

Cheadle Primary School



Teaching and Learning Policy September 2026

Our Values

Resilience Excellence Self-Awareness Positivity Empathy Communication Teamwork

'The more that you learn, the more places you will go!'

Dr Seuss

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning at Cheadle Primary School. Its implementation is the responsibility of all members of the school community.

Vision: Aspire, Believe, Achieve.

Mission: Rooted in mutual respect and reflective conversations, our school community provides a platform for all to succeed and achieve. Our well -sequenced curriculum and school drivers ensure we educate a community of Pupils who are

-  **aspirational learners,**
-  **knowledgeable speakers,**
-  **respectful and resilient individuals,**
-  **global citizens and**
-  **healthy advocates.**

Throughout their time at Cheadle Primary School, our Pupils

-  develop a thirst for learning, maintaining self-belief and inspiration (**aspirational learners**)
-  listen and communicate well (**knowledgeable speakers**)
-  grow and develop their skills, knowledge, self-esteem and resilience in the face of challenge (**respectful and resilient Individuals**)
-  understand and take pride in their place within their local community and wider world as part of our rights respecting school pledge, showing an appreciation of diversity and sustainability (**global citizens**)
-  take responsibility for their own actions, safety and health, working collaboratively to create a welcoming and supportive environment (**healthy advocates**).

Values: Our vision and mission are underpinned by our respect values: resilience, excellence, self-awareness, positivity, empathy, communication and teamwork.

Teaching and learning is central to the work of our school. We believe learning involves a lasting change in pupils' capabilities and understanding.

We believe children learn best when they:

- Are self-motivated and understand how they learn (see learning behaviours)
- Are interested and understand the relevance of the curriculum,
- Achieve success and gain approval,
- Receive feedback about their performance
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Are challenged and stimulated
- Work alongside the local community and their families

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- Feel happy, safe, value and secure
- Are proud of their learning environment
- Enjoy coming to school

We believe teachers teach best when teachers:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all; and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

Curriculum

At Cheadle Primary School we aim to deliver a curriculum that builds on prior learning, deepens knowledge and enhances skills that foster a lifelong love for learning leading to achievement.

Our sequence of learning is carefully designed to ensure clear progression. Knowledge and skills are revisited and deepened over time, with cross-curricular links explored when appropriate while keeping the integrity of each subject. Reading is at the heart of our curriculum: high-quality texts inspire learning, introduce diverse voices and open doors to new worlds.

We empower the whole child through a broad curriculum enriched with extra-curricular clubs, sports, the arts, performance opportunities and Forest School. We also encourage learning beyond the classroom through trips, workshops, and visits, drawing on our strong sense of locality and community. Families and visitors are invited to share in our assemblies, curriculum workshops, special events and celebrations of learning.

With inclusivity at the forefront of our planning, we aim to meet the needs of every child, ensuring that all can Aspire, Believe and Achieve. Children receive quality-first teaching. We embed metacognitive strategies to support children in becoming independent and reflective learners. Scaffolding and adaptive practices ensure that all children are appropriately challenged and can succeed.

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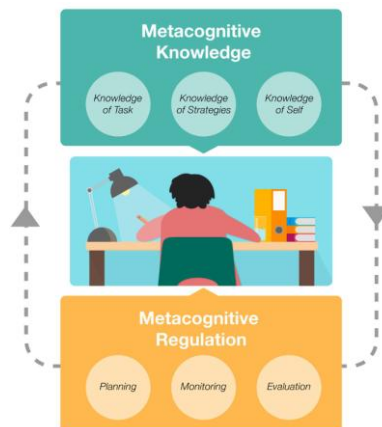
To support children's wider development, each year group has a cultural capital overview which introduces poetry, art, music, nature and pressing global issues. This ensures all children build a rich bank of knowledge and experiences to support their future success. Our RESPECT values guide everything we do. We actively promote British Values and teach about the nine protected characteristics to prepare children for life in a diverse society.

Our Metacognition and Self-Regulation Approach

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush or using different methods to solve equations in maths. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky revision task now—affecting our current well-being—as a way of improving our future well-being in the test tomorrow.

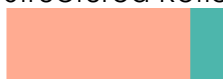


We have adopted the recommendations from the Education Endowment Foundation in terms of the lesson structure to support metacognition. We have adapted it to fit the needs of our learners and is outlined below.

