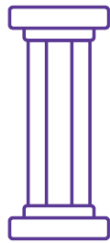# Mulberry
Academy Woodside

The Woodside Way

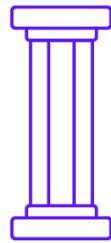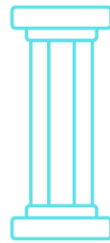**Six Pillars of Teaching and Learning at Mulberry Academy Woodside**

| Curriculum Thinking | Climate for Learning | Priming for Learning | Clarity of Instruction | Making Knowledge Stick | Responsive Teaching |

Our approach to teaching is based on the following research:

Barak Rosenshine's Principles of Instruction
Teach Like a Champion, Doug Lemov
Responsive Teaching, Harry Fletcher-Wood
Teaching Walkthrus, Tom Sherrington
Disciplinary Literacy, Katherine Mortimer
Huh Curriculum Conversations, John Thomsett
EEF Guidance Reports on Literacy, Metacognition, SEN and Behaviour
Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology John Dunlosky , Katherine A. Rawson1 , Elizabeth J. Marsh , Mitchell J. Nathan3 , and Daniel T. Willingham

Our Instructional Coaching programme driven via StepLab allows coaches and teachers to work collegiately to improve the micro elements that make up effective teaching and establish the conditions for powerful learning in all classrooms.

The Woodside Way

At Mulberry Academy Woodside, our intent is to create a dynamic and inclusive learning environment that embodies our core values of pride, kindness, and respect. We are committed to fostering a nurturing community where students and educators collaborate, grow, and thrive. The pillars of our teaching and learning philosophy uphold our commitment to our community and underpin the strategies that are used consistently to ensure all students are engaged, challenged, and supported.

Curriculum Thinking

Planning for excellent learning

1.1 The teacher demonstrates adaptive teaching: planning prior to the lesson and adjusting practice during the lesson

1.2 The teacher has a deep subject knowledge that enables them to plan and teach core knowledge and threshold with clarity and precision.

1.3 The planned lesson is ambitious and is clearly part of a sequence of learning.

1.4 Effective disciplinary literacy is planned for, and teaching allows students with of all reading ages to participate.

1.5 The planning of the lesson takes account of the need to use metacognition to develop self-regulation

1.6 It is evident that key vocabulary is pre planned and teachers use word lists, checklists, or knowledge organisers to champion independent vocabulary acquisition.

Climate For Learning

Creating the optimum conditions for learners to thrive

2.1 The adult positively greets students from the threshold of the lesson whilst explicitly narrating positive behaviours and visibly watching student's movements into the classroom.

2.2 Simple, controlled routines around registers, Do Now, equipment and journals are evidenced in the classroom.

2.3 Consistent application of all aspects of the school's behaviour for learning policy and the adult behaviour blueprint is standard.

2.4 The adult models and explicitly teaches learning behaviours alongside managing misbehaviour.

2.5 Appropriate approaches are used to meet the needs of individuals in the school whilst ensuring the highest expectations.

2.6 In the classroom there is a clear exit routine which is simple, controlled and positive.

Priming For Learning

Outlining the learning journey

3.1 Engaging, thoughtful retrieval practice is effectively used to activate prior knowledge as part of a Do Now task.

3.2 Learning intentions for the lesson are well planned, concise, and focused on the important knowledge that children need to know at the end.

3.3 Engage students in explicit exposition and discussion when clarifying learning intentions and success criteria. This contextualises their learning, promotes metacognition and articulate the bigger picture.

3.4 We explicitly teach new vocabulary using specific models: Frayer/ Call and Response/ Etymology/ Morphology/ Prefixes and Suffixes

3.5 Guided reading, chunked reading tasks and pre-teaches challenging vocabulary before reading academic texts.

3.6 Provide concrete examples or models that illustrate the learning intentions. This can help students with SEND needs or those for whom English is an additional language visualise and comprehend what is expected of them.

Clarity of Instruction

Communicating expectations clearly

4.1 The teacher explicitly models through a range of verbal, written and visual approaches through the effective use of dual coding.

4.2 Reading of academic texts (fiction and nonfiction) is teacher led, fluent and students are expected to engage through active reading strategies like check and line/ choral reading.

4.3 The teacher is explicit about expectations in all learning tasks and routinely checks for understanding before students begin.

4.4 The teacher demonstrates excellent knowledge of cognitive load theory by presenting new concepts and knowledge in small, manageable chunks.

4.5 Questioning is planned, varied and challenging. There is 'no opt out' and all students are questioned in appropriate methods including cold calling, targeted questioning, and whole class questioning.

4.6 Exposition is scripted where necessary to ensure detail, clarity and to manage the cognitive load of both teacher and students.

4.7 Subject specific oracy strategies promote accountable, impactful talk in class.

Making Knowledge Stick

Embedding learning in the long-term memory

5.1 Homework is well planned, thoughtful, and utilised to consolidate learning over time.

5.2 The teacher explicitly models writing constructions and provides challenging, high-quality models. The teacher engages the students in the process of 'I do' allowing them to visualise success.

5.3 Expert guided practice is used to support students to apply the knowledge and concepts in a scaffolded way. The teacher engages the students in the process of joint construction or 'we do' gradually building independence.

5.4 Independent practice is supported and scaffolded with every student able to apply their learning in the lesson. Handover to students is gradual and flexible where needed during the 'You do' phase of modelling.

5.5 Repetition and rehearsal of key concepts and new vocabulary is visible, regular and a standard part of the learning process.

Responsive Teaching

Gathering information and acting on this

6.1 Adaptive teaching practice is evidenced through utilisation of TA's, learning passports and quality first teaching practices

6.2 Feedback is used in line with departmental policies and demonstrates incorporation of metacognitive approaches to aid student self-regulation and create a feedback loop where students respond and move forward in their learning.

