Dalestorth Teaching and Learning Framework Summary September 2026

Everyone's different, everyone's welcome

At Dalestorth, we believe that pupils learn best when they feel safe, valued, included and connected to their learning community. A strong sense of belonging enables children to engage confidently, take risks in their learning, persevere through challenge and develop positive relationships with others. We are committed to creating classrooms where every child feels seen, heard and respected.

Activating prior knowledge, retrieval and retention	Questioning	Purpose and sequencing	Knowledge and deliberate practice	High expectations	Adaptive teaching and scaffolding	Live modelling
By connecting new learning to prior knowledge and involving all pupils in retrieval practice, teachers create opportunities for every child to participate, contribute and experience success.	Inclusive questioning routines ensure that every child participates in classroom thinking, discussion and learning.	Learning is connected to pupils' experiences so they can see themselves within the curriculum.	All pupils access ambitious learning through explicit teaching, guided practice and appropriate scaffolding, ensuring every learner can experience success.	High standards communicate a belief that every child can achieve excellence.	Appropriate adaptations ensure all learners can participate and succeed alongside their peers.	Teachers model not only learning processes but also the values of collaboration, resilience and respect.
We believe that retrieval practice is a strategy in which bringing information to mind enhances and boosts learning and retention and strengthens connections between ideas. It is the act of recalling learned information from memory and every time information is retrieved, or an answer is generated, the original memory becomes stronger. • We involve everyone in the retrieval process. • We enable children to check their understanding by a quick self-assessment. • We specify the knowledge we are quizzing children on. • We vary the diet (activities and tasks) and mix it up. • Strategies can be not only stand-alone retrieval exercises but should be built into daily activities. • We make it time and workload efficient. • We will provide regular opportunities for children to retrieve information in all areas of the curriculum by linking learning in every lesson to prior learning. • We will use retrieval opportunities as an assessment tool which may	We are developing a culture where pupils want to answer and ask questions. This is not automatic and is fundamentally difficult. By rehearsing routines, we can engage pupils in greater and more meaningful participation in class discussions. We try to include: • Cold call • No opt out • Check for understanding • Probing questions • Process questions • Think pair share • Say it better again • Choral response • Whole class response	At Dalestorth we believe that subject knowledge is important but the sequence of learning trumps everything. • When acquiring a piece of knowledge, it depends on another piece of knowledge being in place. • We start by having a very clear picture of our end points in the learning journey. • At the start of our learning we share with our children a general overview of the context of the learning and the importance of what we are learning. • This contextual learning will very often take the form of a question which demonstrates to the children the value of their work. • From this end point we carefully layer the knowledge the children will need to be familiar with in order to be successful in producing a final outcome. • At each step we check that prior learning is secure before moving on. For some learners this may involve some pre or	*Dylan William suggests that in approaching a learning goal unless we know where we are going we will never get there.* Deliberate practice means practicing with a clear awareness of the specific components of a skill we're aiming to improve and exactly how to improve them • We are explicit about the subject specific skills we are teaching. • We build these skills lesson by lesson. • We demonstrate during the lesson how skills connect to prior learning. • We clearly explain what is expected of the children and what we want them to do. • We model the learning, showing them how it's done. We explain what we are doing and why we are doing it. • Unnecessary information needs to be removed, and we need to focus on what is essential. • The key feature is that the material is fully explained, as opposed to a weak hint or a probing question. • Directly teaching the material helps children to	At Dalestorth our teachers set clear learning goals and constantly talk about what excellence looks like. *Sonya Thompson suggests that children need to "carry around with them" something they can visualise and make sense of, using it as a support to help construct their own model of exemplary work.* • Our teachers should always model high standards and expect children to aim for this standard. • We will present high quality WAGOLLs which are presented in manageable chunks. • Our teachers and children discuss and evaluate what makes that chunk excellent. • Our children will then work to replicate excellence in their own work - they will be able to talk about the elements needed to be excellent. • Non- negotiables for excellence include sentence cohesion, correct topic and key word spelling and handwriting. • Our expectation is that teachers model really well, give time for guided	At Dalestorth our teachers *'regularly assess pupils' prior knowledge, learning barriers and needs, using formative assessments to monitor progress and adjust teaching strategies'. (Andrew Whitworth, 2024).* This may include - • Connecting new content to that which is in place. This may involve some pre-teaching • Balance new content against revisiting prior learning to help pupils master important ideas. • Adapt lessons so all pupils can meet high expectations without creating distinct group tasks. • Provide appropriate scaffolds which can be gradually removed as learners become more competent. • Use high quality resources which manage cognitive load and provide appropriate challenge to support learning. • Be aware of and address specific SEND needs by reasonably adjusting teaching strategies and resources. • Use targeted questioning to assess individual pupil	Walk through the learning process: *John Tomsett 2017 says that, "You need to model explicitly the mental processes involved in learning which we, as teachers, can often take for granted. When we model live in front of the class, we can explain learning processes and narrate our thinking throughout."* • Our teachers walk through the learning process themselves, showing children how to do things. They will highlight key points and show the thinking that underpins the process. • This might include making implicit decisions explicit, verbalising their thinking as they go. • The process would be modelled in stages and live modelling would take place at each stage.

be used to correct misconceptions. • Prior learning will be revisited regularly. This may take place after a week, a month or a year after original teaching. The aim is to strengthen neural pathways. In effect, making information easier to access the next time you will need it.		post teaching before the next lesson.' • Prior learning needs to be put in context and connections made to new or existing knowledge. • Children will be then clear about what they already know and how new knowledge fits with this. • We clearly model what to do and how to be successful through physical demonstration and modelling. We narrate this process. • We gradually allow children to work independently and check throughout a lesson how well children are doing. • We provide clear scaffolding for some children to enable them to achieve the same end points as others.	process just the relevant information and reduces the mental processing associated with figuring it out. • Fully explaining the material to children gives them resources to think about as they carry out future tasks. • By contrast, children will struggle and fail when we give them tasks that assume knowledge and skills that they don't yet have. • We provide guided practice time • We formatively assess throughout the sessions and re-guide the learning. • Children are provided with opportunities to practise subject specific skills. We ensure that we talk about these skills explicitly – LO s will help with this • We ensure that we are constantly building children's mastery of new content and adding interventions in as necessary • We ensure that deliberate practice is purposeful and systematic • We have high expectations of all children – aim to excel	practice and therefore children should produce excellent work of their own. • Scaffolding everything: writing scaffolds – sentence starters; structure guides; scaffolds or talk; partially completed examples; controlled choices between limited options rather than fully open choices – eg with word selection or art processes. • Make ideas as concrete as possible – with images, dual coded explanations, concrete hands-on artefacts; real world examples from children's life experience.	understanding. Close learning gaps accordingly. • Adapt instructions and explanations to ensure that all students understand. Use clear and varied methods. • Include extra practice and remove unnecessary explanations to support deep learning and mastery.	