



Teaching and Learning Policy

Policy Amended by:	New Policy	
Consultation by:	Curriculum Committee	June 2024
Reviewed and recommended by:	SHE	
Approved by:	Curriculum Committee	June 2024
To be Reviewed	Every 3 years	June 2027

Contents

1. Aims.....	3
2. Our guiding principles.....	3
3. Roles and responsibilities.....	4
4. Planning and preparation.....	7
5. Lesson Structure and pedagogy	9
6. Learning Environment	9
7. Differentiation (Adaptive Teaching)	9
8. Home Learning.....	10
9. Marking and Feedback	10
10. Assessment, Recording and Reporting	10
11. Monitoring and Evaluation.....	10
12. Review and Links with Other Policies	10

1. Aims

This policy aims to:

- Explain how we will create an environment at our school where students learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all students in our school
- Involve students, parents and the wider school community in students' learning and development

2. Our guiding principles

At The Henry Beaufort School, there are no limitations to success. We are ambitious for all of our students. Our school is proud of its tradition as an inclusive comprehensive school where students are happy.

We celebrate the success of our students at every opportunity. Teaching and Learning extends way beyond the classroom: We place great value on our cultural enrichment programme and take delight in the buzz and energy around the school site well beyond the official ending of the school day.

We value the fundamental role that we play in the academic and moral education of young people. We understand the challenges that accompany our role as educationalists and we continue to work to find ways to refine and improve our practice.

Our core values of Pride, Happiness and Ambition underpin every learning opportunity that we offer, with the aim of all of our students making measurable progress throughout their time at The Henry Beaufort School.

Students learn best at our school when they:

- Have their basic physical needs met
- Feel secure, safe and valued
- Feel tethered to the school and its values
- Are engaged and motivated
- Can see the relevance of what they are doing
- Understand what they're learning in context of the wider curriculum
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the equipment needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage and self-regulate their emotions if things are not going well

- Recognise that all learners make mistakes and mistakes can help us learn
- Are ambitious, independent and life-long learners

3. Roles and responsibilities

Teaching and Learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create a positive learning environment for students.

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
 - Deliver high quality, inclusive teaching that sets high expectations, and be role models for learners
 - Share information with parents about Teaching and Learning at our school through various types of communications including school newsletters, our website, letters, open days, taster days. This will include clearly communicating the purpose of home learning.
 - Update parents/carers on students' progress twice per academic year either by means of a written report or a Progress Evening.
 - Keep their professional knowledge up to date by engaging in CPD relevant to their practice
 - Meet the expectations set out in related policies: The Positive Behaviour Policy, The Feedback Policy, The Curriculum Document.
 - Identify and use resources to support learning
 - Promote literacy in every lesson, referencing the 5 literacy strands of The Henry Beaufort School where possible. [See Appendix 5]
-
- In addition, teachers across our Primary Cluster will support our teaching and learning vision by attending CPD cluster events, hosting our colleagues at their schools [using 'primary hours' on Henry Beaufort staff timetables] and offering support and guidance on areas of their expertise. They will work regularly in collaboration with Henry Beaufort School colleagues during joint INSET days, sharing good practise and during transition events.

3.2 Support staff (those involved in teaching and learning)

Support staff at our school will:

- Use adaptive teaching in order to support and meet individual learning needs
- Interpret lesson aims and objectives in order to achieve clarity for the learner they are supporting
- Improve partnership working between the LSPs and teaching staff in order to maximise the impact they have in the classroom with students with an SEND profile
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities

- Feedback observations of students to teachers
- Ask questions to students to make sure they have understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in linked policies: The Positive Behaviour Policy, The Feedback Policy, The Curriculum Document.

3.3 Academic Leaders and Subject Leaders

Academic Leaders and Subject Leaders at our school will:

- Support the creation of positive learning environments
- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Plan learning in their subject in order for students to:
 - Achieve breadth and depth
 - Develop an understanding of the sequencing of the topics they learn
 - Make and feel a sense of measurable progress in assessments
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Monitor the frequency and quality of Home Learning being set in their team area and intervene where these fall below expectation as outlined in the Home Learning policy
- Meet the expectations set out in linked policies: The Positive Behaviour Policy, The Feedback Policy, The Curriculum Document.

3.4 Senior leaders

Senior Leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school, including specific revision opportunities for specific year groups at relevant times in the year.
- Manage resources to support high-quality teaching and learning

- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Systematically quality assure Teaching and Learning in the school
- Meet the expectations set out in linked policies: The Positive Behaviour Policy, The Feedback Policy, The Curriculum Document.

