Teaching and Learning Policy

2023-24

'Be the best you can be'

Field Lane, King's Lynn, Norfolk, PE30 4AY

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

Vision for Learning

All pupils are empowered to be the best they can be, experiencing excellent teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

The Essential Practice Principles for Excellence in Teaching and Learning (see separate document)

Three Core areas:

1. ### Positive Climate for Learning

   - **Culture of trust and collaboration in the classroom** We want our children to love coming to school. We provide a culture at St Martha's where our children can feel safe and trust the adults in our school, this is an integral part in the ultimate learning environment for our children.
   - **High Expectations** We have high expectations for all our children at St Martha's. Our Leadership Team and staff are constantly looking and researching for ways to ensure our children have the opportunities so that they can 'be the best they can be.' We know that in order for children to achieve such high aspirations they need to have a wealth of experiences. Our high expectations extend from academic success to many creative and sporting opportunities on offer to our children.
   - **Pupil Voice and Autonomy** We value what our children think and say. Our leaders talk to the children regularly to gain an insight on how they feel we are delivering their learning across all areas of the curriculum. We know that holding our children's opinions so highly and acting upon them is vital to ensure they have ownership over their learning, providing them with the opportunity to achieve highly.

2. ### Excellence in Teaching and Learning
   - **Evidence Informed Teaching** At St Martha's we ensure our CPD offer allows for teachers to develop their use of High Impact Teaching Strategies (HITS). HITS are evidence informed strategies that have been proven to support children's learning. Teachers use these to develop and review their practice to ensure the children are achieving progress.
   - **Curriculum and Subject Knowledge** Our curriculum has been carefully planned out across our school to build upon skills and knowledge. Our teachers plan carefully sequenced units of learning to ensure the children are able to practice skills and deeply embed knowledge so that when it is revisited it can be built upon further. The units of study have been carefully thought out to reflect our children's diverse cultural backgrounds and experiences.
   - **Deep Learning and Challenge** We know that humans are challenge seeking and challenging loving species! We teach our children the skills and resilience to face challenges. We teach them the joy of success after they have persevered to achieve and celebrate the deep learning that has resulted in this.
   - **Rigorous Assessment and Feedback** We know that it is important children know how to improve. We do this by giving feedback in an ability appropriate way for each

child. We also allow time for children to reflect upon their own learning and that of their peers.

3. **Partners in Learning**

- **Evidence and informed professional learning** Our staff have regular continuous professional development to ensure we provide the best opportunities for our children. We support each other sharing best practice and ideas that have been researched. We carefully select external providers to ensure that we are tailoring our development to teacher's needs and use the support from other SJB Trust schools and leaders. Furthermore, we are part of the SJB Trust's Continuous Professional Development project, which we are embedding to improve our practice further. Within our CPD, we have developed Teaching and Learning Communities, which allow for teachers to collaborate on evidence based research, exercising it in the classroom and sharing good practice.

- **Professional Partnerships enhance Pupil Learning** At St. Martha's we recognise that engaging with parents, colleagues and other professionals is fundamental in the development of our pupils. Leaders and Teachers establish open and sustained communications with parents and we actively seek their feedback, using their views to continue to improve the provision and education we provide for our pupils. Teachers seek to work with Teaching Assistant (TAs) as part of a team, so that they can have a positive impact on pupil engagement and impact. Teachers develop effective working relationships with a range of professionals to improve practice and improve outcomes for pupils
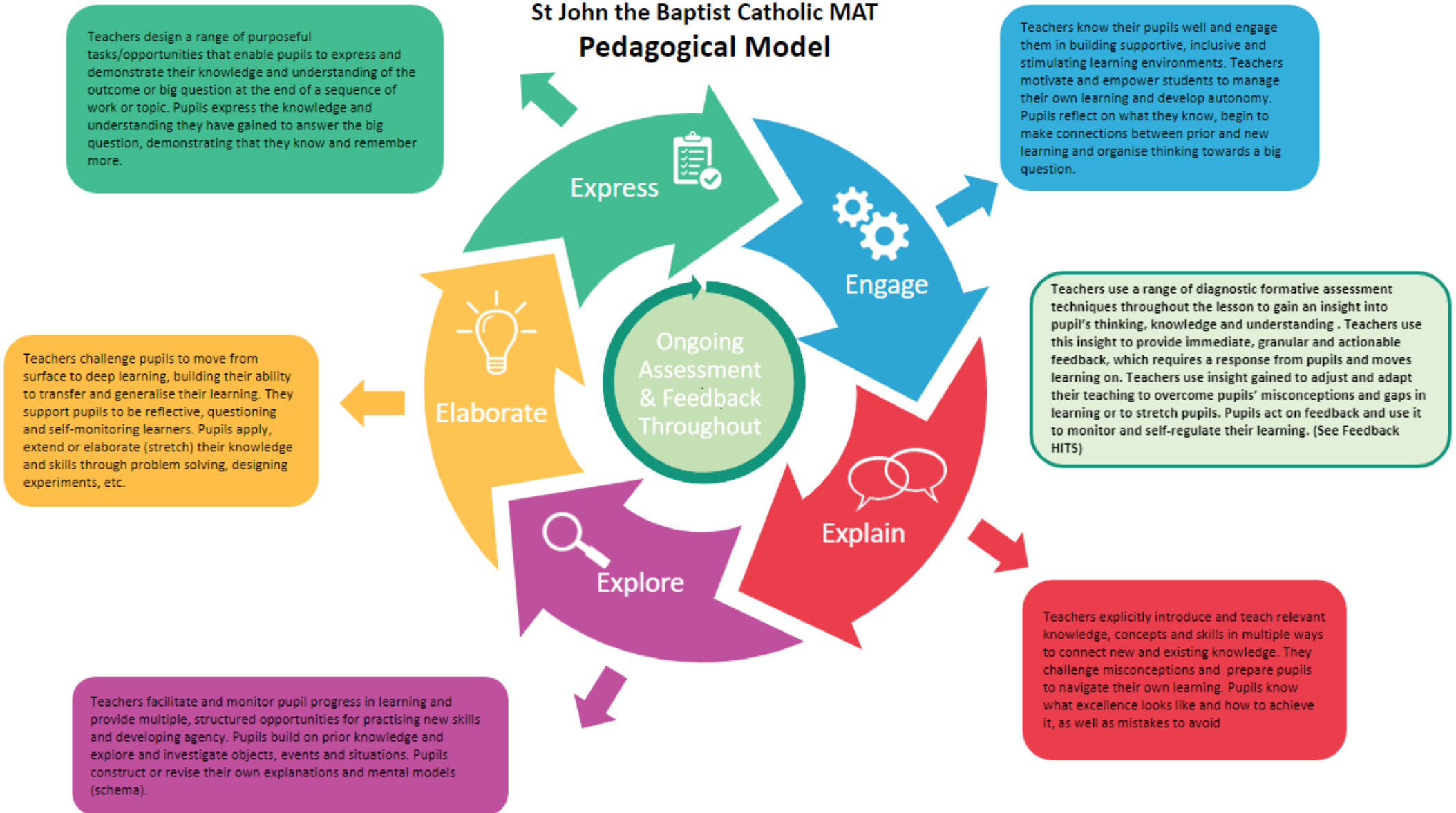
The Pedagogical Model

