

**TEACHING
& LEARNING
HANDBOOK**

Issue 9



ANTHECOLOGY 2024



*“There are teachers
who without much fanfare
take the students who
others say “can’t”
- can’t read great literature,
can’t do algebra or calculus,
can’t and don’t want to learn
- and turn them into
scholars who can.”*

Doug Lemov, Teach Like a Champion 2.0

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Welcome

‘To improve, not prove’ continues to be our driving objective for our ongoing professional development and teaching improvements. We will strive to embed our five Teaching and Learning Principles in the classroom to increase engagement and improve outcomes. Our work on embedding consistent and predictable routines aims to develop student behaviours and a purposeful classroom environment.

Underpinning all our work is tried and tested research, in particular the publications of Doug Lemov and Peps Mccrea, whose research will lay the foundation of our CPDL this academic year.

The goal of our 2024 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 StepThrus, but more importantly have the opportunity to put this into practice and reflect appropriately.

Changed Format:

We have tweaked The Anthecology format as we want our CPDL and produced materials to align with our new learning ladder. 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 CPDL has a clear purpose and triangulates with other processes throughout the academic year, including appraisal and subject specific CPDL. It should not be a stand alone document but an integrated part of our professional learning and evaluation.

SWA Teaching & Learning Policy

Vision

Samuel Whitbread Academy's vision is to ensure all students will become the BEST that they can be.

Aim

We aim for our teaching and learning to provide all students with the opportunities to achieve and excel.

Quality First Teaching

In order to achieve our vision, our shared goal is to ensure 'Quality First Teaching', enabling inclusion by design in our 'open door' classrooms. Although this does not apply to the physical opening of classroom doors, it applies to the practice of welcoming visitors to classrooms.

Consistent Quality First Teaching at Samuel Whitbread Academy is underpinned by our 'Teaching & Learning Ladder' and achieved through the implementation of:

- 1. Literacy-rich, well sequenced curriculum**, supported by expert teachers and guided towards mastery.
- 2. Habitual routines and high expectations** through our SWA Rituals which lead to exemplary behaviour and learning:
 - a. explicit and consistent expectations via structured entry and exit routines.
 - b. crafted seating plans on Edulink to maximise learning.
 - c. insisting students take PRIDE in their own learning and work.
 - d. promoting effective behaviour for learning through use of the Behaviour Toolkit and SLANT.
- 3. Effective, well planned lessons** informed by our five Teaching & Learning Principles and structured around our **Teaching and Learning Ladder**.
 - a. deliberate Practice (Retrieval and Independent)
 - b. clear Explanation
 - c. modelling and Scaffolding
 - d. questioning and Discussion
 - e. assessment and Feedback
- 4. Evidence informed research** based on Rosenshine's Principles of Instruction and supported by engagement with recent publications, such as 'Teach Like a Champion' and 'Walkthrus'.
- 5. Prompt intervention** based upon formative and summative assessment to ensure all students achieve and excel.
- 6. Adaptive teaching** to ensure the needs of all students are met. This includes close working relationships between Learning Support Assistants and teachers

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 Teaching & Learning Policy 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

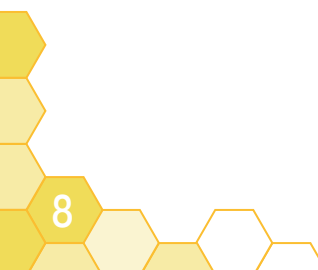
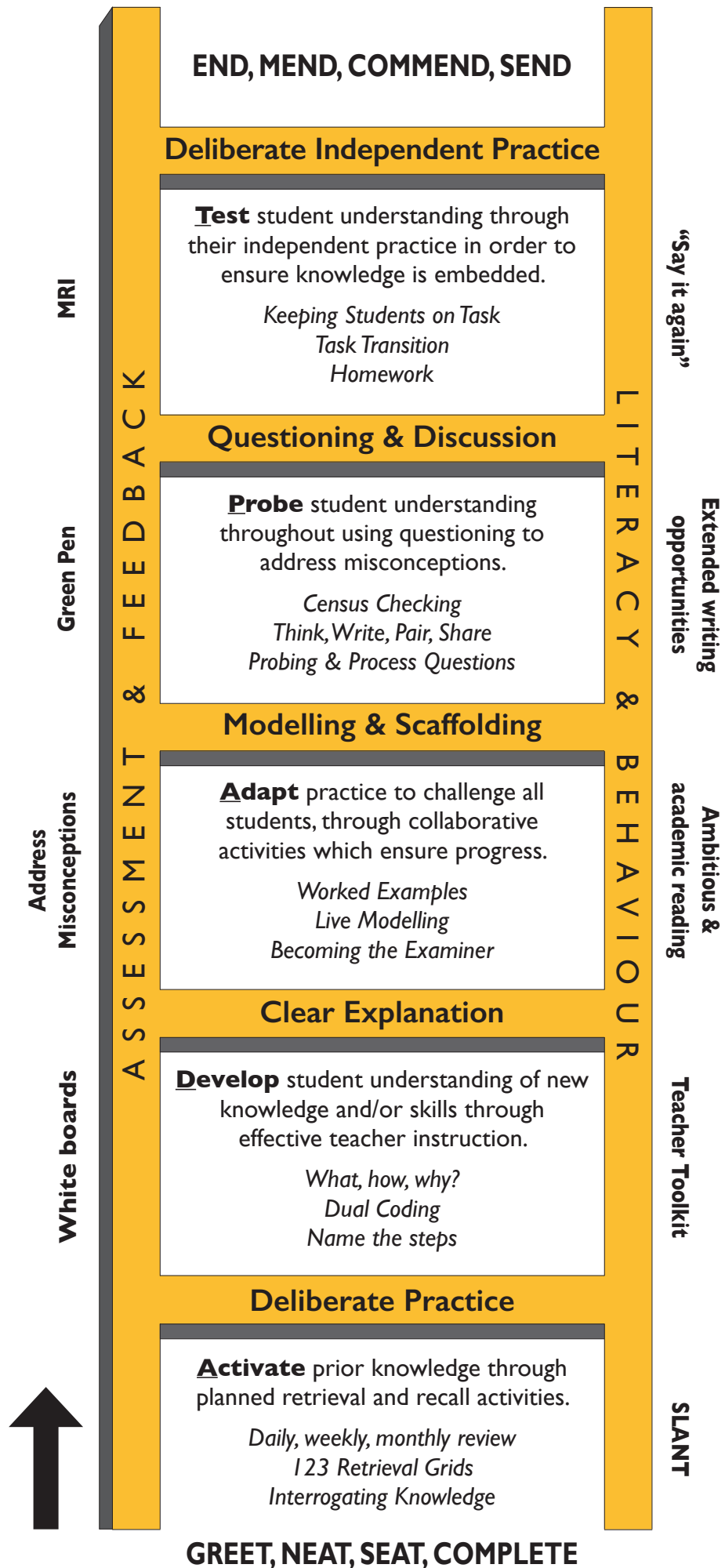
Subject Specialists

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 LADDER



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.



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 B I



PRESENTATION OF WORK

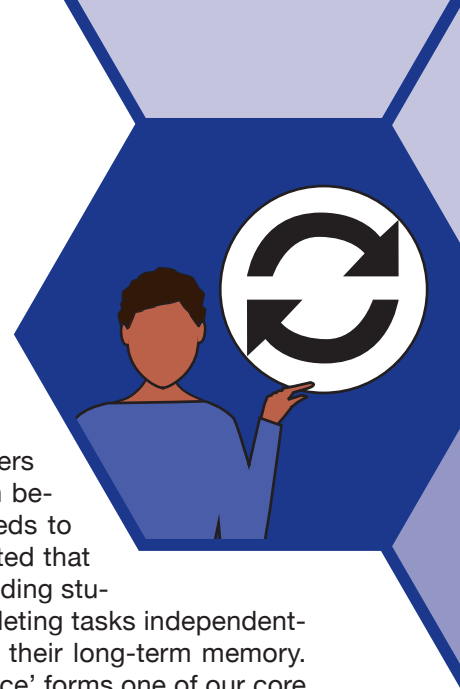
Deliberate Practice



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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.

Learning Ladder Link: At the start of SWA lessons deliberate practice activates prior knowledge through planned retrieval and recall activities.

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.

Rosenshine’s Principles in Action, Sherrington, 2019.



Deliberate Practice: Interrogating Knowledge

Before introducing new knowledge, it is really important that you know what knowledge students have retained from their prior learning. Interrogating knowledge in this way will allow you to see what students know, what is embedded in their memory and what ideas and concepts need to be revisited in subsequent lessons. There is no point introducing new knowledge if the foundation isn't there for students to build on.

STEP 1

PRE-PLANNING

When designing the lesson, think carefully about what knowledge or understanding students will be learning.

- Ask yourself the question: What topics/ideas/concepts have they already covered which links to the new learning?
- What do students need to know which will help them make connections and help them gain a depth of understanding?

For example: In English we look at the concept of 'social responsibility' in 'An Inspector Calls', this is also a key theme in 'A Christmas Carol', therefore, it is important that students understand this concept and how it links to both texts.

STEP 2

DESIGNING THE TASK

The next step is creating a short starter style activity which will allow students to demonstrate what they remember. This could be posed as a series of questions, a retrieval grid, or a quiz. When designing the task, you need to consider how you can ensure all students are engaged and how they can all demonstrate their knowledge. For example, using a mini-whiteboard may be more effective than questioning to gauge the knowledge of the whole class.

Think in particular about your mid-ability quiet learners who may not be as vocal in their responses as more confident students.

STEP 3

IN THE CLASSROOM

As this is a deliberate practice task, this needs to be at the start of the lesson – although it can also be used elsewhere, if there is a change of task or topic in the lesson. It can form part of a 'Do Now' activity which can help establish a clear, structured classroom routine for all learners. As the purpose is to interrogate knowledge, a range of open and closed questions can be posed.

This activity should not dominate the lesson unless it is clear that students have a number of misconceptions about their prior learning. In which case, the learning will need to be revisited.

STEP 4

REVIEW

As students give feedback on the task, consider which students could extend their knowledge and which may need further support.

Once the task is completed, consider how you are going to help those students whose knowledge may not be as strong, to develop their understanding to the required level. This could be as simple as speaking to them during the lesson and asking them about their current understanding. Make a note, by putting a dot next to the seating plan, of who you have interacted with and consider next lesson who you will focus on during this exercise.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

If students are incredibly knowledgeable in this area consider how the knowledge can be extended further or applied to a specific question/context. This will encourage students to develop a thirst for knowledge beyond the specification. Incorporating a homework task around this can be one way of encouraging students to develop their knowledge further.

Deliberate Practice: 1, 2, 3 Retrieval Grids

A specific activity that can be used to interrogate knowledge, is the use of a 1, 2, 3 retrieval grid. In this grid, you can include a range of open and closed questions which are given values of either 1, 2 or 3, the more challenging the task, the more marks it is worth. Students have a short amount of time to get a certain number of total marks, for example, they may aim for 10 marks in total in 10 minutes and they must have answered at least one three-mark question as part of this task.

STEP 1

PRE-PLANNING

When planning the task, think carefully about the range of questions asked. They should reflect the learning from across the curriculum, not just the current topic being studied. They should also encourage students to make links across the subject curriculum and to prior learning.

Aim to use a range of open and closed questions and use Bloom's taxonomy to ensure the tasks range in complexity.

STEP 2

DESIGNING THE TASK

Using a 3x3 or 4x4 grid, or similar, write in the tasks you have decided you use. Colour code the grid, allocating one colour per number e.g. 1 = red, this can help students quickly identify which tasks they need to complete to make up the necessary value. It is important that this task is not a 'busy' task but has been designed to encourage recall and establish the knowledge students have learnt.

STEP 3

IN THE CLASSROOM

As this is a deliberate practice task, this needs to be at the start of the lesson – although it can also be used elsewhere, if there is a change of task or topic in the lesson. It can also be used as a plenary to check student understanding and ensure the necessary learning has occurred.

Explain the task, make the expectations clear in regards to timings and the detail of answers. Whilst students are completing the activities, circulate to ensure sufficient work is being undertaken. It could be at this point, that you use a coloured felt tip to identify those you have checked so you know who to target next time.

STEP 4

REVIEW

Ask students to give feedback on the task. Whilst feedback is happening, ask students to keep their pens in their hands to extend and develop their responses. This can be done in green pen if you wish to check this work is being done.

Use the feedback as an opportunity to extend responses using 'say it again, but better' or to correct any misconceptions.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

As a homework activity, you could ask students to think of the questions and add a compulsory, 'student choice' question which students need to have a go at answering. This should be an open question which requires a longer style of answer rather than a closed question. Giving models may help support students in this activity.





Deliberate Practice:

Daily, Weekly, Monthly Review

A specific activity that can be used to interrogate knowledge is the use of Daily, Weekly, Monthly Review. This is a simple activity to prepare which ensures students recall and apply prior knowledge before new knowledge is introduced during the course of the lesson.

STEP 1

PRE-PLANNING

Consider what prior knowledge students need to recall from the previous lesson, the previous week and the previous month. This should relate to the current learning taking place, for example, if the subject is PRE and the topic is Euthanasia, you might review a definition of Euthanasia from the previous lesson, the concept of sanctity of life as opposed to the quality of life from the previous week and Christian belief from the previous month, this will help students make links in their learning.

STEP 2

DESIGNING THE TASK

The task could be designed as a grid which has Daily/Weekly/Monthly on the top and the big picture topic underneath. Alternatively, it could be designed as a series of questions which focus on prior learning. In order to tackle passivity, designing the task to be answered on mini-whiteboards is one way to ensure whole class engagement and learning. Use a timer on the whiteboard to build pace and ensure student focus.

STEP 3

IN THE CLASSROOM

The task can be displayed as a 'Do Now' task on the board or part way through the lesson to test knowledge before moving on. The activities can be completed either in books or on mini-whiteboards. If asking individual students, consider how you will ensure whole class engagement either through cold calling or by 'bouncing' the question around the class. Using techniques such as 'say it again but better' or encouraging students to develop their answer using 'but, because, so' may ensure the quality of response is high and demonstrates the depth of student understanding.

STEP 4

REVIEW

Once students have given feedback, it is important to see how much knowledge they have retained from their prior learning. If the learning is vital to the lesson about to commence, addressing misconceptions and gaps in knowledge is an important step before introducing new knowledge.

Focusing next lessons 'Do Now' task on this area where there is knowledge deficit will ensure students are given the chance to recap and apply the learning again, helping it to become part of their long term knowledge.

