

St Margaret's CE Primary School



Teaching and Learning Policy

June 2026

Next review date: June 2027

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1. Vision and Values

a. Alignment with our Vision and Values

At the heart of St Margaret's CE Primary School, is our vision to be a shining light of love, aspiration and excellence that nurtures and enables all children to grow into the person God intended them to be. Therefore, we are committed to high quality Teaching and Learning to raise standards of achievement for *all* children. Our commitment to QFT ensures that all children, no matter their background, starting point or level of need, can aspire beyond what they thought possible. It is built upon the following 5 principles:

- Every child is lovingly designed by God with the potential to flourish
- Love is expressed through high expectations and an approach to teaching which is inclusive by design
- Aspiration is cultivated through challenging, engaging and purposeful learning
- Teaching excellence is the most powerful lever for improving outcomes
- A consistent whole-school approach enables all pupils to shine

This policy reflects the aligned approach and makes explicit the best practice to which all staff are committed to provide for our children. It should be read in conjunction with our subject policies.

b. Expectations for leaders, teachers, support staff, families and children

Our Teaching and Learning policy is shaped and monitored collaboratively by the Teaching and Learning Lead, the Deputy Headteacher, and the SENCo. By anchoring key processes to a single Teaching and Learning policy, we maintain consistency across strategic priorities. For example, the SENCo applies the policy when leading SEND strategy meetings, and the Deputy Headteacher uses it to structure pupil progress meetings, ensuring that all leaders are working from the same principles and expectations.

The Teaching and Learning Lead, Deputy Headteacher and SENCo will ensure:

High Quality Professional Development

- Provide regular, high-quality CPD opportunities for all teachers and support staff.
- Align all professional development with school development priorities so that our practice reflects our calling to be a *city on a hill*- a community whose teaching shines as an example of excellence and integrity.

Responsive and Context-Driven Practice

- Review this policy regularly to ensure it reflects the evolving needs of our pupils, families, and wider community.
- Respond thoughtfully to our context so that we continue to serve with purpose, aspiring to meet the needs of every child and helping them grow into the person God intended them to be.

Subject Leadership and Quality First Teaching

- Under the leadership of the Deputy Headteacher, Subject Leaders ensure that QFT principles are embedded consistently across their subjects. They develop systems, guidance, and support that reflect the expectations of this policy and promote coherent practice across the school.

Monitoring, Evaluation, and Reflection

- Use a range of monitoring and evaluation strategies- including lesson visits, book looks, pupil voice, and data analysis to inform ongoing reflection and improvement.
- Encourage staff to engage in reflective practice as part of a culture that aspires to continual growth and shines a light on what is working well.

High Standards and a Culture of Growth

- Hold high expectations for the quality of teaching and learning across the school
- Foster a safe, supportive environment where staff feel empowered to develop their practice, rooted in *love*, respect, and a shared commitment to helping one another shine.
- Approach all feedback and professional dialogue in a way that is kind, honest, and intentionally developmental, ensuring every member of staff feels supported to grow.

Teachers and Support Staff will:

- Teach lessons that are aligned with our T&L policy, whilst maintaining autonomy, creativity and teacher identity.
- Ensure that learning is equitable and inclusive by design, so that every child can shine
- Design lessons with intentional choices to pedagogy and QFT strategies that prioritise equity and challenge for all children.
- Be aspirational in their professional development- seek opportunities for growth and development.
- Plan collaboratively within their year group, ensuring that the lessons are suitable for their own class.

Families will:

- Model a positive, '*can do*' attitude that encourages children to aspire and shine.
- Support home learning by creating routines, encouraging effort, and celebrating progress.
- Communicate openly and respectfully with the school, working in partnership to support their child's learning.