The Pedagogical Model describes what effective teachers do in their classrooms to engage pupils in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five phases of instruction.

The model promotes active learning. Pupils learn to ask questions, observe, model, analyse, explain, draw conclusions, compare and connect, argue form evidence and explain their thinking and understanding.

The phases are elements of one complete model of teaching rather than separate, self-contained components. In some lessons, pupils will move through all five domains; in other lessons, teachers will naturally switch between them in response to pupil needs and lesson requirements; or, it may take a series of lessons to work through these domains.

St John the Baptist Catholic MAT
Pedagogical Model

Express

Teachers design a range of purposeful tasks/opportunities that enable pupils to express and demonstrate their knowledge and understanding of the outcome or big question at the end of a sequence of work or topic. Pupils express the knowledge and understanding they have gained to answer the big question, demonstrating that they know and remember more.

Engage

Teachers know their pupils well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop autonomy. Pupils reflect on what they know, begin to make connections between prior and new learning and organise thinking towards a big question.

Ongoing Assessment & Feedback Throughout

Teachers use a range of diagnostic formative assessment techniques throughout the lesson to gain an insight into pupil's thinking, knowledge and understanding . Teachers use this insight to provide immediate, granular and actionable feedback, which requires a response from pupils and moves learning on. Teachers use insight gained to adjust and adapt their teaching to overcome pupils' misconceptions and gaps in learning or to stretch pupils. Pupils act on feedback and use it to monitor and self-regulate their learning. (See Feedback HITS)

Elaborate

Teachers challenge pupils to move from surface to deep learning, building their ability to transfer and generalise their learning. They support pupils to be reflective, questioning and self-monitoring learners. Pupils apply, extend or elaborate (stretch) their knowledge and skills through problem solving, designing experiments, etc.

Explain

Teachers explicitly introduce and teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They challenge misconceptions and prepare pupils to navigate their own learning. Pupils know what excellence looks like and how to achieve it, as well as mistakes to avoid

Explore

Teachers facilitate and monitor pupil progress in learning and provide multiple, structured opportunities for practising new skills and developing agency. Pupils build on prior knowledge and explore and investigate objects, events and situations. Pupils construct or revise their own explanations and mental models (schema).

Engage

Teachers know their pupils well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop autonomy. Pupils reflect on what they know, begin to make connections between prior and new learning and organise thinking towards a big question.

The teacher:

- Establishes positive relationships and is consistent in reinforcing collaborative norms, routines and protocols to maintain a vibrant, productive and focused learning environment
- creates a climate of high expectations, with high challenge and high trust, where making mistakes, and learning from them, are part of the daily learning process
- conveys high expectations for pupils through setting explicit, challenging but achievable goals and supporting pupils in learning
- reactivates prior learning and elicits responses that uncover pupils' prior knowledge and identifies knowledge gaps to establish starting points and inform teaching and learning
- plans backwards, planning structured lessons and coherent sequences of learning relevant to pupils' needs and abilities
- helps pupils link new material to their prior skills and knowledge to create meaningful learning experiences for them
- raises questions and poses problems, sparking pupils' interest and curiosity
- invites pupils to express what they know and think and to raise their own questions

The pupils:

- Pupils consistently follow norms and routines and remain focused on learning
- feel valued and supported in the classroom as evidenced by their active participation in classroom discussion and dialogue
- co-operate with each other and benefit from learning interactions with their peers
- think hard about their learning, free from distraction
- actively engage in the learning process in the classroom and beyond
- express what they know about the concept or skill being developed
- reflect on what they already know and formulate provoking questions
- ask questions like, 'Why did this happen?' 'What do I already know about this?' 'What can I find out about this?' 'How can this problem be solved?'
- make connections between what they know and new ideas
- feel comfortable and confident to express their thoughts and ideas, 'have a go', learn from mistakes and respond to feedback

Explain

Teachers use their subject knowledge to explicitly introduce and teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They challenge misconceptions and prepare pupils to navigate their own learning. Pupils know what excellence looks like and how to achieve it, as well as mistakes to avoid.

The teacher:

- defines and demystifies the learning destination using models, success criteria and rubrics
- presents new learning in different ways - clearly, with concise, appropriate and engaging explanations
- breaks down learning into manageable chunks
- makes explicit connections between learning goals, activities and assessment
- models and explains new cognitive and metacognitive strategies with appropriate scaffolding, prompting pupils with examples of the things they should consider at each stage of the learning task (e.g. the teacher 'thinks aloud' as they approach and work through a task)
- explains reasons for using particular strategies and encourages pupils to reflect on which strategies are most effective for them
- uses retrieval and questioning to re-activate relevant prior learning, to establish pupils' understanding of key concepts and to challenge misconceptions
- exposes potential misconceptions and pitfalls and explains how to avoid them
- explains relationships between ideas and helps pupils connect new and existing knowledge
- encourages and enables all pupils to actively participate in class discussions and dialogue

The pupils:

- are engaged and on task because the worked example is pitched at the right level of challenge
- understand the process required to complete the task
- can articulate the learning intentions and success criteria
- know what to do if they get stuck
- explain what they have learned so far
- answer questions, explain their thinking and use evidence to support claims
- can plan, monitor and evaluate their own learning
- know what excellence looks like and know how to achieve it, as well as mistakes to avoid
- can articulate their learning goals and success criteria
- recall prior knowledge

Explore

Teachers facilitate and monitor pupil progress in learning and provide multiple, structured opportunities for practising new skills and developing agency. Pupils build on prior knowledge and explore and investigate objects, events and situations. Pupils construct or revise their own explanations and mental models (schema).