Structure	Example	Expected Outcomes
Activating prior knowledge 	Teacher uses a range of retrieval exercises to pose pupils a series of questions about what they have learned previously that is relevant to today's learning.	Pupils now have retrieved information from LTM they need to build on. Potentially previous misconceptions have been addressed.

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Vocab / Stem Sentences 	New vocab and stem sentences to be used throughout the lesson are shared.	New words introduced. Stem sentences introduced and pupils will be conscious of both throughout the lesson. Both will be explicitly used and modelled throughout the lesson. Insist on the correct sentences being used.
New Knowledge 	Teachers introduce new knowledge in a way suitable for the needs of the children, bringing the learning to life.	Pupils will grasp the concept of the new knowledge, building on prior learning and developing a deeper understanding of the topic.
Modelling 	The teachers complete a version of the task verbalising their thought process, both of the task and their metacognitive thinking- see appendix 1 for more detailed information related to this.	Pupils will see the task in action and will understand how their metacognitive thinking will help them to achieve the task.
Guided Practice 	Teachers and all pupils complete guided questions/ tasks closely linked to the modelled and independent tasks. Support is gradually removed as pupils take on more responsibility. Children may then be asked a hinge question to assess their readiness for independent tasks - see appendix 2 for more detailed information related to this.	Pupils will gain confidence in their abilities through a series of activities that allow them to succeed and progress their skill level.
Independent Practice 	Pupils then complete the task by themselves. All children need to access independent work at some point however adaptive practices and scaffolds may be necessary for some.	Pupils will be able to demonstrate their understanding of the new knowledge / skill independently and at their level.
Structured Reflection 	Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour.	Pupils will be able to reflect on their learning, considering what works for them, how they feel about their learning and what they can do to help them further improve.

The expectation is that the majority of lessons will follow this structure, however teachers can adapt as required to suit the needs of their learners and the learning intention of the lesson.

Learning Behaviours

We use our RESPECT values to make us well-rounded individuals. We also use them to demonstrate successful learning behaviours. We believe that successful learners demonstrate:

-  **Resilience** (I always try my best and will not give up when it becomes hard)
-  **Excellence** (I always aim for excellent outcomes, completing work I am proud of)
-  **Self-awareness** (I am reflective and I build on what I already know)
-  **Positivity** (I take risks and enjoy my learning, even if I find it hard)
-  **Empathy** (I demonstrate critical thinking and am conscious of how those around me need to learn)
-  **Communication** (I listen and communicate with those who can help me)
-  **Teamwork** (I work collaboratively with others so we all can achieve our very best)

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To ensure our pupils understand and that they can aspire, believe and achieve their best, we have a progression document detailing how the pupils will use and respond to our learning behaviours.

EYFS	KS1 Y1 & Y2	LKS2 Y3 & Y4	UKS2 Y5 & Y6
 Pupils are introduced to our learner behaviours, alongside our 3 school rules (Ready, Respectful, Safe).  Pupils will understand they need to be READY to learn before they can demonstrate successful learning behaviours.  Learning behaviours are modelled by staff during every interaction with a child.  With support, pupils will begin to articulate their understanding of our learning behaviours in relation to their own learning.	 Pupils will demonstrate that they are READY to learn (following our 3 school rules)  Learning behaviours will be explicitly modelled by staff.  Pupils will be able to verbalise our learning behaviours and are giving opportunities to practice articulating them in action.  Pupils will begin to recognise learning behaviours in action across the entire curriculum.  Pupils will begin to use the learning behaviours as a reflection tool as part of our metacognitive evaluation process.	 Pupils will demonstrate that they are READY to learn.  Learning behaviours will be explicitly modelled by staff.  Pupils will be able to articulate our learning behaviours and will begin to independently identify them in action. This will be supported by coaching from staff.  Pupils will be able to recognise learning behaviours in action across the entire curriculum.  Pupils will begin to make connections between our learning behaviours and their own achievements through self-reflection.  With support, pupils will be able to use the learning behaviours to self-assess their learning.  Pupils will begin to understand their own strengths and development areas.	 Pupils will demonstrate that they are READY to learn.  Learning behaviours will be explicitly modelled by staff and recognised by pupils.  Pupils will become confident users of our learning behaviours across the entire curriculum to help improve their learning and self-assessment cycle.  Pupils will be able to independently identify when they are demonstrating a learning behaviour and make connections between that and success.  Pupils will be able to independently self-assess themselves as a learner.  Pupils will fully understand their own strengths and development areas and be able to plan for improvement.

