

Our Trust Pedagogy



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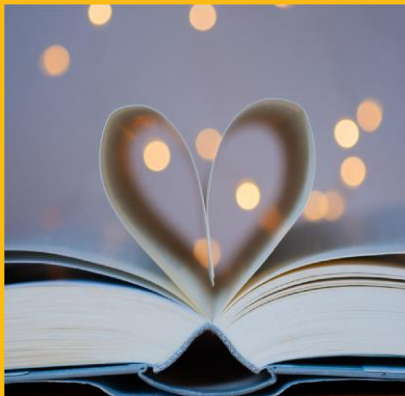




Our teaching follows evidence-based pedagogy, all teachers are cognisant of Rosenshine's Principles, Cognitive Load Theory, Trauma Perceptive Practice (TPP), Generative Learning, Dual Coding, Metacognition and Growth Mindset.

Caritas Curriculum

Our Caritas Curriculum has been an evolving picture within our trust. We have been working hard as a collective to ensure the curriculum is consistent throughout and is embedded with Catholic Social Teaching principles which underpin each lesson. Each term there is a specific caritas theme which teaches us to learn through Jesus Christ's message, ensuring our children know to protect, care and love all humankind.

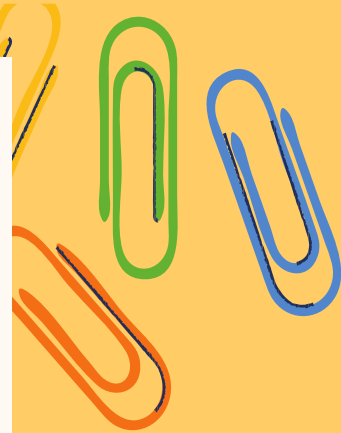


Reading:

We truly believe in creating children that have pleasure for reading and we do this in a multitude of ways. Our guided reading curriculum is designed to ensure we teach essential skills such as: fluency, vocabulary, inference and other comprehensions skills.

The selections of books have been carefully chosen to ignite both love for topic and enjoyment of reading. We also want children to take ownership of the implementation of reading across the schools and therefore the role of reading champions has been created so they play a pivotal part in the promotion of lifelong readers amongst their peers.

To support with the understanding of vocabulary we teach explicitly Tier 2 and 3 vocabulary and encourage the children to use these words in context.





Oracy

As a Trust another priority, we have been developing is children's oracy and communication skills. We use oracy games, Jigsaw lessons and talk partners embedded into our planning to make sure this is consistently delivered. "Let's Think in English" is also used in 2 of our schools

We encourage children to respond in full sentences using stems such as 'because' and 'link it to' to promote further thinking. Children may use linking such as 'I wish to build upon your idea'.

Each class promotes a safe talking environment, and this is done through rules which the children have constructed together with their class teacher. These are displayed within the classroom as a point of reference.



Principles of Instruction

Research-Based Strategies That All Teachers Should Know



Rosenshine's Principles combine three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:

- Pupils learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support students whilst learning complex tasks

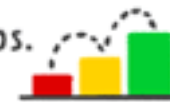


Rosenshine's 10 Principles of Instruction

1. Review learning
at the start.



2. Present new material
in small steps.



3. Ask lots of good
questions.



4. Provide models and
worked examples.



5. Practise using the
new materials.



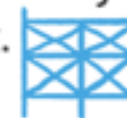
6. Check for
understanding.



7. Obtain a high
success rate.



8. Provide scaffolding
and support.



9. Encourage
independent practice.



10. Weekly and
monthly review.



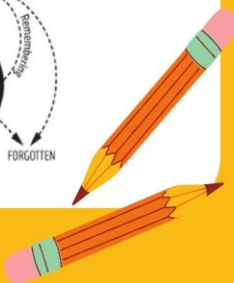
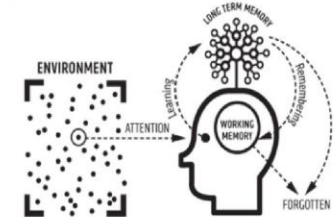
Rosenshine's Principles in Action

Make Learning Explicit

Share the Objective and Success Criteria at the beginning of the lesson and discuss the learning that will take place. Revisit this regularly. All children should 'know more and remember more.'