The teacher:

- uses retrieval and spaced practice to build automatic recall of essential knowledge and ideas
- provides time and multiple opportunities for pupils to practise, embed and reinforce new learning until learning is fluent and secure
- adapts learning, providing support, prompts and scaffolding (guided practice) through the initial stages of practice, including breaking tasks down into smaller constituent components; or providing additional stretch through questions to extend thinking
- gives pupils opportunities to interact with and support each other in learning
- regularly monitors pupils' understanding and adapts instruction to meet pupils' needs
- uses flexible grouping to support pupils to fill knowledge gaps or deal with misconceptions
- uses a range of questioning techniques to engage pupils, stimulate further investigation and redirect pupils when necessary
- promotes pupils' independence and prepares them to undertake independent learning
- gradually removes support as pupils' expertise increases (e.g. 'I do-We do-You do' mode – from guided to independent practice)

The pupils:

- consider how they will approach the task, including selecting appropriate strategies and how to allocate their effort
- know the lesson routine and confidently negotiate the sequence of steps and activities
- feel confident to ask questions and explore ideas
- investigate and explore new concepts and skills, consolidating their learning through opportunities that engage and re-engage them with new content over a period of time
- master the new knowledge and skills before moving on
- move with increasing confidence from guided towards independent practice
- receive and act upon timely feedback
- select appropriate learning strategies from a repertoire, articulate their next steps and reflect on the learning process

Elaborate

Teachers challenge pupils to move from surface to deep learning, building their ability to transfer and generalise their learning. They support pupils to be reflective, questioning and self-monitoring learners. Pupils apply, extend or elaborate (stretch) their knowledge and skills through problem solving, designing experiments, etc.

The teacher (once pupils have mastered essential knowledge and skills)

- praises pupils for attempting or persevering with challenging work or exceeding expectations
- demonstrates what to do when facing challenging content and how effort leads to learning success
- facilitates learning activities that challenge and deepen knowledge and understanding; including activities involving discipline-rich inquiry, problem solving, collaboration and pupil choice
- models and develops pupils' critical, creative and higher order thinking skills
- supports pupils to form theories, find patterns and make connections in their learning
- challenges pupils to demonstrate their learning in a variety of ways
- encourages pupils to share their learning and challenge each other
- uses questioning to probe student thinking and prompt them to justify their responses; getting responses from all pupils
- provides pupils with targeted feedback that challenges them to reflect on and refine their understanding at various points in a learning sequence

The pupils:

- carry out activities, such as creating presentations, developing products or additional investigations, to reinforce new skills
- engage in deeper levels of cognitive challenge in their learning, using and applying their learning in new, but similar, situations
- use knowledge to ask questions, propose solutions, make decisions, design experiments or complete a challenge – dive deeper
- make connections between ideas and cement, deepen and extend their knowledge
- explain and describe ideas with details and explain their understanding to others
- act on feedback from teachers and peers to monitor and self-regulate their learning
- assume more responsibility and become more independent as they develop knowledge and expertise and become more proficient
- set themselves goals, identify potential barriers and anticipate solutions

Express

Teachers design a range of purposeful tasks/opportunities that enable pupils to express and demonstrate their knowledge and understanding of the outcome or big question at the end of a sequence of work or topic. Pupils express the knowledge and understanding they have gained to answer the big question, demonstrating that they know and remember more.

The teacher:

- begins with the end in mind, designing a sequence of learning towards a big question of learning outcome tasks
- designs a range of purposeful opportunities or tasks that will enable pupils to answer the big question or express and demonstrate what they know, can do and can remember (Express / Proof of Progress (POP) tasks)
- sets clear learning intentions and success criteria to ensure there is a shared understanding of excellence
- analyses pupil's performance in POP tasks to identify gaps in learning
- adjusts and adapts the way they plan or teach units of work in the future, based on analysis of POP tasks
- supports future learning by providing feedback to pupils on their progress against learning goals, success criteria and curriculum standards
- supports pupils to monitor their own learning through structured reflection and self-assessment, including identifying next steps and goals
- challenges pupils to make their learning explicit and demonstrate what they know and can do in variety if ways
- uses assessment to establish starting points for next steps and plan backwards, planning structured lessons and coherent sequences of learning relevant to pupils' needs and abilities

The pupils:

- express and demonstrate what they know, can do and remember in a variety of ways
- can answer the big question, use key vocabulary accurately and explain the big ideas
- review and reflect upon their own learning
- reflect on their new knowledge and understanding and the learning process
- plan, monitor and evaluate their work, as well as their approach to learning
- understand the assessment criteria and what they need to do to progress their learning
- self-monitor their progress against rubrics or success criteria and provide evidence they believe demonstrates they have achieved their goals
- exchange constructive feedback with peers
- answer the big question or problem, explain their thinking and use evidence to support claims
- can articulate their next steps or what they would do differently next time

High Impact Teaching Strategies

What are High Impact Teaching Strategies?

The High Impact Teaching Strategies (HITS) are nine evidence-informed instructional practices that reliably improve pupils' learning..

On their own the HITS are not a complete framework for professional practice – they are part of a set of instructional practices which together provide a comprehensive Teaching and Learning Model. At St. Martha's we have adopted the Trust's Teaching and Learning Model, which we anticipate will need adapting over time to shape to our pupils learning.

Using HITS to teach a concept or skill that pupils need to learn will increases the chances that they will successfully learn it, compared to using other strategies. However, although these practices are reliable, they are not infallible. Knowing their pupils and how they learn, teachers are best-placed to judge whether a HITS or another strategy is the best choice to teach that concept or skill.

Using the HITS to develop a strong pedagogical approach

School leaders

For school leaders the HITS provide a professional learning opportunity. Relevant HITS can be integrated into school improvement planning around curriculum, teaching and assessment.

By providing systematic opportunities for high quality professional learning, leaders can support teachers in understanding the interdependencies of different teaching practices and develop a whole school pedagogical approach.

Teachers

The HITS will support teachers at every career stage:

- For novice teachers, the HITS are a bank of reliable instructional practices they can use with confidence
- For experienced teachers, this resource can add to their understanding of the HITS they are already using, and suggest new ways to use them in the classroom
- Even teachers highly familiar with the HITS will benefit from this resource as they pursue mastery of these valuable instructional practices through practice, reflection, shared observation and feedback.

