



WANSTEAD HIGH
SCHOOL DEVELOPMENT
SCHOOL
QUALITY OF AND EDUCATION

27 February 2025 Twilight

SESSION

A1

To ensure **consistent** high-quality, **adaptive practice** in every lesson via the **planned curriculum** with a focus on embedding **inclusive and ambitious questioning**, whole class and live **feedback** and enabling **literacy** development.

A2

To ensure **consistency** on using assessments to **re-teach misconceptions** or gaps and ensure pupils have the tools to revise.

A

To ensure **consistent** practice for all pupils in every lesson, ensuring teaching is **adapted** to support all our learners in every lesson.

3

A

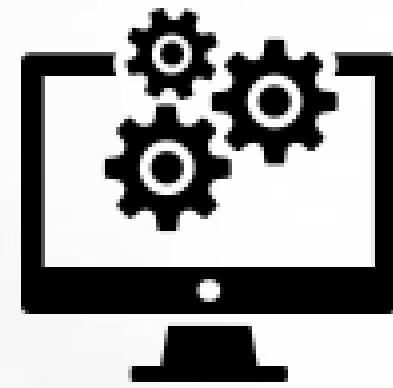
To ensure all learners commit to exemplary work and **presentation** in their books/work.

4

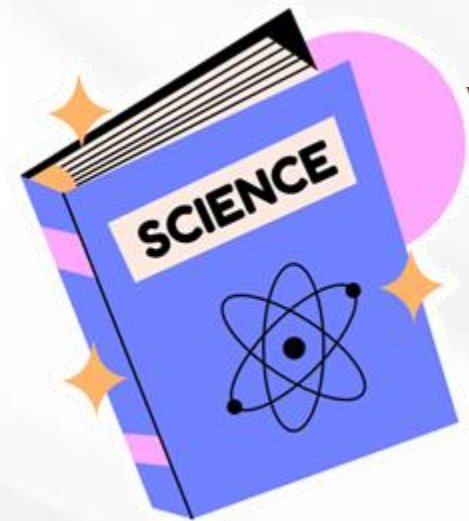


YOUR CURRICULUM YOUR BLUEPRINT

Click for MTPs on
the Shared Drive



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$





WHAT ADAPTATIONS ARE NECESSARY?

Responsive planning: Teachers continuously assess how pupils are learning and use this information to adjust their teaching strategies.

Teaching is tailored to meet the varying needs and abilities of pupils, ensuring that everyone has an opportunity to succeed.

Inclusive practices: Teachers make adjustments for pupils with special educational needs (SEN), disabilities, or other barriers, ensuring that learning is accessible to all.

For example, scaffolding to provide appropriate support to help pupils gradually develop the skills they need to work independently.



EAL



HPA



SEND

| | |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| start point, trickier start point | 4 Lesson grids, the lesson power point. |
| Examples, Examples non-examples. WAGOLLS. | 10 Pupil progress graphs, charts and tables (pupil progress trackers). |
| Support and graphic organisers | 16 Analogies |
| Give away the correct ask a couple of pupils opinion, write up their then class vote. | 22 Telling pupil A you will ask them for an answer in 2 minutes |
| Share / Turn and Talk. | 28 Cognitive and metacognitive strategies |
| Learning so pupils with knowledge. | 34 Correct use of flashcards |



WHAT ADAPTATIONS ARE NECESSARY?

Challenge: Ensuring that pupils who are ahead receive the right level of challenge to continue progressing AND to keep a culture of challenge within the classroom.

The overall aim of adaptive teaching is to improve pupil outcomes by ensuring that learning is personalised and effective for every individual in the classroom.



EAL



HPA



SEND

ENTRY ROUTINES

Arrive on time to lessons.



- Meet and Greet pupils at the door.
- Remove outdoor jackets and wear full school uniform, including blazers.
- Be Ready for Learning.
- Start the independent DO NOW task of Review, Retrieval or Reconnect.
- Classroom Condition Level 1.
- The DO NOW is time bound.



Your Curriculum understood by pupils

Tell the pupils what they will be learning.



4. Contrasting hazards at plate boundaries.

5. Impacts of earthquakes and management of earthquakes

3. Types of plate boundaries and hazards.

2. The Earth's Structure and Tectonic Plates

To understand the Earth, its atmosphere, the activities of humans on its surface.

Interdisciplinary nature – geology, meteorology, biology, economics, politics etc.

Substantive knowledge: Typically, two disciplines – human and physical.

Knowledge of places E.g. UK, India

Knowledge of landscapes, processes

Knowledge of urbanisation, population, climate change

Disciplinary knowledge: we take samples, interpret data, form reports, explain, analyse and evaluate.

