Walton High School T&L Framework

PERSEVERE

'An Evidence-informed Approach'

At Walton High School we are evidence-informed in our approach to teaching and learning.

This means that we are aware of, and utilising regularly, strategies which research has shown to have the biggest positive impacts on students' learning and progress.

The following pages outline the main areas of our evidence-informed teaching and learning and the strategies within each area that teachers will be using.

NB; we do not have a 'one size fits all' approach to teaching and learning. In other words, we do not expect all teachers across all subjects to teach lessons in exactly the same way. Teachers are the experts in their subject area and we ask departments to implement each strategy in a way which is most appropriate to their subject.

Walton High School T&L Framework

1. Positive classroom culture
2. Explicit instruction
3. Managing cognitive load
4. Questioning and checking for understanding
5. Challenge
6. Literacy
7. Retrieval practice and spaced practice
8. Feedback

Positive Classroom Culture

Routines

- Routines make managing behaviour easier for classroom teachers.

- They should include routines for entry to lessons, beginning lessons, transitions between tasks and the end of lessons.

- Routines should be explicitly taught and rehearsed.

Positive and preventative behaviour management – The focus of classroom management should be to reinforce positive behaviour and relationships and prevent negative behaviour. Techniques should include:

- Threshold - Meet your students at the door. Greet them positively and remind them of your expectations (enter quietly, equipment on desk, start work immediately).

- Means of participation - Explain exactly how you want pupils to complete a task/activity. This should include front-loading – giving behavioural instructions at the start of your instruction/request.

- Brighten lines - Make instructions very specific and clear, including clear time limits. Give the instructions once, then twice and ask students to repeat the instructions back to you. Ask if there is anyone who is still not clear about the task.

- Narrate the positive – To normalise the positive/expected behaviour, it needs to be heard constantly. This is instead of addressing those pupils who have not followed instructions.

- Pastore's perch - This is a position in your room where all students will be in your field of view. After giving instructions, move to Pastore's Perch to scan the room, checking all pupils are on task. Smile, nod, be seen looking and use non-verbal interventions if needed.

- Be seen looking - Making it obvious that you are looking around the room. Deliberately move your head around, raise your chin, swivel your head, stand on tip toes – make it clear you are scanning the room.

- 3:30:30 - For independent tasks, to ensure all pupils settle on the task. Step 1 - Go to Pastore's Perch and stand and watch the class for 3 minutes – be seen looking and using least invasive intervention as required. Step 2 - Following the three minutes, start circulating the room. Interact with individual students who need support for 30 seconds. Step 3 - Stop and scan the room again for 30 seconds, before engaging with other students for 30 seconds again.

- Least invasive intervention - Rather than drawing attention to non-compliance and challenging in front of the whole class, take the least invasive intervention to correct behaviour. Examples include:

1. Proximity - Use your own proximity to the pupil to redirect their attention.

2. Gestures – raised eyebrows, hand signal, eye contact, tapping desk, etc.

3. Positive group correction - a reminder to the whole class of the required behaviour (not the unwanted behaviour, e.g. "I need everyone listening", "Everybody should have their pens down and eyes to me".

4. Anonymous individual correction – state that there are people not giving the correct behaviour but leave these students anonymous. For example, "listen and look at me please, we are just waiting for a couple of people".

5. Private individual correction – speak to individuals privately – in a low voice, next to them and if possible when other students are completing work.

Praise

- Praise should be specific to identify exactly what is being praised.

- Praise behaviour, effort and learning/progress towards objectives.

- Acknowledgements, not praise, should be used when a student meets your expectations. This describes the positive behaviour or thanks a student for it, for example, "thank you for getting started quickly" is an acknowledgement, not praise. This shows you have high expectations and keeps praise valuable.

Explicit Instruction

Explicit instruction is teacher led and fully guided.

Excellent subject knowledge – Explicit instruction requires teachers to have excellent subject knowledge.

Chunking

- Present new information in small steps/chunks.
- Practice/cementing knowledge/checking for understanding between each chunk.

Teacher-led clear and concise explanations

- Clear and concise.
- Including examples, non-examples and worked examples.
- Throughout explanations, use questioning to check attention and understanding.
- This may include explanations of new content and skills.
- This may include verbal explanations, reading or use of other sources such as videos.

Modelling

- Modelling is used when pupils are learning how to complete a complex task. It shows pupils the meaning of success criteria and how to achieve them.
- This may include teacher-led modelling, completing a model as a class with pupil involvement, or the deconstruction of exemplars.

Scaffolding

Scaffolds should be provided to ensure pupils are able to succeed. This may include:

1. Teacher-led practice with questioning, discussion and support
2. Verbal prompts and reminders
3. Partially-completed questions or tasks
4. Sentence starters or other writing aids
5. Written checklists or step-by-step lists for completing the task

Practice

- Initial practice should be fully guided.
- Guidance-fading - As pupils progress through practice, this guidance should be reduced.
- Extensive independent practice should then be used to ensure success and automaticity.
- Immediate feedback should be given on practice, including independent practice.

