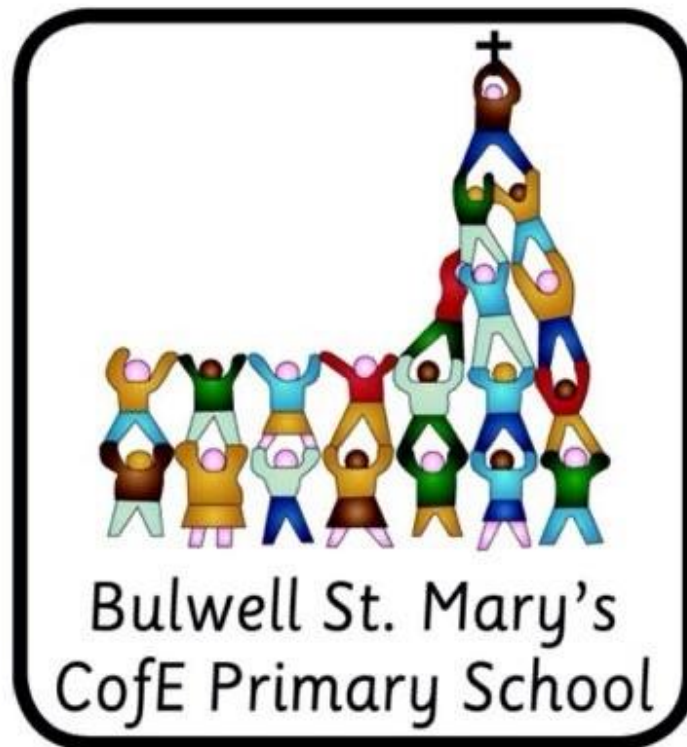




Teaching and Learning Approach

Next Review: July 2025

Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future.

As the Angel Gabriel said to St. Mary:

"Nothing is impossible with God." Luke 1: 37

Mission

To ensure every child flourishes and can explore life in all its fullness.

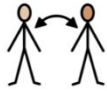
'I came to give life - life in all its fullness'

John 10:10

Values

We are proud to be a Take Care school where we live out our school values through the four main aspects of Take Care.

Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: Respect, Friendship, Courage, Honesty, Forgiveness and Creativity.

Take Care of Ourselves Honour God with your body. 1 Corinthians 6:20		Respect Do to others as you would like them to do to you. Luke 6:31		Honesty Let us tell our neighbours the truth, for we are all parts of the same body. Ephesians 4:25	
Take Care of Each Other Love your neighbour as yourself. Matthew 22:39		Friendship Dear friends, since God so loved us, we also ought to love one another. 1 John 4:11		Forgiveness If you forgive others their sins your heavenly Father will also forgive you. Matthew 6:14	
Take Care of Our Work Let your good deeds shine out for all to see. Matthew 5:16		Courage Be strong and courageous, do not be afraid. Joshua 1:9		Creativity We have different gifts according to the grace given to each of us. Romans 12:6	
Take Care of our School and World God took the man and put him in the Garden of Eden to work it and take care of it. Genesis 2:15					

This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is '**Where Your Journey Begins**'. We look forward to supporting you and your children along that journey.



1) Aims of the policy:

This document is designed to give guidance on what teaching and learning looks like at Bulwell St Mary's C of E Primary School. This document gives a guide to our structures, research and methods, but does not detail the only ways we teach. Each of our classrooms have individual personalities, styles and needs, so each classroom's practice is adapted accordingly.

We encourage our children to be individuals and to embrace their differences. With this in mind, we also do not expect every classroom in our school to look or sound the same. Each class develops its own identity as a member of our school family. However, to support our children in connecting and developing their learning, we use consistent structures and language across the school – from EYFS to Year 6.

2) School Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future. As the Angel Gabriel said to St. Mary:

“Nothing is impossible with God” Luke 1: 37

Our pupils will:

- be happy, confident individuals with high self esteem
- become self-motivated, enthusiastic and active learners keen to achieve their full potential
- be self-aware, sensitive, caring individuals with respect for others and the environment
- be able to appreciate mistakes as a learning experience and persevere to succeed
- enjoy their learning, experience success and be proud of their achievements
- form and communicate ideas and questions whilst working collaboratively
- have the personal and social skills to be able to play an active and constructive role in society

