curriculum. We will maximise opportunities to enrich the curriculum, bringing it to life.	We will make sure we use teaching methods which enable children to build on prior learning and retain new learning.

Roles and Responsibilities

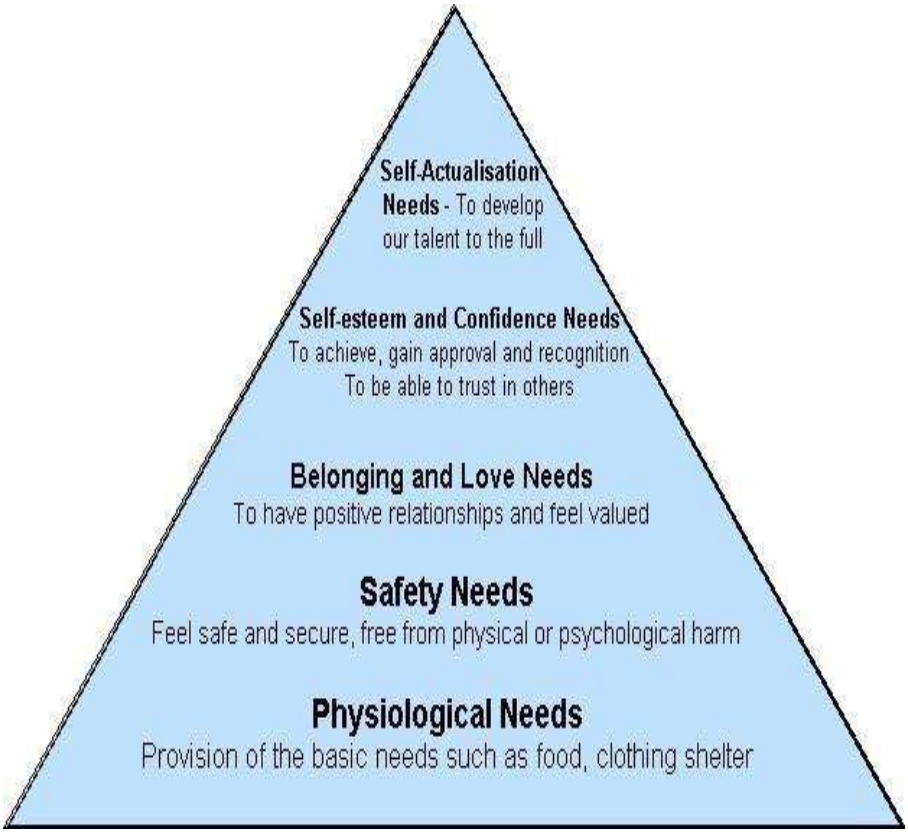
Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Read about '**The Essential**' expectations from **Teachers, Support Staff and Leaders** in **Appendix 1**.

Emotional Intelligence

What needs to be in place for teaching and learning to start?

The Hierarchy of Needs (Maslow, 1943) informs the emphasis we place upon creating an environment that supports good teaching and learning. For a child to reach higher order development, we must ensure that the more basic needs are met.



In order to create this environment, we must commit to two things: acknowledging our own developing emotional intelligence and explicit teaching to support the same in children.

The next page details 'components' of Emotional Intelligence practiced in Harbinger.

For further information on Emotional Intelligence at Harbinger, click here.

Components of Emotional Intelligence at Harbinger

"Emotional intelligence is a way of understanding and shaping how we think, feel and act" Corrie (2003, p.3)

Learning Environment	Readiness to Learn	Effective Communication	Conflict Resolution
What is our aim? • Safe & welcoming school • Be a Rights Respecting School • Be a United Against Bullying School • Well-organised, stimulating and multisensory learning spaces • Classrooms supportive of inter-and intrapersonal learning • Interactive displays • Representation of diverse community	**What is our aim?** • Motivation • Happiness • Feel valued • Safety • Interest • Sense of purpose • Positive self-image • Self-respect • Sense of achievement • Understanding the affect our emotions have on our learning behaviour	**What is our aim?** • Equality and individuality • Use of positive and non-discriminatory language • Good listening • Speaking in first language when appropriate • Ownership and personal responsibility • Community involvement	**What is our aim?** • Consider emotions and emotional responses • Understand of 'Think, feel, act' cycle • Awareness of behaviour patterns and how well they serve us • Learning helpful ways to recognise and better manage emotions
How do we achieve this? • Class charters to establish rules and expectations • Rights Respecting resources • Varied table settings • Learning displays • Book corners • Accessible resource areas • Aromatherapy • Drinking water • Playtime space • Learning outside the classroom • Music	**How do we achieve it?** • Aspirations • Clear systems and routines • Emotional diaries • Relaxation and visualisation techniques • Celebrations • Sharing Assembly • Celebrating attendance • Work/messages sent home • Affirmations • Individual interventions • Inclusion Team • Pastoral Team • Outside Agencies • Breakfast Club • Zones of Regulation • Worry boxes	**How do we achieve it?** • Shared vision • Circle Times School Council • I statements • Restorative Practice • Peer support • Circle of Friends • Multi-faith celebrations • Rights Respecting School Award • Staff roles and responsibilities clearly defined • Participation in whole school development • Effective and approachable leadership • Home-School Partnerships Discussion Guidelines	**How do we achieve it?** • Behaviour Policy • Restorative conversation • I Statements • Understanding the brain • Responses to fear • Emotional Intelligence posters displayed • Individual behaviour plans, where appropriate

Developing a Learning Culture

A strong learning culture needs to be established in each classroom.

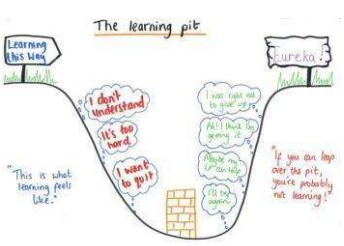
Children should be encouraged to be brave and reflective learners who are happy to take risks, enjoy taking on a challenge and learn from their mistakes. We describe this has having a 'growth mindset' and we aim to encourage a growth mindset in all the adults and children who are part of our school community (see 'Mindset' by Carol Dweck, 2006).
To this end, all adults need to use language that promotes the idea that time and effort are key to learning and that everyone is capable of improvement.

Language that encourages a growth mindset	Language that encourages a fixed mindset (avoid these!)
• I'm really impressed with your thinking/effort/ideas • Comments about challenges (because they've worked hard) • Look how much you've achieved • What have you learned? • Higher/lower achievers (not fixed) • Simple / complex • Mistakes are great because they help us learn	• I need a big strong boy • You're always good at that • You did that really easily • You must be so and so's sister/brother • That's a good picture • More able/less able (fixed) • Easy / hard

All staff who work in school are role models. Our relationships and role modelling are key to help children develop broader skills. Children have a level of resilience and self-belief and, with our influence and effect, we are in a position to strengthen, reinforce and improve self-beliefs.

In the 'Self-Efficacy Theory' (2020), Bandura defined self-efficacy as 'perceived capabilities for learning or performing'. Having **high self-efficacy** enables an individual to see difficult tasks as something to be mastered; whereas, low self-efficacy results in an individual avoiding challenging tasks and focusing on failings and negative outcomes.

We encourage children to see mistakes as an essential part of learning and use them as a useful teaching point ('The Learning Pit').



Learning How Children Learn – The Cognitive Load Theory

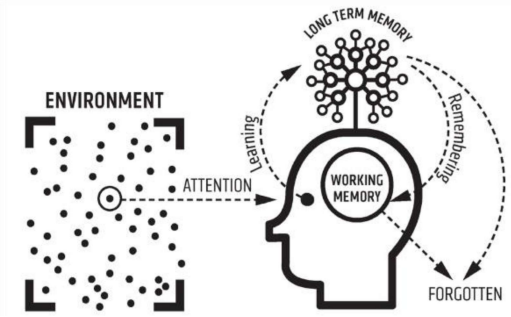
How does memory work?

'Cognitive Science' is the science behind how (pupils) learn, in terms of behaviour and processes.

Cognitive Load = Mental effort required for a task
Mental resources available for the task

The more mental effort required, the more cognitive load there is
and
The more mental resources available, the lower the cognitive load

The aim is not to minimise cognitive load - we want to maximise the useful load (intrinsic) and minimise the irrelevant load. This will help children to learn more efficiently, more effectively, more deeply.



This diagram represents a simple memory model based on the work of Dan Willingham.

"Memories are residues of thought"
Willingham

1) Long Term Memory

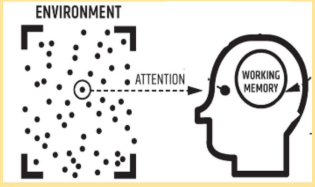
Information in our long-term memory is organised and stored as schemas which are:

- A network of interconnected concepts and ideas
- The information, knowledge and ideas we hold about something, that is well-learned
- Used by connecting new knowledge to prior knowledge in schemas
- Each child has a unique set influenced by life experiences, home school etc. as well as motivation, sense of self, habits….

2) Environment

In the classroom (environment), we need to secure children's attention by:

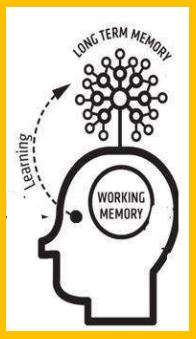
- Establishing routines – routines need to be automatic, so children don't have to think
- Having high behaviour expectations
- Communicating very clearly
- Planning tasks that quickly *focus thinking* on the learning



3) Working Memory

- Limited in size, can hold approx 4 pieces of information
- When we work on a task, we use our working memory – there is a regulation system that decides which data just obtained is stored temporarily because it's useful for the task; it also decides which data must be retrieved from the long-term memory because it will be useful for the task.
- We need to think about how we teach:
    - Present material in small steps
    - Dual-coding (using images to increase capacity)
    - Activating prior knowledge – remembering – linking retrieved information to new information
- This is why we need to know what children's prior learning is (through road maps and sequenced curriculum) and make explicit links to what children have previously learnt
- By adapting our classroom practice, we can improve children's working memory and improve learning retention.

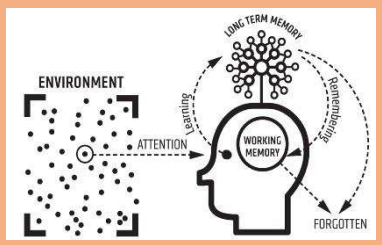
4) Learning



- *Learning* is the transfer of information from working memory to long-term memory storage.
- *Learning* is storing information and making a change to the long-term memory.
- *Thinking* about the information is key to strengthening memories.
- Children must repeatedly engage with the key information to keep remembering.
- New information is only stored if we can connect it to knowledge we already have - remembering prior knowledge is crucial to learning new information.
- The aim of high-quality instruction is to promote the long-term memory – if nothing changes, nothing is learnt.
- We have to ensure learning sticks ('**sticky knowledge'**). Therefore, we need to **over-teach** to help children achieve **automaticity.**
- Children need to know more and remember more through **rehearsal**.
- The blocks of learning (**composites**/ **components**) need to build on the composites/ components already taught, as we move towards our planned end point.

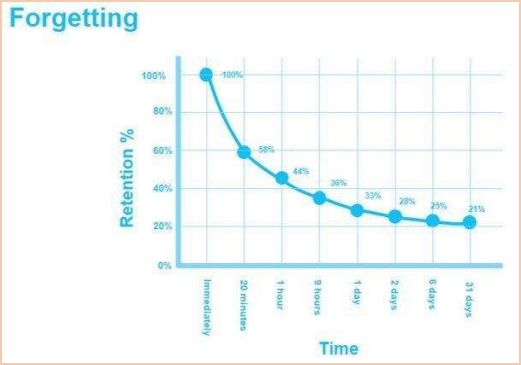
5) Remembering

- We need to practice remembering – **retrieval practice**
- The more fluent we are with retrieving stored information (**schemas**), the more space there is in our working memory for new information or problem-solving.
- To increase **fluency** and **automaticity**, we must provide opportunities to retrieve regularly and make this increasingly more difficult i.e. by:
    - removing support materials
    - increasing time between retrieval activities
    - mixing with other activities including big picture and detailed recall



6) Forgetting

- Information held in the working memory can be easily lost through distraction or overload.
- New learning is very quickly forgotten therefore we need to find ways of interrupting the process of forgetting.
- **Retrieval practice** is beneficial. This is the process of bringing something to the front of your mind (working memory) from the long-term memory; therefore, they're reconstructing the knowledge, thinking back to a time when they learnt it
- The process of thinking hard to recall information actually strengthens our memory and learning and helps to consolidate.



