

# Acklam Grange Teaching and Learning Handbook.



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# PART ONE



# Establishing effective learning routines



It is essential that all students understand the purpose of the learning that takes place each lesson and recognise familiar learning routines so that they are able to engage fully with the core knowledge shared and develop confidence and accuracy in the application of key skills .

\* Adopt strategies from **TLAC and Teaching Walkthrus** to support AGS established routines.

Establish a purposeful learning environment.



- Use independent reading or established 'Do now' activity to establish a focus on high expectations and **be seen looking**.
- Change physical position and circulate regularly.
- Manage transitions to maintain focus.
- **Make compliance visible** and frame correction as positive reinforcement.
- Depersonalise and correct off task behaviour quickly and calmly in line with whole school de-escalation policy.
- Hold students to account for pride in presentation.

Establish the purpose of the learning.



- Frame the purpose of the learning journey clearly for students and highlight how it links with prior and future learning.
- Share focus via a Big Question or learning aim and revisit throughout .
- Provide a clear overview of how students will be able to demonstrate understanding of core knowledge and apply skills successfully.
- Plan for activities that that lead to mastery of the learning aim.

Activate prior learning.



- Pause to review prior learning and plan for spaced practice.
- Provide opportunities for students to recall key knowledge and make connections between different episodes of learning to strengthen wider schema building rather than viewing knowledge in isolation.

Utilise direct explicit instruction.



- Use direct explicit instruction to explain key concepts, processes and skills to students.
- Break down and sequence new material in small steps to aid student understanding and memory retention and **form a path for student mastery**.
- Script explanations to ensure clarity of language and **identify learning steps clearly for students**.
- Plan for the explicit teaching of vocabulary and reading.

**Model the application of core knowledge and skills.**



- Use visual cues, modelling and worked examples where appropriate to support understanding.
- Think aloud and narrate thought process when completing worked examples.
- **Use I do, we do then you do** strategy to gradually remove support and build towards independence.
- Clearly explain and model required written structures.
- Provides scaffolding for difficult concepts.

**Question to check understanding.**



- Script and target questions and expected responses in advance to ensure progress and provide challenge.
- Use hinge questions, **show me tasks** and systematic whole class responses to check for understanding throughout the lesson.
- Use **Cold Calling** strategy to implement direct questioning.
- Provide thinking time before seeking responses.
- Establish '**No Opt Out**' culture.
- Probe pupils initial answers to promote deep thinking.

**Provide opportunity for independent practice.**



- Allocate time for pupils to engage in varied independent practice to embed and reinforce learning until it is fluent and secure.
- Use '**name the steps**' to script instructions for independent practice that outline pupil success complemented by visual reminders where appropriate.
- Set students tasks that use the same material featured during guided practice.
- **Utilise silent focus** to create a 'Thinking Hard' culture and build resilience.

**Provide effective feedback.**



- Support pupils to make efficient progress by providing relevant, timely and constructive feedback.
- Use **Tracking, Not Watching** strategy to make circulation purposeful and provide feedback to pupils via 'live marking' and intervene at the point of error.
- Identify gaps and misconceptions from whole class responses and respond with responsive teaching and clarification.
- Use feedback to describe actions students can take to improve future performance.

*\*Challenge for all should be interleaved throughout all of our learning routines so that students have high expectations of what they are able to achieve.*

Further Reading:

Lemov, D: Teach Like a Champion 2.0

Sherrington, T & Caviglioli, O: Teaching Walkthrus

Sherrington, T: Rosenshine's Principles In Action



# Marking and feedback overview



*Effective marking and feedback enables students to engage fully with the learning process and respond directly to feedback provided. This helps to correct misconceptions and develop their confidence and perseverance so that they are able to redraft and improve their work independently.*

## 1. Focused marking episodes

Teachers should conduct regular strategic 'focused marking episodes' that provide a diagnostic overview of student understanding and application of skills. Focused marking episodes can focus on individual examples of work or the application of knowledge and skills over time. This will enable staff to monitor student progress and plan next steps in responsive teaching to ensure progress for all.

### Purpose

Marking episodes should be formative and inform the responsive teaching sequence by focusing on the following:

- High expectations of the presentation of student work to ensure effort and perseverance are evident.
- Identifying common misconceptions and accuracy of student application of skills.
- Identifying areas needing further clarification and reteaching.
- Identifying mastery of knowledge and skills.
- Identifying areas requiring further stretch and challenge.
- Monitoring standards of literacy.
- Identifying individuals and groups of students requiring targeted intervention.

# Marking and feedback overview



## 1. Feedback format and frequency

There is no expectation to provide feedback on every piece of work. Feedback should be responsive and focused on moving student learning forward.

**\*For core subjects there is an expectation of two ‘focused marking episodes’ per half term and an expectation of one per half term for non-core subjects.**

- Feedback should respond specifically to the areas identified in the focused marking episode
- Feedback can take the format of personalised written feedback or whole class feedback.
- Feedback should outline explicitly steps students need to take to move their learning forward.
- Marking tokens can be used to highlight core skills, knowledge and content expectations for students.
- Students should be allocated sufficient time to revisit skills or redraft work in response to feedback.

## 2. Classroom focused monitoring

In addition to ‘focused marking episodes’ regular monitoring of student understanding and provision of targeted feedback should be explicit in everyday classroom practice.

Classroom focused monitoring can take the following formats:

- **Live marking** - narrate thinking when identifying areas of mastery and development.
- **Verbal feedback** – use probing questions to clarify level of understanding.
- **Peer and self-assessment** – students should be provided with a specific focus and guidance.
- **Respond, discuss revise** – Allocate time for students to reflect and improve in response to whole class discussion.

\*Students should evidence any examples of reflection and improvement as a result of classroom focused monitoring via a **green pen response**.

# Providing effective literacy focused feedback



All subject areas have a responsibility to monitor standards of verbal and written literacy and provide explicit feedback to identify misconceptions and aid student correction of errors.

The monitoring of standards of literacy should be evident in all subject areas and explicitly focus on the accurate use of:

- Subject specific vocabulary
- Sentence construction
- Grammar and punctuation
- Spelling including common homophones
- Subject specific writing structures

### 3. Expectations for literacy focused feedback

1. During each 'focused marking episode' common literacy errors should be identified, and time allocated to explicitly clarify misconceptions in a subject specific context.
2. During classroom focused monitoring the accuracy of subject specific literacy should be a focus of teacher circulation tracking during at least one lesson per cycle. This will inform the following:
  - Verbal corrections – Students provided with verbal guidance to identify errors.
  - Literacy focused marking codes – Students made aware of literacy focus through codes recorded in the margin at point of error.

\*There should be a clear expectation for students to make corrections independently via a **green pen response**.

#### \*Literacy marking codes

C – Capital letter needed

P- Punctuation error

G/S – Grammatical error/ Sentence Construction

Sp – Spelling error

// - New paragraph needed

V- Inaccurate vocabulary selection



# Whole class marking and feedback



*Whole class feedback can be used as an effective alternative to individual written feedback in response to a 'focused marking episode'. The principle aim of whole class feedback should be used to outline steps needed by all students to move learning forward.*

## Key expectations of all formats of whole class marking and feedback

- All students should be able to articulate developed understanding and steps needed to make progress in learning.
- Feedback should be personalised via additional verbal dialogue and targeted intervention when necessary.

## Format options

- ❑ **Whole class feedback grid.** Staff can allocate focus of grid depending on subject specific context.

<b>Learning stars</b>  Highlight students for specific praise	<b>Misconceptions</b>  Highlight and correct common misconceptions	<b>Literacy focus</b>  Highlight literacy focus including common spelling errors.
<b>W.A.G.O.L.L/Student exemplar</b>  Exemplify expected standard via a W.A.G.O.L.L or an exemplar student response.	<b>Targets for improvement/Stretch and challenge</b>  Outline key targets for improvement or outline strategies students can adopt to stretch thinking and develop learning further	<b>Presentation/incomplete work</b>  Identify presentation targets and highlight students with examples of incomplete work.

\* Grids can be copied and placed in student exercise books for reference.

# Whole class marking and feedback



## ❑ **Coded targets for improvement.**

Target specific codes recorded in student exercise books .

- T1. T2

Detailed targets displayed on IWB

- T1 = Develop your analysis by considering reasons for final outcomes.
- Students copy targets into exercise book and respond as directed.

## ❑ ***Teacher assessment record***

Teacher assessment records can be used to record key observations from each 'focused marking episode'.

Observations may include the following:

- Mastered content and skills
- Areas requiring further clarification/ reteaching
- Literacy focus
- Students requiring targeted intervention and support

*\*Teacher assessment records should be made available alongside exercise books during QA*

# Whole class marking and feedback



## Whole Class Assessment for Learning

Date:                      Class:  
Skills/content focus:|

Secured understanding:

Next teaching steps:

Causes for concern:

Literacy issues:

Star Students:

# PART TWO



# Understanding literacy profiles



Student reading ages are a key indicator of how accessible students will find the curriculum. To effectively plan and differentiate learning for all students, staff should ensure that they have considered the reading ability of all students in their teaching groups.

Student literacy profiles provide an indication of the reading ability of students and should be consulted by staff when planning for both whole class teaching and to identify specific intervention needs.

Literacy profiles are indicated on a four point colour coded scale.

Above Expected	Expected	Low expected	Below Expected
<b>Above Expected</b>	<ul style="list-style-type: none"> <li>• Students will be confident and fluent readers.</li> <li>• Students will be able to infer both implicit and explicit information and synthesise confidently from a range of sources.</li> <li>• Students will be able to express a range of complex ideas through a varied vocabulary.</li> <li>• Both verbal and written communication will demonstrate fluency and cohesion.</li> </ul>		
<b>Expected</b>	<ul style="list-style-type: none"> <li>• Students are reading within a close range of their chronological reading age.</li> <li>• Students may still lack sentence comprehension and inference skills.</li> <li>• Students will have an average vocabulary but may struggle to decode some unfamiliar words independently.</li> <li>• Students will be starting to present more complex ideas but vocabulary and cohesion may be limited.</li> </ul>		
<b>Low Expected</b>	<ul style="list-style-type: none"> <li>• Students have a reading age up to 2.5 years below their chronological reading age.</li> <li>• Students will recognise phonological graphemes and phonemes but will be unable to 'word attack' by blending sound components.</li> <li>• Students may struggle to decode independently when faced with unfamiliar vocabulary.</li> <li>• Students may struggle to express complex ideas and both verbal and written communication will lack fluency and cohesion.</li> </ul>		
<b>Below Expected</b>	<ul style="list-style-type: none"> <li>• Students are unable to decode due to limited phonological awareness.</li> <li>• Reading fluency may be a significant barrier to comprehension.</li> <li>• Students may lack inference skills and be unable to recognise implicit and explicit meaning independently.</li> <li>• Vocabulary and understanding of word definitions will be limited.</li> <li>• Spelling will be below average due to poor chronological awareness.</li> <li>• The complexity of written communication will be limited.</li> </ul>		

# Literacy profile support



Staff should use student literacy profiles to plan for targeted literacy support as part of curriculum delivery.

\*Staff should also consult any SEND documents to check the specific learning needs of students.

<b>Above Expected</b>	<ul style="list-style-type: none"> <li>• Explicitly teach key vocabulary and interleave opportunities for students to revisit and retrieve.</li> <li>• Encourage students to read independently to deepen knowledge and understanding.</li> <li>• Encourage students to upgrade vocabulary choices.</li> <li>• Encourage students to critically engage with texts and question and evaluate authorial intent.</li> <li>• Provide opportunities for close reading using text dependent questions to check understanding/ Zoom in to small details to enable close analysis.</li> <li>• Develop a critical approach to reading by providing a reading focus and encouraging students to follow a specific line of enquiry.</li> <li>• Encourage students to independently apply reciprocal reading strategies to develop whole text understanding.</li> </ul>
<b>Expected</b>	<ul style="list-style-type: none"> <li>• Explicitly teach key vocabulary and interleave opportunities for students to revisit and retrieve.</li> <li>• Provide sentence stems to enable students to demonstrate understanding.</li> <li>• Teach background knowledge to build cultural capital and enable students to develop inferences.</li> <li>• Use scaffolded questioning to develop inferences and reading comprehension.</li> <li>• Encourage students to upgrade vocabulary choices.</li> <li>• Provide opportunities for close reading using text dependent questions to check understanding/ Zoom in to small details to enable close analysis.</li> <li>• Use reciprocal reading strategies to develop whole text understanding.</li> </ul>
<b>Low Expected</b>	<ul style="list-style-type: none"> <li>• Explicitly teach key vocabulary and interleave opportunities for students to revisit and retrieve.</li> <li>• Use pure phonic sounds when spelling out words for students.</li> <li>• Provide student friendly definitions of new vocabulary.</li> <li>• Read texts aloud to students to model correct pronunciation and intonation.</li> <li>• Number lines of text to enable students to be easily redirected if they lose their place/Encourage students to use a ruler under each line of text being read.</li> </ul>
<b>Below Expected</b>	<ul style="list-style-type: none"> <li>• When reading longer passages of text read once for decoding and again for comprehension.</li> <li>• Use thinking time to enable students to process what has been read before questioning to check understanding.</li> <li>• Repeatedly check student understanding of a text through direct targeted questioning.</li> <li>• Use bullet points/post it notes/mind maps/whiteboards to remember points before starting a writing task or assessment.</li> <li>• Provide sentence stems to enable students to demonstrate understanding.</li> <li>• Break tasks down into manageable chunks (steps of 3 and 5 work best).</li> <li>• Use positive praise to build confidence.</li> </ul>

# Literacy ACES Objectives



LITERACY FOCUS 1:0 ORACY	LITERACY FOCUS 2:0 READING	LITERACY FOCUS 3:0 WRITING	LITERACY FOCUS 4:0 VOCABULARY
1.1 Opportunities to participate in dialogical talk and develop active listening skills.	2.1 Opportunities to use skimming and scanning to retrieve information.	3.1 Opportunities for students to engage with the deconstruction and modelling of subject specific texts.	4.1 Opportunity to develop an understanding of Tier 2 and 3 vocabulary via explicit use of AGS Word Wall or Frayer Model.
1.2 Opportunities for students to develop the content and structure of presentational talk.	2.2 Opportunities to synthesise information from a range of sources and sequence and summarise information.	3.2 Opportunities to generate ideas to plan and draft the structure of a range of writing types within the context of subject specific requirements.	4.2 Opportunities to apply understanding of new vocabulary in a range of contexts.
1.3 Opportunities to participate formal debate.	2.3 Opportunities to engage interactively with a text through text mark up and annotations.	3.3 Opportunities to develop an understanding of how to use different sentence structures within a subject specific context.	4.3 Opportunities to develop the use of increasingly aspirational and challenging vocabulary.
1.4 Opportunities for original performance including recitation, role play, improvisation and delivery of an original composition.	2.4 Opportunities to use Venn diagrams, flow charts, diagrams, grids, maps and charts to summarise and prioritise information.	3.4 Opportunities to develop understanding of how to use connectives and discourse markers to structure coherent whole texts.	4.4 Opportunities to develop understanding of spelling rules and decoding through phonological awareness.
1.5 Opportunities to explore how to adapt formality of spoken language for a variety of audiences and purposes.	2.5 Opportunities to engage with texts and develop inference and comprehension through 'Reciprocal Reading' strategies.	3.5 Opportunities to develop understanding of word classification. (Noun, verb, adjective and adverb)	
1.6 Opportunities to develop self-assurance and verbal fluency to improve confidence in speaking.	2.6 Opportunities to develop analysis and evaluation through close reading of a text. (Zooming in to explore finer details in relation to the bigger picture)	3.6 Opportunities to explore how punctuation can be used to aid meaning.	
1.7 Opportunities to develop self-regulation and management of interactions with others.	2.7 Opportunities to explore different viewpoints and perspectives.	3.7 Opportunities to develop skills of proof reading and editing.	
1.8 Opportunities to explore the impact of body language and voice.	2.8 Opportunities to develop 'Read to Succeed' links and promote reading for pleasure within a curriculum context.	3.8 Opportunities to use nominalisation to develop a more academic style.	

# Common Literacy Errors



Click the image below for a breakdown of common literacy errors, including slides that can be shared with the students to help teach the correct approach.





# PART THREE



# AGS ACADEMIC CURRICULUM - PROVIDING CHALLENGE FOR ALL.

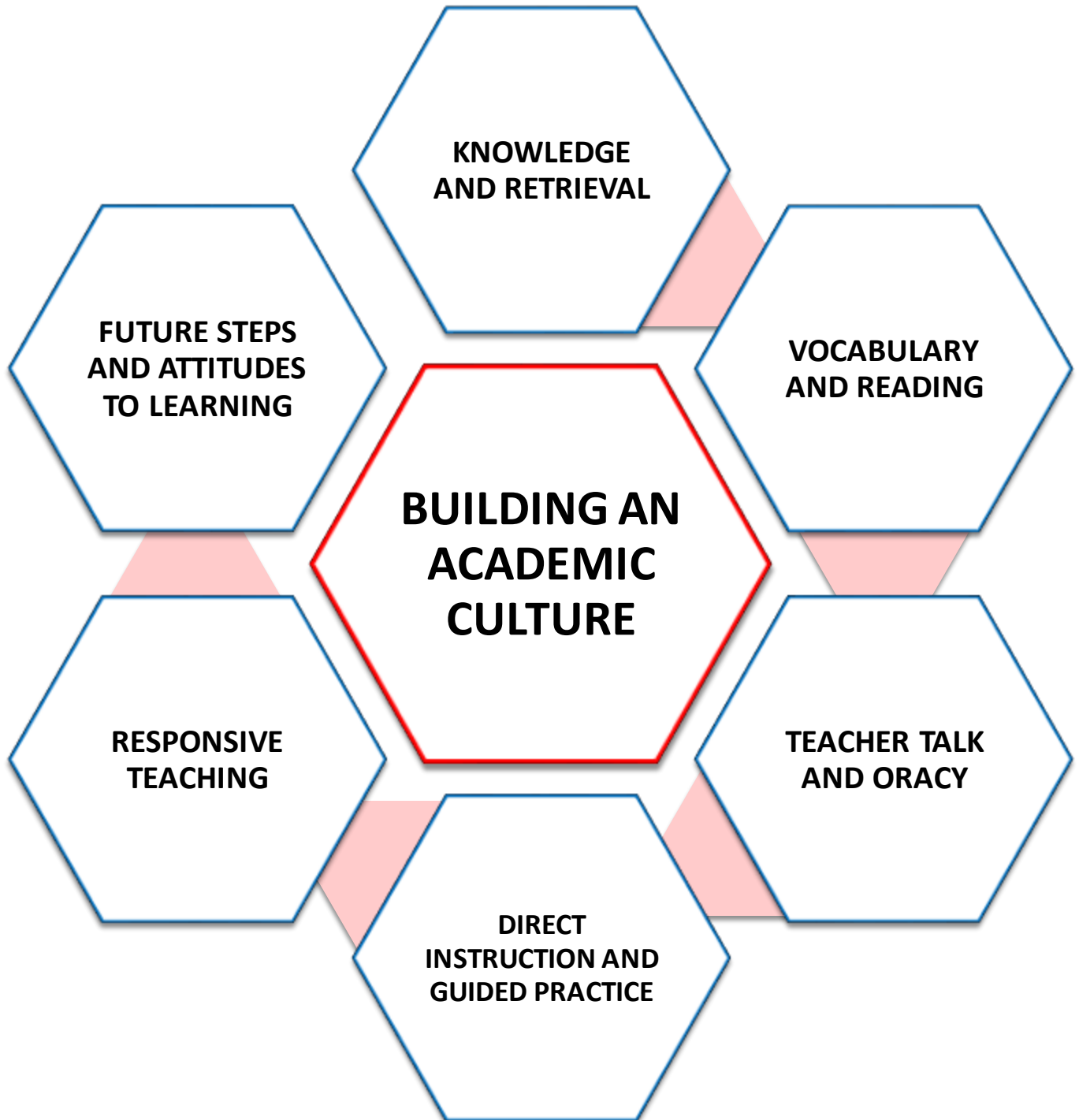


At Acklam Grange 'Challenge for all' is at the core of our 'Teaching and Learning' values and we pride ourselves on encouraging students to be the best versions of themselves.

The curriculum at Acklam Grange provides all students with the appropriate level of challenge to enable them to access a broad and balanced curriculum. The implementation of a curriculum focused on both broadening students' academic knowledge and cultural capital alongside developing the core skills of communication and expression will enable students to become confident independent learners.

Students are not only provided with the opportunity to think critically and engage with a wide range of complex ideas but there is also an expectation that they engage fully in the learning process and are able to work independently with purpose and are able to retain and recall key concepts and core knowledge.

# CHALLENGE FOR ALL BUILDING AN ACADEMIC CULTURE



# KNOWLEDGE AND RETRIEVAL



- **The core knowledge domain that underpins the curriculum should be designed to:**
- - empower students and develop their ability to engage critically by making connections between knowledge of the past, present and future whilst developing a curiosity about the world around them.
- -enable students to move from novice learners to masters of interrelated knowledge disciplines.
- -utilise deliberate retrieval practise to ensure that students develop a deep understanding of core knowledge to enable them to move towards independent mastery.
- - include the opportunity for students to recall prior learning and apply their understanding in a new context.

# KNOWLEDGE AND RETRIEVAL



## □ What does it look like?

- SOLPs will highlight core knowledge threads that all staff should address.
- Retrieval of core knowledge domains will be interleaved by all staff via regular quizzing and diagnostic assessment.
- Students will be provided with necessary tools to independently develop their knowledge and understanding of key topics.
- Low stakes quizzing and responsive teaching will be used to check student understanding and consolidate knowledge gaps.
- At least one lesson per week will include an element of formal retrieval practice.

# KNOWLEDGE AND RETRIEVAL TOOLKIT



Predefine core knowledge	<ul style="list-style-type: none"> <li>• Sequence and pre teach core knowledge</li> <li>• Use a knowledge organiser to outline core knowledge for students prior to retrieval. (<b>Support students by presenting key information in a format that can be used easily in a self quizzing format.</b>)</li> </ul>
Daily Review	<ul style="list-style-type: none"> <li>• <b>Do Now Tasks</b> – Start each lesson with an opportunity for students to recall and reactivate recently acquired knowledge.</li> <li>• This could focus on recalling new terminology or checking student understanding and application of vocabulary.</li> </ul>
Spaced Retrieval (Weekly and Monthly review)	<ul style="list-style-type: none"> <li>• Provide opportunities for the periodic recall of material from the last week or the last month to strengthen connections and create accurate schema.</li> </ul>
Quizzing	<ul style="list-style-type: none"> <li>• Use short factual recall questions, varying in style.*             <ul style="list-style-type: none"> <li>➤ Short answer fact check</li> <li>➤ Short problem solving</li> <li>➤ Multiple Choice Questions</li> <li>➤ True/False or error spotting</li> <li>➤ Labelling diagrams/ image recognition</li> <li>➤ Recitation or quotes/definitions</li> <li>➤ Short – bullet lists</li> </ul> </li> </ul> <p><b>* Teaching Walkthrus</b></p>
Self Explanation	<p>Tell The Story - Use narrative structures to build memory and encourage students to explain key concepts using correct terminology.</p> <p>Elaborate interrogation – encourage students to use How? Why? What? Question stems to further develop understanding and complexity of recall.</p>
Provide corrective feedback	<p>Provide students with the correct answers to enable them to self identify gaps in understanding and check for accuracy.</p>

# VOCABULARY AND READING



- **The core focus on vocabulary and reading across the curriculum should be designed to:**
- - explicitly teach and develop student understanding of Tier 2 and Tier 3 vocabulary.
- strengthen student understanding of vocabulary through detailed exploration of word etymology.
- -enable students to consolidate and apply their understanding of new vocabulary in a range of contexts.
- develop subject specific knowledge through integrated academic reading.
- supports students in developing independent reading strategies to enable an increased level of fluency and comprehension.

# VOCABULARY AND READING



- **What does it look like?**
- SOLPs will explicitly identify core Tier 2 and 3 vocabulary.
- SOLPs will identify vocabulary/reading focused Literacy ACEs objectives.
- All staff will use utilise WORDWALL or agreed alternative to provide a consistent and clear process for the explicit teaching of vocabulary.
- A range of academic texts will be selected as part of core curriculum planning.
- A minimum of six Tier 2/3 words will be taught explicitly as part of each unit of study.
- A minimum of one lesson per cycle will have an explicit focus on developing active reading strategies.



# VOCABULARY TOOLKIT



<p>Pre select vocabulary to be taught explicitly.</p>	<ul style="list-style-type: none"> <li>• Identify keystone (Tier 2 and 3 vocabulary) prior to introducing a new topic or reading a complex text with students.</li> <li>• Teach the vocabulary explicitly to ensure student understanding is secure. (See Word Wall)</li> <li>• Use student friendly definitions to reduce cognitive load.</li> </ul>
<p>Strengthen student understanding of keystone vocabulary through an exploration of word etymology</p>	<ul style="list-style-type: none"> <li>• Identify Latin/Greek roots that are common to your curriculum and explore as part of explicit vocabulary instruction.</li> <li>• Identify common prefix and suffix that appear repeatedly within your curriculum and explore as part of explicit vocabulary instruction.</li> </ul>
<p>Provide students with opportunities to develop an in-depth understanding of vocabulary by exploring relevant relationships and connections.</p>	<ul style="list-style-type: none"> <li>• <b>Make word associations/relationships</b> <ul style="list-style-type: none"> <li>➢ Ask students to make connections between new words and people, events and other things familiar to them.</li> <li>➢ Ask students to consider how groups of word can be related.</li> </ul> </li> </ul> <p><i>*See Explicit Vocabulary instruction doc for further exemplification</i></p>
<p>Provide students with opportunities to apply their understanding of new vocabulary.</p>	<p><b>Students can demonstrate their understanding by:</b></p> <ul style="list-style-type: none"> <li>➢ generating examples and non examples.</li> <li>➢ responding to questions that enable context, description and appropriate examples to be generated.</li> <li>➢ using sentence stems to demonstrate a precise understanding of new vocabulary.</li> </ul> <p><i>*See Explicit Vocabulary instruction doc for further exemplification</i></p>
<p>Interleave keystone vocabulary into retrieval structures</p>	<p>To consolidate student understanding of vocabulary interleave opportunities for retrieval of Tier 2 and 3 vocabulary.</p>
<p>Encourage student usage of higher level vocabulary.</p>	<p>Model use of sophisticated/ complex vocabulary via teacher explanations. Support students in the process of up levelling their vocabulary choices.</p>

# AGS WORD WALL



AGS Word Wall is the expected format for the **explicit** teaching of key subject vocabulary. It provides a clear routine and consistent approach to the explicit teaching of vocabulary across all subjects and provides an accessible reference for students.

Vocabulary identified within SOLPs to be taught via the WORD WALL format should be a teacher led process with a focus on deepening student understanding via a focus on word etymology when appropriate.

To ensure consolidation of vocabulary students should be regularly provided with the opportunity to recall their understanding of new vocabulary via established retrieval routines.

## Worked example:

WORD	DEFINE IT	EXPLORE IT	USE IT/LINK IT
<b>Epidemic</b>	a disease that is widespread and affects many people in a specific area	<b>Epi</b> – among, upon  *prevalent *rife	Epidemics spread easily in the middle ages due to a lack of clean water supply.

1. To increase pace and ensure clarity of understanding the **target words and definitions can be pre populated for students.**

Consider supporting this with a explicit concrete example of the focus word used in context to aid understanding and aid discussion.

\*Beck – Bringing Words To Life

**2. Explore student understanding** via an explicit focus on the following strategies:

- Word etymology inc common prefixes and suffixes
- Synonyms
- Target questions to check understanding.
- Word relationships.
- Student creation of dual coded memory aid.

**3 Provide the students with an opportunity to use the word correctly in context or make links to other knowledge schemas.**

Provide sentence stems and focused questions to scaffold understanding when necessary.

**E.g. Why did epidemics spread easily in the middle ages?**

# READING TOOLKIT



<p>Identify a range of texts including more complex academic texts to support curriculum delivery.</p>	<ul style="list-style-type: none"> <li>• Identify core texts that will support curriculum understanding.</li> <li>• Develop student knowledge via textbooks, historical sources, case studies etc</li> <li>• Provide appropriate challenge through the use of academic texts.</li> </ul>
<p>Pre plan reading routines for complex texts.</p>	<ul style="list-style-type: none"> <li>• Pre read complex texts to identify level of scaffolding and support needed during reading process. Consider:             <ul style="list-style-type: none"> <li>➢ Complexity of vocabulary</li> <li>➢ Language features</li> <li>➢ Sentence lengths and structures</li> <li>➢ Complexity of ideas</li> </ul> </li> <li>• Pre teach complex vocabulary and activate prior knowledge to aid understanding.</li> </ul>
<p>Read aloud and model reading fluency</p>	<ul style="list-style-type: none"> <li>• Establish a routine of students listening to you as the teacher modelling how to read a text with fluency and expression.</li> <li>• *Incorporate four dimensions of reading fluency;             <ul style="list-style-type: none"> <li>➢ Expression and volume: varying expression and volume to match context.</li> <li>➢ Phrasing: identify clauses and wording that are read together.</li> <li>➢ Smoothness: avoiding breaks and pauses</li> <li>➢ Pace: an even conversational rhythm</li> </ul> </li> </ul> <p><b>* Teaching Walkthrus 2</b></p>
<p>Teach active reading strategies explicitly via the 'Reciprocal Reading' model.</p>	<ul style="list-style-type: none"> <li>• <b>Predict</b> - activate prior knowledge and discuss student preconceptions of text type, content, and subject specific features.</li> <li>• <b>Clarify</b> – Pause to consolidate student understanding of unfamiliar vocabulary in context.</li> <li>• <b>Question</b> – Ask text dependent questions to check student understanding and use probing questions to develop student awareness of layers of meaning.</li> <li>• <b>Summarise</b> – Support students in identifying and rephrasing key points.</li> </ul>
<p>Incorporate interactive reading strategies into approaches whole class reading routines.</p>	<ul style="list-style-type: none"> <li>• Provide a reading focus to enable students to track key ideas.</li> <li>• Use strategic pauses and stop and jot to clarify understanding.</li> <li>• Develop a centralised approach for text marking/ annotations.</li> </ul> <p><i>See Explicit Reading instruction doc for further exemplification</i></p>
<p>Summarise and consolidate understanding to reduce cognitive load.</p>	<ul style="list-style-type: none"> <li>• Develop close reading skills through planned TDQs</li> <li>• Check student understanding of complex texts by using a cycle of reading, writing, discussing and revising independent responses.</li> <li>• Verbally summarise key points for students to support understanding.</li> </ul>

# Teacher Talk and Oracy



- **The core focus on Teacher Talk and Oracy across the curriculum should be designed to:**
- Strengthen knowledge development through improved clarity of teacher explanations.
- Develop opportunities for students to develop the ability to articulate ideas, develop understanding and engage with others through spoken language.
- Effectively scaffold and develop the ability of students to listen effectively , think critically and manage their response and verbal interactions with others.
- Develop the necessary skills to enable students to speak fluently and confidently in public.

# Teacher Talk and Oracy



- **What does it look like?**
- Subject Knowledge Enhancement will be utilised to ensure all staff have the required subject knowledge and skills to explain challenging concepts concisely.
- A focus on dialogic questioning will be highlighted in faculty CPD planning.
- SOLPs will identify oracy focused literacy ACES objectives.
- Strategies from the oracy toolkit will be an explicit part of curriculum planning.
- Curriculum planning will provide opportunities for students to participate in organised classroom talk to develop awareness of how to communicate effectively by selecting appropriate vocabulary, tone and expression.
- Each lesson will include at least one opportunity for structured talk/ Socratic questioning.

# TEACHER TALK AND ORACY TOOLKIT



<p>Pre plan teacher explanations</p>	<ul style="list-style-type: none"> <li>• Use SKE time to plan, script and rehearse the delivery of concise teacher explanations as part of the collaborative planning process.</li> <li>• Model the correct use of language specific to subject areas.</li> </ul>
<p>Establish ground rules and expectations for classroom talk</p>	<ul style="list-style-type: none"> <li>• Discuss and agree rules with students so that they are aware of their role as a speaker and their responsibilities as a listener.</li> <li>• Encourage students to develop the depth of their verbal responses through an invitation to 'Say it again better'*</li> <li>• Provide appropriate feedback when students are speaking publicly. Encourage the use of full sentences and correct any misconceptions with use of grammar and vocabulary</li> </ul> <p><b>*Teaching Walkthrus</b></p>
<p>Develop written structures through guided verbal rehearsal.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to verbally rehearse the components of written responses via 'Say it...Think it...Write it..'</li> <li>• Provide subject specific thought/speech stems that enable students to formulate cohesive verbal responses</li> <li>• Encourage students to think critically and respond critically and build on the ideas of others.</li> </ul> <p><i>See Oracy in the classroom doc for further exemplification</i></p>
<p>Pre plan opportunities for probing/ Socratic questioning to develop student understanding.</p>	<p>Pre plan questions that will enable students to probe their schema for the ideas being discussed and develop links between ideas.*</p> <p>Probing/Socratic questioning is an effective tool to scaffold student understanding and encourage students to think more critically.</p> <ol style="list-style-type: none"> <li>1. CLARIFY- Clarify thinking and expression.</li> <li>2. PROBE- Challenge assumptions.</li> <li>3. INTERROGATE- Find the evidence.</li> <li>4. EXPLORE– Consider alternative viewpoints.</li> <li>5. ANALYSE – Consider the impact.</li> <li>6. EVALUATE – Question the question.</li> </ol> <p><i>See Oracy in the classroom doc for further exemplification</i></p> <p><b>*Teaching Walkthrus</b></p>
<p>Plan for structured classroom talk though the use of dialogic teaching .</p>	<p>Provide opportunities for students to engage in whole class, paired or group discussion. <b>Useful strategies:</b></p> <ul style="list-style-type: none"> <li>• <b>THINK PAIR SHARE</b> – Ask students to think independently followed by sharing responses in pairs and whole class.</li> <li>• <b>GALLERY CRITIQUE</b> – Provide students with success criteria and ask them to discuss how displayed work has achieved it.</li> <li>• <b>PAIRED DEBATE</b> – Provide students with the opportunity to adopt contrasting viewpoints and listen and respond to the views of their debating partner.</li> </ul>

# DIRECT INSTRUCTION AND GUIDED PRACTICE



- **The core focus of direct instruction and guided practice across the curriculum should be designed to:**
- Develop student thinking through clarity of direct instruction.
- Exemplify examples of excellence and mastery through strategic use of modelling process.
- Develop student confidence, resilience and independence through exemplar models and scaffolded guided practice.
- Develop students use of metacognitive thought to approach complex ideas and problem solving.

# DIRECT INSTRUCTION AND GUIDED PRACTICE



- **What does it look like?**
- SOLPs will identify an agreed standard of excellence for each subject/topic area.
- Collaborative planning will focus on scripting/ rehearsing high quality teacher explanations.
- New material will be sequenced carefully and delivered in small steps to reduce cognitive load.
- Teachers will narrate their thought process and ask probing questions to aid clarification throughout live modelling process.
- Students will be encouraged to think hard and consider problem solving metacognitively.
- Students will be provided with opportunities to demonstrate understanding and practise core skills.
- Scaffolded support will be used to build resilience and confidence to enable students to apply knowledge and skills independently.



# Direct instruction and guided practice



<p>Rehearse the delivery of direct teacher instruction.</p>	<ul style="list-style-type: none"> <li>• Use SKE time to plan, script and rehearse the delivery of concise teacher explanations as part of the collaborative planning process.</li> <li>• Consider areas that will need further clarification.</li> </ul>
<p>Sequence instruction to reduce cognitive load.</p>	<ul style="list-style-type: none"> <li>• Begin with the end and the break topics/ skills into logical steps.</li> <li>• Consider starting points and check prior knowledge of students.</li> <li>• Start with the basic steps to ensure confidence and accessibility.</li> <li>• <b>Double Plan</b> -Consider the activities students will need to participate in to consolidate understanding and develop key skills.</li> <li>• <b>Name the steps</b> and <b>make them sticky</b> to make learning process and complex skills transparent to students.</li> <li>• Provide an opportunity for students to practise all the steps</li> </ul> <p>*TLAC 2.0</p>
<p>Use models and narrate the thought process</p>	<ul style="list-style-type: none"> <li>• Provide a range of models and worked examples including visual representation of ideas.</li> <li>• Pitch models carefully to challenge whilst considering the ability of the group.</li> <li>• During live modelling explicitly narrate your thought process and explain clearly vocabulary choices and question students to clarify their understanding.</li> <li>• Model how you move from generic thinking to organised logical processes/written structures.*</li> <li>• Identify common misconceptions as part of the modelling process.</li> <li>• Illustrate how ideas are connected through abstract ideas linked to concrete examples and real world experiences.*</li> </ul> <p>*<b>Walkthrus</b></p>
<p>Build in time for guided and independent practice.</p>	<ul style="list-style-type: none"> <li>• