

CHCC TEACHING & LEARNING TEMPLE 2023/24

SUCCESS

Student Progress over time



COMMITMENT

The essentials for each learning episode



ASPIRATION

Planning for progress and success...



Whole-class feedback

Summative assessments

Success

Progress through the curriculum

Progress

The result of students knowing more, doing more and remembering more in terms of both knowledge and skills.

Responsive Teaching

As teachers we need to devise strategies to tell us where our students are (in terms of their thinking) and then, absolutely crucially, to adjust our teaching (in actionable feedback) in response so that students' learning is advanced. This is responsive teaching (Sherrington, 2017). Responsive teaching should be regular and purposeful and not a one-off (assessment) event.

RP Retrieval Practice

RP must feature in every lesson. It can happen at any point in a lesson. RP may be pre-planned but the type(s) of it to be used must be thoughtfully deployed:

- to stop students forgetting something from previous weeks or months (see Ebbinghaus' forgetting curve);

- to support and set up what you're going to teach in the next, main part of the lesson;

- to re-emphasise a point, which needs 'over-learning' e.g. a misconception;

- to re-activate and improve motor skills

KF Knowledge First

KF means:

- we are the experts – share your expertise (describe expert thought processes);

- we define key terms;

- students not speculating i.e. without inputs of knowledge from you/a reputable source. KF does not mean:

- lecturing at length;

- memorising disconnected facts;

- worrying about engaging students or their learning styles;

- setting lower expectations for any student.

IA Instruction and Application

- provide models (good and 'bad'/non-examples from which to learn e.g. Frayer Model);

- provide scaffolding for difficult tasks (but not indefinitely);

- sensitively guide student practice with live, verbal/written, feedback, which students need to understand;

- obtain a high success rate (80:20). Facilitate deliberate practice by using

'ASPIRE':

- A – analyse;
- S – select;
- P – practice;
- I – include feedback;
- R – repeat;
- E – evaluate...

Our evaluation may prompt us to re-design our task(s).

CFU Check for Understanding

To CFU of both the knowledge and the task, we work our way through, or at least choose some things from, the following:

- A – ask a question specific to what you have just taught;

- P – pause: always give thinking time when checking for understanding;

- P – pair-share with a partner for students to practise their response to the question;

- P – pick a non-volunteer to verify that everyone is learning (closed questions are fine for those new to English);

- L – listen to student responses to adapt your teaching;

- E – effective feedback: adapt by elaborating, explaining or re-teaching (if students don't 'get it').

SP Student Practice

Plan for, and give time to, practice by students in order for them to enjoy automaticity and mastery of knowledge and procedural knowledge (to achieve excellence over time).

- This type of practice should be increasingly independent of the teacher but remember independent practice does not necessarily mean solitary practice for all topics in all subjects e.g. we may need to hear an ensemble in Music or a watch team game in PE.

Responsive Teaching

Going Back does not always mean repeating work

Teach. Retrieve. Retrieve. Retrieve. Model memorisation techniques e.g. mnemonics.

Present and communicate new ideas clearly, with concise explanations of what something is (and isn't), making connections between new ideas to what has been learned previously.

From Sherrington's 'Rosenshine's Principles in Action': Sequence concepts and modelling Question Plan stages of practice

There are several effective and efficient ways to CFU e.g. MWBs. Whichever way we choose, we should always cold-call when checking for understanding. We should use questions and dialogue to promote elaboration and connected thinking (e.g. 'Compare...' and 'Why?' etc.)

Students shouldn't stop practising when they first succeed; they should keep practising until they cannot fail!

6 In the lesson, do one thing at once and well e.g. a narrated activity/task (cut cognitive load here). Maximise success by ensuring that equipment/resources are accessible and well-organised.

5 Plan to take small steps (control the release of new information/processes, don't overwhelm students) - make sure they know what they need to know before moving on without rushing to the 'end product' e.g. an exam question; break down the next steps of knowledge (choose cognitive load carefully here). Teachers are trusted to use the information they collect to make decisions about the next steps for teaching.

4 Plan to deliver activities/tasks that convey knowledge effectively and efficiently by working through the pillars (above) - plan for mastery to be experienced and for success to be seen while being mindful of proxies for learning* (PFL). Remember that real confidence is domain-specific. Can we generate varied explanations through models such as analogies, examples and non-examples to teach x, y or z?

3 What is the specific knowledge focus of (that part of) the learning episode? Don't confuse the knowledge with the activity/task. We should use this stage of planning to prepare for and practice how we will narrate what students are doing and why they are doing it (i.e. facilitate the making of metacognitive connections for the students).

2 Consider your students - what are the needs of any students with EHCPs or other plans? In general, will they 'get it'/are they 'getting it'? Tweak, go back a step, including (to) the starting point, if necessary, but remember that we plan to get all students to the same end point. Engage with any TAs but remember that they supplement, and do not replace, teaching from the classroom teacher. If possible, inform students of any changes to routine in advance.