What Do We Want Our Children To Achieve At Harbinger?

We aspire to provide an ambitious education for all. We have designed a rich and stimulating curriculum which aims to support our children to: **raise ambition and aspiration, make healthy choices** and **value inclusivity and diversity**.
The personal development of the whole child which we facilitate is crucial and, in line with our school values and vision, we aim to create an educational community where all children develop as:

- **successful and reflective learners** who have a positive attitude and commitment to learning, make progress and achieve.
- **confident individuals** who are able to live safe, healthy and fulfilling lives, demonstrating resilience, responsibility and resourcefulness.
- **enthusiastic and responsible citizens** who make a positive contribution to society.

At Harbinger, we recognise these qualities and skills may look different at different stages of children's development and education. The table below details how this would look at different phases in school and the strategies we apply to establish this.

As part of our establishment week at the beginning of a new school year, staff and children discuss learning in class and can produce a display that reinforces the characteristics of successful learning. These are reinforced through teaching and through our interactions continuously through the year.

What does this look like across the school?

To be… REFLECTIVE LEARNERS	Definition	What does this look in school?	Strategies we use to encourage this
	• Looking back / asking questions about learning	• Editing work • Discussing with LP or group • Paired writing • Ask questions • Shared reflections of learning / pairs come to the front and share with class	• Modelling • Restorative practice – adults and children

To be… COMMITED TO LEARNING	Definition	What does this look in school?	Strategies we use to encourage this
	• perseverance • not giving up • caring about your learning • determined • consistent • an understanding of roles and responsibilities • seeing things through • dedicated to the cause • whole-hearted	• try again try different ways • trying your best • neat books/ presentation • taking pride in your achievements • children should complete their work with pride • seeing things through	• working with others encouragement from adults • praise specifically modelling high expectations • success criteria • displays class charter • rights of the child • celebration • assembly • phone calls home • conversations with parents • send to SLT for praise

To be… CONFIDENT	Definition	What does this look in school?	Strategies we use to encourage this
	• Willing to have a go • Take risks • Independence • Brave • Taking risks • Risk-taking – not afraid of outcomes • Seeing the bigger picture	• Try new activities • Ask questions • Pairing with different LP • Try different ways of doing things • Helping other children • Speaking in front of class • Not afraid to make mistakes • Takes risks in learning • Challenging misconceptions • Asking questions • Speaking out – challenging wrong-doing	• Using different resources • Zones of regulation • Adult questioning/modelling • Praise • Modelling making mistakes • Positive feedback • Promote oracy • Outside agencies / projects / experiences / opportunities

To be… RESILIENT	Definition	What does it look in school?	Strategies we use to encourage this
	• Not giving up when things are tough • Managing emotions • Managing change and disappointment • Showing a growth mindset when facing challenges • Aiming high – high aspirations	• Having a go • Trying new things • Not giving up • Trying a range of strategies before asking for help • Positive attitude to learning • Teamwork	• Zones of regulation • Clear expectations and boundaries • Okay to make mistakes • Adults modelling errors • Growth mindset • Positive discussions around challenge

To be… RESOURCEFUL	Definition	What does this look in school?	Strategies we use to encourage this
	• Finding different ways to help yourself and knowing when to ask for help • Using things withing your environment to help complete a task	• Growth mindset • Asking for help when need • Being specific with requests • Using the environment/looking for supports • Selecting resources which you find useful – working walls, knowledge organisers, • Finding different wats to solve a problem	• "What have you tried?" • What do you need to solve that? • Where could you find help? • Up-to-date working walls • Resources available in classrooms

To be… ENTHUSIASTIC	Definition	What does this look in school?	Strategies we use to encourage this
	• Excited to come to school • Excited to learning • Ready • Happy • Eager • Motivated • Happy	• Answer questions • Asking for extensions • Wanting to continue learning at home • Seeking praise for work • Own research at home • Children reaching adults new things • Participating • Enjoying learning • Happy	• Good resources – quality videos/photos / practical activities • Stimulating environment • Outdoor/indoor learning • Trips • Child's voice • Outside agency

To be… RESPONSIBLE	Definition	What does this look in school?	Strategies we use to encourage this
	• Taking account of own actions/impact on self, • Considering impact of own actions on others • When you are being responsible, you are making good choices to help keep your friends and yourself safe and learning • Ownership of choices	• Taking accountability for actions • independent • helps with tasks • looking after other children – pastorally and in learning • making sensible choices • taking ownership of their learning • trying their best • active listening • taking pride • Good role models • Sensible • Able to reflect and adapt	• Rights & responsibilities • Jigsaw • I statements • Conflict resolution • WMG • monitors • encourage independence • buddies for new children • class charter • regular discussion • modelling • jobs and roles • praise • reminders • Class jobs • Digital leaders • School council • ABAs • Having high expectations for all

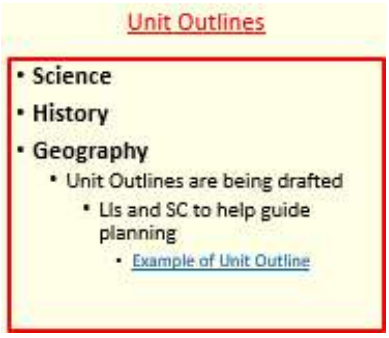
Harbinger Curriculum

At Harbinger, we have developed a curriculum that is broad and balanced. Our curriculum not only covers the National Curriculum but is unique to our school as it reflects our community and the life skills and experiences we prioritise and prepare our pupils during their time at Harbinger.

For more details about how the curriculum is organised, visit:
www.harbinger.org.uk/curriculumdesign

Planning

When planning lessons, we adapt long-term plans and medium-term plans from **published schemes of work** which are sequenced. We take these plans and make them bespoke for the context at Harbinger. These help us to plan effectively so children build on prior learning, with regards to the school curriculum and the National Curriculum:

	• These schemes of work follow the National Curriculum objectives • Lesson plans have LIs and SC - all linked with to the National Curriculum • Each (half-termly) unit has 4-6 lessons and learning is **sequenced.** • Therefore, when children are taught these units, **progression** should be evident in their learning. They will be building on what they know. • Lessons from schemes of work should be **adapted** to the starting points of your children.
	• We do not use schemes of work for Science, History or Geography, therefore, Subject Leads have drafted **Unit Outlines** to help with planning. • The Unit Outlines state the Learning Intentions and Success Criteria required for each lesson (in a half term unit). Follow these when planning a unit of work. • Suggested tasks are provided, however, you may find an alternative task that is more suitable.

Learning Journeys

Think of a half-term unit as a 'bus journey' – we are on a bus, each lesson in the unit is a bus stop and we are on our way to the destination ('end point').

Subject Leaders will provide teachers with a 'Learning Journey' for each unit of work, every half term. Learning Journeys are a visual tool to explicitly share with the teachers and children. Here is an example:

*Each lesson is a **component of learning**. Subject Leaders have precisely planned and sequenced the learning of key knowledge and skills, rather than activities.*

*The **end point** (or **'composite goal'**) of each unit is made clear so teachers and children know what they are working towards.*

Learning Journey
Years 1 and 2 – Digital Photography - Summer 2

Online Safety - Component 1	Component 2	Component 3	Component 4	Component 5	Component 6	End Point
Self-Image and Identity Your trusted grown-ups	We are learning about **digital devices which take photographs** Some **digital devices** have cameras and so we can take **digital photos.** An **image** is a picture or photo. **Photo** is short for **photograph.** We **capture** images.	We are learning about **making choices when taking a photograph** Upright = portrait Sideways = landscape Some photos will look better as portrait and landscape.	We are learning about **what makes a good photograph** Have you **positioned** the main subject? Have you **framed** your subject? Are you close enough to your **subject** to get detail?	We are learning about **how photographs can be improved** **Light sources:** Daylight Using the camera flash Using another source of light	We are learning about **changing images** Recolouring a photo can change the mood of the photo and how it makes you feel. Not every photo you see will be **real.** Look for clues to see if it is **real** or **fake.**	By the end of the unit, you will be able to: **Know** how to hold a device safely & responsibly **Know** which button to press /tap to take a picture **Capture** a digital image **Focus** -Zoom in and out **Review and delete** poor quality photos **Edit** a photo (recolour/crop)
Revisit and recall previous learning, deepening learning by making connections						

Learning is planned on key knowledge and skills, rather than activities.

At the start of every lesson, the Learning Journey must be shared with the children so they know what is being learned today, recall what they learned prior and how this build towards the future learning and end points.

All components of a unit of work must be completed otherwise this will lead to gaps in children's knowledge and weaker foundational knowledge and schema for future learning.

Learning Intentions and Success Criteria

Learning Intentions are presented to the children as **LI** (*Learning Intention*) "I am Learning to/about….by…"

Learning Intentions should:

- Be short and concise.
- Be about the skill, not the context (i.e. describe the learning that is planned for, not the activity). *E.g. I am learning to…I am exploring…*
- Set challenging expectations.
- Be used as an assessment tool for future learning.
- Support longer-term learning outcomes.
- Be used to decide the type of activities to be undertaken during a lesson.
- Use age appropriate, 'child friendly language.'

In order for the learning intentions to be planned for effectively, the teacher must:

- Have a clear understanding of what the learning intention means.
- Know what a quality outcome would look like.
- Be able to compare what they witness to that concept.

The children must:

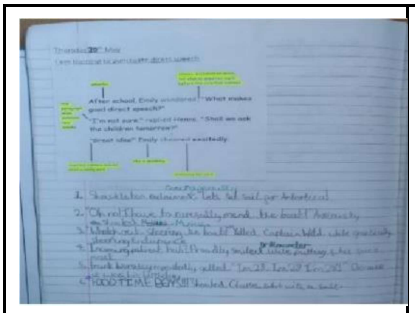
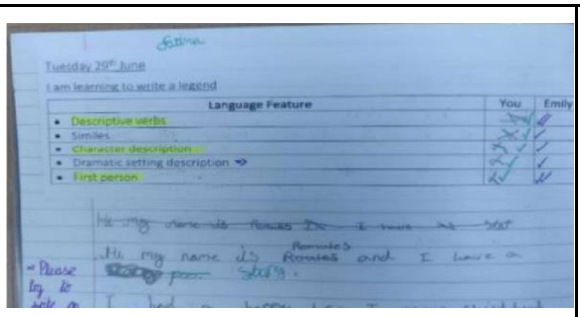
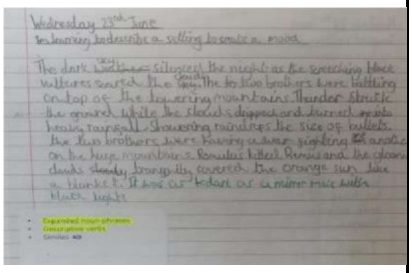
- Possess a concept of the standard or goal being aimed for.
- Compare the current level of performance with the goal.
- Engage in appropriate action which leads to some closure of the gap.

Success criteria break the learning intention down into small steps, so the children know what they have to do in order to achieve success.

Effective success criteria:

- Must start with 'I can' when shared verbally/on the board with children.
- Should set out the steps the children need to take to be successful, or what they need to include.
- In some lessons, where appropriate, the success criteria may be generated by the children to have maximum impact on learning i.e., those working at greater depth or everyone generating for a writing task.
- Should be checked or ticked off by children – or even a peer - where appropriate.
- In some independent writing tasks, children may be provided with an LI and asked to generate their own success criteria for that piece of work.
- When the outcome for a unit of learning is practical or is planned across an extended time frame, 'What makes good' mind-maps detailing the success criteria may be placed in the book and annotated to show a child's progress.
- Different groups of leaners may have different Learning Intentions/Success Criteria

Examples of Learning Intentions and Success Criteria:

		
LI with a 'good' example and success criteria around it	*LI with a column for the child and teacher to mark against the success criteria*	*Success criteria on a sticky label*

Read the School's Assessment & Feedback Policy for more details.

Forecasts

Each half-term, teachers write a class 'forecast' for parents to summarise the key learning across all subjects taught that half-term. Forecasts are shared via the school newsletter and published on the school website. Each class has their own page (see Class Pages)

Class Timetable

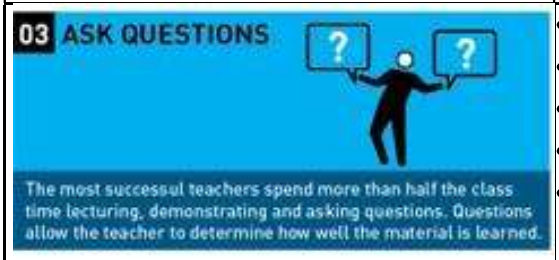
Each class must produce a class timetable to include:

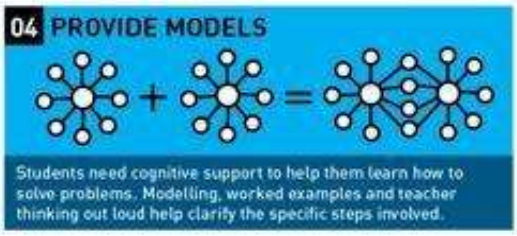
- Daily Reading, English and Maths lessons.
- Daily storytime
- PE twice a week (indoor & outdoor)
- Daily assembly (class/phase/whole school assemblies)
- Weekly circle time.

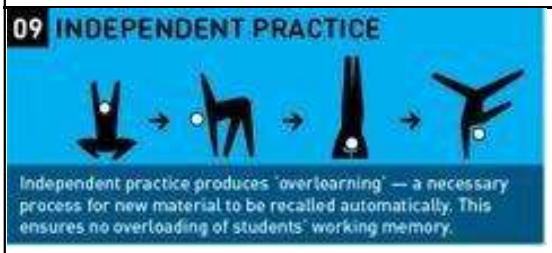
Effective Classroom Practices

Rosenshine's Principles of Instruction

Barack Rosenshine published a set of **10 effective Principles of Instruction** based on evidence from cognitive science and research into the classroom practices and cognitive supports

Principles	What this looks like in class
	• Always starting the lesson with reviewing previous learning (retrieval practice) • See Appendix 1 for examples of retrieval practice ○ E.g. Maths - Flashback and warm up ○ English – Alan Peat sentences for warm up; GPS warmups; review WMG ○ Reading – make connections to previous reading ○ Phonics - review all learnt/tricky GPC, read words with learnt sound, tricky words and simple sentences ○ History – links to previous learning • We tell the children about future learning at the end of lessons.
	• Spend time providing explanations, modelling and guiding practice at each stage. • Make sure we are not asking children to practice too many steps at once -build confidence, step-by-step. • White Rose uses small steps. • Using small steps, not moving on too fast. Ensuring children understand before moving on. • Breaking down the language features, structure, audience, purpose of text in English. • Phonics - one sound per session with occasional revise sessions • English/wider curriculum - skills taught in sequence to address the learning intention.
 Rosenshine highlights the dual purpose of questions: -to provide opportunities for children to practice -to help teachers determine how well material has been learned (assessment)	• Questioning for assessment and to encourage discussion. • Lolly sticks to choose children randomly. • Plan variety of questions i.e. open/closed. • Differentiated questions (see Bloom's) • 'Big question s' for some Wider Curriculum subjects

 Modelling, with teachers thinking aloud as they demonstrate how to tackle a task, is an example of cognitive support learners need	• e.g. Maths – using visuals, worked examples and concrete resources. • Thinking out loud e.g. Reading – teacher model reading text and using skills. • Phonics - Modelling blending and segmenting, applying sounds in words, reading words • English/Wider curriculum - model examples of intended outcome e.g. shared writing with successes highlighted. • Silent modelling (Familiar learning). • Model editing and improving writing. • Model using relevant vocabulary appropriately. • Modelling questioning in curriculum subjects. • Display models on working walls.
	• Whole class application then smaller group practise. • Revisit when misconceptions have been identified. • Phonics - choral segmenting and blending. • English-Shared/guided writing. Differentiated work e.g. cloze procedure leading hitting the SC and moving children on to independent work • Give time for oral rehearsal. • Allow time to build on vocabulary. • Give more guided practice in mini plenaries.
 This allows children to elaborate their thinking, make connections between ideas and concepts and deepens thinking; It also alerts the teacher to aspects of material to be re-taught.	• True or False – hand actions. • In-class marking. • Creating a 'WMG' (What Makes Good) – steps to success. • Check success criteria together. • Self-assess using Success Criteria. • Create an environment where children feel comfortable asking for help. • Celebrate mistakes. • Going around to every table in a lesson. • 'Tell me what you're going to do…. Give me an example' Oral rehearsal.
	• Plan tasks with an aim for 80% success rate by extending and challenging most able. • Offer a choice of challenge. • Differentiate so all children can access the lesson. • Use learning walls to include models/vocab to contribute to success rate. • Phonics - streamed groups. Books provided at correct level. Books are matched to their set. Resources are matched to children's needs.

 Rosenshine suggests effective teaching engages learners in a 'cognitive apprenticeship', supporting them to reach ambitious goals using scaffolding processes that guide them along the way. Scaffolds are temporary and must not be relied upon in the long run.	• Add models to learning walls. • Sentence stems. • Word banks. • Writing frames. • Checklists. • Phonics sound mats. • Adult support. • Peer support. • Shared/group work. • Concrete resources. • ICT support. • Learning can be recorded in different ways e.g. drawing, adult scribing, taking photos of practical lessons.
	• Aim for children to be working independently for half of the lesson. • Teach and build the skills and confidence for children to be able to complete tasks independently. • Ask children to work independently while adults working with a group.
	• Begin units by explaining clearly how the learning builds on previous learning. • Begin lessons by linking to previous learning. • Phonics – have a weekly review. • Wider curriculum – weekly recap of prior week. • Mid-unit review / assessments. • End of unit assessments in some subjects. • 'Big Question' revisit.

Lesson Structure at Harbinger

Each Phase team have discussed and drafted a 'lesson structure' which clearly outlines the key elements of a lesson and how much time must be given to each part. Teachers now use these lesson structures to ensure there is commonality across lessons within a phase and to ensure children have sufficient time to work independently within the lesson:

Early Years (click here for more details):

EYU		
Sequence	**Approximate timings**	**Adaptations**
Remembering more- Review	(Up to 3 min)	Knowing more/ Remembering more. What have we already learned? Visual aids or physical items.
Introduction/ Explanation	(5 min)	Previous vocabulary and new vocabulary. What are we learning/ expectations for the lesson? How are we building it into our knowledge?
Modelling & Guided Practice	(15 minutes)	Needs to be interactive and engaging. Manipulatives are a strength.
Plenary- Discuss, Reflect and Connect	(Up to 5 min)	To be completed at lunch, end of a focus session and/or the end of the day. Have they achieved their End Points? Interactive and reflective time for children to all engage in sharing knowledge and making links.
Independent Practice	(45 min-1 hr cumulatively)	Part of this needs to be a short session at the end of each carpet session for AfL purposes. Timing will be an accumulation of shorter activities within focus sessions and through child-initiated play.

KS1 Lesson structure (click here for more details):

KS1		
Sequence	**Approximate timings**	**Adaptations**
Remembering more- Review	(2- 5 min)	Knowing more/ Remembering more. What have we already learned? Visual aids or physical items.
Introduction/ Explanation	(5 min)	Previous vocabulary and new vocabulary. What are we learning/ expectations for the lesson? How are we building it into our knowledge?
Modelling & Guided Practice	(15 minutes)	To offer children clear examples and a chance to attempt a piece of the independent task with support.
Independent Practice	(20-25 min)	Can be broken up with teaching points, step by step guidance and progression or mini plenaries.
Plenary- Discuss, Reflect and Connect	(Up to 5 min)	Can be broken into mini plenaries throughout the lesson Have they achieved their End Points?

KS2 Lesson structure (click here for more details):

KS2		
Sequence	**Approximate timings**	**Adaptations**
Remembering more- Review	(2- 5 min)	Knowing more/ Remembering more. What have we already learned?
Introduction/ Explanation	(5 min)	Previous vocabulary and new vocabulary. What are we learning/ expectations for the lesson? How are we building it into our knowledge?
Modelling & Guided Practice	(Approximately 15 minutes)	To offer children clear examples and a chance to attempt a piece of the independent task with support.
Independent Practice	(30 min)	Can be broken up with check in points or mini plenaries.
Plenary- Discuss, Reflect and Connect	(Up to 5 min)	Can be broken into mini plenaries throughout the lesson Have they achieved their End Points?

Lesson Starters/Daily Review

How a lesson begins sets the tone for the rest of the lesson. Starting a lesson by capturing the children's interest or giving them a quick task to do gets all of the children instantly engaged and thinking about the subject matter of the lesson.

- Lesson starters should be 5-10 minutes, no more.
- Lesson starters can be used for children to reflect on what has been learnt so far – and retrieval practice. See Appendix 2 for more examples:
- The children need to know how the previous learning builds on to their new learning.
- The children need to know the Learning Intention at the point at which they are engaging in any task that will be judged against that Learning Intention. Sometimes, the best point is the beginning of the lesson, but there are times when it is better to introduce the learning intention at a later point.
- Lesson starters could be on the carpet, at tables, in groups or pairs and differentiated.

Learning Partners

A key element of our teaching at Harbinger is the use of Learning Partners. We recognise that the development of good speaking and listening skills is essential for learners to be able to articulate their thinking and extend their learning.

Learning Partners should:

- Be set partners, who sit next to each other (at tables or carpet)
- Be changed regularly
- Actively listen, seen through their body language i.e. children turn their bodies to face each other, give eye contact etc. (as described in Destination Reader)
- Be taught, modelled and explained explicitly so children understand the expectations
- Have an opportunity to feedback their (or their partner's) thinking

Interactive strategies

There are numerous interactive strategies which can be used to engage learners during whole class teaching. They include:

- Mini-whiteboards / show me
- True or false sorting activities or statements
- Number cards / fans
- Use of lolly sticks or random selection after discussion in with talk partners
- Use of 'ABC' hand gestures (Agree-Build-Challenge) or thumbs up/thumbs down to show agreement, to build on the point made or disagree with it
- Use of drama or role play (see Appendix 4)

- Hot-seating
- Role-on-the-wall
- Here's the answer, what's the question?
- Spot the mistake
- Convince me
- Odd one out
- Visualising

We can use the information gained during these activities to shift the focus of the lesson if necessary, either for the class as a whole or for individuals within it.

Effective questioning

Effective questioning means challenging children to deepen their thinking. Children's responses are used to adapt the lesson if required. Teachers should plan for and ask a mixture of closed questions (good for quick recall and to assess children's knowledge and understanding) and open questions (effective in challenging children and learning more about how they think). *e.g.*

- *open and closed*
- *targeted*
- *hands-up*
- *randomly chosen (lolly sticks)*
- *differentiated (see Bloom's diagram)*
- *thinking and preparation time (think, pair, share)*
- *talking partners to rehearse*
- *feeding back a partner's point of view*
- *varied means of response (verbal, signing, whiteboards, number fans, standing in a certain place etc.)*

Planning for, and asking, questions in lessons is essential as it enables teachers to check understanding, address misconceptions, keeps children engaged and values children's contributions.

Give children thinking time before seeking responses and make it safe for errors, doubts and misconceptions to occur.

Teachers should also aim to use different strategies when choosing children to answer so every child has an opportunity to answer. Random name selectors should be used such as lolly sticks or name generators online.

