



# THE MARUS BRIDGE 10

## 24-25



### **Overview**

Here at Marus Bridge Primary School, we recognise the impact of high-quality teaching on pupil progress and achievement. We are committed to engaging with contemporary research and sharing good practice between our colleagues across the school and the wider Trust. The Marus Bridge 10 (MB10) offers a summary of what we believe to be highly effective teaching. This is based on the shared experience and expertise of our leadership team in liaison with teaching staff and wider educational research. The MB10 is an ethos and a 'one-stop shop' for teaching staff to refer to when reflecting on their own practice. *The 10 features are split into 4 distinct categories: **Pedagogy**, **Metacognition**, **Key Skills** and **Ethos, Relationships & Behaviour**.* Within this document, each feature is broken down into recommendations for practice.

THE MARUS BRIDGE PRIMARY TEN: OUTSTANDING TEACHING AND LEARNING

Pedagogy Meta-cognition Key knowledge Ethos, relationships and behaviour



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### Features of Highly Effective Teaching and Learning



Pedagogy	Metacognition	Key Skills	Ethos, Relationships and Behaviour
<ul style="list-style-type: none"> <li>1) <a href="#"><u>Learning Sticks</u></a></li> <li>2) <a href="#"><u>Assessments Inform Teaching</u></a></li> <li>3) <a href="#"><u>Context is Key</u></a></li> <li>4) <a href="#"><u>Engaging and Enjoyable Lessons</u></a></li> </ul>	<ul style="list-style-type: none"> <li>5) <a href="#"><u>Teach the Children how to Learn</u></a></li> </ul>	<ul style="list-style-type: none"> <li>6) <a href="#"><u>Prioritise English &amp; Maths Skills</u></a></li> <li>7) <a href="#"><u>Extend Vocabulary</u></a></li> </ul>	<ul style="list-style-type: none"> <li>8) <a href="#"><u>Reciprocal Relationships and emotional intelligence</u></a></li> <li>9) <a href="#"><u>Positive and Prepared</u></a></li> <li>10) <a href="#"><u>Model Grit &amp; Determination</u></a></li> </ul>

