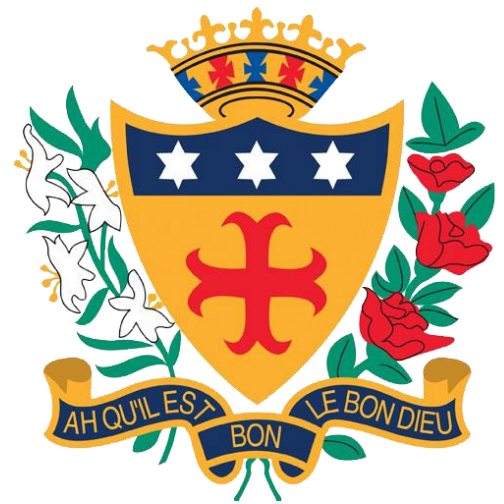


Notre Dame Catholic College

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Liverpool L5 5AF



Teaching and Learning Policy and Handbook

Opening Hearts, Minds and Doors

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Why do we have this Policy and Handbook?

Central to the Vision of Notre Dame Catholic College is the desire to meet the individual needs of all pupils, maximise their potential, equip them with the tools necessary to positively influence their own lives and engender within them the desire to continue to learn when they leave the school.

Purposes

- ❖ To improve continually the quality of teaching and learning for pupils in the school;
- ❖ to promote quality first teaching and learning that encourages teachers to empower pupils to become more actively involved in setting goals, evaluating their progress and enhancing their ability to achieve superior learning outcomes;
- ❖ to encourage greater participation and enjoyment in learning in order to develop pupils as lifelong learners able to make valuable contributions to their local and wider community.

How does the School Respond

- ❖ Teaching and learning strategies, adopted by Heads of Departments, will be flexible, diverse and appropriate to the needs of the individual pupils;
- ❖ all departments will review their teaching and learning strategies annually through self-assessment, review of the curriculum and schemes of learning and through use of allocated departmental time. Teaching and learning will be a continuing focus for the school each year.
- ❖ areas for development are identified through lesson visits, learning walks, departmental reviews, book scrutinies and personal professional development needs.
- ❖ teachers will provide rich, dynamic and motivating learning environments.
- ❖ teachers will, where necessary, vary teaching to cater for different learning needs;
- ❖ teachers will provide a balance of individual, group and whole class activities;
- ❖ pupils will be actively involved in discussion and reflection in the classroom and encouraged to direct their own learning when relevant and appropriate;
- ❖ classroom practice will be developmental, open ended and, when relevant, incorporate real life experiences and wider historical and cultural references;
- ❖ class activities will actively encourage problem solving and creative thinking skills;
- ❖ sharing good practice will be actively encouraged through teaching and learning directed time, inset and the use of the IRIS Connect video platform;
- ❖ pupils' self-esteem will be promoted so that all children experience success and know that their efforts are valued;
- ❖ teachers will actively promote cooperative learning between colleagues and pupils to continuously analyse learning situations and encourage continuous improvement;
- ❖ teachers will use quality data routinely on which to base decisions for improvement in regard to relationships, processes and learning experiences;

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- ❖ a team of teachers, led by a member of SLT, will support the development of teaching and learning across the college;
- ❖ curriculum leaders will lead teaching and learning within their own subject area, disseminating ideas and providing training and helping develop resources to raise standards of learning and teaching;
- ❖ curriculum leaders will work with other schools and outside agencies to share good practice and enhance the development of further strategies to improve learning and teaching within the school.

Monitoring, Reflection and Evaluation

The focus on teaching and learning is at the heart of the drive to raise standards. This policy will be evaluated in the light of current thinking and research on teaching and learning in order to ensure high quality provision for all pupils. The monitoring and evaluation of learning and teaching will include:

- ❖ Lesson visits by the Headteacher and SLT and HOD.
- ❖ Departmental reviews which include drop-ins, work scrutiny, HOD interviews and written reports on each department.
- ❖ Lesson feedback that encourages and develops reflective practitioners.
- ❖ Gathering feedback from pupil voice and questionnaires.

Continuing Professional Development

All staff at Notre Dame Catholic engage with high quality researched based CPD and need to be open minded, reflective and proactive at continually trying to improve their teaching practice.