Children will:

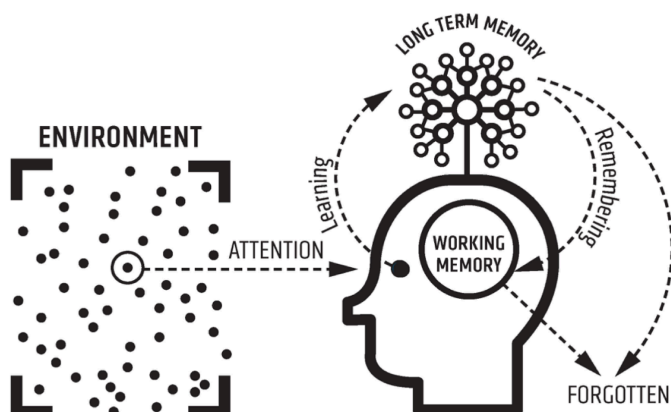
- Engage fully in every lesson, showing 100% participation and aspiring to take on appropriate challenge.
- Demonstrate our St Margaret's learning behaviours consistently, showing they are created to shine in all they say, think and do.

2. Quality First Teaching Principles

a. Our definition of Quality First Teaching

“Quality First Teaching draws upon a repertoire of teaching strategies and techniques that are closely matched to the specified learning objectives and the particular needs of the children. It demands 100% participation from the pupils and sets high and realistic challenges”.

b. Model for Learning- Evidence informed Practice



At St Margaret’s, our approach to Teaching and Learning is grounded in research-informed principles about how the brain learns best. The model above draws on the concept of *Cognitive Similarity*- the understanding that while every child brings unique experiences, backgrounds, and strengths to the classroom, there are fundamental similarities in how all humans learn. These shared cognitive processes give us a strong foundation for designing inclusive, high-quality teaching.

Focusing on these common mechanisms does not overlook individual differences; instead, it enables us to create core instruction that is effective for the widest possible range of learners from the outset- therefore expanding our Universal offer. By building on what we know about how learning works, we ensure that every child is supported to access challenge, grow in confidence, and shine in their learning.

By ensuring that our teaching is strong, consistent and inclusive by design, it becomes easier to recognise when a child requires something additional. A secure universal offer, informed by the West Sussex Ordinarily Available Inclusive Practice (OAIP), helps us identify needs more clearly and respond early through adaptive teaching, relational practice, environmental adjustments and reasonable adaptations. This enables all learners to access the curriculum, participate fully and experience success alongside their peers.



At St Margaret’s our teaching is underpinned by these QFT strategies:

Environment	Attention	Working memory	Long term memory
Learning objectives Sequencing Vocabulary	Explicit instruction Questioning Challenge	Chunking Dual coding Modelling Scaffolding	Retrieval Checking Independence

What do these quality first teaching principles look like at St Margaret's?

c. Learning objectives:

Clear learning objectives enable pupils to understand the purpose of the lesson and focus their attention on the key knowledge or skills being taught.

- Learning objectives are measurable, precise, and not task-based.
- They build on prior learning and show clear progression within a lesson and between lessons.
- They are mapped out at the start of a unit with a clear end goal that ensures coherence across the learning journey.
- They are shared, displayed, and revisited during the lesson, supporting clarity and helping children understand how to be successful.
- They are recorded in pupils' books for consistency and reference.
- Learning objectives are written on weekly timetables, medium-term plans, and planning documents, and shared with support staff to enable effective support.

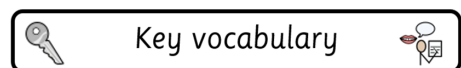
d. Sequencing:

Learning is more durable when new content builds logically on prior knowledge. Sequencing ensures pupils connect ideas in meaningful ways.

- Termly medium term plans will be created by teachers and checked by subject leaders to ensure progression and coverage.
- Clear learning journeys within lessons, units, year groups and across the school.
- Support is gradually reduced as pupils gain confidence.
- Clear lesson structure, supported by visuals to orientate children within a lesson and reduce cognitive load.
- Each lesson starts with a learning review of prior learning.

e. Vocabulary:

Explicit vocabulary instruction supports comprehension, reduces ambiguity, and ensures all pupils, especially those with language gaps, can access the curriculum.



