Milford School
Teaching & Learning Policy

Policy area	Teaching & Learning Policy
Policy Leader	Andrew Stear
Policy Date	September 2018
Policy Review	

"Everyone to Grow, Learn, Believe and Achieve"

Introduction

At Milford School we have the very highest expectations for the academic success of our learners and for their excitement in learning. Our goal is excellent Teaching & Learning to equip our children with the skills, knowledge and understanding to be successful now and as life-long learners.

In doing the best we possibly can for the children in our care, we aim to ensure that we:

- Value and promote the all-round development of every child in our care, so they can grow and flourish socially, emotionally, academically and physically.
- Create a happy, safe and inspiring environment, where children and staff alike can do their best with confidence and enthusiasm.
- Achieve high standards of teaching and learning, so that whatever their starting point, our children make good progress and develop a love of learning.

Quality of learning is the foundation on which our school's success rests, and we aim to be uncompromising in every lesson about striving for the very best for all of our children.

Aims and Objectives

We will:

- Promote our vision of the very highest standards by ensuring the pitch of our teaching is such that it stretches the understanding of all learners in every lesson and in every subject.
- Ensure consistency across year groups and subjects and allow the children to systematically build on their prior learning
- Ensure all children are inspired, motivated and engaged by learning which is presented in context and with real-life experiences for those that may not have had them outside of school
- Ensure that pupils have the opportunity for deep practice of core skills

- Ensure that all children receive appropriate and regular feedback, allowing them to self-regulate their learning and that there is high quality feedback from teachers and other adults to move learning on.
- Ensure that our teaching meets and exceeds the expectations set out in the National Curriculum (2014).

We want children to:

1. Be inspired to learn: to receive a curriculum that is exciting and relevant to them.

2. Be challenged with high-pitch questioning; resources; work and assessments to ensure that pupils at all stages of their development make accelerated progress.

3. Have adequate opportunity to embed and develop skills and knowledge through the development of the skills required to work independently – whilst supported by resources that ensure they know how to succeed in their learning.

4. Benefit from effective feedback from the teacher; teaching assistant or other appropriate adults – focused on moving their learning on and developing feedback that has an impact.

5. Make a positive contribution by developing moral standards and ethical values by referring to our Milford Values and Positive Behaviour Policy in all subjects in order to respect others and live as part of a school and wider community.

6. Develop qualities of mind such as imagination, creativity, feeling and a growth mindset/'can do' attitude.

<u>Effective Learning</u>

i. **Every lesson** builds on formative and summative assessment of children's knowledge and understanding to ensure teaching is necessary & effective

ii. **Every lesson includes quality questioning** to constantly extend pupils' thinking and understanding. Questions should test critical thinking; comprehension; knowledge; application; analysis; synthesis; evaluation

iii. **Every lesson** makes clear the learning intention (OLI the Owl – Our Learning Is…) and success criteria/steps to success ('Remember' branches) so children clearly understand how to be successful; how to further improve and know when they have achieved success.

iv. **Every lesson differentiates** questions/tasks/outcomes to constantly extend different learners to ensure progress, regardless of their starting point.

v. **Every lesson has** accurate language and methods **<u>modelled</u>** for the children -- by teacher, support staff or class members.

vi. **Most lessons** put learning into a real-life context, so pupils understand the relevance of their learning and how they may use it in real-life.

vii. **Every lesson includes pupil self-evaluation.** We encourage children to take responsibility for their own learning and be involved in reviewing their work (ie did you meet the OLI? How many 'Remember' branches? What might you need to do to improve further?).

viii. **Every lesson** ensures additional adults are used effectively to enhance learning and improve the outcomes for learners (SEND and Pupil Premium), thereby securing value for money.

ix. **Every class has** prior attainment groupings/seating plans for reading, writing and maths, and mixed attainment groups for collaborative learning (which may be used in English and Maths too, and other subject areas as appropriate). These should be changed and flexible to best meet the needs of all of our learners.

