



Egerton Community Primary School

Teaching for Learning Policy

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Head Teacher	Sam Mitchell
Policy written by	All teaching and Learning Leaders
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Committee Responsible	Curriculum

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam

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Introduction

At Egerton, we believe that everyone is a learner. We know that to be successful pupils need to experience positive outcomes in both their learning and well-being. This means that as school leaders, we must have a deep understanding of how learning works to enable children to learn effectively. Our enthusiasm for research and evidence allows us to make better decisions that focus time and resources on the most effective methods for promoting pupil learning.

At Egerton, we are ambitious for all children to **Learn** personal, social and academic skills and knowledge, **Achieve** their potential in all aspects of their lives and **Aspire** to bright futures both in careers and relationships in the modern world we live in.

When children secure a place at our school, we firmly believe that they belong at Egerton, and in belonging here, every child is given the opportunity to succeed.

Aims

At Egerton, we recognise that a successful curriculum is one which is broad, ambitious and sequenced effectively to build upon prior knowledge.

By adopting a whole-school consistent approach to teaching and learning, we aim:

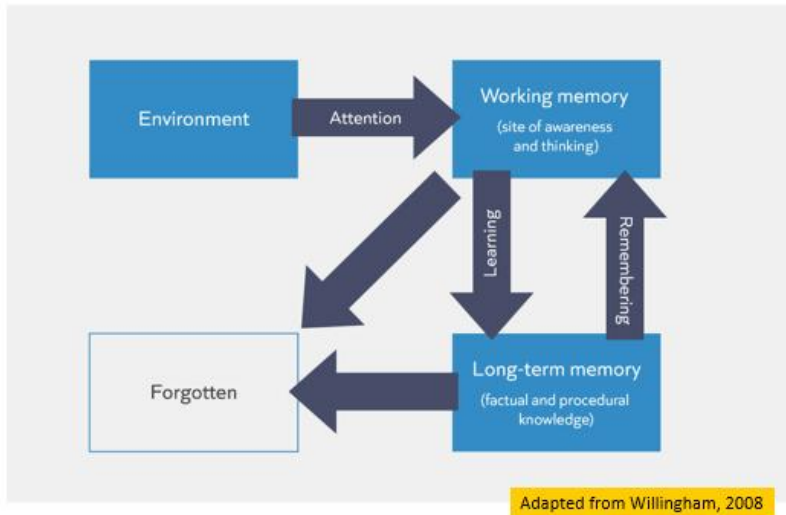
- to ensure children are taught the full breadth of the curriculum.
- to ensure that children have teachers who practice pedagogical skills which are embedded in research based approaches.
- to provide children with a carefully sequenced curriculum in which they are able to connect new knowledge with existing knowledge and develop effective mental models and schema.
- to ensure that the knowledge children need to secure in each topic is taught sequentially and retrieved regularly both through the topic and longer term.
- to ensure that curriculum content is broken down effectively for all learners and that teaching is adapted carefully to support the success of all pupils.
- to ensure that all pupils have all the knowledge they need and are prepared to access their next stage of education.

The Science of Learning

There is much research into cognitive science and how we learn. 'The Science of Learning' (Deans for Impact, 2015) and 'Learning: What is it, and how can we catalyse it?' (McCrea, 2018) provide valuable insights into the connections between the research and practical strategies for teachers.

At Egerton, we have spent much time learning about these strategies to support the continued improvement of teaching across our school.

At Egerton, we have used Willingham's 'Simple Model of Memory' to understand that in order to learn, pupils must transfer knowledge between the working memory and long term memory.



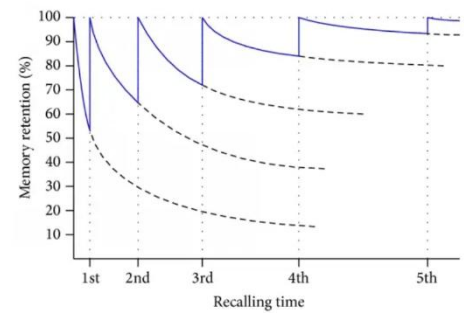
'to learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). Students have limited working memory capacities that can be overwhelmed by tasks that are cognitively too demanding. Understanding new ideas can be impeded if students are confronted with too much information at once.'

'The Science of Learning' (Deans for Impact, 2015)

Our focus on this model has allowed us to put the following principles at the heart of our teaching:

1. Children can only learn what they attend to. In order to learn effectively, pupils must not be distracted by competing demands on their attention.
2. Everyone has a limited working memory. We know that we can only hold 3-5 items at any one time. We remember that this is for a neuro-typical learner and we need to be aware of the diverse range of needs we are teaching in our classrooms.

