



Hayward's Farm School and Northcroft School

***"Be Safe, Belong, Be Inspired"***

## **Our school's pedagogy:**

### **Rational**

Research has found that students need broad reading and extensive practice to develop well-connected networks of schema in their long-term memory (Rosenshine).

At Haywards Farm School and Northcroft School we know and understand the more we review and rehearse information the stronger the interconnections between materials becomes. The more we practice, the better the performance. Memory is strengthened when we can generate information from memory – not just restating it but using our own words. Telling someone what we have learned is a powerful tool to improving our memory.

Every Student should be given the opportunity to access learning that is suitable to meeting the needs of their EHCP targets. We want our students to be able to access age-appropriate learning and build their long-term memory over time through making links in their learning experiences. We do this through a school pedagogy that promotes and encourages a clear structure of both guided and independent practice: our "I do, We do, You do" approach.

We aim for our students to be able to know more, remember more and as they progress in their learning, are able to do more. This will lay the foundations for future success in whatever career path they choose to pursue.



### **Retrieval practice and stages of learning:**

Regular retrieval and review activities check knowledge but also serve as rehearsals for the Students to participate in independent practice. Frequent practice, review and revisiting are built into the short, medium and long-term curriculum. If the material is not practised enough and reviewed enough it is easily forgotten. Explicit teaching and explaining of the generating and evaluating process, means that Students learn to recognise what they know and what they don't and recognise that they have a number of strategies that they can use to help them remember more. Teachers plan for different stages of practice which provide a structure for our teaching (Rosenshine). These may be evident in one lesson or over a number of lessons. They are all as important as each other.

The stages of learning include:

1. Modelling Stage: I do
2. Facilitation Stage: We do
3. Independent practice: You do

At Haywards Farm School and Northcroft School and Northcroft School we call this our:

**“I do”, “We do” then “You do” approach.**



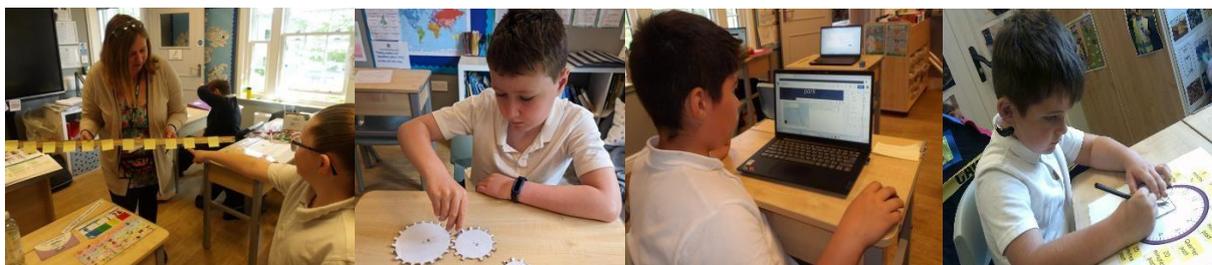
### **What is “I Do, We Do, You Do”?**



“I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

The three phases are:

- **I do:** In this phase, the teacher explicitly models how to complete a task or solve a problem, so Students know how to approach the task. The teacher may use think aloud, demonstrations, or other methods to show our students how to do the task.
- **We do:** In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but our students actively participate in the task. Students will add their own ideas and strategies to help collaborate and work through the model or problem together.
- **You do:** In this phase, our students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently. Students will still be guided and supported if necessary to avoid any misconceptions and re-direct the learning. If needed, Students will go back to the “we do” shared practice stage before trying again at “you do” independently.



**Modelling (used in the I do, we do, you do” approach)**



Sequencing concepts and modelling are key when presenting Students with new information. All teachers will model to some extent, as appropriate to the lesson focus. Providing the Students with models is a central feature to planning and providing good explanations. Modelling helps reduce the overload on the working memory by presenting new information in small steps. The students need to practise these small steps. Modelling and scaffolding help the students to practise the small steps and build up the schemata.

When teachers can breakdown the complex activities- which may be the final product or overarching activity- into the smaller stepping stone stages, they will be more effective in explaining the procedures to the Students.

### **Learning Groups:**

Learning groups are used to support learning in maths so that Students are given opportunities to fill gaps in their prior knowledge which is identified in pre-unit assessment and the bsquared skills assessment, at Haywards Farm School and Northcroft School and Northcroft School we are also mindful of Students individual EHCP targets and in ensure these are also used to inform the planning. Students are always exposed to the appropriate year group level of curriculum to ensure that they can access an age- appropriate curriculum over time through support and scaffolding.

### **Every lesson at Haywards Farm School and Northcroft School :**

A clear explanation of the lesson WALT, success criteria and expectations are shared.

- Clear teaching as part of our “I do, we do, you do” approach
- Key vocabulary is shared
- There are key tasks per lesson which must be completed in the lesson **At the end of each lesson:**
  - Key vocabulary is revisited and displayed on the classroom boards.
  - Exit quiz or key end of lessons questions
  - Pulling out key facts of knowledge learnt in the lesson
  - Sharing next steps and future learning as appropriate
  - Teachers will adapt future plans based on the learning acquired in the lesson

### **Adaptive Teaching:**



Our sequenced and well-structured curriculum is broken down into components to allow pupils to know and remember more. Knowledge is built on overtime; schemas are a product of this knowledge. We strongly believe that all Students have equality of opportunity to access age-appropriate curriculum content.

Adaptive teaching for learners needs to be reactive and responsive to the needs of the individual Student at any particular moment in time and at any point in the learning journey. Students will need varying levels of support from learning point to learning point. Challenge is for everyone: Our curriculum is ambitious for all Students. We ensure that Students are all challenged to achieve their age-appropriate milestones. We believe that all Students are able to make progress and grasp learning if we put in place the right strategies, in support of those identified on their EHCP, at the right time which will enable them to do so. All Students will be exposed to the learning and curriculum content. Some will understand it more deeply than others. Key to this is providing the Student with the right support at the right time providing further scaffold or support when this is needed.

We adapt our teaching to ensure Studentren meet age-appropriate milestones. Here are examples of how we adapt our teaching:

- Targeted, tailored support
- Asking questions that guide students' thinking
- Giving simpler versions of problems before introducing more complex versions
- Providing a worked example for a Student
- Modelling an example question, sentence or paragraph
- Pre-teaching key vocabulary
- Breaking learning content into smaller pieces
- Additional practice
- Breaking down components into smaller parts
- Acting on information from Assessment for Learning in class
- Teaching carefully selected groups together eg. Maths learning groups