3) School Values

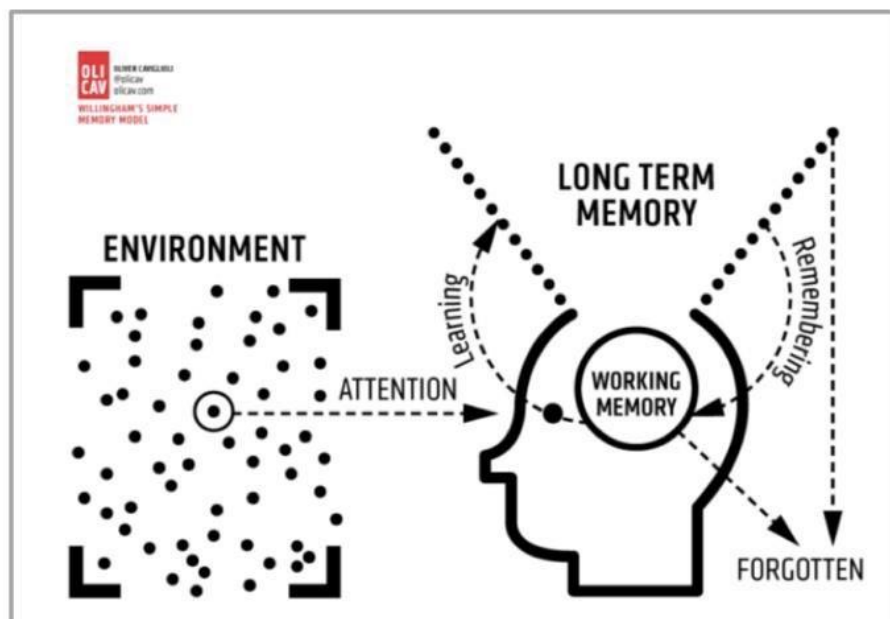
Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: *Respect, Friendship, Courage, Honesty, Forgiveness* and *Creativity*. This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is **‘Where Your Journey Begins’**.

4) How we Learn

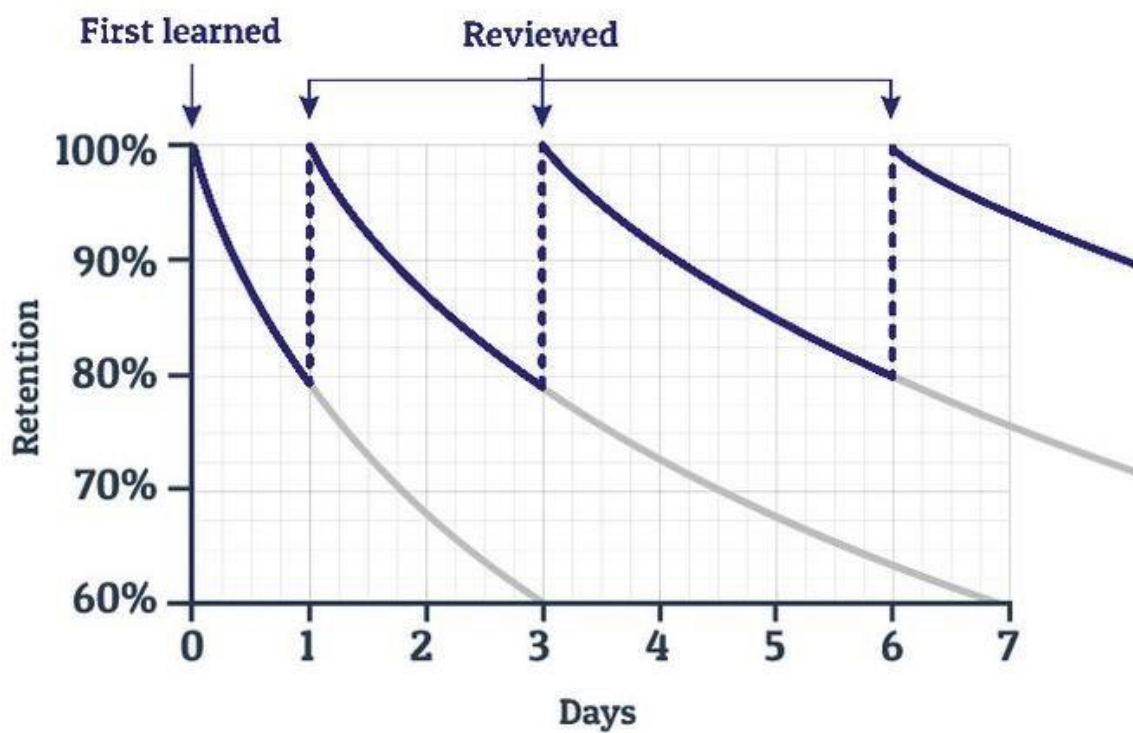
Model of Memory

The diagram below (Oli Caviglioli) shows how information is taken from the environment and stored into the working memory.



Explanation
Environment: Information is taken from the environment and attended to by the individual. This can include anything detected from the 5 senses. Stimulation from the environment can enter the working memory (whether we want it to or not – think distractions).
Working memory: Our working memory is our mental space for thinking. Our aim is to support learners in attending to relevant information in the environment, processing that information and then transferring it into the long-term memory, where it becomes knowledge. Our working memory can be occupied by both things perceived in the environment, and also by what we already know in the long-term memory. However, the working memory's resources are limited and we are only able to process 2-5 things at one time. It is important to consider desirable difficulty so that we ensure as much learning can happen as possible. This means that an activity or conversation needs to be challenging enough to interest, but not evoke cognitive overload which might force the learner to give up.
Long term memory: Our long-term memory's capacity to store knowledge is vast and limitless. We can consider stored knowledge to be like webs of connections, which we call schema. The more knowledge we have, the larger the schema. The larger the schema, the easier it is for us to draw that information into our working memory. This is why it is so important for our curriculum to offer schema-building opportunities across year groups, across topics within our year groups and within topics (think retrieval). It is important for us to support learners in increasing their knowledge retrieval and storage strength so that these procedures are automated and therefore use up less working memory resource to achieve fluency.
Forgotten: If information in the short-term memory, and overtime in the long-term memory, is not used, it will be forgotten. See the forgetting curve for more information:

