



Approved by Governing Body:	May 2023
Next review due:	May 2025

FOREST FEDERATION TEACHING/LEARNING POLICY

OUR CURRICULUM

Our curriculum comprises three clear strands – Content, Cognition and Behaviour.

Content Curriculum (What we teach across the school and why we deem it significant)

Cognition Curriculum (How we teach this content so it is remembered/applied long-term)

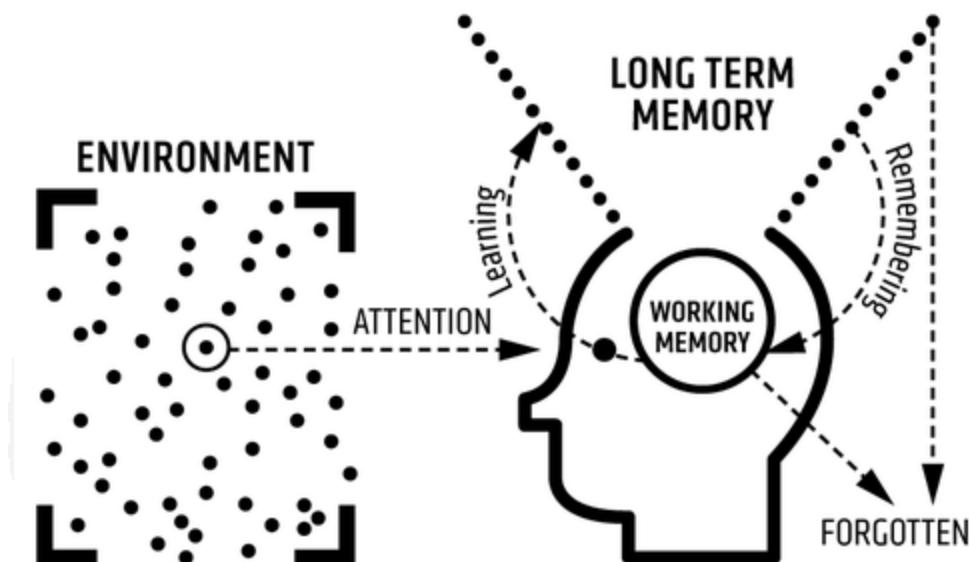
Behaviour Curriculum (How we set expectations for all children to have time and support to learn)

This policy focuses on the teaching, learning and cognition aspects of curriculum

PRINCIPLES AND AIMS

At the Forest Federation, our teaching/learning aims and values are:

- Learning should be effortful and generative in order for it to stick – it needs to enact a ‘change in the long term memory’.
- Research has identified the most effective ways of imparting knowledge to, and supporting the consolidation of knowledge for, children (and indeed, adults!)
- ‘Delivery’ of knowledge to children can only happen effectively once the (behavioural) conditions are optimised and the lesson content has been carefully selected and designed.
- The majority of this teaching/learning will be through direct instruction and Rosenshine’s Principles-inspired lesson design
- All children need to continuously revisit the key knowledge of each unit through regular, spaced retrieval in order for it to be retained and successfully applied in the longer term



The process of teaching and learning across the Forest Federation is one that is underpinned by research into cognition and the science of learning. We draw heavily on the work of Barak Rosenshine and Doug Lemov in terms of harnessing this.

In order for new learning to ‘stick’ for children, they must have prior knowledge (or schema) to attach it to. In order to ensure that our pupils are able to access new learning, teachers ensure

that children have experiences to draw upon (this might include a sensory experience, sharing a related story, a visit or visitor, for example). These experiences help children to build schema in their brains and, when new learning occurs, they can draw these into their working memory and attach new information to them.

When children learn something new, they are operating in their working memory. Our working memory holds information that you are currently thinking about. The knowledge in our long-term memory sits waiting to be used. When we trigger information from our long-term memory, it pops into our working memory to help us make sense of the new information we are thinking about. This in turn, helps to make connections and move new information into long-term memory.

The process of learning should be 'deliberately difficult'. This does not mean that it is unobtainable but that new learning experiences have around 85% obtainable knowledge (though modelling and deliberate practise) and the remaining 15% of learning stretches and challenges the brain to use their new information in a more complex manner. This works on the research that if a task is too hard, children will immediately disengage. Similarly, if a task is too easy, deep thinking will not occur and a similar result of disengagement is encountered.

Rosenshine's Principles of Instructions

Rosenshine's Principles of Instruction underpin daily practice in the classroom, ensuring that children learn in an organised and consistent manner across all year groups and subjects. The principles are sorted into four strands; (1) Sequencing Concepts and Modelling, (2) Questioning, (3) Reviewing Material and (4) Stages of Practice. Each of Rosenshine's 10 Principles are sorted into the relevant strand, giving teachers a clear understanding of the purpose of each principle.

Interference to Cognitive Load

When the working memory is overloaded, learning is not effective. Primary-aged children work most effectively when they are working with three pieces of information at one time. When there are distractions in the environment, these can interfere with the information that is being processed in working memory. Across the federation, we work hard to reduce these distractions by expecting quiet and purposeful working spaces. Classrooms must be well-organised and clutter free – ensuring that the environment enhances learning and does not detract from it.

Three Best Bets

We consolidate our key strategies in the 'Three Best Bets' document – this features classroom techniques, typically from Doug Lemov, that are to be harnessed across the year groups.

Examples of these are questioning formats, Do Now activities and silent transitions.

This is an organic document that grows across the school year as school leader and staff agree on developments to our provision.



APPENDIX A

Across Stukeley and Newton, when you walk into a classroom you will see:

- Enthusiastic children who are focussed on their learning
- Provision in place so that children can focus on what is being taught without distraction
- Children asking questions with confidence and determination
- Children making connections between current learning and existing knowledge
- Children actively using their prior learning to enable them to complete open ended tasks
- Books that show a clear journey to an intended outcome
- Focused and purposeful input from teachers, followed by carefully planned tasks to practice the taught skill
- Learning broken down into small steps with children demonstrating a high success rate in their books
- Adults being proactive in their provision of scaffolds and reactive to constant assessment of children's needs during the lesson