Examples of good questioning include:

- *What do you mean by …?*
- *Why do you think…?*
- *Give me an example of what you mean.*
- *Can you / anyone develop that?*

- *So why is this one better than that?*
- *How could you change this to make it clearer/ more effective?*
- *What makes this tricky*?
- *(Probing question) That's really good – which method did you use?*
- *(Process question) Can you give me another example?*
- Good try…but that's not quite right…

Bloom's Taxonomy is a hierarchal model of **cognitive thinking**, starting from the **lower order skills** (remembering and understanding) to the **higher order thinking skills** (creating and evaluating) (see the diagram below).
It is good practise to ask questions based on the different levels of thinking skills and pitch for different abilities. There is overlap also with the reading skills used in Destination Reader (Appendix 3).
Appendix 6 has further examples of questions which can be planned for use in lessons.
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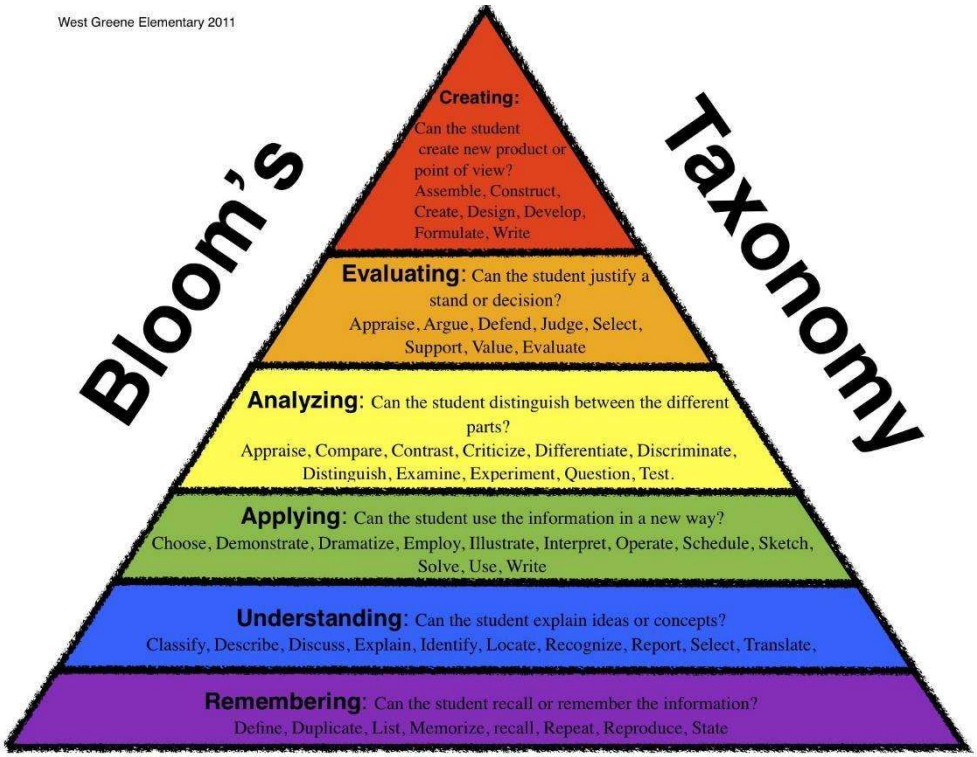


Modelling

A key aspect of teaching at Harbinger is the clear and specific modelling of the task that the children are required to do. On of the ideas that comes form Cognitive Load Theory is that we can learn more successfully by studying from a series of complete worked examples. This is because the cognitive load is reduced. Once we know the method, then it is easier to apply it successfully. Teachers should provide worked examples and model good learning strategies such as thinking aloud and talking through what you are doing, explaining choices and comparing one possibility with another. When modelling and guiding the practice, think 'I -> We -> You'.
Another recommended strategy is to use a good model to analyse and set success criteria from.

Group and Independent Work Strategies

As the promotion of speaking and listening is a key priority at Harbinger, the children must be given opportunities to work collaboratively or to share their ideas with others on a regular basis. Strategies for collaborative learning, which help to make the curriculum accessible for all learners, include:

- Mind / concept mapping
- Using speaking frames (see Appendix 4)
- Drama and speaking and listening activities (see Appendix 5 for more examples).
- Snowballing (learning partners first, then share with another pair)
- Jigsaw (each group researches one aspect of a topic, becoming 'experts'. Then reorganise into groups with an expert from each aspect to complete a task using the expertise of each member)

Pupil groupings

At Harbinger, we believe that children should work collaboratively with others in a range of different groupings in order to enrich their learning opportunities and experiences. Learning partners are randomly selected, frequently leading to mixed-ability pairings, and this consideration should be given to extending this into group work. Any grouping should be fluid and relevant to the needs of the children.

Mini Plenaries

These have an important role to play in addressing any misconceptions, in supporting children to achieve the success criteria and in helping them to evaluate and improve their own work. One strategy is to photograph/visualise a good example of a child's work onto the interactive whiteboard with the iPad and use it to discuss, evaluate and improve. Following a mid-lesson break, the children will be expected to use the input to improve their own work.

Adaptations

The children at Harbinger have diverse learning needs, so adaptations are essential in order to maximise learning for all children. Differentiation can occur in:

- The content delivered (teachers being clear about the knowledge, skills and attitudes they want each group or individual to learn)
- Deepening knowledge and understanding
- The learning process (varying learning activities or strategies)
- The product/outcome (varying the complexity of the product expected)
- The environment in the classroom (using different teaching styles, groupings, levels of support).

Teaching and learning may be personalised to meet a child's needs by using some of the following strategies:

- Providing appropriate resources
- Planning for support of groups or individuals
- Providing writing frames appropriate to the child

- Scaffolding support as appropriate
- Providing word banks/ pictures
- Adapting success criteria
- Promoting independent choice
- Providing alternative ways of recording work

In order to differentiate effectively, teachers must first have a clear understanding of exactly where each child is in their learning.

To promote independent choice and encourage children to challenge themselves, one strategy is to offer different levels of difficulty and allow the children to decide the level at which they start.

Plenaries

The end of a lesson provides another opportunity to probe children's level of understanding and clarify and summarise what they have learnt. Strategies include:

- Writing down or sharing with learning partner what they have learnt
- Getting the children to ask one question about the lesson e.g. *What if…? Next could we..? Can I find out more about..?*
- Writing advice to a fictitious child whose inaccurate work is on the screen
- A final example of what they have been learning
- Explaining the success criteria in their own words
- What they are most pleased with about their learning and one thing they still want to work on

The information gained from the end of the lesson should be used in follow-up planning for the whole class, groups or individuals as appropriate.

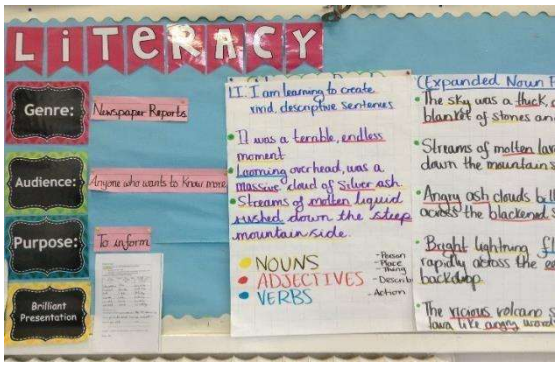
Marking and Feedback

High quality and meaningful marking and feedback are essential to good learning. Details of Harbinger's approach are included in our Assessment and Feedback Policy here.

Resources

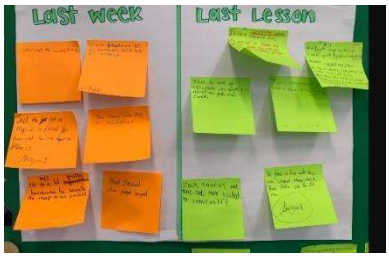
At Harbinger, we recognise that it is key to provide carefully chosen, clear and visually stimulating resources in order to support children with EAL, SEND and for all learners. We use ICT alongside other resources for this purpose. We aim to ensure that resources offer positive images of different communities and avoid and challenge stereotypes. Many resources are stored in cupboards in the attic – please ask SLT for a key.

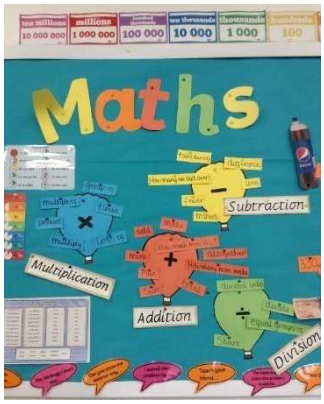
Working Walls



Working walls should exist in every classroom for English and Maths, at the very least. These walls should reflect current learning in these subjects are therefore should be updated more regularly than perhaps others subject displays. Content should:

- Include keywords / phrases
- Include questions / prompts
- Include models of work from each lesson, to show a process or journey
- Not be static
- Could include mind-maps to demonstrate growing knowledge
- Include *"What do you remember? What have you learnt?"*
- Be referred to by teachers and children
- Be located somewhere in the room where children can easily see i.e. behind the interactive whiteboard
- Be used by children in an interactive way i.e. "Add your ideas to the working wall"





Enabling Environments

At Harbinger, consistently high standards and expectations are reflected in everything we model and do and particularly through presentation of books and the Learning Environment.

Learning environments **should** have a mixture of displays/areas which:

a) promote and support children's learning
b) display and celebrate children's work
c) decorative and engaging.

High standards can be demonstrated through:

- **Spoken English**: We model correct Standard English at all times and we consistently correct the children and each other: 'I go **to** the…'
- **Handwriting**: We model the school's chosen cursive handwriting script consistently – on the interactive whiteboard/flipchart/ when marking….
- **Learning Environments**: We maintain a tidy, uncluttered, carefully structured environment where high standards are literally leaping off the walls!

All learning environments have the following:

- An English working wall – that supports the current learning in the class
- A Maths working wall – that supports the current learning in the class
- A Reading display/working wall in KS2
- Displays of work relating to a range of subjects studied in that term i.e. History/Geography/RE/ Computing/Art/DT/PSHE etc
- There is always a display of children's writing, of a standard appropriate to the age of the children
- An attractive book corner

- **Macro and Micro Transitions**:
  - Moving from the home to school.
  - Moving between classrooms.
  - Moving between activities in the classroom.

  How you can support transitions:
  - **Prepare the pupil** for the transition – tell them and show them what will happen.
  - Use **visual supports** (Now/Next, visual timetable, Social Story) to help them understand.
  - Have **consistent routines** and **structure** in place.

- **Reducing sensory overload**
  - A clearly organised environment with visual cues and signs should offer information adjusted to the understanding of the pupil.
  - A low-arousal environment is a **relaxed and calm environment** that takes into account sensory processing and has **few distractions**. This means attending to **noise levels, colour schemes, and smells, and avoiding clutter**.

  You can adjust the environment, to reduce sensory overload:

  - Organise the classroom to minimise sensory experiences that may be distracting or uncomfortable
  - Use clear labels and visuals around the room
  - Create a safe place or quiet area (or designate somewhere they can go)
  - Always consider the environment e.g. noise, smells, proximity to others.
  - Think about how strong perfumes, deodorant, and patterned clothing could bother pupils who are sensitive to smell and visual information.

  You can **adjust activities to reduce sensory overload** in the following ways:

  - Allow the pupil to access group times such as carpet-time or assembly for a shorter period
  - Visual reinforcements such as **timers**
  - **Frequent movement breaks** should be built in regularly as part of the pupil's normal routine
  - **Stagger the start/end of the day**
  - Allow autistic pupils to **leave class early** to **avoid crowds** and 'hustle and bustle'
  - Allow children to stand at the **front or the back** of the line so they don't have to worry as much about unanticipated touch.

  You can implement strategies to help the child in the following ways:

  - Give pupils access to ways of **regulating sensory experiences**, e.g. a quiet area
  - Help pupils to recognise and indicate their need for a **sensory break**
  - Allow the pupil to wear **ear defenders** to accommodate sensory sensitivities
  - Provide a **time out card**/stress alert card/break card
  - Introduce **sensory circuits** as needed.

SEN Provision

At Harbinger Primary School, we aim to create an educational community where high standards of teaching and learning enable all children to develop as purposeful, independent learners. We aim to create a safe and inspiring place for all children at Harbinger where mutual respect and cooperation flourish.

