



Teaching and Learning Framework

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and Integrity

Teaching and Learning Framework

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Teaching and Learning at Nonsuch Primary School

At Nonsuch Primary, our teaching and learning approach is rooted in a deep understanding of how children learn best. We believe in fostering a nurturing and effective environment where every pupil can achieve success. Our practices are based on research-based principles of cognitive science and are designed to promote academic growth, independent thinking, and emotional resilience.



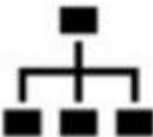



To ensure that there is consistency in the teaching at Nonsuch Primary, we have developed a Teaching and Learning Framework specific for our children here at Nonsuch. We have utilised the 6 core principles from 'Making Every Primary Lesson Count' (Allison and Tharby, 2017) and strategies from the Teach Like a Champion text (Lamov, 2014) to create the Teaching and Learning Framework here at Nonsuch Primary School. The strategies from Teach Like a Champion have been carefully selected to suit our learners here at Nonsuch Primary.

Within every lesson at Nonsuch Primary, the **six core principles from *Making Every Primary Lesson Count*** are embedded in both planning and delivery to ensure high-quality teaching and learning. These principles—**Challenge, Explanation, Modelling, Practice, Questioning, and Feedback**—serve as the foundation for lesson design, guiding teachers in creating engaging and purposeful learning experiences. Teachers begin with these principles when planning lessons, ensuring that activities are structured to stretch and support all learners. During delivery, these principles remain at the forefront, shaping teacher explanations, pupil interactions, and assessment opportunities. This consistent approach ensures that every lesson is carefully sequenced, fosters deep understanding, and promotes pupil progress across all areas of the curriculum.

Teaching and Learning at Nonsuch Primary

6 Core Principles



Challenge	Explain	Model	Question	Feedback	Practise
					
<ul style="list-style-type: none"> • Clear learning outcomes • Provides challenge • Flexible/interleaving 	<ul style="list-style-type: none"> • Core concepts • Links knowledge • Address misconceptions 	<ul style="list-style-type: none"> • Leads practice • Collaborative • Structures and scaffolds • Practice together 	<ul style="list-style-type: none"> • Leads learning • Checks for understanding • Develops thinking 	<ul style="list-style-type: none"> • Regular, constructive and live • Addresses misconceptions • Plugs gaps 	<ul style="list-style-type: none"> • Independent • Personalised • Applies to different contexts • Back to feedback
<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Plan for Error • Do Now • Post It • Right is Right 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Plan for Error • Format Matters • Name the Steps • Board=Paper • I do, We do, You do 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Name the Steps • Think Out Loud • Provide Examples • Board=Paper • I do, We do, You do 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Stretch it • No-Opt Out • Cold Calling • Targeted Questioning 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Affirmative Checking • Cold Calling • Show Me • Excavate Error • Exit tickets 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Tracking, Not Watching • Break it Down • At Bats

6 Core Principles

Challenge Principle at Nonsuch Primary

At Nonsuch Primary, we ensure that challenge is at the heart of every lesson, fostering high expectations and encouraging all pupils to engage with ambitious learning. We believe that challenge is not about making tasks harder but about deepening understanding, promoting resilience, and developing independent thinkers (Allison & Tharby, 2017). Lessons are carefully structured to provide productive struggle, where pupils grapple with complex ideas in a supportive environment. Teachers design learning opportunities that encourage rich discussions, and meaningful problem-solving, ensuring that every pupil is stretched while receiving the necessary scaffolding to succeed. A culture of effort, perseverance, and risk-taking is embedded within our classrooms, where mistakes are seen as valuable learning opportunities rather than obstacles.

Strategies Evident in Nonsuch Primary Lessons:

- **Plan for Error** – Teachers anticipate common misconceptions and prepare targeted questions or scaffolds to address them, ensuring that errors become learning opportunities.
- **Do Now** – Lessons begin with a short, focused task that immediately engages pupils, revisits prior learning, and sets the tone for challenge and focus.
- **Post It** – Teachers clearly display the lesson's objectives, ensuring that pupils understand what they are learning and what is expected of them. This reduces uncertainty, maintains focus, and supports pupils by providing structure and explicit instruction. A well-posted objective helps all learners stay engaged and understand the purpose behind their learning.
- **Right is Right** – Teachers uphold high expectations by ensuring that answers are fully correct and precise, prompting pupils to refine and improve their responses rather than accepting partial answers.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that challenge is embedded in planning and delivery, supporting a culture of high achievement across all subjects at Nonsuch Primary.