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Feature of Effective Teaching	What might this look like? How is this achieved?
<p>1. Learning Sticks</p>	<ul style="list-style-type: none"> <li>➤ <b>Daily Review</b> (Each lesson begins with a revision of relevant previous learning. Children actively engage in this process.)</li> <li>➤ <b>Use of down time</b> (Use tidy-up times etc... to give verbal reminders of previous learning. For example – go around the boards, low-stakes testing)</li> <li>➤ <b>Knowledge Organisers</b> (Use for all foundation subjects and refer back to it within each topic. KS2 should be encouraged to annotate and revise from these. ‘Knowledge Organisation Tickets’ are also useful to allow children to independently refer to these and retrieve information.)</li> <li>➤ <b>Morning work promotes recall</b> (Such as: fluent in 5, sentence work, SPAG work, End Point questions)</li> <li>➤ <b>Prior learning</b> (Quality time is spent reviewing elements of previous topics which link to new ones. Possibly a whole lesson. Eg – Recap Y3/4 Animals Including Humans before moving on to Y5 life cycles. Teachers should also look at the concepts/vocab they will teach and track back to see what they should already know which is relevant to support schema building)</li> <li>➤ <b>Models/key knowledge displayed on the WW</b> (Flip chart paper is used to keep a record of teaching to refer back to throughout the year. Models displayed in maths/English. Key knowledge displayed in foundation subject keeping in mind the content not task principle.)</li> <li>➤ <b>Feedback</b> (Most feedback is given verbally in lessons. Any feedback following the lesson is timely and actionable.)</li> <li>➤ <b>Visuals</b> (Where appropriate, visuals are used to aid recall. This could be in the form of concept mapping or photographs/videos.)</li> <li>➤ <b>I do, we do, you do</b> (Model and guide work and allow independence once the concept is fully understood.)</li> <li>➤ <b>Knowledge Review Week</b> (Brings old material back into the working memory. Focus on consolidation, not problem solving unless very securely already in the LTM.)</li> <li>➤ <b>Less is More</b> (Prioritise the End Points which have been carefully selected to support building schemas. Remember to book-end lessons and focus on key-takeaways at the end for retention.)</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ <b>Oracy</b> (Think, pair, share is used. Chn are given the opportunities to discuss their learning and feedback. Every child talks in every lesson principle is followed)</li> </ul>
<p>2. Assessments inform teaching</p>	<ul style="list-style-type: none"> <li>➤ <b>Questioning</b> (Teachers know their pupils well and tailors their questioning to suit individual needs. Teachers pose questions before selecting a child to answer – repeating it 3 times.)</li> <li>➤ <b>Challenge</b> (Every child feels challenged, regardless of ability. Use Rosenshine’s 80% success rate as a guide.)</li> <li>➤ <b>Misconceptions</b> (Use whiteboards or shared practise to identify misconceptions before children work independently to avoid misconceptions being rehearsed and entering the long-term memory.)</li> <li>➤ <b>Prior Learning</b> (Build on from what the children already know and don’t hesitate to go back if there are gaps. In maths, groups should be fluid and change depending on prior learning for each individual topic. In foundation subjects, use colour coded vocabulary and end point strands to track back and revisit.)</li> <li>➤ <b>Fluid Groupings</b> (There is flexibility in grouping to account for children grasping a particular concept quicker than expected or visa-versa. Teacher change groupings lesson by lesson based on observation and marking.)</li> <li>➤ <b>Differentiation</b> (Individual needs are accounted for in ever lesson – either by outcome, models, questioning etc... Children with SEND have their needs met through liaising with the SENDCo and actioning any recommendations. Use SEND Toolkit for the foundation subjects.)</li> </ul>
<p>3. Context is Key</p>	<ul style="list-style-type: none"> <li>➤ <b>The Big Picture</b> (Teachers know the context of each topic in reference to the wider MB curriculum. They explicitly make links between current topics and topics from previous years. Substantive concepts identified within the End Point documents support this and colour-coded vocabulary. Teachers also make links to the wider world, such as current news etc...)</li> <li>➤ <b>Why are we learning this?</b> (Teachers communicate why a topic is important. How it links to our world and how it might help them in the future.)</li> <li>➤ <b>Build the Schema</b> (Through making links, children are able to organise the new information by linking it to things that they already know. This helps with sticky learning too!)</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ <b>Visuals (dual coding)</b> (When making links, visuals are used/revisited to aid recall.)</li> </ul>
<p>4. Engaging and Enjoyable</p>	<ul style="list-style-type: none"> <li>➤ <b>Awe and Wonder</b> (Children’s learning is enriched through a creative approach to our curriculum.)</li> <li>➤ <b>Excitement and Passion</b> (Teachers portray a genuine interest in every subject area which is tangible to the children. Unique and creative ‘hooks’ are frequently used to excite and motivate pupils.)</li> <li>➤ <b>Shared Practice</b> (Children use whiteboards/talking partners/books to actively engage with adult-led teaching. They are as busy as we are – if not more so. This leads on to independent practice once understood.)</li> <li>➤ <b>Peer/Group work</b> (Children are regularly given the opportunity to feedback, discuss and collaborate with one another.)</li> <li>➤ <b>Hands on working</b> (Children are given every opportunity to ‘have a go’ and put their knowledge into practice [note – the knowledge MUST come first])</li> <li>➤ <b>Enrichment</b> (Children’s learning is enriched through access to co-curricular trips, clubs, visitors to school and engaging with the wider community.)</li> </ul>
<p>5. Teach them how to Learn</p>	<ul style="list-style-type: none"> <li>➤ <b>Children Know their Personal Targets</b> (Where appropriate, children select their level of challenge with understanding of their own ability. They can discuss their strengths and areas they need to work on.)</li> <li>➤ <b>Thought Tracking</b> (Teachers give a verbal narrative of their thought process when modelling work. Children are also encouraged to give the same verbal narratives to their partners/ the teacher when circulating.)</li> <li>➤ <b>Independence</b> (Children are encouraged to access resources and support independently.)</li> <li>➤ <b>Self and peer-assessment</b> (Steps to success are used – particularly in writing. Children also collaborate in lessons to support one another’s learning.)</li> <li>➤ <b>Note taking/mind mapping</b> (Children are exposed to a range of different study skills and are encouraged to use them independently. Allow children to elaborate and organise their learning themselves.)</li> </ul>

