

Wheelwright Lane Teaching and Learning

“Learning for Life”

Developing every child, fostering a love of learning, belonging and flourishing in everything they do.



Learning with our 5 behaviours

At Wheelwright Lane our 5 learning behaviours underpin our lessons. Our adults model the learning behaviours through their talk and actions and will reference these during the lesson. This links with self regulation strategies for learning and supports pupils to identify the behaviours they might need to use at different parts of the lesson.

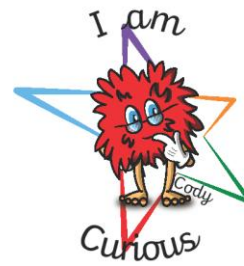
I've never done this before but I'm going to give it a go!



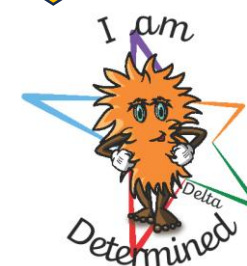
I'm going to work with a partner to solve this problem.



I can use a thesaurus to find out an alternative word.



This task will be challenging, I will need to stick at it.

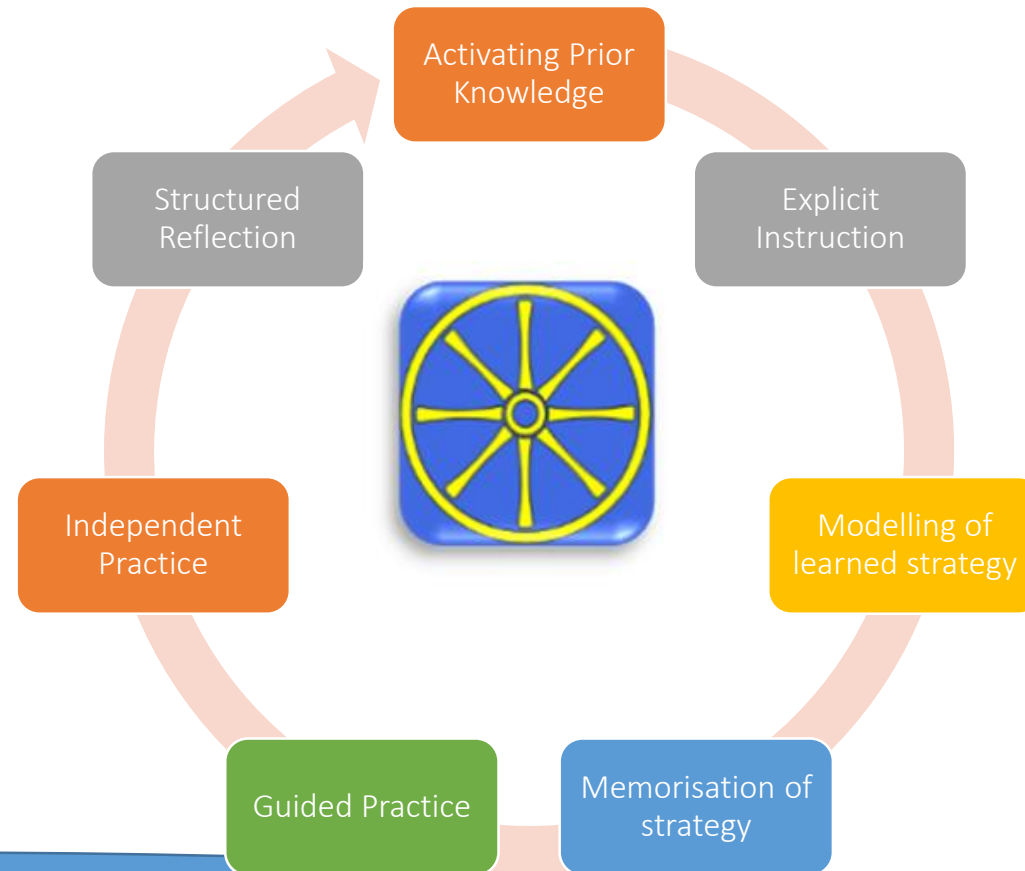


This strategy isn't working, I'll try something different.



7 Steps to Success

At Wheelwright Lane our lessons follow 7 specific steps of learning and the principles of metacognition and self-regulation. The lesson carefully shifts the focus of learning from the teacher to pupil in 7 steps.



Activating Prior Knowledge

During step 1 we consider the key knowledge, concepts or skills that have been taught previously.

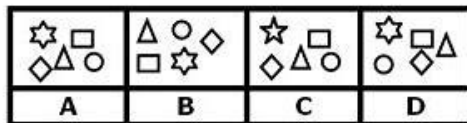
Children may be at different levels with what they have retained so far. Teachers will consider this before moving on.

