

# Teaching and Learning

## INSET

Tuesday 5<sup>th</sup> September  
2023



# DO NOW: Low Stakes Quiz



## 1. Assessment for Learning (AfL)

**Which of these is an AfL strategy as coined by Dylan Wiliam and Siobhán Leahy:**

- A) All pupils to write the learning objective at the start of each lesson.
- B) Clarifying, sharing and understanding learning intentions and success criteria.
- C) The learning intention should be differentiated into *all, most and some*.

## 2. Rosenshine's Principles of Instruction

**There are 10 Principles of Instruction, can you identify the intruder?**

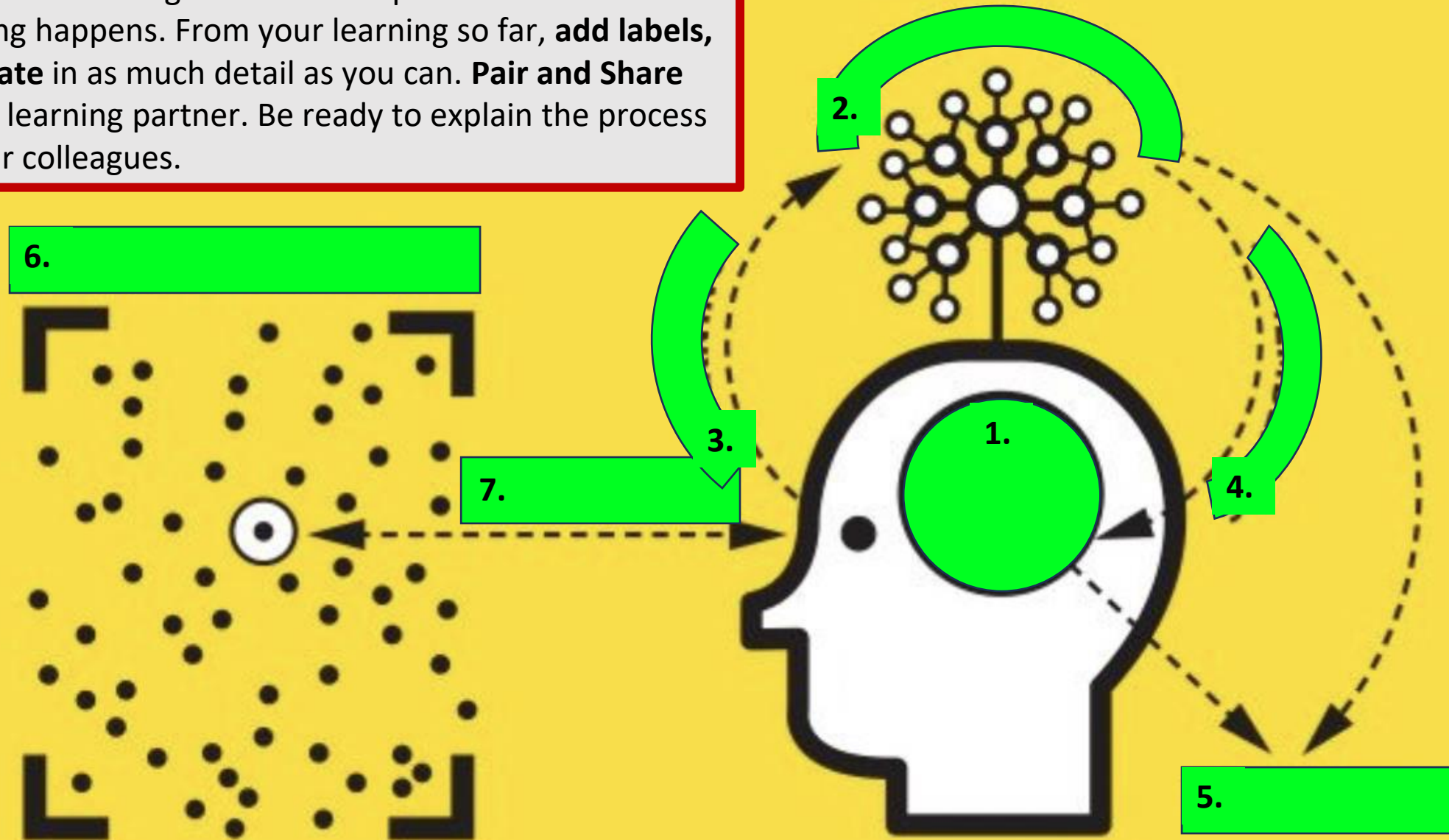
- A) Daily Review
- B) Teach in the zone of proximal development
- C) Present new materials using small steps
- D) Ask questions