3.5 Students

Students at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, and have the necessary equipment for the lesson
- Adhere to the 5 golden rules every lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in linked policies: The Positive Behaviour Policy, The Feedback Policy, The Curriculum Document.

3.6 Parents and carers

At the beginning of each academic year, parents agree to a range of policies and procedures via the home school agreement in the handbook. All of these support a positive culture of teaching and learning both inside and outside the classroom:

- Anti-bullying policy
- Attendance policy
- Data protection policy
- Feedback policy
- Online Learning policy
- Positive behaviour policy
- Mobile devices procedures
- Uniform Policy

Parents and carers of students at our school will:

- Celebrate and value praise when successes are shared between the school and home
- Value learning

- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and avoid taking their child out of school
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information that may impact on their child's ability to learn
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. Planning

We pride ourselves on providing opportunities for every student to follow a broad and ambitious curriculum. The purpose of our 5-year curriculum is to support students in their cumulative knowledge and skills over time. We place value on both the academic and personal development elements that our curriculum offers.

We know that success comes from enjoyment and engagement. Our curriculum is based around our teaching of key concepts, prioritising depth and breadth and ensuring knowledge and understanding is gained in each subject across the five years.

Our curriculum meets the criteria of the Key Stage 3 and Key Stage 4 National Curriculum and provides clear progression of subject knowledge and skills. The design of our five-year curriculum gives our students the skills and experience they need in order to access the next stage of their education, and realise their potential.

5. Lesson Structure and Pedagogy

Lessons will be planned to ensure good short-, medium- and long-term progress.

All lessons will follow the Teaching and Learning Cycle, which includes 'Connect', 'Model', 'Practise' and 'Check' phases of learning. [See Appendix 1]

In terms of our teachers' pedagogical practice we adhere to the 10 Principals of Instruction constructed by Barak Rosenshine in 2012 [See Appendix 2], specifically Tom Sherrington's interpretation of these and his Four Strands: 'Sequencing Concepts and Modelling', 'Questioning', 'Reviewing Material', and 'Stages of Practice'.

As part of our pedagogical practice, specifically in the area of long-term memory retention, we adhere to the research findings of The Learning Scientists: Megan Sumeracki PHD, Cindy Nebel PHD, Carolina Tetzl PHD and Althea Kaminske PHD. These cognitive educational psychologists developed six strategies for effective learning in 2016: [See Appendix 3]

- Spaced Practice

- Retrieval Practice
- Elaboration
- Interleaving
- Concrete examples
- Dual Coding

These strategies focus on the best ways of achieving long term memory retention along with knowledge retrieval in order to ensure success in formative and summative assessment.

During transition from Year 6 to Year 7, for example on taster days, intake days and learning days in September, we encourage a learning environment built around the principals of (hb)2 or 'Henry Beaufort Habit Building'. [See Appendix 4]. These skills that promote independence in students are crucial to successful futures beyond the academic outcomes this supports. The Henry Beaufort 'habits' are being a reflective learner, mutual learning, getting unstuck and being resourceful. Teaching these habits ensure that Year 7 learners are ready to be independent thinkers as they begin their secondary journey.

Every Student, Every Lesson, Every Day

Positive start to lesson – teachers at the door to welcome
Uniform checks on arrival
Students sit in seating plan that reflects knowledge of every student and their needs
Challenging and appropriate 'Do Now Task' on entry*
Connect: Explain lesson's content in context, retrieval practice of previous learning, new material presented in small chunks, key vocabulary introduced, clear concise instructions
Model: Provide models so students can visualise success, ask questions and aim to provide practise for all students, check understanding, respond and adapt task if level of challenge is too high/ low
Practise: Ask students to explain how they will approach the task, provide scaffolding where necessary, give opportunity for guided independent practice, give systematic feedback and offer corrections
Check: Fully independent practice, identify misconceptions and revisit, re-teach if necessary, celebrate / praise progress against success criteria, discuss next steps – where does this lesson lead us?
Stamps given if 5 golden rules have been met
Organised and calm dismissal

*During this time, teacher to support any student who missed previous lesson in order to bridge any learning gaps ready for the 'Connect' phase of the lesson.

