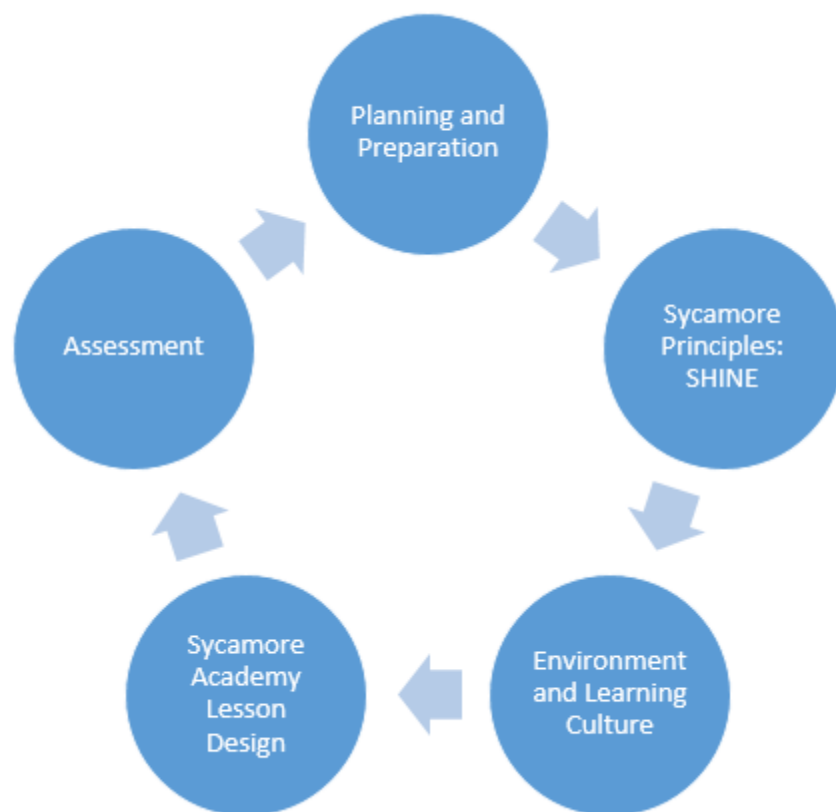


Sycamore Academy

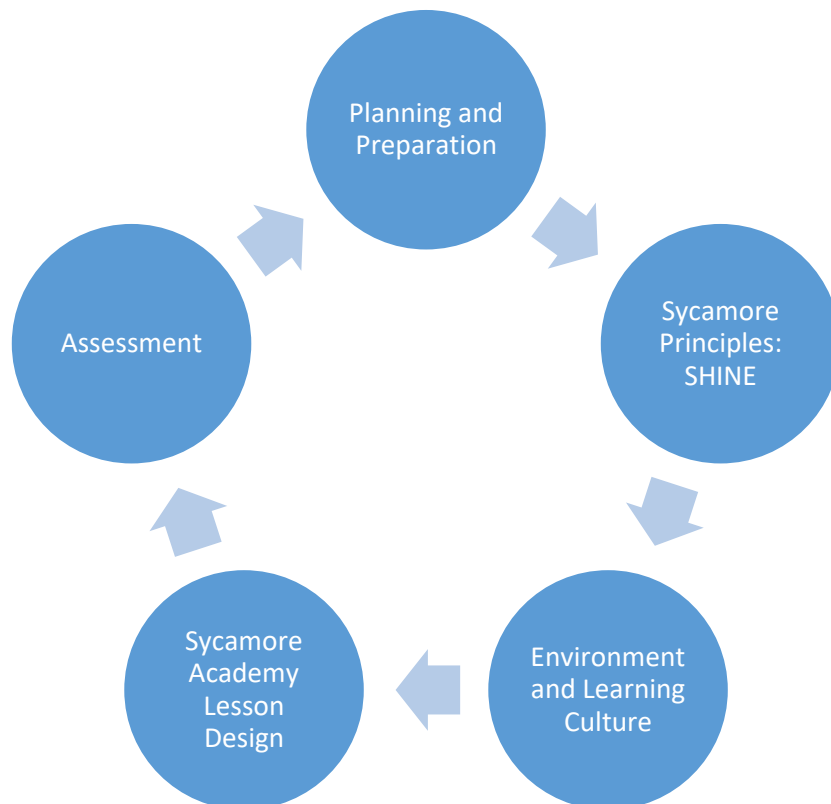
Teaching and Learning Model of Pedagogy



Model of Pedagogy

Introduction

To ensure teaching and learning are at their best, there needs to be a consistent approach which is understood and implemented by all. In Sycamore Academy, there is a Model of Pedagogy – the PPELA Model, which explains how classroom practice should be applied. The Model is initially built on research from a variety of sources, but adapted to meet the needs of the learners in our school.



Stage 1 – Planning and Preparation

In order to prepare effectively for our lessons, we need to fully understand the starting points of our learners. We therefore ensure our curriculum is well mapped out and that our schemes of work are clear in providing direction of what we will teach and what the children should know in terms of knowledge by the end of each unit of work for every year group. The curriculum is built up year upon year. Teachers use the curriculum maps, knowledge and progression documents and knowledge organisers as a starting point to plan and prepare their lessons. There is a clear rationale for the curriculum. Medium Term Plans are completed for each subject.

Stage 2 – Principles

Everything we deliver in school is underpinned by our principles. These principles were carefully selected to give all of our children an opportunity to develop skills which have value and will support them in wider society. Additionally, they will gain knowledge which is both relevant and purposeful to their lives and they will be armed with the necessary attributes to thrive in society. They will be able to embrace the challenges that will be presented to them as they grow and mature so they can flourish in the future.

LEAD Academy Trust Mission

Our mission is to be a pioneering, confident, high-performing Trust with national and international influence. In working towards our vision, the Trust's mission, through outstanding leadership, is to provide the highest quality education to enable every pupil to realise their full potential.

LEAD Academy Trust Principles

LEAD	In every aspect of life, the ability to lead is essential. Strong leadership is the key to the successes of our academies. We will aim to develop leadership skills in all staff and pupils.
EMPOWER	In our Trust, staff and pupils are empowered to have high aspirations for their futures. We nurture and challenge everyone to take responsibility, make decisions, and work together so they grow in confidence and resilience.