Effective teaching

When teaching, we focus on motivating children, teaching resilience and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Planning

Subject leaders and year group teams have formulated a yearly overview of teaching and learning, overseen by our Curriculum Lead. Where possible, cross curricular links and links with other planned events in the school calendar are exploited. There should be evidence of skill development over a period of time, with skills taught in one curriculum area being applied in another, with evidence of a tangible goal or outcome.
Weekly planning incorporates clear learning intentions (OLIs) and success criteria ('Remember' branches) with differentiated (but challenging) tasks for children at different prior attainment levels. As well as differentiated tasks, an additional extension activity should be available in every lesson.

Curriculum

- The school closely follows the expectations set out in the EYFS framework and National Curriculum (2014) for English and Mathematics, including adherence to the programmes of study for each year group in Key Stage 1.
- Teachers use these objectives to plan their lessons and set the OLI and success criteria ('Remember' branches) for children.
- Teachers across the school regularly assess pupils' attainment and progress against the objectives set out in the programmes of study alongside the Sheffield Stat descriptors.
- Foundation subjects are taught in line with National Curriculum.

Effective Learning Environments at Milford School

All Year 1 and 2 classrooms are/have:

- Clutter free
- Trays that are labelled clearly (Reception - with a picture of what's inside, Year 1 – with a picture and word, Year 2 – with a word)
- Displays that are large enough for children to read
- Maths and English working walls – relevant to current learning
- Topic wall display
- Reception/Year 1 – phonics sounds displayed – sounds we have learnt, sound/s we are learning this week.
- Year 2 – phonics/common exception words displayed
- Alphabet displayed in all classrooms (upper and lower case)
- Year 1 – word mats with key Year 1 words included one side (Y1 phonics sounds the other) – multiple copies available at every table
- Year 2 – word mats with high frequency/common exception words on one side (all phonics sounds in groups the other side)
- Milford Values Tree displayed – leaves updated regularly by parents and staff ***(CTs to send these out regularly to parents)***
- Behaviour system displayed in every classroom in the same way (pegs, sun, rainbow, pot of gold, cloud, rain cloud)
- 'Good Learning' behaviour language/Growth mindset language displayed and accessible and available to all.
- Hall/corridor displays updated termly.
- Pencil pots at every table with resources children need
- Days of the week, months of the year displayed.

Reception classrooms:

- 7 areas of learning clearly zoned with key questions and vocab displayed for staff to use to support and extend learning.

English

At Milford School we follow the expectations set in the National Curriculum programme of study for English (2014).

Reading

We believe that successful and fulfilling reading comes from solid decoding and opportunities to spend time practising reading comprehension and considering the meaning of texts.

Our reading books are levelled using the National Book Band Scheme. Children are able to choose from a range of books within their assessed colour band. We teach daily phonics sessions in EYFS and Year 1. These follow the Letters and Sounds Programme using Jolly Phonics to support.

Reception children are heard read individually and in the summer term will start to work in a guided reading group. Year 1 and 2 have guided reading daily. This is mainly in a carousel type structure moving to whole class sessions in summer term Year 2.

Parents are encouraged to read with their child at home. Reading journals are monitored by the class teacher. Key words and phonic sound support materials are also sent home.

Writing

We believe that children produce great writing when they are inspired and when their interest is ignited by learning that is in context.
Our writing sessions are planned using Talk for Writing and CLPE schemes of work. This ensures traditional tales and high quality texts are taught in every year group. Teachers plan writing sessions using a variety of methods to engage the children's interests. The teacher always gives opportunities for modelled and shared writing as a whole class before guided or independent writing by the child. Children in KS1 are given an opportunity to write independently at length once every two weeks. Teachers teach grammar through writing lessons and have the No Nonsense Grammar scheme to help with subject knowledge and planning.
Children are encouraged to read their writing and improve what they have written. In Year 2 this is done in more formal 'editing lessons' and works in conjunction with the feedback given from the class teacher.

Spelling

In Reception and Year 1 children are encouraged to use their phonic knowledge to spell phonetically. In phonics lessons they are taught to spell common exception words correctly. This is helped in writing lessons by the use of alphabet and word mats. In Year 2 children have daily spelling lessons following No Nonsense Spelling. Children explore spelling rules in a spelling journal. In Year 1 and 2 children take spellings home following the rule they have learnt in class. They do not have a formal test but the class teacher will assess within their work.

