

# The Learning Process at TAL

Teachers use The Elements to support expert delivery of lessons, which are underpinned by the Learning Process for students. Each step in the learning process is proven, through research, to positively impact student learning and outcomes; the sequence of these steps has been inspired by Rosenshine's Principles of Instruction (2010): 10 research-based principles of instruction for effective Teaching and Learning. They are:










1. Begin a lesson with a short review of previous learning.
2. Present new material in small steps with student practice after each step.
3. Ask a large number of questions and check the responses of all students.
4. Provide models.
5. Guide student practice.
6. Check for student understanding.
7. Obtain a high success rate.
8. Provide scaffolds for difficult tasks.
9. Require and monitor independent practice.
10. Engage students in weekly and monthly review.

The Learning Process at TAL has condensed and contextualised Rosenshine's Principles of instruction into seven clear, student friendly learning stages that cover each of the principles. We have added Reflect and Respond as a key stage in this process which allows students to improve upon their work and reflect on what has gone well, and improvements that need to be made.

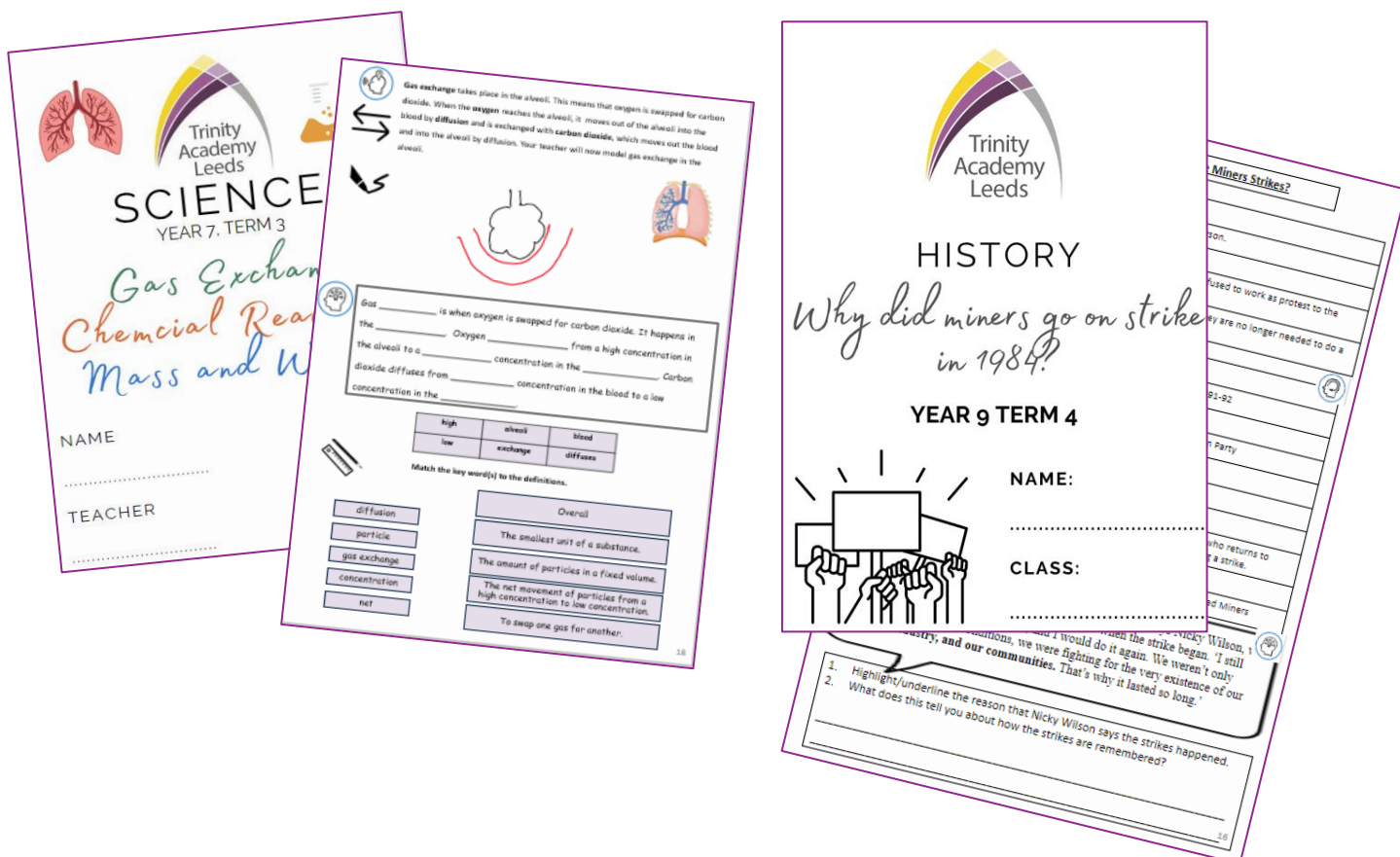
<b>TAL Learning Process Step</b>	<b>Rosenshine's Principles linked to this step</b>
Activating Prior Knowledge	1.
Retrieval Practice	10.
New Knowledge	2. 3. 4. 6.
Processing knowledge	3. 8. 6.
Guided Practice	4. 5. 8. 6. 7.
Independent practice	8. 9.
Reflect and respond	