3. Prior knowledge is essential for learning new concepts. Information is brought into the working memory via our environment and from our long term memory. It is essential that children are exposed to a well sequenced curriculum in order to build on their prior knowledge. This in turn develops accurate schema and mental models.
4. We know that learning involved a lasting change in pupil's capabilities and understanding. Therefore it is unlikely that being exposed to an idea once will be enough for them to recall it in the future. Practice in both the short and the long term is absolutely essential in ensuring new learning is retained in long term memory. We use Ebbinghaus's Forgetting Curve to illustrate this point and to plan retrieval activities.



Principles of instruction

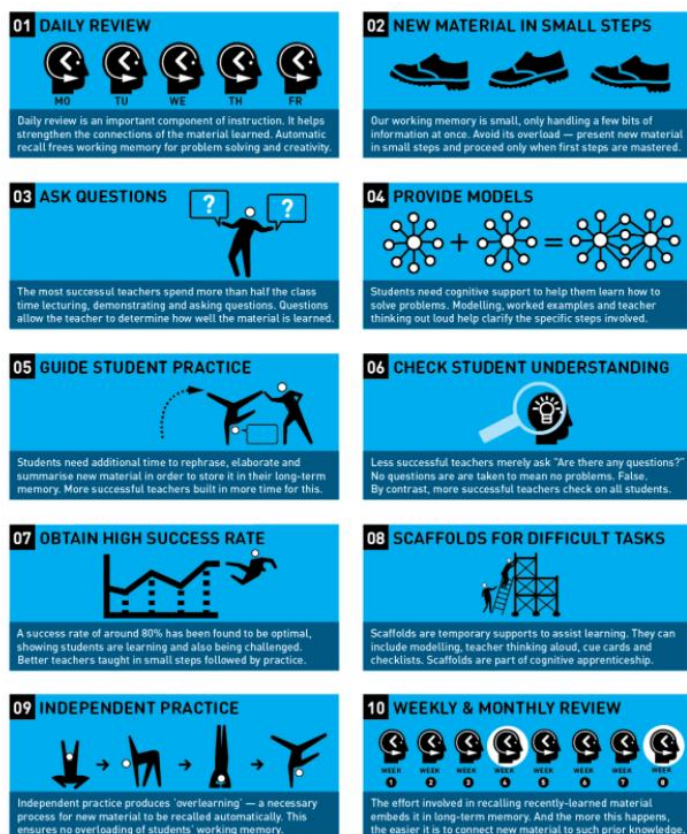
Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. (SEN in the mainstream guidance report, EEF, 2020).

Barak Rosenshine (1930 – 2017) used three strands of research to further explore teacher instruction.

1. *How the brain acquires new information*
2. *The classroom practices of teachers whose children demonstrate the highest gains*
3. *Findings from studies that taught learning strategies to children.*

From this he identified 17 procedures which expert teachers regularly employed.

These 17 procedures were developed into **Rosenshine's Ten Principles of Instruction**.



Combined with other research, we have used these ten principles of instructions to develop our own pedagogical approach at Egerton.

In implementing this approach, leaders have ensured

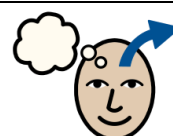
1. Time for enablers to thoroughly explore and research the appropriate approaches
2. Time for planning and designing the professional development required.
3. Review and removal of any unnecessary workload.
4. Prioritisation of CPD delivery of pedagogical strategies sequenced effectively over time.
5. Monitoring the implementation and reviewing and evaluating so we can sustain this work.

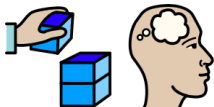
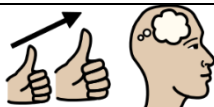
The Egerton Lesson Model

The research above has shaped our thinking to develop a model of pedagogy to use across our curriculum and across our school. As a result, teaching of lessons at Egerton should be broadly based upon a predictable structure.

'A consistent lesson structure helps mitigate cognitive overload by providing a familiar framework for students. When the structure is predictable, students can more effectively manage their cognitive resource, reducing the likelihood of feeling overwhelmed. This promotes a positive learning experience by allowing students to focus on understanding the concept rather than grappling with constant changes in format expectations.'

Define my mental model through spaced retrieval



Recall my current knowledge	
Build my mental model	
Consolidate my mental model	
Share my new learning	
Assess my knowledge	

Planning

A fully sequenced curriculum has been planned from EYFS to Year Six as follows.

Maths	NCETM curriculum Mastering Early Number Mastering Number
Reading	Supersonic Phonics Reading Scheme Egerton Reading Spine
Writing	Egerton Grammar Spine Egerton Writing Spine Supersonic Phonics Handwriting Scheme Supersonic Phonics Spelling Scheme
Science	Egerton Sequenced curriculum Progression of knowledge document Progression of working scientifically document
History Geography Art DT Music PE	Egerton Sequenced curriculum Progression of knowledge document Progression of skills document

Spanish	Language Angels
PSHE	Jigsaw Curriculum
Computing	Bolton Schools ICT curriculum
RE	Bolton SACRE agreed Syllabus

Progression of skills and knowledge documents ensure that children build on prior knowledge throughout their learning journey.

