

Epworth Education Trust and Leyland Methodist Schools Teaching and Learning Model.



‘Creating a shared language of what great teaching looks like built on an understanding of what effective learning is.’

At Epworth Education Trust we ensure a model of great teaching is place in all our schools underpinned by a clear and ambitious, well sequenced curriculum personalised to meet the context of the communities they serve living out the Trust’s vision: ‘To be a family of schools working together so all within our communities can flourish and succeed.’

The Teaching and Learning Model is based on relevant educational research including the work of Evidence Based Education (Great Teaching Toolkit Evidence Review), Education Endowment Fund, Peps Mccrea, Tom Sherrington and Oliver Caviglioli and Dylan Williams.

Successful implementation of the curriculum is driven by living out the Trust’s values of ‘Collaboration, Generosity, Inclusivity, Integrity and Wisdom’ which inform and shape the domains within this Teaching and Learning Model.

The Teaching and Learning Model supports the Trust's ambition for every pupil to become an Epworth Child: a young person who knows they belong, demonstrates confidence, independence and resilience, possesses strong knowledge and key skills, and is equipped to thrive in school, their community and later life.

The Learn to Learn framework articulates the skills and behaviours that support pupils to be successful learners across all aspects of school life. The Teaching and Learning Model provides one of the key vehicles through which these skills and behaviours are developed. This document sits alongside the Trust's Leadership Aspirations and Disposition Model and Trust's Education Strategy and informs the Trust's Professional Development Strategy, SEND strategy and Professional Learning Review process.

Background

The Trust's Teaching and Learning Model is based on **'The core tasks of teaching' model by Peps McCrea (from 'Developing Expert Teaching,' 2023)**

McCrea states for knowledge to generate expert levels of performance and impact, it must help teachers tackle the core tasks they face (see table below). McCrea says, 'The core tasks of teaching are those which recur most frequently and lead most directly to impact... Together, these five tasks provide an organising structure around which expert knowledge can be built.' (page 28, *Developing Expert Teaching*).

Curriculum	Mapping the learning journey, breaking it down into steps, and identifying where pupils should go next. (B)
Assessment	Developing an understanding of who our pupils are, where they are on their journey (A) and how to find this out.
Instruction	Providing ideas, experiences and resources to help pupils learn – to take them from A to B on their journey.
Motivation	Supporting pupils to invest attention and effort in their learning and behave in ways that help others learn.
Regulation	Understanding and managing ourselves and our expertise, so we can do all these things, and continue to get better.

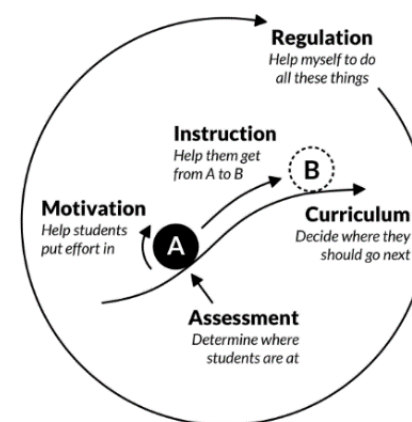
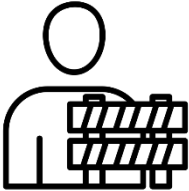
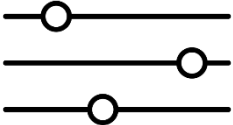
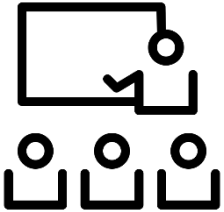
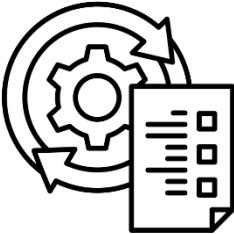