Learning objectives - Our learning objectives are taken directly from the Trust's agreed KLO's for each curriculum area (based on the National Curriculum) We ensure these are not activity/task focused.

- Articulate the Learning - We ensure that we regularly ask children to articulate their learning e.g. 'I have learnt ...'. 'This is important because it helps...'. This will help to move learning from working memory to the long term memory.
- We give time for the children in our schools to discuss their learning with other classes. This is particularly focused on the Caritas Curriculum, and we encourage the children to articulate how their Caritas theme is linked to their Topic learning.



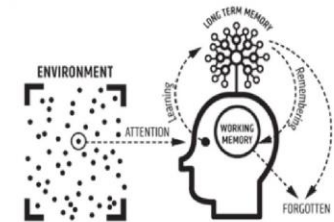
Rosenshine's Principles in Action

Adaptive Teaching

Across our Trust, we ensure we adapt our teaching according to the needs of our pupils.

We do this by:

- Adapting planning prior to lessons being taught;
- Adjusting practice during the lesson according to children's needs and responses;
- Continually monitoring;
- Addressing misconceptions on the same day as much as possible.
- Adapting or creating resources/scaffolds to enable all children to access the learning.
- Deploying support staff effectively to support individuals or groups when necessary.



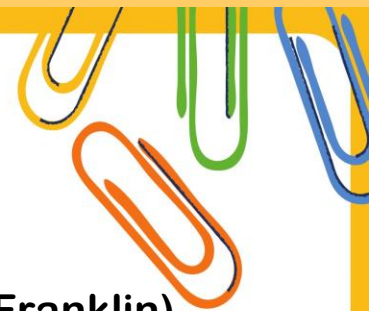
Rosenshine's Principles in Action

How We Work

We have a culture of high expectations for both teaching and learning. For us it means that 'Through God's love we learn together, grow together and achieve together'.

- We begin our lessons with a short review of previous learning - e.g. Quick Maths from Abacus/White Rose, learning partners talk about the previous learning, sharing what worked well, what we found challenging, what we need to make even better. It gives us the opportunity to reactivate our learning and address misconceptions.
- We use a 'small steps' approach - We present the new material in small steps with opportunities for practice after each step. Each of these steps need to be mastered before moving to the next point. Misconceptions are quickly identified and addressed through questioning and live marking.
- We model and guide learning - We share worked examples, we talk and think aloud to model how to approach and solve a task, we work with a learning partner, we receive/give live feedback and try by ourselves. We use Success Criteria to do our self or peer assessment. They are marked in blue pencil.
- We challenge ourselves - We use 'challenges' to move our learning further. These are clearly labelled in our books and in our planning. We use metacognition and growth mindset strategies to overcome any difficulties in solving this challenges (e.g. KNAS steps, the power of 'yet', etc).





Rosenshine's Principles in Action

Review and Retrieve

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' (Benjamin Franklin)

- Knowledge Organisers - We use them to present the key learning for the Term. We refer back to them every time we need to recall our main learning for the term (vocabulary, concepts, etc).
- KWL (What I Know, What I want to Know, What I have Learnt) grids - We use them for each new topic and update them constantly. They can be found on the first page of our books.
- Maths Trays - They are on our desks for every Maths Lesson. We use to them access the tools needed to solve a task (fraction tower cubes, place value cards/counters, etc).
- Maths Learning Journals - We use them for every lesson to keep a track of our learning. We update them regularly, as we review and consolidate different topics
- Success Criteria - We use them to assess and review our learning.
- Weekly Spelling Quizzes and Maths Driving Tests - They help us to assess our work for the week and set targets for the next one.
- Termly Assessments - We check our progress in Reading and Maths.
- Writing Portfolios - They include extended pieces of writing from our books and a page of the KLOs we work on. They are constantly dated and marked as we achieve them independently.





