GPS Teaching & Learning Policy

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1. Our Vision

At Gatton Primary School, we are ambitious for every pupil to achieve highly. Guided by our Islamic ethos and the conviction that every child can succeed, we provide an education that is rich in knowledge, rooted in character, and responsive to every learner's needs.

This policy sets out the shared standards, beliefs, and evidence-informed practices that guide teaching and learning across our school.

Our Aims

- Develop confident, curious, and independent learners who take ownership of their progress.
- Deliver evidence-informed, inclusive teaching that removes barriers and ensures equity for all.
- Foster high aspirations, resilience, and a genuine love of learning in every child.
- Build strong relationships rooted in trust, respect, and Islamic values of compassion.
- Equip pupils with the knowledge, skills, and vocabulary to succeed in every subject.
- Celebrate effort and achievement, recognising that excellence is a journey, not a destination.

2. The Gatton Approach to Teaching

Teaching at Gatton is evidence-informed and consistent across classrooms. All staff use shared approaches grounded in three pillars:

- The **Expert Teaching Model** — Challenge, Explanation, Modelling, Practice, Feedback, Questioning (Allison & Tharby, 2015)
- Rosenshine's **Principles of Instruction** (2012)
- EEF **guidance on effective practice**

Non-Negotiables in Every Classroom

- Lessons are clearly structured and broken into small, carefully sequenced steps.
- New learning is explicitly modelled before pupils practise independently.
- Guided practice (We Do) precedes independent practice (You Do).
- Questioning is inclusive and checks the understanding of all pupils.
- Retrieval, spacing, and review are used routinely.
- Feedback is timely and focused on next steps.
- Metacognition is taught explicitly — pupils plan, monitor, and evaluate their learning.

See Appendix A for the Expert Teaching Model in full and Appendix B for Rosenshine's Principles.

3. The GPS Lesson Structure

Every lesson at Gatton follows the GPS Lesson Structure — a five-phase framework that ensures clarity, consistency, and challenge for all learners.

PHASE	PUPIL-FACING	TEACHER FOCUS	WHAT HAPPENS
1.IGNITE	Activate & connect	Active Learning	• Activate prior knowledge and connect to previous learning. • Share the **Learning Intention** and **Success Criteria** clearly. • Explain how this lesson fits in the overall learning unit. • Share key vocabulary with visuals and actions.
2. INSTRUCT	I do	Model & Explain	• **Model** and **Explain** new skills in **small steps** with visual models. • **Think Aloud** — narrate reasoning as you model. Share worked examples. • Repeat and consolidate to secure understanding before moving on.
3. PRACTICE	We do / You do	Guided & Deliberate Practice	• **Guided Practice** — teacher-led, pupils respond together. • **Deliberate Practice** — pupils apply independently.

PHASE	PUPIL-FACING	TEACHER FOCUS	WHAT HAPPENS
			• Scaffolds: stem sentences, oral rehearsal, mini whiteboards. • Hinge questions — check for 80% success before moving on.
4. RESPOND	Adapt in the moment	Check & Adapt	• Spot-check understanding to keep all pupils actively engaged. • Re-teach and address misconceptions immediately. • Hinge questions to confirm 80%+ success before moving on. • Stretch and challenge tasks for pupils ready to go deeper.
5. REFLECT	Assess & position	Consolidate & Review	• Pupils talk about their learning using key vocabulary. • Pupils explain what they know and how they know it. • Position the next stage of the learning journey. • Promote self-regulation, metacognition, and pride in effort.
THROUGHOUT THE LESSON: Metacognition • AfL Strategies • Adaptive Teaching • Check for Understanding • Feedback			

Expert teaching is deliberate. Rooted in the Gradual Release of Responsibility (Pearson & Gallagher, 1983; Fisher & Frey, 2008), every lesson follows a purposeful sequence — I Do, We Do, You Do — shifting cognitive load from teacher to pupil through expert modelling, structured practice, and a Working Wall that supports every learner to succeed independently.

See Appendix C for full detail on Modelling, Guided Practice, and the Working Wall.

4. Assessment for Learning

Assessment for Learning is the heartbeat of great teaching. At Gatton, AfL strategies ensure every teacher knows where every pupil is and can respond in the moment, lesson to lesson, and over time.

Key Strategies

- **In the moment:** Mini whiteboards, lollipop sticks, hinge questions, mini plenaries.
- **Lesson to lesson:** Exit tickets, whole-class feedback, small-group feedback.
- **Pupil involvement:** Self-assessment, peer assessment, structured discussion and reflection time.
- **Over time:** Pupil progress meetings, work scrutiny, and summative data reviewed termly.