Students and staff alike are aware of what each booklet symbol represents, and of the importance of each step in The Learning Process. Staff are trained on how to maximise learning at each stage of the Learning Process through both lesson planning/ curriculum design and input during lessons. Students are trained through morning recall input and also Building Learning Power Breakfasts, which take place every Wednesday Morning.

Stage	Description (student friendly)	Booklet symbol
<b>Activate knowledge</b>	Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.	
<b>Retrieval Practice</b>	Quizzing, recall and memory activities to slow down the rate of forgetting!	
<b>New Knowledge</b>	Learn something new through reading, teacher explanation, diagrams, listening to or watching something.	
<b>Processing Knowledge</b>	Do something with your new knowledge to help you understand it better.	
<b>Guided Practice</b>	Work collaboratively with your teacher as you strengthen new skills.	
<b>Independent Practice</b>	Using your knowledge and understanding to complete a piece of quality work independently.	
<b>Reflect and respond</b>	Thinking about what you have learned, what went well and that you could improve next time.	

# The Learning Process – Bookletised

At TAL, we craft and deliver a world-class bookletised curriculum through which the Learning Process is interwoven; appropriate texts and tasks are carefully planned into booklets (accompanied by the corresponding 'booklet symbol') and delivered effectively through the Elements to ensure students reach their full potential. In non-bookletised subject areas, the Learning Process continues to underpin lesson planning.



## The Learning Process in action

The following pages outline the different pedagogical approaches that can be taken to maximise 'the learning process' in lessons at TAL whilst mastering The Elements of effective Teaching.





## **Activating prior knowledge**

Remember what you already know about a topic before you start to learn something new, to help build connections in your long-term memory.

### **Students...**

- activate domains in their schema ready to strengthen links to new knowledge.
- independently demonstrate what they already know about a topic/ big idea.

### **How teachers can facilitate this through The Elements**

#### **Curriculum and lesson planning**

- Through carefully planned and sequenced **spiral curriculums** and **booklet tasks**, students should build on prior knowledge throughout the learning journey.
- **EXPLOSIONS** carried out in curriculum build ensures all teachers are aware of where to activate knowledge, what knowledge can be activated, and how to activate it (**pre-planned questions**) at each point in the curriculum.
- Teachers have an awareness of the typical **starting point for each team** – as this may look different for different students.



#### **Lesson Input**

- Ensure you **are activating knowledge before** each sequence of new knowledge.
- **Recall 6** can be used to activate knowledge through pre-planned questions.
- **Ensure low floor, high ceiling culture:** don't overchallenge when activating knowledge, you want to engage all students and see where they are at, not assess them.
- **Be explicit** with what prior knowledge you are looking for – no 'guess what's in my head!'
- Use '**everybody write**' to allow students time to write what they already know.



