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How we teach our children at Sandiway Primary School

Curriculum Planning

* Small steps and sequencing

We break larger concepts into **small steps** to ensure that children’s working memory is not overburdened.



Explaining and Modelling

* Big picture, small picture

We use **big picture, small picture** to provide a context for learning and to help organise children’s schema.



* Live modelling

We use **live modelling** so that children have a clear understanding of what they are required to do.



* Metacognitive talk

We use **metacognitive talk** to make the implicit, explicit and reveal the thinking behind complex processes.



Questioning and Feedback

* Cold calling

We use **cold calling** to ensure children are habitually thinking about the questions the teacher has posed.



* Think, pair, share

We use **think, pair, share** to provide opportunities for children recall, rehearse and share ideas at regular intervals.



* Check for understanding

We use **check for understanding** to regularly gauge what children have understood and identify where misconceptions have occurred.



Behaviour and Relationships

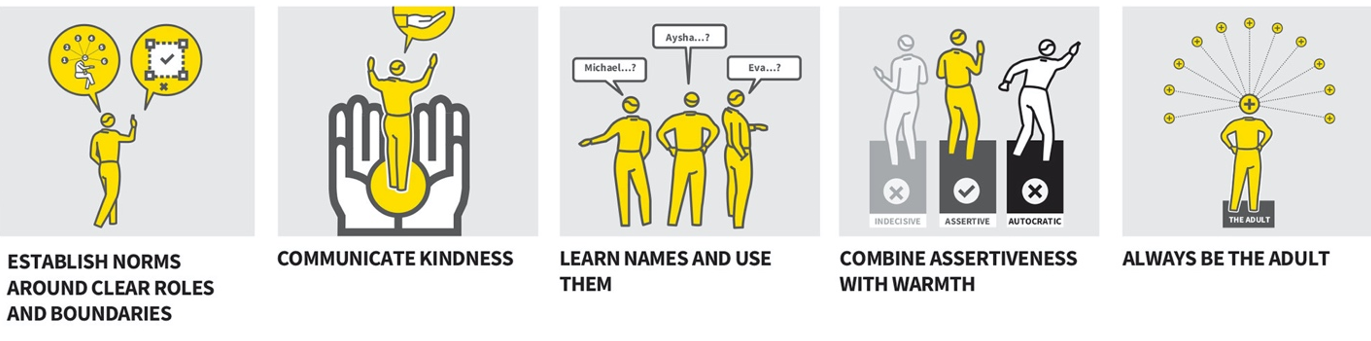
* Signal, pause, insist

We use **signal, pause, insist** to create clear routines and ensure children respond promptly when teachers require their attention.



* Positive relationships

We create **positive relationships** to ensure that we model kindness whilst developing a professional, effective relationship.



Retrieval and Practice

* Quizzing

We use **low-stakes quizzes** to ensure children retain previously taught concepts.

