Teaching and learning Policy

2025-2028

Content

1. Introduction

At Riverview Family of schools, we are committed to providing high-quality teaching and learning that inspires, challenges, and supports all students to reach their full potential.

Our vision for teaching and learning reflects our collective high aspirations and expectations of staff, students, and parents. We believe everyone is a learner and that education is key to unlocking exceptional futures and driving social mobility.

Our teaching and learning is underpinned by our **core values**. These guide all members of our community to take ownership of learning, develop perseverance, and contribute positively to society.

Our approach to teaching and learning empowers students to become responsible, resilient, and ambitious learners, ready to thrive beyond the Riverview Family of schools.

2. Aims of the Policy

This policy aims to:

- Ensure that high-quality teaching and learning is consistent across all phases and subjects in the Federation.
- Ensure every student is able to access a high quality curriculum in a way that facilitates their success.
- Establish the importance of research and evidence based pedagogy.
- Empower teachers to be creative and innovative, retaining individuality and personal approaches.
- Recognise the importance of relational approaches within the classroom to achieve a productive classroom climate.
- Provide a shared understanding and language of effective pedagogy rooted in our Castledyke and Baysgarth learning models.
- Foster a reflective culture of continuous improvement among staff and pupils.
- Foster a collaborative approach to Teaching and Learning through the development, implementation, evaluation and refinement of our learning models.

Our Philosophy

At Riverview our philosophy about teaching is built on our philosophy about learning.

Our philosophy about learning is that:

- Learning is a core, biological process that is rooted in neurophysiology and therefore understanding the process biologically enables us to understand that the process of learning is biologically the same for all learners.
- Learning can only be constructed if it can be connected to prior learning or experiences. The brain needs to be able to organise the information in order to store it effectively.

- Social interactions, such as those experienced through discussion and group work, are essential to the construction of new knowledge.
- The brain's ability to store and retrieve information is a process that needs to be strengthened by teaching approaches; developing the ability to retrieve and recall.
- New skills and knowledge have to be used in order to be retained, and practising is a key strategy for strengthening the brain's neurons and storage system of this newly acquired knowledge or skills.
- Learning has to be tested to be able to judge how secure it is and how well it will be retained in the future.
- A student's ability to learn can be affected by extrinsic factors and this transpires into disadvantage. Effective teaching can address these factors and should always seek to level the playing field and achieve equity to access and engagement.
- The process of learning gets easier the more it is practised and when students reflect on how they are successful.
- The skills students need to learn such as resilience, oracy and metacognition need to be modelled, actively taught and practised.
- Learning is a social activity and is enhanced through collaboration and talk.

These core statements underpin what we believe makes great teaching. These statements allow us to create a shared philosophy of teaching that empowers and recognises the skills and expertise of educators.

Our philosophy of teaching is that:

- Planning and teaching are the enablers of learning and their quality determines its success.
- Teaching is fundamentally creating the optimum conditions for learning.
- Teaching is relational and our personalities and uniqueness are fundamental to creating the relationships needed for the optimum climate for learning.
- Teaching should be equitable for all students.
- Teachers are the experts of their subjects and their classes, understanding their needs and progress more than anyone else.
- Teachers must utilise progress and assessment data to identify with precision where teaching or reinforcement is needed, ensuring no time is wasted.
- Teaching can occur in many different places, not just in our classrooms and not just by teachers.
- Teachers should be awarded professional trust and respect to be curious, innovative and creative; taking risks with no fear of failure.
- Teaching is a craft and requires practice, persistence and reflection in order to build vital experience. All teachers
- Teachers are the most effective resource within the classroom in terms of their delivery, responses and adaptations.
- Teaching pedagogy should suit the students and subject as the priorities. The pedagogy should be research driven and tested within our approaches, but there is no one perfect approach.
- Teaching should ensure the focus on the students holistically.

- Planning for learning requires precise, detailed knowledge of students' progress and understanding, which has to be incorporated into learning episodes.
- Mixed ability environments provide the best conditions to raise self esteem and motivation in all learners.
- Teaching should be pitched to the top of the ability range in the classroom and scaffolding incorporated to support targeted learners.
- Teaching needs to allow for opportunities to connect new skills and knowledge to prior learning or to a known context.
- Teaching aims to provide students with new knowledge and skills they can independently apply in a variety of situations, including in real life scenarios. It is not just about application in exams.
- Teaching should be fluid and adaptive as students' needs emerge through the learning process.
- Time is needed to plan for effective teaching, which will enable learning.

3. Our Pedagogical Approach

To achieve our aim of highly effective learning in every classroom and every lesson, we must share a clear understanding of the principles of effective learning. While we value innovation, creativity, and risk-taking in the classroom, these must be grounded in evidence of what makes learning effective. This comes from evidence based research.

At Riverview, we recognise that learning is a biological process, and therefore place the **Science of Learning** at the heart of our teaching policies, systems, and practice.

As learning communities, we co-produce, implement, evaluate, and continually refine our **Learning Models**, which drives our teaching and learning strategy. This model provides a scaffold for teachers to plan effective learning sequences, rooted in scientific understanding of how students learn best.

4. Roles and Responsibilities

Responsibilities

Students are responsible for ensuring that they:
- Immerse themselves into the Baysgarth values, expectations and culture.
- Accept responsibility for their own learning and progress, through the demonstration of the right behaviours and attitudes.
- Attend school every day and arrive to classes on time and equipped with all necessary supplies.
- Complete all homework assignments on time, understanding this supports the learning process and their understanding.
- Read on a regular basis.
- Participate fully in all class activities, giving100% effort.

- Work with a variety of people and contribute to group discussions / activities, demonstrating cooperation and communication skills.
- Ask for help when needed promptly.
- Reflect on feedback and act on advice.

Parents/carers are responsible for ensuring that they:
- Ensure that their child attends school every day and puts 100% effort into their learning.
- Check regularly if their child has received any homework and talk to them about what they have learnt. Reward and encourage completion.
- Promote reading daily and provide opportunities to listen to your child read and you read aloud to them, irrespective of age.
- Show an interest in the topics they are studying and provide encouragement and motivation. Be curious and ask questions.
- providing encouragement and motivation irrespective of the child's age
- Promote oracy within the household and encourage quality conversation.
- Contact their child's class / subject teacher in the event of any worries or concerns about progress promptly.