Explain Principle at Nonsuch Primary

At Nonsuch Primary, we recognise that clear and effective explanations are fundamental to deep learning. Pupils learn best when concepts are broken down into manageable steps, misconceptions are addressed, and expectations for communication are high. High-quality explanations ensure that pupils not only grasp new ideas but can also articulate their understanding with precision. Teachers at Nonsuch Primary use carefully structured methods to model thinking, reinforce key concepts, and provide pupils with the tools to express themselves clearly and confidently.

Strategies Evident in Nonsuch Primary Lessons:

- **Plan for Error** – Teachers anticipate common misconceptions and prepare targeted questions or scaffolds to address them, ensuring that errors become valuable learning opportunities.
- **Format Matters** – Pupils are expected to articulate their responses using correct grammar, full sentences, and precise vocabulary. Teachers reinforce the importance of clear communication, ensuring that spoken and written answers meet high academic standards.
- **Name the Steps** – Teachers break down complex processes into clear, sequential steps, helping pupils understand how to approach tasks methodically. This strategy builds confidence and supports independent learning.
- **Board = Paper** – Teachers model high-quality work by ensuring that what is written on the board mirrors the standard expected in pupils' books. This promotes accuracy, consistency, and clarity in recording ideas.
- **I Do, We Do, You Do** – Teachers use a gradual release model to scaffold learning. They first demonstrate a skill or concept (*I Do*), then guide pupils through it (*We Do*), before allowing independent practice (*You Do*). This structured approach supports mastery and confidence.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that explanations are clear, structured, and accessible to all pupils, fostering a culture of high achievement across all subjects at Nonsuch Primary.

Model Principle at Nonsuch Primary

At Nonsuch Primary, we recognise that effective modelling is essential for deepening understanding and developing independent learners. By explicitly demonstrating processes, strategies, and thought patterns, teachers provide pupils with a clear framework for success. Strong modelling not only shows pupils what excellence looks like but also helps them understand the steps required to achieve it. Through structured guidance, pupils gain confidence in tackling new challenges and applying their learning independently.

Strategies Evident in Nonsuch Primary Lessons:

- **Name the Steps** – Teachers break down complex tasks into clear, manageable steps, ensuring that pupils understand the sequence needed to complete a task successfully. This method supports logical thinking and independent problem-solving.
- **Think Out Loud** – Teachers verbalise their thought processes while modelling a skill or concept, making their reasoning explicit. This helps pupils understand how to approach problems, make decisions, and apply strategies effectively.
- **Provide Examples** – High-quality examples and non-examples are used to illustrate key concepts. By seeing strong models of work, pupils develop a clear understanding of expectations and standards.
- **Board = Paper** – Teachers ensure that what is written on the board mirrors the standard expected in pupils' books. This consistency reinforces high expectations and helps pupils structure their own work correctly.
- **I Do, We Do, You Do** – A structured approach to modelling, where the teacher first demonstrates (*I Do*), then guides pupils through practice (*We Do*), before allowing independent application (*You Do*). This gradual release of responsibility ensures that pupils build confidence and mastery over time.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that effective modelling is embedded in teaching at Nonsuch Primary, supporting all pupils in achieving high standards across all subjects.

Question Principle at Nonsuch Primary

At Nonsuch Primary, we recognise that effective questioning is a powerful tool for deepening understanding, promoting critical thinking, and ensuring all pupils are actively engaged in learning. Thoughtful questioning challenges pupils to extend their thinking, articulate their reasoning, and refine their answers. Teachers use targeted techniques to ensure that every pupil participates, develops confidence in responding, and is encouraged to think beyond initial answers.

