



Rush Common School Professional Practice Document (“PPD”) For Effective Teaching and Learning

- 1) We will use a five part framework of opening, teaching, learning, review/reflect and close. These phases are not discrete. They are interwoven and overlapping. They reflect a learning experience, not necessarily one lesson.

2) Five Part Framework

2.1) Effective Opening

At the start of learning experiences, we will:

- take steps to capture the attention of the children, stimulate their curiosity and get them into a positive frame of mind;
- review previous learning and connect it to new learning;
- explain the purpose of the learning to be gained and encourage them to identify its relevance to the world and ‘What’s in it for me?’;
- provide children with the questions they will be able to answer and the skills they will have acquired by the end of the lesson/topic;
- share success criteria, sometimes created by pupils themselves
- give children the ‘big picture’ by;
 - describing what they will be doing,
 - encouraging a sense of prediction, anticipation, curiosity, and positive expectation about the learning to come,
 - providing graphic, pictorial previews and overviews of the topic to be studied,
 - showing examples of what other children have produced/achieved.

2.2) Effective Teaching

In our teaching, we will:

- be secure in our subject knowledge;
- clear about the learning objectives and success criteria;
- use assessment for learning techniques we know how successful pupils are and adapt the learning experience accordingly. This should ensure children make good progress during lessons and over time;
- start lessons promptly and maintain good pace throughout;
- maintain a positive and pleasant working atmosphere using praise and positive language;
- use humour, drama, music, games, play and competition to enliven our lessons;
- provide opportunities for children to experience awe, wonder and reflection;
- ensure all children are actively engaged in the learning process;

- allow pupils to apply their understanding at the point of learning e.g. through use of individual whiteboards
- break the teaching content into logically arranged, manageable chunks;
- give clear, differentiated explanations and instructions;
- provide appropriate modelling and demonstrations;
- input new information using combined visual, auditory and kinaesthetic strategies;
- enable children to understand and use their own learning preferences;
- use whole class questioning and targeted, differentiated, closed and open-ended questions (incorporating 'what, how, why') to support our teaching and to assess understanding;
- encourage and respond positively to children's questions;
- differentiate activities according to the needs of the class to support and challenge pupils;
- adapt our teaching in the light of continuous assessment of children's progress; • fully engage classroom support staff in the teaching and assessment processes.

2.3) Effective Learning

To promote effective learning, we will:

- ensure children are aware of personal targets for learning;
- give opportunities for children to learn in a variety of ways, using their multiple intelligences and preferred learning styles;
- provide multi-sensory and 'first hand' learning experiences whenever possible;
- encourage children to be independent and to choose their own strategies for learning;
- use planning frames for children to structure thinking and work;
- provide opportunities for pupils to challenge themselves;
- engage children in a range of independent and collective/collaborative, group based learning activities, including peer-teaching, peer-assessment, talking/work partners, hot-seating, role play etc;
- provide activities involving problem solving and creative thinking;
- set clear expectations for learning outcomes;
- ensure most tasks have time deadlines;
- provide opportunities for children to use new knowledge and skills in a variety of contexts;
- encourage pupils to understand that making mistakes is part of learning;
- encourage children to 'take risks' (risk being wrong) in their learning;
- teach thinking and learning-to-learn skills.

2.4) Effective Review and Reflection

To enable effective review of learning and children's reflection upon it, we will:

- give positively worded, constructive and concise oral and written feedback on their work and how they can improve;
- give feedback related to agreed targets;
- praise, reward and share success;

- provide children with opportunities to review and reflect upon what they have learned and how their learning might be applied to new situations;
- teach a variety of memory and recall techniques;
- provide opportunities for self-assessment and peer-assessment;
- enable individuals, pairs and groups to report back to others;
- enable children to share what they have learned and can do;
- enable children to ask questions of others;
- provide opportunities for children to consider future learning.

2.5) Effective Close

At the close, we will:

- use a variety of stimulating activities to provide a clearly signalled, positive and uplifting note to the end of the learning experience.
- Discuss the future steps in learning

3) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Leadership Team November 2018

Signed: *Jacquie Stevenson*..... Headteacher

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