Teachers are responsible for ensuring that:
- The high quality curriculum is implemented effectively in the classroom, through teaching that leads to good progress for every student.
- All lessons are planned using our Learning Models.
- Objectives and outcomes are set that align with curriculum plans and demonstrate challenge and ambition for all learners. These should be understood by students in relation to previous knowledge and future learning.
- Learning episodes are planned to teach to the top, ensuring every student is appropriately challenged in every lesson and scaffolding is in place.
- Classroom seating is organised for facilitating maximum access and engagement of the students.
- Reading opportunities are planned into learning episodes where appropriate and reciprocal reading strategies are employed.
- They are aware of any students who are reading below their chronological age and actively plan to support this within the lesson.
- High quality talk and oracy is promoted at all times, with all teachers having the highest expectation of language and vocabularies.
- Questioning strategies are varied and effective, often targeted at students to check understanding.
- A no hands up policy is implemented in classrooms to ensure that accurate and effective assessment and evaluation of learning can occur.
- Build strong relationships with all students, ensuring a harmonious and productive classroom climate.
- Develop a deep understanding of every student's needs, using Pupil Profiles, IEPs and other data to inform adaptations and scaffolding needs.
- Students are appropriately challenged to think deeply and hard, appreciating that learning is not easy.
- Continuous assessment happens throughout a learning episode to ensure that the teaching of the class, smaller groups or individuals is precise and targeted.

- Students are given opportunities to retrieve prior knowledge, with immediate feedback on their success at the start of a learning episode.
- The learning episode culminates in an activity where students are expected to independently apply their new knowledge/ skills.
- Opportunities for students to work in Kagan structures are created, demonstrating accountability in collaborative work.
- Explicit opportunities to develop Tier 2 and 3 vocabulary are embedded.
- They demonstrate a continuous desire to improve and refine practice through the independent motivation to complete their bespoke CPD programme for the year and seek coaching advice when needed, acting upon any feedback that is given.
- Summative assessment processes are implemented

Head of Faculty (HOF)/Subject Leaders are responsible for ensuring that:
- The curriculum is effectively sequenced and is ambitious for every student. It clearly shows how learning builds on previous learning and where the learning will take students next.
- Curriculum medium and short term planning is shared between colleagues, creating a highly collaborative approach to planning, reducing workload and strengthening the sharing of good practice.
- Curriculum medium term planning ensures that there is consistency in the implementation of the curriculum in terms of knowledge/ skill development, application opportunities and assessment.
- Key tier 2 and 3 vocabulary is identified
- All lesson episodes are planned using our Learning Models and all staff are able to articulate this.
- The quality of implementation is regularly quality assured and findings shared with individuals and teams to drive improvements.
- Opportunities for peer observations/ modelling of good practice are provided.
- There is continuous quality assurance within their faculty which includes observations, work scrutiny, and student voice, which demonstrably drives improvements.
- Each staff member has a bespoke CPD programme for the year, which they are fully supported to engage with, and share learning within the team.
- The teaching and learning skills of staff are developed through quality coaching and mentoring.
- Subject knowledge is secure and consistent across the team and is updated in line with new curriculum requirements.
- Any areas of weakness are communicated to SLT and an appropriate support pathway is put in place.
- The marking and assessment policy is bespoke to the subject and is devised collaboratively with the team and SLT link. The policy within faculties must ensure that workload is considered and actively reduced where possible.
- Summative data is moderated to ensure accuracy.
- Home school communication with regards to student's progress is effective and parents are active partners in ensuring their child fulfills their potential.
- High quality feedback is provided for all SEND learners, with regards to specific IEP targets.

The Senior Leadership Team (SLT) are responsible for ensuring that they:

- Lead by example and have a shared responsibility for teaching and learning across the school.
- Engage with the latest research and disseminate where appropriate.
- Lead the evaluation and refinement of the learning model.
- Identify the best practitioners in school to be able to support and cascade practice to others.
- Opportunities for peer observations/ modelling of good practice are provided.
- Work collaboratively with the Heads of Faculty/subject leaders to ensure quality assurance processes are embedded and collaborative.
- Develop, lead and manage effective whole school strategies to improve standards of teaching across all Key Stages.
- Provide professional development opportunities for all staff, including induction.
- Develop the teaching and learning skills of staff through quality coaching and mentoring.
- Use assessment information to

Learning Support / Teaching Assistants are responsible for ensuring that they:

- Have a highly informed knowledge base of the student/s that are being supported in terms of their needs and strategies needed to promote independence.
- Promote independence in students at all times, by supporting them to identify the tools, resources or strategy that is needed in a given situation.
- Use effective questioning to aid students to recall information and instructions.
- Model high quality oracy and reinforce repetition of vocabulary with students where appropriate.
- Provide additional scaffolding structures/ techniques to support learners.
- Following assessment for learning, provide targeted interventions and scaffolded support for individuals and small groups under the direction of the teacher.
- Promote resilience in all students, encouraging them to view failure as a positive part of the learning process.
- Collaborate with teachers to understand lesson objectives and adapt support accordingly.
- Contribute to an inclusive classroom environment where all students can thrive, by ensuring active circulation and relationship building within the classroom.
- Share feedback on student progress and barriers to learning with the teacher, to inform their future planning.
- Engage in appropriate CPD to enhance T&L knowledge to enable them to provide high quality support, regardless of subject, and seek coaching advice when needed, acting upon any feedback that is given.

5. Curriculum and Planning

All planning (long-, medium-, and short-term) should reflect the Learning Model for each of the settings across the Federation. Teachers ensure progression by building upon prior knowledge and providing appropriate challenge. Adaptation and inclusion are central to planning to ensure equity of access for all students through the use of adaptive teaching, bespoke approaches and curriculum adaptations.

