



OUR INSPIRING TEACHING PRINCIPLES

CHALLENGE FOR ALL



- Quality first teaching
- Positive, purposeful and ambitious learning environment
- Questioning
- High expectations
- Differentiation

DIALOGIC TEACHING



- Open classrooms
- High quality interactions
- Teacher as facilitator
- Selecting the right question
- Modelling thinking

COMMITMENT



- Awe and wonder
- Subject knowledge
- Scholarship
- Depth
- Subject specific pedagogy
- Foster pupil leadership

SEQUENCING LEARNING



- Re-enact prior knowledge
- Explanation
- Modelling
- Practice
- Respond
- Practice some more

METACOGNITION



- Being explicit about the process of learning
- Planning to reduce cognitive load
- Modelling and encouraging student ownership of learning
- Making connections: building schema



CHALLENGE FOR ALL

What

Creating a safe setting for pupils to take risks

High expectations of pupils

Providing an equitable classroom

How

- Clear routines, school and classroom expectations and boundaries agreed and adhered to
- Talk promise is understood and adhered to
- Classroom is well organised and arranged to support quality interactions
- Corridor teaching spaces and interventions mirror classroom practice
- Teacher establishes a classroom where challenge is the norm
- Expecting and celebrating achievement at all levels
- Dyslexia aware environment
- Equipment labelled, organised and available at point of need
- All students involved in meaningful ways all of the time
- Appropriate support provided
- Differentiation ensures challenge for all
- The learning environment reflects and supports all learners



DIALOGIC TEACHING

Teacher techniques for creating dialogic classrooms

What	Why	How
Interactions	Encourage children to think, and to think in different ways	<ul style="list-style-type: none">• Hooks: pictures, videos, statements, artefacts, stories• Enquiry Questions• Presenting misconceptions/different opinions
Questioning	Going beyond simple recall (unless that is required)	<ul style="list-style-type: none">• Checking for understanding• Probing - ask a child/group a series of 3,4,5, questions before moving on - keep asking them to go deeper• Whole class response: Whiteboards/google classroom/exit tickets• No hands up• All classrooms use 'lollipop sticks' alongside 'cold calling' to elicit understanding.• Lollipop sticks are used regularly to ensure for the teacher and pupils there is no prior 'selection' even if this was subconscious.
Pupil answers	Justified; teacher follows up not just receives	<ul style="list-style-type: none">• Teacher shows they are listening actively to pupils and valuing contributions.• Challenge misconceptions• Children are taught and expected to use sentence stems in increasing complexity
Responsive feedback	Which is encouraging but informative: moving thinking forward	<ul style="list-style-type: none">• '<i>Say it again but better</i>'• '<i>I like the way you said but...</i>'• '<i>X what do you think about the point made by Y...?</i>'
Contributions and exchanges	Supports children to express themselves clearly and not fragmented	<ul style="list-style-type: none">• Talk partners are always used and there is an expectation that partners/groups are continually changing so that children have a variety of talk experiences• Challenge children on what has been said/ expect children to make connections and be active listeners and participants. Teacher supports children to lead the direction of the discussion; passing to others those who follow them; cups are used consistently to signal agreement as are physical signals to show children are ready to build upon an idea.
Classroom climate and relationships	All responses are valued	<ul style="list-style-type: none">• Pupils given thinking time (10 second rule)• Talk Promise Followed• Children hold each other accountable for being audible or if something needs further explanation/clarification• Where appropriate teacher is facilitator - Avoid being a parrot - instead have extremely high expectations for listening



COMMITMENT

What

Demonstrate to the children a love of learning especially reading

Ensure expertise in all curriculum areas

Sustained support

Personalised

Leaders at all levels

How

- Lessons that hook children in, conversations continue beyond the lesson
- A culture of reading and dialogue around books is clear

Regular high quality, evidence informed professional development across all subjects

Frequent repeated support and development to help embed learning

The right support available at the right time to help improvement

Children have the opportunity to lead, change and study in greater depth things that they love








SEQUENCING LEARNING

Teacher techniques for sequencing learning within the lesson cycle

TO SUPPORT IMPLEMENTATION OF OUR TEACHING PRINCIPLES YOU WILL SEE:

Sequencing learning within the lesson cycle:

Lesson Stage	Retrieval	Hook	Knowledge	Application	Review
<p>What?</p> <p>Recalling and activating prior learning both recent and longer term.</p> <p>Make explicit how/ why this learning will support the new learning</p> <p>Introduce and explain most relevant vocabulary to support understanding</p> <p>Captivate and challenge pupils with stimuli, inquiry question, challenges</p> <p>Teacher input of key information, explained clearly.</p> <p>Teachers prepare for misconceptions and</p> <p>Making the abstract concrete</p> <p>Practicing makes perfect.</p> <p>Give adequate time and opportunity.</p> <p>Increase challenge progressively</p> <p>We remember what we think about.</p> <p>We better remember what we say/teach!</p> <p>Checking understanding, identifying areas for re-teaching or re-visiting</p>					
<p>How?</p> <p>TALK</p> <p>Questioning</p> <p>1-1/whole class response: 'purple pen' feedback</p> <p>Hinge point tasks</p> <p>Google form quizzes</p> <p>TALK</p> <p>Provocative images</p> <p>Disruptive ideas that challenge previous thinking</p> <p>TALK</p> <p>Information presented in manageable chunks</p> <p>Teacher models</p> <p>TALK</p> <p>Guided practice</p> <p>Independent practice</p> <p>Regular review</p> <p>TALK</p> <p>Questioning (must give wait time)</p> <p>Pause points</p> <p>Cups</p> <p>Partner talk</p> <p>Exit tickets</p> <p>Leaving space before reviewing understanding</p>					

(Teachers will choose which stages may need more focus and attention at particular points within a sequence of lessons)

Lessons will always be open and driven by dialogue



METACOGNITION

Teaching strategies to support metacognition:

What

Teachers explicitly teach pupils to:

Plan, monitor and evaluate

Teacher demonstrates as 'expert learner'

Appropriate challenge - right time right challenge

Children explicitly taught to communicate their understanding in a variety of ways:

Cups



The cups are to be used by the pupils and modelled by adults as soon as pupils are ready. Time must be given to remind pupils about procedures regularly.

They are primarily used to support children in recognising when they are finding learning difficult and this 'struggle' should be celebrated.

Cups should be used throughout a lesson: during teacher exposition; task focused dialogue; group and independent work.

They help to reveal students' knowledge or misunderstandings

When learning is comfortable and could be explained to others a green cup would be placed at the top of the pile.

At the point of confusion or the start of struggle a yellow cup is placed on the top. At this point children will have been taught a range of strategies to help which might include: returning to a worked example; looking back of previous work; consulting a success criteria; seeking peer support

If a cup turns to red this indicates that the pupil needs immediate support to move forward, this can be from an adult or peer and it may suggest others in the group also need clarification/re-teaching.

How

- Success criteria
- Hinge points
- Peer and self assessment
- Modelling thinking process
- 'Think aloud'
- 'What do I know about problems like this?'
- 'What ways of solving X have I tried before?'
- 'What would happen if I changed the order of...?'
- Include models/WAGOLL/worked examples to support pupils without causing too much cognitive confusion
- Keep structures familiar
- Limit new things being asked of the children - always ask what is the primary learning?
- Teacher scaffolds are gradually removed
- Children get feedback at the point of need

Learning by:

- Summarising
- Drawing/visualising
- Explaining
- Asking questions
- Use of thinking jotters is modelled and encouraged