1 Use the unit overview (UO) for planning - a UO should be a living document, which outlines the sequence of learning episodes as 'stepping stones' on the way to achieving the threshold concept* (TC) of the unit. Start off by asking: on what prior knowledge am I building and is that knowledge secure? This is the starting point for all teachers including in cases of split classes, team-teaching and/or out-of-faculty teaching.

A. READING

- Activate prior knowledge (context) of the topic before reading a text so that students can get the gist of the text, which they are about to read.
- Model reading with appropriate pace, expression, stress and intonation (prosody).
- Ask students to follow extended reading with a pen.
- Print physical copies of readable texts for students (don't rely on PowerPoint).
- Chunk longer texts and ask students to give different sections subtitles after reading specific chunks.
- Students should be taught to find the 'MVP' of a text: a phrase or sentence that (M) relates to the main idea of the text, (V) provides a vivid, mental image and (P) stays with a reader.
- After reading, cold-call students for comprehension.
- Use sub-titles whenever you are using videos and expose students to as much reading as possible, whenever and wherever possible.

B. WRITING

- Don't simply race to the writing (student practice) stage – work on planning first: set goals, generate ideas, read models, discuss and organise ideas.
- Give students opportunities to draft work first.
- Provide opportunities for students to read/re-read all, or part of, what they have written. Reading 'out loud' in their heads (stress the importance of the inner voice).
- Provide opportunities for students to edit their work against set criteria (e.g. have they written in standard English/checked for spelling and grammar mistakes/is meaning crystal-clear?)
- Improve students' fluency in handwriting – automatic, fluent handwriting is essential so that students can focus solely on what (not how) they are writing at the independent student practice stage of a learning episode.

C. ORACY

- Prioritise academic and focused talk in lessons to develop students' language skills.
- Model what effective talk sounds like in your subject – use subject-specific vocabulary and talk like an expert (and tell the students that you are doing so).
- Deliberately sequence talk activities before, during and after reading and writing tasks to give students opportunities to practise new vocabulary, develop ideas before writing and/or overcome other challenges.
- Scaffold discussion: provide cues in the form of sentence starters or prompts to structure verbal responses (to be withdrawn when it becomes routine).
- Prompt students to extend their answers with effective questions, "Can you add another piece of evidence to support that point?"
- Teach students to listen actively to their peers. Use sentences stems to allow students to build on from, and disagree constructively with, their peers.

D. VOCABULARY

- Be knowledge first – don't assume students understand the words you use. Teach 'keystone' vocabulary first: pre-identify and teach explicitly Tier 2 (academic words used across multiple contexts) and Tier 3 (academic words that are discipline-specific and very narrow in their usage) vocabulary, which is integral to comprehension.
- Avoid simplifying texts, rather, appropriately scaffold upwards so that all students can access academic texts.
- Get students to read and say out loud vocabulary with which they may not be familiar. Get students to use them in a sentence.
- Provide a glossary/images, if necessary. Create Frayer Models for 'keystone' words.
- Explore common word roots (etymology) with a view to exposing students to see links between words across the curriculum.
- Signpost synonyms (similar meaning words)/antonyms (opposite-meaning words)/variations of different words (e.g. run/runs/ran).

E. INCLUSIVE PRACTICE

- To a great extent, good teaching for students with a SEND is good teaching for all. High-quality teaching should reduce the need for extra support; interventions should be carefully targeted through identification and assessment of need.
- For the T&L temple to work optimally, in terms of behaviour, we should establish and maintain positive and professional relationships with all students by applying the behaviour (rewards and sanctions) policy consistently, starting afresh each lesson, with reasonable adjustments for a small number of students in mind (promote the use of self-regulation strategies).
- PowerPoint presentations should be free of clutter with a readable font style and size.
- Use a fully working, thick, black pen when writing on the whiteboard and consider your own handwriting style and size.
- Use supportive resources for all e.g. bilingual dictionaries for students with EAL and technology to support students with a SEND e.g. screen reader, word processor.
- Nothing should be reduced to A5 and all images should be good quality (in colour, if necessary).
- Teach and prompt students how to do tasks (how do students refer back to their books/use knowledge organisers) and their homework.

F. THINGS TO REMEMBER

Whole school
'Currtla': the fusion of the Curriculum, Teaching and Learning and Assessment.

ARTT: Additional Responsive Teaching Time, a short amount of time, which can be used after a lesson for the purposes of responsive teaching.

CPDV: Conversational Professional Dialogue Visit (shorter, regular and often).

DPDV: Developmental Professional Dialogue Visit (longer, regular and less often).

MR NARR for homework: homework should be about Memory, Recorded, Narrated, Accessible for all, Routine (predictable) and Regular (set in accordance with policy).

From the temple
TC: threshold concept - is a concept that, once understood, changes the way that a student thinks about a topic.

PFL: proxy for learning - is a thing that students do which is not the same thing as actual learning; they can be good (a delayed test of knowledge) or bad (copying, neat presentation). Be aware of work avoidance strategies by students that may look like learning.

Recommended revision strategies:

- look, cover, write, correct (Y7);
- flash cards (Y8);
- knowledge organisers (Y9);
- brain dump (Y10).