



# POOL HAYES PRIMARY SCHOOL



**Reviewed date: spring term 2024**  
**Review: Every 2 years**  
**Date of Next Review: spring term 2026**

## Teaching and Learning Policy

### Our Ethos and Values

- We aim to teach the whole child and encourage pupils to develop self-esteem, self-confidence and independence, in order to achieve their full potential.
- We aim to provide a broad, balanced ambitious curriculum incorporating a variety of high quality learning experiences that will challenge, inspire and enable our children to develop a lifelong love of learning.
- We aim to provide a happy, nurturing and inclusive environment, which supports learning and social development and in which all children are valued equally.
- We aim to foster an understanding of and respect for cultural, social and religious diversity both within British society and the wider world.
- We recognise the vital importance of education in partnership with families, governors and the community.

### Our Mission

Staff, children and families working together to inspire, challenge and learn.

### Our Vision

We aim to instil in each child a positive and ambitious attitude to learning and a desire to face challenge with enjoyment. We will nurture an attitude of respect towards all people and celebrate the uniqueness of the individual.

We are committed to high standards, inspiring individual excellence by supporting each child to achieve their best to enable them to positively contribute to society, learning to be responsible citizens.

## 2 Aims

- We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that challenges all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- facilitate children's progress from their unique starting point;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;

- show respect, empathy and tolerance for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it;
- use our Golden Rules to promote respect, safety and independence (be safe, be ready to learn, be respectful);
- help children grow into reliable, independent and positive British citizens.

### **3 TLAC**

- At Pool Hayes Primary School all staff trust in every child's learning capacity, and focus their energy on planning high quality learning experiences. The senior leadership team encourage all staff to feel confident and positive to inspire children and to engage them actively using Teach Like a Champion (TLAC) methods (see appendix C and D).
- We actively plan and adapt tasks within lessons so children can make accelerated progress. Feedback about learning rather than grades is central to our approach. Our approach sets out to lower the demand on the working memory for pupils and staff and allow for consistent consolidation across a unit of work in any subject.

### **4 Effective teaching**

- Quality first adaptive teaching is of paramount importance at Pool Hayes Primary school. When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. Through the 'PHP Way' we use the National Curriculum alongside key accredited schemes of work to underpin our school learning and teaching strategy. This sets out our ambitious aims, objectives and values of the school, and details what is to be taught to each year group. See appendix A – Teaching non-negotiables.
- Teachers make ongoing assessments of each child's progress using DCPro, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability and consider key meta-cognition and self-regulation principles. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's SEN support plan or EHCP. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- We set year group expectations for the children using curriculum targets (including KIRFs in maths) and we share these targets with children and their parents. We review the progress of each child termly using summative and formative methods. We set revised targets as necessary, monitor effectiveness and review as outlined in our Assessment Policy.
- Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with

kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the School Behaviour Policy. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times using the rewards and sanctions outlined in our Behaviour Policy.

- We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place.
- Our classrooms are attractive and productive learning environments. We change displays at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and both fiction and non-fiction books, as well as Maths and English working walls which are updated regularly. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

See appendix B - Classroom Non-negotiables.

- Class teachers receive regular professional development to aid improvement in all elements of adaptive teaching using TLAC and as part of the DfE and Black Country Priority Investment Area Programme.
- Teaching is monitored rigorously through observations, book trawls and pupil interviews. All staff have a teaching and learning target in their performance appraisals.
- We conduct all our teaching in an atmosphere of trust and respect for all.

## **5 Planning**

Pool Hayes Primary School's planning is based on the following requirements:

- The Primary National Curriculum for all subjects including;
- the Primary curriculum Programme of Study for Science;
- the Early Years Foundation Stage Curriculum;
- the SACRE Walsall Agreed Syllabus for Religious Education;
- the Striver Scheme of Work for Physical Education;
- the Purple Mash Scheme of Work for Computing;
- the Education for a Connected World framework for online safety (supported by Purple Mash);
- the Primary National Curriculum for MfL (supported by Maximum Classics);
- the Primary National Curriculum for Art and Music (supported by Plan B and Charanga);

- the Primary National Curriculum for PSHE and RHSE (supported by PSHE Association, 1Decision and Medway);
  - the Primary National Curriculum for History and Geography (supported by Grammarsaurus)
- and **most** importantly; the needs of the children we are teaching.

