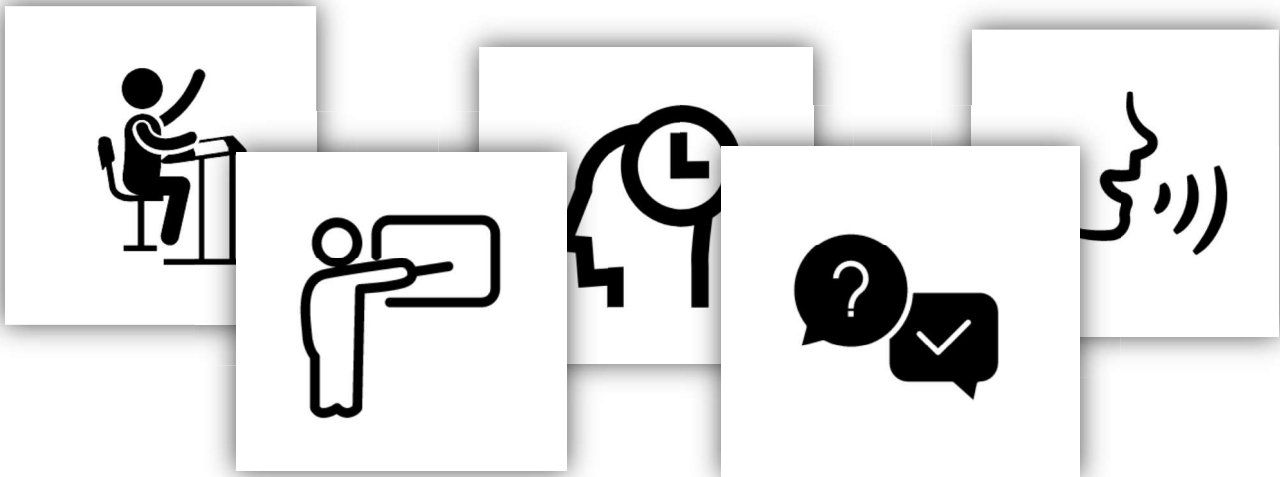
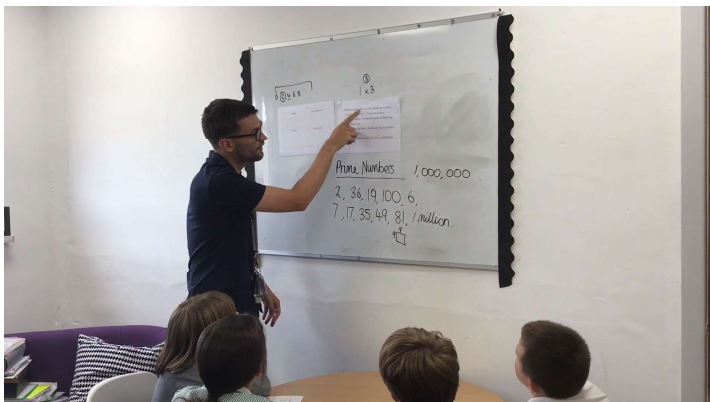




LDST Teaching & Learning Toolkit V2



The Purpose Of This Toolkit

At LDST, we ensure that all pupils reach their full potential and gain the knowledge and skills necessary to prepare them for the next stage of their education. This toolkit provides evidence-informed strategies and techniques that strive to ensure high-quality teaching and learning takes place in all classroom settings. Our Teaching and Learning Toolkit has been developed through collaboration with our Deputy and Assistant Headteachers from across LDST.

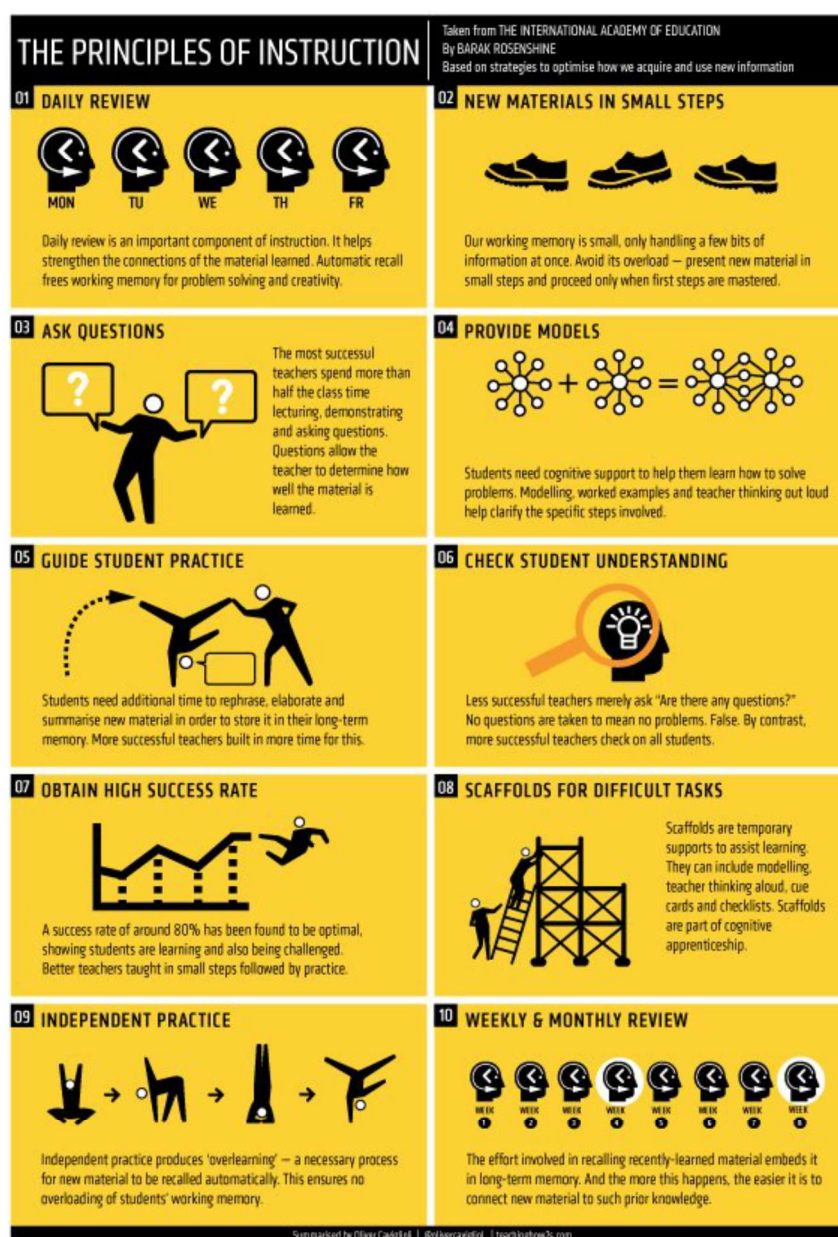
Before effective 'teaching and learning' can indeed take place, it is vital to note that careful consideration has been placed upon successful curriculum design, defined as how 'knowledge can be structured as a narrative over time.' Our school's curriculum has been planned and sequenced so that new knowledge and skills build on what has been taught previously and sequentially links to future learning. Subject leaders have ensured that the subject curriculum contains content which has been identified as most useful and that this content is taught in a logical progression.