ACHIEVE	We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We look for and reward achievement. We also know that a strong command of professional skills and curricular content are vital foundations to enable success.
DRIVE	We will provide the very best education and training for every individual in our academies and will ensure that this is delivered. We value excellent teaching underpinned by high-quality professional development and will constantly move forwards, using and instigating the best idea and practice.

Sycamore Academy Vision

Our Vision

“At Sycamore Academy we will provide every child with a curriculum that interests, motivates, and inspires their learning. We will ensure that all children receive a caring and focused education that meets their individual needs, giving them the best future life opportunities. We will robustly deliver effective lessons which will enable our pupils to gain intellectual knowledge and skills. Sycamore pupils will leave our academy empowered, responsible, inspired, articulate and able to confidently navigate their way in the future world. All our pupils will achieve their best, be fully equipped to SHINE and be successful citizens”



Sycamore Academy Values

At Sycamore Academy we SHINE

Show kindness to everyone- RESPECT

Have high expectations - PRIDE

Inspired to learn- DISCOVERY

Nobody gives up- RESILIENCE

Everyone works together- TEAMWORK



Cultural Capital

Cultural Capital is defined by Ofsted as:

‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

At Sycamore Academy we aim to prepare our pupils for life in modern Britain by providing 'cultural capital' that celebrates all cultures, and reflects our community and the country's diversity.

Stage 3 – Establish an Environment/Learning Culture

Establishing an Environment/Learning Culture

We want to ensure that our children are provided with a consistent offer which develops their sense of belonging and enables their learning.

A learning culture is created by setting clear routines in the classroom so that the children can maximise their learning and support their **Resilience**. Establishing a growth mind-set ethos is key so that the children understand that getting stuck is a positive experience and that when this happens, they know what to do. There should be various resources available to help the children and they should know where these things can be found.