#### **Long Term Planning**

- Our whole school curriculum is devised through termly learning maps in each year-group.
- It enables us to ensure balance and progression across the school and to identify cross curricular links and opportunities for educational visits, enrichment and family Inspire workshops.

#### **Medium Term Planning**

- For English in KS1 we refer to planning by 'Read Write Inc' although we alter sections in order to meet the needs of our own children.
- For English in KS2 we plan using key class novels to link to key curriculum areas to provide a rich context for understanding and stimulate reading and writing skills
- For mathematics we use the Power Maths Scheme which has been developed in line with the mastery approach and recommended by the Department for Education.
- For the foundation subjects our medium term planning is creative and adapted to meet the needs of our children to ensure that it is inspiring, challenging, broad and balanced (see section 5 – planning).
- In the Foundation Stage, our medium term plans are based on guidance within the Statutory Early Years Framework 2024.

#### **Short Term Planning**

- Weekly/individual lesson plans identify the learning goal, steps to success, learning challenges, assessment opportunities, TA direction, SMSC/British values, focus children and a weekly learning review/reflection (see Appendix A 'Must Haves')

### **6 Inclusion (please refer also to the School's Inclusion Policy)**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Pool Hayes Primary is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our children. It is in this way that we will turn the rhetoric into reality.
- In accordance with the school's Equality, Diversity and Inclusion policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, religion, gender or age.
- Children who receive additional or extra support, including those with EHC plans, have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- Inclusive practice across the curriculum should enable all children to achieve their best possible standard, whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

### **7 Effective learning – using TLAC methods**

At Pool Hayes Primary School we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered using TLAC and RWI principles and methodology;
- Their learning is effectively structured with a choice of challenges;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within both overarching and explicit provision.

## **8 The Role of Teaching Assistants**

**We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:**

- **To support the teaching; either through direct delivery or by enabling access for identified children;**
- **Supporting a small group within the classroom;**
- **Delivering intervention groups;**
- **Carrying out assessments;**
- **Preparing resources;**
- **Supporting children with EHC plans/behaviour reports;**
- **Directed TA briefing time on Monday is allocated for all TAs to ensure they understand their roles and responsibilities for the week.**

## **9 The Role of Governors**

To support the aims of the school through:

- Supporting academic strategic direction;
- Promoting positive relationships between the Governing Body and all other members of the school community including; children, their parents/carers and staff;
- To appoint a designated link governor who will:
- Meet with the Head Teacher and Deputy Head Teacher regularly to find out about; the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time.
- Visit school and talk to children about their learning experiences.
- Promote and support the positive involvement of parents within the school.
- Attend training and other related events.
- Committees report to the governing body with recommendations, if appropriate, annually.

- Work with Senior Leaders to review the school's Teaching and Learning Policy every two years.

## **10 The role of parents/carers (families)**

We believe that families have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- by holding parents' evenings to explain our school strategies for English, maths and health education;
- by sending information to families, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending families annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- offering family workshops to explain how they can support their children's learning.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like families:

- To promote positive relationships between all members of the school community including: children and children, children and staff, children and their families and staff and families.
- To be understanding and supportive of our aims in learning and teaching and sign the school's Home-School Agreement (please refer to PHP Home School Agreement).
- To attend and contribute to Teacher Consultation Meetings, curriculum Inspire workshops and other relevant learning/curriculum workshops;
- To support their children with their homework activities (please refer to PHP Homework Policy);
- To praise their children for the good things that they do in school;

**To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding**

## **Monitoring and review**

**The Senior Leadership team will monitor the effectiveness of this policy throughout the academic year. The Head teacher and assigned Link Governor will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.**

## **The Subject Monitoring Process**

At Pool Hayes Primary we endeavour to work together to '*inspire, challenge and learn*'. The subject monitoring process is an import part of performance management, evidence towards the completion of Teacher Standards and a key part of developing an ethos that embraces sustained, quality staff professional development.

Rationale - what are the aims of subject monitoring?