All curriculum design is underpinned by the principles of Rosenshine's instructional framework, ensuring:

- ambitious content
- repetition and revisiting of key knowledge
- structured progression of skills and concepts
- built-in opportunities for retrieval, review, and summative assessment.

In addition, curriculum planning should ensure:

- consistent National Curriculum coverage across the faculty
- best practice is shared, to enhance teaching across the department
- workload reduction through shared resources and planning
- opportunities for equality and diversity celebration and recognition are maximised
- links to real life scenarios, applications and careers are highlighted
- opportunities for the development and consolidation of ICT skills and media literacy are fully identified and exploited.

6. Assessment for Learning (AfL)

Assessment is embedded throughout the learning process, especially in the **Checkpoint** phase. Without effective assessment, teachers cannot accurately know where the teaching needs to be focused to be effective.

AFL is a continuous process throughout the lesson and can include:

- regular questioning and checks for understanding
- verbal feedback aligned with learning objectives
- student self-assessment
- peer review / assessment.

Teachers and learning support staff are in a continuous state of assessment throughout the learning episode and will be adapting and shaping learning to maximise impact.

Live marking is an effective strategy to ensure that feedback is provided to students during the application section of the lesson. This strategy ensures that the teacher has relevant knowledge to plan the next episode without adding to workload.

This policy should be read in conjunction with the following policies:

- Marking, Assessment, Recording and Reporting Policy.

7. Use of ICT

ICT can greatly support learning and is a key tool that every student will need to be able to master to be a successful adult in the modern world. Students must be given the skills and knowledge to be able to recognise the positives and efficiencies ICT can bring as well as the potential dangers. This knowledge will allow them to harness the potential of ICT as they move through their lives.

Student ICT skills are developed through dedicated lessons from EYFS to Year 8, which are then applied across the curriculum.

Teachers have a responsibility to maintain their ICT knowledge and competencies in light of new hardware and software, in particular the use of AI. Through the use of ICT, they can ensure that all students can access and engage with the curriculum.

Teaching students how to harness the power and

Mobile Phones / devices are strictly prohibited from being used in any lesson, for any purpose.

This policy should be read in conjunction with the following policies:
- Student Mobile Phone and Device Policy
- ICT Policy
- AI Policy.

Learning Environment

We strive to create classroom environments that:

- are safe, nurturing and predictable
- reflect the learning model and curriculum content
- promote independence, organisation, and a love of learning
- celebrate effort and achievement.

In order to achieve this, teachers and learning support staff should:

- Greet students at the door on entry with positive body language and communication to set the tone for the lesson.
- Ensure every student is interacted with every learning episode to build connections and relationships.
- Create a seating plan that is conducive to every students' progress.
- Ensure a consistent, silent start to the lesson that is predictable.
- Circulate the learning environment, offering feedback and praise.
- Use rewards and house points consistently.
- Plan proactive strategies to maximise engagement and access.
- Use the behaviour system consistently and ensure its use is narrated to students, giving them opportunities for correction.
- Use displays and resources within the room to support independence.

8. Success for all

At Riverview, we are committed to ensuring that every student can access high-quality learning, regardless of their background or individual needs.

We believe that mixed ability grouping for the majority of curriculum areas, supports the confidence, wellbeing and progress of the majority of students.

To ensure every student can access the ambitious curriculum:

- Class dynamics are carefully constructed ensuring a mix of ability, gender and additional needs.
- All students are made to feel welcome, recognised and valued by every staff member.
- All students with an additional need will be identified swiftly and have a bespoke student profile / IEP which details the strategies that are needed for success.
- ICT resources are available for students with additional needs, so they can utilise the programmes, tools and resources to independently manage their learning.
- Effective AfL accurately identifies learning starting points and progress.
- Scaffolding, resources, and teaching styles are carefully adjusted to support all learners, with particular attention to those with **SEND, EAL, or disadvantaged backgrounds**.
- Our Learning Models provide varied entry points, flexible pacing, and opportunities for challenge to ensure every student can make progress.
- Lessons are designed to build independence and resilience, while also ensuring personalised support where needed.
- Kagan strategies improve the ability to work collaboratively and enhance understanding and progress in mixed ability groupings.

9. Stretch and Challenge

Despite groupings being predominantly mixed, we know that for the benefits of this to happen for students, we have to be ambitious in the learning outcomes for every student.

Teachers are expected to teach to the top, which means they are ambitious for every student. Objectives show challenge and stretch and students understand that these may not always be easy to achieve; thinking and learning is hard.

To ensure every student is successful, carefully constructed scaffolding and adaptations are provided for identified students. This builds their confidence and allows them to progress alongside their peers.

10. Foundational Skills

Every teacher and learning support assistant is a teacher of foundational skills; reading, writing and oracy. Every learning episode should be viewed as an opportunity to strengthen these skills.

This policy should also be read in conjunction with the individual school's literacy and numeracy policies.

Kagan

Kagan structures provide a framework for highly organised, interactive activities that promote engagement, accountability, and collaboration.

Using these structures consistently in our curriculum ultimately allows students to work together, share responsibility, and develop social, emotional, and academic skills.

In order to facilitate this, teachers should:

- Include opportunities for students to work in pairs, trios, or small groups, ensuring that each learner has an active and equal role.
- Model and reinforce the behaviours necessary for effective collaboration, including listening actively, respecting others' viewpoints, and contributing constructively.
- Use Kagan to enhance understanding through peer discussion and explanation.
- Actively plan using Kagan to build confidence, communication, and leadership skills.
- Use Kagan to support the creation of a positive classroom climate and to promote social responsibility.

Recording Learning

The most effective evidence base for the quality of teaching can be found in the chronological work recorded in exercise books or portfolios.

Exercise books provide evidence of effective teaching alongside high expectations and should be consistently valued by teachers, learning support staff and students.