Fig. 3 The five core tasks of teaching

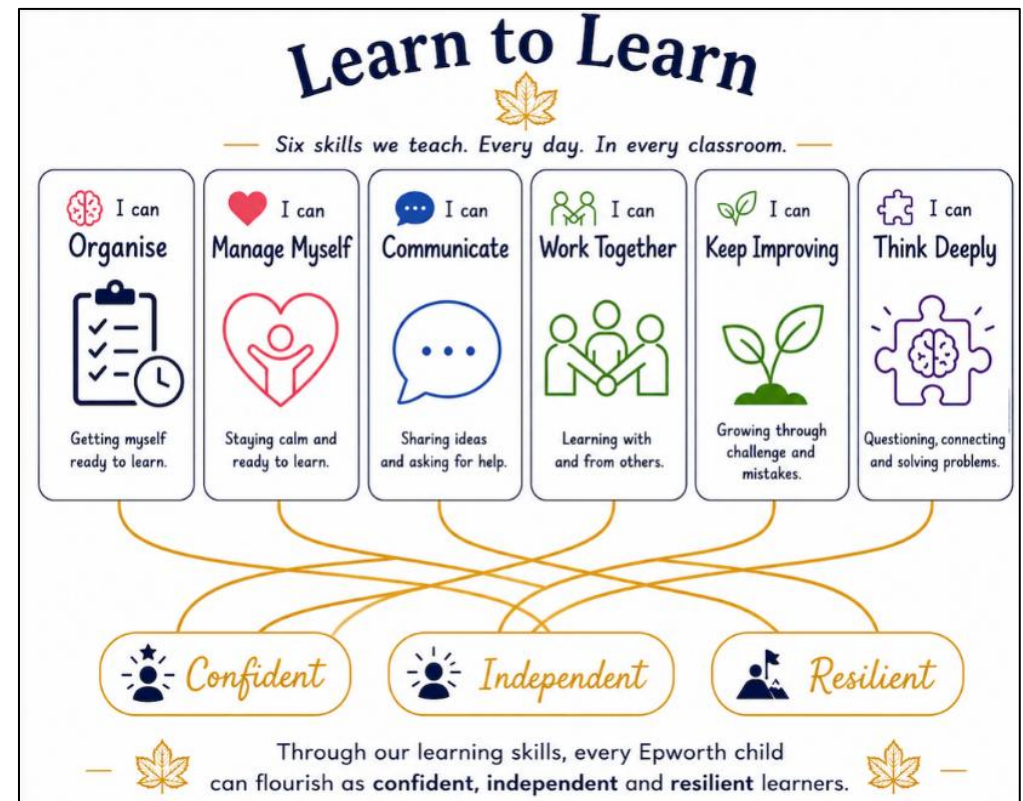
These core tasks have informed the teaching and learning domains within the Trust's Teaching and Learning Model below.

Domains

Each Domain has a set of components to ensure effective teaching and learning.

	Domain		Domain
	Professional characteristics		Maximising Learning
	Designing content (curriculum)		Removing Barriers and Securing Inclusion
	Shaping the content (Assessment)		A space for Learning
	Delivering the content		Habits for Learning

Developing the Epworth Child through Learn to Learn

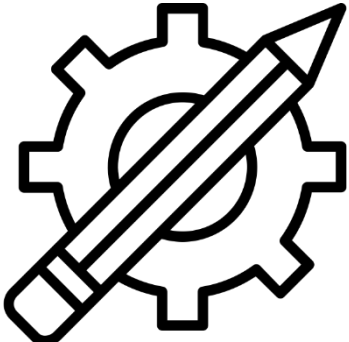


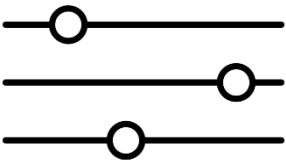
Rooted in the Trust's values of Collaboration, Generosity, Inclusivity, Integrity and Wisdom, the Teaching and Learning Model supports pupils to develop the Learn to Learn skills and attributes of the Epworth Child through all domains.

The table below illustrates how each domain contributes to the development of the Learn to Learn skills and the Epworth Child.

