Curriculum, Teaching and Assessment Policy

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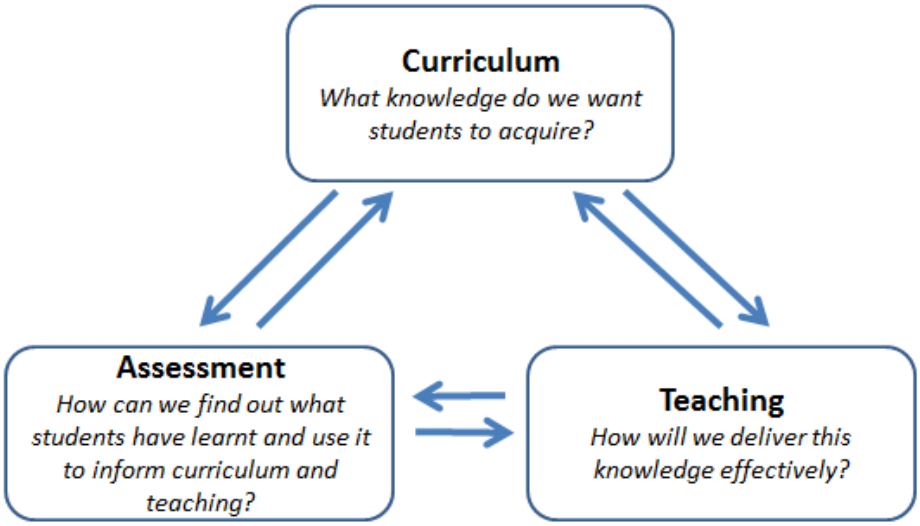
Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.







1. Purpose

We educate children so they can lead great lives.

This curriculum, teaching and assessment policy is central to ESW's core purpose, 'To educate children to lead great lives.'
It advances our core values:

- Expect the best
- Learners with character
- Care about people and the environment
- Everyone is a leader

2. Objectives

High quality teaching and diagnostic assessment enables all children to access the breadth of the curriculum. The curriculum is inspiring, challenging, deep and broad, nurturing talent and enabling social mobility so that all children:

2.1 Develop transformational knowledge and skills that take them beyond their experience.
2.2 Strengthen their academic knowledge and cultural capital through the acquisition of a broad and deep vocabulary.
2.3 Shape their character and scholarship to prepare them for life so that they can make a positive contribution to society and live safely and independently.
2.4 Achieve outcomes that show well-above average progress, whatever their starting points.

3. What do we mean by curriculum?

'Curriculum' is a word describing all that takes place in school, formal and informal, which children experience. "The curriculum- taught and untaught - represents the totality of the experience of the child within schooling" (Myatt 2018).

As a Trust, we are committed to providing a world class curriculum to all children whereby school leaders design a curriculum based on the National Curriculum entitlement as a minimum with further taught and un-taught elements that extend provision.

We recognise that there are differences in the contexts of our schools and the communities they serve. We work collaboratively to design and resource our curriculum, sharing expertise and harnessing talent from within and beyond the Trust in order to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

The un-taught curriculum

Our un-taught curriculum reflects our Trust values in:

- Developing children's spiritual, moral, social and cultural (SMSC) knowledge and understanding, supporting children to navigate the social landscape and therefore know how to make a positive contribution to society.

- Supporting children's mental and physical health.

- Putting children's emotional development at the heart of our work. Sporting and creative pursuits enhance our taught curriculum to develop individual talent.

- Securing equality of opportunity between people who share a protected characteristic and people who do not have it.

4. This policy is supported by the following appendices, which provide further detail and exemplification on curriculum, teaching and assessment:
    - Appendix 1 Knowledge Types and Terminology
    - Appendix 2 Pedagogical Principles to Support Learning
    - Appendix 3 ESW Common Language for Teaching and Learning
    - Appendix 4 Curriculum Design Lead Key Processes

CURRICULUM SUMMARY

Principles of the ESW Curriculum

The ESW Curriculum aspires to be:

- Evidence-informed
- Challenging
- Supported by effective diagnostic assessment
- Sequenced so as to help children build schemas
- Taught to be remembered
- Supported by systematic vocabulary instruction
- Designed to develop children's metacognitive knowledge and behaviours
- Supported by evidence-informed professional development

How do we achieve this?

