EdenthorpE Hall Teaching ANd Learning strategy 2025/2026

VISION: A GREAT TEACHER IN EVERY CLASSROOM

Learn. Thrive. Succeed

**Edenthorpe Hall**

**Teaching and Learning Strategy**

**Learn. Thrive. Succeed**

**Purpose**

The purpose of this policy is to set out a clear framework for teaching and learning at Edenthorpe Hall Primary School. It aims to ensure a consistent, high-quality educational experience for all pupils, promoting effective pedagogy and supporting continual professional development.

**Vision**

Our school is committed to providing a safe, inclusive, and engaging learning environment where every child can flourish. We believe that high-quality teaching is the most powerful lever for school improvement and pupil success. Therefore, our school vision is to have:

**‘a great teacher in every classroom’.**

### ****Theory of Teaching****

At Edenthorpe Hall, our teaching is grounded in well-established cognitive science principles to maximise learning effectiveness. We draw on **Rosenshine’s Principles of Instruction**, which emphasise clear, structured teaching with frequent review, modelling, and guided practice to support gradual mastery. Recognising the limits of working memory, we apply **Cognitive Load Theory** by carefully sequencing information, breaking complex tasks into manageable chunks, and minimising extraneous cognitive demands to help pupils process and retain new knowledge efficiently. Complementing this, **Willingham’s Simple Model of Memory** reminds us that information moves from working memory to long-term memory through meaningful practice and retrieval. Together, these theories inform our approach: explicit, scaffolded teaching that supports deep understanding, prevents overload, and promotes durable learning, ensuring pupils build strong, accessible knowledge foundations.

### ****Continuous Professional Development****

At Edenthorpe Hall, we recognise that continuous professional development (CPD) is vital to maintaining high-quality teaching and driving whole-school improvement. Our CPD strategy is closely aligned with the priorities set out in the **Academy Improvement Plan**, ensuring that professional learning supports the school’s key goals and pupil outcomes. We provide **whole-school CPD** sessions that build shared understanding, reinforce best practice, and foster a consistent approach across all classrooms. This collective learning is complemented by personalised support through **live coaching**, where teachers receive immediate, in-lesson feedback to refine their practice, and **instructional coaching**, which offers ongoing, tailored guidance focused on specific pedagogical skills. By combining whole-school initiatives with individual coaching, we create a culture of continuous growth and professional excellence that benefits both staff and pupils alike.

### *****Our Approach at Edenthorpe Hall*****

### ****Harnessing Attention****

At Edenthorpe Hall, we recognise that securing pupils’ attention is the foundation of effective learning. To achieve this, teachers use deliberate, consistent strategies that both focus pupils and involve them actively in their learning.

One key method is **choral response**—a whole-class technique where pupils respond aloud in unison to a prompt. This strategy ensures that all learners are engaged, builds energy and focus, and allows the teacher to assess understanding instantly. We utilise **drill sentences** as an effective tool to reinforce key language structures, vocabulary, and concepts across subjects. Drill sentences involve pupils repeating carefully crafted sentences aloud, often in unison or chorally, which helps embed correct phrasing, pronunciation, and understanding. This technique supports memory retention and fluency by providing repeated, focused practice in a controlled and engaging way. Drill sentences also enable teachers to quickly identify and address common errors, ensuring that foundational language and knowledge are secure. By incorporating drill sentences into lessons, we strengthen pupils’ verbal skills, build confidence, and enhance their ability to apply learning accurately in a range of contexts.

In addition, we use **turn and talk**, where pupils briefly discuss a question or idea with a partner. This raises the **think-participation ratio**, ensuring more children are thinking, speaking, and processing ideas rather than relying on a few hands-up contributions. These routines promote active listening, shared accountability, and rich dialogue. By embedding choral response and turn and talk into classroom practice, we create an environment where attention is maintained through purposeful interaction and collective focus