Teaching and Learning CPD will be focused around what will make the biggest impact on the development of teachers and students, and staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

CPD at Notre Dame Catholic College is:

- ❖ Focused on Quality First Teaching and our Teaching and Learning Planning Guidelines
- ❖ Underpinned by the Teaching Standards
- ❖ Developmental
- ❖ Research informed
- ❖ Personal to each member of staff (based on the CPD needs of staff which is monitored through Training Needs Analysis MATS)

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‘Opening Hearts, Minds and Doors’

Quality First Teaching and achieving academic excellence are key priorities at Notre Dame Catholic College. Staff and students are expected to excel in their work and in their contributions towards building a successful, respectful learning community. We pride ourselves in establishing positive relationships based on honesty, trust and mutual respect. Teachers have high expectations of learners. Staff plan engaging lessons using schemes of learning which build on students’ prior knowledge and are sequenced to enable students to know more, remember more and do more as they progress in their learning. Retrieval practice, in-depth discussion, reading and extended writing are incorporated regularly into lessons. A ‘live’ version of this handbook can be accessed on **IRIS Connect** and is regularly updated and populated with examples, links and useable practical ideas from the staff of Notre Dame Catholic College as part of our collaborative approach to teacher development.

Notre Dame Teaching and Learning Protocols

The Teaching and Learning Planning Guidelines builds upon the Notre Dame staff devised Teaching and Learning Protocols:

- Teachers meet and greet pupils at the door
- A punctual start with planned retrieval starter activity (connected to prior learning)
- Highly focused lesson design with explicit aims, clear outcomes and bigger picture
- Appropriate use of planned questioning, modelling, scaffolding and explaining on the part of the teacher (with worked examples).
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- High levels of interaction and engagement for all pupils
- An expectation that pupils will accept responsibility for their own learning and work independently with enough time for pupils to practise what they have learned
- A clear focus on metacognition which is supported by skilled teacher questioning
- A consistent use of technical terminology and subject specific language to aid literacy and oracy skills
- A variety of learning activities

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- Knowing the pupils and planning work with teaching techniques to match their needs
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenging pupil non-compliance

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve."

Introduction to the Teaching and Learning Planning Guidelines

Teaching and Learning

Planning Guidelines







Holy
Family
Catholic
Trust

Multi
Academy
Trust



Notre Dame
Catholic College

The most effective learners can self-regulate, organise their learning and therefore have good access to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Some learners have less well developed strategies and we can continue to teach these so that they too can have good access. Metacognitive strategies are particularly powerful when subject specific. Metacognition is at the heart of this planning tool which applies to both sequences of lessons and stand-alone activities. The table below outlines four phases of learning that should be used when designing learning experiences.

Phase	What is it?	Why include it?	Notes
	Providing precise prompts for pupils to think about and communicate what they have previously learned and to connect this to what they are learning about in this lesson.	Connecting what pupils already know with what they are about to learn helps them make connections and eases cognitive load. They need time to retrieve prior learning and then think about how it relates to this lesson.	Don't overcomplicate this! It can be as simple as reading an example of a pupil's work from yesterday. In some subjects, content in the next phase may naturally draw links to prior learning, in which case the 'connect' phase could be merged with the activate/explore phase.
	Providing pupils with carefully planned and compelling scenarios or problems where the main thing being taught can be discovered or exemplified.	Sparking curiosity is an extremely powerful way of motivating pupils to learn. This usually goes hand in hand with problem solving and the use of compelling questions to 'hook' pupils' interest and attention. Planning must be precise to ensure the main thing really is the main thing.	Ensure the task has easy access - anyone can have a go - but also has nuances that can be discovered by pupils who enjoy being challenged.
	Explicitly teaching the pupils strategies and helping them decide when (or not) to use them. This often involves refining what has been done in the 'explore' phase.	Pupils' anxiety is reduced if they know that an exploration will be followed by a carefully modelled worked example. They develop good metacognitive habits when they consider the teacher's models and compare them to their own.	Try to show more than one example of the same thing being worked out so that pupils develop flexibility in their thought processes. Provide sufficient time for pupils to think about and record what they have learned so far.
	Pupils practising the skills and strategies they have just learned, both independently and with the support of the teacher/peers.	Practice is essential and should be an integral part of all learning activities. Knowledge and skills can only be embedded if intelligently planned practice activities are provided. These can be guided by the teacher until pupils are ready to work independently.	Always plan for the pupils to practise what has been taught. Practice can be independent, guided or a combination of the two, depending on the level of scaffolding the pupils need.