With the end point of our curriculum, how all of our pupils are able to "know more and be able to do more" (Ofsted, 2019), our evolving teaching and learning toolkit provides an evidence-informed approach to ensure that this pre-determined knowledge becomes sticky and is effectively retained over time for all learners.

Our Teaching and Learning Toolkit has been developed through collaboration with our teachers. It is based on academic research and cognitive science, such as Daniel Willingham's Memory Model, Ebbinghaus' Forgetting Curve and Rosenshine's Principles of Instruction. This research underpins the chosen teaching techniques that are outlined in this toolkit.

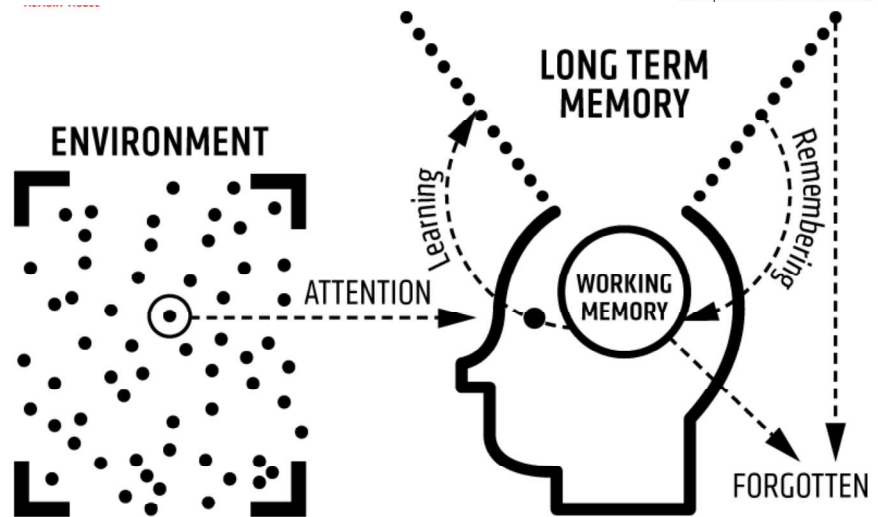
The Rosenshine Principles

Our LDST Teaching and Learning Toolkit is underpinned by the seminal work of Barack Rosenshine (2010) and his ten principles of instruction. Defined by Tom Sherrington as the core factors that create effective teaching and learning, Rosenshine's research provides a triangulation between cognitive science, real-life classroom practice and practical cognitive supports. The research has made a significant contribution to knowledge of the effectiveness of certain methods of 'instruction', which is typically defined as 'the purposeful direction of the learning process'.



Willingham's simple memory model

This demonstrates the implications of the memory on learning. The 'working memory' is responsible for all our waking thoughts and is where information is being actively processed, often considered to be 'synonymous with the consciousness'. The working memory holds everything that we are thinking about, however, the capacity is very limited, and it can very quickly become overloaded, and it can be difficult to take into anything new. Our working memory is also impacted by what is happening in the environment, which can impact our capacity to hold our attention on what we should be focussed on. We are consciously aware of almost everything around us at any given time; this presents significant challenges for learning. Often, the environment distracts pupils away from what they should be focusing on, using up valuable space in the working memory.

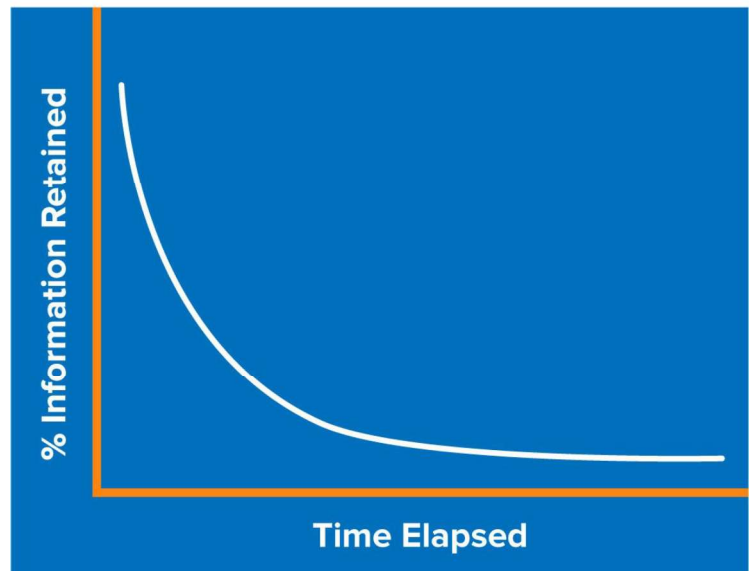


As we process information in our working memory, it is slowly transferred over to our long-term memory ready for later recall. By remembering vital information that we have learned, the memory of this is strengthened making it easier to recall at a later time. However, if this newly acquired information is not brought back to the conscious, working memory, through regular recall, then it is lost and becomes forgotten.

Ebbinghaus' Forgetting Curve

German psychologist Hermann Ebbinghaus wanted to understand more about why we forget things and how to prevent it. His research produced the Forgetting Curve – a visual representation of the way that learned information fades over time (see figure below).

Ebbinghaus experimented with his own ability to remember using a list of nonsense syllables, which he attempted to recall after different lengths of time. His experiences and results revealed a number of key aspects of memory:



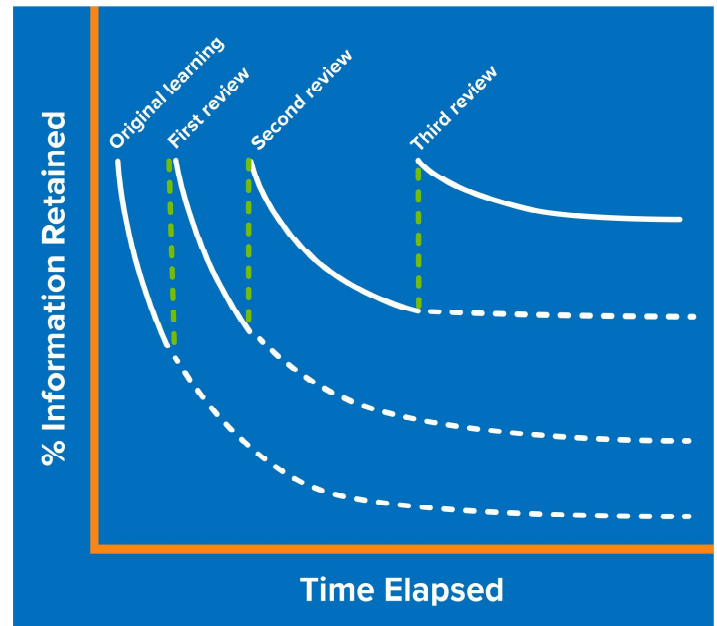
- **Memories weaken over time.** If we learn something new, but then make no attempt to relearn that information, we remember less and less of it as the hours, days and weeks go by.
- **The biggest drop in retention happens soon after learning.** This is reflected by the steep fall at the start of the Forgetting Curve (see figure 1). Without reviewing or reinforcing our learning, our ability to retain the information plummets. For example, you may leave a webinar or meeting with your head full of new facts and figures, only to find that you can remember very little of it just hours later.
- **It's easier to remember things that have meaning.** Things with little or no meaning (like the nonsense syllables Ebbinghaus tried to learn) conform most closely to the Forgetting Curve. So, for instance, if you're listening to a talk on a subject that you don't really understand or have

little interest in, you'll likely forget it faster than if it were on a subject that you found really engaging or exciting.

Use "Spaced Learning"

The most important discovery Ebbinghaus made was that, by reviewing new information at key moments on the Forgetting Curve, you can reduce the rate at which you forget it! This approach is often referred to as "spaced learning" or "distributive practice." (See figure) Even though our memory fades quickly, a review session soon after the original learning can improve it. This session should happen when recall has slipped significantly, but hasn't fallen so low that you're essentially starting over.

Reviewing and refreshing information regularly halts the Forgetting Curve. (In the figure, the dotted part of each curve shows what would likely happen otherwise.) And, although forgetting starts again after each review session, it's slower than before. That's why each new curve shown in the figure is shallower than the last.



Using Spaced Learning to Combat the Forgetting Curve

The gaps between your review sessions can be longer as time goes on. So, you might refresh your learning from a lesson the following day, then two days later, then after a week, then after 30 days... and you'll still know all the key information a month on! Reviewing information like this, at strategic points after you originally learned it, will stretch your recall and strengthen the memories encoded in your brain. You'll also discover any gaps that you need to focus on and relearn, if necessary.

Teaching & Learning Toolkit



Behaviour & Relationships



Retrieval



Deliberate Vocabulary Development



Modelling



Questioning & Feedback



Behaviour & Relationships





Silent Signals

Contributed by:
Emma Rowley (The Beacon CE)



Contributed by:
Katherine Fletcher (St. Paul's CE)



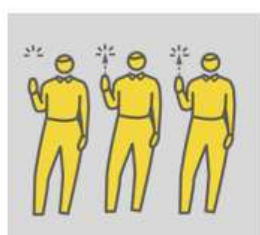
Contributed by:
Will Gordon (Bishop Martin CE)

Source: Walkthrus p40

4-Behaviour-Relationships-series.pptx



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST



Choose a signal

Select a clear signal for moving the children from the carpet to the different activities set up around the room. This might be: raising one finger; children stand up; raise your next finger (two in total); children walk to their table; raise your next finger (three in total); children sit down and begin to work.

Choose something that works for you and continue to use this same strategy to ensure it is fully

embedded. Ensure all adults who work in your class use the same strategy to guarantee is success.

Rehearse the signal

Introduce the signal to the class from day one. Practise the process of stopping and starting to ensure all children are engaged and fully understand what to do when the see the signal being used and becoming more competent during transition times.

Give the signal

During the lesson or at different times of the day when you need the children to transition from

one activity to another (e.g., moving from the carpet area to the tables and back again or making a line to move around the school), stop what you are doing and give the agreed signal. Make sure you stand facing your class, scanning the room to make eye contact with every child.

Pause

This is very important and crucial to ensure the signal is fully embedded. You must give children time to process the signal and move accordingly. It's not instantaneous and you need to wait without speaking to allow this transition to happen naturally. Make sure you hold eye contact all the time. It is a mistake to give the signal and then immediately begin to give further instructions as the children will not be able to hear them yet. When the children are ready you can affirm their positive response with a simple smile or "thank you".

Insist

Before moving onto the next group, you must be sure that all children have transitioned well. If you allow even one child to transition in a different way, it will undermine the strength of the routine. If you don't get a 100% response through body language and eye contact, scanning the room in all corners, front and back, low level reminders such as "when you are ready, thank you" or "Emma, I need you to be listening, thank you" can work.



Getting Lessons Started

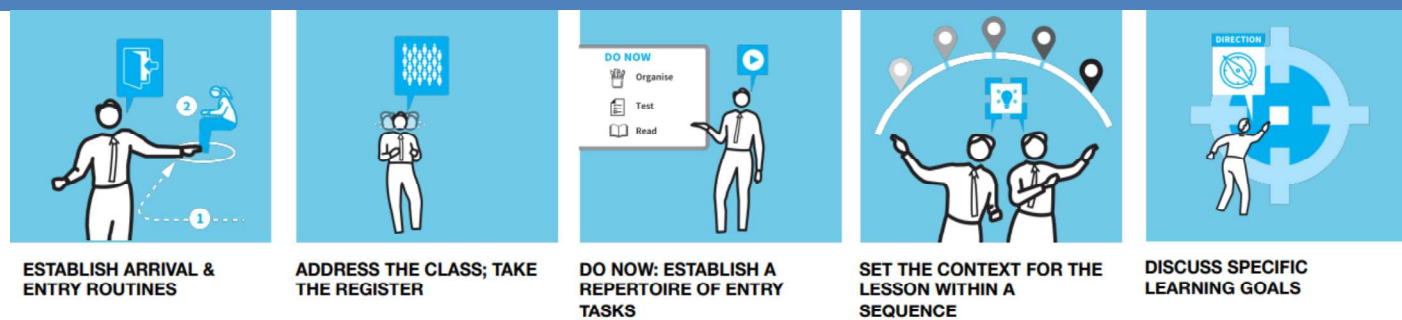
Contributed by: Rob Fletcher (The Beacon CE & Bishop Martin CE)

Contributed by Kath Whitehouse (Huyton With Roby CE)



Source: Walkthrus 2 p10

[WalkThrus+Website_1.+PPT+Slides_14-Behaviour-Relationships-v2 \(2\).pdf](#)



When a teacher and students have a shared understanding of expectations and routines, it can be remarkable how quickly and efficiently a class can arrive, enter a room, settle and get stuck into some new learning within minutes. All elements in the process need to be established, reinforced and made routine. Making a great start to a lesson sets the tone for the learning that follows.