Pupils are active partners in assessment — success criteria are always visible, self-assessment is taught explicitly, and respond time is protected in every lesson.

See Appendix E for the full AfL Strategy Guide.

5. Adaptive Teaching & Inclusion

Adaptive teaching means meeting every learner where they are and moving them forward. All teachers adapt their teaching within quality-first classroom practice.

- **Flexible grouping:** whole-class, mixed, paired, and independent — always purposeful and changing.
- **Scaffolding that fades:** sentence frames, word banks, visual models — removed as confidence grows.
- **SEND:** EHCP and SEN targets actively pursued within quality-first teaching; targeted intervention for specific gaps.
- **EAL learners:** Vocabulary always with visuals; bilingual glossaries; sentence frames; cultural knowledge valued.
- **Disadvantaged pupils:** Barriers identified early; Pupil Premium strategy ensures targeted and timely support.
- **High success rate:** Hinge questions ensure at least 80% success before moving on — no pupil left behind unnoticed.

6. Holistic Development

Education at Gatton is about the whole child — intellectual, moral, emotional, social, and spiritual. Excellent teaching does not happen in isolation from character, wellbeing, and community.

- Social-emotional learning is embedded; pupils develop empathy, self-regulation, and resilience.
- SMSC development is woven into every subject and every interaction.

- British values — democracy, rule of law, individual liberty, mutual respect, and tolerance — are lived and modelled.
- Parental engagement is a priority; families are partners in learning.
- Wellbeing is non-negotiable — a child who feels secure, valued, and loved is a child who can learn.

7. Monitoring, Evaluation & Accountability

A culture of professional excellence requires honest, evidence-informed reflection. Leaders and teachers work together to continually improve.

- Learning walks, lesson observations, and coaching conversations focus on professional growth.
- Pupil progress meetings ensure no child falls below the radar — barriers are identified early.
- Work scrutiny and pupil voice provide rich evidence of learning and the effectiveness of teaching.
- Staff access regular CPD aligned to school priorities and individual development areas.
- This policy is reviewed annually by the Headteacher and SLT in collaboration with governors.

Appendix A — Expert Teaching Model

Teaching at Gatton is guided by the Expert Teaching Model (Allison & Tharby, 2015). This research-informed framework identifies six interconnected components of expert classroom practice.

A1. Challenge

We set high expectations for every learner. Challenge is not reserved for the highest attainers — it is the entitlement of every child. Teachers design tasks that require thinking, not just doing, and resist the temptation to reduce challenge in the name of support.

A2. Explanation

Teachers explain new concepts clearly and precisely, using analogies, visuals, and worked examples to make the abstract concrete. Explanations are broken into small steps and checked for understanding before moving on.

A3. Modelling

Explicit modelling — including Think Aloud — makes expert thinking visible. Teachers narrate their reasoning as they model, showing not just what to do but how and why. Worked examples, faded examples, and deliberate error modelling are all used purposefully.

- **Think Aloud:** narrate every step and decision.
- **Worked Examples:** complete, then faded (partially completed) as a bridge to independence.
- **Deliberate Error Modelling:** model common mistakes explicitly and correct them.
- **Multiple Representations:** verbal, visual, concrete, and abstract forms of the same concept.
- **Success Criteria Modelling:** model directly against success criteria, annotating the worked example.

A4. Practice

Practice is deliberate, structured, and meaningful. Beginning with guided practice (We Do), pupils gradually take on greater independence (You Do). Practice tasks are carefully designed to require thinking — not just repetition.

- **Retrieval practice:** low-stakes quizzes, brain dumps, and flashcards strengthen long-term memory.
- **Spaced review:** prior learning is revisited in lesson starters and weekly reviews.
- **Elaborative interrogation:** pupils are regularly asked 'Why?' and 'How do you know?'
- **Knowledge organisers:** used as retrieval tools — cover and recall, not simply read.

A5. Feedback

Feedback is timely, specific, and actionable. Pupils know what they have achieved and precisely what they need to do next. Whole-class feedback, small-group feedback, and verbal feedback are prioritised. Written comments are used selectively where they will have the greatest impact. Pupils always have protected 'respond time' to act on feedback.