Handwriting

Children at Milford have 3 handwriting lessons per week (daily in Year 1) these follow the PenPals scheme. Children start by warming up their hands by doing gross and fine motor actions, and then are taught the letter formation. They practise by sky writing, writing on a whiteboard or in a booklet. Joins are introduced in Year 1 and developed in Year 2.

Classroom Resources

- Alphabet Frieze showing correct formation of letters
- Working wall with current learning displayed
- Word mats for topic words and common exception words
- Alphabet mats with Jolly Phonics action
- Finger space, pencil grips as needed
- Coloured overlays for reading as needed

Feedback

Feedback is given in line with the feedback and marking policy. Immediate verbal feedback is the most effective.

Guidance for marking;

- Name is written on work if not in books
- Incorrect punctuation is highlighted if child understands correct use
- Spelling mistakes are corrected if they are target spellings for individual child
- Letter formation is corrected and child prompted to practise correct formation

Long and short term teaching structure (mathematics) (Years 1-2)

Mathematics (long term):

- At Milford School, we use the National Curriculum 2014 to plan the learning of pupils and the expectations for each year group.
- We use the Maths No Problem scheme of work, supported by textbooks and practical resources, sometimes supplemented by White Rose planning for mathematics mastery.

Mathematics (short term):

At Milford School, we structure our daily mathematics lessons to allow for inspiration, 'deep-practice' and effective feedback with a continual focus on high-pitch questioning.

Our daily mathematics lessons are structured thus:

In-focus/Anchor task (10-15 mins)

- An open ended task/problem that the children explore using resources available in the classroom

Let's learn task (10-15 mins)

- Modelled by teacher based upon the anchor task
- Sometimes recorded on individual whiteboards and captured via iPad if necessary
- Different for each teacher and in each session with the aim of building key skills and extending all pupils (based upon observations and discussions during Anchor task)

Guided Practice (up to 20mins)

- The focus is on modelling, practice and addressing misconceptions
- The sessions will include:
    - Examples of the topic on the Interactive Smartboard
    - Pupils practising on individual whiteboards
    - Children recording in the books
    - Teachers modelling correct strategies & equipment
    - Assessment for Learning of misconceptions and 're-practice'
    - Teachers providing 'Steps to success' (success criteria)

Fluency practice

- Children working through mathematical problems and questions in their maths books or Maths No Problem Workbooks
- These sessions will focus on individual knowledge, but can also involve paired work and group collaboration

Mini-plenary

- Conducted as a whole class or in groups & including self-assessment to allow for misconceptions to be addressed or more confident children to be extended

Outcomes

- During maths sessions children will record:
    - Mostly in Maths books or 'Workbooks', not on worksheets
    - The date and learning objective will be evident daily
    - Teachers will feedback to pupils during lessons so that they can then respond immediately in their books.
    - Work will be differentiated through questioning, challenge and scaffolding for less confident learners, **with additional 'stretch' challenges available** for the core of the class and **further challenge for higher attaining pupils** who complete their learning
    - All working out will be recorded in books
    - There will be emphasis on high-standards of presentation (including one number per square and accurate number formation and accurate layout of any written methods)

Foundation Subjects

History and Geography

In the Early Years Foundation Stage, History and Geography is incorporated into the area of learning entitled 'Knowledge and Understanding of the World'. This encompasses knowledge about other people, the place where they live, communities and about all aspects of the environment. As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

In Key Stage 1 we use the National Curriculum 2014 to plan the learning and the knowledge expectations for each year group. The aims of our creative curriculum is to allow greater learner involvement; resulting from a rich and meaningful curriculum which promotes higher standards and empowers learners. Topics are cross curricular in nature and we always try to make links to prior learning to help children to contextualise new knowledge. Where possible, trips and visits are used to enrich and extend understanding in history and geography. A hands-on approach is encouraged. Discussion with a talk or learning partner should help scaffold children's ideas. During the lesson children may work independently, in pairs or as groups to produce the desired outcome.