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Progression of Skills in Geography

	and what has been read in class.		day and night.	disasters, etc.
				• Name and locate key geographical features (including the mountains, coasts and seas) and compare patterns on a world map to understand how some of these places have changed over time.
Piece knowledge	As a Geographer, we will:	As a Geographer, we will:	As a Geographer, we will:	As a Geographer, we will:
Geographical Skills	• Explain some similarities and differences between the life in this country and the life in other countries.	• Recognise similarities and differences of geographical features in my country and elsewhere.	• Compare Britain with a contrasting place in the UK/Europe.	• Understand the geographical patterns and differences through the study of human and physical characteristics including the geography of a region of the United Kingdom.
Geographical Knowledge	• Explain countries, continents, countries, oceans, knowledge from maps, non-fiction	• Compare Britain with a contrasting place in the UK/Europe.	• Compare Britain with a contrasting place in the UK/Europe.	• Understand the geographical patterns and differences through the study of human and physical characteristics including the geography of a region of the United Kingdom.
Geographical Understanding	• Explain countries, continents, countries, oceans, knowledge from maps, non-fiction	• Compare Britain with a contrasting place in the UK/Europe.	• Compare Britain with a contrasting place in the UK/Europe.	• Understand the geographical patterns and differences through the study of human and physical characteristics including the geography of a region of the United Kingdom.

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Geography – Key Knowledge

When it is time to complete the map, the class will spend the last 10 minutes of the lesson time in an environment and comparing environment through conversation and in pairs.		
Year 1	Studying the UK and its weather patterns - Children can name the location of all 4 countries - Children can name the location of all 4 countries - Children can name all the countries capital - Children can recall the seas that surround the UK - Children can locate the UK on a world map - Children can locate the North Sea, the English Channel and the Equator - Children can locate the weather in the UK and compare it to the different seasons	A class study of Egonen Village and comparing it to Australia - Children notice the difference between a human feature and a physical feature - Children notice the difference between human and physical features there are in Egonen and which are not - Children notice the features that are found in both of Australia - Children can draw their own maps around Egonen and compare the physical and human features - Children can draw routes on maps around Egonen and compare the physical and human features
Year 2	7 continents and 5 seas - Children can order it into the 7 continents and order it by size and their population - Name and order it size. The 5 oceans and order it by size 71% of the world is covered in water and 29% is land - Asia is the largest and Antartica is the smallest of the continents - To know and use compass directions - North, South, East and West	Comparing Biscoppool and Africa - Africa is located to the right of the River Nile, it flows through 11 countries - Children can describe the physical features of Africa and how they are similar - Children can describe the human features of Biscoppool and Africa and how they are different and how they are similar - Children can locate the Shireh Desert on a map, and Africa is the largest desert in the world, and that it is spread across almost all of North Africa

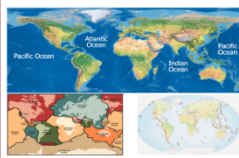
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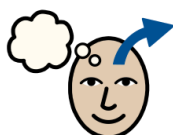
In addition, long term topic overviews ensure that topics identified teach the key knowledge and skills in the appropriate key stage and year group.

 School Geography Overview 						
Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		People, Culture and Communities ELG Describe their immediate environment Where do they live? Paddington visits Egerton- maps/aerial photos		People, Culture and Communities ELG Explain some similarities and differences between life here and other countries Paddington visits Bolton/Manchester/London/ China/ Antarctica		
1	Seasonal-weather charts- Autumn	Seasonal-weather charts-winter	UK- countries/Seas/ Capital cities North/South Poles/ Equator.	Seasonal-weather charts-spring	Places- Egerton- features of place/field study	Egerton compare to Australia Seasonal-weather charts-summer
2		Continents and oceans. Look into Asia and				Would you rather live in Africa or England-Blackpool?

		compare to here.				
3		Climate zones, volcanoes, tsunamis etc. Extreme weather?				Why do so many people visit the Mediterranean on for their holidays? Comparing England to Greece
4		Comparing Arctic and Antarctica				Comparing Manchester and Whitby
5	South America - Rainforests					North America
6			Extreme Weather - Current News-			Rivers- Expedition in Egerton.