- Vocabulary teaching is ambitious and progressive, enabling pupils to build deep and secure word knowledge.
- Pupils articulate new vocabulary clearly, supported through repetition and oral rehearsal.
- Definitions draw on etymology (word origin) and morphology (root word, prefixes, suffixes), where relevant and helpful to support learning of definition and/or spelling.
- Vocabulary is dual-coded using Communication in Print, with visuals used consistently to support meaning.

- Vocabulary mats are produced for each project and used to support pupils' accurate use of high-quality topic vocabulary in both spoken and written work.
- Pronunciation and application of new words are modelled using a 'my turn, our turn, your turn' structure.
- Vocabulary is revisited over time and mapped progressively across year groups (Tier 1, Tier 2, Tier 3) by Subject Leads, supported by Voice 21 Talk Tactics and structured group talk.

f. Explicit instruction:

Explicit teaching reduces unnecessary cognitive load by breaking down complex ideas, modelling thinking, and guiding pupils through new content.

- Gradual release of responsibility- my turn, our turn, your turn
- Worked examples and the teacher narrating as the expert in the room
- Efficiency of Language- Clear and concise to reduce extraneous cognitive load
- Pace and momentum- A well-paced lesson maintains attention and reduces opportunities for distraction meaning purposeful movement through steps.
- Chunked into manageable, sequential steps. Eg: First, write the date. Now, underline it.
- Used alongside checking for understanding strategies
- Examples and non-examples to draw attention to essential features of the new concept
- Embedded routines such as a gesture for choral response to ensure active participation
- Drawing attention to key information by asking questions such as 'What's the same?' 'What's different?' and 'What do you notice?'



g. Questioning:

High-quality questioning activates prior knowledge, deepens thinking, and makes learning visible. It encourages retrieval, checks understanding, and promotes cognitive engagement for all learners.

- Cold calling is used to ensure full participation and equitable thinking time.
- No opt out routines ensure all pupils respond and remain accountable for learning.
- Checking for understanding is embedded throughout the lesson to identify misconceptions early.
- Wait time is deliberately used to increase the quality of responses and support deeper thinking.
- Think–Pair–Share structures enable pupils to rehearse, refine, and articulate their ideas.
- Probing questions extend and deepen pupil thinking.
- "Say it again, better" encourages pupils to refine language and improve clarity.
- Whole-class response strategies (e.g., choral response, mini-whiteboards) provide rapid feedback on understanding.
- Stem sentences support accurate, structured responses, helping pupils articulate their understanding clearly.

h. Challenge:

Appropriate challenge stretches pupils' thinking and supports cognitive growth. When tasks sit within the 'zone of proximal development', pupils build resilience, independence, and deeper understanding.

- Challenge is available for all pupils, not only those who finish early or grasp content quickly.
- Going deeper opportunities are offered at each small step, not just at the end of a lesson or task.
- Challenge focuses on depth, encouraging pupils to think harder rather than doing more of the same or moving on to new objectives.
- 'Going deeper' symbols are used consistently, appearing on lesson slides and in pupils' books.
- Visual prompts support deeper thinking, helping pupils recognise when and how to extend their learning.

i. Chunking:

Working memory is limited. Chunking content into manageable steps reduces cognitive overload, enabling pupils to process information more effectively and retain it in long-term memory.

- Learning objectives are broken down into clear micro-steps, ensuring pupils can access each stage of learning.
- Tasks are chunked using formatting, colour, shapes, and spacing, reducing cognitive load and supporting clarity.
- Teacher input is kept short and punctuated with rehearsal and partner-talk, keeping pupils active and engaged.
- Children are active participants, regularly rehearsing, discussing, and applying new learning.
- Modelling is explicit, with adults narrating their thinking to make metacognition visible.
- 'My turn' is kept within pupils' age-appropriate attention span.

j. Dual coding:

Combining words with visuals helps pupils form stronger mental models. Dual coding supports memory by presenting information through two complementary channels, improving understanding and recall.