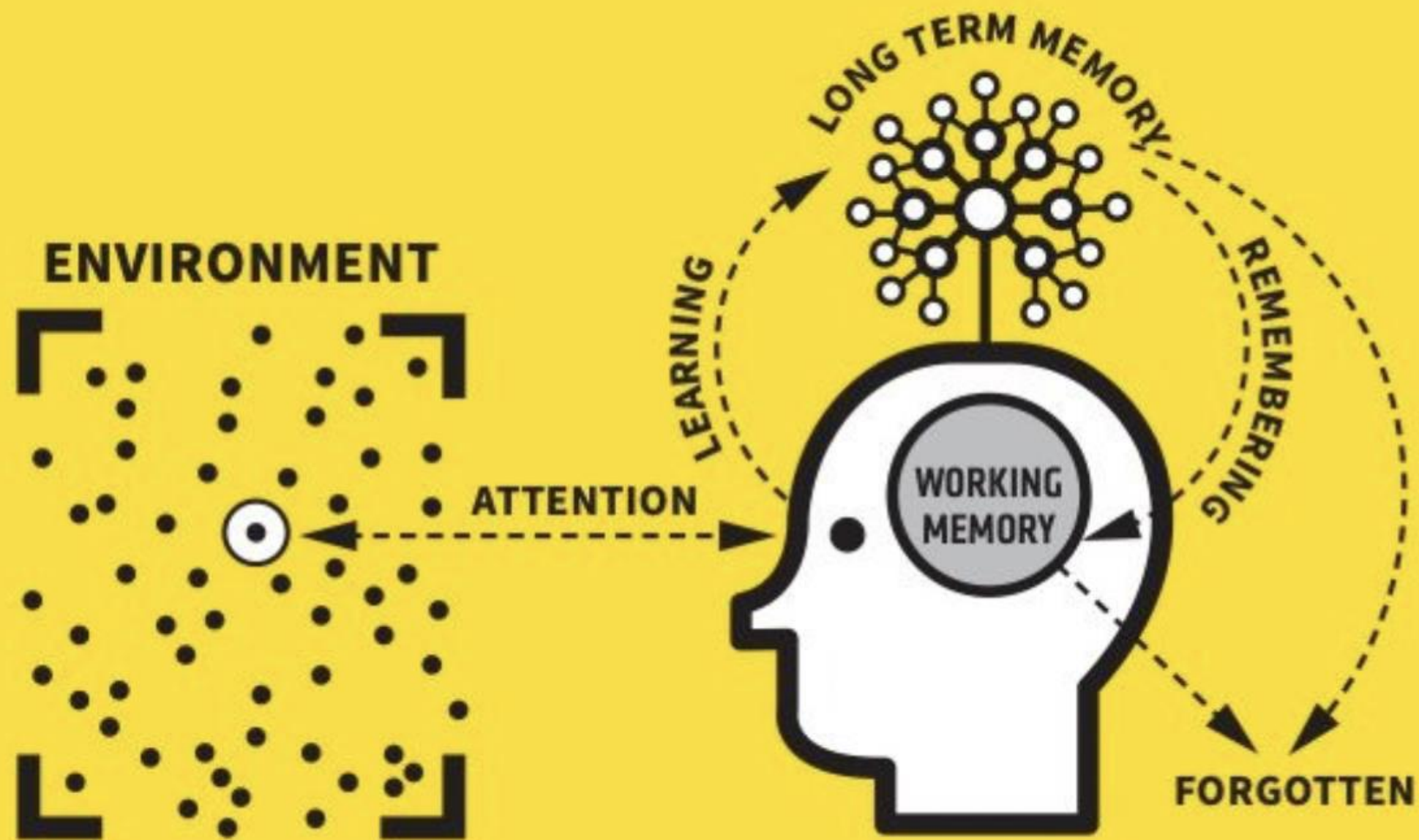
## 3. The Learning Model

**Study** the Learning Model – a simplified model of how learning happens. From your learning so far, **add labels, annotate** in as much detail as you can. **Pair and Share** with a learning partner. Be ready to explain the process to your colleagues.