Managing Cognitive Load

Managing cognitive load helps to ensure that pupils' limited working memories are not overloaded and that new content can be transferred to the long-term memory (learning!).

The Worked Example Effect

- Worked examples are more effective for learning new content than pupils completing tasks themselves.
- Impact - move from fully completed worked examples to partially competed, to independent, to spotting and fixing errors.

The Modality Effect

- The working memory is made up of an auditory that deals with language processing including both spoken language and written text, and a visual that processes images.
- We can increase the capacity of the working memory, allowing learners to process more information without cognitive overload, by using both of these channels and presenting information in both visual and auditory formats.
- Impact – Use images with spoken explanations when introducing new content (where appropriate).

The Redundancy Effect

- Redundant information will not benefit learning and so creates extraneous cognitive load. Therefore, it should be removed.

Impacts:

1. Remove written text from diagrams where only the diagram is needed.
2. Remove additional content that detracts from the to-be-learned material from initial explanations.
3. Remove redundant information from resources/presentations.

The Split-Attention Effect

- Split attention occurs when learners have to split their attention between multiple sources of information, creating extraneous load.

Impacts:

1. Ensure that all diagrams and labels are integrated.
2. Integrate worked examples/models into resources.
3. Allows pupils to read text themselves before offering a verbal explanation.

The Expertise-Reversal Effect

- Strategies that reduce cognitive load for novices become ineffective or can have a negative impact on learning for more expert learners.

Impacts:

1. Do not provide scaffolds such as worked examples, additional guidance, etc.
2. Chunking is no longer required – pupils can look at the topic as a whole.
3. Use minimally guided instruction and problem-solving.

Questioning and Checking for Understanding

Wait Time

- Give pupils time after asking a question to think of an answer.

- Can be done by answering questions individually first or during a class discussion.

- 3-5 seconds after asking a factual question, longer for more complex questions.

- Improves the number of pupils willing to answer, confidence, quality of responses, reduces failures to give an answer.

Cold calling

- The teacher selects a pupil to respond to the question they have asked, calling on all pupils regardless of whether they have raised their hands.

- Say the chosen pupil's name at the END of the question.

Reject Self-Report

- Pupils are not likely to accurately report their own understanding accurately.

- Do not ask pupils to self-report their understanding ("Does everyone understand? Thumbs up or thumbs down, etc.)

- Ask questions instead!

Whole-Class Response Systems

- Any strategy that allows teachers to assess the learning of all pupils at one time – mini white boards, hand signals, MCQs and letter cards.

- Hand the boards, pens and rubbers out as pupils enter the room or leave them on desks, ready to use at any time.

- Count down and then ask pupils to turn their boards over. This prevents pupils copying the answer from a peer.

- Allow pupils to write a question mark if they do not know the answer. This allows you to address what they do and don't know.

- Address incorrect answers, misconceptions and common errors.

- Ask pupils to elaborate on/explain their answers.

Paired/small group discussions

- Encourage students to better formulate their thoughts by including short, contained pair discussions.

- Make it obvious/clearly instruct pupils on who they are working with.

- Use a cue to get pupils to start talking immediately. This can be a simple "go" or you can tell pupils which partner should be starting the discussion (e.g. pupils on the right hand share your ideas first). Use the same cue each time.

- Ensure that you inform pupils of the allocated time at the start of the discussion.

- Ask pupils to use the discussion to produce individual work – a summary of their partner's main points, notes on the main answers they agreed on, etc.

- Check the ideas and understanding discussed in the turn and talk by following it with a further task/whole-class discussion.

Challenge

1. Challenging material

2. Challenging tasks/activities – that make pupils think hard about the content.

3. Sharing excellence – models, displays, exemplars

4. Extension tasks

5. Direct challenge – questioning/feedback from live marking to improve work

6. Academic reading

7. Oracy –have high expectations for pupils' verbal response/contributions including the use of Tier 2 and Tier 3 vocabulary, correctness of responses (do not accept a partially correct answer, ask pupils to improve their answer), and the depth of responses.

8. Challenging questioning – cold call, wait time, higher cognitive questions, no opt out.

9. Ratio – strategies that ensure all pupils are involved and doing the cognitive work such as cold-calling, everybody writes, whole-class response systems.

10. Have high expectations for ALL pupils:

- Demand high standards of work and behaviour from all pupils.

- This is especially important for those sub-groups with negative stereotypes.

- It is important to avoid conveying low expectations indirectly, for example through praising poor work, avoiding asking challenging questions or giving too much help to pupils when they are completing tasks.

Literacy

Vocabulary Instruction

- Every subject should provide vocabulary instruction for both Tier 2 and Tier 3 vocabulary.