We believe that every teacher is a teacher of every child including those with Special Educational Needs (SEN). Good special needs practice is good practice for all children.
Below are SEN provision maps which detail various strategies we use in lessons to maximise inclusion, so that 'no child gets left behind':

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Cognition & learning	Quality first teaching Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Visual timetable In class support from teacher Focussed group work with teacher	Individual reading with TA in class Focussed group support in Maths Focussed group support in English Daily supported reading sessions (levelled books) Daily Phonics sessions	1:1 withdrawal 1:1 in class support Tutor Mate Reading session Speech and language interventions Additional phonics input Additional reading sessions Precision teaching Pre-teaching Use of Alpha smarts
Communication and interaction	Quality first teaching Flexible teaching arrangements Structure school and class resources Differentiated curriculum Differentiated delivery Differentiated outcomes Increased visual aids Visual timetables	Focussed group support in Maths Focussed group support in English Adult scribe Additional time to complete tasks Opportunities to rehearse verbal ideas	1:1 withdrawal 1:1 in class support Speech and language interventions Precision teaching Pre-teaching Pictures and Symbols used Visual prompts Now and next Choice board No nonsense maths groups
Behavioural, Emotional & Social	Quality first teaching Whole school sharing assembly Whole school and class reward system Whole school behaviour, anti-bullying and mental health policy Weekly assemblies with a focus on SEMH Jigsaw PSHE lessons	Zones of Regulation sessions run by Speech and language TAs in class (block sessions) Anti bullying Ambassadors Lunchtime clubs School counsellors Digital leaders	Use of worry boxes 1:1 Personal pastoral / behaviour plans Sessions with Learning mentor Sessions with SENDCo Behaviour reports Positive behaviour books Termly meetings with Parents, SLT and child Speech and language intervention
			Time to speak to MHFAs (mental health first aiders) 1:1 sessions on Zones of Regulation Lunchtime clubs with learning mentor (targeted children) Circle of friends work
Sensory & Physical	Quality first teaching Flexible teaching arrangements Teacher awareness of impairment Availability of resources Use of pencil grips Whole class handwriting sessions Whole class 'short movement breaks'	Additional handwriting practise Fine motor skills group Access to equipment e.g. slopping board, pencil grips	Intensive interaction Hydrotherapy swimming sessions Attention for Autism Speech therapist programme 1:1 withdrawal Physiotherapy programme Occupational therapist programme Sensory circuit sessions Adapted equipment (High chair)

SPEECH LANGUAGE and COMMUNICATION NEEDS

At Harbinger school we have a Specialist speech and language therapist who comes into our school weekly (Katy Corbishley Tuesdays)
We also have 1 ELKLAN trained speech and language teaching assistant who runs interventions full time
We have 1 very experienced speech and language teaching assistant who runs interventions ½ day daily
From time to time we also work with specialist speech therapists from the Early Years' Service

Area of Need	Wave 1 Provision	Wave 2 Provision	Wave 3 Provision
Speech production	**Quality first teaching – In class**		1:1 sessions on Syllables
Vocabulary acquisition	**Quality first teaching – In class**	Language bag Narrative group EAL group Conversation group	2:1 Story Building 2:1 Pre teaching
Pre verbal	**Quality first teaching – In class** Use of visuals Gestures Signs and symbols Repetition Modelling	Use of visuals Gestures Signs and symbols Repetition Modelling	Pictoys
Behavioural, Emotional & Social	**Quality first teaching – In class**	Zones of Regulation sessions run by Speech and language TAs in class	Zones of Regulation (groups & 1:1) Problem solving skills Social skills groups Cooperative games 'What would you do' activities Turn taking games
Attention and listening	**Quality first teaching – In class**	**Quality first teaching – In class**	Bucket time Musical interaction group Listening skills with Instructions Barrier Games Auditory memory games
Grammar	**Quality first teaching – In class**	**Quality first teaching – In class**	Colourful semantics Blank level questioning Pronoun group Sequencing Language for thinking Conversation cubes Narrative groups

Further information from Autism training can be found in the links on page 52.

Adaptive Teaching

Adaptive teaching moves away from the idea of labelling individuals and groups according to their ability and is instead centred around the idea that teachers have high expectations for every pupil in their care. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

Quality first teaching is imperative in every lesson, for every child. When considering how to adapt teaching, here are some key points to always consider:

• Be explicit: Don't assume knowledge and understanding. Be clear about what the task it. What do you want them to learn? Do you need to teach any vocabulary? Provide an example or model which shows them exactly what it is you need them to do.

• Make links to prior learning: start the lesson with revision, refer to previous work on the same topic, use mind maps etc. to show links

• Use concrete and visual resources: hands-on and experiential, use symbols, pictures and colour; this is particularly important when introducing a new topic or concept.

• Break up learning tasks: build in movement from one task to another where possible, change pace, change activity, use breaks; new learning needs time to 'bed in' and breaks can help that process.

• Minimise your talking time (be aware of how complex your language is too and aim to simplify it) and optimise pupils' talking time (proper discussion in pairs, groups or even whole class, but not just answering your questions).

• Regular revision and repetition: little and often works better than lots of input in one go which is not returned to for weeks.

• Be predictable: predictability increases security and security means more learning.

Planning for all children in the class is ultimately the teacher's responsibility. When teachers adapt learning for different individuals/groups, this must be made explicit on planning and shared with Teaching Assistants and support staff can help to resource.

Different strategies for adaptive teaching include:

• Outcome: have different expectations of the output you want someone to achieve.

• Support: the expectations of output may be the same but you provide more support/different support for some people. This may be through adult support or the use of resources and displays.

• Task: sometimes it is appropriate to provide different tasks to suit different needs.

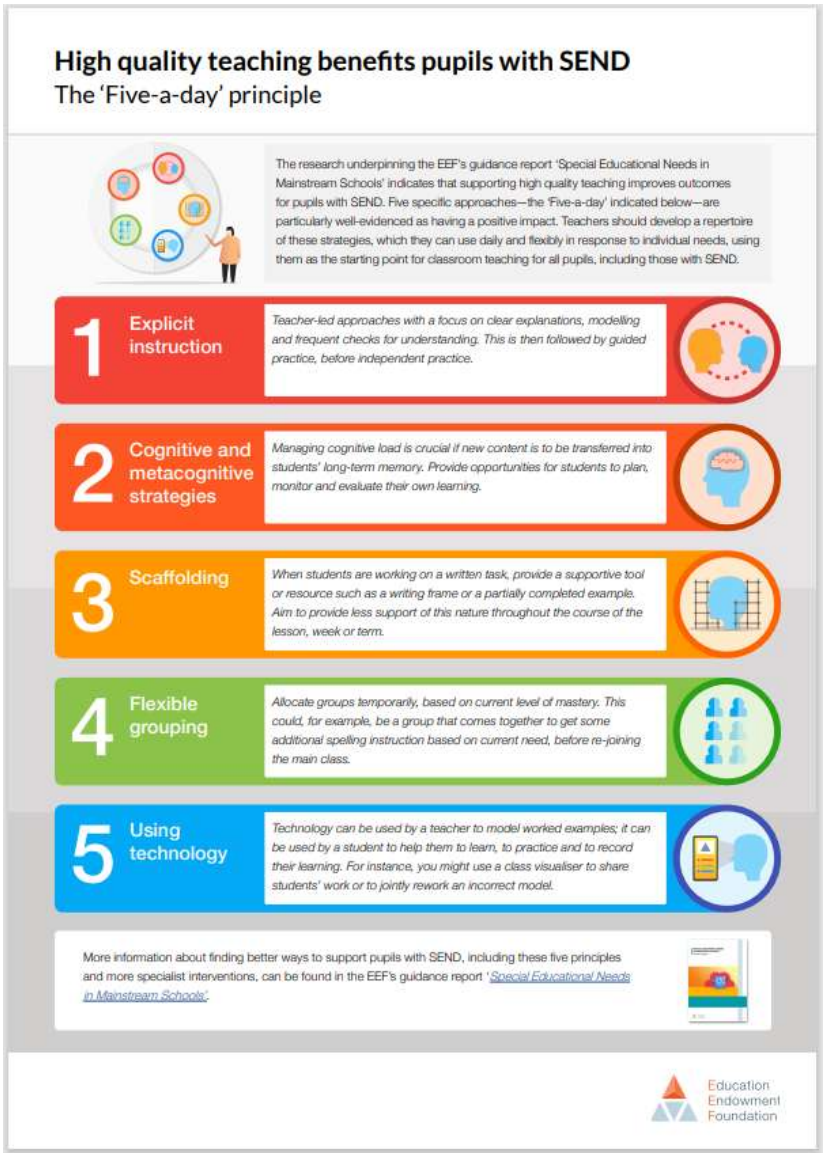
• Resource/presentation: the task is the same, but different resources are provided or it is presented in a different way.

• Time: the task and expectations for outcomes are the same, but some children have longer to complete it, and/or the task is broken down into shorter 'chunks'.

• Grouping: according to ability

- Colourful sentences
- Widgits (London Grid for Learning (lgfl.org.uk)
- Core boards (watch Staff Meeting video here: Meeting in Core Boards -20230418 155038-Meeting Recording.mp4)

The EEF have evidenced 5 principle strategies to improve outcomes of all learners, including those with SEND:



Vocabulary

We want to build the schools' capacity to include pupils with Language, Literacy and/or Communication needs. Here is further information about a range of strategies for supporting the development of vocabulary to support literacy.

The impact of language difficulties in the classroom can range from:

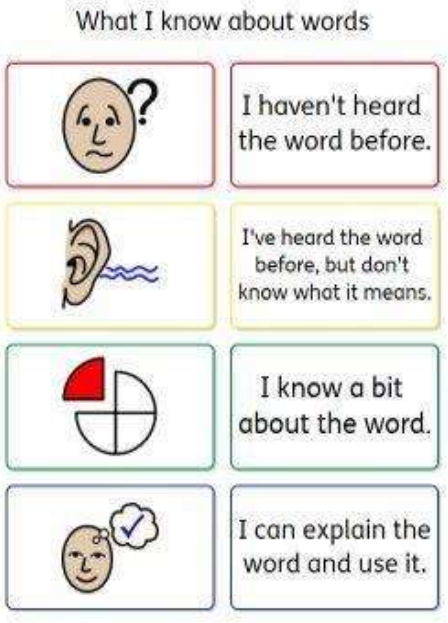
Understanding	Expressive language	Higher Level language skills	Pragmatic difficulties
• Following instructions • Reading comprehension	• Word-finding difficulties. • Organising their thoughts. • Answering questions. • Writing, including details	• Understanding metaphors, similes, jokes, etc.	• Social interaction difficulties. • Lack of understanding with social rules and conversation can lead to reduced self-esteem and motivation. • Can lead to behavioural problems & poor self Esteem.