Retrieving information from memory helps to strengthen pathways in learning before new learning opportunities are presented.

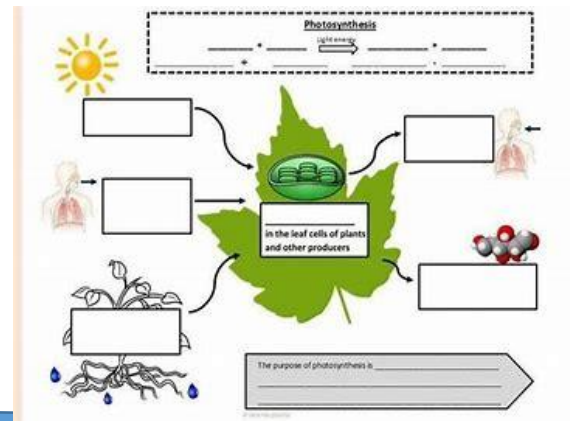
This is what retrieval practice might look like at our school

Odd one out

This question has four shapes in a row. They all have something in common, except one. You must find the odd one out. Choose the shape that you think does not go with the other three and select A, B, C or D as your answer.



Label the diagram



Fill in the gaps

NAME _____ SplashLearn

COMPLETE THE SENTENCE

Choose the correct word to complete each sentence.

I _____ is _____ where _____ like _____ find _____ a _____

_____ are you going with your dog?

She made _____ birthday card.

The book _____ about dinosaurs.

I _____ apple pie.

He cannot _____ his crayons.

_____ have three marbles.

www.splashlearn.com

Write the definition

Match the words to the definitions!

- | | |
|-----------|-----------------------|
| 1. adapt | a. begin to use |
| 2. adopt | b. sudden, unexpected |
| 3. adept | c. modify, change |
| 4. abrupt | d. highly skilled |

Explicit Instruction

The 2nd step focuses on introducing new knowledge or skills. Teachers will outline the learning clearly and explicitly outline the steps within the learning (sometimes referred to as 'steps to success') Adults will discuss possible strategies to use, refer to our learning behaviours and consider how to manage their emotions, known as self-regulation strategies.

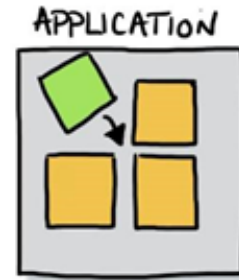
This is what Explicit Instruction might look like at our school

Clear learning intention

Steps to Success

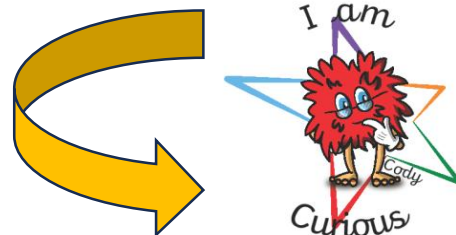
How it links to prior learning

Strategies and Resources that might be used



Learning behaviours we might need

How to manage emotions



Modelling of the strategy

During the 3rd step of the lesson the teacher will demonstrate the learning process and approaches taken to undertake the task. This is known as "I do". Adults in class might 'team up' to verbalise their thought process, whilst demonstrate use of strategies and resources that can support the learning. This is known as 'Thinking Out Loud.'

This is what Modelling might look like at our school



Expand and simplify

$$(3x + 5)(2x - 7)$$

	$2x$	-7
$3x$	$6x^2$	$-21x$
5	$10x$	-35

$$6x^2 + 10x - 21x - 35$$
$$6x^2 - 11x - 35$$

Step 1

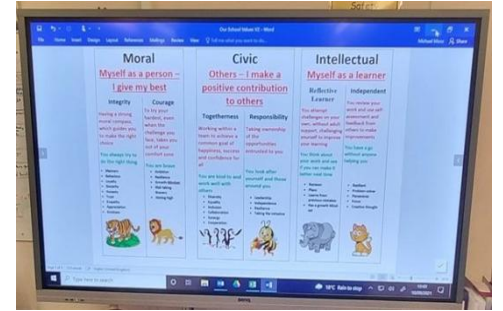
$3x$	$2x$	-7
5		

Step 2

$3x$	$2x$	-7
5	$10x$	-35

Step 3

$3x$	$2x$	-7
5	$10x$	-35



Teachers will narrate their thought process allowing pupils a 'window' into the adult's approach to the learning. This includes what strategies are used during the task.