Curriculum leaders collate and map the key concepts of their subject and sequence carefully to ensure that children will have the opportunity to visit and revisit these concepts over time. Each subject has a long-term map that explicitly identifies and sequences the core knowledge and concepts that children learn across each cycle or unit of work. This is the foundational knowledge we want all children to recall. Leaders' understanding of the interplay of knowledge types will inform the sequence of the curriculum.

The curriculum will contain:

- regular retrieval and spaced practice to form durable, long-term memories of knowledge, expertise and understanding. This frequent and systematic revisiting is also designed to develop vocabulary, literacy and numeracy which are fundamental to all learning.
- identified resources, such as knowledge organisers that precisely stipulate relevant tier 2/3 vocabulary and the core knowledge for each cycle/unit of work.
- explicit strategies to support children in self-regulating their learning and developing meta cognitive skills.
- home learning that is explicitly planned into the curriculum and is consistently set.
- home learning activities should support children in practicing, embedding or extending their knowledge.
- key curriculum documents that are made available to all stakeholders.

Cross-trust subject leader groups will regularly collaborate to iteratively improve the design and sequencing of their subject curriculum. They will also collaborate to share best practice in subject pedagogy.

In secondary schools the school year is divided into three teaching cycles, that help to structure and align the teaching and assessment and to ensure that ongoing curriculum review in response to feedback is embedded.

Curriculum Leadership

Curriculum is the responsibility of all teaching staff. **Teachers** are responsible for understanding, adapting and enacting the curriculum for their classes and are supported by **Subject leaders** to understand the sequencing and reasoning behind their curriculum.

Curriculum Design Leaders (CDL) are responsible for providing a strategic lead and direction for their subject curriculum across the trust and ensuring that all subject leaders have a voice and input into curriculum development. They work closely with the **Directors of Curriculum Quality and Innovation (DCQI),** a team of senior leaders who set and monitor the strategic direction of curriculum development for the trust.

Monitoring & Evaluation

- Common curriculum is systematically reviewed and evaluated by CDLs and DCQIs
- SLT curriculum leaders are responsible for the monitoring and evaluation of the curriculum at school level.
- The peer review process is used to identify areas of strength and areas for development for specific curriculum areas.

TEACHING

Objectives

To teach the content of the curriculum in a way that inspires and challenges students to know more, know how to do more and remember more.

Guiding principles for expert teaching

Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge. To achieve this, effective teaching involves:

- **Challenge** a**nd inspiration**
- **Explanation**
- **Modelling**
- **Questioning**
- **Feedback**
- **Deliberate practice**
- **Positive and effective classroom climate and relationships**
- **Developing long term memory**

How do we achieve this?

The ESW Pedagogical Principles to Support Learning outline evidence informed strategies to maximise learning potential. CPD in schools provides targeted support in these areas according to need.

Monitoring & Evaluation

- School quality assurance processes, involving a combination of: lesson observations, work sampling, parent and student voice, exam and test outcomes.
- Incremental coaching with action steps aligned to teaching and learning principles.
- Peer review process.

ASSESSMENT

Objectives

To identify gaps and misconceptions in children's learning and support them to close gaps. Teachers systematically adapt and improve the curriculum and lessons in light of assessment information.

Underlying Principles

Assessment:

- Is always formative in nature, unless it is an externally set terminal exam.
- Regular granular assessment of student understanding occurs in every lesson.
- Utilises frequent, low stakes quizzing to support the cumulative mastery of the curriculum.
- Has a clearly defined rationale in each subject, where subject leaders are clear on the purpose of assessment and what they intend to do with the information collected.
- Is subject specific and carried out with consistency by all teaching staff in the department.
- Aims to improve and increase the validity (the accuracy of inferences drawn from an assessment) by understanding the limitations of assessment and how it can be improved. Provides useful and timely information in order for effective intervention at whole-school, subject and classroom level, as well as strategic improvement to the curriculum.

How do we achieve this?