Expectations in Exercise Books

We understand the need for consistency in terms of students being able to organise their work and as a result find what they're looking for, regardless of the subject. The following expectations will be followed by all teachers in all subjects**:

- Every piece of work will have a title
- Every piece of work will have a date
- Titles and dates will be underlined
- At the start of each topic / unit, students will be given 10 key words
- At the start of each topic / unit, students will be given 3 careers that link to that topic / unit

- 5 year curriculum map will be in the front cover of all books and students will highlight / tick each unit on completion.
- Green pen will be used for students reflections
- Home Learning will be identified [the way this is identified may be different across departments]
- All sheets will be glued in
- After an assessment, an assessment reflection / feedback sheet will be glued in, in order for students to respond in green pen. Assessment reflection sheets will be on white paper, with a standardised header and logo for every subject.

**There may be additional guidance in specific subjects such as Science, for example around diagrams and graphs.

6. Learning environment

When students are at school, learning will take place in classrooms in a variety of different learning spaces.

These spaces will be kept safe, clean and ready for students to use them.

7. Differentiation (Adaptive Teaching)

Teaching and learning at our school will take the backgrounds, needs and abilities of all students into account. We will differentiate learning to cater to the needs of all of our students, including:

- Students with special educational needs and disabilities (SEND)
- Students with English as an additional language (EAL)
- Disadvantaged students
- Students that are 'T5' (in the top 5% of the year group in terms of their Key Stage 2 data)
- Making adaptations for any student or group of students whether they need additional support or challenge.

Strategies we use to do this are:

- Using support staff effectively to provide additional adaptive approaches
- Working with our SEND co-ordinator (SENDCO), the SEND Team, our students with SEN, and their parents to establish the appropriate level of material to support these students to make good progress.
- Produce 'Student Passports' for all SEND students profiling in which conditions they enjoy learning and learn best.
- Using ability groupings for certain subjects where appropriate, and mixed ability groupings for certain subjects where appropriate.
- Providing writing frames and word banks and visual interpretations to meet the needs of individual learners in the classroom.

8. Home Learning

Home learning will support students to make the link between what they have learnt in school and the wider world. It is most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be set via Arbor.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task. Please see the Home Learning Policy for details of guided learning hours.

<https://beaufort.hants.sch.uk/homelearning>

9. Marking and Feedback

The frequency of marking is determined by the subject, the year group, and the teaching hours assigned to the class per fortnight.

Teachers can undertake formative feedback as regularly as their professional judgment sees fit, but none of these methods count towards the number of marking rounds the class will receive as per the marking allocation table in the Feedback Policy. Each number is the number of times per academic year a child's book is formally marked with written responses from their teacher. This may be formative or summative. Please see the Feedback Policy for details on frequency of marking.

9. Assessment, recording and reporting

We will track student progress using a combination of ongoing formative and summative assessment throughout the year. Data drops throughout the 5 year curriculum will provide summative data to parents and annual Progress Evenings will provide verbal feedback from teachers.

We will provide regular targets for students, and provide annual verbal reports against these at Progress evenings.

10. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

Senior Leaders, Heads of Department, Subject Leaders, Curriculum Leaders and Governors will monitor and evaluate the impact of teaching on students' learning through:

- Conducting Non-Graded Lesson Observations
- Undertaking Book Monitoring
- Conducting learning walks
- Review Marking and Feedback during 'book monitoring' quality assurance activities
- Student Progress Review Meetings (SPRMs)
- Gathering input from the school council
- Student Voice Activities
- 'Day In The Life' activities

In relation to the Performance Management Policy, all teachers are observed a minimum of once per academic year. All teachers have a Student Progress Review Meeting and all teachers have a Book Monitoring meeting once every academic year.

10. Review

This non-statutory policy will be reviewed every year. At every review, the policy will be shared with the full governing board and approved by the Curriculum Committee.

