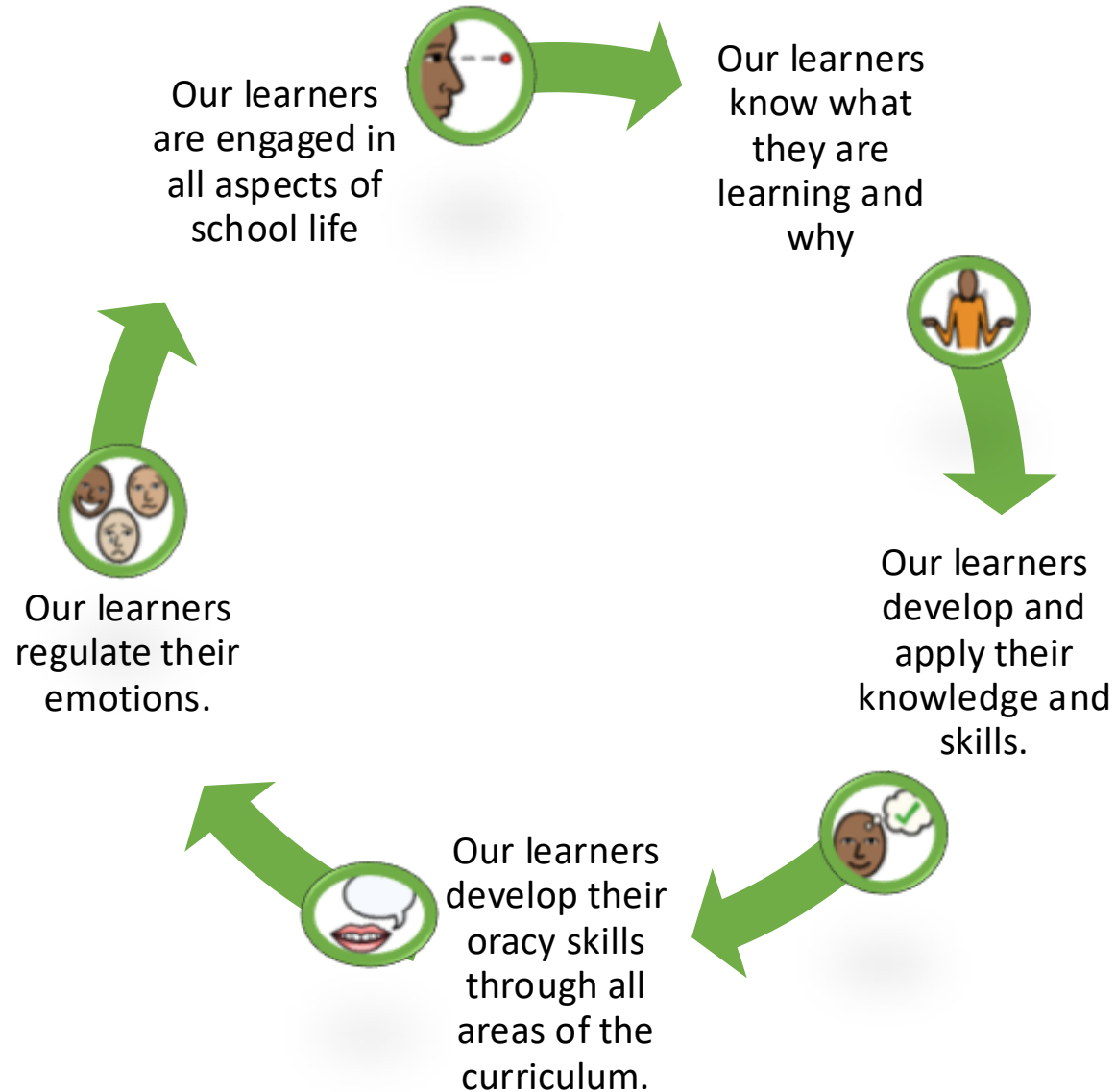


Teaching and Learning at Evergreen!



Teaching and Learning at Evergreen!

