

# Inset 19<sup>th</sup> December 2019

## Good Teaching and Learning



# Make sure we deliver knowledge



## Concepts that matter when debating the curriculum



- Progress means knowing more and remembering more.
- Knowledge is generative (or 'sticky'), i.e. the more you know the easier it is to learn.
- Knowledge is connected in webs or schemata.
- Knowledge is when humans make connections between the new and what has already been learned.





# What Knowledge and Skills are involved in this ?



# Knowledge and Understanding



- **Teachers demonstrate DEEP knowledge and understanding of the subject**

**Clear understandable explanations with Visual, Auditory ,Kinesthetic support**  
**High quality WAGOLL in text, vocab, reasoning,pictures, art are displayed as an excellent model to learn from**  
**Ability to explain in more than one way especially to address misconceptions**  
**Can answer questions and expand on points raised in the lesson**  
**Able to extend to the next challenge of learning or unpick and scaffold understanding because of own thorough knowledge and understanding**



# Questioning to enable thinking at greater depth



- Use questioning **HIGHLY EFFECTIVELY** and demonstrate understanding of the ways to **MAKE PUPILS THINK** about the subject

Frequent and apt use of socratic questions and tell your partner

- talk about
- Expand on this to help me understand
- how do you know
- why do you think...
- if it was ....what would...
- explain why how
- convince me...
- what is the same what is different



# Address Misconceptions



- **Identify common misconceptions and act to ensure they are corrected**

**Celebrate marvellous mistakes**

**- use books under visualizer**

**Listen to individual feedback following pair or group discussion**

**Read pupils expressions/brains**

**Mark and use relevant scaffolding comments**

**THEN ask the relevant questions or re explain and re-question in a different way**



# Deliver well planned teaching sequences



- Plan lessons **VERY EFFECTIVELY**, making **MAXIMUM USE** of lesson time and coordinating resources well

Work collections show development in knowledge and application of skills overtime based on age related expectations **No worksheets**

Lessons balance teacher input to different groups sending some off to get on following initial group teaching , return for mini plenaries

Use TA in class to move learning further than the children would do so independently

Use varied groupings, foursomes to ensure cognitive and ability needs are met

Guide a group to ensure they achieve more than they would independently





Ofsted

Knowledge does not sit as isolated 'information'  
in learners' minds.

# Positive and attentive learning culture



- **Manage behaviour HIGHLY EFFECTIVELY so there is a positive, inclusive learning culture**

**Everyone engaged in learning-  
Characteristics of effective learning are referred to frequently ( COEL)**

**no obvious behaviour management as systems and expectations are well embedded**

**Praise for or to inspire the right thing  
Visual signs thumbs up smiles, eye contact**

**Clear class routines lining up, sitting well in chair, eyes to front, walking in corridor not fiddling , paying attention**

**Make an effort with all learning as teachers make effort with all lessons**



# Good Pace of Delivery



- **Teachers provide adequate time for practice to EMBED pupils knowledge understanding and skills EFFECTIVELY**

Chunking of lessons with relevant next section or reminder of what to do/include

Review and adapt planning in response to assessment and marking of independent work

Appropriate amount of independent work recorded/achieved

- **Introduce content PROGRESSIVELY and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind and enable ALMOST ALL to catch up.**

Constantly giving that extra challenge or oral question to think about when children have succeeded

Use of a plenary / homework which makes children think of the next step

Series of lessons build understanding and reinforce previous days' content and key points

Use of morning quick sessions to consolidate and practice learning



# Feedback supports good progress for all



- **Teachers provide pupils with INCISIVE feedback about what pupils can do to improve their knowledge understanding and skills**

Marking comments which extend to next challenge or address misconceptions through scaffolding modelling and part working or easier examples to be completed to step back.

As above but orally in group work/ whole class review and explanation following a misconception that arises or as a plenary to extend to next depth of understanding/challenge

- **Pupils use feedback effectively**

Marking comments purple panned correctly and recognised (ticked) by the teacher



# Learning Ladder Response

2. Tuesday 20<sup>th</sup> November 2018

252: To write a Biography about Boudicca.

