Teaching & Learning Framework

'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them' (EEF)

Teaching and Learning: 'The way we do it here'.

This framework sets out a clear, shared understanding of what effective teaching and learning look like at Carrington and provides teaching teams with a practical toolkit of strategies to support high-quality teaching. It serves as a foundation for consistent, evidence-informed and effective teaching across the school, with the ultimate aim of improving outcomes for every child. It also acts as a scaffold for professional development, reflection, and coaching conversations, guiding teachers in their ongoing growth and supporting a collaborative culture of continuous improvement.

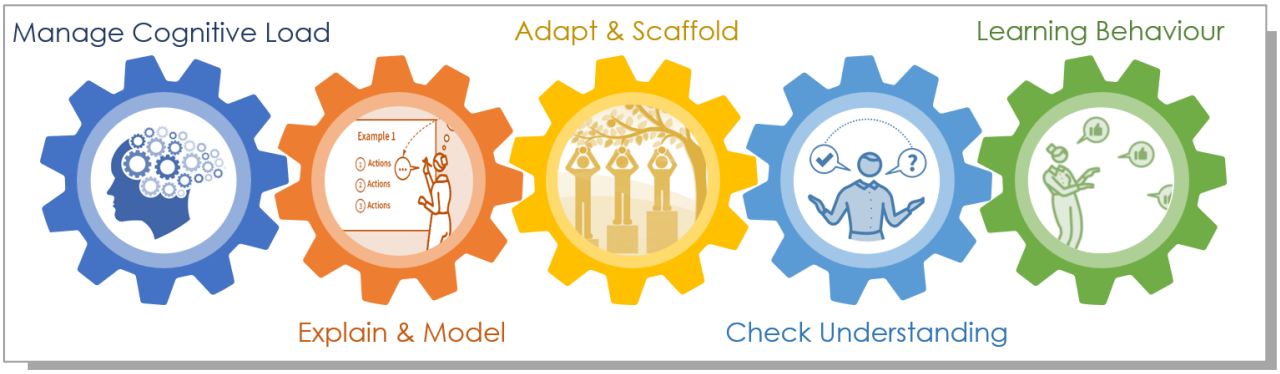
Teaching Philosophy

- High expectations are maintained for all and there is no ceiling placed on learning for any child.
- Learning partners, starting points and teacher focus groups are not fixed but flexible.
- Teachers are responsive to the needs of the children and lessons are constantly under review and adapted when necessary.
- The best teachers are the best connection makers – new learning is explicitly connected to prior knowledge from across the curriculum
- Success is not only measured by academic progress, but also in personal growth and achievement.
- Every child is seen, feels valued and their achievements celebrated.
- Every child has the right to a disruption-free, safe space to learn and thrive.
- Children are not passengers – they take an active role in their learning. They need hands-on experiences and the opportunity to think critically, solve problems and participate in collaborative learning,
- Embodied learning is embraced, where concepts are expressed through action and movement, enabling all children to engage with ideas
- Classrooms must be safe environments where mistakes are embraced and valued as part of learning and growth, trust
- Story-telling is integral and leads to an emotional connection to learning and stronger retention of knowledge.
- Teachers are learners too and model this explicitly to children— reflecting, innovating, and improving their practice continually.
- Lessons are driven with clarity by the core knowledge intended for children to learn.

Planning and preparation

- What is the core knowledge to be learned?
- What resources are required to enable all children to access learning with clarity and confidence?
- What are the likely misconceptions that children may hold and how will you both provoke these and overcome them?
- What adaptations will be needed to enable all children to access the learning, including those children with additional learning needs?
- How does this new learning connect to previous learning and prior knowledge? How will you make this connection explicit?
- How can the teaching team best work together to deliver the new learning and support all children to be successful?
- What key questions will you ask to check children's understanding?
- What will you do if a child or group of children do not grasp the new learning? How will you respond and adapt your lesson? Is the classroom set up for such an adaptation? E.g., Have you identified a space that you can facilitate additional guided practice with a small group while the other children work independently?
- What if any children already have a sound grasp of the new learning?

Teaching and Learning Toolkit

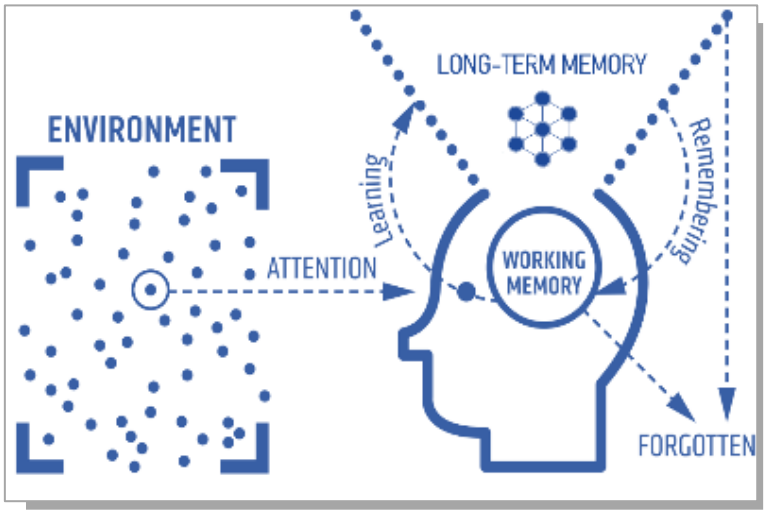


Adapted from 'Teaching WALKTRHUs' (T. Sherrington, O. Caviglioli)

- These strategies are prioritised in professional development time to support teaching teams to use them effectively and consistently.
- The elements and strategies set out are not a 'tick list' and must not be mechanically applied without careful reflection of points under 'planning and preparation' or without the conditions set out under 'Teaching Philosophy'.
- Strategies have maximum impact when they are practiced, developed and embedded as absolute routine, becoming the 'default mode' of teaching.