- To raise the profile of teaching and learning in the school and recognise and identify the good practice of our colleagues.
  - To ensure school policies are adhered to, relevant and up to date.
  - To provide opportunities for teachers to engage in high quality, professional discussion about teaching and learning.
  - To offer a learning opportunity for the observer as well as the observee, providing a mutually beneficial experience.
  - To maintain and enhance the quality of teaching and learning and therefore improve the learning experiences for pupils.
  - To enable teachers to identify the professional development needs of both themselves and their colleagues.
  - To further develop the sense of collaboration and enhanced trust by allowing colleagues to observe and comment upon each other's teaching.
- Overall this process enables practitioners to become experts within their subject and effectively share best practice across the school.

#### Structure and scheduling

Monitoring for all of our subjects is strategically planned for and subsequently scheduled termly across the academic year. The monitoring structure and requirements for subjects is set out via the Whole School Monitoring and Evaluation Schedule. Each term features 'spotlight subjects' (decided by the HT and curriculum governors before the autumn term commences) whereby subject leaders will be allocated management time to complete the necessary monitoring of their subject. This is not an exhaustive list but may include a resource audit, policy review, action planning, sequencing analysis, pupil/staff voice, data analysis, work scrutinies, collaboration with local schools, staff meeting feedback and a presentation to governors. The presentation to governors will set out the rationale of the subject leader's action plan for the academic year and review key areas of progress from across the school from the previous year and the strategic direction of the subject for the current academic year.

Signed: *Mrs T Hussain* (Chair of Governors)

Date: autumn 2024

Review date: autumn 2026



## **Appendix A**

### **Pool Hayes Primary**

### **Teaching ‘must haves’**

#### **Every lesson:**

- **WALT displayed and referred to.**
- **Adaptive teaching using TLAC methods – the ‘PHP Way.’**
- **Effective, well briefed Teaching Assistants.**
- **All children engaged.**

#### **Lesson plans:**

- There is no preferable format for individual/weekly lesson plans, this is the choice of the practitioner (Long term plans and Medium term plans are completed in advance of the beginning of the term and using the designated PHP format).
- WALT (discuss links to previous lesson and prior learning)
- Subjects supported by schemes – annotate RWI/Power Maths/Latin/Striver/History/Geography/SACRE/PSHE and Purple Mash pre prepared plans or CT lesson resources (SMART file/PowerPoint etc.)
- Outline of activities
- SMSC/British Values focus
- Focus children/TA Focus – PP/SEN/EAL/Vulnerable; when you are working with these children what is the focus or support (adaptive teaching and TLAC elements)?

#### **Learning review:**

- What Went Well (WWW)/Next steps
- Who met expectations/who did not meet expectations (to inform planning and pre/post teach and DCPro)

#### **Appendix B**



<b>Pool Hayes Primary classroom essentials 2024-2025</b>	<b>Year</b>
Inclusion Folder (SEN file)	
Up-to-date red class info file	
<b>Display/Resources in the classroom</b>	
<b>English/RWI</b>	
Up to date working wall suitable to English topic (or RWI linked)	
English targets on display	
Vocabulary specific to English learning focus or RWI	
Book Corner with author displays	
Samples of work from range of abilities, photographs. (displays)	
RWI Speed sounds charts on table/wall for children to use	
<b>Maths: all of the following will be on an up to date working wall/maths display</b>	
Current KIRFs	
Number line	
Hundred square	
Multiplication square (Y2-Y6)	
Maths Vocabulary	
'What we have learnt this week so far...' sheet	
Samples of work from a range of abilities, photographs (displays)	
<b>Foundation Subjects</b>	
If history topic, timeline of events for the topic.	
Enquiry based learning - mindmap of ideas for what the children want to learn about during the topic. (what questions have been raised?)	
Vocabulary associated with specific subject	
<b>General</b>	
Visual Timetable	
Emotion registration display	
Samples of work from across the class, photographs (up to date displays)	
All resources/book boxes clearly labelled	
Worry box (where needed)	
PHP golden rules	
SMART rules (online safety)	
Key Science vocabulary	

**Key:**

Not visible/present      Visible/present but incomplete  
action required      or not current

Visible/present and up to date

Date of next learning walk:

## Appendix C

Please see EYFS III Policy for all relevant teaching and learning principles:

<https://www.poolhayesprimary.co.uk/early-years.html>

### The PHP Way

#### TLAC in the EYFS

What	Why	How
Clear systems and routines	<ul style="list-style-type: none"> <li>Not overloading working memory with what is happening</li> <li>Children can focus on the learning at hand</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetables which are consistent throughout the phase/school</li> <li>The same routine each day</li> <li>Use clear gestures alongside visual cues</li> </ul>
Be seen looking (adults)	<ul style="list-style-type: none"> <li>Ensure engagement of all children</li> <li>View of any children not actively engaged in tasks</li> </ul>	<ul style="list-style-type: none"> <li>Adults to position themselves where they can see the children</li> <li>Carry out the WWW process, watch, wait, wonder</li> <li>Don't interfere if it will stop the flow of learning</li> <li>Join in if you can make the play more meaningful</li> </ul>
Talk to Your Partner	<ul style="list-style-type: none"> <li>Aids processing time and formative thinking</li> <li>Response to a few volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Manage turns</li> <li>Use a clear in-cue, focus questions</li> <li>Create a clean finish</li> <li>Adults to listen into conversations for <i>AFL</i></li> <li>Carpet places, children sit by appropriate partner</li> </ul>
Clear success criteria	<ul style="list-style-type: none"> <li>Children know what to expect</li> <li>All staff have the same expectations</li> <li>High expectations of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Visual cues to show children what you expect, these should be consistent</li> <li>Visual cues to be used alongside hand gestures</li> <li>Visual cues to be phased out in Year 1 but continue with hand gestures</li> </ul>
Do it again, but better	<ul style="list-style-type: none"> <li>Clear expectations in all situations</li> <li>Reiterate expectations</li> <li>Making compliance visible</li> </ul>	<ul style="list-style-type: none"> <li>Children are reminded of the expectations</li> <li>Encourage children to improve</li> <li>This can be done in all situations e.g. answering questions on the carpet, lining up, in CP</li> </ul>
Volunteers	<ul style="list-style-type: none"> <li>Great for complex or challenging questions</li> <li>Questions with multiple interpretations</li> <li>Encourages active participation</li> </ul>	<ul style="list-style-type: none"> <li>Increase wait time</li> <li>Narrate hands, "I can see 3, 4, 7 hands waiting to share their ideas."</li> <li>Address call outs</li> </ul>
Cold Call*	<ul style="list-style-type: none"> <li>Great for review/retrieval questions</li> <li>Quick Check for Understand (CFUs)</li> <li>Increasing participation with a low-stakes task introduction</li> </ul>	<ul style="list-style-type: none"> <li>Keep it positive</li> <li>Make it predictable</li> <li>Use wait time first</li> <li>Prepare scaffolded questions if needed</li> </ul>
My Turn Your Turn	<ul style="list-style-type: none"> <li>Reinforces key vocabulary</li> <li>Builds energy and a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Use repetition for reinforcement</li> <li>Use clear cuing (visual/vocal)</li> <li>Use rhythm</li> <li><b>Can work well after Volunteers or Cold Call to emphasise a key learning point</b></li> <li>Use within story-telling to highlight key vocabulary or a repeating phrase</li> </ul>
No opt out	<ul style="list-style-type: none"> <li>Gives children additional time to think</li> <li>Includes children not have been actively engaged but know they need to answer, even if they use something they have already heard-this means they had at least listened to their friend</li> </ul>	<ul style="list-style-type: none"> <li>Use with <b>cold call</b></li> <li>Explain that you will return to the child in (how many) answers e.g. I will ask you again after I ask 2 more children</li> <li>Always return to the child</li> </ul>
Every minute matters	<ul style="list-style-type: none"> <li>Uses opportunities within CP</li> <li>Address misconceptions from adult led activities</li> </ul>	<ul style="list-style-type: none"> <li><i>AFL</i> systems need to be in place</li> <li>Information taken from carpet time, previous sessions or from observations</li> <li>Use alongside <b>be seen looking</b></li> </ul>
Review Learning	<ul style="list-style-type: none"> <li>See <i>Rosenshine's</i> principles of instruction</li> </ul>	<ul style="list-style-type: none"> <li>May be done at the end of the session to review learning</li> <li>At the beginning of a lesson to remind children what they have learnt before</li> </ul>
1, 2, 3	<ul style="list-style-type: none"> <li>Based on the RWI system of sending children to their seats</li> </ul>	<ul style="list-style-type: none"> <li>Use 1, 2, 3 to give short, clear instructions</li> <li>Use with CP activities</li> <li>Use during transitions e.g. lining up, having snack</li> <li>Make it clear what you expect to happen at each step</li> </ul>