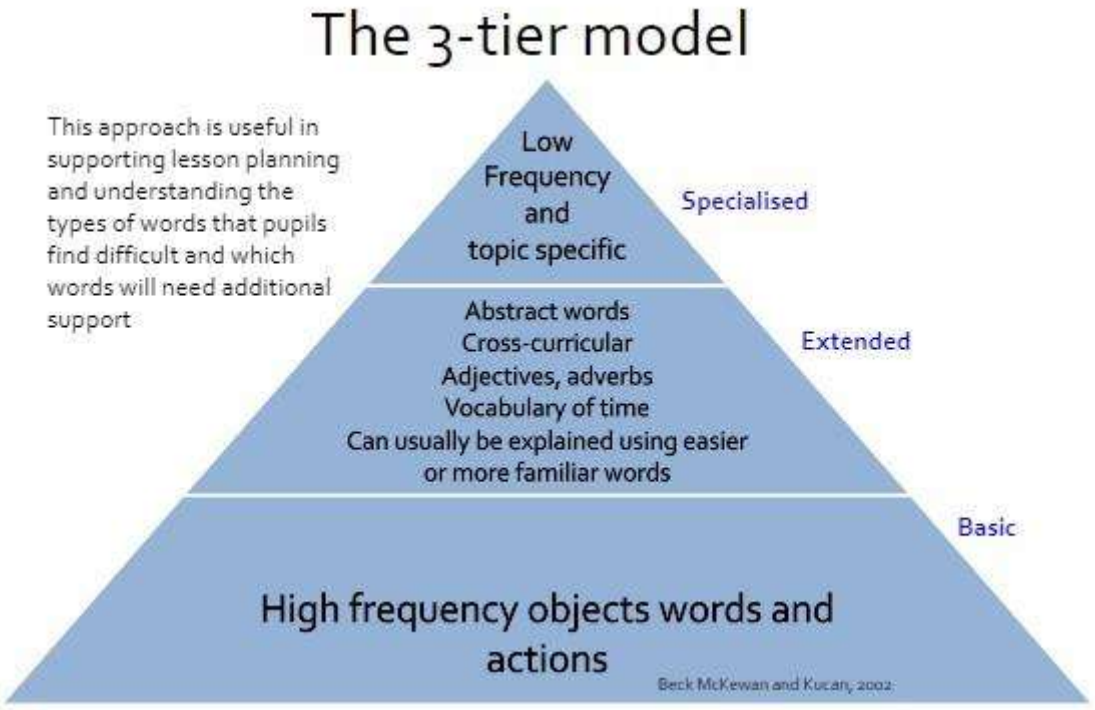
Quality first teaching should include:

- Rich oral language
- Read to children
- Children read quality texts
- Interactive word walls
- Make vocabulary learning an explicit part of the curriculum
- Make words exciting!
- Pre-teach vocabulary

We should help children to become aware of the different levels of really knowing a word:

	Target word
1	I don't know the word
2	I've heard it before but I don't know what it means
3	I know something about the word but I can't use the word easily
4	I know this word and can talk about what it means
	SCORE





Tier 1 words	• These are mostly basic everyday words • They don't usually need explaining • Most children will know them • For example: happy, climbing, playground, up

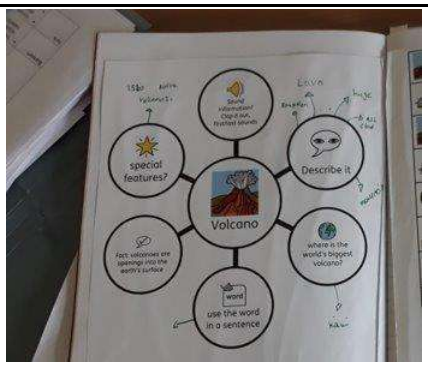
Tier 2 words
 	
Teaching these words will have the most impact on comprehension
Often children in KS2 have shocking gaps in their knowledge of Tier 2 words
	• These words are often more precise, and/or more complex forms of familiar words.
	• Pupils will often hear these words spoken and written in school but often the meaning changes according to the context
	• Could a child explain what the word means using words that they already know?
	• Should be:
	  ○ Really USEFUL WORDS
	  ○ Likely to be ENCOUNTERED AGAIN (orally or reading)

Tier 3 words Tier 3 tied to particular topics and not very common	• • Specialist or technical words • Not used frequently in everyday conversation • Often linked to specific subjects For example: metamorphosis, paleontologist, stave

Reviewing words helps to fix words into the child's long-term memory. This needs to be done at the end of the lesson and other times

In order for children to become fluent in complex subject-specific vocabulary, the process of learning new words needs to be considered deliberately and explicitly as a part of teacher instruction.

Example of strategies:

<table>
<tr>
<td>


Word in the centre linked to:

Picture/symbol
Phonological information e.g. number of syllables
Child-friendly definition
Example sentences or phrases
Words with similar meanings
Part of speech (for those children that understand this)
Anything else you can think of
This can represent the links in your head

</td>
<td>

Commtap resources in PowerPoint
Twinkl resources
Use of knowledge organisers
Ask them: ‘How will you remember the word?’
Simple way to review words is to have a
‘Word Pot’ and ‘Word Walls’
Give younger children a sticker to go home with that says: ‘Talk to me about the word……’
Make sure children all say the words they
need to learn (chorally / in pairs
Read the words in context
Practice using the words verbally and in writing
Engage in word-based retrieval practice

</td>
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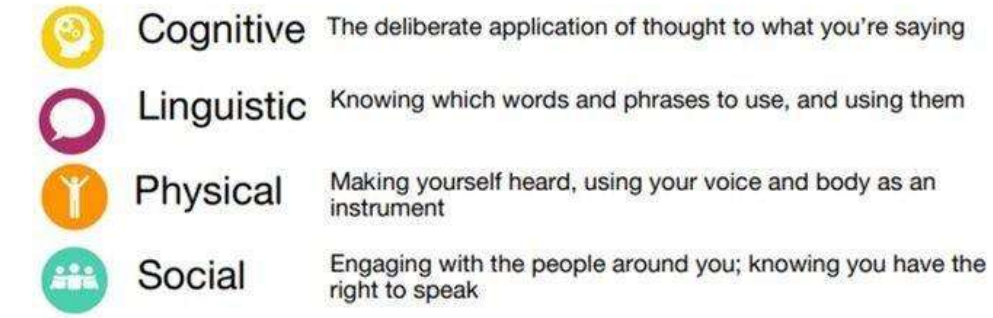
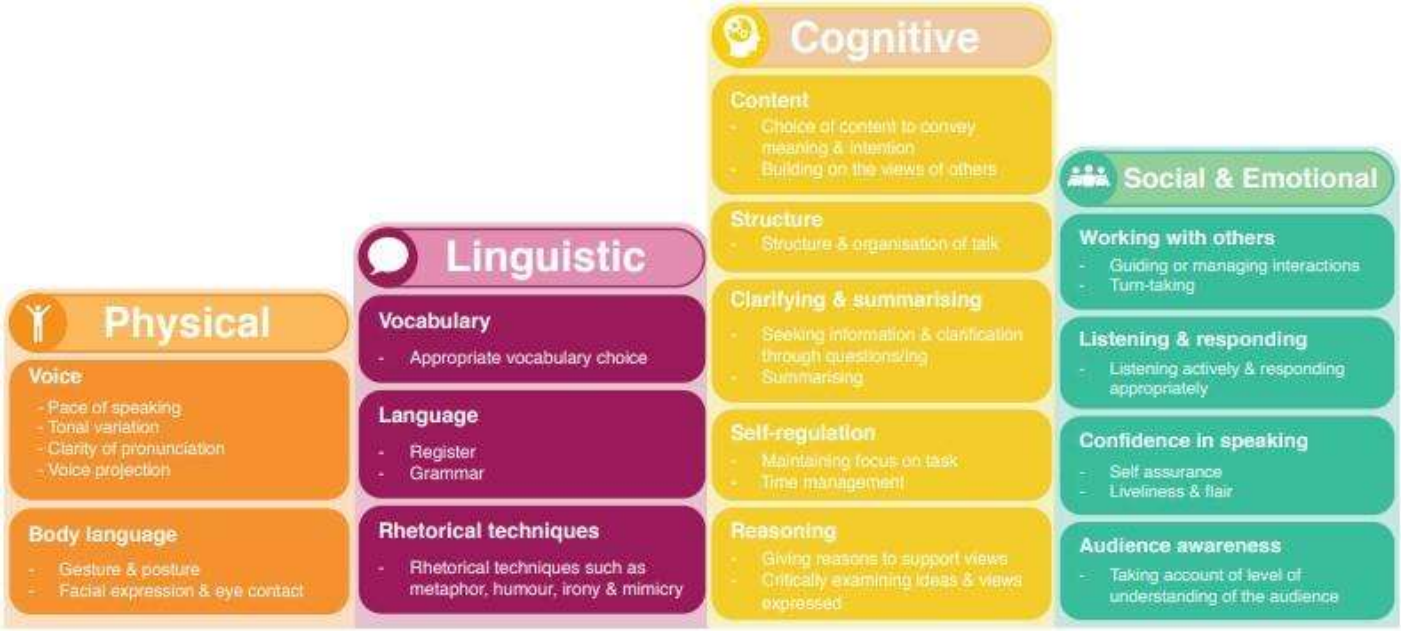
</table>

Oracy

Oracy is the ability to speak eloquently, articulate ideas and thoughts and influence through talking, collaborate with peers, and have confidence to express views.

There are 4 elements to oracy: Physical, linguistic, cognitive, and social & emotional:



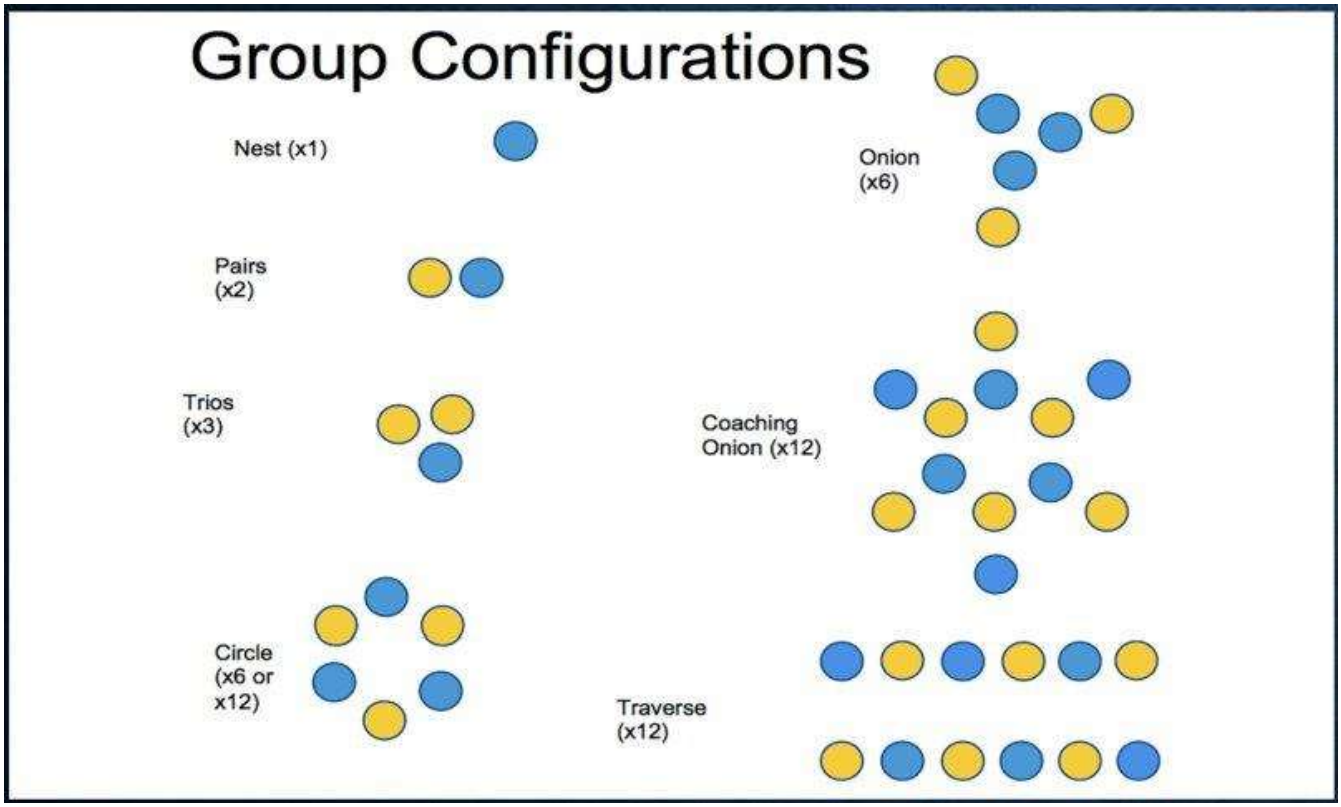


At Harbinger, it is important we plan various and multiple opportunities for children to practice and develop their oracy skills.