The learning environments at Sycamore Academy should showcase our value of **Pride** and enable the class to collaborate and demonstrate **Teamwork**. New areas of learning should be displayed and introduced in an engaging way that stimulate a sense of **Discovery** that motivates the children to want to learn more. The highest expectations should be held for pupils both in their learning and behaviour. The behaviour policy should be adhered to robustly so that pupils know exactly what the expectations are. An ethos of mutual **Respect** should be evident in all classrooms.

All items displayed in a classroom should have been selected because they serve a purpose and support learning. As an inclusive school we need to be mindful of our neuro diverse pupils and create an environment that allows all pupils to focus and learn in an optimum learning environment. In every classroom/break out space there should be an **example of each child's** work in order to develop a sense of **Pride**, belonging and aspiration.

Breakout Spaces

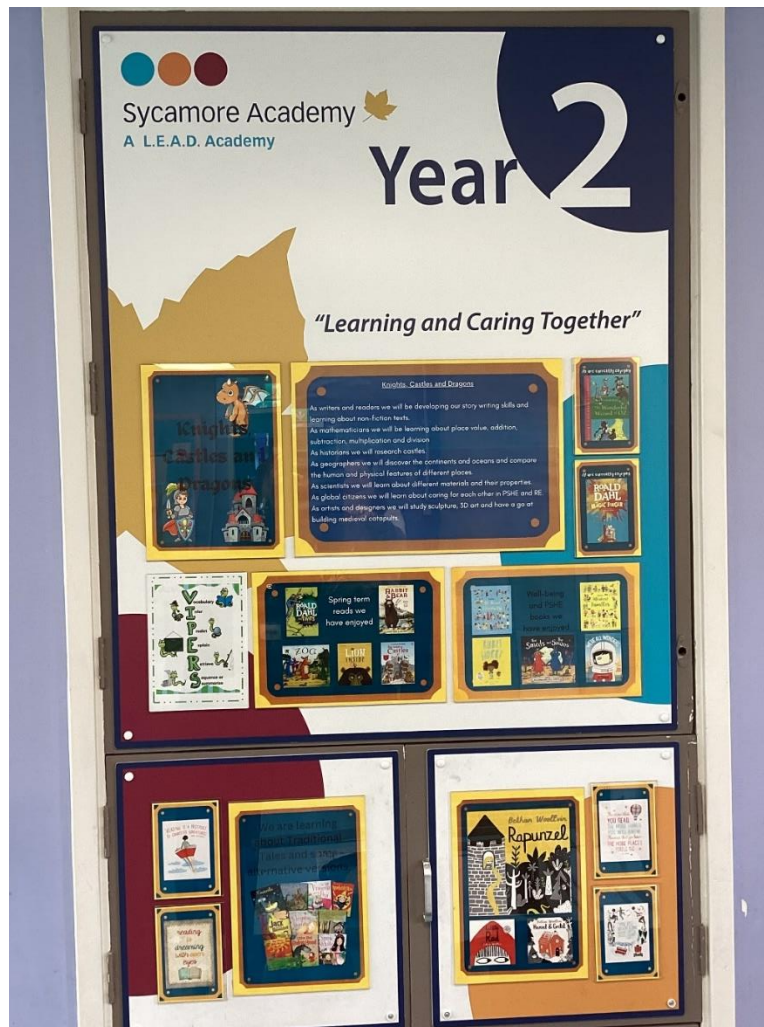
Breakout spaces should be viewed as an extension of your classroom and should demonstrate your high expectations.

Showcasing Learning

In each break out area from F2 to Year 6 the breakout space will be a designated area to showcase the year groups learning. Work can be displayed in portfolios, on the windows (double backed) and on the smaller windowsill. The Personal Development floor books should also be displayed in this area. The main surface should be kept clear.

Year Group Welcome Boards

Year group welcome boards should be kept up to date and should showcase the author that the children are studying in their English lessons.



Reading areas

Reading areas should be the wow of your room. What can you do to make the children in your class enter but not want to leave? What can you do to make a child pick up a book and not want to put it down? Reading areas need to include a range of well organised books which are both fiction and non-fiction.

Reading areas need to keep ideas fresh so have a range of things on display such as;

- a child to recommend the book and write up why they have recommended this – neat work and published, change weekly so every child gets a turn.

- who is author of the half term and why, display the books
- teacher recommendations/pupil recommendations
- blind date with a book, opening a book and reading it
- vote for the best opening line out of a selection and read as a class text
- 100 reads that year group should read
- author blogs, letters to authors and responses
- guess the character by leaving different objects
- vote for the ending that the children produce

To help you get going we thought you could each set your reading area as a scene from the book e.g. Wonderland, Narnia, Peter Rabbit's hole or Fantastic Mr Fox, Neverland, Treasure Island etc. If you have an idea and are not sure how to make it happen come and discuss it.

The class reading book should be displayed prominently somewhere in your classroom. Story time should be engaging and take place each day. Once you've enjoyed a book together as a class put it in your reading area for the children to read independently/borrow as a reading for pleasure book.

Early Years

Our aim in our Foundation Stage is to create and develop an enabling environment that is a rich and varied space where risks are minimised and well managed. We want to create an environment that is warm, welcoming and nurturing and facilitates a sense of belonging.

We will achieve this through:

- Offering a range of resources, which are familiar to the children as well as activities that are new to them
- Ensuring that the activities and environment meet the needs of all of the children who attend
- Considering how to help all children to feel welcomed and valued. We aim to foster close collaboration with parents by including family photos on display boards and providing a comfortable welcoming area with places for a parent to interact with staff and their child
- Paying close attention to the needs of individual child
- Ensuring that the staff understand the importance of building warm and supportive relationships and the importance of nurturing a child's development
- Ensuring activities and resources are at child height and accessible
- Using resources which can be moved and used in a variety of ways
- Allowing children the time and space to focus and reduce noise distractions
- Involving children in making the class ground rules for behaviour
- Engaging children in activities to build their emotional resilience and social skills

Working Walls

Working walls reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill. They should reference and reflect **CURRENT** work and individual steps being covered in particular subjects or topics. They should be added to each time the next step is shared and show the learning journey. This could be daily in some instances. Children should always be involved in the formulation of these walls. It should be clear what is being taught in English and Maths. Modelling to children should be done in line with our school handwriting script: Nelson Handwriting.

If done well, these walls help the children and reduce demand on your time. Working walls must be kept up to date. Working walls should all be backed in hessian coloured paper and the border roll should be black. Sections should be marked out using black tape. The boards need to be in a prominent position in the classroom so that they can be interactive and visible to the children during lesson time.

Working walls in Sycamore Academy should contain the following aspects:

Purpose

Children need to understand why they are doing what they are doing. Make sure you explain the purpose of the week's learning.

Previous Learning

Make any links to prior learning that is a pre-requisite for what you are moving onto.

Vocabulary

The children need to be completely surrounded with the correct terminology. Ideally on a Monday, always discuss the vocabulary for the week with the class. This helps to tease out what is already known and introduce new words. The words can then be added to the wall. Praise the children for using this vocabulary during the week.

Examples of work and a WAGOLL

It is paramount to have a "what a good one looks like" (WAGOLL) attached to the working wall. This should be modelled and should contain examples of the methods which will be used during the week. Children's work can be added to the wall at any stage. This can be

used as a levelling up activity. WAGOLL's can also be introduced in sections to support our children in feeling they can achieve what is required of them.

Steps to success – the learning journey

Set out the objectives for the week on the working wall so the children can clearly see what they have achieved and "what's next". It is important that the objectives are progressive and the children can see this. These should be what you are looking for at each stage.

Resources

In order to promote independence, provide resources/scaffolds on the learning wall to support the children, e.g. a word bank, a multiplication grid or a hundred square. Make these resources detachable so that the children can take them away from the wall to help them. Treasury tags are particularly useful as any laminated resources can be attached to the wall and the children can remove them easily. Velcro is also useful.