A6. Questioning

Questioning is used purposefully to deepen thinking, uncover misconceptions, and assess understanding. Teachers use a high volume of questions, direct them to specific pupils (including cold calling), and use probing follow-ups ('Can you explain that further?' / 'Why do you think that?') to push thinking. Hands-up is not the primary method — all pupils are expected to think at all times.

Appendix B — Rosenshine's Principles of Instruction

Rosenshine's Principles (2012) distil decades of research into ten practical principles of effective classroom instruction. At Gatton, these principles are embedded into daily practice.

#	Principle	At Gatton, this means…
1	Daily Review	Begin every lesson by reviewing prior learning to strengthen retrieval and long-term retention.
2	Small Steps	Present new concepts in carefully sequenced small steps, checking understanding at each stage.
3	Questioning	Ask a high volume of questions; ensure all pupils respond and all answers are discussed.
4	Worked Examples	Provide clear models and worked examples before pupils attempt independent practice.

#	Principle	At Gatton, this means…
5	Guided Practice	Lead structured We Do activities with a high success rate before releasing to independence.
6	Check Understanding	Use hinge questions and formative assessment to identify and address gaps immediately.
7	High Success Rate	Aim for 80%+ success in practice tasks — this signals readiness to move forward.
8	Scaffolding	Provide prompts, sentence starters, and visual supports that fade as confidence grows.
9	Independent Practice	Provide meaningful daily practice that deepens and consolidates new learning.
10	Weekly Review	Review learning weekly and monthly to ensure knowledge is embedded in long-term memory.

Appendix C — Modelling, Guided Practice & the Working Wall

At Gatton, expert teaching is deliberate. Rooted in the Gradual Release of Responsibility (Pearson & Gallagher, 1983; Fisher & Frey, 2008), every lesson follows a purposeful sequence — I Do, We Do, You Do — shifting cognitive load from teacher to pupil.

C1. I Do — Explicit Modelling

Modelling is the most powerful tool a teacher has. When a teacher makes their expert thinking visible, they lower the cognitive load for pupils and show them what quality looks like before they are expected to produce it.

- **Think Aloud:** narrate reasoning step by step.
- **Worked Examples:** complete examples shown first; faded examples as a bridge to independence.
- **Deliberate Error Modelling:** model common mistakes and correct them explicitly.
- **Multiple Representations:** same concept modelled verbally, visually, concretely, and abstractly.
- **Success Criteria Modelling:** model directly against the success criteria, annotating the worked example.

Pupils are ready to progress when they can explain what the teacher did, why, and predict the next step.

C2. We Do / You Do — Guided & Deliberate Practice

Practice makes permanent — but only if it is the right kind of practice. At Gatton, we distinguish carefully between guided and deliberate practice.

- **Guided practice is structured, not free:** the teacher leads, pupils contribute. Examples are built together.
- **Deliberate practice is purposeful, not busy work:** tasks require thinking and careful application.
- **Variation matters:** practice varies in context, format, and difficulty so pupils can apply knowledge flexibly.
- **Scaffolding is faded deliberately:** sentence frames and writing frames provided initially, then removed.
- **Feedback is immediate:** during guided practice, teachers and TAs provide real-time verbal feedback.
- **Mini whiteboards:** simultaneous whole-class response — every pupil responds, every time.
- **Hinge questions:** before releasing to independence, 80%+ success is confirmed.

C3. The Working Wall

The Working Wall is one of the most important resources in the Gatton classroom. It is a dynamic teaching tool — built during the lesson alongside the pupils — that provides a visual scaffold for independence. It is not a display; it is a resource pupils actively use.

Working Wall Component	What It Includes	How Pupils Use It
Modelled Examples	Teacher's own worked example — handwritten and annotated, not printed. Faded examples (partially completed) as a bridge. 'Before and after' showing how a response was improved.	Pupils refer to the model when stuck, checking their own work against the exemplar before asking the teacher.
Success Criteria	Step-by-step success criteria, co-constructed where appropriate. Annotated against the worked example. Must/Should/Could or numbered steps depending on the task.	Pupils self-assess by ticking or annotating their own work against each criterion before submission.
Key Vocabulary with Images	Tier 2 and Tier 3 words with clear visual images. Child-friendly definitions and example sentences. Words added during the lesson — not pre-printed.	Pupils use displayed vocabulary to enrich written responses. Words must be used in context, not copied randomly.
Sentence Starters & Frames	Stems that scaffold academic language. Faded progressively as the unit continues. Subject-specific sentence structures modelled by the teacher.	Pupils use frames during guided practice, then attempt writing independently without them as confidence grows.