'Memory is the of ' el
Learners need to connect what they already know with what they are learning. While they are learning, they should be able to reflect on what they are learning and how they are learning it so that they can make progress further.

Working with a National Leader in Education, and based on the latest educational research, Notre Dame Catholic College has developed its own version of the Teaching and Learning Planning Guidelines in order to guide teachers in good practice. Our Teaching and Learning Planning Guidelines incorporates 4 phases: prompts that connect to previous learning (**Connect**), opportunities to explore through discussion of carefully planned scenarios or problems (**Activate/Explore**), explicitly teaching strategies and helping students to decide when (or not) to use them (**Explain**) and independent practice (**Practice**).

The following guidelines are **not** intended to create a common lesson format but is guidance about what constitutes effective teaching and learning in the classroom based on educational research. Teachers need the autonomy and flexibility to adapt their practice to

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ensure that the right approaches are used in different learning environments and circumstances.

Connect Phase

What is the 'connect' phase?

The 'connect' phase is the first phase in Notre Dame's **Teaching and Learning Planning Guidelines**. Unlike the other 3 phases of learning in the guidelines, the 'connect' phase is believed to be an integral feature of all lesson types. The table below comes from the full guidance and explains what it is and why teachers should include it.

What is it?	Why include it?
Providing precise prompts for pupils to think about and communicate what they have previously learned and to connect this to what they are learning about in this lesson.	Connecting what pupils already know with what they are about to learn helps them make connections and eases cognitive load. They need time to retrieve prior learning and then think about how it relates to this lesson.

Essentially, the connect phase is about reconnecting students to **familiar knowledge** as the basis on which **new knowledge** will be built. We often forget just how much new knowledge and experiences students have encountered in other subjects since we last saw the class. The connect phase helps all students re-orientate themselves back into the schema of your subject.

Typically, this familiar knowledge is previously learned curriculum content, however, it can also be familiar or common knowledge from outside of the curriculum. For example, a powerful analogy can help students connect new knowledge to familiar knowledge, thus deepening understanding.

What are the hallmarks of an effective 'connect' phase'?

High in...	Low in...
<ul style="list-style-type: none"> Student engagement – inclusive, accessible Reconnecting to familiar knowledge: curriculum or experiential Fluency/automaticity – high success rate (Rosenshine Principles) ...and therefore pace Subject-specific terminology Definitive responses Precise questions or prompts Organisation and instruction 	<ul style="list-style-type: none"> Cognitive load or deep thinking Thinking time Discussion Extended answers Pupil agency or choice Flexibility Questionable responses Reading

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Considerations	Possible techniques
<ul style="list-style-type: none"> • What knowledge do students need to reconnect with now? • Can I present this task so accessibly that students can immediately start it on their arrival to class? • How successful do I expect students to be in retrieving this information? • What if you discover students are not secure enough to access the lesson? • How important is it that there is a record of students' performance in this phase? 	<ul style="list-style-type: none"> • True or False statements • Heads and Tails sentence starts and ends • Key terms and definition matching • Fill in the missing word exercise • Multiple choice questions • Show a "wrong" answer to identify and reflect on errors • Comprehension questions on a homework • Recall questions from a previous topic • "Fix It" time or DIRT work for a short period at the start of the lesson, teacher-led or pupil-led when appropriate. This may include reviewing marking and feedback, retrieval tasks, reviewing homework or correcting misconceptions so the teacher has an accurate starting point for the lesson. • An image linking back to a previous topic

When should the 'connect' phase appear in the lesson?

This typically takes place at the start of the lesson, but not exclusively.

The principles behind connect phase are inextricably linked to those that support retrieval practice and interleaving knowledge. As a result, retrieval starter activities can be later supplemented with simple verbal retrieval questions later on in the lesson such as, "where have we seen something like this before...Jack?" or "does this remind you of something we covered last term...Alice?"