Managing Cognitive Load

This is it; this is how children learn.

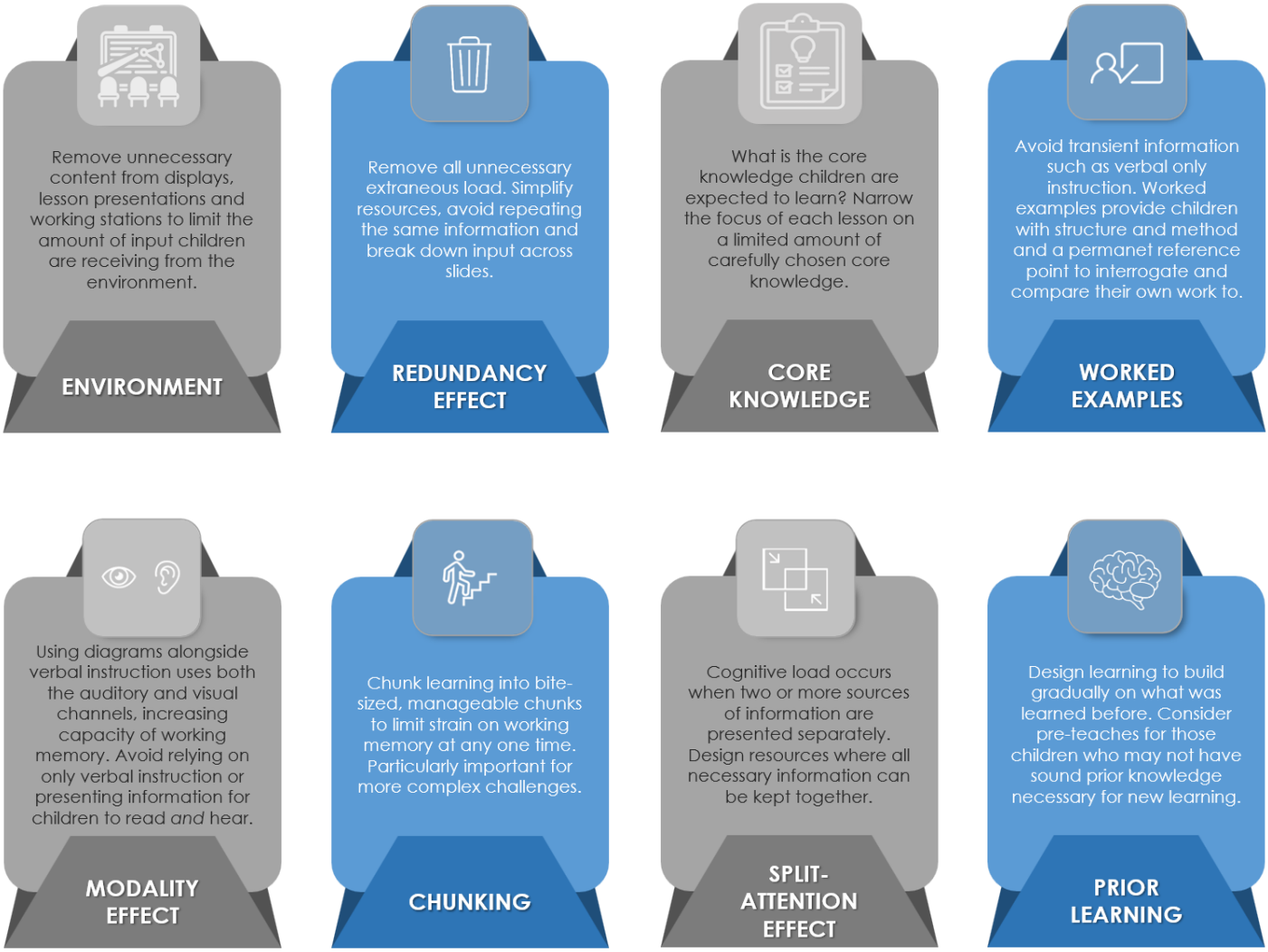


('Sweller's Cognitive Load Theory in Action' O. Lovell)

- Children will only think about what they attend to. Information in the environment we pay attention to is drawn into our working memory.
- The capacity of the working memory is extremely limited.
- 'Cognitive load' is anything that takes up the capacity of our working memory.
- New information takes up more working memory than familiar information.

- The working memory can be filled with:
  - 'Intrinsic Load'; the core learning taking place, the load we want our students' working memories to be occupied with
  - 'Extraneous Load'; the manner and structure of instruction, drawing students' working memory away from the core learning
- To increase learning, we must reduce extraneous load and optimise intrinsic load.
- This understanding should guide deliberate choices about lesson content, task design and the learning environment. (O. Lovell, '*Sweller's Cognitive Load Theory in Action*')

Teaching Strategies to Manage Cognitive Load



(Adapted from *'Sweller's Cognitive Load Theory in Action'* by O. Lovell)

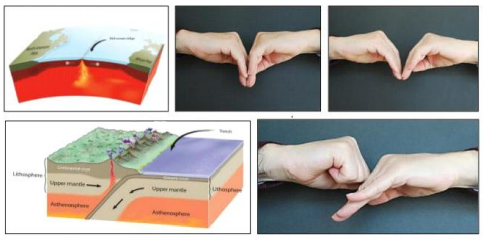
Embodied Cognition

Adapted from 'The Extended Mind in Action' by Annie Murphy Paul.