Introductory Lesson

- Why study geography?
- What will we learn?
- When will we learn it?
- How we learn? – What makes a geographer?

Develop their metacognition

Share your route map

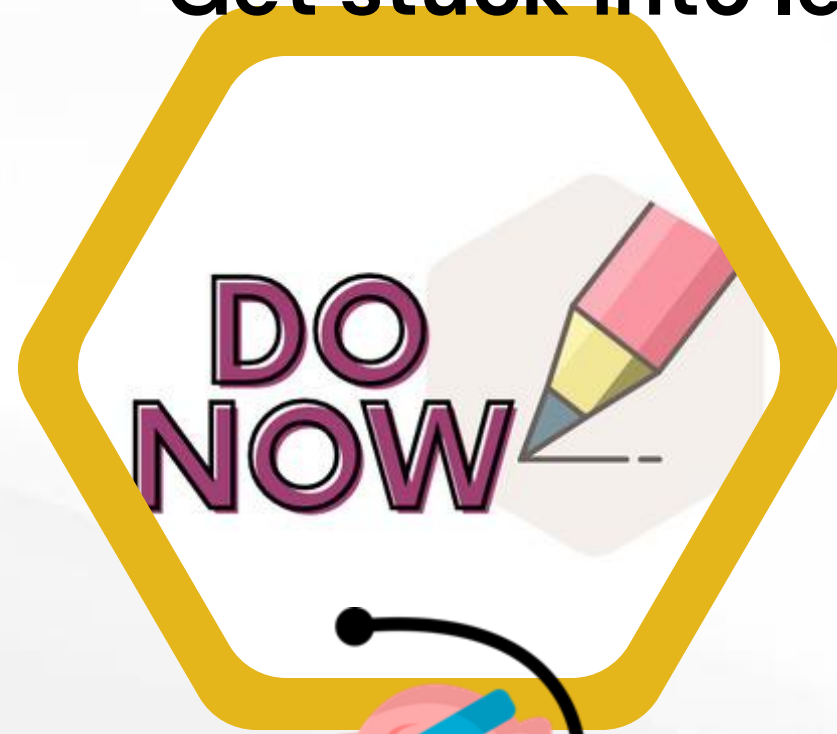


**What, Why,
When and
How of your
curriculum?**



GETTING LESSONS STARTED

- You and your class need a shared understanding of expectations and routines.
- Link behaviour management with learning.
- Get stuck into learning within minutes.



Establish arrival and entry routines.



Address the class, take the register.



Do Now: Be Ready to Recall, Retrieve or Reconnect to prior learning. Time-bound.



Set the context for the lesson within a sequence.

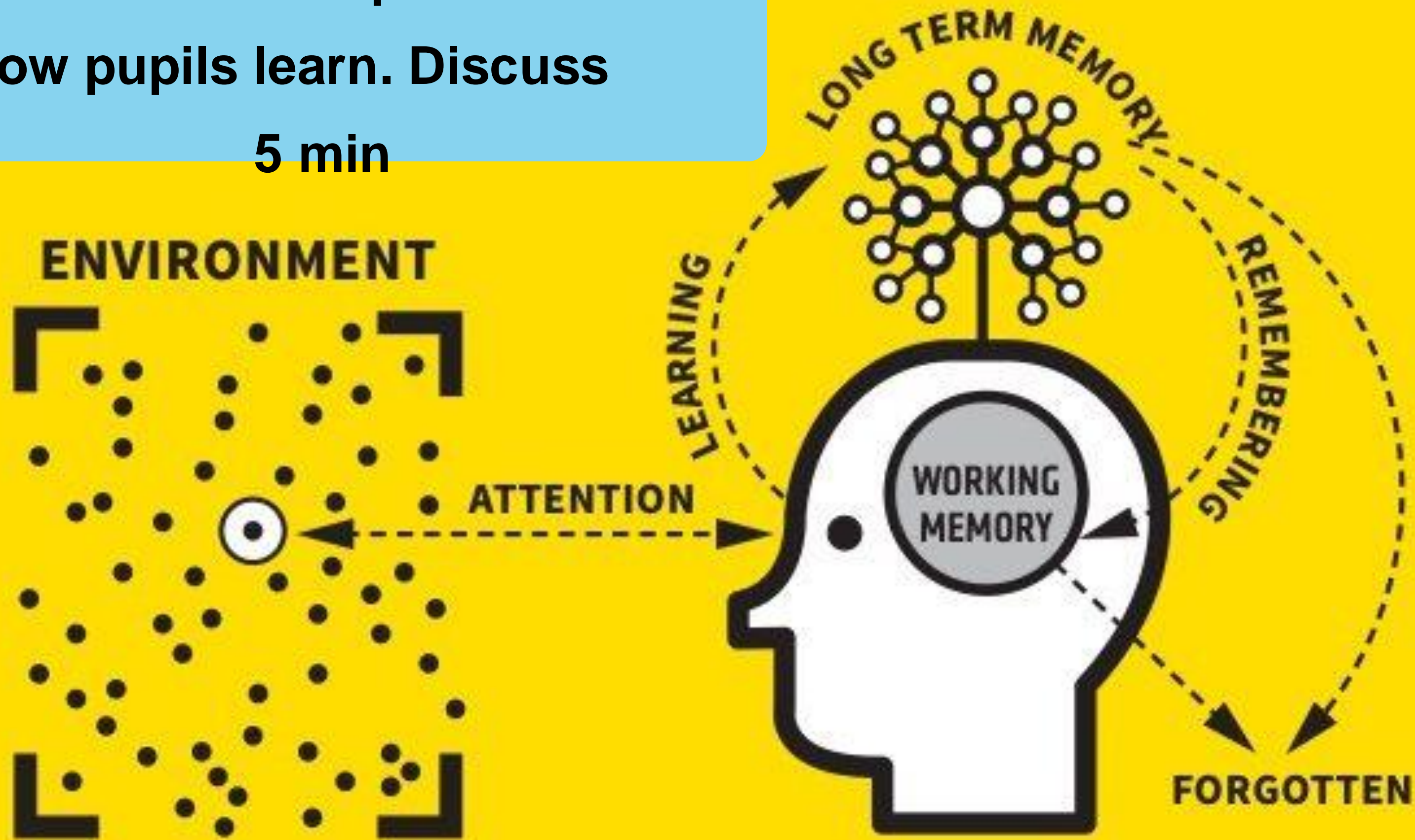


Discuss specific learning goals.



Remember the simplified model of how pupils learn. Discuss

5 min





Plan and share clear Learning Objectives. Remember, LOs are not tasks, instead they are what you intend pupils to learn in the lesson. Taken from your MTPs.

Sequence the steps pupils will take to make good progress.

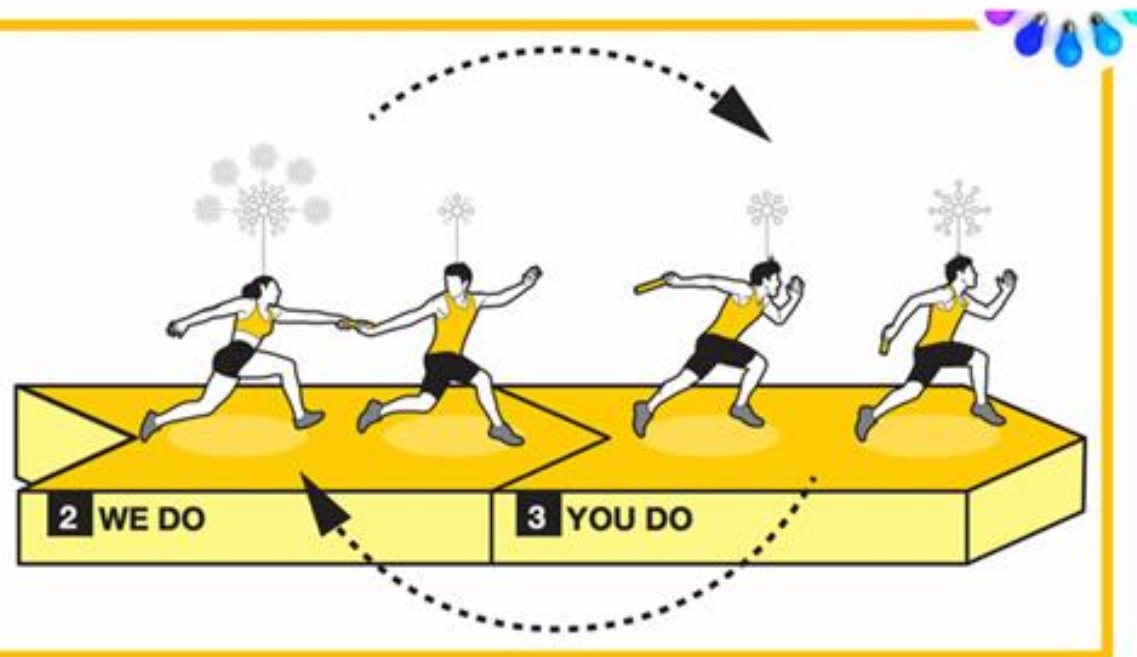
Pitch it up - create and insist on a culture of challenge and high expectations for all.