Step 1: ESTABLISH ARRIVAL & ENTRY ROUTINES Entry and arrival should be high on your list of routines to work on when you Establish Your Expectations and Rehearse Routines. Decide exactly what students do: lining up outside your door or coming straight in; standing silently behind chairs or sitting down and getting books out. Build the elements into a clear routine and rehearse it.

Step 2: ADDRESS THE CLASS; TAKE THE REGISTER Take time early in a lesson to establish and reinforce expectations, positive learning focused relationships and a sense of belonging. Create a calm moment to address the class directly with plenty of eye contact, free from other distractions. This can be when the register is taken or a moment when you offer a welcome and review learning goals.

Step 3: DO NOW: ESTABLISH A REPERTOIRE OF ENTRY TASKS Devise short practice tasks that students are familiar with, initiated by simple cues from a board message or verbal instruction. Establish routines so students know to begin these tasks unprompted or to wait for a cue to start. The goal is to get them thinking as quickly as possible.

Step 4: SET THE CONTEXT FOR THE LESSON WITHIN A SEQUENCE Explore how the lesson fits with the previous lesson and the wider learning sequence or topic. This supports students' self-regulation and schema-building. Ideally every student should know the wider purpose of any particular lesson.

Step 5: DISCUSS SPECIFIC LEARNING GOALS If we don't know where we're going, we'll never arrive! (William, D.) Students do not need to write learning objectives into their books robotically. Learning objectives should be explained, modelled and discussed. § Check for Understanding from a sample of students to establish whether they have a good sense of what they are about to learn and why.

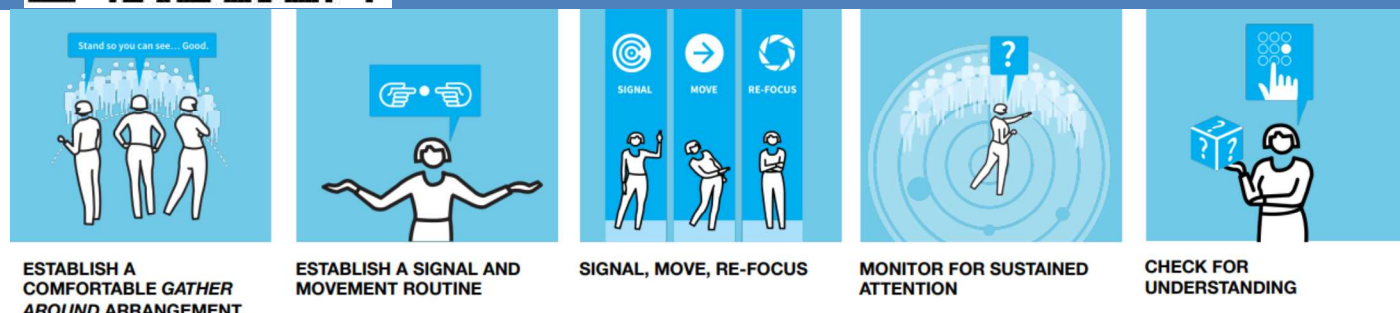


Gather Around

Contributed by: Rob Fletcher (The Beacon CE & Bishop Martin CE)

Source: Walkthrus 2 p19

[WalkThrus+Website_1.+PPT+Slides_14-Behaviour-Relationships-v2.pdf](#)



There are numerous scenarios when a teacher will want students to gather around, bringing them closer together so that they can see or hear something that requires closer attention. This is common for storytelling, especially with picture books; it is common for practical demonstrations in art, technology or science. Switching from one arrangement to another requires some thought to make it a smooth, calm process.

Step 1: ESTABLISH A COMFORTABLE GATHER AROUND ARRANGEMENT

Consider how students sit or stand around the focus area so everyone can see and hear what is happening. Rehearse this explicitly; take time to establish your expectations. 'Stand so you can see' is a simple, useful expectation giving responsibility to students for organising themselves.

Step 2: ESTABLISH A SIGNAL AND MOVEMENT ROUTINE

Once students know what the *gather around* configuration looks like, rehearse moving from the *at seats* position to the *gather around* position. This might be an organic movement of everyone at once, or something more structured – e.g. row by row. Establish a signal that students know is their cue to move.

Step 3: SIGNAL, MOVE, RE-FOCUS

The goal is for students to move with minimum fuss. Make this whole process as formal or informal as you wish. Signal: Give the agreed signal to gather around.

Move: Monitor students as they go through the moving routine into the *gather around* position.

Re-focus: Once in position, scan the class, ensuring they are all re-focused, relaxed and ready.

Step 4: MONITOR FOR SUSTAINED ATTENTION

A gather around scenario can require a different type of monitoring. Look up to scan and check for student engagement. Make students feel they are still seen by you. Cold Call to ensure

students are all thinking about the material in hand. Pause when needed to recapture any individual student's focus. Take time to insist everyone is with you.

Step 5: CHECK FOR UNDERSTANDING

The great value in these moments is in students seeing things with their own eyes or getting them closely involved in the narrative or series of events or processes. Check this is happening periodically using 'Check for Understanding'. *What do you think is happening at this point in the story? John? What effect does this type of brush stroke have on the painting? Izzy?*



Keeping on Task

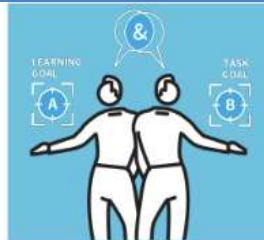
Contributed by: Emma Rowley (The Beacon CE & Bishop Martin CE)

Source: Walkthrus 2 p28

[WalkThrus+Website_1.+PPT+Slides_14-Behaviour-Relationships-v2.pdf](#)



EXPLAIN THE TASK AND CHECK FOR UNDERSTANDING



SET LEARNING GOALS AS WELL AS TASK GOALS



ISSUE TIME CUES & GOAL REMINDERS



SUPERVISE ACTIVELY



ENCOURAGE, RE-DIRECT OR PUSH ON

A common behaviour management challenge is keeping students focused on a task with the required effort, intensity and independence, for a sustained period. This is easier when the task is a form of guided or independent practice and harder when students continually struggle. It is also easier when students have good habits and stamina built around a familiarity with the experience of working hard for an extended time.



Step 1: EXPLAIN THE TASK AND

CHECK FOR UNDERSTANDING KEEPING ON TASK To sustain effort and attention, students need to know what they are supposed to be doing. After explaining the task, Check for Understanding sampling a few students, to ensure that students know what is expected from them. § It is counterproductive to bypass this process, with teachers needing to stop the class to re-explain later. It saves time to check in advance.