History

Our history curriculum is delivered through three key areas:
Chronological understanding
Knowledge and interpretation
Historical Enquiry

Geography
Our geography curriculum is delivered through four key areas:
Location Knowledge
Place knowledge
Human and Physical geography
Geography skills and fieldwork

Within history and geography we provide suitable learning opportunities for all children by matching the challenge of the task to the prior attainment and learning style of the children. We achieve this in a variety of ways by:

- ensuring the knowledge is taught at the expected year level
- setting common, open ended tasks to elicit a variety and depth of response
- providing **challenge for higher attaining learners** and **simplification/scaffolding** for lower attainers (access arrangements)
- providing practical opportunities for exploration purposes
- using visual stimuli and artefacts to promote interest
- where available, using Learning Support Assistants to support the work of individual children or groups of children
- using trips and visitors to develop further understanding
- group work to allow collaboration and develop thinking skills

.
Each topic will culminate in a creative outcome which allows them to present their learning across the topic in a variety of ways. This may include aspects of computing to create a multimedia presentation, a video or a piece of artwork, a design product or a written piece.

Science
In the Early Years Foundation Stage, Science is taught practically, children discuss their ideas with teachers and peers. Science is largely incorporated into the area of learning entitled knowledge and understanding of the world. Understanding of the World develops as children take notice of and ask questions about everything around them; including places and all the things within them such as trees in the natural environment. Recognising the role of technology in and outside of the home is important because this helps children to identify the different types of technology and what their practical uses.

In Year One and Two, Science lessons are generally enquiry led. Encouraging children to ask questions about what they learn and so extend their knowledge. Science learning in this way enables knowledge acquisition, whilst developing children's ability to work scientifically; asking questions, exploring, investigating, testing ideas and reviewing.

The children's work is recorded in a science book and year appropriate formats are used to plan, predict and record their findings. Key scientific vocabulary is taught as part of each unit.

Design Technology

In the Early Years Foundation Stage, Design Technology is incorporated into the area of learning entitled Creative development. This encompasses Art and Design, Music, Dance, Role-play and Imaginative play. Creative Development is fundamental to successful learning.

In Year One and Two, Design Technology is sometimes taught during designated focus days to enable children to become fully engaged in a project. The day will follow the design process as set out in the National Curriculum 2014. Each project will commence with an initial planning and design phase. A project booklet will often be used to record the children's planning and designs. Time is then given for exploration of ideas and the acquisition of technical knowledge required to make the planned design outcome. When completed, the design project and the process involved should be evaluated by the children and their peers; reflecting on the success of the project whilst recognising anything they may do differently next time. Work should be displayed and celebrated in the classroom.

Art

In the Early Years Foundation Stage Curriculum the Arts are incorporated into the area of learning entitled Expressive Arts and Design. This encompasses design and technology, art, music, dance, role-play, stories and imaginative play as well as exploring a variety of materials, tools and techniques, colour, design, texture, form and function. The two main focus areas to support successful creative learning are:

- exploring and using media and materials
- being imaginative

Each year group in KS1 follow the New National Curriculum 2014 statutory programmes of study and attainment targets. Art and Design must be taught each term allowing more flexibility of time to concentrate on the application of key skills that may need more focus within the cohort. The planning and delivery of the Art and Design needs to ensure breadth and balance of skills and application across KS1. Key skills are made evident and linked with other areas of the curriculum (where links can be made). Individual teachers decide how best to use the planning overview and have the flexibility to make changes to suit the needs of the children in their class.

The Arts should be realised by all pupils, regardless of ability, gender or ethnic group. The objectives can be summarised as follows:

- **Create** - exploring, research, developing ideas, investigating, making, planning and sequencing
- **Communicate** - evaluating and developing work through thinking skills, give opinions, performing and presenting
- **Using techniques to create effect** - developing a wide range of art and design techniques, make judgments,

- **Appreciate artists who inspire and influence us -** knowledge and understanding, compare and contrast individual work, develop enquiry skills to ask relevant questions

Children should be encouraged to develop creativity through drawing, painting, printing, textiles, sculpture and collage, etc.

