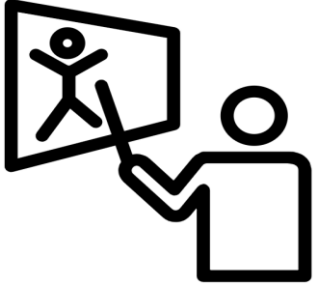


The Glenbrook way



Teaching and Learning

Modelling



Oracy



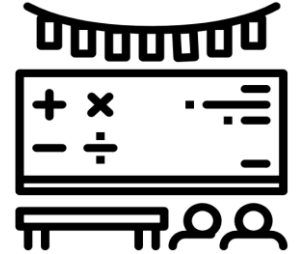
No Opt Out



Assessment for Learning



Learning Environment



Feedback



Your Turn



Activating Hard Thinking



TAs



PACE



Modelling

My Turn Our Turn Your Turn



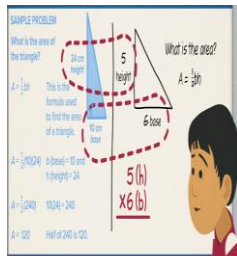
New concepts and strategies are explicitly modelled following a My Turn, Our Turn, Your Turn approach.

My Turn – The teacher demonstrates the new concept or strategy, breaking it up into small steps and articulating their thinking.

Our Turn – The teacher and the students work collaboratively – a handing over of the baton

Your Turn – Children apply their skills with greater independence and the teaching staff support and feedback.

Worked Examples



Worked examples teach children an overall method whilst reducing cognitive load in 4 steps:

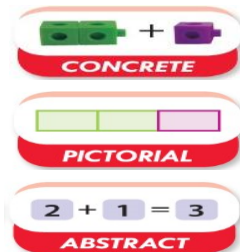
1. Introduce the method or ideas – live modelling with narration of thinking
2. Repeat 1 with a similar example.
3. Partially worked example for children to complete.
4. Prompted/cued start to a question with children completing

Dual Coding



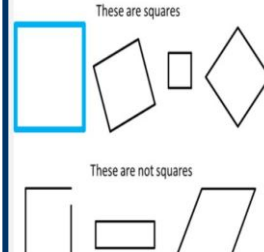
We teach using verbal and visual stimulus at the same time (dual coding) to improve long term memory and 'sticky learning' for our children. Learning materials are visually represented in many ways such as graphic organisers, flow charts, diagrams, cartoon strips, editable timeline and infographics.

Concrete, Pictorial, Abstract



The Concrete Pictorial Abstract (CPA) approach uses physical and visual aids to build a child's understanding of abstract topics. At Glenbrook, this is pedagogical approach that is utilised in our Power Math's lessons. We introduce children to a new mathematical concept through the use of concrete resources. A visual representation of our CPA approach can be seen on our Working Walls.

Examples and Non Examples



We use the **WALKTHRU** Examples and Non Examples to prevent confusion or ambiguity for the children, demonstrating the breadth and boundaries of the concept being taught. These examples answer the following questions:
-What is it?
-What is it also?
-What is it not?

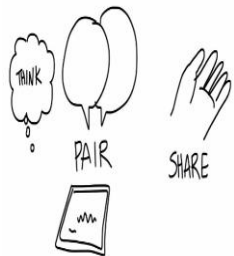
Chunking



Due to the limitations of working memory, we chunk bigger ideas into their component parts to reduce cognitive load. Daily lesson plans ensure that learning is sequenced and built on prior knowledge. New 'bite-size' chunks of learning are clearly modelled and represented visually to ensure concepts are embedded before moving on.

No Opt Out

Partner Talk



This WALKTHRU ensures that all children are actively engaged in talk with stem sentences, following our Partner Talk routine.

After posing a question:

Think – Children are given time to think individually

Pair – Children are strategically paired and share their thoughts with their partner.

Share – Cold Call or Class Point is used to sample children's responses

Cold Calling



Cold Calling is the norm in every classroom. Students all anticipate being asked to respond, sharing their thoughts and everyone mentally prepares an answer to every question in readiness for being selected. Cold Call Variations are also used including:

- Pre-Calling - advance warning to share response
- Batched calling- A few children respond
- Showcalling - Advance warning to share learning.

Show Me Boards



Show-Me Boards or Show me Ipad are a good way to sample the responses from the whole class. A relentless routine for the use of Show Me Boards is used following the instruction 1-2-3 Show Me. Children should keep their boards up, under their chins, to allow our teachers to absorb responses and inform their next steps.

Choral Response



Choral response involves the entire class responding to a question or prompt in unison. It's used to check for understanding, promote knowledge retention, and increase engagement.

It benefits

- quiet children
- TEAM / community feel
- Reduces anxiety
- Immediate feedback
- Engagement
- Retention of knowledge

Use of Tech: Classpoint



From Y1 - Y6, staff use Classpoint as part of their Powerpoint planning. Classpoint increases pupil participation and is used to whole class feedback as well as for AfL. Classpoint is integrated into planning and timers are used in all Classpoint activities to keep lessons pacey.

Whole Class Response



The following whole class response systems are utilised:

- Thumbs up/Thumbs down
- Hands on your head
- Show me with your fingers
- Show Me Boards
- Class Point

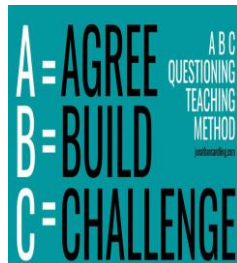
Oracy

Vocabulary Hoops



Every classroom has a vocabulary hoop or board which is updated weekly. This contains 5 Tier 2 words that are linked to and woven through the reading planning throughout the week using a range of activities to ensure that children can apply these words in a variety of contexts. In KS2, children use 'Magpie books' to collect vocabulary from texts read to use in their writing.

ABCQ



The AGREE, BUILD and CHALLENGE (ABC) Questioning Method is a teaching technique used to encourage enhanced discussion and thinking when conducting question and answer sessions in the classroom. The teacher will use ABC questioning to encourage students to AGREE with other student views, BUILD upon each other's ideas and CHALLENGE each other's opinions.

Say It Again Better



This WALKTHRU is used to set a standard for the depth of verbal responses you expect from students and to support them to produce high quality responses.

1. Ask a question
2. Acknowledge the first response
3. Give supportive formative feedback
4. Invite children to say it again better
5. Respond to improved responses

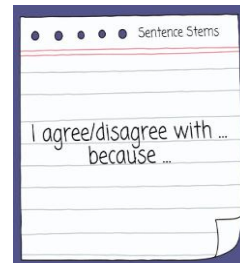
Planning



Our daily lesson planning ensures that there are opportunities for teaching staff to model high quality talk and vocabulary as well as opportunities for children to engage in high quality talk. Strategies employed during lessons include:

- Talk Partners
- Group Work
- Kagan Strategies
- ABCQ

Sentence Stems



Sentence stems give students the opportunity to respond in the form of a complete sentence to help our students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response. Teachers include and model sentence stems as part of powerpoint planning and teacher talk.

Speech Scenarios



Speech Scenarios are one of our 5 Breadth of Experiences that are interwoven through our curriculum. Children are able to articulate their learning through a speech scenario which could include:

- A formal speech advocating something or of a persuasive nature
- Debate
- Drama
- Class Ambassadors
- Presentations
- Assemblies

Pace

Timers



Timers are utilised to keep the pace of the lesson and to provide a visual countdown for both staff and children. At Glenbrook, we utilise timers for the following:

- Class Point
- Independent Learning
- Individual TROGS scaffold
- Quizzes
- Testing

Verbal countdowns are also used which allows flexibility in timings based on pupil's response.

Non Verbal Cues



Non verbal cues are signals that are used to replace spoken words. They are used to signal the starting and ending of routines as well as for showing the children when it is MY TURN or OUR TURN.

Non verbal cues are utilised so that the pace and flow of teaching can continue without the use of unnecessary words.

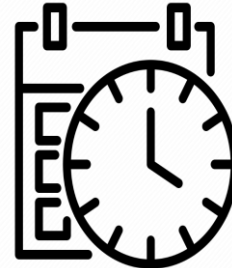
BE READY



BE READY is one of our Three Golden Rules. Teaching Teams support children to BE READY by ensuring that resources are prepared in advance and are accessible to children during lessons.

At the start of lessons, Glenbrook teachers always have books and resources out on children's desk in their individual places.

Routines



At Glenbrook, we have a routine for everything in both a child and adult friendly version. This is our Glenbrook GOLD Standard. These routines are explicitly taught during Bookcamp week and reinforced throughout the year by all teachers utilising the TEAM Target to support. Routines are important because they maximise learning time.

Snippets



Lessons are chunked up into bite-sized snippets. Benefits of this include:

- Progressive teaching
- Limits children having to 'sit and listen'
- MT, OT, YT is covered multiple times within a lesson
- Opportunities for assessments
- Natural fidget breaks
- Reduction of cognitive load

Energy



Glenbrook teaching staff teach with energy (even when they are tired). This includes:

- Use of the word GO to signal the start of a task
- Teaching on their feet
- Injecting energy into their voice
- Short, snappy instructions
- Moving around the room
- High expectations

Assessment for Learning

Low Stakes Quizzes



Low Stakes quizzes are a part of our daily formative assessment and ensure knowledge 'sticks' with frequent opportunities to retrieve.

- *Multiple choice quizzes
- *Quick quiz Keyword definitions
- *Vocabulary tests/spelling tests
- *Labelling a diagram from memory
- *Recalling key facts/dates/people
- *Reading Plus
- *Learning by Questions
- *Maths Whizz

Hinge Point Questions



Hinge Point questions are used at the main hinges in a lesson to check for pupil understanding. This is often between OT and YT. Hinge point questions are multiple choice questions that contain right answers, right answers in unusual representations and distractor answers (common misconceptions). Teachers adapt the lesson or scaffolds and support required based on the outcome of these questions.

Summative Assessments



At Glenbrook, we use NTES, SATs, arithmetic and PSC tests to measure children's attainment and progress at set points in the year:

- *October
- *February
- *End of academic year

These results form part of our teacher assessment and are analysed to identify strengths and weaknesses within a cohort to inform planning and strategies are put in place to address cohort and individual gaps in pupil progress meetings.

Team Talk



Year group teams discuss pupil's progress daily.

Planning – Planning is tweaked daily to address any misconceptions.

TAs – TAs are used for pre and post-teach interventions to ensure that any children falling behind are supported to catch up.

Communication Boards – These are used to support Team Talk discussion and relevant actions/staff deployment as well as to ensure all Glenbrook Growth discussions are actioned.

APK

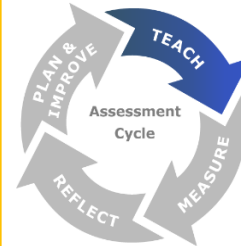


Planning is sequential and progressive based on children's prior knowledge. This is planned into LTP, MTP and STP.

The beginning of every lesson activates children's prior knowledge by:

- Low Stakes Quiz on previous learning (feedback from this can change the path of the lesson)
- Linking to background knowledge previously taught

Assessment Cycle and Adaptive Teaching



Teach: We employ strategies to ensure our children meet the learning objective.

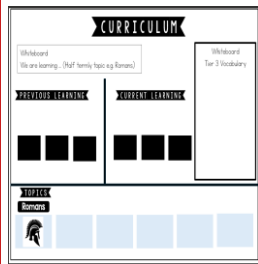
Measure: We use a variety of methods to assess whether our children have met the learning objective.

Reflect: We look back on whether our teaching strategies were successful and what adaptations we can make to improve to student learning.

Plan and Improve: We refine our pedagogical strategies and techniques to help all students achieve mastery.

Learning Environment

Learning Journey



KS1 and KS2 – Our Learning Journey uses Leitner models to activate prior learning and ensure current learning sticks.

EYFS - In EYFS, learning journeys represent the journey of both child-led learning and core learning. Across school, these are updated weekly and teachers utilise the Learning Journey in their teaching to activate prior knowledge and reinforce learning.

Writing Wall



Our writing wall is a visual representation of our children's learning journey. It is a 'live' display which is updated daily and serve two main purposes:

- APK** – Children's prior knowledge is activated in every lesson and they are reminded where there are in their writing cycle
- Enabling Independence** – Clear models of work serve as scaffolds for all children to refer to in their independent learning.

Subject Specific Displays



The following subject specific displays can be seen in every classroom:

- Sounds and Syllables (KS2)
- Phonics (EYFS and KS1)
- Maths (KS1 and KS2)
- Behaviour (KS1 and KS2)

These are used to support learning within the classroom and always represent what is currently being taught.

EYFS and Year 1



EYFS and KS1 provide high quality learning environments where children can learn and develop their skills through play.

Core Curriculum – This is planned for by the adult to ensure that children are provided with the resources to meet ELG/national curriculum expectations in different areas (small world, creative etc)

Child Led – These are daily enhancements to provision that reflects the interests of the children in EYFS

Outdoors – Big and Messy Play opportunities are provided for our children in EYFS

Reading



Reading is at the heart of our heart of our curriculum and reading is celebrated throughout school:

- Reading Corners
- KS1 and KS2 libraries
- Little People Big Dreams Books
- Core Curriculum Texts
- ELS books representing current topics
- PSHE books

Consistency across School



We strive for consistency across school with our environments. This means that children know how to access the displays in every class to support their learning which leads to smooth transitions between year groups. Environment matrixes and Monday Readiness Matrixes are used as a tool to ensure high expectations, rigorous monitoring and clear expectations for staff.

Feedback

Whole Class Feedback



We use **Whole Class Feedback** in all lessons for 'global strengths' and 'global gaps'. Mini-plenaries, based on teacher's use of AfL, enable children to understand what they are doing well and address misconceptions quickly and 'in the moment'. Whole class feedback is very specific and related to the lesson objective.

Individual Feedback



We use **Individual Feedback** in all lessons to address the specific needs of an individual child to move their learning on. This is based on teacher's use of AfL and enable the children to understand what they are doing well and address misconceptions quickly. This is personalised feedback to support a child's learning.

Written Feedback



Children's work is always marked following our Feedback and Marking policy. Following the workload agenda, written feedback is kept to a minimum whilst being purposeful. We always feedback on the following:

- Lesson Objective
- Strengths
- Next Steps

In some subjects we also focus on:

- Handwriting
- Spellings

Showbie



Showbie is used as a personalised feedback tool for all children. Children upload their work onto Showbie and teacher's feedback through written notes or voice notes. In writing, this is particularly effective and enables children to edit and redraft their writing in order to improve following specific and personalised feedback from the teacher.

Laying the Foundations



Quality First teaching underpins feedback. We consider what children already know and anticipate misconceptions at the planning stage to reduce the job that feedback has to do. Pre-teach interventions target children where additional support may be required to ensure that they can access the lesson and progress quickly. Lessons are well resourced and teaching staff model new concepts in a variety of ways to ensure the foundations of learning are secure.

Learning Intention

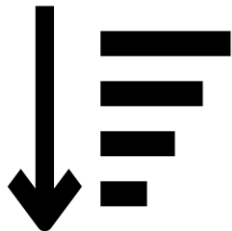


Our teaching staff all have a clear idea of what the learning intention is and this is shared with our children. All teaching staff must possess a concept of quality appropriate to the task, and this is what their feedback will direct pupils towards. Learning Intentions are shared with the children in the following ways:

- OLQs
- WAGOLL
- Success Criteria
- TROGS

Activating Hard Thinking

Top Down Planning



When planning, we start by considering the highest attainer in the class for a particular lesson or objective. Planning starts by considering what challenge would look like for them. This leads to improved engagement from these pupils as well as increased challenge for all. Then work your way down to children with lower attainment. Teachers teach to the top and consider what and how they need to model concepts as well as scaffolding required to enable all children to access the learning intention.