Be clear on the purpose of your connect phase: creating access to the lesson ahead, simple retrieval practice, or both?

In most cases, we 'connect' by asking students to retrieve or recall key knowledge from previous lessons. This presents the first challenge of designing an effective 'connect' phase: **identifying what prior knowledge you want students to reconnect to**. This must be determined by the purpose of the connect phase within that particular lesson. These can be broadly broken down into 3 possible purposes:

- Purpose A: creating access to the lesson ahead
- Purpose B: simple retrieval practice
- Purpose C: both

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Purpose A: creating access to the lesson ahead

If this is the true purpose of the connect phase in the lesson you are planning, ask yourself:

1. What knowledge or concepts do students need to be secure in in order to access this lesson at the expected level of depth or sophistication?
2. Do I have evidence to prove that students are already secure in some of this prior learning? (If so, you don't need to reconnect to this already secure knowledge)
3. How can I quickly reconnect students with the rest?
4. How important is it that there is a record of students' performance in this phase?

Risk: what is your contingency plan if you discover students are not secure enough to access the lesson?

Purpose B: simple retrieval practice

Purpose A requires the very careful and precise selection of prior knowledge that students need to reconnect with in order to access the lesson to follow. However, if the primary purpose of your connect phase is to simply strengthen the 'automaticity' or fluency of core knowledge recall, you can afford to **sample** prior knowledge, rather than **select** it.

To clarify, there is still a selection process here, but it may not be solely informed by the content of the lesson to follow – it can afford to be a little more random. Where teachers' need to be disciplined or 'selective' here, is ensuring that only **core knowledge** is sampled rather than secondary or peripheral knowledge.

If retrieval practice the true purpose of the connect phase in the lesson you are planning, ask yourself:

1. Is this knowledge important enough in the schema of the subject to be remembered to the point of automaticity?
2. Why is important for students to retrieve this now?
3. How important is it that there is a record of students' performance in this phase?

For further information, research and examples of this type of connect phase, start here <https://www.retrievalpractice.org/why-it-works>.

Risk: How do you ensure the 'randomness' of this starter doesn't detract from the main focus of the lesson (unintended and unhelpful 'rabbit holes') or take up too much time?

Purpose C: both

Some teachers try to achieve both purposes A and B within the same connect phase. This approach is awash with the opportunities, considerations and risks of both purposes A and B. Trying to do both simultaneously often leads to the two biggest risks of the connect phase:

1. taking too much time
2. blurring the focus of the lesson

Questioning frameworks such as 'last year, last term, last week, last lesson' can help achieve a coherent combination of **selected** and **sampled** prior knowledge that can go some way to

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achieving both purposes but they need to be very carefully planned with a clear view on which 'rabbit holes' to avoid.

Linking purpose to pedagogy

Don't overcomplicate this phase! It can be as simple as reading an example of a pupil's work from the previous lesson. In some subjects, content in the next phase may naturally draw links to prior learning, in which case the 'connect' phase could be merged with the 'activate/explore' phase through the interleaving of subtle verbal retrieval questions such as:

- "does this remind you of anything...Callum?"
- "have we seen something like this before...Daisy?"
- "what did we do the last time we encountered something like this...Ethan?"

Or what we like to refer as 'Faux Forgetting': 'Oh remind me what that was called again...Freya!'

Research:

<https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/>

Robin Alexander: Dialogic teaching

Jerome Bruner: Self-determination theory, competence

Carol Dweck: Mindset

EEF – literacy

Roseshine's Principles of Instruction

Richard Skemp: relational and instrumental understanding

John Sweller: Cognitive Load

Carol Tomlinson: Differentiated instruction

Dylan Wiliam – Responsive teaching

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Activate/Explore Phase

What is the 'Activate/ Explore' phase?

Providing pupils with carefully planned and compelling scenarios or problems where the main thing being taught can be discovered or exemplified.

Why include it?	Why include it?
Sparking curiosity is an extremely powerful way of motivating pupils to learn. This usually goes hand in hand with problem solving and the use of compelling questions to 'hook' pupils' interest and attention. Planning must be precise to ensure the main thing really is the main thing.	This method attempts to uncover effective ways to inspire deep learning activities and help students develop a firm conceptual understanding of subject matter knowledge in classroom situations. Researchers agree that the key to actualise this process is through the use of discussion-based pedagogy in the classroom.