Teaching should be effectively differentiated within mixed ability classes and lesson plans, identifying the different prior attainment levels. Teaching should be differentiated by:

• Outcome
• Task
• Questioning
• Level of support

Foundation Subjects

Assessment

Science knowledge will be assessed and progress and attainment tracked using our assessment tracker at the end of each unit/half term. Where children's progress is below the expected level, support will be given to enable them to reach their full potential. Assessment information is shared with subject coordinators and SLT (including the Inclusion Manager).

Monitoring

Each term there will be subject specific Quality Assurance assessments/records made. The subject coordinators will monitor the progress alongside the class teachers. Feedback is given to all teaching staff to inform future teaching.

Evaluation and Review

At the end of each topic children discuss with their class teacher what they have learnt, what they have enjoyed, what they did not enjoy and what else they would like to find out. This enables topics to be improved or adapted for future year groups.

PSHCE (incorporating Citizenship – Years R-2)

PSHE and Citizenship help to give pupils the knowledge skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. (The National Curriculum 2000).
We have incorporated the Citizenship programme of study (2014).

PSHE and Citizenship comprises planned provision to promote the personal and social development, health and wellbeing of pupils in a school (2003-2004 PSHE Annual report by QCA).

Moral and Values Framework

The PSHE and Citizenship programme at Milford School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;

- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of PSHE and Citizenship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff.

Organisation

PSHE and citizenship should not be delivered in isolation but firmly embedded in all curriculum areas. PSHE and Citizenship are normally delivered by class teachers in mixed gender groups, and the *main* content is delivered through interactive learning. Discussion, debate and circle time are used to develop interactive learning.

The interactive method is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate (how can we use this learning in real-life).

Evaluation and assessment of the PSHE & Citizenship programme is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which is used by the coordinator to inform future planning. Assessment is based on National Curriculum level guidelines.

Content

In Reception and Key Stage 1, pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and

similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it.

The school is currently basing the core programme on the Social and Emotional Aspects of Learning materials (SEAL) but is in the process of expanding the scheme of work to include QCA guidelines and other resources. Further details of the scheme of work are available on request.

Specific Issues within PSHE & citizenship

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (Mrs Jo Fulterer) or the Deputy Designated Safeguarding Leads (Mr Andrew Stear and Miss Abi Morgan) who may confer before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Safeguarding Policy. Effective PSHE & citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others who may have different opinions.

Religious Education

At Milford School we follow 'The Agreed Syllabus for Religious Education in Surrey Schools 2017-2022'. This is reviewed every 5 years.

Religious Education gives children our school a unique opportunity to reflect on and learn from the faiths and beliefs of those around them. Effective Religious Education has much to offer our children as they prepare for life in this rapidly changing world, where critical thinking will be ever more important and valuable.

Each year group covers a variety of topics and religions, which are embedded with fundamental British values. In Key stage 1 the children visit local places of worship.

Term	EYFS	Year One	Year Two
Autumn	Who am I and Where do I belong? Why do we have celebrations? (Harvest, Diwali)	What do Christians believe God is like? The Creation, Noah's Ark ASU – Why is Harvest a Worldwide Celebration? Christmas Y1: Why is Christmas important to Christians?	Why is the Bible an important book for Christians? How does a Dreidel help Jewish families to remember? Christmas Y2: What does the Christmas story tell Christians about Jesus?
	What makes a place special? Why do we have celebrations? (Christmas, Hanukkah)		
Spring	What makes something special? Why do we have celebrations? (Lent, Shrove Tuesday)	Who is Jesus? Why did Jesus tell parables? The Good Samaritan, The Prodigal Son, The Sower and the Seeds Easter Y1: What do eggs have to do with Easter?	Why is 'Church' important to Christians? Why do Christians call Jesus 'Saviour'? Easter Y2: Why is Easter important to Christians?
	What can we learn from stories? Why do we have celebrations? (Chinese New Year, Easter, Holi)		
Summer	What makes our World Wonderful? Why do we have celebrations? (Eid-al-Fitr)	What is the Torah, and why is it important to Jews? Why do Jewish families celebrate Shabbat? Why should we look after our world?	Is prayer important to everyone? Who is Allah, and how do Muslims worship him? What is important to Muslim families?

