TEACHING & LEARNING HANDBOOK

Issue 8

ANTHECOLOGY 2023

SAMUEL WHITBREAD ACADEMY

Content

Welcome

'To improve, not prove' has continued to be our driving objective for our continued professional development programmes this year where we have strived to embed our five Teaching and Learning Principles: Deliberate Practice, Clear Explanation; Modelling and Scaffolding; Assessment and Feedback and Questioning and Discussion, as well as our on-going literacy work linked to authentic and ambitious Reading and Writing. Optional CPD pathways such as 'Teaching to the Top' and our work on embedding consistent and predictable routines has been aimed to enhance our professional pedagogical understanding, which in turn improves teaching and, ultimately, student outcomes.

The goal of our 2023 Anthecology is to be a truly practical Teaching and Learning Handbook, one in which the reader can not only engage with education research by reading specific WalkThrus, but more importantly have the opportunity to put this into practice and reflect appropriately. Each WalkThru isn't a rigid checklist: it is designed to support reflection and provide a toolkit for classroom practice.

Changed Format: Why?
We have made this significant change to The Anthecology as we want our CPD and produced materials to have the greatest impact on staff development and classroom practice. We want our Anthecology to be a personalised, working document for each individual, not a fixed publication that feels immovable and unrelatable.

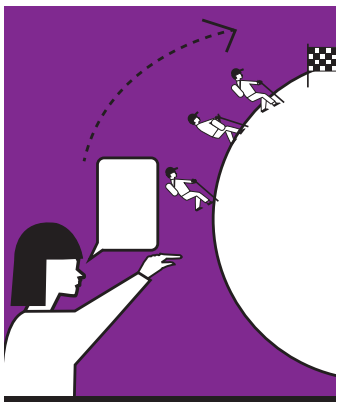
The Teaching & Learning team are working to ensure that all CPD has a clear purpose and triangulates with other processes throughout the academic year, including appraisal and subject specific CPD. It should not be a stand alone document but an integrated part of our professional learning and evaluation.

The new format, explained in the 'User's Guide' section, allows for bespoke reflection and evaluation, which in turn will support next year's digital Anthecology.

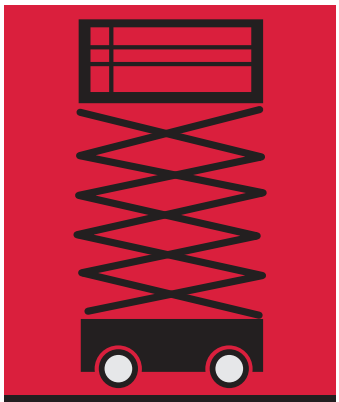
SWA 5 Teaching & Learning Principles

Deliberate Practice

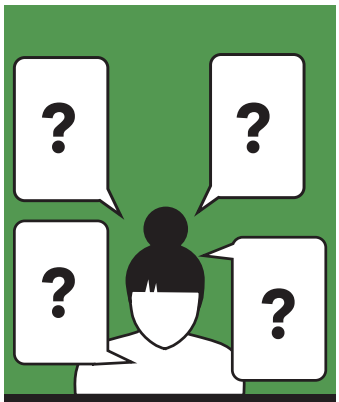
Clear Explanation



Assessment & Feedback



Modelling & Scaffolding



Questioning & Discussion

User's Guide: How To...

The Anthecology is divided into clear sections: our SWA in-house style and overall expectations, one section per Teaching & Learning Principle, as well as sections on Literacy and Teaching to the Top. This should make navigation clear and efficient.

The main sections each open with a summary of specific education research, highlighting what Samuel Whitbread wants to embed and promote in our pursuit of excellence. This is then followed by a self evaluation grid (establishing - embedding - excelling) that allows staff to reflect on their current practice and to identify areas of potential focus for their appraisal target this academic year. We strongly encourage staff to highlight these grids and make appropriate annotations.

The self-evaluation task is then followed by a series of WalkThrus: practice that could be tried and adapted in our classrooms. On selecting a particular WalkThru, staff should follow the **ADAPT** framework (coined by Sherrington, 2020) below to ensure effective implementation.

ADAPT: **A**ttempt, **D**evelop, **A**dapt, **P**ractise, **T**est

The **ADAPT** process is essential as the instructional coaching WalkThrus are generic at times and do not take into account class or teacher contexts, thus as professionals we need to make these specific to Samuel Whitbread staff, students and subjects. In order to undertake this process consistently, the **ADAPT WalkThru** is below.

ATTEMPT
Attempt and engage with one WalkThru at a time. Read through the six steps and attempt to apply to your context, thinking about your class and subject. You might do this as a mental WalkThru process or try it out in a real classroom context to establish whether the steps make sense. Evaluate the success of your attempt. Do the steps work? Are they in the right sequence? Is anything missing? Would you do it differently?

DEVELOP
Develop the WalkThru and add additional / specific details to the steps so they are more precise and focused on your subject context. Think about the makeup of your class. What needs to happen to the steps to ensure the learning is accessible for all?

ADAPT
Adapt the WalkThru so it works for you. Consider changing the order; spending longer on certain steps or processes than others; creating more links back to the beginning or link to other pedagogy. If possible, adapt the steps in collaboration with colleagues to consider how the original WalkThru could fit a certain topic or class.

PRACTISE
Practise and put your WalkThru into action. Remember at this stage you will need to reflect and evaluate the successes in your classroom as you go. Take time to adjust until you feel confident that the strategy is working for you and your students. You could book out IRIS and record yourself to support with your evaluation.

TEST
Test the impact this has had on student learning. Before beginning this stage consider your success criteria: how do you know if the WalkThru has had impact? This might be looking at student work or asking a colleague to come and see the WalkThru in action.

SHARE
Share your WalkThru once embedded. This can be through a peer lesson visit, during a department meeting or subject specific CPD. Write up your adapted WalkThru in your Anthecology and discuss in your mid year appraisal.

The Anthecology is the ultimate Journal for the sharing of great practice that teachers at Samuel Whitbread Academy derive from our CPD programmes, led by our own experts and practitioners, to implement in their classrooms in order 'to improve, not prove' their own practice and the outcomes of our students. The teaching and learning team are very excited about reading and sharing your adapted WalkThrus in the 2024 Anthecology edition.

"We believe that every student should have the opportunity to achieve and excel"

Quality First Teaching at Samuel Whitbread Academy

Our shared belief:

- All children can learn.
- All children deserve opportunities to succeed.
- All children are entitled to experience achievement and reach excellence.

Our shared goal:

If we ensure 'Quality First Teaching' then we should enable inclusion by design in our classrooms. This will be achieved by the following tenets:

1. **Literacy rich, well sequenced curriculum**, supported by expert subject knowledge that enables all teachers to deliver content that guides towards mastery.
2. **Consistent routines and high expectations** that lead to exemplary behaviour and a feeling of security, including:
   a. Explicit and consistent expectations around the entry & exit to classrooms; asking and answering questions and the presentation of work.
   b. Routine checks of equipment to ensure students are fully prepared for learning.
   c. Seating plans to maximise learning.
   d. Consistent language to promote engagement in lessons — SLANT.
3. **High quality lessons** informed by our 5 Teaching & Learning Principles:
   a. Deliberate Practice
   b. Clear Explanation
   c. Modelling & Scaffolding
   d. Questioning & Discussion
   e. Assessment & Feedback
4. **'Teach Like a Champion' and 'WalkThru'** techniques consistently used in lessons to ensure our T&L Principles are effectively delivered.
5. **Prompt intervention** for students based on diagnostic assessment to support their progress.

Teaching Students of SEND at Samuel Whitbread Academy

We believe that every student should have the opportunity to achieve and excel.

What does this mean for a child with SEND?
The tenets summarised in our 'Quality First Teaching' section promote excellent teaching and are measured by the reduction in students requiring additional support or interventions. Strategies that support all students but particularly those with SEN or other barriers to learning include:

1. **Consistent routines and expectations** that lead to exemplary behaviour, as well as physical and emotional security. For example:
   a. Calm, orderly and focused working environments
   b. Clarity of expectations when entering and exiting the classroom
   c. Ensuring students have the correct equipment
   d. Seating plans to maximise learning and minimise distraction

2. **Purposefully designed learning resources and great teacher pedagogy** that:
   a. eliminates large amounts of copying from the board
   b. presents new information clearly
   c. provides appropriate scaffolding and support
   d. focuses on supporting literacy
   e. includes technology where appropriate

3. **Consideration of cognitive load**, including:
   a. A literacy rich, well sequenced curriculum
   b. Routine retrieval opportunities
   c. Resources that do not distract or over power
   d. An environment that is calm and free from excessive noise
   e. Clear explanation and explicit instruction
   f. Explicit vocabulary teaching
   g. Regular checking of understanding

4. **Close monitoring in the classroom**, including:
   a. Teacher, LSAs and/or learning mentors checking in with students most likely to need support first to ensure they have understood tasks.
   b. Teacher, LSAs and/or learning mentors asking pertinent questions to assess understanding of learning and tasks.
   c. Identification of errors or misconceptions quickly and addressing these immediately.
   d. Providing preparation and consolidation work via homework.
   e. Offering timetabled additional learning opportunities where appropriate.

5. **Additional support**
   Some students require additional, individualised support. Details of which can be found in SIMS or on their personalised plans. Teachers will use this information when planning their lessons to ensure the needs of all students are being met. Where a teacher has concerns about a student's progress, they will liaise with their key worker/ SENCo.

Recommendations made from 'EEF Special Educational Needs in Mainstream Schools Guidance Report', October 2021.

Samuel Whitbread Academy Subject Specialists

All staff at SWA strive for **opportunities** to **achieve** and **excel** as teachers and our pedagogy and practice is underpinned by the following:

We teach our subject with the love and passion it deserves.	We are aware the curriculum can be limiting at times, but ensure that everything we teach is shared with the passion and justice it deserves, explaining clearly the importance of the knowledge.
We have routine and rigour that allows all our students to flourish.	We embody our school values in our behaviours and expect the same of our students. We follow the routines of the Academy consistently and hold students to account as we wish for them to achieve and excel.
We know great curriculum design leads to progress.	We ensure our students make progress and excel by acquiring knowledge through our well sequenced curriculum and lesson planning. We hold ourselves to account when considering what we are teaching and when, and whether or not our students have secured the knowledge needed before moving on.
We are subject experts in our field(s).	We are constantly reviewing and improving our own subject knowledge and teaching pedagogy, including the teaching of literacy. We engage with education research and embrace CPD opportunities, striving to be the very best professionals we can be.
We understand cognitive science and its importance for learning.	We appreciate the limitations of working memory and have an understanding of the importance of cognitive load theory. We use this to ensure our students are not distracted by our resources unnecessarily and new knowledge is presented in small chunks.
We recognise something is not learnt unless in the long-term memory.	We understand that our curriculum and teaching has not been effective unless our students can recall and remember what they have been taught. To that end, we plan effectively to ensure content is revisited and not forgotten.
We consider time and know its limited.	We acknowledge that time is very precious in our classrooms and use every moment we can to maximise engagement and learning. Tasks are designed with a clear purpose in mind and are not simply 'fun'.
We teach don't just practise.	We believe that 'practise' is important but we want our student's achievement and excellence to be built on solid foundations and a breadth of knowledge. We will not simply teach students to pass examinations, but to appreciate the full power of education.
We embrace opportunities to improve our practice.	We participate fully in all CPD activities and strive to be the best teacher we can be. We believe in an open classroom culture and visit our colleagues regularly, both in our department and around the school. We use The Anthecology as a tool to develop and strive to improve as professionals.

SWA Teaching & Learning Principles

Deliberate Practice

- Daily, weekly & termly retrieval
- Memory platforms
- Rehearsal & performance activities
- Knowledge organisers
- Quizzing & multiple choice questions
- Guided & independent practice

Modelling & Scaffolding

- Live modelling & visualiser use
- Prepared exemplars
- Worked examples & non-examples – 'I, We, You'
- Writing frames / sentence starters
- Reading aloud & decoding
- Practical demonstrations

Clear Explanation

- Predicting & ironing-out misconceptions
- Small steps / chunking
- Narrated thinking
- Thinking like a subject specialist
- Defining subject terminology
- Pre-reading materials

Questioning & Discussion

- Hands down / cold calling / no opt out
- Rephrasing & full sentence use
- Hinge-point questions
- Think, pair, share / Turn & talk
- Whole class response / mini whiteboards
- Probing: how, why, link, contrast, what if..?

Assessment & Feedback

- Dedicated improvement & reflection time
- Self & peer assessment
- Clear success criteria
- Whole class feedback – whiteboards & written
- Show call & live marking
- Feedback as actions: 'redo, redraft, revisit, relearn, re…'

STARTING LESSONS

GREET
- Samuel Whitbread Academy staff are prompt and greet students warmly at their classroom door.
- We welcome our class with a smile and reinforce that it's good to see them.
- We are positive and friendly. We use student names where possible.

NEAT
- Samuel Whitbread Academy staff actively monitor student uniform on entry to the classroom and give quick reminders of school expectations.
- We keep this lighthearted but are persistent and consistent with uniform expectations.

SEAT
- Samuel Whitbread Academy students immediately sit and begin their lesson task.
- If they do not, we request they stand. Students track the teacher. After the first task has been explained students are invited to sit.

COMPLETE
- Samuel Whitbread Academy staff have a 'deliberate practice' task ready for students.
- We direct students straight away to complete the starter activity and whilst students are doing so, we take the register.

ENDING LESSONS

COMMEND
- Samuel Whitbread Academy staff ensure they finish a few minutes before the bell.
- We praise the class and a couple of students are selected specifically by name. Positive learning behaviours are celebrated.

MEND
- Samuel Whitbread Academy staff reinforce the behaviours they expect next lesson and explain why.
- If needs be, a student may be asked to stay behind to repair your relationship or to clarify the behaviours you expect next lesson.

END
- Samuel Whitbread Academy students stand behind their chairs in silence, in perfect uniform.
- We ask students to track us and thank them for the lesson, then wish them a good morning or good afternoon.

SEND
- Samuel Whitbread Academy students leave their classrooms in a calm and orderly fashion after the bell has rung.
- We dismiss students by row or in small groups, not all together.

SAMUEL WHITBREAD ACADEMY

SLANT

Sit up straight

Listen carefully

Ask and answer questions

Never interrupt

Track the speaker

PRIDE IN YOUR WORK

- You always take pride in your work
- Handwriting is legible
- Written work is completed in black pen or green pen when self or peer marking
- Written answers are completed in full sentences, unless stated otherwise
- Diagrams, tables or drawings are completed in pencil
- Colour can be added using colouring pencils or highlighters
- The date and title are underlined using a ruler
- Mistakes are rubbed out or one neat line drawn through the error
- Pages in books are not ripped out, skipped or graffitied
- Loose sheets are glued in
- You will be expected to redo work of poor quality and this will be recorded as a B1

PRESENTATION OF WORK

BEHAVIOUR FOR LEARNING

What is Behaviour for Learning?

Paul Dix in his book 'When Adults Change Everything Changes', reminds us all of the important of consistency when it comes to behaviour for learning. He promotes the idea of 'visible consistencies' which can also be thought of as 'this is how we do it here' – it is the routines and habits we embed with our students every single lesson without fail. Having 'visible consistencies' in your classroom ensures every student knows what the rules are and what behaviours they will be challenged on – it is a way of you as a teacher making your priorities and expectations clear. Having set routines which are followed every lesson can really help with this, as we know, humans are creatures of habit and there is comfort when we know what to expect. In a classroom with clear routines and habits, students know what behaviours will be praised and challenged – it is predictable and therefore becomes a safe learning environment for all.

To develop effective behaviour for learning teachers could:
- Know your students and plan and prepare your lessons around their needs.
- Have clear entrance and exit routines that are consistent every lesson.
- Use praise consistently – have criteria for success which is achievable for all.
- Use the behaviour system fairly and consistently making sure students understand what behaviours are unwanted in a classroom environment.
- Model the behaviours that they desire to see by maintaining a continual professional approach.

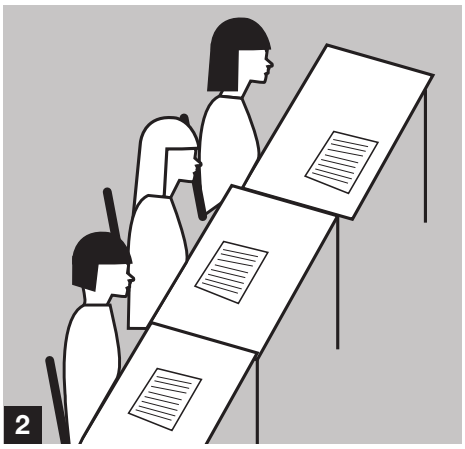
Excelling	In all my lessons, I strive to know my students and I make an effort to learn all names. I am aware of their needs and I aim to remove any barriers to learning. I plan my lessons consistently with my students in mind and I aim to engage students in learning and strive for no wasted learning minutes as this is the time undesirable behaviours may begin. I am clear in terms of my expectations and I always follow up on any sanctions that are given – students understand that I am a teacher of my word. I am proactive when informing parents of any behaviour issues in the hope they will support their child to improve, I also make positive calls home and share with parents any improvements in behaviour that I have seen. I have clear entrance and exit routines in line with the school guidance and I have clear habits each lesson such as a do now task that I ask students to start with and I always end my lessons following the same pattern. I use the behaviour system but understand the importance of restorative conversations in addition, I use praise in my classroom and make sure student achievements are recognised, praise is more than just issuing praise points, it is also about forming positive relationships with my class. If there are any persistent behaviour issues I am quick to ask for support from my HOD or HOY and act on any advice and feedback.
Embedding	In all my lessons, I strive to know my students and I make an effort to learn all names. I am aware of their needs and I aim to remove any barriers to learning. I plan my lessons consistently with my students in mind. I am clear in terms of my expectations and I always follow up on any sanctions that are given – students understand that I am a teacher of my word. I am proactive when informing parents of any behaviour issues in the hope they will support their child to improve. I have clear entrance and exit routines in line with the school guidance and I have clear habits each lesson such as a do now task that I ask students to start with and I always end my lessons following the same pattern. I use the behaviour system consistently, in addition, I use praise in my classroom and make sure student achievements are recognised. If there are any persistent behaviour issues I am quick to ask for support from my HOD or HOY and act on any advice and feedback.
Establishing	In all my lessons, I make an effort to learn all names. I am aware of their needs and I aim to remove any barriers to learning. I plan my lessons and I am clear in terms of my expectations. I endeavour to inform parents of any behaviour issues in the hope they will support their child to improve. I have clear entrance and exit routines in line with the school guidance. I use the behaviour system consistently, in addition, I use praise in my classroom and make sure student achievements are recognised.

STRATEGY

1 Establishing Entrance Routines

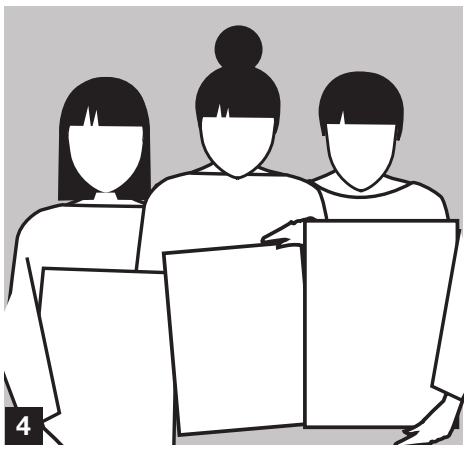
Having a positive start will increase the chances of having a positive lesson.
(Adapted from: Getting Lessons Started Teaching Walkthrus 2)

Having a routine at the start of every lesson can ensure there are no wasted minutes during a lesson. A class which enters efficiently and settles quickly can begin their learning in a matter of minutes. This process of establishing a habit and making it routine, can ensure a calm and orderly atmosphere in which students are focused on learning.



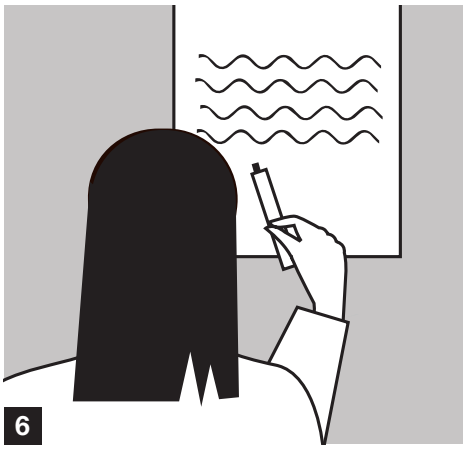
Before establishing an entrance routine, you need to decide exactly what you want students to do. This might include lining up outside by the door or alternatively, coming straight in. You may want to start with students sitting behind their chairs or from them to sit down immediately and get their books out. You may want to establish roles in the classroom; someone to hand out books or worksheets. Whatever you decide, build all the elements into a clear routine and rehearse it before introducing it to students

Take time every lesson to establish and reinforce expectations. This will allow you to establish a positive learning environment. This is best achieved when the teacher addresses the class directly with plenty of eye contact. Ask all questions and comments to be put on hold whilst you establish this moment of calm. The best time to do this is when the register is being taken or a when you offer a welcome and review prior or future learning.



Having a short task for students to complete during the opening part of the lesson allows you to get students thinking as quickly as possible. These tasks are commonly called 'do now' tasks, however, some departments may have subject specific titles that they use such as "Bell ringers" or "Geog Your Memory". Using these tasks as part of your routine can help establish a calm environment with learning at the centre.

After the do now task, gain your classes full attention. The opening of your lesson is an excellent opportunity to explore how the learning that will be taking place fits in with the wider sequence or topic. Framing lessons in this way is important because it supports students' self-regulation and it also builds their knowledge and understanding of how the wider curriculum fits together. Ideally every student should know the wider purpose of any particular lesson.



The opening of a lesson can be a good time to clarify the learning objectives. Outlining the intended learning is important because if students don't know where they are going, they will never arrive. Students don't need to write down the lesson objectives however it is important they are explained, modelled and discussed. This is an excellent opportunity to check students' understanding - do they understand what they are about to learn and do they understand why they need to learn it?

STRATEGY

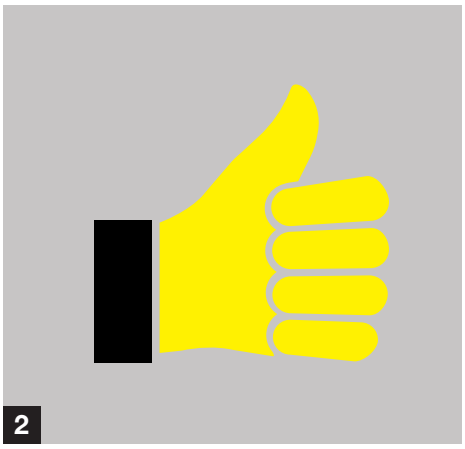
2

Non-verbal Cues To Set Expectations

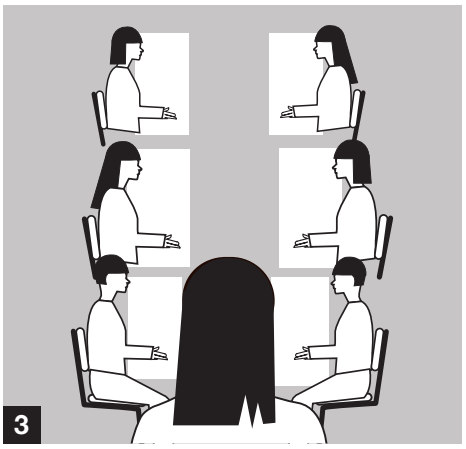
Uses our routines to guarantee every learner is listening before we teach.

(Adapted from: Signal, Pause, Insist Teaching Walkthrus Book 1)

As teachers, we can sometimes rely on our voices when trying to get heard above the normal chatter in a classroom. Having to raise our voice can sometimes undermine the sense of a calm in a classroom. A simple signal, pause, insist routine allows the teacher and the class to move from one phase of the lesson to another wasting as few learning minutes as possible.



Choose a signal. It needs to be something simple that you can use and reproduce easily. It needs to indicate that you want attention from the whole class instantly. This could be a raised hand, a countdown or two sharp claps. You can use props such as a bell however, if you forget the prop you may undermine the routine.



Introduce the signal to each class. Practise the process of stopping and starting an activity using the signal so students quickly understand what the signal is and what it is for. Make sure you establish exactly want is needed from students. Is it facing front? Silence? Pens down? Make your expectations explicit.

Give the signal during a lesson when you want to give teacher input. Stop what you are doing, face the class and make eye contact with every student. Don't be distracted by questions or other activities – give the class your full attention.

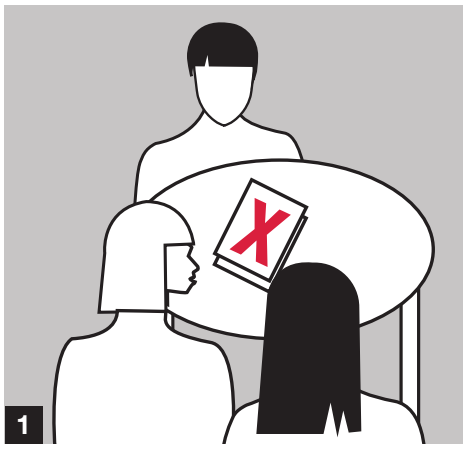
Pausing is a crucial part of this process. You must give students a short moment to adjust from being involved in working individually or talking to focusing on you. It's not instantaneous and you need to wait without speaking to allow this transition to happen naturally. Hold eye contact whilst waiting. Don't give instructions until everyone is ready – wait for 100% focus. When you get that focus, praise the class – this can be as simple as a thank you.

The last part of this process is to insist. You must be sure that everyone has given you the agreed response to the signal – including any additional adults in the room. If you allow others to speak once you have given the signal you will undermine the routine. If you can't get 100% response through body language and eye contact, low level reminders such as "when we are ready, thank you" and "Beth, I need you listening, thank you" can support your non-verbal cues.

STRATEGY

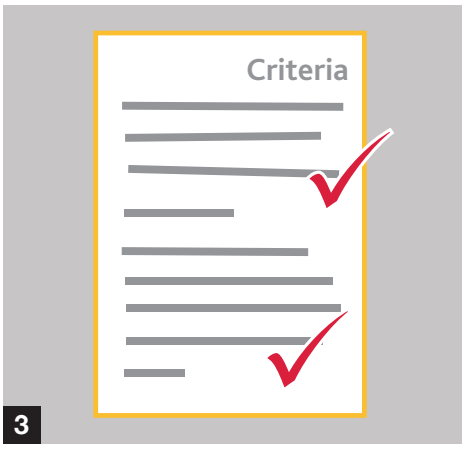
3 Keeping Students On Task

Strategies to ensure extended engagement during a 60 min lesson.
(Adapted from: Keeping on Task Teaching Walkthru Book 2)



A common behaviour management challenge is to keep students focused on a task with the required effort, intensity and independence, for a sustained period. It is easier when in the classroom, good routines and habits of working hard for an extended time, supported by high expectations which are continually reinforced are in place as it helps students develop the stamina required for sustained effort.

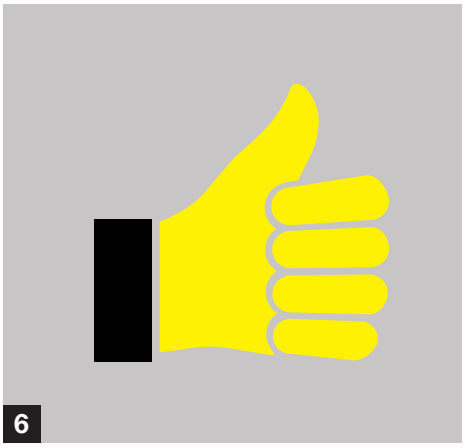
If students are to sustain effort and attention they need to know what they are doing. After explaining the task, check for students' understanding to ensure they know what is expected from them, if they are unsure, revisit the task and give further elaboration. It is counterproductive to bypass this process as you will often need to re-explain later. It saves time to check in advance.



To help students stay on task, giving them objectives, intentions or success criteria to check their understanding and progress against can help keep them focused. Having both learning goals and tasks goals can ensure they aren't just completing the activities set but they are also comprehending them too. Learning goals are the knowledge and understanding a student should get from completing the task e.g. describe all the changes of state in a water cycle. Task goals are the end products students should produce e.g. A finished, labelled diagram with clearly written explanations for each step.

A key element to sustaining student focus is to break down the time available in stretches that students can manage. This is a form of scaffolding. Discuss the expected time limit for completing the whole task and some stages within it so that students can monitor their progress. Task completion alone can be an illusion of learning unless the learning goals are reached. Be sure to issue learning goal reminders as well as task completion reminders. Don't just ask have you finished but also have you learned it?

Students are more likely to drift off task if they do not feel their teacher's presence while engaged in the task. Active circulation is a vital element in keeping students on task. This communicates a sense that you are interested in what they are doing, not just checking up on them. Whilst circulating, you can pick up on any difficulties and reinforce learning goals with individuals.



At a simple level, basic supportive encouragement is highly motivational for everyone. It also helps to anticipate a range of responses to any given task: some students will fly; they may drift unless the task is continually challenging. Being ready to push them onto the next stage in the learning. Some students might struggle-they may start giving up unless they get support and encouragement. Be ready to re-balance the provision of scaffolding with the need to foster independence.

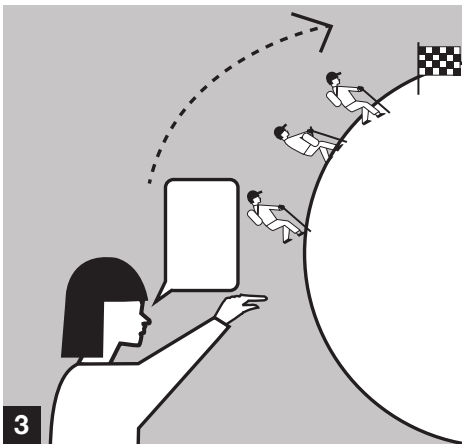
STRATEGY

4 Transition Between Activities

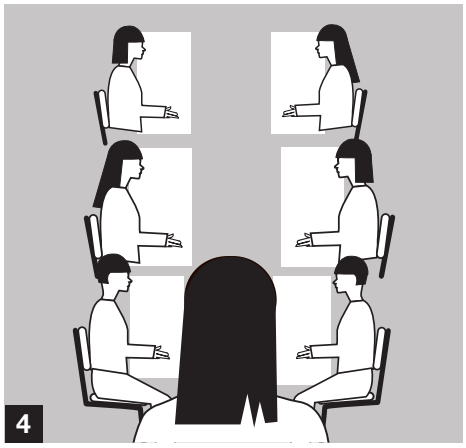
Making the most of every minute and keep disengagement to a minimum.
(Adapted from Transition between Activities Teaching Walkthrus Book 2)

During a lesson, the activities taking place need to change in a way that maximises learning. If transitions are seen as time-wasting or disruptive, it can be inhibiting and confining. However, once positive routines are established it allows responsive teaching to flourish as teachers can switch between activities with confidence and add variety, tempo as well as increasing depth and challenge as required.

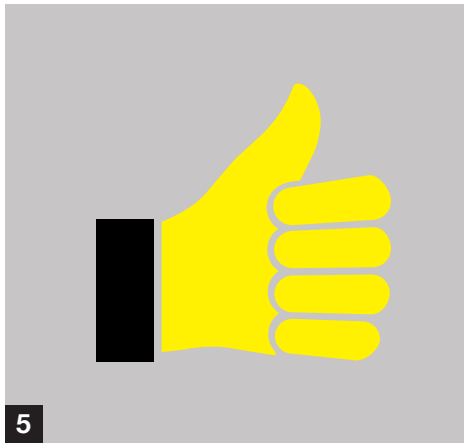
Ensure your expectations of the class between lesson activities are clear. This means planning your routines and the behaviours you want to see. If students are unsure what to do or they are unsure what is expected then transitions are much more likely to waste time and feel disruptive. An example could be moving from the starter to the main activity, having any sheets ready to go on students' desks or having the next slide of the PowerPoint ready to present can prevent those moments when the class has no focus from the teacher.



For initiating a transition, walk through it verbally using familiar settlement instructions: 'When I give the signal I'd like everyone to move into your practical groups in normal positions. As always you only need your pencil, ruler and exercise book; everything else should be tidied neatly on your desk. Walk over to your normal stations and show me you are ready.'



This is classic territory for checking for understanding and using this strategy as a matter of routine. Instead of asking rhetorical, ineffective questions like 'does everyone understand what to do?', select one, 2 or 3 students to run through the understanding of what is expected, for example, 'Kingsley, remind us what you all need to do when I give the signal. Amy, do you agree with Kingsley? Did he leave anything out?'



Signal, Switch, Re-focus

Signal: Give the agreed signal to start the transition.

Switch: Monitor students as they go through the routine, switching from one activity to the next.

Re-focus: Once they have switched, scan the class, make eye contact, making sure everyone is now refocused, relaxed and ready. You may want them to get straight on with the next activity, in which case make this part of the transition routine explicitly.

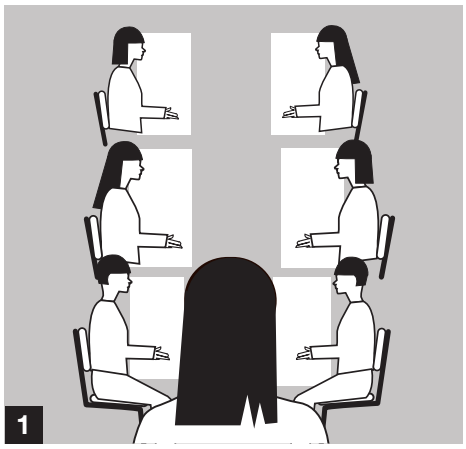
Review, refine and rehearse to improve each routine. The more fluid and fluent the transition routines are, the more likely you are to use them. Don't give up on them early on, spend time getting them right as it is time well spent. You'll be able to remove some cues, pauses and checks as transitions become more automatic. If something isn't working, change it and then rehearse and embed the adapted routines.

STRATEGY

5 Positive Framing

Keeping your language positive will reaffirm the good behaviours whilst supporting all students to get it right.

(Adapted from Positive Framing Teaching Walkthrus Book 1)

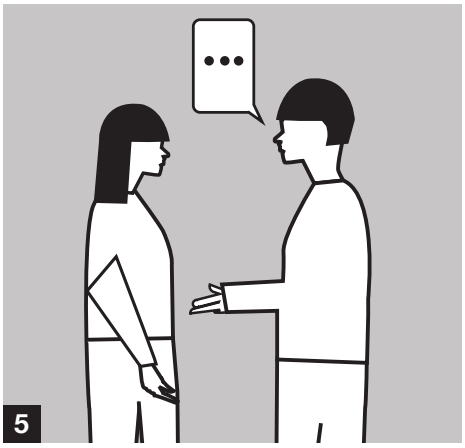


This technique will allow you to establish and maintain high expectations through the use of positive reinforcement. Instead of negative challenges that might be interpreted as personal criticism or as being unjust it is better to frame corrective directions through a positive framework. This works as a one-off strategy or as a complete approach.

In order for positive framing to work, it is important that you have established your expectations first. Students need to know what the expectations are so they can then be reaffirmed through the framing technique.

When dealing with a response to an instruction or running through a routine, give positive affirmation to students who meet the expectations before dealing with any who don't. For example, you could say "well done this table, you are listening and ready to learn", "Thanks for an excellent response packing up the equipment from this group and this group" or "So many excellent homework responses today, well done people!" This reinforces the message about the behaviours you want at the same time as acknowledging those who responded appropriately, it keeps things in perspective.

When students do not meet your expectations, frame your response by reasserting what you want, not describing their behaviour. Instead of saying "Sean and Beth, stop talking and turn around" change it to "Sean, Beth I'd like you both looking this way and listening, thanks." Instead of "Michelle you are late again and it's unacceptable" say "Michelle I need you on time with all of your equipment." Nearly all corrective statements can be framed positively.



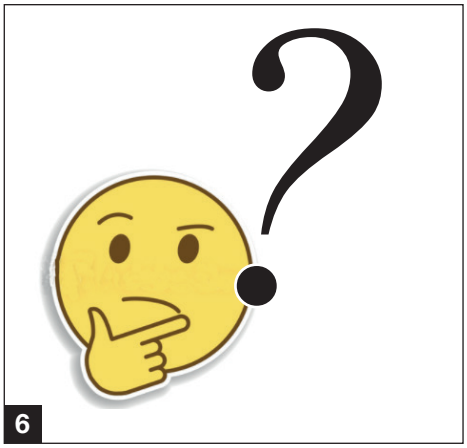
Instead of engaging with accusations and denials, assume students' best intentions and emphasise what you want to happen. For example:

Teacher: Louise I need you focused on the task now, thank you.

Louise: But I wasn't talking to anyone

Teacher: Okay maybe you weren't but I need you to focus on working on the task now, thank you.

This can apply to talking or any other off task behaviour. Bill Rogers calls this a "partial agreement," maybe that's true but…



Another form of positive framing is to feign confusion instead of issuing a challenge. For example, I wonder if this group did not quite hear the instructions? Or there seems to be some confusion about our expectations here, can we just check we all understood the routine? This is transparent to all concerned but it keeps corrective language friendly and non-confrontational but also firm and definite about what is expected.

STRATEGY

6 Exit Routines: The Last Ten Minutes

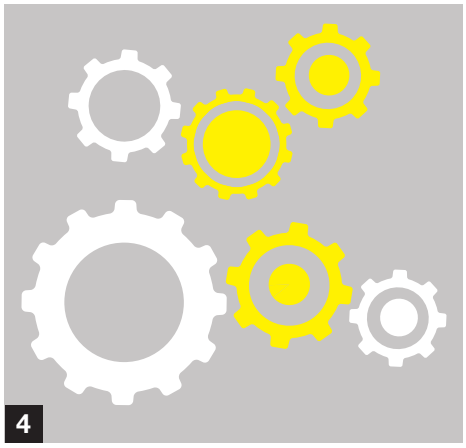
Ending the lesson in an orderly way not only helps establish clear routines but also helps the teacher after your lesson establish a positive entrance.

(Adapted from Exit routines: The Last Ten Minutes Teaching Walkthrus Book 3)

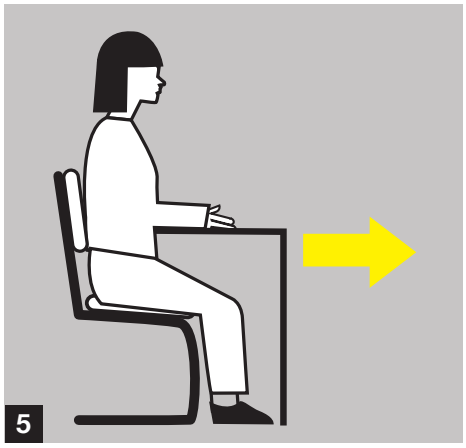
Planning and delivering routines so that lessons conclude in a calm, organised manner is important for several reasons. Firstly, it helps students regulate task completion during the lesson, supported by time cues. It supports review and consolidation, allowing the teacher to emphasise key learning points. In addition, it creates calm as students prepare to transition between lessons and lastly, it supports routines around homework setting and linking the lesson to the overall unit of work.

A key element of classroom management is keeping an eye on the time, using this to determine the pace and intensity of activities and to ensure that lessons end on time in a calm and orderly fashion. It's horrible for all concerned if lessons end in a frenzied rush; it is better to bring activities to a close even if incomplete, so the last few minutes can be managed. Give students a time cue, for example, five minutes until we pack away while keeping them on task until the stated time.

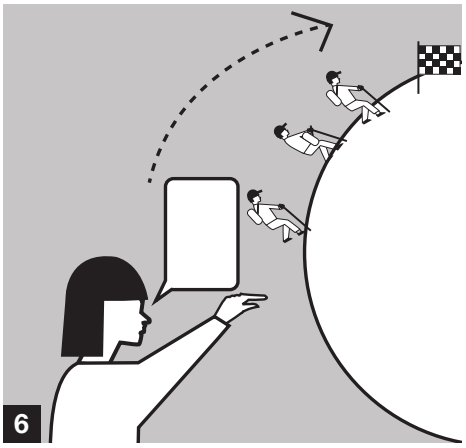
Where learning objectives have been stated for the unit or the lesson, bring the class to order, engaging them in a process to review their learning. Invite students to consider how well they completed the success criteria. Invite named students to summarise their key learning during the lesson or use a specific question that tests students' success in grasping key concepts. Use this time to praise and give praise points as appropriate.



If appropriate, zoom out from the focus of the specific lesson to remind students of the overarching themes and ideas within the unit as a whole. This helps to consolidate the schema forming process, connecting specific knowledge to a wider set of ideas. You may wish for students to make these connections themselves, setting homework or pre-reading tasks bridging the gap from this lesson to the next one, checking if the students understand what they are expected to do.



Design and reinforce a regular packing up routine so that students know what to do when you give the pack away command. This might include books and stationery being packed into students bags or technical tools and equipment being returned to the appropriate storage facilities. Give praise and affirmation when the routine is performed well or redirect and rehearse if the routine falls short of expectations.