Year 6	Biographical Writing	Teacher
	Objective	
✓	I have used a rhetorical question to hook the reader	✓
✓	My first paragraph summarises the main events of the person's life	✓
✓	I have used third person pronouns	✓
✓	I have written in the past tense (including perfect and progressive forms)	✓
✓	I have used the passive voice to make the writing more formal	✓
✓	My writing is about key events in the person's life	✓
✓	I have started sentences in interesting ways	✓
✓	My final paragraph mentions something about the person's legacy	✓
✓	I used higher level punctuation	✓
✓	I used relative clauses	✓
✓	I used parentheses	✓
	What could I do to improve my biographical writing next time?	

top and add in a relative clause or 2 to my writing

What am I really proud of? *relative clauses*

The amount of writing I wrote down and using almost everything on my marking ladder.

③ Boudicca was born in the first century - 25-30AD. It is in what is called Norfolk nowadays. She was part of the Iceni tribe. One of the 23 Celtic kindgom's that Britain was split into. Her name means Victory, was this a signal sign of events to future events to happen. The meaning of her name today is Victoria Victoria. Does this indicate what will happen in some future events ...

After a while <sup>the year</sup> in 43AD - the Roman <sup>invasion</sup> began. Claudius (the emperor of Rome) led the Romans into Brit. Britain to either battle or trade.

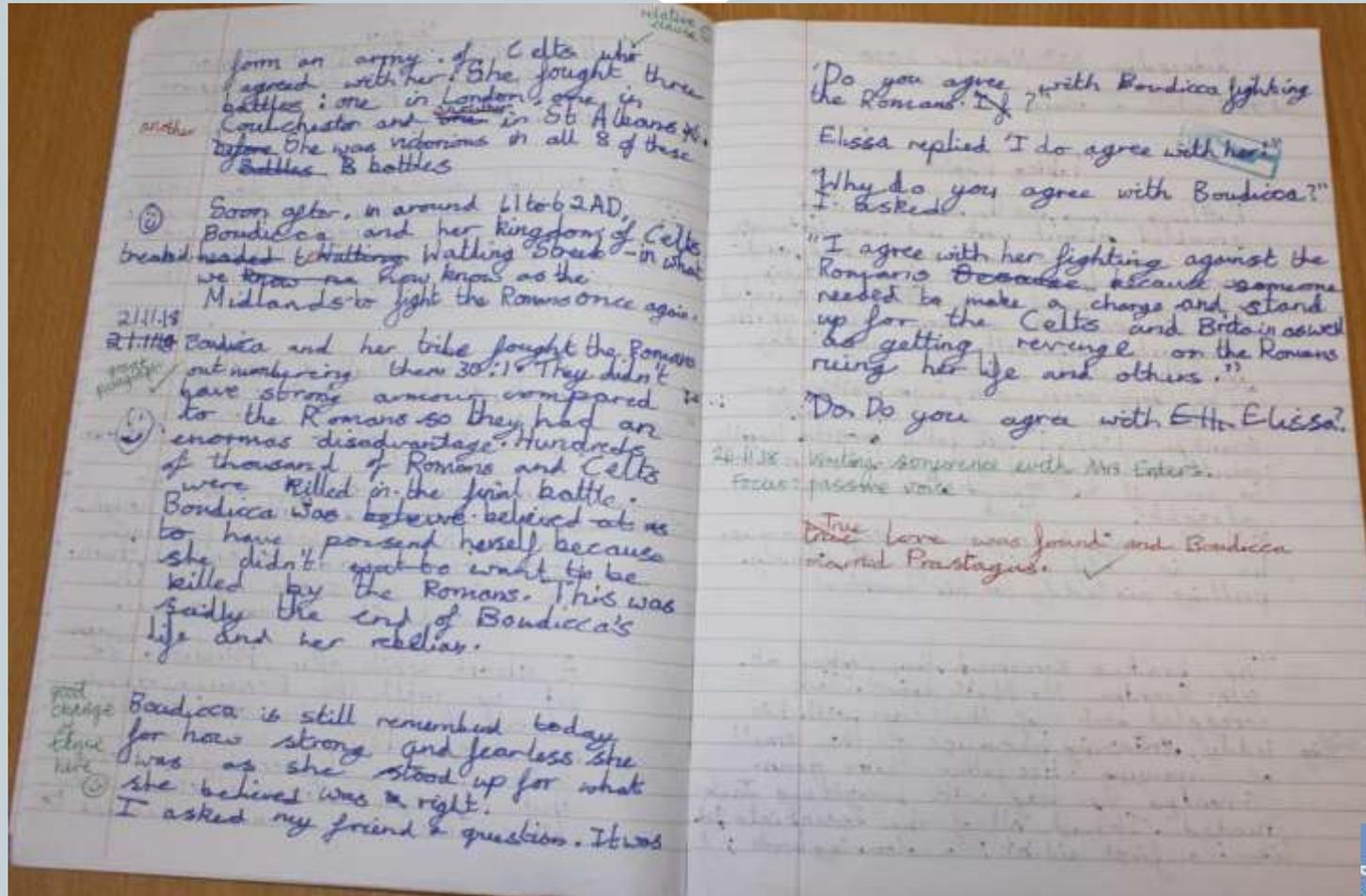
A couple of years later, in the year 45AD Boudicca <sup>had</sup> a love and married a man called Prasutagus. He was the <sup>king</sup> of the Iceni tribe so as she married him she became the Queen of the Iceni.