- As a class, we generate discussion guidelines together which guide and prompt children.
- We explore and plan for different approaches to discussions (roles and configurations). See Oracy presentation and Appendix 4 for more examples.
- We use Destination Reader sentence stems (see Appendix 2).
- Using sentence stems in classes, providing progression i.e. Alan Peat sentences and Tower Hamlets Progression in Language Structures.
- As role models, we set high expectations of spoken language and model these to children.
- Plan stand-alone oracy lessons.
- Encourage pupil voice i.e. show and tell; buddy readers; pupil meetings; speaking in assemblies; meeting with visitors; Dragons' Den; Poetry Slam; speaking and listening to staff across the school.

For more details about the work we will do towards the Oracy Project, read here.

When planning Oracy-related tasks in class, consider what would be the most effective group configuration to use:



Display the 'Agree, Build, Challenge' posters in class and encourage this practice across all subjects.

Subject Leaders will plan discreet oracy-focused lessons and Talk Tuesday assemblies.

Effective Teamwork

Professional and personal conduct	Communication	Support
• Have a shared understanding of roles • Share good practice • Have social time • Follow the school values – through informal and formal observations, learning walks, staff meetings, book looks, open door policy • Have fun • Being proud of one another • Being present (in body and mind) i.e. in lessons/meetings, not being distracted by phones or emails • Respecting each other's opinions • Valuing each other • Dealing with misunderstandings professionally • Acknowledging mistakes • Taking responsibilities	• Clear communication from all parties, either to share information or requestion information – communication is 2-way • Where possible, give others advance notice for arrangements i.e. organising trips, change of time/date of events • Everyone taking responsibility to check emails, read and attend briefings, ask questions etc. • Positive, open body language • Staff nominations Contribute ideas/suggestions • Talk • Request meetings with Line Managers if required	• Being positive • Working together i.e. with partner teachers, in class/phase teams • Seek support from your Line • Manager/ SENCO/SLT • Seek support from Subject Leaders and SENCO for planning and resourcing • Honest and constructive feedback from monitoring of lessons, books etc • All staff being proactive in lessons, not passive • Trust • Showing appreciation of others • Acceptance

Effective Deployment of Additional Adults in Lessons

Use additional adults to help pupils develop independent learning skills and manage their own learning:

- Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.

During teacher instruction:

- TAs are in a position to provide valuable feedback on gaps in knowledge, repeated errors and particular pupils' challenges.
- TAs can track agreed learning behaviours ready to feedback to the teacher
    - noting pupils with repeated errors during whiteboard tasks.
    - pinpointing pupil work for show.
    - identifying a common misconception.

During pupil practice:

- Identify areas of need based on checks for understanding.
- TAs can support varying groups of pupils so that all can benefit from verbal feedback, moving their learning forward over a sequence of lessons.
- While the class teacher supports pupils with the highest need during practice, TAs can track agreed learning objectives, adding value to teacher-led instruction, building on the lesson input, supporting with selected scaffolding leading to independent learning

How to Engage Learners Who Seem Passive

Problems:

- Pupil genuinely lacks the knowledge
- Pupil has relatively low self-esteem in relation to this area of the curriculum
- Pupil does not volunteer to contribute or engage on.
- Pupil has formed bad habits around procrastination.
- Underlying emotional issues at play.

Try:

- **Inclusive Questioning:** Make cold calling, think pair share and show-me boards absolutely default, routine, normal, everyday – every single day.

- **Remove the choice to opt in or out**: Design routines for tasks, questions and any practice activities so that they explicitly involve everyone. Avoid question phrases like 'who would like to…', 'can anyone…..', 'who thinks they can explain…' because this invites a volunteer

- **Scaffold choices and responses:** give them a simple choice: Answer A or B. True or false. Increase or decrease. Then ask them to explain why they made that choice.

- **Make sure they have access to the knowledge needed to respond**: Make sure you're asking questions fully rooted in the work you've been doing so students have every chance to answer well, building confidence.

- **Give value to simple rehearsal as a form of response**: Learning Partners; Nesting; Reading from the working wall

- **Mix up short and long tasks**: Set some punchier short tasks – quick repetitions that require energy. Always deploy some kind of accountability like show-me boards, so children know their responses matter and could be selected. No opt-out option. Then, move into some longer tasks, discussing how the time might be used. Again, make it explicit that all responses will be or might be checked or shared; circulate actively.

- **Mix up pair work and individual participation** One more source of passivity lies in learners 'piggy-backing' on the work of others. To break habits here, make sure you structure tasks so that everyone always has to contribute .

- **Use different oracy configurations.**

Appendices

Appendix 1: The Essentials – Teacher Standards - Roles and Responsibilities

a) **Teacher**s - Teachers at our school will follow the expectations for teaching and professional conduct as set out in the Teacher Standards.

Key areas	Teacher Standards
1 Set high expectations which inspire, motivate and challenge pupils	♣establish a safe and stimulating environment for pupils, rooted in mutual respect ♣ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ♣ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2 Promote good progress and outcomes by pupils	♣be accountable for pupils' attainment, progress and outcomes ♣ be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ♣ guide pupils to reflect on the progress they have made and their emerging needs ♣ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ♣ encourage pupils to take a responsible and conscientious attitude to their own work and study.
3 Demonstrate good subject and curriculum knowledge	♣ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ♣ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ♣ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ♣ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ♣ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4 Plan and teach well-structured lessons	impart knowledge and develop understanding through effective use of lesson time ♣ promote a love of learning and children's intellectual curiosity ♣ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ♣ reflect systematically on the effectiveness of lessons and approaches to teaching ♣ contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5 Adapt teaching to respond to the strengths and needs of all pupils	♣ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ♣ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ♣ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development ♣ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6 Make accurate and productive use of assessment	♣know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ♣ make use of formative and summative assessment to secure pupils' progress ♣ use relevant data to monitor progress, set targets, and plan subsequent lessons ♣ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7 Manage behaviour effectively to ensure a good and safe learning environment	♣ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ♣ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ♣ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ♣ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities	♣ make a positive contribution to the wider life and ethos of the school ♣ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ♣ deploy support staff effectively ♣ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ♣ communicate effectively with parents with regard to pupils' achievements and well-being.
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. ♣ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: ♣treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ♣ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ♣ showing tolerance of and respect for the rights of others ♣ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ♣ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. ♣ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. ♣ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

b) Expectations of Teaching and Learning

Key areas of focus	Teachers Ensure
SMSC **Behaviour**	High levels of pupil engagement. High expectations. LIs and SC are demonstrated and referred to. Lessons are not interrupted by low level behaviour. Behaviour consistently applied.
Learning Intentions and Success Criteria	LI and SC must always be shared. SC should be clear and concise, not too wordy.
Direct teaching **Questioning** **AFL**	The teaching must be engaging, inspiring, based on strong subject knowledge. Time must be used well. Children should be active participants in lessons. Use strong interactive strategies (partner work, speaking and listening activities, drama, whiteboards, flashcards etc.) A range of questioning (Bloom's) that demonstrates and draws upon children's learning. Children should reflect on their learning and consider their success.
Lesson Structure	Introduction: 20 minutes • Children reflect on previous learning (retrieval practice) • Unpick LI and SC • Direct teaching of new learning; modelling • Interactive strategies (think/rehearse/reflect/vocab) Main activity: 30 minutes • Set out expectation for the end of the session • At least 30 minutes independent focused learning task (Teacher continues to teach through focused groups) • Mini-plenary (make connections/address misconceptions/refine and rehearse) Plenary: 10 minutes • Address SC and learning within groups – who has achieved • Teacher evaluation next step – where do we go from here?
Teacher Modelling	Teachers must model to a high standard. **Writing**: When modelling writing, teachers should use think aloud strategies and apply the SC. Teachers should model writing regularly with a pen. **Reading:** When modelling reading both in English / Reading lessons and in daily reading, demonstrate intonation, voices, fluency and the use of punctuation.
Differentiation	Children should have appropriate scaffolding materials to support their independent learning (moving away from worksheets). Challenges should be pitched accordingly and displayed for easy access.
Progress	Teachers should make progress clear through questioning i.e. recalling previous learning to build upon. Teachers can draw attention to progress through the labelling of within the room ..”Brilliant, you could….now you can…” Encourage children to look back to previous outcomes and make improvements

c) Expectations of Books

Key areas	Children's Books
Presentation in all subjects	Presentation checklist inside the front cover / displayed in class. All staff must encourage high standards in presentation.
Book covers	All books should have a printed book cover on the front and a 'road map' on the inside page. Books should also have a plastic cover to protect the book.
Date & Title	Must be spelt correctly. Underline with a ruler, where necessary Use **LI** and **SC**.
Modelling spelling and handwriting	Staff must model clear and legible handwriting, following the school's handwriting policy.
Letter formation & consistent sizing	Children should be encouraged through feedback to maintain sizes and form letters correctly, following the school's handwriting scheme.
Diagrams, pictures and graphs	Ensure the use of rulers for graphs and labelling of diagrams (diagrams must always be modelled). Encourage children to develop their skills adding detail in pictures, Rubbers can be used for pictures only.
Maths	Maths books should be given the same care as English books. One digit per box. Full evidence of all areas must be presented in Maths books, not just number and fluency. Reasoning and problem-solving must be planned for and evidence regularly. This shows critical thinking and challenge. Diagrams/tables/shapes should be drawn accurately using a ruler.
Progress and standards	It is essential for teachers to keep a clear view of a child's progress over time. Regularly check back over earlier work to ensure progression is visible. Encourage children to look back at excellent examples to ensure they are building upon their skills. Equally, standards in a lesson are measured by children's outcomes. These must show appropriate quantity for the period of time and be of improving quality.
Children's responses	Ensure time is given for children to respond to marking and feedback, rehearse spellings or calculations and correct errors. Children respond in green pen.
Marking and Feedback	See the school's Assessment and Feedback Policy. Staff must mark in purple pen and yellow highlighter. A positively framed next step or reflective question should be used.

d) Expectations of Subject Leaders (Middle Leaders)

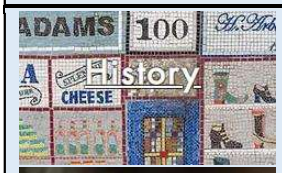
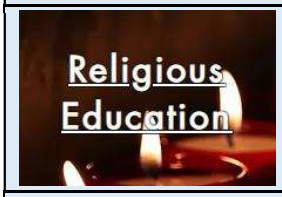
Key areas of focus	Subject Leaders (Middle Leaders)

Documentation
 	
(In a subject folder)
 	
(To be reviewed regularly)
 	
Informed by evidence-based research
	• Statement of Intent
	• Action plan linked to whole school priorities in the School Development Plan (working document). Save Action Plans in the *Curriculum Team, Action Plan channel*: Action Plans (Templates available here).
	  ○ Actions should be clear and concise.
	  ○ Actions should be led by the main themes of the School Development Plan i.e.
	  ▪ Retrieval and rehearsal
	  ▪ What are the end points for each unit of work? (Add these to the Wider Curriculum document)
	  ▪ Assessment
	  ▪ Pupil voice
	  ▪ Enrichment
	• Yearly overview in the Wider Curriculum document
	• Plans or Unit overviews for each unit of work
	• Learning Journeys for each unit of work
	• Provision for pupils with additional needs within the plans

Subject Information	• Share relevant documentation and updates with relevant staff • Ensure all teaching staff are aware of statutory requirements in subject • Ensure all non-teaching staff are aware of statutory requirements in subject • Lead and/or organise workshops or open events for parents (to promote my subject and knowledge of it to parents/families) • Feedback information on my subject to governors. • Keep parents informed of events and developments in my subjects
Professional Development	• Actively gain and maintain a high standard of subject expertise in my area. • Take up and actively seek out CPD opportunities in my subject • Provide staff training, linked to the whole school development plans • Support the profession development of individual members of the teaching and support staff • Evaluate staff training needs in my area using a range of triangulated evidence • Be approachable and understand some staff may need more support than others • Act as a consultant for colleagues and SLT • Advise on strategies to ensure the curriculum is accessible for all pupils • Liaise with other schools and phases in my curriculum area to improve T & L pupil outcomes.