Step 2: SET LEARNING GOALS AS WELL AS TASK GOALS KEEPING ON TASK § Learning goals: knowledge, skills and understanding students should gain: e.g. You should be able to describe all the changes of state in the water cycle. Task goals: the products students should produce: e.g. You should have finished labelling the diagram and explained each step. It's important for students to check their progress against both types of goal.

Step 3: ISSUE TIME CUES & GOAL REMINDERS KEEPING ON TASK Time cues: break down the time into stretches students can manage as a form of scaffolding. Discuss time limits for completing a whole task and stages within it so students can monitor their progress. Goal reminders: Task completion can be an illusion of learning unless learning goals are reached. Issue learning goal reminders: Not only Have you finished? but also Have you learned it?

Step 4: SUPERVISE ACTIVELY KEEPING ON TASK As discussed with Guided Practice, active circulation is a vital element in keeping students on task. The spirit of this is to communicate a

sense that you are interested in what they are doing – not merely checking up on them. Pick up on any difficulties at the same time as reinforcing learning goals, task goals and time cues with individuals.

Step 5: ENCOURAGE, RE-DIRECT OR PUSH ON KEEPING ON TASK Basic supportive encouragement is usually highly motivational for everyone. Anticipate a range of responses: Some students will fly – be ready to push them on to the next stage in the learning so they don't drift. Some students might struggle –be ready to re-balance the provision of scaffolding with the need to foster independence.

Retrieval





Quizzing

Contributed by: Ruth Cowley (Huyton With Roby)

Source: Walkthrus p112 [8-Practice-Retrieval-series \(1\).pptx](#)

LDST Retrieval Toolkit



SPECIFY THE MATERIAL IN ADVANCE



ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE



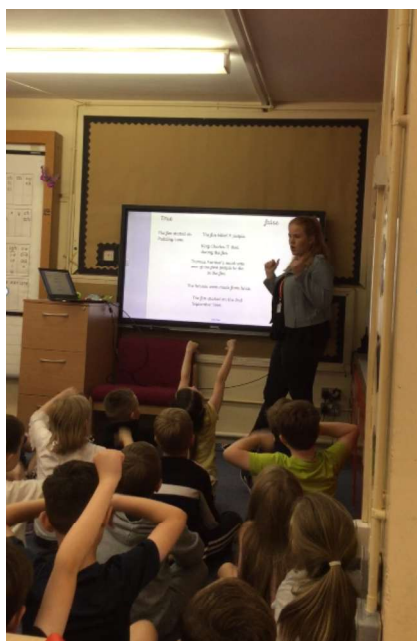
GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS



PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK



AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS



A simple routine knowledge quiz helps to check that students have learned the material you want them to know. The process of quizzing provides information to both student and teacher about what has been learned and where gaps still exist. In addition, the process of being tested reinforces the retrieval strength of the material so that it is easier to remember later. Quizzing can become a form of practice. With well-planned quizzing providing a balance of intensity and spaced practice over time, students will be able to remember the information more fluently.

Steps

1. Specify the material in advance

Make sure the material that will be the focus of future quizzing has already been taught and that the students have the resource.

2. Ask a set of short factual recall questions, varying in style

For any given set of knowledge, ask 5-10 question checking for recall in a variety of styles e.g. short answer fact check, multiple choice, true or false and labelling diagram.

3. Give all students time to answer all of the questions

Ideally the goal is to check that all students know all the material in question. This means that a quiz allows all students to answer the questions.

4. Provide the answers for students to self or peer check.

Once the students have completed the quiz, provide the answers for them to

check. The most time-efficient process is to reveal all answers simultaneously on a slide.

5. Affirm good performance and seek out wrong answer

In addition to the retrieval practice itself, the most useful outcome of a quiz is that each student learns where they have gaps in their knowledge and the teacher learns what the common gaps are.

Deliberate Vocabulary Development





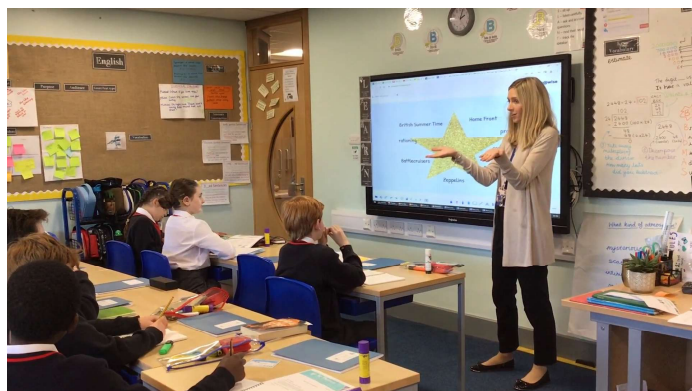
STAR Words

Contributed by: Laura Ben-Ali (St. Thomas')

Source: Closing the word gap

[Vocabulary-Session-Havelock.pdf](#)

[Oxford-Language-Report \(1\).pdf](#)



STAR = Select Teach Apply Review

Steps

1. Specify and define the words (**SELECT**)

Select the words you want to teach (tier 2 and tier 3). STAR words are displayed on the board at the start of the lesson as well as on the Working Wall. They are also found on Knowledge Organisers with definitions.

Say the words (**TEACH**)

The teacher says each word then the pupils repeat the word in call and response style.

2. Read words in context

During the lesson, there is a reading element, where pupils will encounter the STAR words in context.

3. Practise using the words verbally and in writing (**APPLY**)

Pupils practise using the STAR words during a small group discussion (Oracy task). Within the lesson then are expected to use them within their written work (during independent practice). These are underlined when used.

4. Engage in word-based retrieval practice (**REVIEW**)

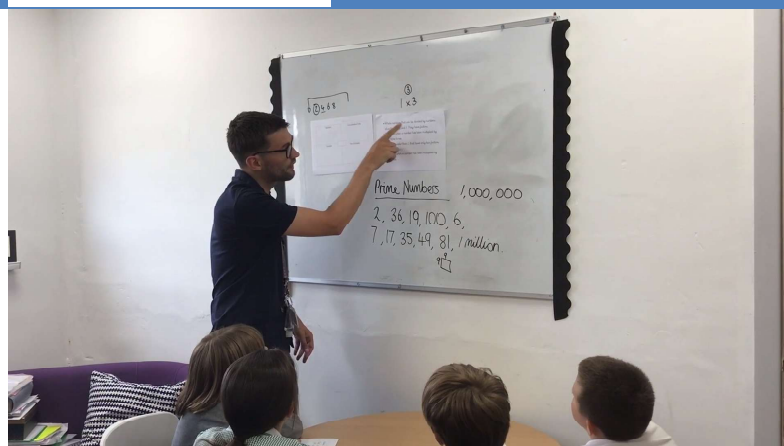
Knowledge Organisers and retrieval tasks in subsequent lessons are used to practise using the STAR words.