- Assessment is structured though consistent mid-cycle and end of cycle assessments as well as the ongoing granular assessment in lessons.
- Regular assessment of tier 2 and 3 vocabulary through low-stakes quizzing through the Do It Now.
- Teachers respond to assessment with individual and whole-class feedback.
- Assessment is used to improve retention of knowledge.
- Granular assessment happens regularly in the classroom though teacher questioning, hinge questions, live marking, discussion and peer feedback.
- Assessment rationales allow for cumulative knowledge testing. This means that some assessments include the testing of knowledge covered in previous units as well as the most recent.

Monitoring & Evaluation

- Subject assessment rationales are reviewed by school leaders.
- Assessments are regularly evaluated by subject and school leaders, within and across ESW schools to review reliability, validity and consistency.
- Assessments are evaluated and reviewed by subject leaders continuously in light of how effective they are at supporting learning and how the information can be used to improve the curriculum in the future.

Knowledge Types and Terminology

Term	Meaning in brief	Additional notes	Implications for curriculum
Core and hinterland	Key ideas and enriching context	Two useful terms from Christine Counsell (2018). *Core knowledge* is the key facts; *hinterland* is the enriching, meaningful context. In her analogy, reading a revision guide based on a novel would give core knowledge (characters, plot, themes, structure) and reading the entire novel would provide the hinterland. She argues both are essential as to distill a novel to just the core facts would not enable people to see the meaning. Core knowledge encompasses substantial, procedural and disciplinary knowledge.	The importance of hinterland knowledge varies significantly by subject (eg.maths vs. geography). For subjects where hinterland is essential, how it is defined in the curriculum to ensure that all students receive the same quality of education is key. The hinterland knowledge should not distract from the core.
Key Concepts	The 'big ideas' Sometimes called 'Threshold Concepts'	key ideas in a discipline that act as a portal to new ways of thinking and understanding. They may either open up new insights or be usefully troublesome barriers (Meyer & Land, 2005) - *usefully* because they impose a difficulty which enhances long-term retention.	Does the curriculum express the big questions and fundamental concepts that underpin them? Does the curriculum address the most challenging ideas? 'Eliminate mediocrity - e.g. low-level tasks' (Sherrington & Caviglioli 2020)
Substantive knowledge (also known as declarative knowledge)	Know that	If we are talking about the accepted body of knowledge *in a particular discipline* (the kind of knowledge that is often made explicit in textbooks or knowledge organisers), then we call it substantive knowledge. This is the content we teach as established fact, whether common convention, concept or warranted account of reality.	Is substantive knowledge carefully sequenced to support schema building? Is it taught to be remembered?
Procedural knowledge	Know how	Knowing how to do something and how to do it skilfully. This knowledge is often implicit and more difficult to verbalise. For example, many people have the procedural knowledge that enables them to ride a bike, but would struggle to verbalise it ('physicists, on the other hand, know that the rule for riding a bicycle is to turn the handlebars so the curvature of the bike's trajectory is proportional to the angle of its imbalance divided by the square of its speed (Polanyi, 1964)).' Some distinguish between superficial procedural knowledge (I can follow an inefficient step-by-step process to achieve success) and deep procedural knowledge (I can select the best strategy and solve novel problems).	Do teachers use metacognitive talk to make these implicit procedures explicit? See the EEF's Metacognition guidance report for a useful modelling framework.
Disciplinary knowledge	Know how the subject works	The way a particular field generates and verifies knowledge. This is knowledge of how a particular discipline works: the ways it accumulates knowledge (for example, empirical experimentation, source analysis, conjecture and proof) as well as how subject experts work.	Disciplinary knowledge requires explicit literacy as well as metacognitive support. Does the curriculum explicitly address these demands?

Why is knowledge a critical component of the curriculum?

Substantive knowledge is a student's inheritance and we, as teachers, are here to enable that entitlement. Knowledge allows children to find meaning. In school we don't just start teaching the body of knowledge in a discipline from a particular start point – we need to make important decisions about what to include. This means we have a few key questions to ask:

- What is the best knowledge for children to leave school with if they do not continue to GCSE/A-Level/HE?
- What is the most important knowledge they need as citizens?
- Which knowledge will bring the most meaning to our students?