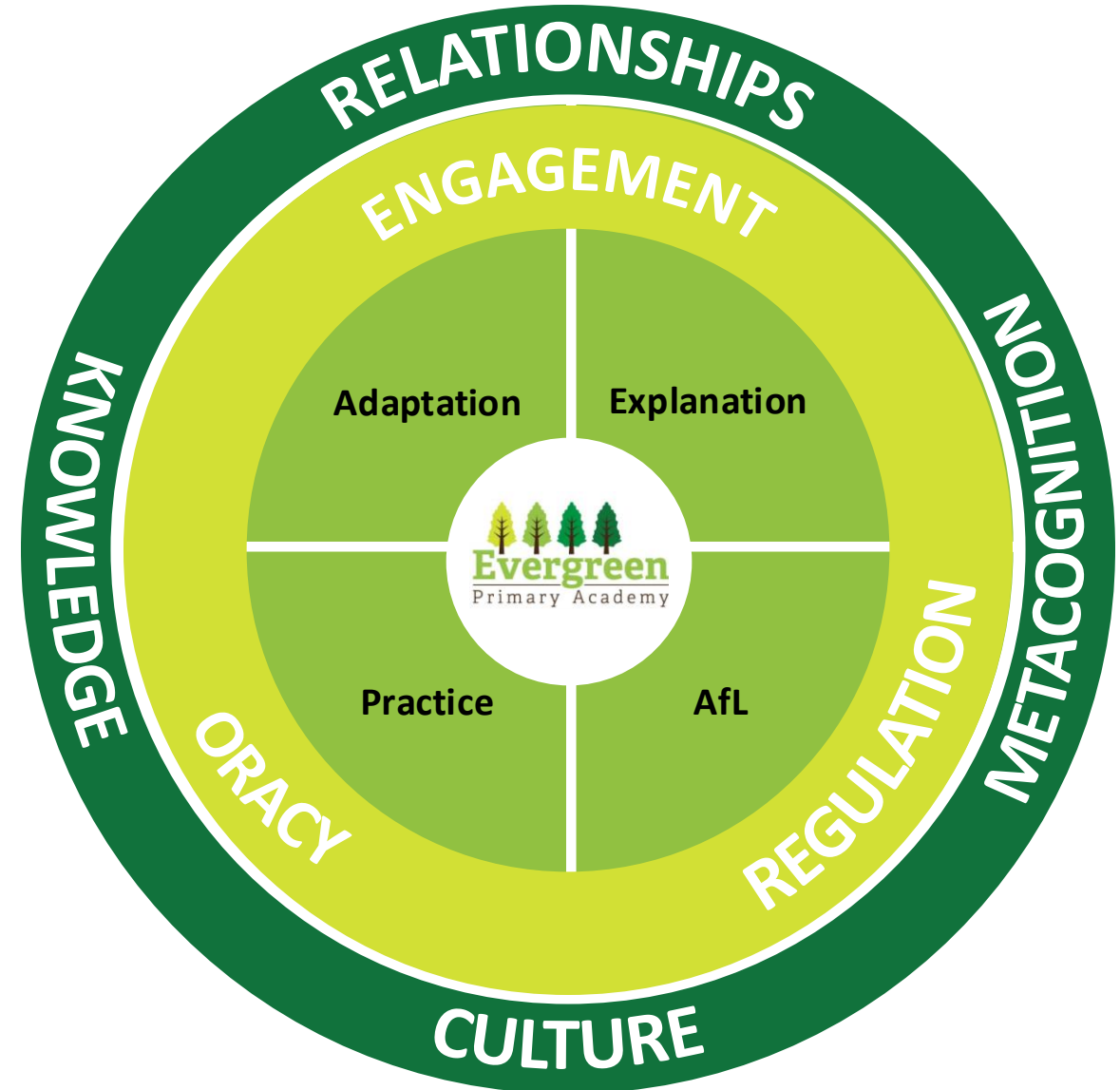




Teaching and Learning Framework

At Evergreen, adults actively build strong **relationships** with all children fostered within a supportive **culture**. With strong subject **knowledge** and effective **metacognition**, adults plan and deliver engaging, purposeful and challenging learning to meet the needs of all learners. High expectations of **engagement**, **oracy** and **self-regulation** are interwoven within the curriculum.

We know our students and **adapt** our teaching to meet their needs and follow their learning. **Explanations** within lessons are clear and include modelling so that knowledge can be constructed. We **check for understanding** using **AfL** often and provide feedback to praise, challenge, and guide future actions. **Practice** ensures that this knowledge is embedded.