The Frayer Model

Contributed by: Mark Hardy (Parish CE)

Source: <https://www.theteachertoolkit.com/index.php/tool/frayer-model>



The purpose of the Frayer Model (Frayer, 1969; Buehl, 2001) is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual

representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non-examples. It also activates prior knowledge of a topic and builds connections.

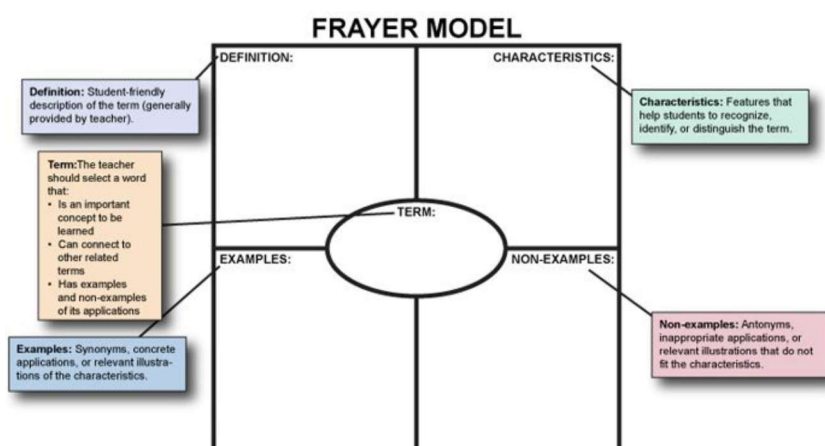
Step 1 Explain the Frayer model chart to the class by using a common word to demonstrate the various components. Model the type and quality of desired answers when giving the examples. Think out loud as you try to come up with examples and non-examples, etc. Pictures/symbols can also be used.

Step 2 Then review a pre-selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection. Step 2 Choose a key concept word from the topic read and have students help you complete the Frayer chart.

Step 3 Pass out blank copies of the Frayer Model or have students create a chart in their copies.

Step 4 Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

Step 5 The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.



Modelling





LIVE MODELLING

Example 1

Contributed by: Will Gordon (Bishop Martin)

Source:

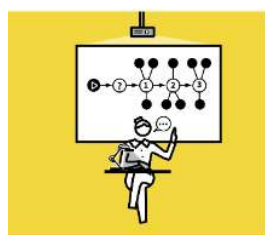
Walkthrus

Example 2

Contributed by: Lee Edwards (Highfield St. Matthews)

Source: Walkthrus p78 [6-Explaining-Modelling-series.pdf](#)

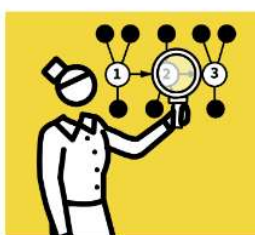
thrus p78 [6-Explaining-Modelling-series.pdf](#)



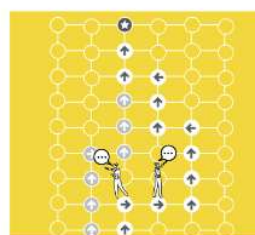
MODEL EACH STAGE STEP BY STEP



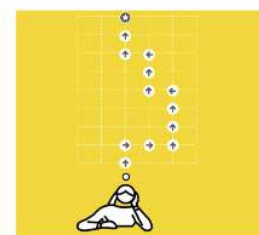
MODEL HOW YOU ORGANISE MESSY THINKING



REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK



MODEL ALTERNATIVES AND FURTHER EXAMPLE



SET TASKS TO EMULATE THE MODEL



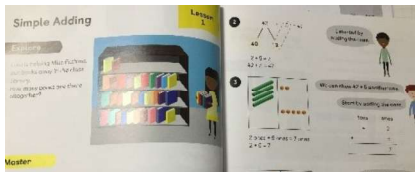
1. **Model each stage step by step**
2. **Model how you organise messy thinking**
3. **Review the success or quality of your own work**
4. **Model alternatives and future examples**
5. **Set tasks to emulate the model**

A central feature of effective instructional teaching is for teachers to walk through a learning process themselves, showing students how to do things, highlighting key procedures and the thinking that underpins them. The metacognitive aspect of modelling is important; making implicit decision making explicit as well as producing examples of completed work.

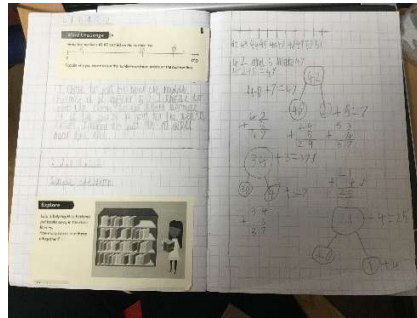
Example of modelling at Rainford CE:

Maths No Problem lessons, from Reception to Year Six, have built-in opportunities for teachers to model expert thinking. After children have had the opportunity to work collaboratively on a challenge task, the teacher can then model each stage step-by-step verbally as well as visually. This is really effective as they can model how to organise messy thinking (e.g. working strategically) and to model alternative methods to a problem (e.g. talking through how to present ideas in the abstract from concrete and pictorial representations). The narration of thinking, alongside visual modelling, then supports pupils in their own thinking and consequently their journaling process. To further support pupils in emulating this metacognitive thinking, Rainford CE have mapped out sentence stems for each year group that children use both verbally and in written work.

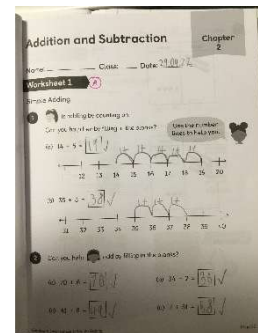
Year Two lesson sequence:



Textbook pictorial representations are replicated through modelling on the board. This models each stage step-by-step as well as providing alternative options.



Children then emulate the models used in the textbook and by the teacher to journal their metacognitive thinking with a partner.



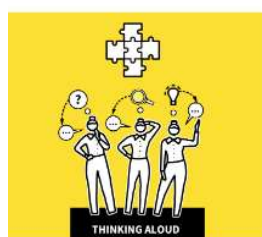
Children are now confident in to complete tasks independently. These questions are using similar representations as previously in the lesson so that children can make reference back to the modelled examples to keep standards high and reinforce critical steps in the procedure.