- Gesturing and signalling are used deliberately to direct attention and support understanding.
- Communication in Print is used consistently, providing visual clarity and accessible representations of key concepts for all children.
- Icons and symbols for learning behaviours are used across the school, ensuring shared expectations and routines.
- Texts and diagrams are annotated to highlight key information and model effective thinking.
- Colour coding supports organisation and clarity, helping pupils recognise structure and meaning quickly.

k. Modelling:

Modelling makes expert thinking visible. By demonstrating processes, strategies, or examples, teachers reduce ambiguity and help pupils understand *how* to approach a task before attempting it independently.

- Worked examples are modelled under the visualiser, showing pupils exactly what success looks like.
- ‘What a good one looks like’ (WAGOLL) is shared, providing a clear standard for quality.
- Teachers narrate their thinking (‘think aloud’) to make metacognition visible.
- Teaching follows a ‘show, not tell’ approach, demonstrating processes step by step.
- Common misconceptions are highlighted and addressed, helping pupils avoid typical errors.
- Key steps are summarised and checked for understanding, ensuring clarity before pupils practise.
- Language is efficient and precise, reducing cognitive load and maintaining focus on the learning.
- Modelling makes the learning objective explicit, showing how each step links to the intended outcome.

l. Scaffolding:

Scaffolds provide temporary support that enables pupils to succeed with content they cannot yet manage alone. As pupils’ competence grows, scaffolds are gradually removed, promoting independence.

- Scaffolds include a clear plan for withdrawal, ensuring pupils move towards independence over time.
- Manipulatives are available for all pupils, not only those with identified needs.
- Scaffolds are flexible and responsive, adjusted in real time to meet pupils’ needs.
- Support is provided at whole-class level and for identified individuals, with teachers modelling how to use scaffolds during *my turn/our turn* phases.
- Teachers explicitly model the use of scaffolds (e.g., using colourful semantics under the visualiser to build a sentence), showing pupils how to apply them effectively.

m. Retrieval:

Retrieval strengthens memory by bringing information back to mind. Regular retrieval reduces forgetting, deepens understanding, and helps pupils transfer knowledge to new contexts.



- Every lesson begins with a learning review, activating prior knowledge and preparing pupils for new learning.
- Low-stakes quizzes are used regularly to strengthen retrieval and reduce forgetting.
- Interleaving helps pupils make connections, linking new content to what they already know.
- Teachers make explicit links between retrieval and new learning, so pupils understand *why* it matters.
- Pupils understand how retrieval supports memory, helping them become more metacognitive learners.

n. Checking:

Learning is invisible unless we check it. Frequent, low-stakes checks allow teachers to identify misconceptions early, adapt teaching responsively, and ensure all pupils are secure before moving on. It is diagnostic, inclusive, responsive and planned for.

- AFL strategies (mini-whiteboards, choral response, thumbs up/down) ensure engagement from all pupils, not just the most confident.
- Teachers gather evidence from every child in an inclusive, accessible way, removing barriers so they gain an accurate picture of what all pupils know.
- AFL informs next steps, helping teachers decide whether to reteach, defer, or move on.
- The focus shifts from “who understands?” to “what do we all need to do?”, promoting collective responsibility for learning.
- Opportunities for AFL are repeated and intentionally planned for throughout the lesson, ensuring continuous feedback and responsive teaching.

o. Independence:

Developing independent learners builds metacognition, resilience, and self-regulation. Independence helps pupils take ownership of their learning and apply strategies beyond the classroom.