Challenge for All



In the classroom, all teachers use appropriate teaching and learning strategies to encourage high achievement, originality, problem-solving, higher-order thinking skills and creativity. High expectations for all are one of the key principals of challenge. At Glenbrook, challenge means hard thinking.

Mastery Approach



We use the EEF Mastery Learning Guidance in our approach to mastery. In simple terms, this means that concepts must be mastered before a new concept is introduced. We break learning up into small chunks that are 'mastered' before moving onto the next one. We ensure these chunks are sequential and progressive to build up knowledge.

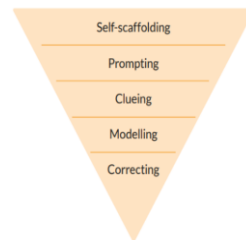
Questioning



We use **NOO** approaches to maximize pupil engagement and participation. This includes strategies such as:

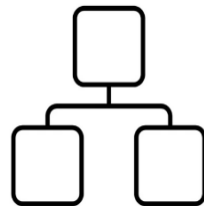
- Cold Calling
- Think Pair Share
- Show Me Boards
- Say it again Better
- Open ended questions
- ABCQ
- Not accepting the first answer
- Agree or disagree questions
- Justification questions

Scaffolding



We promote independence through a **Least Help First** strategy using the **EEF Scaffolding Model** to support children to promote independence. Lessons are crafted weaving scaffolding approaches throughout such as sentence starters, word lists and breaking up learning into small chunks. In addition, personalized scaffolding is used to enable independence for particular pupils.

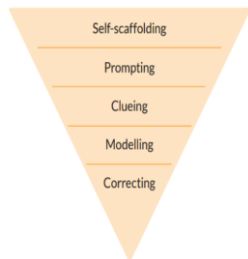
Diagrammatic Tasks



We use graphic organisers to provide a visual method of developing, organising and summarising students' learning. They help to structure disjointed information. These are used in all subjects across the curriculum to help children explain new concepts, compare and contrast ideas, consider cause and effect and to find connections between ideas.

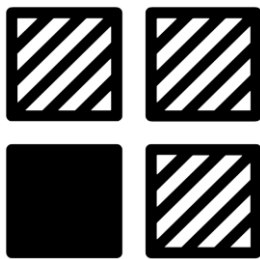
Your Turn

Scaffolding



During 'Your Turn' we use a **Least Help First** strategy using the **EEF Scaffolding Model** to support children to promote independence. Lessons are crafted weaving scaffolding approaches throughout such as sentence starters, word lists and breaking up learning into small chunks. In addition, personalized scaffolding is used to enable independence for particular pupils.

Differentiation



Some children require differentiated learning as outlined in their Learning Plans as part of their SEND provision. This work considers the level that the child is working at and, where possible, links closely to the learning of the class. Teachers can differentiate work through:

- content being taught
- process of instruction
- resources used
- learning environment

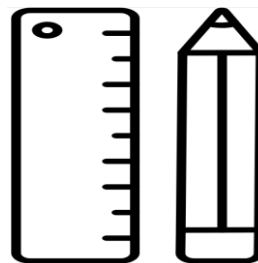
Challenge



We use formative and summative assessment data to ensure that all children are appropriately challenged. This comes throughout the lesson through:

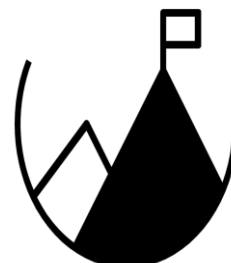
- Targeted questioning
- Talk partners and shoulder partners
- Use of open ended questioning
- Building on answers
- Not accepting the first answer
- Say it again better
- Promoting correct use of vocabulary
- Challenge tasks to avoid 'I'm finished'

Resources



We know that children need the correct resources and tools to be independent in their learning. Teachers consider what resources will support children's learning and make sure that this is readily available at the start of lessons. Resource use is modelled so children are clear on how to use the resources provided correctly.