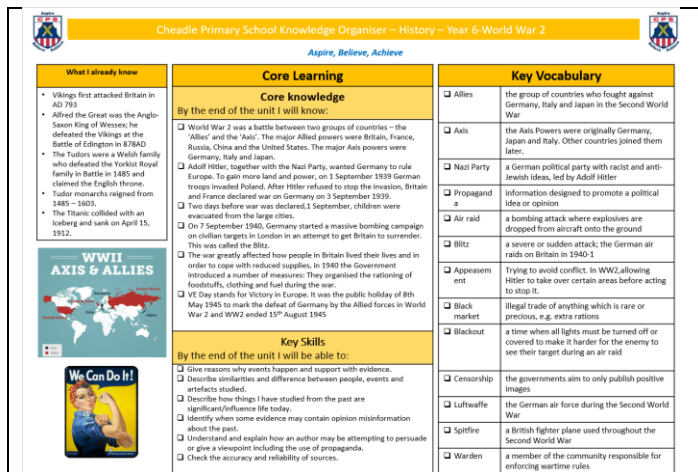
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Planning

To aid with planning, some schemes of work and subscriptions have been purchased. Teachers will complete an adaptation plan for these subjects. For English and Maths, medium and weekly plans are drawn up by teachers. Our core knowledge and skills progression documents as well as our subject long-term overviews created by each subject coordinator ensure that planning at Cheadle Primary is progressive. Using these documents as a basis for long-term, medium and weekly planning means that all areas of the curriculum are covered and that there is a sequential build-up of skills and knowledge throughout and across year groups. Plans are modified and updated as required and there are regular staff meetings to discuss curriculum developments and initiatives, Planning at all levels shows evidence of adaptive practice.

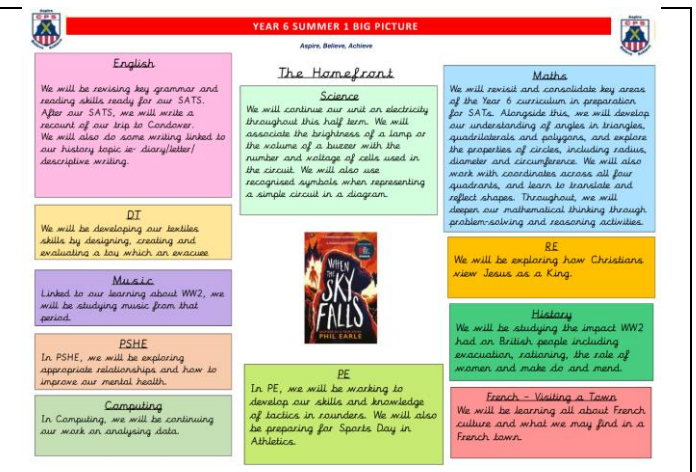
Alongside internal planning, knowledge organisers and big pictures are also created to share planning intentions with children and their families.



Cheadle Primary School Knowledge Organiser – History – Year 6-World War 2

Aspire, Believe, Achieve

What I already know	Core Learning	Key Vocabulary
- Vikings first attacked Britain in AD 793 - Alfred the Great was the Anglo-Saxon King of Wessex; he defeated the Vikings at the Battle of Edington in 878AD - The Tudors were a Welsh family who defeated the Yorkist Royal family in battle in 1485 and claimed the English throne. - Tudor monarchs reigned from 1485 – 1603. - The Titanic collided with an iceberg and sank on April 15, 1912.	Core Learning By the end of the unit I will know: - World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. - Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany on 3 September 1939. - Two days before war was declared, 1 September, children were evacuated from the large cities. - On 7 September 1940, Germany started a massive bombing campaign on civilian targets in London in an attempt to get Britain to surrender. This was called the Blitz. - The war greatly affected how people in Britain lived their lives and in order to cope with reduced supplies, in 1940 the Government introduced a number of measures. They organised the rationing of foodstuffs, clothing and fuel during the war. - V-E Day stands for Victory in Europe. It was the public holiday of 8th May 1945 to mark the defeat of Germany by the Allied forces in World War 2 and WW2 ended 15th August 1945 Key Skills By the end of the unit I will be able to: - Give reasons why events happen and support with evidence. - Describe similarities and difference between people, events and artefacts studied. - Describe how things I have studied from the past are significant/influence life today. - Identify when some evidence may contain opinion/misinformation about the past. - Understand and explain how an author may be attempting to persuade or give a viewpoint including the use of propaganda. - Check the accuracy and reliability of sources.	Allies the group of countries who fought against Germany, Italy and Japan in the Second World War Axis the Axis Powers were originally Germany, Japan and Italy. Other countries joined them later. Nazi Party a German political party with racist and anti-Jewish ideas, led by Adolf Hitler Propaganda information designed to promote a political idea or opinion Air raid a bombing attack where explosives are dropped from aircraft onto the ground Blitz a severe or sudden attack; the German air raids on Britain in 1940-1 Apprehension Trying to avoid conflict. In WW2, allowing Hitler to take over certain areas before acting to stop it. Black market illegal trade of anything which is rare or precious, e.g. extra rations Blackout a time when all lights must be turned off or covered to make it harder for the enemy to see their target during an air raid Censorship the governments aim to only publish positive images Lufthaffe the German air force during the Second World War Spitfire a British fighter plane used throughout the Second World War Warden a member of the community responsible for enforcing wartime rules.



