



Ashford Park Primary School



Teaching and Learning

2023 - 2024



WALKTHRUS CLUSTERS



At Ashford Park

Why the WalkThrus?

Our vision of 'Inspiring a love for life-long learning' is at the heart of everything we do at Ashford Park as we are dedicated to preparing our pupils to become successful, active citizens and future leaders of the rapidly-evolving world around them.

We offer our pupils the greatest opportunities to be successful via our ambitious and bespoke APPS curriculum. Our curriculum has been designed for our pupils in their context. We value all groups and individuals and ensure our approach is inclusive to all. Our core offer focuses relentlessly on an individuals progress and academic success from their unique starting points.

We deliver this by providing inclusive learning environments, a culture of high-quality teaching and purposeful assessment systems.

At Ashford Park Primary School, we pride ourselves on being a research-informed school and base our lesson design and implementation on the tried and tested Rosenshine's Principles to ensure consistently efficient teaching and learning across the school.

Always striving to improve our practice, we have recently worked with Tom Sherrington, author of the widely praised WalkThrus books, on establishing a highly effective, bespoke set of core teaching principles and strategies to best serve our pupils towards 'Achieving Their Potential and Producing Success'.

Successful teaching involves knowing how to combine and sequence selected techniques. We call these Clusters.

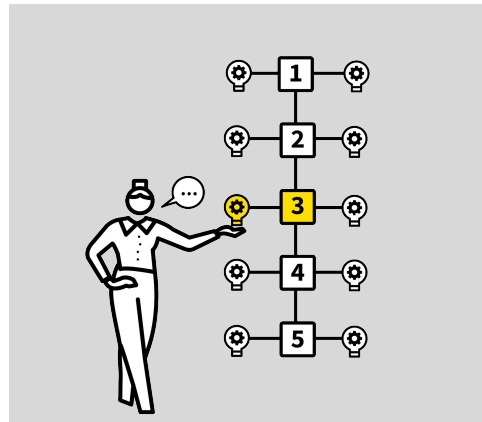


WALKTHRU_s CLUSTERS

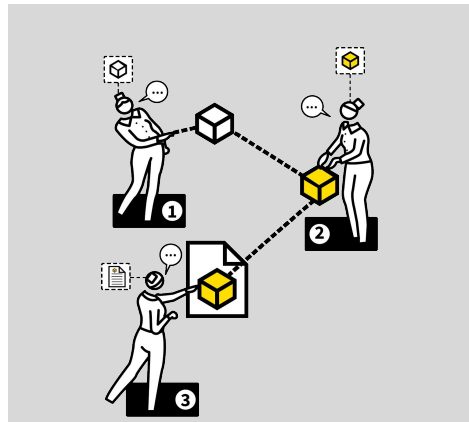


At Ashford Park

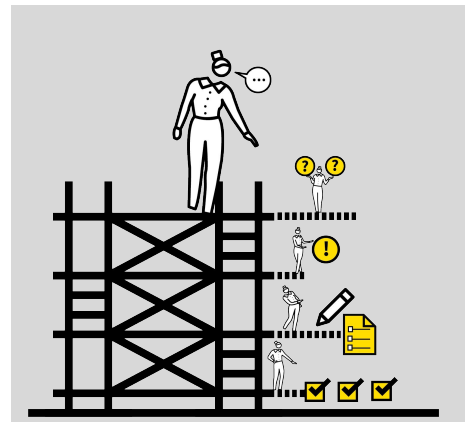
Rosenshine's Principles Clusters:



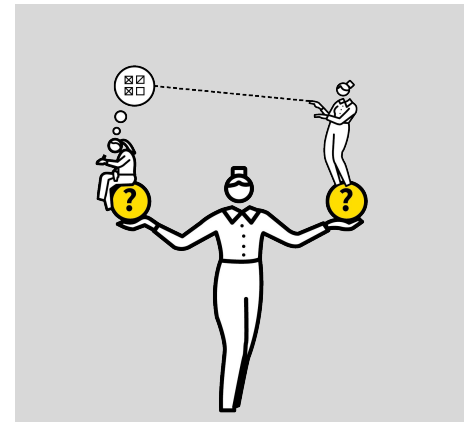
PRESENT NEW MATERIAL USING SMALL STEPS



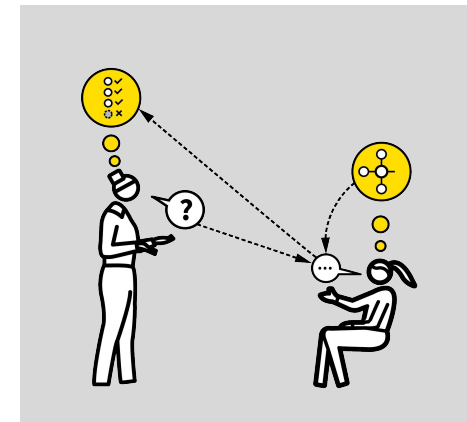
PROVIDE MODELS



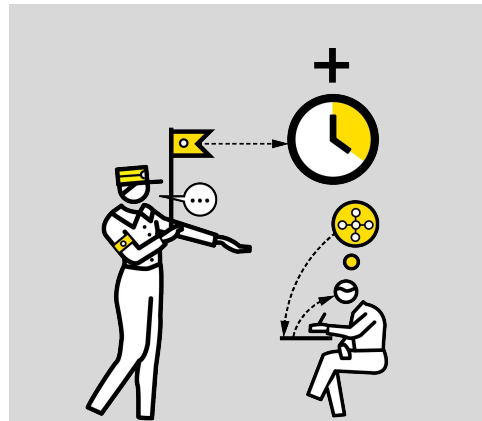
PROVIDE SCAFFOLDS FOR DIFFICULT TASKS



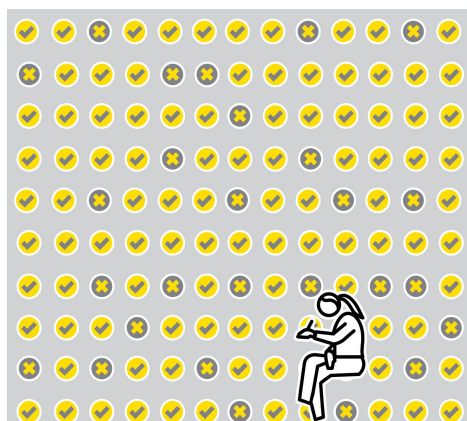
ASK QUESTIONS



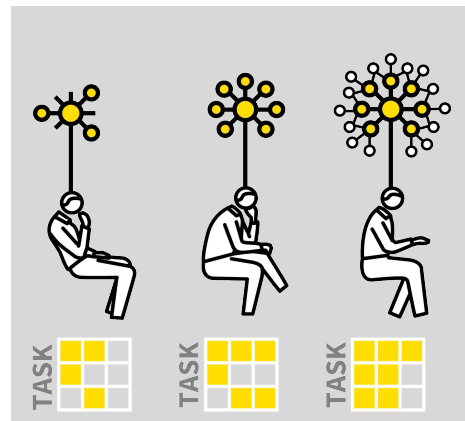
CHECK FOR STUDENT UNDERSTANDING