11. Links with other policies

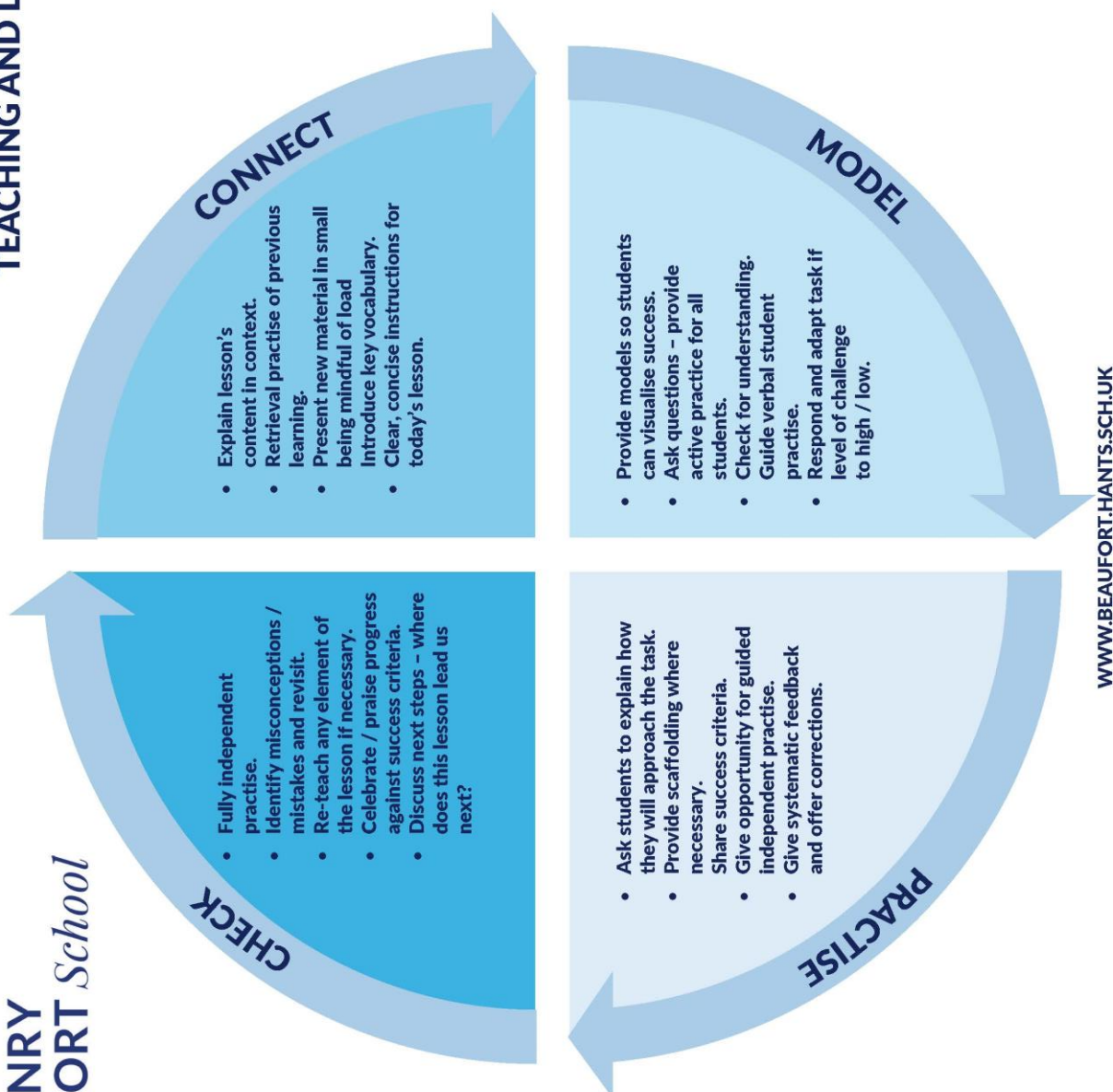
This policy links with the following policies and procedures:

- Positive Behaviour policy
- Curriculum Document

- SEN/SEND policy and information report
- The Feedback policy
- The Literacy Policy
- The Single Equality Policy
- Non-examination assessment policy [details of this can be found on the school website in the 'Student' section, under 'exam policies']
- Equality information and objectives
- Performance Management Policy



TEACHING AND LEARNING CYCLE
2024





Appendix 2

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Appendix 3





LEARN TO STUDY USING...