Metacognitive Talk

Example 1 & 2:
 Contributed by: Louise Thompson
 (Rainford CE)
 Source: Walkthrus p82

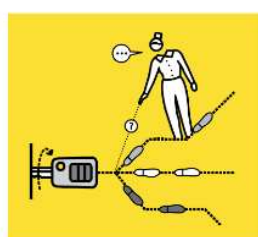
[6-Explaining-Modelling-series.pdf](#)



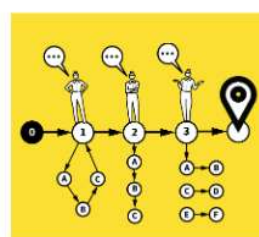
SET A PROBLEM AND EXPLORE IT



WHAT DO WE ALREADY KNOW?



WHERE DO WE START?



MAKE A PLAN AND MONITOR

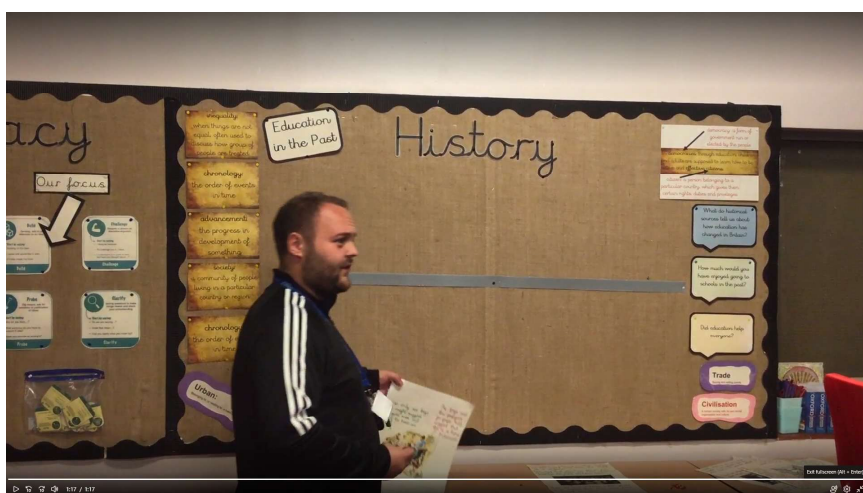


HAVE WE BEEN SUCCESSFUL?



Metacognitive talk is an integral part of live modelling. Teachers can support students to develop metacognitive thinking by verbally modelling planning, monitoring and evaluation progress through a task. Examples of metacognitive talk seen in learning walks at Rainford CE:

- Video 1: In writing lessons, it is essential to not only provide pupils with a WAGOLL but to create a WAGOLL in front of the children so they can hear the thinking process aloud. This allows pupils to learn how to put an array of ideas into a logical sequence as well as how to review the quality of their own work. They hear you test it out and model floating two or three possible ideas e.g. I could use the adjective big here but is that effective in describing the scale of the monster? Could I use an adjectival phrase instead? In the clip, a Year 4 teacher was modelling how to start a diary entry and narrating her thinking of non-negotiable punctuation as well as use of fronted adverbials to add more detail to a simple sentence.



- Video 2: In the second example, a Year Five teacher is modelling his historical thinking to show children how to progress from making observations and inferences of historical sources to arranging them in a chronologically plausible order. In the work below, the child has then successfully been able to evaluate other historical

Questions to consider around live modelling/metacognitive talk:

- Teachers can also support students to develop metacognitive thinking by *promoting* metacognitive talk in lessons, not just by modelling it themselves. How can you link this to your behaviour management strategies to praise metacognitive talk? How can you link this to Oracy to improve pupils' language during metacognitive talk?
- Make sure that pupils have adequate opportunity to put the ideas that have been modelled into practice themselves. How can you carefully plan tasks for guided practice and independent practice that emulate the model?
- We wouldn't want to live model every lesson, or excessively within one lesson, as this would lead to excessive teacher talk. How can you carefully plan it to be most effective?

sources and place them chronologically, emulating the model from the teacher.



Scaffolding

Contributed by: Tina Briers (St. James Wigan)

Source: Walktrus p80 [6-Explaining-Modelling-series.pdf](#)



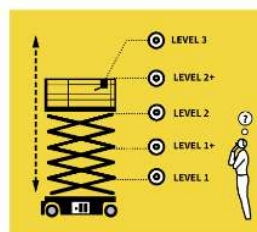
MAP OUT THE COMPONENTS OF A TASK



PROVIDE SUPPORTS AT A DETAILED LEVEL



PROVIDE SUPPORTS AT OVERVIEW LEVEL



PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT



TAKE THE SCAFFOLDING DOWN

Scaffolding in the teaching of Early Reading Skills

In each phonics session the components of the task are broken down into steps that students will need to follow to achieve success. Useful phrases, sentence starters and prompts are used to provide support at a detailed level. The culmination of an instruction and a practise phase should be that students attempt a task independently.

1. Say the sound.

The teacher says the sound. The students repeat the sound. Picture sound cards are held up by the teacher. The sound is emphasised as the teacher says the name of each picture and asks the student to repeat.

2. Read the sound.

Sound card is shown picture side and a phrase is given by the teacher for the children to say when they see that side of the card. The card is shown letter side and the sound is given by the teacher for the children to say when they see that side of the card. An explanation is given that when two or more letters are together, they make just one sound and that these letters are special friends. The sound is pointed to on the speed sound chart as another point of reference for the students. The card is flipped several times for the children to say the sound or the phrase.

3. Review the sounds.

The new sound is hidden in the pack of sounds taught so far. The students read the sounds and spot the new sound in the pack. Speed is increased as they gain confidence.

4. Blending independently

The teacher says it is time to read words with the new sound in. The teacher shows the words on the green cards using the dots and dashes side using the phrase: 'Special friends, Fred Talk, read the word.' The teacher models reading words in this way. The students practise.

5. Review the words.

The students are asked to read words without dots and dashes as soon as possible.

The teacher shows previously seen words on green cards but this time without the dots and dashes. She uses the same phrase as earlier: 'Special friends, Fred Talk, read the word.' The teacher models reading words in this way. The children

practise.

Checking prompts are given at an overview level. Reminders are given of routines.

If necessary, the teacher flips back to the dots and dashes side.

The teacher uses. 'Fred in your head,' to gain speed. Gradually increasing the speed until everyone is speedily reading.