When should the 'Explore/ Activate' phase appear in the lesson?

Fundamentally, the 'explore/ activate' phase is about students exploring **new** concepts and ideas through discussion-based activities. Inquiry based lessons cannot be captured within a certain timeframe and therefore should be down to the teacher's expertise, flexibility and adaptability. The teacher should guide the discussion but not necessarily lead it. Students should have the biggest impact in this phase of the guidelines. Once the students have finished their discussion and agreed a decision to the problem (consensus), this should be captured in a way that students can remember and promote pupil agency. However, it is important to remember that the activity would have been high in cognitive load and therefore the recording of this should be a simple activity such as a mind map or bullet points.

What are the hallmarks of an effective 'Activate/ Explore' phase'?

High in...	Low in...
<ul style="list-style-type: none"> • Cognitive load • Pupil agency • Truly compelling questions • Deep thinking/think time/flexibility • Exploratory talk - noise 	<ul style="list-style-type: none"> • Time pressures • Teacher talk • Subject specific terminology • Writing • Reading

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<ul style="list-style-type: none"> Engagement and access for all/inclusivity Cognitive conflict (handing the conversation back to students at the point of 'conflict') Teacher whiteboard work 	
Considerations	Possible techniques
<ul style="list-style-type: none"> Regular opportunities for purposeful and structured pupil talk: in pairs or groups and with an opportunity to feedback. Not just teacher-led Q&A. What are the potential, unhelpful 'rabbit holes'? ('threats') Is this concept worthy of deep thought? How will it be recorded in books? Teachers avoid favouring one answer over another so talk is more exploratory. In ACTIVATE/EXPLORE phases, the learning takes place at the students' desks How can this learning be made visible? – teaching whiteboard to capture students' thoughts/visualise the 'consensus'/mini-whiteboards/'manipulatables' (card sorts, blocks etc.) 'Snuff' misconceptions out quickly if they may lead to misunderstanding of what is being explored 	<ul style="list-style-type: none"> Think time, pairs into fours, networking grids. Ask open ended questions so all pupils are expected to give an answer. Use a "No hands up" policy, random methods of selecting pupils or target particular pupils. Ask pupils to develop their answers with how, why, what if questions etc. and to evaluate others' responses (pose, pause, pounce, bounce). Capture additional learning through visual learning strategies such as card sorts/images, whiteboard work, bullet points, mind maps, focused questions that are answered in exercise books etc. Scaffolding – verbal planned sequencing Teacher movement around the room to enable eavesdropping – teacher needs to go to where the learning is taking place and only return to the whiteboard to seek/confirm/record consensus

Considerations when planning:

- 1) What is the main 'thing' you are teaching?
The first task we need to think about when planning an 'Activate/ Explore' lesson is what is the main thing we want our students to be learning? Is it an idea, concept or question? Figuring this out first will probably take some time and thought but is essential to the success of the lesson. The focus of the lesson should be crystal clear so that the pupils know what's pivotal and what isn't.
- 2) Questions

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Our curriculum is a 'thinking' curriculum so teachers should construct compelling and curriculum specific questions that provoke thought. When thinking about questions, think about the following:

- a) The big question – what is the main thing you want students to learn. Will your overriding question cover this?
 - b) You may need to break down the question further and check understanding before the exploration begins. Ask the students what the vocabulary means or to explain what they think the question is really asking them before attempting the discussion.
 - c) Plan questions about thinking too. This can be communicated to students in a variety of ways. Use questions which promote metacognitive thinking such as 'why that?' 'What made you...?' 'What are the alternatives...?'. In the planning stage, it may be an idea to predict what and how the pupils will think and design questions for each stage.
- 3) Always promote discussion
This section of the lesson should promote high levels of pupil dialogue which should drive this part of the session. However, make sure every student can access the questions and feel able to contribute to the discussion. The activate explore lesson should be high in inclusivity.
- 4) Resources
'Explore/ activate' does not need to be laden with resources. Try to choose resources carefully so that they promote thinking about the main 'thing'. The resources should provide concrete materials and visual prompts so that pupils can grapple with ideas in their own space. The learning should be placed with the pupils. When planning the lesson, remember that the 'Activate/ Explore' section will be high in cognitive load and therefore students may feel drained or exhausted after the discussion. Recording their learning in their exercise books should be a simple task and promote pupil agency – recording ideas in a way that they chose to remember. For example, giving students a say in how they record their ideas so a gentle activity such as a journal, mind map, grids etc