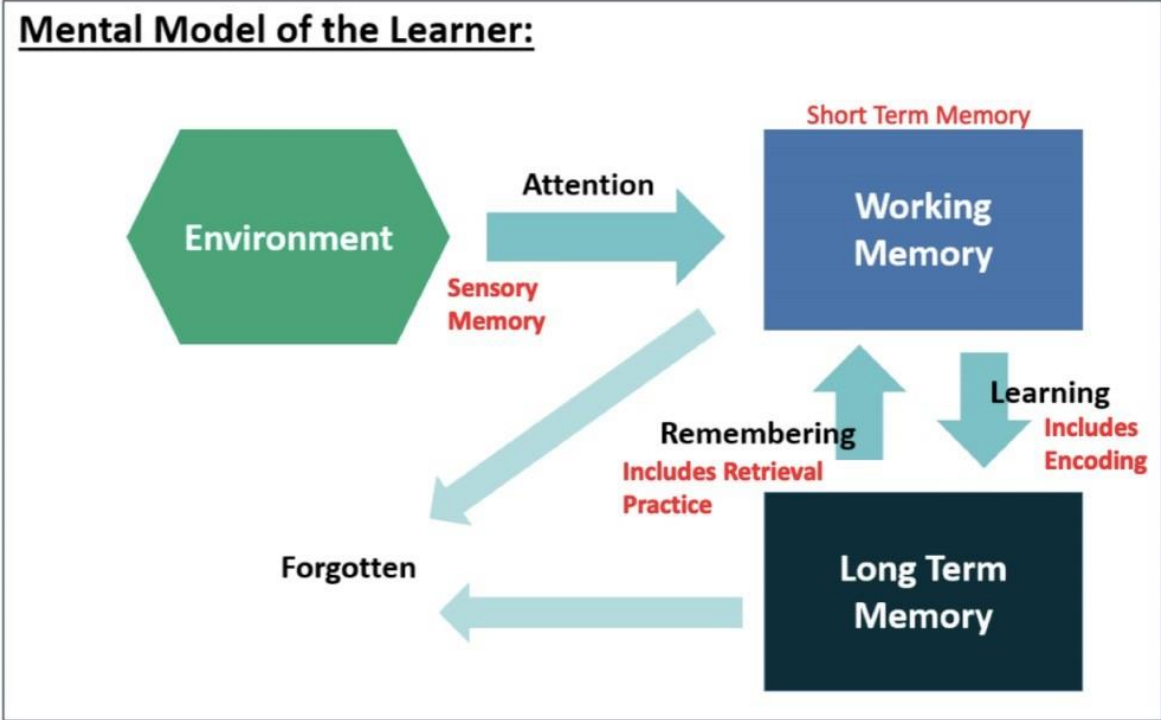
Ebbinghaus' Forgetting Curve



The aim of all instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned. *Kirschner, Sweller, Clark (2006)*

To ensure information becomes knowledge and that children are able to access this knowledge over time, it is important for us to stop learning from being forgotten.

We do this through retrieval opportunities, where learners are required to remember what they have previously learnt. This isn't about re-teaching, but asking learners to recall their knowledge. The more learners are required to do this, the greater their ability to access that knowledge and the less likely it will be forgotten.



Successful thinking relies on four factors:

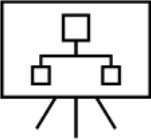
- 1) **Information from the environment** (ensuring pupil attention is on the things we want them to remember).
- 2) **Declarative knowledge in long-term memory** (embedded: I know that...).
- 3) **Procedural Knowledge in long-term memory** (embedded: I know how to...).
- 4) **Capacity in working memory** (so we are not causing cognitive overload).

Planning and Lesson Structures

At BSM, our lesson slides form teachers' planning – there is no expectation to produce a formal written lesson plan, however some staff may choose to do this if it helps their individual practice. There is an expectation that all planning/lesson slides are uploaded weekly on to the One Drive in the year group files.

In order to support our children's cognitive load and move their learning into their long-term memory (forming connections called schema), we have adopted a structure for all our lessons at BSM. Lessons are made up of the following parts:

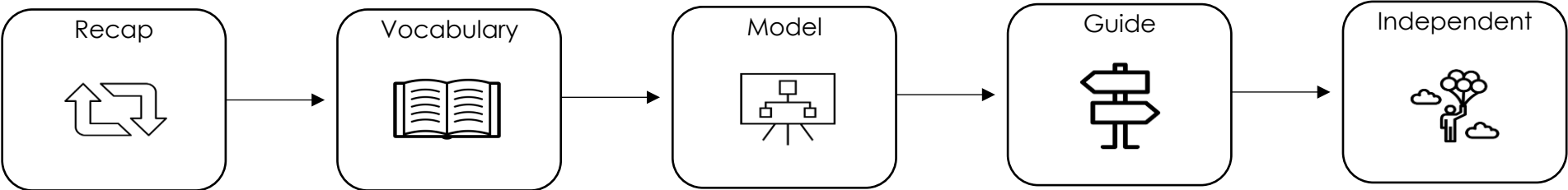
 Recap	The Recap should deliberately draw on prior learning, from previous lessons and from previous year groups. This will often include activating prior learning to support the lesson that day to support working memory. The act of remembering something helps it to be learned more effectively and will support the movement of learning from the short to long-term memory, creating schema of learning.
--	--