The knowledge we then choose to teach must have value and must be recontextualised from the body of academic knowledge. The fact that academics work in a particular way (eg maths investigations) does not mean that it is the best way for novices to work. Educational content must be recontextualised from the original source (often university/academic research) to ensure that it is cognitively appropriate and that the breadth is optimised.

When we talk of a knowledge-based curriculum, this does not mean just a body of facts that need to be remembered, rather, that we are community of subject experts, teachers and researchers and our students are welcomed in as new members of that community. It is our role to introduce them as novices and build up their schema over time, exposing them to the key knowledge of the subject and providing an understanding of how that knowledge is generated.

How is knowledge structured in each subject?

We need to be clear about how students learn within each subject and understand that knowledge is not structured in the same way in each discipline. Some subjects such as Science and Maths are hierarchical, in that key concepts are structured in a way that means that one idea needs to be taught before another or students will not fully understand. Whereas, other subjects such as History and Geography are cumulative: you can study events of the 13th Century, without fully needing to understand what happened in the 12th Century.

We also need to distinguish between substantive knowledge (the established facts) and disciplinary knowledge (how the knowledge is created within the subject) including the procedural knowledge of more granular skills. Subjects such as English have a very high proportion of disciplinary knowledge as analysis of text is fundamental to the subject, whereas in MFL there is very little disciplinary knowledge required for students.

Pedagogical principles to support learning

Principles	Active ingredients	Description	Research	Area	Agreed terminology	Notes
Increase helpful challenge	Cognitive challenge is embedded in the curriculum and lessons	Willingham's definition 'Memory is the residue of thought' means we remember what we think about. Curriculum choices and tasks should challenge students to think hard about the things we want them to remember. In other words, it should aim to impose *germane cognitive load:* thinking devoted to the processing, construction and automation of schemas. Lessons that do not impose genuine challenge are less likely to help students retain information.	Willingham (2009) *Why Don't Students Like School* Sweller (1988) *Cognitive load during problem solving: Effects on learning*	Lesson/ curriculum design	• Learning outcome • Progression steps • 'Do it Now' abbreviated to DIN + icon • Key concepts	• Lesson materials will clearly display the learning outcome of the lesson. This will be linked to the national curriculum/subject specification where appropriate. (used instead of learning objective) • Progression steps are the small steps that a student must achieve in order to achieve the learning outcome for a lesson. The learning outcome from one lesson may form a progression step in a subsequent lesson. • DIN activities contain planned strategic retrieval practice that focuses on the core substantive and procedural knowledge for the subject. They should be used at the start of lessons and should take approx. 5 minutes with no lengthy teacher follow up (unless planned in advance). used instead of silent starter/starter) • Use of key concepts
Reduce unhelpful challenge	Teachers aim to identify and reduce unhelpful challenge	Building on the point about challenge above, it is possible to create an unhelpful level of challenge: challenge that actually impedes learning. Poorly designed instructional materials – materials that are confusing, distracting or irrelevant – impose this kind of unhelpful challenge (called 'extraneous cognitive load'). The curriculum can help to reduce extraneous cognitive load by clarifying key concepts.		Lesson/ curriculum design	• Learning outcome • Progression steps • 'Do it Now' abbreviated to DIN + icon • Key concepts	• Lesson materials will clearly display the learning outcome of the lesson. This will be linked to the national curriculum/subject specification where appropriate. (used instead of learning objective) • Progression steps are the small steps that a student must achieve in order to achieve the learning outcome for a lesson. The learning outcome from one lesson may form a progression step in a subsequent lesson. • DIN activities contain planned strategic retrieval practice that focuses on the core substantive and procedural knowledge for the subject. They should be used at the start of lessons and should take approx. 5 minutes with no lengthy teacher follow up (unless planned in advance). used instead of silent starter/starter) • Use of key concepts
Explicit instruction	Teacher explanations are purposeful, clear and unambiguous	Explicit instruction is not 'lecturing' or 'excessive teacher talk'. It involves planned teacher explanations, extensive practice, and independent work.	Rosenshine (2012) *Ten Principles of Instruction*			

