

# Teaching & Learning Framework

At Lansdown Park Academy, our placements offer adaptive teaching and learning to support students to re-engage with learning and make progress.

We know that for our students to be successful in their next steps, and succeed as positive and resilient citizens, engagement in the classroom plays a key role.

Building relationships and trust, whilst identifying and meeting need, helps our students access teaching and learning. By holding high, and appropriate expectations, our students will experience success in learning.

This framework highlights some key aspects of teaching and learning that supports our students in every lesson.





## What

*Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.*

*In practice, this is the verbal contribution and active listening each learner gives to group.*



## Why

In school, oracy is a powerful tool for learning; by teaching learners to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all learners, not just some, to find their voice and to be heard in school and life.



## How

### Active Ingredients

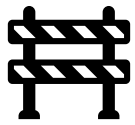
- Oracy is modelled
- Every voice is valued
- Opportunities for oracy are regular
- Opportunities for oracy are planned, purposeful and pitched appropriately
- Oracy is explicitly taught
- Oracy is used to elevate learning
- Oracy progress is appraised

### Deliberate Differences

- Choice of oracy activity
- Length of oracy activity
- Depth / level of challenge within activity
- Formality of oracy activity
- Learner groupings
- Teacher / pupil led balance

## Techniques

- **Summarising** – Asking learners to verbally summarise a teacher or peer explanation can facilitate oracy.
- **Clarifying** – Asking learners to explain more about their opinion or response to a question can also support oracy development
- **Talking groups** – Giving learners opportunities to think about a question before discussing it with a partner and then sharing with the whole class can help.
- **ABCD** – Requiring learners to AGREE, BUILD or CHALLENGE a peer response can increase the frequency and depth of oral contributions.
- **Metacognitive questioning** – Getting learners to explain and justify their task planning, performance monitoring and success evaluation can be useful.
- **Verbal reasoning** – Requiring learners to showcase their work verbally and where appropriate defend it, can facilitate oracy.
- **Feedback** – Adults and learners tailored feedback to support development of oral contribution/discussions.
- **Groupwork** – Working in teams or with a partner can encourage higher levels of oral contribution.
- **Debate** – Setting up structured opportunities for learners to speak can create safe spaces for oral contributions.
- **Recasting** – Supporting all learners to speak in full sentences and be heard.



## Barriers

Emotional Regulation Difficulties  
Anxiety/low self esteem  
Fear of judgement/making mistakes  
Social Interaction Challenges- interpreting social cues (tone, body language)  
Turn taking  
Listening  
Withdrawal  
Anxiety



## Adaptive Strategies

Sentence stems (both oral and written)  
Use of visuals and simple sentences  
Talk tactics (*LPA talk tactics being developed with Chris Barratt through PD sessions*)  
LPA pillars of Oracy (*being developed with Chris Barratt through PD sessions*)  
Simple examples used, and repeated (oral, written and visuals)  
Tier 3 vocab template to support language development



## Possible Misconceptions

- Oracy is just about the ability to talk.
- Oracy will just develop without specific planning and teaching.
- It's about the 'correct' way of speaking
- It's only for certain subjects



## Reflective Questions

- How would you rate the typical levels of oracy in your class?
- Which **physical** oracy skills are your learners strongest and weakest in?
- Which **linguistic** oracy skills are your learners strongest and weakest in?
- Which **cognitive** oracy skills are your learners strongest and weakest in?
- Which **social & emotional** oracy skills are your learners strongest and weakest in?
- How do you plan for and then responsively support oracy in your classroom?



## Useful Links

- [The Oracy Framework](#)
- [Oracy benchmarks](#)
- <https://talkthetalkuk.org/wp-content/uploads/2020/04/Oracy-ResourcesOracy-Resources.pdf>
- <https://eyfs.info/articles.html/teaching-and-learning/exploring-oracy-in-early-years-and-its-links-to-literacy-r391/>



## Further Study

- [Voice 21 Impact report 2022-23](#)
- [Oracy Cambridge Blog](#)
- [EEF Oracy Interventions](#)
- [The Communication Trust report](#)



## What

Reading at LPA is the gateway to understanding, learning and self-expression. In every lesson, across all subjects and key stages, reading is a shared responsibility. Teachers plan for reading as part of their normal practice- ensuring that all students can access, understand, and respond to written material confidently. Students engage with a range of texts appropriate to their level: from phonics-based readers and structured storybooks in KS1, to non-fiction and subject-specific texts in KS3. Reading is used both to *learn to read* and to *read to learn*, giving every student the chance to experience success and enjoyment through text.