Knowledge organisers break the content down further and are adapted to take account of cognitive load. Each topic specifies the need to know knowledge that we want the children to embed in their long term memory and retrieve over time to build their mental models and schema. In addition, they specify key vocabulary and any additional knowledge that may be presented during the topic

 Geography - Year Six – Extreme Earth Current News																											
Key Knowledge		Vocabulary																									
Need To Know - To know that geological disasters include avalanches, landslides, volcanic eruptions, sinkholes and earthquakes. - Meteorological disasters include blizzards, cyclonic storms, hailstorms, ice storms, heat waves, cold waves, thunderstorms, droughts and tornadoes. - To know the main hydrological disasters are floods, imbibic eruptions and tsunamis. - Typhoons, cyclones and hurricanes are all tropical storms dependent on which ocean they take place in. - An Epidemic is a disease that affects a large number of people within a community, population, or region. A Pandemic is an epidemic that's spread over multiple countries or Continents (Spanish Flu 1918). Good To Know - Wildfires are natural disasters which occur naturally due to droughts and lightning but are also often caused by humans. - Space disasters include impact events of meteors or asteroids and solar flares. Impact events mean that the earth will be eventually hit by a meteor or asteroid. - Wars across the world account for 5.5% of carbon emissions which impact extreme weather on planet Earth.		<table><tr><td>weather</td><td>The state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain</td><td></td></tr><tr><td>monsoon, typhoon & cyclone</td><td>Tropical storms that take place near areas of the ocean. The name depends on the location.</td><td></td></tr><tr><td>earthquake</td><td>A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust</td><td></td></tr><tr><td>tsunami</td><td>A long, high sea wave caused by an earthquake or other disturbance.</td><td></td></tr><tr><td>flood</td><td>An overflow of water on land which is usually dry.</td><td></td></tr><tr><td>pandemic</td><td>A widespread occurrence of an infectious disease over a whole country or the world at a particular time.</td><td></td></tr><tr><td>war</td><td>A state of armed conflict between different countries or different groups within a country.</td><td></td></tr><tr><td>climate</td><td>The weather conditions in an area in general or over a long period.</td><td></td></tr></table>		weather	The state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain		monsoon, typhoon & cyclone	Tropical storms that take place near areas of the ocean. The name depends on the location.		earthquake	A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust		tsunami	A long, high sea wave caused by an earthquake or other disturbance.		flood	An overflow of water on land which is usually dry.		pandemic	A widespread occurrence of an infectious disease over a whole country or the world at a particular time.		war	A state of armed conflict between different countries or different groups within a country.		climate	The weather conditions in an area in general or over a long period.	
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Maps 		Text 																									



Define my mental model through spaced retrieval

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Whereas, to remember something for five years, practice should be spaced 6 to 12 months apart (Dunlosky et al., 2013).

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Following on from spaced retrieval activities (where knowledge on previous / past topics is retrieved), we use retrieval activities to bring information to mind from the current topic as this increases learning and retention. The more knowledge we retrieve from long term memory means that less working memory is need to process new information.

What is the new learning? -identifying critical knowledge and break it down into steps.

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What do the children already need to know in order to build new learning? -linking new content to what they already know, and sequence that content so that it logically builds.

What are the misconceptions that the children may have? Pre-empt and identify likely gaps and misconceptions.

How we present new learning to children

- Retrieval activity that relates to new learning
- Reduce the information and distractions on slides, on worksheets and in the learning environment to prevent cognitive overload
 - Use worked examples
 - Use completion tasks
 - Peer to peer discussion
 - A variety of careful questioning
- Break down complex tasks with clear instructions
 - Ping pong style (I do, We do)

Further information on we break down new information at Egerton can be found in appendix three.



Consolidate my mental model

Consolidation is a process that helps learners develop expertise by connecting new information with existing knowledge and applying it in new ways. By consolidating their learning, children develop a structured mental framework that allows for easier retrieval and application of knowledge in the future.

Consolidation is a blended mix of strategies such as modelling, questioning, feedback, purposeful practice and application, metacognitive skills, scaffolding, chunking, revision, summarising and synthesising.

How we consolidate new learning at Egerton

Hinge Questions

Hinge questions are planned questions written prior to the lesson with a specific goal of assessing all pupils understanding and thinking at that point. Hinge questions are specific,

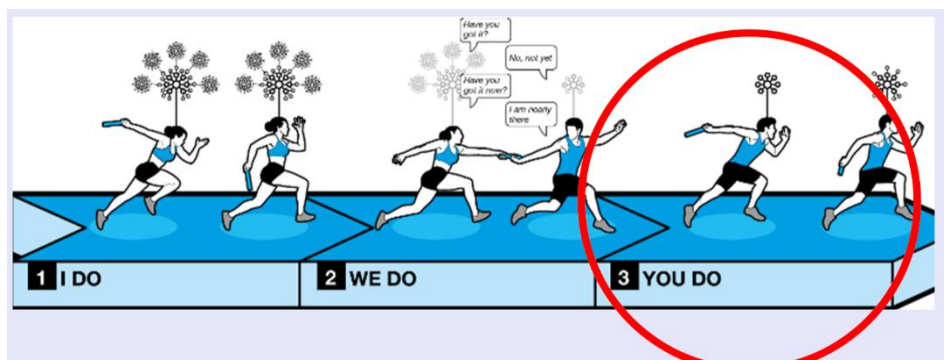
carefully crafted multiple choice questions. They should be a brief formative assessment that helps inform the teacher if the class understands the topic and are ready to move on. Importantly, they also help identify any learners who have specific misconceptions on the topic. You can't consolidate your mental model unless your building of mental models is secure.

A hinge point is where you move from one key idea/activity/point on to another, where understanding the content before the hinge is a prerequisite for the next chunk of learning and/or application (Fletcher-Wood, 2013).

Independent practice and application

Independent practice and application focuses pupil attention on critical knowledge. We learn what we attend to. Pupils are more likely to learn if they have thought effortfully about lesson content (Coe, 2013). Independent practice provides the opportunity for pupils to acquire or apply knowledge by thinking hard about it (Pashler et al., 2007; Roediger & Butler, 2011). For instance, pupils will be more likely to remember new vocabulary if they have engaged in active practice that fosters deep processing about a word's meaning and use (Zimmerman, L & Reed, D.L., 2017).

Independent practice is the 'you do' part of 'I do, we do, you do'



Expert vs Expertise

Being an 'expert' and developing expertise in something can often be confused. In learning, we develop expertise when we master something and can do it as second nature. For example, we develop expertise in recalling our number bonds to 10 or our times table facts, but this does not mean we are an 'expert' in mathematics.

Demonstrating understanding and making links of key concepts within a subject demonstrates a deeper learning. This goes beyond the surface level retrieval of key facts.

This is vital in developing expertise.

Consolidation using concept maps is a powerful learning and teaching strategy that organises and integrates knowledge into a structured format.

In concepts mapping, learners have an amount of freedom to demonstrate their understanding of a topic. Learners may group different concepts together, and the amount of explanation will vary depending on the level of expertise of the learner. Some learners may simply group and put a title above each. Others may give more detailed explanations and cross link different concepts.



Further information on how we consolidate learning in the classroom at Egerton can be found in appendix Four



Share my new learning

Knowledge sharing refers to the process of exchanging information between learners, either in pairs or groups. This knowledge may be explicit (factual knowledge), or knowledge developed from experience. Sharing knowledge has benefits for the sharer as well as the recipient. It can create understanding and a feeling of importance.

There are many benefits to sharing learning with others. At Egerton, we share our learning to:

- **Promote deeper understanding** - By explaining concepts to others, children are forced to process information more thoroughly, which strengthens their own knowledge.
- **Build confidence** - Sharing learning experiences in front of peers can boost a child's self-esteem and sense of accomplishment.
- **Promote Collaboration between pupils**
-

Why is this important?

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates.

Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work (EEF, 2021).

The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.

Methods of sharing learning

At Egerton we use a variety of collaborative learning strategies to share learning, build deeper understanding and build confidence.

- **Giving presentations, leading group discussions and demonstrating experiments or projects:** Children can prepare slides or visual aids to present information on a topic they've studied (home learning projects). By doing this, they can facilitate a discussion where they explain key points and answer questions from classmates about their learning. They can share hands-on activities they've completed to showcase their understanding to others.
- **Creating learning journals or portfolios** - Documenting their learning process through writing, drawings, and reflections to share with others.

- **Peer Tutoring Support** - Carefully considered pairings can have a significant impact on imparting knowledge. This method can help support pupils who need more support and empower those children who have grasped a concept (paired reading).
- **Paired Quiz** - get students to quiz each other in pairs to maximise learning and share knowledge. One student has the material – questions, answers, cue cards, knowledge organiser, text – and asks the other student questions.

Further information on how we share new learning in the classroom at Egerton can be found in appendix Five



Assess my knowledge

Assessment is a fundamental part of the learning process; it is the process of evaluating someone's knowledge and skills to gain insight about their performance and progress.

This can be in the form of a final judgement and the ongoing process of checking understanding to improve teaching and learning.

There are two distinct types of assessment which are used in education which serve a different purpose:

Formative and Summative Assessment

Formative Assessment

Assessment for learning (AFL) is used during the learning process to monitor student progress and provide feedback to improve learning. There are five key strategies that support the implementation of effective formative assessment.

- Clarifying, understanding and sharing learning intentions
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning

- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

When formatively assessing, the timing needs to be carefully considered throughout the unit of work being taught. These may include retrieval activities, through class discussions, hinge questioning, quizzes, short writing assignments and concept mapping.

Summative Assessment

Assessment of learning (AOL) is conducted at the end of the learning period to evaluate overall learning of newly acquired knowledge and application of skills. Below are the main characteristics of summative assessment:

Purpose	• To provide a quantitative measure of attainment at children's end points • To track pupil progress over time • To identify gaps in knowledge before the next stage of their learning
Design	• Higher stakes with key knowledge identified • More formal, individual assessment process • Marked against the key 'Need To Know' knowledge
Frequency	• Baseline given at the beginning of a unit of work to check any prior understanding. • End of unit assessment given at the end of a taught unit, term or key stage.
Outcomes	• Final assessment of knowledge with a given grade or mark • Used to make a judgement on if children are meeting the expected standard

Baseline Assessment example related to the key knowledge on the knowledge organisers

Baseline – Plants and animals in their Environment

What do plants need to grow well? Circle 2

water	chocolate	sleep	light
-------	-----------	-------	-------

Which of these are flowers in your garden? Circle 2

lily	tomato	pansy	grass
------	--------	-------	-------

What do all plants have?