Plan the best way for pupils to gain new knowledge. Will this be through reading, teacher modelling, explanations?

What BIG Questions have you planned? Again, these should come from your MTPs.

5 RUN MULTIPLE, SHORT WE DO/YOU DO LOOPS

The I do, We do, You do principle offers structure to the modelling process. The trouble is that the teacher can't know if her students will be successful on their own until they give it a go. But unlike a baton exchange, where competitors only get one shot, you can repeatedly re-run the We do, You do phases of instructional modelling. Work on a task with your students using backwards fading, and then let students try it solo. Re-run the We do phase for those that aren't successful before handing the baton over again for the You do part.



- We do / You do until the student is ready to go solo.
 - Some will succeed – great!
- Others will need to go back to the 'We do' stage / Guided Practice
 - Eventually – You do / Independent Practice.

Mind maps for pre-teaching, prior knowledge and adding new knowledge.

4. Mind maps to act as prompts which can be created by children.

Pre-populated word mats for scaffolding in class are great if you can find a relevant one.

Alternatively, ask your LSA to write a mini mind map with a few key words or sentence starters in their books. The child can add to it throughout the topic.



Pre teach with mind maps: Children can develop their own mind map which can be built upon week by week during pre teaching and class work. This will expand their subject vocabulary use and understanding during classwork and related written work.

1/12/20

2 BREAK DOWN INTO PRACTISABLE STEPS.

A whole task will always have individual steps that you can model. Identify each step, model them and provide opportunities for students to practice them. In writing, this will be sentence and paragraph types as students build towards finished essays.

Air ascends at the equator *because*
Air ascends at the equator *but*
Air ascends at the equator *so*



- Small steps
- Chunking
- Practice each step
- Requires repetition
- Provide feedback
- Eventually weave together all the elements

COLD CALLING

①-②-③-④-⑤



ASK THE CLASS THE QUESTION

Pose



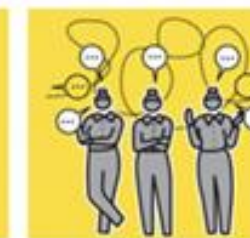
GIVE THINKING TIME

Pause



SELECT SOMEONE TO RESPOND

Pounce

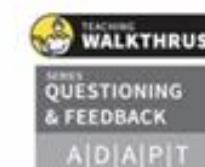


RESPOND TO ANSWERS



SELECT ANOTHER STUDENT AND RESPOND AGAIN

Bounce



- This technique helps address two main purposes of questioning: making all students think and providing feedback to the teacher about how things are going.
- If you allow 'hands up' or calling out, you only get responses from volunteers.
- Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information to plan your next steps.



One of the best pieces of kit to equip a classroom with is a visualiser. They can be a great asset for live modelling.

- Live feedback and assessment
- Walking talking mocks
- Modelling - WAGOLL
- Demonstrating practicals (e.g. science)
- Modelling - showing students how
- Model extended writing
- Practisable steps (step-by-step)
- Annotate and edit ideas as you think out loud
- Multiple examples
- Backward fading (partially completed)
- I do / We do / You do
- Sharing text/chapter - no need to photocopy
- Mini plenaries/plenaries
- All of the above improves metacognition.

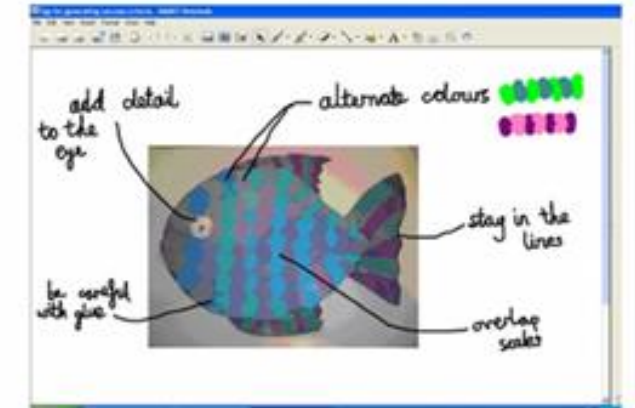


Provide exemplars, examples and non-examples. WAGOLLS.

6. Provide a WAGOLL (what a good one looks like).

Any subject can have a good example with a WAGOLL on it.