Movement;	Stillness;
• Boosts attention, decision making and increases in working memory. • Can help us get ready for learning.	• Often linked with focus and hard work. • Increases cognitive load significantly. • Ignoring natural urges to move uses up limited capacity

- '**Gesturing** improves understanding and boosts memory'.

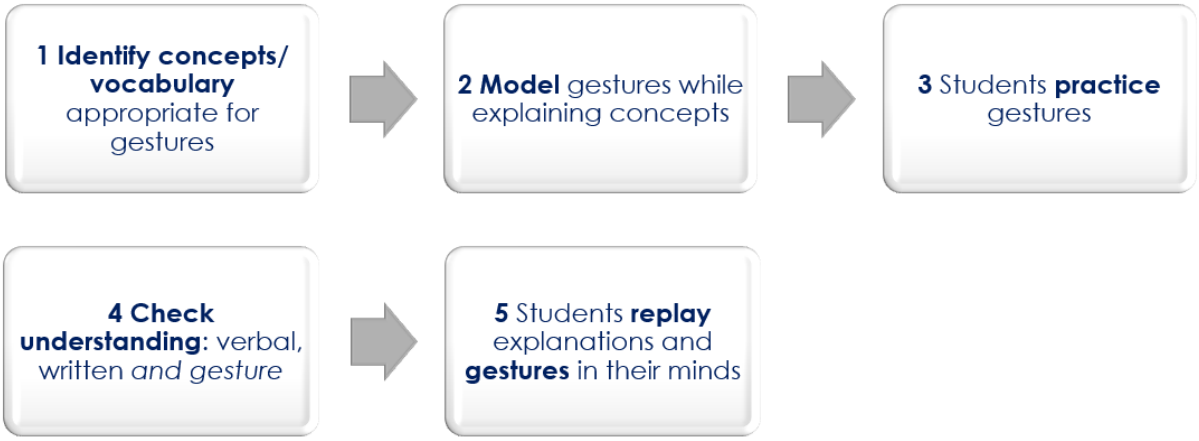
Gestural Foreshadowing	Beat Gestures	Designed Gestures
• Using our bodies to express a concept not yet fully formed • Ideas show up in gesture before they show up in our words • On the cusp of understanding, it is our hands that do the talking	• Hand gestures that are used to emphasise key points in a phrase • Alert the listener of meaningful communication	• Provides an additional memory trace • Reinforces memory, even if we do it while hands are hidden from view • Help to outline concepts which are hard to capture in words alone



Why use gestures?

- Boost students' vocabulary
- little-to-no cost on working memory
- Improves understanding and boosts memory

Incorporating gesture into teaching.

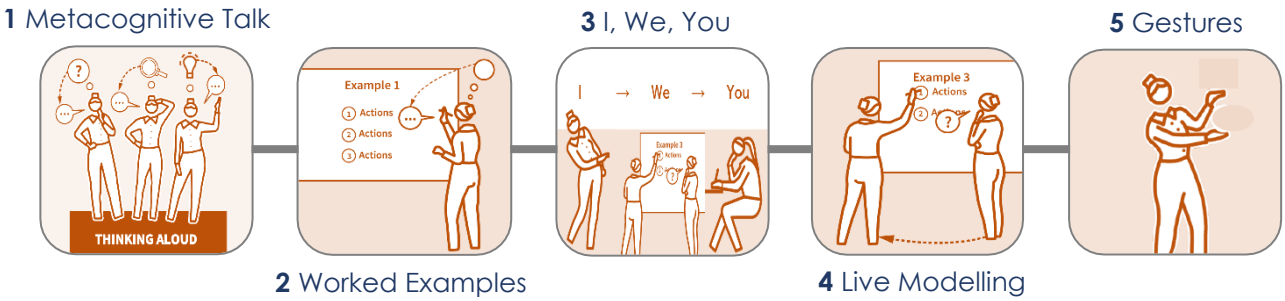


Incorporating Different Types of Movement Into Teaching

- Our bodies help us to translate new, unfamiliar vocabulary
- Information is better remembered if we are moving
- Reproducing a movement we have associated with a concept or word helps us to remember it later.
- 'The brain is not a detached observer of the world; it is an active participant that uses the body's actions to help it think, learn, and reason.' (Beilock, S. *How the Body Knows Its Mind: The Surprising Power of the Physical Environment to Influence How You Think and Feel'*)

Congruent	Act out the exact meaning e.g., physically moving along a number line or hundred square.
Novel	Experiencing a new movement and feeling physical effects.
Self-referential	Imagining being part of a process e.g., particles in changing state / blood cells in circulation.
Metaphorical	Movement in relation to using metaphors.

Explain & Model



1 Metacognitive Talk

'*Think like a beginner*' and '*tap into your long-lost novice*'

- Adults should 'think aloud' when modelling.
- Narrating thought processes makes the implicit explicit.
- Metacognitive talk should be used to model how we *plan, monitor and evaluate* our learning through any given problem and enable children to think strategically about their own learning.
- Particularly useful during the live-modelled 'I' phase of 'I, We, You'
- Anticipate misconceptions – metacognitive talk should increase when modelling trickier steps

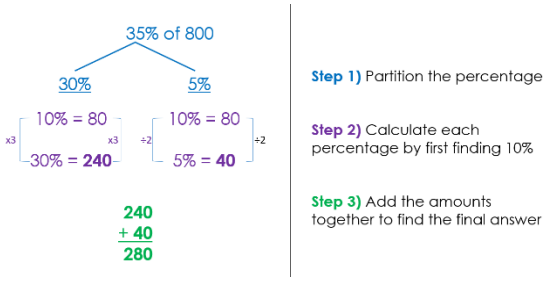
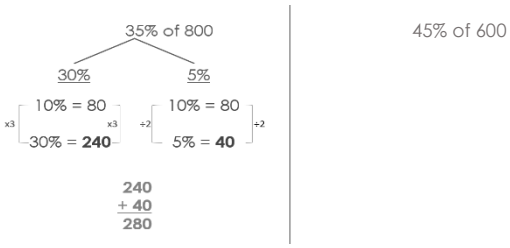
Questions such as those below should be posed and answered out-loud during modelling of new learning:

- What do I already know that will help me with this problem?
- Where is the most logical place to start?
- I don't want all the information in my head so I am going to label the diagram...
- Ok, so what is the next step?
- What is the most efficient method to use?
- Let me check my plan – is there anything I have missed?
- If I read this sentence, does it have the right effect on the reader?
- Does my sentence meet the success criteria we agreed on? Let's check.
- Now I just need to check and see if I have fully answered the question…

2 Worked Examples

- The scaffolding of learning through worked examples can reduce demand on working memory, particularly when pupils are learning new information.
- '…cognitive load is reduced if we learn the overall method separately from trying to apply it to a particular question. Once we know the method, it is easier to apply it successfully. Teachers should make sure they're providing enough worked examples' (Sherrington, T. (2019). *Rosenshine's Principles in Action*.)
- Examples should model a method being used efficiently, clearly broken down into steps and modelling the high standards expected of children.
- Worked examples can and should be used across the curriculum in the form of:
  - ✓ Modelled sentences or extended writing (WAGOLL)
  - ✓ Modelled diagrams
  - ✓ Modelled calculations
  - ✓ Modelled answers to questions

Using a *split-screen*:

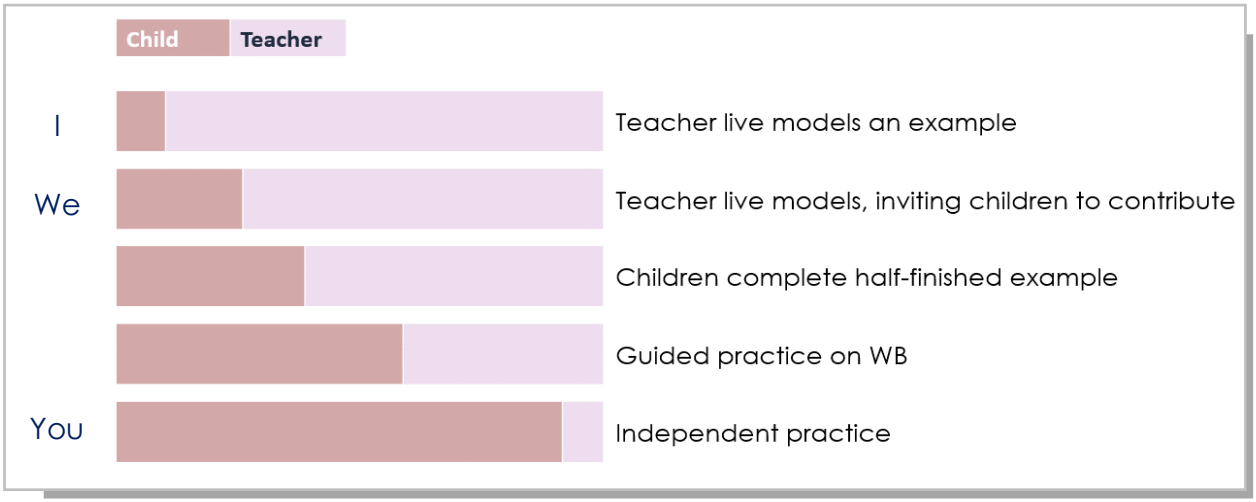
Splitting a screen or page in half, with a worked example on one side and the success criteria on the other.	Splitting a screen or page in half, with a worked example on one side and a practice question for pupils on the other.
	

* It is important to consider the 'split-attention' effect; an increased demand on cognitive load when information and pupils' working is in separate places. Worked examples can be in books or on tables so pupils do not need to constantly refer to the teaching board.

3 I, We, You

When modelling new learning, teachers and teaching assistants follow the structure 'I, We You'. Children see new learning modelled effectively by an adult and have a chance to practice under close supervision before working independently. This form of 'Cognitive Apprenticeship' allows children to build understanding gradually, developing confidence and fluency.