## Why

Many of our students arrive below age-related expectations in reading. Reading is essential for accessing the wider curriculum, building vocabulary, and supporting emotional regulation and imagination. A consistent, visible reading culture helps students develop confidence, persistence, and self-belief as learners. Reading also provides positive routines that reinforce calm transitions, a sense of belonging, and connection between staff and students.



## How

### Active Ingredients

- Teachers model fluent, expressive reading aloud.
- Vocabulary and meaning are explicitly discussed.
- Texts are broken into achievable chunks with time to process.
- Students are encouraged to make predictions, connections, and summaries.
- Reading is visible and valued — everyone reads, not just the confident few.
- The classroom environment supports reading (displays, prompts, accessible books).
- Staff reinforce a calm, predictable routine for reading tasks.

### Deliberate Differences

**Text Type:** Texts become longer and more complex as students move from phonics-based readers in KS1 to subject-specific and extended texts in KS3.

**Reading Mode:** Reading shifts from shared and guided approaches in KS1 to increasingly independent and analytical reading by KS3.

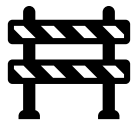
**Teacher Role:** Teachers move from modelling phonics and fluency in KS1 to modelling comprehension, inference, and analysis in KS3.

**Support Materials:** Visual and phonics aids in KS1 give way to vocabulary prompts and comprehension scaffolds in KS2 and KS3.

**Comprehension Focus:** Understanding progresses from word recognition and story sequence in KS1 to inference, analysis, and evaluation by KS3.

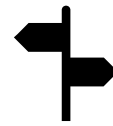
## Techniques

- Pre-teach key vocabulary: Identify essential words and discuss meanings before reading.
- Predicting and priming: Ask “What do you think this will be about?” to activate prior knowledge.
- Picture or context clues: Use images, diagrams, or titles to introduce new ideas.
- I read / you read: Teacher models fluent reading, then students read a sentence or paragraph aloud or silently.
- Choral reading: Reading together to reduce anxiety and build rhythm and confidence.
- Paired reading: More confident readers support peers; can be across or within key stages.
- Chunking text: Breaking longer passages into manageable sections with short check-ins.
- Question stops: Pause to check understanding or summarise what’s been read.
- Summarising: Retell or outline the main ideas using prompts or sentence starters.
- Key word recall: Review and reuse new vocabulary through quick activities.



## Barriers

- Low reading confidence and self-esteem.
- Poor prior experiences of reading or limited access to books at home.
- Gaps in vocabulary and comprehension skills.
- Behavioural challenges masking reading anxiety.
- Irregular attendance reducing exposure to reading routines.
- Disrupted learning journeys
- Limited reading confidence
- Difficulty concentrating for sustained periods



## Adaptive Strategies

- Begin with short, engaging texts and gradually increase stamina.
- Offer student choice to build ownership and interest.
- Use paired or small-group reading to reduce anxiety.
- Incorporate visuals to aid comprehension.
- Provide predictable, calm reading environments with minimal distractions.
- Praise persistence and effort rather than speed or accuracy.
- Share success!
- Introduce challenging words and ideas before reading to build confidence and comprehension.



## Possible Misconceptions

- “Reading time is only for English lessons.” → Reading is a whole-school priority.“
- If students can decode words, they can read.” → Comprehension and vocabulary must also be taught.
- “Older students don’t want to read aloud.” → Many enjoy structured, safe opportunities to do so.
- “Low-level books are babyish.” → Age-appropriate but accessible texts are essential for confidence.
- “Reading interventions replace quality first teaching.” → They complement, not substitute, classroom reading practice.



## Reflective Questions

- How am I modelling positive reading behaviours in my classroom?
- Do students in my group know their current reading target or goal?
- How do I ensure texts are accessible but challenging enough?
- Are there clear routines and expectations around reading?
- How do I use reading to support vocabulary and subject knowledge?
- How am I reinforcing reading as an enjoyable, social activity?



