



Our mission is to create BRILLIANT CITIZENS!



Our vision is to create an Inspiring, challenging and nurturing environment to empower and enable ALL children and adults so that they unlock their potential and succeed in learning and life as BRILLIANT citizens!

### Teaching & Learning Aims

- To instil a love of learning and promote high expectations, celebrating both success and effort
- To provide an inspiring, fun, engaging curriculum, with both challenge and support, in and beyond the classroom
- To work hand-in-hand with parents/carers and members of our community to maintain and develop a school of which we can all be proud
- To enable children to take ownership of their learning with the confidence to question and become independent problem solvers
- To promote our school values of RESPECT, EQUALITY, POSITIVITY, RESPEONSIBILITY, KINDNESS & COURAGE as well as our pledge as a UNICEF Rights Respecting School
- To use evidence-based research to influence quality first teaching

### At Cavendish our children tell us they learn best when...

- They feel happy, safe, valued, & heard
- They have good relationships with the adults
- There are opportunities for quiet focussed work
- There are opportunities for sharing ideas, expressing opinions & working together
- When the learning is FUN & they can investigate, explore, be active & creative
- When they are given choices
- When they can use equipment/resources to help them
- When they know what they are learning & why





**At Cavendish our children tell us teachers & teaching assistants are most effective when....**

- They set high expectations
- They inspire us & motivate us
- They model the learning
- They make subjects interesting
- They challenge us
- They build our confidence & our independence
- They use different strategies to meet our needs
- They praise us
- Lessons are organised & well planned
- They allow us to make mistakes & learn from them
- They break down learning step by step
- They create a calm, inspiring & positive learning atmosphere
- They support us with friendships
- They are clear & fair & consistent
- They are kind

The rest of this guide highlights areas of teaching & learning that we are committed to developing as a school. Each is based in theory & research and we believe will have an impact on ensuring all children are engaged, inspired, challenged and motivated in their learning to become Brilliant Learners & Brilliant Citizens.





### Metacognition

#### The Theory & Evidence-based Research

- Education Endowment Foundation: metacognition & self-regulated learning recommendations
- Evidence Based Education: Great teaching Toolkit (Cambridge International Education)
- James Nottingham: The Learning Pit

#### To support BRILLIANT learning, we...

Teach children what metacognition is [learn to learn skills & attitudes] and empower them as learners

TOOL: displays, questionnaire, taught through our school values, routinely built into out teaching practise

Acknowledge that learning is a journey, where mistakes are made and embraced to allow us to grow

TOOL: learning pit analogy, wobble for teacher and self-assessment

Use metacognition questions and question stems to encourage thinking

TOOL: classroom thinking sentence stems displayed

Use the stages of learning throughout our practise  
PLAN – MONITOR – EVALUATE - REGULATE

TOOL: metacognition question & sentence stems

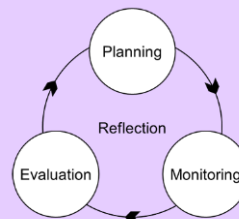
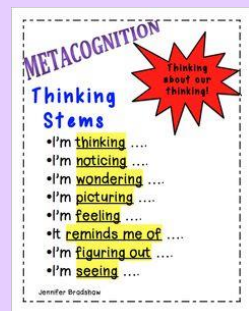
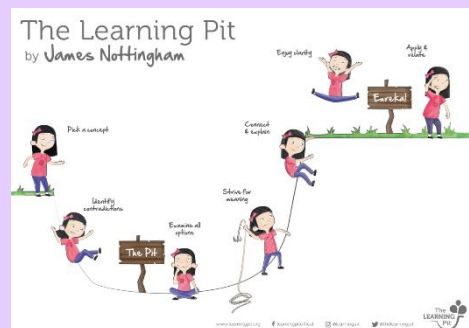
Build children’s confidence and self esteem

TOOL: Good to be Green (and GOLDEN) values-based behaviour approach, awards and positive behaviour strategies

Model and provide reminders of great learning skills

TOOL: visual reminders in classroom and on presentations

Instil a LOVE of LEARNING in our children!