Save the best work from the previous year if you plan to repeat the topic or find/produce a good example so children can see what they are working towards.



Provide pupils with a MWB if they need to record their answers to remember them.



Increased engagement and interaction

Google Translate

Text Images Documents Websites

Detect language Chinese (Simplified) English Spanish

Chinese (Simplified) Acehnese Tetum

Do Now Questions

1. In which country is Rio De Janeiro located?
2. Favelas are what type of settlement?
3. Write at least one positive point about life in the favelas.

现在做问题

1. 里约热内卢位于哪个国家?
2. 贫民窟是什么类型的定居点?
3. 至少写出贫民窟生活的一个积极方面。

Xiànzài zuò wèntí

1. Lǐyōurènnèilú wèiyú nǎge guójiā?

Show more

173 / 5,000



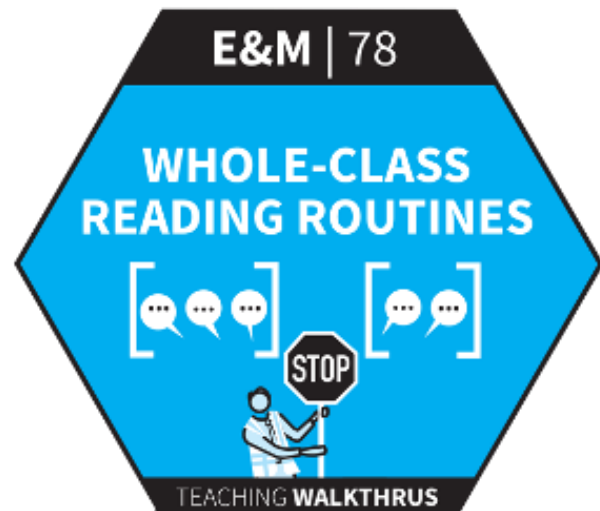
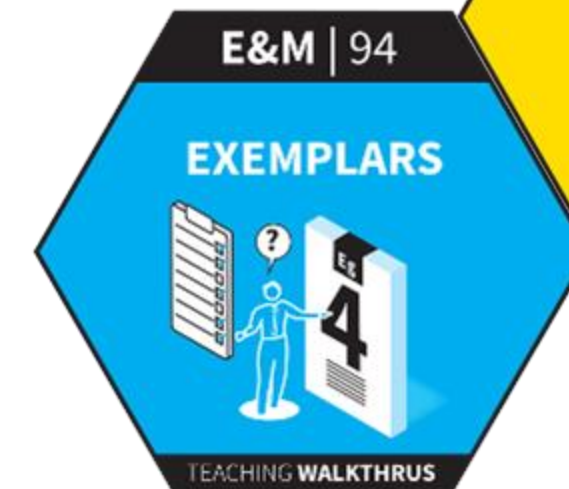
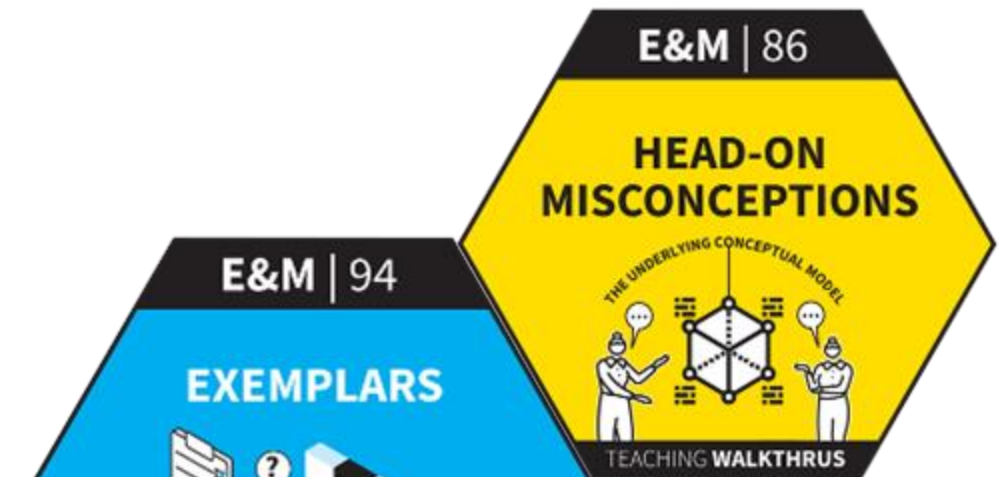
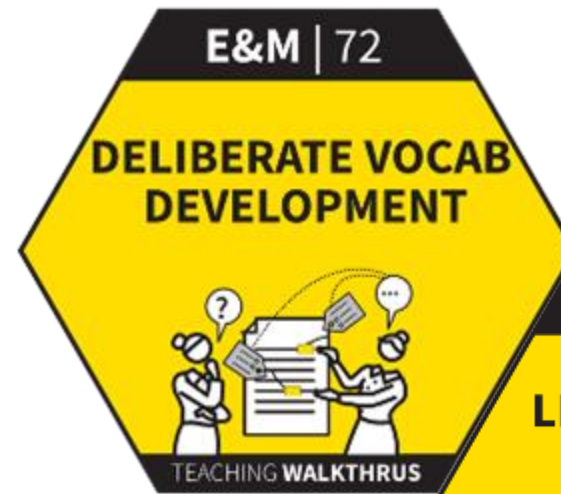
A grid of 24 hexagonal tiles, each representing a teaching strategy. Each tile includes a title, a page number (E&M | #), a brief description, an illustration, and the 'TEACHING WALKTHRUS' logo.