		Commonly explicit instruction includes: • teaching skills and concepts in small steps; • using examples and non-examples; • using clear and unambiguous language; • anticipating and planning for common misconceptions; and • highlighting essential content and removing distracting information. Rosenshine's Principles of Instruction is a popular approach.	EEF SEN in Mainstream Schools guidance report (2021) Allison and Tharby (2015) *Making Every Lesson Count* Kirschner et al. (2006) *Why Minimal Guidance During Instruction Does Not Work*			
Scaffolding, worked examples and concrete examples		A **worked** example is a step-by-step demonstration of how to perform a task or solve a problem. This guidance — or **scaffolding** — can be gradually removed in subsequent problems so that students are required to complete more problem steps independently. Teachers can alternate **concrete** examples (e.g., word problems) and abstract representations (e.g., mathematical formulas) to help students recognise the underlying structure of problems.	Deans for Impact (2015) *The Science of Learning* Rosenshine (2012) *Ten Principles of Instruction* The EEF Guide to Supporting School Planning: a Tiered Approach (2021)			
Modelling	Students are explicitly taught *how* to learn.	Modelling should be used to make implicit, expert thinking explicit. EEF Metacognition guidance report: *'Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.'*	EEF Metacognition and Self-Regulated Learning guidance report (2018) – *see Recommendation 3 for a modelling framework*	Modelling and instructional strategies	• My turn/our turn/your turn • Key vocabulary • Work the clock	• Used to describe the stages that can be used when modelling a process (used instead of I do, we do, you do). • Language required to access the curriculum. Frayer models used where appropriate to teach this. (Used instead of golden words etc..) • Teach like a champion (TLAC) terminology for use of timings for tasks to maintain pace.
Deliberate practice	Purposeful practice Note: Though it shows promise (and has been used and studied in, for example, healthcare)	It is recommended that deliberate practice includes: • highly structured activities explicitly directed at improvement of performance in a particular domain • working at the edge of competency • specific informative feedback • rigorous skills assessment	Didau and Rose (2016) *What every teacher needs to know about ... psychology.* Ericsson (2008) *Deliberate practice and acquisition of*	Deliberate practice		• Lesson materials would say 'silent deliberate practice' with an icon for silence.

	deliberate practice is less strongly supported by the evidence base than the other principles listed. It has been studied most often in the domains of music, sports and chess.	• Building comfort level and confidence levels in students • Spacing practice over time	*expert performance: a general overview* Lemov et al. (2012) *Practice Perfect*			
Questioning	Teachers and students ask questions at lower cognitive levels (recall questions) and higher cognitive levels (questions that require students to manipulate previously learnt material) to embed knowledge, develop understanding, practice retrieval and promote metacognitive thinking.	Ask a large number of questions and check the responses of all students Ask questions which focus on the salient elements in the lesson; avoid questioning students about extraneous matters. Ask 'why' and 'how' questions so that students elaborate on existing knowledge For a more comprehensive list of recommendations, see this article from the Research School Network.	Rosenshine (2012) *Ten Principles of Instruction* Cotton (1988) *Classroom Questioning* https://researchschool.org.uk/durrington/news/what-does-the-evidence-say-about-questioning	Questioning	• Cold call • No opt out • Hinge questions • Right is right • Rounding up	• The teacher strategically chooses which student answers questions rather than taking hands up. (TLAC terminology, also known as no hands up) • Students always have to answer a question (although sometimes this will be after they have heard a model answer from the teacher or another student). (TLAC terminology) • https://www.futurelearn.com/info/courses/introducing-assessment-for-learning/0/steps/52664 a hinge is a point in a lesson when you need to check if students are ready to move on, and if yes, in which direction; a hinge-point question is a diagnostic question that you ask your students when you reach the hinge, responses to which give you evidence about what you and your students need to do next. • The teacher only accepts complete correct answers. They don't give approval/praise for only part of an answer. (TLAC terminology) • Rounding up is when a teacher adds detail to a student's answer. It is something to avoid – they should use right is right and if the student can't answer provide a model answer and use no opt out. (TLAC terminology)
Feedback	Feedback should aim towards (and be capable of producing) improvement in students' learning	*(From the EEF'S Teaching and Learning Toolkit):* Effective feedback tends to: • be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct");	EEF Teaching and Learning Toolkit Hattie and Timperley (2007) *The Power of Feedback*	Feedback	• Responsive feedback (with a purple pen icon) • Live marking	• To be used instead of DIRT or Purple pen time. • This is done through effective circulation of the class. Aim to give individual feedback to a smaller number of students each lesson and be prepared to stop the class to feedback and address any common misconceptions.

		• compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y…"); • encourage and support further effort; • be given sparingly so that it is meaningful; • provide specific guidance on how to improve and not just tell students when they are wrong; • be supported with effective professional development for teachers.				
Self-testing and Retrieval practice	Lessons provide opportunities for recalling information Note: the terms are often used synonymously, though *retrieval practice* is perhaps the better term since it more accurately describes the process.	For ideas about ways to implement retrieval practice, see this article by Tom Sherrington.	Roediger and Karpicke (2003) *Test-Enhanced Learning* Weinstein et al. (2019) *Understanding How We Learn* Dunlosky et al. (2013) *Improving Students' Learning with Effective Learning Techniques* https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice	Assessment	• Low stakes quiz	• The term for any short assessment/test outside of cycle assessments.
Spaced practice	Teachers implement a schedule of practice that spreads out study activities over time.	Students often "mass" their study—in other words, they cram. But distributing learning over time is much more effective. Longer intervals are generally more effective: 'Long delays between study periods are ideal to retain fundamental concepts that form the basis for advanced knowledge.' (Dunlosky et al 2013)	Dunlosky et al. (2013) *What Works, What Doesn't* Weinstein et al. (2019) *Understanding How We Learn*			• The idea that practising a particular skill or retrieving particular information is more effective when spread over time, rather than repeated sequentially over a short time period

			Cepeda et al. (2008) *Spacing Effects in Learning*			
Dual-coding	Combine words with visuals. (Firstly, we remember pictures better than words. Secondly, we process verbal and visual information through separate channels - hence it is 'dual coded'. Providing information in two formats increases the chance of recall.)	Dual coding is especially helpful for novice learners. Dual coding can help to make schema explicit - and show where new information belongs in an existing schema. Timelines, graphic organisers, diagrams, cartoon strips and infographics are commonly used examples of dual coding.	Weinstein et al. (2019) *Understanding How We Learn* *Clark and Paivio (1991) Dual Coding Theory and Education* *Caviglioli (2019) Dual Coding with Teachers*			Dual coding is **not** visuals for the sake of visuals. Poorly chosen or unnecessary visuals (or words) will increase extraneous cognitive load, impeding learning.
Vocabulary acquisition	Provide targeted vocabulary instruction	Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech The Frayer Model is a helpful way to structure teaching in definitions, characteristics, examples and non-examples. For phase-specific guidance, see the relevant EEF literacy guidance report.	EEF Literacy guidance reports Quigley (2018): *Closing the Vocabulary Gap*			Keystone vocabulary is selected in advance by teachers. Where Frayer models are used to support teaching of keystone vocabulary, teachers should ensure that there is appropriate follow up so that students get the opportunity to revisit and apply the language frequently.

ESW Common Language for Teaching and Learning

Lesson Design

Symbol	Key Term	Details
	Learning Outcome (LO)	Lesson materials will clearly display the learning outcome of the lesson. The learning outcome is a precise statement defining what **all** students will learn to be able to do during the lesson. The learning outcome will be prefixed by 'to' in the context of 'to be able to' (used instead of learning objective)
	Progression Steps (PS)	Progression steps are the small steps that a student must achieve in order to achieve the learning outcome for a lesson. lesson. Progression Steps structure the learning by breaking down the overall objective and creating a logical journey to navigate through the lesson content. The learning outcome from a previous lesson may form a progression step in a subsequent. The LO and PS should be shared with students during every lesson so that students can see the context of the lesson, where they are going and how they are going to get there. (used instead of success criteria)
	'Do it Now' abbreviated to DIN	Plan for a daily review of prior learning and retrieval practice, which is implemented through a Do It Now (DIN). DIN activities contain planned strategic retrieval practice that focuses on the core substantive and procedural knowledge for the subject. This often takes the form of a short set of carefully planned questions aimed at improving memory and retrieval strength based on prior knowledge and taken directly from the knowledge assessments/knowledge organisers. Usually this will be completed in silence and last around 5 minutes. They should be easy and fast to mark in class, without spending excessive time debriefing students. (used instead of silent starter/starter)
	Key Concept	Key concepts are the big ideas of a subject. They underpin the curriculum planning. Concepts have an essential place in the structure of knowledge. They require pupils to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings the pupils should retain in the future, they become principles and generalisations that pupils can use to understand the world and to succeed in further study and life beyond school. (used instead of threshold concepts)