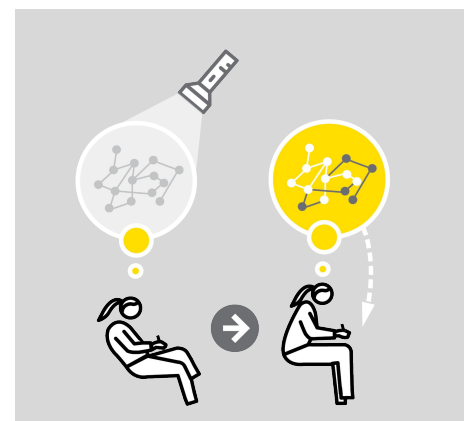
GUIDE STUDENT PRACTICE



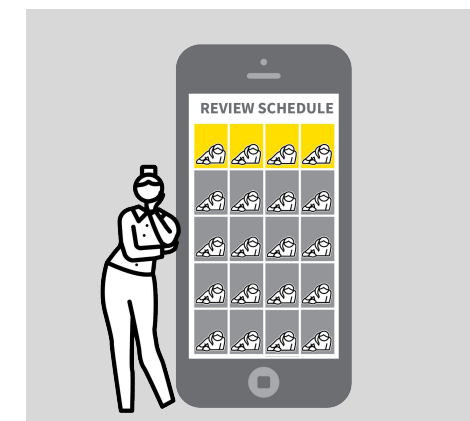
OBTAIN A HIGH SUCCESS RATE



INDEPENDENT PRACTICE



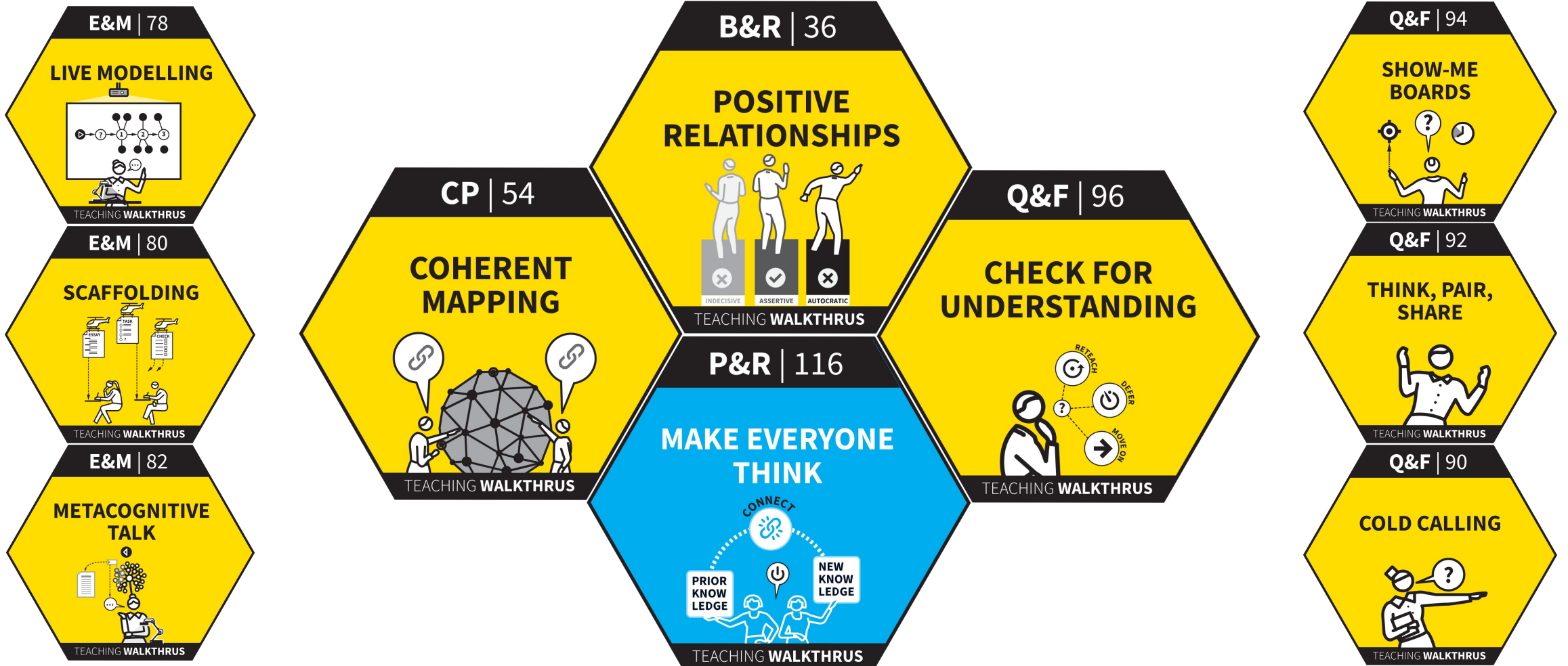
DAILY REVIEW



WEEKLY AND MONTHLY REVIEW



The Ashford Park approach to teaching and learning is based upon our core WalkThru strategies:



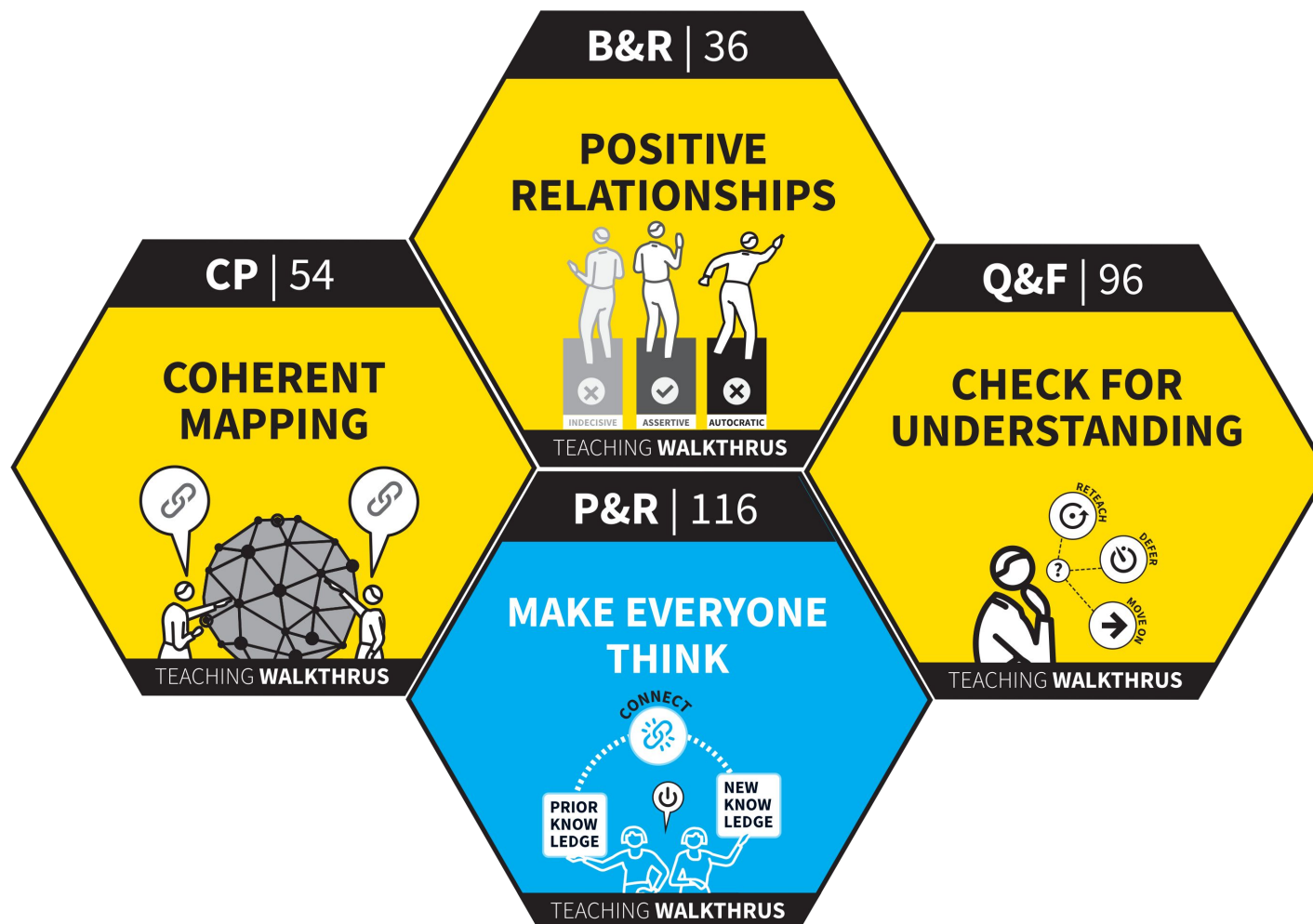
Explaining and Modelling

Questioning and Feedback



WALKTHRU_s CLUSTERS

The Ashford Park Core Principles





BLENDING
WARMTH,
KINDNESS AND
ASSERTIVENESS

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POSITIVE RELATIONSHIPS

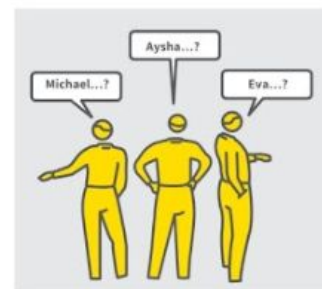
1 2 3 4 5



ESTABLISH NORMS
AROUND CLEAR ROLES
AND BOUNDARIES



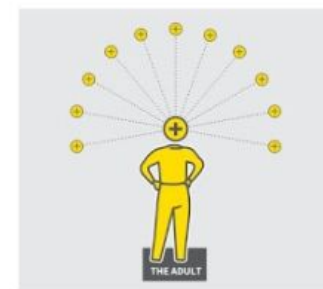
COMMUNICATE KINDNESS



LEARN NAMES AND USE
THEM



COMBINE ASSERTIVENESS
WITH WARMTH



ALWAYS BE THE ADULT

- Everyone has right to feel safe, respected and valued; to feel they belong.
- Focus on learning, free from distractions or emotional threats.
- Communicate trustable feedback that students will act on.
- Aligned to very different roles and responsibilities.