Which of these is a tree? Circle 1

carrot tree	rose tree	horsechest nut tree	green tree
-------------	-----------	---------------------	------------

Baseline – Plants and animals in their Environment

Complete the table below:

Vocabulary	match	Image
leaf		
root		
trunk		
branch		
stem		
seed		

End of Unit Assessment example related to the learnt key knowledge and application of skills

Year 6 History – Vikings End of Unit Assessment

In which year was the first Viking invasion in Britain? Circle 1

410AD	400AD	793AD	1936AD
-------	-------	-------	--------

What was the name of the island that the Vikings invaded? Circle 1

Isle of Man	Isle of Uncliffords	Isle of White	Denmark
-------------	---------------------	---------------	---------

Below, list 2 things that the Vikings did to the monks on their first invasion in Britain.

- _____
- _____

2 marks

Which city became known as the Viking capital of England? Circle 1

York	London	Manchester	Nottingham
------	--------	------------	------------

Which Anglo-Saxon king established a treaty with the Vikings which resulted in Danelaw? Circle 1

Ethelred the Unready	Edward the Confessor	Alfred the Great	Edmund Ironside
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What was the name of the treaty agreed in 886AD?

2 marks

After the treaty was agreed in 886AD, England was separated into 3 kingdoms.

Map of England in 886AD

Put a tick in the area of England that became known as Danelaw in the 9th century.



1 mark

Look at the image below. What is this called and what did the Vikings use it for?



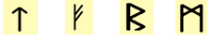
2 marks

Which counties did the Vikings travel to England from? List 2.

- _____
- _____

2 marks

Look at the images below. What are these known as and what did the Vikings use them for?



2 marks

In 1016 AD, England came under control of a Viking king for the first time. What was his name?

1 mark

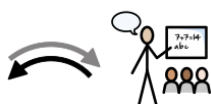
Complete the Venn Diagram for statements 1-7 below to show similarities and differences between the Anglo-Saxons and Vikings.

Vikings	Anglo-Saxons
1. They worshipped the Christian god and attended church.	1. Men were mainly craft workers or farmers.
2. They carved runes into their possessions and on their graves.	2. Only the kings had electricity in their homes.
3. They spoke English.	3. They wrote on parchment creating chronicles of their history.

4 marks

At Egerton, we use both formative and summative assessment to ensure that children can demonstrate key knowledge and skills during the 'You Do' phase – both lesson by lesson and in a cumulative way at the end of a topic.

Further information on how we assess pupil knowledge in the classroom at Egerton can be found in appendix six



Adapting Teaching

It's important to keep in mind that much research on the science of learning is based on neuro-typical learners. **Egerton is an inclusive school** and for some children in our classrooms, learning may look slightly different or take longer and this is expected. Some children will not be able to hold as much in their working memory or for as long, which may lead to them forgetting more frequently. Some children will need to revisit information more frequently to help them remember it. It is our job to provide an inclusive classroom, which focuses on the right teaching for all children.

The role of a class teacher is to provide quality first teaching. Our school has developed an adaptive teaching overview for all subjects to ensure that all classrooms and all lessons are inclusive to meet the varied needs of the learners in our school.