Strategies Evident in Nonsuch Primary Lessons:

- **Stretch It** – Teachers push pupils to extend their answers by asking follow-up questions that require deeper explanation, justification, or connection to prior knowledge. This encourages higher-order thinking and precision in responses.
- **No-Opt Out** – Pupils are held accountable for their learning by ensuring that they cannot opt out of answering questions. If they initially struggle, teachers provide guidance or peer support, then return to them to ensure they complete the response correctly.
- **Cold Calling** – Instead of relying on volunteers, teachers call on any pupil to answer, ensuring that all pupils remain engaged and ready to contribute. This strategy promotes an inclusive and focused learning environment.
- **Targeted Questioning** – Teachers use carefully planned questions directed at specific pupils based on their needs and prior understanding. This allows for differentiation and ensures that every pupil is appropriately challenged.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that questioning at Nonsuch Primary is rigorous, inclusive, and designed to promote deep thinking and high achievement across all subjects.

Feedback Principle at Nonsuch Primary

At Nonsuch Primary, we recognise that high-quality feedback is essential for driving progress, deepening understanding, and building pupils' confidence. Effective feedback provides pupils with clear, actionable steps to improve their work, reinforces high expectations, and ensures that learning is continuously refined. Teachers use a range of strategies to check for understanding, address misconceptions, and ensure that all pupils engage with and act upon feedback.

Strategies Evident in Nonsuch Primary Lessons:

- **Affirmative Checking** – Teachers systematically check pupils' work during the lesson, providing immediate feedback to confirm accuracy or guide improvements. This ensures that pupils stay on track and can correct misunderstandings in real time.
- **Cold Calling** – Pupils are selected to respond to questions at any time, ensuring that all pupils engage with feedback discussions and have opportunities to refine their answers. This promotes active listening and participation.
- **Show Me** – Teachers ask pupils to display their work, responses, or thinking—whether on mini whiteboards, in books, or verbally. This allows for instant assessment of understanding and targeted feedback.
- **Excavate Error** – Mistakes are explored openly as valuable learning opportunities. Teachers guide pupils to analyse and understand errors, rather than simply correcting them, fostering resilience and deeper comprehension.
- **Exit Tickets** – At the end of lessons, pupils complete a short task or reflection to demonstrate their understanding. Teachers use this information to assess learning and plan the next steps for individual and whole-class progress.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that feedback at Nonsuch Primary is timely, meaningful, and embedded within lessons, supporting all pupils in making sustained progress.

Practice Principle at Nonsuch Primary

At Nonsuch Primary, we recognise that effective practice is essential for mastering new skills, deepening understanding, and building fluency. Purposeful and well-structured practice ensures that pupils refine their knowledge, apply learning with confidence, and develop independence. Teachers use carefully designed techniques to ensure that practice is active, focused, and leads to long-term retention.

Strategies Evident in Nonsuch Primary Lessons:

- **Tracking, Not Watching** – Teachers actively monitor pupils' practice, moving around the classroom to check work in real time. Rather than passively observing, they provide targeted feedback and corrections to ensure that pupils practise correctly and efficiently.
- **Break It Down** – Complex tasks are broken into smaller, more manageable steps, allowing pupils to focus on mastering each stage before progressing. This ensures that practice is structured and leads to secure understanding.
- **At Bats** – Pupils engage in multiple opportunities to practise a skill or concept within a single lesson. Repeated exposure and immediate feedback help pupils build accuracy, confidence, and automaticity in their learning.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), ensure that practice at Nonsuch Primary is structured, deliberate, and designed to lead to mastery across all subjects.

Inclusive Practice at Nonsuch Primary

At Nonsuch Primary, we are proud to be a highly inclusive school, welcoming a diverse community of learners, including a significant number of pupils with Special Educational Needs and Disabilities (SEND). We firmly believe that every child deserves access to a high-quality education that enables them to achieve their full potential. Our teaching approaches are carefully adapted to ensure that all pupils, regardless of their needs, can engage meaningfully with learning, experience challenge, and make progress.

Adaptations for Inclusive Practice in Lessons:

To support our high number of SEND pupils, we embed inclusive strategies across all lessons, ensuring that teaching is accessible, engaging, and responsive to individual needs.