 Vocabulary	Once prior learning has been recapped, key vocabulary for the lesson is introduced. This will be between three and five key words for the lesson that will come up regularly in discussions. For each word, a definition will be provided and images where required. This is because we know vocabulary can be a barrier to learning. By ensuring all children have a shared understanding at the start of the lesson, we provide an immediate scaffold to all for learning.
 Model	The model is the teacher-led section of lessons, modelling how the learning looks and sharing key information needed for pupils to make progress. Modelling is effective as a teaching tool because it allows pupils to observe the teacher's actions and thought processes and encourages them to learn through imitation. Modelling not only demonstrates what excellence looks like but also models the path it takes to get there. Modelling is also an important scaffolding tool for breaking down the learning into smaller, manageable chunks.
 Guide	Guided practice is key to allowing pupils to 'have a try' and for teaching staff to make formative assessments of whether pupils are ready to be independent. Oracy and learning talk is important at this stage, allowing children to verbalise their methods and thinking. This stage also allows for the process of remodelling following pupils trying questions, through 'live' modelling or discussion to check understanding and avoid misconceptions becoming embedded.
 Independent	During this section of a lesson, pupils are given the opportunity to work independently on their learning. Tasks should be adapted appropriately for pupils to ensure everybody is able to access the learning and scaffold provided as necessary. Most pupils should be completing the same tasks (with adaptation or scaffolding where necessary) with high expectations for all. A few individuals may need different activities that are specific to their needs.
 Challenge	Challenge should be woven throughout the lesson structure, regularly providing opportunities for pupils to think deeply, extend their learning or engage with potential misconceptions.

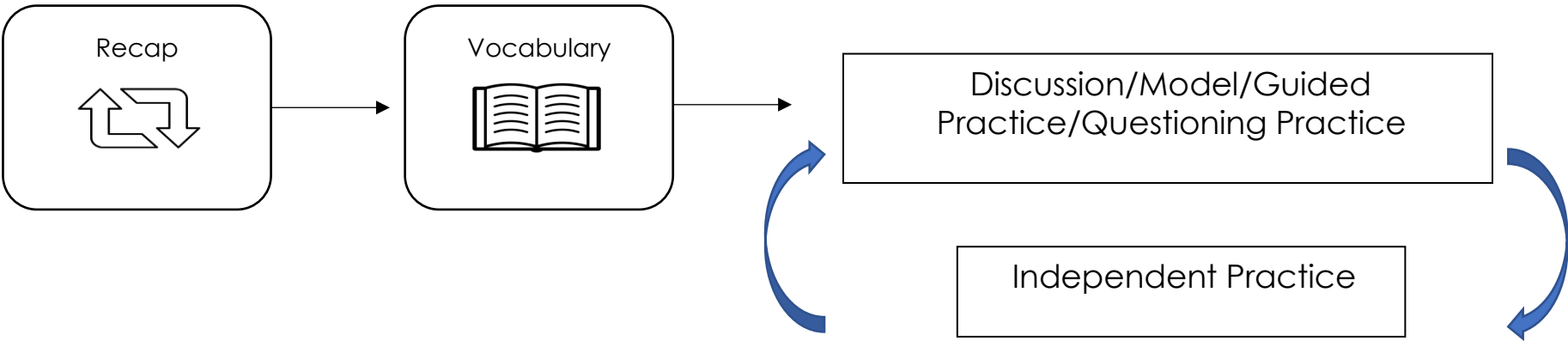
6) Planning and Lesson Structures - In Action

Our lesson structure is flexible depending on what is being taught. For some lessons such as maths, Model A may be more appropriate. However, for other lessons (particularly wider curriculum subjects) Model B may be more appropriate in being able to provide new learning in smaller steps to reduce cognitive overload. This may then become a more continuous cycle between model, guide and independent with challenge and support underpinning throughout.

Model A:



Model B:



7) Learning Environment

Classroom environments both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning resource, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning, as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

At Bulwell St. Mary’s C of E Primary School, we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards.

Displays

Working walls should show current work relating to the English and Maths produced for the week, resulting in showing active and immediate learning. Children should be able to use this to support their learning and understanding, as well as reinforcing concepts and ideas. Working walls must include a WAGOLL (what a good one looks like) to support and scaffold children’s learning. Mathematics working wall needs to build on what is being learnt overall within the unit.

Displays can also be used to celebrate learning – sharing pupils' achievements and learning outcomes. Where learning is celebrated, it should be labelled with the child’s name in order to allow a sense of personal pride for that child.

Classrooms

Classrooms should be clear and clutter free with minimal furniture. This is to support the cognitive load of our pupils. Pupils can be over-stimulated with too many distractions in their learning space. As much as possible, desks should be kept organised, with the necessary equipment for learning available.

All display boards should be backed with a neutral background in order to support pupils' learning and avoid overstimulation.