Domain		Learn to Learn Skills Developed	Developing the Epworth Child
Designing Content (Curriculum)		Organise, Think Deeply, Keep Improving	Strong Knowledge, Key Skills, Wide Vocabulary, Ready for the Future
Shaping the Content (Assessment)		Keep Improving, Manage Myself, Communicate	Confident, Key Skills
Delivering the Content		Communicate, Think Deeply, Work Together, Keep Improving	Strong Knowledge, Key Skills, Wide Vocabulary, Confident
Maximising Learning		Keep Improving, Think Deeply, Communicate, Manage Myself	Confident, Independent, Resilient, Strong Knowledge
Removing Barriers and Securing Inclusion		Manage Myself, Keep Improving, Work Together	I Belong, Loved, Safe, Confident, Independent
A Space for Learning		Organise, Manage Myself	Safe, Ready for the Future
Habits for Learning		Organise, Manage Myself, Work Together, Communicate	Kind, Moral, I Belong, Confident, Ready for the Future

Applying the domains in practice through effective pedagogy and practice.

Domains	Rationale	Practices
Professional characteristics 	Understanding and managing ourselves and our expertise, so we can do all these things, and continue to get better.	Professional values • Entitlement of all pupils that we are the best versions of ourselves. • Create / be part of a culture of development and learning. • Take ownership of Professional Development to ensure the core tasks of teaching are embedded. • Participate fully within Professional Learning Review process to learn and develop expertise. • Work in collaboration with others through coaching and modelling opportunities. • Be self-reflective and proactively seek to improve and develop. • Keep up-to-date with educational thinking through reading recent educational research and using this to inform practice and understanding of effective pedagogy. • Pupils' voice heard to inform professional development. • Living out professional standards.
Designing Content (curriculum) 	Mapping the learning journey, breaking it down into steps, and identifying where pupils should go next.	Teachers will... • Have a fluent knowledge and flexible understanding of the content being taught. • See and utilise connections between, prior learning, new learning within and across subjects. • Know how prior learning has prepared pupils for new learning, and if not, identify and address the gaps before moving on. • Have knowledge of common misconceptions and sticking points in relation to planned new learning. • Be able to articulate the sequencing of learning in a lesson. • Be able to articulate the sequencing of learning across a series of lessons. • Be able to articulate the sequencing of learning across a series of units of work and the wider subject curriculum. • Have clearly defined endpoints for each step within the sequence of learning. Securing knowledge over time

		Teachers will... • Identify the essential knowledge, concepts and vocabulary pupils need to know and remember. • Be able to articulate the key knowledge, concepts and vocabulary pupils should retain across the curriculum, within a unit of work and within a sequence of lessons. • Plan opportunities for pupils to revisit, retrieve, practise and apply previously taught learning, including through knowledge days and retrieval activities. • Ensure curriculum sequencing strengthens retention and prepares pupils for future learning, so pupils know more and remember more over time. Adaptive Teaching Teachers will... • Maintain high expectations and ambition for all pupils through access to the same ambitious curriculum. • Use formative and summative assessment information to identify pupils' readiness for learning and determine next steps. • Adapt instruction, support and challenge through explanation, modelling, questioning and scaffolding. • Gradually remove scaffolds to develop pupils' independence, confidence and success.
Shaping the content (Assessment) 	Developing an understanding of who our pupils are, where they are on their journey and how to find this out.	Developing an understanding of who our pupils are, where they are on their learning journey and how to find this out. Appropriate use of summative and formative assessment Teachers will... • Use summative assessment to utilise gap analysis to inform how to adapt planning and identify interventions (assessment of learning), utilising PIXL therapies where appropriate. • In lessons use formative assessment to adapt explanations, tasks and activities to reflect the levels of understanding pupils are demonstrating (assessment for learning). Using assessment, marking and feedback to shape future learning

Teachers will...