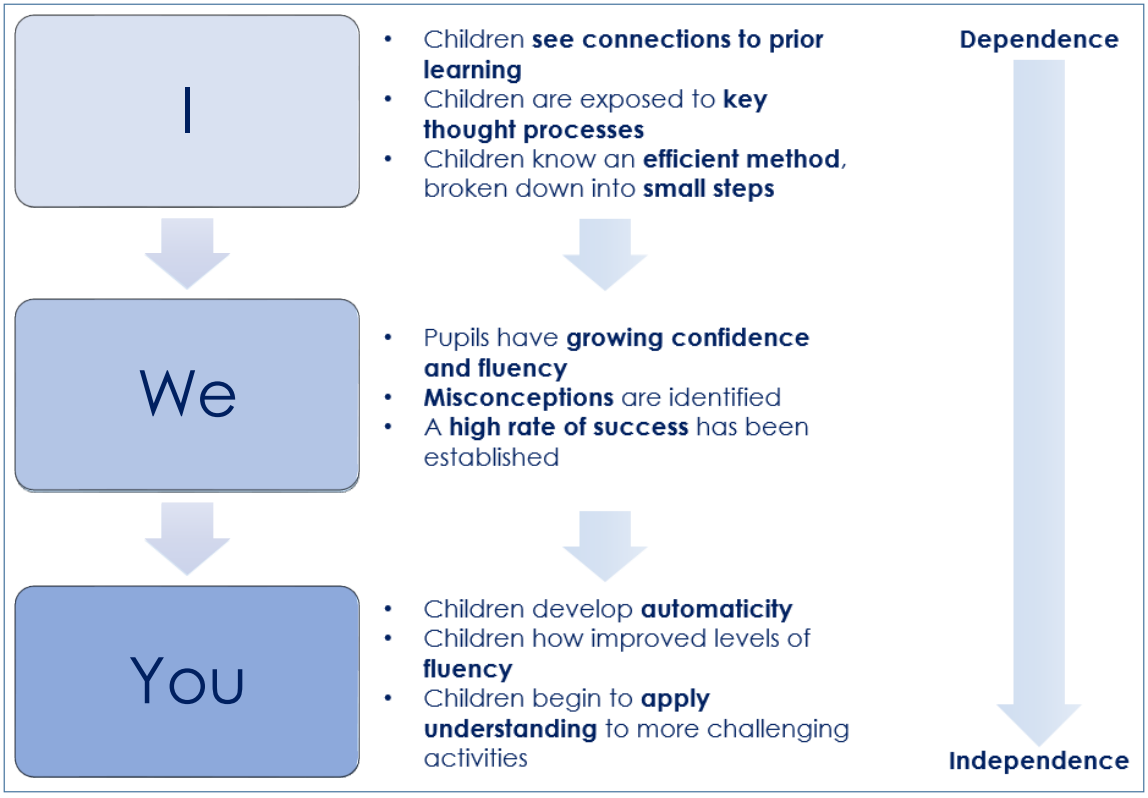
The purpose of 'I, We, You' is to allow children to move gradually from dependence to independence with confidence and understanding.



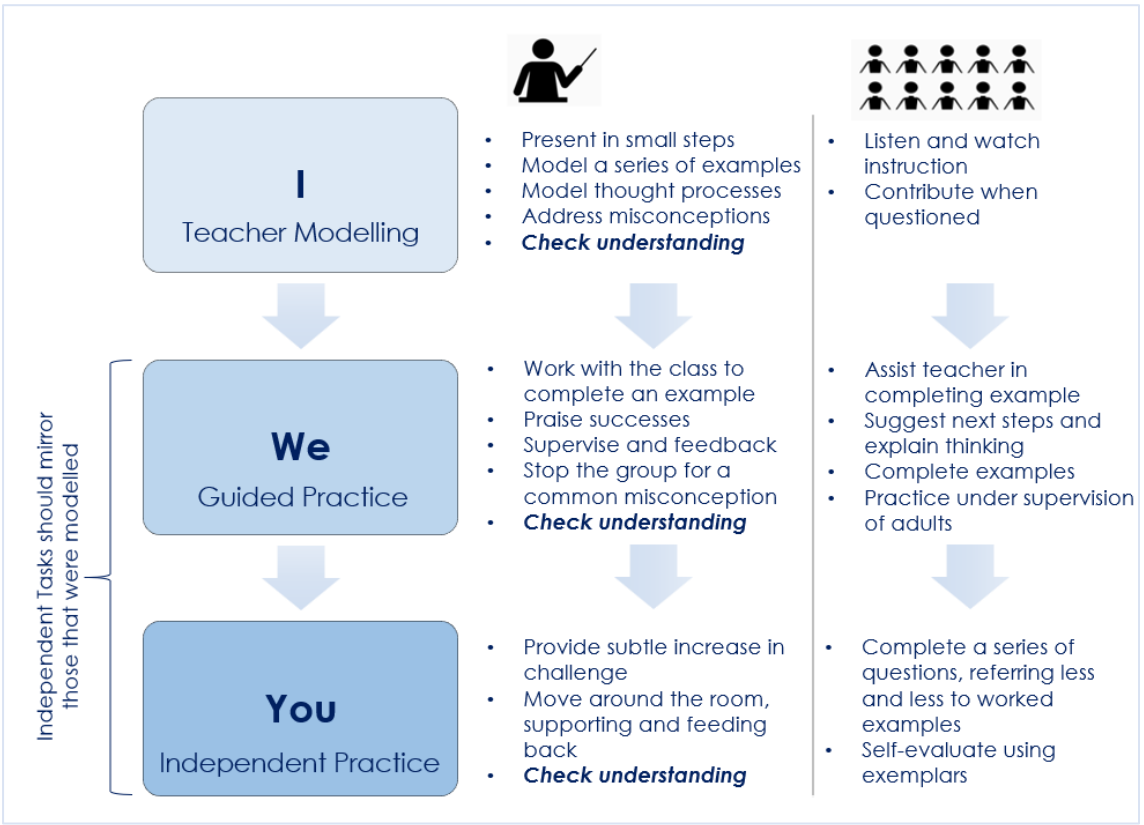
Adapted from Education Endowment Foundation (EEF) (2023). *Seven-step model: Teacher habits that support independence (habits tool)*. Available at: Education Endowment Foundation.

At every stage, adults check for understanding. This must be done throughout the lesson to ensure the 'I, We, You' model does not become mechanistic but is used responsively to meet the needs of the children in any given lesson.

The purpose of each stage in 'I, We, You' is demonstrated here:



At each stage, there are *clearly-defined expectations* of both the adults and the children.