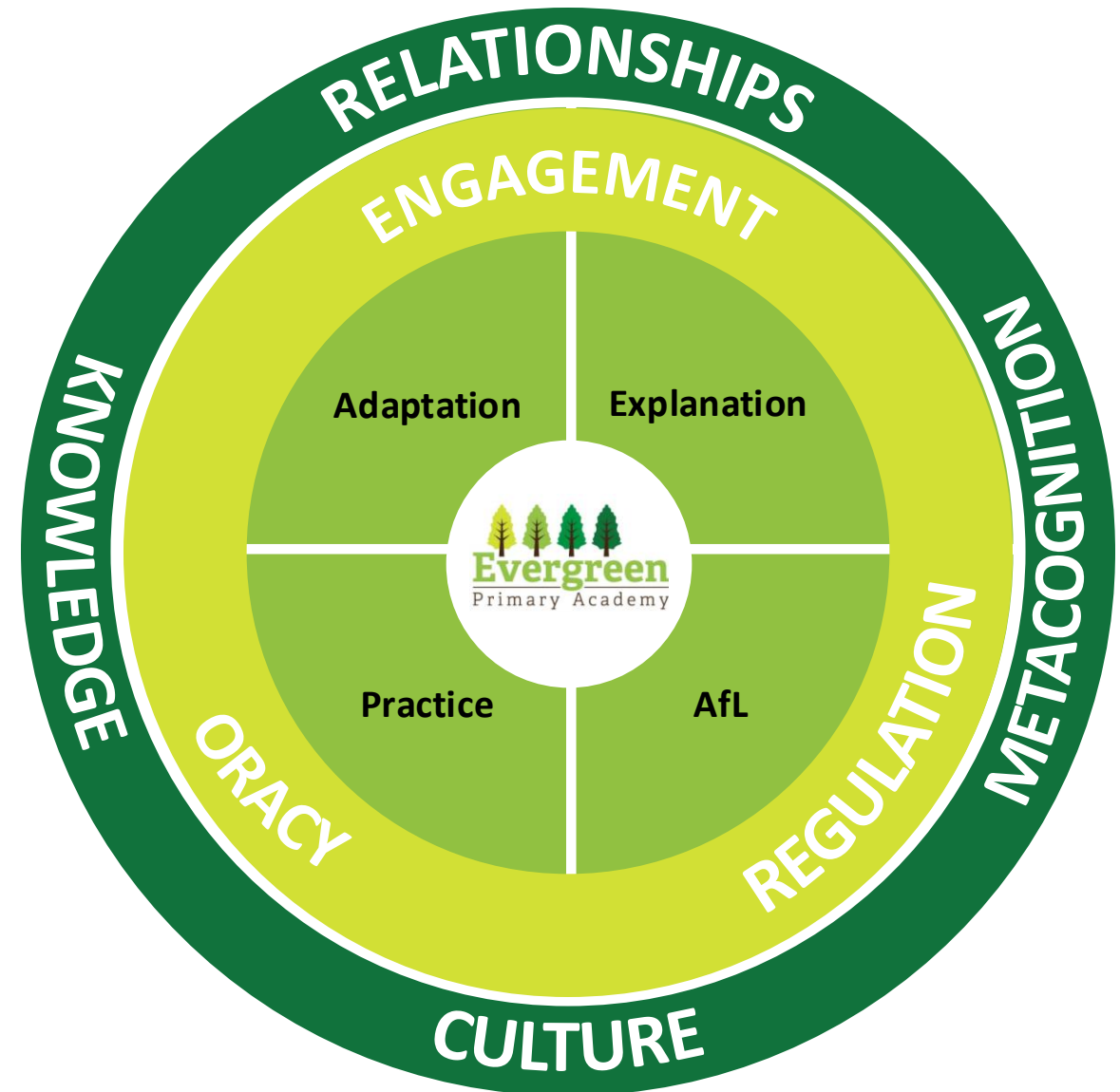
Who will use it?

It belongs to everyone. Teachers, children and LSAs.

Nick, Bristol Robins, Bristol Beacon.

Children – they know their bit.

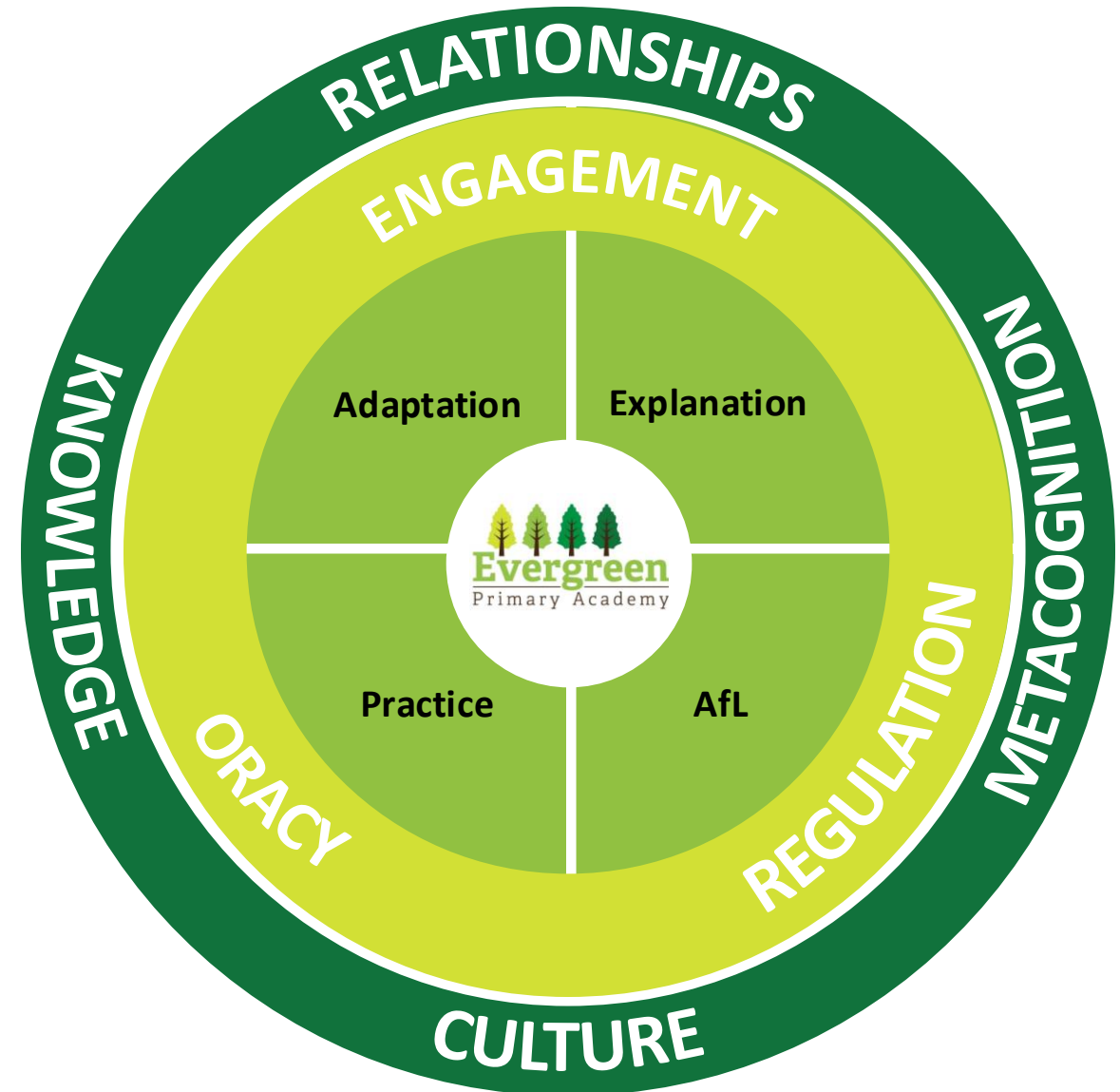
NS: child friendly version. Photos of items in action. Use of toolkits. What does it look like in school?