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| Techniques | How it should be delivered? | Intended impact |
| Choral response and drill sentences | **T:** An angle that is 90 degrees is called a?  **P:** Right angle  **T:** A right angle has?  **P:** 90 degrees | This strategy ensures that all learners are participating in the lesson. It builds energy and focus, and allows the teacher to assess understanding instantly. |
| Drill sentences | **Example Drill Sentence:**  "The roots absorb water from the soil."  **You can then drill variations like:**  “Water comes from the soil and is absorbed by the roots | This technique supports memory retention and fluency. Drill sentences also enable teachers to quickly identify and address common errors. |
| Turn and Talk | When I say go, I want you turn and talk  How do plants absorb water?  Thinking time  Go  5,4,3,2,1  Cold call pupils | This raises the **think-participation ratio**, ensuring more children are thinking, speaking, and processing ideas rather than relying on a few hands-up contributions. |
| Cold call | T: What is the capital city of France?  Thinking time  T: (Name Pupil) | This enhances participation and creates equitable dialogue in classrooms. |

### ****Teaching Behaviour****

At Edenthorpe Hall, we believe that strong teaching behaviours are rooted in clarity, consistency, and calm authority. A key aspect of this is running **tight classroom routines** that minimise disruption and maximise learning time. Teachers explicitly teach, practice, and reinforce routines so that pupils know exactly what is expected of them. One powerful whole-school strategy is the use of the phrase **“When I say go”** before giving an instruction. This ensures pupils hear the full direction before moving, reducing miscommunication and supporting smooth, calm transitions. For example, instead of saying, “Line up,” a teacher will say, “**When I Say go**, you will stand, push in your chair, and walk to the door silently—**go.**

We also use **SLANT** as both a **stopping strategy** and a way to maintain focus throughout the lesson. Pupils are explicitly taught to **Sit up, Listen, Ask and answer questions, Never interrupt, and Track the speaker**. When a teacher says “Check SLANT,” pupils immediately reset their posture and attention. This shared cue allows for rapid refocusing and reinforces a culture of attentiveness and mutual respect.

To further promote a positive climate for learning, we consciously **nudge social norms** in the classroom. Teachers use **positive praise** to highlight and reinforce the behaviours we want to see, making the desired visible and contagious. Instead of focusing attention on low-level disruption, we draw attention to those who are meeting expectations—e.g., “I can see Jamal is ready and is tracking the board—well done.” We also use **Class Dojo** to track and reward positive behaviours, fostering intrinsic motivation and encouraging collective responsibility. Through these approaches, we build a classroom culture where strong habits, positive choices, and shared expectations are the norm.

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| **Routines** | **How it should be delivered?** | **Intended impact** |
| SLANT | T: Show me SLANT in 3,2,1. Track the speaker  T: Check SLANT | Quickly and effectively stop pupils and direct their attention to the teacher. Quickly address any pupils who are not giving their full attention |
| Praise | T: Well done (name pupil) for tracking the speaker  T: Excellent siting (name pupil)  T: A well thought out response. Well done (name pupil) | By specifically praising behaviour that we desire, we nudege social norms in the classroom. Desired behaviours become visible to pupils |
| Handing out exercise books | T: When I say go, pass the books down the line silently…go 5,4,3,2,1 SLANT  Note: books should be at the end of each row | This ensures no learning time is lost. |
| Pupils getting equipment | T: When I say go, raise your purple pens in the air and be ready to tick or fix…go.  T: When I say go, get your white boards and whiteboard pens from your drawer… go. 5,4,3,2,1 | This ensures pupils hear the full direction before moving, reducing miscommunication and supporting smooth, calm transitions. |
| Show call | T: When I say go, you have 2 minutes to answer the following question. What is global warming?... (thinking time)… go.  P: Pupils completing work  T: Hover your boards in 5,4,3,2,1. Pause. Show me | Front loaded expectation ensures that all pupils know what is expected. Thinking time is given for pupils to gather their thoughts before committing to writing. Hovering the board shows the teacher that the pupil is ready to give their answer. Teachers can then use the information to adapt teaching as required |
| Lining up | 1. Stand up 2. Tuck chairs in 3. Walk to line | This ensures pupils hear the full direction before moving, reducing miscommunication and supporting smooth, calm transitions. |

### ****Securing Success****

At Edenthorpe Hall, we are committed to securing success for every pupil through high-quality, evidence-informed instruction. Our teaching approach is grounded in **explicit teaching**, where new content is broken down into manageable steps, modelled clearly, and practised with guidance before pupils apply it independently. Teachers make thinking visible through worked examples, guided practice, and clear explanations that reduce cognitive load and build pupil confidence.