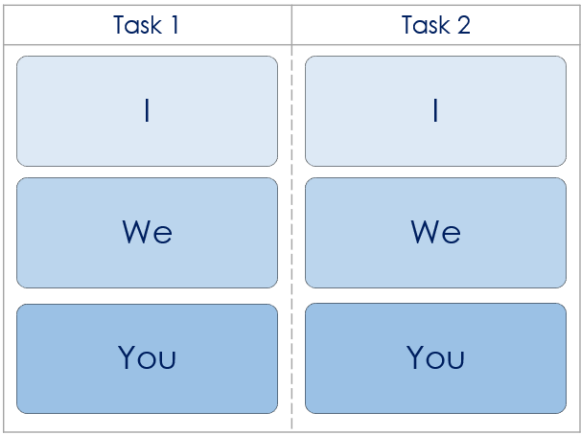
We (Guided Practice)

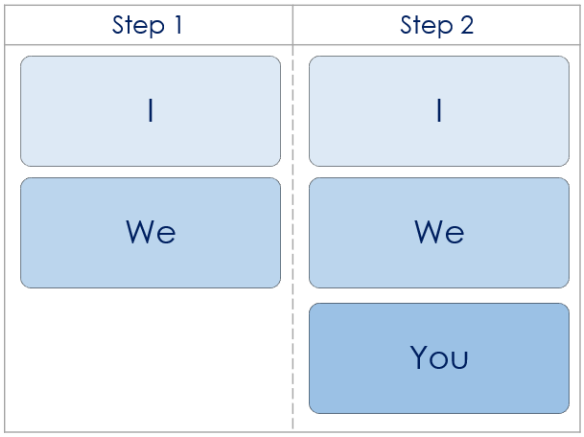
Here are just some activities that may be used in effective guided practice, often with children working in partners or on 'show me boards.' Not every activity is used in every lesson. Adults will decide which would be most appropriate based on the content and complexity of the new learning.

Teacher and children complete an example together	Children follow steps to complete their own examples
Children finish a partially-completed example	Explore and explain a non-example as a group

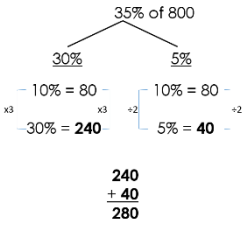
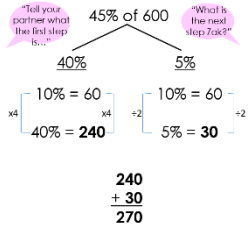
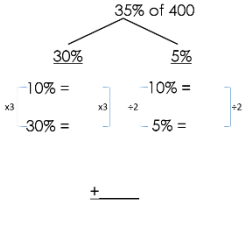
Chunking Learning

During certain lessons, where new learning may be particularly complex or involve a number of steps, it is common for children to experience cognitive overload (where children are holding too much new information in their limited working memories). In these lessons, teachers may scaffold by splitting learning into manageable 'chunks'. The 'I, We, You' structure can then be adapted to reflect this. Two examples of this are below.





'Faded' worked examples can play a key role in the progression through 'I, We, You'

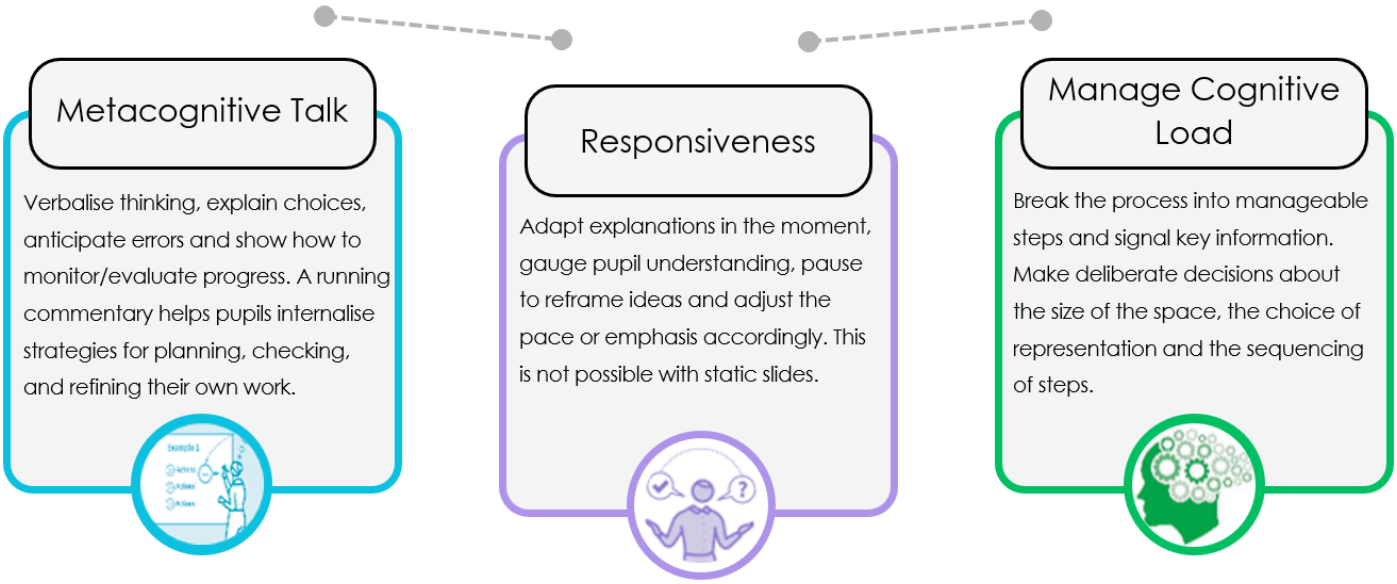
I	We			You
			35% of 400	1) 2) 3) 4) 5)
Adult live models a worked example while the children watch and listen	Adult live models another example, cold-calling on children to contribute	Children are given a partially-completed example to finish	Children work through a question on whiteboards, referring back to worked example for support	Independent practice: children complete a series of questions applying the method modelled in worked examples

Child Teacher

4 Live Modelling

- Makes expert thinking visible in real time.
- While prepared slides can present polished, efficient explanations, they often conceal the decision-making, misconceptions, and adjustments that underpin successful learning.
- In contrast, live modelling allows pupils to see *how* and *why* a process unfolds, not just the final outcome.