Teaching and Learning Framework

How can it be used?

- EPAness
- Reports
- Subject monitoring, ITL
- Class rules and charters
- Development of teachers
- Tick list within sessions
- Targets for SEND children or general class – each term
- Citizen awards – EPA learner instead of metacognition??
- Homework engagement





Teaching and Learning Framework

Where will we see it?

Everywhere!!

Can we have pin badges???

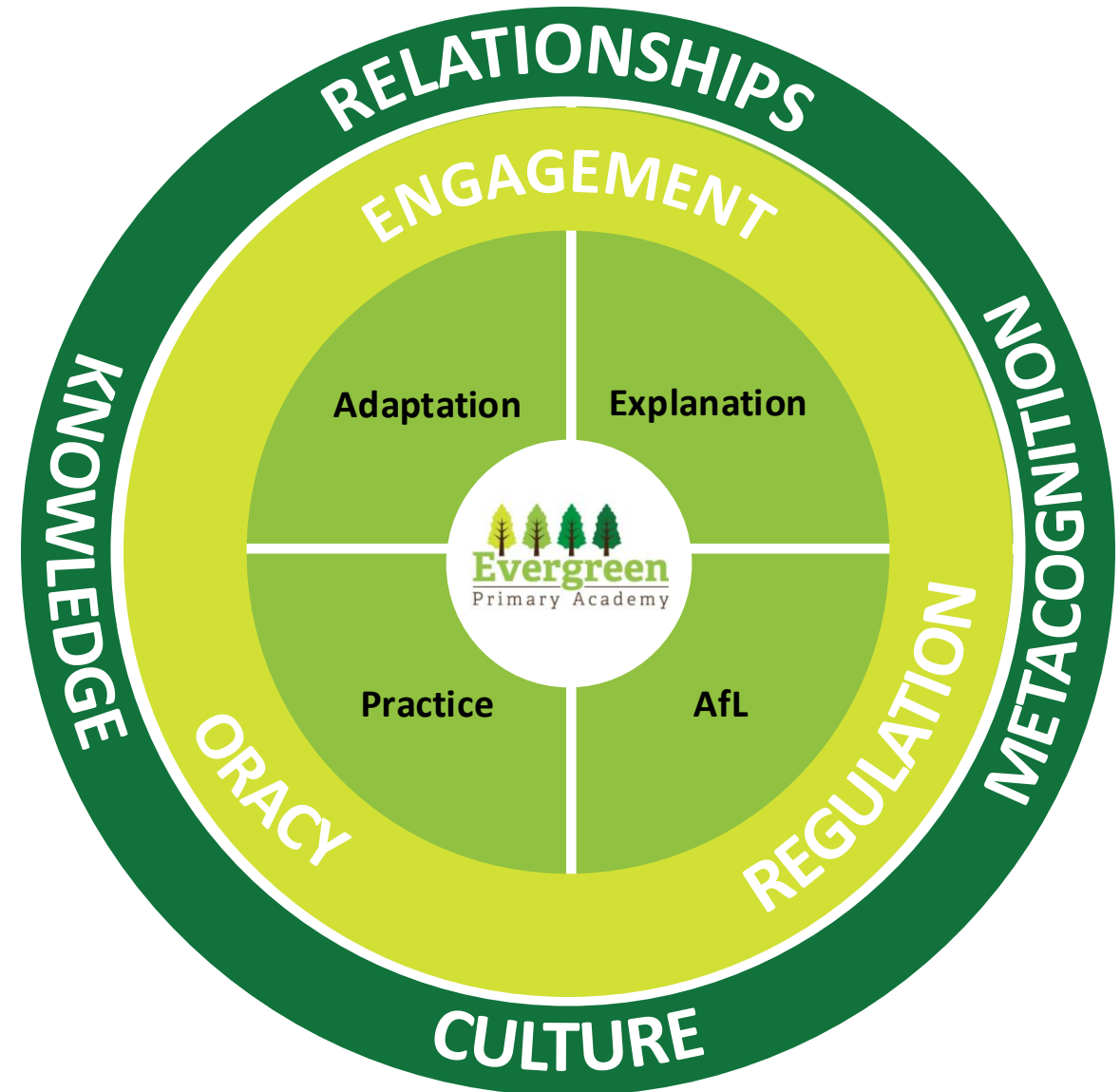
KS1 and KS2 Hallway display

Classroom display – specific to the class.