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# Intended outcomes:

- Recap and review how we learn
- 
- L E A R N – Wanstead High Habits
  - The quality of teaching and learning
  - The importance of questioning
    - Why
    - Quality over quantity
    - Challenge
    - Engagement and participation
  - Cold Calling, Say It Again Better, No Opt Out







# Ready to

## L



Leaders

## E



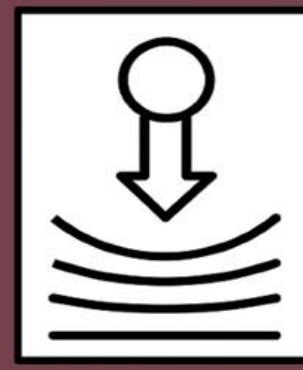
Enquirers

## A



Active Participants

## R



Resilient

## N



No Fear

# Wanstead High Habits: Pedagogy (Teachers)



Teachers' Standards	
<b>1. Professionalism</b>	Teachers' standards are a set of expectations for teachers' conduct and behaviour. They are a statement of the values and standards that underpin the teaching profession and are a key part of the teacher's role. They are a statement of the values and standards that underpin the teaching profession and are a key part of the teacher's role.
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# Wanstead High Habits: How We LEARN

## L



**Leaders**

- We arrive on time and DO NOW.
- Be prepared for learning – equipment and mindset.
- Engage with and respond to feedback.
- Know next steps and targets.
- Complete home learning by deadline and to best of their ability.

## E



**Enquirers**

- Connect to new learning
- Ask questions of your learning journey – where, why, how, what?
- Ask your teacher questions about the new learning
- Question what you don't understand.

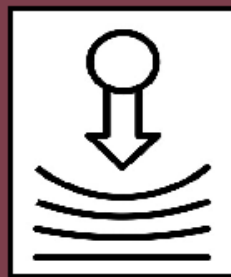
## A



**Active Participants**

- Participate and are actively engaged in all learning activities.
- Collaborate with your peers and learning partners.
- Avoid opting out.

## R



**Resilient**

- Ready to be challenged and to think hard.
- Adapt strategies to develop resilience.
- Ask teacher when need to get unstuck.
- Keep making those improvements.
- Keep going with your home learning, developing independent study skills.

## N



**No Fear**

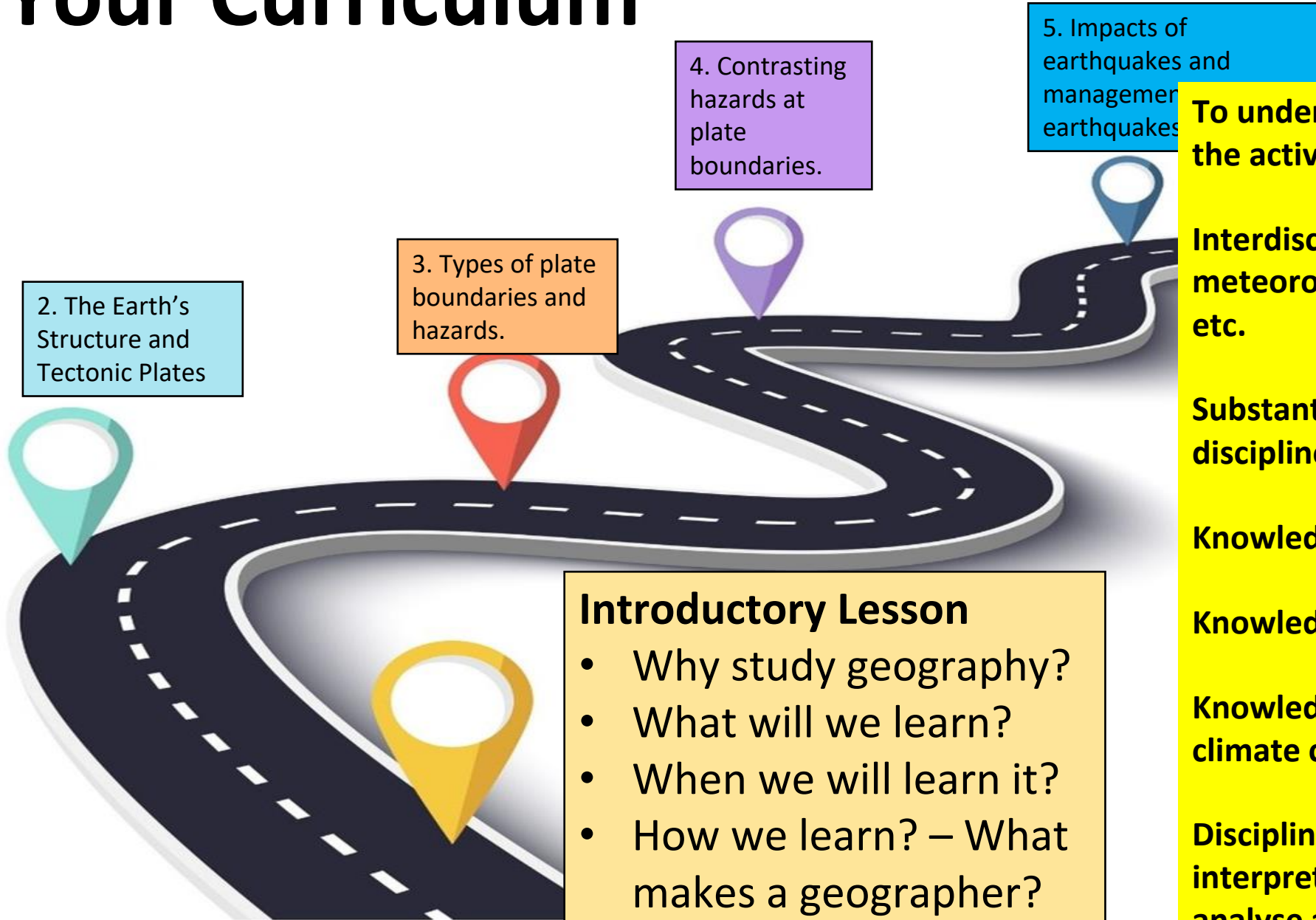
- Rise to the challenge and stretch yourself.
- Embrace a Growth Mindset.
- Know your Targets and strive towards these.
- High aspirations beyond your goals.
- Believe in yourself!