## Co-operative Learning

### The Theory & Evidence-based Research

- Education Endowment Foundation: collaborative (or co-operative) learning approaches. Research suggests high impact, particularly benefiting those with low prior attainment.
- Dr Spencer Kagan: research based theory and philosophy – Impact & methods include, improved attainment, reducing the achievement gap, improved inclusive relationships, improved thinking skills and improved social skills.  
[www.t2tuk.co.uk](http://www.t2tuk.co.uk) [www.kaganonline.com](http://www.kaganonline.com) [www.spencerkagan.weebly.com/theoretical-framework](http://www.spencerkagan.weebly.com/theoretical-framework)

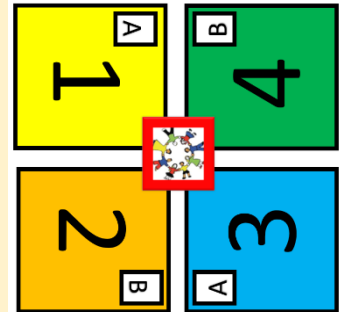
### To support BRILLIANT Learning we...

Incorporate teambuilding and class building activities throughout our practice to enable pupils to deepen their understanding of each other and the school's values of RESPECT, EQUALITY, POSITIVITY, RESPONSIBILITY, KINDNESS & COURAGE.

Ensure learning (and teaching) is ACTIVE where possible so that children are empowered as resilient learners. Including brain breaks, thinking time and opportunities for the children to refocus, contribute and improve their teamwork skills.

Ensure that all our children are actively engaged in learning through collaborative approaches such as;

- Peer assessment
- Call on all classroom strategies
- Kagan structures
- Coaching
- Paired and group tasks
- Drama
- Problem solving



Kagan structures are planned and incorporated into lessons based on different learning outcomes. Structures such as: think-pair-share, rally coach, rally robin, round robin, stand up–hand up–pair up.

Plan fun, interactive and engaging lessons that promote learning and positivity.

Reinforce good social skills, e.g., speaking and listening skills to improve interaction.

Create an environment where the children are willing to take risks and are supportive and respectful to enable them to learn from each other.

Promote independence, interdependence, team-work and growth mind-set.





## Retrieval Practice

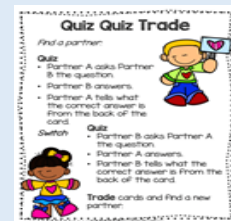
### The Theory & Evidence-based Research

Powerful Teaching: Unleash the Science of Learning by Pooja K. Agarwal

Our research showed us that retrieval practice is a learning strategy not an assessment strategy. We understand that just because something has been taught it doesn't mean it has been learnt yet. We also understood the important of spacing – when information is learnt quickly, it is quickly forgotten. Cramming increases the amount of information in short-term memory, but it does not improve long-term memory. When children have to retrieve things from memory and think deeply about what they are learning, they are more likely to remember information over the long-term. Our research also showed us that retrieval practise helps children to use and apply knowledge in different ways and studies show that it decreases test anxiety by 72%.

### To support BRILLIANT Learning we use....

- Questions on learning from previous year, term, topic and lesson
- Pre-quiz, post-quiz and review quiz – don't assume learning has stuck once you have taught something
- Always provide feedback and answer questions together – quickly!
- Quiz colour/letter coded – everyone holds up corresponding retrieval card/lolly stick – low-stakes



- Quiz-quiz-trade
- Think-pair-share



- Piles of challenges or quizzes that children pick up in class and complete independently
- Exit and entrance post it notes
- Menti-meter, Who Wants to be a Millionaire?, Kahoot



- Use a range of different question types, Multiple-choice, Short answers
- Can use for homework, pre or post lesson
- As often as possible-but keep it snappy!