Toolkits

Assessment – feedback forms

CTM





What

A learner's intellectual, emotional, and behavioural investment in the educational process.

In practice, this shows itself in the amount of attention, curiosity and task involvement that they demonstrate in school life.



Why

Engagement is an essential part of the learning process as fundamentally we can't learn skills or knowledge if we don't pay attention to or engage with the learning. Engagement also links strongly to motivation, self-esteem, metacognition and critical thinking.



How

Active Ingredients

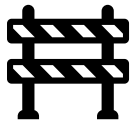
- Paying attention
- Being curious
- Connecting knowledge
- Making links
- Ready to learn
- Discussions and speaking

Deliberate Differences

- Level of classroom noise
- Classroom seating
- Adjusted timetable
- Learning environment
- Resources – texts and curriculum

Techniques

- **Making links**– Highlighting a topic's place within the bigger scheme and its connections to other topics can generate engagement.
- **Why and how**– Highlighting the academic and wider importance of topics can further strengthen the why and learner engagement.
- **Connect to interests** – Drawing links to popular culture, class and personal interests can improve perceived relevance and engagement.
- **Talk tactics**– Partner and group work can create opportunities for collaboration and leadership, boosting engagement
- **Activating** - Providing a focus or set of questions to engage with during explanations, videos or discussions can help to sustain engagement.
- **Inclusivity** - Ensuring the involvement of everyone in tasks, questioning or discussion can also help to ensure engagement levels remain high.
- **Responsive teaching** - Responsively changing the activity, timing, delivery and environment can help reignite engagement levels and help keep the lights on.
- **Feedback**- Actively giving children verbal feedback during sessions to identify next steps and to move learning/behaviour forward.



Barriers

NtE
SEMH
SEND
Trauma/home life
Confidence and motivation
Parental engagement/outlook/ attitude

High expectations of all children and families
Routines and structures
Consistency in time tables
Support around the whole child - use of Zones of regulation, calm tables, communication with parent through ClassDojo, home visits and transition meetings with parents.
Positive behaviour policy - always looking for the most!
Regular parent meetings, coffee mornings, encouraging to join in with their child's learning. Open mornings/events, reading book café. J3 visits etc.



Example

During an input of a session, an EPA citizen is actively engaged in the learning process. They are taking part in discussions, asking questions, probing and being curious. They notice when things change.



Non- Example

A child is looking the other way, does not take part in learning discussions and is asking what they need to do.



Reflective Questions

- How would you rate the typical levels of engagement in your class?
- When are engagement levels at their highest?
- When are engagement levels at their lowest?
- How do you plan for learner engagement?
- How do you responsively increase learner engagement?



Further Study

[Active learning](#)
[Active processing](#)
[Thinking hard](#)
[Orchestrating attention](#)
[Theories Of Selective Attention](#)



What

The ability of learners to manage their own emotions, behaviour and aspects of their learning.

In practice this is recognising and validating their own emotions and learning how to independently regulate in order to be ready to learning and manage life skills.



Why

Regulation is fundamental to our learners so they can know themselves, recognise and name their emotions, explore the reasons for them and having an individual toolkit of strategies for calming and regulating ready for learning.



How

Active Ingredients

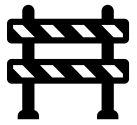
- Understanding Zones of Regulation
- Knowing strategies
- Trying out which supports individual children
- Relationships with peers and trusted adults
- Stretching with growth mindset
- Thinking and talking about how they feel (all)
- Understand state of alertness and energy levels
- Using sensory snacks to regulate
- Shared language and regular check ins

Deliberate Differences

- Calming strategies tailored to children
- Learning environment
- Trusted adults
- Calm areas and targeted social interventions
- PSHE and citizen sessions
- Circle time targeted at specific regulation for whole class and individuals

Techniques

- **Clear expectations** – Being explicitly clear about what regulation looks like helps learners understand the goal and what is expected of them.
- **Mindfulness** – Providing opportunities to practice mindfulness activities that promote awareness and control can help develop learner regulation.
- **Social-emotional learning activities** – Providing opportunities for learners to understand themselves and others better can lead to better decision making.
- **Shared language**– Providing opportunities for learners to understand it is ok to feel emotions and how to regulate themselves.
- **Sensory snacks** – providing class and individual strategies to support all; movement breaks; exercise; fidget toys; calm music; change of space.
- **Space and time** – opportunities for learners and adults to talk about and organise their own feelings.
- **Safe learning environment**– providing a learning environment deep in mutual respect; organised and accessible for all; tailored to individual needs.
- **Positive feedback** - providing positive feedback to ensure learners develop resilience over making mistakes or finding learning challenging.



