



Edgbarrow School Teaching and Learning Framework

Edgbarrow Essentials – a Framework that Drives our Vision of Enjoy – Grow – Achieve

Rationale:

The **Edgbarrow Essentials** are a research-informed pedagogical toolkit, which build on our previous Framework the **Edgbarrow 8**. Grounded in cognitive science and research by the Education Endowment Foundation (EEF), these five pillars are designed to bridge the gap between how the human brain learns and how we deliver a high-equity, ambitious and inclusive curriculum.

By building practice on these essentials, we ensure that our daily teaching naturally cultivates a **Ready, Respectful, Safe, and Positive** environment where every student can **Enjoy, Grow, and Achieve**.

Edgbarrow Essentials:

1. Active Recall

Vision: Enjoy & Grow | **Driver:** Enjoyment | **Values:** Ready & Positive

Active Recall ensures that knowledge is securely embedded in long-term memory, reducing cognitive overload and building academic confidence.

- **The Practice:** Every lesson starts with a 5-to-10-minute, low-stakes retrieval activity
- **Ready:** Students enter the room, sit down, and immediately engage in silent retrieval.
- **Positive:** Retrieval is low-stakes and self-marked. Every student experiences an immediate "win" at the start of the lesson, fostering a positive mindset for the rest of the period.

2. Feedback (Circulating, Checking)

Vision: Grow & Achieve | **Driver:** Inclusion | **Values:** Safe & Respectful

Feedback is active and continuous, focused on moving learning forward *during* the lesson and backed up by purposeful summative of a half termly Assessment and Reflection Point.

- **The Practice:**
 - **Circulating & Live Checking:** The teacher uses "responsive roaming," moving through the room and supporting, checking for understanding.
 - **Book Marking:** High-impact, sustainable marking focused on identifying key diagnostic gaps and providing dedicated reflection time (DIRT).
- **Safe:** Live circulation prioritizes checking the work of vulnerable, disadvantaged, and SEND students first. Mistakes are caught early and quietly, keeping the student feeling safe and supported.
- **Respectful:** Feedback is a two-way street. Teachers respect students' efforts by giving clear, actionable guidance, and students respect their own progress by dedicating time to acting on that feedback.

3. Questioning (Cold Calling & Graduated)

Vision: Grow | **Driver:** Ambition | **Values:** Safe & Respectful

We use precise questioning to probe understanding, eliminate passive listening, and adapt teaching in real time.

- **The Practice:**
 - **Cold Calling:** No hands up 90% of the time. The teacher poses a question, pauses to allow wait time, and then selects a student.



- **Graduated Questioning:** Questions follow a deliberate hierarchy, starting with foundational knowledge ("What is...?") and graduating to deeper analysis ("Why...?").
- **Safe:** Cold calling relies on a supportive classroom environment. Students know that "I don't know yet" is an acceptable starting point, and teachers will scaffold them to the correct answer. Reasonable adjustments are made for those that need them.
- **Respectful:** Every student's voice is valued. We do not only ask the students with their hands up; we respect every student's right to think and contribute.

4. Modelling (I Do, We Do, You Do)

Vision: Achieve | **Driver:** Ambition & Inclusion | **Values:** Ready & Positive

We explicitly deconstruct excellence. We never ask students to produce high-quality work without demonstrating how to achieve it first.

- **The Practice:**
 - **I Do:** The teacher models the task live, thinking aloud to make the cognitive process visible.
 - **We Do:** The teacher and class co-construct a second example together, rehearsing and checking for understanding.
 - **You Do:** Students apply the strategy independently with confidence.
- **Ready:** By explicitly showing students the steps to success, they are fully equipped and "ready" to work independently.
- **Positive:** The *I Do, We Do* scaffold ensures that students approach independent work feeling capable and optimistic, leading to high-quality outcomes.

5. Oracy (Say It Again, Better)

Vision: Grow & Achieve | **Driver:** Ambition | **Values:** Respectful & Positive

We believe that if students can say it, they can write it. We explicitly teach students how to speak like academic experts.

- **The Practice:** When a student gives a partial or informal answer, the teacher validates the thought but pushes for academic precision: *"Good. Now use our key terms and say it again, better."*
- **Respectful:** We listen actively to each other. We respect the speaker by giving them undivided attention, and the speaker respects the discipline by using formal, precise vocabulary.
- **Positive:** This routine is framed as an encouraging step toward excellence, celebrating the student's growth as they upgrade their language in real time.

Forward thinking – Edgbarrow Excellence as part of our 3-Year Plan

To further strengthen and embed the Edgbarrow Essentials, we aim to explore the purposeful and responsible use of AI to enhance teaching and learning. We recognise the potential of AI to support teachers with planning, assessment and feedback, while reducing workload and creating more time for high-quality classroom interactions. This could include using AI to develop effective retrieval activities, support clear modelling, provide appropriate scaffolding for SEND learners and identify gaps in understanding. We will also explore how AI can support more efficient marking and feedback, helping teachers provide timely, targeted opportunities for students to reflect and improve. Our ambition is to be forward-thinking in our approach, embracing emerging technologies where they can make a meaningful difference. AI will complement, rather than replace, teacher expertise, allowing staff to focus on what matters most: excellent teaching, positive relationships and ensuring every student is supported to Enjoy, Grow and Achieve.