Pride in presentation is expected from all students as this increases accuracy, motivation, and the value students place on their own ideas.
00000000000000000000000000000
Teachers and learning support staff are responsible for modelling high quality presentation skills, including handwriting and spelling, at all times. Primary teachers should also refer to the Handwriting policy.
0
To ensure consistent high expectations of presentation:

- work should be written in blue/ black pen or pencil
- date and title should clearly mark the start of each lesson which follows the previous lesson
- diagrams, charts and graphs should all be drawn with a pencil and ruler
- handwriting should be clear and legible and consistently the best a student can produce
- full sentences should be used in the majority of work (quizzes and low stakes retrieval are exceptions), with care for grammar and spelling
- sheets should be stuck into books in a neat manner
- red pen should be used for self or peer assessment
- a purple pen should be used for corrections, redrafting or therapy tasks.

Where presentation falls short of expectations, teachers and learning support staff should ensure students are sanctioned, in order to facilitate corrections or redrafting.

Monitoring and Evaluation

In a learning community which is continually striving for improvements, quality assurance is essential.

This allows best practice to be recognised and celebrated across the staff. It ensures staff provide peer support through coaching and mentoring and allows leaders to shape professional development to ensure it is bespoke and impactful.

At Riverview, quality assurance of teaching and learning is:

- The right of all teachers as a key mechanism for praise, recognition and celebration.
- Always professionally respectful, recognising every practitioner is an expert in their students and subject and has good practice to share.
- Conducted openly and transparently, with a focus on celebrating positive practice.
- Conducted with genuine professional curiosity and a belief that we all can learn from the practice of our peers.
- Designed to promote self-reflection and professional growth.
- Encouraging self-directed professional development.
- Fostering high-quality professional dialogue and mutual respect among colleagues.
- Driving aspiration and ambition across all staff.
- Providing opportunities to identify, celebrate, and share innovative and creative practice.

Teaching and learning will be monitored by SLT, Heads of Department & Subject Specialists through:

- learning walks
- book scrutinies
- moderation
- review of assessment data following data collections
- student voice activities.

11. Continuing Professional Development (CPD)

At Riverview, we recognise that highly effective teaching requires ongoing professional growth and development.

All staff are encouraged to engage in reflective practice, value opportunities to develop, share expertise, and view colleagues as a resource for continuous learning.

Effective professional development leads to lasting changes in staff capability and understanding through amended habits, resulting in improved classroom practice and enhanced pupil outcomes (Darling-Hammond, 2017).

To achieve this, our professional development approach:

- is facilitated through the creation of the right culture within the school, which creates the conditions for staff to thrive
- is evidence-based, drawing on the best available research on effective pedagogy and classroom interventions
- follows the learning model, to ensure learning is effective and sustained
- provides time for staff to deliberately practise new strategies and reflect on their impact, ensuring lasting improvements and the formation of positive professional habits
- is bespoke and reflective of staff needs, for example each year there are universal modules for all staff, optional modules targeted at departmental or school-wide needs, and elective modules allowing staff to pursue individual interests

- integrates staff induction, ensuring new members quickly understand the principles underpinning teaching and learning at Baysgarth.

Through this approach, staff are empowered to take ownership of their professional development, fostering a culture of continual improvement that benefits both staff and students.

Appendix 1

Castledyke

Central to our teaching and learning is the Castledyke Learning Model, a six-phase cycle that provides structure, consistency, and clarity across the curriculum. This model ensures that all learners are given the support they need to make progress and become independent, reflective learners.
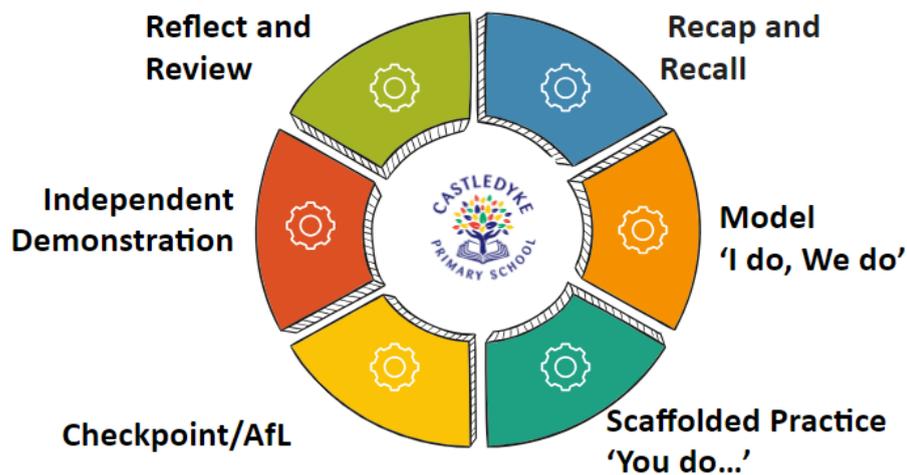
The Six Phases of the Castledyke Learning Model

Recap and Recall
- Pupils activate prior knowledge through retrieval practice.
- Teachers connect current learning to what has been previously taught, building schema.

Model – 'I do, We do'
- Teachers explicitly model new concepts, skills, or processes.
- Guided practice follows, allowing for shared learning and questioning.

Scaffolded Practice

'You do…'
- Pupils engage in structured activities with appropriate scaffolding.
- The level of challenge increases gradually as confidence and competence grow.

Checkpoint / AfL
- Teachers check understanding through formative assessment strategies.

-Feedback informs next steps for teaching and learning.
Independent Demonstration
- Pupils apply their learning independently to consolidate understanding.
- This may take the form of written tasks, problem solving, or creative work.
Reflect and Review
- Pupils reflect on what they've learned and how they've learned it.
- Teachers and pupils review progress towards learning objectives.

This model encourages explicit instruction, active engagement, responsive assessment, and metacognitive reflection – all of which are reinforced by Rosenshine's work.