Barriers

Role models
Understanding strategies
Being able to explain
Abnormal in their own culture to talk about feelings
Lack of structured home lives

Teachers being role models
Using older children to support
Training for parents and new families around emotional regulation
Use of images and Makaton to support all
Breaking down barriers to model adults own ability to regulate



Example

A learner is distracting others, the other learners use strategies to manage this distraction



Non- Example



Reflective Questions

- How would you currently rate your learner's ability to regulate themselves?
- Are your class typically better at regulating their learning or behaviour?
- How does the classroom environment help with regulation?
- How does your lesson structure help with regulation?
- How does your teaching help with regulation?
- What other elements affect your learner's regulation?



Further Study

- [Self-regulation techniques](#)
- [Getting started with metacognition](#)
- [Mindfulness in the classroom](#)
- [Classroom mindfulness](#)
- [EEF – Social Emotional learning](#)
- [My hidden chimp – book](#)
- <https://theeducationhub.org.nz/self-regulation/>



What

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

In practice, this is the verbal contribution and active listening each learner gives to group and whole class activities and questioning.



Why

In school, oracy is a powerful tool for learning; by teaching learners to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all learners, not just some, to find their voice and to be heard in school and life.



How

Active Ingredients

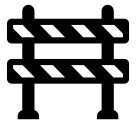
- Oracy expectations are high
- Opportunities for oracy are regular
- Opportunities for oracy are planned, purposeful and pitched appropriately
- Every voice is valued
- Oracy is explicitly taught
- Oracy is used to elevate learning
- Oracy progress is appraised

Deliberate Differences

- Choice of oracy activity
- Length of oracy activity
- Depth / level of challenge within activity
- Formality of oracy activity
- Learner groupings
- Teacher / pupil led balance

Techniques

- **Summarising** – Asking learners to verbally summarise a teacher or peer explanation can facilitate oracy.
- **Clarifying** – Asking learners to explain more about their opinion or response to a question can also support oracy development
- **Talking groups** – Giving learners opportunities to think about a question before discussing it with a partner and then sharing with the whole class can help.
- **ABCD** – Requiring learners to AGREE, BUILD or CHALLENGE a peer response can increase the frequency and depth of oral contributions.
- **Metacognitive questioning** – Getting learners to explain and justify their task planning, performance monitoring and success evaluation can be useful.
- **Verbal reasoning** – Requiring learners to showcase their work verbally and where appropriate defend it can facilitate oracy.
- **Feedback** – Adults and learners tailored feedback to support development of oral contribution/discussions.
- **Groupwork** – Working in teams or with a partner can encourage higher levels of oral contribution.
- **Debate** – Setting up structured opportunities for learners to speak can create safe spaces for oral contributions.
- **Recasting** – Supporting all learners to speak in full sentences and be heard.



Barriers

Modelled language
EAL/NtE
Role models
Time
Understanding of concept

Sentence stems
Use of Widgeit and simple sentences
Talk tactics
Groupings to support new learners
PPA day and support for new teachers. Shared planning with other schools.



Example

Lesson has ample opportunities built in for talk. Children actively engage within discussions with others; track the speaker; listen to others and use this to inform future learning.



Non- Example

Lesson has limited talk opportunity and children are solely 'listening'. There is limited back and forth between teacher and student.



Reflective Questions

- How would you rate the typical levels of oracy in your class?
- Which **physical** oracy skills are your learners strongest and weakest in?
- Which **linguistic** oracy skills are your learners strongest and weakest in?
- Which **cognitive** oracy skills are your learners strongest and weakest in?
- Which **social & emotional** oracy skills are your learners strongest and weakest in?
- How do you plan for and then responsively support oracy in your classroom?



Further Study

- [The Oracy Framework](#)
- [Voice 21 Impact report 2022-23](#)
- [Oracy benchmarks](#)
- [Oracy Cambridge Blog](#)
- [EEF Oracy Interventions](#)
- [The Communication Trust report](#)



What

A *'comprehensive description of an idea, theory or process'*.

In practice, this is the direct input from the teacher which often involves verbal or visual input, models and examples that teachers use to support their explanations or task instructions.



Why

Effective explanation is key to avoiding unnecessary cognitive load, confusion or the creation of misconceptions. When done well, learners develop understanding which enables them to successfully practise and perform. Modelling enables learners to better understand the stages of processes and the expectations of end products, increasing clarity, confidence and success rate.



How

Active Ingredients

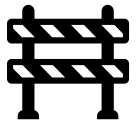
- Explanations are **clear and concise**
- Information is **accurate**
- Explanations are **purposefully** linked to learning
- Information is **relevant** and resists added complexity
- Explanations **build on prior knowledge**
- Information is delivered in **manageable** chunks
- Explanations explicitly **link** to related knowledge

Deliberate Differences

- The amount and frequency of explanation
- The balance of verbal and visual
- The involvement of learners
- Classroom positioning
- Use of media (video, sound etc)
- Use of actions to support
- Use of visuals
- Standardised definitions

Techniques

- **Tethering** – Tethering existing knowledge to prior learning help learners tap into their emotions, create context and structure for explanations and support information processing and retention.
- **Visuals** – combining both visuals and actions (Makaton and TFW) to support clarity of understanding.
- **Feedback and marking** - Teachers identify key areas for next steps both whole class and for individual children.
- **Artefacts** - The use of objects can provide tangible representations and proof which enhances engagement and spark curiosity.
- **Practical Experience** - Practical elements of explanations and exploration and problem solving can make them more concrete, engaging and aid retention
- **Repetition** – The use of repeating aspects to support learners to retain information. A drip approach.
- **Modelling** – The use of a model in all sessions allows children to make clear links to the learning and moves their learning forward.
- **Shared language** – Explanations are built upon within the year with links made to learning to support all learners.