- E&M | 68**: **WORKED EXAMPLE & BACKWARD FADING**. Includes 'Example 2' and 'Actions'.
- E&M | 70**: **DUAL CODING**. Illustration shows two interconnected brain diagrams.
- E&M | 72**: **DELIBERATE VOCAB DEVELOPMENT**. Illustration shows people discussing documents.
- E&M | 78**: **LIVE MODELLING**. Illustration shows a person pointing to a diagram on a screen.
- E&M | 80**: **SCAFFOLDING**. Illustration shows a person sitting at a desk with a ladder-like structure.
- E&M | 82**: **METACOGNITIVE TALK**. Illustration shows a person thinking about their thinking.
- E&M | 84**: **SET THE STANDARDS**. Illustration shows a person pointing to a list of standards.
- E&M | 78**: **WHOLE-CLASS READING ROUTINES**. Illustration shows a person at a 'STOP' sign with speech bubbles.
- E&M | 82**: **SUMMARISING ACADEMIC READING**. Illustration shows a person summarizing text.
- E&M | 88**: **ANALOGIES**. Illustration shows two cylinders labeled 'LOWER RESISTANCE' and 'HIGHER RESISTANCE'.
- E&M | 84**: **GIVING A PRACTICAL DEMONSTRATION**. Illustration shows a person demonstrating a concept.
- E&M | 92**: **COMPARE, CONTRAST & CATEGORISE**. Illustration shows a person comparing items.
- E&M | 86**: **EXEMPLARS**. Illustration shows a person looking at a document with a large number '4'.
- E&M | 80**: **DEVELOPING READING FLUENCY**. Illustration shows a person reading.
- E&M | 86**: **SEQUENCES, CAUSES & CONSEQUENCES**. Illustration shows a person with a flowchart.
- E&M | 90**: **CHUNKING**. Illustration shows a person with a grid of items.
- E&M | 94**: **THE CREATIVE WRITING PROCESS**. Illustration shows a person writing with a checklist: 'STRUCTURE', 'CLARITY', 'EFFECTIVENESS'.
- E&M | 86**: **HEAD-ON MISCONCEPTIONS**. Illustration shows a person with a diagram labeled 'THE UNDERLYING CONCEPTUAL MODEL'.
- E&M | 90**: **ADDRESSING COGNITIVE DIFFICULTIES**. Illustration shows a person with a brain diagram.
- E&M | 82**: **GIVING AN EXPLANATION**. Illustration shows a person with a large 'Q' and an 'A'.
- E&M | 84**: **EXAMPLES & NON-EXAMPLES**. Illustration shows a person with a table of examples and non-examples.
- E&M | 88**: **PREDICT & VERIFY**. Illustration shows a person with a cycle: 'I baked → I look → I looked → I swim → I swam → I swam → I baked'.
- E&M | 100**: **MODELLING HANDOVER: I DO, WE DO, YOU DO**. Illustration shows a person modeling a task.

How to effectively transfer new knowledge to your learners.

Some examples from the WalkThrus.

How do you transfer new knowledge effectively to all of your pupils?

