



**NOREMARSH**  
JUNIOR SCHOOL

Ambition | Belonging | Compassion

# Teaching and Learning

**ASCEND**  
LEARNING TRUST



# Teaching at Noremarsh

At Noremarsh we believe that every lesson counts. In order to achieve this we build our learning around the following core principles:

- We believe in inclusive teaching. Our lessons should be accessible for all, **ambitious** for all and should allow everyone to succeed.
- We believe our classrooms should be calm, purposeful and supportive environments where we all feel we **belong**. All adults use a range of strategies to help create this climate.
- In our community we treat each other with **compassion**, we know that we all have different strengths, weaknesses and needs and we support each other in our learning.
- We maximise all opportunities for learning; academically in and out of the classroom and socially across the school day.

## Teaching Essentials

Since September 2021 we have worked hard as a team to develop consistent pedagogy for teaching and learning across the school. Our teaching team agreed the following teaching essentials which underpin all our teaching and are seen consistently in lessons across the school:

- Learning Objective
- Success Criteria
- 5,4,3,2,1 – countdown to ready
- Tight transitions
- Table learning for all year groups for teaching inputs.
- High quality questioning

Because we all use these consistently in lessons, children know what to expect when they move classes or have different teachers, they understand what they are learning, why and how it fits into the bigger picture.

# Teaching Essentials

	How and Why?
Learning Objective	Displayed on slides and/or in the classroom. Talked through within the lesson to ensure that the children have understood what it is they are learning and how it connects to prior learning and next steps.
Success Criteria	Displayed on slides and/or in the classroom. Talked through within the lesson so that all know how to succeed. Can be used to peer and self-assess. Adults refer back to these throughout the lesson with individuals and whole class where needed.
5,4,3,2,1 – countdown to ready	‘Countdown to ready’ is used in line with our <b>praise policy</b> . Best practice is praised within the countdown and reminders of expectations given clearly throughout. Children should be silent and ready to listen and learn by the time the adult gets to 1.
Tight Transitions	Routines around resources and change of lessons are shared with the class and practiced relentlessly so that they know exactly what is expected and when, e.g. books are handed out before breaktime so that they are ready to learn as soon as they come in. Where there is a change in routine, expectations are shared before the transition and adults narrate the positive.
Table learning	Classrooms and routines are organised so that children can see the board and the teachers clearly during teaching input. Children have access to resources they need on the table so that learning opportunities can be maximised. Learning time is not lost moving from one area to another during the lesson.

# Questioning

Alongside our Marking and Feedback policy we developed the following simple guide to questioning.

Whole class response	<ul style="list-style-type: none"><li>• a quick assessment which allows the teaching team to get an overview of understanding.</li></ul>
Hinge Question	<ul style="list-style-type: none"><li>• Key questions which allow the teaching team to know whether children are ready to move on with their learning or whether a concept needs to be developed further.</li></ul>
Cold Call	<ul style="list-style-type: none"><li>• No hands up approach to keep all children involved. This leads to teaching being responsive to children's needs.</li><li>• Teachers recognise that some children find this challenging and will support them in a variety of ways, e.g. partner work, time to think</li></ul>
No Opt Out	<ul style="list-style-type: none"><li>• Children are given the opportunity to "bounce" to another child if they are unsure. But no opt out gives teacher the opportunity to return to learners to check that they have now secured the learning.</li></ul>
Say it again, better	<ul style="list-style-type: none"><li>• Children's responses are scaffolded and they are encouraged to add depth, accuracy and sophistication to initial answers.</li></ul>
Targetted questioning	<ul style="list-style-type: none"><li>• questions are chosen carefully to extend, embed or challenge thinking of individuals or groups.</li></ul>
Probing	<ul style="list-style-type: none"><li>• by asking multiple, linked questions th teaching team are able to promote deep thinking and help children to make connections.</li></ul>
Think, Pair, Share	<ul style="list-style-type: none"><li>• Giving children an opportunity to engage in structured discussion with their learning partners to generate, share and rehearse answers.</li></ul>
Check understanding	<ul style="list-style-type: none"><li>• Dialogic approach to establish the extent of understanding from a range of children and whether to explore, re-teach, defer, extend or move on.</li></ul>
Pose, Pause, Pounce, Bounce	<ul style="list-style-type: none"><li>• Adults pose a question, pause to give children time to think. Pounce - choosing a child at random to answer and then bounce on another child to see whether they can add or challenge the answer given.</li></ul>
Process questions	<ul style="list-style-type: none"><li>• Asking how and why questions develops metacognition, deepens understanding and helps children to evaluate their responses.</li></ul>



# Inclusive Teaching

We believe in **inclusive teaching**. Our lessons should be accessible and provide challenge for all and allow all children to succeed.

This is achieved in many ways, and we expect all adults to explore the most effective ways for their class and for individual children.

At the heart of inclusive teaching at Noremarsch Junior School are:

- **Effective Instructional Teaching**

This means:

- Giving clear and effective instructions, both verbally and visually, throughout the lesson and on our working walls.
- Modelling our thinking, ways of working and the expected outcomes.
- Clarifying understanding and addressing misconceptions throughout the lesson, including with individual children where necessary.

- **Providing appropriate scaffolding**

This means:

- Recognising the small steps needed to fulfil a task, breaking them down and differentiating resources that support children to make those steps successfully.
- Providing appropriate but ambitious tasks that take into consideration the starting point of the children, which allow them to be successful and independent in their learning.
- Reducing the scaffolding over time as their abilities and confidence grow.

- **Responsive teaching**

This means:

- Responding to how children perform during the lesson and making adjustments if necessary.
- Planning where additional support may be needed.
- Using flexible groupings which respond to the needs of the children for different tasks, e.g. sit three children together for a particular lesson to work directly with them – this could be to provide extra support or challenge.
- Employ appropriate interventions to ensure that any gaps identified are addressed.

# Marking and Feedback

Full details in Marking and Feedback policy

## Post Lesson Feedback

### Marking in Books

We do not expect adults to acknowledge children's work with a daily tick or stamp. This is not effective use of time nor does it move learning on. Instead all reflections the adults have identified will feed in to future learning, whole class feedback, support strategies and planning adaptations.

Feedback is given after longer pieces of work, usually around 1x per week in maths and English. There is a termly reflection in Curriculum books and at the end of a unit or after a write up in science.

Feedback should provide clear, actionable steps for improvement. It should motivate children to be ambitious for their learning and scaffold them towards independence. Feedback may set a follow up task, provide an opportunity to edit or re do, rehearse or repeat aspects to build confidence or fluency, revisit a concept, retrieve or re learn prior learning or use additional research to develop their learning further.

All adults model neat, cursive handwriting in written feedback.

Adults provide answers for quizzes, basic skills activities, short tests and maths activities which children can self-mark against making corrections in blue.

### Whole Class Feedback

Adults use prior learning as an effective tool to scaffold children's independent reflection and improvement of their work. This can be done using visualisers or digital display of children's work with the adults identifying success and areas to improve, then modelling how to make those improvements. Pupils can then use this to make immediate improvements or it may feed into that day's learning.

Adults keep an informal record of these action points and strengths when they are looking at learning in books. This is stored in the planning file for each class by the end of each short term. This should be short notes, e.g. post-its. Where adults prefer to work digitally, amendments to planning should be identified in the folder when printed.