YEAR 6 SUMMER 1 BIG PICTURE

Aspire, Believe, Achieve

English	The Homefront	Maths
We will be revising key grammar and reading skills ready for our SATs. After our SATs, we will write a recount of our trip to Condonover. We will also do some writing linked to our history topic in diary/journal/descriptive writing. DT We will be developing our textiles skills by designing, creating and evaluating a toy which an evacuee. Music Linked to our learning about WW2, we will be studying music from that period. PSHE In PSHE, we will be exploring appropriate relationships and how to improve our mental health. Computing In Computing, we will be continuing our work on analysing data.	Science We will continue our unit on electricity throughout this half term. We will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will also use recognised symbols when representing a simple circuit in a diagram.	We will revisit and consolidate key areas of the Year 6 curriculum in preparation for SATs. Alongside this, we will develop our understanding of angles in triangles, quadrilaterals and polygons, and explore the properties of circles, including radius, diameter and circumference. We will also work with coordinates across all four quadrants, and learn to translate and reflect shapes. Throughout, we will deepen our mathematical thinking through problem-solving and reasoning activities. RE We will be exploring how Christians view Jesus as a King. History We will be studying the impact WW2 had on British people including evacuation, rationing, the role of women and make do and mend. French - Visiting a Town We will be learning all about French culture and what we may find in a French town.

Adaptive Practice

At Cheadle Primary, we plan and teach lessons to meet the needs of all students and maximise individual potential. In most cases, we aim for children to work towards the same goal – differentiating the support but not the task. We aim to anticipate barriers during the planning process but understand the importance of responding to children's needs in the moment adjusting our teaching strategies as appropriate. As a school driver, the use of adaptive strategies, bespoke learning passports and in the moment adaptations are a focus of CPD and monitoring.

Questioning

Questioning is a key component of effective teaching and learning at Cheadle Primary and is used throughout lessons to develop pupils' thinking, understanding, oracy and communication skills. Influenced by principles from Douglas Lemov, teachers ensure all pupils are cognitively engaged through appropriate thinking time before responding and use strategies such as cold calling, partner discussion and hinge questions to ensure everyone participates. Questions are planned and delivered precisely to check understanding, identify misconceptions and extend thinking, with high expectations for

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accuracy and the use of subject-specific vocabulary in their answers. Pupils are supported through sentence stems and are encouraged to speak in full sentences so that they can communicate their ideas clearly, confidently and effectively. **See Appendix 3 for our Teaching and Learning Principles and Strategies desktop poster for information related to this.**

Feedback (See Feedback policy)

We aim to create a culture of effective feedback in order to maximise the impact on learning through the use of a wide range of approaches which research and evidence suggest are the most effective. This policy recognises the significant time that written feedback can take and therefore seeks to make the most effective use of teacher time. This policy recognises that teachers are professionals

- Feedback forms an integral part of the process of responsive teaching which is evident in all lessons.
- Feedback is a two-way process: teachers will learn and be able to adapt their instruction from the feedback they receive from pupils within lessons; pupils will be able to learn from effective feedback they receive.
- It is given where there is time and opportunity for pupils to respond to the feedback they have received.
- It will look different in different year groups and curriculum areas across school and be 'age appropriate' e.g PE feedback would be wholly verbal.
- It is based on a thorough understanding of individual pupils and their learning and may focus on the task, subject and self-regulations strategies.
- Feedback should ultimately aim to improve the pupils' knowledge and understanding as opposed to simply improving the pupils' work.