- Use assessment, marking and feedback to identify strengths, misconceptions and gaps in learning.
- Provide specific and actionable feedback that supports improvement.
- Ensure pupils are given time and opportunity to act on feedback and improve their work.
- Adapt teaching, support and challenge in response to assessment information.
- Use assessment outcomes to determine what should be revisited, retaught, practised or extended within future learning.
- Use assessment, marking and feedback to shape subsequent teaching, retrieval activities and curriculum planning.

Assessment is most effective when it informs future learning and results in a change to teaching, learning or pupil action.

Learning Flow Widgets

The Teaching and Learning Model is underpinned by a consistent learning flow which supports pupils to acquire, practise, apply and remember learning over time. Through retrieval, CRAFT Time (Correction, Reflection and Acting on Feedback Time), explanation, modelling, practice and assessment, teachers respond to pupils' needs, readiness and progress, enabling pupils to know more, remember more and apply their learning with increasing confidence and independence.



**Revisit
previous
learning**



**Share the
learning objective**



**Share
vocabulary**



**Teaching
input**



my turn



Our turn



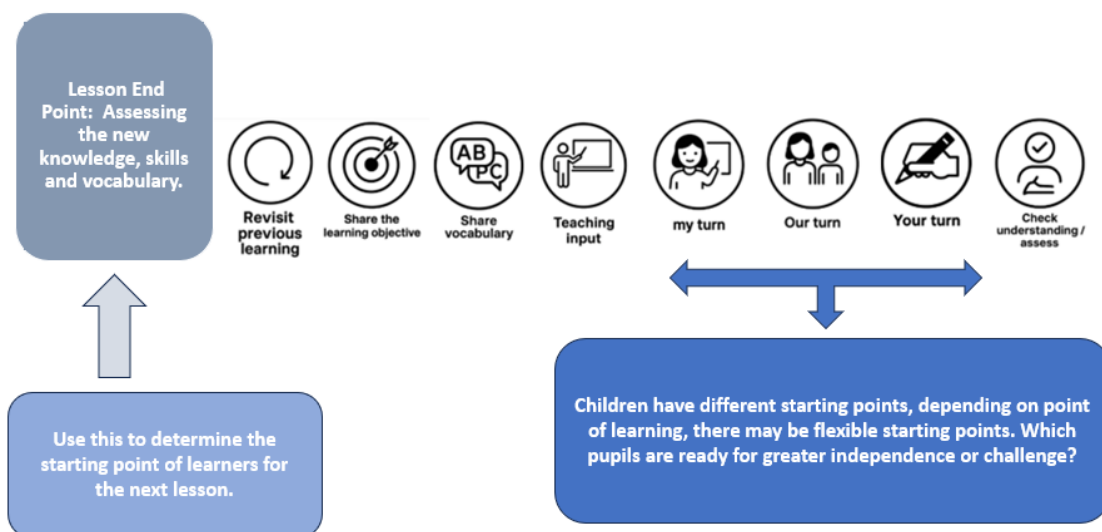
Your turn



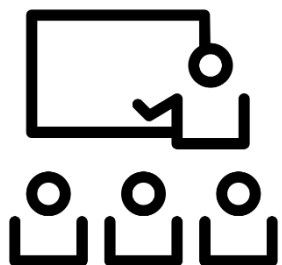
**Check
understanding /
assess**

Adaptation and Challenge throughout the Learning Flow

Adaptation is embedded throughout the learning flow rather than added as a separate stage. Teachers make responsive decisions at each point in the lesson, adjusting support, scaffolds and challenge in response to pupils' readiness, understanding and progress. This may include flexible starting points, varying levels of guidance and opportunities for pupils to move more rapidly towards independence when ready.



Delivering the content



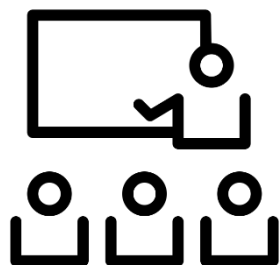
Providing ideas, experiences and resources to help pupils learn – to take them from A to B (via C) on their journey.