Later, on the death of Prasutagus <sup>the</sup> Romans <sup>soon</sup> heard about this news and Paulinus (the appointed governor of Roman Britain) went over and to <sup>claim</sup> the Iceni tribe. Even though the Romans wanted to claim Norfolk Boudicca wouldn't let them. She decided to stand up to the Romans and she became queen.

(A short while after) Boudicca got fed up with the Romans and decided to make an army of Celts because they were taking all of their personal belongings; crops; and money; <sup>and</sup> destroying homes and lives. This brave woman decided to



# Pupil/ Teacher Conference



# Cross Curricular with English at The Heart



- **Teachers embed reading writing and communication (if appropriate maths) EXCEPTIONALLY WELL across the curriculum equipping all pupils with skills to make progress**



**Planning has literacy identified which links to literacy lessons**

**Texts are used in topic sessions as comprehension and analysis to springboard further writing examples - carefully planned to meet missing elements from previous literacy sessions which need further work to become secure**

**Opportunities to talk in all subjects where talk is based on modelled structured sentences and corrected**

**Expectation that talk and oral responses will be grammatically accurate**



# Highest Of Expectations



- Are **DETERMINED** that pupils **ACHIEVE** well

Inspire through own enthusiasm and expect to have all with you

Acknowledge it is hard but we can do it if we try hard because we are capable

Re explain in different ways and from different starting points

Believe that all children (with the exception of certain SEN) can achieve if the teaching and resourcing is right