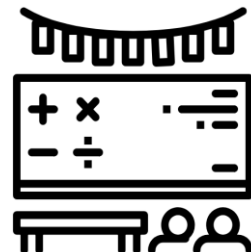
Enabling Independence



We want our children to be confident and independent learners and support them on their journey with this through:

- Quality First Teaching
- Up to date and high quality working walls
- Least first Scaffolding approach
- Appropriate differentiation where required
- Praise and encouragement
- Fast feedback that moves learning forward
- Addressing misconceptions in the moment

Environments



Our classroom environments are giant working walls that always contain the current learning. Children are shown how to use these working walls during 'Your Turn' to build independence if the 'get stuck'. Working walls contain worked examples, vocabulary, strategies and models to support children's learning during 'Your Turn'.

TAs

Effective 2 way communication



We use the **Teaching Assistants: Working in Tandem WALKTHRU**, to ensure that TAs are used effectively to have a positive impact on pupil attainment. This starts with clear communication between all teaching staff. Daily communication takes place between teaching teams using our communication board. This allows both teachers and TAs to discuss pupil progress and plan effective next steps. Bi-weekly Glenbrook Growth meetings also take place for all teaching staff in a year group.

Shared Understanding of Learning Intention



It is the teacher's responsibility to make sure that TAs are fully prepared for their role in the classroom. This means that teachers should share the following with their TAs:

- Lesson Plans
- Their role in the classroom
- Target children to focus on
- Concept of Quality
- Learning Intentions
- Subject knowledge required
- Key vocabulary
- Appropriate resources

Impactful Deployment – Teacher Instruction



During teacher input, our TAs should be deployed effectively and not be passive participants within the classroom. This could include (but is not limited to):

- Track agreed learning behaviours
- Spot misconceptions
- Provide 1:1 personalised provision
- Team teach
- Scaffold learning for a small group with specific resources

Impactful Deployment – Pupil Practice



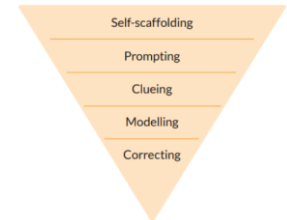
During independent learning, teachers should support a variety of groups of children based on the needs of the class. This could include (but is not limited to):

- SEND small group support
- Providing verbal and written feedback linked to the learning objectives
- Supporting with carefully selected scaffolding to enable independence
- Prompting/clueing/modelling concepts to children

Scaffolding and Fading



Teachers should support TAs with scaffolds to ensure that all children achieve the learning objective. These should be planned for and well resourced. Scaffolding should always start with the least first.



References and Further Information



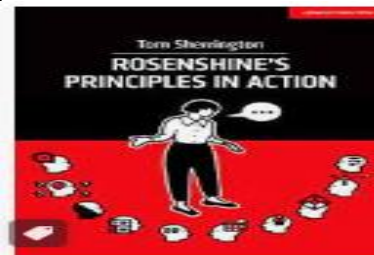
EEF:
**Making Best use of
Teaching Assistants**



**School Workload Reduction
Toolkit**



**Rosenshine's Principles in
Action**
Tom Sherrington



Teaching WALKTHRU
**Tom Sherrington and Oliver
Caviglioli**



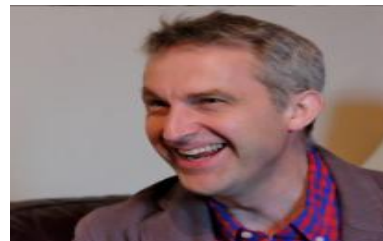
EEF:
Feedback



EEF:
Assessment



**James Durran Whole Class
Reading Approach**



When the Adult Changes
Paul Dix