# Your Curriculum



## Introductory Lesson

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

**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.**

# Your Curriculum



# Wanstead High School

EDUCATION WITH CHARACTER

From the Year 7 Curriculum Booklet:

**“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”**

**Sir Michael Palin for President of the Royal Geographical Society and television personality.**

**Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed active, sustainable and mindful citizen in society.**

**Skills developed in Geography are: analysis, critical thinking, data handling, decision making, evaluative, the ability to justify, the ability to synthesis, using evidence, map reading and interpretation.**

## Geography

Pupils receive 3 lessons of Geography each fortnight.

Geography is the only subject in the curriculum linking the science and humanities disciplines. Geography helps us to explore and understand space and place – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and exploring the links between them.

*“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”*

*Sir Michael Palin for President of the Royal Geographical Society and television personality.*

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What is taught	When is it taught (Terms or Half Terms)	Reading list and Literacy focus	Where the curriculum is ambitious
<b>Environmental Geography</b> An investigation of the natural world with a focus on significant biomes and the issue of climate change.	September - December	<u><b>Progress in Geography Key Stage 3,</b></u> D. Gardner, et al. 9781510428003 <u><b>Nelson Key Geography Foundations,</b></u> D. Waugh. 9781408523162	The teaching of this unit will involve the use of some complex terminology which it is hoped that students will begin to develop some confidence in using. Data handling and presentation skills are taught within this unit which will likely be unfamiliar to Year 7 students. The end of unit formal assessment is written in a GCSE style.
<b>Africa</b> A regional geographical of the African continent looking at both the physical and human geographies of this diverse landmass.	January - April	Across all unit's geographical terminology will be used with the expectation that students use this within their written work and in formal assessments.  Wider reading resources will be posted on Google Classroom to fit with the delivery of each unit.	Atlas skills are taught within this unit with a particular focus on the use of latitude and longitude. Interpretation of images, data and text relating to the geography of the African continent will be a feature of this unit. The end of unit assessment is written in a GCSE style.
<b>Physical Landscapes (1)</b> This unit will focus on rivers as a natural feature of the landscape and karst sceneries.	May - July		A range of complex subject terminology will be used throughout the teaching of this unit which it is hoped students will begin to develop their confidence in using. A variety of geographical skills will be used in this unit which may take some time to master. The end of unit assessment is written in a GCSE style.
<b>How are pupils informally and formally assessed?</b>	Each unit is assessed by a 40-minute written exam consisting of multiple choice, short answer and extended writing questions. Students will be tested on current and prior learning.		



# Wanstead High School

**EDUCATION WITH CHARACTER**

Geography inspires pupils to develop Education with Character by developing the skills, knowledge and understanding to become an informed active, sustainable and mindful citizen in society.