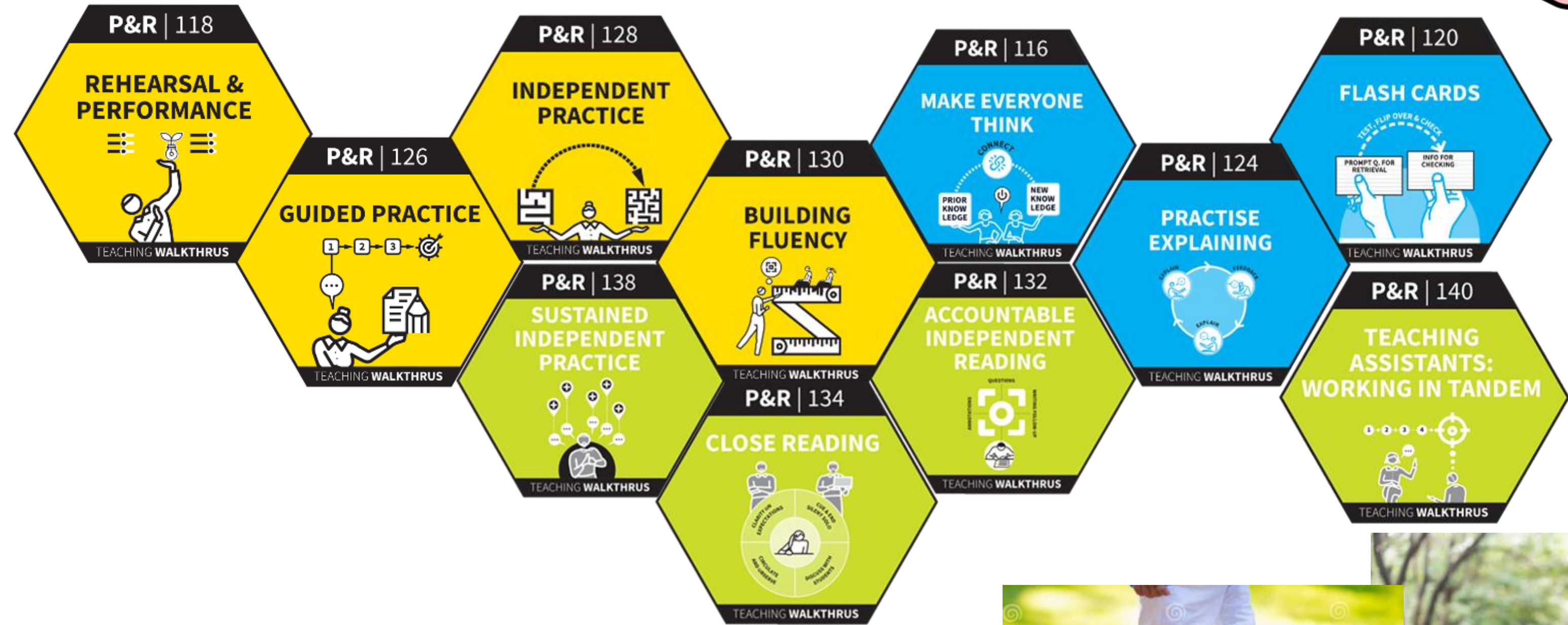


Discuss & Share: Which explaining and modelling WalkThrus would you like to explore further?

5 mins



- What's in your questioning kit bag?
- HoD - what questioning techniques do you insist on?
- Which feedback WalkThrus match your strategy?
- Which WalkThrus support pupil to teacher feedback?



- How do you strengthen their knowledge?
- Enable pupils to build on their knowledge
- When do you let go? un-scaffold?
- How do you develop fluency?
- Any strategies you would like to add?





Accuracy
Precision
Automaticity
Fluency





GETTING LESSONS

STARTED

• Year 9 Geography Lesson with Mrs Steel.

• Watch the first 10 minutes.

• Spot and note the Examples vs. Non-Examples.



Establish arrival and entry routines.



Set the context for the lesson within a sequence.



Address the class, take the register.



Discuss specific learning goals.

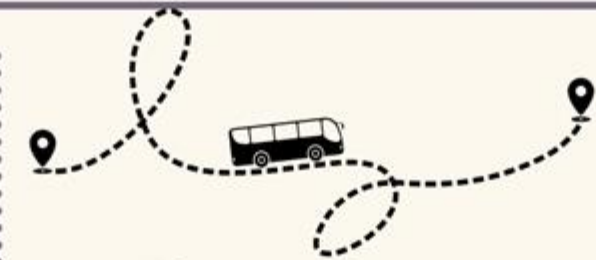


Do Now: Be Ready to Recall, Retrieve or Reconnect to prior learning.





Evidence informed teaching Every lesson Every day



2 Plan to be adaptive and responsive

Aim to ensure your lessons are tailored to be inclusive, enabling all of your pupils (SEND, EAL and HPA) to be successful.