Key Rosenshine Principles and Their Application at Castledyke:

Rosenshine Principle	Application in the Castledyke Learning Model
1. **Begin a lesson with a short review of previous learning**	Reflected in **Recap and Recall** – retrieval practice, quizzes, low-stakes questioning.
2. **Present new material in small steps**	Seen in **Model – I do, We do** – chunking content, clear modelling, reducing cognitive overload.
3. **Ask a large number of questions and check the responses of all students**	Integrated in **Checkpoint / AfL** – cold calling, mini whiteboards, hinge questions.
4. **Provide models**	Explicit in the **Model** phase – worked examples, shared writing, teacher explanations.
5. **Guide student practice**	Occurs in **Scaffolded Practice** – paired work, guided tasks, teacher support.
6. **Check for student understanding**	Central to **Checkpoint / AfL** – diagnostic questioning, clarification, immediate feedback.
7. **Obtain a high success rate**	Achieved by careful **scaffolding and practice**, ensuring tasks are accessible and achievable.
8. **Provide scaffolds for difficult tasks**	Seen in **Scaffolded Practice** and **Independent Demonstration** – visual aids, prompts, sentence starters.

9. **Require and monitor independent practice**

Practised during **Independent Demonstration** – pupils apply learning with minimal support.

10. **Engage pupils in regular review**

Addressed in **Reflect and Review** – summarising, journaling, peer discussion, and goal-setting.

| Stage	What does this mean?	What does it look like in the classroom? (Teacher)	What does it look like in the classroom? (Learners)
Recap and Recall	Activity allows children to revisit prior learning to ensure it is embedded and to connect any prior learning that will support the learning process in the current lesson. This may have to be adapted to ensure that all children can access the task and focus quickly, thinking hard and wasting no time. Sharing the learning outcome of the lesson, the big picture and how the lesson fits in with a series of lessons (Scheme of learning/topic/module). Linking the objectives and outcomes with previous learning and possible connections with cross curricular links also where application of skills from other lessons may benefit the learning. High expectations of learners with clear routines, purposeful seating plans and positive teacher-pupil relationships are all apparent upon entering the classroom and are upheld throughout the lesson.	**Teacher Actions** Counting, Flashback 4, sticky knowledge, mini quizzes (engaging), physical activities - ie Supermovers Recap, mixed ability pairs, adapted/scaffolded activities, share what we have previously done, where it fits and why we are learning? Refer back to prior learning. Ask questions. Previous year group/s learning as well as their own through quizzes/games/true or false Task dont ask - 100% engagement not guess what's in my head questioning to recall. Talk through with children - share, draw upon previous learning/skills, positive reminders, praise, flexible seating, can adults support easily, adults to model behaviour	**Pupil Actions** all engaged - active - whiteboards - books - mix of methods Recall information, share knowledge, talk to partners, WB, scaffolded activities, adult support Whiteboards for quick answers Pair/group work Kagan strategies understanding of what we are learning and why, what it looks like, environment where it is ok to make mistakes, partner talk **1. Recap and Recall** **How children learn best:** short, frequent retrieval strengthens memory. **Application:** Begin with quick, playful retrieval (mini-quizzes, talk partners, manipulatives). Keep it low-stakes and interactive to build confidence. Connect new learning to familiar prior knowledge to aid understanding.
Model **"I do… We do"**	New knowledge or skills are introduced in this lesson linked to the lesson outcomes. The brain likes novelty and this should be capitalised on during this stage.	**Teacher Actions** WAGOLL - all aspects, clear expectations, vocab, specific objectives shared, adaptations, scaffolding, deliberate mistakes	**Pupil Actions** engagement, positive behaviours Learning how to achieve outcome

	Modelling is a vital stage to ensure that the metacognitive processes that are needed for success in the lesson, are modelled and articulated.

Students are supported to use the modelling to attempt tasks through the I do, we do activities. | fun/engaging, modelling/get it wrong/how to improve, saying you 'just can't do it yet', all have a go at activity - remodel if needed.

Growth mindset

Thinking out loud and talking through the process. Breaking down new content into chunks. Questioning to deepen learning or to stretch and challenge. | Pupils given chance to work through an example, whiteboards

2. I Do (Teacher Modelling)

How children learn best: clear structure, routines, and step-by-step demonstration.
 Application:

Model thinking aloud so children hear the reasoning process.

Use visuals, gestures, and concrete resources (multisensory modelling).

Keep explanations short and precise to match their attention span

3. We Do (Guided Practice)

How children learn best: interaction and collaboration.
 Application:

Practise as a whole class or in small groups with the teacher scaffolding.

Encourage partner talk to help them process ideas. Kagan

Provide prompts, sentence stems, or shared examples |
| **Scaffolded Practice 'You do'** | In this phase of the learning journey, pupils put their new knowledge and understanding into action.
A certain amount of repetition along with development of the level of difficulty of tasks is provided.

Without this phase of learning, the deeper long term memory will not retain this knowledge or skills will not be mastered. Children's understanding will become enhanced and refined throughout this phase

Scaffolding is required to allow all learners to meet common outcomes despite their starting point. | **Teacher Actions**
Supporting children, active marking
- Targeted questioning allows the identification of misconceptions in knowledge to be acted on
- Each level of ability is catered for in a way that all pupils' learning isn't "capped" or limited.
- Scaffolding structures are in place to allow all pupils to make as much progress as possible – e.g. extra questions which might break up larger questions into bite-size chunks
- Sufficient time is given to allow skill to be secured
- Prepare an "able table" or help desk in which pupils can visit to | **Pupil Actions**
achieving through having a go, making mistakes is ok scaffolded, resources/outcomes, word mats etc.

Challenge, adult support, scaffolds to support, peer support.

peer support

Teacher/adult moving around supporting, live marking, group work

Whiteboards, being brave!