At Cheadle Primary School, our policy is approached systemically, and specifically, by adopting three fundamental principles:

- 1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment**
- 2. Deliver appropriately timed feedback, that focuses on moving learning forward**
- 3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.**

Three questions that need addressing in feedback:

1. Where am I going?
2. How am I going?
3. Where to next?

Type of feedback	What it might look like
Immediate	Takes place within lessons as part of teaching. Includes teacher gathering feedback from verbal responses, written responses, book work, whiteboards, technology (like iPad / Chromebook)

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	Takes place in lessons with individuals, small groups or the whole class. Is given verbally so that the impact can be immediate. May be given by classroom support assistants, other adults or peers May involve further support, challenge or a change of task May re-direct the focus of teaching or the task. Can be recorded on the whole class feedback sheet – please can this be completed for every 'cover' lesson.
Summary Some examples: - Exit tickets - QQs - TTYP	<i>Takes place at the end of a lesson or activity</i> Provides an opportunity for evaluation of learning in the lesson May take the form of self- or peer- assessment against an agreed set of success criteria In some cases, may guide a teacher's further use of distance feedback, focusing on areas of need or particular interest.
Distance	<i>Takes place away from the point of teaching</i> Provides teachers with opportunities for assessment of understanding. Adaptation of future lessons through planning, grouping etc– teachers may sort work into different groups to identify where 'group feedback' is required in the next session. This can be delivered through written methods or verbally, using a record sheet to help teachers organise their thoughts and foci going forward.

Verbal Methods – Whole class feedback sheet

Name: _____		Teacher/Supporter: _____	
Date: _____		Topic: _____	
Class: _____		Lesson: _____	
Feedback given by: _____		Feedback given to: _____	
Feedback given on: _____		Feedback given at: _____	
Feedback given by: _____		Feedback given to: _____	
Feedback given on: _____		Feedback given at: _____	
Feedback given by: _____		Feedback given to: _____	
Feedback given on: _____		Feedback given at: _____	

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Written Methods

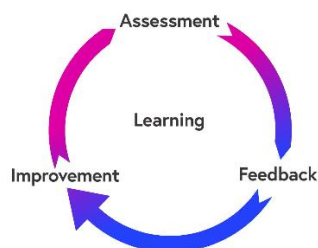
Adults use green pen and children respond in purple. Reasoning is completed in red.

Main Marking Codes			
VF	Verbal feedback. There has been verbal dialogue (a conversation) about the work between the child and the teacher, adults to initial	○	A letter circled – capital letter missing
RAG	R, A or G by the Learning Objective shows if the LO has been achieved (✓ for EYs)	//	New paragraph needed
WS	With support. This will also indicate how this support/adaptive practice has been provided ie. WS-Numberline WS- Support with cutting.	Fix	Fix it
I	Independent	KUNCU	Keep Up Not Catch Up – adult to support with addressing the misconception. This will be dated to indicate when it has taken place.
G	Guided task / Guided group	NTT	Now Try This – challenge work
SP	SP in the margin and the word underlined means a spelling error	CL / FS	Capital Letter / Full Stop

Assessment

At Cheadle Primary School, our assessment system supports every child's learning and gives meaningful information to school staff and parents. We believe assessment and feedback is a continuous cycle between teacher and child to ensure their learning journey is maximised. Whilst assessment can be used as a final measure, we use assessment at every opportunity as a diagnostic tool to shape the learning for every individual.

The Assessment / Feedback Cycle



- Feeding up (Where am I going?), Feeding back (How am I going?), Feeding forward (What do I have to do next?)
- Immediate feedback, summary feedback, distance feedback.
- Task, Process → Self-regulatory

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To aid the assessment process, we will ensure that we provide every child with:

- High quality teaching,
- High quality questioning and interaction
- High quality feedback – which includes in the moment feedback (live marking)

Use of Assessment

- At CPS, we use assessment to help each child reach their full potential. We do this by analysing the information gathered and making adaptations to the curriculum / individual lesson. We use interventions, where additional support is deemed necessary and we make changes to our planning to suit the on-going needs of each learner. We offer additional support to our pupils via Fun Club as well as offering a range of support to our parents, via Google Classrooms / Tapestry.