## Useful Links

- EEF Guidance: Improving Literacy in Secondary Schools
- National Literacy Trust: [www.literacytrust.org.uk](http://www.literacytrust.org.uk)
- BookTrust (reluctant readers & book recommendations): [www.booktrust.org.uk](http://www.booktrust.org.uk)
- Accelerated Reader Resources: [www.renaissance.com](http://www.renaissance.com)
- BBC Bitesize Reading and Writing Skills: BBC Bitesize Literacy
- TES Literacy Collection: Search “Reading strategies SEMH” for free classroom resources



## Further Study

- Education Endowment Foundation (EEF) – Improving Literacy in Secondary Schools (2019): Evidence-based strategies for decoding, vocabulary, and comprehension.
- Daniel Willingham (2009) – The Reading Mind: Explains how knowledge, vocabulary, and comprehension interconnect.
- Mary Myatt (2018) – The Curriculum: Gallimaufry to Coherence: Discussion on rich texts and high expectations for all learners.
- Kate Nation (2017) – Research on the “simple view of reading” and vocabulary development.



# Practice



## What

*Purposeful, planned opportunities to consolidate and extend knowledge, understanding or skills.*

In practice, this is where learner complete tasks either with the teacher, in groups or independently.



## Why

Providing opportunities for purposeful practice supports pupils to consolidate and secure their learning whilst building fluency and mastery. Practice also helps to highlight understanding, expose misconceptions and if done effectively, deepen understanding and increase confidence.



## How

### Active Ingredients

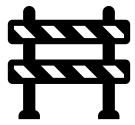
- Activities have a clear **purpose**.
- Activities are **accessible**, building from prior knowledge.
- Practice stimulates **thinking**.
- Activities enable a **high success rate**.
- Practice moves from **guided to independent**.
- Activities are **timed appropriately**.

### Deliberate Differences

- Frequency of practice within lessons
- Length of practice within lessons
- Location of practice within lesson structure
- Frequency of practice over time (spaced practice)
- Transition speed from guided to independent
- Level of teacher support
- Level of discussion (silent, pair, group, class)

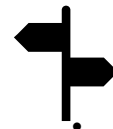
## Techniques

- Resolve**-Learners can practice by answering questions, completing partial examples and finding missing information.
- Reduce**- Learners can practice by creating summaries of information, recording key bullet points or creating headlines that capture the essence of content.
- Deconstruct**- Learners can practice by spiting information into sections or by highlighting key terms, phrases, quotes etc.
- Categorise**- Learners can practice by grouping information based on common elements or characteristics
- Prioritise**- Learners can practice by ranking information in order of its importance and justifying their selection.
- Criticise**- Learners can practice by giving their opinion, participating in a debate or by finding conflicting evidence to a point of view.
- Compare**- Learners can practice by finding similarities and differences between things or spotting patterns and trends.
- Connect**- Learners can practice by identifying links between Information and describing the relationships
- Extend**- Learners can practice by finishing a sentence, sequence, equation or image, adding their own contribution.



## Barriers

Regulation  
Resilience  
Confidence  
Engagement with recording and speaking  
Past negative experience of practice  
Lack of basic/fundamental skills to achieve current learning  
Low level of oracy to have deep discussions on learning



## Adaptive Strategies

- Daily review
- 1:1 I do, we do, you do
- Chunked learning and visuals to show expectations of practice
- Supported to practice alongside adult
- Pupil Passports
- Different students may need different types of practice
- Different students may need different lengths of practice
- Pre teaching core concepts
- Scaffolding
- Practice linked directly to whole class learning- clear pathway
- Use of manipulatives



## Possible Misconceptions

- **Practice is always paper based**- Activities can be completed on paper, practically or verbally leading to a variety of multi-media outputs
- **Practice is always planned**- Teachers can decide to create, extend or alter activities in response to assessment for learning
- **Lesson must contain extensive practice** - Complex concepts often require an extended amount of instruction and knowledge development before practice



## Reflective Questions

- How much practice do learners typically do in your lessons?
- When do you typically practice?
- What types of activities do they complete?
- How hard are they thinking typically during practice activities?
- What percentage of their practice is independent?
- How do you facilitate spaced practice?



## Useful Links

<https://www.structural-learning.com/post/i-do-we-do-you-do>



## Further Study

[The Gradual Release of Responsibility](#)  
[Spaced Practice and Working Memory](#)  
[Not another quiz! Refining retrieval practice](#)  
[Using practice to boost learning](#)  
[Deliberate Practice: What It Is and How to Use It](#)  
[Rosenshine's ninth Principle of Instruction: Independent practice](#)  
[Practice for Knowledge Acquisition](#)



## What

*Collecting information from pupils about their learning in order to provide feedback and adaptation.*

In practice, this is the questioning and reviewing of work that the teacher does which then indicates whether learners are understanding.