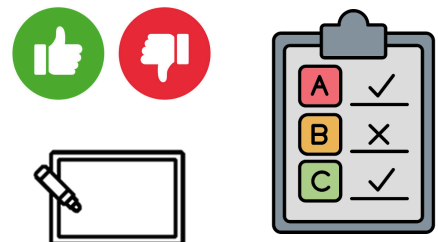
- Teaching follows a gradual release model, moving from *my turn* to *our turn* to *your turn* as pupils gain confidence.
- Independent practice is deliberately planned, giving pupils time to apply learning without over-scaffolding.
- Scaffolds are gradually withdrawn, ensuring pupils move towards independence at an appropriate pace.
- Adaptations are in place so all pupils can reach independence, with support tailored to need rather than reducing expectations.
- Teachers allow sufficient think time before intervening, promoting resilience and independent problem-solving.
- Classroom systems (e.g., table monitors collecting books) promote smooth routines and maximise learning time.
- Support focuses on the process, not the product.

3. Assessment for Learning

a. Formative assessment strategies

Effective formative assessment helps teachers make learning visible, adapt teaching in real time, and ensure every pupil is secure before moving on. These strategies are grounded in how the brain learns: they reduce uncertainty, strengthen retrieval, and provide immediate feedback that supports progress.

- Thumbs up, thumbs down
- Whiteboards- 3,2,1 show me
- Think/ Pair/ Share
- Hinge questions- multiple choice
- Questioning
- Collecting pupil voice



b. Feedback and Marking

At St Margaret's, effective feedback happens primarily within the lesson as part of high-quality, responsive teaching. When the principles of QFT are applied consistently, most feedback can be given in the moment, allowing pupils to act immediately and move their learning forward. This approach ensures misconceptions are addressed early, learning is accessible by design, and every child has the opportunity to shine.

Whole-class feedback is used to identify patterns, trends, and common misconceptions. This informs future planning and resourcing so that lessons are intentionally designed to remove barriers and support success for all learners. By reducing unnecessary written marking, teachers can focus their time and energy on planning high-quality, inclusive lessons that anticipate needs and promote aspirational outcomes.

While in-lesson feedback is our priority, there are occasions where feedback after the lesson is appropriate and purposeful. This includes independent writing, assessment pieces, or extended tasks where pupils need time to work independently and teachers need space to evaluate understanding. In these cases, post-lesson feedback remains focused, actionable, and directly linked to the next steps in learning.

At St Margaret's, we use SHINE IT to ensure that our Marking and Feedback embodies our school vision:

S – Success is celebrated

Feedback recognises what pupils do well and highlights where they shine.

H – High standards are modelled

Feedback reinforces expectations for presentation, handwriting, and pride in learning.

I – In-the-moment and responsive

Feedback happens during the lesson through live marking, conferencing, and adaptive teaching. Misconceptions are addressed immediately so learning keeps moving. Children are expected to respond to feedback straight away.

N – Next steps move learning forward

Feedback provides clear, actionable guidance that helps every child aim high and make progress.

E – Effective and efficient

Feedback is manageable, sustainable, and purposeful, allowing teacher workload to be directed towards planning high-quality, accessible lessons.

I – Individualised and inclusive

Feedback is meaningful, focused, and tailored to the child's needs, ensuring every learner can respond to the feedback.

T – Trends inform teaching

Whole-class feedback identifies patterns and misconceptions, shaping future planning and

resourcing to strengthen QFT.

- Live feedback and marking happens within the lesson, in green pen.
- Marking codes are used consistently, providing clear, concise guidance that pupils can act on. See appendix.
- Whole-class feedback can be given within a lesson. It identifies common strengths and next steps, reducing workload while maximising impact. The visualiser is used to model high-quality examples and show pupils what good work looks like.
- Pupils respond to verbal or written feedback, in purple pen, improving their work and demonstrating progress over time.
- Self-assessment and peer-assessment are taught and modelled, helping pupils reflect on their learning and identify improvements. Strategies such as 'Shine detectives' or 'Spot the shine' are used to help children celebrate their own and their peers' success.
- Presentation expectations are explicit, ensuring books reflect pride, care, and high standards.
- Pupil conferencing and live-marking provide immediate feedback, supporting rapid improvement. It is always clear to pupils how they can *Aspire Higher*.
- Yellow highlighters are used to identify where a child has particularly shone, highlighting moments of success and progress.