Considerations when teaching:

- 1) Pupil Agency
When delivering an 'Activate /Explore' lesson, you could ask the students how they want to complete the task. For example, how they feel they should record their findings or if the discussion should be completed in pairs or groups.
- 2) Highly visible learning
When teaching an 'Activate/ Explore' lesson, the learning should be obvious to all so that it can be co-constructed. At this stage, teachers are facilitators not leading the learning so it should be low in teacher talk and high in pupil engagement. Teachers are encouraged to give little praise so as not to steer the discussion anyway. Eavesdropping and highlighting what other groups have said and navigating the right thoughts and ideas are all techniques that should be used at this stage of the lesson. Where a teacher places themselves in the classroom is also important at this stage of the learning. Placing yourself with students, seeing their ideas recorded and becoming one of them are all encouraged here to promote students' responses.
- 3) Cognitive conflict
The task should promote conflict. Students should have strong views and be able to articulate their thoughts on a subject.

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- 4) Consensus
Even though the students should have strong views, they should be able to come to a consensus. This stage of learning should be considered a joint endeavour. The lesson should aim to consensus building (of the main thing). The teachers and pupils should co-construct this and represent it in a way that makes sense to all. As the pupils are feeding back their ideas, construct models with the information on the whiteboard - in real time. Make the link between the main thing and the learning construct clear.
- 5) Metacognitive
Pupils should be made aware of the decisions they are making and why these have been chosen. The learning should be placed in their hands and they should think about the task and the process. Questions such as 'what did I find curious?' 'Questions I may have' 'What do I need clarifying?' may help them do this.

Research:

Robin Alexander: Dialogic teaching

EEF: Metacognition

John Hattie: Visible learning

Nori Inoue: Inquiry-led learning

Nori Inoue: Consensus building

Jean Piaget: Accommodation, assimilation and time

George Polya: Teaching through problem solving

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Explain Phase

What is the 'Explain' phase?

The 'Explain' phase is the third phase in Notre Dame's **Teaching and Learning Planning Guidelines**. The Explain phase focuses on explicit teaching and exemplification and is often directly linked to, or follows on from, the Activate/Explore phase. The table below comes from the full guidance and explains what it is and why teachers should include it.

What is it?	Why include it?
Explicitly teaching the pupils instructions and helping them decide when (or not) to use them. This often involves refining what has been done in the Activate/Explore phase.	Pupils' anxiety is reduced if they know that an exploration will be followed by a carefully modelled worked example. They develop good metacognitive habits when they consider the teacher's models and compare them to their own.

Essentially, the Explain phase is about clarifying and exemplifying **new knowledge, strategies and concepts** that will have been introduced or explored in the Activate/Explore phase of the lesson. Pupils often need to be shown more than one example of the same thing being worked out so that they develop flexibility in their thought processes. Teachers need to provide sufficient time for pupils to think about and record what they have learned so far.

What are the hallmarks of an effective 'Explain' phase'?

High in...	Low in...
<ul style="list-style-type: none"> Explaining undiscovered knowledge after the Activate/Explore phase Communicating new knowledge Teacher input/talk Precise presentational talk Re-enforcing prior understanding and knowledge Clarity Correcting misconceptions Subject specific terminology 	<ul style="list-style-type: none"> Pupil discussion Exploratory talk Teacher movement – stay at the front to ensure pupil concentration and engagement Unnecessary imagery or text (only display what you genuinely want students to examine, read or use)

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- Explicit teaching of a concept (carefully and concisely delivered)
- Chunked, chronological, sequential explanation or instruction (related to cognitive load theory)
- Application of new knowledge learned
- Supporting visuals ('dual coding')
- Reading (and re-reading) from the board
- Precise questions or prompts (to support assessment and engagement)
- Organisation and instruction
- Perfect Learning Climate 3