## Why

Checking for understanding enables the teacher to ensure that knowledge and understanding are being developed correctly, that misconceptions are being uncovered and that the current lesson structure, content, pace and levels of support are optimal.



## How

Active  
Ingredients

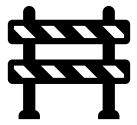
- Understanding is checked **regularly**
- Assessment is **inclusive**, involving all learners
- Assessment is **purposeful**
- Assessment is **timely**
- Assessment methods are **reliable**
- Assessment information is **valid**
- Assessment information is **acted upon**

Deliberate  
Differences

- The **frequency** of classroom assessment
- The **timing** of assessment within the lesson
- The assessment **method**
- **Who** completes the assessment (self, peer, teacher)
- How the assessment information is **used**
- The **balance** of planned vs responsive assessment

## Techniques

- **Cold call** - Learners are purposefully selected to answer a question.
- **Volunteer** - Learners are encouraged to respond, and the teacher creates the safety and confidence to support all learners to do so.
- **Mini Whiteboards** - Learners use a mini whiteboard to record their own individual response to an assessment question or task.
- **Discussion** - Learners are asked to discuss a set question or topic and the teachers assessing their understanding by listening to their responses.
- **Agree, Build, Challenge** - learners are encouraged or selected to agree, build on or challenge the initial statement or answer.
- **Hinge Questions / Tasks** - Teachers objectively check the understanding of learners at key points in the lesson to adapt their approach.
- **Exit Tasks** - Teachers objectively check the understanding of learners at the end of the to more effectively plan the next lesson.
- **Student demonstration / performance** - Learners physically demonstrate their understanding and the teacher checks assesses through observation.
- **Verbal Defence** - Learners are required to defend their completion of a task or point of view to showcase their understanding



## Barriers

- Low self-esteem
- Lack resilience
- Poor oracy skills
- Inability to work independently for long periods
- Inability to revisit learning
- Reluctance to show work and go through work with an adult



## Adaptive Strategies

- Chunked learning
- Skills teaching
- Resilience skills learning
- Allow students to demonstrate learning through varied formats
- Design assessments that connect learning to practical, meaningful contexts



## Possible Misconceptions

- **Response from the minority can be generalised**- We should not make whole class inferences from the responses of the few.
- **Happiness, enjoyment or confidence showcase understanding**- our assessments of understanding need to be as objective and valid as possible.
- **Only the teacher can check understanding**- Self and peer assessment are useful tools for checking understanding



## Reflective Questions

- How often do you typically check understanding?
- How do you plan for checking understanding?
- How do you responsively check understanding?
- How do you ensure that your checking is reliable and valid?
- How do you use the assessment information you collect during lessons?
- How do you use the assessment information for future planning?



## Useful Links

- <https://www.gov.uk/government/publications/key-stage-2-teacher-assessment-guidance/key-stage-2-teacher-assessment-guidance>
- <https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance>



## Further Study

- [Inside the black box](#)
- [Checking for Understanding](#)
- [Designing great hinge questions](#)
- [Checking for understanding strategies](#)
- [5 Brilliant Formative Assessment Strategies](#)
- [Systems for formative Assessment](#)
- [Rosenshine's Principles 3&6](#)



# Modelling



## What

*Visually representing or demonstrating a skill or concept.*

*In practice, this is the exemplars that teachers provide pupils with to showcase excellence and the video or live demonstrations that they give during explanations or prior to practice.*



## Why

Modelling is a key strategy for deepening understanding and serves to make the abstract more concrete, showcase what excellence looks like and mitigate the development of misunderstandings. Modelling can help build learner confidence and ensure clarity prior to any independent practice.