Spaced Practice

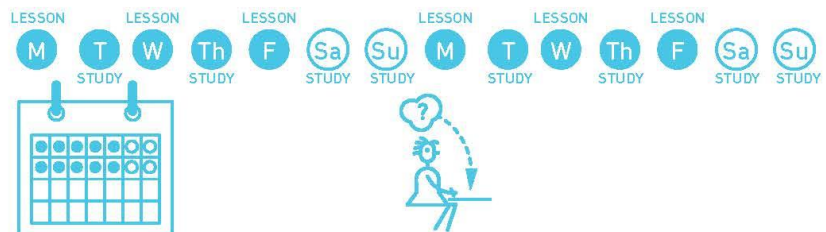
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSIENTISTS.ORG

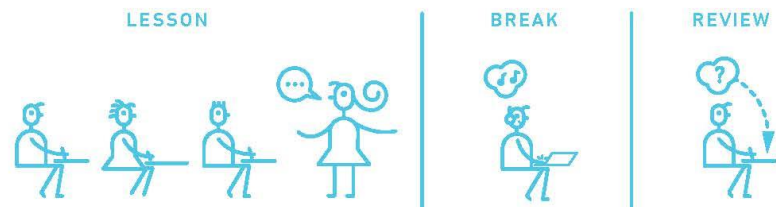


HOW TO DO IT

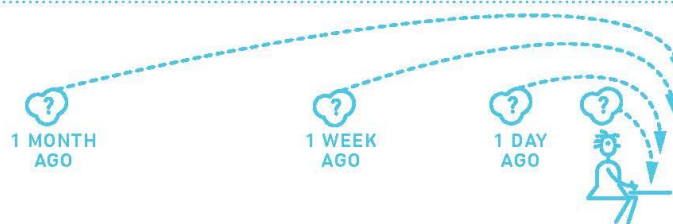
Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about
spaced practice
as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.



LEARN TO STUDY USING...

Retrieval Practice

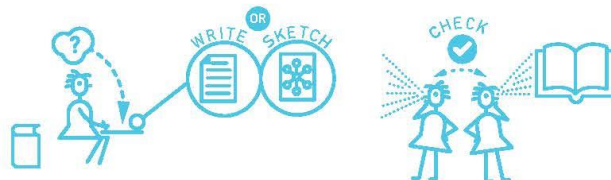
PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSIENTISTS.ORG



HOW TO DO IT

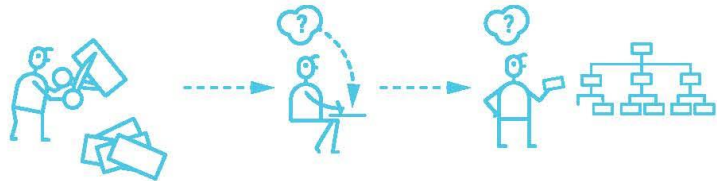
Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



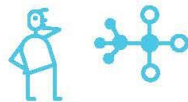
HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about
retrieval practice
as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.



LEARNINGSIENTISTS.ORG

LEARN TO STUDY USING...

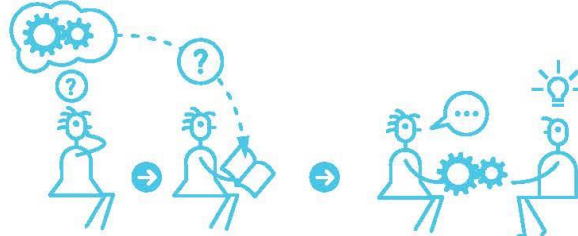
Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

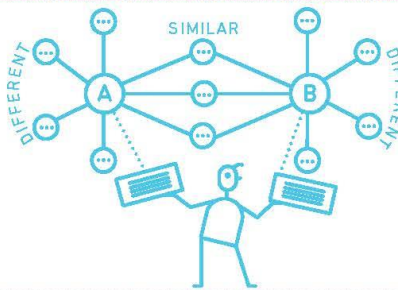


HOW TO DO IT

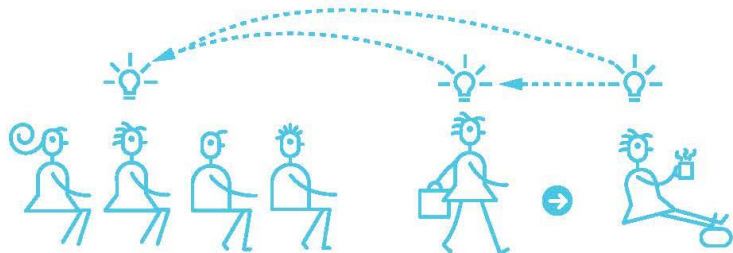
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.



RESEARCH

Read more about
elaboration
as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology*, 88, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research*, 55, 227-268.



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

LEARNINGSIENTISTS.ORG



HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

Make links between different ideas as you switch between them.



HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!



RESEARCH

Read more about
interleaving
as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.