The Learning Environment



The Purpose of Displays

- To show children their work is valued;
- To enhance the learning environment by stimulating children's interest and curiosity;
- To encourage positive attitudes;
- To celebrate achievement and progress

Types of displays

At Our Lady of Fatima Trust we believe it is essential for all classrooms to include each of the following displays in order to fully celebrate, encourage and stimulate the children in our schools.

- RE prayer table and focal area
- RE display of work from current and previous topics
- Caritas threads linked to our Topic
- School Values Tree
- Reading area
- KNAS display (see Metacognition section)
- PSHE Jigsaw display (including a class book that includes photos/work celebrates the learning so far)
- House points
- Writing working wall (regularly updated)
- Mathematics working wall (regularly updated)
- Topic display (changed each term)
- Class Saint displayed on door
- Academic Vocabulary (updated each half-term)
- Science floor book

Metacognition



Our Journey:

Since being introduced to the trust, metacognition has been an evolving picture. Through staff development and pupil voice, we now have a working definition for both pupils and staff, reflected on the language and questions we use in class, altered success criteria, and created a scheme of work.

Definition:

‘Acquiring skills to become an independent learner and to have the relevant tools to know how tackle tasks and self-reflect.’





Metacognition



KNAS:

KNAS was created to become a working definition for the children within the classroom. It is defined in four simple steps and is accessible for both year 1 and 2. It can be found in all our classrooms across trust and includes:

K – Know – What do I know already?

N – Need - What do I need to help me complete this task? What do you need to do if you are *stuck*?

A – Achieve – I have checked my work against the success criteria to make sure I have achieved the required learning.

S – Succeed – Now I have succeeded in the learning; how can I reflect and improve?



Metacognition

Skills defined by Year Groups:

To have a clearer understanding of how to track metacognition, a map of what skills should be present within each year group was created, below is a list of what you would expect to see at the end of Ks1:

Year Two

- I can say I am stuck.
- I know where to find help and begin to help myself with more independent resources (maths tray, ruler, working wall)
- I am understanding the importance the depth a question brings. What information would I find out if I asked a why or how question
- Reemphasis, what we get from working as a team or a group.

Metacognition

Scheme of Work:

A scheme of work for every year group has been created for both metacognition and growth mindset. The scheme consists of a 6-week plan with two lessons for each subject to be taught. This was to ensure explicit teaching was taking place. Teachers have the freedom to adapt lessons based on their class. An example of the weekly lessons and plans can be found below:

4

Resources: Talk cards doc, possibly ipads

Objective: To identify different scenarios for talk

Activity: Discuss the word talk and what it means. Why is it an important part of our day? How does it help us in everyday life? When is your favourite time to talk? (sharing ideas on the carpet, 1-2-1, on the phone, on a video call, with your friend etc). Jot down the children's ideas on the whiteboard/ smartboard.

Show the children the talk cards and ask them to discuss with their learning partner what is going on in each picture.

Put the children into small groups and ask them to create their own freeze frames for three or four different scenarios for talk. They should hold each freeze frame for 5 secs before moving onto the next one. Ask a small group of children to come up and model an example with you. Talk the process out loud so they see good examples of organising a group and listening to their ideas e.g. "thank you for helping me demonstrate. Sally, what freeze frame do you think we should do?" Involve the LSA as well.

After the freeze frame example, ask the children to work on their 3/4 frames. Give them a set time and bring the class together to share. If you can, it is best to have an audience space and an acting space.

Alternatively, you may wish to give the children ipads to take photos of their freeze frames and share a few at the end.

Talk about similarities and differences between them.

Resources: Harry Hedgehog's story in the Growth Mindset resource folder, rules for learning partners posters (optional) games, books, puzzles, Lego or colouring (there are colouring resources in the folder).

Objective: To learn how to work well with a learning partner.