Trying challenges, marking station, correcting mistakes. |

		assist in their independent problem solving. ● Being on hand to assist in the development of the learning at all times.	Not copying marking stations, manipulatives. 3B4ME **4. You Do (Shared → Independent Practice)** **How children learn best:** small steps + repeated practice. **Application:** Release responsibility gradually—start with structured tasks, then loosen support. Provide opportunities to rehearse skills with increasing independence. Offer choice or playful elements for motivation. **5. Scaffolded Practice** **How children learn best:** at the right level of challenge with support. **Application:** Use visual aids, manipulatives, checklists, or partially worked examples. Remove scaffolds gradually as children become more confident. Adapt scaffolds to individual needs (e.g., oral instead of written support).
Checkpoint AfL	This is a specific AfL technique that allows the classroom teacher to assess every child's understanding with a view to making decisions about the next step. Teachers will be making adaptations for the children following this depending on their understanding. This may involve re-teaching or scaffolding continuing.	**Teacher Actions** Show me - questioning, mini quizzes, tell your partner, thumbs up, explain… Focused questioning, task not ask Questioning, live marking, choose starting point (teacher) P tasks to stretch and challenge	**Pupil Actions** whiteboards, verbalising ideas TTYP - share responses Whiteboards **6. AfL (Assessment for Learning)** **How children learn best:** immediate, specific feedback. **Application:** Check understanding constantly (mini whiteboards, questioning, exit tickets).

			Give quick, focused feedback that tells the child what to do next.
			Use AfL to adjust the pace or reteach in small groups.
Independent Demonstration	An incredibly important step in learning to allow children to consolidate their learning by moving away from scaffolds and support to independence, creating more challenge by decreasing the amount of scaffolding and stepping stones. To ensure learning is secure, children need to experience unfamiliar concepts and contexts where skills and/or knowledge may overlap. .	**Teacher Actions** Books, Adapted tasks, scaffolding, live marking Live marking, move students on, Teacher to support SEN	**Pupil Actions** engagement, resilience, independence,knowing what to do if stuck Marking stations **7. Independent Demonstration** **How children learn best:** applying knowledge in meaningful contexts. **Application:** Allow children to show learning in varied formats—writing, drawing, talk, models, role-play. Use tasks that mirror real-life situations or authentic problems. Celebrate effort and accuracy to build confidence.
Reflect and review	The end of the learning sequence where learning and new knowledge is firmly embedded. The learning is evaluated and appropriate steps are made to determine if any section of the learning model needs revisiting before moving on. This will take place in the form of PIN marking and pupils being given time to reflect and act on this PIN feedback. Reviewing the objectives of the lesson/s and seeing if they have been met by all pupils. Revisiting certain sections of the learning sequence to act upon any gaps in understanding – it may be necessary to revisit the modelling stage and practising stage before looking at application again. Pupils have the time to articulate what they have learnt. It is a good opportunity to look forward and backward at other related lessons and topics.	**Teacher Actions** Questioning, P task, Plenary, Quizzes, summary - task not ask Set up marking stations	**Pupil Actions** self marking/ peer marking Whiteboards **8. Reflect and Review** **How children learn best:** through metacognition and secure routines. **Application:** Use simple reflection prompts (e.g., "What helped you today?", "What will you try next time?") Provide structured review opportunities to deepen recall. Encourage peer feedback to build social and communication skills.

Appendix 2

Baysgarth
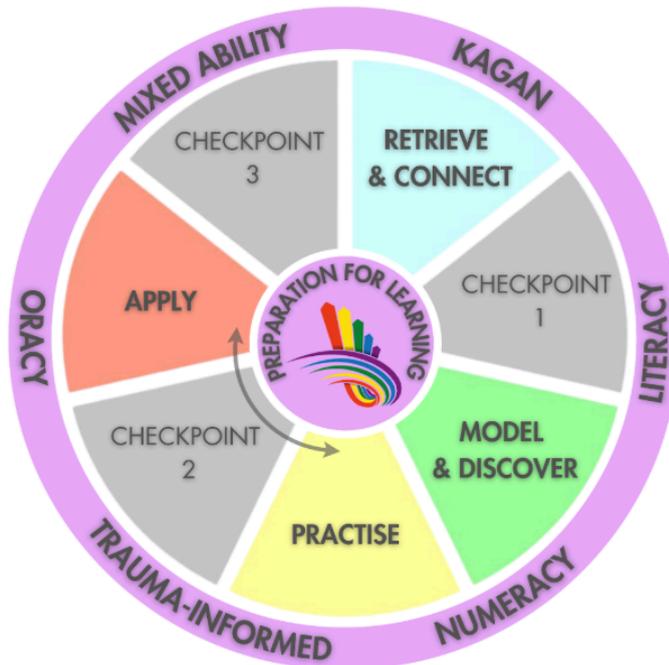
To enhance teaching and learning outcomes by adopting a structured, evidence-based framework that supports learners in acquiring, applying, and mastering knowledge and skills.

Framework: The Baysgarth Learning Model comprises six interrelated stages:

1. Preparation for Learning

- Teachers welcome students warmly, e.g., by greeting them at the door.

- A positive, inclusive, and safe classroom climate is established to encourage engagement and participation.

- Classroom routines, materials, and displays are prepared to create an inviting and supportive environment.

- Focus is on emotional readiness and motivation, setting the tone for a productive learning session.

2. Retrieve & Connect *(Silent Activity)*

- Learners independently recall prior knowledge and connect it to new concepts.

- Activities are carried out in silence to develop focus, resilience, and self-reliance.

- Strategies may include silent reflection, mind maps, or written prompts.

3. Checkpoints

- Regular formative assessments monitor understanding and progress.

- Teachers provide timely feedback, adapt instruction, and modify lessons where necessary to address gaps in learning.

- Learners reflect on their understanding, identifying strengths and areas for improvement.

4. Model & Discover

- Teachers explicitly demonstrate processes, strategies, or concepts (modelling).

- Learners actively explore and discover knowledge through inquiry-based or experiential approaches.

- Encourages critical thinking, problem-solving, and creativity.

5. Practise *(Scaffolded with Challenge)*

- Learners engage in deliberate practice to consolidate skills and knowledge.

- Support is provided when necessary (scaffolding), but tasks are designed to challenge learners and promote growth.

- Activities range from guided exercises to collaborative projects, with feedback to strengthen mastery.

6. Apply *(Silent Activity)*

- Learners independently transfer knowledge and skills to real-world or cross-disciplinary contexts.

- Activities are completed in silence to build resilience, focus, and independent problem-solving skills.

- Assessment emphasises authentic performance, projects or problem-solving tasks.

  Expected Outcomes:
- Enhanced learner engagement, focus, and resilience.