Resources	• Ensure that relevant resources are ordered and well-organised • Evaluate the effectiveness of resources • Discuss the use and deployment of support staff related to my subject inc. external tutors • Advise teachers / SLT on visitors and trips
Subject Advocate	• Be a positive role model for my colleagues in my area. • Offer/give model lessons/team teach in my own or others' classrooms within my specialist area. • Ensure I feedback to staff after attending training (where applicable) • Contribute to staff briefings / meetings with updates in my area. • Be proactive in supporting colleagues and identifying training and development needs. • Organise for a display(s) across the school to promote my area
Monitoring – 'Learning check-ins'	• Subject Leaders will have leadership time out of class weekly. • Subject Leaders meet with Deputy Headteacher/Headteacher half-termly. • Carry out regular 'learning check-ins' (this includes monitoring books and talking to children). • Subject leaders keep a checklist of criteria i.e. – but does not show this to staff; teachers are told the development point only - verbally; Subject Leader email teachers a reminder; RAG rating for whole school • Ensure that units of work are being taught as set out in the curriculum. Consider if there are any barriers. • In books, ensure the outcomes match the aims of your curriculum. • In books, look at a 'strand' of your subject to monitor progress across the school. • Subject Leaders feedback development points to teachers verbally with a follow-up email reminder •
Staff meetings / CPD	• When required, Subject Leaders will lead staff meeting/training to share key information (inc. areas for development seen through check-ins) for staff, SLT and Governors. • Subject Leaders to contact and arrange to meet fellow Subject Leaders from partnership school (once a term):
Resourcing	• Ensure relevant resources matched to the curriculum are ordered, organised and accessible to staff. • Speak to Nimesha if you need to order and replenish resources.
Assessment / Knowing data	Where relevant: • Describe the whole school/key stage data • Recall the key priorities for the school • Evidence the impact of subject leadership
Action Plans	• Develop and review action plan • Share with SLT

Appendix 2: Links to further information (from staff meetings)

Curriculum area	
	Click here to read more about Maths at Harbinger *New* Click here for 2023 updates on Maths
	Click here to read more about how we plan and teach Writing Click here to read more about how to support children in Writing
	Click here to read more about how we plan and teach Science at Harbinger *New* Click here for updates on Science
 	Click here to read more about how we plan and teach History and Geography at Harbinger *New* Click here to read about how to use historical sources and historical enquiry at Harbinger
	Click here to read more about how we plan and teach Art and Design Technology
	New Click here to read more about how we plan and teach Computing at Harbinger
	*New* Click here to read more about how we plan and teach RE at Harbinger
	Click here to read more about how we plan and teach Music at Harbinger *New* Click here for updates on how we plan and teacher Music at Harbinger
	Click here to read more about how we plan and teach PSHE at Harbinger *New* Click here for updates on how we plan and teacher PSHE at Harbinger

Rosenshine's Principles	Click to watch staff meeting with Tom Sherrington
Emotional Intelligence	Click here to read more about Emotional Intelligence at Harbinger
Vocabulary	Click here to read more about vocabulary
Retrieval Practice	Click here for retrieval practice resources
Oracy	Click here to read more about Oracy Click here to read second staff meeting about Oracy
Colourful Semantics	Click here to read Colourful Semantics presentation
Signalong	Click here to read Signalong presentation
Metacognition	Click to watch video presentation
Core Boards	Click to watch video presentation
Subject Leaders	'Being Outstanding' booklet
Cultural Capital	Click to read more about what we do in Harbinger
Adaptive Teaching	Click to read the Adaptive Teaching presentation
Good Autism Practice	Click here to read September presentation Click here to read Autism and Anxiety presentation

Appendix 3: Destination Reader Sentence Stems

Destination Reader

Predicting

- I wonder if
- I predict
- I think that
- I bet that **because**
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

Inferring

- The word * tells me
- The part * tells me
- This makes me think that
- I think this **character** **because**
- I think the **setting** is
- I think the **mood** is
- I think the writer's viewpoint is
- I think this character's viewpoint is

Asking questions

- Who
- What
- When
- Where
- **I wonder**
- **Why**
- **How**
- **What if**
- **Why do you think**
- **How do you think**
- **How do we know**

Evaluating

Language

- The word/phrase * works well because
- I like the way the author uses * it makes me think about
- I think it would have read better if
- It's very clever the way the author uses * because
- The sentence * has high impact because

Organisation

- The text is organised well because
- The presentation helps the reader because
- The structure could be improved by

Clarifying

- I think that means
- I didn't understand
- What does * mean?
- I need to reread this part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it didn't make sense.

Making connections

Text to self:

- I know about this because I
- I've been to / seen
- I saw a programme about this
- I can identify with this character because

Text to text:

- I think this book is a * (*genre*) book because
- This reminds me of * because
- This is similar to * because
- This character is similar to * because

Text to world:

- This links to
- This is because

Summarising

- The key idea is
- The most important ideas are * and I know that because
- This part is about
- The headline would be
- In 10 words
- The main theme is

Learning Behaviours

- **Support and actively listen to others**
- **Discuss and explain our ideas**
- **Take responsibility for your own and your group's learning.**

Appendix 4: A Progression in Language Structures

Please click here for the Tower Hamlets document

Working in role – useful classroom techniques

Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

Forum theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

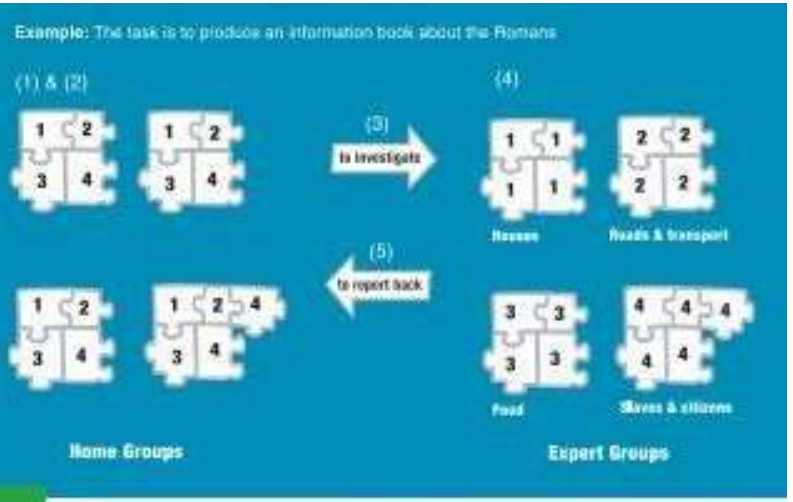
Think-Pair-Share

Children are asked to consider an issue or problem individually, such as reading and preparing a response to an information text, or preparing a news item to be read aloud. They then explain their ideas to a partner. After the pairs have discussed the issue, they may join another pair, share views and emerge with a group conclusion or perspective.

Jigsaw

Jigsaw procedure:

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.



Snowballing

Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example:

2 → 4 → 8 → 16 → whole-class plenary/centre

This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.

Statements game

A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using the power triangle.

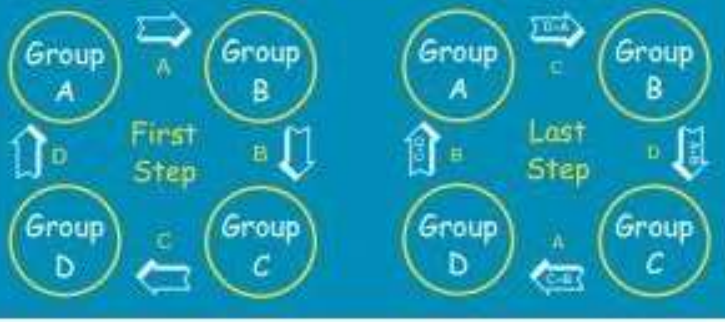
(x = a statement)

Rainbowing

Each member of a working group is given a colour. When the group task is complete the children form new groups according to their colours. Within the colour groups, children compare findings/discuss what they have achieved. This is a useful way of disseminating and sharing ideas. It helps children to clarify their own understanding and provides an opportunity for them to question others and to seek justification for any viewpoints. It is a useful technique for reading and critical evaluation of fiction or poetry. It can also be used for drafting and redrafting, when children work on a story starter in one group and then, in their colour group, pool ideas and draw out the best features. The process can then be repeated for the next phase of a story.

Envoys

This is a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class. Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining/sharing ideas gathered from the groups they have visited.



Information gap

Choose a topic that can be divided into two complementary parts, for example, a comparison of the lives of rich and poor children in Victorian times or a discussion of the pros and cons of experiments on animals. Split a small group into two sub-groups and give each group information related to one part of the topic. To complete the task, pupils will need to use talk to share the information and draw it together.

Group discussion – useful classroom techniques

Listening – useful classroom techniques

Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns.
It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

Barrier games

Barrier games focus on giving and receiving instructions. They prompt children to focus on what they need to complete a task. The speaker has to give clear information and explicit instructions to the listener. The listener has to ask questions to clarify understanding and gain information, while keeping track of what has been said. For example, place children on either side of a screen, so that a speaker can describe an object that the listener has to draw. Alternatively a speaker can give directions from one map while the listener draws the route on a blank version of the same map.

Word tennis

This is a way of making a story with a partner, and emphasises listening for key words, main points and events, focusing on the need to make sense. Each person says one word or phrase in turn so that the story is continually passed backwards and forwards. For example: *once/ there/ was/ a/ queen/ who/ wanted/ to/ fly/ so/ she/ sent/ for/ …*
or: *once there was a girl/who liked writing plays/so she began …*

Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

Ways to listen

Different listening frames can help children focus on what they hear – before a broadcast, for example:

- give the topic and ask children to work out questions they would like answers to;
- guide the listening by giving children headings to help them listen systematically;
- suggest children count on their fingers each time they hear key words: different groups should listen for different words;
- ask children to make a picture in their heads as they listen.

All change!

Select a sentence and say it in a monotone. Now repeat the sentence using different intonation, e.g. as a question and then as an exclamation. What is the impact of the change?
Show that a sentence can mean different things depending on which words are emphasised, e.g. *I didn't borrow my brother's best jacket yesterday.* How does the meaning change?
This can be varied to explore the use of gesture, listener eye contact or encouragement.

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Speaking – useful classroom techniques

Glove puppets and shadow theatre

Puppets can be used by children to make and tell stories. Providing a tape recorder while children are rehearsing or developing the script helps them to go through an oral drafting process and understand how they develop and refine their story. Children can reflect on their use of language and voices.
This technique can also be used to explain, instruct or inform.

Talk partners

To enable all children to participate in speaking:

- put children into pairs and allocate time for each to talk to the other at specific points in a teaching sequence, e.g. to share experiences, generate ideas, reflect on what they have just learned;
- retain pairs for a period of time, e.g. up to half a term, so that they establish routines, gain confidence and develop more extended turns.

Debates

Encourage children to stick to a point of view and to use language persuasively. Choose a topic where they need to look for new information and which allows for different points of view. Divide the class into groups to develop their arguments and reasons. They can either choose one person to present their ideas or organise the presentation between them. Share ideas for how to be persuasive in the presentations.

Photos and paintings

Use photographs or paintings to encourage groups to construct a story or report. Help children to tell the story dramatically, using voices for characters and intonation for climax or atmosphere.
Use photos in different subjects:

- geography – photopack of a particular place or environment;
- design and technology – photographs of constructions to discuss how buildings are designed;
- history – compare photographs with artists' impressions of events and objects.

Radio broadcast

To focus on how to sustain talk without the help of gestures, eye contact or help from listeners, ask pupils, in pairs or small groups, to make a radio broadcast. The topic should involve explaining and reasoning, or trying to persuade listeners. After playing back different examples, discuss what makes a good radio broadcast.

Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.

Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

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Appendix 6: Planning questions using Bloom's Taxonomy

Planning your questions using Bloom's Taxonomy			
	USEFUL VERBS	**SAMPLE QUESTION STEMS**	**POTENTIAL ACTIVITIES OR PRODUCTS**
Creating (Synthesis)	Create Invent Compose Predict Plan Construct Design Imagine Propose Devise Formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.
Evaluating (Evaluation)	Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Rate Prioritise Determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...
Analysing (Analysis)	Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.
Applying (Application)	Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about .. for others.
Understanding (Comprehension)	Explain Interpret Outline Discuss Distinguish Predict Restate Translate Compare Describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.
Remembering (Knowledge)	Tell List Describe Relate Locate Write Find State	Name What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic. Recite a poem.