Delivering the content is supported through the Trust's Learning Flow, which guides pupils to acquire, practise, apply and remember learning over time through responsive teaching and assessment. (See Learning Flow Widgets.)

Structuring the lesson

- **Lessons start with:**

- a short **review of previous learning** to establish knowledge and concepts already gained.
- **CRAFT Time** (Correction, Reflection and Acting on Feedback Time), providing pupils with opportunities to respond to feedback, address misconceptions, improve their work and strengthen understanding.



- Connecting new ideas to what has previously been taught using **retrieval strategies** to reactivate and check prior knowledge, strengthen long-term memory and support pupils in making connections across learning.
- **Consider and** adapt the next step in the lesson in response to pupils' understanding, misconceptions and readiness for learning.

- **Deliberate learning:**

1. **Setting the scene**

State learning objective, rationale, overview, key ideas and how we will know we have been successful.

2. **Guide pupils through deliberate practice** breaking down learning into a series of **components**, which are deliberately **practised in turn**.

- Identify the new knowledge or skill.
- Clarify the new knowledge or skill.
- Practise and apply the new knowledge or skill.
- Assess the new knowledge or skill in order to move on to next component of new learning.
- Use assessment information to adapt instruction, support and challenge, determining who requires further guidance and who is ready to move learning forward with greater independence.
- Combining components together (endpoint which could be a task, performance or product).

- **Lessons end with:**

- **Reflection time** to reflect their learning back to others, improving retention of knowledge.
- **Evaluation** to inform future planning. i.e., endpoint activities, retrieval grids.

Lesson start guidance

- Ensure once-learnt material is revisited to prevent forgetting – regular retrieval practice.

		• Use spaced learning by revisiting learning at regular intervals. i.e., revisit learning around shape before the start of a lesson on decimals. • Provide opportunities for fluency and automaticity. • Use retrieval activities which include non-examples and plausible alternatives. <u>Deliberate learning practice guidance</u> - Identify the new knowledge or skill. ○ Teach the target vocabulary or ideas first. - Clarify the new knowledge or skill. ○ Use examples (and non-examples) appropriately to help learners understand and build connections. ○ Model new skills or procedures with appropriate support and challenge using worked or part worked examples (including target vocabulary). WAGOLs and WABOLs. - Practise and apply the new knowledge or skill. ○ Present new information in small, carefully thought-out steps providing lot of opportunities to practise specific skills before going to the next small step. ○ Provide independent practise applying what has been modelled and shared. ○ Scaffold and support learning where necessary, gradually removing support so that all pupils can succeed with increasing independence. - Assess the new knowledge or skill in order to move on to next component of new learning. ○ Check pupil understanding systematically throughout and provide feedback. ○ Ask a range of questions and check the response of all pupils. - Combining components together (endpoint which could be a task, performance or product). <u>Lesson end guidance</u> • Implement school's end of lesson assessment process.
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Maximising learning



Supporting pupils to invest attention and effort in their learning and behave in ways that help others learn.

Questioning is a key component of responsive teaching and a key element of critical thinking



Effective feedback is a key influence on learning and

Motivating learning by...

- promoting competence, autonomy and relatedness
- empowering pupils to self-assess and monitor their own learning
- allowing 'thinking time' to process new learning
- promoting a positive climate of pupil-pupil relationships, characterised by respect, trust, cooperation and care
- increasing success rate through 'precise pitching' (challenging yet achievable)
- acknowledging learners' small steps of success. Say it when you see it.
- regularly pointing out the **cause** of pupils' success and mistake/misconceptions. Help them see how effort and approach can make a difference.
- pre-empting failure.
- looking back at progress over time to prove to pupils that their proficiency is flexible, and something they can directly influence.
- Completing pre-learning tasks with pupils who require additional support.

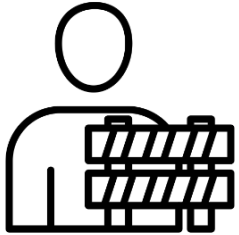
Shaping learning by using questioning and dialogue to...