- Clear progression from emotional readiness to applied mastery.

Mainstream + (e.g. Discover)

Pupils taught in specialist mainstream groups, such as Discover, utilise an adapted Baysgarth Learning Model. This retains the tenets of the model, whilst building in appropriate adaptations, to ensure learners on this pathway can access the curriculum most effectively. The BLM is depicted in diagram form below. Colour coded sections in the table following this diagram set out how each stage is adapted in a mainstream+ classroom.
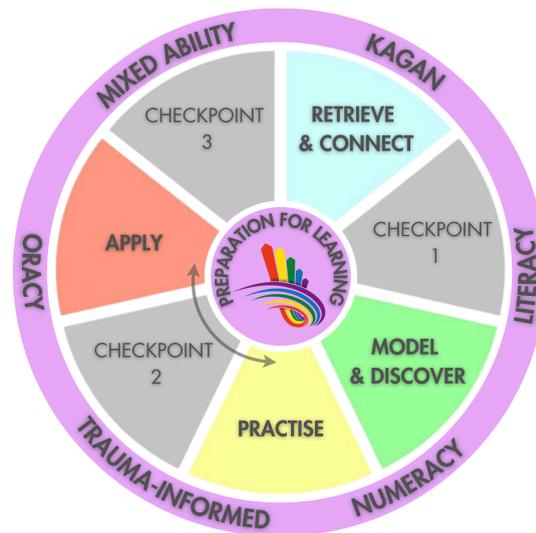
General Adaptations to Learning Model
 ● **Retrieve and Connect** - low stakes/ settler to engage/ regulate pupils and increase self-esteem from the start of the lesson. Teachers will have a starter on the board as a starter for the lesson, which will address previous teaching from the year or previous Key Stage. Children will complete this independently, or alongside an adult who may scribe. ● **Checkpoint (Initial)** - children to self assess their work, and teachers are to address misconceptions. This allows children to experience success and access prior learning that will support them moving forward with the curriculum. ● **Retrieve and Connect** -This is explicitly linked to the main objective of the lesson, enabling pupils to progressively build towards achieving the intended outcome. Pupils are then gradually introduced to new learning, with clear connections made to their prior knowledge to ensure they understand how this fits within their broader learning journey.

- **Checkpoint (for misunderstanding)**
- **Practice / Reciprocal Reading (Pre-Model)** - to help engage with key idea/s or topics/discover and identify ability, predict tasks etc. This helps children better understand content before watching the model. Children are to observe and actively listen to pre-modelling to start making connections between learning and new learning.
- **Model** - Adults to show full method, correct any initial misconceptions, address any pre-teaching of vocabulary needs and emphasise the why / purpose.
- **Practice & Reciprocal Reading (Short, Repeated cycles)-** focus on short and quick practice to keep attention, scaffold by only adding on one step at a time to each task. Teachers support this through I do, We do, You do teaching style.
- **Apply (Scaffolded)** - Adults to facilitate children's confidence to work independently. Kagan may be appropriate here to meet the needs of these students.
- **Checkpoint (Review)** - Pupils and/or adults assess responses to evaluate understanding and the ability to apply newly acquired knowledge. Through ongoing formative assessment, including live ("hot") marking and structured self-assessment, intervention groups may be identified. Targeted support is then delivered through one-to-one or small group sessions, enabling learning to be revisited at an appropriate pace and ensuring pupils develop both confidence and competence in applying their understanding.
- **Apply (Increased Independence)** - Pupils are encouraged to develop greater independence and engage with a broader range and depth of questioning as their confidence increases. Opportunities for stretch and challenge are provided once core knowledge has been consolidated, enabling pupils to deepen their understanding. Where necessary, adults will continue to facilitate targeted intervention groups to ensure sustained progress and secure application of learning.
- **Optional: Checkpoint (Independent)** - Pupils engage in structured self-assessment or have their work assessed by adults within the lesson. This process provides further opportunities to consolidate learning, reflect on progress, and receive timely, constructive feedback to strengthen understanding and inform next steps.

N.B. Subject specific guidance (core subjects) can be found via the following link.

In addition to the specific adaptations for the stages of the BLM, our specialist teaching model includes the following key strategies:

Key Specialist Strategies
- Introduce more challenging retrieval and connection questions once the main lesson begins.   - Encourage discovery and reciprocal reading so students explore concepts and reasoning themselves, promoting deeper understanding.   - Support comprehension creatively using storyboards instead of written summaries where appropriate.   - Clarify vocabulary throughout lessons with visual prompts, word banks, and mini whiteboard checks.   - Consistently model correct methods and language to avoid confusion; repetition helps reinforce understanding.

- Provide writing frames to guide structured responses and build confidence.
- Include frequent, low-stakes practice on mini whiteboards with immediate feedback.
- Keep apply tasks short and manageable - interspersed with practise opportunities, checking progress regularly to prevent overwhelm.
- Starters used more as settlers rather than specifically for retrieve and connect. Include some retrieval questions, but make sure the task is achievable for the cohort to support them in completing the silent starter. Then do some retrieve and connect questions once the lesson has started.
- Lots of discovery/reciprocal reading to allow students to uncover methods or reasoning for themselves- promoting mastery and depth of understanding from the outset of a topic.
- Model best practice consistently, use consistent methods of working and phrasing of questions to not overcomplicate or confuse students. Repetition to reinforce.
- Lots of low stakes practice- MWB work.
- Short apply tasks with regular checkpoints. Not all students are able to work independently or in silence for a long period of time.
- Make apply tasks as engaging as possible when applicable.

Pathways Teaching and Learning Model

Pathways Alternative Provision utilises the Baysgarth Learning Model to underpin its approach to teaching and learning. This framework has been thoughtfully adapted to ensure it meets the needs of our cohort, including pupils with Special Educational Needs and Disabilities (SEND) and those experiencing Social, Emotional and Mental Health (SEMH) barriers to learning, thereby promoting effective engagement and progress. Our sessions run at a shorter time of 45 minutes in comparison to Baysgarth's 60 minute sessions. This is to ensure that lesson pace is prompt to ensure learners are engaged, smaller class sizes and the ability to run interventions simultaneously alongside lessons for children who may need pre teaching or additional support.