SURREY AGREED SYLLABUS FOR R.E. – Curriculum outline (Primary) Christianity Judaism Islam Comparative / Thematic

Computing (Years R-2)

- We follow the expectations laid out in both the Early Years Foundation Stage statutory framework [EYFS] (2014) and the National Curriculum (2014) and associated programmes of study.
- We will follow the Programme of Study for Computing through discrete lessons. These may be 'unplugged' as well as utilising the School tablets and netbooks in conjunction with appropriate software (Purple Mash, Espresso Coding etc.).
- Teaching of Computing will usually take place with the pupils' class teacher. There is clear progression of the skills and information taught, as well as the technology and software used.
- Computing skills and the use of ICT is also embedded into other subjects, where possible, so that pupils get to practise skills in context.
- There is a specific expectation of the use of ICT in Writing (publishing); Reading (use of tablets, netbooks); Mathematics (graph/data handling work) and Creative curriculum (publishing, Art).

Music (Years R-2)

- The school has an increasing provision for music which meets the objectives laid out in the National Curriculum 2014 through the teaching of instruments.
- Each pupil in Key Stage 1 currently receives music education through regular lessons and singing assemblies.
- The school recently enhanced this provision from September 2017 through pupils (and staff) learning to play the ukulele and recorder.
- Planning and teaching is supported by the use of Music Express online, which is in line with the National Curriculum and supports the teaching of ukuleles.
- Charanga Music 'Recorder World' is also used to support the teaching of recorders in Year 2.

PE (Years R-2)

We aim to:

1. Promote and maintain a high profile for physical activity in all aspects of school life
2. Afford every pupil the opportunity to access, enjoy and continue participation both in school and beyond
3. Create opportunities for individuals to excel and progress further
4. Create opportunities for individuals to access new experiences
5. Ensure all pupils have access to a minimum of 1.5 hours curriculum time for PE and Sport each week, along with further opportunities to participate in out of school clubs competitions, fixtures and festivals
6. Ensure that the Programmes of Study from the National Curriculum (2014) are followed in full
7. Develop our staff's teaching of PE through our use of Sports Premium and mentoring, coaching and shadowing our specialist providers – SCL.

Curriculum

a) We aim to ensure that all pupils receive a minimum of 2 hours curriculum time for physical education each week.
b) We aim to provide a wide, broad-based physical education programme which is balanced and fully inclusive, suiting the needs of all pupils
c) We provide ongoing monitoring of PE lessons, in order to ensure that High Quality Outcomes are achieved.
d) We ensure that all PE lessons include at least one period of time in which the pupils are stretched physically, thereby becoming out of breath.
e) We ensure that all PE lessons accord with the National Curriculum (2014) and the programmes of study.

The Foundation Stage

a) We encourage their physical development as an integral part of their work.
b) We relate the physical development of the children to the objectives set out in the Early Years Learning Goals.
c) We provide a physical zone so that they can undertake activities which offer appropriate physical challenges on a daily basis.
d) We offer a wide range of resources to support their physical development.

Further Information

Should you require any further information about the curriculum at Milford School, please contact Mr. Andrew stear – Headteacher or Mrs Helen szczepanski (Curriculum lead)– by liaising with the school office.

Compiled by: Mr A Stear November 2018	Revision Number 1
Approved by:	Revision date __/__/__

Discussed with staff:	

Appendix 1

Effective questioning Research evidence suggests that effective teachers use a greater number of open questions than less effective teachers. The mix of open and closed questions will, of course, depend on what is being taught and the objectives of the lesson. However, teachers who ask no open questions in a lesson may be providing insufficient cognitive challenges for pupils.

Questioning is one of the most extensively researched areas of teaching and learning. This is because of its central importance in the teaching and learning process. The research falls into three broad categories

- What is effective questioning?
- How do questions engage pupils and promote responses?
- How do questions develop pupils' cognitive abilities?

What is effective questioning?