#### **Responsive teaching**

- If using recall 6, circulate/ check whole class understanding (on MWBs or equivalent) to ensure you are **collecting data** from this (**active monitoring**).
- Ensure you adapt your lesson appropriately to **respond to the results** of checking for prior knowledge.
- **Respond to misconceptions/ gaps in learning;** be prepared to reteach key concepts in other way if necessary (**say it three ways**).





## Retrieval practice

Quizzing, recall and memory activities to slow down the rate of forgetting!

### Students...

- have frequent opportunity to recall and strengthen key knowledge throughout the curriculum, not just topic to topic

### How teachers can facilitate this through The Elements

#### Curriculum and lesson planning

- Ensuring there are frequent opportunities for **interleaving retrieval practice throughout the curriculum** (e.g. retrieval grids in **booklets**, **MOR questions**, **checks for understanding** to include previous knowledge)
- Ensure, through thoughtful lesson planning, that opportunities for recall are **not limited to recall 6**.



#### Lesson Input

- Efficient use of **recall 6** to incorporate this into each lesson. Feedback from this is quick, unless you identify a key misconception (short and sweet, no time wasted).
- Use of retrieval grids in booklets.
- Do not limit retrieval to short, closed answers – challenge students and encourage students to give their answer in their own words, to check for understanding, not just repetition or regurgitation.



#### Responsive teaching

- **Collect data** from tasks that allow students to retrieve knowledge through checking for understanding:
  - ✓ **3,2,1 whiteboards** (or equivalent),
  - ✓ sample answers through **no hands up**
  - ✓ **spotlighting** (highlighting misconceptions through turn and talk or written work)
  - ✓ **active monitoring\*\*** when students are writing.
- Ensure you **respond to collected data** accordingly:
  - ✓ Purple pen self marking
  - ✓ Right is right
  - ✓ Probing questions
  - ✓ Reteach (either in the moment or in the future, depending on where this knowledge sits in the current learning sequence)



\*\*Active monitoring requires the teacher to circulate the room during any task that requires independent, written work, collecting data by looking for particular criteria in student answers.



## Processing knowledge

Do something with your new knowledge to help you understand it better.

### Students...

- Can recall basic/key knowledge and start to apply this.
- Can rephrase/ summarise new knowledge in their own words, in full sentence answers.
- Read and engage with challenging texts (where appropriate).
- Independently consolidate new knowledge through scaffolded tasks and show the teacher what they have understood.

### How teachers can facilitate this through The Elements

#### Curriculum and lesson planning

- **EXPLOSIONS** are used to determine how best to process knowledge for a particular topic. Use of the **Golden toolkit** should be considered for Golden students.
- **High quality, well-written texts** are built into booklets/ lesson resources. Challenging extended text is adapted for Golden Students.
- **Pre-plan high quality questions/tasks** that will check new knowledge has been secured by students. Scaffold with **Golden Toolkit**. **Pre-empt misconceptions**.



#### Lesson Input

- Use **high quality questioning** tools such as 3,2,1 whiteboards, no hands up, probing questions to appropriately check for understanding of new knowledge.
- Always insist on **full sentence answers** and 'match my volume'.
- Ask students to explain a key concept back to you, **in their own words**.
- Use **turn and talk** to allow students to rehearse answers and deepen their thinking.
- Ensure a **low floor, high ceiling culture** where misconceptions can be drawn out, mistakes are embraced, but all students are challenged.



#### Responsive teaching

- **Scaffold** questioning appropriately depending on the team in front of you.
- **If misconceptions arise, address them** at this stage.
- **Do not move on to independent practice too quickly**, without allowing students time to process knowledge – this may be different with different classes.
- Use **wait time** effectively to allow students enough time to pre-plan answers and formulate their own thinking before they respond to a question.
- **Alter the level of challenge** and time limits for tasks depending on the feedback from students.





## Guided practice

Work collaboratively with your teacher as you strengthen new skills.

### Students...

- Develop a mental model of what the end point looks like.
- Follow a set of sequential steps to make success inevitable.

### How teachers can facilitate this through The Elements

#### Curriculum and Lesson Planning

- **Pre-planned I do, we do, you do loops** to ensure students have chance to see what good looks like, and practice for themselves, before trying on their own.