**Art & Design inspires pupils to develop Education with Character by...** Taking risks, producing creative work, exploring their ideas and recording their experiences inside or outside of the classroom.

English inspires pupils to develop Education with Character through the way the curriculum is organized. The choices reflect the best of writing in English from Britain and across the world. The topics we study are designed to be challenging and thought provoking and deal with some of the key issues that young people face growing up in the 21st century. Texts chosen for study are a selection from our culture that may provoke lively discussion and debate and lead to interesting, intelligent written and spoken outcomes.





# Wanstead High School

**EDUCATION WITH CHARACTER**

**History inspires pupils to develop Education with Character** by providing a diverse, inclusive and rounded curriculum, at a local, national and international level with a wide variety of in- and out of school educational opportunities and trips to develop and expand on the in-class learning.

**Mathematics inspires pupils to develop Education with Character** by promoting resilience through challenge and independent learning skills.

**French/ Spanish inspires pupils to develop Education with Character** by expanding their global outlook through an introduction to the cultural diversity of French/Spanish speaking countries in Europe and beyond.



# Department Spotlights

D&T

English

Geography

Maths

MFL

Science



Challenge

Adaptive teaching

Questioning

Effective feedback

Teaching metacognition

# Lesson Observations

- Literacy –  
Reading/Comprehension

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- Modelling

- Active vs. passive

- Metacognition

- Questioning flows





# Teaching and Learning

- Common themes
- Mixed bag

## Your Professional Development

- Performance management and development
  - Department meetings
    - INSET days
    - Twilight
  - Morning Briefings





# The importance of questioning



# Improving Teaching and Learning



If we want all pupils to learn more successfully, there's probably more mileage in just doing these core things better:

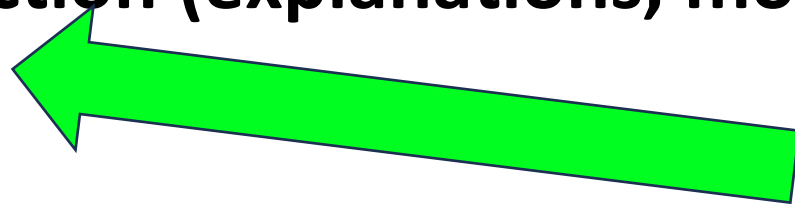
## 1. Challenge

1. Learning intentions

1. **Explicit instruction (explanations, modelling, examples and questioning)**

1. Scaffolding

1. **Literacy – Reading and comprehension**



WHY?

Focus  
on  
Quality



With great power comes great  
responsibility!

**The Power of  
Questioning**





WHY?



## **Task – Create a group list**

In a group of 3-4 make a list of reasons why we ask questions each lesson.



WHY?



- Checking understanding
- To gauge to what extent our explanations and models have been understood
- Establishing prior knowledge
- Provides us with feedback
- Provides opportunities for us to feedback
- Know what to teach next / what needs to be taught
- Retrieval / Recalling knowledge
- Stimulate thinking
- Encourage reflection
- Reinforcing expectations of participation







WHY?



- Maintains behaviour and expectations
- Allows pupils to express their views
- Allows different perspectives to be heard
- Posing challenge
- Involving all pupils
- To articulate their understanding
- To develop their understanding of a subject
- The most effective teachers ask many questions to many pupils – Rosenshine, Chiles, Wiliam
- Learning intentions





## Poor Proxies for Learning

- Students are busy: lots of work is done (especially written work)
- Students are engaged, interested, motivated
- Students are getting attention: feedback, explanations
- Classroom is ordered, calm, under control
- Curriculum has been 'covered' (ie presented to students in some form)
- (At least some) students have supplied correct answers, even if they
  - Have not really understood them
  - Could not reproduce them independently
  - Will have forgotten it by next week (tomorrow?)
  - Already knew how to do this anyway

**Pedagogy reflection:  
When teachers ask the  
right questions and  
involves pupils, there is  
a greater probability  
that it will boost pupil  
performance.**

**Michael Chiles in  
Powerful Questioning**



# Focus on Quality over Quantity



- Plan and sequence your questions.
- You must know your pupils, know your class.
- Know your pupils' prior knowledge.
- Know the learning intentions.





# Focus on Quality over Quantity



- Aim for questions that generate more than surface level thinking.
- Your delivery is just as important.
- Variety and balance between low to high order (surface to deeper).
- Ensure pupils are secure in the lower order questions – remember rigour and depth before speed.
- Lower order questions are essential – core concepts and processes.