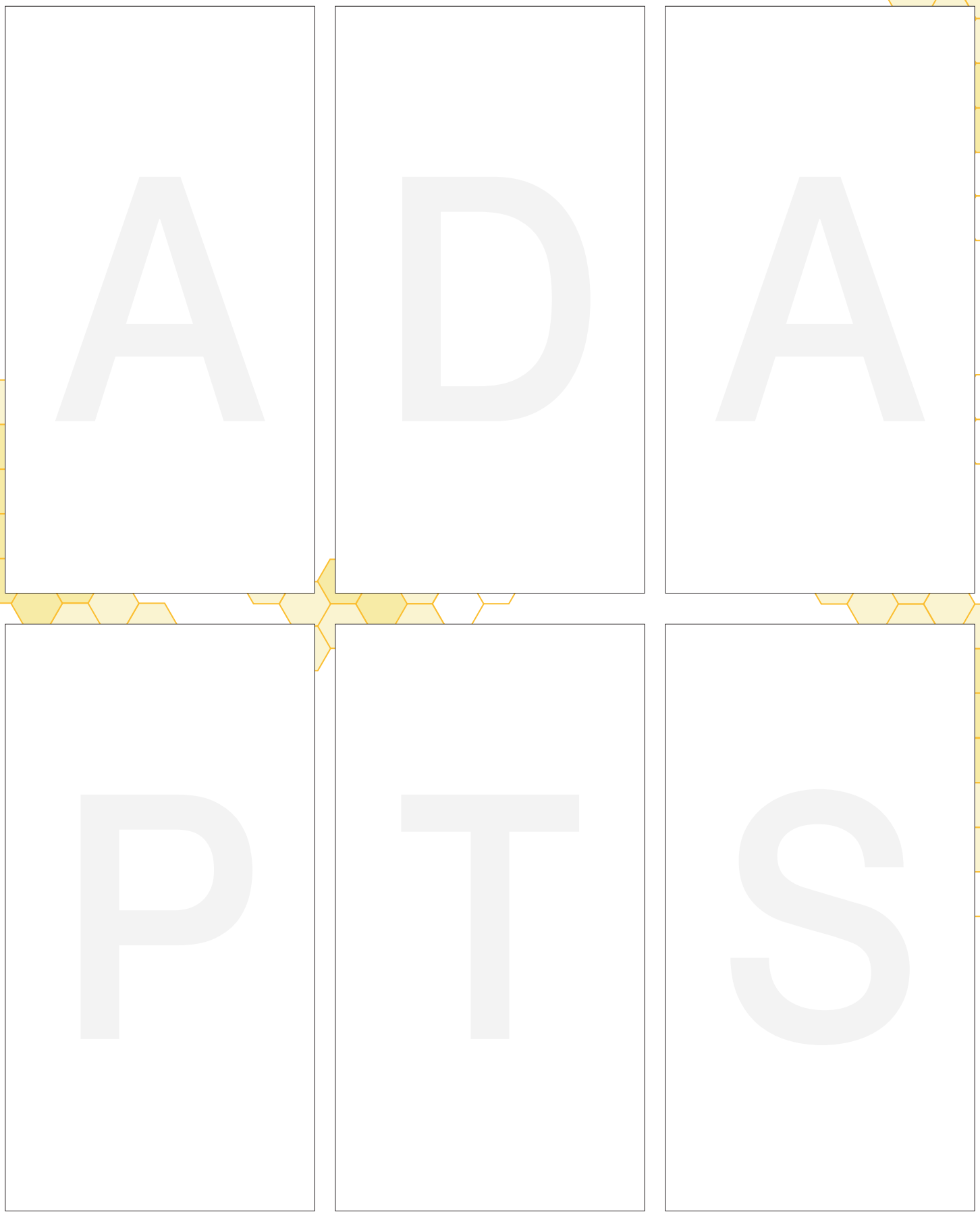


Make sure students understand that the teacher decides when they should leave the room, it's not when the bell goes or the end time is reached. Dismiss students a few at a time reinforcing an orderly atmosphere. The dismissal routine can be linked to students' responses to questions or they're readiness or simply follow the order in which students are positioned. It can help to use dismissal as a natural moment to collect students' work or check uniform as they file past.

Teacher: **Class:**

Subject:

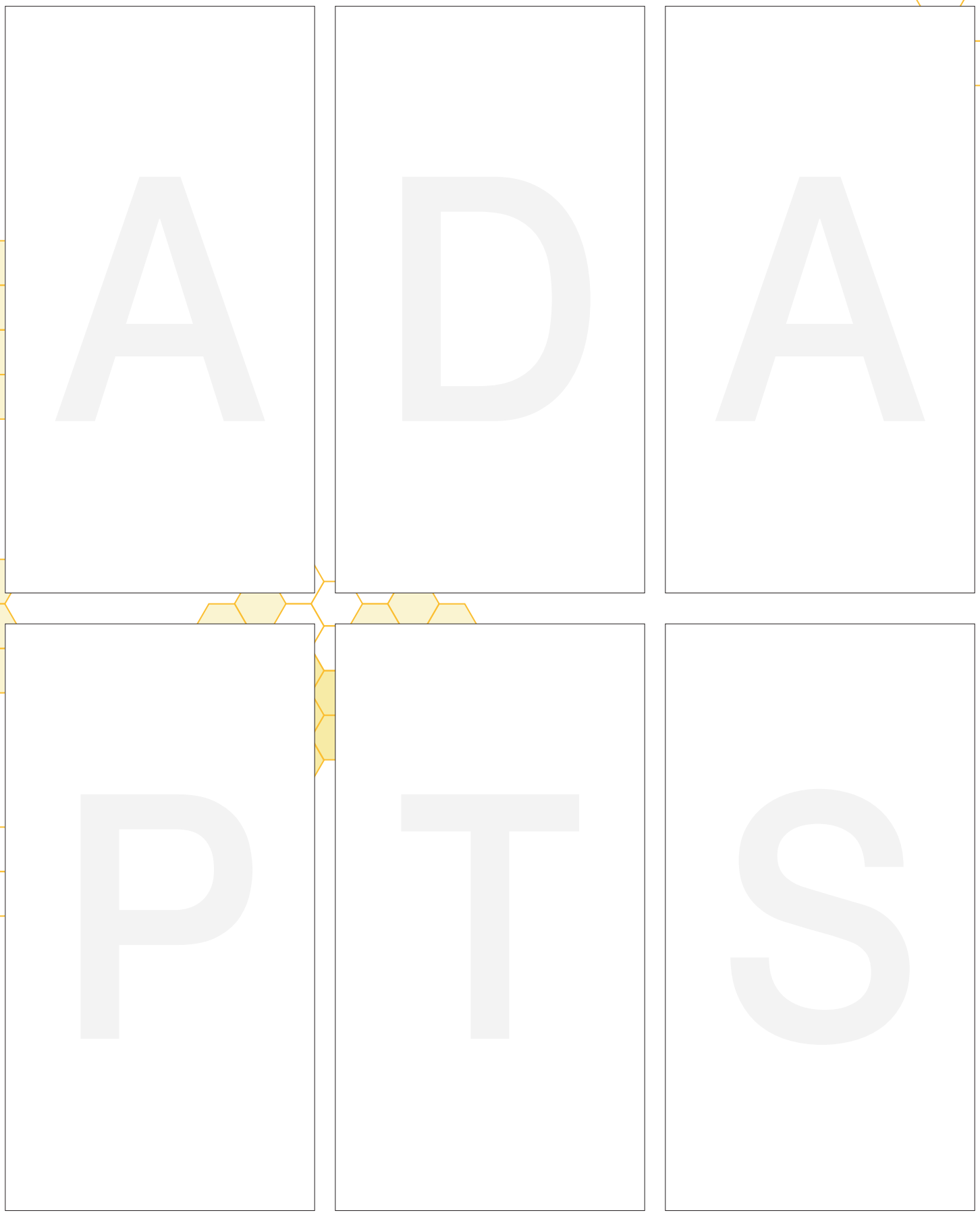
Title:



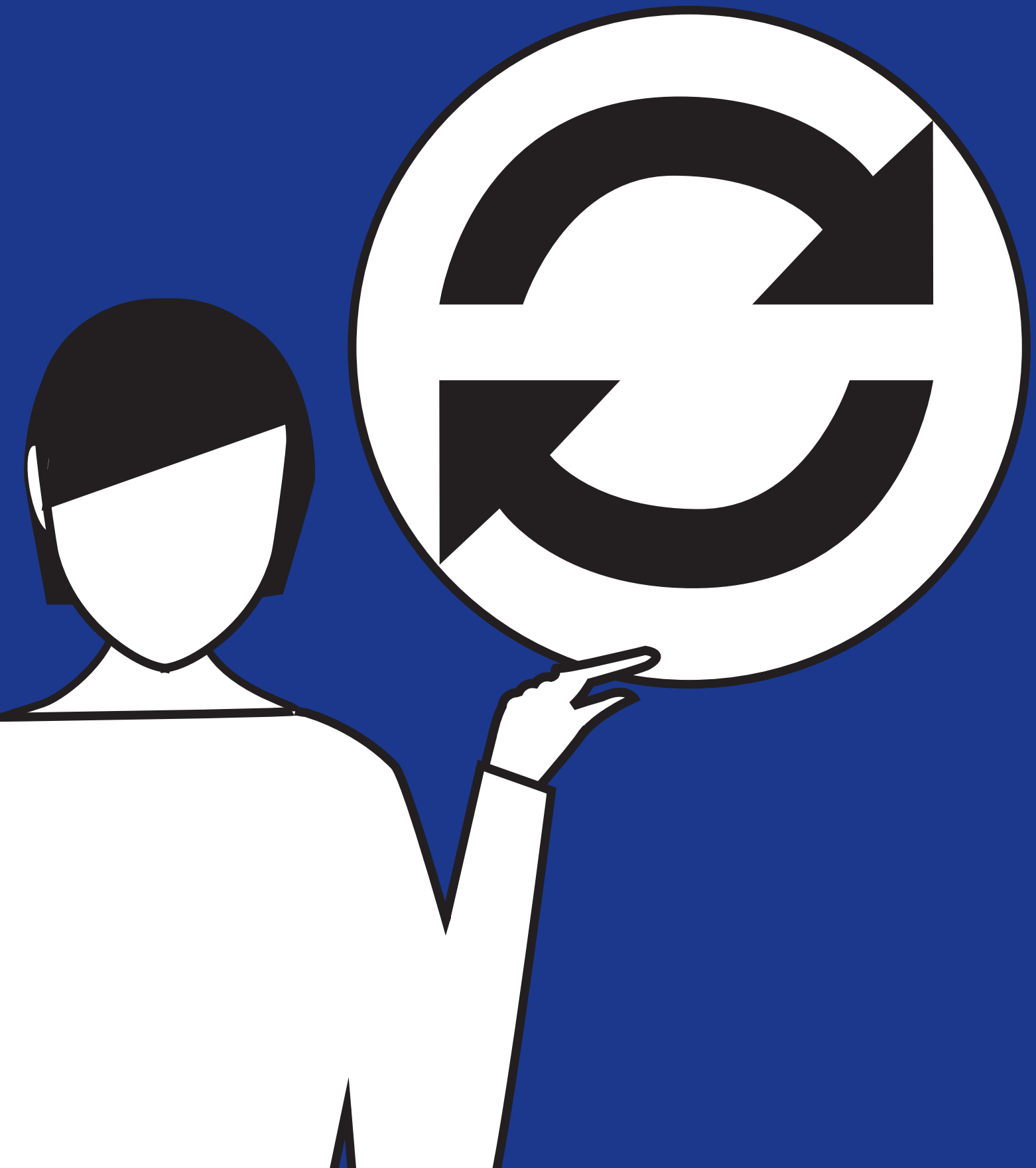
Teacher: **Class:**

Subject:

Title:



Deliberate Practice



What is Deliberate Practice?

Rosenshine's deliberate practice principle suggests that the most effective teachers provide more time for guided practice. If students are going to be successful in becoming confident and independent with curriculum knowledge, the teacher needs to use strategies to ensure they are forming strong ideas early on. Rosenshine stated that the most successful teachers are those that spend as much time as possible guiding student practise. It's not enough for students to learn something once before completing tasks independently; they have to keep rehearsing this information if they want it to be stored in their long-term memory. And teachers are in charge of guiding this process. To this end 'Deliberate Practice' forms one of our core principles for teaching and learning.

To develop effective deliberate practice teachers could:

- Use retrieval practice strategies, so that information is cemented in the long-term memory.
- Guide students as they begin to practise, so their understanding is accurate, through questioning and checking for understanding.
- Guide students prior to independent practice, using expert modelling and collaborative practice.
- Prepare students for independent practice, so that they have the opportunity to consolidate understanding before going it alone through partially worked examples.
- Monitor students when they begin independent practise to ensure they are getting it right through questioning and assessment.

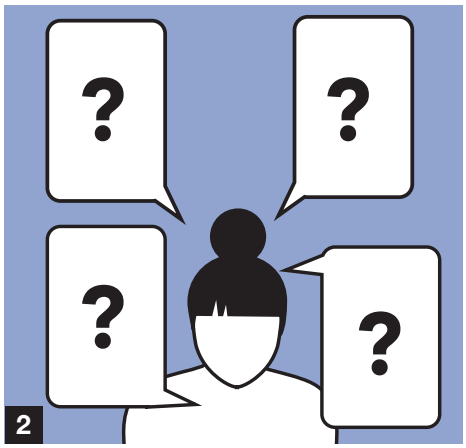
Excelling	In all lessons my activities are designed with deliberate practice theory in mind, whether this be a starter task or the main elements of my lesson. My deliberate practice tasks are well defined, have specific goals and focus on one skill at a time. At every stage, the tasks are specifically focussed on addressing misconceptions; rehearsing a particular skill or developing student expertise. I ensure careful thought has been given to each task and students are guided continually in my lessons until the learning is concrete and secure, leaving no opportunity for misconceptions. The tasks involve everyone; vary lesson to lesson and are time efficient for both myself and the students.
Embedding	In nearly all lessons my activities are focused on ensuring students have ample opportunity to specifically practise developing their knowledge and skills. This may be through tasks designed to test their long-term memory, address misconceptions or those that ensure students can apply their learning in different contexts. They are fundamentally designed to test student understanding and allow students to review and correct their understanding.
Establishing	My lessons tend to be designed with a retrieval practice task at the beginning to revisit key ideas or core knowledge, often linked to the previous lesson. Activities do consider how to move students to independently apply new knowledge and practise the process that has been taught.

STRATEGY

1 Retrieval

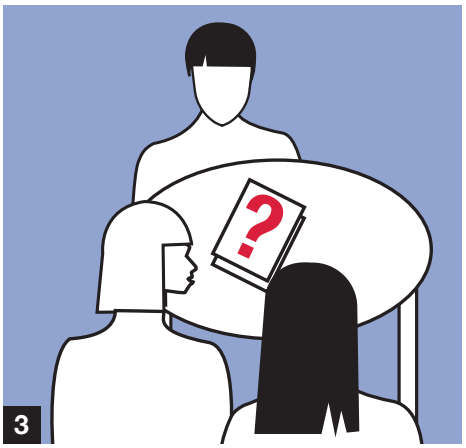
Pop Quiz to ascertain what students know before new learning is introduced.
(Adapted from Quizzing Teaching Walkthrus Book 1)

Decide on a range of questions to ask students. These questions should reflect prior learning from previous learning as well as the current topic. The idea of a pop quiz is that students score highly so using a mixture of open and closed questions would help with this.



Ask 5-10 questions ideally checking for recall using:

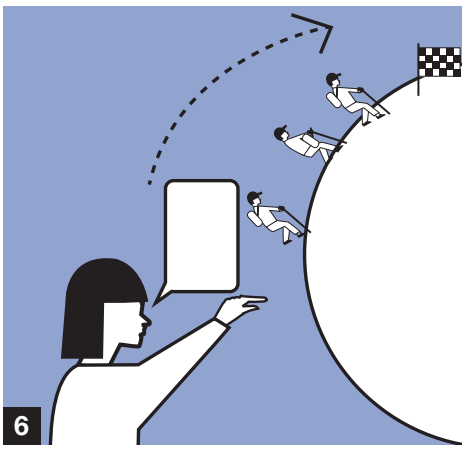
- Short answer fact checks
- Short problem solving
- Multiple choice
- True/False
- Spot the error
- Labelling a diagram
- Link the quote/fact to the image
- Fill the gap (cloze)



Allow students time to answer, it is important adequate time is given to students. Questions can be given verbally as part of a quick fire round, on mini-whiteboards, on the main white board or as a paper quiz.

Provide answers for students. Give them time to respond. Answers can be provided all at once or, if further explanation is needed, then answers can be revealed one by one asking students to justify/discuss their responses. Self or peer assessment can be used here to support with workload. Corrections should be made in green pen.

Ask students to identify common questions they got right or wrong. From this, identify what topics/concepts students know well and which ones need to be revisited in future lessons.



In the near future (at the end of the lesson, start of the next) give students the same or very similar questions to test the recall knowledge again to ensure gaps in student knowledge have been closed.

STRATEGY

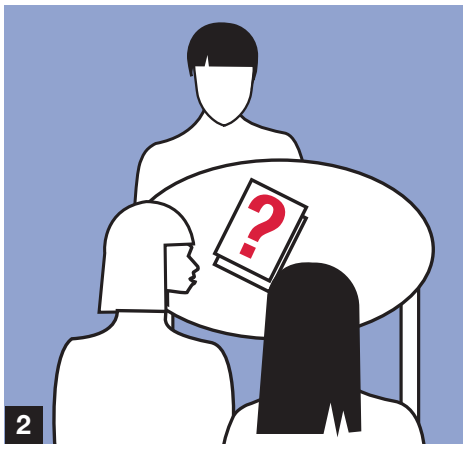
2 What, How, Why?

Interrogating knowledge.

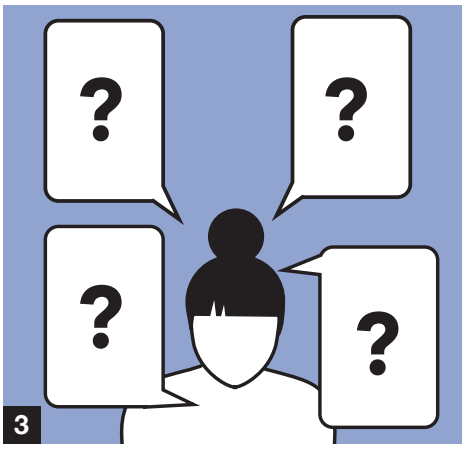
(Adapted from Elaborate Interrogation Teaching Walkthrus Book 1)

As a 'Do now' activity pose a question using one of the following question stems.

- Why did?
- How does?
- What happens if?
- What is the meaning of…?
- How does the concept X link to Y?
- Why do you think case study A helps us understand B more than case study C?

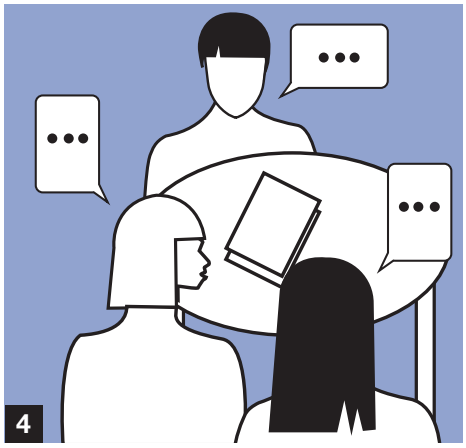


Allocate students to quiz each other in pairs, they may need this to be modelled first or a resource to work from to help ask more probing questions.



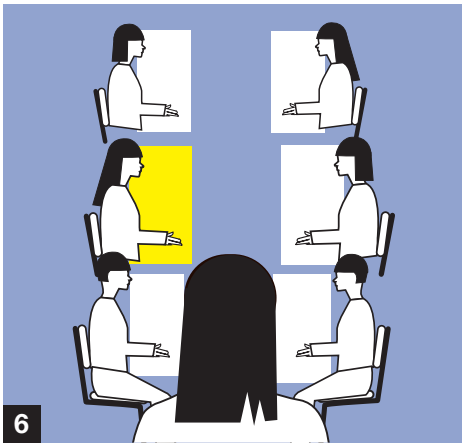
Ask students to play devil's advocate and ask their partner why/how/what to allow students to extend their answers.

An example might be:
Student 1: What argument can you give me which suggests God exists?
Student 2: The argument of design.
Student 1: What is this?
Student 2: It is the argument that the way the world works it must be by design not accident.
Student 1: Why does this support the idea that God exists?



Once students have discussed this, they can then quality assure their response with another pair who can act as fact checkers to ensure the knowledge and understanding is correct.

Take feedback – because this is students' assessing other student's knowledge it is important to take feedback to identify and correct any misconceptions.

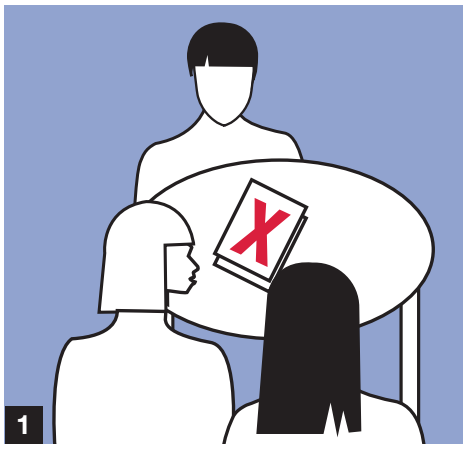


Cold calling works particularly well here as students have had time to think and reflect on their answers. It also works particularly well before an assessment to give students a focused revision task on a topic before they begin.

STRATEGY

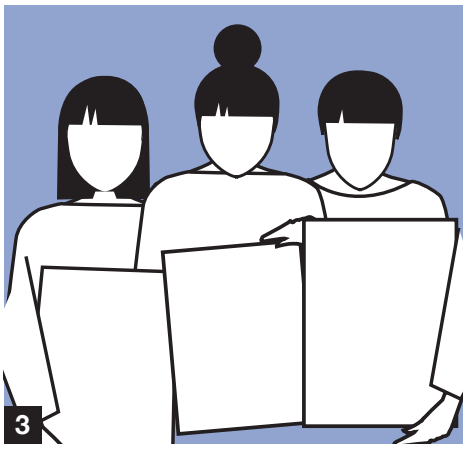
3 Revision and Retrieval

Book, Buddy, Boss – a reworked approach

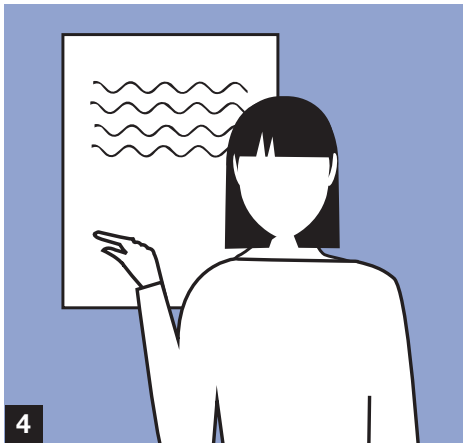


As a revision task, ask students to write down as a spider diagram everything they know about a key topic. To aid later revision each stage can be completed in different colours.

Once they have exhausted their knowledge, they should, in another colour, use their exercise book to add to their spider diagram.

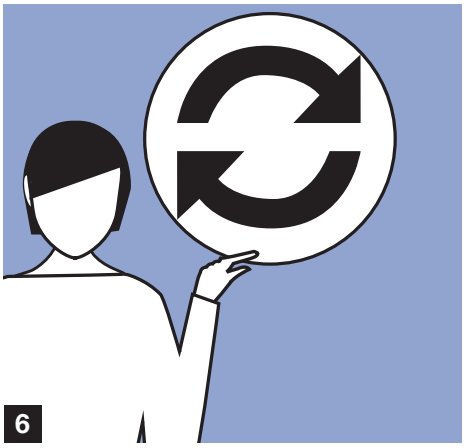


Once this has been completed students should then share their spider diagram with another student and in a different colour add all of their partner's ideas to their diagram.



Lastly, ideas should be shared as a class. The teacher should then fill in the gaps adding anything extra that students need to know. If you wish to add an extra layer of independence, students can refer to a text book prior to this stage.

Students should then create a list of topics they know well and topics they need to revise. From this a personal learning checklist can be created.



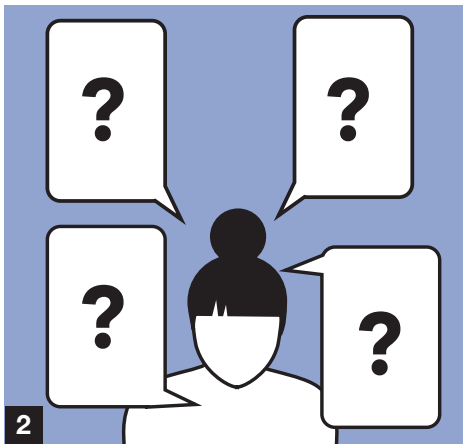
Repeat this activity for the same topic at a later date and ask students to update their personal learning checklist to allow them to assess the quality of their revision.

STRATEGY

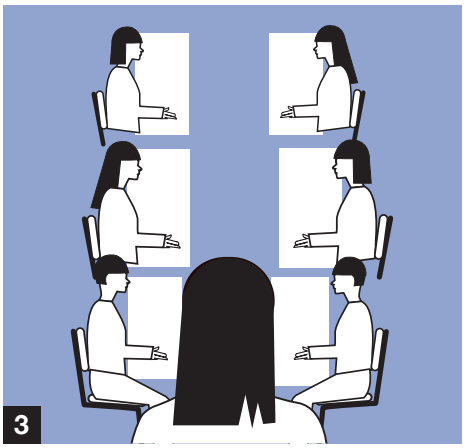
4 Student Knowledge and Misconceptions

A Game of Consequences – for learning

We all remember playing consequences – a name, followed by another name, where they met, etc. Playing this game but with a learning twist can help students recall key information and it involves a whole row of students.

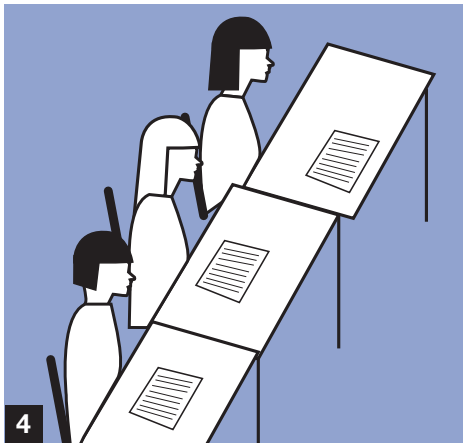


Give students an exam question – from an English perspective this might be something like "How does Dickens present the character of Scrooge?"

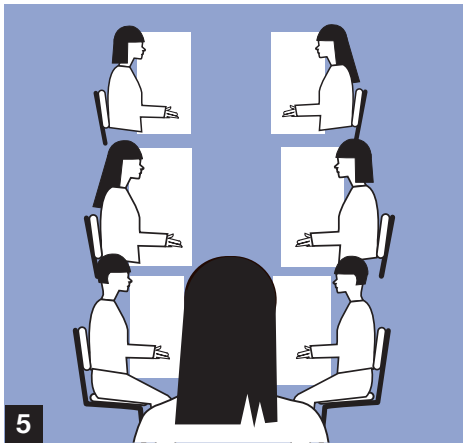


Ask the first student in the row to make a clear point relating to the question. Thinking about the what – what is the question asking you to do?

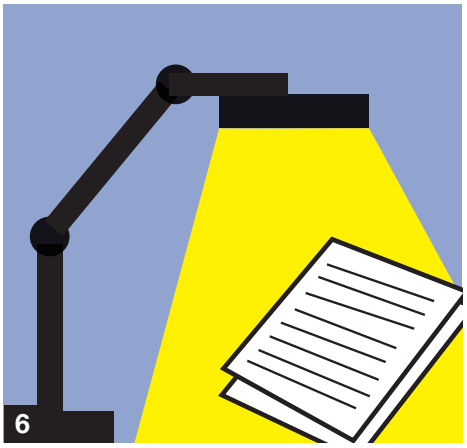
This can also be related to specific subject AOs.



Ask student two to add relevant evidence or evaluation building on the first response – considering the how part of the question.



Lastly, ask the third student to provide the analysis building again on what the first two students have stated previously.

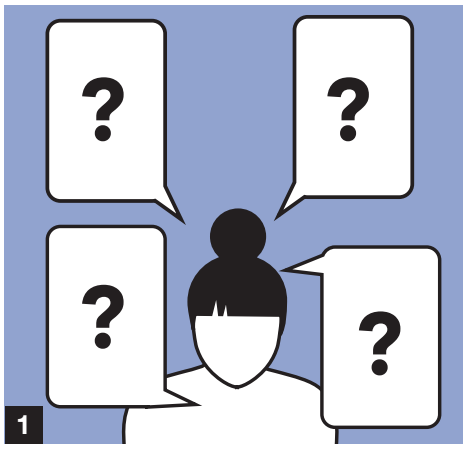


Show responses using a visualiser. Compare answers against the mark scheme and ask students to identify areas of strength and development. Students can then use these notes to construct a response to the question of their own.

STRATEGY

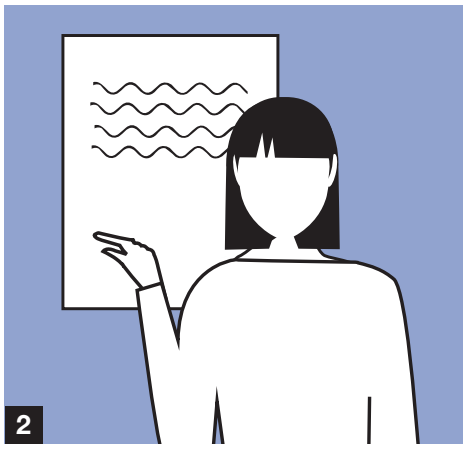
5 Retrieval Questioning

Using questioning to close the gap – putting your planner to use.

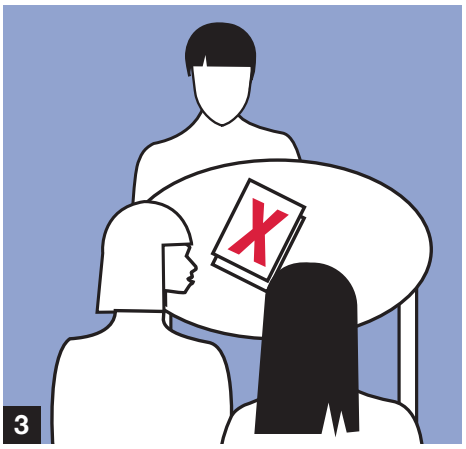


'What do I do if I find that students don't know things that I think they should know?'

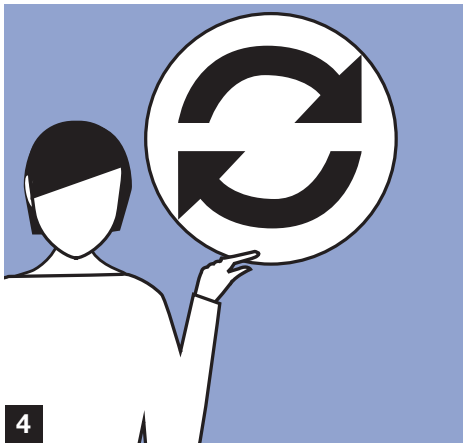
Giving students chances to retrieve core information from memory not only creates recall opportunities but creates multiple chances for retrieval failure, where they find that they don't actually know something they should. Often as teachers, we have systems that flag up gaps in knowledge, but we do not always fill them in a meaningful, sustainable way.



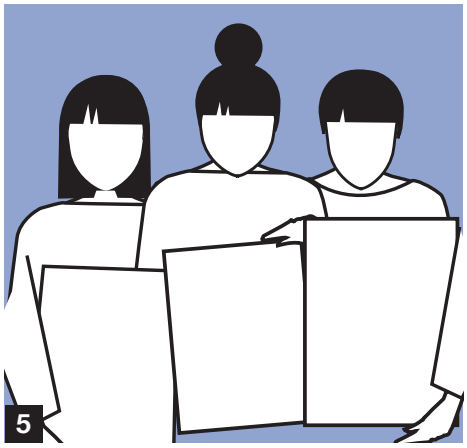
Ask a question based on the core knowledge that every student is expected to know. This could be in the form of their usual starter quiz but it could also be verbal, or in some other form at any point in the lesson. Answers are usually cold-called following individual thinking or writing time.



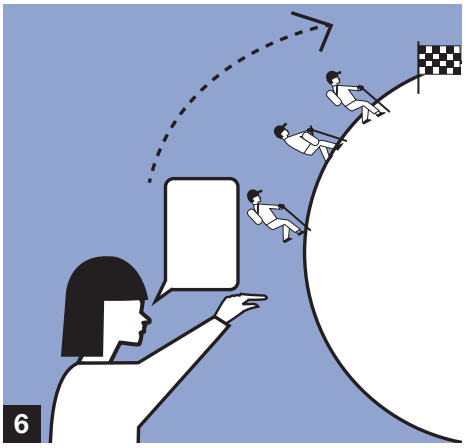
If a student doesn't have a correct (or high-quality enough) answer, note the name and question or question number in your planner, in the space for the NEXT lesson for that class. The question is then bounced around to a few other members of the class. If their answers are also shaky, then write 'All' instead of the student's name next to the number. The student (or class) are told that they will get that question again next lesson. You could give all students a copy of all the core knowledge questions and answers in advance so it is easy for them to refer back to these.



Next lesson, add any 'repeat questions' from the previous lesson on to the end of the starter questions, and direct the appropriate question to the individual whose name is written down. If it is an 'All' question, then all students are asked to discuss the answer in pairs and you can cold call students to answer in the usual manner.



Importantly, once we get a correct/improved answer to a question, this provides scope for celebration of new learning and the reinforcement of a 'culture of error' where we normalise mistakes and shift the focus on to how a student responds to finding a gap in their knowledge.

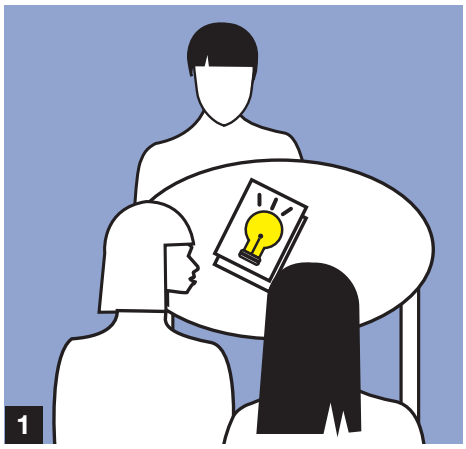


This can be extended to dedicated weekly homework tasks to 'follow-up on feedback', where students are required to show how they have responded to any aspect of the previous week's learning which identified a gap in their understanding. In this way we hopefully move from only targeting students who happen to be caught out by the cold-calling to a more general culture of accountability and personal responsibility.

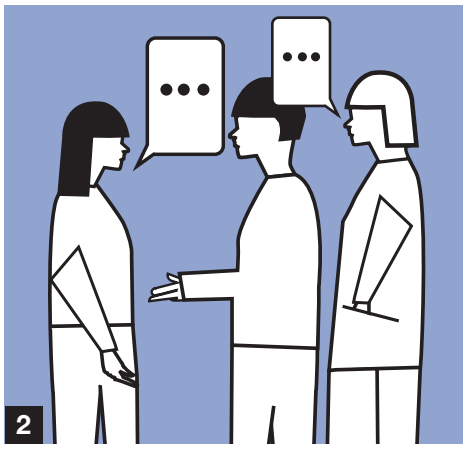
STRATEGY

6 Peer-Supported Retrieval

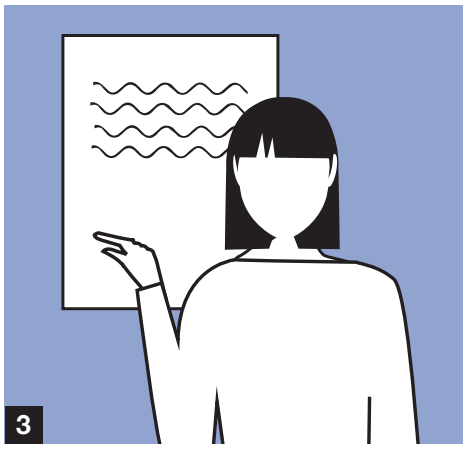
Peer Learning - teaching others can be a great way to reinforce student's knowledge and understanding.
(Adapted from Peer-supported Retrieval Teaching Walkthrus Book 1)



A practical way of encouraging active learning is to train students in peer supported retrieval. This means asking students to test each other's knowledge and to provide corrective feedback, supported by resources to ensure the feedback is accurate. By applying the strategy, teachers can significantly amplify the feedback students receive about the extent of their knowledge.



Teach students how to ask each other questions by modelling them explicitly. Part of the modelling should include the need to ask questions in a variety of forms and the goals are providing complete answers rather than fragments. For example, list all the noble gases. Which of these elements is not a noble gas? Which these diagrams show the atoms in a noble gas?

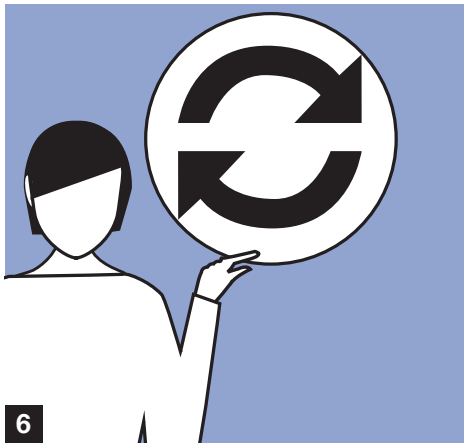


As with any collaboration, it is important to be explicit about expected behaviours. If you want students to quiz each other in pairs or to use a more elaborate group quiz structure, you need to ensure that everyone has a clear role and learning goal. Manage the allocation of checking partners to prevent students engaging in ineffective group behaviours where more confident students dominate and less confident students give way.

Invite one student in each pair to ask a series of questions to check their partner's knowledge. This could be in the form of prepared quiz questions; it could be running through an extended explanation, rehearsing the narrative in a story, describing a series of processes; adding labels to a diagram or flowchart or completing some problem-solving activities. Student 1 should verify student 2s answers, confirming correct complete responses and providing corrective feedback.

Swap the roles of the students and repeat step four. It is likely that student 1 having asked the questions in step 4 will be in a stronger position to give good answers having just studied the material. Multiple iterations of these steps can lead to excellent fluency building.

Follow up the paired quizzing process with a discussion of common errors, difficulties with recall, gaps in knowledge and misconceptions. Instead of asking 'does everyone understand?' try to find out who doesn't understand and reteach the material as necessary.

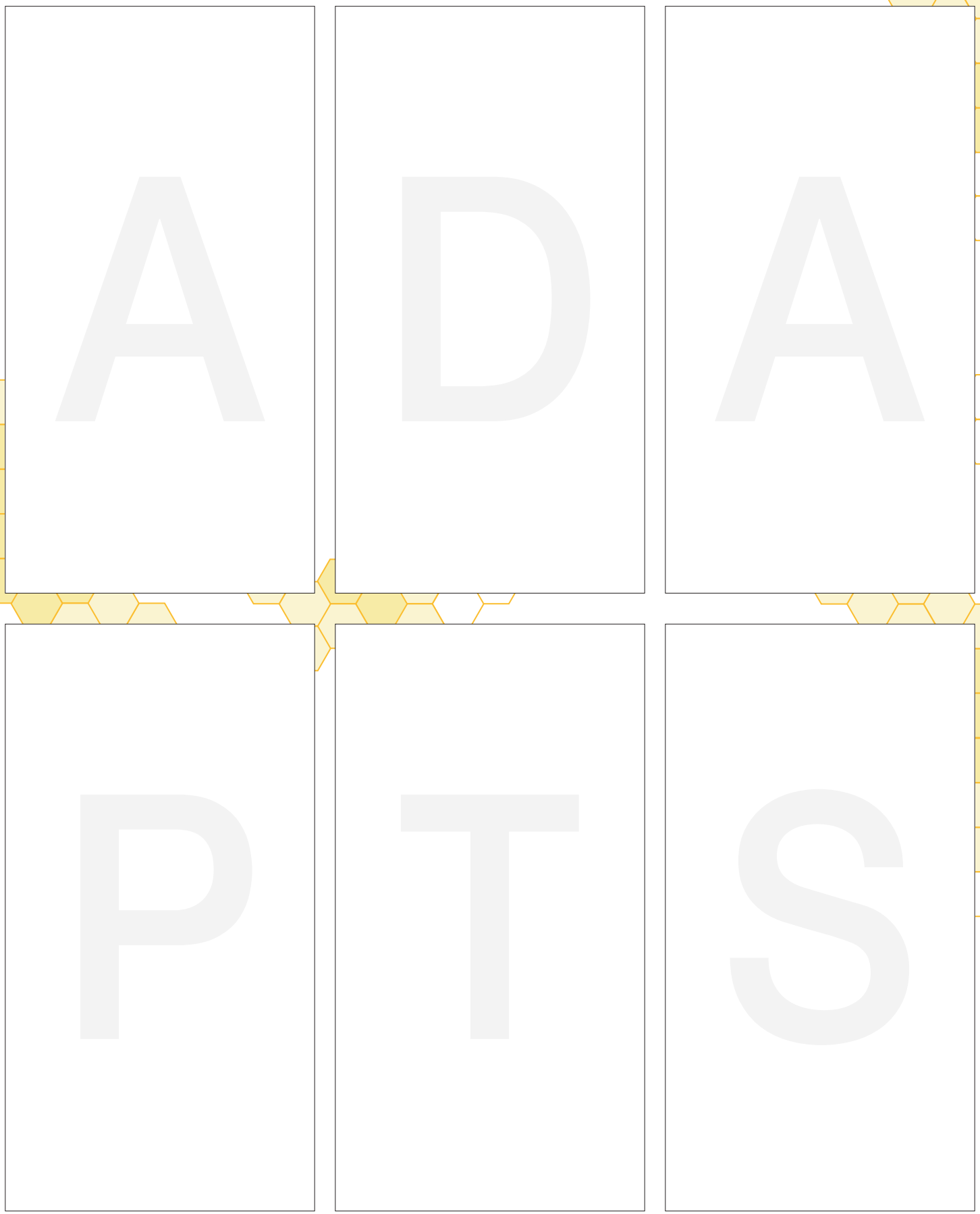


It's strongly evidenced that students secure stronger long-term recall if they engage in retrieval practise after some time has passed. Rosenshine suggests that more effective teachers include periodic reviews of material, learned in the last week or month to counteract the rate of forgetting and supporting students to retain accurate schema in the long term. It also helps students to make connections between ideas if a review samples a range of knowledge in an integrated matter. The challenge is to embed review processes into your routines whilst also keeping track on the path through the curriculum.