LEARNINGSIENTISTS.ORG

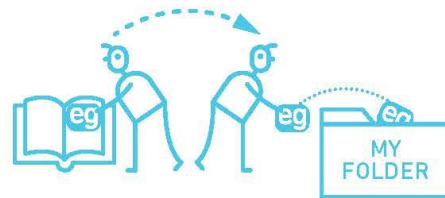
LEARN TO STUDY USING... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

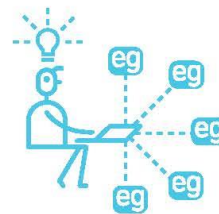


HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.



RESEARCH

Read more about
concrete examples
as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



LEARN TO STUDY USING...

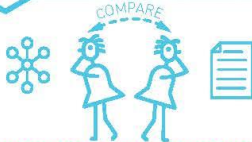
Dual Coding

COMBINE WORDS AND VISUALS

LEARNINGSIENTISTS.ORG



HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.

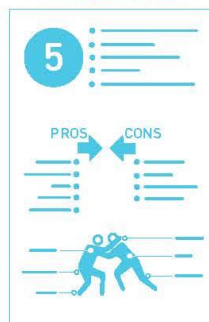


Take information that you are trying to learn, and draw visuals to go along with it.

HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

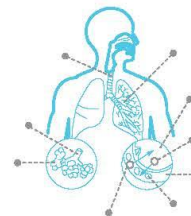
INFOGRAPHIC



CARTOON STRIP



DIAGRAM



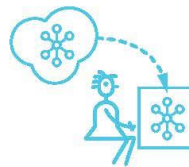
TIMELINE



GRAPHIC ORGANIZER



Work your way up to drawing what you know from memory.

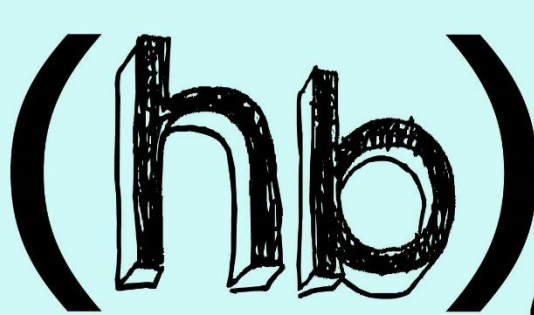


RESEARCH

Read more about
dual coding as a
study strategy

Mayer, R. E., & Anderson, R. B. [1992]. The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.

Appendix 4



2

Picking up good learning habits =
Success at Henry Beaufort



habit building
is in the palm of your hand



reflective learning

Planning:
Map learning steps out in advance
Learning honesty:
An honest appraisal of yourself as a learner.
Filtering:
Reflect and select what will be useful to you in the future.
Review:
Monitor and adapt



mutual learning

Learning give and take:
Have the confidence to work things out for yourself while accepting other people's ideas.
Imitation:
Use the good learning habits and values of others.
Listening:
Think about what you're hearing.
Empathy:
Stand in other people's shoes
Learning with others



getting unstuck

Retain and reuse:
Store the information and the skills to use in other subjects.
Managing distractions:
recognise and reduce interruptions to your learning.
Absorption:
Be engaged and find enjoyment in every task.
Noticing:
Recognise your capabilities and learning style. Work to your strengths.
Stickability:
Persevere with challenges, enjoy the struggle. Find the positive in your mistakes.



resourcefulness

Questioning:
Delve deeper – don't take things at face value.
Using your initiative:
Make good use of resources.
Making links:
Seek clarity, relevance, meaning and connections
Reasoning:
Think rigorously and methodically
Imagining:
Use creative ways to explore possibilities

Appendix 5



HOW TO BECOME AN EXPERT READER

IN ALL SUBJECTS

Use these strategies every time you approach reading in your lessons:



Predict: Activate prior knowledge – What do I already know about this subject? What does the title tell me? What could it be about? What might I be learning about? What could happen?



Read: Read it slowly. Read it twice. Read it aloud to a partner. Read it under your breath. Use a ruler. Use your finger. Use your overlay. Sound tricky words out using phonics or syllables.



Clarify: Check the vocabulary that you don't understand. Use the glossary if there is one. Find out what the words mean. Can you use the words around it to figure it out? Have you heard it used before?



Question: Ask questions about the text. Ask yourself: 'who' 'what' 'where' 'when' and 'why' questions as you are reading.



Summarise: Write the key details in the margins. What is the key focus of each paragraph in 1-2 words? What questions does each paragraph leave you with?






22