

Our Pedagogical principle 1.

Highly effective teaching and learning is dependent on...



Building on what pupils already know

(learning experiences should begin with revisiting previous learning)

This could happen by:

- Use of reflection journals
- Graffiti maps
- Talk partner activities (each one teach one)
- Group challenges - alphabetogories
- Entry learning tasks - Diamond 9 – Fish bone – Thought shower
- Key vocabulary activities
- Interleaved Quiz – e.g. starbursting
- Sorting info - sorting circles/
- True / false games
- Sometimes, always, never
- What's the same - What's different
- KWL grid

Our Pedagogical principle 2.

Highly effective teaching and learning is dependent on...



Creating regular habits for learning

(promoting independent/responsible learners)

This could happen by:

- Regular recap / summary of learning (mini plenaries)
- Think, pair, share/Each one teach one/pop corn
- In a nutshell – recap at different points
- Reflection journals / whole class reflection
- Exploration time – explore task/idea independently
- Group work – envoys – (roles taught/ rotated)
- Morning starter – thinking question
- Entry slip/ exit ticket – (what have you learnt)
- independent selection of resources (teach how/what/when/why)
- Teach writing process -write,read,edit, improve

Our Pedagogical principle 3.

Highly effective teaching and learning is dependent on...



Variation in the learning process

(engaging all learners in the learning process)

This could happen by:

- Vary structure of lessons – where/ what/how
- Ensure learning inputs are different (if pupils don't understand – find another way)
- Use 'mastery pupils' with other pupils (teachers)
- Variety of teaching styles **Visual, Auditory, Kinaesthetic**
- Vary presentations of info - not always whiteboard
- Involve teaching assistants in teaching inputs
- Active learning – **role play/drama/practical investigations**
- Take learning outside
- Debate/discussion -**conscience alley, thought tapping**
- Use a stimulus - visual images / objects / artefacts – (what is it? What for?)
- Use of primary sources – **diaries/speeches, letters**

Our Pedagogical principle 4.

Highly effective teaching and learning is dependent on...



High Quality questions from adults

(especially linked to higher-order
questioning and thinking)

This could happen by:

- plan for higher - order questions
- Display questions in classroom
- Regular audit of adult questioning
- Question grids for adults / pupils to use
- Start lesson with key learning question
- Give thinking time
- Pre warning children – I am going to ask x x
- Give an answer – What is the question?
- Group mind mapping of possible answers
- Questions which provoke discussion (no right answer)
- Is there only one answer to this question?
Explore

Our Pedagogical principle 5.

Highly effective teaching and learning is dependent on...



Planned opportunities for higher order thinking tasks

(appropriate level of challenge linked to levels of higher –order thinking)

This could happen by:

- Understanding when and how to use shallow and deep learning
- Plan for level of thinking – deep learning - know when and why in a lesson / a sequence of lessons/
- Challenge for all – ensure all pupils have HOT activities
- Monitor /evaluate / reflect on HOT in your classroom

Our Pedagogical principle 6.

Highly effective teaching and learning is dependent on...



**Carefully selected
scaffolding techniques**

This could happen by:

- Focus groups - grouped around shared targets
- Pupil conferencing - next steps
- Modelling of the writing process -
**constructing/grammar/vocabulary
choices/improving/editing/ purposeful errors**
- Shared writing, guided writing
- Use of visualiser
- Modelling mastery in maths - **use of resources/
mathematical thinking/ explanations/ vocabulary/Problem
solving strategies**
- Learning walls – for pupils to reference
- Pupil conferencing
- Resources – wordbanks etc.
- Talk / writing frames
- Graphic organisers -**table, chart, grid, matrix, Ishikawa
diagram (fishbone),Venn diagram, bar chart, ETC.**
- DARTS activities (**directed activities related to text**) - gap-
filling - missing words, phrases or sentences ETC.

Our Pedagogical principle 7.

Highly effective teaching and learning is dependent on...



Structured and supported reflection and teaching of metacognitive behaviours

(linked to our agreed learning behaviours)

This could happen by:

- Teaching of metacognition -included in planning
- modelling of metacognitive behaviours
- Display sharing MB / Metacognition working wall
- Reflection tools on every table
- Learning Certainties used to reflect / praise/
- Shared Learning behaviour as part of OL e.g. *(this week we are learning to ask better questions)*
- Success criteria for reflection/metacognition
- Pupil generated success criteria (What skills do we need to achieve in this learning?)
- 'Step in , step out' if a child is asking a question – step in to give them some information, then step back

Our Pedagogical principle 8.

Highly effective teaching and learning is dependent on...



Creating a positive learning environment with a 'Growth mindset' culture

(developing accountable, independent, responsible learners)

This could happen by:

- Creating a can do culture - **I can't do..... yet**
- Mistakes are learning opportunities (**who is the best teacher in the world – Miss Takes**)
- Making mistakes when teaching/modelling to develop confidence to make mistakes
- Encouraging risk taking in learning
- Reflection – what can I do to improve?
- Using Learning Certainties to feedback on the learning process (**developing our learning powers**)
- Develop awareness of how we learn. **How have I been a good learner today?**
- Child generated success criteria –**developing ownership of learning**
- Classroom is a 'no put down zone'
- Encourage collaboration, teamwork, peer learning – (**what makes good teamwork?**)
- Shared mind maps - all contribute/ add to
- Use of lolly sticks/ white boards, 321 show me etc. (**no hands up policy**)

Our Pedagogical principle 9.

Highly effective teaching and learning is dependent on...



Regular and effective verbal feedback

This could happen by:

- Pupil conferencing
- Verbal rather than written
- Ask pupils to summarise their feedback
- Pupils take responsibility for recording their feedback *my feedback is... my next step is.....*
- Time to reflect on feedback
- Individual writing targets – **specific & linked to non-negotiables** - **Non negotiables shared with pupils**
- Marking code used by staff and pupils
- Peer feedback – **establish feedback partners**
- WILF - teacher evaluation of learning

Our Pedagogical principle 10.

Highly effective teaching and learning is dependent on...



Effective assessment to inform learning and teaching

This could happen by:

- Knowing pupils start points - **Use of FFT to know end of key stage targets /Stickers on books**
- Clear OL and WILF every lesson
- Verbal feedback throughout learning
- Individualised targets for writing
- Effective AFL throughout learning time
- Pupil evaluation against WILF
- Peer discussion and feedback before adult feedback
- Pupil assessment of OL – assessment buddies

This could happen by:

- Pupil book looks – review of learning
- Six thinking hats / keys
- Q & A , Why and How questions (**open ended / big ?s**)
- **Quizzes, summarise - in a nutshell, 'Odd One Out'**
- Hand signals scales 1 - 5 yes /no/ maybe response cards, agree, disagree, unsure etc.
- Pupils write own questions
- Adjust/change planning/activity in response to understanding
- Assessment pyramids/triangles – **plenary**
1 thing I knew already, 2 questions I have, 3 things I have learnt
- KWL grids – used at start and end of a topic (**K**)What I already know / (**W**) What I would like to know / (**L**) What I have learnt
- <https://pstt.org.uk/resources/curriculum-materials/bright-ideas>
- PMI pupils are given a scenario/a statement –**they consider: P: the positive M: the minuses I: the interesting associated ideas**

Our Pedagogical principle 11.

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**Pupils being given the big picture
and being clear on 'why' 'how'
'what'**

This could happen by:

- Include the 3 on planning
- Offer a 'big picture' at the start and revisit throughout lesson
- Incorporate on working walls
- Purposeful contexts for learning
- Problems linked to real life experiences
- Use the children's interests to engage them with the learning
- Varying contexts/applying knowledge (e.g maths - addition in a variety of ways/in a variety of questions)

Our Pedagogical principle 12.

Highly effective teaching and learning is dependent on...



**Pupils have opportunities to construct
their own learning**

(increasing engagement in learning)

This could happen by:

- Plan collaboratively entry –learning tasks
- Plan an inquiry-based approach
- Set homework to ‘find’ the knowledge
- Develop independent learning tasks
- Resist over teaching (reduce teacher talk)
- Child centred planning
- Reviewing and magpieing from previous knowledge

Our Pedagogical principle 13.

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Clear instruction that matches cognitive load
(effective instructional strategies to reduce cognitive overload)

This could happen by:

- Segmenting and chunking of information
- Clear instructions –reduce written information on PowerPoints and teacher talk at same time
- Write concisely
- Break down subject content when introducing new topics and pause regularly to check understanding.
- Present instructions clearly - don't use too many sources of information at the same time.
- Cognitive aids: checklists for completing complex instructional tasks, worked problems as examples, a glossary for new vocabulary/terminology.
- Create opportunities for collaborative learning

Our Pedagogical principle 14.

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Providing a quality learning environment

(an environment useful to and used by pupils to support learning)

(A nurturing space that promotes positive relationships pupil to pupil and pupil to adult)

This could happen by:

- A well resourced reading area where pupils are encouraged to read, review and share their reading
- Working walls that support the writing process/ maths skills (pupils can use when learning)
- Displays that pupils can use and refer to
- Celebration of quality work
- Metacognition displays/prompts
- Learning Certainties in use
- Resources accessible / labelled
- Layout conducive to learning
- Prayer areas – RE prominent
- Bible references linking to displays
- No put down zone