Learning environments at Bulwell St Mary’s should serve one of the following three purposes:

Learning	Visual and concrete aids to support pupils in their learning and to help recap previous learning. This should also include key vocabulary for the topic. e.g. working walls/vocab boards/expanded success criteria
---------------------------------	--

Celebration 	Displays and environments should offer opportunities to celebrate learning. The learning/efforts of all children should be acknowledged and celebrated work should be changed regularly. <i>(Where possible place celebrated learning out of the direct learning eye-line of pupils.)</i>
Belonging 	Classroom environments should enable children to feel a sense of belonging and ownership over the classroom. Children should also be able to see themselves represented in the classroom, so it is important to include diversity in class books/pictures/key figures etc. <i>e.g. tray and peg labels, cultural art/writing, artefacts/picture from home, class created charters</i>

8) Assessment, recording and reporting

Formative assessment:

The most useful form of assessment available to us in the classrooms is formative assessment. All classrooms should make use of formative assessment as a tool to determine next steps for learning. The document below details some ideas relating to the use of formative assessment:

Formative Assessment on a Page

Keep a Register



When marking books, in class discussion or during guided practice make note of children who may need further support.

Be Present – The Here and Now



We will only notice that learners need help if we are present in the learning too.

Quick Self-assessment

"How confident do you feel in today's learning?"



Build a classroom environment of trust and support, so learners are confident to say they need help.

Talk Time Matters



Listen in on talk partner time or select students to talk to you. This will inform you of their understanding so far.
(Don't do the work for them though!)

The Sooner the Better!



Intervention needs to happen as close to the time of teaching as possible. Within the lesson itself is best to avoid misconceptions. Otherwise, where possible on the day.

A Plan isn't set in Stone



If they don't get it yet, don't keep teaching it as you planned. A lesson doesn't have to follow the route you originally intended – if the path is blocked, find a new path and adapt.

Does everyone need this?



Spotted a misconception? Is it just one child who has misunderstood? Or does this need to be addressed with the whole class? Will it hurt to ask the whole class?

Guided Practice



Provide opportunities for this in every lesson (not just maths). This will tell you who has got it and who needs more support.

Make mistakes normal!



Create a culture of mistakes - it is ok to make a mistake and then we learn from it. This will help children to open up when they are unsure.

Summative assessment:

Termly summative assessments take place across all year groups. Termly maths and reading assessments take place.

Teacher assessment of writing also takes place each term, this is moderated with year group teams and subject leaders.

All data for summative assessments is recorded on Insight and should be used alongside formative assessment as a tool for future planning and intervention groups.

9) Monitoring and Evaluation

At BSM, regular monitoring of teaching and learning takes place throughout the academic year. This will be carried out by a range of staff including SLT and subject leaders.

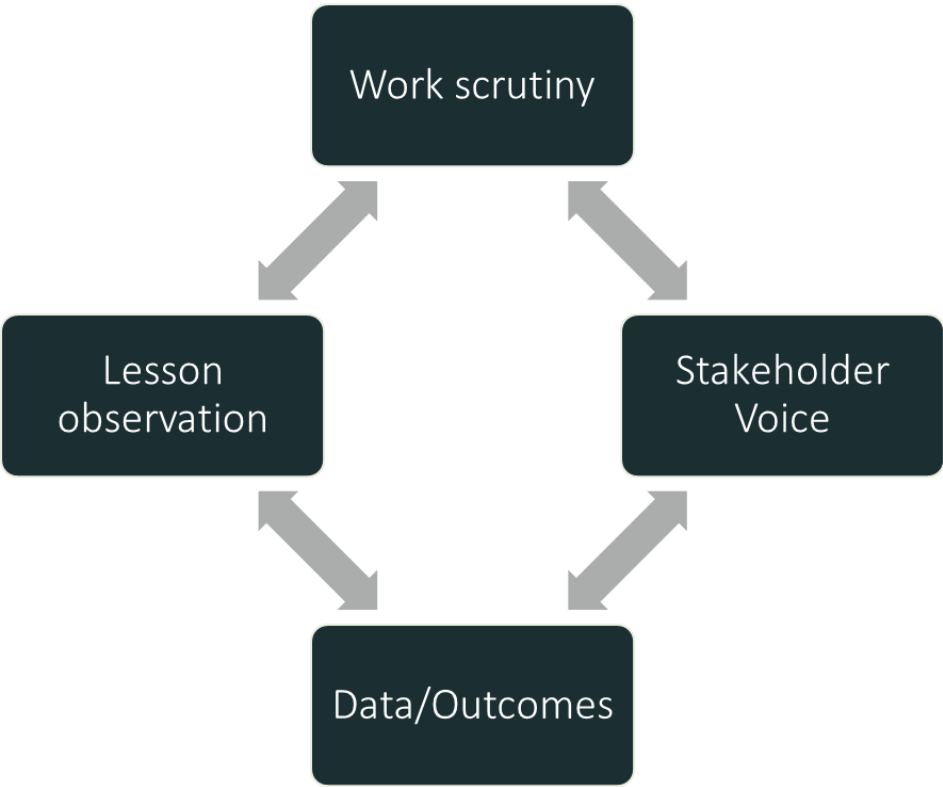
Monitoring will include:

- Learning walks and formal observations.
- Planning scrutiny.
- Pupil/staff/parent voice. - Book looks.