Teacher: **Class:**

Subject:

Title:



Teacher: **Class:**

Subject:

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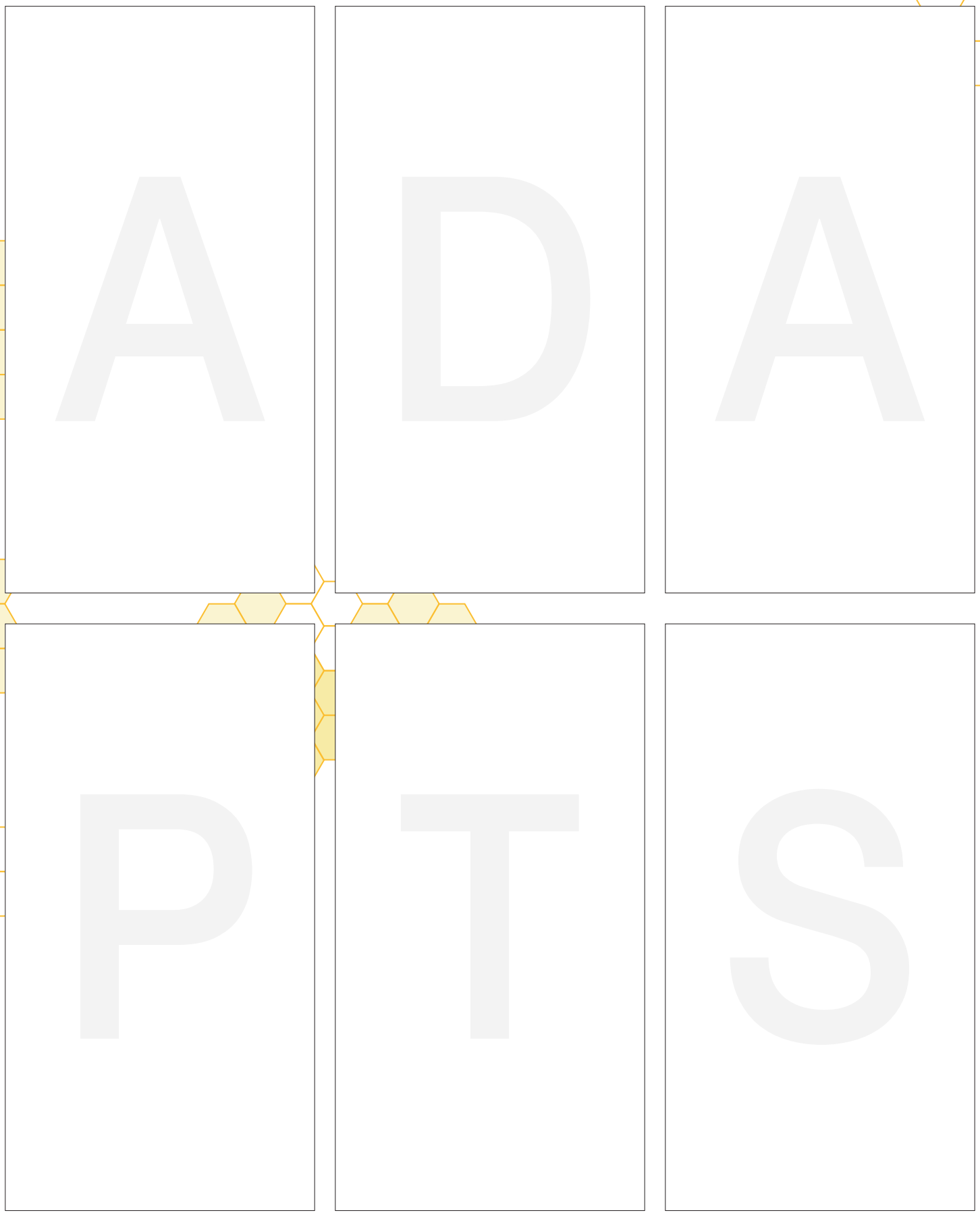


Clear Explanation

What is Clear Explanation?

Rosenshine's principle of Clear Explanation suggests that more effective teachers recognise the need to deal with the limitations of working memory and succeed in breaking down concepts and procedures into small steps. Clear explanation, using subject-specific technology; modelling 'big ideas' and new knowledge act together to provide clarity to secure students' knowledge. Clear explanation can help to 'remove the fog' and support cognitive development.

In his article, 'How knowledge helps', Daniel T. Willingham notes that those with a rich base of factual knowledge find it easier to learn more; he talks of the importance of background knowledge in order to free up space in working memory in order to both comprehend and acquire more knowledge and allowing that space to be devoted to other tasks.

To this end, Clear Explanation forms one of our core principles for teaching and learning:

- Because comprehension demands prior knowledge, it's important to teach using **clear explanation** using **subject-specific** language so that students can make inferences and become more adept at learning new knowledge.
- Because comprehension demands prior knowledge, it's important **to provide reading opportunities** so that students can make inferences and become more adept at learning new knowledge.
- Because working memory is limited, it's important **to 'chunk' new information** to free up space in working memory.
- Because new learning needs to be remembered, it's important to **make learning meaningful** as it is related to what is already in memory.

Strategies to clearly break down procedures to enable students to develop concepts include:

- Step-by-step planning.
- Writing frames.
- Explanation grids.
- Modelling through explanation.
- Chunking – putting items together to enable recall and memory.

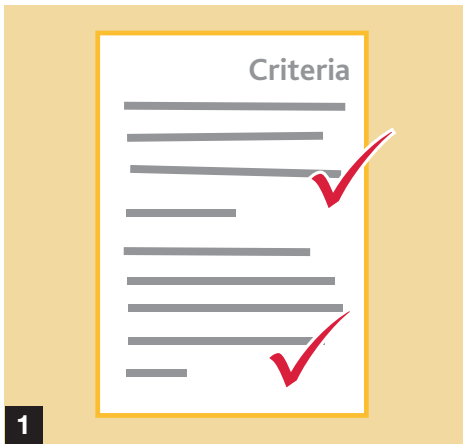
Excelling	In all my lessons I have taken the time to analyse curriculum material and have clear processes / steps in which to deliver new information to support students to identify the sequencing of knowledge. I ensure this success by adopting a range of activities, including: small steps techniques; a range of conceptual or physical representational models; explicit narration / use of the visualiser; transferring theory in to student experiences and limitless worked examples until patterns / new knowledge is clear, or the foundations are secure enough for me to continue.
Embedding	In nearly all my lessons my teacher input is carefully planned to address potential misconceptions or misunderstanding. I have resources and methods to tackle this in which information is chunked appropriately or can be transferred into a different clear explanation model/ strategy. I can adopt a range of strategies in lessons if needed to clarify my explanations.
Establishing	My lessons tend to be designed around two or three ways of providing clear explanations, such as pre-prepared materials, diagrams or sets of instructions. At times I haven't considered the detail of my explanations and this may result in students not fully understanding new information and how it connects to existing knowledge.

STRATEGY

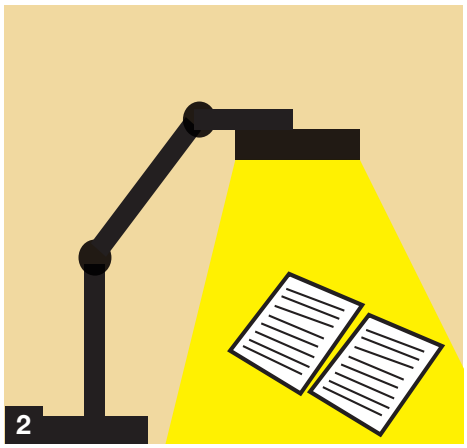
1 Ironing Out Misconceptions

Ironing Out Misconceptions and Strengthening Learning

(Adapted from Head-On Misconceptions Teaching Walkthru Book 1)



After completing an assessment or from question level analysis, it is clear to see where students have misunderstood a key concept. Often these are the same each year, for example in English students have a lot of knowledge about language but not about analysing structure. It's about pre-empting misconceptions and planning teaching opportunities to address them.



Present examples in class of previous misconceptions. For example:

George says if 10% of £100 is £10 then 20% of £200 must be £20.
What has he done wrong?

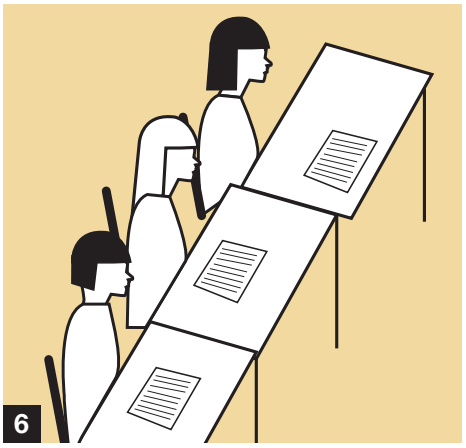
Anais said the metaphor "the daughter's glare was as cold as ice"
What mistake has she made?

Introduce or re-teach the underlying model that explains why the errors are wrong. Link this back to the examples that you gave at the start of the lesson.

Don't assume knowledge and never be afraid of going back to basics.

Avoid just talking through it. Ask questions like "Mary, what have you understood about percentages?" or "Ben, what do you understand about the differences between similes and metaphors?" These will allow you to gauge if students truly understand the concept you are addressing.

Foster an environment where errors are seen as learning opportunities. Ask students what do you think might catch students out here? What do we need to be mindful of when looking at…?" This way students should be able to self-regulate and ensure they check for errors when completing independent tasks.

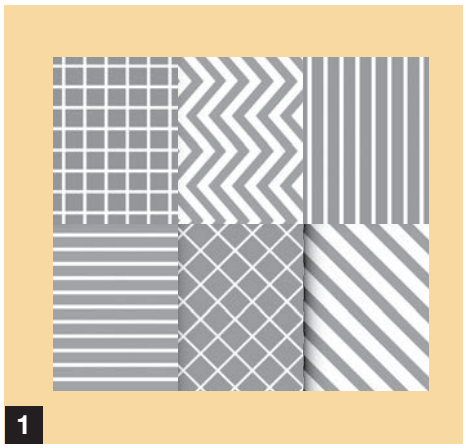


Give students the opportunity to correct knowledge through practise. Keep coming back to the misconceptions to see if students are able to see and correct the mistakes over time.

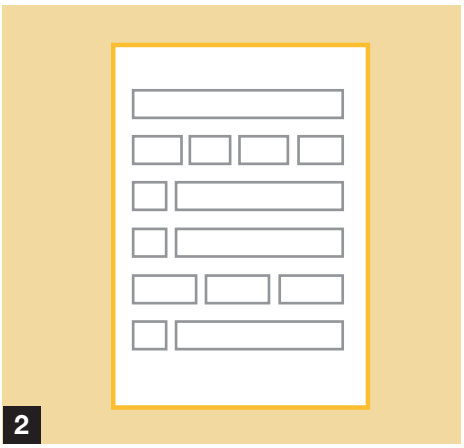
STRATEGY

2 Chunking

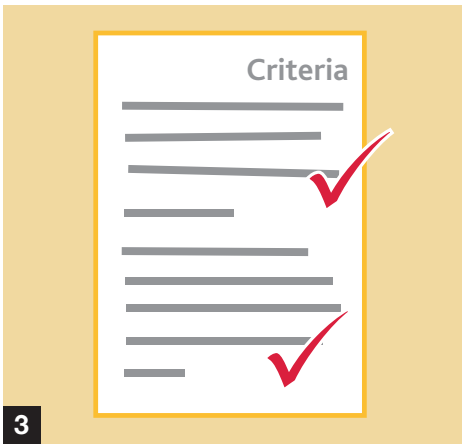
How do you eat a metaphorical elephant? One chunk at a time.
(Adapted from Chunking Teaching Walkthrus Book 3)



A Chunking activity involves breaking down a difficult text into more manageable pieces and having students rewrite these "chunks" in their own words. You can use this strategy with challenging texts of any length. Chunking helps students identify key words and ideas, develops their ability to paraphrase, and makes it easier for them to organise and synthesise information.

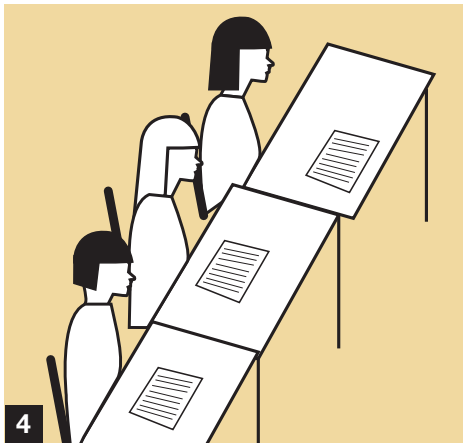


Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences, while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students record information about each "chunk" in a graphic organiser, which you may want to prepare in advance.

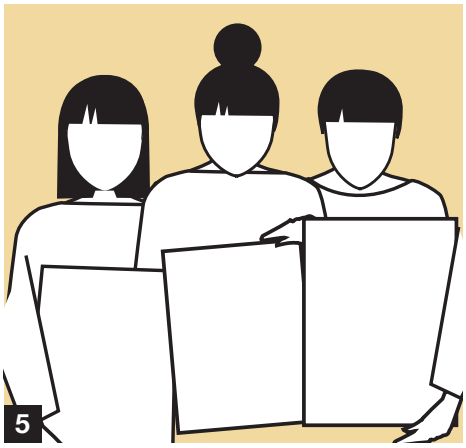


Before having students work on paraphrasing the text, it is helpful to go over specific decoding strategies. You may want to post the following "reading reminders" on the board:

- Circle words that are unfamiliar.
- Use context clues to help define these words.
- Look up the meaning of unknown words.
- Write synonyms for these new words in the text.
- Underline important places and people and identify them.
- Read aloud.
- Read multiple times.



"Chunking the text" simply means breaking the text down into smaller parts. Sometimes teachers chunk the text in advance for students, especially if this is the first-time students have used this strategy. Other times, teachers ask students to chunk the text. Students can work on chunking texts with partners or on their own. Depending on students' reading level, the lengths of chunks can vary. A struggling reader may work with phrases rather than sentences. A stronger reader can often work with longer chunks.



Students should rewrite "chunks" in their own words. By the end of this activity, students should have a paraphrased version of the original text.

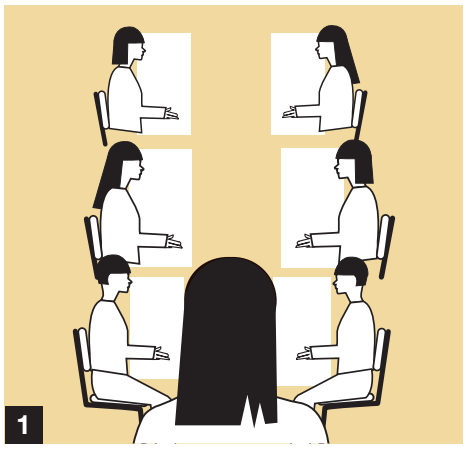
The paraphrased text can be used to evaluate students' understanding and reading ability. You can also have students compare their versions of the text. This step often leads to interesting discussions about interpretation – how people can often find different meaning in the same words.

STRATEGY

3 Brighten The Lines

This is one way to ensure all students have understood the explanation given and that no student 'opts-out' from doing the task or their learning.

(Adapted from: Doug Lemov's 'Teach Like a Champion': 'Brighten the Lines')



Outcomes:

Ensuring changes in activities and other milestones in lessons have start and endpoints which are explicit.

Establishing a classroom culture where tasks are swift, instructions are explicit to pupils, and efficiency is maximised.

Positive reinforcement of language.

Give explicit instructions, verbal and visual.

Give a clear time limit.

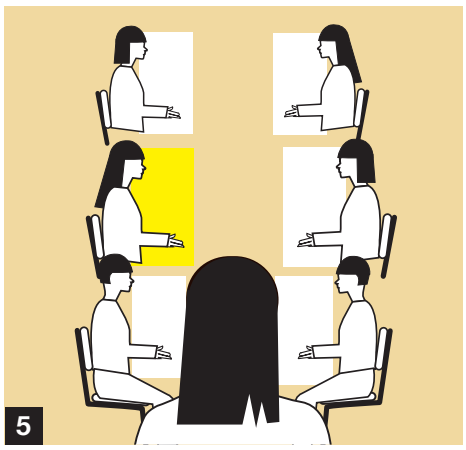
Ask specific students to repeat the instructions and time limit.

Ask 'is there anybody who is still unsure of what to do?'

Don't assume - question individuals again about the specifics of the task.

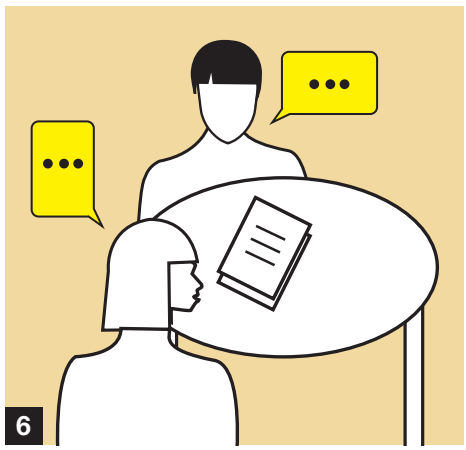
Very briefly repeat the task instructions and time limit.

Give a clear 'GO' signal… (e.g. 'Pens in hands, GO').



Stand still, and don't move yet.

Very obviously scan the room, and be seen looking.



Narrate compliance (e.g. 'James has started. Well done Courtney. Thank you for starting Ahmed').

Anonymously challenge non-starters (e.g. 'Just waiting for two pupils to start', or '90% of us have begun, let's make that 100%').

STRATEGY

4 Kernel Sentences

Helping students make pithy links to aid recall and help them retain key information.
(Adapted from Graphic Organisers: kernel sentences Teaching Walkthrus Book 3)

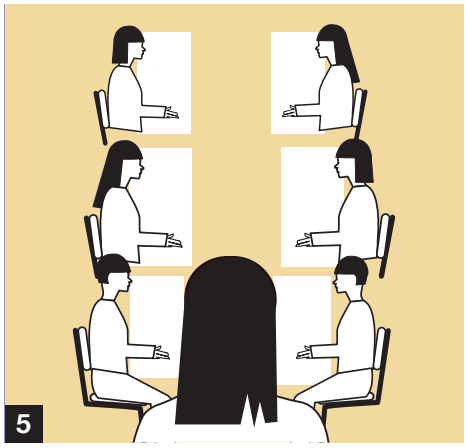
Kernel sentences allow students to develop a greater understanding of complex concepts / ideas. They work by highlighting key information and explaining how it connects together, this ensures important ideas are clearly presented, thus easier to understand.

Using this strategy, ensures students can recall information quicker.

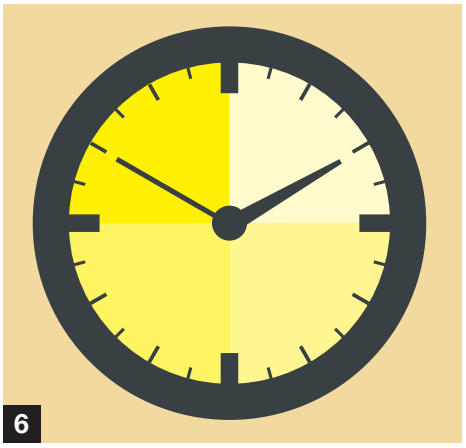
From a knowledge organiser, select 4 or 5 facts/ideas that you would like your students to connect in a meaningful manner.

For each selected idea / concept the teacher creates memorable sentences replacing sophisticated language with everyday language that is easier for students to recall.

Introduce each sentence, one at a time. In pairs, students rehearse each sentence until they can recite each off by heart. Present each sentence as an individual word diagram.



Direct students to identify connections between isolated sentences – use "think pair share" to increase chances of success. The teacher and students create a work word diagram of connected kernel sentences.



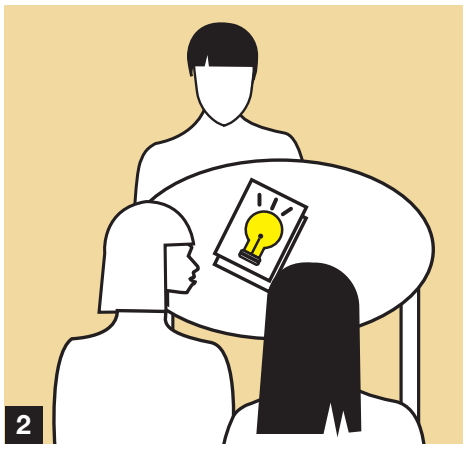
Over time, it is best to evaluate and review the use of kernel sentences and make adjustments. The most effective kernel sentences make a manner of webbing across subject curriculum content, exposing key concepts and relationships between one episode of study and the next. Teachers should ensure that the core kernel sentences are understood and learned by students in isolation, but also as a series of relationships to draw attention to a significant aspect of the content.

STRATEGY

5 Giving An Explanation

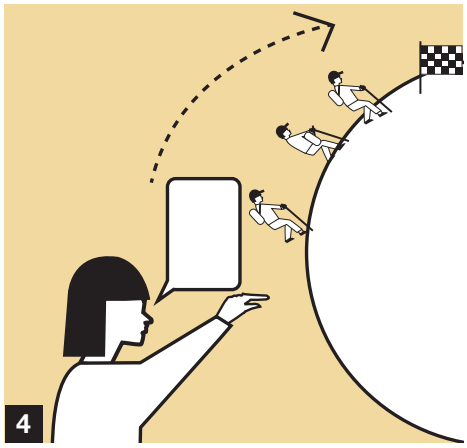
Although giving explanations is part of our everyday teaching repertoire, thinking carefully about the steps of explaining and breaking down the process can ensure our instructions are clear and explicit. *(Adapted from Giving an Explanation. Teaching Walkthrus Book 3)*

This Walkthru provides a simple overview of how to give an explanation. More specific strategies as featured in this Anthecology can be woven into this general storytelling approach.

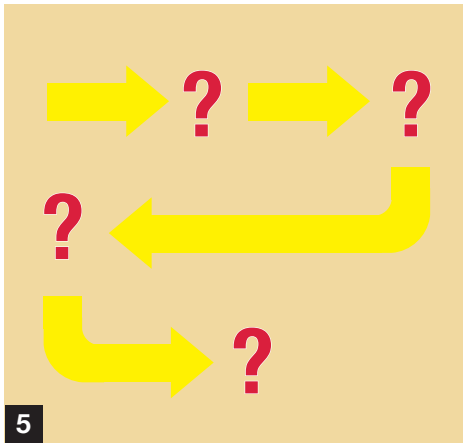


A good explanation helps us turn a range of ideas and facts into something coherent that is simple to understand. The best way to establish an explanation is by posing a question that needs an answer, for example why does ice float on water?

When explaining it is vital that students can connect new knowledge to existing knowledge. Start with what students already know and go from there. Spend time checking students have the concrete experiences and conceptual framework needed. Check for understanding of all underlying concepts and terms word by word and define and explain as needed.



In seeking to provide an answer to the question, consider it as a sequence of ideas: a story linking one concept or event to another. For example firstly a) happens, then b) and as a consequence we get c). Rehearse your storytelling and use visual aids to support you as you go. Harness students' familiarity with narrative structures to secure attention and thinking. Periodically ask them to predict or explain what happens between one step and another.



Once you have run through the explanation for one very specific question, ensure students link that to a more general framework by connecting abstract models and examples. Explain further questions with examples and scenarios of the same type: one alone is rarely sufficient. Explore a range of causal connections, changing the exact conditions or context to test and deepen students' understanding of the general principle.

After the initial explanation, run through it one more time to make connections and sequences as explicit as possible. If a story has been well told, they should be able to retell it. Try to make it seem as simple as the material allows. To recap: we see a) and then b) happens and finally we get c). Reteach any misconceptions as necessary.

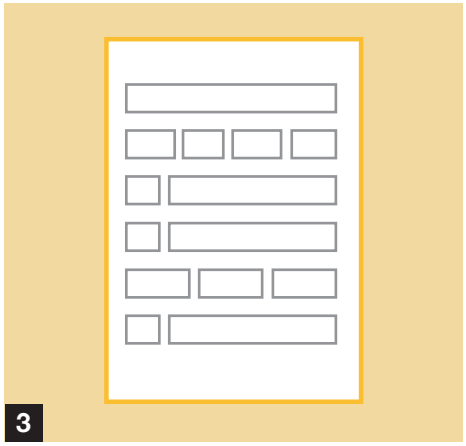
STRATEGY

6 Working Collegiately

Working with Teaching Assistants in your classroom .

The EEF guidance report Making the Best use of Teaching Assistants recommends that all TAs / LSAs are fully prepared for their role in the classroom.

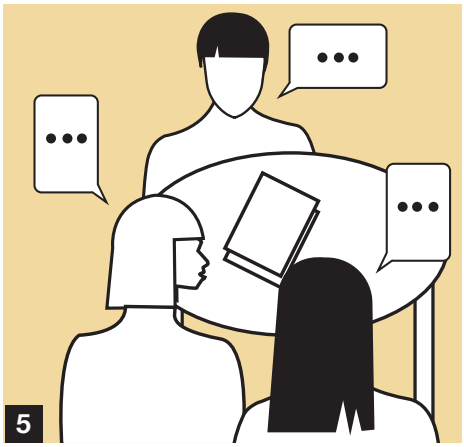
Communication between educators before and after the lesson is key to accelerating student progress. Begin by being a good role model for clear and consistent communication. Discuss the successes and challenges students face in your subject. Take the time to ask questions of your TA to seek their feedback on the lesson and student learning.



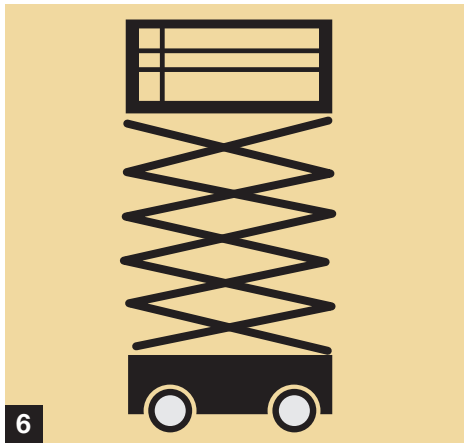
Ensure your TA is prepared for their role in the classroom. Share lesson details to enable greater understanding of desired lesson outcomes. Explain where the learning fits into the topic or sequence of lessons and how they can support students in making connections between those lessons. Sharing expected standards can also help TAs understand what the desired outcome looks like.

Consider how the roles of teacher and teaching assistant can complement each other during the lesson. TAs are in a unique position to provide valuable feedback on gaps in student knowledge, repeated student errors and the challenges facing particular students during teacher input.

With a bird's eye view of the classroom TAs are able to track behaviours especially subtle passive behaviours ready to feedback to the teacher.



Ask your TA if they would be willing to support groups of students, so students can benefit from verbal feedback, moving their learning forward over a sequence of lessons. Ask TAs to track different student's ability to understand learning objectives, their understanding of teacher-led instruction, and ask them how to best support students to become independent learners.

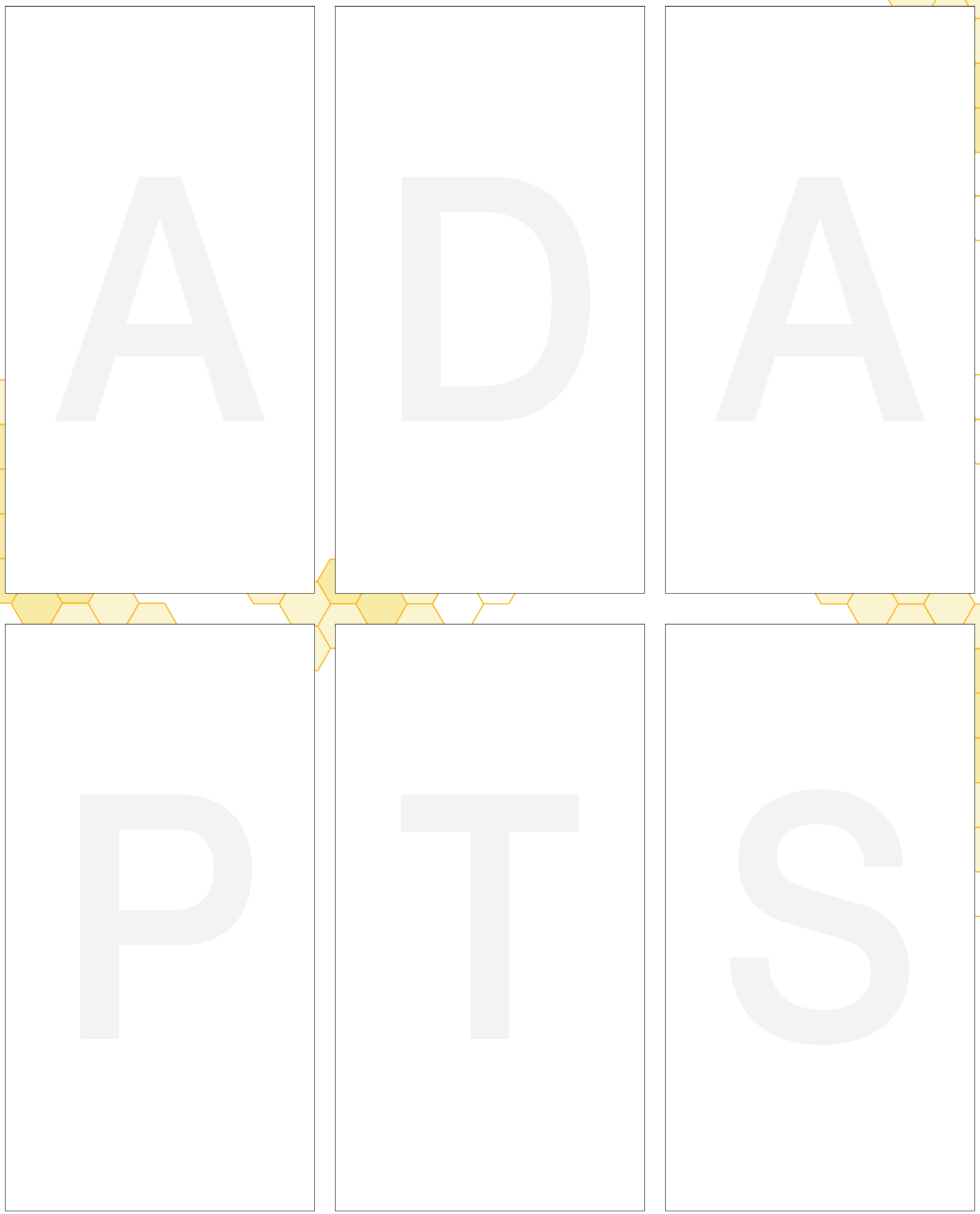


Evaluate the complexity of tasks, providing appropriate scaffolds that TAs can use to ensure all students can achieve the learning outcome. Plan scaffolding that maintains high expectations of all students, but allows all students to understand and access the lesson. This scaffolding can fade out over time.

Teacher: **Class:**

Subject:

Title:



Teacher: **Class:**

Subject:

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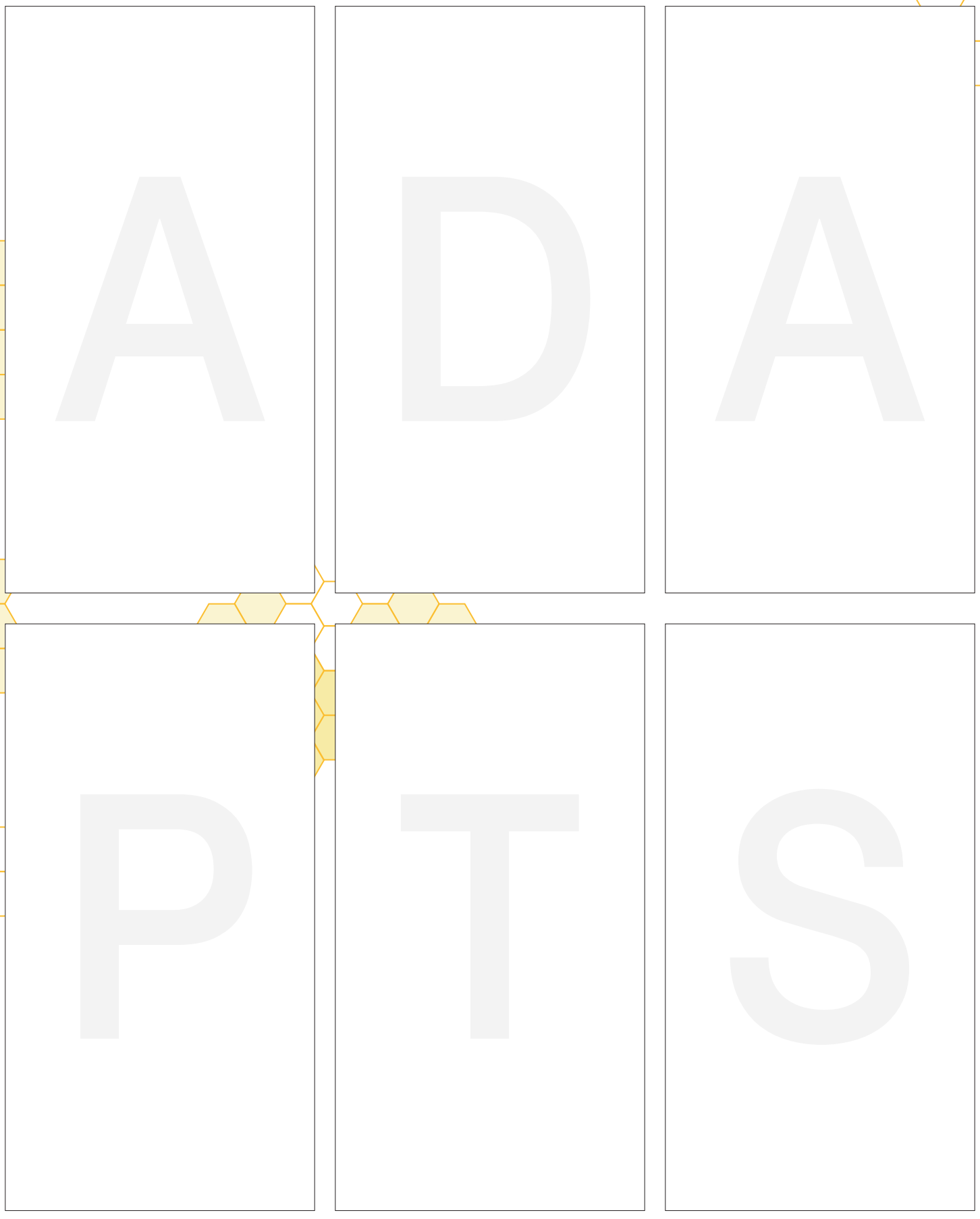
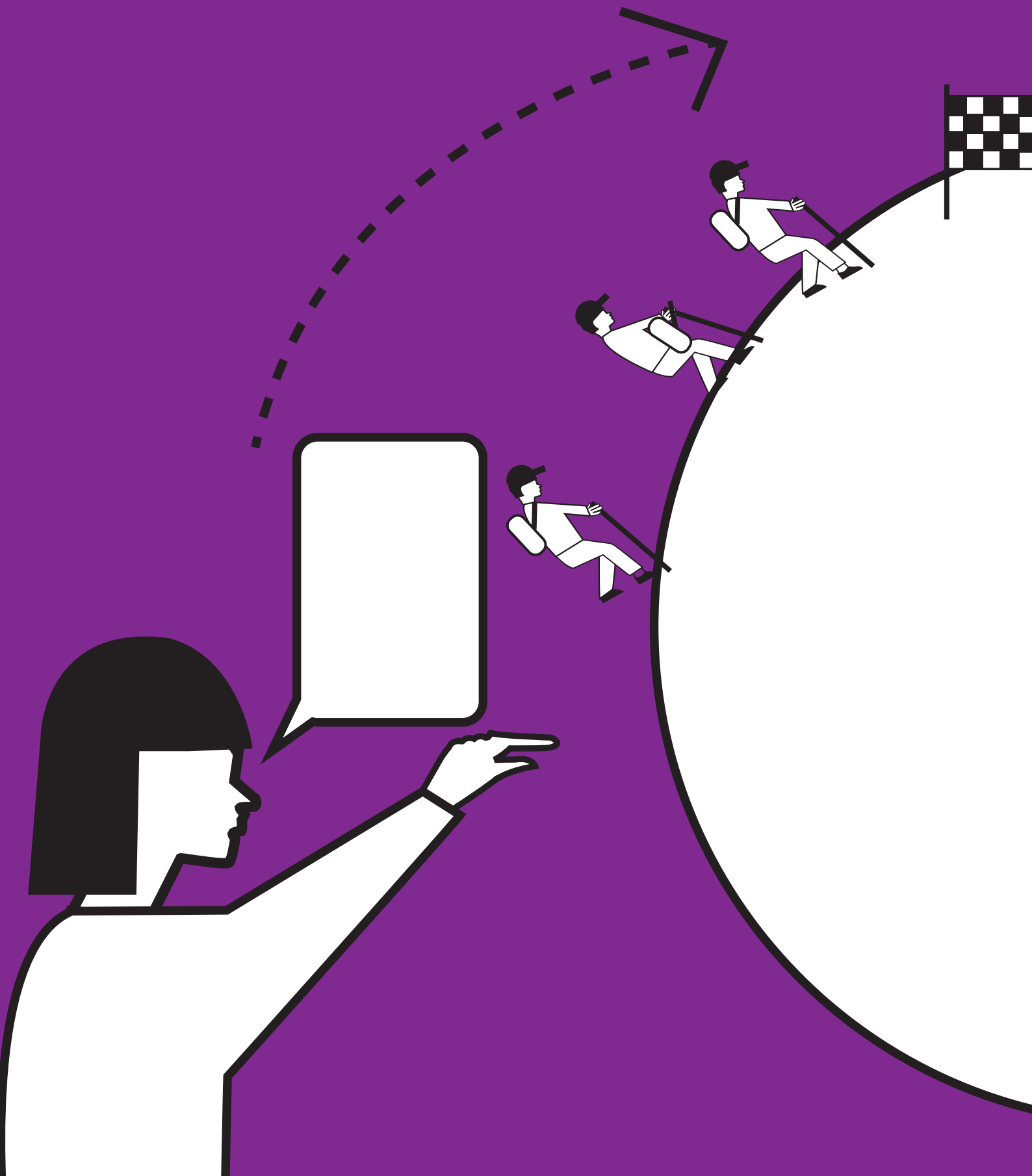


Assessment & Feedback



What is Assessment and Feedback?

Rosenshine's sixth principle suggests that teachers should regularly check for understanding. If students haven't answered correctly, this is key information for teachers to know, as they can identify this as an area that needs to be revisited or retaught.

In his book, 'Embedding Formative Assessment', Wiliam identifies 5 Key Strategies that support the implementation of effective formative assessment. These include:
- Clarifying, understanding, and sharing learning intentions.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- Providing feedback that moves learners forward.
- Activating students as learning resources for one another.
- Activating students as owners of their own learning.

For Wiliam, assessment should be used primarily to impact on learning and, importantly, the teaching should be contingent on what students have learnt. Whilst teaching, evidence about where the students are should be elicited by the teacher, in order to adjust subsequent teaching, so that students are enabled to achieve the learning goals.

To this end, Assessment and Feedback forms one of our core principles for teaching and learning.

Excelling	In all my lessons I use a wide range of summative and formative assessment strategies; I use a wide range of strategies including verbal feedback, live marking and explicitly modelled self and peer assessment. My lesson tasks are deliberately designed to ensure I have constant and meaningful assessment data for my students to enable me to challenge and support where appropriate, but more importantly to evaluate and reflect on my own teaching and the curriculum. My feedback is precise and timely ensuring that students have clarity regarding their next steps, ultimately improving student progress/outcomes. I ensure lessons have dedicated improvement and reflection time, including reteaching opportunities, redrafting and focused editing. Homework is purposely planned and tracked appropriately to provide further information on student performance.
Embedding	In nearly all my lessons there is evidence of a range of assessment strategies; namely my targeted questioning, verbal feedback and marking following an assessment period. Most of my students can articulate their areas for improvement and know what it is they need to do to meet my expectations. Whilst peer and self marking is present, the quality of some targets may be less detailed than I would like and I am working to raise the standard. I use assessment information to reflect and improve on my teaching sequencing and planning but do not always prioritise this.
Establishing	My lessons tend to rely heavily on responses to my in-class questioning to establish student understanding and gauge misunderstandings. I use end of unit assessments / mocks to identify common misconceptions and plan MRI tasks accordingly, rather than pausing and reteaching as I go. Whilst I include self and peer assessment opportunities I need to explicitly revisit my expectations regarding target setting to ensure they are all specific and therefore meaningful. I am working on establishing clear protocols for acting on my verbal / live feedback.

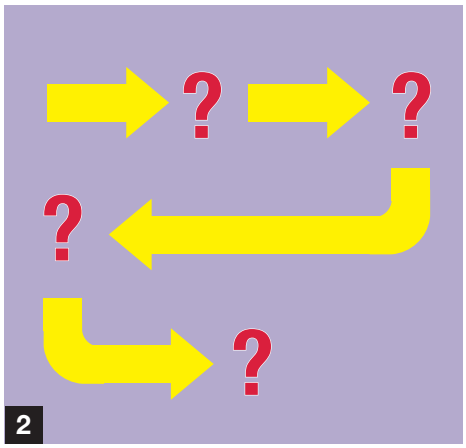
STRATEGY

1 Feedback As Actions

Moving student learning forward through feedback.

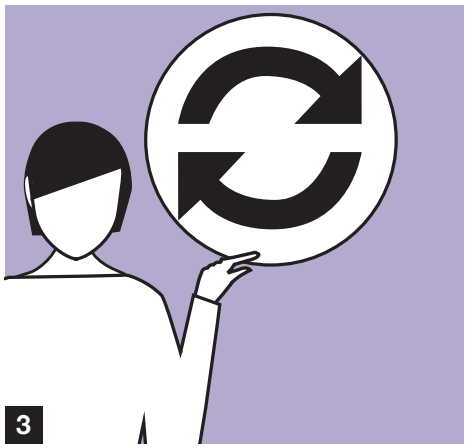
(Adapted from Feedback as Actions Teaching Walkthrus Book 1)

In order to move students forward in their learning it can be helpful to frame feedback as an instruction. For many of our students, especially those with SEND, responding to feedback can be easier to understand if it is phrased as an action. Students are set a task that addresses their learning needs; the feedback is embedded in the selection of the task. These are five strategies you can use when giving feedback.



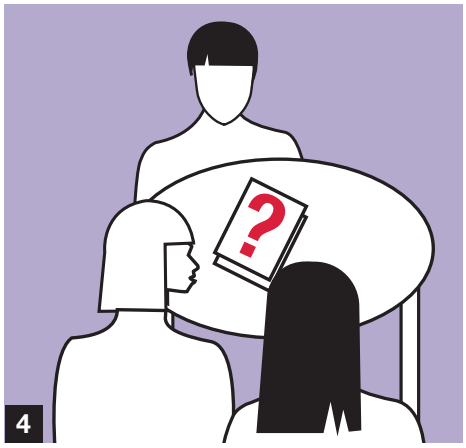
Redraft or Redo

Give opportunities to improve a piece of work by repeating it one or more times taking onboard ideas about how the work could be done to a higher standard. These ideas might come from whole class feedback, specific actionable comments or by giving students exemplary work to compare to their own. Sometimes it's enough to say 'do it again please' with students generating their own ideas about how to improve.



Rehearse or Repeat

Ask students to focus on certain aspects of learning that they have already encountered with a view to improve their confidence. This might include repeating sets of maths problems, using phrases in French or rehearsing explanations or specific sections of performances. Improvement through repetition and rehearsal can be secured in a range of subject contexts.



Revisit and Respond to more Questions

Instead of going back to make corrections on a complex array of previous questions, it can be more productive and effective to re-teach some key elements where common errors were occurring and then set fresh questions to respond to. The feedback is essentially "do these questions." In doing so, the key aspects of feedback are being acted on.

Re-Learn Material and Re-test

Where students have been required to learn a specific set of knowledge but they have gaps in their recall, the feedback can be to identify which specific details they found hard to recall and then to engage in one or more specific retrieval practise activities. This is a knowledge and retrieval technique of a very specific nature and again provides immediate feedback.

Research and Record

Where students work would be improved by making reference to a wider range of text, ideas, examples or contain more details, the feedback can be that they should do some more focused research online or from the specific books and record their findings. They should then add this information and improve the original version of the task in a different colour pen.

STRATEGY

2 Whole Class Feedback

For when time is of the essence.

(Adapted from Whole-Class Feedback Teaching Walkthrus Book 1)

This technique is an excellent way to give students timely, detailed formative feedback whilst supporting teacher workload. It replaces writing individual comments in books with feedback given to the class as a whole. This allows the teacher to engage with the details of the work students produce rapidly, to inform a short, effective feedback and improvement cycle. Some teachers use a template to record the feedback; others just use more organic notes.

The first step is to read through students' work. It is important that feedback is given in a timely fashion so aim to do this before the next time you see the students so that they have a good recall of doing the work concerned. Ideally read all the books or assignments but, if time is pressing, a sample can be sufficient.

As you read, identify common areas of strength and write them down. When reporting back to students, it will help to stress the things that are being done well so that they are reinforced as well as serving as a prompt to the small number of students not yet doing them. Identify a small number of specific examples of excellent work with the intention of showcasing them as models in the feedback.

When reading through also make a manageable list of common misconceptions, spelling errors, technical errors and any other areas for improvement. It is reasonable to assume that any area you spot is worth sharing as a learning point with the class. As feedback will be public, don't attach errors to individuals. However, know any individuals who you feel might need to speak to individually because of specific issues.

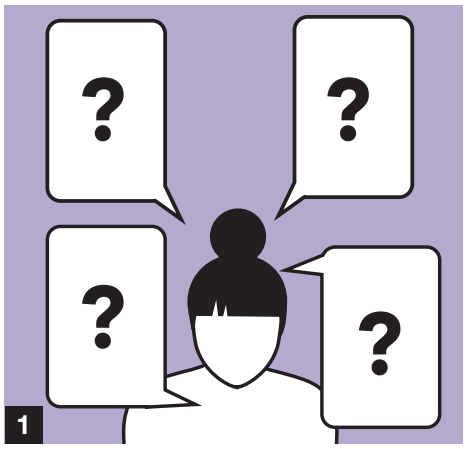
The next lesson, give the work back and present the feedback to the whole class, running over the strengths and areas for improvement. This can be done via a one slide presentation or using a visualiser. You might copy the feedback sheets to give to each student as a record but this is not required and can make the process more time consuming. Take time to highlight the examples of excellence, using a visualiser, a photo or other appropriate showcase method.

As soon as you have given the feedback, give students some time in the lesson to make immediate improvements. Use the previous Walkthru to establish which strategy would work best. Make students think hard about the quality of their own work. This can foster a stronger understanding of standards. Offer to provide clarification as needed. Seek out individuals for one-to-one conversations about their work.

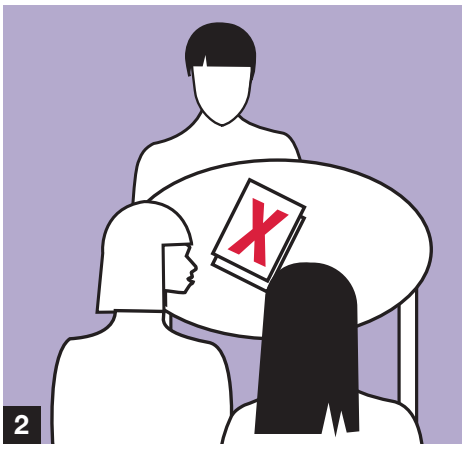
STRATEGY

3 The Art Of Error

Addressing Misconceptions and embracing the Art of Error.
(Normalise error and uncertainty: Teaching Walkthrus Book 2)

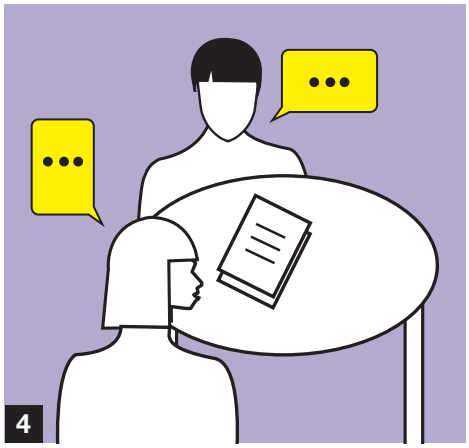


Part of creating an inclusive culture in a classroom is recognising that everyone makes mistakes. We all want to normalise uncertainty and make the business of tackling errors and misunderstandings an everyday low threat part of classroom life.

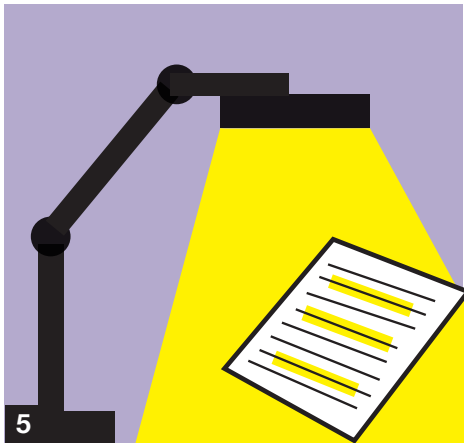


Adopt a mindset in which you always assume that some students in your class are harbouring uncertainties - it is just a case of allowing them to surface so you can deal with the misconceptions. This may sound obvious but it's easy to slip into a pattern where you continually emphasise correctness or perhaps take a few strong responses to represent the class as a whole. Assume uncertainty, seek out errors.

During instructional phases of a lesson, make a point to highlight common misconceptions. Explore the reasons behind them. Use errors and misconceptions as teaching points. For example, what mistake has the student made in this example? What could the student have done to make this more accurate? Some people believe this is true. Why is that actually a false interpretation?



Avoid over stressing correctness to the point that incomplete or incorrect answers appear unwelcome and something to hide. During questioning exchanges, use probing questions or ask students to "say it again please" to help students explore their understanding, leading to improved responses. Anticipate what you will say if a student makes a mistake. Help them turn it around, reteaching it as necessary, without making them feel foolish for example, that's not quite right but I see what you've done, let's have another think together.



When modelling writing or problem-solving, narrate your thinking and emphasise the point where decisions are intrinsically uncertain or arbitrary. For example, "my instinct might be to think that the car must be accelerating because it's going so fast, but then I remember at a steady speed the acceleration must be zero so the total force must also be zero." or alternatively, "I tried gloomy sky but then felt grey monotonous sky was more interesting and showed off my vocabulary".

When going over a quiz/test, place an emphasis on where students make mistakes alongside your celebration. For example, rather than focusing on students with full marks, find students who have achieved 7/10. They may be pleased and will probably feel happy to volunteer the questions they got wrong. This models to others that going over incorrect answers is normal. The whole point of a test is to identify gaps in knowledge; make this explicit and reward students for volunteering their own errors.

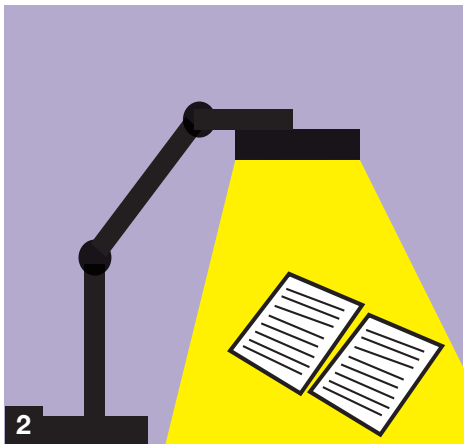
STRATEGY

4 Teaching Redrafting

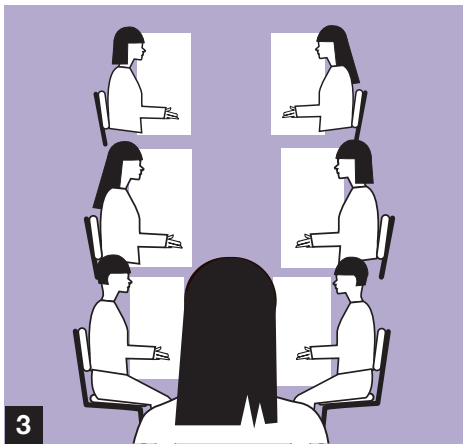
Good, Better, Best!

(Adapted from Redrafting Teaching Walkthrus Book 2)

Giving students opportunities to produce multiple drafts of some work is a key strategy that supports students to gain experience of producing excellent work. This supports with building esteem, setting standards and teaching the process of self-directed improvement. Planning feedback and redrafting cycles is important in many subject contexts. Teaching the skills of redrafting at Key Stage 3 or 4 can support many students with NEAs.



Invest time in setting the standards in advance. There might be situations where you want to see what students do independently from the beginning, but in most cases, with new learning, if they can see what excellence might look like in advance, then they will be better able to pitch high. Use exemplars to show a variety of outcomes and encourage diverse responses. Comparing samples of a middle and high standards will allow students to see the difference for themselves.



Students complete the task. It can make a big difference if they know in advance that they will get opportunities for redrafting. Use your knowledge of your students to decide whether this will stimulate or encourage a more experimental approach or perhaps lead to under pitching in the first instance. Where appropriate, devising success criteria can help to provide a structure for the task ahead. Agreeing what excellence will look like through discussion is often very fruitful.

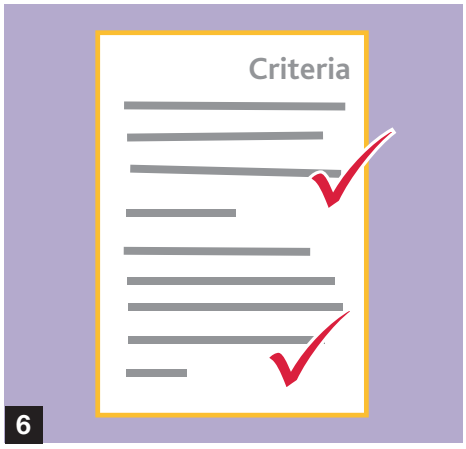
After the first draft, generate feedback through one or more processes:

Teacher feedback: give verbal or written feedback on the first draft, suggesting improvements.

Peer Feedback: students using success criteria to provide positive, specific feedback for each other.

Self-reflection: give students time to review their work and identify improvements they can make for themselves.

Rerun the task, with the full amount of time needed to produce an improved draft, with students acting on the feedback.



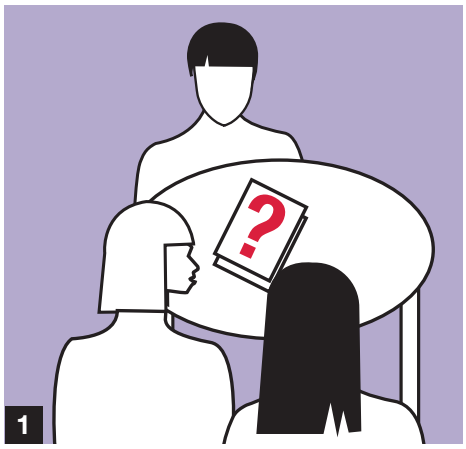
Review the second draft in the same way as before, generating feedback for students to act on. This could feed into another full cycle leading into a third draft. At all stages, keep the feedback as specific and actionable as possible, referencing the exemplars and success criteria. Feedback on the final draft is still valuable but this will need to serve as an end point evaluation to inform future work, rather than another draft.

STRATEGY

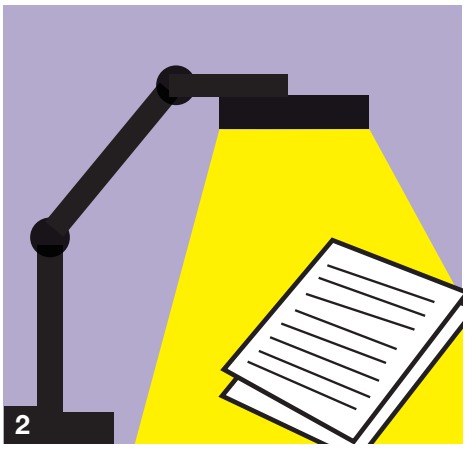
5 Students As Independent Assessors

Encourage them to spot mistakes.

(Adapted from Spot your Mistakes Teaching Walkthrus Book 2)



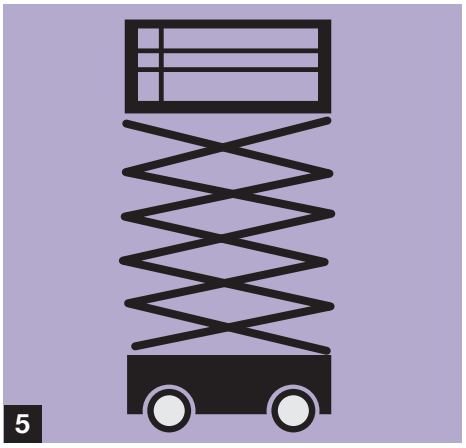
If students can generate their own feedback, spot their own errors and identify their own areas for development, they are more likely to understand what they have learnt, act on it and apply it later on.



The goal with this technique is to guide students through the process of finding their own mistakes and omissions so they can learn to self-edit. When evaluating students' work, look for areas where easily definable improvements could be made or where there are clear mistakes. Identify a few key areas rather than trying to critique and correct every detail.

Rather than pinpointing the mistakes and areas for improvement, highlight the general area in which they lie. This could be a line in the margin marking a section, a post-it note in the general area or underlining the whole sentence. You might need to give students a prompt about what they are looking for – is it an omission? Error? Lacking detail?

Return the work and invite students to think about the quality of work in the highlighted areas. Can they spot any obvious errors? Can they think of a way to make improvements? Taking a more generic approach will give students the opportunity to consider what constitutes a better response.



Where needed, provide support and structures which help students engage with error spotting. This could be key word lists, success criteria, exemplar work, mark schemes, etc. With these resources, students can evaluate their work more readily, learning how to do so in a scaffolded way. Eventually, as with all scaffolding, the support should be reduced so students become more independent, learning to spot errors themselves with greater confidence.

Students need time to engage with guided feedback to spot their errors and areas for improvement and then act on them, redrafting, improving or correcting their work. This is usefully done immediately after the work is returned so the teacher can use it as a form of guided practice providing support and adjusting the level of scaffolding for individual students as required.

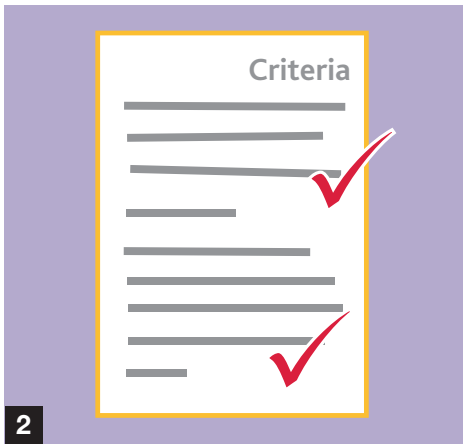
STRATEGY

6 Mark A Snapshot

Mark a snapshot and give students time to correct a little for longer time..

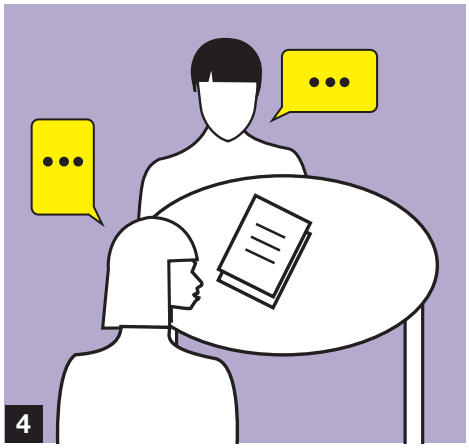
(Adapted from Selective Marking Teaching Walkthrus Book 2)

Focusing on a key part of students' work for example one key paragraph, conclusion or introduction or focusing on one key question can allow students to absorb the information more easily and feel less pressure to correct everything. It can also support teacher workload.



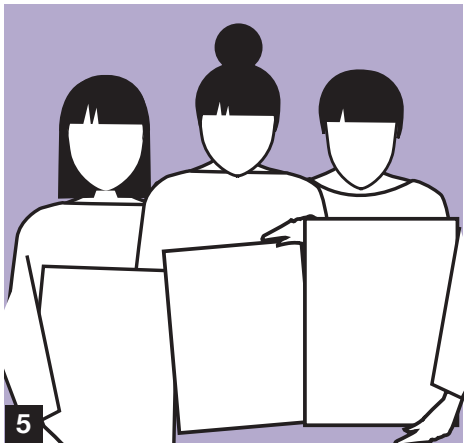
Give students a task in the usual way, setting the standards and using a success criteria as well as exemplar answers. Make sure students know you will collect in the work and will be evaluating it – this is so they have the expectation in mind as they write it. However, explain you will be focusing on one key part of their response but don't tell them what part so they put equal effort into all of their work.

After reading through a few responses decide on a focus for your marking. This could be an equivalent section for all students or adapted depending on the work the student has produced. It's important to consider what would have the greatest impact on student progress. It can be useful to highlight this section for students by placing a box around it or other demarcation.



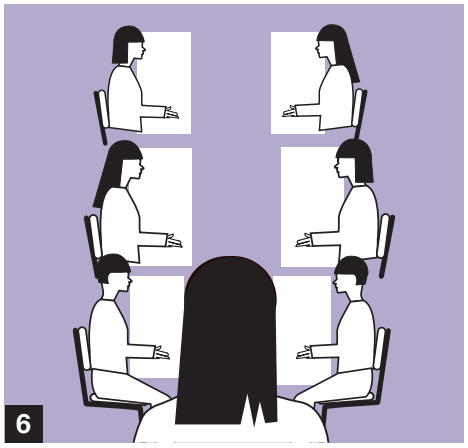
Focusing on the selected section, identify errors or areas for improvement. Provide specific actions for students to respond to such as adding precise details, developing arguments, using more effective language, etc.

The key value of this approach is that teachers can give very detailed feedback on the selected section – rather than the more general feedback they might have given across the whole piece.



After returning the work, ask students to look at the selected section and give them time to respond to feedback, ideally there and then in the lesson.

Supervise the process to ensure students are responding in the way you had intended, dealing with queries as they arise. The goal is to produce an improved version of the selected section during the time allocated.



To complete the process, invite students to apply lessons they have learned from the selected marking to the rest of their work. They should now be better able to self-assess the quality of work, looking for similar areas to improve or any repeated errors beyond the selected section.

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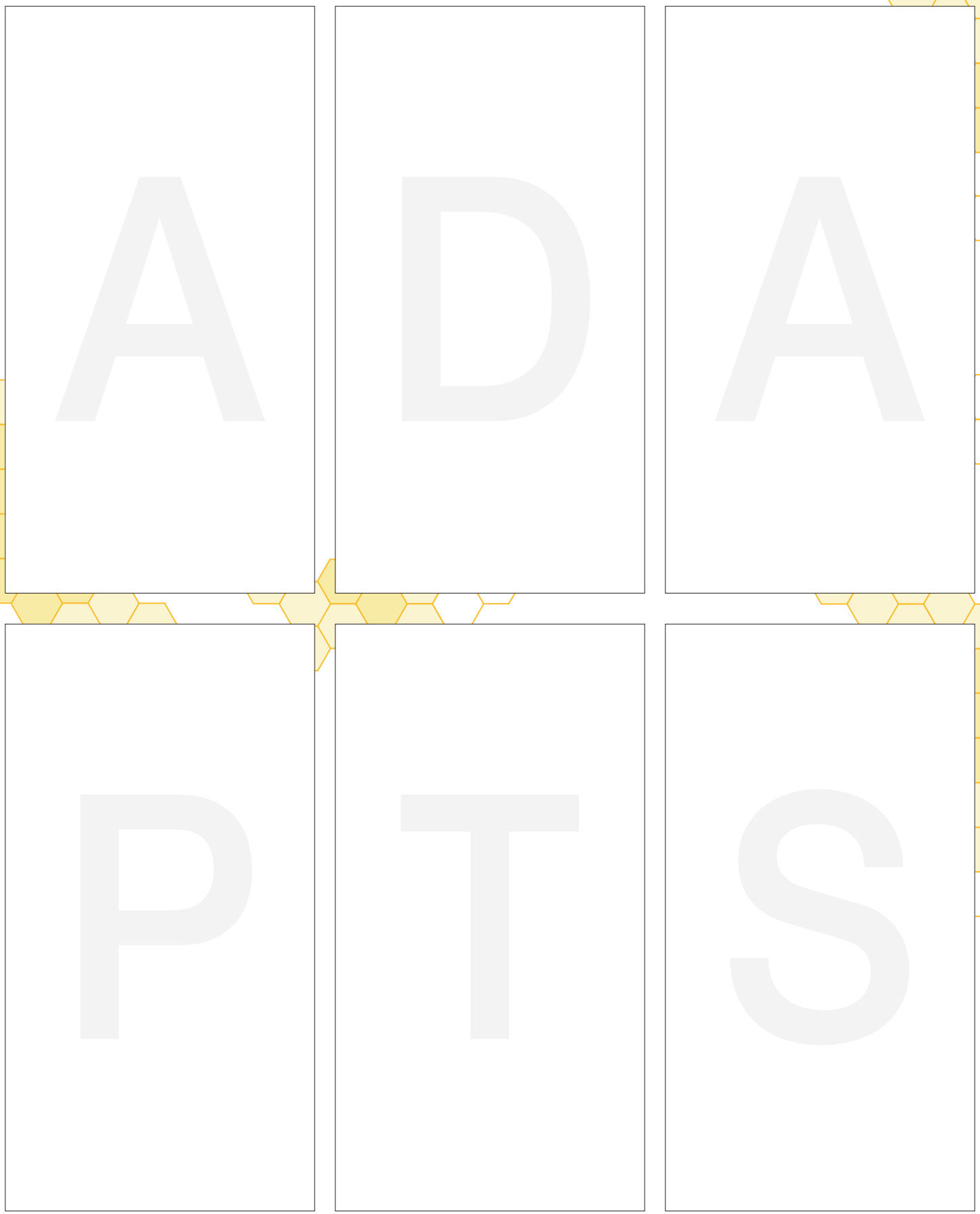
Subject:

Title:



Teacher: **Class:**

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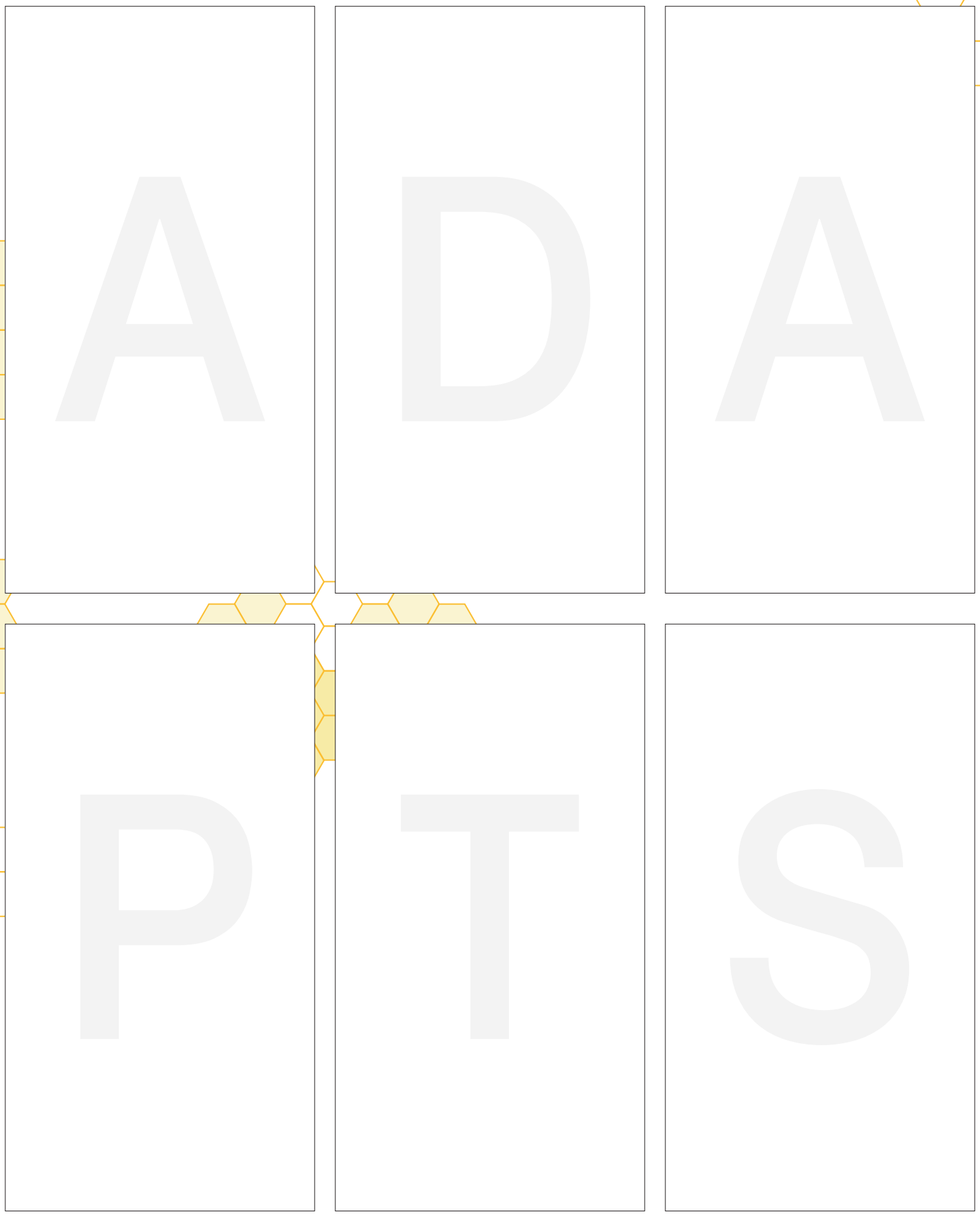


Modelling & Scaffolding

What is Modelling and Scaffolding?

Providing models is a central feature of giving good explanations. According to Tom Sherrington, Models can be:

- Physical representations of completed tasks – exemplars that can be used as scaffolds, such as a model paragraph in an essay or model answer.
- Conceptual models – such as the one we need to form to understand the behaviour of particles in solids, liquids and gases.
- Explicit narration of our thought processes when thinking through how to solve problems or undertake a creative activity.

Rosenshine's principle of instruction suggests that it is important for students to undergo a form of 'cognitive apprenticeship' whereby they learn cognitive strategies from a master teacher who models, coaches and supports them as they develop a level of independence. The key is that the scaffolds are temporary so that students don't become reliant on them.

To this end, Modelling and Scaffolding forms one of our core principles for teaching and learning.
Examples include:

- Writing frames.
- Sentence starters.
- Exemplars.
- Partial answer.
- 'I do', 'We do', 'You do' strategy for modelling knowledge and skills.

Excelling	In all my lessons I use a wide range of modelling and scaffolding activities, including but not exclusive to, writing frames, multiple exemplars from exam boards and written by myself, checklists and success criteria, alongside techniques such as live modelling: 'I, We You' or live narration, proofreading and redrafting. Following any modelling or scaffolding activity students are always directed to work independently and practise. This is followed by sharing student work and exhibiting great practice whilst providing students opportunities to magpie. As a teacher modelling is part of everything I do at the academy including my language choices, behaviours and response to challenging or difficult situations. I embody the school's values throughout my lessons and when travelling around the Academy.
Embedding	In nearly all my lessons I use modelling and scaffolding activities and tend to focus on a few strategies in my lessons that I feel work best, rather than experimenting with a wide variety. I am able to use alternative modelling techniques when my students do not understand a particular concept and adapt my teaching style appropriately. As a member of the academy I uphold the school values not only in lessons but also around the academy. I have high expectations of behaviour and use wherever possible higher order vocabulary.
Establishing	My lessons tend to include modelling or scaffolding techniques however, I do not always consider the specific details of the concept / skill I am modelling and therefore the chosen activity may not be the best fit and at times there may be some misconceptions. There are times when I need to revisit key learning in later lessons and change my modelling and scaffolding activities to enable students to secure their knowledge and understanding. I feel I model positive behaviours wherever possible in and around the classroom but at times could improve on my own literacy choices and be more consistent with my expectations of students, whilst ensuring I focus on my learning behaviours and how these can impact students.

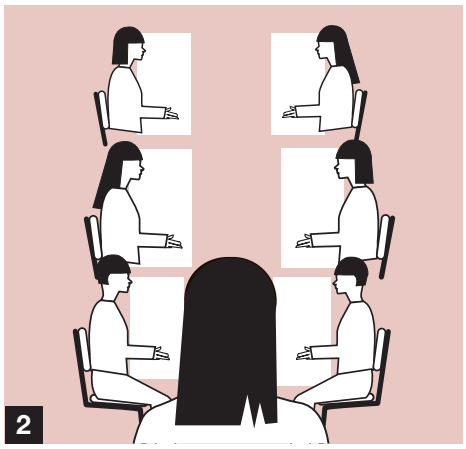
STRATEGY

1 Live Modelling

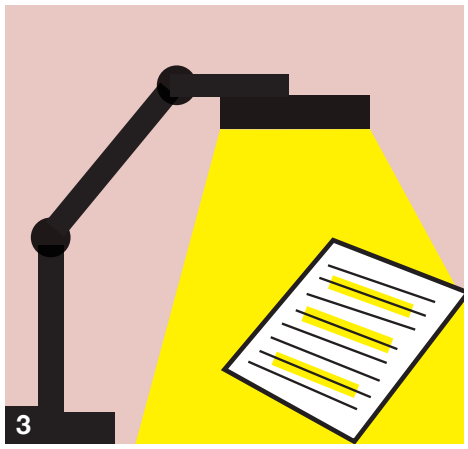
Modelling to students how to work through a learning sequence can be a powerful tool that makes learning an explicit process.

(Adapted from Live Modelling: Teaching Walkthrus Book 1)

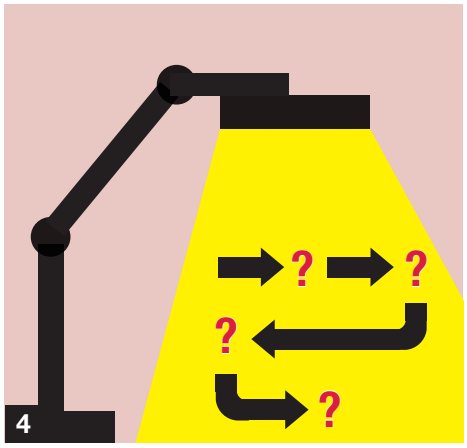
A central part of effective instructional teaching is for you to demonstrate how students can work through a learning process. This includes showing your students any key procedures and the thinking that underpins them. The metacognitive aspect of modelling is important by making implicit decision-making explicit.



For any guided task, talk through any preliminary thinking. Narrate the process of thinking through the problem, for example what is being asked? What information do we already have? What are we trying to achieve? Then begin to start the task yourself, talking through each step one action at a time.

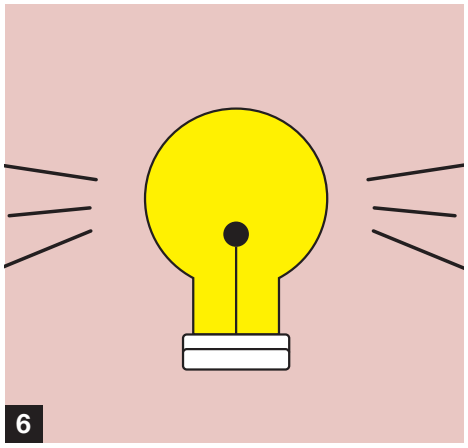


Part of your modelling process should be your decision making. Make it clear how you decided what to do next, and how you might choose ideas if several are relevant. If you go back to edit your work, then model this as a normal part of your process. If you do have an array of ideas, model how you go about putting them into a logical sequence.



Take time to review your example and check that your students understand each step. Evaluate if your model is correct or meets the success criteria. This models the process your students should undertake when reviewing their own work. Take care to also make this step explicit – ask questions like: Have I done this well? How could I make this better? If you want your students to record your example, do this at this stage.

In many cases there are a variety of ways to approach a task and be successful. It is important to not limit your students' thinking by limiting their exposure to one example. Model multiple alternatives and highlight how each of them meets the success criteria. One example is rarely sufficient to communicate a method or process, so providing multiple modelled examples is important.



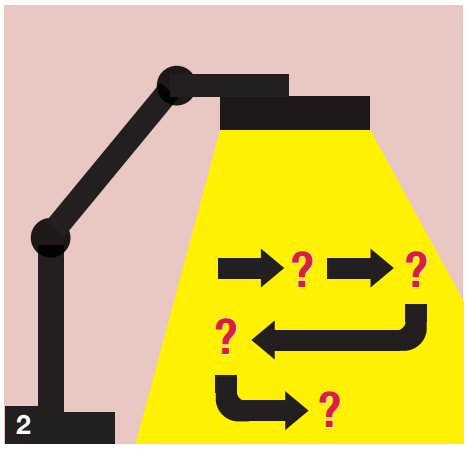
Modelling is not just the beginning of the process. Your students now have to put into practise the ideas that have been modelled. Initially guided practise will be important, you should then move towards independent practise. At each point, making reference to the modelled examples will help to keep standards high and reinforce critical steps.

STRATEGY

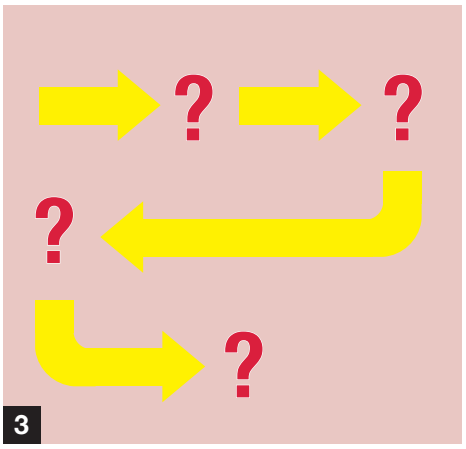
2 Scaffolding

Scaffolding to the top can be one way of keep expectations high and allowing all students to access higher order thinking skills and knowledge.
(Adapted from Scaffolding: Teaching Walkthrus Book 1)

There is good evidence that more effective teachers provide scaffolds for difficult tasks. Rather than lowering expectations for your students, appropriate scaffolding can help them to reach ambitious goals. Crucially the metaphor of scaffolding reinforces the idea that when ready the supports are withdrawn.

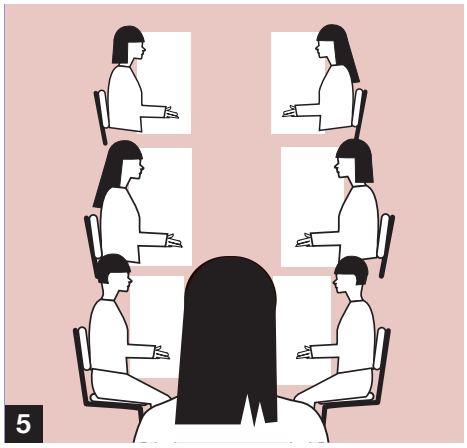


The first step is to map out the task and break it down into steps that your students can use to be successful. Consider any specific difficulties that your student might encounter as they move through the tasks.



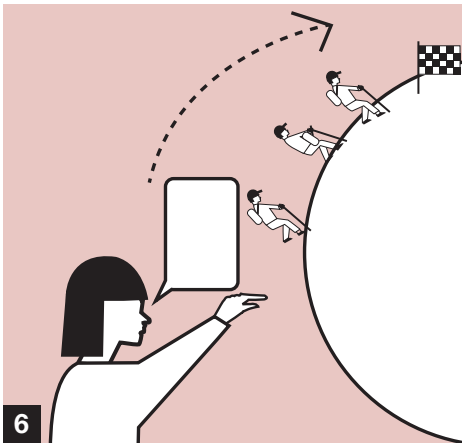
You need to consider in detail what support your students might need. This could include word lists, a diagram, sentence starters, prompts for ideas or knowledge organisers.

You should also consider what support at whole-task level might be needed. These whole-task scaffolds might include essay structure strips, partially completed examples or checklists.



Consider the range of ability in your class and make sure you prepare scaffolding materials that support students requiring different levels of support.

Sometimes it is appropriate for students to select their own level of support but this needs to be carefully monitored to ensure that your students do not over or under-estimate their scaffolding requirements.



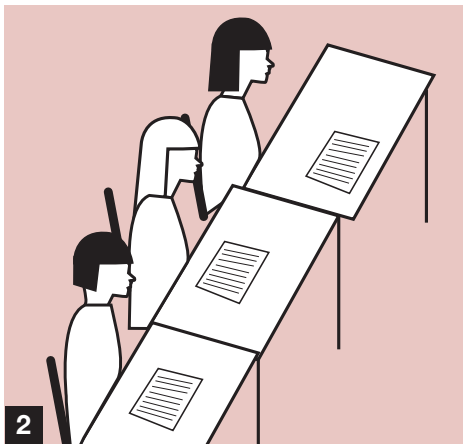
The culmination of your instruction and practice phase should be that your students should be able to attempt a task independently. It is vital that you and your students know what they are capable of doing unsupported. If your scaffolding has done its job, then your students should be confident and able to approach and complete tasks on their own. Judging when you remove the scaffolding is a key pedagogical decision.

STRATEGY

3 Giving Practical Demonstrations

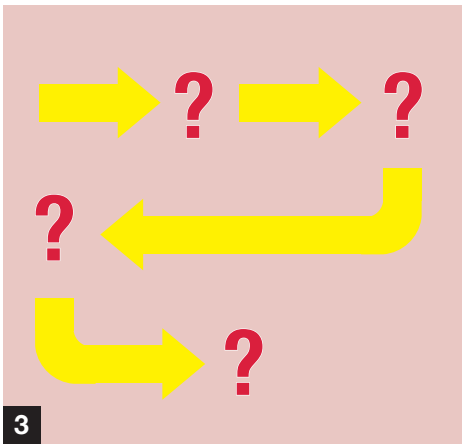
One way of modelling to students is by giving practical demonstrations. An everyday tool in our toolkit, but when do we think about the steps and processes that underpin this fundamental strategy?
(Adapted from Giving Practical Demonstrations: Teaching Walkthrus Book 2)

As part of your instructional input you may need to demonstrate a skill or procedure that your students will need to learn themselves. Alternatively, you may need to show particular phenomena to help them make sense of what they are seeing and develop their understanding. Make sure that you rehearse the practical elements so that the learning points are not masked by complications.

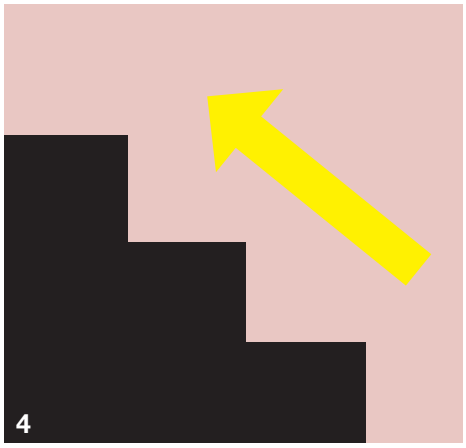


If needed, organise students moving from their seats into the required classroom positioning and ensure they give you their full attention.

Alternatively ensure that your students can see the demonstration on screen as you run through it.

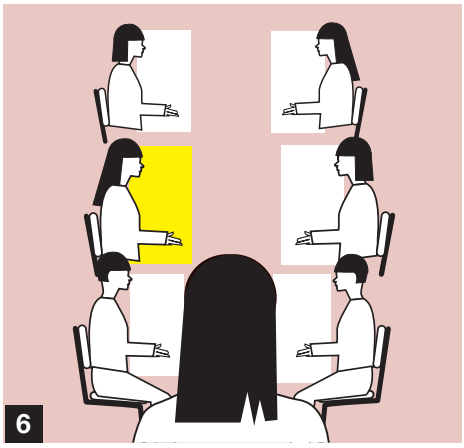


Recognising students' prior learning, explain the context of the demonstration. Teach your students the relevant vocabulary they will need to explain what they are seeing. Show diagrams alongside the real-world example so students can see how this can be simplified using schematics.



Demonstrate in small steps and take into account cognitive load. Encourage students to think about what is happening. At key points use cold-calling to ask students what they are seeing, ensuring that they are rehearsing any new terminology. They should be able to name all of the key tools, apparatus etc. that have been used. Your students should be able to rehearse the sequence of steps mentally and verbally in the correct order.

Make it an explicit aim that all students can explain what they see. Take time to connect your demonstration to any key concepts and models. Ask probing questions that require your students to explain what they are seeing and give reasons. They should be able to relate their observations to relevant theories and predict and explain cause and effect.



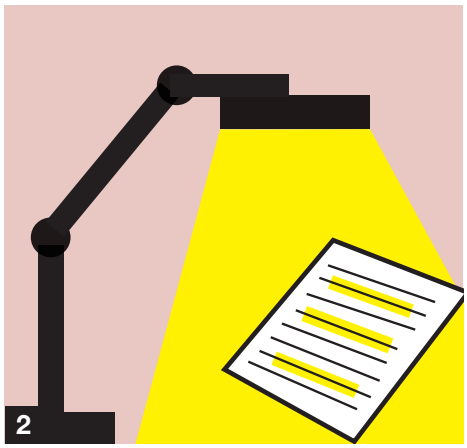
There may be a risk that some of your students may have simply been watching without learning much. After your demonstration, ask students to engage in a generative task that requires them to process all of the knowledge gained from observing your demonstration. Without this step the episodic memory of watching may override the development of deeper conceptual understanding.

STRATEGY

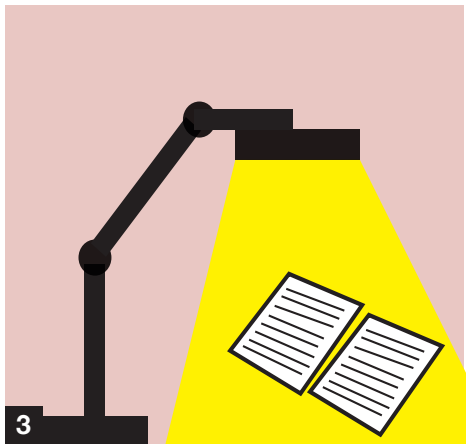
4 Exemplars

Using model answers and exemplar work can allow students to see what a task or question requires and allows students to make links between success criteria and a finished response.
(Adapted from Exemplars: Teaching Walkthrus Book 2)

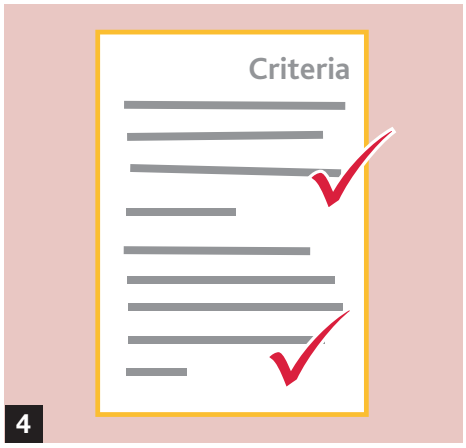
A central feature in many subject areas is exposing students to examples of work similar to those they are aiming to produce. Referring to real examples of varying quality can help to communicate the requirements of a task much more efficiently than criteria lists or descriptors alone.



Make sure that each exemplar is explored fully. Think carefully about how to share the exemplars so that all students can see and understand them. For each example get your students to consider its key features. Encourage them to think about and explain why the exemplar is successful and how it could be better still.

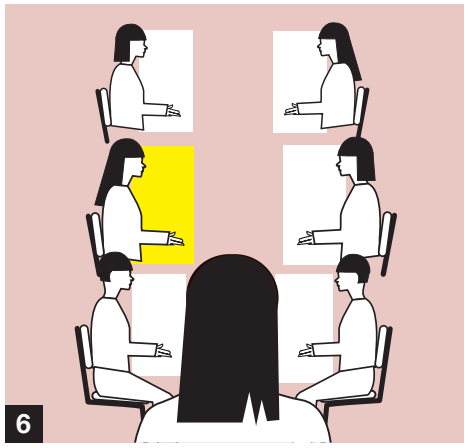


Often the features of one exemplar become clearer when compared to others. Encourage your students to compare, contrast and categorise the exemplars to help them identify the key features of each. Showing exemplars side by side can be very powerful.



After considering the exemplar as a whole, identify the specific features that demonstrate excellence. Focus on the elements that your students can emulate in their own work. This might include specific structure elements or techniques. You can use these to make a list that can later be used as success criteria by the students.

Encourage your students to test the validity of the success criteria by using them with other examples. To start, this needs to be modelled. Show your students how the criteria can be evidenced in a new example and check for their understanding. The goal is for them to recognise features of success in the exemplars so that they can move their work towards excellence. When ready ask your students to evaluate exemplars themselves, and reduce the amount of instructional guidance as needed.



The end point for explaining and modelling with exemplars is for students to be able to transfer the ideas and produce their own work to the relevant standard.

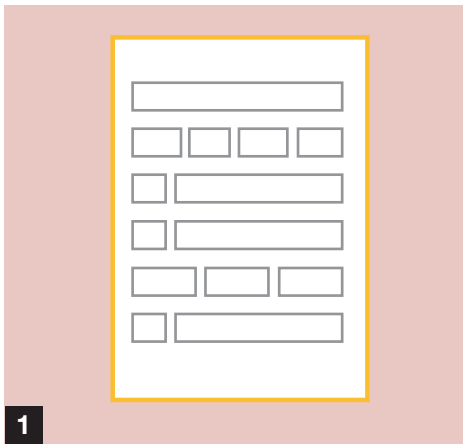
Students need to have opportunities to put the learning into practise in their own work.

STRATEGY

5 Modelling Handover

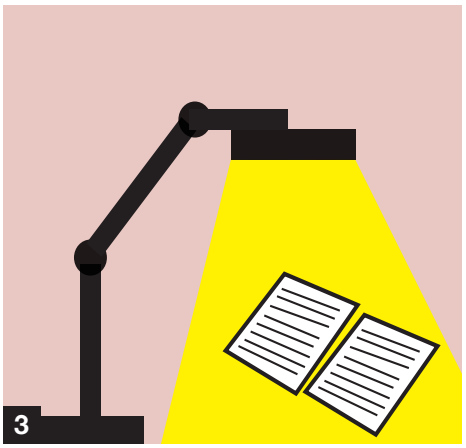
Taking away the scaffolds and allowing students to create their own work independently is a core part of the modelling process.

(Adapted from Modelling Handover: Teaching Walkthrus Book 3)



A key part of instructional teaching is the process of modelling. This involves demonstrating how to perform tasks or skills and breaking it down into steps so that they can learn to do this themselves. Sometimes an extended period of handover is necessary to reduce cognitive load and support students to build connections between new and prior knowledge.

Before setting up your modelling process, set out the context for the whole activity. This helps students to frame their thoughts and efforts with a goal in mind. Exemplars help students to see the end result and also discuss potential approaches or features.

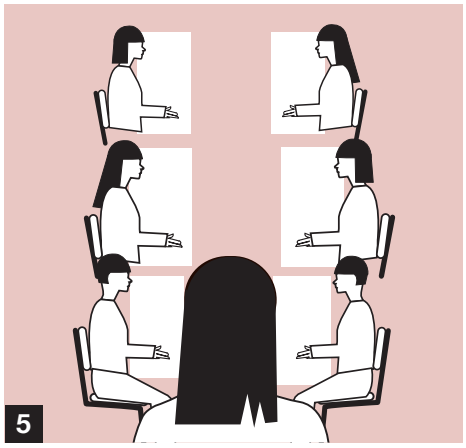


Show your students how to complete the task a step at a time. Make sure you also model and organise thinking procedures and potential alternative methods.

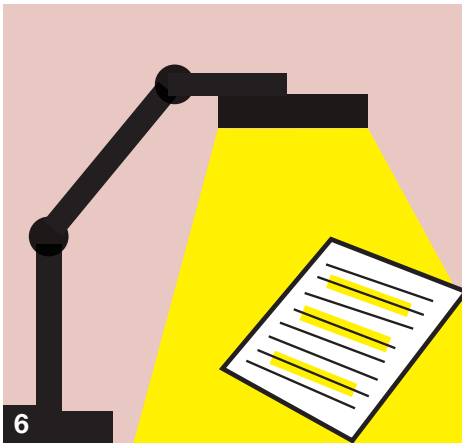
Make sure you check for student understanding at key points and at the end to review the success of your modelled example.

Go through more examples of the same type but this time instead of leading every step yourself, invite your students to give their thoughts and ideas.

Try to create the sense that you are creating the response together. With each example, give your students more and more input, reducing their reliance on you.



When you are sure that your students are confident, set a task where they are asked to complete it unsupported. You can leave one or more modelled examples available for students to refer to. This is a critical moment in guided practice – be vigilant and step in where you identify students are struggling.



After students have completed their own examples, select some and evaluate their success by identifying where they have been able to emulate the modelled examples. Explore any key areas of success and key barriers or common mistakes.

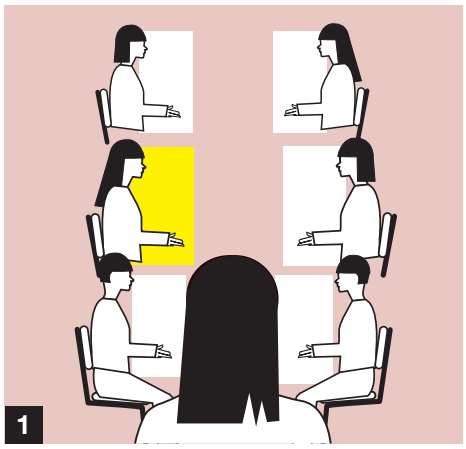
If needed repeat the process and extend the period of handover.

STRATEGY

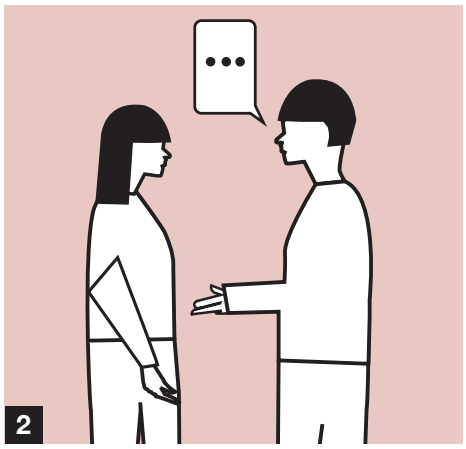
6 Modelling And Scaffolding

It isn't just modelling how to answer questions, or tackle tasks that are important. If we want resilient learners we need to model mindsets too.

(Adapted from Modelling Mindsets: Teaching Walkthrus Book 3)

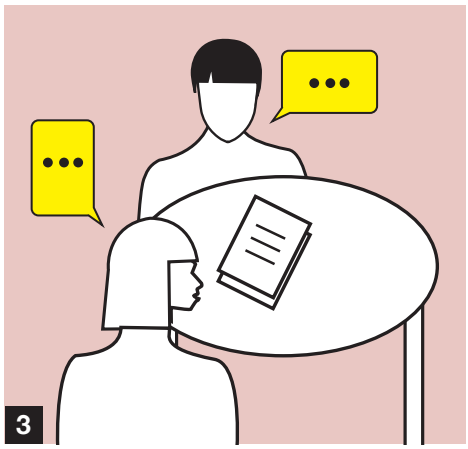


You have a significant impact on how your students behave and approach their learning. It is easier to ask students to do something you conspicuously do yourself. A series of examples follow.



Being polite and kind

Both politeness and kindness can be modelled everyday through the way in which you act and speak in your classroom. For example, demonstrating how we can be sensitive to people's emotional responses and apologising for minor errors.

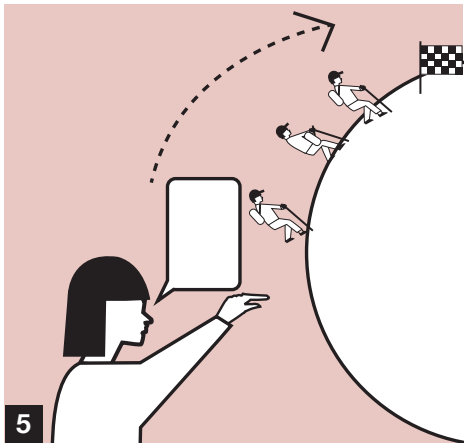


Being patient and calm

Patience is often required in situations where students are struggling to grasp concepts or struggling to follow instructions. Anticipating how students might struggle can help them to react positively by modelling a patient, calm response. Communicating your own stress can induce anxiety in your students.

Learning from mistakes

It is powerful for you to model how you learn from your mistakes. These might occur during an instructional process or could be a misjudgement linked to behaviour scenarios. It is healthy to acknowledge where you were wrong and to show an appropriate response before moving on.



Embracing challenges

You can help to develop your students' resilience by showing how they can embrace challenges and work hard to overcome them. A good example of this is to avoid statements about how difficult and confusing things seem. It is important to communicate a sense of belief in your students so that they can approach a range of obstacles and overcome them.

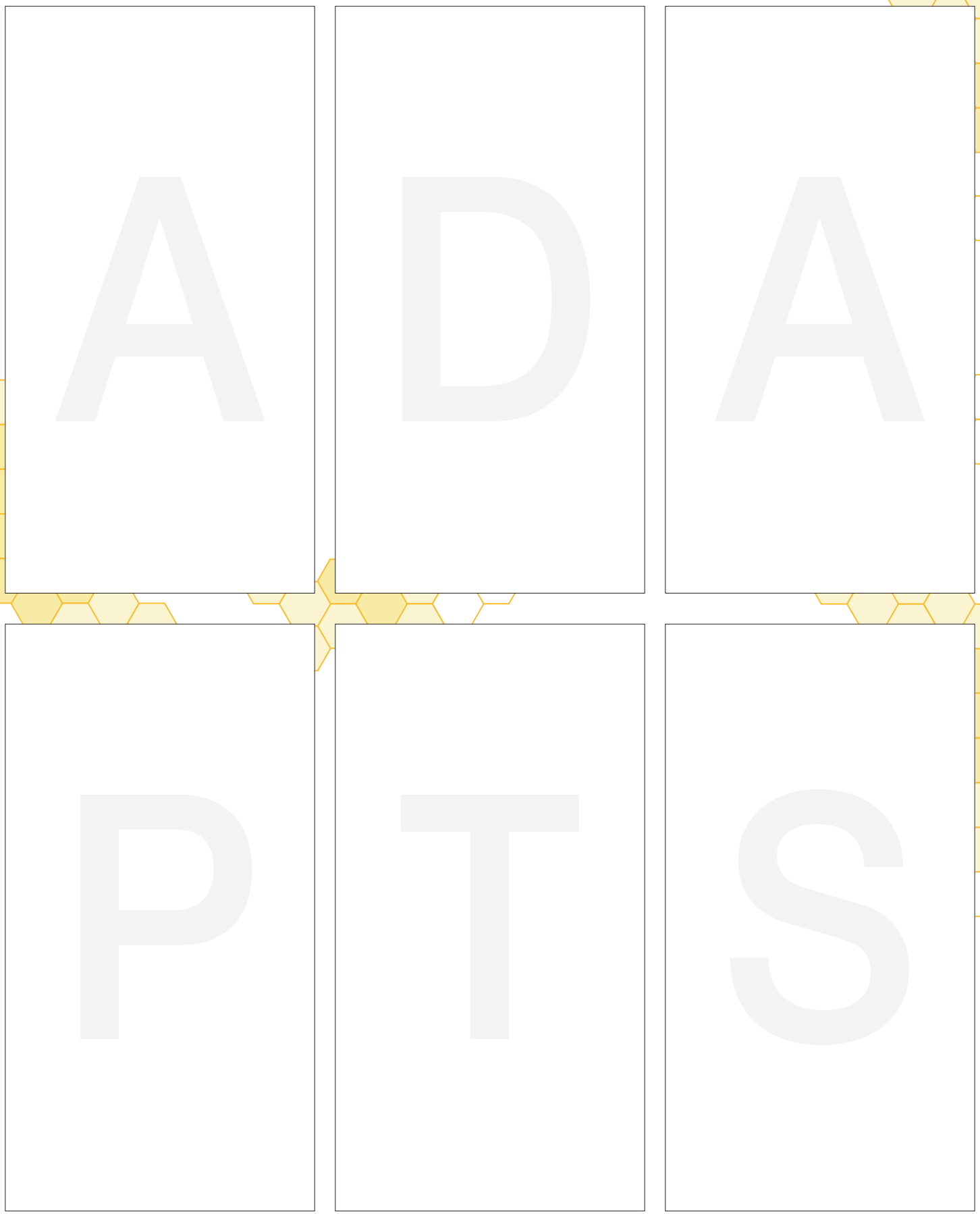
Ambition for excellence

You play a significant role in the standards your students aim for. This includes standards for classroom behaviours and student work. It also covers the level of effort they impart, the depth of answers they provide and the quality of open-ended tasks. Using the language of excellence and modelling ambition helps to raise students' aspirations.

Teacher: **Class:**

Subject:

Title:



Teacher: **Class:**

Subject:

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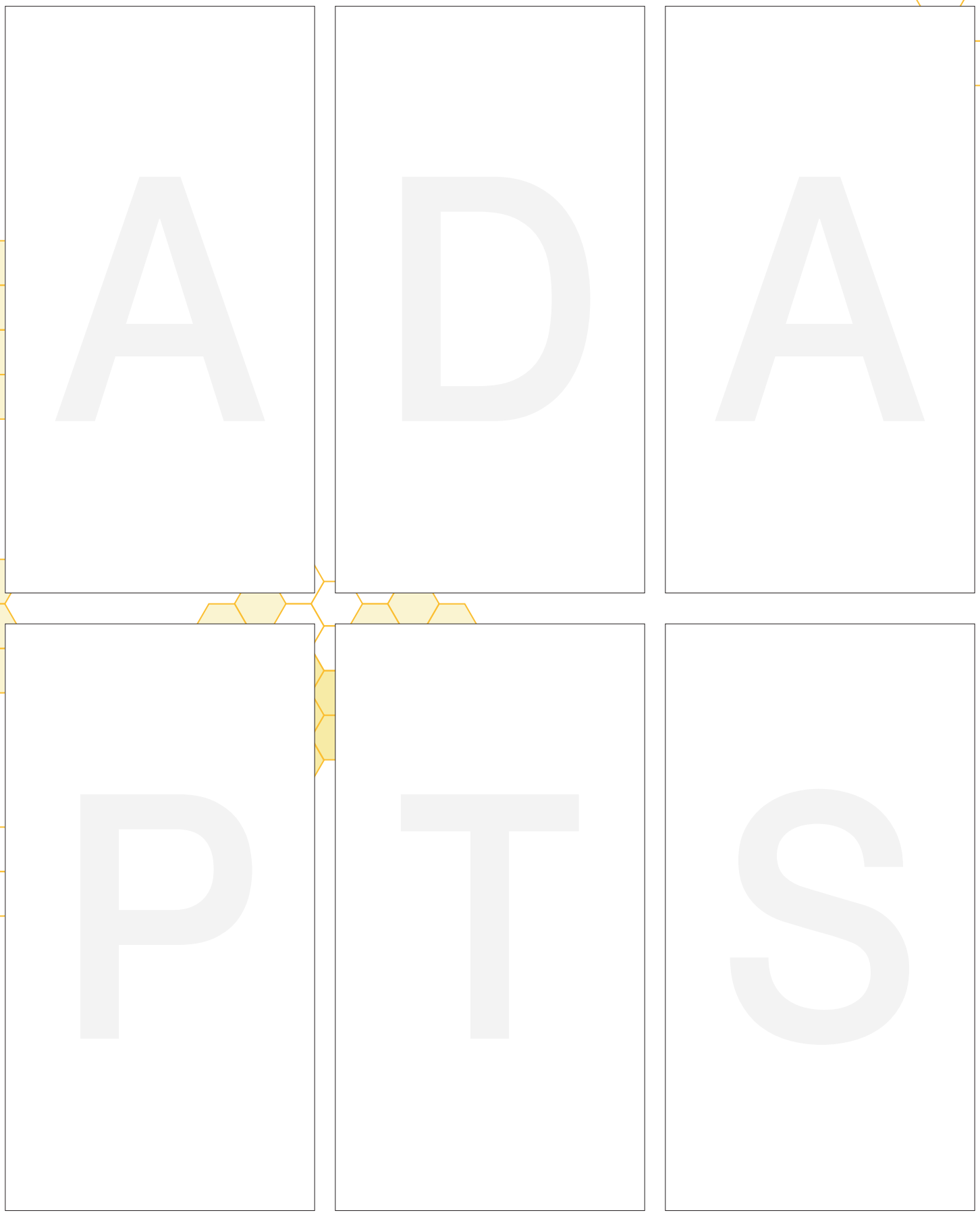
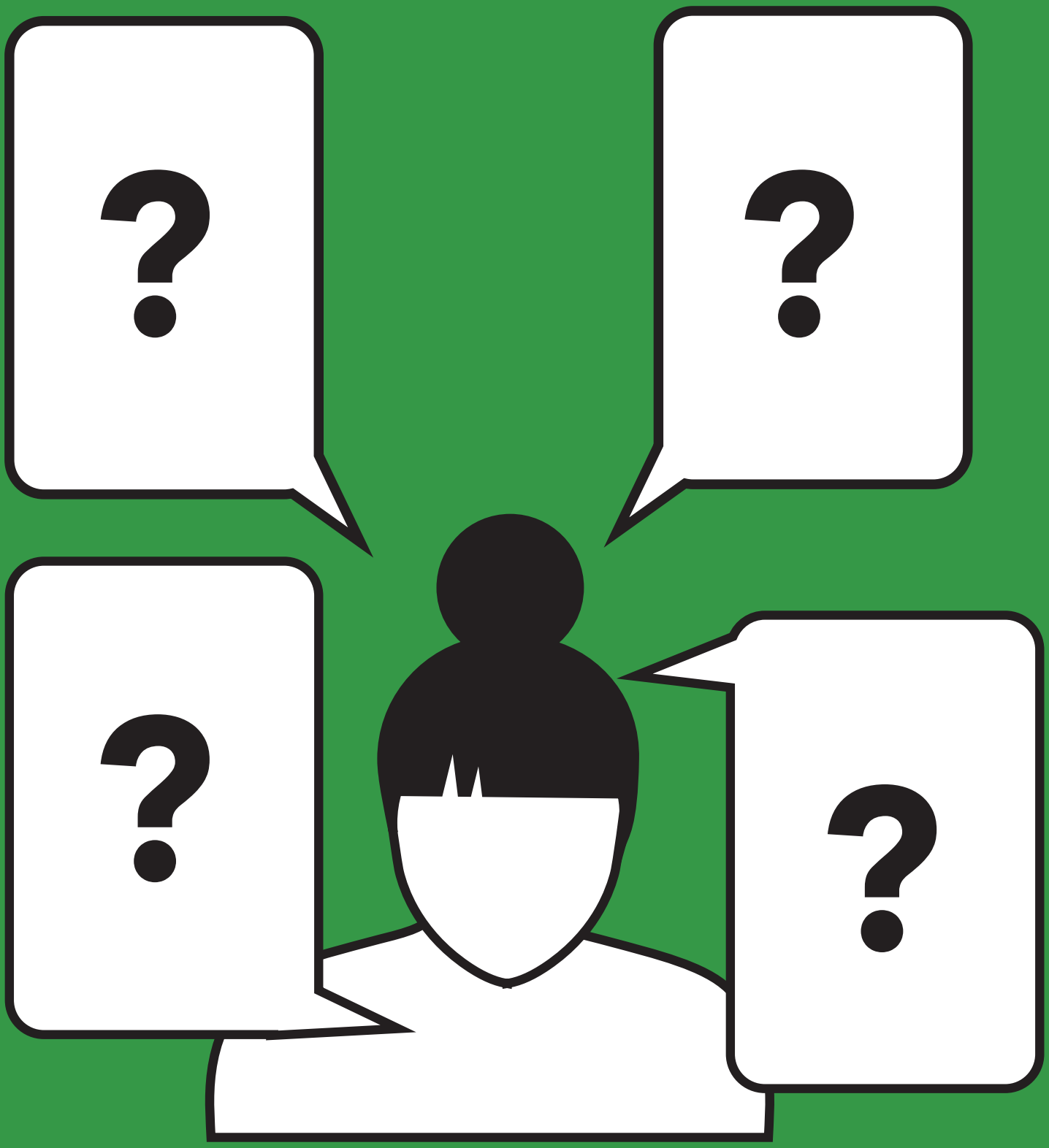


Questioning & Discussion



What is Oracy, Questioning and Discussion?

Rosenshine's third principle of instruction suggests that teachers should ask a large number of questions and check the responses of all students. By asking questions about previous or relevant material, students can practise retrieval and cement their overall learning. As part of the Academy's literacy drive, these strategies can also support students' oracy skills as "careful listening, a clear shared purpose, and a sense that discussion adds to our collective and individual understanding" (D. Lemov, Teach Like A Champion) is incredibly important in the 21st Century.

According to Tom Sherrington, effective questioning lies at the heart of great teaching. The key to effective questioning is:
- Ask a large number of questions and check for understanding and ask students to explain what they have learned.
- Check the response of all students reaching the far corners of the room.
- Provide systematic feedback and corrections.

Strategies include:
- Pose, Pause, Pounce, Bounce.
- Cold Calling.
- Hinge-point Questioning.
- Quizzing.
- Think, Write, Pair, Share.
- Say it again please.
- Probing.

To this end, Questioning and Discussion forms one of our core principles for teaching and learning.

Excelling	In all my lessons I ask students a large number of questions to check for understanding to ensure they can explain what they have learned and provide purposeful feedback and corrections. I adopt a hands down approach in my lessons and target questioning. I ensure there is a no opt out classroom climate and request that students reframe their responses (full sentences / vocabulary choices) to stretch and challenge appropriately. I extend and probe students through a series of 'How' and 'Why' prompts. Discussion activities such as 'Turn & Talk', 'Disciplined Discussion' and instil positive 'Habits of Discussion' (Lemov, 2021) mean all students have a voice and can engage in meaningful talk.
Embedding	In nearly all my lessons I ask a range of questions and encourage discussion to check student understanding and identify any misconceptions. Wherever possible I direct questions to students based on previous learning and explore their understanding using cues and probes. I generally have a hands down policy but need to work to ensure there is a no opt out climate to increase student accountability. Discussion opportunities are present in my lessons, but at times students can be off task therefore I am working on explicitly embedding my expectations and outcomes.
Establishing	My lessons tend to include questioning however I do not plan this in advance based on misconceptions, it has more of a responsive nature. Over the course of a teaching cycle the vast majority of students will contribute to my lessons and I am working on increasing response expectations using the 'Say It Again' technique. At times I accept short answers and do not explore these as fully as I could. I am exploring ways to frame discussions so they have maximum impact and tend to use techniques such as 'Think, Pair, Share' at present.

Habits of DISCUSSION

Track the speaker

Careful listening

Body language

Use of names

Volume of voice

Connect ideas

- "Can you summarise what the speaker just said in your own words?"
- "Could you repeat the main point made by the speaker?"
- "What evidence or examples did the speaker provide to support their argument?"

- "Can you address your response directly to [name]?"
- "Thank you, [name] - can you expand on the idea presented by [name]?"
- "Does anyone have a different perspective to add to [name]'s comment?"

- "I would like to see everybody track the speaker, please."
- "Can you refer back to the earlier point made by the speaker and add your thoughts?"
- "Did anyone hear an important detail that was mentioned by the speaker?"

- "Could you speak a bit louder so that everyone can hear your valuable contribution?"
- "Can you adjust your voice volume to ensure that your point is heard by all participants?"
- "Remember to project your voice so that your ideas are clear and audible."

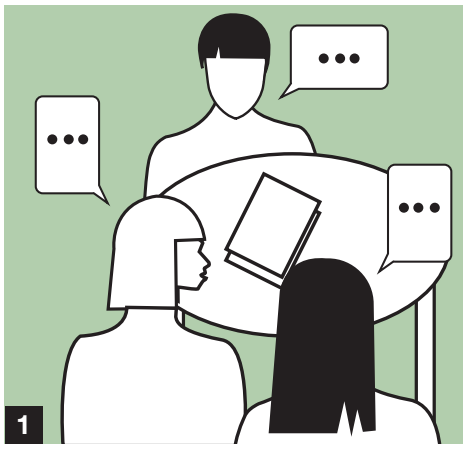
- "Can you draw a connection between the speaker's point and a concept we discussed earlier?"
- "How does the current idea relate to the previous topic we explored?"
- "Can you build on the speaker's argument by offering a counterpoint or an additional perspective?"

- "Let's make sure we are tracking the speaker as they share their thoughts."
- "Can you show agreement or support for the speaker's idea through a nod or positive gesture?"
- "Try to keep your body posture open and engaged, showing that you are actively listening."

STRATEGY

1 Say it Again Please

Say it again, but better – asking students to articulate their thoughts clearly and speak in full sentences can help to develop understanding as well as support written skills. Having a principle where you never accept a first response can encourage deeper learning from your students. *(Adapted from Say it Again Better: Teaching Walkthrus Book 1)*



This technique should enable you to set the standard for the depth of verbal responses you expect from your students and support them to achieve it. Regularly accepting shallow low-level verbal responses sets low expectations.

Use a technique to pose a question to your students.

Give them time to think about this and prepare to respond.

Acknowledge the first response that you get and be as positive as you can.

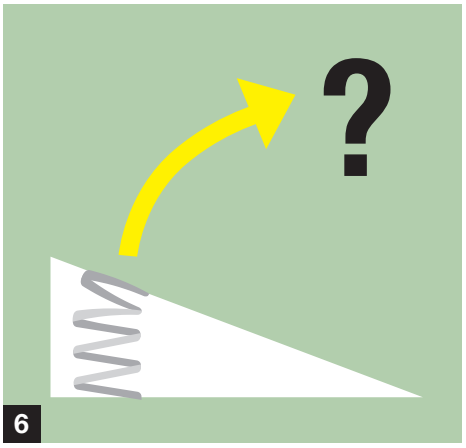
For example, "That's a good start, let's try to develop it further."

Invite your student to think about specific ways they could improve their answer.

For example, "Say it again please - What is the more formal/technical term for that idea?" Or, " Say it again please - Can you include a reason for that opinion to support your point?"

After exploring ideas that might improve their answer, ask the same student to have another attempt at answering the question.

This is important as listening to their new attempt gives you the opportunity to check their understanding as well as giving them the chance to practise and feel more successful.



Decide if the new answer is improved enough for affirmative praise or if there is value in adding more detail.

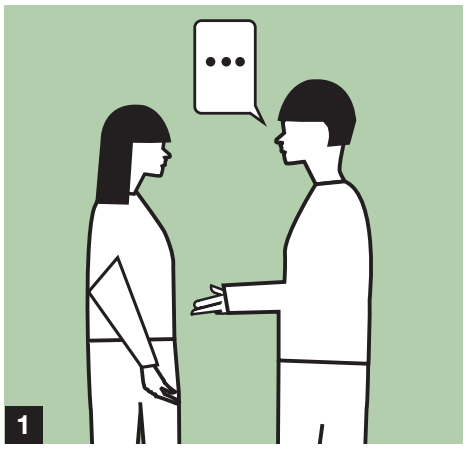
The feedback process can be repeated for another response that is even better.

STRATEGY

2 Think, Write, Pair, Share

Think, Write, Pair, Share – this widely used strategy can be really effective if students stay focused on the question. Adding writing into the equation allows students to clarify their thoughts and develop their response beyond the obvious.

(Adapted from Think, Pair, Share: Teaching Walkthrus Book 1)



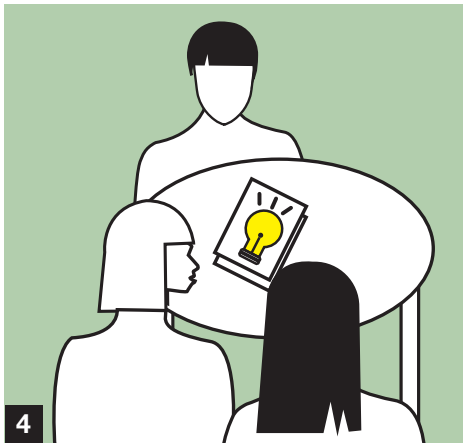
It is often beneficial for students to have the chance to engage in structured discussion and pairs are often the best way to do this.

Establish talk partners in your class. You may need to have one group of three.

Try to match pairs evenly so one partner does not dominate.

Set the question you want your pairs to discuss and the time-frame you want them to do this in.

You may want a free discussion but specific goals often produce the best outcomes.



Build in individual thinking time before the pairs begin to engage together.

Before sharing, Lemov recommends asking students to make notes and engaging in writing before sharing thoughts and ideas. Keep this informal and remind students that "jotting" their ideas down, is simply thinking.

Once students share their ideas, circulate around the class so you can listen to the ideas and address any misconceptions.

Being present in the classroom in this way also helps to keep the discussions focused.

At the end of the time, bring the class back together and ask for their responses.

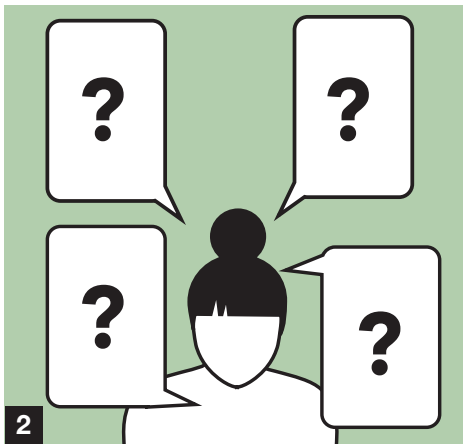
Ensure that you ask specific students to respond so that you can check for understanding.

STRATEGY

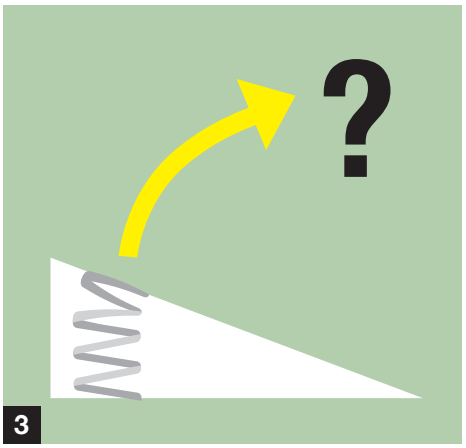
3 Probing Questions

This strategy supports 'say it again, better' as it encourages students to offer depth in their response. It encourages us as a practitioners not to accept the first answer and encourage a culture of discussion.
(Adapted from Probing Questions: Teaching Walkthrus Book 1)

To help to develop your students' understanding it is important to ask them questions that make them probe concepts. Well-chosen questions can help students make links, support long-term memory and connect abstract and concrete examples.



Invite your students to respond to your question and prepare their responses.

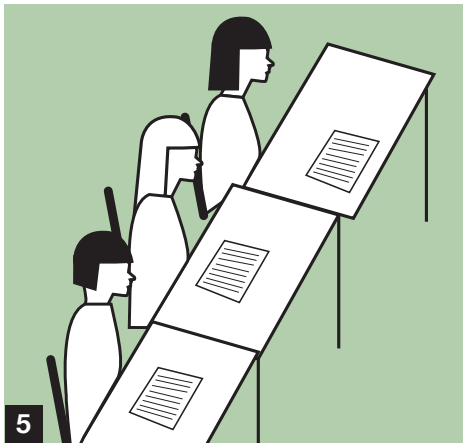


Follow up to their responses using a probing question.

For example, "What is the connection between A and B? Is that always true or just in this case? If we change variable C what happens to variable D?"

Continue to explore their understanding of the concept by listening carefully and responding accordingly.

For example, "Is there another way you can explain it? If A and B are true, what can we say about C? In what ways is that similar or different to the previous example?"



Once you have completed several exchanges with the first student, repeat this with another student(s).

After a probing exchange, select other students in your class to check their understanding.

For example, 'what did you understand from Joe's response? Do you agree with Michael or Safia?'

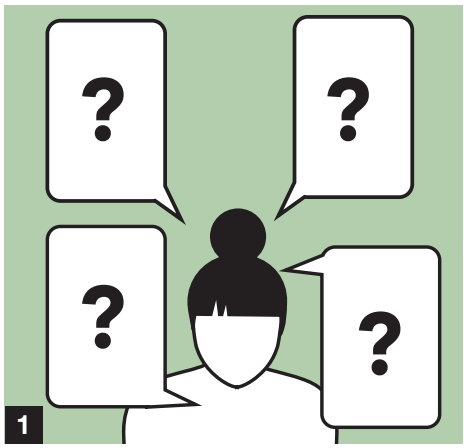
These sorts of follow-up questions ensure all students engage even if they are not directly involved in an exchange with you.

STRATEGY

4 Process Questions

Questioning can be used for more than recall or checking understanding, it can also be used to support metacognition. Asking 'how' questions as well as 'what' and 'why' can encourage students to consider the methods they have used.

(Adapted from Process Questions: Teaching Walkthrus Book 1)



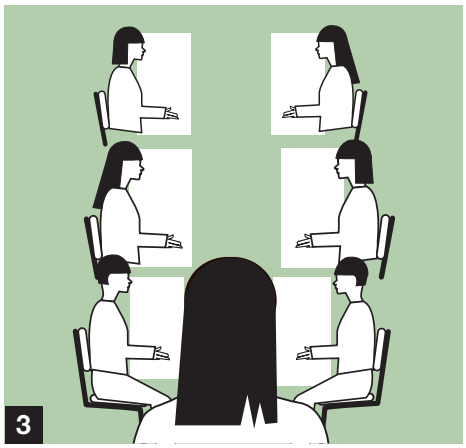
Process questions support metacognition by encouraging students to think about "how do we know?" or "how do we work it out?"

Modelling and rehearsing dialogue supports students to develop their capacity to think in this way.

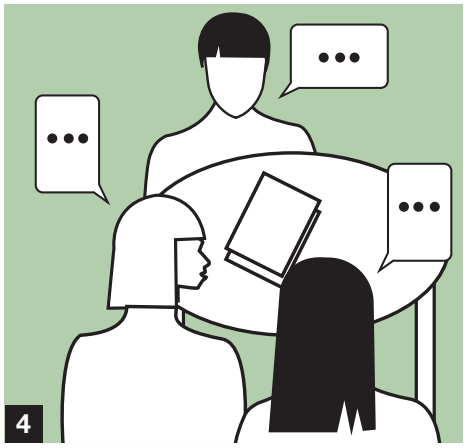
During the instructional phase of your lesson narrate your thought processes explicitly.

This may include descriptions of how you have:

- drawn on knowledge or previous examples
- used a strategy that should always be used as a routine
- planned your key ideas about writing each one
- how you checked for accuracy



During the instructional exchange make sure you emphasise how we know what we know.



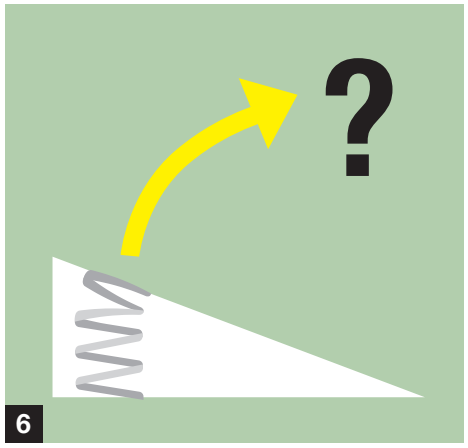
Give your students opportunities to explain their reasoning and methods.

Where you can follow up with a process question like:

- What method did you use?
- Why did you put them in that order?
- What were you assuming about factor X?

Ask your students to explain their ideas and choices.

Use questions to get them to explain how they made their choices.



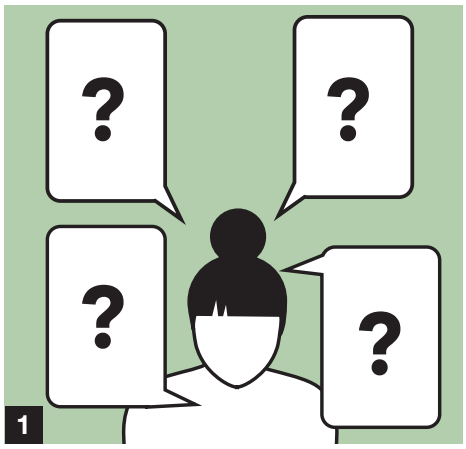
Finally, ask about how similar alternative questions or problems might be approached.

Doing this supports divergent and evaluative thinking and demonstrates that a range of approaches may be valid even if some are better than others.

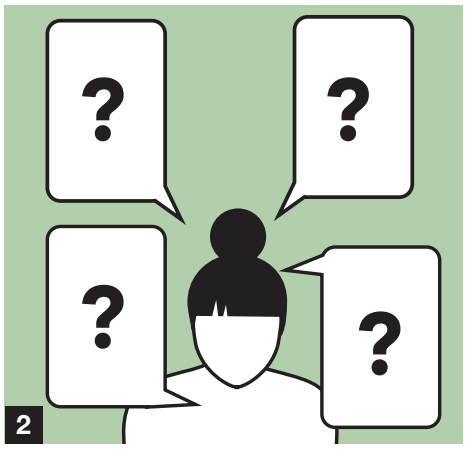
STRATEGY

5 No Opt Out

It can be hard when students respond to a question with 'I don't know.' This can often be an avoidance tactic especially if the student doesn't feel confident speaking in class. Building up a classroom culture where everybody speaks is important not only for understanding but to practise oracy skills as well.
(Adapted from No Opt Out: Teaching Walkthrus Book 2)

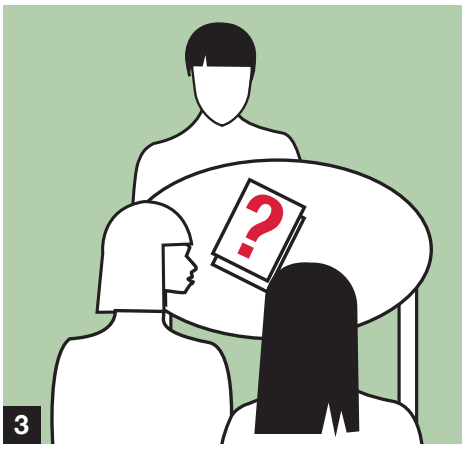


This routine should support situations where your students may give an 'I don't know' answer to protect themselves in situations where they are unsure or do not want to engage in deeper thinking.



Ask your class a question and don't accept hands up or calling out. Give them time to think about their response.

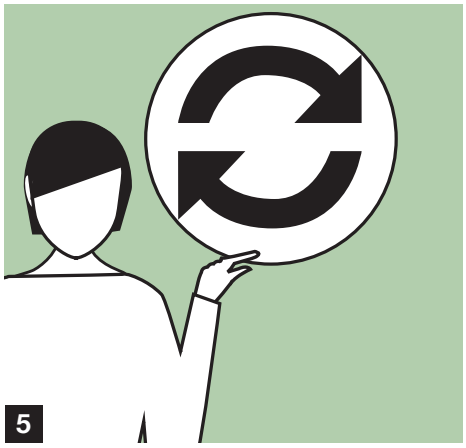
When ready, offer a warm invitation for a student to contribute an answer



If you are given an 'I don't know' response, explore the reason why with follow-up questions and prompts.

The next step is to establish the correct answer.

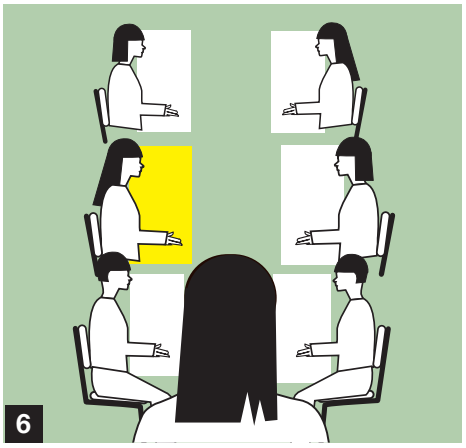
You can do this by asking students in the class, or providing the answer yourself.



Having obtained the correct answer, you need to go back and check with those students who said 'I don't know' to check their understanding. You can get them to so this by getting them to

- Repeat the definition or meaning
- Re-explain the concept or procedure
- Repeat instructions

This gives the chance for rehearsal of thinking which supports long-term learning.



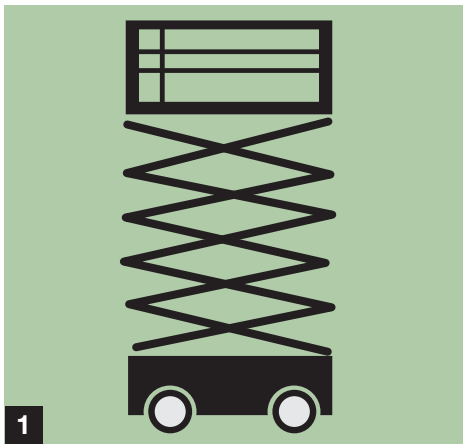
Once this routine is established, it should break the 'I don't know' habit.

STRATEGY

6 Scaffold Verbal Responses

Just as we would help students scaffolding written responses, we can help them scaffold their spoken responses too by breaking down the task into a series of smaller questions with the addition of key terminology to help them.

(Adapted from Scaffold Verbal Responses: Teaching Walkthrus Book 3)



As well as being used in writing tasks, scaffolding can also be used to develop confidence in speaking.

Each scaffold should be taught and modelled in isolation. Make sure you give lots of examples of how the scaffold works.

Develop a worded summary of the scaffold to serve as a prompt and make sure students have access to this.

Scaffold 1

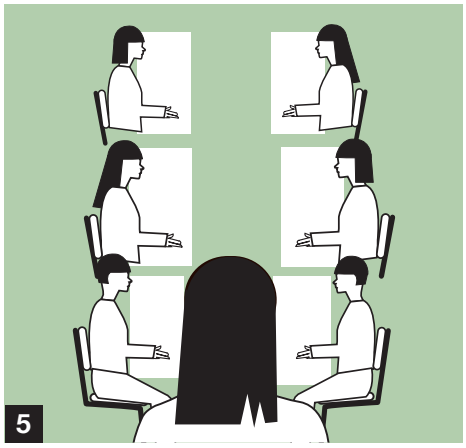
A first-level scaffold is to accept answers in full sentences. For example, instead of accepting 'Sulphur', ask for it in a full sentence: 'Sulphur is the odd one out because it is a non-metal.

You can also support the use of formal terminology by listing the key terms students must use in their verbal responses.

Scaffold 2

Encourage students to make sequences and connections by providing scaffolds which helps them to link ideas.

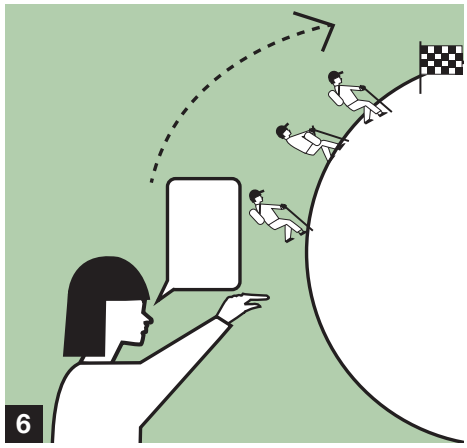
- First of all … Then …
- Firstly … Secondly … And finally …
- As a consequence of X, Y happens
- As X happens, Y begins to happen.



Scaffold 3

Opinions and analysis are important ways to extend student thinking. You can scaffold this with a variety of prompts:

- In my opinion …
- On one hand X; on the other hand Y
- An advantage is … whereas a disadvantage is ….
- In the past X but now Y
- Both, however, whereas



As with all scaffolds and prompts, the key is rehearsal and repetition until they are sufficiently fluent that they no longer need the prompts.

Make sure you refer to the prompts as part of your questioning repertoire and also use them yourself to model the practice.

You can reduce the prompts as your students become familiar with the routines.

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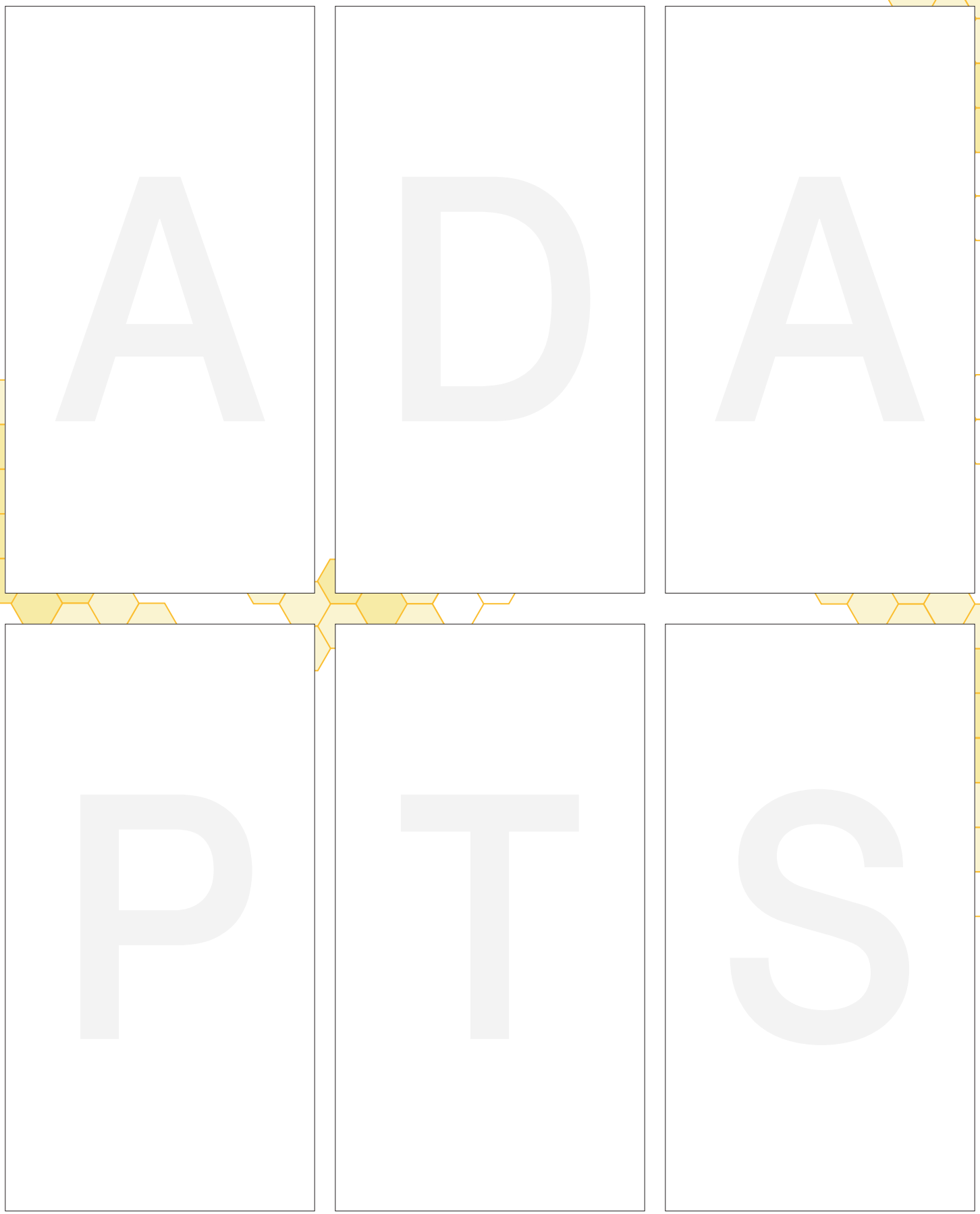
Subject:

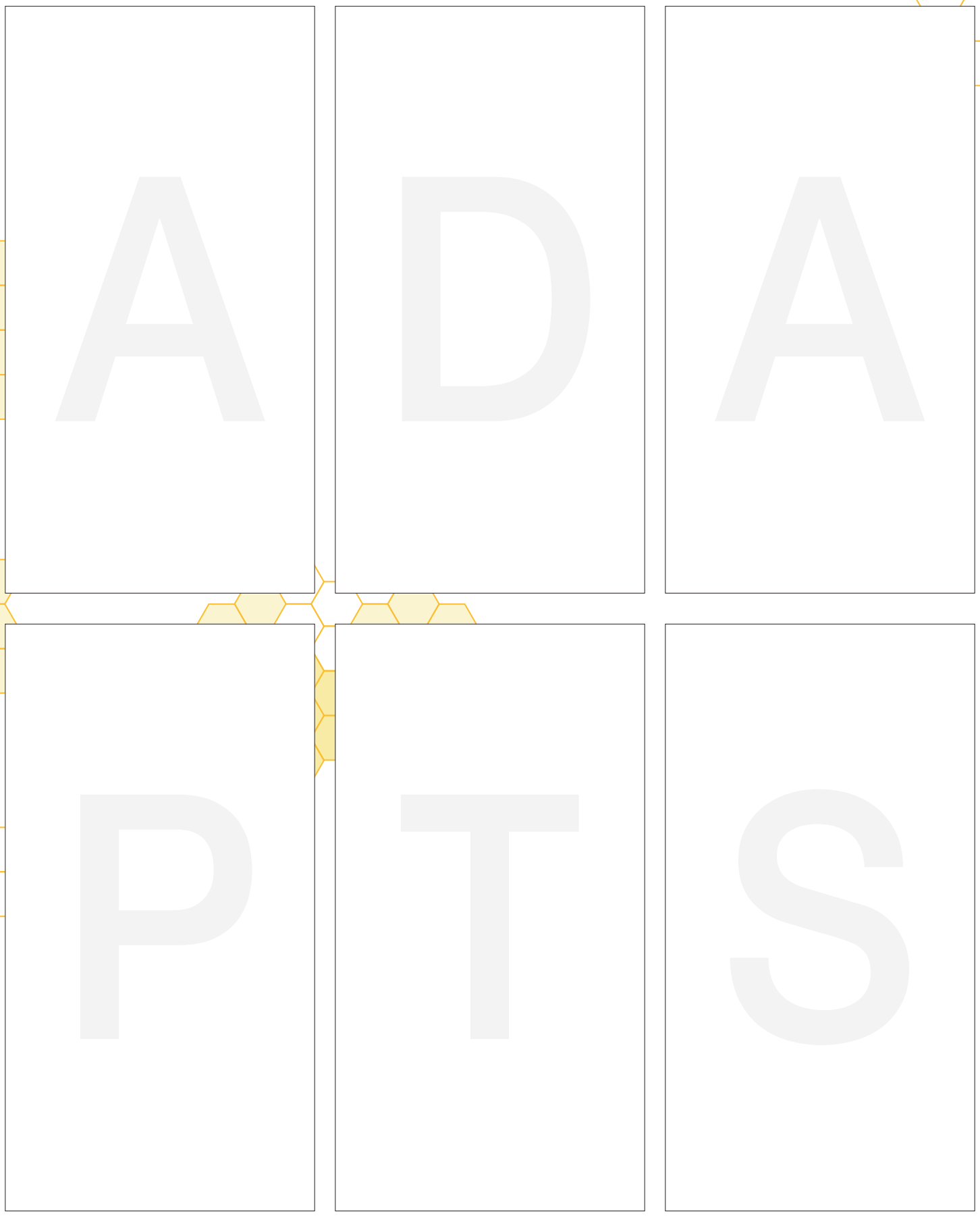
Title:



Teacher: **Class:**

Subject:

Title:



LITERACY

What is Literacy?

Underpinning all of our teaching and learning principles are the fundamental skills of reading and writing. In order for students to access the curriculum, they must be able to read for meaning and write with fluency; this is especially important as students need the skills to express themselves clearly for an external audience when taking terminal exams and NEAs, but also with all their future education and career aspirations.

According to Alex Quigley and the EEF, explicit teaching of reading and writing lies at the heart of a great curriculum. The key to effective literacy is:

- Helping students to decode text features and structures that make up much of their academic school reading and writing.
- Teaching subject-specific reading and writing strategies that are well-suited to specialist subject domains.
- Teaching strategies such as 'reciprocal reading', whereby students are trained (with explicit modelling by the teacher) to take on the role of 'predictor', 'questioner', 'clarifier' and 'summariser'.
- The act of summarising what's been read, or asking questions - research on students shows that many average readers in fact don't read with the aid of these apparently obvious methods of building understanding.
- Simply modelling summarising, whether that be through utilising the Cornell note-making method or verbally summarising and synthesising a textbook chapter, helps embed approaches to reading tricky texts that will aid our students in both understanding and remembering what's been read.

Excelling Reading	In all lessons my activities are designed with reading in mind. When introducing subject specific vocabulary, I provide students with a glossary of key terms and take time to explain what the words mean in this context - I am very careful not to assume knowledge. In my lessons, I give all students the opportunity to read aloud and to be read to. I stop reading frequently to check for comprehension and understanding of key words. I employ a range of reading strategies such as spelling out a word phonetically or looking at the etymology of a word to help students gain meaning from unfamiliar words and phrases. Before reading, I ask students to recap and make prior connections by asking them to consider what they already know and then as reading is taking place I ask them what am I learning as I read this? And finally, I end by asking the question: what have I learnt having read this? I ask students to engage with the reading either through comprehension questions or by asking students to summarise what they have read by selecting keywords from the paragraph and locating the topic sentence in the text they have read. I am very mindful about the range of texts I offer and I often model reading for students by sharing current articles or stories that I have recently engaged with. I often give pre and post learning homework tasks based on reading and I always follow up the next lesson to gauge students' understanding of what they have read.
Excelling Writing	In all lessons my activities are designed with writing in mind. When introducing subject specific spellings, I help students break down the word into syllables or give them a mnemonic to help them remember the spelling or explain the etymology of the word. Before asking students to write, I model the response beforehand using the I, we, you approach. I always ask students to consider the audience and purpose of their writing and how this might influence the tone and style. I focus on, and model, correct use of grammar and encourage students to craft their sentences for maximum impact, asking them to think of their topic sentences and how this might guide the rest of their response. I also show examples of writing from my subject/discipline and always discuss with my students how a historian/artist/engineer would write and show models of this in real world scenarios. When marking, I always correct errors and give students time to correct these as part of their MRI.
Embedding Reading	In nearly all lessons my activities are designed with reading in mind. When introducing subject specific vocabulary, I provide students with a glossary of key terms. In my lessons, I give all students the opportunity to read aloud and to be read to. I stop reading frequently to check for comprehension and understanding of key words. Before reading, I ask students to recap and make prior connections by asking them to consider what they already know and then as reading is taking place I ask them what am I learning as I read this? And finally, I end by asking the question: what have I learnt having read this? I ask students to engage with the reading either through comprehension questions or by asking students to summarise what they have read by selecting keywords from the paragraph and locating the topic sentence in the text they have read. I am very mindful about the range of texts I offer and I often model reading for students by sharing current articles or stories that I have recently engaged with. I often set reading for homework with relevant tasks to help students engage with the text.
Embedding Writing	In nearly all lessons my activities are designed with writing in mind. When introducing subject specific spellings, I give students time to read the words and check for understanding. Before asking students to write, I model the response beforehand using the I, we, you approach. I focus on, and model, correct use of grammar and ensure that all questions and responses are always written in full sentences with a capital letter to begin and full stop to end. I also show examples of writing from my subject/discipline and always discuss with my students how a historian/artist/engineer would write and show models of this in real world scenarios. When marking, I always correct errors and give students time to correct these as part of their MRI.
Establishing Reading	In most lessons my activities are designed with reading in mind. When introducing subject specific vocabulary, I provide students with a glossary of key terms. In my lessons, I give all students the opportunity to be read to. I stop reading frequently to check for comprehension and understanding of key words. I ask students to engage with the reading either through comprehension questions or by asking students to summarise what they have read by selecting keywords from the paragraph and locating the topic sentence in the text they have read. I am very mindful about the range of texts I offer and I often model reading for students by sharing current articles or stories that I have recently engaged with. I often set reading for homework.
Establishing Writing	In most lessons my activities are designed with writing in mind. I ensure students have a list of subject specific words and expect them to be spelt correctly when used. I give students sentence starters to help with their writing and to aid their sentences. I focus on, and model, correct use of grammar and ensure that all questions and responses are always written in full sentences with a capital letter to begin and full stop to end. When marking, I always correct errors and give students time to correct these as part of their MRI.

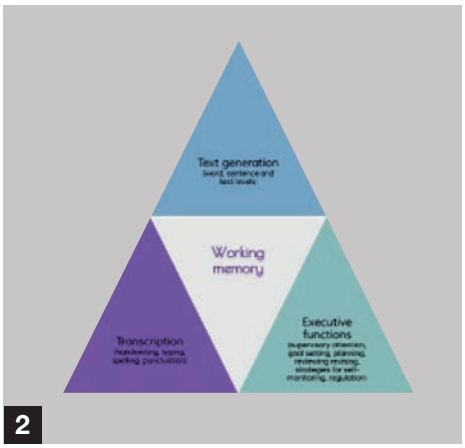
STRATEGY

1 Writing: Key Concepts In Writing

As educated adults who have mastered the skill of writing, it is important to remember that many students are still establishing and embedding these skills. Teaching explicit writing skills can help students build muscle memory and stamina as well as confidence when expressing their ideas on paper.
(Adapted from Key Concepts in Writing: Teaching Walkthrus Book 3)

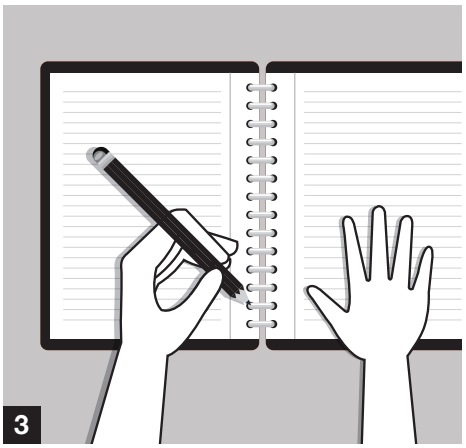

1

Developing writing skills is cognitively demanding. The Simple View of Writing model (Berninger et al, 2002) shows the demands these interrelated elements place on working memory.



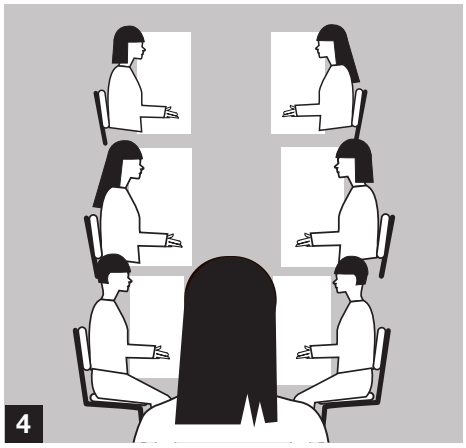
2

The diagram shows the key elements of writing which Berninger et al (2002) identified as placing demands on working memory


3

Regular modelling and practise will help students to continue to develop their spelling. Be aware of the three main types of spelling error:

1. Phonological errors, e.g. crious for curious
2. Orthographical errors, e.g. sircus for circus
3. Morphological errors, e.g. hopt for hopped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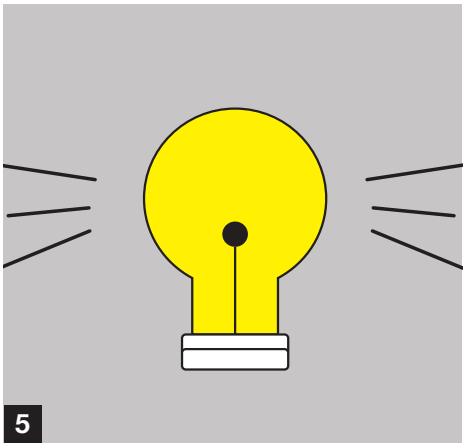
Handwriting is a process and you should be aware of how children are forming their letters as well as the final product.

Clarity of writing is important to ensure that students can demonstrate their understanding of concepts.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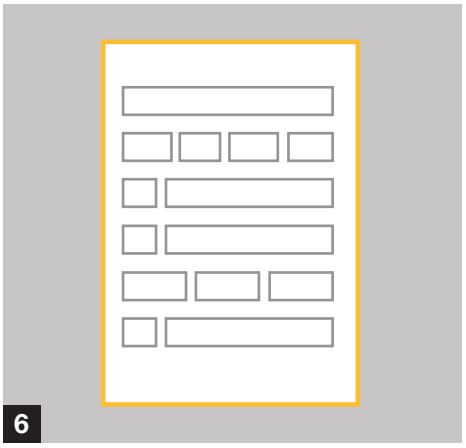
Developing ideas for writing is underpinned by student's expressive language capabilities (EEF, 2018b).

Student's sentence construction should become more sophisticated as they progress; they should begin to make deliberate choices about sentence types to create specific effects in different text types.


6

Writing is a process which can be considered to be made up of five components (EEF, 2012b):

- Planning
- Drafting
- Revising
- Editing
- Publishing

Each of the stages benefit from explicit teacher modelling.

STRATEGY

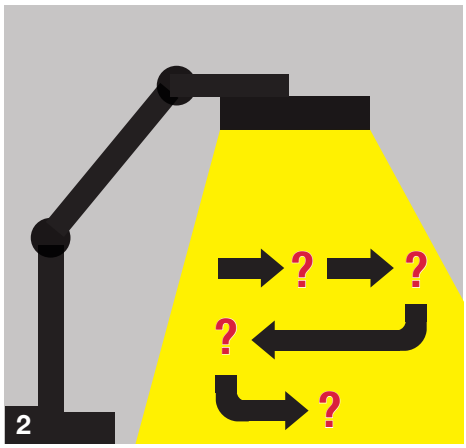
2 Writing: The Creative Writing Process

Creating a narrative around a key theme not only aids memory but can also help students process key concept and ideas.

(Adapted from The Creative Writing Process: Teaching Walkthrus Book 3)

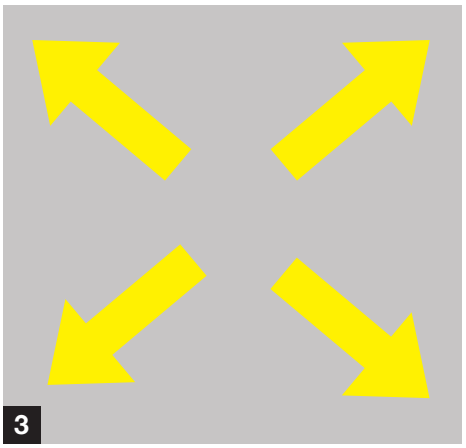
Teaching creative writing as a process should support students through composing an independent text.

Understanding the stages gives students a clear approach to follow and strategies to support them.



Model and make visible to students how you might generate and explore ideas. For example, freewriting, sketching, flowcharts or lists.

Discuss the strengths and weaknesses of each approach and why idea development is helpful before engaging in an extended writing task.



Model and experiment with a range of strategies like story plot webs, reduced word summaries and storyboards.

Provide a range of strategies to help students find one which is most effective for them.

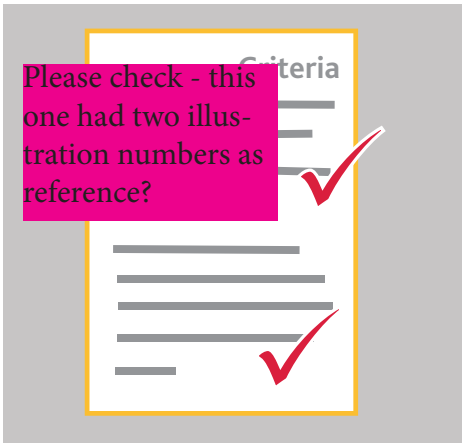
Model how to rehearse the story and ask questions. These questions help to shape amendments. Model how to alter the plan based on the feedback.

Model writing a draft to show that well-constructed sentences do not occur in the first attempt.

Try to support students with a toolkit of ideas to help them put pen to paper and overcome blank page syndrome.

Read the text aloud and question and give feedback about the structure, clarity and effectiveness of the writing.

Then model how to return to the plan to develop characters through the show, not tell technique; how to use senses to produce more vivid descriptions; how to improve the ending or remove areas that do not move the plot forward.



Allowing time between writing and editing helps students to re-see the text objectively.

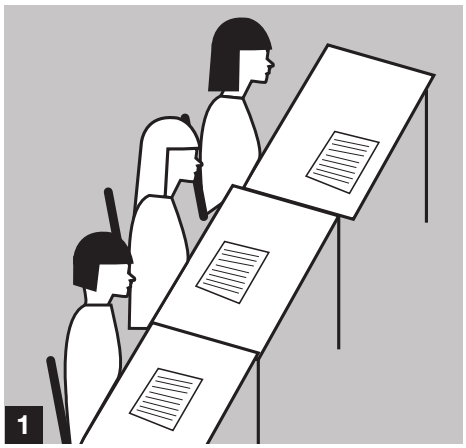
Double-spacing allows notes, additions, corrections and amendments to be made.

STRATEGY

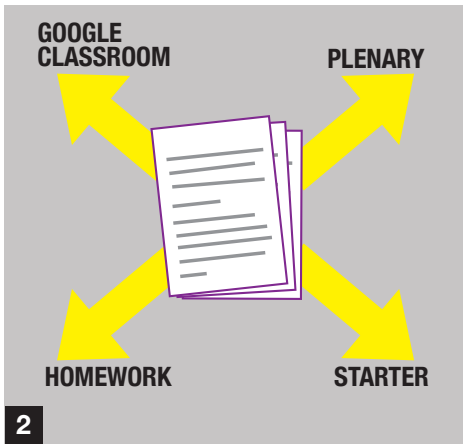
3 Reading: Developing Academic Voices

Academic writing is a key skill which underpins all of our subjects. Teaching students to write like a…and teaching subject specialist writing can allow students to write with fluency and sophistication allowing them to access all of Bloom's taxonomy.

(Adapted from Writing: Developing academic voices: Teaching Walkthrus Book 3)

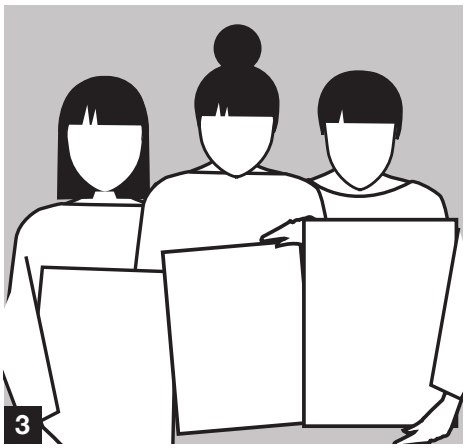


At higher levels students' writing should become increasingly more structured. Greater emphasis should be placed on grammar and how to move an argument through different stages in a piece of work.



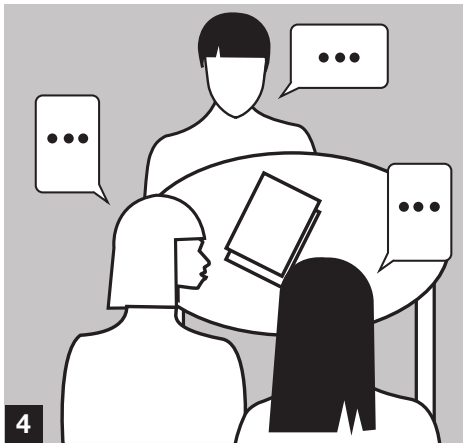
Reading and engaging with examples of academic writing should support the development of students' own academic voices. Age-appropriate models may be difficult to find, so write some together as a team. These models should help students deconstruct academic writing back to its original plan.

This allows students to understand the principles upon which academic writing is based.



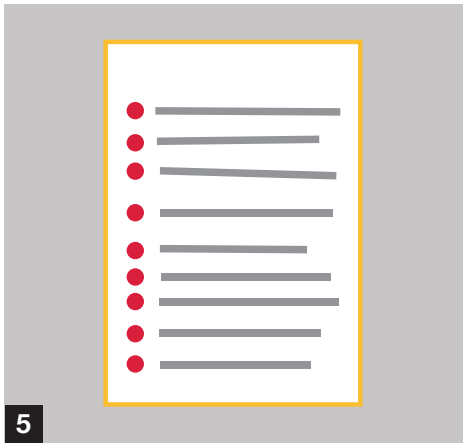
Ask students to create word diagrams for their ideas, grouping them and linking them until there is one overall idea that contains all of the sub-ideas.

Now use probing questions to help them create an umbrella statement, or thesis under which the component parts are explored.



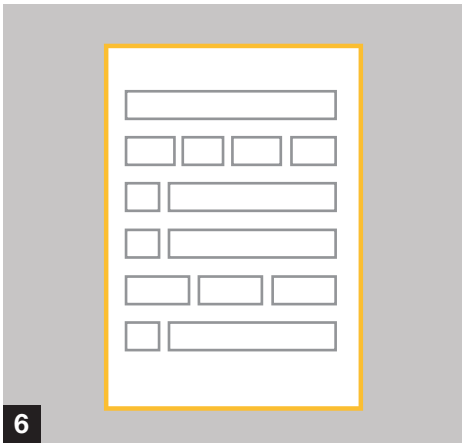
This technique turns verbs and/or adjectives into nouns, e.g., it changes Shakespeare decides to … into Shakespeare's decision to …

Using this technique at the beginning or end of paragraphs helps to give a more academic tone to their work.



Teaching variations of modal verbs allows students to express their ideas more effectively. Three helpful verb categories for academic writing are:

Possibility: could, might, can or may
Deduction: could, may or must
Expectation: will, shall or should



Eric Hayot (2014) defines five levels of paragraph content to create momentum and connection.

Level 5 - most abstract
Level 4 - theoretical sub-statements
Level 3 - balances the evidentiary and conceptual
Level 2 - allows students to contextualise evidentiary content
Level 1 - most basic: plot, summary, quotation or data.

Hayot encourages the idea of an uneven U-shape to guide academic writing: 4-3-2-1-2-3-4-5, ending with the abstract, conceptual idea.

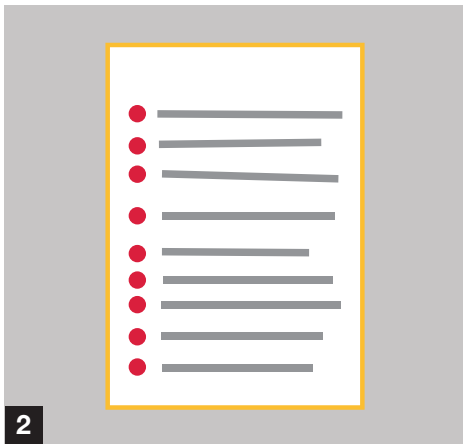
STRATEGY

4 Reading: Deliberate Vocabulary Development

A key part of both reading and writing is subject specific terminology. It allows students to understand key questions as well as express their ideas succinctly and fluently. Teaching this vocabulary is a key part of literacy.

(Adapted from Deliberate Vocabulary Development: Teaching Walkthrus Book 1)

For students to become fluent in the use of subject-specific terminology and more general vocabulary, the process of learning new words needs to be considered and explicit.

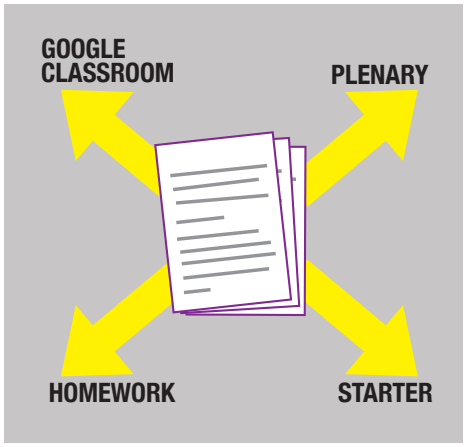


Have a glossary of the words your students will need to know and highlight them in the resources they will use.

Provide definitions of these words so students can explain them. This helps give meaning to words which in turn helps students to learn them.

Make sure students can say all of the words they need to learn.

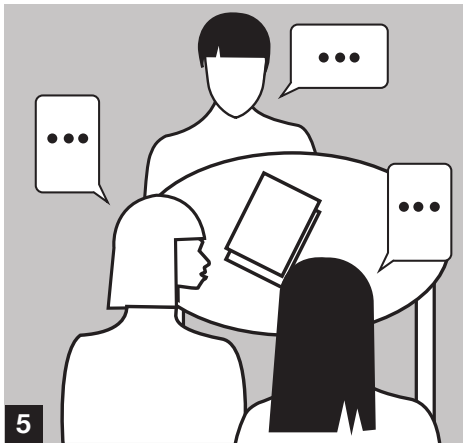
Make sure you build a range of opportunities into your lessons to help students practise them.



Where you can, make sure the target vocabulary is embedded in the texts your students will read.

Giving the words in context supports understanding and recall.

Interrupt reading to explain new words when they arise.



Students must practise words to ensure they become part of their repertoire. Give students practise tasks that require the words to be used in writing and in structured discussions.

Reinforce the use of these terms whenever relevant, including verbal responses.

Use knowledge organisers and glossaries to support regular retrieval practise using the target vocabulary.

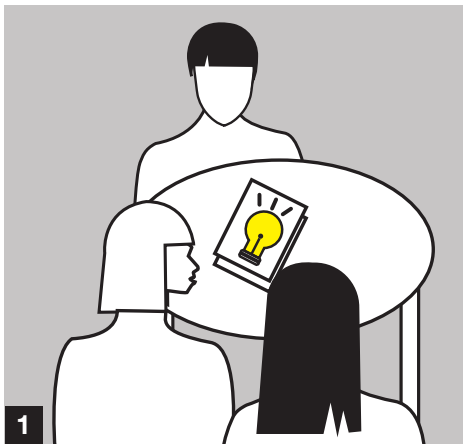
This is likely to need more intense practise initially.

Test that students know what the words mean, can identify their correct use in context and be able to use them in speech and writing.

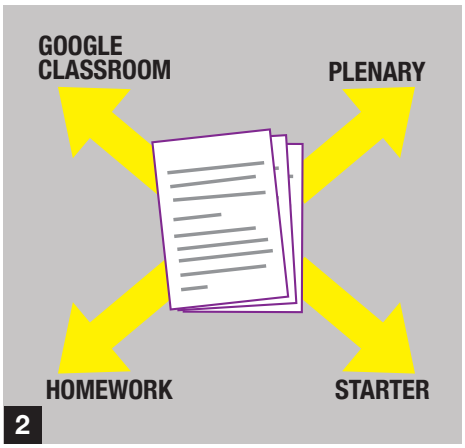
STRATEGY

5 Reading: Curriculum Planning For Reading

Understanding and applying literacy is something students need to be taught at every key stage. Revisiting and revising key literacy skills and ensuring students apply them is a fundamental skill.
(Adapted from Plan for Reading: Teaching Walkthrus Book 1)



Planning for literacy includes teachers examining how students' fluency in reading and their knowledge of the subject can be mutually reinforcing.



Make reading central to your planning.

Try to integrate reading activities from the beginning of your planning.

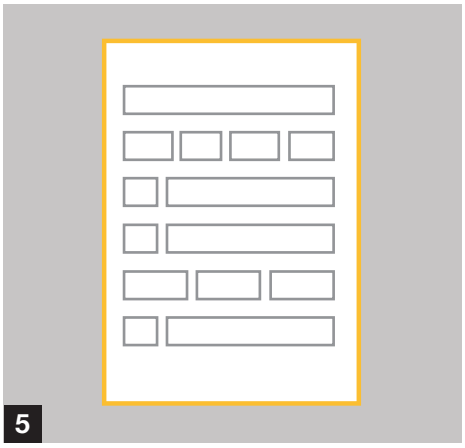
At every stage possible, locate opportunities for students to learn about the topics you cover by reading about them.

For any given topic generate a list of key words and phrases, creating resources setting them out.

Focus on a strict list students can practise rather than a comprehensive list that is overwhelming.

Embed in your planning select texts for students to read about the topic in hand, setting aside time to do the reading in lessons.

Where possible, link the vocabulary/phrase lists so that students encounter the words and phrases in context.



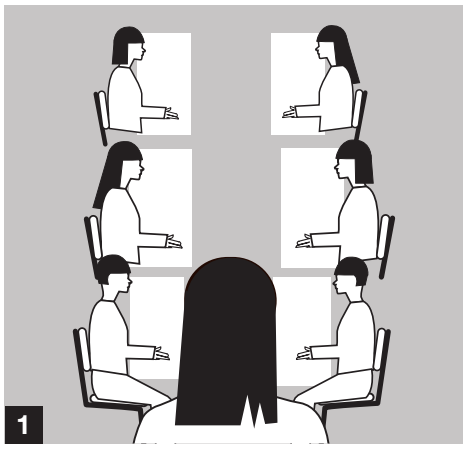
Students also need to read for meaning, which requires them to engage in comprehension activities. These can include: answering comprehension questions based on the text; summarising key points or re-phrasing in their own words verbally or in writing; applying the content to problem-solving activities; or following written instructions.

Make it explicit that the long-term goal is for students to read texts independently. Build this by design by creating reading routines to be completed as part of students' study time. This could include retrieval practise, comprehension tasks or structured discussions based on reading set.

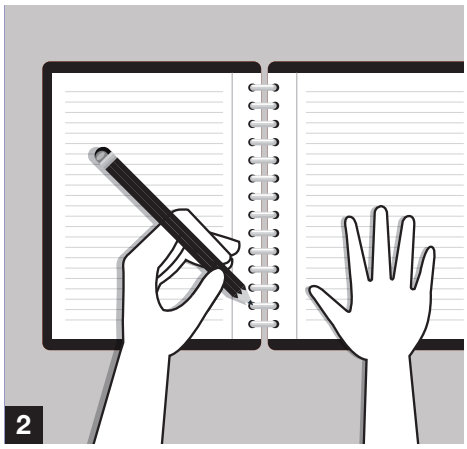
STRATEGY

6 Reading: Pre-reading Instructions For Complex Texts

Giving students pre-reading activities will help them understand key texts and teach them strategies on what to do when they encounter a challenging article for the first time.
(Adapted from Pre-reading Instructions for Complex Texts: Teaching Walkthrus Book 2)



The school curriculum is mediated by each student's academic reading ability. As reading is a pathway into the curriculum it is important to focus instruction on successfully mediating the reading of complex texts.



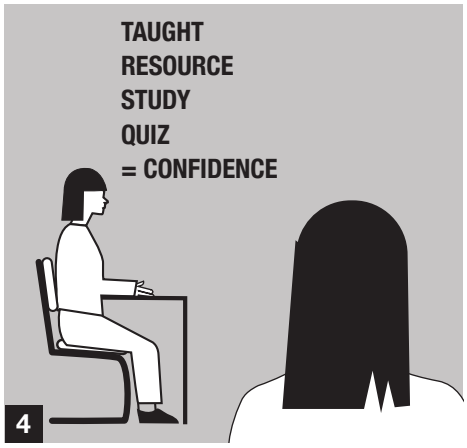
As all texts can offer some level of challenge, select a manageable portion of text and then evaluate this section. Aspects that determine complexity include:

- Rare, academic language
- Language features, e.g. metaphors
- Sentence length
- Range of complex ideas

Your decisions about the level of complexity should inform your planning.

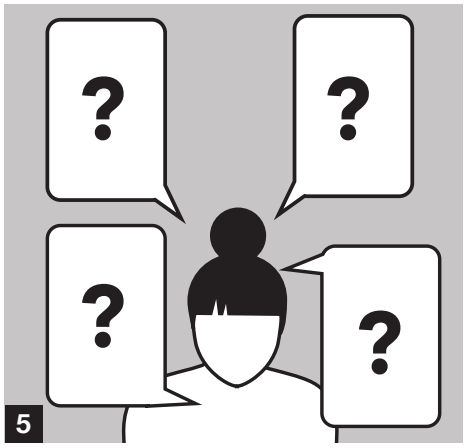
For complex texts, you must identify and pre-teach sophisticated concepts, alongside explicitly identifying the related core vocabulary.

A small number of keystone vocabulary items should be explicitly pre-taught.



A key aspect of your instruction should be to explicitly activate students' prior knowledge.

Many novice students can miss seemingly obvious connections. Connecting keystone vocabulary to words they know already allows for better developed understanding of the texts.



Before reading a text in class fully, a small number of probing questions should be asked to generate an understanding of the representative level of prior knowledge.

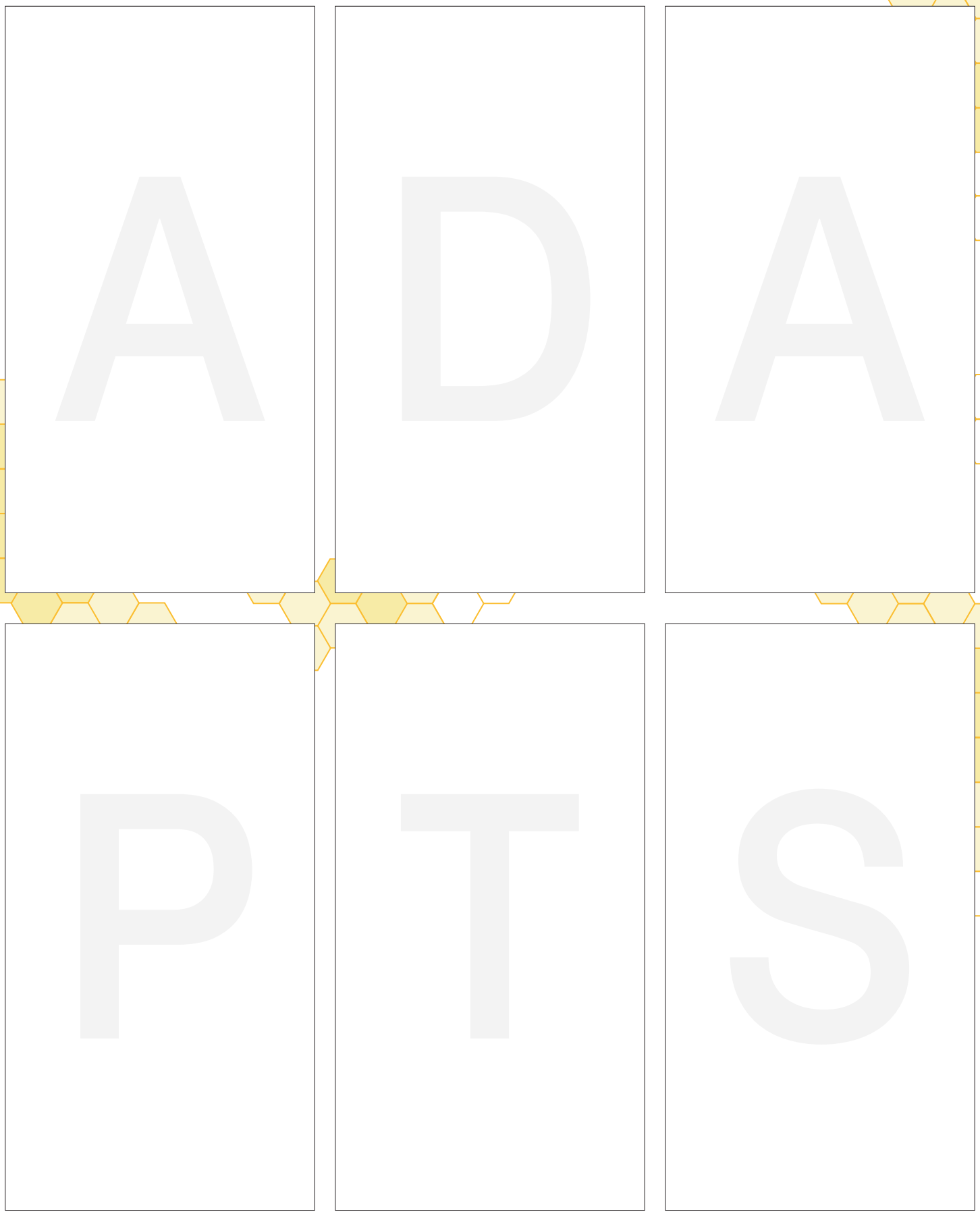
Limited responses may lead to recalibrating how much pre-reading instruction is required to develop students' understanding before they engage with the complex texts.

Complex academic texts can place a high demand on students' working memory. Try to develop suitable places in the text to pause and check for understanding before continuing to read.

Teacher: **Class:**

Subject:

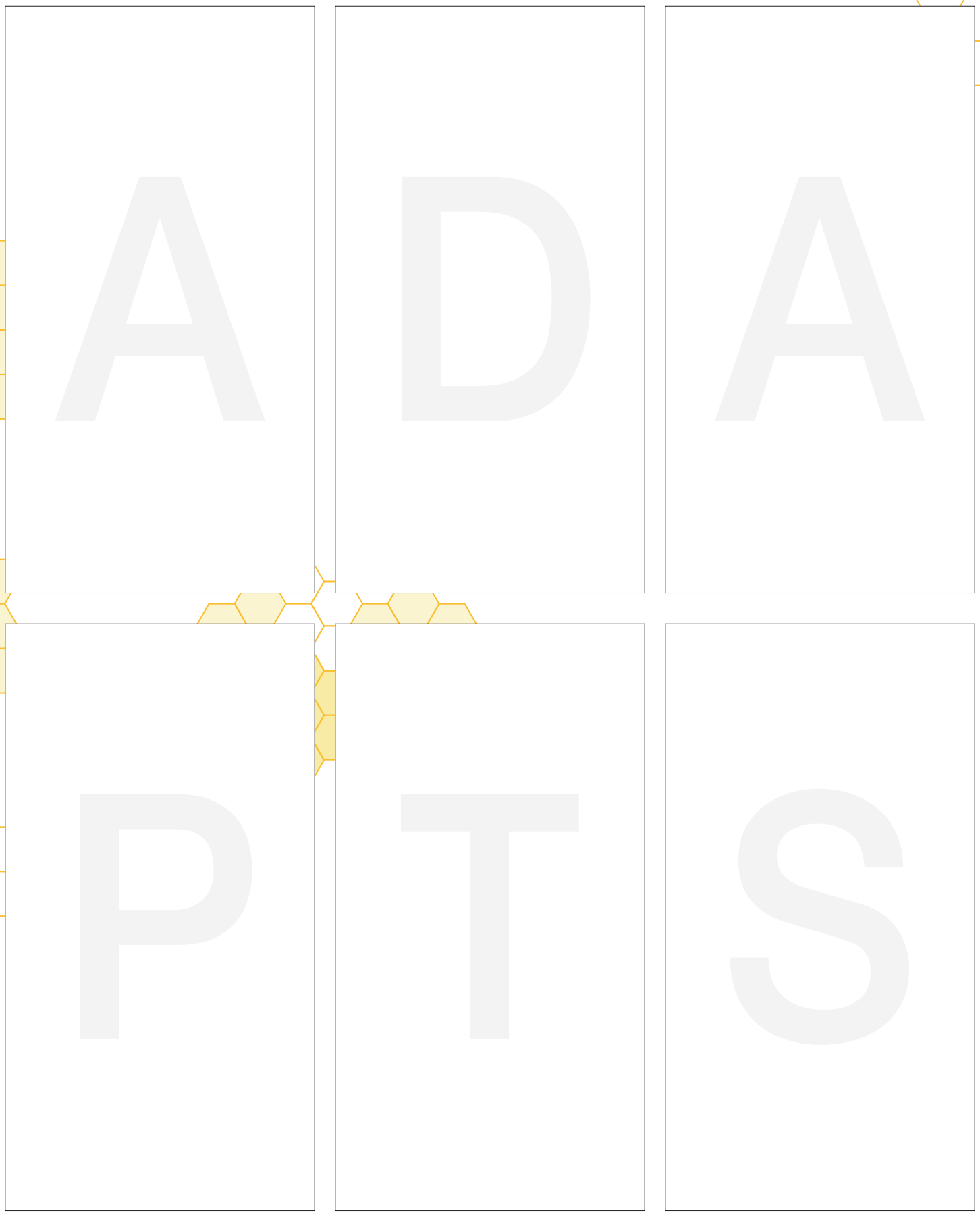
Title:



Teacher: **Class:**

Subject:

Title:



TEACHING TO THE TOP

Challenge and Teaching to the Top: High impact easy wins

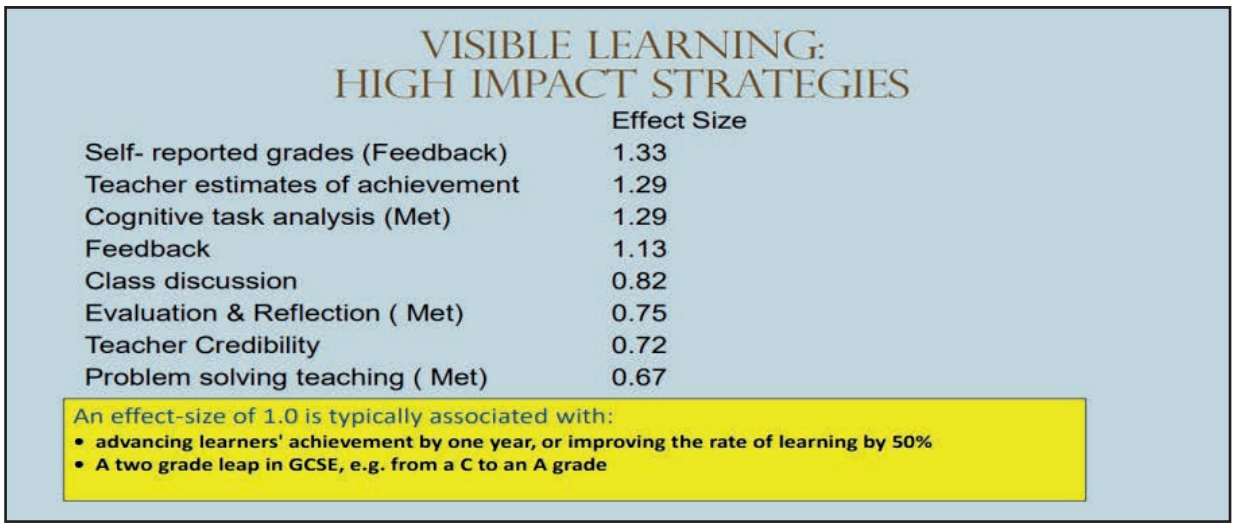
Challenge is a whole school priority.

Our school **INTENT**:
We believe that every student should have the **opportunity** to **achieve** and **excel**.
At Samuel Whitbread high attainment, ambition and aspiration are celebrated.
Students are encouraged to challenge themselves in every aspect of school life.

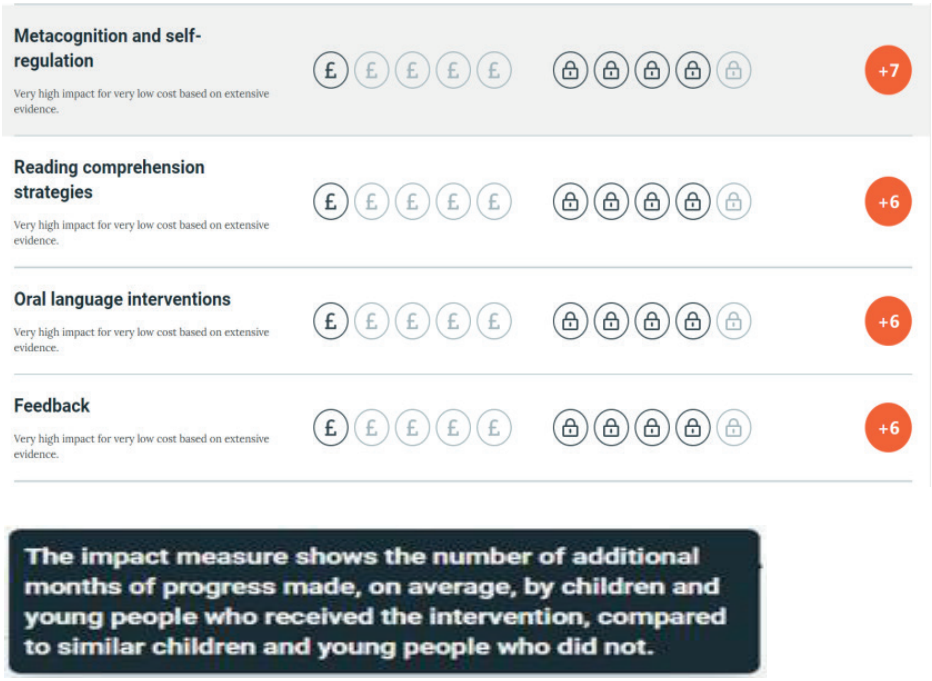
One of our key priorities as a school has been the importance of challenging all of our students. Our first priority is to plan a challenging and enriching curriculum that will ensure every student can achieve and excel. Our second priority is to make sure that there is challenge, pace and full engagement in all lessons. To this end the High Attainers team have delivered key ideas for classroom practice over the past two years in whole school CPD sessions and through the optional 'Teaching to the Top' CPD pathway. A number of activities were chosen as they have been proven to have the most impact on student progress.

The resources in this section can be adapted to suit your subject areas and are designed to challenge students to access the higher levels of mark schemes, but also to think about how they learn and revise, and how this can aid their progress. Many encourage students to effectively self and peer- assess their work in order to develop their understanding of assessment objectives and to address misconceptions that may arise.

Hattie's ranking: Hattie ranks self-reported grades, student self-assessment and feedback generally as having a significant impact on student progress.



The EEF Toolkit ranks these as the top 4 in terms of impact:



Teaching to the Top: Promoting Critical Thinking

The Teaching to the Top masterclass has focused on exploring a variety of methods for stretching and challenging our students. This requires the teacher to aim the lesson to the top, and scaffold down so that all students can access the challenging task. The masterclass this year explored pedagogy and practice linked to the teaching and learning principles, whereas last year the Masterclass focussed on literacy, problem solving and subject mastery. The focus has been extended to examine the value that considered questioning and classroom discussion can have on providing challenge and improving student progress.

In this Teaching to the Top section we have focused on three possible ideas for classroom practice: Socratic Circles, Teaching Triads and Gallery Critique, as well as revisiting the clear explanation work linked to 'thinking like a specialist' through training students to use scholarly works. These techniques were chosen as a result of Hattie's scores regarding class discussion and those that promote evaluation and reflection opportunities. These tasks promote critical thinking, which is a core academic skill that teaches students to question or reflect on their own knowledge and information presented to them, as well as their own performance.

The rationale behind linking this thinking to group tasks is that this can be delivered in an engaging and memorable way through group activities. Framing the critique carefully in a way that will support progress of their peers and themselves helps to develop students' ability to learn and progress independently, by recognising excellence and how to get there.

Staff have had the opportunity to adopt and adapt these activities in their classroom and members of the Masterclass requested student feedback to enable them to consider their impact and any future adjustments.

"We believe that every student should have the ***opportunity*** *to* **achieve** *and* **excel.**

At Samuel Whitbread High Attainment, ambition and aspiration are celebrated.

Students are encouraged to challenge themselves in every aspect of school life".

STRATEGY

1 Peer And Self-Assessment

The skill of drafting and redrafting is key for students to be able to identify any misconceptions and modify them before submitting their draft or version to the teacher. Adding in steps where students are given support to check their work and the work of their peers will develop critical thinking skills and make them more reflective learners.

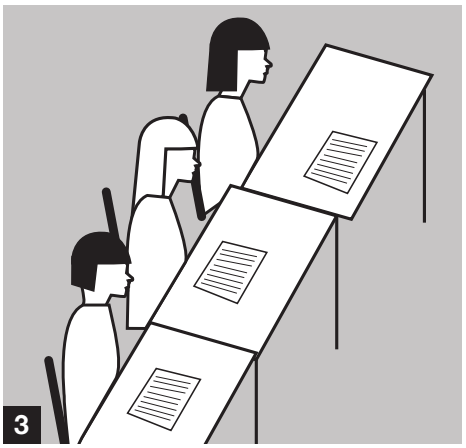
Select the assessment

Choose an exam question and the related mark scheme.

To refine this the teacher can choose a specific skill required in this assessment type.

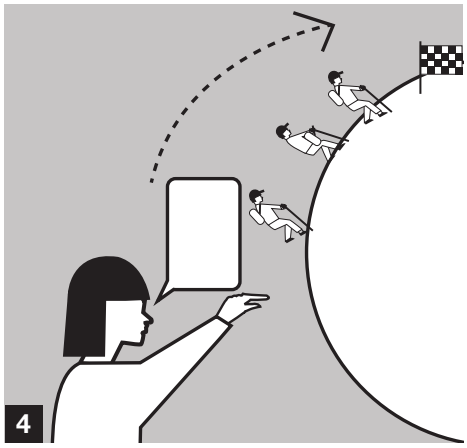
Break down the assessment objectives

Read through the mark scheme with the students. Simplify the mark scheme, or the element of the mark scheme that the students will be working on that lesson. Ensure students annotate.



Write the assessment

Students complete the assessment, or element of the assessment under timed conditions. Display a timer. For scaffolding, a framework can be provided such as PEEL, key vocabulary or sentence starters.



Self and peer assessment

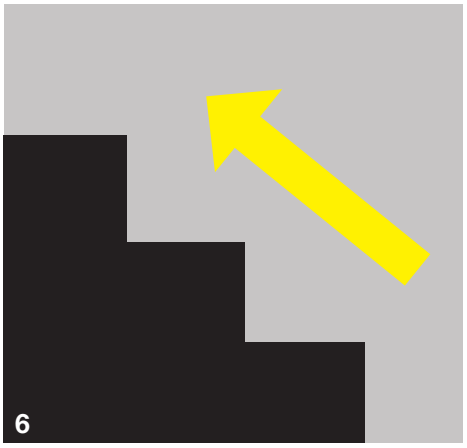
Firstly, key elements of the mark scheme should be highlighted in different colours to self-assess. Students should create a clear AO key. Model this under a visualiser first.

The work is then swapped with a peer who assigns a mark and writes a WWW and EBI comment using the student created descriptors.

Model Feedback and address misconceptions

The teacher uses a visualiser to provide additional feedback using examples of students' work and marking.

This is to check student understanding of the skill, mark scheme and requirements of the assessment. The teacher uses this opportunity to address class misconceptions and uses WAGOLL (what a good one looks like) to help students progress.



Improvement Time

Students should be given time to improve their response and additional teacher feedback should follow once the cycle has been repeated.

Example of resources:

The mark scheme is simplified by the students. after writing a response they were asked to self and peer-assess. Using a visualiser, teacher feedback and modelling followed which addressed misconceptions. Students were asked to improve the work BEFORE the teacher assessed it.

Section B - Paper 2, Option 2H.1: The USA, c1920-55: boom, bust and recovery (A2 Mark Scheme)

	L1 (1-3)	L2 (4-7)	L3 (8-12)	L4 (13-16)	L5 (17-20)
Analysis	Simple or generalised statements are made about the topic.	There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.	There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.	Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.	Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.
Knowledge	Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.	Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.	Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.	Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.	Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.
Judgement	The overall judgement is missing or asserted.	An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.	Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.	Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.	Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.
Organisation	There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.	The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.	The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.	The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.	The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Task 2: Writing the paragraph

This focus on evaluation came from analysis of common features of Level 5 / top scoring answers

- We also used PEELE to shape our paragraphs
- Point
- Examples with Explanations
- Link to question / judgement
- ***Explain why this is your judgement – 'I agree to a large extent BECAUSE…'***

NOTE: consider why this is more or less important than the factor in the question

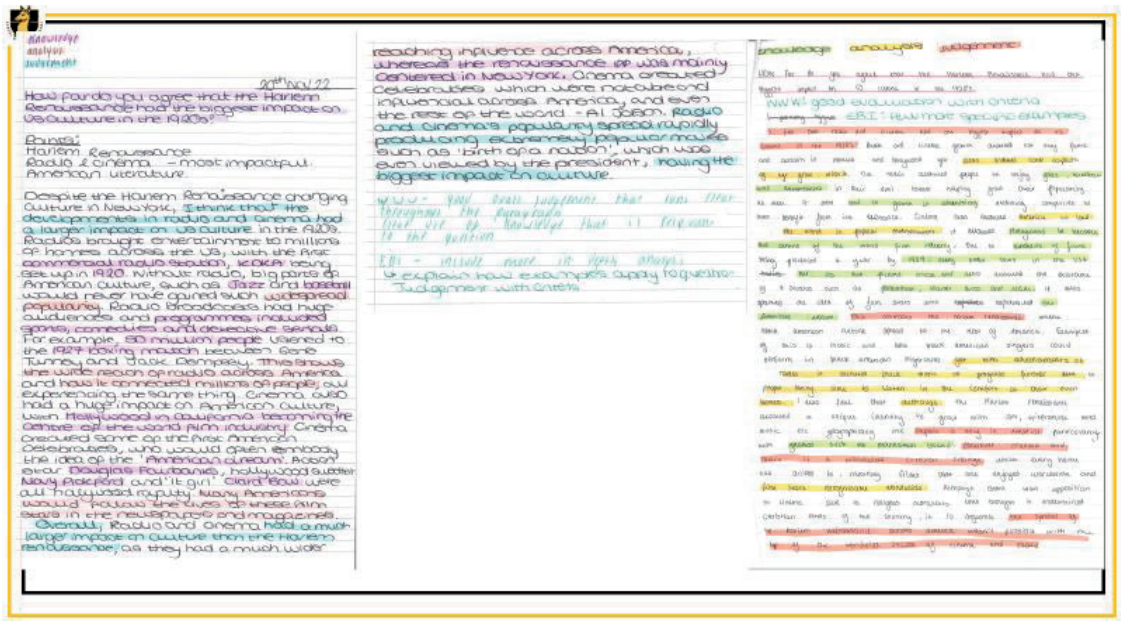
Task 3: Feedback, misconceptions and WAGOLL

- Students were asked to highlight each other's work and then mark it out of 3. They then fed back to their peer WWW and EBI comments that came from this reduced and simplified mark scheme.
- They then improved their paragraph, some could be used as WAGOLL. This not only highlighted to me how well they can write, but also how well they understood what was being asked of them. I can also address misconceptions.

Was the self and peer assessment effective for students?

Student Mark Scheme

1. A few specific examples; little analysis / more description; judgment with no explanation.
2. Good specific examples; some analysis linking to the question; judgment with some explanation
3. Use of wide ranging key terms and specific examples; sustained analysis, all example clearly linked to the question; clear judgement explained using valid criteria for their EVALUATION



STRATEGY

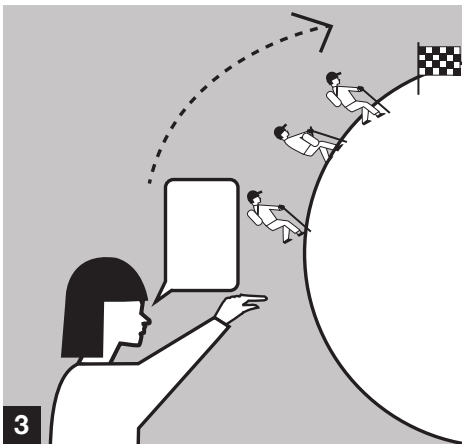
2 Exam Wrappers

This is a form of meta-cognition at its best. Asking students to reflect on their learning before and after assessments allows them to understand the importance of effective revision, having the right attitude towards their studies and to consider what improvements they can make to ensure they are prepared for future mocks and assessments.

Create the Exam Wrapper template.

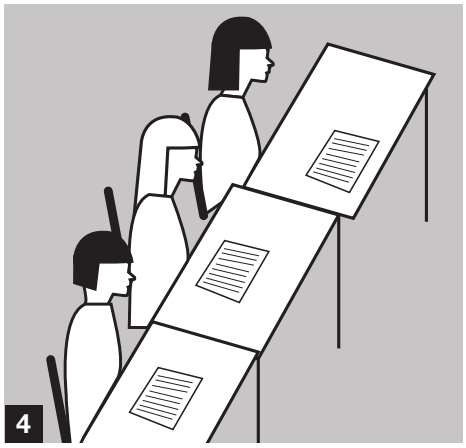
Model and complete the pre-assessment exam wrapper

Students complete the pre-assessment exam wrapper. This asks them to consider their revision techniques and self-evaluate their understanding of the knowledge and skills required, as well as the assessment objectives.



Reflect and React

The teacher and student reflect together on the student's preparation for the assessment. Effective support is put in place before assessments and the results of the pre-assessment are used by the teacher and student to adjust teaching and revision practise to improve their preparation.

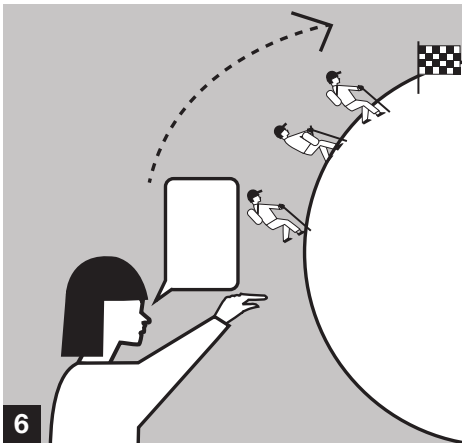


Assessment

Students complete the assessment.

Complete the post-assessment exam wrapper

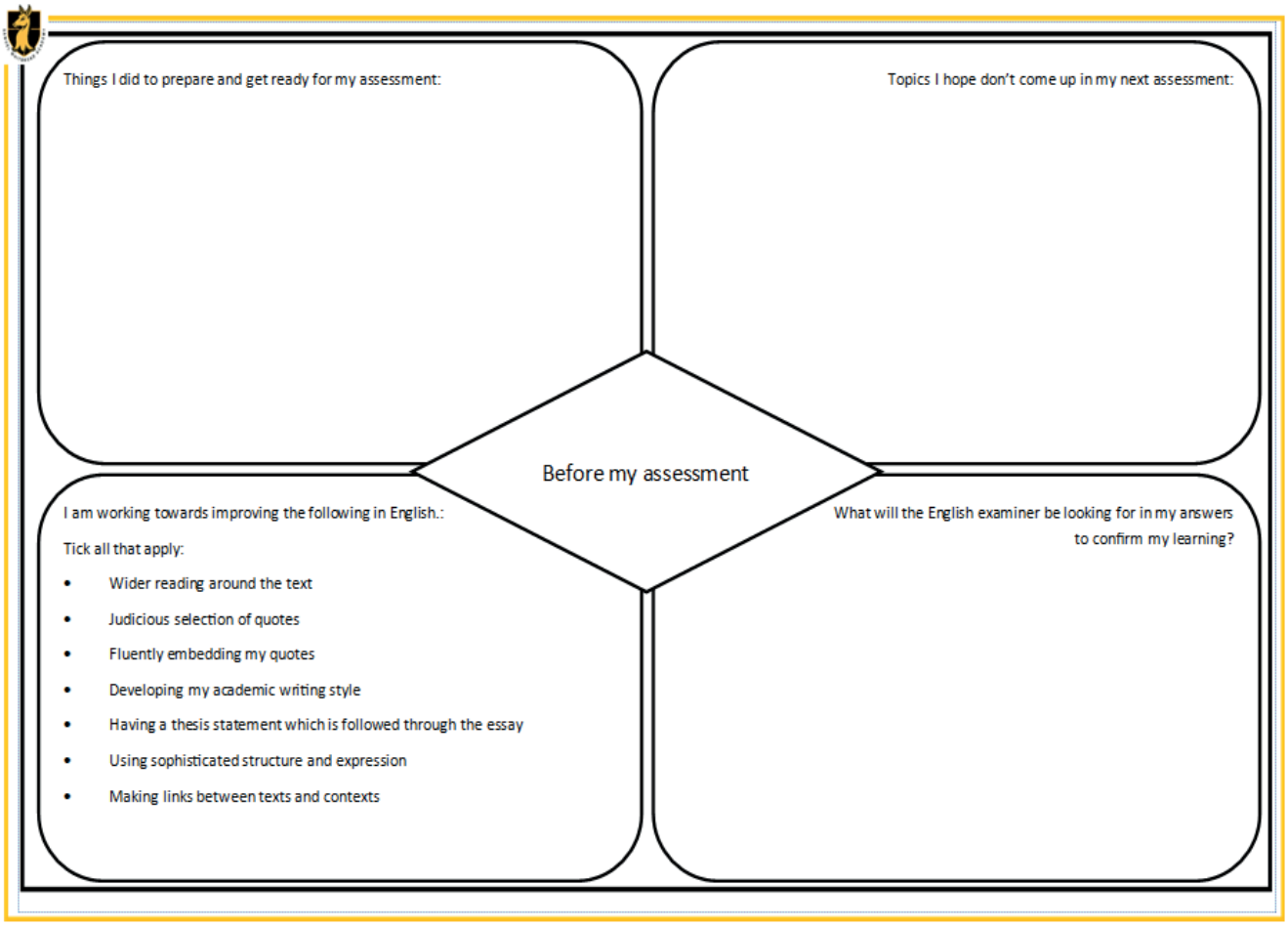
Students complete the post exam wrapper. They react to how the assessment went through an emoji face and add three key words to describe it. Students are then required to self-evaluate (WWW & EBI). They should note topics / skills they found difficult and think about how they will improve next time.

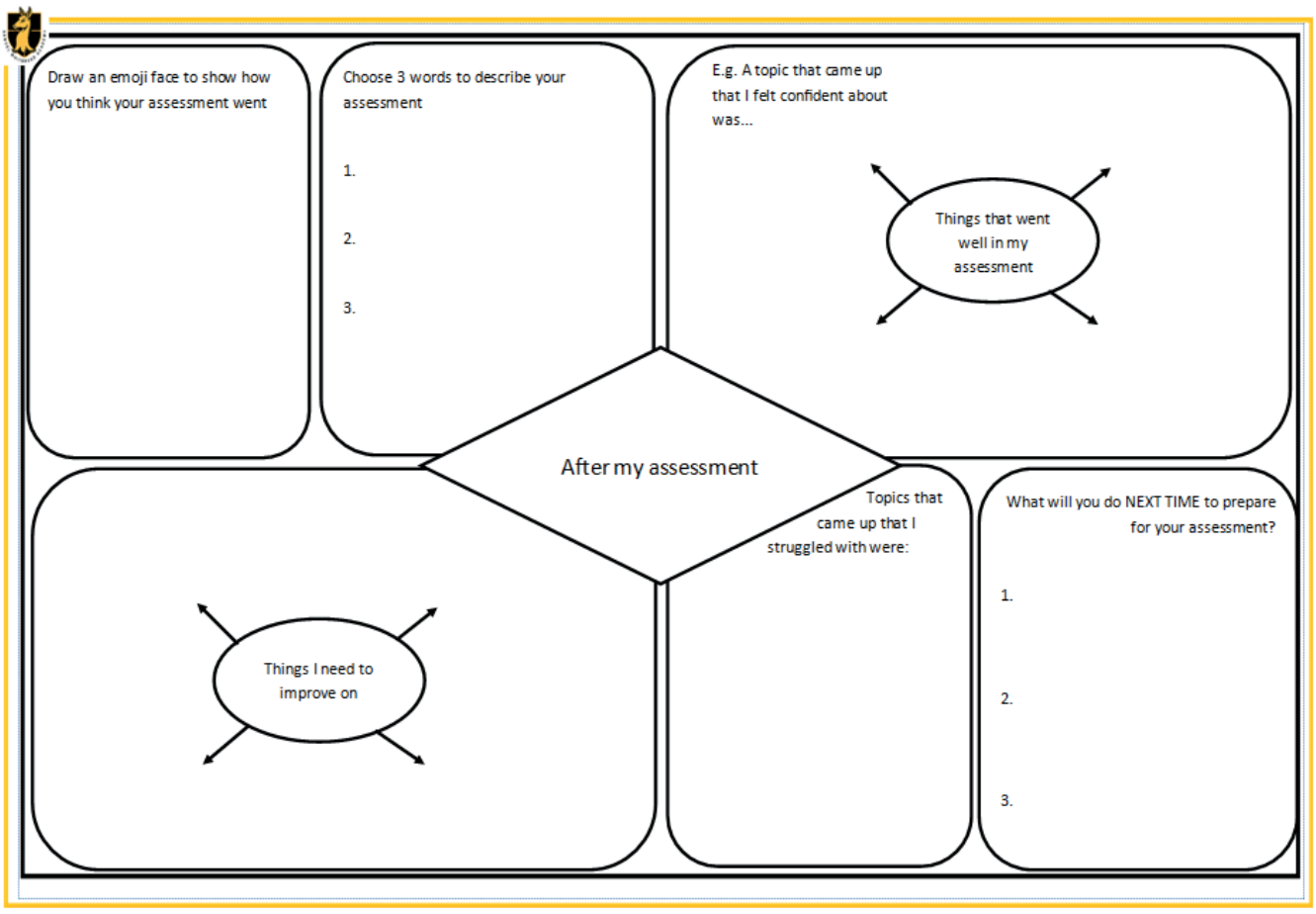


Reflect and React

The teacher and student reflect together on the student's performance. Effective support is agreed. The results of the post-assessment exam wrapper are used by the teacher and student to adjust teaching and revision practise to improve their performance.

Example of resources: Version used in English





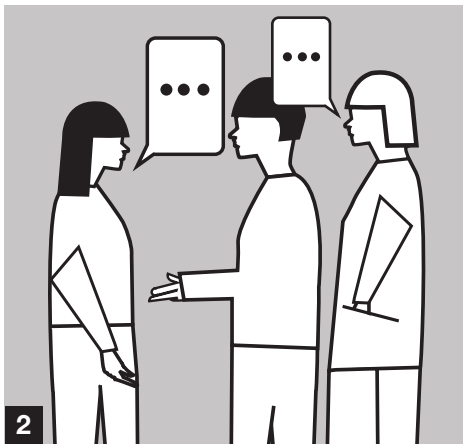
STRATEGY

3 Talking Triads

Oracy is a key focus for Samuel Whitbread Academy. Using Talking Triads can make talk in the classroom purposeful and focused. This is an example from History who use Talking Triads to excellent effect. Using prompt questions enhances the quality of discussion and feedback, scaffolding this raises expectations and develops students ability to communicate ideas with fluency.

Establish the Roles

The class is divided into mixed ability groups of three. Some groups are HA based to use as an exemplar. Students are assigned a role as speaker, questioner or recorder. The speaker answers the evaluative question. The questioner prompts and seeks clarification, further depth or clearer explanation. The recorder makes notes and provides a report at the end of the conversation. Expectations of evaluation, depth of answer and clear judgement are established.

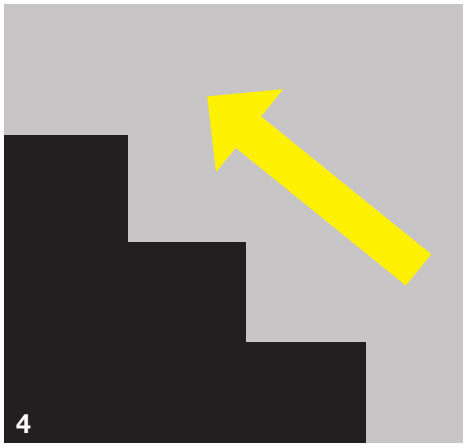


Preparation: Setting the Question

An evaluative question, based on a topic recently covered in class, is set for students to prepare their talk on. Students are then given 10 minutes to prepare for their role. The speaker prepares their talk. The questioner prepares questions. A list of questions is created by the class, and a pre-prepared set of questions is provided as scaffolding if required. A list of possible criteria for evaluation is considered.

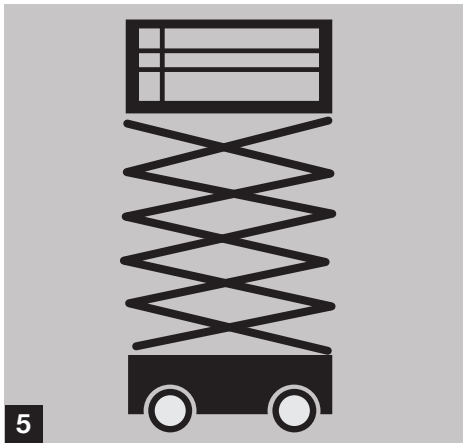
The Speaker

The speaker is asked to present their information. They are given a time limit of 3 minutes for pace and engagement. The questioner needs to think which questions to ask and if there are any further questions whilst listening. The recorder needs to make notes as they listen.



The Questioner

The questioner helps build a fuller picture, or more evaluative answer by asking questions of the speaker. These are scaffolded for some students with model questions. The recorder notes any further information from this task. This section is timed for 3 minutes for pace and engagement.



The Recorder

The recorder reports back what they have learnt on the topic and what was said in response to questions. They answer the question posed using the detail provided by the speaker, including any additional detail.

Feedback and Assessment

The teacher moves around and if they hear good discussion signals for others to listen to the modelled example. The reporter provides feedback to the class. The reporter's comments are used to assess the group for knowledge, analysis and clarity of judgement. The use of criteria can be considered. The essay, or a part of it (such as the conclusion), can then be written by the class.

Example of resources:

TALKING TRIAD: HOW FAR DO AGREE THAT RICHARD WAS A GREAT KING?
AIM: THIS STRATEGY ALLOWS STUDENTS TO EXPLORE A CHOSEN TOPIC IN DETAIL, BUT ALSO TO ANALYSE AND QUESTION THE VIEWS BEING PRESENTED.

Speaker: You will talk for 3 minutes

Questioner: You can then ask questions to get more detail (3 mins)

Recorder: you will then be reporting back

What **questions** could we ask to prompt the speaker?

Can you give me some more detail on that point please?

Can you expand on …… point?

What, when, where, why and who – specific dates, places, order of events

What examples do you have to back up your view?

How can you justify your judgment on this question?

Have you considered the view that…..?

What criteria do you think are most important?

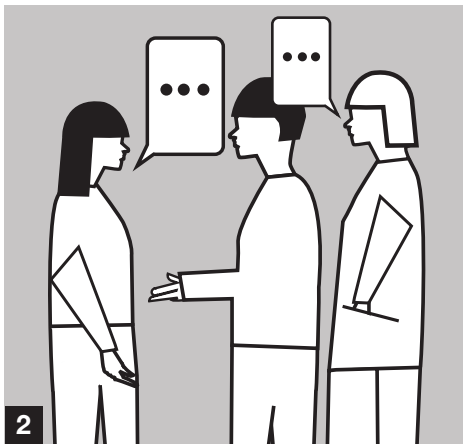
STRATEGY

4 Gallery Critique

Using Gallery Critique can aid students with recall and support them to organise their knowledge as well as aid revision. Here are two examples of how both Food and Philosophy, Religion & Ethics have used this in their classroom and the impact it had on students.

Setting up the Gallery Critique

Prior to the lesson I created a memory clock sectioned worksheet focussed on a theory topic covered in food. The memory clock style sheet serves as a timer for the lesson and shows the students how to progress their knowledge and then apply it to exam contexts.



Task 1: Retrieval practise

Time: 5 minutes

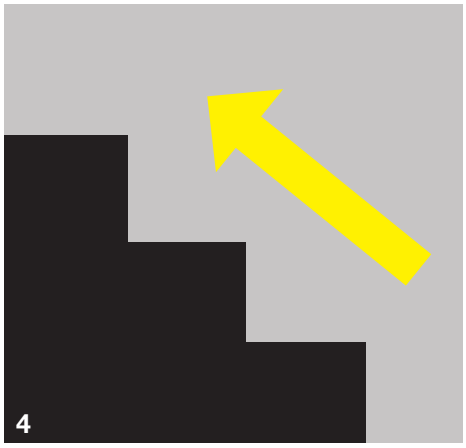
Students retrieved knowledge from the chosen topic of 'nutrition' and wrote down as much information as they could remember. I scaffolded this by providing ideas of what they could include. They worked in pairs for support.

Task 2: Knowledge into context

Time: 5 - 10 mins

Students spent 5-10 minutes reading through a nutrition exam question and planned out their answer using the ideas from task 1 and putting it into the context of an exam question.

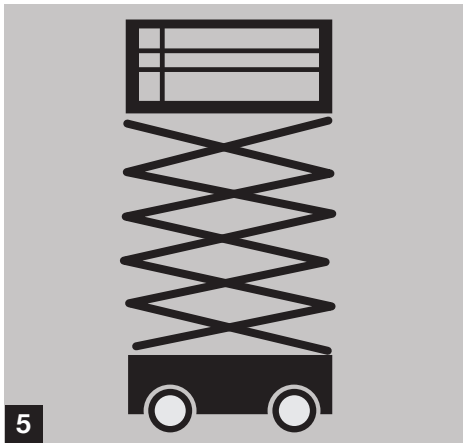
The first time we did this task we planned it together. The second time we did this task they completed this independently.



Task 3: Students apply knowledge to exam questions

Time: 15 minutes

Students answer the exam question using their plans in silence.



Task 4: Demonstrating exemplar to model expected work

Time: 10 minutes

Teacher led exemplar - use the visualiser to model to students how to use the adapted mark scheme and mark the work effectively.

Task 5: Peer assessment and MRI

Time: 15 minutes.

Students peer assessed each other's work using highlighters on the mark scheme to identify where there was clear evidence of the assessment objective. They then filled in a WWW and EBI.

We repeated this task twice so each student received feedback from 2 separate students. Students then completed an MRI and applied the EBI to their work.

Example sheets of resources from Food

Task 1: Write down everything you remember about the following nutrients

Carbohydrates:

Protein:

Saturated Fat:

Calcium:

Iron:

Vitamin A:

Vitamin C:

Vitamin D:

Tip: Include
Functions,
Sources,
Deficiencies,
Excess

Task 2: Read the exam question and plan it out...

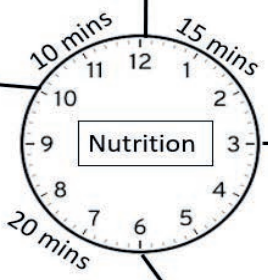
Remember this structure:

1. Read the question
2. Highlight the key words
3. Think about the command word eg. DISCUSS, EXPLAIN. What is it asking you to do?
4. Write a list of things that you will write about (the points you will make)
5. User the question to help you start to write it.

Nutrient	Meal A	Meal B

Task 3: Answer the exam question using your notes to help you.

Remember to include a conclusion!



The Question...

Information about two meals is given below. You should use this information when answering the question that follows.

Table 1

	Choice A: Fish pie with broccoli and carrots		Choice B: Meat pie with roast potatoes	
Ingredients	potatoes, milk, carrot, salmon, cod, broccoli, peas, tomato, flour, cheese, vegetable fat.		beef steak, flour, onion, potatoes, butter, oil, gravy, salt.	
Nutrient	per portion	RI (Reference Intake)	per portion	RI (Reference Intake)
Energy	408.0 kcal	20 %	668.0 kcal	33 %
Protein	31.0 g	68 %	26.0 g	58 %
Carbohydrate	48.0 g	21 %	54.0 g	24 %
Total Sugars	11.0 g	13 %	4.1 g	5 %
Fat	11.0 g	16 %	39.0 g	56 %
Saturated fat	4.0 g	20 %	22.0 g	110 %
Salt	0.5 g	9 %	2.0 g	33 %
Vitamin A	1148.0 µg		398.0 µg	
Vitamin B12	2.5 µg		1.6 µg	
Vitamin C	64 mg		5.9 mg	
Vitamin D	2.6 µg		0.9 µg	
Calcium	266.0 mg		27.0 mg	
Iron	2.7 mg		2.0 mg	

With reference to the ingredients, nutrient content and reference intake for each of the dishes, assess the suitability of each meal for an elderly person.

"The Gallery"

Marks

/ 10

Mark Scheme:

8 - 10 marks	Students have discussed in detail a range of macro and micronutrients and clearly understands the differences between them Students have discussed in detail at least 5 nutrients including the function and source. Students have given a clear reasoning and justified whether the dish is suitable or not for the case study Student has suggested better alternatives for dishes relevant to the case study
4 - 7 marks	Students have discussed in some detail a range of macro and micronutrients and clearly understands the differences between them Students have discussed in detail at least 3 nutrients including the function and source.
1 - 3 marks	Limited discussion on nutrients. Limited reasoning on whether the dish is suitable or not.

Answers can include:

- The differences between macro and micronutrients. (macronutrients are needed in large amounts and include: fat, carbohydrates and protein, Micronutrients are needed in small amount and include: vitamins and minerals)
- Wholemeal sandwich provides: fibre, carbohydrates
- Tuna provides: protein, vitamin D, iron, omega 3
- Cheese provides: fat, calcium, protein
- Tomato provides: vitamin c, vitamin a
- Spinach provides: iron, vitamin a, vitamin c, vitamin k,
- Crisps provide: sodium, carbohydrates, fat
- Orange provides:vitamin c,
- Coke provides: sugar
- Vitamin C - antioxidant, immune system
- Vitamin A - eyesight, growth, antioxidant
- Vitamin B - helps carbohydrates release energy
- Calcium - bone and teeth development
- Protein - growth and repair of muscles, secondary source of energy, immune system
- Fibre - digestion
- Unsaturated fat - lower cholesterol, better for you, keeps you warm, protection, energy
- Saturated Fat - bad in large amounts can cause: obesity, heart disease, type 2 diabetes
- Carbohydrates - slow release energy
- Sugar - quick release energy, bad in large amounts can cause: type 2 diabetes, tooth decay
- Iron - makes the hemoglobin in red blood cells
- Sodium - bad in large amounts can cause: high blood pressure

Any other relevant response

WWW:

EBI:

STRATEGY

4 Gallery Critique

This is the second adaptation of this Walkthru from a Philosophy, Religion & Ethics perspective.

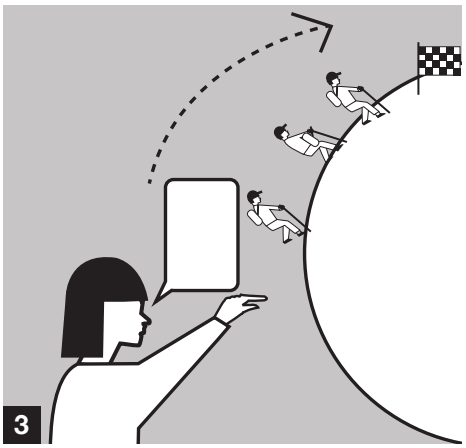
Setting up the Gallery Critique

Prior to the lesson I created a reflection sheet for the mocks – where students focus on marks achieved under the different topic headings. I also created on A3 sheets a scan of previous responses to the same questions (Top, middle and bottom band responses) with a mark scheme and banding for students to peer mark. (By scanning assessment booklets alongside a mark scheme.)

Task 1: Key reflection

Time: 5 minutes

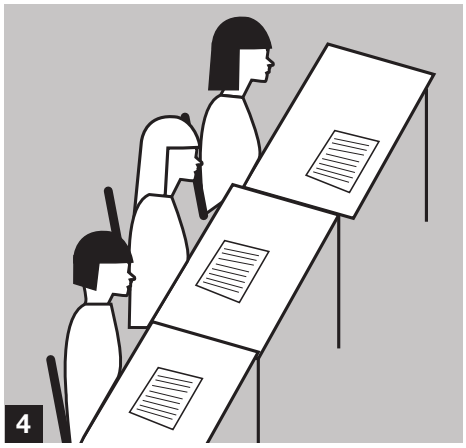
Students looked at their assessments and filled in the reflection sheet first on how they performed in each area and answered key questions about their responses to understand their key areas of improvement.



Task 2: Knowledge into context

Time: 10 minutes

Teacher led exemplar - use the visualiser to model to students how to use the adapted mark scheme and mark the work effectively.



Task 3: Students apply knowledge Time: 20-30 mins

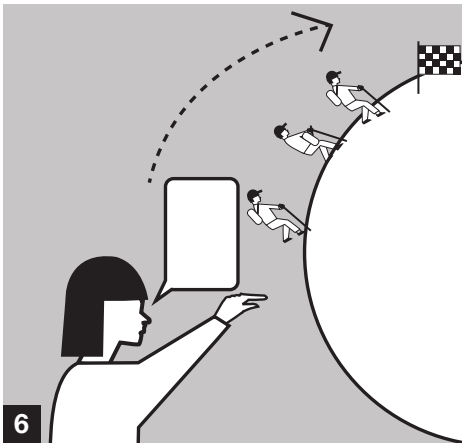
Students spend 5-10 minutes per sheet reading through exam question examples and marking, using their reflections from task 1.

The first time we did this task we planned it together as a class. The second time they completed this independently.

Task 4: Demonstrating exemplar to model expected work

Time: 10 minutes

Students now look at their own assessments and undertake the MRI/Green pen work; making improvements on areas where they lost the most marks.



Task 5: Peer assessment and MRI

Time: 15 minutes.

Students peer assessed each other's work using highlighters on the mark scheme to identify where there was clear evidence of the assessment objective. They then filled in a WWW and EBI.

Example sheets of resources from Philosophy, Religion & Ethics

Write in what marks you got in each question to reflect on whether there was a topic or type of question that you struggled with the most.

Question:	A. (2)	B. (5)	C. (8)	D. (15)	Total:
1. (Relationships)					
2. (Life & Death)					
3. (Good & Evil)					
4. (Human Rights)					

Which topic did you do best in and where did you struggle the most? Why do you think this was?

The first part of the mock /assessment sheet is reflection on where marks where mostly lost; where this is based upon the topic or type of question answered.

Did you use and explain SOW in each 8 and 15 markers? ☐

Did you deal with timings well during this mock? ☐

Did you make clear an understanding of different denominations? **(I.e. Catholics and Anglicans are different denominations of Christianity.)** ☐

Which questions did you lose the most marks on? (E.g. 2B) – Why?

Which questions (If any) did you leave blank? Count up how many marks you lost by missing questions.

	Mark
9	95
8	89
7	80
6	71
5	62
4	52
3	38
2	24
1	9

How many marks were you from the next grade up? How do you plan to get there?

Question:	B. (2)	C. (5)	D. (8)	E. (15)
1. (Relationships)	☐ Did you get 2 marks? ☐ Did you include an example?	☐ Did you do the **purpose** and not just explain religious attitudes to sex? ☐ Did you include 2 paragraphs? ☐ Did you describe and not just list?	☐ Did you include TWO religions/perspectives without repeating any points? ☐ Did you fully explain the attitude?	☐ Did you get 6 marks for SPAG? ☐ Did you include evaluation? ☐ Fully explain at least two different religious perspectives? ☐ Did you include examples?
2. (Life & Death)			☐ Did you include TWO religions/perspectives without repeating any points? ☐ Did you fully explain the attitude?	☐ Did you include the humanist perspective? ☐ Did you include evaluation? ☐ Fully explain at least two different religious perspectives? ☐ Did you answer why life after death is the MOST
3. (Good & Evil)				
4. (Human Rights)	example?	☐ Did you describe and not just list?	attitude?	

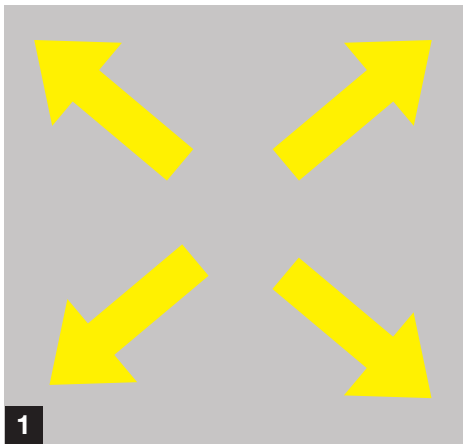
Before students are given their work to improve on (MRI) they are given x3 different 'examples' of responses to the exam questions with a reflection and mark scheme to mark (A top, middle and bottom band response) – this is then used to inform their reflection on what they can improve on within their own assessment materials.

Second part of the reflection sheet is to reflect on the individual questions within the mock and where their misconceptions are based.

STRATEGY

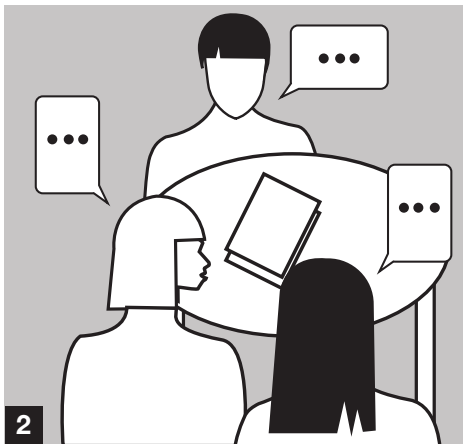
5 Socratic Circle

The Socratic Circle approach is a structured, dialogic and student-driven discussion that takes place with the teacher as a facilitator rather than using a more didactic 'chalk and talk' approach. Here we see the model adapted by Business Studies.



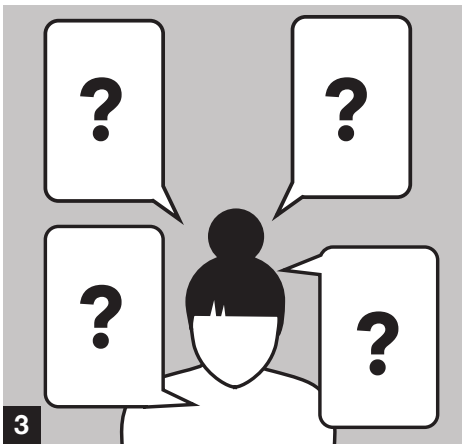
Setting up the Socratic Circle

Prior to the Socratic circle task, I gave all students a Case Study to read through and for them to identify various concepts which apply to specific exams questions.



Task 1: Create the circles and clarify roles

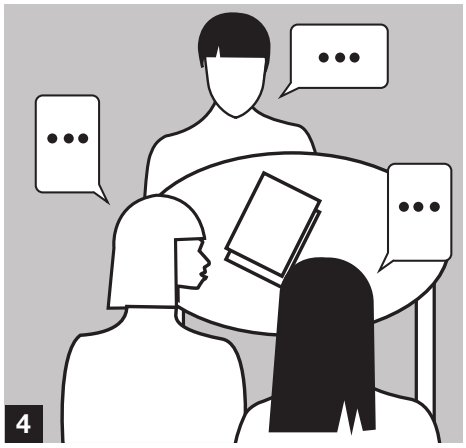
In the lesson the next day the students were divided into two concentric circles: an inner circle and an outer circle.



Task 2: Keeping focus on the answering the question

The inner circle were asked to identify (using black pen) the issues within the case study and explain how they might impact on the performance of the business.

The outer circle was given the same case study with some possible answers to prompt the inner circle if deviating from the main issues being discussed.



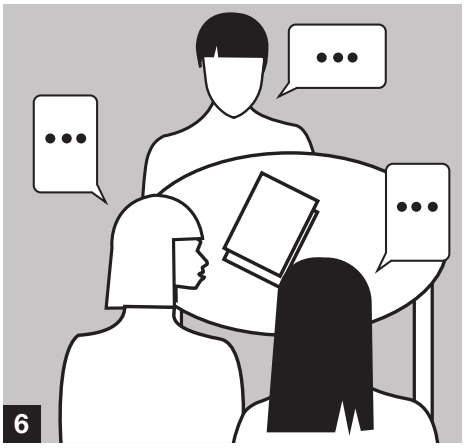
Task 3: Swap roles and apply new understanding

The inner circle swaps with the outer circle to repeat the same task.

Showing awareness of prior observations.

Task 4: Demonstrate new understanding

Each student is then given a case study with no help or possible answers and they independently complete a full exam question worth 44 marks.



Task 5: Peer and Self Assessment and MRI

Students are then able to use their new understanding of the focus of this exam question when self or peer assessing work.

Example sheets of resources:

Question 1

Mark Sheen owns The Roasted Bean, a small chain of coffee shops in Cornwall, and has been in business for 15 years. Over recent years he has noticed the labour market changing, skilled baristas are scarce, and he is struggling to fill vacancies with staff who have the necessary skills. In an increasingly competitive market, Mark is acutely aware of the need to continually meet customers needs as many have sophisticated tastes and customer loyalty is easily changed. Well trained and skilled baristas are an essential part of ensuring the business is successful and remains competitive. However, Mark is concerned he is spending too much time and money training new, unskilled staff.
He currently employs 30 people and has a high labour turnover which he wants to stop. When asked, some employees said they didn't feel valued or part of a team. Many employees are living in Cornwall on a temporary basis and under the age of 25, often still at school or university students.

The products in the coffee shops are fair trade and he is keen to sell more take home products to his customers. Mark has ambitious plans for the business and would like to grow his online retail opportunities to access a wider market.

Trading period	Staff turnover rate	Online sales
Jan-March 2018	15%	£1500
April-June 2018	12%	£2209
July-Sept 2018	25%	£2506

Questions

1. Identify the human resource issues at The Roasted Bean Coffee Shop chain and explain how they might impact on the performance of the business.

What are the issues at The Roasted Bean?

What are the impacts?

Question 2

Mark Sheen owns The Roasted Bean, a small chain of coffee shops in Cornwall, and has been in business for 15 years. Over recent years he has noticed the labour market changing, skilled baristas are scarce, and he is struggling to fill vacancies with staff who have the necessary skills. In an increasingly competitive market, Mark is acutely aware of the need to continually meet customers needs as many have sophisticated tastes and customer loyalty is easily changed. Well trained and skilled baristas are an essential part of ensuring the business is successful and remains competitive. However, Mark is concerned he is spending too much time and money training new, unskilled staff.
He currently employs 30 people and has a high labour turnover which he wants to stop. When asked, some employees said they didn't feel valued or part of a team. Many employees are living in Cornwall on a temporary basis and under the age of 25, often still at school or university students.

The products in the coffee shops are fair trade and he is keen to sell more take home products to his customers. Mark has ambitious plans for the business and would like to grow his online retail opportunities to access a wider market.

Trading period	Staff turnover rate	Online sales
Jan-March 2018	15%	£1500
April-June 2018	12%	£2209
July-Sept 2018	25%	£2506

Questions

2. Suggest how these issues could be resolved, justify your solutions with evidence.

Suggest how these issues could be resolved, justify your solutions with evidence?

Suggest how these issues could be resolved, justify your solutions with evidence?

STRATEGY

5 Socratic Circle

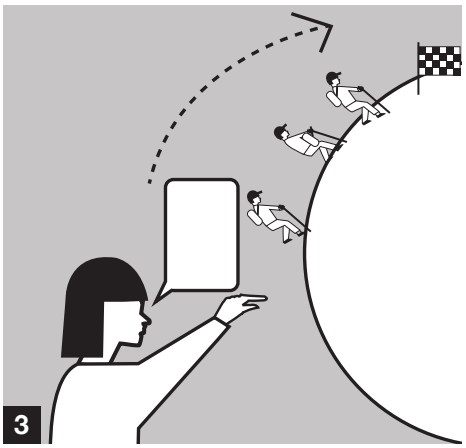
The Socratic Circle approach is a structured, dialogic and student-driven discussion that takes place with the teacher as a facilitator rather than using a more didactic 'chalk and talk' approach. Here we see the model adapted by Science for a GCSE, 6 mark question.

Setting up the Socratic circle

Students are given the 6 mark method question. They read through the question and have time to think, understand and ask questions.

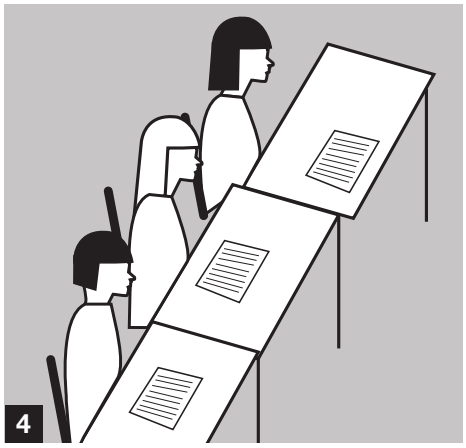
Task 1: allocation of roles within the groups

The students are allocated roles for the discussion. These are displayed on the board and depending on the class, roles can be selected amongst the group, specifically allocated by teacher or randomly allocated by teacher.



Task 2: Modelling the learning

The discussion is role modelled by one group with the teacher prompting/supporting. This is repeated for first 2 steps in the method. This allows all groups to see what they need to do in each role.

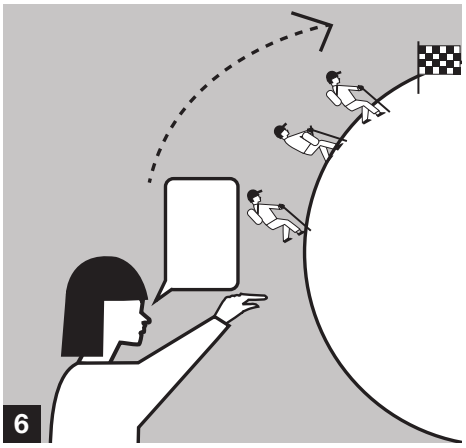


Task 3: Discuss and record

The discussion then takes place with a timer to increase urgency and keep focus. 3 minutes should be enough. The sequencer role also writes the steps down, with additions from other group members, on a WOWO board or piece of paper.

Task 4: Independent practice

Individuals answer the question independently, referencing the shared WOWO board or piece of paper for support.



Assessment

The work is then assessed; this can be by themselves, peers, or the teacher.

STRATEGY

5 Socratic Circle

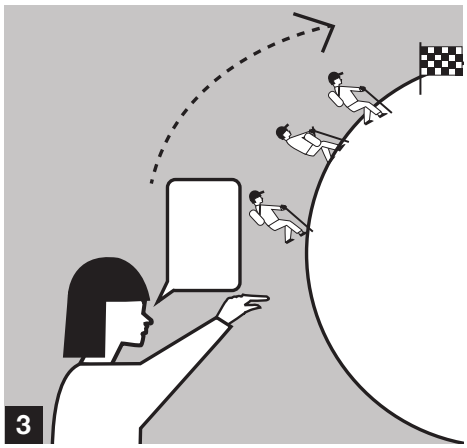
The Socratic Circle approach is a structured, dialogic and student-driven discussion that takes place with the teacher as a facilitator rather than using a more didactic 'chalk and talk' approach. Here we see the model adapted by Science for a A-level essay.

Setting up the Socratic circle

Students are given the essay title and time to consider their first individual ideas.

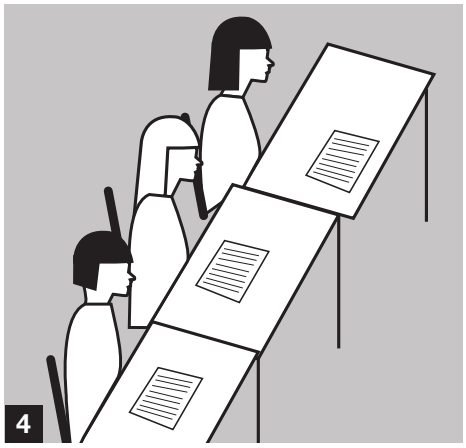
Task 1: Inner circle, outer circle topic identification

The students are arranged in an inner circle and an outer circle. The inner circle discusses for 2 minutes the topics they would include. The outer circle debate which ones are most relevant.



Task 2: Inner circle, outer circle, relevance

The inner circle builds on the identified important topics and talk about how they can link them to the theme of the question. The outer circle builds on this with the inclusion of A level language, discussing which key terms must be included

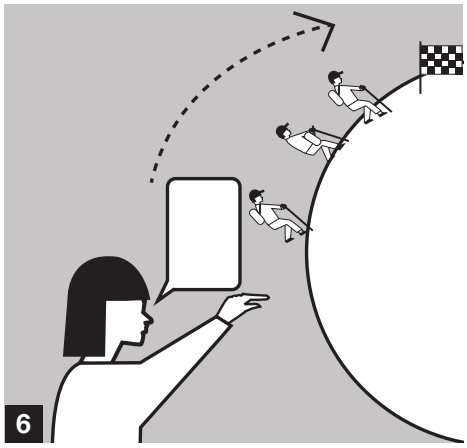


Task 3: Inner circle, outer circle, extra-curricular knowledge

The inner circle discuss what examples might make good links to the essay title; the outer circle research and find the example then share with the group.

Task 4: Independent practice

Individuals plan and write the essay using the framework identified through discussion.



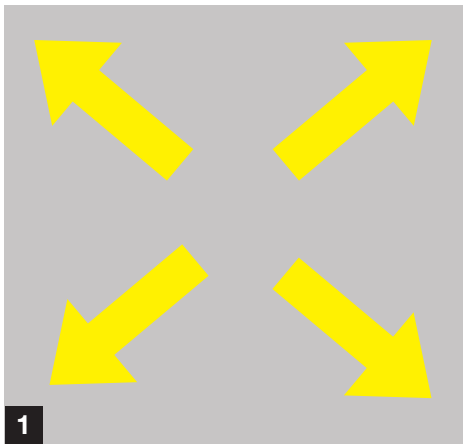
Assessment

The work is then assessed; this can be by themselves, peers, or the teacher.

STRATEGY

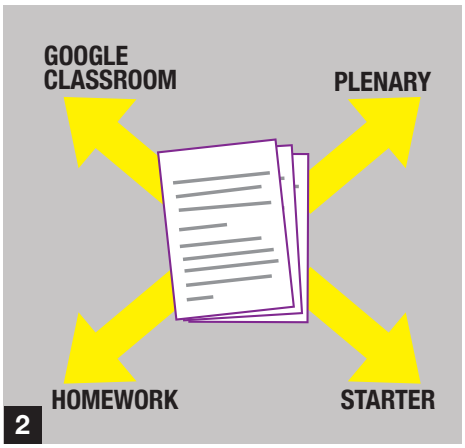
6 Think Like A Specialist

Decoding challenging texts is a key skill across all subjects, in addition, understanding key command words such as explain, explore, discuss can aid students when answering key questions in a lesson. Here, English provide an example of how this can be used as a tool in the classroom.



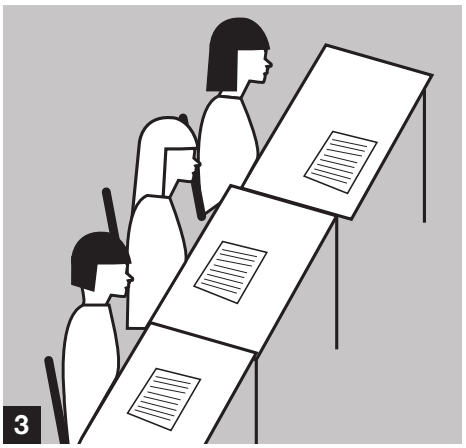
Source the text:

Research academic or critical articles that show a specialism in the subject or topic studied. It could be a more in-depth focus which extends current study.



Define the key terms:

Provide a glossary for any possible unknown vocabulary, inserting meanings to allow the text to be more accessible and clarify any subject specific vocabulary.

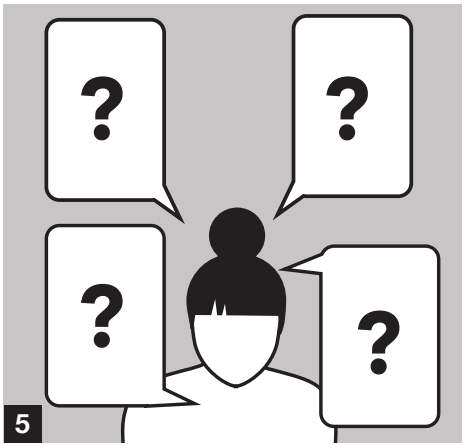


Read aloud:

Ask students to read chunked extracts of the text, ensuring all students are following on their own copies of the texts. You could follow on a visualiser, making notes in the margin to scaffold understanding.

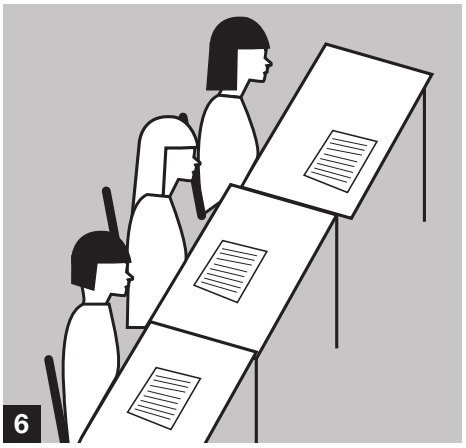
Model responses:

The teacher should model effective reading strategies, pausing to question for understanding and clarifying difficult phrasing or word choice. You could also model comprehension questions and their answers, linking to current study.



Remove scaffolding and question:

Students should now be given the opportunity to independently answer comprehension, analytical or evaluative questions. They should use their subject knowledge and subject skills to apply to this text.



Application:

Use discussion in small groups to illicit links to their current topic, and how they could utilise this academic text in their exam responses. Challenge students to apply this text to the bigger picture of their learning in your subject. This may involve incorporation into an assessment response.

Read like a LINGUIST

Discover the context of the writing	How does the title or the introduction of the text give you clues to help you understand it?
Look for cognates	Can you find words which look and/or mean the same in French/Spanish and English? Be careful of false friends!
Identify the subject of the verb	Who is doing the action? Think of the appropriate pronouns (je, tu, il, elle, on, nous, vous, ils, elles)
Identify the tense of the verb	What time phrases help you identify the tense? What prior knowledge supports you with your understanding?

"One language sets you in a corridor for life. Two languages open every door along the way."

Read like a GEOGRAPHER

Look for key geographical vocabulary	Do you know what all the key terms and concepts mean? How can you improve your understanding?
Interpret data, illustrations and charts carefully	What is the data showing? What can you infer from the data? is it what you would expect based on your geographical knowledge? Is it reliable?
Critique what you have read	Who wrote it? When was it written? Is there bias? Is it a reliable source?
Look for links with things you already know	Where have you heard these words or concepts before? What prior knowledge do you need to fully understand?

"The world cannot be understood without numbers, and it cannot be understood with numbers alone."

Write like an ENGINEER

Documenting Engineering Processes	How can you document the steps and procedures followed in an engineering process? What details and information should be included to allow others to understand and replicate the process?
Communicating Design Concepts	Can you articulate and convey design concepts or ideas? What strategies can you use to describe engineering designs, their features, functions, and rationale? What can you use to enhance the clarity of your written communication?
Writing Project Proposals	How can you develop a persuasive project proposal, including the problem statement, objectives, methodology, and expected outcomes? What evidence or research can you provide to support?
Evaluating Engineering Solutions	Can you evaluate engineering solutions based on given criteria or design specifications? What criteria can you use to judge the effectiveness, efficiency, and safety? Can you identify areas for improvement, suggesting modifications, or proposing alternative approaches?

"Science can amuse and fascinate us all, but it is engineering that changes the world."

Write like a MATHEMATICIAN

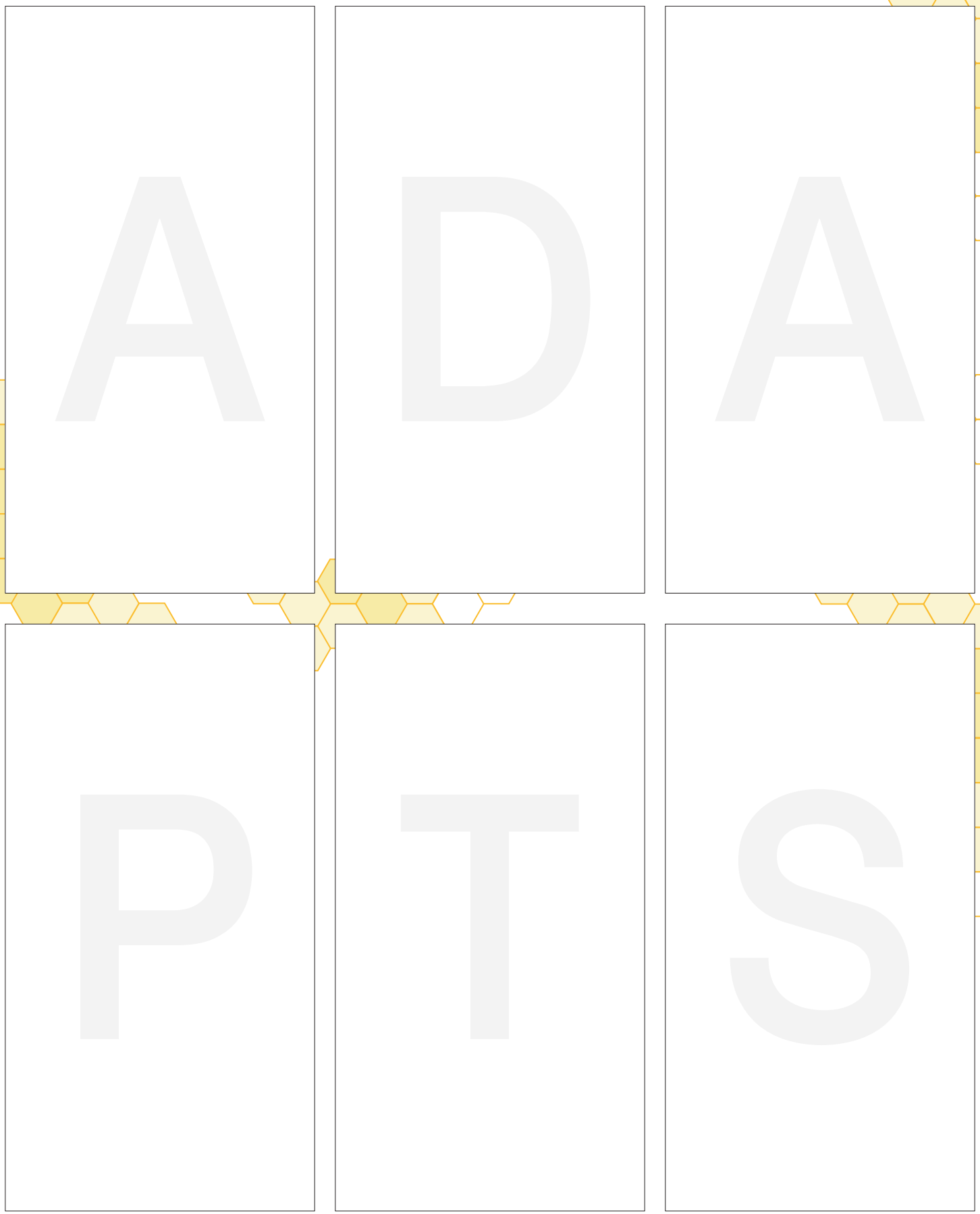
Solving Mathematical Problems	How can you present your mathematical problem-solving process clearly and logically? What steps or strategies can you use to solve mathematical problems efficiently?
Checking your working out and final answer	Have you used a calculator to cross-check your answers, especially for complex calculations or equations? Can you explain the steps involved in using a calculator to check your work and ensure consistency with your calculated answers?
Clearly Displaying Data	How can you ensure that the axis of graphs or diagrams are clearly labelled with appropriate units and scale? Have you included a key when representing multiple categories in a graph?
Justifying Mathematical Reasoning	How can you provide logical and coherent explanations? What mathematical properties, theorems, or rules can you apply to justify your steps and conclusions?

"Do not worry about your difficulties in Mathematics. I can assure you mine are still greater."

Teacher: **Class:**

Subject:

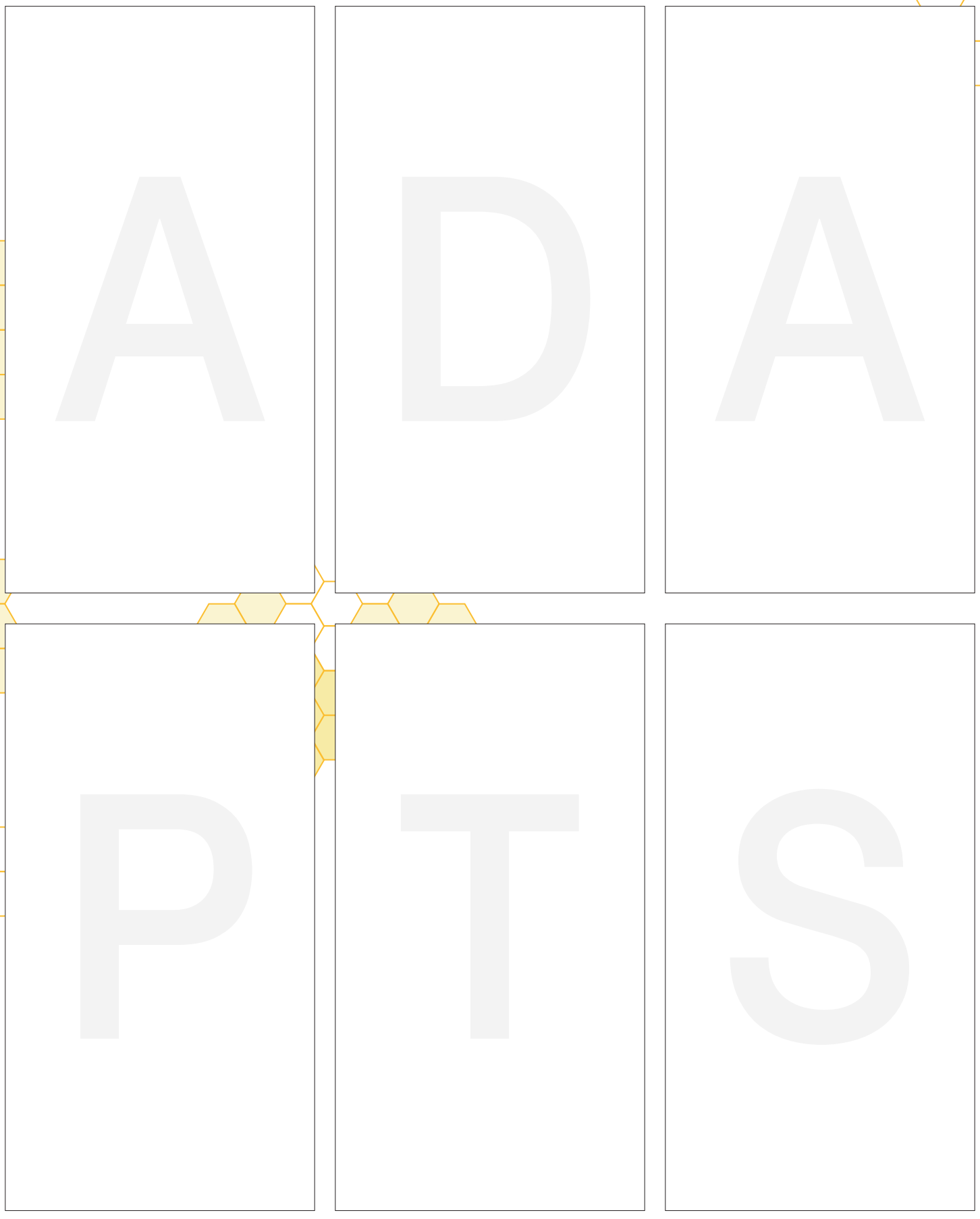
Title:



Teacher: **Class:**

Subject:

Title:



TRACKING MY IMPROVEMENT

"Every teacher needs to improve, not because they are not good enough, but because they can be even better."

Dylan Wiliam

Samuel Whitbread Academy stands by its mantra "To Improve, Not Prove". All activities are designed with this at the very heart because we believe every staff member has the capacity and the desire to improve their pedagogy and practice.

The following activities enable our thread of improvement to run throughout the Academy:
- Curriculum Reviews (completed annually)
- Peer Observations
- Book Carousels
- Department Development Plans
- Appraisal Objectives
- Learning Walks
- Whole School CPD
- Subject Specific CPD
- Bi-annual Self Evaluation
- The Anthecology
- Iris Connect
- Subscription To The National College
- Coaching Partners
- SLT Secondments

This section of The Anthecology enables you to track your improvement and reflection activities which in turn should improve the quality of appraisal conversations and allow you to discuss your evidence and actions with ease; as well as, shape your contributions and discussions regarding the Department Development Plan.

CPD Log

Whilst The National College platform and SmartLog records any CPD you have undertaken, please use the below space to record any relevant CPD activities undertaken, including subject specific CPD.

CPD Title	Date Completed	Key Learning Summary

Peer Observations

The Academy believes that sharing best practice and being able to discuss transparently areas for improvement leads to trust and inevitable better classroom practice. Collaboration has always been at the heart of Samuel Whitbread Academy's improvement journey and this is embodied by the peer observation programme.

The Inset Day calendared in July will be redistributed over the course of the academic calendar to enable all staff to pair up with a colleague and undertake meaningful collaborative work. The aim of these hours is to reflect and evaluate on your pedagogy and practice linked to our Teaching & Learning Principles and identify an area for improvement. Over the course of the year, you should discuss, research, jointly plan and observe each other, receiving clear and impactful feedback.

There is no set time for these activities to be undertaken. As a pair you should discuss and agree when the best times would be and notes should be recorded below.

Peer Observation Partner (insert name):

Initial Discussion and Principle Identified	Date	Agreed Actions
On-going Discussion / Research	**Date**	**Agreed Actions (for example joint planning / lesson observation)**
Lesson Observation Focus	**Date**	**Agreed Actions (specifics of what is being looked at)**
On-going Discussion / Research	**Date**	**Agreed Actions**

Appraisal

At Samuel Whitbread Academy, the appraisal process is designed to develop and improve your practice. Improvement activities listed at the start of this section provide departments and individuals with feedback, which in turn informs appraisal targets for the following year. By particpating in these activities you automatically gather appropriate evidence for your appraisal ensuring that your improvement journey is not disjointed and activities are not completed in isolation.

This space is available for you to note anything to support with the completion of your appraisal objectives. Jot down information that would be useful to add to your appraisal document during the calendared Mid year review fortnight or calendared appraisal meeting times.

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