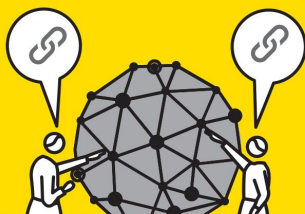


MAPPING A
SPIRAL
CURRICULUM
WITH AUTHENTIC
CONNECTIONS

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COHERENT MAPPING



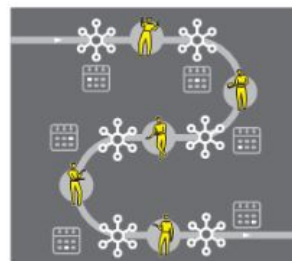
TEACHING WALKTHRU_S

COHERENT MAPPING

1 2 3 4 5



IDENTIFY CORE
CONCEPTS AND BIG
QUESTIONS



MAP THE BIG PICTURE



MAP THE SPIRALLING OF
CONCEPTS



GO DEEPER



MAKE AUTHENTIC
CONNECTIONS



- A coherent curriculum weaves learning experiences, knowledge and skills.
- Students form a deep understanding within and between various knowledge domains.
- Requires vertical planning so new knowledge builds on secure foundations.
- Requires horizontal planning so links between areas of concurrent learning are made deliberately.



WALKTHRU_s CLUSTERS

The Ashford Park Core Principles

ROUTINES TO
ENGAGE ALL
STUDENTS IN
THINKING

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MAKE EVERYONE THINK

① ② ③ ④ ⑤



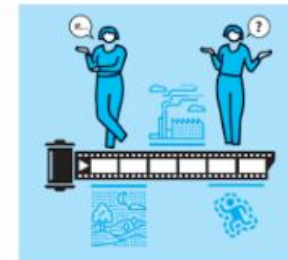
ACTIVATE PRIOR
KNOWLEDGE



STIMULATE
SCHEMA-BUILDING



SYSTEMATICALLY INVOLVE
ALL STUDENTS



USE NARRATIVES AND
CONFLICTS



EMBED THINKING GOALS
WITHIN TASK GOALS



- A central idea about learning in Willingham's *Why Don't Students Like School?* is that *memory is the residue of thought*.
- Willingham suggests teachers should review lessons by considering what students will think about as this is what they will be learning.
- It requires routines that involve all students, requiring them all to think, activating their prior knowledge, deliberately connecting new ideas to what they already know.



A KEY QUESTION:
WHAT HAVE YOU
UNDERSTOOD?

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Q&F | 96

CHECK FOR UNDERSTANDING



TEACHING WALKTHRUS

CHECK FOR UNDERSTANDING

1 2 3 4 5



**COLD CALL, ASKING
WHAT, NOT IF**



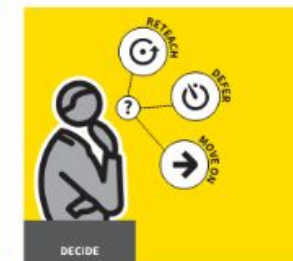
**PROBE WITH A SHORT
DIALOGUE**



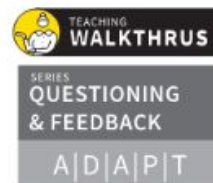
**FOLLOW-UP WITH
MORE CHECKING
DIALOGUES**