See subject policies for how this is embedded in individual subjects.

4. Continuous Provision

a. Alignment with our Vision and Values

This section is to be read in conjunction with the Continuous Provision Policy which is currently under review.

At St Margaret's, our vision and values underpin the importance of Continuous Provision (CP) as a foundation for high-quality learning in EY and KS1.

Through Continuous Provision, children are supported to be aspirational learners, able to follow their interests, initiate their own learning and develop independence as curious, motivated learners. Carefully planned environments encourage them to ask questions, explore ideas, take risks and set themselves challenges. In doing so, children become active participants in their learning and develop a lifelong love of discovering the world around them. This reflects our commitment to the children's spiritual development, with planned moments of awe and wonder that nurture their curiosity and independence.

Our value of love is expressed through the bespoke, inclusive nature of Continuous Provision. We recognise that each child is uniquely and lovingly made, and therefore provide experiences tailored to their individual needs, strengths and interests. Through responsive, high-quality interactions that embody our QFT principles, children are supported to achieve their full potential and experience a deep sense of belonging within our school community.

As a city on a hill, we strive to be a beacon of excellence in all that we do. Our approach to

Continuous Provision is underpinned by research-informed practice, ensuring that our environments, interactions and curriculum design reflect the best evidence about how young children learn.

- Each area of provision (indoors and outdoors) is intentionally designed to support specific knowledge, skills and concepts, ensuring children’s self-initiated play still moves learning forward. Play frames are a tool used by teachers to support this.
- Rich language is embedded through labelling, modelling, storying and high-quality interactions. Adults introduce and reinforce key vocabulary naturally within play.
- Adults model skills, demonstrate processes and introduce new concepts before children explore them independently in provision. This ensures clarity and reduces cognitive load.
- CP naturally supports retrieval because children revisit areas, resources and concepts repeatedly. Adults prompt recall through careful questioning and planned enhancements.

5. Inclusion and SEND

a. Graduated Approach

This policy should be read alongside the Special Educational Needs and Disabilities (SEND) Policy. The Teaching and Learning Lead works closely with the SENCO to ensure that our Universal Offer is as strong, inclusive, and effective as possible for all learners.

At St Margaret’s, we follow a Graduated Approach to inclusion.

- Step 1 is our Universal Offer, underpinned by high-quality teaching (QFT) strategies that support the vast majority of pupils.
- Through termly inclusion strategy meetings, the SENCO and class teachers review pupil progress and identify children whose needs are not fully met through universal provision alone.
- These pupils move to Step 2a, where a Pupil Profile is created to outline the personalised adaptations, strategies, and supports required to help them thrive.
- Further stages of the Graduated Approach—Step 2b and Step 3—involve increasingly targeted and specialist provision, an individual learning plan and are described in detail within the SEND Policy.

This structured approach ensures that support is responsive, evidence-informed, and tailored, enabling every child to access learning and truly shine.

6. Classroom Environment

a. Displays and Resources

- Each classroom displays high-quality examples of children’s work from a range of subjects, celebrating achievement and modelling excellence.
- Displays are low cognitive load, with reduced visual clutter, particularly around the whiteboard, to maintain focus and clarity.
- Working walls for Maths and English are maintained, providing live, evolving reference points that support current learning.
- Learning journeys for Create, Discover and Explore are added to over time, showing how knowledge and skills build throughout the project.

- Every classroom has a dual-coded visual timetable, supporting routine, independence and accessibility for all learners.
- Reading corners are comfortable, attractive and stocked with high-quality texts, promoting a love of reading.
- Reflection stations include vision, values and affirmations, supporting wellbeing and reinforcing the school ethos. They are interactive and aligned with our collective worship themes.
- Shine statements and the year group's overarching question are visible and referred to in each classroom.

b. Classroom Climate and Relationships

- Strong relationships between adults and pupils underpin effective learning and behaviour.
- Adults use relational and co-regulation approaches to support pupils' emotional wellbeing, engagement and readiness to learn.
- Mistakes will be normalised as part of the learning process, creating a **safe space** where children feel confident to take risks, ask questions, and challenge themselves.