Classroom Organisation

Equipment

School will provide all of the equipment for children to access the curriculum. Children should not bring their own pencil cases to school. A range of handwriting pens will be made available in line with our school handwriting policy. Children need to be fluently joining their writing before gaining a Pen Licence and using a pen.

Pupil Tables

These should be clean, tidy and well organised. There should be no surplus equipment on the table. It is an adult responsibility to ensure that the right equipment and resources are available to facilitate learning. We need to train our children on where things should be kept and how they should be looked after. Working pens should be readily available and pencils/pencil crayons need to be kept sharpened in order to maintain presentation standards.

Environment Checklist:

Our blocked curriculum structure means that some of the areas of the broad curriculum will be displayed at different points of the year. Listed below are items that should always be in your environment. Please ensure that they are kept up to date and that work is **double backed**.

Environment Checklist	
Safeguarding information: child friendly policy	
Safeguarding posters (online safety) and Childline details & how our school keeps us safe	
Fire Register poster (number of children present/absent- template to be provided at start of term)	
English and Maths working walls in line with school guidance: updated as genre and area of learning changes. Nelson Font to be used.	
Space around the working walls is clear so that children can focus on core content of working walls	
Science learning journey display featuring specified vocabulary and agreed structure. Nelson font to be used	
Year group welcome board in break out space showcasing focus texts for the half term.	
Reading area that includes: teacher/class book recommendation, pictures of the front cover of books read as part of the English curriculum and a range of well organised fiction and non-fiction texts.	
Oracy display	
Year Group Showcase: break out space windows/ windowsill. This area should demonstrate your expectations and be provide a welcome to your year group.	
School motto and values	
A1 RWI Complex Sounds poster	
History Timeline/Bead and String	
Map of the UK/World	

Resources are organised and accessible to the children to be able to access independently	
R.E Discovery area that reflects the current area of learning and that includes linked texts and artefacts	
Personal Development floor book showcased on classroom windowsill	
Investors in Pupils class target	
Investors in Pupils Charter and Class Job list	
An organised and labelled system for water bottles, lunch boxes and PE kits	
School motto 'Learning and caring together'	
5 Sycamore Academy rules (behaviour)	
Internet safety rules (visible during IPad and desktop use)	
Multiplication times tables (KS1/KS2 linked to Mathematics policy)	
Visual timetable that uses signs from Signs and Symbols Directory	
Behaviour traffic light system displayed at the front of the class (on the boiler) that includes a class set of names that can be moved as required	
Dictionaries and Thesaurus' readily available and easy to access	

Stage 4 - The Lesson Design Approach

Rationale

When designing lessons, remember that learning has happened when there is a change in the long-term memory. ***'If nothing has changed, nothing has been learned,'*** (Kirschner, Sweller & Clark, 2006). Daniel Willingham explains that ***if memory is the residue of thought,*** we therefore need to make sure that the children are constantly thinking about what we want them to learn. ***If a child can't talk about it, then it hasn't been learned*** (Mary Myatt). All must be kept at the forefront of our minds when designing lessons.

In order to be successful with lesson design, we need to have rehearsed each lesson in our heads before we teach them. Designing lessons isn't just about planning what the children will do, it's about planning for how they will think.





We need to know:

- What do I actually want the children to learn this lesson? (Plan backwards from this point)
- What does successful learning look like in this lesson?
- What will the lesson look like if it goes well and what will I do if it doesn't?


As part of your lessons you need to think carefully about the deployment of other adults in your room. Other adults need to be consistently supporting learning.