**Breaking down content into small steps**

A central element of explicit teaching is **breaking down material into small, manageable chunks**. Complex ideas are carefully sequenced and introduced gradually, so pupils can process and master each step before moving on. This approach reduces **cognitive load** and allows pupils to build secure understanding over time. Teachers use short, concise explanations and check for understanding regularly. We employ the **I-We-You modelling** approach as a powerful instructional strategy to scaffold learning and build pupil independence.

This three-stage process begins with the **“I” phase**, where the teacher explicitly models the task or concept, thinking aloud to demonstrate clear steps and strategies. Pupils observe expert thinking and gain a clear understanding of expectations.

Next, during the **“We” phase**, the teacher and pupils work together collaboratively. This guided practice stage allows pupils to participate actively with teacher support, ask questions, and receive immediate feedback. It bridges the gap between observation and independent application.

Finally, in the **“You” phase**, pupils independently apply what they have learned, demonstrating their mastery and confidence. This gradual release of responsibility ensures pupils build competence and resilience while teachers can assess understanding and provide additional support where needed.

By systematically using I-We-You modelling, we create a structured learning environment that promotes clarity, supports skill development, and fosters learner autonomy.

**Guided Practice**

**Guided practice** is a crucial bridge between explicit instruction and independent learning. After modelling a concept or strategy, teachers lead pupils through **shared practice**, where they apply new learning with scaffolded support. This stage is highly interactive: teachers question, prompt, and provide immediate feedback to correct misconceptions and reinforce accurate thinking. Guided practice ensures that pupils are not left to guess or struggle before they are ready—it allows them to develop confidence and fluency while still benefiting from teacher input.

During this phase, we gradually release responsibility to pupils, often using tools like worked examples, sentence stems, or structured tasks. Pupils practise in manageable steps, allowing for high success rates and reducing the risk of error becoming embedded. Guided practice strengthens understanding and ensures pupils have a secure foundation before moving on to independent application. It is a vital part of our commitment to high-quality, responsive instruction that meets the needs of all learners.

**Visual and verbal models**

We recognise the power of both **visual and verbal models** in supporting pupils to understand and remember new concepts. Verbal modelling involves teachers **thinking aloud**—explicitly describing their thought processes, strategies, and decision-making while completing a task. This approach demystifies complex thinking and provides pupils with clear, repeatable patterns they can internalise. Visual models, such as diagrams, worked examples, anchor charts, and graphic organisers, provide concrete representations of abstract ideas, helping pupils make connections and reduce cognitive load. We use both types of modelling deliberately and consistently across subjects to clarify expectations and support pupils in moving from guided to independent practice. By pairing visual models with clear verbal explanations, we cater to different learning needs, strengthen understanding, and ensure that pupils have a reliable reference as they develop fluency and confidence.

**Adaptive Teaching**

Equally important is the practice of **adaptive teaching**—the ability to adjust lessons in real-time based on pupils’ needs. Teachers flexibly modify explanations, provide additional scaffolding, or extend learning when pupils are ready. Teachers use targeted questioning, cold calling, mini whiteboards, and retrieval practice to assess whether learning is secure. These checks are frequent and low-stakes, allowing misconceptions to be spotted and addressed immediately. Rather than moving on when only a few pupils have understood, we aim for high success rates across the class.

**Culture of Improvement**

We also cultivate a strong **culture of improvement**, where mistakes are valued as vital opportunities to learn and grow. Pupils and staff alike are encouraged to take risks, reflect on errors, and understand that struggle is a natural part of mastering new skills. Feedback is constructive and focused on progress, helping to build resilience and a growth mindset. This positive approach to learning from mistakes fosters confidence and perseverance, empowering every child to continually improve and succeed. Teachers use a range of techniques to dieback to pupils including use of a visualizer, live marking, verbal 1:1 feedback and marking in depth when appropriate.

**The role of Teaching Assistants**

“Teachers and teaching assistants work exceptionally well together” (OFSTED 2025).

**Teaching assistants** play a vital role in supporting high-quality teaching and learning across the school. Their work is carefully planned, purposeful, and aligned with the teacher’s instructional goals. Teaching Assistants are trained to use effective instructional strategies, including modelling, questioning, prompting, and feedback. They are briefed regularly by teachers to ensure clarity of purpose and consistency in practice. During whole-class teaching, TAs support pupils to focus and engage in lessons. They stand at the front of the classroom and use a combination of verbal and non-verbal cues to ensure all pupils are focused and participating in the learning. In independent or guided practice, they reinforce key learning, beck for understanding and offer support and required.