Barriers

Not understanding complex explanations
Correct information being shared and given
Building on prior knowledge when they are new to the country/school
Lack of cultural capital and children making links

Balance of Makaton and widgits being used in all sessions
Subject knowledge sessions shared with staff and new leaders
Small step building blocks - high ceilings. Always recap prior knowledge before moving on.
Learning beyond strategy – using artefacts and physical objects to support explanations. Visuals and audio to support.



Example

Lesson builds on learners' prior knowledge and they tether knowledge to what is already known. A clear rationale for the learning has been given; a clear model has been provided to allow children to succeed; essential information is shared.



Non- Example



Reflective Questions

- How would you rate the quality of your explanations typically?
- How clear is your verbal communication typically?
- How clear is your visual modelling typically?
- How often are you learners unclear during explanations?
- How does the structure of your explanations help learners?
- How does your delivery of explanations help learners?



Further Study

[Effective Explanations](#)
[Dual Coding](#)
[Mastering Modelling](#)
[Effective Teacher Modelling](#)
[Great Lessons – Explaining Teaching that sticks](#)
[Great Teacher Talk](#)



What

Collecting information from pupils about their learning in order to provide feedback and adaptation.

In practice, this is the questioning and reviewing of work that the teacher does which then indicates whether learners are understanding.



Why

Checking for understanding enables the teacher to ensure that knowledge and understanding are being developed correctly, that misconceptions are being uncovered and that the current lesson structure, content, pace and levels of support are optimal.



How

Active Ingredients

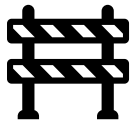
- Understanding is checked **regularly**
- Assessment is **inclusive**, involving all learners
- Assessment is **purposeful**
- Assessment is **timely**
- Assessment methods are **reliable**
- Assessment information is **valid**
- Assessment information is **acted upon**

Deliberate Differences

- The **frequency** of classroom assessment
- The **timing** of assessment within the lesson
- The assessment **method**
- **Who** completes the assessment (self, peer, teacher)
- How the assessment information is **used**
- The **balance** of planned vs responsive assessment

Techniques

- **No hands up** - Learners are purposefully selected to answer a question.
- **Thumbs to chest** - Learners are encouraged to respond, and the teacher creates the safety and confidence to support all learners to do so.
- **Mini Whiteboards** - Learners use a mini whiteboard to record their own individual response to an assessment question or task.
- **Talking groups** - Learners are asked to discuss a set question or topic and the teachers assessing their understanding by listening to their responses.
- **ABCD** - learners are encouraged or selected to agree, build on or challenge the initial statement or answer.
- **Hinge Questions / Tasks** - Teachers objectively check the understanding of learners at key points in the lesson to adapt their approach.
- **Feedback and marking** - Teachers identify key areas for next steps both whole class and for individual children.
- **Student demonstration / performance** - Learners physically demonstrate their understanding and the teacher checks assesses through observation.
- **Verbal Reasoning** - Learners are required to defend their completion of a task or point of view to showcase their understanding



Barriers

All children being able to access hinge questions
SEMH needs
Time in sessions
Being able to rely on resources
Adapting on the spot
Opportunity to respond to marking

Multiple choice hinge questions given using widgeit and simplified learning
Targeted support and time tables to suit individual need
Time set aside for response to marking and children value the need for response
Subject knowledge to support teachers to adapt on the spot and within the curriculum area they teach



Example

Use of questioning to support teachers understanding of the lesson. Teacher uses this feedback to adapt the rest of the lesson to meet the needs of the learners; guided groups, extensions, whiteboard work and/or independent learning.



Non- Example

Questions are asked but teacher does not respond to the feedback that the children are giving. The lesson continues and the children struggle to access the learning.



Reflective Questions

- How often do you typically check understanding?
- How do you plan for checking understanding?
- How do you responsively check understanding?
- How do you ensure that your checking is reliable and valid?
- How do you use the assessment information you collect during lessons?
- How do you use the assessment information for future planning?



Further Study

- [Inside the black box](#)
- [Checking for Understanding](#)
- [Designing great hinge questions](#)
- [Checking for understanding strategies](#)
- [5 Brilliant Formative Assessment Strategies](#)
- [Systems for formative Assessment](#)
- [Rosenshine's Principles 3&6](#)



What

Purposeful, planned opportunities to consolidate and extend knowledge, understanding or skills.

In practice, this is where learners complete tasks either with the teacher, in groups or independently.



Why

Providing opportunities for purposeful practice supports pupils to consolidate and secure their learning whilst building fluency and mastery. Practice also helps to highlight understanding, expose misconceptions and if done effectively, deepen understanding and increase confidence.



How

Active Ingredients

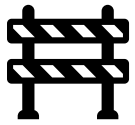
- Activities have a clear **purpose**.
- Activities are **accessible**, building from prior knowledge.
- Practice stimulates **hard thinking**.
- Activities enable a **high success rate**.
- Practice moves from **guided to independent**.
- Activities are **timed appropriately**.