Working Wall Principles at Gatton

- The Working Wall is built during the lesson alongside pupils so that it grows as learning grows.
- Pupils are explicitly taught to use the Working Wall before asking the teacher — building independence.
- It changes across the unit and is updated regularly to remain relevant and purposeful.

Appendix D — Tiered Vocabulary & Display Standards

Vocabulary is the foundation on which all learning is built. Beck, McKeown & Kucan (2013) identify three tiers of vocabulary that require different teaching approaches.

Tier	Description	Examples	How We Teach It	Display Approach
TIER 1	Everyday Words	table, walk, happy, big, small, eat, colour, friend	Usually acquired naturally. Targeted explicitly for EAL pupils. Pre-taught before lessons where needed for access.	Entry level familiar words. Revisit words.
TIER 2	Academic Words	analyse, justify, significant, consequence, compare, evaluate, structure, interpret, evidence	Explicitly taught with definition, image, and example sentence. Revisited across subjects. Etymology explored to build word families.	Word + image + definition + example sentence + word family. Updated across the year.
TIER 3	Subject-Specific Words	photosynthesis (Science), denominator (Maths), Renaissance (History), metaphor (English)	Pre-taught before the unit begins. Displayed on the Working Wall. Pupils record in knowledge organisers and glossaries.	Unit-specific vocabulary display on Working Wall. Word + image + definition + use in a sentence.

D1. Vocabulary Display Standards

Vocabulary displays at Gatton are active teaching tools. Every display card must include:

- **Word + Visual Image:** every card includes a clear, relevant image (dual coding — Paivio, 1991).
- **Child-Friendly Definition:** accessible language at the appropriate age level.
- **Example Sentence:** each word in context, demonstrating correct usage.
- **Word Family / Etymology:** where appropriate: e.g. 'sign → significant → significance → insignificant'.
- **Colour Coding by Tier:** Tier 2 and Tier 3 words displayed in distinct colours.
- **Actively Referenced:** teachers point to and use displayed vocabulary during lessons; pupils refer to displays in responses.
- **Updated & Current:** displays reflect the current unit of study and are added to progressively during lessons.

Appendix E — Assessment for Learning — Full Strategy Guide

At Gatton, AfL is the heartbeat of great teaching. The following strategies are used consistently across all classrooms to ensure every teacher knows where every pupil is and can respond with precision.

□ Mini Whiteboards

- Pupils write responses simultaneously — held up on teacher's signal.
- Used for short answers, diagrams, working, true/false, multiple choice.
- Teacher scans the room instantly to gauge whole-class understanding.
- Low-stakes: wipe and retry — mistakes are welcomed, not feared.

Instant whole-class data. No pupil can hide. High engagement and low anxiety.

◎ Lollipop Sticks

- Every pupil's name on a stick — randomly selected to answer.
- Eliminates hands-up bias: every voice is equally accountable.
- Builds a culture where thinking is expected of all, not just the few.
- Teacher can re-draw the same stick to maintain high expectations.

All pupils must think at all times. Raises attentiveness and broadens participation.

▶ Mini Plenaries

- Brief pauses mid-lesson to consolidate and check progress.
- Pupils summarise, explain, or demonstrate what they have just learned.
- Triggers immediate re-teaching if misconceptions are identified.
- Pupils articulate their learning — oracy as a tool of metacognition.

Prevents gaps accumulating. Keeps pace responsive. Deepens retention through retrieval.

◆ Whole-Class Feedback

- Teacher reviews a set of books and identifies class-wide patterns.
- Common errors, misconceptions, and strengths addressed to the whole class.
- A dedicated respond-to-feedback task set at the start of the next lesson.
- More time-efficient than individual written comments for every pupil.

High-impact, low-workload feedback that reaches every pupil and drives improvement.

▣ Small-Group Feedback

- Teacher or TA works with a targeted group sharing a common learning need.
- Used for pre-teaching, post-lesson consolidation, or guided re-teaching.
- Verbal feedback is immediate, specific, and personalised.
- Flexible grouping: groups change as needs change — never fixed or labelled.

Targeted support that closes specific gaps without stigma. Rapidly accelerates progress.

⬢ Hinge Questions

- Carefully designed diagnostic questions at key points in the lesson.
- Multiple-choice format reveals specific misconceptions, not just right/wrong.
- 80% success threshold: if not met, teacher re-teaches before moving on.
- Planned in advance during phase planning — not improvised.

Precision assessment at the point of instruction. Prevents false progress.

✓ Exit Tickets

- A quick end-of-lesson task that checks understanding of the Learning Intention.
- Pupils respond independently to provide a true picture of learning.
- Three-way sort: Confident / Nearly There / Need Support.

- Informs the very next lesson — closes the loop between teaching and planning.

Ensures no pupil is left behind unnoticed. Directly shapes the next lesson.

★ Self-Assessment

- Pupils assess their own work against visible success criteria — RAG rating, tick-lists, or annotation.
- Taught explicitly: pupils know what quality looks like before they can judge their own work.
- 'Two things I achieved / One thing I will improve' structured reflection prompts.
- Builds metacognitive awareness so that pupils understand their own strengths and next steps.

Develops ownership of learning. Pupils who assess accurately make faster progress.

◉ Peer Assessment

- Structured and explicitly taught. Pupils give feedback that is kind, specific, and helpful.
- Always conducted against clear success criteria or a modelled example.
- 'Two stars and a step': two strengths identified, one precise improvement suggested.
- Teacher models the language of peer assessment throughout.

Deepens understanding through explaining. Pupils learn to articulate quality in others' work.

▶ Discussion & Talk Partners

- Structured talk built into every lesson: think-pair-share, discussion, debate, oral rehearsal.
- Pupils use sentence stems: 'I agree because... / I would add... / I respectfully disagree because...'
- Discussion used to consolidate understanding before writing: think, say, write, check.
- Teacher circulates during talk, using what is heard to inform whole-class teaching.

Oracy is the gateway to literacy. Discussion deepens thinking and builds confidence for all.

□ Reflection Time

- Dedicated reflection time at the end of each lesson.
- Pupils respond to prompts about what and how they learned.
- Visualisers used to share and discuss pupil reflections with the whole class.
- Teacher responds to reflections to inform the next lesson's starting point.

Consolidates learning, promotes metacognition, and gives every pupil a voice in their progress.

Appendix F — Collaborative Planning for Excellence

Excellent teaching begins before the lesson starts. At Gatton, planning is a collaborative, professional process — not a compliance exercise. The goal is to design learning that is ambitious, coherent, and responsive to pupils' needs.

- **Phase Planning Meetings:** teachers plan together in phase teams, ensuring consistency, reducing workload, and enabling shared professional learning.
- **Learning Journeys:** each unit begins with a clear Learning Journey that sequences knowledge, skills, and vocabulary logically from the pupils' starting points.
- **Sharp learning intentions:** lesson intentions are specific and derived from the curriculum — pupils always know what they are learning and why.
- **Planning for all learners:** all plans account for SEND, EAL, and Pupil Premium pupils with adaptations built in from the outset.
- **Environment and resources:** vocabulary displays, visuals, and resources are planned carefully so that the classroom environment actively supports learning from the first moment.
- **Responsive planning:** teachers use pupil data, work scrutiny, and formative assessment to refine plans and respond to learners' needs in real time.

Appendix G — Inclusive Environment Guide

Gatton Primary School — Classroom & Display Standards

Display Boards

- All display boards to be backed with light brown backing paper / Hessian Fabric and bordered as per school guidelines.
- Some boards (e.g. corridors or themed displays) may be backed with neutral/light toned backing paper.

Colour

- Use single colour backgrounds to create a calm environment. Avoid background patterns or pictures.
- Use sufficient contrast levels between background and text — dark coloured text on light backgrounds.
- Avoid green and red/pink combinations, which are difficult for those with colour vision deficiencies.
- Consider alternatives to white backgrounds for paper, computer, and visual aids.
- Use matt laminating rolls rather than gloss to avoid glare.

Readable Fonts

- Use sans serif fonts such as Arial, Calibri, Verdana, Tahoma, Century Gothic, Trebuchet, or Open Sans — letters appear less crowded.

General Set-Up

- Visual timetables displayed on boards and referred to throughout the day.
- Minimise what is on the walls — avoid unnecessary posters, letters, and clutter.
- Artwork displayed in one corner or on a specific board.
- Washing lines displaying work hung along the peripheries of the classroom.
- Classrooms kept clutter-free — resources not in use stored away.
- Trays with resources labelled with words and pictures.
- Tables adequately spaced, facing the whiteboard, with enough area to work comfortably.
- Children displaying possible traits of Dyslexia seated near the front; children with ASD or ADHD near the teacher's main area of movement.
- A calming book corner (blanket, cushions, etc.) provided in all classrooms.