## Appendix D – KS1/2

### The PHP Way

#### Our Means of Participation in Learning

What	Why	How
<b>Silent Solo</b>	<p>Pupils have an opportunity to think/read/write independently to organise their own thoughts.</p> <p>Research behind this strategy:</p> <ul style="list-style-type: none"> <li>"We can close our eyes, we can avert our gaze but we hear in 360" Emily Elliott, psychology professor at Louisiana State University</li> <li>Elliott and her colleagues found, "...performance goes down when you're asked to remember a series of things in order in the presence of irrelevant or distracting auditory stimuli. So that tells us that [the sound is] somehow being processed in the cognitive system, because you can't just wilfully go, 'I'm not going to listen.'"</li> <li>Performance drop relative to silence was 39% in Year 3 children</li> </ul>	<p>Build Silent Solo as a consistent work habit in your classroom:</p> <ul style="list-style-type: none"> <li>Give clear directions for the task</li> <li>Give a time limit</li> <li>Narrate your appreciation               <ul style="list-style-type: none"> <li>Narrate productive work habits, "I see pencils moving"</li> <li>Convey you value their work, "Love that idea."</li> </ul> </li> <li>Use supportive accountability, "If you're struggling try X. Let me see you giving it a go."</li> <li>Build culture in the out cue               <ul style="list-style-type: none"> <li>Build value in the work of writing, "Looking forward to seeing your ideas"</li> <li>Normalise that it's okay not to be finished, "30 seconds to finish this thought. Don't worry if it's not completely finished."</li> </ul> </li> <li>Silence matters</li> </ul>
<b>Talk to Your Partner</b>	<ul style="list-style-type: none"> <li>Aids processing time and formative thinking</li> <li>Response to a few volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Manage turns</li> <li>Use a clear in-cue</li> <li>Create a clean finish</li> <li>Backstop with a Cold Call</li> <li><b>Can work well as an opening Means of Participation (MOP) or after an Everybody Writes</b></li> </ul>
<b>Everybody Writes</b>	<ul style="list-style-type: none"> <li>Allows individual processing time and boosts Think Ratio and Participation Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Create predictable space</li> <li>Use a clear in-cue</li> </ul>
	<ul style="list-style-type: none"> <li>Helps pupils to contribute when taking part in TTYP as they had a chance to think first</li> </ul>	<ul style="list-style-type: none"> <li>Create a clean finish</li> <li>Backstop with a Cold Call or TTYP</li> <li><b>Can work well as an opening Means of Participation (MOP) or TTYP</b></li> </ul>
<b>Volunteers</b>	<ul style="list-style-type: none"> <li>Great for complex or challenging questions</li> <li>Questions with multiple interpretations</li> <li>Encourages active participation</li> </ul>	<ul style="list-style-type: none"> <li>Increase wait time</li> <li>Narrate hands, "I can see 3, 4, 7 hands waiting to share their ideas."</li> <li><b>Can be effective after Everybody Writes or TTYP</b></li> <li>Be prepared to address call outs – <i>this will be tempting for pupils</i></li> </ul>
<b>Cold Call*</b>	<ul style="list-style-type: none"> <li>Great for review/retrieval questions</li> <li>Quick Check for Understand (CFUs)</li> <li>Accountability after processing time</li> <li>Increasing participation with a low-stakes task introduction</li> </ul>	<ul style="list-style-type: none"> <li>Keep it positive</li> <li>Make it predictable</li> <li>Use wait time first</li> <li>Prepare scaffolded questions if needed</li> <li><b>Can work well after Everybody Writes, TTYP or before volunteers in a discussion</b></li> </ul>
<b>My Turn Your Turn</b>	<ul style="list-style-type: none"> <li>Reinforces key vocabulary</li> <li>Builds energy and a sense of belonging</li> <li>In younger year groups it can replace jotting</li> <li>In older year groups it can aid quick retrieval practice</li> </ul>	<ul style="list-style-type: none"> <li>Use repetition for reinforcement</li> <li>Use clear cueing (visual/vocal)</li> <li>Leverage rhythm</li> <li><b>Can work well after Volunteers or Cold Call to emphasise a key learning point</b></li> </ul>