- **ENCOURAGE** pupils to try hard, recognise their efforts

Praise and COEL

Scaffolding

Bribery

Challenge

Competition

Positive ethos

Learning through getting things wrong

Clear explanations and use of different resources



# Achievement Culture



- **Ensure that pupils take PRIDE in ALL aspects of their work**



**Expect perfection**

**Reward pupils often with WOW progress, housepoints and COEL stickers for any aspects of school life**

**Challenge and require substandard work to be repeated in own time**

**Praise work that shows pride and care**

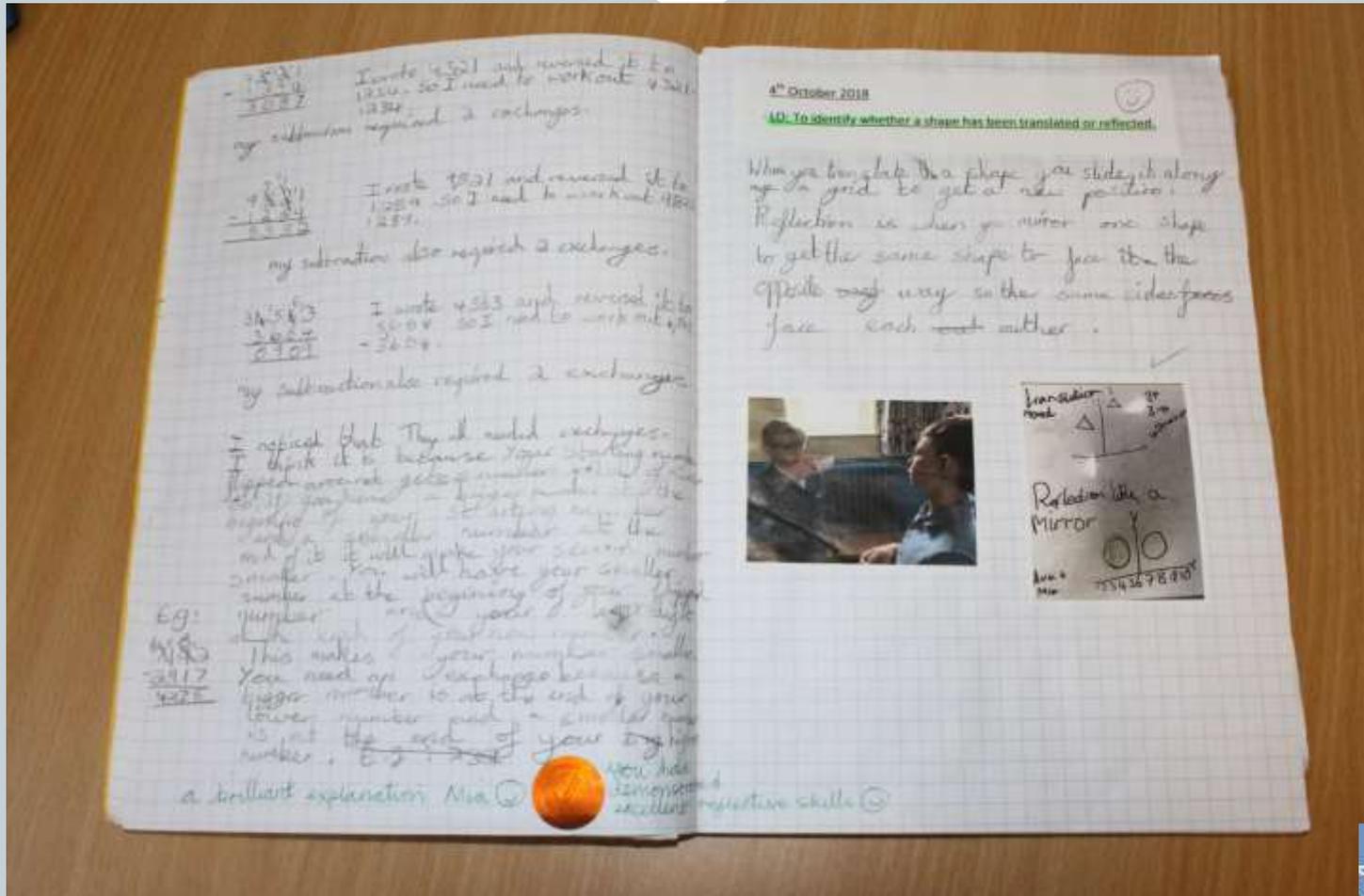
**Display work frequently that shows care as WAGOLL**