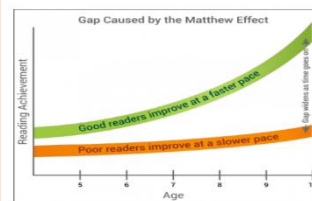


### Vocabulary

#### The Theory & Evidence-based Research

Vygotsky (1962): Thought & Language & Sociocultural Theory

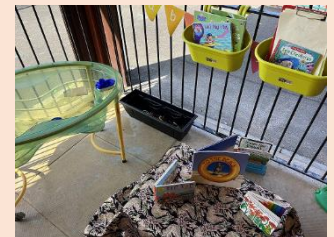
Alex Quigley: Closing the Vocabulary Gap



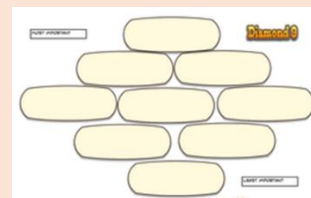
#### To support BRILLIANT Learning we...

Focus on language early on in EYFS

- Build a talker
- Create a language rich environment through areas such as 'book nooks' and reading dens



Use tools and resources such as word wheels to build vocabulary including meaning, association and knowledge



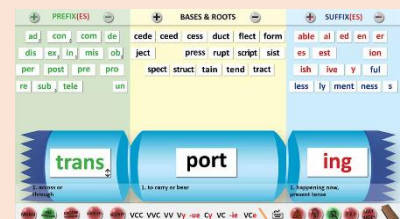
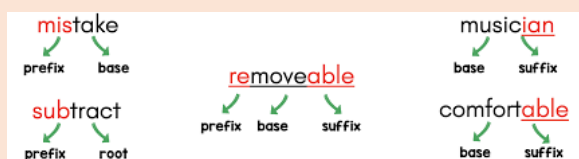
Teach vocabulary through the layers of understanding using

- explaining
- Modeling
- Providing visuals
- Give concrete examples
- Provide opportunity to apply and contextualise



Vocabulary	captured = caught	Define
muscle	she-wolf = a female/girl wolf	patient = good at waiting
enclosure	solitary = alone	metal plaque
wire fencing	steadily = calmly, evenly	
curious		
shift = move		

Deepen language and vocabulary understanding through the teaching of etymology and morphology





## Adaptive Teaching

### The Theory & Evidence-based Research

Children learn at different rates and all require varying levels and types of support. Adults in school must have a good understanding of the different types of needs and the barriers to learning that needs present. Having this knowledge and understanding means that teachers can implement adaptive teaching practice and strategies to support their pupils appropriately in the classroom enabling children to reach their full potential. The term is inclusive and recognises the distinct and separate needs of every pupil in the classroom. Within the practice of effective adaptive teaching, all learners experience the same high expectations set out by the teacher, with differing layers of support, to help them make good progress and achieve well over time.

\*NASEN (National Association of Special Educational Needs) remind us that there will still be pupils with SEND who will need and benefit from different resources, teaching materials and strategies to access their learning.

### To support BRILLIANT Learning we...

-will ensure that adaptive teaching is considered within all aspects of the teaching learning cycle:

#### Before a learning experience

Know the progression of the curriculum and children's prior learning and knowledge so that we can decide whether the planning needs adaptation or specific differentiations.

Anticipate the barrier e.g.

- Common misconceptions
- Cultural experience
- Decoding skills
- EAL
- Motor skills (fine and gross)
- Particular SEND needs
- Vocabulary
- Working memory



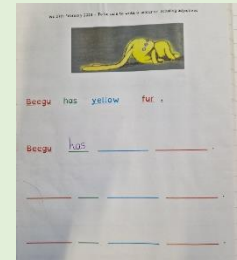
Plan to address the barrier e.g.

- Accessibility i.e. suitable font, classroom seating, resources (ear defenders, sloping board, pencil grips, use of technology)
- Chunk teacher talk and information into manageable sections
- Physical and practical resources





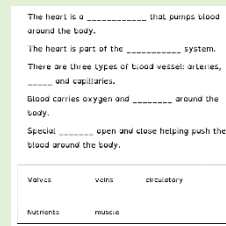
- Pre-teach concepts
- Pre-teach vocabulary
- Recap on previous learning
- Target additional adult support
- Visuals



During a learning experience

Be proactive, reactive to needs and flexible.