The lesson design will be to keep things REAL so that in every lesson there is a REAL purpose:

- R - REMEMBER – revisit prior learning**
- E- EDUCATE – teach it, model it, practise it**
- A – APPLY – independently apply it**
- L – LEARN – evaluate and check**

R	Remember	
E	Educate	
A	Apply	
L	Learn	

Sycamore Academy Lesson Structure Matrix

Lesson Structure Phase and explanation	Principles of the Phase	Strategies, ideas and consideration	Use of TAs
<p>Remember – Retrieving previously learned information relevant to this lesson's learning. Rosenshine's Principle 1</p> 	<p>As a response to reactivating prior learning, teachers should signpost children to where they can find this information e.g. working walls, pages in in books, knowledge organisers, experiences, previous year groups.</p> <p>At this stage it is important to identify the key prior knowledge that children need to retrieve from their long-term memory in order to access the learning within this lesson.</p>	<p>What is the key prior knowledge children need to have to progress through this lesson? How will I check all children have that knowledge? (e.g. use of short-sharped focused low-stakes quizzes, self-quizz of a knowledge organisers, white-boards, multiple-choice questions, actions...) What scaffolding will I provide for the children who still have a small gap in their key prior knowledge? (e.g. referring to a poster created during last lesson on the working wall, discussion with a response partner / peer-supported retrieval -activity) concise word bank they can access, a brief checklist, an annotated / worked example.</p>	<p>When children are discussing ideas a TA could: Prompt discussion points Encourage children to use the working wall Encourage the less confident children to contribute Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their response that they're not sure Use resources that can be shown or given as a prompt (photos, symbols, key words) SEND children have the resources they need e.g. enlarged version.</p>
<p>Educate – During this phase of the lesson and the next, we need to move from children's key prior knowledge to a position where they are able to successfully apply their learning. To do this they will need to attain new knowledge and have experience of how to use this knowledge. Rosenshine's Principles 2, 3, 4</p>	<p>Teachers expose children to new learning (knowledge or skill) through modelling and explicit teaching. Vocabulary which we expect children use is exposed to them throughout this part of the lesson. Understanding of new learning is checked throughout.</p>	<p>Teachers share the Learning objective (LO) with children at the beginning of the lesson and refer to it throughout the lesson. Teachers use flipchart paper, Interactive White Board (IWB) or visualisers to capture modelling. Teachers assess understanding of new learning through AfL techniques such as; whole class or targeted</p>	<p>When the facilitation approach is being used a TA could: Prompt discussion points. Encourage children to use the working wall. Target specific children who have been identified from previous lessons (not just LA or SEND) or who are showing through body language/their</p>

The Lesson Design structure is underpinned by Barak Rosenshine's 'Principles of Instruction.'

Rosenshine outlines 17 'instructional procedures' that emerged from research

Instructional Procedures

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step
- Limit the amount of material students receive at one time
- Give clear and detailed instructions and explanations
- Ask a large number of questions and check for understanding
- Provide a high level of active practice for all students
- Guide students as they begin to practice
- Think aloud and model steps
- Provide models of worked-out problems
- Ask students to explain what they had learned
- Check the responses of all students
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Re-teach material when necessary
- Prepare students for independent practice
- Monitor students when they begin independent practice

From the 17 procedures, Rosenshine then formulated the ten principles

The Principles of Instruction

1. Daily review.
2. Present new material using small steps.
3. Ask questions.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Independent practice.
10. Weekly and monthly review.