# Focus on Quality over Quantity



- Consider the cognitive demands – Bloom's can support.
- The zone of proximal development.
- Stimulate thought.
- Build a desire to want to find out more.

## Support literacy:

- Familiar words
- Use one command word at a time (avoid double commands)



**Pedagogy reflection: Combining the use of lower order and higher order questions will be more powerful than using them in isolation.**

# Curriculum planning

## Task:

For an imminent lesson look at the specific learning intentions and write out some of the questions you're are going to ask.

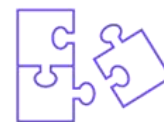


## Tips:

- Keep the learning intentions in mind.
- Balance recall questions and challenging questions that promote hard thinking.
- Remember to build and scaffold.
- How can your questions be inclusive?

**Pedagogy reflection:** How often does your department meet to discuss and plan the curriculum, including planning for those key questions?

# Blooms Taxonomy and Solo Taxonomy



KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List   Define Recall   Arrange State   Order Label   Repeat Memorize Name   Select Record	Translate Paraphrase Discuss   Report Locate   Explain Restate   Describe Express   Identify Generalize Recognize   Classify Summarize	Operate   Apply Use   Solve Demonstrate Prepare   Choose Show   Sketch Employ   Practice Dramatize Interpret Illustrate Produce Schedule	Analyze   Question Differentiate Experiment Examine   Test Categorize Distinguish Calculate   Inspect Contrast   Outline Infer   Compare Discriminate Appraise   Criticize Diagram   Debate Inventory   Relate	Create   Compose Argue   Design Plan   Support Arrange   Collect Revise Formulate Propose Construct Set up Organize Manage Prepare Assemble Rearrange Develop	Rate   Evaluate Assess   Judge Value   Revise Justify Recommend Conclude Defend Interpret Predict Estimate Appraise Compare Score Select Choose Measure



I'm not a fan of Bloom's or Solo BUT every pupil at every level needs full access to the Bloom's Taxonomy spectrum.

Can also provide good question stems.



# Challenge

- Consider the cognitive demands – Bloom's can support.
- Move from surface to deeper level thinking.
- Build follow-up questions to promote intentional thinking beyond what the pupils can recall.
- The zone of proximal development.
- If the questions are too easy, something they already – unlikely to generate curiosity.



Higher-order questions elicit deeper and critical thinking...This does not mean that lower-order questions should not be asked. It is appropriate to ask questions to address all cognitive domains as long as the desired learning outcome is kept in mind and a good mix of questions is used during each teaching session.

## In Department Task

### Task

Think of a typical higher order question for your subject/topic.

Annotate the question with:

- What knowledge and understanding would pupils need to know in order to answer it successfully.
- How might you change your approach to support pupils?
- What scaffold questions could you ask to build up to the main?





## **Pedagogy reflection:**

**How many times have you accepted a non-explanatory response because it was more of a hassle to challenge the pupil.**

# High Engagement and Participation



- Maximise pupils' participation in thinking, rehearsing and sharing ideas.
- Embed a questioning culture.
- Use strategies such as Right is Right or Say it again better.
- Know your pupils, including any barriers (Pupil Passports).





# High Engagement and Participation



- Build relationships and respect.
- What to do with wrong answers.
- Delivery (tone, facial expression, your response).
- Thinking or wait time of 3-10 seconds.



# High Engagement and Participation



- Too many pupils opt out.
- Say, 'I don't know'.
- 'I said I don't know, stop asking me!'
- Same pupils contribute.
- Certain pupils dominate.
- Feeling uncomfortable
- Fear of losing peer respect.



- Follow up with a scaffolded question or re-word the question.
- Ask another pupil, but return to the original pupil – do they now have a response/expand.
- Show that you value every contribution, even wrong answers.
- Do not interrupt.
- Circulate and get into the corners of your classroom!

Every teacher experiences the awkwardness of a pupil claiming not to know an answer to a question. When this happens, the teacher might feel like they are doing a lousy job and rush to get the correct answer from someone who is likely to know.



### Task

Think of an example where you have had a pupil respond with 'I don't know' to your question.

*What did you do next?*

*How did you try and get that pupil to be involved and provide a response?*







- No hands up and no calling out.
- Teacher chooses pupils to respond
- Establishes a routine – it could be anyone for any question.
- **Pose the question – pause for thinking time** and **then choose** a pupil.
- **Inclusive** - keeps everyone involved in thinking.
- **Stops** some pupils dominating.
- Prevents the habit of **opting out**.
- Embeds **high expectations and ambition** for all.