Staff will be given timely and appropriate feedback following any monitoring carried out. At Bulwell St Mary’s we believe that the process of monitoring should allow subject leaders and SLT to gather a clear vision of what is taking place across the school. This process should be reflective and supportive, to enable the staff team to produce the best for our children. Reviewing teaching and learning is not a linear process and therefore the cycle of monitoring and evaluation should be continuous but purposeful. Leaders should consider what the evidence gathered is telling them, where they need to focus support and what this will look like.

At BSM, we believe that the best way to gather knowledge of our children’s learning is through a supportive monitoring process, which builds a whole picture of classroom practice. When we talk about ‘evidence,’ we include all the ways in which we **study** the child’s knowledge and the teaching taking place.

It is important that staff are given opportunities to observe and share best practice. Building on one another’s expertise and knowledge can help us to provide the best learning experiences for our children.



10) Subject Specific Models and Structures

To assist staff in planning and teaching, some areas of the curriculum have specific ‘on a page’ documents to support in giving concise reminders around what is expected.

These documents give an overview, however further more detail information can be found in subject specific policies and through conversations or resources provided by the subject leaders. Examples of planning for curriculum areas can be found on the school staff one drive, in the curriculum folders.



Principles of Instruction

Teaching and Learning - Principles of Instruction



Teaching and learning at Bulwell St Mary's Primary is strongly influenced by the Principles of Instruction from the research conducted by Barak Rosenshine. These are not a checklist for lessons but rather a general approach to teaching and learning, with some aspects being more appropriate on a daily basis than others.

Rather than having a fixed approach with Rosenshine's work, we also develop teaching and learning further with links to other educational research (including cognitive science) and the mastery approach to teaching in maths due to the shared themes.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

Copyright
HOW2
teachinghow2s.com

01 DAILY REVIEW

MO TU WE TH FR

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

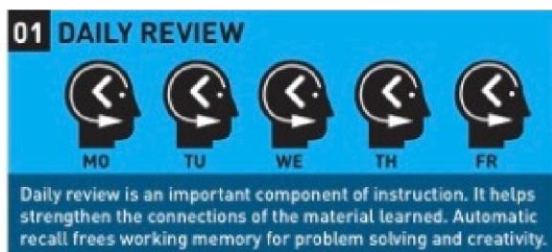
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.



The principles of instruction can be linked into four different groups of shared themes that support our teaching and learning approach.

These are:

- Reviewing material
- Questioning
- Sequencing, Concepts and Modelling
- Stages of practice



Reviewing Material



Why review prior learning?

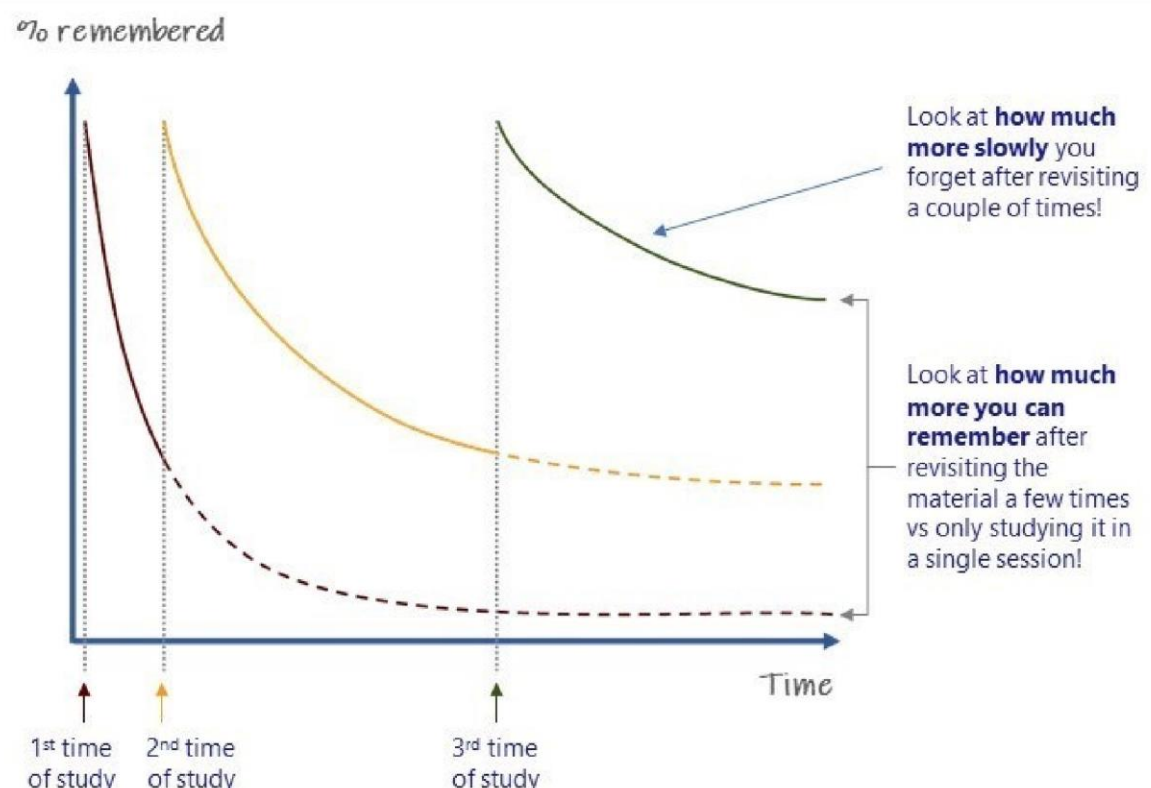
When we cover something for the first time, it doesn't mean that we have learned it. This needs to be done overtime to support retention of information in our long-term memory and to support students ability to make links.