Adults will break down the process into smaller parts, building each 'jigsaw' piece at a time and considering how it fits with prior knowledge

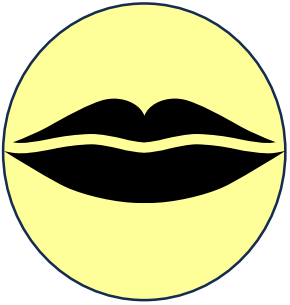
The teacher will offer worked examples. Often this will consider prior knowledge of groups of children. The adult will adapt the example accordingly

Adults will present learning in different ways to engage pupils effectively. We are aware of different learning styles and adults will draw on the resources available.

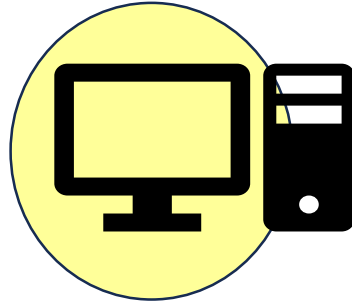
Memorisation of the strategy

During the Memorisation part of the lesson, the adult is checking that the learner has understood the strategy being used so far. Teachers will engage in dialogue with pupils to develop metacognitive skills. Adults will promote back and talk dialogue and encourage pupils with peer conversations.

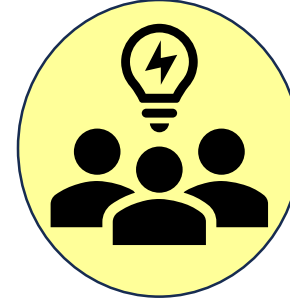
This is what Memorisation might look like at our school



- Open ended questions
- Think Pair Share
- Sentence starters
- Fishbowl Discussions



- Quizzes
- Polls
- Videos
- Multiple choice
- Dual Coding



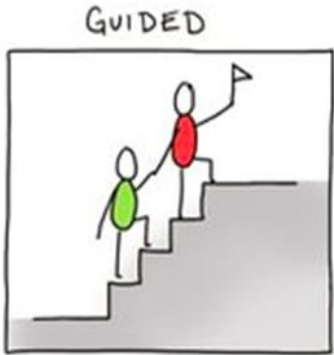
- Thumbs up/down
- Give me five
- Gallery Walk
- Pose, pause, pounce, bounce



- Four corners
- Traffic light check
- Move and match
- Muddiest point
- Concept maps

Guided Practice

At step 5, the teacher supports pupils to access the same learning using temporary guides or scaffolds. During this part of the learning, the pupil begins to take more ownership of their learning. Attention continues to be paid to self-regulation strategies, and the teacher will draw on temporary support techniques in order to gradually remove the support. This is known as "We do".



This is what Guided Practice might look like at our school



Partially worked
examples

Pre-teaching or adult
guided learning

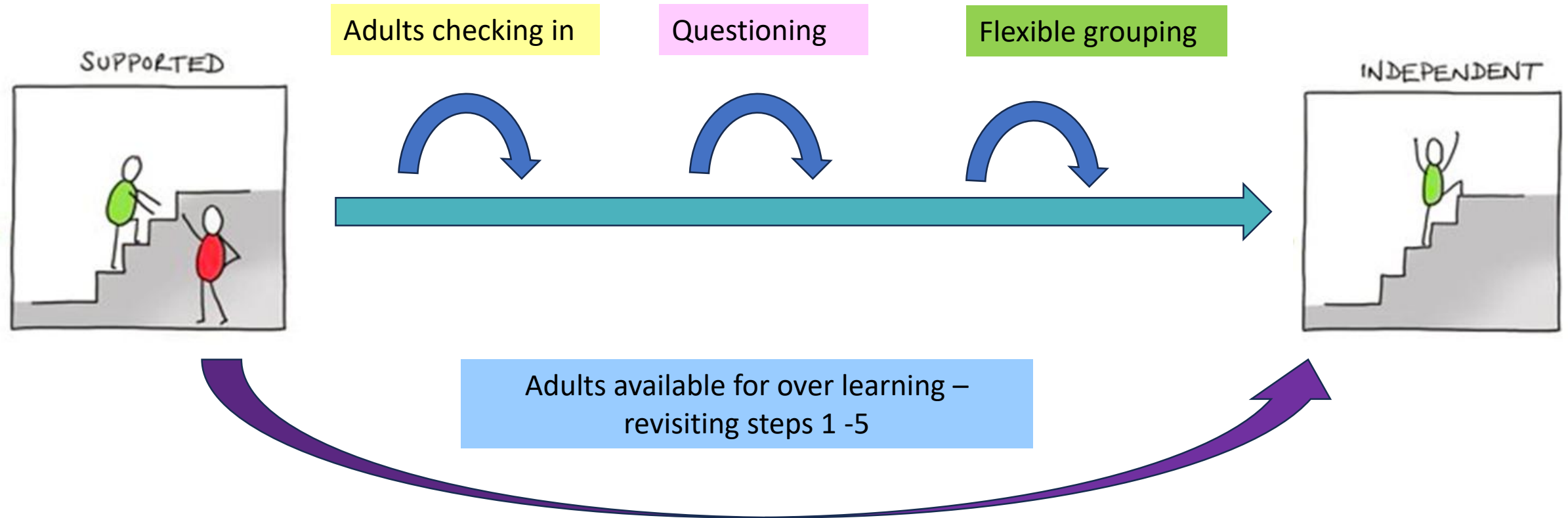
Resources to support
learning such as
writing frames,
concrete maths
resources.