STEP 5

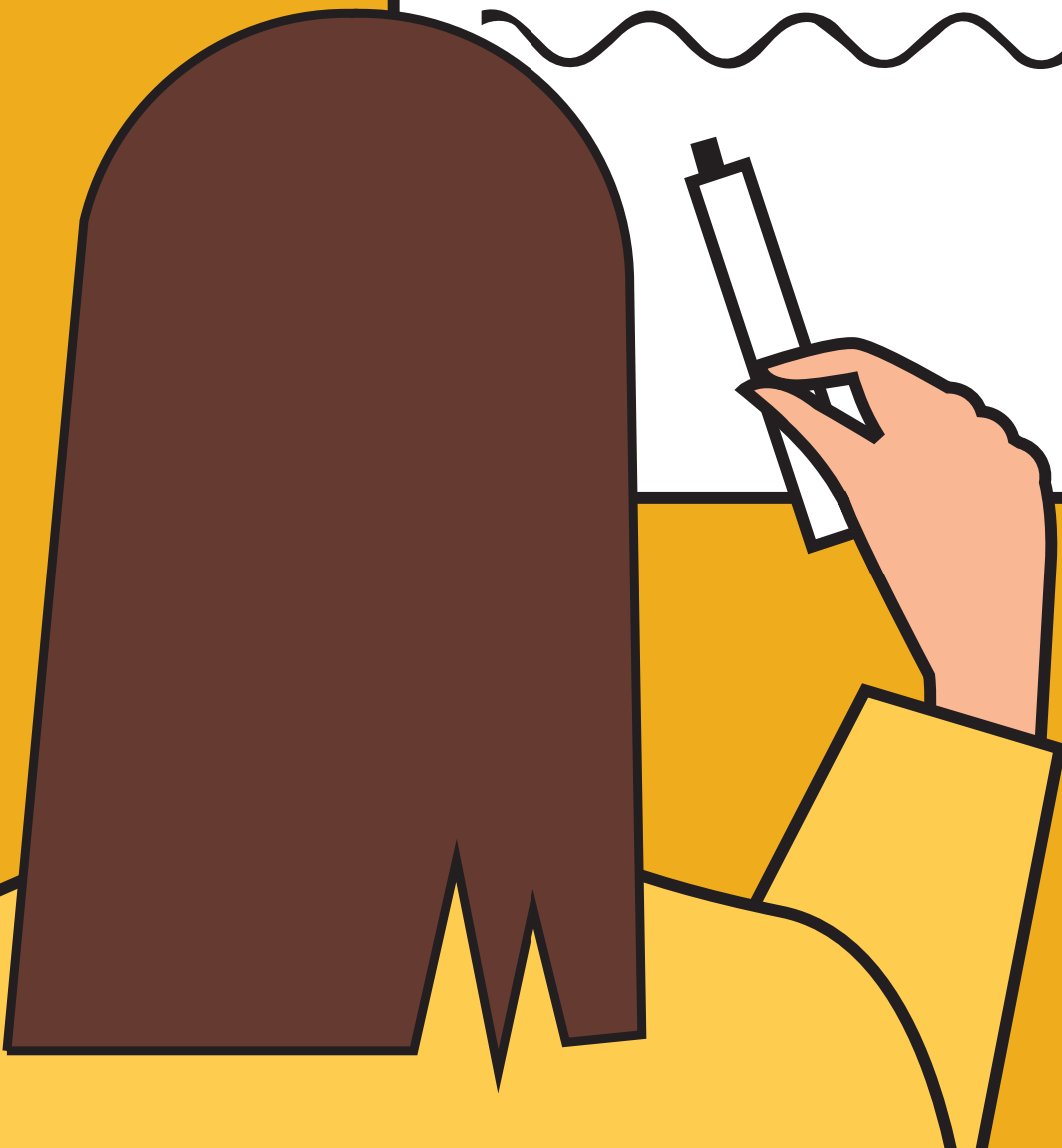
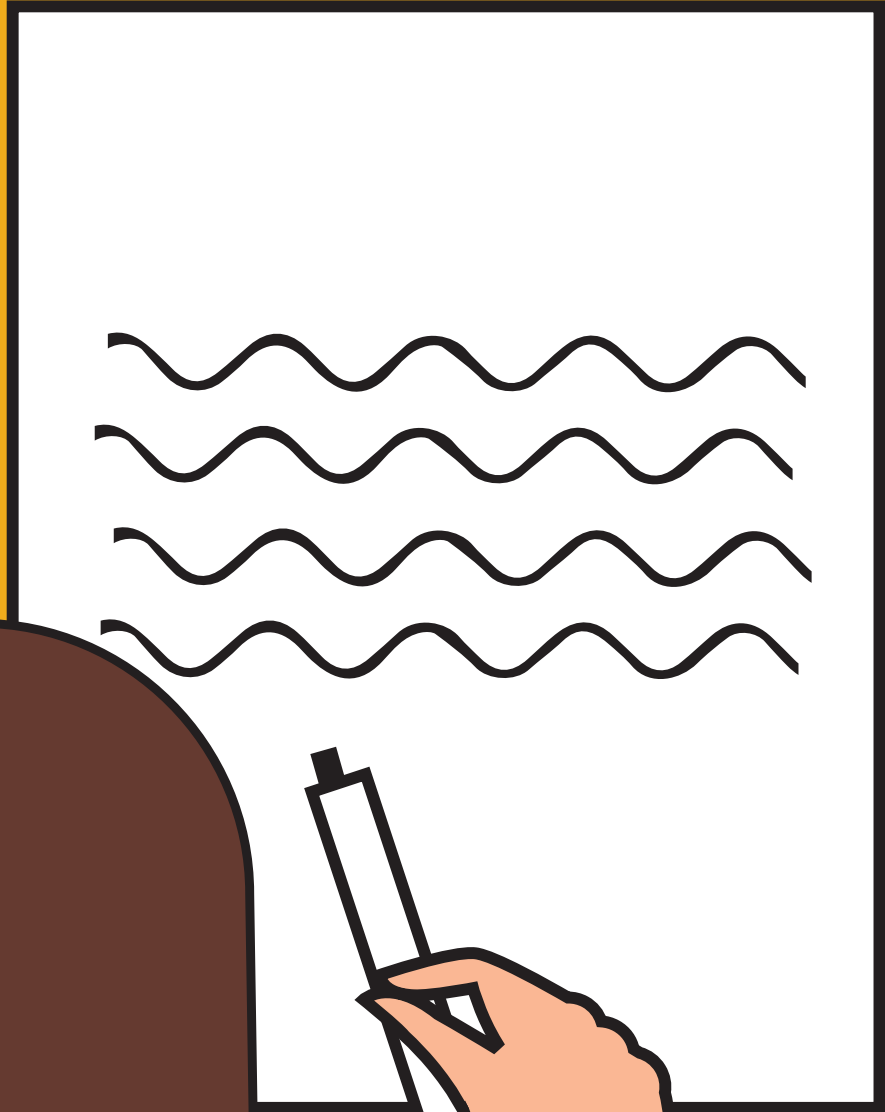
OPPORTUNITIES TO EXTEND THE KNOWLEDGE

If students are clearly confident with their prior learning - encourage them to devise their own questions going forward which are posed to the class as part of a 'Do Now' task or to research a specific area in greater depth and share the findings with other students in the class.

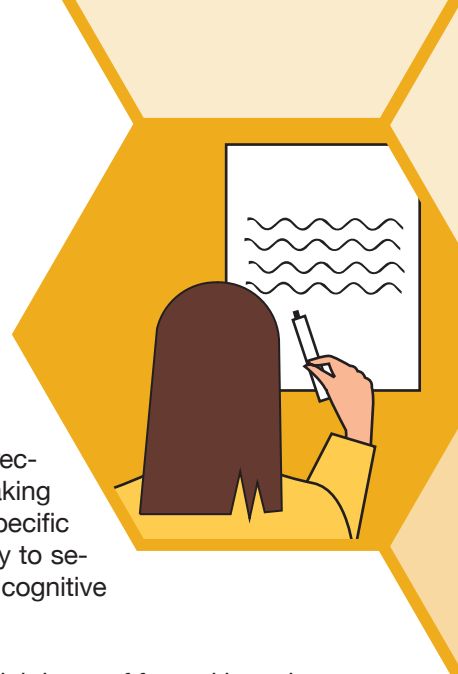
Clear Explanation



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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’ learning. 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.

Learning Ladder Link: During SWA lessons clear explanation will develop student understanding of new knowledge and/or skills through effective teacher instruction.

Strategies to clearly break down procedures to enable students to develop knowledge 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.

Rosenshine’s Principles in Action, Sherrington, 2019.
How Knowledge Helps, Willingham, 2006.
Explanations: Top 10 Teaching Tips, Quigley, 2013.
Made to Stick, Chip and Heath, 2007.
Making Every Lesson Count, Allison and Thorby, 2015.
Imagery and Verbal Processes, Paivio, 1971.

Clear Explanation: What, How, Why

When introducing new knowledge we need to consider the what, how and why. What students need to know, in particular the logical steps to help aid their understanding and memory, especially if new terminology or vocabulary is being introduced. How best to teach this new knowledge in a way all learners can understand and access the learning and lastly, why this is important knowledge and why this will benefit students not just in school but in the world beyond.

STEP 1

PRE-PLANNING

It is important to plan how to best deliver new knowledge to ensure all students can access the learning. Planning a range of examples and ways of explaining the new idea or concept may be necessary as one example may not be sufficient to ensure all learners understand the explanation. It is here that subject knowledge becomes an important factor.

Asking - what do students need to know? How best to explain the concept? Why is this important to know? Are three key questions to ask when planning for this.

STEP 2

DESIGNING THE TASK

This first principle of excellent explanations resides in making what you want to say succinct and clear. When you strip everything away in your lesson plan, ask yourself: what is it that I want my students to learn? Answering this question in a brief and concise way is what it means to find the core of your message.

The working memory model identifies the paths that visual and sound information follow to be different. By enhancing verbal explanations with relevant images, we can expand a student's working memory capacity.

STEP 3

IN THE CLASSROOM

When thinking about the how, using stories can be helpful to illustrate an explanation as these engage the emotions and "tunes-in" a particular part of our brain in a really interesting way. We are wired as human beings for narrative, because of this, it is important to consider if there are stories that you can tell when explaining learning that do not detract from the learning itself.

When considering the why, it is important to put the explanation in context. Students need to understand where this learning fits into the broader concept or into the exam syllabus. It often helps to make links synoptically across the curriculum.

STEP 4

REVIEW

Questions should be used to check students' understanding but also to ensure all students are paying attention. For example, Cold Call does a brilliant job of keeping all students engaged in the lesson. When giving explanations it is vital, we use sporadic questions to check students are paying attention. This is a double-edged sword as too many questions will disrupt the narrative flow. It is best to use a single question when there is a natural break in the explanation, but this is very context-specific so you might want to experiment.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

If you are completing what, how, why as a discussion task, it may help students understanding if you use this same structure when writing paragraphs. Many subjects use PEE as a writing structure, sometimes using What - How -Why can broaden students responses and encourage them to write a detailed explanation based on the class discussion.

Clear Explanation:

Dual Coding

Dual Coding is a strategy used in traditional classroom teaching to improve learner engagement and knowledge retention. It refers to the process of combining visual (image-based) and verbal (language-based) elements to convey information. The theory of Dual Coding was developed by Allan Paivio in 1971, who recognised that the human brain processes knowledge more effectively when multiple sensory modalities are simultaneously engaged. The basis of Paivio's theory is built on the premise that we have two cognitive processing systems – a verbal system that is responsible for processing language and a non-verbal system that deals with image-based information.