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<p>6. English and Maths skills are prioritised</p>	<ul style="list-style-type: none"> <li>➤ <b>Daily Readers</b> (RAG system is implemented. Green readers are listened to regularly as part of whole class teaching. Teachers assess children’s reading bands once every half term as a minimum.)</li> <li>➤ <b>Daily Counting</b> (Built into down time)</li> <li>➤ <b>Use of Down Time</b> (English and maths skills are practised in morning/afternoon time)</li> </ul>
<p>7. Extend Vocabulary</p>	<ul style="list-style-type: none"> <li>➤ <b>Working Walls</b> (Display new vocabulary alongside definitions/examples/visuals)</li> <li>➤ <b>Model Standard English</b> (Staff use ambitious vocabulary choices throughout school)</li> <li>➤ <b>Build on Prior Knowledge</b> (Staff regularly use and assess the vocabulary they have retained from previous years using the colour-coded end point documents.)</li> <li>➤ <b>Every child speaks in every lesson</b> (Children are selected for a reason. Use strategies such as ‘popcorning’ answers, pair and share, group discussion, no hands up, asking a question then selecting a child afterwards, blind voting.)</li> <li>➤ <b>Over-learning</b> (Vocabulary is revisited numerous times to promote sticky learning. Often in different contexts.)</li> <li>➤ <b>Reward and encourage</b> (Eg – reward points, weekly wordsmith etc...)</li> </ul>
<p>8. Reciprocal Relationships and emotional intelligence</p>	<ul style="list-style-type: none"> <li>➤ <b>School rules are referred to and displayed</b></li> <li>➤ <b>Emotional validation</b> (Acknowledge how the child is feeling when discussing behaviour as per Emotionally Friendly Schools training.)</li> <li>➤ <b>Social and Emotional needs are met</b> (Staff know the children very well and are sensitive to changes in behaviour – particularly in relation to their personal circumstances.)</li> <li>➤ <b>Model respectfulness</b> (All staff speak to the children with the respect they expect in return.)</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ <b>Parents as Partners</b> (Seesaw, parents' meetings/events and informal chats are used to work as a team with parents.)</li> <li>➤ <b>Class Charters</b> (Democratic charters are developed at the start of each academic year)</li> <li>➤ <b>Personalised support for behaviour</b> (Staff are sensitive to individual needs.)</li> </ul>
<p>9. Positive and Prepared</p>	<ul style="list-style-type: none"> <li>➤ <b>Collaborative Planning</b> (Teachers work together to generate long and medium term plans. All planning is saved on the shared to minimise workload)</li> <li>➤ <b>Reflection</b> (Coaching and facilitative training encourages staff to reflect on their own practice)</li> <li>➤ <b>Professional High Regard</b> (Staff develop productive and supporting relationships to achieve shared goals.)</li> <li>➤ <b>Wellbeing and Workload</b> (The SLT takes into account workload and wellbeing through devising a workload focus group.)</li> </ul>
<p>10. Model Grit and determination.</p>	<ul style="list-style-type: none"> <li>➤ <b>Passion</b> (Both staff and children show excitement and passion surrounding their learning in every subject. Teachers plan lessons with creativity in mind and bring learning to life.)</li> <li>➤ <b>Success is Celebrated</b> (Through certificates, reward points, the behaviour chart and specific praise, children feel as though their efforts are noticed and valued.)</li> <li>➤ <b>Encourage Personal Bests</b> (Children are expected to achieve their personal best and strive to continue to move this benchmark forward.)</li> <li>➤ <b>Mistakes lead to progress</b> (Children are taught resilience and are supported in improving their success rate.)</li> <li>➤ <b>School Values</b> (Our school values support determination and are referred to throughout the year and through our Bridge Builders Scheme)</li> <li>➤ <b>Bridge Builders</b> (Our BB Scheme is ambitious and reinforces our school values)</li> </ul>

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