- Additional verbal or visual cues
- Build in additional practice
- Frames
- Flexible groupings
- Give specific and challenging verbal feedback
- Hinge questions
- Make use of well-designed resources e.g. words mat, alphabet arch,
- Modelling, examples and clarification of what good learning looks like
- Peer support
- Reframe questions to provide greater scaffolding or greater stretch
- Sentence stems
- Substitution tables
- Target additional adult support



After a learning experience

Be reflective. Consider if the adaptations were successful.

Did the adaptations support children in achieving the objective of the lesson?







## Inclusive & Inspiring Learning Environment

### The Theory & Evidence-based Research

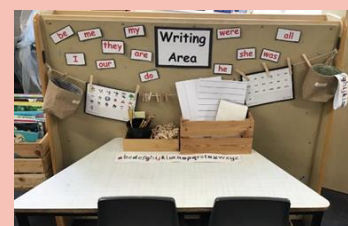
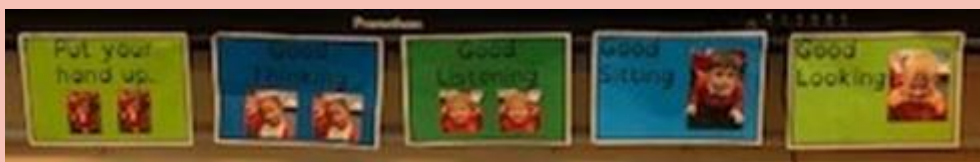
Promote a sense of belonging

Meet the needs of diverse learners-create independent learners

Support accessibility for all- Social Model of Disability

### To support BRILLIANT Learning we...

- Worry boxes
- Check-in boards
- Values on Display-Values lived in the classroom
- Rights Charter
- Class identity on doors
- Working Walls to support learning-current vocabulary displayed
- Labels support children become independent in classrooms
- Calm & organised spaces support learning-not over-stimulated
- Clear & consistent behavioural expectations
- All behavioural issues dealt with-with sensitivity
- Visual timetables in all rooms
- Be aware of all the needs of children in your class
- Open Dyslexia Alta Font for all Cavendish produced work
- Where needed children can access additional resources particular to their need





## Appendixes

### Metacognition

- Education Endowment Foundation: metacognition & self-regulated learning recommendations
- Evidence Based Education: Great teaching Toolkit (Cambridge International Education)
  - James Nottingham: The Learning Pit <https://www.learningpit.org/>

### Co-operative Learning

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[www.kaganonline.com](http://www.kaganonline.com) [www.spencerkagan.weebly.com/theoretical-framework](http://www.spencerkagan.weebly.com/theoretical-framework)

### Retrieval Practice

Powerful Teaching: Unleash the Science of Learning by Pooja K. Agarwal

<https://www.retrievalpractice.org/why-it-works>

<https://www.structural-learning.com/post/retrieval-practice-a-teachers-guide>

### Vocabulary

Vygotsky (1962): Thought & Language & Sociocultural Theory

Alex Quigley: Closing the Vocabulary Gap

<https://www.theconfidentteacher.com/2018/04/5-vocabulary-teaching-myths/>

<https://www.vocabulary.com/>

<https://reversedictionary.org/>

<https://www.etymonline.com/>

<https://describingwords.io/>





## Adaptive Teaching

EEF Blog: Moving from Differentiation to Adaptive Teaching

Manchester Inclusion Strategy

<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

<https://nationalcollege.com/news/what-is-adaptive-teaching-and-why-is-it-so-important>

<https://www.structural-learning.com/post/adaptive-teaching>

Inclusive Classroom Environment

<https://planbee.com/blogs/news/how-to-create-an-inclusive-classroom-12-tips-for-teachers>

<https://www.headteacher-update.com/content/best-practice/creating-inclusive-classroom-environments-practical-advice-ideas/>

Linked policies & documents:

Marking & Feedback

Assessment

All curriculum policies

SEND

Personal Development

Enrichment Experiences