We naturally forget things that we cover and forgetting is useful in the learning process as the retrieval of information is the most difficult part.

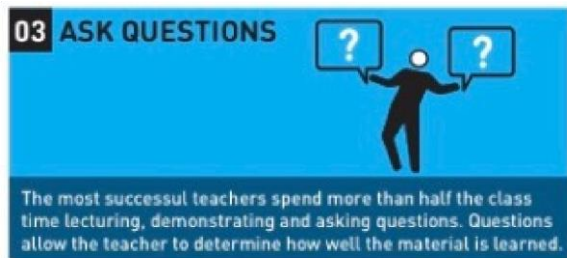
Reviews help support the retention of information by supporting recall of prior learning. The development of expertise requires thousands of hours of practice, with reviews supporting this. By continually revisiting prior learning, methods and knowledge can become more automatic, freeing up thinking for other things e.g. someone who has driven for a few years can drive to work without even thinking about it.

Ebbinghaus and the forgetting curve

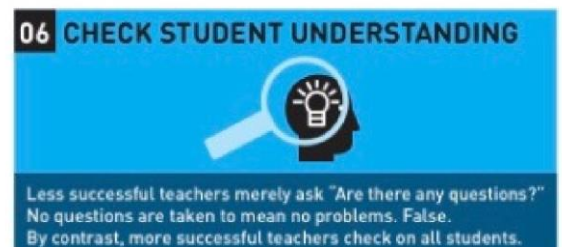
The graph to the right shows research by Ebbinghaus about how we forget information, and how quickly, especially when it is newly learned. The curve also shows what happens by revisiting the same learning and how our forgetting slows and reduces. Weekly and monthly reviews can act as this revisiting of learning and help us not forget information.



It is accepted that daily review is easier to do with English and maths, using the first five to eight minutes to review prior learning. This is done in maths through the arithmetic starter, ensuring written operations and key arithmetic skills become automatic, with English starters working in a similar way. Although it is easier to do with maths and English, morning skill starters or review tasks can provide an opportunity for daily reviews in other subjects.



Questioning



Questioning

Ask questions

Students need to practice new material. The teacher's questions and student discussion are a major way of providing this necessary practice.

Questions allow a teacher to determine how well the material has been learned and whether there is a need for additional instruction.

Checking understanding

Checking understanding should underpin each aspect of the lesson to ensure that children understand what is being taught.

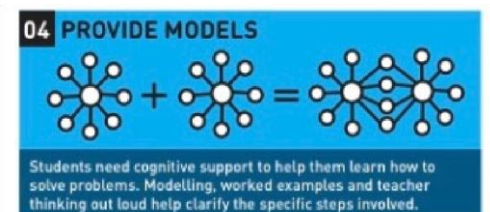
This includes asking questions to all students, asking questions regularly whether it be during modelling, guided practice or independent practice to ensure you know what they know. Additionally, through questioning you can delve deeper, checking and deepening understanding which means not always accepting the first answer and moving on but asking further questions.

This means teachers need to have excellent subject knowledge of the lesson as well as the general unit they are teaching. If you know where the unit is going and have a good understanding of that subject matter, you can guide questions carefully and select specific questions that build over a series of lessons.

By having excellent subject knowledge, you can also answer questions the children have and make sure that green bubble questions provide the depth, challenge and discussion required to extend that lesson.



Sequencing, Concepts and Modelling



Small Steps

Learning new material in small steps encourages us to be deliberate in presenting small amounts of new material at any time. Children need supporting through both guided practice of the material and independent practice to master the new learning before moving on to the next step of learning.

Providing Models

Providing models for children to use can be implemented in different ways including: using diagrams, illustrations or pictorial representations to model something; using dual-coding with images and words combining together to improve understanding; worked examples of questions e.g. showing how to complete a written calculation or by discussing a piece and talking through your thinking as you do it (self-talk) such as a piece of writing or tackling a comprehension question.

Learning happens over time. So modelling numerous times, followed by practice and then remodelling when sharing an answer and then practising the model again independently aids understanding and increases retention. As pupils become more confident, modelling can then be reduced and withdrawn.

Scaffolding

We recognise that it's great practice to provide children with scaffolds, or instructional supports, to help them learn difficult tasks. A scaffold is a temporary support that is used to assist a learner. These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter particularly difficult problems.