Modelling and Instructional Strategies

Symbol	Key Term	Details
	My turn/our turn/your turn	Used to describe the stages that can be used when modelling a process. This can be planned within a lesson or over a series of lessons (used instead of I do, we do, you do).
	Key vocabulary	Tier 2/3 key language required to access the curriculum. Key vocabulary is defined for each unit/cycle and key vocab is included in the Knowledge Organiser Frayer models are planned and used where appropriate to teach this. (Used instead of golden words etc..)
	Deliberate Practice	During independent deliberate practise, the teacher is constantly circulating from student to student to live mark and intervening at point of error. Independent work is done in silence. Work the clock – allocate clear timings to tasks and maintain pace. Practice is given through a range of different tasks, both familiar and unfamiliar. Teacher aims for a high success rate (80%) in independent tasks, whilst ensuring that students remain in the struggle zone. Teacher takes account of pupils' cognitive load and ensures that the task meets the LO. Regular opportunities are provided for extended writing.
	Work the clock	Teachers give clear timings to tasks. Teach like a champion (TLAC) terminology for use of timings for tasks to maintain pace.

Questioning

Symbol	Key Term	Details
	Cold call	The teacher strategically chooses which student answers questions rather than taking hands up. (TLAC terminology, also known as no hands up)
No symbol needed	No opt out	Students always have to answer a question (although sometimes this will be after they have heard a model answer from the teacher or another student). If the student does not know initially, they are always returned to. (TLAC terminology)
	Hinge questions	A hinge question is used at a point in a lesson when you need to check if students are ready to move on, and if yes, in which direction. A hinge question is a diagnostic question (often multiple choice) that you ask your students when you reach the hinge, responses to which give you evidence about what you and your students need to do next. https://www.futurelearn.com/info/courses/introducing-assessment-for-learning/0/steps/52664
No symbol needed	Right is right	The teacher only accepts complete correct answers. They don't give approval/praise for only part of an answer. Rounding up is when a teacher adds detail to a student's answer. It is something to avoid – they should use right is right and if the student can't answer, provide a model answer and use no opt out. (TLAC terminology)

Assessment and Feedback

Symbol	Key Term	Details
	Responsive feedback	Students respond to feedback in purple pens. To be used instead of DIRT or Purple pen time.
	Live marking	This is done through effective circulation of the class. Aim to give **individual feedback to a smaller number of students each lesson** and be prepared to stop the class to feedback and address any common misconceptions.
	Low stakes quiz	The term for any short assessment/test outside of cycle assessments.

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Generic Teaching and Learning Strategies

Symbol	Strategy	Teacher should:	Pupil should:
	**Silence**	• To be used in 'silent deliberate practice' • Enforce class silence using standard behavior management strategies.	• Pupils work in silence to maximise concentration and reduce extraneous load
	**Retrieval Practice**	• Circulate the classroom as pupils complete questions. • Record/note common misconceptions. • Note pupils to celebrate for speedy recall.	• Answer questions in silence. • Try and retrieve the answers from memory • Do not look back at notes. • Self-mark or peer-mark at the end.