Adapting Teaching in PSHE		
Seating: -classrooms should be clutter free and pupils should be able to see the appropriate key information to support learning. -Pupils should be seated appropriate to their need e.g. pupil with HI should be able to see the teacher's face clearly. -pupils may need visual reminders on their desks to support the sequence of the lesson. This may need to be further broken down into smaller chunks for some pupils.	Multi Sensory Approaches - Presentations on the interactive whiteboard should be in dyslexia friendly colours and fonts. - if the colour is not dyslexia friendly then colourveil should be used. -Consider the lighting in the room and ensure blinds and lights are adjusted to avoid light glare. -Ensure children who require it have resources printed onto the appropriate coloured paper. -if providing work to read, ensure coloured overlays are in place for pupils who require them. -Floor books are an appropriate way to record pupil's work and their understanding using a variety of recording techniques such as photographs, teacher scribe of pupil thoughts, pictures and drawings, mind maps. -prioritise the mindful element of the lesson and ensure that this is consistent in it's delivery.	Reducing Cognitive Load -Children should be given an opportunity to recap previous learning. This includes knowledge from the past and knowledge of the current topic. -Teachers should ensure that prior knowledge is assessed before building further knowledge. -if knowledge organisers are appropriate, these should identify key need to know knowledge that the children should learn. -Children should be made aware of which key knowledge they are learning and this should be limited so as not to overwhelm. -Lesson content should be broken down so it builds sequentially on prior knowledge.
Resources: -Resources should ensure that cognitive load is not overwhelmed. -Use of widgets on resources demonstrates the whole school communication system and supports pupil understanding.	Managing group work and discussion -Carefully consider the individual needs of individual children and their lived experiences. It may be appropriate to discuss content with a parent / carer in order to prepare the pupil for the learning that will take place.	Teachers' communication -Make sure each lesson starts with the Jagow Charter and the children understand the expectations for everyone's communication in the lesson. -ensure that teacher tone is calm, particularly during the mindful task.
Display: -Displays should ensure key facts are highlighted. -Displays should use widget software to support communication of key knowledge. -Where there is opportunity displays should promote protected characteristics positively.	Grouping Pupils -whole class, large groups, small groups and individual work (supported if required) appropriate to the activity. -Any group work should be inclusive to all pupil needs and groups should represent the class demographic.	Low-arousal areas -ensure that there is space for children to have time to reflect should they find lesson content difficult to process or triggering. -children may need space to regulate with a fidget toy / see Barney / mindful colouring.
Working with additional adults -Ensure additional adults are aware of the needs in the class. -Identify pupils who require additional time for processing / writing / reading so additional adults understand their needs.		
Unfamiliar learning environments -Pupils are prepared adequately for changes to their visit or any changes to the learning environment.		

The EEFs guidance on Special Education in Mainstream Schools (2021) provides five specific approaches that are well evidenced as having impact on pupil achievement. These strategies are embedded within our quality first teaching, but they should also be used as a response to individual needs of learners to overcome barriers.



More information can be found in our **SEND policy**, **SEND annual report** and **SEND local offer**.

Monitoring

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Dylan Wiliam

With this in mind, our Teaching and Learning policy should be reviewed annually and updated as appropriate to ensure it is in line with our current teacher development and practice.

Other links

This policy should be read in conjunction with our other key documentation.

Whole school Intent, Implementation and Impact statement

SEND policy

All curriculum subject policies

All curriculum Intent, implementation and impact statements

Behaviour and Anti-bullying policy

Marking and Feedback policy

Appendices



Define my mental model through spaced retrieval

What is spaced retrieval?

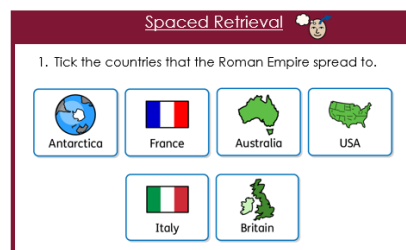
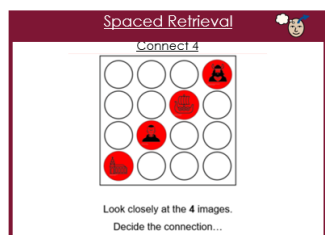
Spaced Retrieval (Fluency) - is where bringing information to mind – from the past (previous topics) increases learning and retention

Why we use Spaced Retrieval at Egerton

We use this cognitive learning technique which involves the gradual increase of time between reviewing previously learned material; it is crucial in teaching for several reasons. It enhances long-term retention by promoting durable learning through repeated exposure over time. This method strengthens memory recall and helps students transfer knowledge to their long-term memory which fosters a deeper understanding of the subject matter.

Examples of Spaced Retrieval

- Targeted open and closed questioning
- Low-stakes quizzes
- Identify the odd one out
- Who / Where am I?
- True or False
- Matching up activities
- Complete the knowledge organiser activity



Low Stakes Quiz (Year 3)

1. What year was the Great Fire London? ← Year 2 content
2. Where did the fire start? ←
3. Who invented the first aeroplane? ← Year 1 content
4. Can you name the 4 members of the Beatles? ← content

Rosenshine suggests that dedicating a short period each lesson to reviewing and evaluating previous knowledge will help students perform better academically. By devoting time to review and evaluate previous learning from previous topics, students will ultimately perform better.



Recall My Current Mental Model Through Retrieval

What is retrieval?

Retrieval (Fluency) - is where bringing information to mind from the current topic increases learning and retention.

Why we use Spaced Retrieval at Egerton

At Egerton, we use retrieval-based learning as an active process to deepen and strengthen learning. This approach encourages students to recall previously learned information which makes it easier to connect new knowledge to existing understanding. By regularly retrieving key concepts, learners reinforce their memory and build stronger cognitive links which supports the development of deeper and more durable knowledge. This practice makes learning more challenging and effective as it actively engages the brain in the construction of meaning.