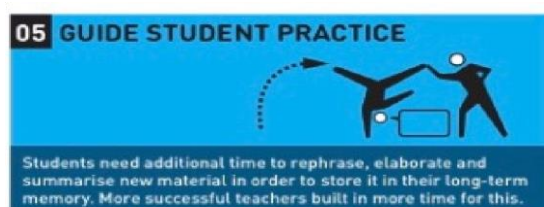
In a learning sense, we are removing barriers from learning to ensure that working memory isn't overloaded. If you are teaching a child how to use a written method for multiplication and they don't know their times table facts, too much of their cognitive load will go in to trying to solve a fact rather than in to learning the method. By providing a multiplication square, you remove a cognitive load barrier and ensure working memory is focused on the learning you want it to be.

What's the research? Why do we use small steps, models and scaffold?

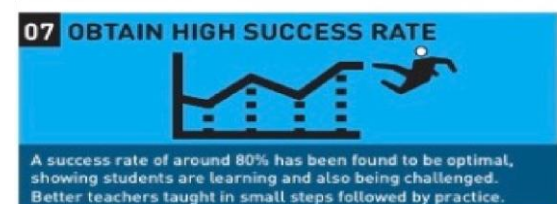
There are three key resources we all draw upon in order to think:

- The environment - This is everything outside of our minds including the internet and knowledge readily shared by others. The environment is an unlimited external store of information.
- Working memory - The part of memory where all thinking takes place. The capacity of our working memory is limited so there is a limit on how much information we can juggle in our mind at one time.
- Long-term memory - Where all our memories are kept. This includes memories of life events (episodic knowledge), factual information (semantic knowledge) and memories of procedures (procedural knowledge). Long-term memory is an unlimited internal store of information.

New information takes up more working memory than familiar memory that is gathered from the long-term memory. Where children appear to forget to do 'simple' tasks such as adding a full-stop it is because there isn't enough room in their working memory for them to hold that final step 'in mind'.



Stages of Practice



Guiding Practice

Guiding student practice is essentially like a bridge between initial modelling and giving students time to practice independently. Within guiding student practice, the time can be used to provide additional explanations, remodel where necessary, work through examples and check student understanding so you know students are ready to move on to independent practice.

The most important thing in guiding student practice is to make sure adequate time is given to it. The easiest thing to do in a lesson is worry that children aren't moving on to the activity and that you won't be able to prove they have learnt

anything if they don't complete the activity. However, it is the learning that should driving the lesson and the learning, not the activity driving the lesson.

High Success Rate

In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work.

Unless all students have mastered the first set of lessons, there is a danger that students will fall further behind when the next set of lessons is taught.

It is important that students achieve a high success rate but it is also important that they still make mistakes which is why we talk about 80% rather than 100%.

There are a number of reasons for this including:

- We learn from our mistakes; if we don't make mistakes we aren't learning where we can go wrong and how to avoid that
- If is too easy, students may not be learning anything new with this being reflected in a lack of mistakes
- Students need to be challenged - we will only move their learning and understanding on by ensuring they are challenged which involves making mistakes

Independent Practice

In a typical teacher-led classroom, guided practice is followed by independent practice - by students working alone and practicing the new material. This independent practice is necessary because a good deal of practice (overlearning) is needed to become fluent and automatic in a skill. When material is overlearned, it can be recalled automatically and doesn't take up any space in working memory.

As we have already seen previously, the working memory is limited in how much it can deal with. This is why we need to teach in small steps and include guided practice and check understanding regularly, providing scaffolds where necessary. By 'overlearning' we clear up the working memory to focus on other stimuli as less time is given to a focus. For example, a student who has 'overlearned' the method for written addition no longer needs to focus their energy and attention on lining up numbers accurately but can start to problem solve using this method.

Remember that when learning new material, guided practice is important before letting students complete independent practice. This guided practice gives you chance to do further modelling and check understanding to avoid misconceptions becoming deep-rooted. If you allow misconceptions to continue and then set students off on independent practice, it will be even harder to unteach these mistakes. Independent practice also matches closely to what has been taught during guided practice.

How do we ensure children have adequate practice?

- Be very clear in what it is you want the children to learn and the small steps that are required to get there – What are the one or two key things they will know at the end of the lesson that they didn't know before? Think about how you will ensure the majority of the class get to an agreed level of understanding by the end of the lesson. Don't move on if this is not achieved
- In certain subjects, use practice questions to ascertain understanding, remodelling each time an answer is provided before providing a new question to practise again to ensure methods are well practised
- Provide time to apply learning – Ensure that questions or tasks match what they have already been shown as suddenly changing this will prevent consolidation of learning (except for variation tasks that aim to provide slight variation)
- Ensure children are able to be successful in lessons without finding it too easy – The 80% mark can be supported through scaffolding and the use of models as well as providing challenge and depth to then ensure other children learn through new mistakes
- Provide time to 'overlearn' new learning – Provide them an adequate number of questions or tasks that require children to overlearn what they have just been taught (be careful to ensure this isn't then too much e.g. a child doing 20 or 30 questions when 10-12 would have provided overlearning)

- Provide models and tasks that ensure children become fluent in their understanding – Remodel where required, provide peer to peer support, include slight variations, make links, use working walls, recap through reviews. Always ask what do children need to help them be successful?