	**Everybody Reads**	• Manage a whole class reading session • Model reading aloud a sentence or two. • Call children's names, to indicate that they should read aloud a sentence or two, then switch. • Define key words as you encounter them.	• Follow the text with a ruler or finger and 'read along' with the person reading aloud. • Be ready to read aloud when name is called. • Ask if you are unsure of the meanings of any wo rds.
	**Find the answer**	• Read the question aloud. • Ask pupils to independently revisit the text, image or data to find the answer. • Reveal answer and ensure pupils self-mark or correct/edit their answers.	• Pupils should know this is a straightforward retrieval task, with the answer in text. • They should reread and to search and find the answer or key information. • Self-mark or edit incorrect answers.
	**Tell The Story**	• The teacher should use narrative to reveal a key events or processes. • This retelling should be performative, exciting, memorable and clearly sequenced.	• Listen and watch the teacher's story. • Volunteer to take part in the story as one of the characters. • Act out the story, repeating the key steps.
	**Partner Talk**	• Clearly state the question, problem or topic • Scan to ensure all pupils actively engage in purposeful talk, with eye contact and turn taking. • Drop into conversations to correct/question/move on thinking.	• Turn and face your partner. • Repeat the question, problem or topic. • Review key information and vocabulary in the booklet. • Build on each other's responses
	**Analyse the Source**	• Display the source on the board. • Model looking closely/reading carefully • Think out loud to model making links with your own background knowledge and the booklet.	• Look closely at the source. • Annotate it if helpful. • Link back to information in the booklet and in your own background knowledge
	**Disciplinary Thinking**	• Clearly read the question and give the pupils a set amount of time to independently answer. • Explain that pupils will need to justify their response with evidence/reasoning. • Circulate to spot misconceptions and address.	• Read the question carefully. • Use background knowledge to write a full answer, justifying the response. • Be ready to share the answer you've written. • Edit and improve answer based on feedback.
	**Plot The Data**	• Provide pupils with some data which they need to organise graphically. • Model the first step, or explain/scribe the steps.	• Look at all of the given data carefully. • Record it in the set format (e.g. a graph or a timeline).

	**Everybody Writes**	• Explain to pupils that they need to give a written response. • May need to model an example, a sentence opening, or jot key words.	• Pupils should provide a written response to a question. • This could be a word, full sentence or paragraph • Use technical vocabulary where possible.
	**Debate It**	• Present a 'motion' for pupils to either support or oppose • Facilitate either a formal or informal debate. • Probe and challenge pupils' assertions	• Pupils should choose to either support or defend. • Select reasons and evidence from the text and/ or their own knowledge • Respond to challenges from peers.
	**This Reminds Me**	• Make explicit a link to a previous topic which shares a similar/contrasting theme, concept, person or event. • Ask pupils to make a link between this topic and so mething studied in a previous unit of work.	• Pupils should be encouraged to make links from previous units and share these with the class. • Pupils should explain how previous learning links. • They should give reasons for why they think that there are similarities/differences between times.
	**Discuss and reflect**	• Ask pupils to reflect, make links and discuss	• Pupils encouraged to consider the key learning and listen respectfully to each other's views and question

Curriculum Design Lead – Key Processes

All steps in the process are agreed between CDL and team leaders. Where agreement cannot be reached, this will involve DCQI support.

Overall Curriculum Maps

1. Define the key concepts that underpin the curriculum, informed by OFSTED research and the National Curriculum.
2. Planned sequencing of concepts/key content over the 3/5/7 years – clear rationale for what, where, when and why
3. Define subject specific approach to sequencing model – hierarchy, thematic, topic areas
4. Define assessment rationale within the subject: granular in lesson; mid cycle; knowledge assessment; end of cycle

Scheme of Learning Document

5. Narrative, context and agreed knowledge for each unit – where does it fit within overall schema?
6. Define and agree Learning Outcomes (precise and explicit) for individual lessons within each scheme/topic/unit
7. Learning outcomes are chunked down into Progression Steps that define the logical sequencing of knowledge within the lesson
8. Core knowledge is defined and collated – in many cases this will be the knowledge organiser

Assessment

9. Knowledge Assessment is written ensuring that the core knowledge from KO and SoL is tested as well as core knowledge from previous units
10. Mid cycle assessment points are defined (purpose and form), written and added to SoL
11. End of cycle assessments are written first to set the rigour and challenge but are reviewed regularly to ensure that they do not assess what has not been taught.

Collaborative Area

12. Plan and resource individual lessons to meet defined LO/PS, defined knowledge acquisition

Review

13. Time is planned to review curriculum overviews, schemes of learning and lesson level resources in light of teacher feedback and assessment inferences.

Long term planning

14. Review how different subjects support each other (content/knowledge) to enhance schema development and recall