Active ingredients of effective Live Modelling:



5 Gestures: *Pages 4 and 5*

Adapt and Scaffold

- 'An inclusive school 'removes barriers to learning and participation' (EEF), and this principle underpins the need for thoughtful adaptations that ensure all pupils feel 'seen, understood and safe'.

- 'Teach to the top and scaffold up, rather than differentiate down.' (Teaching Walkthrus, T. Sherrington) High expectations must be maintained for all learners. Rather than lowering the level of challenge, teachers provide support through adaptations and scaffolds to aim for every child can access that ambition.

The following adaptations make up a toolkit of universal support in classrooms:

Communication & Interaction

- Vocabulary mats
- Chunked instructions
- Explicit vocabulary instruction
- Structured talk partners
- Sentence stems
- Reduction of verbal overload
- Predictable, consistent routines
- Built-in processing time
- Rehearsal of responses
- Seating: peer models or groups with adult support

Cognition & Learning

- Writing frames
- Sentence starters
- Multi-sensory teaching approaches
- Reduction of work quantity
- Chunk tasks in small steps
- Individual retrieval practice
- One-to-one check-ins
- Teaching assistant support
- Consistent font in class materials

Social, Emotional & Mental Health

- Calming strategies & check-ins
- Predictable adult responses
- Taught emotional literacy
- Pupil voice and choice
- Individual movement breaks
- Brain breaks: book corner, cushions, blankets
- Personalised praise targets
- Extra time in transition moments
- Accept non-verbal responses
- Walks/jobs out of the classroom

Sensory & Physical

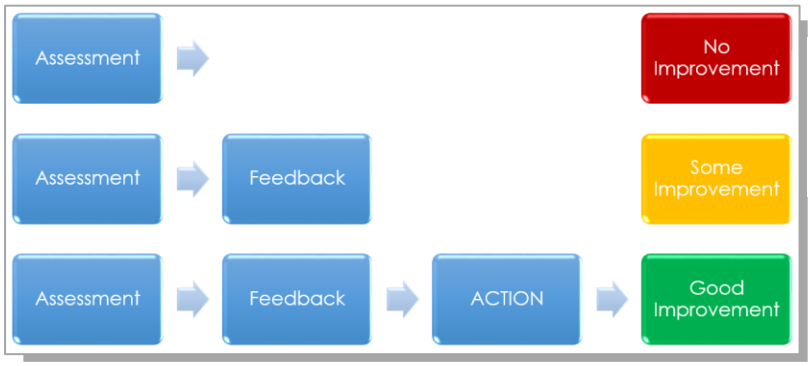
- Personalised seating: quiet area, wobble cushion,
- Sensory tools: ear defenders, fidget
- Adapted equipment: pencil grip, supported scissors, thicker pencil
- Individual rest breaks
- Toilet break reminders
- Coloured slides on IWB
- No unnecessary content on display and on tables

Signpost to relevant provision mapping documents for your school

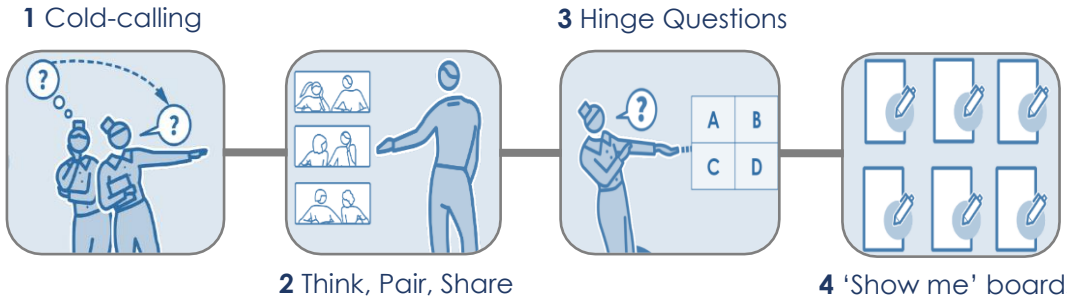
Check Understanding

- "Pupils do not learn what we teach them" (D. William)
- "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [or her] accordingly" (Ausubel)

Assessment for learning is not a checklist of actions and it is not a post-mortem. It is the lifeblood of effective teaching. All adults at Carrington are 'Responsive Teachers': adults should use assessment strategies to adapt teaching in the moment, guide meaningful feedback and to inform future planning.



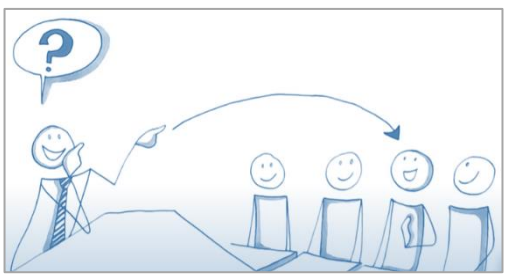
Adapted from 'Simplicitus: The Interconnected Primary Curriculum & Effective Subject Leadership' (E. Turner)