- check understanding to shape next steps
- to challenge and address misconceptions
- promote elaboration and connected, flexible thinking. (e.g., why? Are you sure? Compare)
- expose thinking
- encourage critical thinking
- promote class discussions to check understanding
- secure responses from all pupils. (e.g., ask a number of pupils to relay back what they have understood)
- enable pupils to actively participate in their own learning.

Guiding the learning by using feedback (written or verbal) to...

- respond to pupils about their thinking / knowledge / understanding

	achievement and informs adaptive teaching Progress means knowing more and remembering more and applying learning with increasing confidence and independence	• provide actionable steps to guide their learning (whether from the teacher or another source e.g., peer marking). • be specific and encouraging so the learner understands where they could improve and how. • give an immediate response • give a more considered response over time • reflect the individual pupil's needs in the way feedback is given • practise and build confidence • build resilience, gain confidence and independence before pupils seek further feedback. Retrieving and securing learning by... • Application of the school's retrieval strategy to revisit previously taught knowledge, strengthen long-term memory and identify misconceptions or gaps in learning. • Maximise opportunities for pupils to retrieve, connect, explain and apply learning: - in lessons - in units of work (start, middle, end) - between units of work (Stand-alone retrieval sessions and knowledge days) - across subjects (locations in history/geography, water cycle Yr 4 science/geography) - in the environment (including working walls) - through incidental opportunities. - Use retrieval outcomes to shape future teaching, learning and curriculum planning.
Removing Barriers and Securing Inclusion	Anticipating and removing barriers to learning so that all pupils can access, participate in and make progress within an ambitious curriculum	Minimising barriers to learning by... • making sure all pupils are listening before giving instructions • managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. focus on starts, transitions) • providing clear, concise instructions being mindful of cognitive load (maximum 3 steps) • avoiding superfluous information / stimulus / noise i.e., within verbal explanations or visual representations • adjusting environment and instruction responsively (e.g., seating, processing time, sensory needs)



- ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied (insistent, persistent, consistent)
- circulating around the classroom within the lesson to see, predict and act effectively using the information you know about the class
- gauge when questioning and feedback is a distraction to learning rather than an aid
- ensuring pupils can see the teacher's face and the teacher can see all the pupils.
- proactively preventing, anticipating and responding to potential disruptive incidents.

Inclusive classroom practice

Teachers will...

- Maintain high expectations for all pupils through access to the same ambitious curriculum.
- Know pupils' learning needs, strengths and barriers to inform planning and adaptation.
- Anticipate and remove barriers to learning through explicit instruction, modelling, guided practice and carefully sequenced learning.
- Use assessment information to adapt instruction, scaffolds, support and challenge in response to pupils' needs and readiness for learning.
- Provide targeted support, reasonable adjustments and additional practise where needed to promote success and independence.
- Increase challenge through greater depth of thinking, reasoning, application and independence rather than increasing task quantity.

Adaptation for Support

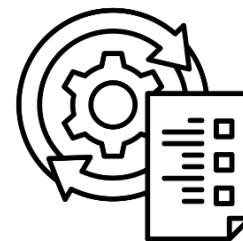
Teachers will...

- Provide targeted support, reasonable adjustments and additional practice where needed to promote success and independence.
- Use scaffolding strategically and gradually remove support as pupils develop confidence, competence and independence.
- (Further guidance on implementing adaptive teaching, including approaches to support and challenge within different curriculum subjects, can be found in the Trust's Adaptive Teaching Booklet).

