

Teaching and Learning Expectations

Madginford Primary School

This framework aligns with our school values: **Challenge, Respect, Perseverance, Equality, Working Together, Curiosity, Independence**

1. Clear Learning Intentions and Success Criteria

- Lessons begin with explicit learning goals and shared success criteria so all pupils understand what they are learning and how success will be shown.
- Teachers regularly refer back to these during and after learning to support reflection, self-assessment, and improvement.
- Success criteria clearly define what secure understanding looks like and what greater depth may involve.
- All pupils are actively involved in reviewing the criteria and thinking about how to achieve them.
- Supports values of **Challenge, Independence, Curiosity.**

2. Prior Knowledge and Review (Rosenshine: Daily Review)

- Begin each lesson with a review of prior learning to activate understanding and check what pupils remember.
- Use questioning, discussion, and brief retrieval tasks to actively involve all pupils.
- Identify gaps in understanding and ensure foundational knowledge is secure before moving on.
- Include extension questions to challenge pupils who are already secure.
- Supports values of **Challenge, Curiosity, Perseverance.**

3. Explicit Instruction and Modelling (Rosenshine: Present New Material in Small Steps; Model Thinking)

- Provide clear, step-by-step explanations using worked examples, modelling, and think-aloud strategies.
- Break learning into manageable steps and check understanding at each stage.
- Use visuals, structured explanations, and clear language to support accessibility for all pupils.
- Build in frequent opportunities for all pupils to respond, ask questions, and process information actively.
- Supports values of **Independence, Equality, Curiosity.**

4. Adaptive Teaching (Inclusive and Responsive)

- Instruction, resources, and support are continually adapted to ensure all pupils can access, participate, and achieve secure learning.
- Use ongoing formative assessment to identify who is secure and who requires support.
- Provide timely and targeted support to address misconceptions immediately.

- Move pupils on as soon as they demonstrate secure understanding.
- Provide appropriate challenge for pupils ready to progress, ensuring tasks deepen thinking, reasoning, and problem-solving.
- Maintain high expectations while actively engaging all pupils in the learning process.
- Supports values of **Equality, Perseverance, Challenge**.

5. Guided Practice (Rosenshine: Guide Student Practice)

- Provide structured opportunities for guided practice with high levels of participation.
- Ensure all pupils are actively involved (mini whiteboards, paired discussion, group work).
- Monitor pupils continuously and intervene immediately if understanding is insecure.
- Move pupils on at different points based on their level of understanding.
- Introduce challenge through complex application, reasoning, and problem-solving tasks for secure pupils.
- Provide feedback during practice to correct errors and improve understanding in real time.
- Supports values of **Working Together, Challenge, Perseverance**.

6. Checking for Understanding (Rosenshine: Check for Understanding)

- Checking for understanding is systematic, frequent, and inclusive of all pupils.
- Use questioning, hinge questions, observations, and mini whiteboards.
- Ensure every pupil participates.
- Move secure pupils forward and challenge them appropriately.
- Provide immediate, actionable feedback.
- Supports values of **Challenge, Equality, Curiosity**.

7. Scaffolding and Gradual Release (Rosenshine: Provide Scaffolds for Difficult Tasks)

- Provide scaffolds to enable all pupils to access learning while maintaining high expectations.
- Gradually remove scaffolds as pupils become secure and independent.
- Encourage active participation and thinking during scaffolded tasks.
- Reduce support and introduce higher-order thinking challenges for secure pupils.
- Supports values of **Independence, Perseverance, Curiosity**.

8. Independent Practice (Rosenshine: Independent Practice)

- Provide sufficient time for independent practice once pupils are secure.
- Ensure high success rates to prevent misconceptions from embedding.
- Promote active learning by expecting pupils to think, reason, and apply skills independently.
- Extend tasks for secure pupils to transfer, problem-solve, or reason deeply.

- Provide timely feedback to secure and extend understanding.
- Supports values of **Independence, Challenge, Perseverance.**

9. Retrieval, Reinforcement, and Spaced Practice (Rosenshine: Weekly and Monthly Review)

- Build retrieval opportunities to strengthen long-term memory.
- Ensure retrieval tasks actively involve all pupils and vary in complexity to provide challenge.
- Revisit key knowledge regularly to maintain security and address gaps.
- Supports values of **Perseverance, Curiosity, Challenge.**

10. High Expectations, Inclusion, Active Participation, and Challenge

- Set ambitious expectations for all learners.
- Ensure all pupils are actively engaged, included, and achieving secure understanding.
- Move pupils on and provide challenge through reasoning and application.
- Promote a classroom culture valuing active participation, effort, persistence, and responding to feedback.
- Supports values of **Challenge, Equality, Working Together, Respect.**

Non-Negotiables

- All pupils are actively engaged and participate in learning tasks.
- Teaching is adapted so all pupils achieve secure understanding.
- Pupils who are secure are moved on and appropriately challenged.
- Feedback is timely, specific, and used to improve learning immediately.
- No pupil is left behind and no pupil is held back.
- Supports all school values: **Challenge, Respect, Perseverance, Equality, Working Together, Curiosity, Independence.**