## How

Active

Ingredients

- Modelling should be **purposeful** and have a clear objective
- Modelling should be visually and verbally **clear**
- Models should be **accessible** in terms of structure and pace
- Models need to be **precise** with an appropriate level of detail
- Modelling should be **narrated** to further deepen understanding
- Models should be **replicable** and within learner capabilities

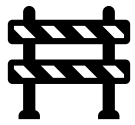
Deliberate

Differences

- The amount and frequency of modelling
- The focus of the modelling
- The balance of static models and live modelling
- Who does the modelling

## Techniques

- Good Example** - Teacher provides a static exemplar highlighting why it is excellent, and the steps required to achieve it.
- Bad Example** - Teacher provides a static non-example highlighting the weaknesses and the errors that contributed to its lack of success.
- Worked Example** - Teacher demonstrates the steps required complete a task successfully by going through them step by step.
- Error Correction-** Teacher demonstrates common errors, explaining the reason for them and how to avoid them
- Metacognitive Modelling-** Teacher models and narrates how they would plan for a task, monitor their progress during it and evaluate their success afterwards.
- Visualisation** - Teacher supports learners to visualise successful outcomes in their minds by painting a picture of excellence.
- Mental Rehearsal** - Teacher supports learners to rehearse processes step by step in their minds



## Barriers

- Poor subject knowledge
- Modelling overtakes practice
- Lack of discussion time
- Non live modelling creates artificial misconceptions of perfection
- Poor oracy skills.



## Adaptive Strategies

- Using a variety of models to meet different needs
- Modelling should be a creative venture
- All pupils and adults to take part
- Creating toolboxes
- Demonstrate thinking aloud, problem-solving steps, and decision-making to make invisible cognitive processes visible



## Possible Misconceptions

- **All modelling must be a live demonstration** - Modelling can be both a physically demonstration and the provision of static examples and non-examples
- **Modelling is only done by the teacher** - Modelling by learners can often be more powerful as it strengthens achievability and often uses more accessible language.
- **All modelling is visual** - Modelling can be verbal descriptions or explanations of thinking



## Reflective Questions

- How much modelling do you currently do in a typical lesson?
- What percentage of your modelling is providing models versus live demonstrations?
- What percentage of your modelling is task related and how much is ways of thinking?
- When in the lesson do you typically model?
- How often do you use pupils to model?
- Do you typically add narration to your modelling?



## Useful Links

- Staff to share and add



## Further Study

[Supporting knowledge of self through modelling](#)  
[Using modelling to develop communication and language](#)  
[Various Modelling Articles – Chartered College of Teaching](#)  
[Effective teacher modelling](#)  
[Mastering Modelling - Durrington Research School](#)  
[The Importance Of Modelling In The Primary Classroom](#)  
[What is Modelling Learning?](#)



# Questioning



## What

*Effective questioning is a key aspect of the teaching and learning process.*

*Questioning can structure and guide learning, encourage thinking, help clarify understanding and provide opportunity for discussion. Good questioning requires time for pupils to think and respond and promotes active engagement in learning.*



## Why

Text



## How

### Active Ingredients

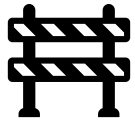
- A range of both open and closed questions
- Wait time when a question has been posed
- Opportunity for students to pose questions
- Asking students to elaborate on their answers by using follow up questions
- Addressing misconceptions and incorrect answers

### Deliberate Differences

- The number and complexity of questions asked
- The amount of wait time and support given
- Resources to support student composing an answer, or a question

## Techniques

- Rephrase questions to simplify them or ask them in a different way.
- Follow up on incorrect answers with additional related questions to provide students with time to rethink
- Show appreciation for any thoughtful answer
- Develop a stock of follow up questions, be clear where the question is leading- what else? What if? How do you know?
- Ensure a balance between closed and open questions
- Allow thinking time and time to change their mind- coming back to the same question
- Modelling and encourage others to evaluate their response, or response of others
- Ask a thought-provoking questions, which you will come back to later in the lesson
- Encourage students to think about and/or discuss a response and evaluate it
- Ask learners to think about their answer first
- Teach the meaning of question words
- Provide key vocabulary to support students in composing their own questions
- Provide opportunities for children to ask questions- - hot seating, visitors, resource provocations



## Barriers

- Peer pressure
- Context
- Lack of vocabulary
- Lack of understanding
- Reliance on use of closed questions



## Adaptive Strategies

- Use of sentence stems
- Giving children take up time when responding
- Give children a variety of ways to answer questions
- Tailor questions to students' interests or language development
- Provide visual prompts and key vocabulary



## Possible Misconceptions

- Text



## Reflective Questions

What variety of ways can you ask to retrieve information?



## Useful Links

- Text



## Further Study

- Text