Types of Assessment

Summative – Assessment of Learning

Core Subjects	Foundation Subjects
Baseline (start of the year) End of KS2 Assessments (Y6) MTC (Y4) Optional End of KS1 Assessments PSC (Y1) ELG (Rec) Early Years Baseline (Rec) NFERs (KS1/2)	End of topic assessments End of topic final pieces of work Knowledge Organisers (Self-Assessment)

To aid self-assessment for pupils, in more practical subjects and English writing we use success criteria. This also enables the children to identify where their learning needs to improve.

Formative – Assessment for Learning

We use a wide range of formative assessment strategies throughout each lesson and are dependent on cohort need, learning intention and teacher preference.

Recording Systems

As a school we use Sonar Assessment tool for recording data. We collect this data each term and analyse it. Each subject has knowledge and skills progression ladders which are used as assessment statements and help create the basis for end of unit assessments or quizzes. There is a summative judgement for core and foundation subjects each term.

Monitoring of Data

We use the following methods to monitor the assessment work completed:

- SLT – triangulation of data analysis
- Pupil Progress meetings
- Subject co-ordinator monitoring
- Book scrutiny
- Internal and external moderation

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Reporting to Parents

We operate an 'open-door' policy for our families so that we can support the child from the first instance. We do this by face-to-face conversations and via our year group emails.

We also report regularly to parents:

- September – Welcome Meetings (all year groups)
- Autumn 2 – Parent Consultation 1
- Spring 2 – Parental Consultation 2
- Summer 2 – Parental Consultation 3 (Drop in)
- Summer 2 – Annual Report

Throughout the year we also host a range of parent workshops for key subject areas.

Learning Environment

The classroom and learning environment is pivotal in supporting the learning of children and staff.

At Cheadle Primary, learning takes place in a stimulating learning environment that:

- Is welcoming, nurturing, happy, caring and reflective of our school values
- Is challenging, supportive and engaging
- Is well organised, safe, tidy with well-presented, meaningful displays including learning walls for English, Maths and spelling/phonics.
- Has resources that are impactful and accessible
- Has learning behaviours, respect values and the oracy framework on display.

Each class is named after an inspirational person.

Celebrating Achievement

Our behaviour policy follows the Paul Dix approach of Ready, Respectful and Safe. We believe in positive interactions and plenty of positive praise, shared with the whole class.

- Verbal or written praise by teachers and inclusion support assistants.
- Displays, including a Headteacher Wow board
- Positive notes home and stickers on work.
- Star of the week
- Above and beyond reward bands for above and beyond our expected standards.
- Aspire, Believe, Achieve reward bands.
- Sharing success with the community in the newsletter and via Google Classroom and Tapestry for EYFS.

The role of the head teacher and senior leadership team

It is the responsibility of the head teacher and senior leadership team to implement and monitor the school teaching and learning policy consistently throughout the school, and

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CHEADLE PRIMARY SCHOOL – TEACHING AND LEARNING POLICY

Aspire, Believe, Achieve



to report to governors, when requested, on the effectiveness of the policy. The senior leadership team supports the staff by implementing the policy, by setting the standards and modelling good practice in teaching and learning. The staff are supported by the senior leadership team who will provide regular opportunities for continual professional development and reflection.

Appeals

Any appeals against this policy will be through the school's complaints procedure.

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Appendix 1:**Effective modelling at Cheadle Primary School****1. Keep it “pure” – mostly teacher talk**

Modelling is not a discussion. Avoid questions or prompting pupils at this stage. Use clear teacher thinking aloud, e.g. “I’m looking at this... I’m thinking...” Pupils should be watching and listening to expert thinking, not joining in **yet**.

2. Model live, not just the finished product

Build the answer in front of pupils rather than showing a polished example. That is not to say you may not have prepared what you intend to show before. For example: “I’m going to start with... now I’m thinking how to improve it...” This makes the process visible and easier to follow.

3. Be intentional with what you model

Choose your focus carefully. Consider where pupils might struggle and what needs to be made explicit. This might include a key word, spelling, numbers or a specific step in the process. Consider misconceptions. “Last time, I made this mistake, so this time I will.....” Each model should have a clear purpose.