Four strands

Sequencing concepts and modelling

2. Present new material using small steps.
4. Provide models.
8. Provide scaffolds for difficult tasks.

Questioning

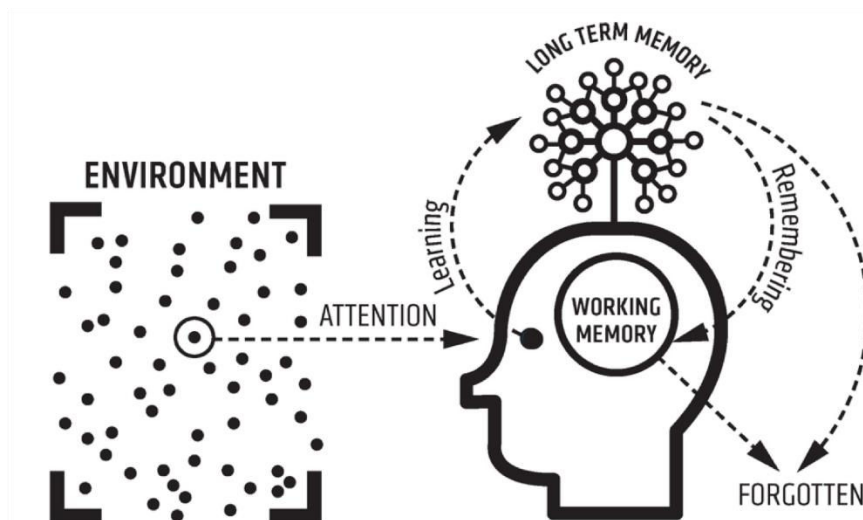
3. Ask questions.
6. Check for student understanding.

Reviewing material

1. Daily review.
10. Weekly and monthly review.

Stages of practice

5. Guide student practice.
7. Obtain a high success rate.
9. Independent practice.



Images referenced from Tom Sherrington 'Rosenshine's Principles in Action'

Stage 5 – Assessment

We should always have a complete overview of a child's achievement. This cannot be gathered without both summative and formative assessment. Formative assessment takes place at any stage of our lesson design approach. We reactivate to check prior knowledge, check the acquisition of new knowledge throughout the teach, model, facilitate phase and the learning together phase, note the application of the new knowledge when thinking deeply beyond replication in the independent working phase and finally ensure the new knowledge has been cemented (has stuck) in the reflection phase.

To do all of this well, we must provide WAGOLLS for our children to aspire to, incorporate appropriate feedback in a range of ways at every opportunity, develop metacognition within our pupils and adapt our lessons based on the formative assessment we gather throughout our lessons.

Summative assessments (both statutory and non-statutory) are used at set points within the academic year. This is to allow us to understand how our pupils perform against national benchmarks and also analyse gaps in learning so we can bridge these early, thus preventing widening gaps.

Marking and Feedback

The Marking and Feedback policy is saved in **Curriculum>Marking and Feedback**. This is also where you can find the marking codes and guidance around the frequency of marking.

Sycamore Academy Marking and Feedback Expectations

Subject	Marking using English or Mathematics Marking Codes	Light Assessment/Peer Assessment marking	How assessed	Writing Teacher	Assessed against the GCSE	Verbal/Feedback	Assessed
Mathematics	None	Guidance of Adults only		None	Checked to see and given	As frequently as possible	
English	Minimum of 12 weekly	Min 62 per unit		End of each writing book writing teachers to be consistent and individual target provided	Light touch marking on the three days that detailed marking doesn't take place		
Science	Minimum of half of the lesson length (i.e. 15%) per year focus on where children have written at length to ensure consistency in writing across the curriculum	Min 62 per unit	At teacher discretion	None	Light touch marking on the lessons where detailed marking doesn't take place		
History	Minimum of half of the lesson length (i.e. 15%) per year focus on where children have written at length to ensure consistency in writing across the curriculum	Min 62 per unit		None			
Geography	Minimum of half of the lesson length (i.e. 15%) per year focus on where children have written at length to ensure consistency in writing across the curriculum	Min 62 per unit		None			

English Marking Codes

Marking Code	Explanation
	This is a correct answer.
	This is a good example.
	This isn't correct.
	Ask the using purple pen.
	To read this to check that it makes sense.
	Have a try at correcting this question in purple pen.
	Verbal feedback given.
	Supported by an adult.
	Guided Group.
	A child's work has moved from being supported by an adult to independent.
	Manipulatives used.
	Handwritten.
	A work is missing here.

Mathematics Marking Codes

Marking Code	Explanation
	This is a correct answer.
	This isn't correct.
	Have a try at correcting this question in purple pen.
	Verbal feedback given.
	Supported by an adult.
	Guided Group.
	A child's work has moved from being supported by an adult to independent.
	Manipulatives used.

At Sycamore Academy, we LEAD, we SHINE

and we make it REAL.