1 Cold calling

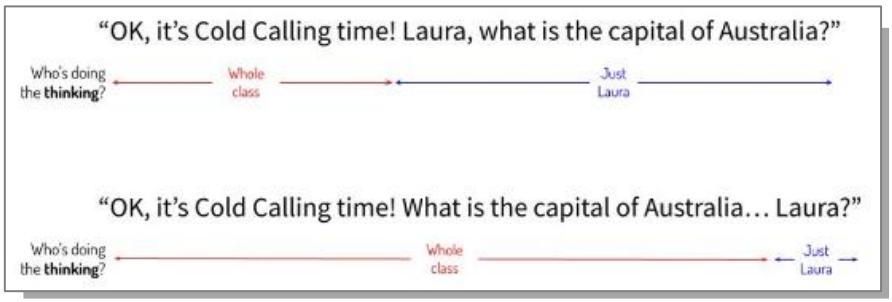
All students should engage in pupil-teacher dialogue with time to think and not be allowed to hide, dominate or be overlooked. Cold-calling (targeted questioning with no hands up) should be used as a default mode of questioning and has the following benefits:

- Increases attention / engagement
- Shy or reluctant learners have more voice
- Participation from every child



Key ingredients of effective cold-calling:

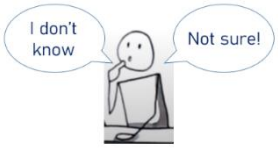
1 Ask the whole class first



Putting a question to the whole class first before calling on one child to answer ensures every child is paying attention and engaging with the question. This increases the active thinking and participation of every child.

2 No opt-out

When cold calling, a child may not want to engage, particularly if it is something new or not routine. Come back to the child so that they will be expected to contribute at some point.



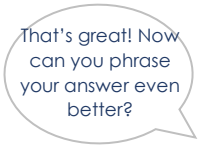
a) Teacher answers and student repeats
b) Peer answers and student repeats
c) Teacher hints and student answers
d) Peer hints and student answers

3 Allow wait time

Children may experience a high strain on cognitive load (bottle neck) when called upon to answer a question. Give them time to answer.

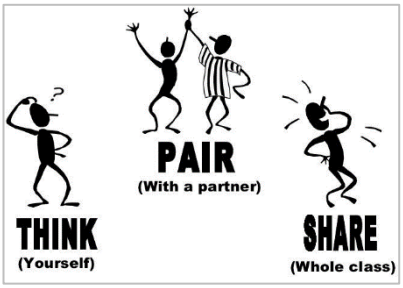
4 'Say it again better'

It is common for an answer to be 'half-cooked' first time round. Inviting a child to rephrase and say it again will support them to refine their answer, adding depth, accuracy and sophistication



Think – Pair - Share

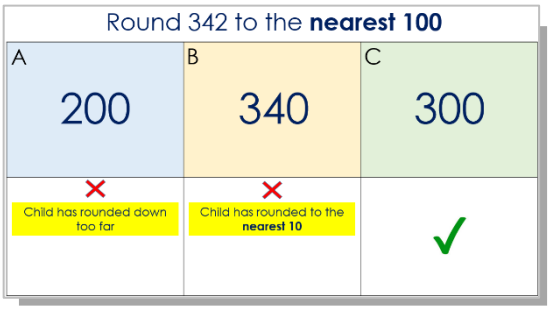
Think, Pair, Share is a tool to increase dialogue and collaboration between children. It also allows children to practice and rehearse explanations in a lower stakes situation and get feedback from their partner. Adults should cold-call a pair to share their thoughts with the whole-class to give the 'think and pair' stages clear purpose.



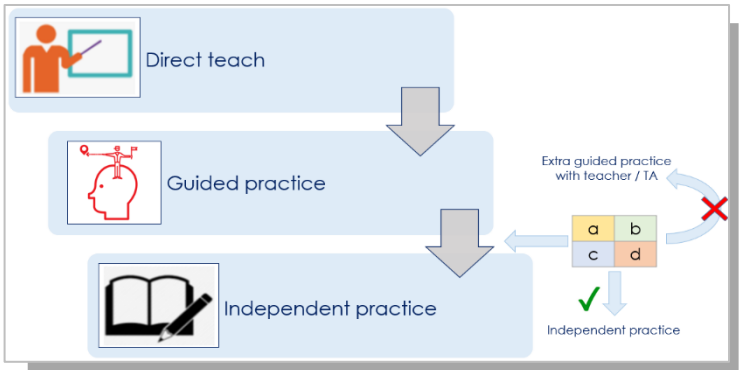
Hinge Questions

At key 'hinge points' in lessons, such as between guided and independent practice, hinge questions can be asked to establish levels of understanding. They should be short and snappy to facilitate with the following key ingredients:

- Multiple choice (competitive answers)
- Whole-class response (show me boards)
- Incorrect answers reveal anticipated misconceptions
- Used at hinge points (between tasks or chunks of learning)



Answers should be gathered and used to adapt teaching in-the-moment, providing extra guided practice, more scaffolding through resources or additional adult support for those demonstrating incorrect answers/specific misconceptions.

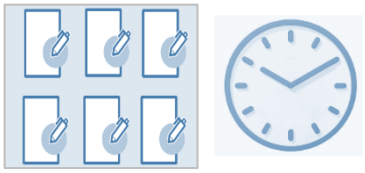


If children answer the hinge question correctly, they continue with independent practice.

Children answering incorrectly receive extra guided practice.

Show Me Boards

'Show me boards' are a simple, effective way of eliciting evidence of understanding from the whole class. With the following key ingredients in place, this strategy will reveal common errors and misconceptions, interesting alternative responses to explore and a quick and clear picture of the range of understanding across the class. Key ingredients:

Set the question alongside a timeframe	Build in thinking time	Rehearse routine for 'show me'
		"3... 2... 1... Show me"
Be clear about what children should produce and an amount of time to complete	Give children time to reflect on their answer before revealing to the class	A disciplined routine that ensures answers are revealed/put down at the same time is crucial to build an honest, usable picture of understanding