7. Homework and Independent Learning

a. Purpose and Expectations

The purpose of homework is to reinforce classroom learning, boost academic achievement and foster independent learning habits. It should consolidate knowledge, allowing the chance to practise skills and act as a bridge for parent-teacher communication. Children are expected to complete weekly homework tasks consisting of reading, spellings and a maths task. Homework frames are consistent across key stages.

b. Feedback on Homework

Teachers will initial/stamp to say that they have seen the children's homework which is handed in each week. No marking is required but it will be noted those who do not hand in and be kept a check on/. This will be mentioned at parent's evening if the teacher feels it is necessary. Children will receive housepoints for completed homework.

8. Professional Development

a. CPD cycle

- A structured annual CPD cycle ensures that staff engage in ongoing learning that reflects current research, school priorities, and pupil needs
- Termly staff meeting schedules are created and shared with staff to provide clarity and coherence, ensuring that professional development is purposeful and sequenced.
- CPD includes whole-school training, phase or subject-specific development, and opportunities for staff to engage with external expertise.

b. Coaching and mentoring

- Coaching and mentoring structures are in place to support staff at all stages of their career, from ECTs to experienced teachers.
- Coaching is developmental, focusing on refining practice through supportive

dialogue, modelling, and incremental improvement.

- Mentoring provides structured guidance, particularly for early career teachers or colleagues taking on new responsibilities.
- Both approaches reflect our belief that all staff can grow, improve, and shine through reflective practice.

c. Monitoring and evaluation




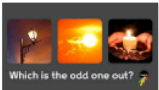



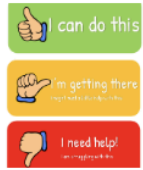




- Nautilus is used to collate monitoring information, giving senior leaders a clear overview of practice and enabling them to analyse trends and plan strategically for development.
- Monitoring is designed to be supportive, developmental, and collaborative, helping staff refine their practice rather than simply being evaluative
- A range of approaches are used, including lesson visits, book looks, pupil voice, planning reviews, and data analysis
- Where possible, monitoring activities involve teachers directly so that professional learning is shared and collective
- For example, book looks are conducted during staff meetings, enabling staff to review work together, discuss expectations, identify strengths, and reflect on next steps in a supportive environment
- Feedback from monitoring informs CPD priorities and helps ensure that professional development remains responsive and meaningful
- Aligned with the SDP, clear expectations for teaching and learning are set out for each term and each academic year, ensuring all staff understand the standards required and the changes in practice expected over time.
- A structured timeline supports staff in embedding QFT practices, with key milestones identified for planning, instruction, assessment, environment, and professional behaviours.
- A clear plan is put in place when practice does not meet expectations, outlining specific actions, support, and timelines for improvement.

9. Appendices

a. Quality First Teaching toolkits




Checking for understanding strategies:

These strategies are diagnostic, inclusive, responsive and intentionally planned for. Will you re-teach, defer or move on?

<p>Mini whiteboards 3,2,1 show me</p> 	<p>Questioning</p> 	<p>Think/Pair/ Share</p> 	<p>Odd one out</p> 
<p>Concept cartoons</p> 	<p>Hinge questions- multiple choice (a,b, c)</p> 	<p>True or false/ Example or non example</p> 	<p>Self-assessment</p> 
<p>Always, sometimes, never</p> 	<p>Spot the mistake</p> 	<p>Frayer Model</p> 	<p>Active participation</p> 

Menu of 'My turn, Our turn, your turn' strategies

Use of gradual release of responsibility provides structured scaffolding for learners, moving from direct instruction to independent mastery. It breaks down complex tasks into manageable chunks, reducing cognitive load and building confidence.