## COLD CALLING

1 2 3 4 5



ASK THE CLASS  
THE QUESTION



GIVE THINKING TIME



SELECT SOMEONE  
TO RESPOND

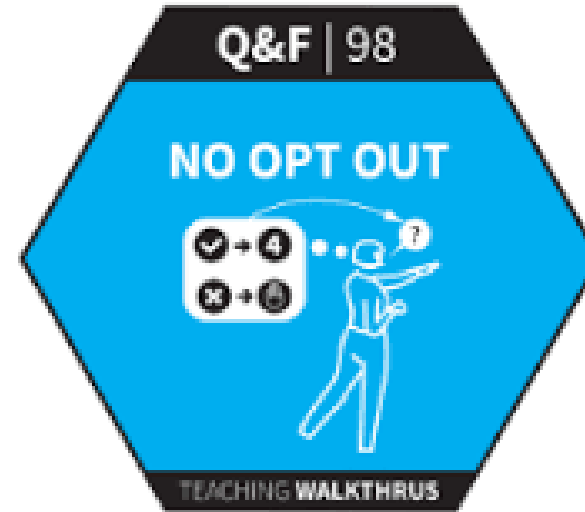


RESPOND TO THE  
ANSWERS



SELECT ANOTHER  
STUDENT AND  
RESPOND AGAIN

- No Opt Out helps in dealing with I don't know responses.
- In the right spirit, No Opt Out supports pupils to build confidence, increasing their knowledge and overriding unhelpful defence mechanisms.
- It conveys a belief that 'I know you can do this' and reinforces high expectations of engagement and thinking.



# NO OPT OUT

1-2-3-4-5



ASK A QUESTION AND  
COLD CALL



EXPLORE 'DON'T KNOW'  
RESPONSES



PROVIDE THE CORRECT  
ANSWER



GO BACK AND CHECK FOR  
UNDERSTANDING



BREAK THE 'DON'T KNOW'  
DEFENSIVE HABIT

- Supports pupils to produce high quality verbal responses.
- If you accept shallow responses without further development, pupils will assume half-formed answers are the norm.
- However, unless you allow pupils to offer their more basic ideas, you can deter them from trying in future.
- With Say It Again Better, you accept initial responses but develop them each time.



## SAY IT AGAIN BETTER

1-2-3-4-5



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"



RESPOND TO THE IMPROVED RESPONSE



# Takeaways

**L E A R N**

**Questioning**

**Challenge all learners**

**Ready for the term ahead:**

- The Curriculum
- Introductory lessons – why, what and how
- Know your pupils
- Class Charts
- L E A R N pedagogy
- Engage in Every Lesson





# Resources and follow-up

- **Weekly Morning briefings and Monthly Twilights**
- **Books** – Teaching Walkthrus and Powerful Questioning – (E-Book Edition available)
- **Google Classroom:** Wanstead High Staff Room – Code: 5y2iso5