Activity: Explain to the class that we are going to be working with our learning partners today. We have seen our friends Harry Hedgehog, Colin Caterpillar and Carrice Cat all work well to support each other this week. Have another look at the story; what do they all do to be a good and supportive learning partner during the story?

Ask the children to sit with their learning partner and to talk about the things they are interested in. Share some examples and ask the children what a good learning partner needs to do. Write down their responses to make a 'rules for learning partners' poster (there are Twinkl examples if you prefer in the resource folder).

Ask the children if they think they are good at all of these; is there something you could make even better?

Rule ideas: (look at your partner, listen carefully, say something back, make sure your body is calm and pointing towards your partner. Share an example of these rules with the LSA and ask the children to then have a go.

Set up games, books, puzzles, Lego or colouring and explain that they will go off with their learning partner and they will have a set time to work on whichever resource you have chosen. They need to think about and work on the 'Learning partner rules' as they do this task. At the end of the set time signal the children to stop with a bell,



Growth Mindset

At Our Lady of Fatima Trust, we know that pupils who have a positive attitude towards their learning have the opportunity to make good progress and be successful. Consequently, instilling all our pupils with 'growth mindsets' has become a key priority for the Trust.

What Is Growth Mindset?

The term 'growth mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset is open to constructive criticism, takes feedback and uses it, takes on new challenges, pushes themselves outside of their comfort zone and shows resilience and perseverance.

Studies show that it is people with a growth mindset (as opposed to a fixed mindset) who achieve in life, are successful in all they do and are happy. Of course, this is exactly what we want for all our children

Growth Mindset

Growth Mindset' is based around the research of Professor Carol Dweck who talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves.

We want all our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others.

She says, "In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."





Growth Mindset



Below is an overview of the traits of each:

| Fixed Mindset Intelligence is static | Growth Mindset Intelligence can be developed |
|--|---|
| Leads to a desire to look smart and therefore a tendency to... | Leads to a desire to learn and therefore a tendency to... |
| Avoid challenge | Embrace challenge |
| Give up easily | Persist in the face of setbacks |
| See effort as fruitless or worse | See effort as the path to success |
| Ignore useful constructive critical feedback | Learn from constructive critical feedback |
| Feel threatened by the success of others | Find lessons and inspiration in the success of others |
| As a result , they may plateau early and not achieve their full potential | As a result , they match ever-higher levels of achievement |



Growth Mindset



There is a large body of evidence proving that having a Growth Mindset can improve children's progress and attainment. Research also evidences that children with a 'Growth Mindset' outperform their 'Fixed Mindset' peers substantially. They achieve far better academically and are better motivated and happier in life! As a result, we are teaching our children that by having a Growth Mindset they can grow their brains and intelligence and achieve anything they want!

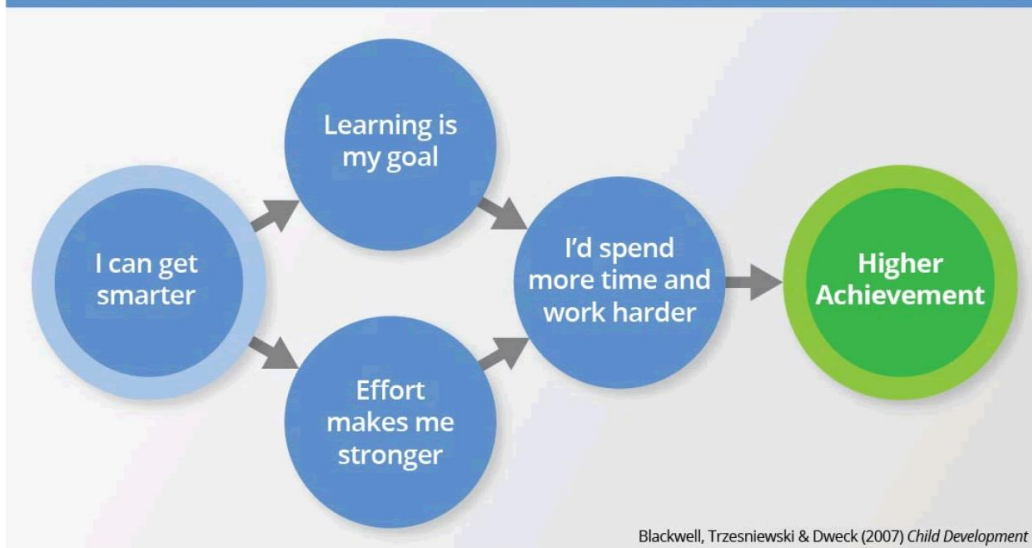
Hearing a consistent message is important and we would like to encourage you to try some of the following ideas at home:

- Praise the amount of effort your child is putting into things, rather than how clever they are;
- Discuss errors and mistakes and help your child to see them as opportunities to learn and improve;
- Talk to your child about their brain being like a muscle - the more they use it, the stronger it gets;
- Encourage your child to persevere if they are finding something difficult;
- Challenge your child to try something new or challenging;
- Look at the Growth Mindset video clips on our website pages together with your child.

Growth Mindset

To promote a growth mindset:

A Growth Mindset Drives Motivation and Achievement



.We are not afraid of making mistakes – we can learn from them

.We never give up – perseverance is the key if we are to succeed

.We learn from each other

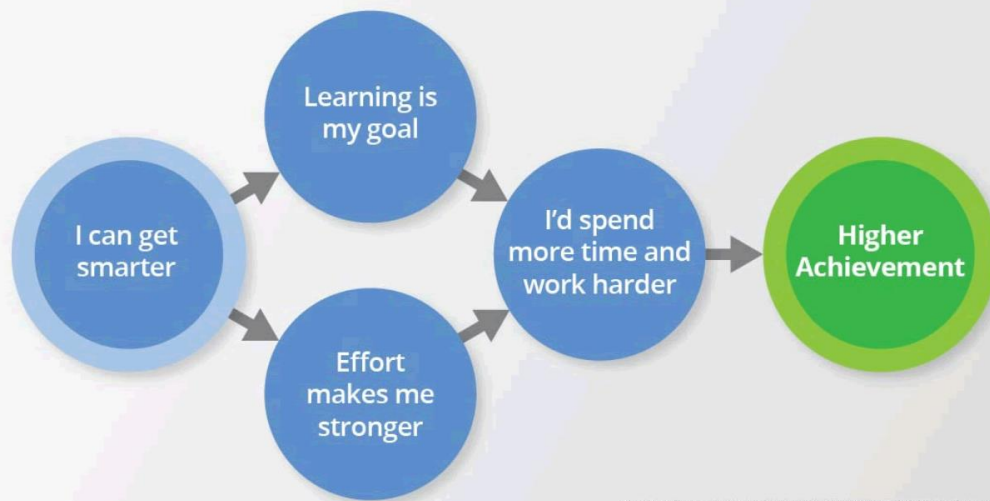
.We challenge ourselves and take risks

.We remember that our brains are making new connections and growing all the time

Growth Mindset

This approach helps the children to:

A Growth Mindset Drives Motivation and Achievement

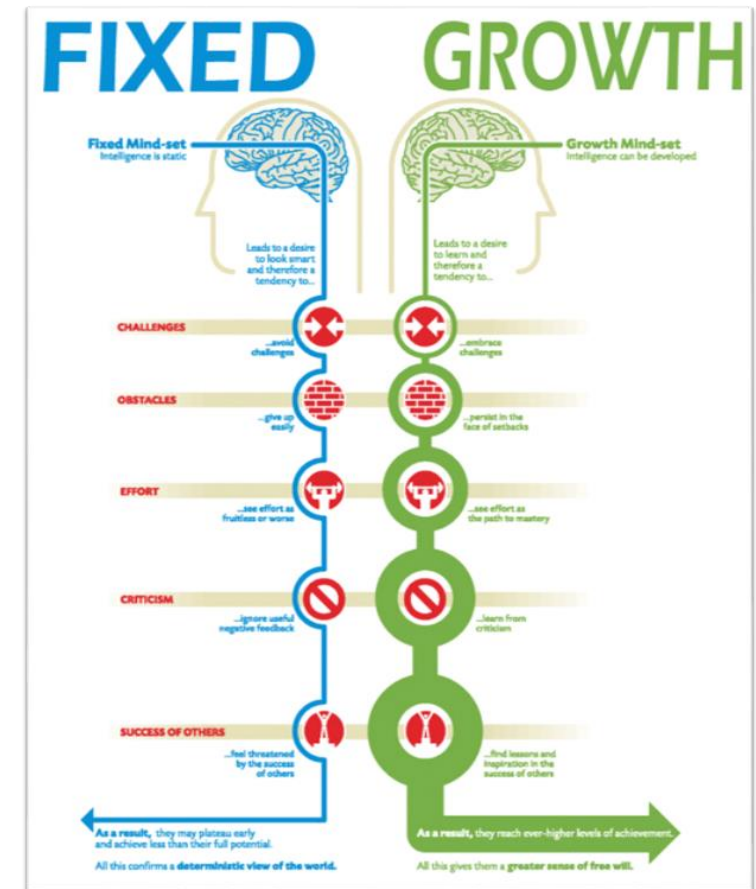
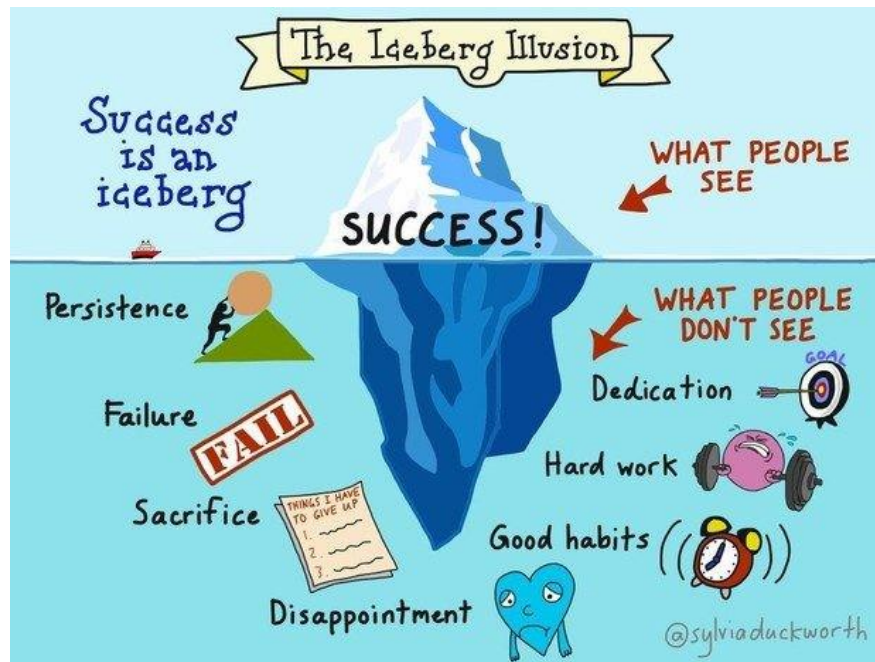


Blackwell, Trzesniewski & Dweck (2007) *Child Development*

- develop high expectations
- build confidence and self esteem
- take responsibility for choosing their own learning tasks and level of challenge
- be less fearful of mistakes and failure, accepting these as a natural part of learning
- learn to use feedback in a positive way

Growth Mindset

Our aim is to equip children with a love of learning and challenge through developing a growth mindset equipping them with essential skills for the future. :





TPP (Trauma Perceptive Practice)



This is Essex's approach to understanding behaviour and supporting well-being. It explores the interconnected and critical importance of the human brain, how it develops and the power of supported relationships.