 <p>my turn</p> <p>The teacher is in control of the interaction, telling, showing, modeling, demonstrating and promoting rapid active responding of the learners.</p>	 <p>our turn</p> <p>It is interactive, collaborative and still highly scaffolded being guided by the teacher. Our turn must be mostly the same as my turn- with one little tweak.</p>	 <p>your turn</p> <p>The teacher is checking for understanding and responding accordingly as scaffolds reduce. Independent practice kicks in once a high success rate is evident.</p>
<ul style="list-style-type: none"> Thinking aloud Efficiency of language Modelling use of scaffolds Modelling under the visualiser What a good one looks like Explaining Direct instruction Gestures, dual coded aids Teaching vocabulary Directing attention 	<ul style="list-style-type: none"> Choral response Questioning Upleveling children's responses Shared write Worked examples Predicting next steps Think/ Pair/ Share Examples, non-examples Error hunt Co-construction Sentence starters Identify mistakes 	<p>Guided practice</p> <ul style="list-style-type: none"> 3,2,1 show me on whiteboards Scaffold and fade Think/ Pair/ Share Questioning Checking for understanding Examples and Non-examples Verbal feedback <p>Identify children who are ready for independent practice and those that need to repeat the previous steps at a slower pace.</p> <p>Independent practice</p> <ul style="list-style-type: none"> Application of learning Exit tickets Live marking Overlearning
<p>LSA- Watch the modelling and ensure that they use the same 'my turn' when supporting a child. Work with identified children and copy the model on a whiteboard, drawing the children's attention to key features/ the learning intention.</p>	<p>LSA- This part may be moving on too quickly for some children and so they can slow it down and repeat my turn. Support children with processing by repeating teachers instructions.</p>	<p>LSA- To support assessment and checking for understanding through live marking and verbal feedback. Work with a group identified by the teacher who needs to repeat 'my turn, your turn'.</p>



Menu of chunking strategies

Chunking is an effective QFT strategy for all learners because it reduces cognitive load, facilitates long-term memory storage, builds schema, improves focus and attention and enhances motivation.

	Learning	Instructions	Task/ slide design
Universal provision	<ul style="list-style-type: none"> • Micro targets with CFU opportunities at each chunk • S planning- chunks must feel coherent and like interconnected lily pads • Modelling- saying the steps and linking back to the LO • Ping-Pong/ Episodic teaching. • Progressive sequencing 	<ul style="list-style-type: none"> • 3- stand up, 2, walk, 1, sit down • Modelling. "How long does this take?" • Choral response been chunks to check for understanding • Explicit/ efficient language • Gestures/ actions- dual coding • Chronological • Embedded routines for unstructured times such as lining up or collecting resources 	<ul style="list-style-type: none"> • Colour coded • One slide per idea • Limited text on each slide • Revealing content • Animations to reveal the small steps • Scaffolding choices (with visuals) • Clear expectations. EG: 3 sentences or 5 questions • Movement based steps (EG: editing punctuation on table 1, editing spellings on table 2)
Tailored provision	<ul style="list-style-type: none"> • Repeated steps (not always progressive) • Fill in the gap- removes other barriers and ensures focus is on LO 	<ul style="list-style-type: none"> • Now/ Next and Then • Visuals for routines (eg. start of a lesson, or unstructured times such as home time) • Ipad- voice prompts for each stage 	<ul style="list-style-type: none"> • Task planner/ checklist • Cutting down a list of questions and presenting one at a time • Sand timers • Scaffolds- Frames and templates • Colour coded trays on work station



b. Marking Code

St Margaret's Primary Marking Code	
~~~~~	Spelling error
//	New paragraph needed
CL	Capital letter needed
p	Missing punctuation
○	Check and correct
^	Missing word
v	Vocabulary- choose a better word
vf	Verbal feedback given
	Shining moment
✓	Correct
 Going Deeper	Challenge



I = Independent work



G = Group work



SI = Self-initiated work



P = Paired work



S = Supported work