- **Podcast – Kate Jones and Michael Chiles**

<https://evidencebased.education/questioning-in-the-classroom/>

**50 minutes**

- **Rosenshine's Principles Masterclass on Questioning.**

<https://www.youtube.com/watch?v=5EIH9LP0DmQ>

**28 minutes**

- **Kitchen Pedagogy: Developing a Questioning Repertoire**

<https://www.youtube.com/watch?v=LAqde38TwE0>

**5 minutes**



## **Twilight dates:**

14<sup>th</sup> September

12<sup>th</sup> October

25<sup>th</sup> January

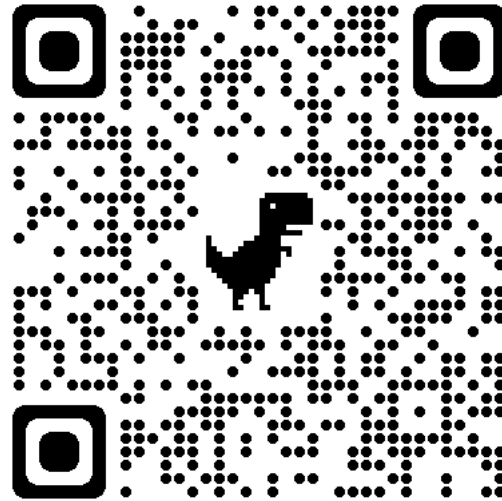
29<sup>th</sup> February

21<sup>st</sup> March

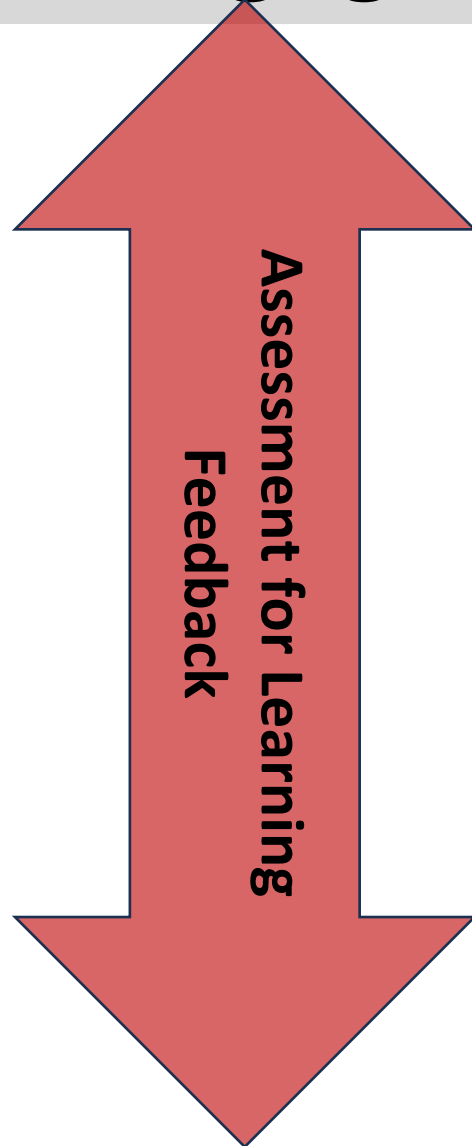
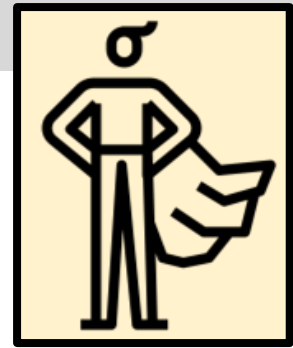
13<sup>th</sup> June.

# Please ensure you scan the QR code to complete the CPD feedback survey:

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# Engage in Every Lesson



**DO NOW: Retrieval, Recall and Reconnect**

Learning journey

Explicit Instruction

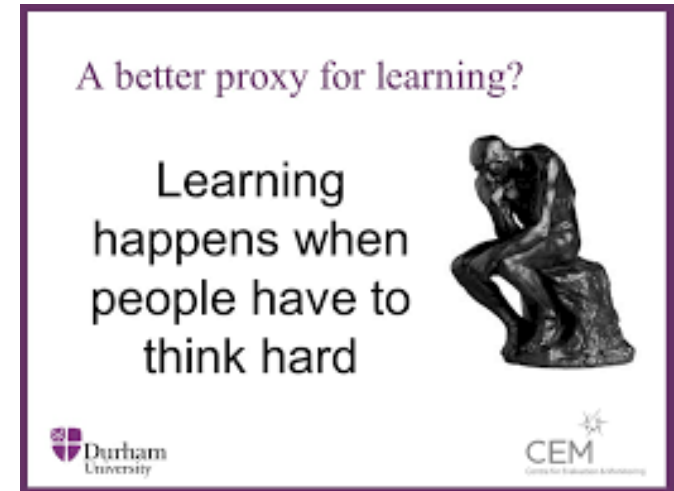
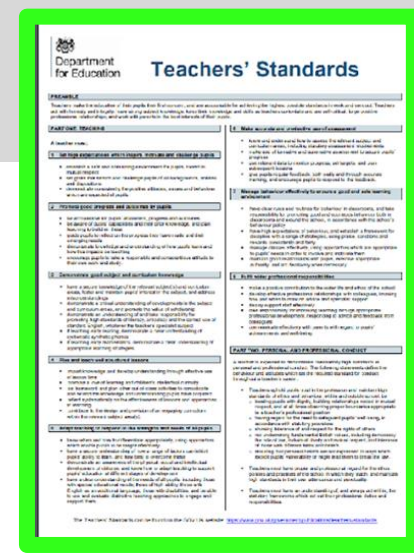
- Modelling
- Demonstrations
- Questioning
- Examples

Actively Practice

- Guided
- Independent

Review knowledge and skills.  
Identify  
New Learning

Challenge  
Engagement  
Scaffold



**Education with Character**