Considerations

- Is this new knowledge able to be discovered by pupils?
- Have they encountered this knowledge before in the Activate/Explore phase?
- In the Explain phase learning takes place at the front of the classroom.
- Exposition is supported by a clear working wall to avoid 'erroneous' or unintended cognitive load.
- Has someone else already explained this clearly or in a more succinct way (visual clips, Oak Academy, BBC Bitesize etc.) so it can be used in the lesson?
- The Explain phase can focus on substantive or disciplinary knowledge.
- Ensure students have key subject specific vocabulary in order to develop their answers
- Colour coding where success criteria is evident (visual scaffolds)
- Are there any reasonable adjustments needed to further increase access

Possible techniques

- Exemplify expectations by sharing or modelling good examples / develop success criteria so pupils know what achievement / success looks like. This could include model answers, skills or demonstrations e.g. Maths could use "silent modelling" showing the step by step approach in solving a problem; English teachers could model a grade 7 paragraph on how Shakespeare uses language and imagery to present the character of Macbeth; teachers could model a skill or technique in Art, Dance, Music or PE.
- Explicitly teaching a concept, idea, vocabulary or context.
- Identify the most trusted sources of exposition ("teach it once, teach it well").

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(PowerPoint colour, overlays, removing unnecessary text etc)?

- Moderation of modelled answers with department

When should the 'Explain' phase appear in the lesson?

This typically takes place after the Activate/Explore phase, but not exclusively.

The principles behind the Explain phase are linked to teacher subject expertise that support and exemplify what has been discussed or explored in the Activate/Explore phase. It focuses on clarifying pupil misconceptions and teacher modelling thus leading to the Practice phase of the Teaching and Learning Planning Guidelines.

Be clear on the purpose of your Explain phase.

In most cases, we 'Explain' by teaching a new concept or knowledge that the pupils are unfamiliar with and that they have not been able to discover for themselves in the Activate/Explore phase or responding to students' misconceptions in either the Activate/Explore phase or the Connect phase. In thinking about the Explain phase we can refine it to two purposes:

- Purpose A: Planned Explain phase
- Purpose B: Responsive Explain phase

Purpose A: Planned Explain phase

If this is the purpose of the Explain phase in the lesson you are planning then:

5. The phase is about the **explicit teaching** of a concept, idea, vocabulary or context. For example, teaching subject specific vocabulary using the Frayer Model, which gives a definition, characteristics, examples and non-examples.
6. It needs to be **intelligently planned**. The pupils should see different examples of the same thing. Fewer questions which carefully build and follow on from one another are better than many questions about the same thing.
7. A key aspect of this phase is the use of **modelled** examples by the teacher. The pupils should see expertly created examples of what they have just learned (also known as worked examples). Prepare these in advance and DON'T claim ownership of them (as this will inhibit the pupils' critical evaluation of them).
8. Teachers' **careful modelling** should make the main thing clear to pupils. When recording ideas on whiteboards, ensure that writing is neat and legible - set an excellent example for the pupils.
9. This phase should be **rich in reading**. The examples should be placed in the pupils' domain so that they can easily access the texts. Read something every day with the pupils (about the main thing). Where possible, they should have their own copy.
10. This phase can be rich in **note taking or journaling**. Pupils should have the opportunity to write about the main thing (using models and text). Routinely, give the pupils time to take notes. This can be tightly structured by the teachers or have choice built in.

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Purpose B: Responsive Explain phase

If this is the purpose of the Explain phase then:

4. The teacher is **responding** to the pupils' level of understanding to the knowledge or concepts being taught and is therefore a form of **assessment for learning**.
5. This phase is an opportunity to **tackle misconceptions** that may have occurred in the Activate/Explore phase or, sometimes, the Connect phase, in the event that pupils are unable to retrieve or recall key knowledge or concepts from previous lessons, especially if this knowledge is needed in order to access the lesson at the expected level of depth or sophistication.
6. The Explain phase does not therefore have to follow the Activate/Explore phase, but can be used by the teacher to clarify pupils' misconceptions at different points of the lesson.
7. This phase can also therefore be used to teach **knowledge and concepts that have remained undiscovered** by the pupils during the Activate/Explore phase. The teacher therefore has decided to explicitly teach these concepts to the pupils so that the next phase of the lesson can be accessed by them.