Collaborative peer
support and flexible
groupings

Independent Practice

During step 6 pupils work independently. This is known as the "I do" part of the lesson or sequence of lessons. Scaffolding may still be required for some groups of pupils while others might need further challenge. The adults are available to address misconceptions, question pupils and 'check in' on learning.

This is what Independent Practice might look like at our school



Structured Reflection

Teachers and pupils reflect on the success of their learning in the final step of the lesson. This may include considering the effectiveness of a strategy, reflect on learning behaviours that have been used. This is an opportunity for back and forth discussions between pupils, with adults, peers and independently.

This is what Structured Reflection might look like at our school

Exit slips – adding learning take -aways to an online whiteboard space or post it notes

Reflection Journals – these link with our learning behaviours and self regulation strategies

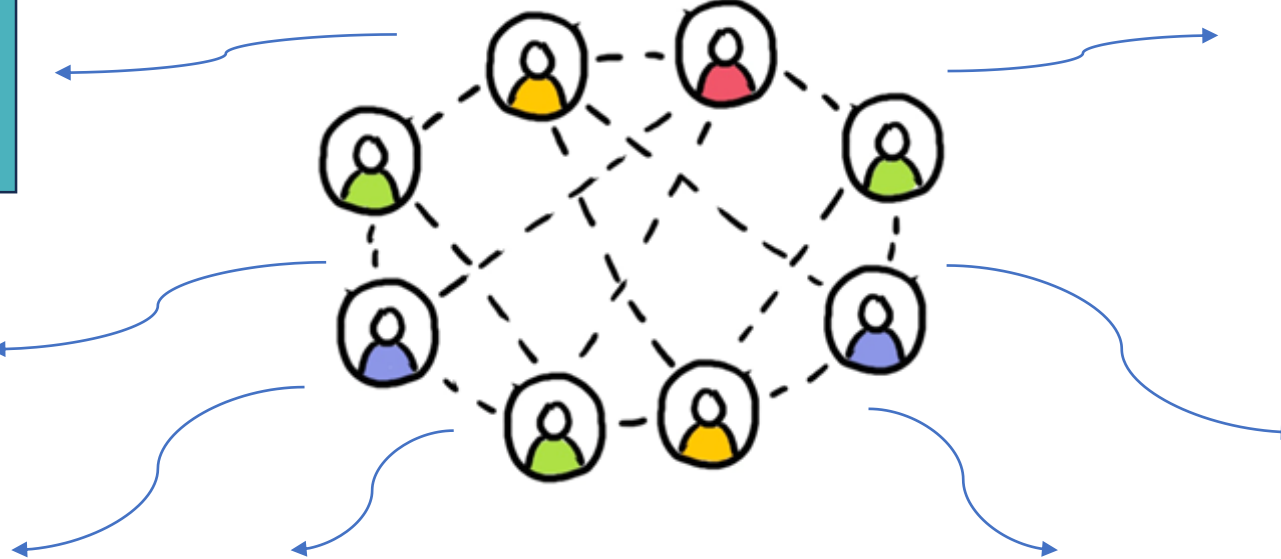
Reflection Snowballs – pupils build on each other's reflections

Adult led reflection modelling

Peer and group reflection breaks

Use of the 'one minute' paper – a window into understanding and misconceptions

Sketch reflections – visual note taking that capture the main concepts and ideas



Inclusion for all

At Wheelwright Lane we recognise that some children will be working at stage and not age across some subjects. Some of our pupils have a 'spikey' profile which means they can excel in some areas of the curriculum, whilst encountering challenges in other areas. Teaching and Learning at Wheelwright Lane aims to match pupil's needs with the most appropriate pedagogical approaches. We ensure that all pupils have access to the curriculum in a way that suits their individual learning styles and abilities.

This is what Inclusive Teaching and Learning might look like at our school

Universal Approach: Metacognition and Self regulation