Questioning is effective when it allows pupils to engage with the learning process by actively composing responses. Research (Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001) suggests that lessons where questioning is effective are likely to have the following characteristics

- Questions are planned and closely linked to the objectives of the lesson.
- The learning of basic skills is enhanced by frequent questions following the exposition of new content that has been broken down into small steps. Each step should be followed by guided practice that provides opportunities for pupils to consolidate what they have learned and that allows teachers to check understanding.
- Closed questions are used to check factual understanding and recall.
- Open questions predominate.
- Sequences of questions are planned so that the cognitive level increases as the questions go on. This ensures that pupils are led to answer questions which demand increasingly higher-order thinking skills but are supported on the way by questions which require less sophisticated thinking skills.
- Pupils have opportunities to ask their own questions and seek their own answers. They are encouraged to provide feedback to each other.
- The classroom climate is one where pupils feel secure enough to take risks, be tentative and make mistakes.

The research emphasises the importance of using open, higher-level questions to develop pupils' higher-order thinking skills. Clearly there needs to be a balance between open and closed questions, depending on the topic and objectives for the lesson. A closed question, such as 'What is the next number in the sequence?', can be extended by a follow-up question, such as 'How did you work that out?'

Overall, the research shows that effective teachers use a greater number of higher-order questions and open questions than less effective teachers. However, the research also demonstrates that most of the questions asked by both effective and less effective teachers are lower order and closed. It is estimated that 70–80 per cent of all learning-focused questions require a simple factual response, whereas only 20–30 per cent lead pupils to explain, clarify, expand, generalise or infer. In other words, only a minority of questions demand that pupils use higher-order thinking skills.

How do questions engage pupils and promote responses?

It doesn't matter how good and well structured your questions are if your pupils do not respond. This can be a problem with shy pupils or older pupils who are not used to highly interactive teaching. It can also be a problem with pupils who are not very

interested in school or engaged with learning. The research identifies a number of strategies which are helpful in encouraging pupil response. (See Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001; Rowe 1986; Black and Harrison 2001; Black et al. 2002.)

Pupil response is enhanced where

- there is a classroom climate in which pupils feel safe and know they will not be criticised or ridiculed if they give a wrong answer;
- prompts are provided to give pupils confidence to try an answer;
- there is a 'no-hands' approach to answering, where you choose the respondent rather than have them volunteer;
- 'wait time' is provided before an answer is required. The research suggests that 3 seconds is about right for most questions, with the proviso that more complex questions may need a longer wait time. Research shows that the average wait time in classrooms is about 1 second (Rowe 1986; Borich 1996).

How do questions develop pupils' cognitive abilities?

Lower-level questions usually demand factual, descriptive answers that are relatively easy to give. Higher-level questions require more sophisticated thinking from pupils; they are more complex and more difficult to answer. Higher-level questions are central to pupils' cognitive development, and research evidence suggests that pupils' levels of achievement can be increased by regular access to higher-order thinking. (See Borich 1996; Muijs and Reynolds 2001; Morgan and Saxton 1994; Wragg and Brown 2001; Black and Harrison 2001.)

When you are planning higher-level questions, you will find it useful to use Bloom's taxonomy of educational objectives (Bloom and Krathwohl 1956) to help structure questions which will require higher-level thinking. Bloom's taxonomy is a classification of levels of intellectual behaviour important in learning. The taxonomy classifies cognitive learning into six levels of complexity and abstraction

1. Knowledge – pupils should: describe; identify; recall.
2. Comprehension – pupils should: translate; review; report; restate.
3. Application – pupils should: interpret; predict; show how; solve; try in a new context.
4. Analysis – pupils should: explain; infer; analyse; question; test; criticise.
5. Synthesis – pupils should: design; create; arrange; organise; construct.
6. Evaluation – pupils should: assess; compare and contrast; appraise; argue; select.

On this scale, knowledge is the lowest-order thinking skill and evaluation is the highest..

Bloom researched thousands of questions routinely asked by teachers and categorised them. His research, and that of others, suggests that most learning-focused questions asked in classrooms fall into the first two categories, with few questions falling into the other categories which relate to higher-order thinking skills. (Adapted from Questioning Research Summary, section Body).

Appendix 2 – Blooms taxonomy

Bloom's Taxonomy (Revised)