- **Clear Learning Objectives (Post It Strategy)** – Learning objectives are clearly displayed and communicated at the start of lessons to provide structure and reduce anxiety for pupils who struggle with unpredictability.
- **Scaffolded Support (I Do, We Do, You Do)** – New concepts are introduced with explicit teacher modelling, guided practice, and independent application, ensuring that pupils have the necessary support before working independently.
- **Breaking Down Tasks (Break It Down)** – Complex tasks are deconstructed into smaller, manageable steps, allowing pupils to focus on one aspect at a time, reducing cognitive overload, and supporting working memory.
- **Targeted Questioning** – Teachers use carefully structured questions to check understanding and ensure all pupils, including those who may need more processing time or alternative ways to express their thinking, are included in discussions.

Inclusive Practice at Nonsuch Primary

- **Flexible Response Methods (Show Me)** – Pupils are encouraged to demonstrate their understanding in different ways, such as using mini whiteboards, verbal explanations, sentence starters, or visual representations, catering to varied learning needs.
- **Error as a Learning Tool (Excavate Error)** – Mistakes are seen as valuable learning opportunities. Teachers guide pupils to analyse errors, discuss misunderstandings, and develop strategies for improvement, building resilience and self-confidence.
- **Scaffolded Teaching Approaches** – Lessons incorporate visual aids and scaffold support mats to cater to different learning styles and ensure accessibility for all pupils.
- **Predictable Routines and Structure (Do Now)** – Every lesson begins with a short, focused activity to reinforce previous learning and provide a settled start, benefiting pupils who find transitions challenging.
- **Affirmative Checking** – Teachers check in with pupils during the lesson to provide immediate feedback, making sure that they are on track and receiving the right level of challenge and support.
- **Exit Tickets for Reflection** – At the end of lessons, pupils complete a short task to demonstrate understanding, allowing teachers to assess learning and plan next steps for individual needs.

These strategies, drawn from *Teach Like a Champion* (Lemov, 2014), along with personalised adaptations where necessary, ensure that Nonsuch Primary provides a learning environment where every pupil, regardless of need, can thrive.

Teaching Development at Nonsuch Primary

At Nonsuch Primary, we are committed to continuous professional development (CPD) to ensure that our teaching and learning practices remain research-informed, evidence-based, and aligned with our school priorities. We believe that great teaching is the foundation of outstanding learning, and as such, we provide a structured and comprehensive programme of professional development to support our teachers in refining their practice.

Our CPD programme is grounded in educational research, including the work of Lemov (*Teach Like a Champion*), Allison and Tharby (*Making Every Lesson Count*), and wider pedagogical studies. Through carefully planned training, teachers engage with the latest evidence on effective instruction, inclusive teaching, and high-impact strategies that drive pupil progress.

Our Professional Development Structure:

To ensure that all teachers have access to high-quality development opportunities, we have built a robust CPD framework that is embedded into the school week:

- **Weekly Briefing Session (20 minutes, one morning per week):** A focused session delivering key teaching and learning messages, updates on school priorities, and quick wins for classroom practice.
- **Weekly CPD Session (1 hour, after school):** A deep-dive training session covering core pedagogical strategies, curriculum development, and evidence-based approaches to high-impact teaching.
- **Weekly Development Session (30 minutes, after school):** A practical, discussion-based session where teachers reflect on their practice, share experiences, and explore strategies tailored to their needs and subject areas.
- **Built-in Training Time (within the school day, once per week):** Dedicated time for personalised coaching, lesson study, or collaborative planning, ensuring that professional learning is directly applied in the classroom.

Aligning Development with School Priorities

All training at Nonsuch Primary is carefully designed to align with our school priorities, ensuring that professional development directly enhances teaching and learning across the curriculum. Sessions focus on key areas such as:

- Embedding challenge and high expectations in every lesson
- Effective modelling and questioning strategies
- Inclusive practice and differentiation for SEND pupils
- Feedback and assessment for learning
- Ensuring high-quality practice and pupil engagement

By providing structured, ongoing professional development, we ensure that every teacher at Nonsuch Primary is supported to grow in their role, refine their expertise, and deliver outstanding lessons that drive pupil success.