Using Teaching and Learning Communities (TLCs) to develop a strong and consistent pedagogical approach

Teachers can come together to pool their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions.

By using the HITS to build their pool of knowledge, these teaching and learning communities can anchor their interventions in evidence-based practices and so increase the likelihood of those interventions being effective.

The HITS will have the strongest impact on pupil learning when used as part of an ongoing improvement cycle embedded in professional learning communities.

Schools can use an improvement cycle to:

- diagnose a classroom need
- investigate a problem of practice
- identify one or more of the HITS as a possible intervention
- unpack, discuss and model the strategies
- collectively review them through peer observations

Deliberate practice and feedback on HITS in a trusted and collaborative environment will help teachers to develop new skills and extend existing ones, impacting both teacher and pupil learning over time.

A sustained focus on HITS can be supported by coaching, modelling, observation and feedback to ensure widespread use of successful teaching practices.

1. Setting goals	2. Structuring and Scaffolding Lessons	3. Explicit Teaching (Direct Instruction)	4. Modelling & Worked Examples	5. Retrieval	6. Spaced Practice	7. Adaptive Teaching	8. Feedback (& Questioning)	9. Metacognitive Strategies
Overview Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what pupils need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps pupils understand what is required.	**Overview** A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.	**Overview** When teachers adopt explicit teaching practices they clearly show pupils what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to pupils, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).	**Overview** A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, pupils can use worked examples during independent practice, and to review and embed new knowledge.	**Overview** In retrieval attention is switched to' getting knowledge out of pupils' heads'. Retrieval practice involves pupils recalling something they have learned in the past, a reasonable amount of time after it was initially taught to then, and bringing it back to their minds.	**Overview** Spaced practice provides pupils with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.	**Overview** Most learners' needs can be met through responsive teaching. Responsive teachers check learners understanding systematically, identify misconceptions accurately and provide clear, direct feedback, responding and adapting their teaching as necessary, without unnecessarily elaborate or differentiated approaches. As pupils gradually master the required skills teachers adjust groupings and levels of support/scaffolding.	**Overview** Feedback informs a pupil and/or teacher about the pupil's performance relative to learning goals. Feedback redirects or refocuses teacher and pupil actions so the pupil can align effort and activity with a clear outcome that leads to achieving a learning goal. Effective questioning yields immediate feedback on pupil understanding, supports assessment, and captures feedback on effectiveness of teaching strategies.	**Overview** Metacognitive strategies teach pupils to think about their own thinking. When pupils become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.
Key elements Based on assessed pupil needs Goals are presented clearly so pupils know what they are intended to learn Can focus on surface and/or deep learning Challenges pupils relative to their current mastery of the topic Links to explicit assessment criteria	**Key elements** Clear expectations Sequencing and linking learning Clear instructions Clear transitions Scaffolding Questioning/feedback Formative assessment Exit cards	**Key elements** Shared learning intentions Relevant content and activities New content is explicitly introduced and explored Teacher models application of knowledge and skills Worked examples support independent practice Practice and feedback loops uncover and address misunderstandings	**Key elements** Teacher clarifies the learning objective, then demonstrates what pupils need to do to acquire new knowledge and master new skills Teacher presents steps required to arrive at the solution so pupils' cognitive load is reduced and they can focus on the process Pupils practice independently using the worked example as a model	**Key elements** Retrieval practice is a learning tool It is the 'struggle' to remember something that leads to long-term learning Slower, effortful retrieval leads to long-term learning Retrieval should be followed by instant feedback For younger pupils scaffolding retrieval helps	**Key elements** Pupils have time to practice what they have learnt Timely feedback provides opportunities for immediate correction and improvement	**Key elements** Effective strategies include flexible groupings, effective deployment of Teachers and TAs, adapting explicit instruction and scaffolding	**Key elements** Precise, timely, specific, accurate and actionable Use pupil voice to enable pupil feedback about teaching

Plan questions in advance for probing, extending, revising and reflecting

Questions used as an immediate source of feedback to track progress/understanding | **Key elements** Teaching problem solving Teaching study skills Promotes self-questioning Classroom discussion is an essential feature Uses concept mapping |

Goals

Effective teachers set and communicate clear lesson goals to help pupils understand the success criteria, commit to the learning, and provide the appropriate mix of success and challenge.

What is it?

Lessons need clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what pupils need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps pupils understand what is required.

How effective is it?

Research shows that goals are important for enhancing performance. It is important to set challenging goals, rather than 'do your best' goals relative to pupil starting places (0.56 effect size - Hattie, 2009).

Considerations

Learning goals must provide challenge for all pupils. By setting challenging goals, the teacher develops and maintains a culture of high expectations.

Learning goals should be achievable for pupils of varying abilities and characteristics. They must also have a firm base in assessed pupil needs and starting points. Assessment provides teachers with evidence of prior learning, and the information they need to set goals that offer each pupil the appropriate level of stretch/challenge.

Effective teachers design assessment tasks that require pupils to demonstrate knowledge and skills at many levels. Tasks will include lower order processes like comprehension, and higher order processes like synthesis and evaluation.

When teachers explain the connections between learning goals, learning activities and assessment tasks, then pupils can use learning goals to monitor and progress their learning.

This strategy is demonstrated when the teacher:

- assesses pupils' prior knowledge
- uses evidence to differentiate learning goals for groups of pupils based on need
- demonstrates a purpose for learning by linking a specific activity to the learning goals
- provides realistic but challenging goals, and recognises effort towards achieving them
- supports pupils to use evidence to revise their learning goals

This strategy is not demonstrated when the teacher:
- implies by words or actions that some pupils are not expected to achieve the learning goal
- praises all work regardless of quality and effort
- assesses pupil work against other pupils' work, rather than against prior achievement and individual learning goals

This strategy is demonstrated when pupils:
- actively engage with the learning goals to plan their own learning
- self-monitor their progress, and provide evidence they believe demonstrates they have achieved their goals
- frame future learning goals based on identified strengths and areas for improvement

Structuring and Scaffolding Lessons

Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, scaffolding learning to build students' knowledge and skills. They support learning by facilitating rather than directing, fostering goal setting and collaboration to develop pupils' autonomy.

What is it?

A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities, and optimise time on task using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.

An important aspect of lesson structure is scaffolding. Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. There is a shift of responsibility over the learning process from the teacher to the pupil. The temporary support it provides helps pupils reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Teachers facilitate the pupil's gradual mastery of a concept or skill. Just like physical scaffolding, it is slowly removed in phases as the pupil internalises the information and becomes an independent learner.