- This may include:

1. Explicit vocabulary instruction when reading.

2. Frayer model - when introducing the new word, you look the definition, characteristics, examples and non-examples.

3. Keyword spotlight - pupils put the word under a 'spotlight' by giving the definition, using the word in a sentence, drawing an image to represent the word and identifying connected words.

4. Include vocabulary in retrieval practice.

- **Reading**

- All subjects, year groups and classes should read academic texts in lessons and as part of homework.

- Guided reading.

- **Explicit instruction for written tasks**

- Modelling

- Shared-writing

- Deconstruction

- Part-completion tasks

- Scaffolding for written tasks

- Guidance-fading

Retrieval Practice and Spaced Practice

Retrieval practice involves pupils retrieving previously learnt material from their long-term memory. The qualities of the most effective retrieval practice are as follows:

1. Completed from memory. This is because retrieval practice is effective as it allows pupils to retrieve information from the long term memory and bring it back into the working memory, increasing future retention. This means pupils should complete any retrieval task from memory before notes are then used to check and correct their own work.

2. Involve all pupils – This ensures that all pupils benefit from the retrieval practice. All pupils should therefore complete retrieval practice individually before paired/class discussions.

3. Low stakes – This means that scores are not asked for/recorded in any way. It helps to reduce anxiety around testing or retrieval practice.

4. Allow pupils to be successful – for pupils to benefit from the testing effect they need to be able to retrieve at least some of the content from their long term memory. This can be achieved by providing initial scaffolds (see below) or not leaving too much time between initial learning and subsequent retrieval episodes.

5. Provide scaffolding if required – This may include a larger number of prompts or closed questions. This enables pupils to retrieve the content.

6. Be adequately challenging – However, if retrieval is too easy and too many hints are given, pupils will not benefit from the testing effect. This means that you should not give too many hints and that any prompts should be removed over time.

7. Be supported by corrective feedback - Providing corrective feedback has been shown to overcome the limited impact of unsuccessful retrieval and increase the learning gains experienced by pupils. This is because it helps to cement correct responses and prevent errors or misconceptions going unaddressed. Therefore, feedback should always be given.

8. Be 'spaced' from initial learning and repeated multiple times for the same content, again with 'gaps' in between each retrieval. This is because retrieving content after some forgetting increases the storage strength of this memory in the future. Multiple tests increase long-term recall and reduce forgetting more than just one test. This requires a retrieval practice curriculum where the retrieval is planned over time.

9. Include both factual and higher-order questions and tasks. It may be beneficial to use factual questions during earlier retrieval practice and higher-order questions at a later time when pupils' knowledge is more secure. Alternatively, both factual and higher-order questions can be used in the same retrieval task, with factual questions being used initially, leading up to high-order questions.

10. Match the format of the final assessment (eventually) - The gains from retrieval practice are likely to be larger if there is a close match between the format of the retrieval practice and the final test.

Spacing

*   Spacing involves spreading learning opportunities out over time so that learning is revisited and not crammed all at once.

*   Strategies for spacing include:

*   Revisiting prerequisite prior learning before introducing new content.

*   Spaced homework which covers a topic taught previously. This could be retrieval practice or any activity that requires pupils to use their prior learning (not necessarily from memory).

*   Spaced retrieval practice.

*   Review lessons where previous topics are re-taught.

Feedback

The qualities of effective feedback include:

1. Being focused on a specific task pupils have completed

2. Timely

3. Helps pupils to improve their performance and learning

4. Is acted on by pupils

5. Focus on formative feedback rather than marks/grades

Effective feedback may include:

- Provide structure/scaffolding before pupils complete tasks. – This ensures that all pupils are able to complete tasks to a high standard. This may include sentence starters or other writing aids, checklists or step-by-step lists for completing the task.

- Live modelling - This may include teacher-led modelling, completing a model as a class with pupil involvement or the deconstruction of exemplars.

- Live marking - As pupils complete work the teacher views individual work and points out strong elements, recommends an improvement or highlights an error. Pupils then improve their work immediately.

- Live whole class feedback – This may include using a visualiser to review a pupil's work as a class, identifying good elements and areas to improve. It may also include giving feedback on common areas of weakness or misconceptions. Again, pupils should then use this immediately to improve their own work.

- Self-assessment – Pupils can be asked to assess their own work. This should be supported by guidance such as checklists or success criteria.

- Whole-class verbal feedback :

Step 1 - The teacher collects in and reads pupils' work, noting down common misconceptions, common SPAG errors, main areas to improve, the main things pupils are doing well and any good examples of work to share with the class. This can be rough notes or you can use a whole-class verbal feedback sheet.

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing your written notes. You should also share examples of good work through a visualiser, to show pupils how to improve their own work. Pupils should then improve their work.

- Written marking – You may deem it important to provide written comments on selected pieces of work. Here, marking codes are effective - teachers use codes to mark pupils' work. These are shared with pupils and pupils make corrections or improvements using the codes as prompts.