		Adaptation for Challenge Teachers will... • Use assessment information to identify pupils ready for greater challenge, depth, complexity and independence. • Increase challenge through reasoning, application, problem solving and deeper thinking rather than increased task quantity.
A space for learning 	Organising spaces, resources and furnishing to maximise learning opportunities and promote engagement of pupils	Create a classroom for learning by... • working walls and resources adhering to school policy for supporting retrieval practice • having an appropriate layout of classroom furniture • having tidy learning environment and workspaces • having a text aware environment including displays and resources i.e., appropriate size and font, balanced between print and handwritten • ensuring high-quality resources are available on all tables: sharp pencils, working pens, rulers • ensuring high-quality learning prompts are readily available - current phonics resources, word banks, manipulatives and symbols. • ensuring teaching tools are fit for purpose e.g., clearly visible for all pupils • limiting superfluous distractions i.e., position clock out of eye line, noise from outside classroom, unnecessary decoration / display.



Habits for Learning



The expectation of all pupils

Moving around school

- Pupils **walk** when moving around school.
- Move around **quietly** to not distract the learning of others.
- Look in the **direction** of travel.
- Line up in **single file** at transition points.
- Always **accompanied by an adult** when moving as a class around school.
- Walk in and leave worship **silently**.

Showing Respect

- Take **responsibility** for picking items up from the floor (coats, bag).
- **Hold doors open** for others and demonstrate **good manners**.
- Say **thank you** when someone holds a door open for you.
- **Allow others to pass** in corridors (give way).

Taking pride...

- Shirts **tucked in** and tie worn.
- Look after books and belongings.
- Hang coat and bag up on peg.
- Put **resources away** and chair under table before leaving the classroom.
- Praise others for their effort and choose to **be a positive role model**.
- Take ownership of 'habits for learning.'

Breaktimes and dinnertimes

- Line up **quietly**, in a **single file line**, **facing forward** when collecting lunch.
- Pupils eat **quietly** having conversations near to them.
- **Stay seated** whilst eating until directed by an adult to move.
- Use reflection areas **quietly and sensibly**.

Positive interactions

- Make **eye contact** with adults.
- Say **'good morning'** or **'good afternoon.'**
- Say **'please'** and **'thank you'** when asking for something.
- **Listen** when others are speaking.

Learning Time

- **Sit up straight** following correct **seating position** model.
- Speak at appropriate volumes.
- **Raise hand** to show you would like to speak.

The expectation of all adults

Set the Expectation

- Notice and articulate **positive behaviours** (e.g. I love your beautiful manners)
- **Model expectation** of tidying up describing what you noticed and why you are picking it up – encourage others to help.
- Have a **presence** in the corridor / around school.
- Address any non-compliance of expectations **discreetly**.
- Adults **explicitly teach, model and practise** the behaviours expected of the pupils.

Environment

- *'The standard you walk past is the standard to accept.'*
- Have an awareness and pride in environment.
- **Tidy work spaces** (including teacher's)
- **Cared for classroom** (blinds, teacher desks, displays)

Positive interactions

- **Meet, Greet, Connect, Correct, Direct.**
- Hold doors open, say thank you.
- Provide **clear and specific instructions**
- **Thank** pupils for their efforts
- Have **clear communication channels** for pupils to verbalise their emotions and self-regulate.

Resources

- **Sharp pencils**
- Resources **prepared and ready** before the start of the lesson.
- IT equipment **charged up**

Pencil grip, positioning and posture

- Check for **correct use** of pencil grip
- **Left-handed awareness** for resources and seating position
- **Teach deliberate seating posture** (sat up straight, bottom well back into chair, '4 on the floor' – all chair legs down on floor).

Essential routines

- Ensure pupils enter **quickly and calmly**
- Gain pupils' attention **quickly and calmly**
- Have **clear routines** for transition points and moving around school.
- Notice and **discreetly deal** with off task behaviour and **reset** class/ group where needed
- **Consistently** follow the school's Behaviour Policy
- **Praise in public and restore in private.**

Playground

- Staff on duty **engage** with pupils in games and activities at all times.
- **Lunchtime** – ensure each zone is calm and pupils are engaging in appropriate play.
- Teachers **accompany** their class out onto playground and teacher **meet and greet** their class at the door as they return into school from playtimes.