How effective is it?

The way teachers structure lessons can have a large impact on student learning. Some research shows student achievement is maximised when teachers structure lessons so that they begin with overviews and/or review objectives; outline the content to be covered and signal transitions between lesson parts; call attention to main ideas; and review main ideas at the end (Kyriakides et al, 2013).

A 2013 meta-analysis found an effect size of 0.36 when lessons are structured by summarising main points, gradually increasing the difficulty level, and connecting to previous lessons (Kyriakides et al, 2013).

There is no specific measure of the effect size of structuring lessons. However, a sound lesson structure contributes to effective scaffolding of student learning, which has an effect size of 0.53. Other benefits of scaffolding include keeping students focused and motivated and reducing negative emotions and anxiety that may arise due to making mistakes. If done well, it can enhance motivation and, as a result, help students become independent learners.

Considerations

It is useful to integrate structuring lessons with other High Impact Teaching Strategies. By coherently organising teaching and learning, sound lesson structures create synergies between the strategies, cumulatively enhancing their effectiveness.

Teachers must also consider sequencing and the pace of the curriculum.

This strategy is demonstrated when the teacher:
- explains to students the steps in the lesson, including clearly describing the purpose of a learning activity, the steps pupils need to follow, and the learning goals they are expected to achieve
- explicitly presents new knowledge
- creates transparent, predictable and purposeful routines for pupils
- identifies clear transitions between each step in the lesson to optimise time on task
- plans the sequence of steps to scaffold student learning, breaking up the learning into chunks and providing a tool, or structure, with each chunk

- provides tailored support - this may include cueing or prompting, questioning, modelling, telling, or discussing. The teacher uses these techniques as warranted and adjusts them to meet the students' needs
- monitors pupils' understanding and provides feedback.
- explicitly describes how the new lesson builds on learning from previous lessons, tapping into prior knowledge to frame future learning
- see guided practice to move pupils toward stronger understanding

This strategy is not demonstrated when:
- lesson structures keep changing, producing unhelpful unpredictability in the classroom environment.
- teachers fail to recognise when a child is at the point where they begin to learn independently and too much scaffolding inhibits learning
- untimely fading of support negatively affects how students learn - the process needs to be slow and gradual for students to fully reap the benefits of the scaffolding

This strategy is demonstrated when pupils:
- understand the learning goals and success criteria
- understand the lesson routine, are focussed and confidently negotiate the sequence of steps/activities
- pupils feel free to have a go and take risks (e.g. try alternatives) and view making mistakes as an opportunity to learn
- They begin to take responsibility for their own learning and become self-motivated - because they know what they are expected to do they are less likely to give up

Explicit Teaching (Direct Instruction)

Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build pupils' knowledge and skills. In explicit teaching practice, teachers show pupils what to do and how to do it, and create opportunities in lessons for pupils to demonstrate understanding and apply the learning.

What is it?

When teachers adopt explicit teaching practices, they show pupils clearly what to do and how to do it. Pupils are not left to construct this information for themselves. The teacher decides on learning intentions and success criteria, makes them transparent to pupils, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together (Hattie, 2009).

Everything is taught through demonstration and action, and practised until it is fully understood and each child can apply it. Finally, every concept is reviewed thoroughly to ensure mastery.

How effective is it?

Explicit teaching is effective in accelerating pupil performance. The aim is to teach generalisations beyond rote learning, and to sequence learning. In explicit teaching practice, teachers constantly monitor pupils' progress towards challenging goals. Hattie (2009) found an effect size of 0.59 for direct instruction. Explicit instruction places less load on working memory by breaking down learning unto smaller chunks, freeing up pupils' working memory.,

Considerations

Explicit teaching is systematic and sequential. It directly supports guided practice using a series of steps. Teachers are explicit about the learning goals and the success criteria. Teachers teach new material in steps, working through it to make sure pupils understand it and gradually withdrawing support so that pupils can work through it independently. Explicit instruction makes lessons crystal clear, demonstrating how to achieve tasks by modelling and providing examples. Teachers provide pupils with ample opportunities to practice and to demonstrate their grasp of new learning.

This primary teaching technique involves lots of effective questioning and guided practice. It is not a one-way lecture, but it is firmly and unapologetically teacher led.

This strategy is demonstrated when the teacher:

- ensures all pupils understand the learning intentions and success criteria
- uses worked examples to show pupils how to do something
- scaffolds new learning and breaks learning down into small, readily processed steps
- explains why incorrect answers are incorrect yielding greater learning than only explaining correct answers
- allows pupils sufficient time to practice what they have learned
- guides pupil practice by monitoring their work and providing help when it is needed
- reviews, clarifies and reinforces key points and assesses pupils' understanding at the end of the lesson

This strategy is not demonstrated when the teacher:

- is didactic, using teacher-centred, uninterrupted monologue with few opportunities for pupils to be active in the learning
- restricts class discussions and pupil input is discouraged

- responds judgmentally to pupils' attempts at problem solving activities rather than treating each attempt as an opportunity for further learning

This strategy is demonstrated when pupils:
- can articulate the learning intentions and success criteria
- have access to multiple examples before undertaking the learning task
- master the new knowledge and skills before moving on
- receive feedback as needed and act upon it

Modelling and Worked Examples

Effective teachers use worked examples to reduce pupil cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself.

What is it?

A worked example is a demonstration of the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce the cognitive load for learners.

Usually, the teacher presents a worked example to pupils, modelling thinking ad decision making at all point - explaining each step. Later, pupils can use worked examples during independent practice, and to review and embed new knowledge.

How effective is it?

Worked examples are effective in demonstrating what success looks like, and how to achieve success. Worked examples allow pupils to develop their cognitive and metacognitive skills without placing too many demands on their mental resources - they reduce the cognitive load for pupils by helping them to focus on the process required to complete a task or find the solution to a problem.

Research demonstrates that worked examples are most effective when the teacher explicitly teaches the steps taken to complete the worked example, and when learners use self-explanations to describe the steps to themselves and others. The overall impact on pupil learning is high, measured at 0.57 in Hattie's research. (Hattie 2009)

Considerations

Using a series of worked examples can assist teachers to scaffold pupil knowledge and skill acquisition. However, when progressively incorporating additional stretch, each new example needs to be adequate to challenge the learner – not too great, not too little. Formative assessment is used to monitor pupil understanding and target teaching to the appropriate level of challenge.