Deliberate Differences

- Frequency of practice within lessons
- Length of practice within lessons
- Location of practice within lesson structure
- Frequency of practice over time (spaced practice)
- Transition speed from guided to independent
- Level of teacher support
- Level of discussion (silent, pair, group, class)

Techniques

- **Show it, solve it, prove it** - Learners can practice by answering questions, completing partial examples and finding missing information.
- **Summarise** Learners can practice by creating summaries of information, recording key bullet points or creating headlines that capture the essence of content. Practice by spitting information into sections or by highlighting key terms, phrases, quotes etc.
- **Prioritise** - Learners can practice by ranking information in order of its importance and justifying their selection.
- **ABCD** - Learners can practice by giving their opinion, participating in a debate or by finding conflicting evidence to a point of view.
- **Linking** - Learners can practice by finding similarities and differences between things or spotting patterns and trends. Learners can practice by grouping information based on common elements or characteristics.
- **Feedback and marking** - Teachers identify key areas for next steps both whole class and for individual children.
- **Building** - Learners can practice by finishing a sentence, sequence, equation or image, adding their own contribution.



Barriers

Level of independence
Prior knowledge level
Level of English language proficiency
Guided to independent availability and support from LSAs
Being able to have time to revisit and relearn again

Independence sessions brought into Citizen sessions
Always revisiting learning and having building blocks to start with
Sentence starters, widgits, translation services
Being creative with use of pairings and children within the class
Year and 7 year plan mapped out to support revisit and review



Example

Lesson follows the I do, we do and you do with structured and tailored activities aimed at building specific skills that are linked to the learning taking place. Learners are given the opportunity to practise, talk and have a go at the skill being taught.



Non- Example



Reflective Questions

- How much practice do learners typically do in your lessons?
- When do you typically practice?
- What types of activities do they complete?
- How hard are they thinking typically during practice activities?
- What percentage of their practice is independent?
- How do you facilitate spaced practice?



Further Study



What

Providing additional support or challenge in order to ensure that all learners can be successful.

In practice, this involves the teacher monitoring learning and responsively make changes to explanations, questions, tasks. the environment and groupings.



Why

learners develop understanding at different rates and require different levels of support in order to succeed. When levels of challenge are either too high or too low, motivation, confidence and learning can be negatively affected and lead to inequality.



How

Active Ingredients

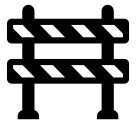
- Changes are **timely** to maintain learning.
- Changes are **appropriate** to the context and student.
- Adaptation maintains **high expectations** for all.
- Established needs are **proactively** catered for.
- Adaptations are target to **specific** group or learners.
- Each change has a specific **purpose**
- Adaptations are **responsively changed** as required
- Changes are **efficient** and don't add excessive workload

Deliberate Differences

- Which learners receive adaptations
- Which parts of the lesson are adapted
- How often adaptations are made
- Which types of adaptations are made
- How groupings are formed
- How Teaching Assistants are utilised
- How technology is used to support learners

Techniques

- **Clear explanation** - Teachers may provide additional information or reframe information to clarify understanding.
- **Questioning** - Teachers may ask extra questions to support learners to be successfully or stretch their understanding.
- **Practice** - Teachers may provide extensions to support learners to be successful or stretch their understanding.
- **Chunking** - Teachers may need to break knowledge or processes up into smaller chunks to support learning.
- **Use of scaffolds** - Teachers may provide learners with tangible resources like literacy maps, sentence starters, exemplars etc to support learning included in their toolkits.
- **Reflective thinking** - Teachers may change the structure or timing of tasks in order to adapt levels of challenge and support learning.
- **Flexible Grouping** - Teacher may create temporary groups of learners to provide tailored support or challenge.
- **Use of Technology** - Teachers may make use of personal devices or adaptive software to meet the needs of all learners.
- **Feedback and marking** - Teachers identify key areas for next steps both whole class and for individual children.



Barriers

Limited knowledge
Lack of training
New teachers
ECTs
Language
Technology
Access to resources

Upskilling of teachers at every opportunity
Time to observe and drop in on others
Use of widgeo online - dual language resources
Use of iPads and computer suite
Use of shared drive and sharing resources created by others.
Time to collaborate



Example

During delivery of a teaching session, all children are included through use of widgeo and visual aids. The content is the same but the delivery is different – they are still able to access the curriculum. Through independent, a child is in a guided group/partnered with a peer or uses closed activities or widgeo. Student voice is always collected.



Non- Example

Child is taken out of the lesson to be given a different input that is not related to the content of the curriculum being taught in class. There is limited chance for them to join in with whole class learning.



Reflective Questions

- How much adaptation do you need to plan for in your lessons?
- How much adaptation do you need to responsively do in your lessons?
- What typically needs to be adapted?
- How successful are your adaptations typically?



Further Study

- [Differentiation Why and How?](#)
- [Flexible Groupings](#)
- [Understanding Adaptive Teaching](#)
- [Making Best Use of Teaching Assistants](#)
- [Special Educational Needs in Mainstream](#)
- [Effective differentiation Practices](#)
- [Responsive Teaching](#)