



# The Quality of Education September INSET 2024



# Today's Programme



- Curriculum development
  - Open Door
  - LEARN Drop-ins
  - Instructional Coaching
  - Teaching and Learning Policy updates
- 
- Workshops



# Looking Back Looking Forwards

# Curriculum development



**“Curriculum, or the substance of what is taught, is the core business of schools...”**

**Ruth Ashbee, 2021**



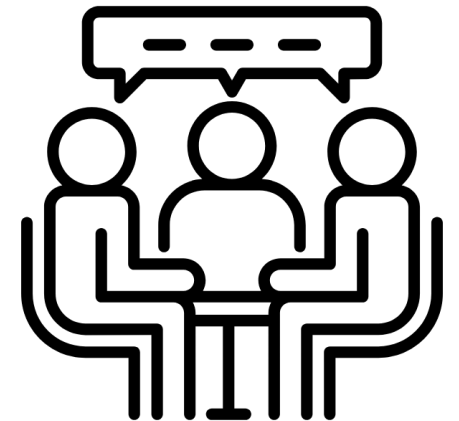
**Our curriculum aims to:**

- Support and enhance our core values of kindness, inclusion and respect.
- Promote a positive attitude towards learning.
- Support pupils’ spiritual, moral, social and cultural development.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that supports pupils’ learning and progression, enabling them to work towards achieving their goals.

# Expert curriculum planning requires:



- Lots of expertise and time.
- Composite planning (vs solo planning) can be more effective, efficient, and equitable.
- Intellectual preparation (adapting a plan for our class) is an essential component of this.





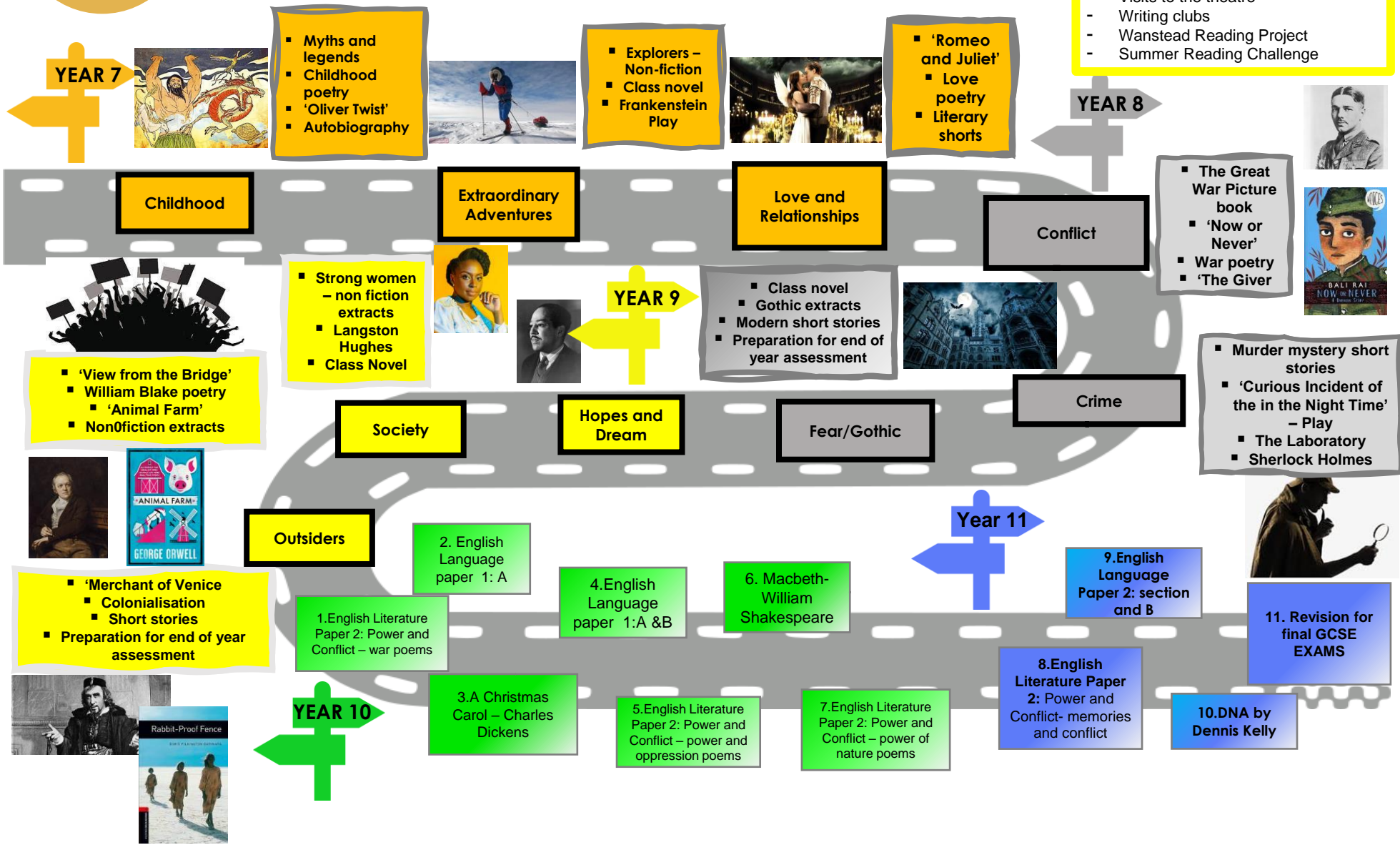
Key skills developed every term:

- **Reading skills** – essays focused on presenting a critical and detailed exploration of writer's craft.
- **Writing skills** – creative writing and non-fiction skills
- **Speaking and listening** – speeches, debates, discussions

# English Curriculum

## LEARNING JOURNEY

- KS3 enrichment:**
- Poetry Week
  - Redbridge Short Story Competition
  - Redbridge Poetry Competition
  - National Book Day
  - National Writing Day
  - National Writing competitions
  - Visits from theatre groups
  - Visits to the theatre
  - Writing clubs
  - Wanstead Reading Project
  - Summer Reading Challenge





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



# Medium Term Plans (MTPs)

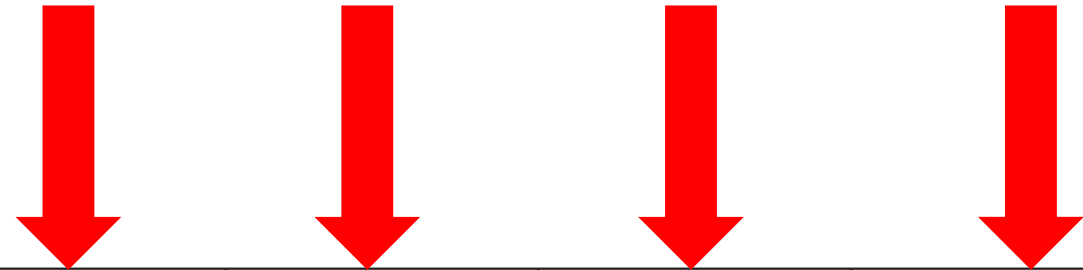


## Medium Term Plan Year 7 SPR 1 Refugee Boy

**The Big Ideas for this unit of work are** developing an understanding of the play-text Refugee Boy in order to develop their story-telling and social skills. Students will be expected to work collaboratively in mixed pairs, trios or groups of 5 to attempt a clear interpretation of the text. Alongside text interpretation, students will use their critical thinking skills to discuss global issues such as immigration, refugees, assimilation and minority groups in Britain. Specific techniques explore will be split-scene, flashbacks, transitions, naturalistic characterisation, use of accent and multi-role play. For their assessment students will rehearse a scene which encompasses all techniques and perform it to the class. To challenge more able students, they will be given roles such as multiple characters, director or characterisation coach to extend their skills and support their group's story-telling capabilities.

### Core Concepts

- Demonstrate an understanding of physical and vocal drama skills
- Demonstrate an understanding of key story-telling techniques
- Demonstrate an understanding of how to work cohesively as a team
- Effectively use feedback to improve the performance of others and own work
- Use appropriate subject specific language throughout lessons and feedback



Topic or Learning Objective	No. of lessons allocated	Knowledge and Skills to be taught and <i>challenging ideas to be explored.</i>	Common misconceptions to address	Home/Independent Learning	Key Tier 3 Vocabulary/Subject specific terminology	Text to support strategic reading
What is a refugee?	1	Students will discuss their initial definitions and knowledge of a refugee. Teacher will summarise the play Refugee Boy. Teacher will model what a split scene and cross-cutting is. Students will use the script of scene 1 to explore <u>split scene</u> and cross cutting.	Different <u>reason</u> to why someone becomes a refugee.		refugee, Ethiopia, Eritrea, minority, split scene, cross-cut, naturalism, Performance, Feedback, Audience, Communication	<a href="https://www.bbc.co.uk/bitesize/articles/zm4jtcw">https://www.bbc.co.uk/bitesize/articles/zm4jtcw</a>
Why is empathy important in drama and life?	1	Students discuss what empathy is and how it can be shown on stage. Students will work in threes to embody their character by exploring what physical and vocal skills are need for them to build tension in their scene.	Using the same physical and vocal skills differently	Poem Task	Tension, statues Physical skills: Facial Expressions, Gesture, Body Language, Posture Vocal skills:	

**What are the Key Questions expected to be explored when teaching this unit?**

What is a refugee?  
How do we create/show empathy?  
What is a split scene?  
What is cross-cutting?  
Should refugees be allowed to come to the UK?

**Where must pupils receive formative marking and feedback?**

What is a flashback?  
How can we create effective transitions?  
Why is multi-role play a useful technique in a production?

Weekly/lesson by lesson/task by task teacher monitoring and feedback. During practical tasks, the teacher will aim to watch every student/group giving short term manageable targets to work on. Formative performances at the end of lessons will help to identify areas of improvement for students and will include a variety of peer, self and teacher-based assessments. Students will also be learning to effectively peer assess others work. They will look at ways to give constructive feedback, focusing on how to further improve, using drama vocabulary and if possible, they will demonstrate to each other, taking a lead learner role within the classroom. Questioning throughout lessons will also be used to check and assess students' understanding and knowledge.

**Where and how will pupils be summatively assessed?**

Students will be required to produce a final performance of a scene that is filmed by the teacher. This will incorporate the key skills that they have learnt in class. Students will be assessed on their performance on the day with a focus on their physical and vocal skills and their ability to incorporate key features of story-telling into their work. The assessment point will be at the end of the unit and performances will be used for evaluation in lessons and stored for internal/departmental use. Feedback will be provided to students through the progress tracker and assessment grid.

**Link to next steps/career pathways**

The ability to empathise with others and tell a story effectively is an important and vital part for any performer and something which is very important at GCSE and A Level and will be the integral focus of this unit. Throughout the unit students are introduced to various techniques to support their story-telling. Students are also asked to put themselves in the shoes of the characters and imagine what it's like to play a minority/outsider. Characterisation is also key as the students set about making their work as engaging and creative as possible. These skills are integral at all levels of drama education and the professional and a solid understanding of these concepts early on are vital and will continue throughout KS3.

**Associated wider reading**

The Boy At the Back of the Class: Onjali Rauf (The Modern Witch's Spells)  
Refugee Boy: Benjamin Zephaniah

# Key curriculum documents for all...



## Teaching staff:

- Department vision
- Curriculum intent
- Long term plans
- Learning journeys
- Medium term plans
- Feedback and marking strategy
- Policies – *curriculum, teaching and learning etc.*

## Pupils, parents/carers:

- Curriculum intent
- Learning journeys
- Curriculum booklets
- Policies – *Curriculum, Teaching and Learning etc.*



# Informing curriculum developments

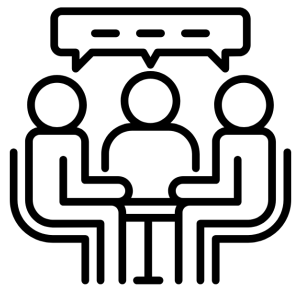


**Spotlights 2023:** in geography, DT, MFL, English, science, maths.

**Spotlights 2024:** in science, maths, PE, RP and history.



Department LEARN drop ins



Line management meetings

Department meetings

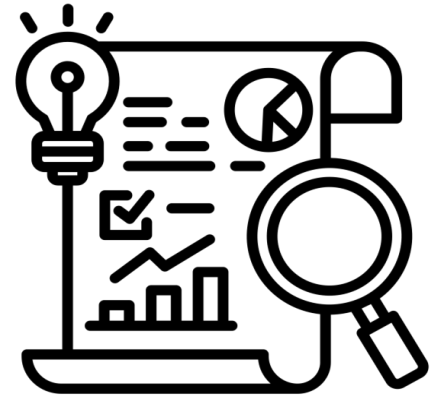
Growth and development meetings

# Findings and insights



## 2022-23 general summary

- The curriculum - what, why, how and when - pupil understanding of this.
- What challenge looks like - a shared understanding e.g. Pitch It Up.
- Adaptive teaching.
- Improving questioning - checking for understanding, cold call, no opt out, say it again better.
- Developing reading and disciplinary vocabulary.
- Feedback in departments.
- Strengthen the curriculum at KS3 by improving links at KS2 in feeder primary schools.



# Findings and insights



## 2023-24 general summary

- Continuous curriculum review.
- Links to KS2.
- Pupils response to feedback varies.
- What is assessed, when/how?
- How the curriculum is adapted to enable our most vulnerable in each class.
- Oracy – opportunities for structured talk, collaboration, problem solving, exploration.



# Findings and insights - 2



## 2023-24 general summary

- Address the misconceptions – spinach in the teeth.
- Poor proxies e.g. learning vs. a task.
- Instilling a culture of challenge, pitch it up.
- Scaffold well.
- Memory techniques – know more, remember more.
- Quality questioning, checking and challenging.

**“I believe in consistency through quality”.**



**Thank You**



# Department LEARN Drop-ins

## 5 Step Guide to Department LEARN Drop-ins



### 1 Led by Heads of Department

Led and coordinated by Heads of Department who will guide post holders where applicable.



### 2 To gauge typicality

Take place weekly (with a min. expectation of fortnightly) to gauge true typicality of teaching within a department.

### 3 Flexibility

No schedule is set to allow Department LEARN Drop-ins to be flexible and aim to see a full range of teaching across a department.



### 4 Google form and a Theme

Department LEARN Drop-ins are captured onto a Google Form. This allows for strengths and areas to develop to be identified. There is a whole school theme per half term.

### 5 Growth and development meetings

The Department's overall picture is shared. The department receives training on pedagogy and/or the curriculum to improve overall teaching.



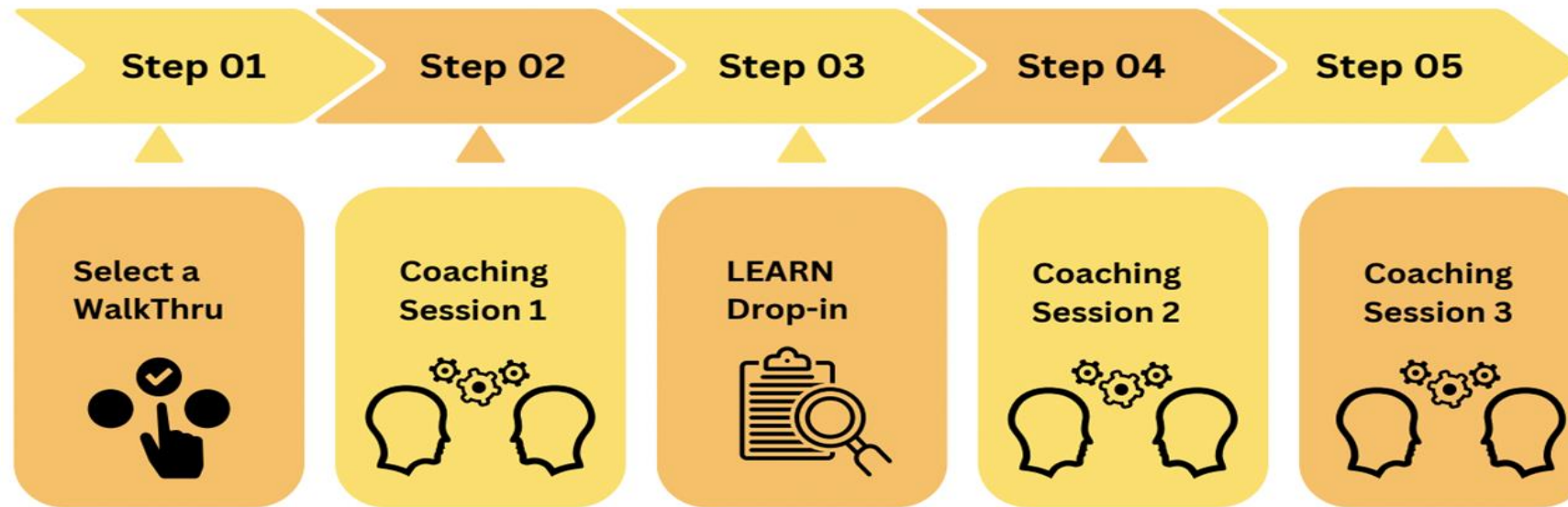
# Teacher Development LEARN Drop-ins

## Five -Step Guide

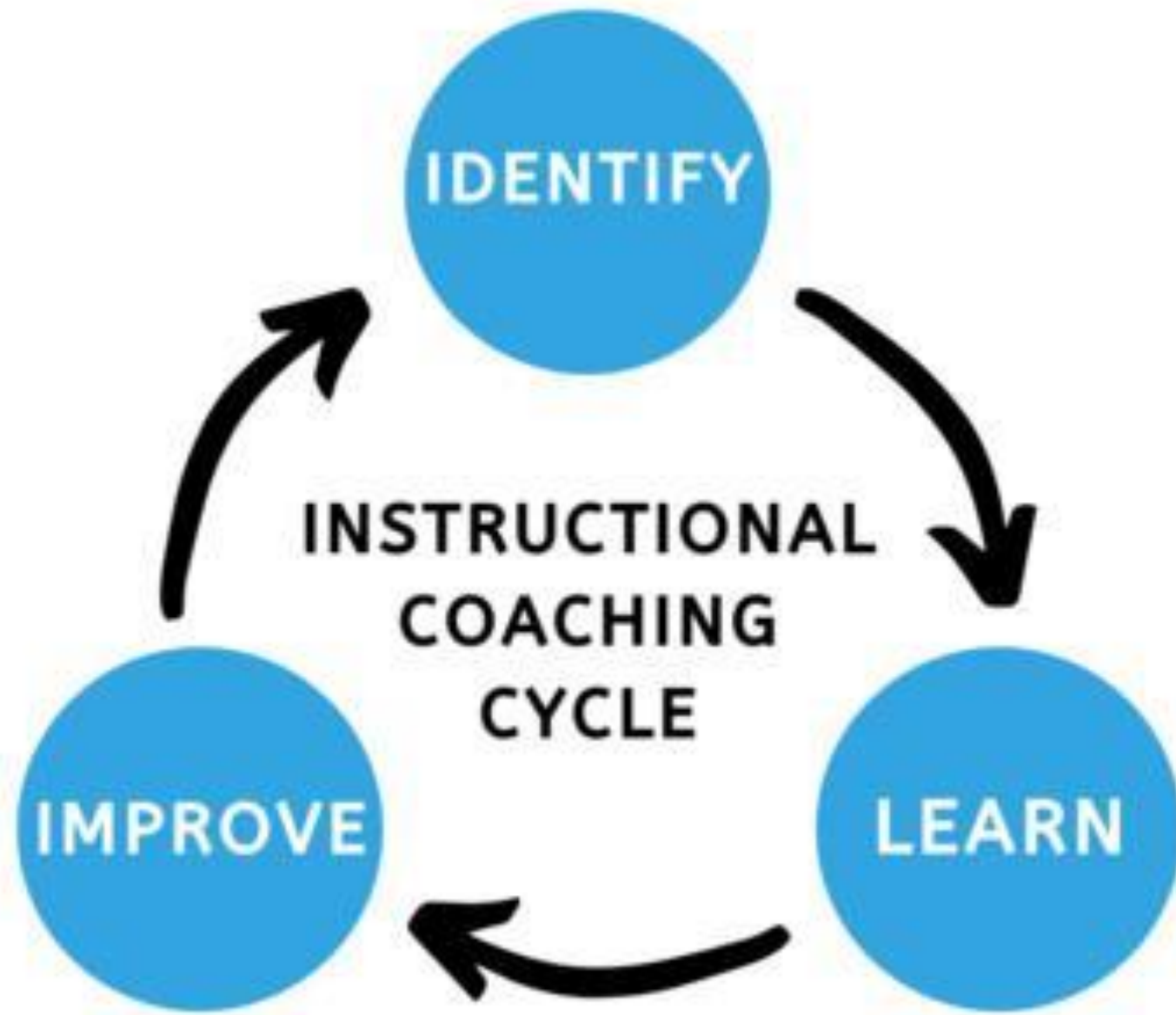


Cycle 1 - Autumn Term 2 (30 October to 20 December)

Cycle 2 - Summer Term (15 April to 19 July)



- Focus on personal Teacher Development
- A bite sized area for improvement / Action Step
- A clear model/example of better
- Deliberate practice: rehearse the strategy in a safe space before we go 'live'.
- Build into a routine: in order for a change in teaching habit to occur, the action needs to take place regularly.
- No link to Appraisal/Performance management



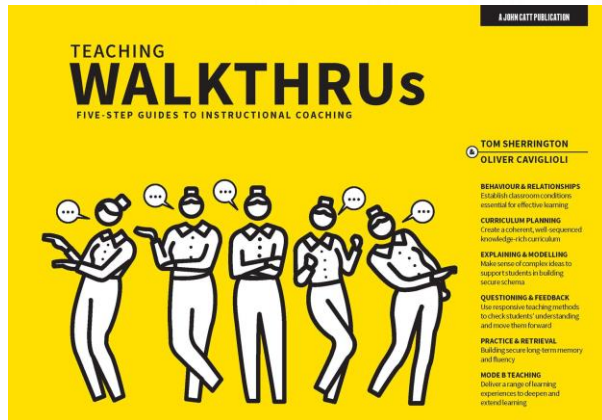
**1. Select a Walkthru, insights, clear model, deliberate practice, rehearse.**

**2. Lesson Visit.**

**3. Reflections & next steps.**

**4. Build into your routine, create change, develop a habit.**

**COACHING  
CYCLE**





LOOKING  
FORWARD

# Continue to embed & develop...

- The Curriculum as our Blueprint
- Department LEARN Drop-ins
- Teacher development LEARN Drop-ins with Instructional Coaching
- Insights from Spotlights (previous summary shared)
- **Quality questioning**
- **Teaching literacy**
- **Feedback and marking**



# Policy updates

- Lesson visit in the Autumn Term
- Whole school and Department Pupil Work Reviews
- Expectations for presenting pupils work with pride
- Expectations for Home learning (Homework)



# Today's workshop agenda

- **The curriculum**

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- **Quality questioning**
- **Teaching literacy**
- **Feedback and marking**
- **LEARN Drop-ins or Lesson visits for teacher development (TD)**



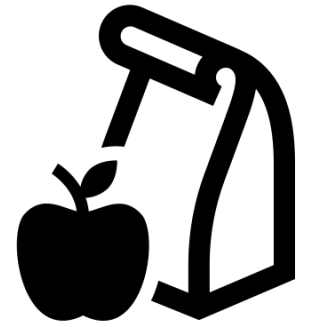
# Move into workshops after lunch

Find your Group and  
Room from the  
Spreadsheet – via Email  
Link or Posters displayed.



# After lunch

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1.30	3.00	Displays	Shared Areas	Technicians, Reprographic s team	
1.30	3.00	Admission updates	Departments	H Davies and S Fullerton	
1.30	3.00	Annual statutory CPD - Staff Declaration	Departments	Admin	
1.30	3.00	Curriculum and pedagogy workshop <i>Please bring a pen/notebook and your copy of The Teaching Walkthrus Book</i>	Rooms 10, 11, 17 & 22	Teaching and TA	QoE Team
1.30	3.00	Behaviour Inclusion Systems	PSM Office	PSM and Welfare	HMA/DCI



# Workshops

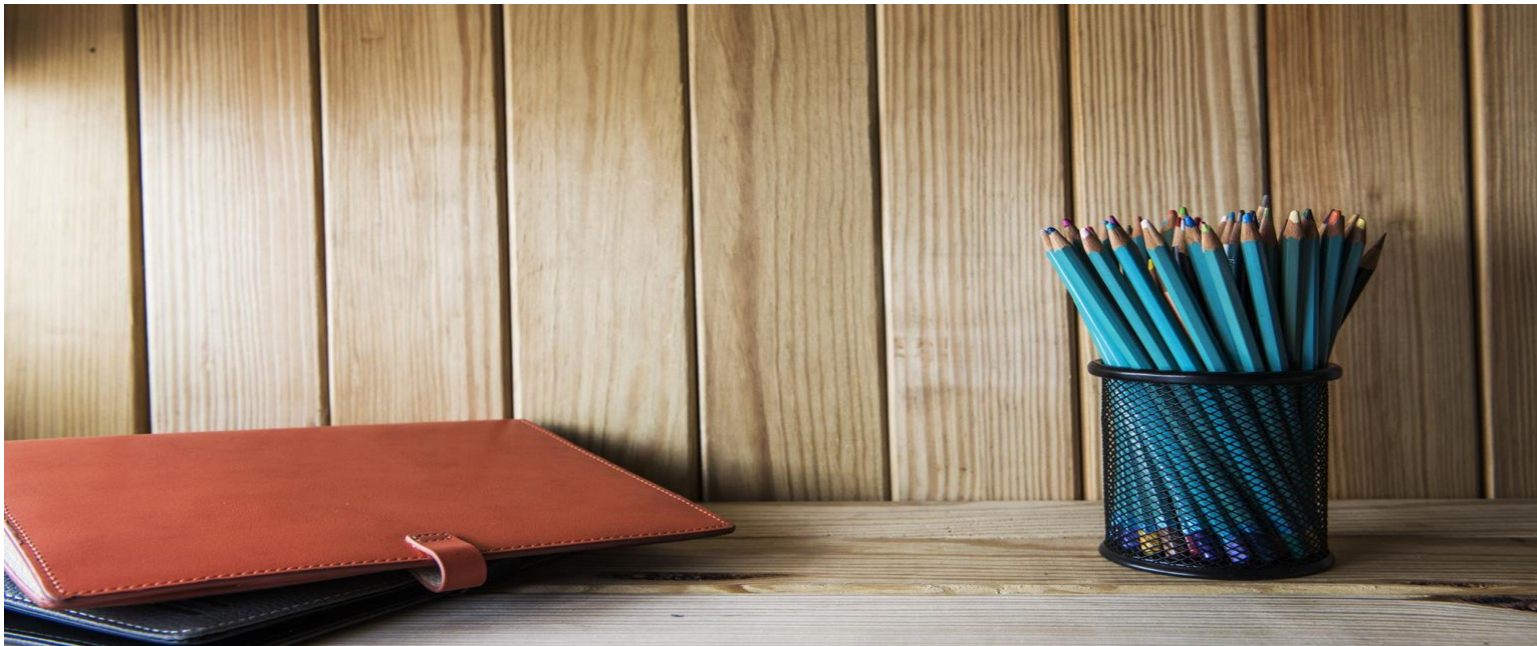




# Workshop – activities and timings

**Part 1** - The curriculum, questioning, literacy and feedback  
45 minutes of activities.

**Part 2** – A Lesson Visit – Examples of effective teaching strategies.  
40 minutes to include the video clips and review

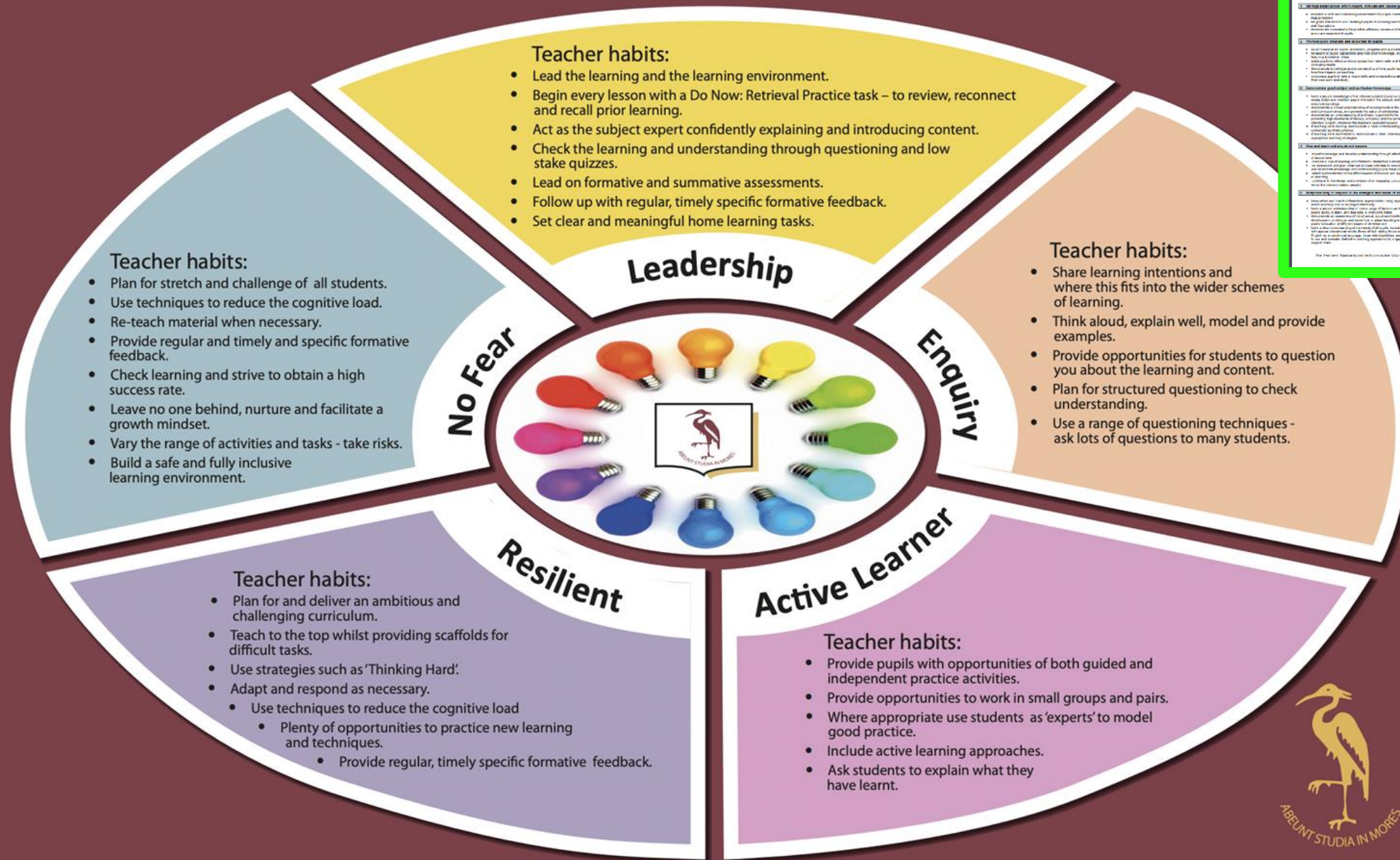


# Curriculum

A yellow pencil with a green and gold eraser and a pink tip, a wooden ruler, and a blue architectural drawing of a floor plan with various rooms and corridors.

Curriculum planning and its implementation is our number one priority.

# Wanstead High Habits: Pedagogy (Teachers)



Department for Education		Teachers' Standards
<p><b>Introduction</b></p> <p>The Teachers' Standards set out the standards that all teachers must meet to be registered as a teacher in England. The standards are designed to ensure that all teachers have the necessary skills, knowledge and experience to provide a high quality education for their pupils.</p>		
<p><b>Part 1: Teachers</b></p> <p><b>1.1. Plan and prepare to teach</b></p> <ul style="list-style-type: none"> <li>1.1.1. Plan and prepare to teach lessons and sequences of lessons, taking account of the needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> <li>1.1.2. Prepare to teach by setting clear, challenging learning objectives, and by selecting appropriate content, resources, activities and assessment methods.</li> <li>1.1.3. Prepare to teach by identifying the learning needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> <li>1.1.4. Prepare to teach by identifying the learning needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> </ul>		
<p><b>1.2. Deliver high quality teaching</b></p> <ul style="list-style-type: none"> <li>1.2.1. Deliver high quality teaching that is tailored to the needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> <li>1.2.2. Deliver high quality teaching that is tailored to the needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> <li>1.2.3. Deliver high quality teaching that is tailored to the needs of all pupils, including those with special educational needs and those who are gifted and talented.</li> </ul>		
<p><b>1.3. Assess, monitor and evaluate the learning and progress of pupils</b></p> <ul style="list-style-type: none"> <li>1.3.1. Assess, monitor and evaluate the learning and progress of pupils, using a range of assessment methods, including formative and summative assessment.</li> <li>1.3.2. Assess, monitor and evaluate the learning and progress of pupils, using a range of assessment methods, including formative and summative assessment.</li> <li>1.3.3. Assess, monitor and evaluate the learning and progress of pupils, using a range of assessment methods, including formative and summative assessment.</li> </ul>		
<p><b>1.4. Review and improve their practice and the learning of pupils</b></p> <ul style="list-style-type: none"> <li>1.4.1. Review and improve their practice and the learning of pupils, using a range of reflective practice techniques, including peer review and self-reflection.</li> <li>1.4.2. Review and improve their practice and the learning of pupils, using a range of reflective practice techniques, including peer review and self-reflection.</li> <li>1.4.3. Review and improve their practice and the learning of pupils, using a range of reflective practice techniques, including peer review and self-reflection.</li> </ul>		
<p><b>Part 2: School Leaders</b></p> <p><b>2.1. Lead the school</b></p> <ul style="list-style-type: none"> <li>2.1.1. Lead the school, setting the vision, strategy and ethos, and ensuring that the school is a place where all pupils can thrive.</li> <li>2.1.2. Lead the school, setting the vision, strategy and ethos, and ensuring that the school is a place where all pupils can thrive.</li> <li>2.1.3. Lead the school, setting the vision, strategy and ethos, and ensuring that the school is a place where all pupils can thrive.</li> </ul>		
<p><b>2.2. Develop the school's performance</b></p> <ul style="list-style-type: none"> <li>2.2.1. Develop the school's performance, ensuring that the school is a place where all pupils can thrive.</li> <li>2.2.2. Develop the school's performance, ensuring that the school is a place where all pupils can thrive.</li> <li>2.2.3. Develop the school's performance, ensuring that the school is a place where all pupils can thrive.</li> </ul>		
<p><b>2.3. Develop the school's financial resources</b></p> <ul style="list-style-type: none"> <li>2.3.1. Develop the school's financial resources, ensuring that the school is a place where all pupils can thrive.</li> <li>2.3.2. Develop the school's financial resources, ensuring that the school is a place where all pupils can thrive.</li> <li>2.3.3. Develop the school's financial resources, ensuring that the school is a place where all pupils can thrive.</li> </ul>		
<p><b>2.4. Develop the school's staff</b></p> <ul style="list-style-type: none"> <li>2.4.1. Develop the school's staff, ensuring that the school is a place where all pupils can thrive.</li> <li>2.4.2. Develop the school's staff, ensuring that the school is a place where all pupils can thrive.</li> <li>2.4.3. Develop the school's staff, ensuring that the school is a place where all pupils can thrive.</li> </ul>		
<p><b>2.5. Develop the school's facilities</b></p> <ul style="list-style-type: none"> <li>2.5.1. Develop the school's facilities, ensuring that the school is a place where all pupils can thrive.</li> <li>2.5.2. Develop the school's facilities, ensuring that the school is a place where all pupils can thrive.</li> <li>2.5.3. Develop the school's facilities, ensuring that the school is a place where all pupils can thrive.</li> </ul>		



# The curriculum is your blueprint



## Which topics make up your taught curriculum?

This autumn term:

### Teachers

- Who are you teaching?
- What are you teaching?
- Why are you teaching it? Why this/why now?
- When are you teaching it?
- How will you teach it?

### TAs

- Who are you supporting?
- What are the topics?
- Do you have access to the curriculum - LJs, MTPs, Google Classroom materials.
- What about literacy – vocabulary and/or reading you can support with in advance?

### Activities

- Study your timetable
- Know your groups
- Study the Learning Journeys
- What topics will you be teaching/supporting (this half term)?
  
- Discuss the sequencing with a partner.
- Why is it taught in this sequence – why this /why now?

### Before you teach on Wednesday

- Know your groups/Know your pupils
- Use SIMs and the contextual data available
- Collate and study your Pupil Passports
- Begin to create strategic seating plans via Class Charts

# Your Curriculum – understood by pupils



2. The Earth's  
Structure and  
Tectonic Plates

3. Types of plate  
boundaries and  
hazards.

4. Contrasting  
hazards at  
plate  
boundaries.

5. Impacts of  
earthquakes and  
management  
of earthquakes

## Introductory Lesson

- Why study geography?
- What will we learn?
- When will we 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.*

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.

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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	<b>Progress in Geography Key Stage 3</b> , D. Gardner, et al. 9781510428003 <b>Nelson Key Geography Foundations</b> , 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.

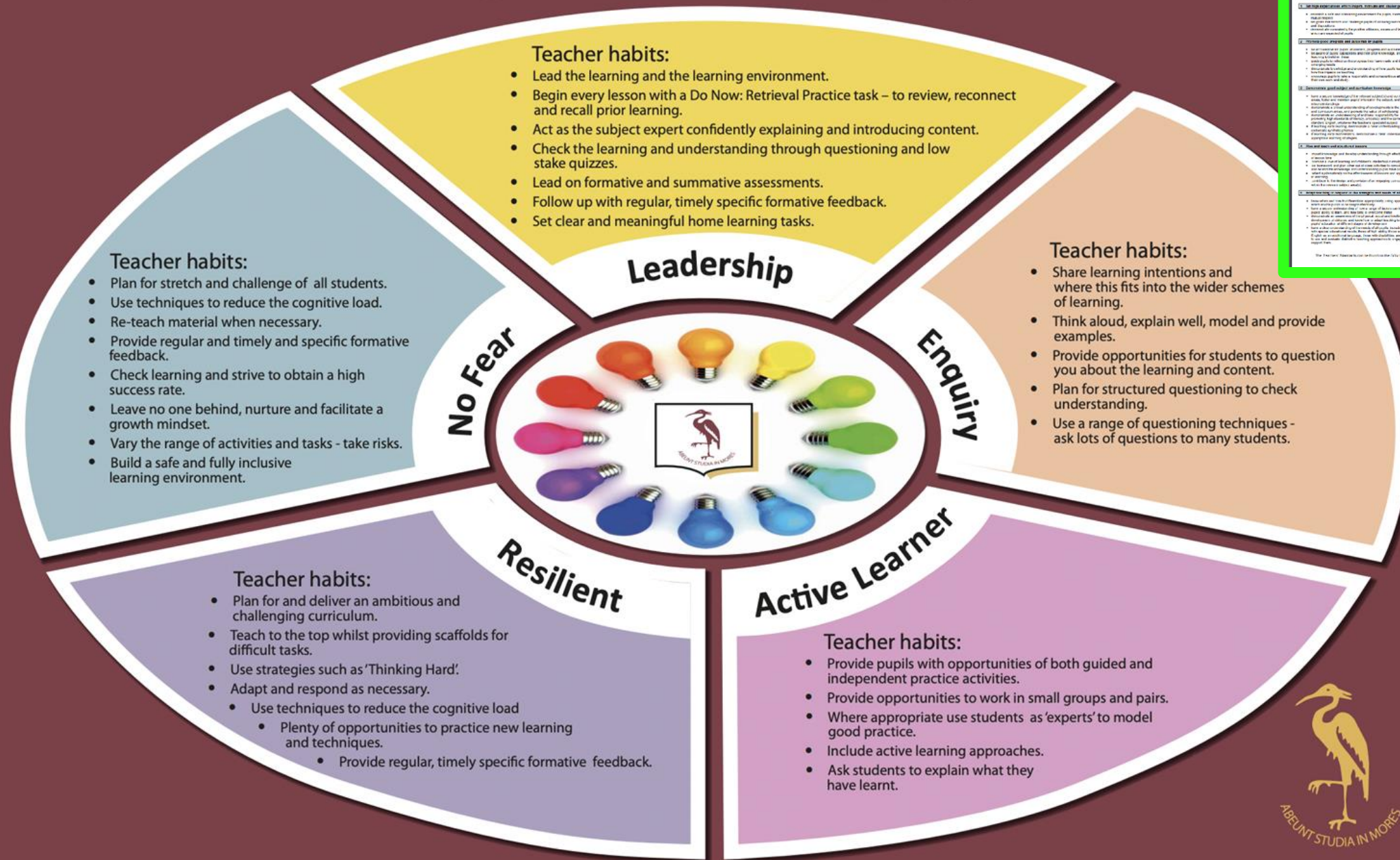
## Powerful Questioning:

Strategies for improving learning and retention in the classroom



Powerful.  
Questioning

# Wanstead High Habits: Pedagogy (Teachers)



Department for Education		Teachers' Standards
<p><b>Introduction</b></p> <p>The Teachers' Standards (TS) apply to all teachers in England, Wales and Northern Ireland. They are a set of expectations for the standards of teachers' professional conduct and performance. The standards are set out in the Teachers' Standards (TS) Regulations 2009.</p>		
<p><b>1. Professionalism</b></p> <p>1.1. Teachers should be honest and trustworthy. They should be open to challenge and should not be afraid to take risks. They should be able to work with others and should be able to work with parents and the community.</p>		
<p><b>2. Subject Knowledge</b></p> <p>2.1. Teachers should have a strong understanding of their subject and should be able to teach it effectively. They should be able to explain and introduce content and should be able to answer questions. They should be able to plan and deliver lessons that are appropriate to the needs of their pupils. They should be able to assess and provide feedback to their pupils. They should be able to lead and manage the learning process. They should be able to work with others and should be able to work with parents and the community.</p>		
<p><b>3. Personal Effectiveness</b></p> <p>3.1. Teachers should be able to plan and deliver lessons that are appropriate to the needs of their pupils. They should be able to assess and provide feedback to their pupils. They should be able to lead and manage the learning process. They should be able to work with others and should be able to work with parents and the community.</p>		
<p><b>4. Professionalism and Ethics</b></p> <p>4.1. Teachers should be able to work with others and should be able to work with parents and the community. They should be able to lead and manage the learning process. They should be able to work with others and should be able to work with parents and the community.</p>		
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<p><b>7. Professionalism and Ethics</b></p> <p>7.1. Teachers should be able to work with others and should be able to work with parents and the community. They should be able to lead and manage the learning process. They should be able to work with others and should be able to work with parents and the community.</p>		
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<p><b>10. Professionalism and Ethics</b></p> <p>10.1. Teachers should be able to work with others and should be able to work with parents and the community. They should be able to lead and manage the learning process. They should be able to work with others and should be able to work with parents and the community.</p>		





With great power comes great responsibility!

# The Power of Questioning





## **Activity – Create a list**

Working with your partner make a list of reasons why we ask questions each lesson.



- 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



**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.**

# Plan your questions in advance



## Teachers activity

For an imminent lesson look at the specific learning intentions from your Learning Journeys and write out some of the questions you would plan to ask.



## TA activity

### Reflection 1 & 2

**To what extent do you** use clear and succinct language when explaining things to pupils, checking their understanding frequently?

...support pupils to recall previously learned content, before they move on to new content?

## Tips:

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

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

# Pitching Up

- 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.
- **Strategies – High order, probing, process questions**



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.

## Pitching Up



### Teacher Activity

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?

### TA Activity

#### Reflection 3...

- **To what extent do you** ...use scaffolds (visual, verbal, and written) that support pupils to access the learning?
- How could you scaffold the following question?

‘Evaluate the strategies used to sustainably manage urban transport’.





- 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



**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



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



ASK A STUDENT A QUESTION



ACKNOWLEDGE THE FIRST RESPONSE



GIVE SUPPORTIVE FORMATIVE FEEDBACK



INVITE STUDENT TO "SAY IT AGAIN BETTER"

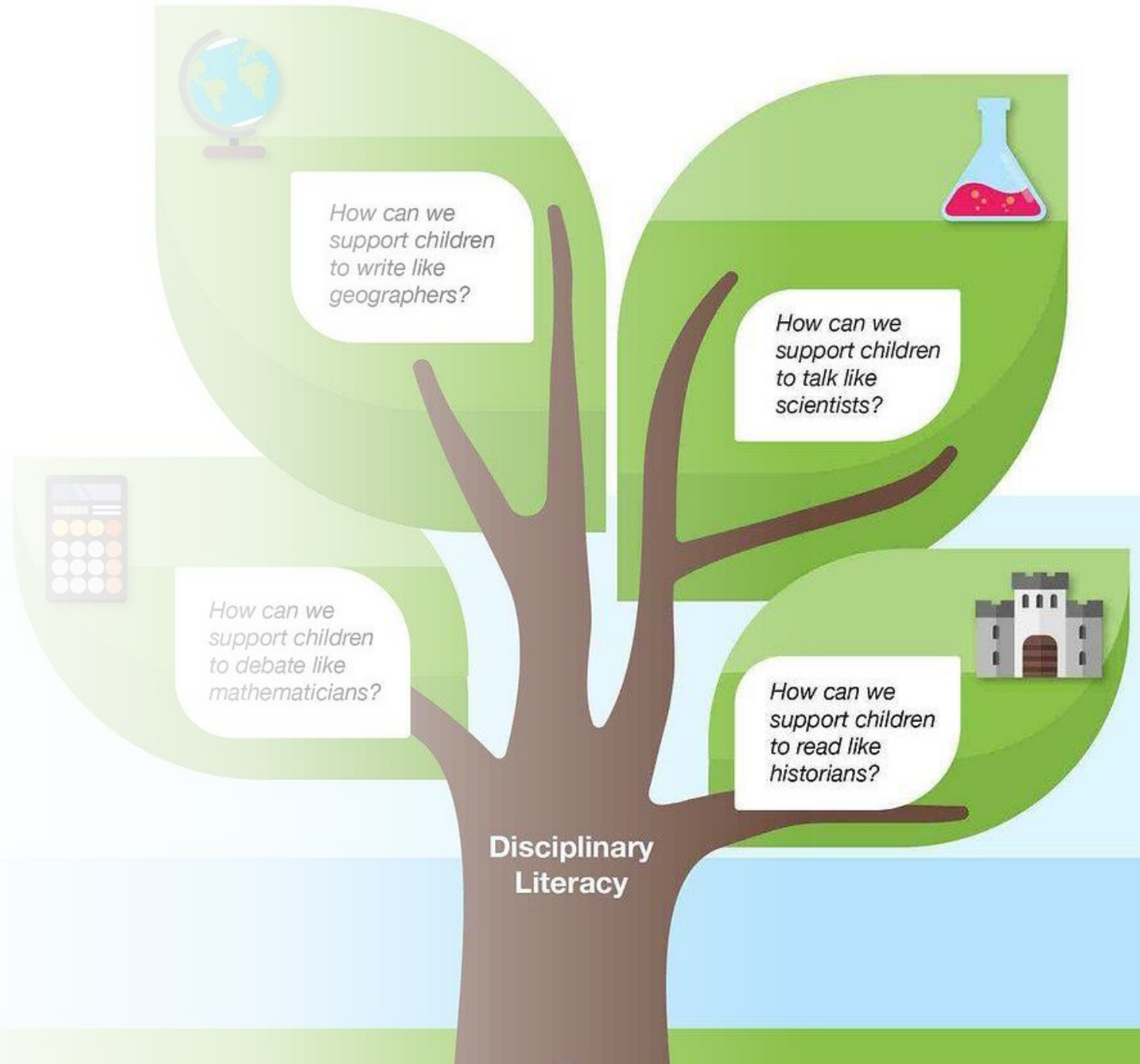


RESPOND TO THE IMPROVED RESPONSE

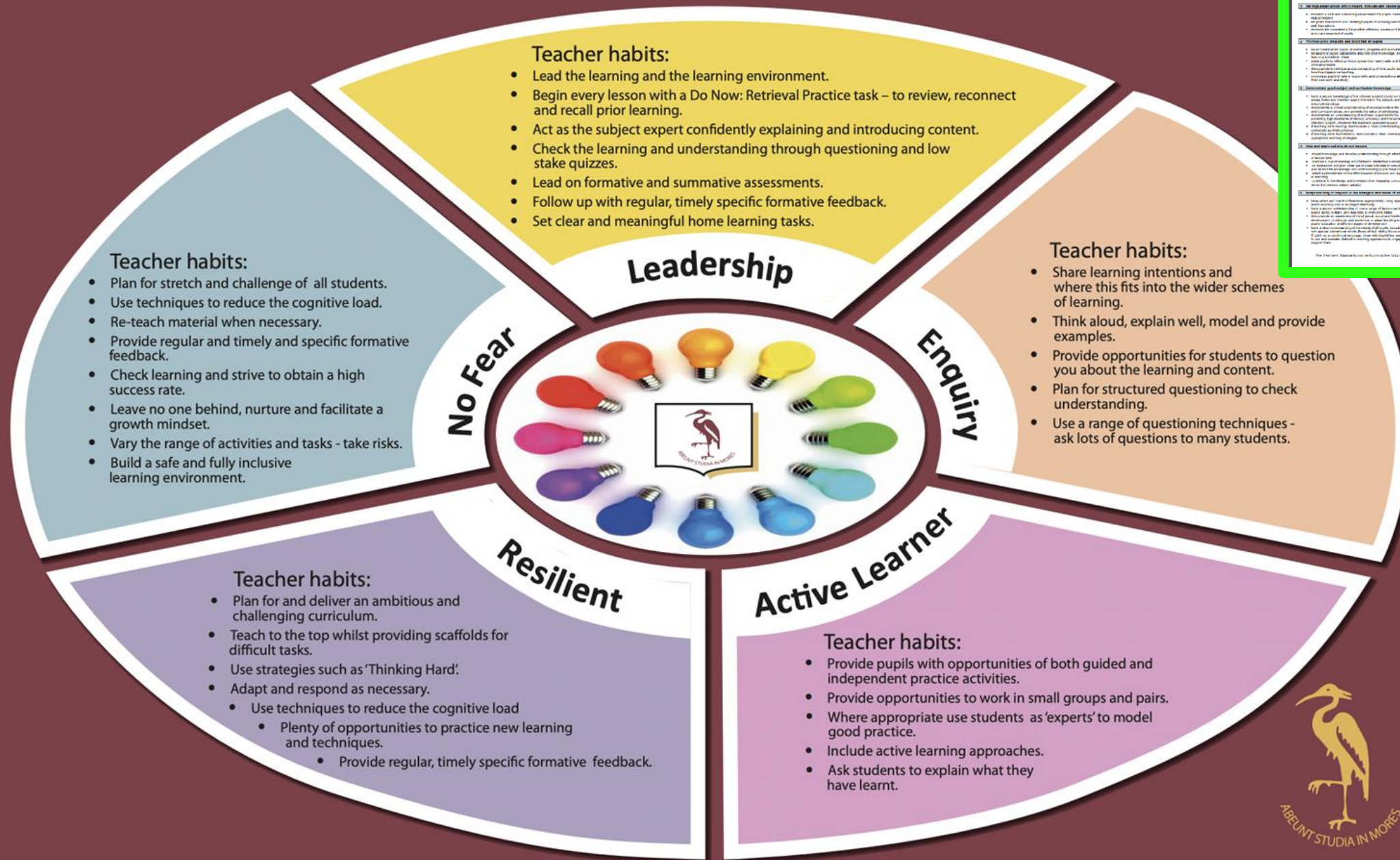


# Disciplinary Literacy

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# Wanstead High Habits: Pedagogy (Teachers)









Department for Education		Teachers' Standards
<p><b>Introduction</b></p> <p>The Teachers' Standards are the professional standards for all teachers in England, Wales and Northern Ireland. They are the standards that all teachers should meet and are set out in the Teachers' Standards (TS) Regulations 2009.</p>		
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# Strategic Readers

*'Comprehension is the ultimate goal of reading.'*

- 1  
- 2  
- 3  
- 4  
- 5  
- 6  

## Strategic reading strategies



### Activities:

- How well can you identify our 6 strategic reading strategies to best support our pupils towards understanding what they read in the curriculum?
- How did you do?
- Which ones do you deploy effectively? How do you know?
- Which strategies will you act on?

### Before you teach/support on Wednesday

- Review the Reading Ages of your groups
- Where can you find the Reading Ages?
- What do the Reading Ages mean?
- Know your MTPs. Tier 3 Vocabulary and Reading expectations.
- What's your DWOT? Where can these be found?



# Strategic Readers

*'Comprehension is the ultimate goal of reading.'*

1

Read to fluency, imitating the modelled reading of their teachers who: read to punctuation, with expression, at an appropriate pace and self-correct as needed.



2

Re-read parts of a text to ensure they understand.



3

Consider their own prior knowledge of a topic before they read a text.



4

Question what they read before, during and after to clarify their understanding.



5

Know how to skim and scan to retrieve key information.



6

Navigate a non-fiction text knowing the purpose of conventions e.g. italics



## Strategic reading strategies



### Activities:

- How well can you identify our 6 strategic reading strategies to best support our pupils towards understanding what they read in the curriculum?
- How did you do?
- Which ones do you deploy effectively? How do you know?
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- Where can you find the Reading Ages?
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- Know your MTPs. Tier 3 Vocabulary and Reading expectations.
- What's your DWOT? Where can these be found?



At Wanstead High School we have a three-tiered model which identifies the main groups of pupils in terms of their reading ability as per the Education Endowment Foundation (EEF) recommendations.

Tier 1: Pupils whose standardised score in reading is 85 or below.

Tier 2: Pupils whose standardised score in reading is 86 to 95.

Tier 3: Pupils whose standardised score in reading is above 96.

Our current data (July 23) shows that 11% of our pupils are Tier 1 and 23% are Tier 2.



## Where to find Reading Ages and Bands

SIMS .net: Wanstead High School

Find Marksheets

Search | Open | Print / Web | Browse | Next | Previous

Help | Favorites | Close

Marksheet Entry: Y8 Geography: 8.1Ge 2324

Save | Undo | Print / Web | Export | Calculate

1 Basic Details 2 Marksheets

Notes

Last Used: 05/07/2024

Data entry for this Marksheet is complete

2 Marksheets

Result Date: 15/08/2024 | Group Membership Date: 08/07/2024 | Refresh | Summary | Narrow | Zoom | Reveal | Freeze Additional Student Columns

Group Filter: [ ]

Hover Help

Students	Reg Group	Sex	EAL	FSM	SEN Status	% Attendance	Class	Pupil Premium Indicator	KS2 Geography Target EDASA	KS2 Reading	KS2 Average Scaled Score	Reading Age Band	Year 8 Reading Age	Proficiency in English	CAT 3 Mean	Eng - Geog Y8 Autumn	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Prog - Geog Y8 Autumn	Prog - Geog Y8 Spring	Prog - Geog Y8 Summer	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Eng - Geog Y8 Autumn	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Eng - Geog Y8 Autumn	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Eng - Geog Y8 Autumn	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Eng - Geog Y8 Autumn	Eng - Geog Y8 Spring	Eng - Geog Y8 Summer	Eng - Geog Y8 Autumn							
AHMED, Musa	8.1	M	N	N	N	89.8	8.1Ge 2324	Y	54	L	96.50	RA Tier 1	6.6			G	NI	NI	L	L	4	G	NI	NI	L	L	4	G	NI	NI	L	L	4	G	NI	NI	L	L	4	G	NI	NI	
AMMAN, Aneeq	8.1	M	Y	N	N	93.6	8.1Ge 2324	6	M	L	105.50	RA Tier 3	13.4			O	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G
BAIG, Rayna	8.1	F	N	N	N	89	8.1Ge 2324	7	M	M	107.00	RA Tier 3	12.0			O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	
BAKER, Felix	8.1	M	N	N	N	95.6	8.1Ge 2324	5	M	L	101.50	RA Tier 3	13.4			O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	
CHAUDHARY, Yousef	8.1	M	Y	K	N	88.3	8.1Ge 2324	Y	3	M	107.00	RA Tier 2	11.6			O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	
DIALLO OJUKHU, Ameenah	8.1	F	N	N	N	88.3	8.1Ge 2324	7	M	M	107.00	RA Tier 2	9.8			O	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G
DODDY, Sana	8.1	F	Y	N	N	84.5	8.1Ge 2324	7	H	M	107.00	RA Tier 3	12.9			O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	E	E	4	O	G	G	
EDSON, Laila	8.1	F	N	Y	N	93.9	8.1Ge 2324	Y	5	M	101.00	RA Tier 3	9.0			G	NI	NI	L	L	4	G	G	G	L	L	4	G	G	G	L	L	4	G	G	G	L	L	4	G	G		
		Y	N	N	N	97.4	8.1Ge 2324	4	M	L	110.00	RA Tier 3	15.0			O	O	NI	L	L	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G
		N	N	N	N	93.6	8.1Ge 2324	8	H	M	112.00	RA Tier 3	14.6			O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	E	E	5	O	G	G	
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		Y	N	K	N	17.7	8.1Ge 2324	4	M	M	100.00	RA Tier 3	12.4			G	NI	NI	L	L	4	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
		N	N	N	N	88.1	8.1Ge 2324	8	H	M	110.00	RA Tier 3	15.0			O	O	NI	L	L	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G	E	E	5	G	G
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		N	N	N	N	94.6	8.1Ge 2324	7	M	M	110.00	RA Tier 3	11.6			O	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G
MUHAMMAD, Masruran	8.1	F	Y	N	N	94.6	8.1Ge 2324	4	M	L	110.00	RA Tier 2	12.0			O	G	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G
MOTSINA, Mariana	8.1	F	Y	Y	N	90.6	8.1Ge 2324	Y	4	M	110.00	RA Tier 2	12.0			O	G	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G
NAZAROVATE, Patricia	8.1	F	Y	N	N	96.1	8.1Ge 2324	4	M	L	110.00	RA Tier 2	12.9			O	G	G	E	E	5	O	G	E	E	5	O	G	E	E	5	O	G	E	E	5	O	G	E	E	5	O	G
RAFIQUE, Hayder	8.1	M	N	K	N	84.3	8.1Ge 2324	4	M	M	110.00	RA Tier 2	11.6			O	G	NI	E	E	4	G	G	E	E	4	G	G	E	E	4	G	G	E	E	4	G	G	E	E	4	G	G
RAJBANS, Jeevan	8.1	M	N	N	N	97	8.1Ge 2324	8	H	M	113.50	RA Tier 2	14.2			O	G	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G	E	E	4	O	G
SINAJ, Gary	8.1	M	N	N	N	98.9	8.1Ge 2324	Y	6	M	106.00	RA Tier 3	9.8			O	G	G	E	E	4	NI	G	NI	E	E	4	NI	G	NI	E	E	4	NI	G	NI	E	E	4	NI	G		

16:21 20°C Cloudy 15/08/2024

# Supporting reading in lessons



## Teachers and TA activity:

- Read some of the following extract.
- Plan the steps you would take when first introducing this text to your class/pupils.
- What **strategic reading strategies** would you use to support their comprehension.

## The 4Ps of high-quality teaching: Pitch

By Matt Bromley

Full article: <https://www.sec-ed.co.uk/content/best-practice/the-4ps-of-high-quality-teaching-pitch/>

### Introducing pitch

As I explained in the [first part of this series](#), there are five teacher self-evaluation criteria associated with pitch:

1. I continually improve and update both my subject knowledge and pedagogical knowledge so that I know what excellence looks like in practice and I use my knowledge to ensure I *teach to the top* for all students.
2. I teach all my students an appropriate and ambitious curriculum (thus ensuring equality), but I also make sure that those with additional needs are supported through adaptive teaching strategies, such as scaffolding (thus ensuring equity).
3. I assess my students' starting points and identify any gaps in their prior knowledge – as well as any misunderstandings they bring with them – and use this information to stretch and challenge all my students through the level of task difficulty and in the feedback I give them.
4. I plan frequent opportunities for retrieval practice and thus the building of schema.
5. I support all my students to develop the research and study skills they need in lessons and to develop wider knowledge and skills beyond the curriculum.

### Pitch in practice

To pitch learning in students' struggle zones – what will cause thinking, be hard but achievable – we need to know what excellence looks like. And this requires both subject knowledge and pedagogical content knowledge, knowing our stuff (to use a technical term) and knowing how to teach that stuff in a way that makes sense to students.

This “dual professionalism” requires a planned programme of professional development which enables us to keep our subject knowledge and pedagogical content knowledge up-to-date.

The best CPD balances external expertise with internal peer-to-peer support. The best CPD balances innovation (a focus on new ideas) with mastery (providing opportunities for teachers to deepen their knowledge and understanding of existing ideas and to practice existing strategies).

And the best CPD is sustained over the long-term and is evaluated to ensure it is having a demonstrable impact in the classroom.

As well as CPD, knowing what excellence looks like also requires networking – both internally in the form of subject teams peer-assessing students' work to moderate judgements – and externally in the form of working with other schools and indeed subject associations to benchmark standards beyond the school gates.

### **Teaching to the top**

Once we know what excellence looks like, we need to teach to the top for all students. Why? Because knowledge in long-term memory is essential in helping students to make sense of new information. Among other things, it improves reading comprehension and critical thinking... Knowledge in long-term memory is essential for reading comprehension because, although the ability to decode words is transferable to different texts, students are more likely to understand a text if they have prior knowledge about the topic.

Put simply, the more you know about a topic, the more effectively you can read a text on that topic and understand it. If I asked you to read a text on, say, nuclear physics or macro-economics, you'd probably struggle to make full sense of it because some of the words would be unfamiliar and many of the concepts certainly would be.

However, if I asked you to read an article on teaching strategies, you'd probably fare well, bringing your prior knowledge to bear on the words and meanings. Knowledge in long-term memory is also essential for critical thinking. Critical thinking cannot occur if a student does not have sufficient foundational knowledge on the topic being discussed.

In history, for example, for students to be able to reason effectively about chronology and cause and effect, they must know enough curriculum content. Teaching students about history in an abstract way doesn't work as well as arming them with lots of knowledge with which to better understand the way the world works.

In maths, students need to be taught through worked examples rather than unstructured problems. And in science, students need to be taught the knowledge gained through scientific discovery not necessarily how science discovered that knowledge. Facts matter. Put simply, you cannot be critical about something of which you are ignorant.

But not only is factual knowledge essential to reading comprehension and critical thinking, it is also a means of closing the gap between the attainment of disadvantaged students and their non-disadvantaged peers, and this is the reason we should teach to the top for all students.

Educational disadvantage starts early – certainly before a child enters formal education. One of the reasons for this is that children born into families who read books, newspapers, and magazines, visit museums, art galleries, and zoos, take regular holidays, watch the nightly news and documentaries, and talk around the dinner table or in the car about what they are reading or doing or watching develop “cultural capital”.

In other words, they acquire an awareness of the world around them, an understanding of how life works, and – crucially – a language with which to explain it. All of this provides a solid foundation on which these children can build further knowledge, skills, and understanding.

Those children not born and raised in such knowledge-rich environments don't do as well in school because new knowledge and skills have nothing to "stick" to or build upon. Put simply, the more you know, the easier it is to know more and so the culturally rich will always stay ahead of the impoverished, and the gap between rich and poor will continue to grow as children travel through school.

Once we accept the need to teach to the top for all, we need to know where "the top" is...

### **Identifying the struggle zone**

Teaching to the top is about pitching learning at what the highest performing students in a class will be able to do with time, effort, and support.

One of the main problems with teaching to the top is that some students fear hard work. We therefore need to eliminate – or at least mitigate – students' feelings of fear and hesitation by creating a classroom environment which encourages the making of mistakes as a sign of learning, and which explicitly says (through our choice of language, our modelling and thinking aloud, and the routines we engage in) that there is nothing to fear by trying your best and pushing yourself to do hard work.

To promote challenge in the classroom, therefore, we need to reduce the threat level, we need to ensure that no-one feels humiliated if they fall short of a challenge. Rather, they need to know that they will learn from the experience and perform better next time.

What else can we do to ensure the pitch is appropriate?

- We can put blocks in the way of students' initial learning (or encoding) – what Robert Bjork (2011) calls "desirable difficulties" – to bolster their subsequent storage and retrieval strength.
- We can "chunk" information, ensuring we teach knowledge before skill. And we can link new learning with prior learning so that students can cheat their limited working memories.
- We can provide opportunities for our students to engage in deliberate practice, repeating learning at least three times but doing so in a different way each time, allowing students to do something new with the learning every time they encounter it to forge myriad connections and improve "transfer".

Of course, to set the right level of pitch, we also need to identify (perhaps using low-stakes quizzes, hinge questions, exit tickets, etc.) students' struggle zones...

### **Zoning in on challenge**

One way to pitch learning appropriately is to activate prior knowledge which enables us to uncover and unpack any gaps in students' knowledge as well as any misconceptions they may have. We can then ensure all the class are "on the same page" and are following the same steps.

What is more, activating prior knowledge helps join-up the curriculum in students' minds because they can see how they use and expand the knowledge and skills they learnt previously as they progress through school, and this provides intrinsic motivation because they can see the purpose of what they learn and can begin to understand the usefulness of curriculum content (thus, it helps achieve the first of our 4Ps: Purpose).

There are several ways in which we can assess students' prior knowledge as they travel through our curriculum. For example, we could begin each new topic with a KWL chart (Know, Want to know, Learned) which is a diagnostic technique and a means of acquiring data on students' starting points by asking them at the beginning of a lesson or new topic to identify what they already know (or think they know) about what they are about to study, what they want to learn about the topic, and, as the unit unfolds, the knowledge and skills that they begin to acquire.

An alternative to this is to begin a topic with an initial assessment, perhaps a low-stakes multiple-choice quiz. The results of these pre-tests can yield invaluable evidence about students' prior knowledge and misconceptions and, when repeated at various stages of the teaching sequence, can provide evidence of students' growing knowledge and understanding. Regardless of the approach taken, information from diagnostic assessments can help us ensure that lessons are more responsive to students' needs and their existing knowledge-base, and so that knowledge builds upon knowledge.

### **When in doubt, aim high**

Pitch is about having high expectations of all students, it's about establishing a set of clear rules and routines. As well as having high expectations of our students, we should insist that our students have high expectations of themselves, because only by believing in yourself and in your own ability to get better will you do so. So, what does this look like?

First, students should have a growth mindset and believe that they can get better at anything if they work hard. This means having a thirst for knowledge; accepting that work needs to be drafted and redrafted. This also means setting aspirational goals for themselves and expecting to achieve them.

Second, students should embrace challenge and enjoy hard work because they know it will help them to learn. This means actively engaging in lessons and readily accepting any new challenges that are presented. It also means exerting a lot of effort and engaging in deliberate practice. It means pushing themselves in lessons, practising something repeatedly, and regarding additional study opportunities such as homework as an important way of consolidating and deepening their learning.

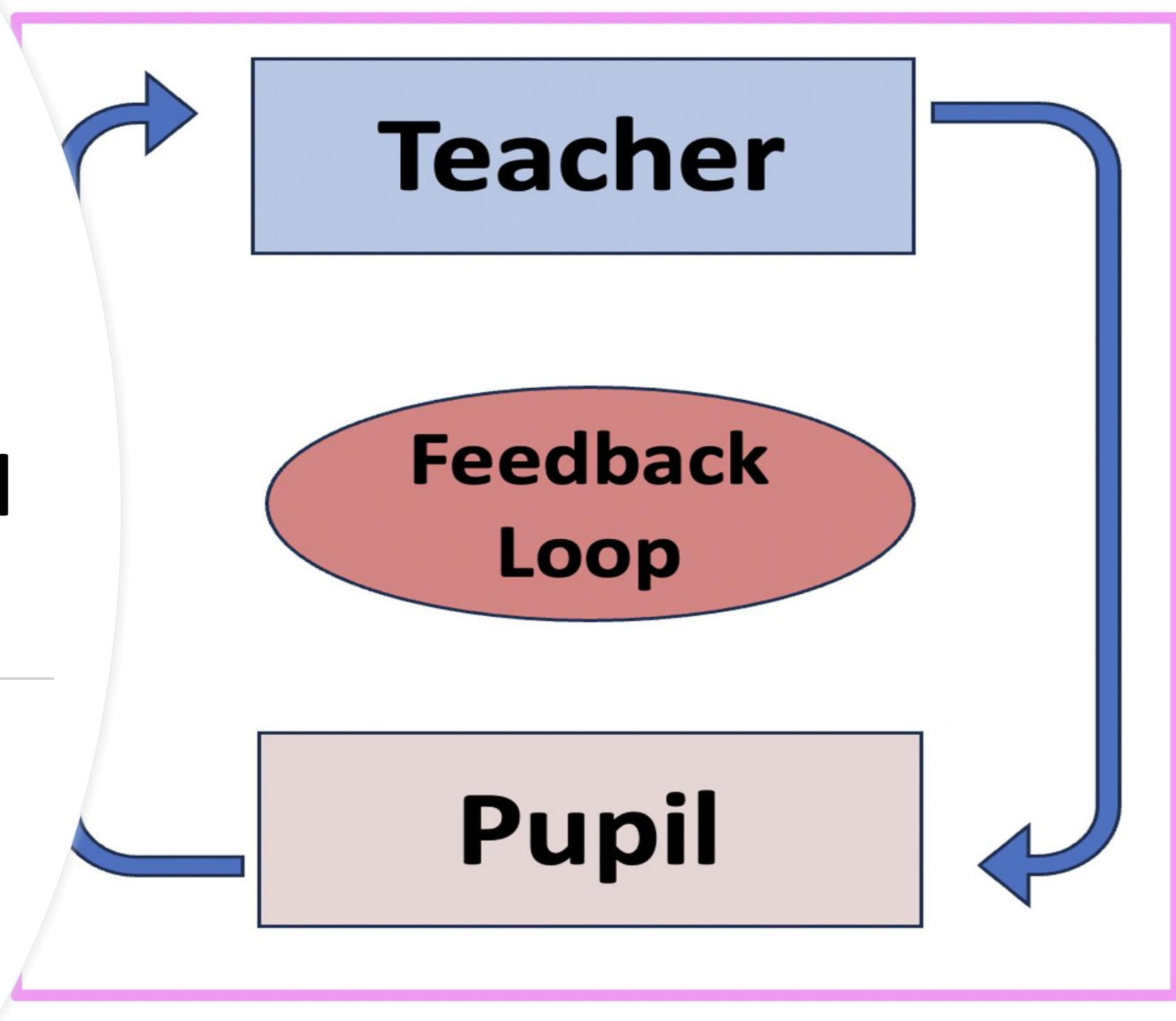
Third, students should seek out and welcome feedback. They should value other people's opinions and advice and use it to help them improve their work. Feedback should be given and received with kindness in a manner that is helpful and not unduly critical, and yet it should be constructive and specific about what needs to be improved.

Fourth, students should be resilient. By being resilient – not giving up easily – they will overcome obstacles. Moreover, they will be happy to make mistakes because they know they will learn from them. In practice, this means that students ask good questions in order to further their learning; this means students always try and solve problems for themselves before asking for help.

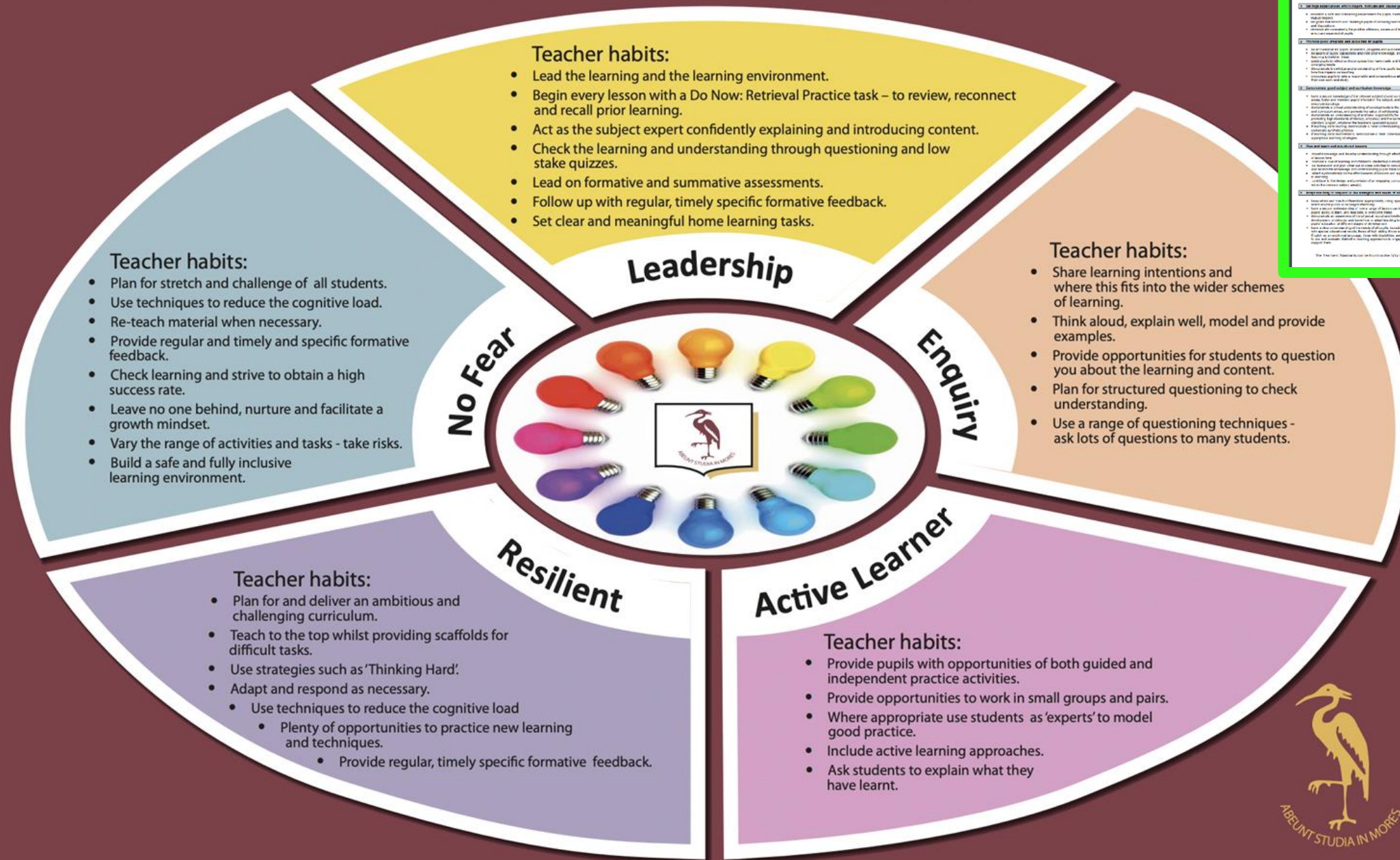
Fifth, students should be inspired by other people's success. They should seek out examples of great work, discovering what makes it great and then using this knowledge to inform their own work. They should take collective responsibility for the work of the class and have a vested interest in everyone's success. This means that students support each other and encourage each other to succeed. This means that students work well in groups and are confident expressing their views and sharing their ideas. This means that students are good at giving each other feedback that is kind, specific and helpful.



# Feedback and marking



# Wanstead High Habits: Pedagogy (Teachers)



Department for Education		Teachers' Standards
<p><b>Introduction</b></p> <p>The Teachers' Standards (TS) apply to all teachers in England, Wales and Northern Ireland. The standards are set out in this document and are intended to be used as a guide for teachers and those who support them. The standards are intended to be used as a guide for teachers and those who support them.</p>		
<p><b>1. Professionalism</b></p> <p>1.1. Teachers should be able to demonstrate that they are fit to teach. This includes having the necessary skills, knowledge and experience to do the job. Teachers should also be able to demonstrate that they are committed to their profession and to the well-being of their pupils.</p>		
<p><b>2. Subject Knowledge</b></p> <p>2.1. Teachers should have a strong understanding of their subject and be able to deliver it in an engaging and effective way. They should also be able to identify and address the needs of individual pupils.</p>		
<p><b>3. Planning and Assessment</b></p> <p>3.1. Teachers should be able to plan their lessons and assess their pupils' progress. They should also be able to use assessment to inform their teaching and to provide feedback to their pupils.</p>		
<p><b>4. Communication and Professional Relationships</b></p> <p>4.1. Teachers should be able to communicate effectively with their pupils, colleagues and the wider school community. They should also be able to work in partnership with parents and the wider community.</p>		
<p><b>5. Leadership and Management</b></p> <p>5.1. Teachers should be able to lead and manage their classrooms effectively. They should also be able to contribute to the leadership and management of the school.</p>		
<p><b>6. Personal and Professional Development</b></p> <p>6.1. Teachers should be able to reflect on their practice and to engage in professional development. They should also be able to contribute to the professional development of their colleagues.</p>		



**Our definition of marking and feedback is: ‘constructive comments highlighting strengths, areas for improvement, and specific guidance on how to enhance performance.’**



## **Aims of feedback**

**What are the aims of feedback and how many can you match to our Teaching and Learning Policy?**

## **Implementation**

In line with the EEF 2021 feedback principles, at Wanstead High School we aim to deliver appropriately timed feedback which moves learning forward.

### **Teacher activities**

What are the aims of feedback and see how many you can match to our Policy.

How do you know if teacher feedback is doing as intended?

How many days/weeks is our feedback and marking cycle?

What is your Department’s feedback and marking strategy? Do you have a copy/know where to find a copy?

#### **Before you teach on Wednesday:**

- **Know from your MTPs – where pupils will receive formative feedback and marking.**
- **Ensure you have read and know your Departments Strategy.**

### **TA activities to end...(return to SENDCo)**

- Continue to complete your Five a Day Reflection Tool.
- Read pages 8-13 of the Draft Teaching and Learning Policy.
- Prepare for your pupils.
- Access the curriculum.

# Creating the key conditions for feedback



**What are the key conditions for Live Feedback?**

**What are the key conditions for Whole Class Feedback?**

- Don't forget to plan for pupil response. What examples could you plan for?
- See Feedback as actions page 106-7 Walkthrus book.

# Part 2 - Lesson visits or LEARN Drop-ins – effective teaching strategies – 40 minutes



## Activities

- One Lesson Visit will take place this autumn term, led by your line manager, though HoY by their HoD.
- This 20 minute lesson visit will be followed by a formative feedback session which will support teachers in their post-lesson reflections and in selecting a Walkthru for their TD LEARN Drop-ins - autumn and spring.
- Watch 3 lesson visit – video clips
- Make notes on the effective teaching strategies that you observe in clip 1, 2 and 3?
- Review and discuss

[Link to the video clip - effective teaching strategies.](#)

# Brief context of each lesson visit



## Lesson visit 1

**Teacher:** XXXXX

Year 10 Geography – GCSE

Focus on questioning, particularly cold call, listening to pupil response and probing further for challenge and deeper understanding.

## Lesson visit 2

**Teacher:** XXXXXXX

Year 12 Sociology – A Level

Assessment for Learning.

Pupils receive their feedback following an assessment.

Teacher reminds pupils of the AOs.

Use of visualiser to show WAGOLL.

Pupils respond actively to feedback and the exemplar by re-drafting a section of their original essay.

## Lesson visit 3

**Teacher:** XXXXXXX

Key Stage 3 Maths

Assessment for Learning.

Teacher modelling – I Do.

Pupil – guided practice – We Do.

Teacher checking whole class understanding efficiently and effectively with MWBs

# Reflection: What are your next steps?



- Curriculum knowledge and understanding.
- Sharing this with your pupils at key points.
- Knowing your pupils – insights, reading ages, SEND, EAL.
- Confidence in being an adaptive and responsive teacher.
- Planning your questioning.
- Developing your questioning repertoire.
- Teaching literacy – Tier 2 & 3 Vocab, Strategic reading.
- Planning for feedback to feed forwards.