Gradually omitting steps from worked examples can be effective too. This approach supports the pupils' transition from learning by using worked examples as references, to using problem solving and metacognition (for example, self-verbalisation and self-questioning).

The effectiveness of worked examples is related to the learners' relative expertise. Reliance on worked examples decreases as learners' proficiency increases.

This strategy is demonstrated when the teacher:
- presents and explains new ideas clearly, with concise, appropriate and engaging explanations
- models and demonstrates new skills or procedures with appropriate scaffolding and challenge, e.g. uses WAGOLLS (and WABOLLS) to help learners understand and build connections
- scaffolds the acquisition of new knowledge and skills by presenting pupils with a clear, step-by-step examples
- designs worked examples that are accessible to pupils (self-explanatory) and unpacks the learning process, highlighting options available to arrive at the correct solution
- monitors pupil learning and supports pupils to move towards more independent practice.

This strategy is not demonstrated when the teacher:

- introduces new knowledge and skills with worked examples that are too complex and inaccessible to learners
- uses the same worked examples for all learners, including those with an already advanced knowledge of the topic or subject matter

This strategy is demonstrated when pupils:

- are engaged and on task because the worked example is pitched at the right level of challenge
- understand that the focus is on understanding the process required to complete the task
- can move with confidence from using worked examples to independent practice

Retrieval Practice

Research has demonstrated time and again that retrieval practice, or reconstructing knowledge by bringing it to mind from your memory, has been shown to improve meaningful learning. (see Roediger et al., 2011)

What is it?

Typically, the main focus of a teacher is to get knowledge into pupils' heads, but in retrieval attention is switched to getting knowledge out. Retrieval practice involves pupils recalling something that they have learnt in the past (a reasonable time after the topic has been initially taught to them) and bringing it back to their minds.

How effective is it?

Retrieval practice is an evidence-based strategy that, if used constructively in the classroom, is scientifically proven to dramatically improve learning. Research has demonstrated that retrieval practice improves pupils' memory and recall. In turn, it can also improve children's application of skills and their ability to transfer their knowledge to new concepts and new situations. (effect size 0.670

Considerations

Used correctly, retrieval practice is a learning strategy and not a tool to measure pupil progress.

It is important for retrieval practice to occur a reasonable amount of time after a topic has been initially taught - the most successful 'remembering' activities expect pupil to retrieve prior learning from previous weeks, months or years.

It is the "struggle" to remember something that improves memory and learning – by trying to recall information, pupils exercise or strengthen their memory, and they can also identify gaps in their learning. Slower, effortful retrieval leads to long-term learning. In contrast, fast, easy strategies only lead to short-term learning.

Retrieval should always be followed by instant feedback on accuracy. This is not just so pupils know if they got their answer correct or incorrect, but it supports their metacognition, helping them get better at estimating or judging what they know and what they don't know.

For younger pupils, practising recall with scaffolds, such as concept maps, is helpful. With scaffolding, the pupils can successfully produce the information and work their way up to recalling the information on their own.

This strategy is demonstrated when the teacher:
- uses retrieval practice to engage all pupils
- makes retrieval practice low-stakes or no-stakes (i.e. not graded), to reduce anxiety and encourage trial-and-error, keeping the focus on it being a learning strategy
- provides retrieval practice frequently and spaced out - pupils are given time to forget the information before trying to access it.
- encourages metacognition by giving students feedback - this strengthens the knowledge that they already have; it also helps them fill in gaps in their knowledge

This strategy is not demonstrated when the teacher:
- uses retrieval as an assessment tool to track pupil progress
- does retrieval practice in the same lesson in which something has just been taught

- expects pupils to be able to recall information in a high stakes situation that they haven't had the opportunity to practice retrieving
- does not provide feedback – pupils don't know what they know or don't know

This strategy is demonstrated when pupils:
- are able to remember what they have been taught in the long term
- know what they know and what they don't know
- have fluency and automaticity that frees up working memory to think and solve problems
- transfer knowledge to new concepts

Spaced Practice

It takes 'three or four experiences involving interaction with relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory' (Nuthall, 2000, p.93).

What is it?

Spaced practice provides pupils with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. It is not simple repetition or drill work. Research demonstrates that deep learning is developed over time via multiple and spaced interactions with new knowledge and concepts. This may require distributing practice across several days, and using different activities to vary the interactions learners have with the new knowledge. In spaced sessions pupils engage in increased effort to retrieve the information, which improves the durability of learning.

How effective is it?

Research demonstrates that multiple exposures greatly improve learner retention of new knowledge. Hattie (2009) found an effect size of 0.71 for spaced practice. It is most effective when exposures are used deliberately to assist learners to master new knowledge and skills, and when the exposures are spaced over time. Massed practice is less effective with an effect size of 0.41. Simply spacing learning opportunities across multiple days leads to much higher achievement than studying the same amount of information all in one session.

Considerations

Spaced practice is most effective when it is deliberate, systematic and embedded in lesson and unit structures, and applied strategically to support knowledge acquisition, transfer of knowledge and deep understanding.

Multiple exposures are most effective when strategically spread over time, as part of a unit and/or lesson structure.

To make the repetition meaningful, it is essential to clearly state the link between the learning intentions and the work being done.

Spaced practice requires deliberate planning and structure. It provides opportunities to engage, and re-engage, with concepts and ideas, and to practice new skills in different contexts. Planned, intentional repetition supports transfer of learning from earlier exposures to later exposures.

It can be very effective to combine spaced practice with retrieval practice, providing pupils with opportunities to retrieve information from previous lessons.

It is vital to offer feedback on how well a student is achieving the learning goals. Timely feedback on practice remediates student misunderstandings and prevents them repeating mistakes in multiple exposures. Feedback also informs teacher practice and pinpoints where teaching strategies need be adapted.

<u>This strategy is demonstrated when the teacher:</u>
- links spaced practice to the learning goals
- plans units of work that clearly identify new knowledge and skills that will benefit from spaced practice
- uses a variety of learning and assessment tasks that vary pupils' interactions with the knowledge and/or skills, and supports transfer of learning

This strategy is not demonstrated when the teacher:
- repeats the same activity many times with no variation in context, resulting in dull repetition
- does not provide timely feedback, resulting in pupils repeating mistakes multiple times

This strategy is demonstrated when pupils:
- consolidate their learning through opportunities that engage and re-engage them with new content over a period of time
- feel supported and confident about new learning

Adaptive Teaching

Responsive teachers 'check learners understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.' Ofsted EIF 2019

What is it?