Questioning & Feedback





Cold Calling

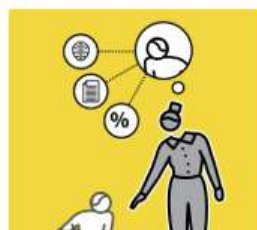
Example 1: Contributed by: Cath MacDonald (St. Helens' CE)
 Source: Walkthrus p90 [7-Questioning-Feedback-series.pptx](#)
 Example 2: Contributed by: Emma Shawcross (Rainford CE) Awaiting Video
 Source: Walkthrus p90 [7-Questioning-Feedback-series.pptx](#)



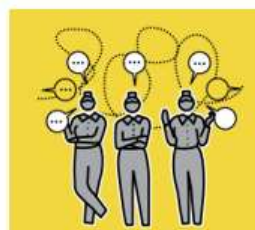
ASK THE CLASS THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE TO RESPOND



RESPOND TO THE ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN



The technique helps to address the two main purposes of questioning: making all students think and providing feedback to you as the teacher as to how well things are going. If you allow 'hands up' or calling out, you only get responses from volunteers. This quickly becomes the norm. Cold calling allows you to choose who answers, keeping the whole class involved and give you better information from which to plan your next responsive steps.

Steps

Ask the class question

The best approach is to ask a question aimed at everyone in the room.

Give thinking time

Allow pupils time to think in silence before seeking responses (this could be anything from 5-10 seconds depending on the complexity).

Select someone to respond

Using your knowledge of the students, select a student to respond (e.g. James what were you thinking?).

Respond to the answer

Try to turn question into a short exchange e.g. respond with an affirmation or probing question (Yes that's really good, which method did you use?).

Select another student and respond again

After the first exchange, invite another student to respond to the exact same question or a slight extension of the original question. Scan the room making sure all students know they too could be asked.

Example 2: During this lesson, the teacher uses cold calling to ensure ALL her students are actively

involved.

T- "Cold call question, which method is correct and why?"

(Children are given 30 seconds to allow thinking time whilst the teacher scans the room checking pupils are on task)

T- "Willow, what were you thinking?"

W- "I think the first method because you would time 835 by 10 which equals 8350 then you would time 8350 by 6 which is 50,100. So that's the answer for 835×16 ."

T- "Good try, but that's not quite right, I'm sure others also had the same idea as you, The correct method is the second one. Let me explain". Teacher models the correct method with implicit instruction to complete 835×10 first, then 835×6 and finally adding them together.

T- "OK, Toby, what did you understand from my explanation? Do you have another method?"



Think Pair Share

Awaiting video link



ESTABLISH TALK PARTNERS FOR EVERY STUDENT



SET THE QUESTION WITH A GOAL AND A TIMEFRAME



BUILD IN THINKING TIME



CIRCULATE TO LISTEN AS PAIRS ARE TALKING



USE COLD CALL TO SAMPLE PAIRS' RESPONSES

It is paramount that pupils have plentiful of opportunities to engaged in structured discussion during all lessons. is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with peers.

In the video, the teacher sets the question, '*What mistakes have I made when turning reported speech into direct speech?*' Pupils are given two minutes to have a purposeful and discussion in a precise timeframe. Teacher moves around the classroom picking up on errors as well as keeping the discussions focused. Cold Call is used afterwards to share ideas.



Whole Class Feedback

Contributed by: Rob Fletcher (The Beacon CE)

Source: Walktrus p108 [7-Questioning-Feedback-series.pptx](#)



READ THROUGH STUDENTS' WORK



NOTE THE STRENGTHS



NOTE AREAS FOR IMPROVEMENT



GIVE THE FEEDBACK



GIVE IMPROVEMENT TIME



As part of a diet of feedback of various kinds, this technique is an excellent way to give students timely, detailed formative feedback whilst minimising teacher workload. It replaces writing individual comments in books with feedback given to the class as a whole. This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle. Some teachers use a template to

record the feedback; others just use more organic notes.

Step 1: Read through students work

Read through work, it's important that this happens before the next time you will see the students, so that in giving the feedback, it forms part of the flow of ideas in your teaching sequence and students have good recall of doing the work concerned.

Step 2: Note the strengths

Identify common areas of strength and write them down. Identify a small number of specific examples of excellent work with the intention of showcasing them as models in the feedback.

Step 3: Note areas for improvement

Reading through, make a manageable list of common misconceptions, spelling errors, technical errors and any other areas for improvement.

Step 4: Give the feedback

The next lesson, give the work back and present the feedback to the whole class, running over the strengths and the areas for improvement.

Step 5: Give improvement time

As soon as you have given the feedback, give students time in the lesson to make immediate improvements.



Probing Questions

Contributed by: Emma Shawcross (Rainford)

Source: Walktrus p100 [7-Questioning-Feedback-series.pptx](#)



ASK A STUDENT A QUESTION



FOLLOW-UP WITH A PROBING QUESTION



LISTEN AND PROBE FURTHER



ASK ANOTHER STUDENT TO CONTINUE



CHECK FOR UNDERSTANDING FROM OTHERS



Probing pupil's understanding helps them to make links between ideas. It encourages pupils to extend their verbal answers in the classroom. Encouraging pupils to explain their answer or to further develop an element of their answer helps to push their own understanding (and their levels or articulacy!) to the next level. At Rainford, we have split probing questions into three types: clarifying, expanding, and contextualising (see below some examples).

We intend to choose 4-5 probing questions, and as a team, plan commit to using them in lessons, with the intentions to increase to more when staff are in habit of using them frequently; are natural within the lesson and confident in following through on questioning to probe the children's understanding deeper.

Teacher uses cold calling to ask pupil a question

T: Why is the stone age sometimes described as prehistoric?

C1: Because we have no evidence that it existed

T: What do you mean by that?

C1: Well we do but we don't....like we have written records for other times in history but not this one.

T: Ah that's an interesting phrase you used there, 'written records'. OK, so if that's true, what else could you add to your explanation to prove it did exist?

C1: Because we do have evidence of the stone age, it is just not written from that time, but archaeologists have found tools and skeletons from that time so we know they existed.

Teacher repeats these probing steps with another student, engaging in this type of exchange clarifying the meaning or prehistoric and how what that means.

T: OK, so lets check for understanding. Joe, what did you understand from Amy's response?

J- I understand that prehistoric means the time of human history before written records and the stone age was part of the time

CLARIFYING

What do you mean by that?

How would you explain that to a younger student?

Can you give me another example of that?

How did you work that out?

EXPANDING

How do you think this would have an impact on...

What evidence do you have for that?

That's an interesting word you used there – can you explain why you chose it?

What would this mean for... (related idea, topic, step, or process)?

CONTEXTUALISING

How did your knowledge of the time period affect your answer?

How would your answer change if we were alive 100 years ago?

Why do you think some people might disagree with your answer?

We'd like to thank the following schools for contributing to our Teaching & Learning Toolkit:

The Beacon CE

Bishop Martin CE

Highfield St. Matthews CE

Huyton With Roby CE

Parish CE

Rainford CE

St. James' Haydock CE

St. James' Wigan CE

St. Helen's CE

St. Thomas' CE

Halewood CE

Holy Trinity CE

St. Pauls' CE