At Our Lady of Fatima Trust, we reflect the values of this approach, which are: -

- Compassion and Kindness
- Hope
- Connection and Belonging

We see behaviour as communicating a need and believe in the importance of understanding this as well as fostering positive experiences in relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

We endeavour to make sure that at our school these values run through all the school policies and practice.



TPP

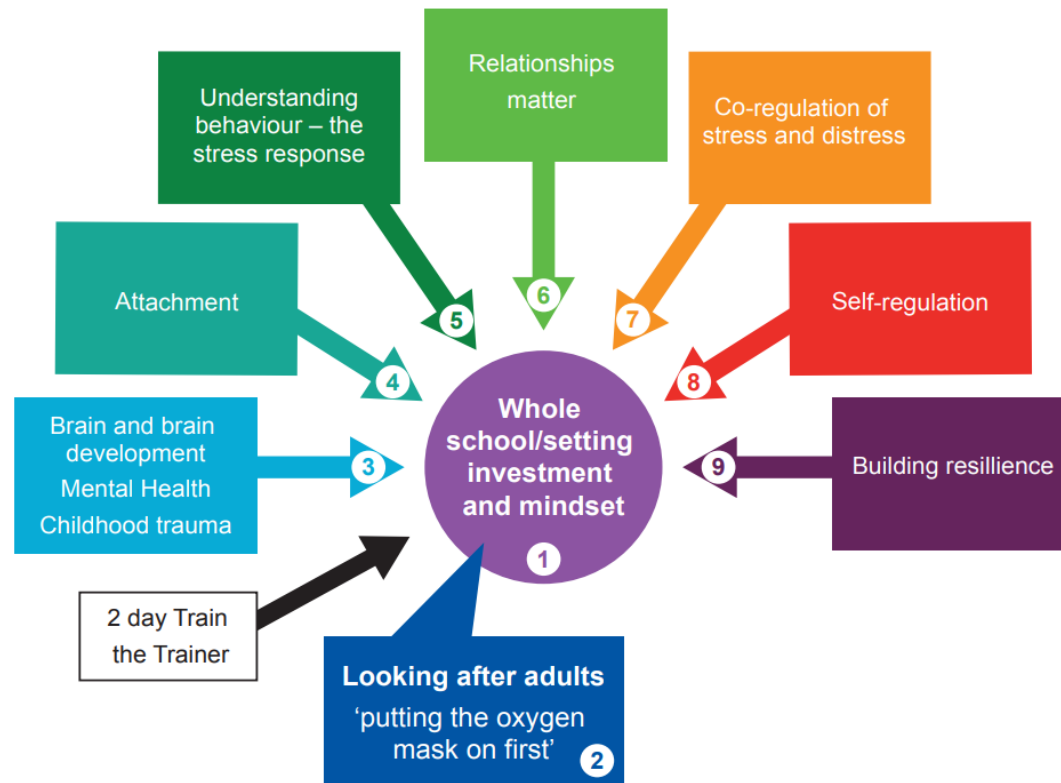


We adopt and use the Relational Behaviour Model which is the approach from TPP. The following table explains how it is applied: -

| | |
|--|---|
| Behaviour is something to | interpret |
| Children and young people | are prone to make mistakes and highly responsive to the environment and the context |
| Behaviour management is predominantly through | relationships |
| Children who don't manage should be | understood and included |
| Boundaries and limits are to | keep everyone safe and to meet everyone's needs |
| Rules should be | developed together and adapted where needed |
| Consequences are | only used within a process of restore and repair |
| 'Inappropriate' behaviour is | a sign of unmet need, stress (difficulty in coping), lack of understanding and skills |
| The causes of the difficulties are | mostly in the environment and within the context of relationships |
| The solutions lie in | understanding what the behaviour tells us about the child and their need |
| Practice and policy effectiveness is measured by | wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs |

TPP

There are nine elements to TPP, which are as follows:



Fundamentally, as said in the words of Dr Bruce Perry,

“People, not programmes, change people.”