Adaptive teaching is as when we recognise that pupils have different learning needs, and we adapt our teaching to meet these needs. Most learners' needs can be met through high quality teaching. Adaptive Teaching begins by having the same learning intentions for the vast majority of pupils (with the possible exception of 'some learners with the highest levels of SEN) with no lowering of expectations for those pupils who might find these more challenging. Teachers adapt teaching to enable all pupils to achieve the learning intentions. The expectation is that with the adaptations teachers have applied, (almost) all pupils will be able to achieve the learning intention.

How effective is it?

Mastery learning has been shown to have +5 months and focused support to pupils not making progress is likely to improve outcomes (Deunk et al., 2018). Adaptive teaching can increase outcomes for disadvantaged pupils.

Considerations

'Pupils are likely to make progress at different rates. Consequently, they may require different levels and types of support from teachers to succeed (Hattie, 2009; Kriegbaum et al., 2018). In-class differentiation, through providing differentiated teaching, activities or resources, has generally not been shown to have much impact on pupils' attainment.

On the other hand, adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes (EEF 2018). This type of adaptive teaching should be clearly distinguished from forms of differentiation that cause teachers to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. In addition, there is no evidence that pupils have distinct and identifiable learning styles (Willingham, 2010). Trying to design tasks with this misconception in mind will increase teachers' workload but is very unlikely to improve learning.

For some learners, which may include a small number of SEND pupils, the curriculum offer may need to be significantly different to that for the majority of pupils. These pupils may need and benefit from the provision of different resources, teaching materials and strategies in order to access the learning. At the point of curriculum planning, consideration will need to be given to the adaptations and differentiation that will be required for this curriculum to be effective.

This strategy is demonstrated when the teacher:
- pre-empts what pupils are likely to find challenging or common misconceptions and plans how they might adapt their teaching to support all pupils to reach the learning goals, e.g. by providing additional time to practice or worked examples
- gathers information about pupils' prior knowledge and gaps in essential knowledge
- has high expectations, sets clear goals, builds challenge in and plans from the top and scaffolds from there
- gradually hands over the process they are modelling as learners become more secure

- continuously gathers information on what pupils do and do not yet understand and then makes adaptations, including:
  - breaking down content into smaller chunks or steps
  - providing additional explanations, examples or practice
  - removing unnecessary expositions – i.e. keeping language at an amount and level that will enable maximum access
  - providing additional stretch, e.g. questions to extend thinking or removal of unnecessary support
- uses flexible groupings based on formative assessment and identified needs
- provides varying levels of support, including effective support from the teacher or TA, ensuring that lower achieving pupils receive the same amount of qualified teacher time as others
- Checks for understanding continuously throughout the lesson and intervenes with individuals or small groups

This strategy is not demonstrated when the teacher:
- Creates individual lesson plans and tasks for pupils
- artificially creates distinct tasks for different groups of pupils
- keeps pupils in the same inflexible, fixed ability groups
- sets lowers expectations for particular pupils
- adapts lessons to different 'learning styles', such as visual or 'kinesthetic.'

This strategy is demonstrated when pupils:
- can access the curriculum and are not withdrawn for out-of-class interventions unnecessarily
- are supported and challenged to reach their learning potential
- pupils have high levels of motivation, knowing that ability is not fixed but changeable and that we learn from mistakes
- have high levels of self-efficacy, which motivates them to put more effort and get closer to their learning goals

Feedback

"Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be' (EEF, Oct 21)

What is it?

Feedback informs a pupil and/or teacher about the pupil's performance relative to learning goals. Its purpose is to improve the pupil's learning. Feedback redirects or refocuses the actions of teacher and pupil so the pupil can align effort and activity with a clear outcome that leads to achieving a learning goal.

Both teachers and peers can provide formal or informal feedback. It can be oral or written, formative or summative. What really matters are the principles of effective feedback. (EEF, Oct 21)

Hattie underlines feedback's two-way benefits. Teachers learn about how their practice influences pupil learning. When teachers use feedback to guide their practice, then they amplify their impact on pupil learning.

How effective is it?

Research shows appropriate feedback has very high effects on learning. Its effectiveness is evident for pupils and teachers (EEF 2015) (Hattie 2009, effect size 0.73). Studies with the highest effect sizes involved pupils receiving feedback about a task and how to do it more effectively. Feedback in the form of praise, punishment and rewards has lower effect sizes (Hattie & Timperley, 2007).

Considerations

Effective feedback is very powerful. It can have a negative influence too, unless close attention is paid to careful groundwork before the feedback is given, ensuring that feedback is well-timed and focuses on improvement, and also being mindful of how learners will receive and use the information that they are given. The starting point for effective feedback is eliciting the right information.' (Dylan William)

Signature characteristics of positive feedback are that it:

- focusses on the task, subject and/or pupils' self-regulation strategies
- provides specific guidance on how to improve, and not just telling pupils when they are wrong
- provides detail, such as 'You achieved a good outcome because you...,' rather than just 'correct' or 'incorrect'
- compares what a pupil is doing now with previous work, such as, 'I can see you focused on improving X – the result is much better than when you did Y last time'
- is framed to encourage and support further effort
- is given sparingly so that it is meaningful
- is supported by effective professional development for teachers.

This strategy is demonstrated when the teacher:
- lays the foundations for effective feedback, with high quality instruction and careful formative assessment
- sets clear learning intentions and success criteria
- uses WAGOLLS and WABOLLS to ensure there is a shared understanding of excellence
- uses carefully designed tasks, activities and questioning to find out pupils' misconceptions or learning gaps
- asks open ended questions like 'Why do you think...?' 'What evidence do you have?' How would you answer the question?'
- gives appropriately timed feedback, which focuses on moving learning forwards towards the learning intentions
- targets pupils' specific learning gaps and directs feedback towards the task, subject and/or self-regulation

- prepares pupils for receiving feedback, for example by explaining why feedback is being given; model the use of feedback; being concise/focused (less is more); ensuring pupils understand feedback given
- provides feedback on tasks that challenges pupils to review, reflect on and refine their understandings at various points in a learning sequence
- uses pupil assessment data as a source of feedback on the effectiveness of their own teaching practice
- provides pupils with opportunities to act on feedback and makes sure that they are using it

This strategy is not demonstrated when the teacher:
- provides feedback that is only about personal characteristics (e.g. 'clever pupil' or 'natural mathematician') or is vague (e.g. 'good work')
- provide lots of written feedback that refers to too many areas for improvements or overwhelms pupils
- does not provide pupils with time to act upon feedback
- only provides feedback about pupils' performance in formal, summative assessment situations, without the opportunity for pupils to refine and develop understandings on the basis of instructive feedback

This strategy is demonstrated when pupils:
- know what they are aiming for and what excellence looks like
- understand what they need to do to improve
- feel encouraged and supported to achieve the learning goals
- feel motivated and open to receiving feedback
- act on feedback and use it to monitor and self-regulate their learning
- exchange constructive feedback with their peers
- can articulate their next steps or what they would do differently next time

Metacognitive Strategies

Effective teachers use metacognitive strategies to help pupils develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn.

What is it?

Metacognitive strategies empower pupils to think about their own thinking more explicitly. Awareness of the learning process enhances control over their own learning. It also enhances personal capacity for self-regulation and managing motivation for learning. Metacognitive activities can include planning how to approach learning tasks (thinking about the learning goal and how they will approach the task, activating prior knowledge and selecting appropriate strategies), monitoring and assessing the progress they are making and evaluating their learning.

How effective is it?

Evidence shows that metacognition and self-regulation approaches have consistently high levels of impact on improving pupils' learning, with pupils making an average of seven months' additional progress (EEF Toolkit). Hattie (2009) found an effect size of 0.69 for metacognitive strategies.

Considerations

Pupils use metacognitive strategies to make the most of classroom instruction and to extend the learning beyond it.

Metacognitive strategies should be taught explicitly, extensively modelled, embedded in routines and the lesson structure, and linked to the content being taught. Most importantly, the advantage of using a metacognitive strategy must be clear to pupils. These considerations apply to basic cognitive skills like notetaking and summarising, and to self-regulation strategies such as self-questioning and self-consequences.

This strategy is demonstrated when the teacher:
- explicitly instructs, models and supports pupils in the use of specific metacognitive strategies to plan monitor and evaluate their learning progress
- verbalises their own metacognitive thinking as they approach and work through tasks
- assists pupils to identify and use strategies that support them to achieve learning goals
- guides and supports metacognitive dialogue and encourages pupils to explain and articulate their own thinking
- uses a variety of learning and assessment strategies to scaffold and personalise the learning process, e.g. prompting and questioning; I do - We do- You do
- provides support and scaffolding for tasks through checklists, self-questioning, pupil-teacher conferences and self-assessment

This strategy is not demonstrated when the teacher:
- gives pupils a choice of activities but does not explain how they can use specific strategies to achieve particular learning goals
- does not encourage pupils to take responsibility for their own learning, or for applying metacognitive strategies

This strategy is demonstrated when pupils:
- have a repertoire of learning strategies and can select strategies appropriate for the learning goals
- understand the standards expected of them, set and monitor their own leaning goals/next steps and develop strategies for working towards them
- reflect on their learning processes, self-assess and acknowledge the impact of effort on achievement
- actively seek out feedback because they value it as a way to improve understanding of how they learn
- are capable of self-regulation and proactively take control of, and responsibility for, their own learning.

Planning

Long Term Overviews

All teachers will plan their units for the course of the year.

Medium Term Plans

All teacher plan out the learning objects, which will be covered in each unit for each subject across the course of the year. Subject leaders ensure that within each unit, the objectives are covered and progress in planned for across key stages.

Short Term Plans

All teachers should plan their daily lessons ensuring they are using the Pedagogical Model to underpin the teaching and learning happening in all lessons in all subjects of the curriculum.

Daily plans are for the teachers use but teachers should be planning to ensure the following are covered:

- **Learning Intentions and Success Criteria**
  Children should know what they are learning in the lesson, what the outcome of the lesson should be and how they can achieve this. Pupils should be confident when talking about their current learning in the classroom.
- **Connections to prior and future learning**
  Teachers should know what previous learning the children should have in order to build in the new learning. Children should know the route they will take in a lesson and a unit of learning in order to know the purpose.
- **Retrieval activities** This is children's specific prior knowledge which is vital for today's lesson. Furthermore, it is important that key nuggets of information is revisited and rehearsed so that it becomes embedded.
- **Direct Instruction – I do, We do, You Do**
- **Learning activities**
  These are targeted activities, specifically linked to the learning objective) which allow children to practice the learning of the lesson, whether independently, pairs, groups or with adult support.
- **Modelling**
  Children should see the teacher completing worked examples of the learning they are expected to complete. Teachers could show the children the standard in which they are expecting their learning to be completed. Models should not be already written and copied up from planning – the children need to see how resources are used to support and how they use their previous learning to support their new learning. Models should be put up on the learning wall to be used in the lesson (they should therefore be written on flipcharts or on paper under a visualiser, rather than typed).
- **Scaffold and challenge**
  Activities should be planned to allow children to meet age related expectations and should not be three different levelled activity sheets (This provides a ceiling on pupil's learning – all pupils should have the opportunity to achieve and challenge themselves). Scaffolds should be planned in to support children who are working below age related expectations. Those who are working above expected standard should be challenged appropriately (not just more of the same with bigger numbers for example). Teachers think carefully about the tasks set, which allow pupils to use and apply their knowledge learnt.

- **Misconceptions**
  Teachers should spend time considering and predicting misconceptions that may arise and how they will be addressed.
- **Feedback**
  This enables children to know how they have achieved and what they need to do to further develop. This can be carried out by adults, themselves or peers. The Feedback and Marking policy should be used across all subjects. Pupils should acknowledge feedback given to them using a purple pen to make amendments to their work. Formative assessment should be used throughout lessons, following research led strategies.
- **Resources**
  High quality resources are essential to provide practical activities for children. These should be well thought out and a range should be available when possible to enable different learning styles to be accommodated.
- **Vocabulary/Sentence Stems**
  Developing our children's understanding and use of vocabulary is vital to ensure our children have deep embedded knowledge of a subject. It enables children to talk and write more articulately about what they have learnt.
- **Questioning**
  To gain an insight on what children have remembered, teachers can use questioning to guide children's thinking and exploration into a topic. Questioning can engage children and spark their curiosity and imagination. Teachers should plan questions to ensure they fully grasp the pupils knowledge and understanding of all pupils.

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