Research:

Robin Alexander: Dialogic teaching

EEF: Literacy

EEF: Metacognition

Variation theory: based on maths hubs work

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Practice Phase

What is the 'Practice' phase?

The 'Practice' phase is the fourth phase in Notre Dame's **Teaching and Learning Planning Guidelines**. The Practice phase focuses on independent or guided practice or a combination of the two and usually follows on from the Explain phase. The table below comes from the full guidance and explains what it is and why teachers should include it.

What is it?	Why include it?
Pupils practising the skills and strategies they have just learned, both independently and with the support of their teachers or peers.	Practice is essential and should be an integral part of all learning activities. Knowledge and skills can only be embedded if intelligently planned practice activities are provided. These can be guided by the teacher until pupils are ready to work independently.

Essentially, the Practice phase develops fluency. It is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in a skill. When material is overlearned, it can be recalled automatically and doesn't take up any space in working memory. When students become automatic in an area, they can devote more of their attention to comprehension and application.

What are the hallmarks of an effective 'Practice' phase'?

High in...	Low in...
<ul style="list-style-type: none"> • Application of new knowledge learned • Re-enforcing prior understanding and knowledge • Subject specific terminology • Pupil independence • Restricted time frames • Teacher movement – circulating the room • Perfect Learning Climate 1 	<ul style="list-style-type: none"> • Pupil discussion • Exploratory talk • New concepts or ideas
Considerations	Possible techniques

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- They should have encountered this knowledge before in the Activate/Explore or Explain phase.
 - Practice should have been modelled in the Explain phase.
 - Guide the students when they are practising their new skills – this better prepares them for independent work.
 - Make sure that independent practice involves the same material as guided practice.
 - Make sure that students are fully prepared for their independent practice.
 - Make sure pupils have enough time to practise / consolidate / reinforce learning through independent activity.
 - This should be completed in timed conditions and pupils should be expected to complete this work in silence, if this is appropriate.
 - Ensure students know key subject specific vocabulary in order to develop their answers.
 - Monitor practice to ensure that students are engaged with their work.
 - All of the above creates access to the task at hand.
- Completing a PEARL paragraph
 - Completing part or the whole of an essay
 - Practising questions from past papers
 - Completing target questions in Maths
 - Continued access to success criteria and modelled answers during guided practice

When should the 'Practice' phase appear in the lesson?

This typically takes place after the Activate/Explore and Explain phase, but not exclusively.

Be clear on the purpose of your Practice phase.

In thinking about the Practice phase, we can refine it to two purposes:

- Purpose A: Guided practice (which is developmental)
- Purpose B: Independent practice (which is more assessment focused)

Purpose A: Guided practice

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Guided practice provides an effective, tightly scaffolded transition between the Explain phase and independent student practice. It creates higher access to the task and demonstrates how new learning is to be applied. Effective guided practice significantly increases student success rate.

If this is the purpose of the Practice phase in the lesson you are planning then:

11. Guiding students through their rehearsal of new material by asking questions and structuring activities is a hallmark of effective teaching. Questions draw students' attention to key features of model answers.
12. Prepare students for independent work with a series of tightly focused, structured activities that guide them through the application of their new learning.
13. Ensure there is as much rehearsal as possible, otherwise, material will most likely be forgotten.
14. Guided practice helps learners to accurately store information in their long-term memory, preparing them for independent work.

Purpose B: Independent practice

Independent practice can follow guided practice but does not have to. Independent practice is less scaffolded or not scaffolded at all. Independent practice tasks have an element of assessment to them. Teachers must be clear about what is being evidenced or assessed in the task and scaffold this during guided practice. Independent practice can provide students with an opportunity to apply multiple aspects of new learning e.g. a full essay or a past paper.

If this is the purpose of the Practice phase then:

8. When students practise new material independently, they begin to process it into long-term memory.
9. Monitoring this practice makes sure independent work is checked for misconceptions.
10. Regular practice, including consistent review of learned material, is the best way to fix new knowledge in long-term memory. This means students can put their full brain power towards analysis and not towards simply recalling information.

Research:

Jerome Bruner: Self-determination theory, growing competence

Maths hubs research into variation theory

Carol Tomlinson: Differentiated instruction

Dylan Wiliam: Assessment of learning

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