Examples of Retrieval – Current Topic

- Low-Stakes quiz recapping current topic
- Targeted open and closed questioning
- Who / Where am I?
- Bingo knowledge quiz
- Cognitive restructuring with a partner on the current topic being taught
- Give one, get one fact game (quiz quiz trade)

Retrieval

Select the correct word.

	part of the vehicle that makes it move, with fuel	
	a form of energy or fuel to power a machine	

electric locomotive engine

Match the electrical component with its function.

Wires	A component in a circuit that makes sound when electricity goes through it.
Battery	Long, thin and flexible pieces of metal which electrical current travels through.
Switch	A component in a circuit that makes light when electricity goes through it.
Buzzer	A store of electrical energy.
Bulb	A component within an electrical circuit which enables the flow of electricity to be turned on and off.

Year 6 Current Topic Low Stakes Quiz

- Where does the right side of the heart carry the blood too?
- Where does oxygenated blood leave the heart through?
- Name the 4 chambers of the heart
- Veins carry blood _____ the heart
- Arteries carry blood _____ the heart

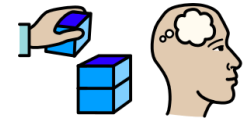
Retrieval

Romulus and _____ were the two brothers that were thought to have founded Rome.	Which language was the classical language spoken in the area of Rome and adopted throughout the Roman Empire?	43AD - Queen Boudicca leads a huge revolt against the Romans. Or 43BC - Queen Boudicca leads a huge revolt against the Romans.
What were Roman houses made of?	_____ was the queen of the British Celtic Iceni Tribe.	How many attempts did the Romans make to invade Britain?
43AD - Emperor Claudius conquered Britain. Or 47AD - Emperor Claudius conquered Britain.	121AD - Hadrian's Wall is built across Northern England. Or 221 AD - Hadrian's Wall is built across Northern England.	What year was the city of Rome founded?

1 point
2 points
3 points
4 points

Total _____

Retrieval activities stimulate the brain's retrieval process by activating neural pathways associated with the store information. When we engage in retrieval activities from memory, the brain retrieves relevant information by reconstructing patterns of neuronal activity formed during encoding. This process strengthens synaptic connections between neurons, making it easier to retrieve the information in the future.



Building My Mental Model

What is Building a Mental Model?

A mental model in learning is a cognitive framework or concept that learners use, as a simplified view, to understand and interact with the world around them. **Building a new mental model** is the cognitive process of acquiring and retaining new information which builds on prior knowledge.

Why we build a mental model at Egerton

At Egerton, before teaching, we understand that we need to be clear about what the new learning is. We carefully identify the critical knowledge to be taught, break it down and sequence it into small steps. We then identify what the children would already need to know in order to build their new learning. We link previous taught content to the new, and sequence that content so that it logically builds and **boosts** new learning.

What is the Theory?

A key challenge for educators is that working memory is limited; there are lots of things that can cause it to be overwhelmed. Therefore, prior knowledge (retrieval based practice) is one of the most crucial factors when acquiring new learning. Moreover, breaking down new critical knowledge into manageable smaller steps, which focuses on reducing cognitive load, ensures that children are able to build meaningful, effective mental models without misconceptions.

What to Consider before presenting new learning?

When building a new mental model, explicit strategy instruction needs to be used in the planning process to ensure that students are able to understand and actively comprehend new concepts.

1. Identify the new knowledge



2. Sequence the Knowledge



3. Pre-empt and identify any likely gaps and misconceptions

How to Build New Mental Models

- Start with a retrieval activity that relates to new learning 
- Reduce the information and distractions on slides, on worksheets and in the learning environment to prevent cognitive overload
- Use worked examples
- Use completion tasks
- Repetition of key vocabulary (echo and choral read)
- A variety of careful questioning
- Break down complex tasks with clear instructions
- Use of sentence stems to limit cognitive load
- Ping pong style (I do, We do)



Use of Sentence Stems

A stem sentence is used in a range of topics to provide clarity or to generalise concepts. Stem sentences can be used to:

- Express a key concept
- Generalise a key concept
- Provide a template for discussions or explanations



The animal below is a mammal because it _____



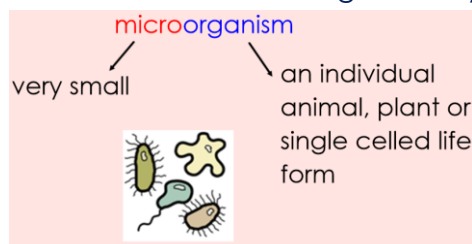
Blood flows away from the heart through the arteries.
There are ten tens in one hundred.



A further question I could ask is...
I predict this because...

Presentation Matters

Processing what pupils see and hear is done through the working memory. We must consider **how we can present information** so as not to overload the working memory.



Questioning

Effective questioning is at the very centre of effective teaching. There are three main type of questions:

- Closed Questions
- Closed Set
- Open question



Worked Examples

Worked examples are an evidence based technique to manage pupils' cognitive load. **FAME** approaches are effective in transition from teacher led learning to independent practice.