**EXPLORE
DIFFERENCES
AND DETAILS**



**RE-TEACH, DEFER OR
MOVE ON**

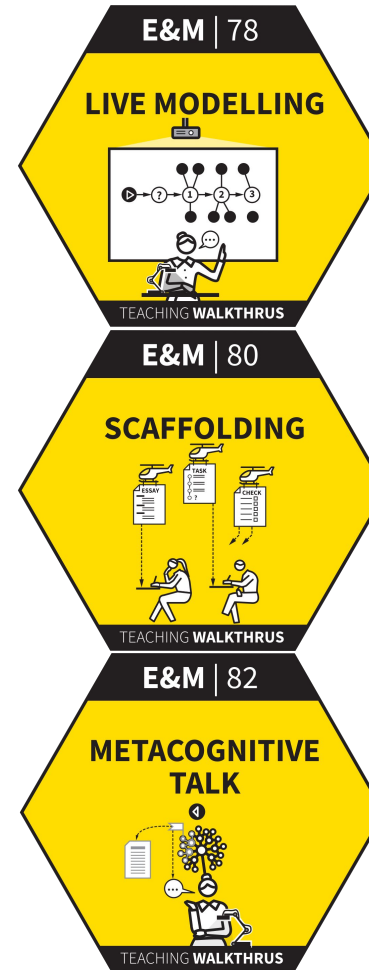


- A central idea in Rosenshine's Principles is that more effective teachers systematically check for understanding from students.
- We can't assume students understand unless we get feedback telling us what they have understood.
- The information we receive informs the next steps in a learning sequence.
- The checking process itself also helps students to secure deeper understanding.



WALKTHRU_s CLUSTERS

Explaining and modelling



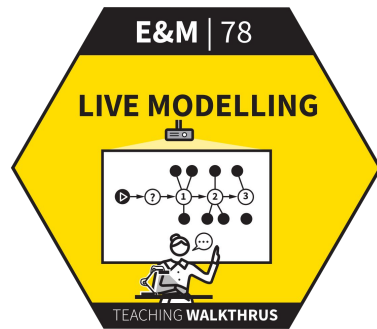


WALKTHRU_s CLUSTERS

Explaining and modelling

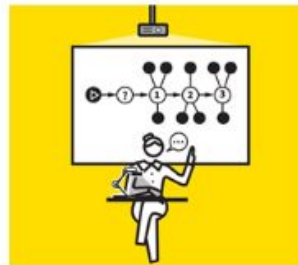
SHOWING HOW
TO COMPLETE
TASKS AND SOLVE
PROBLEMS

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LIVE MODELLING

1 2 3 4 5



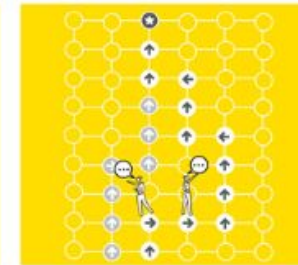
MODEL EACH STAGE
STEP BY STEP



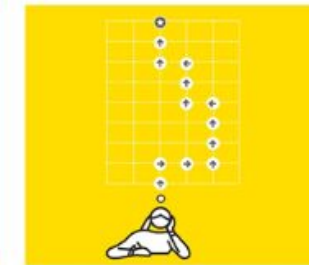
MODEL HOW YOU ORGANISE
MESSY THINKING



REVIEW THE SUCCESS OR
QUALITY OF YOUR
OWN WORK



MODEL ALTERNATIVES AND
FURTHER EXAMPLE



SET TASKS TO EMULATE
THE MODEL

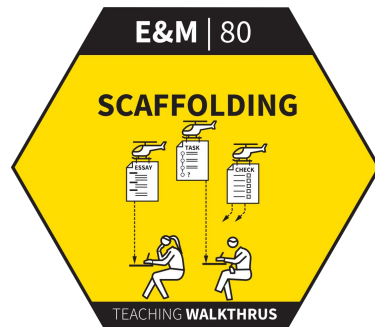


- For effective instructional teaching, teachers need to walk through a learning process themselves, highlighting key procedures and the thinking that underpins them.
- The metacognitive aspect is important, making implicit decision-making explicit.
- Provide examples of completed work that can serve as scaffolds for students.