STEP 1

PRE-PLANNING

PowerPoint slides, classroom posters, hand-drawn graphics and a wide range of visual resources can all have limited impact on learning. This is where dual coding comes in.

Dual coding encourages us to systematically and visually approach new information through combinations of verbal and non-verbal elements. At its simplest level, this means pairing text and graphics in lesson slides, notes and posters.

STEP 2

DESIGNING THE TASK

Consider the core knowledge or concept you are imparting and only design two (max) types of multimedia.

The multimedia should enhance students' learning and understanding - not complicate it.

Therefore do not:

- Have decorative images
- Large blocks of text
- Speak when you've asked students to read from the board.

STEP 3

IN THE CLASSROOM

There is a range of multimedia that can be used to help with dual coding in the classroom, in order to do this successfully you can select from:

- Mind maps/double bubble diagrams - although it's important to prioritise content over presentation
- Diagrams with space to write notes/annotations
- A to Z list in which you link key vocabulary and ideas to a topic or concept
- Tables of data
- Venn diagrams
- Timelines
- Flashcards
- Fishbone diagram in which you explore cause and effects
- Sketch noting
- Simple imagery shown on a PowerPoint slide which is clearly linked to vocabulary or a key concept.

STEP 4

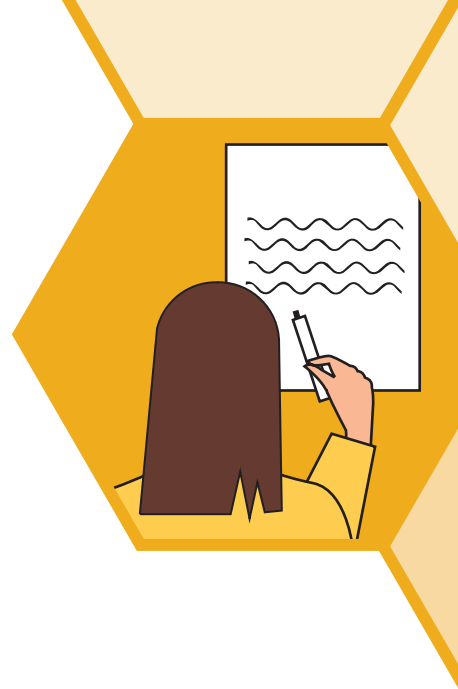
REVIEW

Ask students to articulate and narrate their understanding of the concept/new knowledge using the multimedia object they have created as a prompt.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Once students have successfully dual coded in class, they can then apply this same process to their homework or revision activities as a way of furthering their knowledge and understanding of a concept or topic.



Clear Explanation: Name the Steps

Setting up routines and habits in the classroom to maximise the impact of your explanation is crucial. It will ensure all students have the best chance to understand your teaching and to apply it going forward. There are some simple steps which can be used to help create the best classroom environment.



STEP 1

PRE-PLANNING

When giving an explanation, it is important students are focused to receive instruction. Planning your explanation will help, although it may seem like common sense to establish what students know in advance, this approach can sometimes be problematic as drawing out a response can be time consuming. When starting a new topic or introducing new learning, it can be beneficial to start with the explanation and then bring students into the discussion later.

STEP 2

DESIGNING THE TASK

Over recent years, there is a real reliance on slides to aid an explanation. Slides can dominate over the teacher's knowledge and expertise. They can also make us feel like we have to plough through the content of the lesson, even if the class isn't ready. Slides may be valuable but they must not stop us adapting and reacting in a lesson to our learner's needs.

STEP 3

IN THE CLASSROOM

Step 1: SLANT: before you begin, ask all students to sit up, ask for complete silence in the room and ensure all eyes are on you. Be clear in your expectations. Do not start until this is the case.

Step 2: everyone Pens down: remind them that they are not to start working until you have finished speaking.

Step 3: use adverbs: Firstly, secondly... make sure your explanation is in short, simple sentences. If you have any more than three or four points, consider breaking up the instructions into chunks so that they complete the first before beginning on the next.

Step 4: use Imperatives: start by..., Think about..., Make sure you... Start sentences with clear commanding verbs and use a firm tone. Learning is not an option.

Step 5: eyes on the board: display main points only that give guidance but be secondary to you as the teacher.

Step 6: question: check the quality of your explanation by posing a series of open and closed questions regarding the explanation you've just given.

STEP 4

REVIEW

Once the explanation has been given, check student understanding through questioning, this can be done following the next step:

Step 7: clarify: ask a student or two to repeat the instructions again.

Lastly, remember to praise and normalise the behaviour you want to see:

Step 8: praise: once started, alert the class to one or two who are following the instructions quickly and accurately with a simple, 'Thank you, Adam. Thank you, Tracy'

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Chip and Dan Heath, in their book, *Made to Stick* consider how to make ideas stick in the listener's memory so that they are hard to forget. For this they use the mnemonic **SUCCES**: simple, unexpected, concrete, credible, emotional and story. This has been adapted for teaching an explanation by Alex Quigley. This can help with chunking an explanation into bite size pieces:

Simple: choose the core concepts that need to be understood and communicate these - anchor them to what students already know.

Unexpected: generate curiosity by highlighting and opening up gaps in their knowledge.

Concrete: provide the opportunities for students to do something that makes the concept real and meaningful.

Credible: provide the opportunities for students to see or experience something that will make them believe the concept.

Emotional: make students 'feel' something as a result of your teaching e.g. empathy, sympathy, aspiration.

Story: tell a story around the concept - especially if it has a human/ personal element to it.

Modelling & Scaffolding



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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 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.

Learning Ladder Link: During SWA lessons modelling and scaffolding will be adapted to challenge all students through collaborative activities which ensure progress.

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.

<p>Excelling</p>	<p>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.</p>
<p>Embedding</p>	<p>In nearly all my lessons, I use modelling and scaffolding activities and tend to focus on 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.</p>
<p>Establishing</p>	<p>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.</p>



Modelling & Scaffolding: Worked Examples

Worked examples assist all learners in visualising both the learning process and the outcome that is required of them after interrogating new knowledge. They are a way of setting teacher expectations and correcting misconceptions. Worked examples can range from a knowledge based activity, such as demonstrating the quality of written content, or a structural approach in demonstrating the written structure that is required. For worked examples to have an impact, they must be specifically focussed on step-by-step rationale. According to Lovell (2020), worked examples carried out in this way decrease cognitive workload and therefore maximise learning.

STEP 1

PRE-PLANNING

Think clearly about the particular focus of learning you are aiming for; what processes or instructions are you aiming for students to practise, and what outcomes are you expecting from students to excel at the task, and therefore become experts in the area. Think about your lowest and highest ability pupils, and how you can stretch and challenge these learners.

STEP 2

DESIGNING THE TASK

Create or use planned worked examples. These can include examination responses from subject-specific examiner reports, or teacher written responses, or finally responses that learners have already written. You may choose to follow the 'I do, we do, you do' approach to worked examples.

It is best to include worked examples that excel in some areas, and need further development in others. In doing so, you can decide what open and closed questions you may want to use to probe students' thoughts on the worked example, all based on the new knowledge in the lesson you have provided.

STEP 3

IN THE CLASSROOM

Students may start a task by completing their own answer to a question posed. It is important to use a worked example in the classroom as an instructional tool which can be broken down into strategic goals - for example, including AO2 in the response, or use of Tier 1 vocabulary.

Use questioning and discussion to evaluate the worked example that you have provided. You may wish to ask questions about written structure, use of key terms, phrases which indicate the question posed is being considered etc.

It is important during this process to highlight any misconceptions and correct them. It may also be relevant to ask students to comment on the overall outcome of the worked example, and to justify whether or not it has successfully answered the question.

STEP 4

REVIEW

If students have completed their own worked example, it is now important that students have time to edit their own responses in green pen, based on the instruction and discussion that has been provided. Use this as an opportunity to circulate and focus on particular students who may require 1:1 support in meeting the desired learning outcome.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

To embed the process of learning and check for understanding, a homework follow-up task could be set to probe another worked example and annotate/edit it with evaluative comments on why it is a good response, and what misconceptions it has. This ensures the learning process and outcome is reached.

Modelling & Scaffolding:

Live Modelling

If carried out as a step-by-step process live modelling can be an important process in the deep-thinking and highly disciplinary aspects of your subject. The focus of live modelling should be on what students are doing and the instructional steps they are planning to carry out independently. The ‘trap’ that can be fallen into during live modelling is that students copy out what is being written by the teacher, which has minimal learning benefits. Instead, the focus should be on students creating instructions so that they can recreate the end goal.

STEP 1

PRE-PLANNING

Think clearly about the particular focus of learning you are aiming for; what processes or instructions are you aiming for students to practise, and what outcomes are you expecting from students to excel at the task, and therefore become experts in the area. Think about your lowest and highest ability pupils, and how you can stretch and challenge these learners.

STEP 2

DESIGNING THE TASK

Create or use planned worked examples. These can include examination responses from subject-specific examiner reports, or teacher written responses, or finally responses that learners have already written. You may choose to follow the ‘I do, we do, you do’ approach to worked examples.

It is best to include worked examples that excel in some areas, and need further development in others. In doing so, you can decide what open and closed questions you may want to use to probe students’ thoughts on the worked example.

STEP 3

IN THE CLASSROOM

Students may start a task by completing their own answer to a question posed. It is important to use a worked example in the classroom as an instructional tool which can be broken down into strategic goals - for example, including AO2 in the response, or use of Tier 1 vocabulary.

Use questioning and discussion to evaluate the worked example that you have provided. You may wish to ask questions about written structure, use of key terms, phrases which indicate the question posed is being considered etc.

It is important during this process to highlight any misconceptions and correct them. It may also be relevant to ask students to comment on the overall outcome of the worked example, and to justify why they think it has successfully, or not, answered the question posed.

STEP 4

REVIEW

If students have completed their own worked example, it is now important that students have time to edit their own responses in green pen, based on the instruction and discussion that has been provided. Use this as an opportunity to circulate and focus on particular students who may require 1:1 support in meeting the desired learning outcome.

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Modelling & Scaffolding: Become the Examiner

Sharing and exploring the mark scheme or assessment objectives can help students self and peer-assess each other's work with examiner scrutiny. Often within a paragraph of an exam answer, several assessment objectives can be rewarded at once and therefore understanding the mark scheme can become a mental checklist or guide to help students when writing exam answers independently.

STEP 1

PRE-PLANNING

In preparation, ensure your understanding of the mark scheme/ assessment objectives is solid. In preparation for this, spend some time looking through examiner reports, which provide a commentary on how past exam series have been received by students and evaluate the marking process. Most exam boards also provide exemplar student responses with examiner commentaries on what mark it was awarded and why.

STEP 2

DESIGNING THE TASK

In order to model this for students, prepare an answer in advance to which the mark scheme/AOs have already been applied. You can do this by colour-coding the mark scheme per bullet point or assessment objective and then identifying points in the response that meet this criterion provides a clear representation for students to see where a response wins marks.

STEP 3

IN THE CLASSROOM

In class, work with students to help them unpick the language in the mark scheme and how this looks in an answer. Then it is time to break out the red pens and highlighters. Applying the mark scheme to many different responses across a range of abilities is crucial to understanding how student responses are awarded marks.

The next step is then pitching the level. For longer responses, the mark scheme will likely move from limited, to some, to clear, to developed, and usually perceptive or sophisticated.

My team leaders and principal examiners have always told me to start in the middle: Is the response clear? Is it showing a sound understanding? If so then begin to work upwards. If not, begin to look down the criteria.

As with examiners, this will be where students begin to feel the challenge of pitching the level and then even more challenging pitching the mark. Use coaching questions to test their thinking and make them reflect on the response in front of them.

- Is it meeting all the bullet points in the level or just some of them?
- Does it feel secure in the level?
- Is it beginning to show enough development or detail to move it just into the next level?

Of course, having a bank of the model exemplar responses comes into its own here as these assist in comparing like for like.

- Is the response you are marking similar in content and depth to reach the same marks as the exemplar?

STEP 4

REVIEW

The most significant thing for your exam classes is that students are able to articulate why the response received the mark it has and provide constructive feedback to their peers on what would be the next steps to improve the response.

Finally, teaching your students to be markers should not detract from other aspects of learning. It is important to strike a balance between teaching students how to mark responses effectively and providing them with the knowledge they need to apply in exam answers. Exam answers should not become a tick-box exercise but a chance for students to show off their understanding of the topic.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

As students complete their own responses either in class or at home, ask them to annotate their responses clearly labelling where they feel they have met the mark scheme. Encourage students to adapt their response if it is clear they have not addressed all bullet points or AOs.

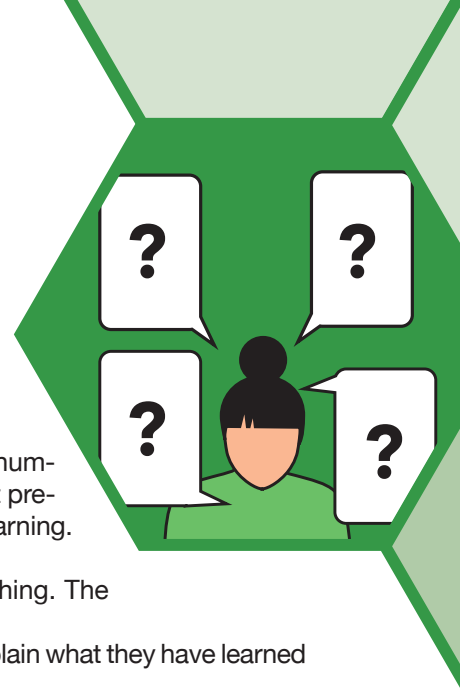
Questioning & Discussion



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What is 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.

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

Learning ladder link: Throughout SWA lessons questioning and discussion will probe student understanding and address misconceptions.

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.

Rosenshine’s Principles in Action, Sherrington, 2019.
Teach Like a Champion 3.0, Lemov, 2021.



Questioning & Discussion: 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. 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.

STEP 1

PRE-PLANNING

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.

STEP 2

DESIGNING THE TASK

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.

STEP 3

IN THE CLASSROOM

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. This can be done on a mini-whiteboard to aid your consensus checking.

STEP 4

REVIEW

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.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

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.

Questioning & Discussion: Probing Questions

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.



STEP 1

PRE-PLANNING

Thinking about misconceptions is an essential part of lesson planning. When tackling new knowledge or skills plan your questions carefully to assess student understanding. You may choose to jot these down in your planner or alongside schemes of work throughout the year to build a thorough understanding of student perception and receptiveness.

STEP 2

DESIGNING THE TASK

Questioning should provide you with maximum summative assessment information. Therefore, the questions should allow for all students to be challenged but also feel motivated. Consider not only the format of your questions but to who you will specifically address them and when you will do so.

STEP 3

IN THE CLASSROOM

Invite your students to respond to your question and prepare their responses. You may wish to get them to jot down their initial thoughts. Explore student responses and follow up with 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?'

Be relentless. 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). You must check that all students in the class are following the line of enquiry by checking their understanding.

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

STEP 4

REVIEW

Reflect on the student responses in class and make any adjustments to your planning and resources to address the knowledge gaps or misconceptions that were drawn out through your probing questioning activity. Ensure you make a note of these for next time.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

This activity can be incredibly powerful when used as a revision task. Group students and create topic cards whereby through effective discussion the student takes on the role of the teacher and probes the knowledge and understanding of their group. The discussion can be fed back to the whole class as a consolidation activity.



Questioning & Discussion: Census Checking

There are three main ways to check whole class learning during the course of a lesson. The most immediate forms are by circulating the room, using mini-whiteboards and then cold calling during questioning or if whiteboards have been used, show me calling. After the lesson, understanding can also be checked by looking at student work after the lesson as well as the marking of tests and assessments.

STEP 1

PRE-PLANNING

The first step is to decide which concept needs teaching and the method of explanation which will be used to teach it. Once this has been decided, the next step is to plan how students will engage in a process that involves using the new material, helping them make sense of it and practise it.

STEP 2

DESIGNING THE TASK

It is important to gather some data to check to see how well students have understood this phase of the lesson, this requires students to generate that information in a form that the teacher can quickly and visibly engage with.

STEP 3

IN THE CLASSROOM

Circulate and check: walking around, student to student, checking their work one by one. This requires making intentional loops around the class scanning student books. Using a seating plan to ensure you have checked a range of students is really useful for this.

Show Me Boards: every student reveals their answers simultaneously on a white board. This works well for a range of shorter answers – bullet points, short answers with working. You can do this multiple times in quick succession and then follow up with individuals to hear them explain their reasoning.

STEP 4

REVIEW

Crucially, respond to the data you have gathered, addressing issues that arise by re-teaching some of the material, redirecting student practice or moving on to the next phase.

This can be done through:

Cold Calling: you choose who to answer verbally and it could be anyone. This is also useful after a Think Pair Share exchange or after using Show Me Boards.

Show Calling: you select students to share their written work – via a visualiser or by reading it out. They will know in advance so prepare their work knowing it might be shared.

Evaluate student responses and understanding and decide whether to go around again or move on.

STEP 5

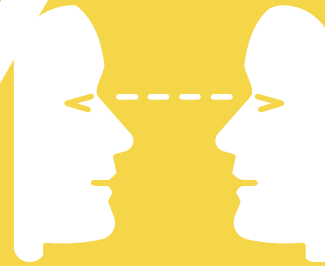
OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Beyond the classroom, techniques which are universal ways to check for knowledge and understanding are by collecting in books for marking/checking or collecting in tests for marking. These processes allow you to see every student's work, in some detail.

An alternative to this is to encourage students to check their own work or to check each other's work:

These methods help to reveal students' knowledge gaps as long as students are confident in how to check their work.

Habits of DISCUSSION



Track the
speaker



Careful
listening



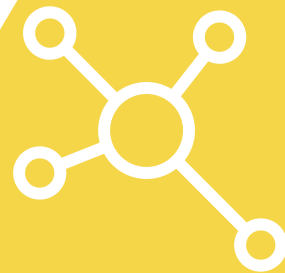
Body
language



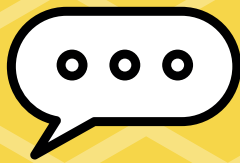
Use of
names



Volume of
voice



Connect
ideas

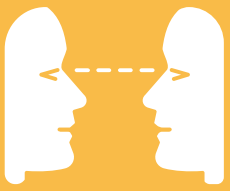




- "Can you summarise what the speaker just said in your own words?"
- "Could you repeat the main point made by the speaker?"
- "What evidence or examples did the speaker provide to support their argument?"



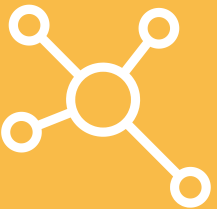
- "Can you address your response directly to [name]?"
- "Thank you, [name] - can you expand on the idea presented by [name]?"
- "Does anyone have a different perspective to add to [name]'s comment?"



- "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?"



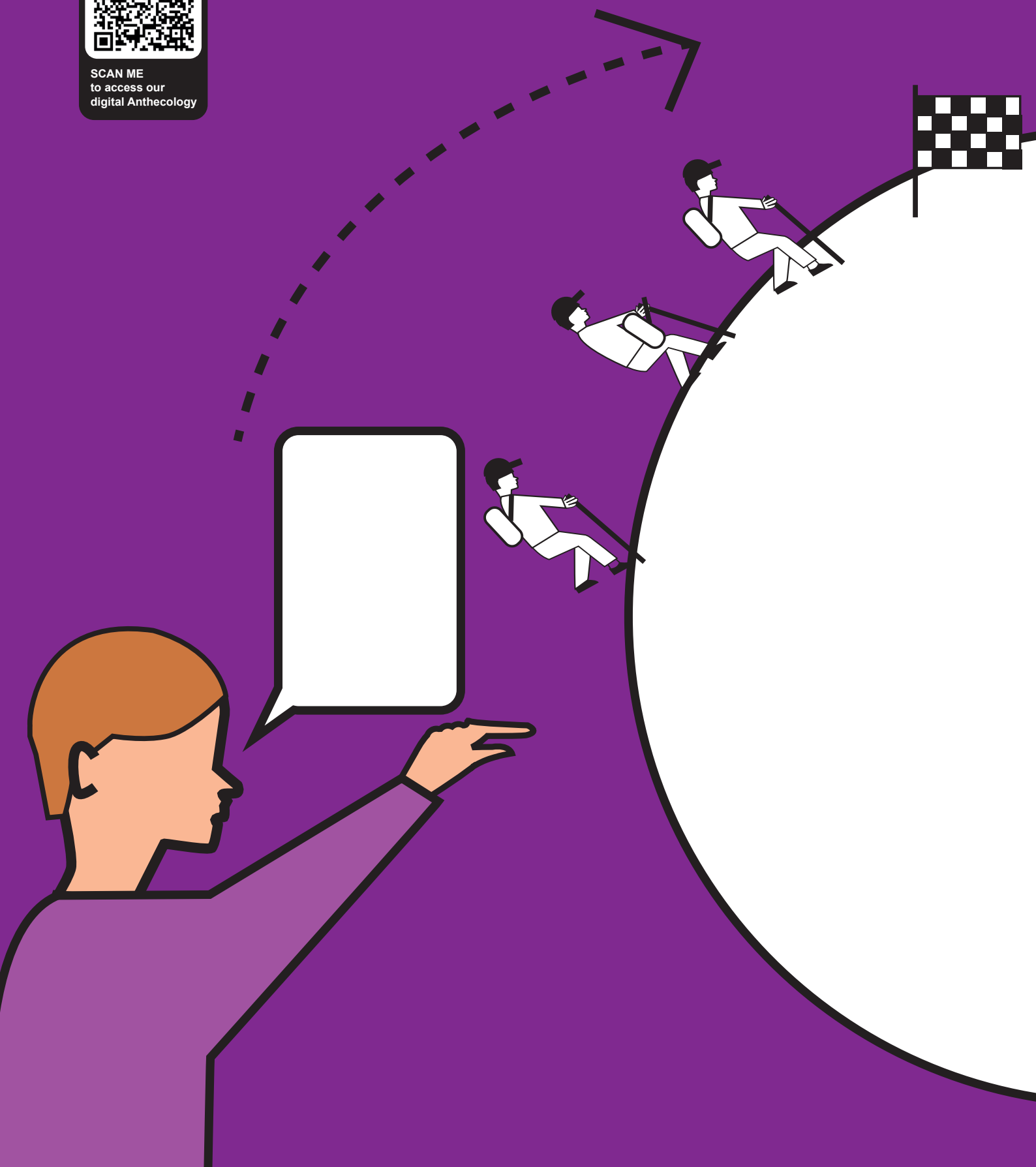
- "Let's make sure we are tracking the speaker as they share their thoughts."
- "Can you show agreement or support for the speaker's idea through a nod or positive gesture?"
- "Try to keep your body posture open and engaged, showing that you are actively listening."



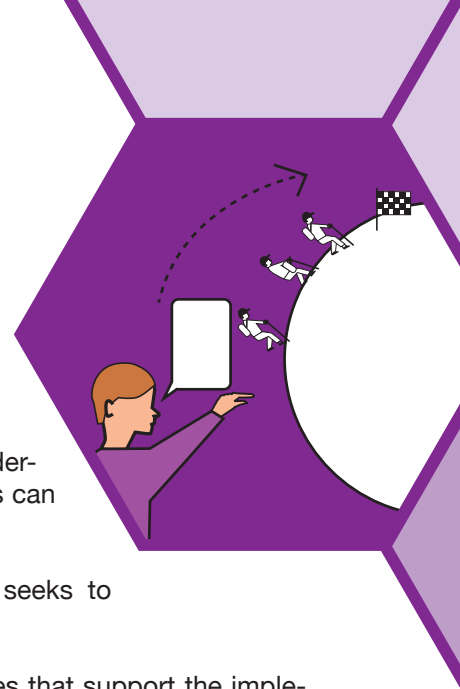
Assessment & Feedback



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What is Assessment and Feedback?



Rosenshine’s sixth principle suggests that teachers should regularly check for understanding. Teachers need to know what knowledge students have retained, so this can be revisited or retaught going forward.

Learning Ladder Link: Throughout SWA lessons assessment and feedback seeks to provide continued opportunities to reflect and improve.

In his book, ‘Embedding Formative Assessment’, Wiliam identifies 5 key strategies that support the implementation of effective formative assessment. These include:

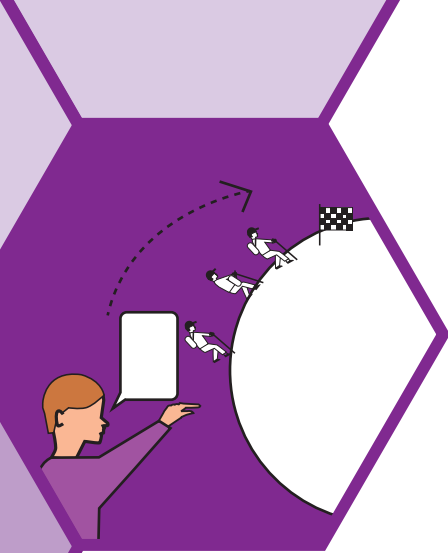
- clarifying, understanding, and sharing learning intentions
- engineering effective classroom discussions, tasks and activities that elicit evidence of learning
- providing feedback that moves learners forward
- activating students as learning resources for one another
- activating students as owners 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.

<p>Excelling</p>	<p>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.</p>
<p>Embedding</p>	<p>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.</p>
<p>Establishing</p>	<p>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.</p>

Embedding Formative Assessment, Wiliam, 2011.
Makes Every Lesson Count, Allison and Tharby, 2015.



Assessment & Feedback: Using Mini-Whiteboards

When used with purpose, mini-whiteboards can become an effective tool for formative assessment. By planning activities in advance, using carefully designed questions to assess learning and by reflecting on students' answers or feedback, it is possible to gain a better understanding of areas where teaching and learning has been successful and where pupils need further input.

STEP 1

PRE-PLANNING

Using dry wipe boards in lessons requires thorough planning; it is essential that you have considered why and how you are going to use them.

Dry wipe boards can be used to evaluate students' learning with a game or quiz where students can apply their new knowledge.

STEP 2

DESIGNING THE TASK

As with all formative assessment, you need to know what it is that you are assessing and what student outcomes you are looking for. To utilise dry wipe boards effectively, it is advisable to decide upon a few key questions that will help you to determine if students are ready to move on with their learning or need further support.

Design questions that lend themselves to simple answers that can be displayed prominently on the dry wipe board. For example, have you opted for a multiple choice diagnostic question? Are students simply required to write the letter of their chosen answer on their whiteboards? You may consider using the model of 'I do, We do, You do' where students will need to show their working on their dry wipe boards.

Once you've surveyed your students' answers, identify a few interesting responses and highlight them for class discussion. Mistakes and misconceptions should be celebrated as opportunities to learn.

STEP 3

IN THE CLASSROOM

Even with the best planned, most engaging lessons, students often need more time to become familiar with a new concept or to develop confidence applying a new method independently. When using dry wipe boards as an assessment for learning strategy, it is important that you are prepared for any outcome.

Setting expectations for dry wipe board use can not only make formative assessment more straightforward, but it can also lead to a calmer classroom environment. To prevent dry wipe boards becoming a source of distraction students should know when and where they should be on the table at various stages during the lesson.

Additionally, students should know how and when to share their answers, for example using a 1-2-3 'show me' approach or asking students to reveal their answers only once you say a buzzword.

STEP 4

REVIEW

The term 'hinge questions' applies to carefully planned, whole class questions that can be used to check-in on students' understanding and help you to respond to their needs. By incorporating checkpoints into your lessons, you can carefully monitor progress and adapt if required.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Dry wipe boards are also a useful tool for in-lesson interventions. For example, lower ability pupils and pupils with cognition and learning related special education needs benefit from having a worked example in front of them to refer back to.

Assessment & Feedback:

Exam Wrappers

Exam wrappers are a metacognitive activity. The task requires students to reflect on their learning before and after an assessment which in turn empowers them to understand the importance of effective, targeted revision and helps them to adopt the right attitude to their revision activities and to consider the improvements they can make to ensure they are prepared for any future assessments.

STEP 1

PRE-PLANNING

Calendar carefully when you are planning to undertake the exam wrapper activity. It should provide students with ample opportunity to consider not only what they have written, but to reflect and act on that information before the assessment is taking place.

STEP 2

DESIGNING THE TASK

When creating your exam wrapper template for students consider the four quadrants and the information you wish to share and highlight, as well as the specific thinking questions you want students to self-evaluate.

STEP 3

IN THE CLASSROOM

Using a visualiser ensure that you complete the exam wrapper live. Modelling the thinking process behind the quadrants is really important when teaching students to effectively consider their meta-cognition. The pre-assessment elements should be completed individually and in silence. Following the task you should work through any particular revision techniques, tasks or homeworks that may be required to support students in the weeks or days before the assessment.

STEP 4

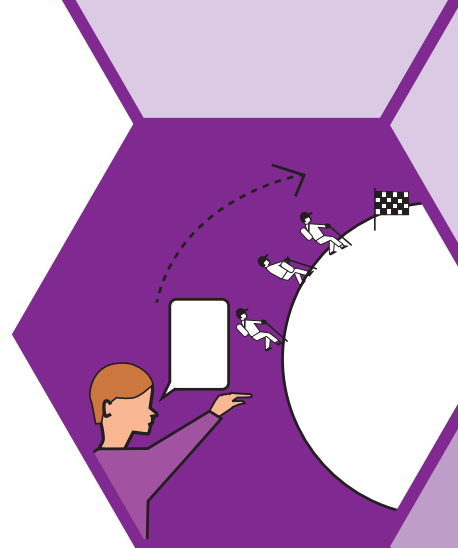
REVIEW

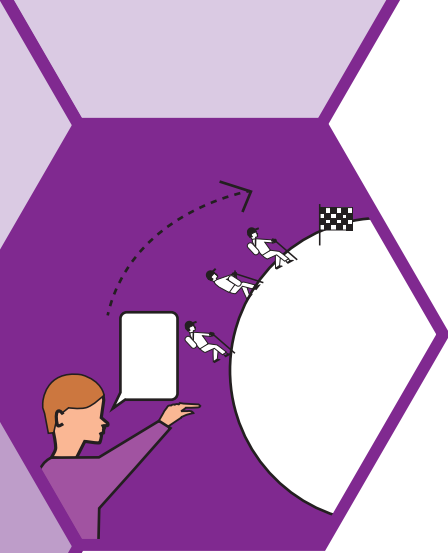
Having circulated the room, you will have an awareness of student responses however; you should collect in the exam wrappers and review the student comments in order to inform your future planning and help you identify any gaps in your curriculum planning.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Once students have completed the relevant assessment it is important to return to the post assessment element of the exam wrapper. Students react to the outcome of their assessment and self evaluate. Students should be given an appropriate length of time to reflect and to set themselves targets for future improvements. Effective support both as a class and with individual students should be agreed during the lesson.





Assessment & Feedback:

Principles of Feedback: The five R's

Tom Sherrington discussed that effective feedback should follow the five R's in order to be truly actionable. Sherrington states that students should be undertaking one of the five activities listed below to improve the quality of their work, but more importantly to secure their knowledge and understanding.

- **R1**- redraft or redo: go back and edit/improve certain areas of work.
- **R2** - rehearse or repeat: go back and practise again and again in order to master a specific skill.
- **R3**- revisit and respond: go back and practise by answering questions that are similar in format
- **R4**- relearn and retest: go back and make sure students understand their previous learning by repeating a particular activity or knowledge driven task.
- **R5**- research and record: go back and develop your work with a deeper insight and use wider references

STEP 1

PRE-PLANNING

The first step when designing any feedback activity is to ensure that you have selected the appropriate 'R' in order to achieve your desired outcome (improving student understanding, knowledge or skill). This should be selected based on your marking of a particular piece of work or recent mock examination.

STEP 2

DESIGNING THE TASK

Students can become disengaged with feedback activities if they feel there is no meaningful purpose. Therefore, it is essential to design a task that will not only engage students but clearly demonstrates to them that they are improving and developing which in turn will lead to improved outcomes.

STEP 3

IN THE CLASSROOM

Once you have clearly explained the rationale behind your designed activity and set students off on the task, ensure you circulate the room and monitor not only student engagement but the quality of the work they are producing. It is paramount that students can articulate the changes they have made and why they are completing this 'R' activity.

STEP 4

REVIEW

In order to ensure that students value feedback tasks and activities in the future you must engage with the work they have completed and acknowledge the improvements they have made. You may choose to collect in the work and praise those that have successfully met your success criteria; alternatively, you may choose to complete live feedback using the visualiser in order to highlight student improvement and to once again address any misconceptions they may have.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

If students have demonstrated increased confidence and competence following these learning activities then you need to plan follow-up tasks in future lessons over the course of the academic year and beyond. However, if students are yet to grasp the fundamental knowledge or skill that you were trying to address, then you need to dedicate an additional lesson to further explanation and practise, or use a series of Homeworks linked to an 'R' activity to secure their progress.

Deliberate Independent Practice



SCAN ME
to access our
digital Anthecology



What is Deliberate Independent Practice?



Rosenshine’s principles of instruction brings the idea of student practice to the fore-front. As professionals, we understand that no student will excel without practising over and over again. In order for our students to be successful independent learners and thrive in our subjects, we need to have stepped up the learning ladder: recalling and activating prior knowledge; developing student understanding through clear explanation; modelling and scaffolding new learning to ensure all learners succeed, whilst probing their understanding through questioning and discussion. Once all these steps have been successfully planned for and delivered, it is the turn of the student to put their understanding into practice.

Rosenshine states that ‘students need to spend additional time rephrasing, elaborating, and summarising new material in order to store this material in their long-term memory’. The practice activities however, still need to be guided. It is only when you have achieved a high success rate and student confidence is blossoming do you remove the scaffolding and ensure that independent practice routinely takes place.

Student independent practice is the ultimate goal for teachers. A smooth transition from guided practice to independent practice is the pinnacle moment in our classroom.

Learning ladder link: During SWA lessons we will test student understanding through their practice in order to ensure knowledge is embedded.

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.

Rosenshine’s Principles In Action, Sherrington 2019.



Deliberate Independent Practice: Keeping Students on Task

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 are supported by high expectations which are continually reinforced are in place.

STEP 1

PRE-PLANNING

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 elaborate further. It is counterproductive to bypass this process as you will often need to re-explain later. It saves time to check in advance.

STEP 2

DESIGNING THE TASK

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.

STEP 3

IN THE CLASSROOM

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?

STEP 4

REVIEW

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.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

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.

Deliberate Independent Practice: Task Transition

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.



STEP 1

PRE-PLANNING

Ensure your expectations of the class between lesson activities are clear. This means planning the routines and 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.

STEP 2

DESIGNING THE TASK

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.'

STEP 3

IN THE CLASSROOM

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?'

STEP 4

REVIEW

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 re-focused, 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.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

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.



Deliberate Independent Practice: Homework

Learning doesn't just happen in lessons. Lessons are just a small part of a bigger learning picture: building schemas, exploring ideas, practising. Teachers have an important role in setting up activities for students so this 'between lessons' time is used as constructively as possible. For more on this subject please see: <https://teacher-head.com/2019/03/11/setting-great-homework-the-mode-amode-b-approach/>

STEP 1

PRE-PLANNING

When planning homework, it is important to decide if the homework you are choosing to set will offer students the chance to practise the skills they have learnt in class or if you want them to explore your subject independently and self-direct their learning.

STEP 2

DESIGNING THE TASK

In order to extend in class learning you could set tasks which allow students to practise, revision, pre-study, questions, exercises.

Alternatively, you can set tasks which encourage passion and further understanding of a subject such as research, open-ended projects, creative product-making, choices.

In general, students need more extended learning tasks to be the main staple as it establishes good study habits and routines. However, passion projects are important and should be included as part of the homework 'diet' from time to time.

STEP 3

IN THE CLASSROOM

Homework activities can include:

- routine questions similar to those practised in class. Online systems are good provided they give the repetition needed and don't reward guessing.
- knowledge retrieval: vocabulary, spellings, factual recall, practising explanations. Students should be taught the methods and then tested in class.
- pre-lesson prep: reading ahead, note-making, prior-knowledge reviews. This should be a routine expectation for all students. Again, the relevant procedures need to be taught and there needs to be a form of accountability for students.

STEP 4

REVIEW

In addition to the homework ideas shared, research and projects can also be used to enhance learning. A simple idea is to develop students' thirst for knowledge by asking them to undertake the study of a person/place/book/event of their choice, in the relevant subject. As Sherrington says 'If you establish the format and model the standards, you get students bringing interesting artists, discoveries, books, stories, ceremonies, living organisms, historical figures, cities... into the classroom.'

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

In order to make homework meaningful and purposeful for students, explain the relevance and significance of what they are doing. The research by John Hattie and the EEF suggests that homework for the sake of setting homework has very little impact. It has to have meaning for the student and provide genuine learning opportunities in order to have the impact we desire.



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 in higher education and to aid employability.

According to Alex Quigley, 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.

Literacy:

Developing Academic voices

Academic writing is an essential skill for many of our subjects at both GCSE and A-level. Students must be able to write academically and adopt a subject specialist/ expert voice within their writing that is fluent and sophisticated.

STEP 1

PRE-PLANNING

Consider the sophisticated nature of your subject's writing and the structures and nuances that exist within extended texts. Undertake some CPDL and become confident with the greater emphasis that is placed on grammar and how experts weave a line of enquiry or argument through different stages within a piece of work.

STEP 2

DESIGNING THE TASK

Read and select several examples of academic writing. Age-appropriate models may be difficult to find, so write a sample together as a department which clearly deconstruct academic writing and will enable you to highlight to students how the writing has been structured. The exercise should be to reverse from the final text all the way back to the original plan, thus highlighting the principles upon which the piece of academic writing is based.

STEP 3

IN THE CLASSROOM

Once you have carefully read the models and reduced the extended pieces to the original writing plan ask students to create word diagrams for the main ideas, grouping and linking them until there is one overarching idea that contains all of the sub-ideas. This in turn becomes the thesis of the text whereby all component parts are explored within the essay. It is likely that you will need to complete this activity several times.

Once you have deconstructed the argument, students can look at the specific grammatical features. Highlight the use of modal verbs which allow writer's to explore ideas rather than to be definitive. Three helpful categories:

Possibility: could, might, can or may

Deduction: could, may or must

Expectation: will, shall or should

STEP 4

REVIEW

Note all misconceptions and challenges that students had during this activity. Build in ample time for extended writing opportunities. It is important that students read their writing aloud. This performance element allows them to gauge the tone of their work and forces them to listen for their 'academic voice'.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

Consider the work of Hayot (2014) who defines five levels of paragraph content to create momentum and connection. You may wish to use this as the scaffold for students to complete their own academic writing.

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.

Literacy:

Disciplinary Writing

Disciplinary writing is the different writing styles each subject uses. In the course of a typical school day, students may need to write about the form of a poem and also the form of a painting. They may need to write a hypothesis in science and an introduction in psychology. We, as teachers, have a responsibility to guide our students through this process and make it clear to them how to write like a...

STEP 1

PRE-PLANNING

When planning for disciplinary writing, show students as many examples as you can and use modelling and scaffolding to show the structure they are trying to emulate in their own work. In English, we refer to slow writing, where we break down the writing task, sentence by sentence for students, for example we may ask students to start their essay by using the phrasing of the question and then develop this into a point of their own. Although this takes time, by the end, students have a completed essay/story which has all of the components needed to be successful in the subject.

STEP 2

DESIGNING THE TASK

Think about what is needed to be successful when writing like a...

- Is the writing in continuous paragraphs or are sub-headings required?
- Is first or third person used?
- Is the active or passive voice required?
- How are quotes/evidence embedded?
- What adverbials are used?
- Within the wider document, how would each paragraph need to be structured?

As teachers, writing in our discipline is second nature, our students are having to writing in a range of styles across a range of disciplines. Breaking down what our subjects require is really important for our students as novice/budding writers. Don't take it for granted that they know.

STEP 3

IN THE CLASSROOM

In the classroom, focusing on key subject specific vocabulary is a key place to start. What do the command words 'analyse', 'evaluate', 'synthesise' mean within your context?

Before writing, look at a range of exemplars and models. As a class, dissect these examples and decide what makes them successful? Complete a word, sentence and text level analysis of the text and come up with a list of criteria for students to use.

Using a visualiser to complete a slow write approach or use I, We, You approach to guide students through the writing process, stopping and reflecting with students to ensure all students are able to complete one stage before moving onto the next.

STEP 4

REVIEW

Put some student examples under the visualiser and explore what makes them successful. Ask students to identify how students have written like a...make the reasons as concrete and specific as you can.

Once modelling for the class, ask students to self-assess or peer-mark their own writing against the success criteria.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

There is a wealth of research on this topic, please see some of the references below for additional information on this topic.

Literacy:

Say it Again

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 an expectation in your classroom where you never accept a first response can encourage deeper learning from your students.

STEP 1

PRE-PLANNING

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.

STEP 2

DESIGNING THE TASK

Plan a range of questions to ask students during the course of a lesson to your students.

Consider possible misconceptions which may arise.

STEP 3

IN THE CLASSROOM

Once a question has been posed give students time to think about the question and prepare a response.

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 students 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?”

STEP 4

REVIEW

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.

STEP 5

OPPORTUNITIES TO EXTEND THE KNOWLEDGE

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

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."



***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:

- Learning observations
- Learning walks
- Book carousels
- Whole school CPD
- Subject specific CPD
- Department development plans
- Appraisal objectives
- SLT secondments
- The Anthecology
- Iris Connect
- Subscription to the National College

This section of The Anthecology enables you to track your CPDL and complete 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.

CPDL Log - Inset Day 4

We have two Inset Days this academic year that are not going to be delivered in person. Instead, the Academy in line with our mantra 'to improve, not prove' have disaggregated these and you will complete **personalised professional development focused on pedagogy and practice**, at a time that is convenient to you. For Inset Day 4 we ask that wherever possible you use The National College platform or the CPDL packages available through Iris and record this in the table below.

CPDL Title	Date Completed	Key Learning Summary

CPDL Log - Inset Day 5

The second disaggregated Inset Day of this academic year is to be used to complete **personalised professional development focused on subject knowledge and curriculum expertise**, at a time that is convenient to you. For Inset Day 5 we ask that you undertake relevant CPDL that develops your own subject knowledge and confidence, and record this in the table below.

CPDL Title	Date Completed	Key Learning Summary

Lesson Observation Reflections

The Academy is reintroducing a lesson observation process for this academic year. Every teacher will be observed three times (once a term). Dedicated time has been calendared for preparation and feedback. In line with our mantra 'To Improve, Not Prove' you will receive professional coaching to support your development.

Although you will receive feedback documentation which should be stapled to this page, you may choose to add additional notes and reflections in the below table.

Lesson Observation	Date Completed	My reflections

Appraisal

The appraisal process is designed to develop and improve your practice. Improvement activities throughout this section inform appraisal objectives. By participating 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.

In the below space note anything to support with the completion of your appraisal objectives: information that would be useful to add to your appraisal document and discuss during the calendared Mid year review.

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