4. Make your thinking explicit (metacognition)

Say the thinking that would normally stay in your head. Use simple phrases such as: “I’m thinking...”, “I know...”, “I’m choosing...”, “I’m checking...” This helps pupils understand how to approach the task.

5. Keep it short and focused

Models should be brief and purposeful, often one to two minutes. Discussion and pupil input should come later during the guided practice.

Key takeaway

Model the thinking clearly, step by step, with a clear purpose then move to guided practice where pupils are invited to contribute more

Appendix 2:**Effective Guided Practice (whole class) at Cheadle Primary School****1. It is not re-modelling with hands up:**

Guided practice is not the teacher repeating the model while a few pupils shout out answers. Instead everybody thinks, everybody participates and everybody writes. All pupils should be actively rehearsing the learning, not just observing or waiting to be chosen.

2. Build in full participation

Use a range of strategies to ensure every pupil is involved: thinking time, turn and talk / partner discussion, cold calling, choral responses, stop and jot, everybody writes etc.

3. Follow the structure of the model

Guided practice should initially closely mirror the model. Keep the same steps and structure. It should refer back explicitly to what was modelled and reduce the level of support gradually. It may be useful to snip part of the live model and include it on the guided slide so pupils can clearly see and refer back to it.

4. Carefully plan the guided journey (with increasing complexity)

Guided practice examples should be deliberately sequenced. Start simple and familiar gradually increase complexity and reflect the type of questions pupils will meet

- How will you refer back to the model?
- How will you ensure full participation?
- How will pupils record their work?
- How many examples are needed?

5. Ensure all pupils record their thinking

All pupils must have a go at recording their work. This may include writing directly into books (not just an answer) or completing a printed scaffold or task in the prepared grids. The guided work can act as a reference scaffold for independent practice

6. Use this time to assess and respond in the moment

Guided practice is a key opportunity for assessment. Teachers and LSAs observe closely and identify pupils who may need further support. You may also use a hinge question to check understanding and decide next steps.

Key takeaway

Guided practice is about all pupils successfully rehearsing the learning, with carefully planned support, before moving to independence.

Appendix 3:



CPS Teaching Principles & Strategies

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Focus	What this looks like in lessons	What we might say	Learning behaviours
 USE METACOGNITION Supports pupils to plan, monitor and evaluate their learning, helping them to become more independent and effective learners	Activate Prior Knowledge New knowledge (explicit instruction, vocabulary and sentence stems) Modelling Guided (class and group) Independent task Structured reflection.	What strategy can I use to help me? I know I sometimes struggle with ... so I will ... What worked well? What will you do differently next time?	Resilience Empathy Self-awareness Positivity Excellence Communication Teamwork
 THINK FIRST Ensures all pupils are cognitively engaged before responding, improving confidence and the quality of learning.	Thinking time Stop and jot	I'm going to ask a question, but I want to build in some thinking time to help you prepare your <u>answer</u> . Everyone ready to stop and jot in 3, 2, 1...	Resilience Self-awareness Excellence
 EVERYONE PARTICIPATES Creates inclusive classrooms where every pupil is expected to and feels comfortable to engage.	Cold call No opt out My turn, your turn, Turn to your partner Guided practice Hinge questions	Hands down – I'm going to cold call. Listen carefully and I'll come back to you. Record your answer A, B, C or D.	Teamwork Empathy Positivity
 QUESTION PRECISELY Identifies misconceptions early and insists on high expectations so learning is secure before moving on.	Right is right Stretch it Hinge questions Prove it Fix it	You're right, but can you rephrase your answer using the keywords? You're 80% there – keep going. Can you prove that?	Excellence Resilience
 STRONG ORACY Supports clear thinking, subject understanding and confident communication.	Sentence stems Insist on full sentences Voice 21 strategies	Start us off with a strong voice. Use the sentence stem to explain your thinking.	Communication Excellence
 ADAPT IN THE MOMENT Responds to pupils' needs.	Hinge questions Formative assessment – thumb up, hold up <u>fingers</u> , RAG Flexible grouping Fix it NTT/ KUNCU	Show me how confident you feel about your learning today. RAG it. Now try this Don't worry, we will complete some KUNCU on this.	Self-awareness Resilience

Our Values

Resilience Excellence Self-Awareness Positivity Empathy Communication Teamwork



CHEADLE PRIMARY SCHOOL – TEACHING AND LEARNING POLICY

Aspire, Believe, Achieve



Our Values

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