I do



We do



You do

- Before guiding students through practice, ensure you **know the end point** you are looking for – what do you want out of the activity?



#### Lesson Input

- Facilitate short **I do, we do, you do loops** detailing each instruction clearly.
- **Insist on STAR** during teacher instruction.
- **Use of the visualiser** or teacher demonstration to model processes/ skills.
- Use **good models** (WAGOLL) to aid students mental model of what good looks like.
- **Thinking out loud**, teacher narrates their thought process.
- Ensure **clarity of what students should be doing, at all times** through front loading instructions, not overloading (too many!) instructions.
- Interspersing practice with **checks for understanding** (e.g. questioning, MWBs).



#### Responsive teaching

- **Alter the number of I do, we do you do loops** depending on feedback from class during checking for understanding. For example, if the class have not secured a key concept, conduct more guided examples before 'I do', if a class have grasped easily, decrease the scaffold.
- Add **scaffolding** where appropriate and depending on the students in front of you.
- **Do not move onto independent practice too soon**, use checks for understanding to inform this





## Independent practice

Using your knowledge and understanding to complete a piece of quality work independently.

Students...

- Develop a mental model of what the end point looks like.
- Follow a set of sequential steps to make success inevitable.

### How teachers can facilitate this through the Elements

#### Curriculum and Lesson Planning

- Use EXPLOSIONS and curriculum build time to **plan key independent practice tasks**.
- Ensure independent tasks provide a **high level of challenge** and require quality and resilience from students.
- Prepare a **success criteria** – what do you want the students to be able to do successfully during this independent practice?



#### Lesson Input

- Maintain high expectations for all students throughout independent practice, underpinned by a **low floor, high ceiling culture**.
- **Insist on resilience** and independence. If necessary, enforce **'no hands up'** and or **'closed books'** for the first section of independent practice.
- Deliver **success criteria** to students.
- Set high expectations of **beautiful work**.
- Use **\*teacher radar** to monitor independent work.



#### Responsive teaching

- **Scaffold** difficult tasks appropriately, either before the lesson or during the lesson.
- **Actively monitor\*\*** your class to collect data during independent practice. Ensure you know what you are looking for/ want to see from students during this time.
- If repeated misconceptions or mistakes arise during independent work, pull the class back, and **address misconceptions** appropriately.



\*Teacher radar refers to how and where you stand in the classroom to show students you are observing. \*\*Active monitoring refers to the collection of data as you move around the classroom.





## Reflect and respond

Thinking about what you have learned, what went well and what you could improve next time.

Students...

- have the opportunity to be reflective on their work, identify mistakes and improve quality.

### Curriculum and Lesson Planning

- **Identify tasks** that you would like pupils to reflect on and ensure there is a **success criteria** for these tasks.
- Ensure, through curriculum build, that your department is clear on **what high quality feedforward looks like in your subject**.
- **Sample mark** ahead of the class where necessary (or plan to **live mark** particular tasks).
- Plan **feedforward** sheets or reteach as appropriate, and ensure tasks are asking students to apply the knowledge or skill in a different context to ensure understanding has been secured after teacher 'reteaches'.



### Lesson Input

- Provide opportunities for students to feedback on their work (in **purple pen for written subjects**).
- Where appropriate, conduct **feedforward lessons** where students fill in, and complete tasks on their feedforward sheet as appropriate.



### Responsive teaching

- **Use live data (from active monitoring) to identify and address misconceptions** that arise during independent work (live or through sample marking).
- **Reteach** where appropriate.
- **Provide live feedback** in the form of **\*\*show call** and **\*\*\*spotlighting** as outlined below.
- Feedback technique is dependent on both the class and the task and is therefore scaffolded **appropriately**.



**\*\*Show call** - Display student work under the visualiser or get students to demonstrate a skill. This is effective in maximising rigour and accountability for independent work and highlighting beautiful work.

**\*\*\*Spotlighting** - Use data from student tasks (e.g. turn and talk) to highlight key answers that provide a learning opportunity for the whole class (e.g. misconceptions or model answers).

# How The Elements link to the...



Department  
for Education

## Teachers' Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.