General Adaptations to Learning Model - Pathways Alternative Provision

Retrieve & Connect (Low-Stakes Settler)

In Pathways, Retrieve & Connect takes place as a short, low-stakes starter used to engage and regulate pupils at the beginning of the lesson. This activates prior knowledge, builds confidence, and supports self-esteem

Checkpoint (Initial)

Answers to the low-stakes starter are reviewed as a whole class. Pupils self-assess their responses to identify strengths and areas for improvement.

Discover

Pupils are introduced to new concepts and ideas through a range of engaging mediums, such as:

- videos

- images

- fact sorts

- think–pair–share

- discussion or guided questioning.

This phase focuses on sparking curiosity and initial understanding.

Model– "I Do"

Staff explicitly model the new skill or method. Thinking aloud is used to demonstrate the process and how the new learning is applied step by step.

Practise / Model 2 – "We Do"

Pupils actively participate in the modelling process. Through questioning and discussion, they support the adult in completing the next steps, reinforcing understanding through guided practice. Students may work alongside the lead teacher on whiteboards, model for peers on the screen etc.

Practise / Independent - "You Do"

Pupils complete "independent practice" tasks to develop fluency and confidence. This may include:

- independent written work

- scribed responses

- small-group work

- use of quiet or breakout spaces

- adults may live mark during this step.

This stage is where students have their own work to complete at their own pace rather than in a whole class scenario. The teaching element is complete but due to the needs of our students this may be supported or scaffolded rather than wholly independent.

Checkpoint (Practise)

Application task answers are reviewed as a whole class. Pupils may self-assess their work, reflecting on accuracy and understanding, or receive verbal feedback from staff whilst hot marking. If learning has not been established, then the cycle of teaching may return to the modelling phase to address misconceptions. If a singular student (or small group) requires personalised support an LSA or Lead Teacher may conduct an intervention at this point before the learners move on to application.

Apply

Pupils apply their learning in context through problem-solving, reasoning, explanation, or higher-order tasks. Activities are more independent and varied, reflecting increased confidence and depth of understanding.

Final Checkpoint

Assessment of learning through one or more of the following:

- self-assessment

- peer assessment

- 1:1 feedback from the lead practitioner or LSA.

This informs next steps and supports progress. Same day interventions may be actioned as a result of the final checkpoint.

In addition to the specific adaptations for the stages of the BLM, our specialist teaching model includes the following key strategies:

Key Specialist Strategies (in addition to those listed in Mainstream+ model)
- Shorter sessions to keep learners engaged (45 minutes as opposed to 1 hour)   - Focus on emotional readiness to learn   - Trauma informed approaches   - Predictable lesson structures   - Allowing sensory and movement breaks as and when needed   - Flexible seating options to encourage children to regulate themselves   - Real world relevance woven into curriculum content where possible   - Prior learning intervention and check ins with adults   - Same day interventions for children for those who may not have understood the LO   - Controlled choices to engage learners with PDA profile, eg choice of task order, recording method, independence or support   - Immediate support and high regulation for early intervention   - High staff to pupil ratio   - Quiet room open and available as an alternative working environment   - Celebrating engagement and effort for every child   - Learning strategy may interlink with emotional and/or therapeutic goals which are links with services, professionals and/or agencies

The **Headway Teaching and Learning Model** is a 35-minute instructional framework adapted from the Baysgarth Learning Model to support students with SEND and SEMH needs. It uses shorter sessions to maintain a prompt pace and allow for simultaneous interventions. Due to the short time of the lesson these learning episodes may take longer than one lesson.

1. Get Ready (Retrieve & Connect)

- **Action:** A short, low-stakes starter.
- **Goal:** To engage and regulate students while building confidence and activating prior knowledge.
- **Initial Checkpoint:** Students self-assess their answers to identify strengths and weaknesses.

2. New Learning (Discover & Model)

- **Discover:** New concepts are introduced using engaging tools like videos, images, or discussions to spark curiosity.
- **Model ("I Do"):** Staff demonstrate the new skill or method step-by-step by "thinking aloud".

3. Guided & Independent Practice

- **Practise ("We Do"):** Students help the teacher complete the next steps using whiteboards or peer modeling to reinforce understanding.
- **Independent ("You Do"):** Students work on tasks at their own pace, which may be scaffolded or supported by adults.
- **Practise Checkpoint:** Work is reviewed via self-assessment or "hot marking" by staff. If students are struggling, the teacher may re-model the task or provide an immediate intervention.

4. Applying & Reviewing

- **Apply:** Students use their learning in more complex contexts, such as problem-solving or reasoning tasks.
- **Final Checkpoint:** A final assessment (1:1 feedback, peer, or self-assessment) informs the next steps and identifies if same-day interventions are needed.

Staff guidance

Phase 1: Get Ready

- **Low-Stakes Starter:** Is the activity short and accessible to help pupils regulate?
- **Retrieve:** Does it activate prior knowledge?
- **Initial Checkpoint:** Have pupils self-assessed to identify a "win" or a gap?

Phase 2: New Learning

- **Discover:** Did I use a hook (video, image, or discussion) to spark curiosity?

- **Model ("I Do"):** Did I "think aloud" while demonstrating the skill step-by-step?

Phase 3: Practice

- **Guided ("We Do"):** Are we practicing together (e.g., using mini-whiteboards)?
- **Independent ("You Do"):** Do pupils have a task suited to their pace (scaffolded or scribed)?
- **Practice Checkpoint:** Am I "hot marking"?
  - *Decision:* If the group is stuck, re-model.
  - *Decision:* If one pupil is stuck, Teacher Intervention.

Phase 4: Apply & Review

- **Apply:** Are pupils challenged with a problem-solving or reasoning task?
- **Final Checkpoint:** Have I gathered 1:1, peer, or self-assessment data?
- **Next Steps:** Do I know who needs a "next-day intervention" based on this lesson?