6.3 The teacher uses literacy marking to challenge and improve literacy - focused on spelling, capital letters and basic punctuation.

6.4 The teacher checks understanding throughout the lesson with a range of formative assessment strategies including hinge questions, MCQ's, MWB's and questioning.

6.5. The intended learning outcomes for the lessons are concisely planned and adapted to ensure that learning can be tested at the end of the lesson using appropriate formative assessment approaches.

6.6 Lesson planning and learning outcomes are adapted continuously to address misconceptions, challenge students, and build independence.

Cognitive Load Theory

Cognitive load theory is not a theory of everything. It's a theory of how we process information and how we facilitate instruction. Dylan Wiliam has described cognitive load theory as 'the single most important thing for teachers to know'. Cognitive load theory uses knowledge of the human brain to design teaching strategies that will maximise learning. It provides theoretical and empirical support for explicit models of instruction, in which teachers show students what to do and how to do it, rather than having them discover or construct information for themselves. Cognitive load theory is about optimising the load on students' working memories to help maximise their learning.
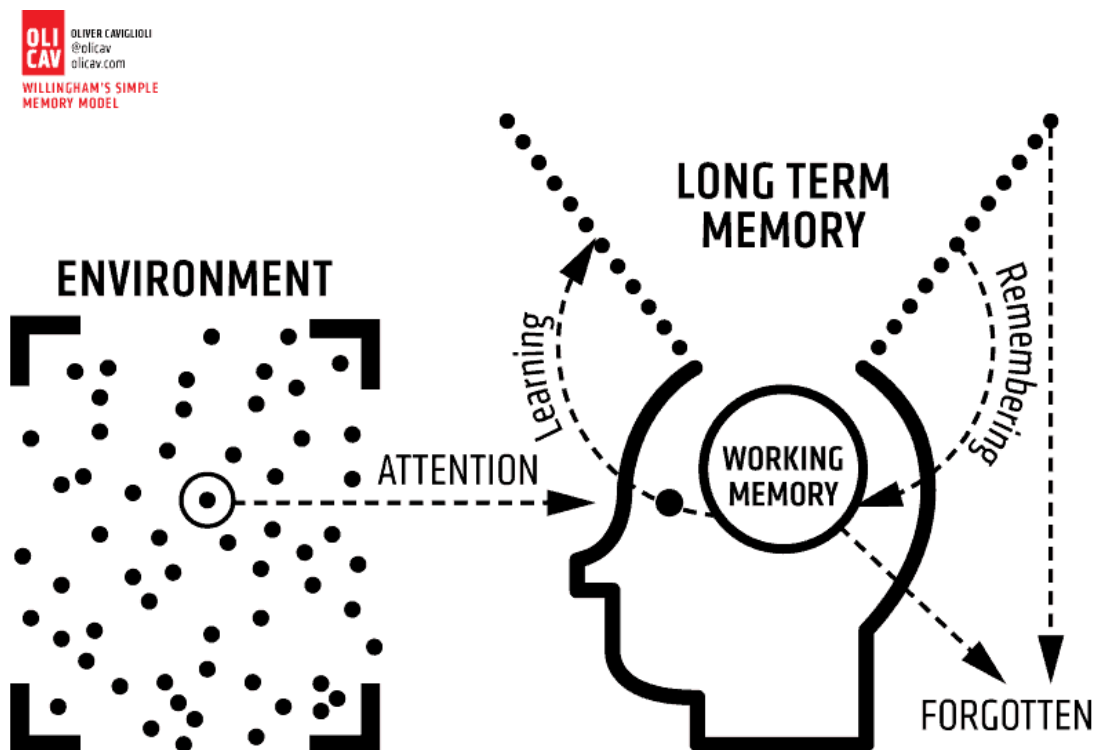
The Brain and Memory

The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information.

Information is processed in the working memory, where small amounts of information are stored for a very short time. The average person can only hold about four 'chunks' of information in their working memory at one time.

Long-term memory is where large amounts of information are stored semi-permanently. Information is stored in the long-term memory in 'schemas', which provide a system for organising and storing knowledge.

If a student's working memory is overloaded, there is a risk that they will not understand the content being taught and that their learning will be slow and/or ineffective.

With extensive practice, information can be automatically recalled from long-term memory with minimal conscious effort. This 'automation' reduces the burden on working memory, because when information can be accessed automatically, the working memory is freed up to learn new information.

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WILLINGHAM'S SIMPLE MEMORY MODEL

LONG TERM MEMORY

ENVIRONMENT

ATTENTION

Learning

Remembering

WORKING MEMORY

FORGOTTEN

Three Types of Cognitive Load

Sweller's study went so far as to mention three types of cognitive load. These three categories make it easier for us, as teachers, to adapt our teaching methods to different learning styles.

1. Intrinsic Cognitive Load

Put simply, intrinsic cognitive load is just the difficulty of the subject, topic or information that's being learned.

This makes intrinsic cognitive load difficult to control in mixed-ability classes, but it's something you should still consider when teaching new topics.

2. Extraneous Cognitive Load

This is the easiest type of cognitive load to control inside the classroom. Extraneous load refers to the materials you use and the learning environment of your students.

Extraneous cognitive load takes into account the quality of teaching materials. For example, this could be how relevant the content is in relation to the topic, or the complexity of the wording in the teaching resource. It also accounts for distractions in the classroom that might affect students' learning.

3. Germane Cognitive Load

The final type of cognitive load covers the moment when it all finally clicks. Germane load looks at when a student's working memory is able to link new ideas with information in their long-term memory. It's that 'Eureka!' moment.

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