**Model perfection and talk about it**

**Share and celebrate perfection in work and behaviour / attitude (learning behaviours)**



# Characteristics Of Effective Learning



# Marking and Progress

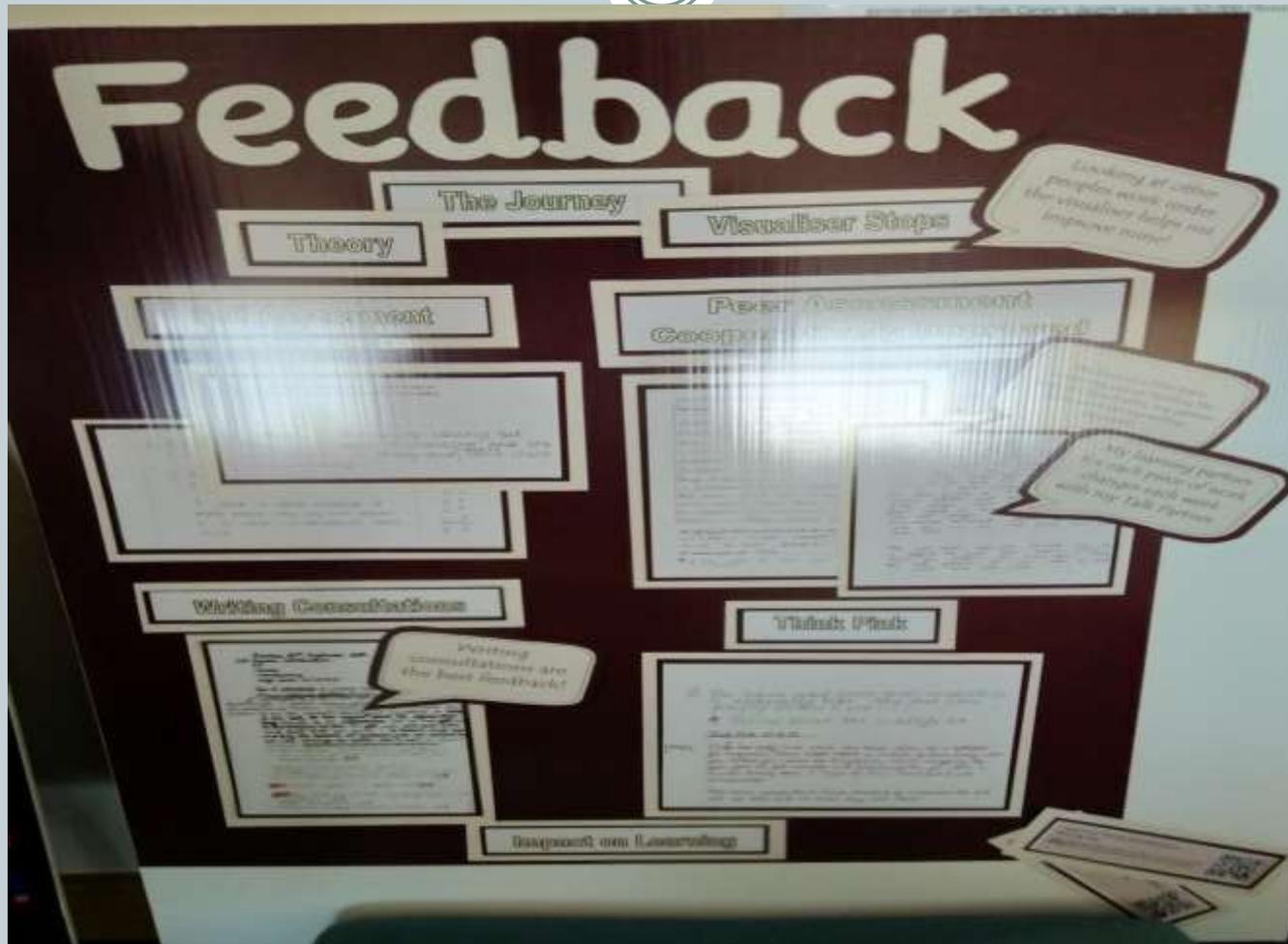


- **Pupils are eager to know how to improve their learning and capitalise on opportunities to use feedback written or oral to improve**

**Have been taught how to and when to use feedback sessions in the morning how to get their partner to help or the teacher if needed**



# Feedback Strategies



2. Tuesday 20<sup>th</sup> November 2018  
 202: To write a Biography about Boudicca.

Year 6 Biographical Writing		Teacher
Self	Objective	
✓	I have used a rhetorical question to hook the reader	✓
✓	My first paragraph summarises the main events of the person's life	✓
✓	I have used third person pronouns	✓
✓	I have written in the past tense (including perfect and progressive forms)	✓
✓	I have used the passive voice to make the writing more formal	✓
✓	My writing is about key events in the person's life	✓
✓	I have started sentences in interesting ways	✓
✓	My final paragraph mentions something about the person's legacy	✓
✓	I used higher level punctuation	✓
✓	I used relative clauses	✓
✓	I used parentheses	✓
	What could I do to improve my biographical writing next time?	

top and add in a relative clause or 2 to my writing  
 The amount of writing I wrote down and using almost everything on my marking ladder

③ Boudicca was born in the first century - 25-30AD. It is in what is called Norfolk nowadays. She was part of the Iceni tribe. One of the 23 Celtic Kingdoms that Britain was split into. Her name means Victory, was this a signal sign of events to future events to happen. The meaning of her name today is Victoria Victoria. Does this indicate what will happen in some future events ...

After a while <sup>the year</sup> in 43AD - the Roman invasion began. Claudius (the emperor of Rome) led the Romans into Brit. Britain to either battle or trade.

can't write this one  
 (sad face)

A couple of years later, in the year 45AD Boudicca <sup>had</sup> a love and married a man called Prasutagus. He was the King of the Iceni tribe so as she married him she became the Queen of the Iceni.

Clang  
 claim

Later, on the death of Prasutagus, struck, in the year 60 to 60AD. The Romans soon heard about this news and Paulinus (the appointed governor of the appointed governor of Roman Britain) went over and to ~~claim~~ the Iceni tribe. Even though the Romans wanted to claim Norfolk Boudicca wouldn't let them. She decided to stand up to the Romans and she became queen.

(A short while after) Boudicca <sup>became</sup> got fed up with the Romans and decided to make army of Celts because they were taking all of their personal belongings; crops; and money; destroying homes and lives. This brave woman decided to