Consider the adaptive teaching strategies, such as:

- Clear Learning Objectives, Success Criteria (Goals). Same LO for all, but you might get there via a different route or at a different level.
- Translations for EAL pupils
- Scaffold mats
- Sentence starters
- WAGOLLs and Exemplars
- Examples vs. Non-examples
- Modelling

3 Plan for literacy

Plan for Reading (WalkThru 1 page). Improving pupils' confidence is central to the curriculum.

Reading is built into MTPs.

- Make reading central to your plans
- Identify key vocabulary, punctuation and writing skills
- Plan reading resources.
- Plan for strategic reading



5 Explaining modelling

A central feature of

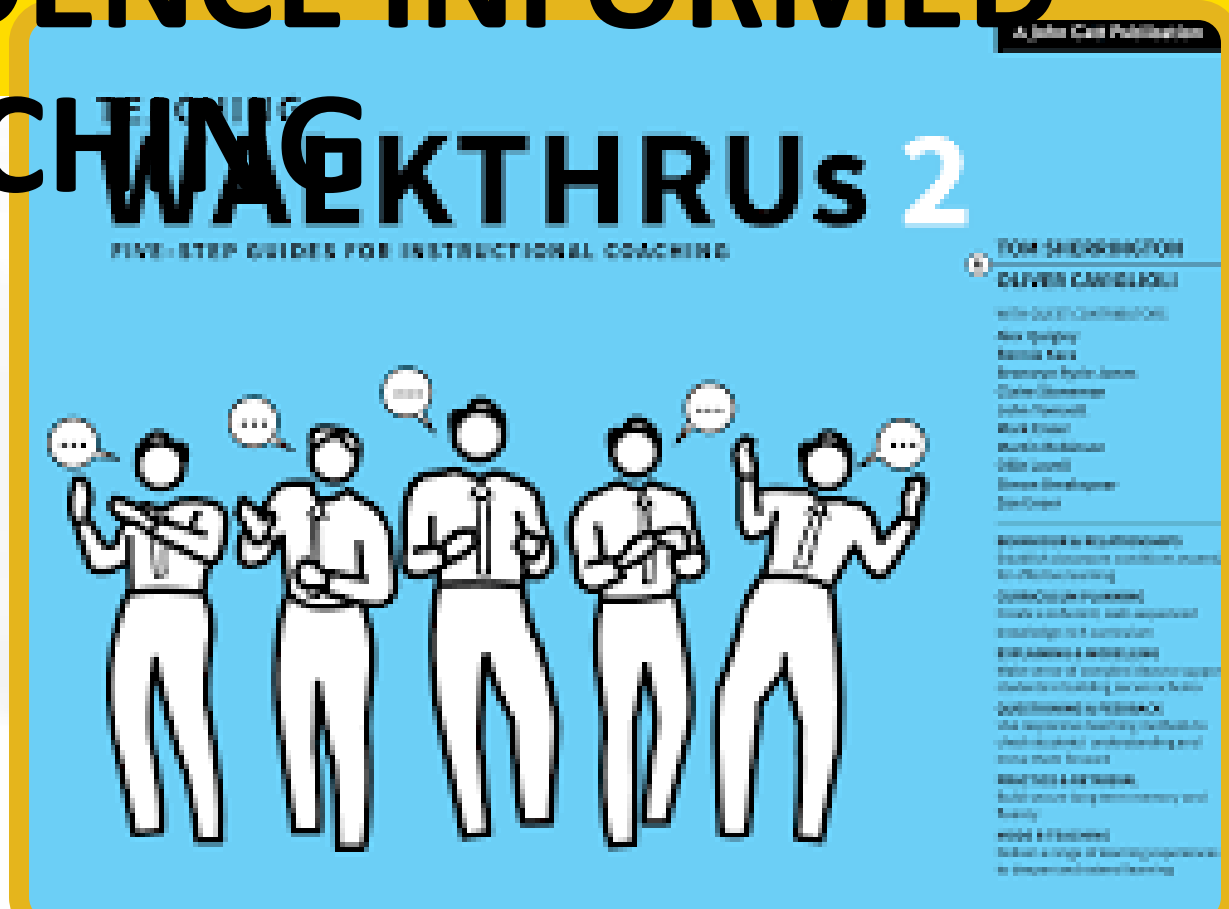
HOW WILL YOU USE:

• THE WALKTHRU

AND

• EVIDENCE INFORMED

TEACHING WALKTHRUS 2





WANSTEAD HIGH SCHOOL DEVELOPMENT SCHOOL QUALITY AND EDUCATION

27 February 2025 Twilight



END OF SESSION

MAIN HALL

OR ROOMS: MA4, 17, 22

OR 23
27 February 2025 Twilight