PROVIDING
TEMPORARY
SUPPORTS FOR
LEARNING

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SCAFFOLDING

1 2 3 4 5



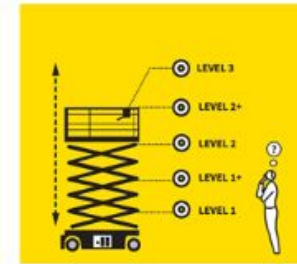
MAP OUT THE
COMPONENTS OF A TASK



PROVIDE SUPPORTS AT
A DETAILED LEVEL



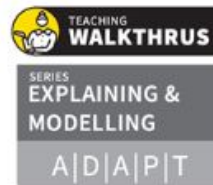
PROVIDE SUPPORTS AT
OVERVIEW LEVEL



PREPARE SCAFFOLDING
SETS OFFERING VARYING
LEVELS OF SUPPORT



TAKE THE SCAFFOLDING
DOWN

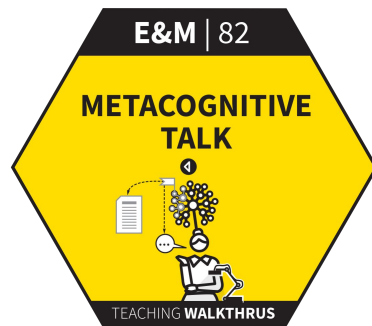


- Rosenshine suggests that more effective teachers successfully provide scaffolds for difficult tasks.
- Rather than setting lower expectations for students, they support them to reach ambitious goals using a range of scaffolding processes that guide them forward.
- Crucially, the metaphor embeds the idea that, when ready, scaffolding always comes down.



MAKING
THOUGHT
PROCESSES
EXPLICIT

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METACOGNITIVE TALK

1 2 3 4 5



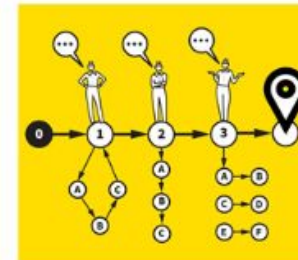
SET A PROBLEM AND
EXPLORE IT



WHAT DO WE ALREADY
KNOW?



WHERE DO WE START?



MAKE A PLAN AND MONITOR



HAVE WE BEEN
SUCCESSFUL?



- There is evidence successful students also have good metacognitive abilities.
- They are able to plan, monitor and evaluate their progress through a task; to think strategically about how to go about solving a problem and to articulate their thought processes.
- Teachers can support students in developing their capacity for metacognitive thinking by modelling it and promoting metacognitive talk in lessons.



WALKTHRU_s CLUSTERS

Questioning and Feedback





AN EFFECTIVE
ALL-STUDENT
RESPONSE
TECHNIQUE

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SHOW-ME BOARDS

1 2 3 4 5



ENSURE EVERY
STUDENT HAS A
BOARD AND PEN
TO HAND



SET THE QUESTION
WITH A GOAL AND
A TIMEFRAME



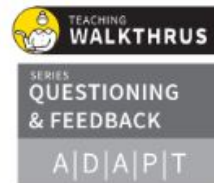
BUILD IN THINKING
TIME



SIGNAL: 3-2-1 AND
SHOW ME



SAMPLE STUDENT
RESPONSES
AND FOLLOW UP



- Sample responses from a whole class using mini-whiteboards.
- Students write on boards in response to questions and simultaneously show their responses.
- This gives feedback to the teacher about the range of student responses.
- They also help where students generate ideas or practise making diagrams or short sentences.



A ROUTINE FOR
STRUCTURED
DISCUSSION

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THINK, PAIR, SHARE

1-2-3-4-5



**ESTABLISH TALK
PARTNERS FOR
EVERY STUDENT**



**SET THE QUESTION
WITH A GOAL AND
A TIMEFRAME**



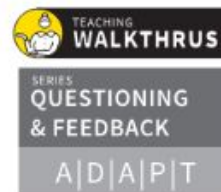
**BUILD IN THINKING
TIME**



**CIRCULATE TO LISTEN
AS PAIRS ARE
TALKING**



**USE COLD CALL TO
SAMPLE PAIRS'
RESPONSES**



- There are many times when it is beneficial for students to engage in a structured discussion.
- Pairs are a powerful way to involve all students in rehearsing and sharing ideas.
- In conjunction with Signal, Pause, Insist, teachers can switch from whole-class listening and back to paired discussion in a dynamic orderly manner.



SELECTING
STUDENTS TO
ANSWER;
INVOLVING
EVERYONE IN
THINKING

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COLD CALLING

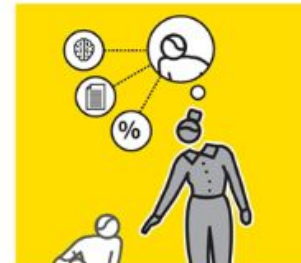
1 2 3 4 5



ASK THE CLASS
THE QUESTION



GIVE THINKING TIME



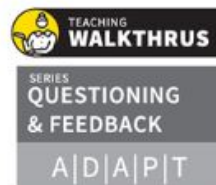
SELECT SOMEONE
TO RESPOND



RESPOND TO
ANSWERS



SELECT ANOTHER
STUDENT AND
RESPOND AGAIN



- This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.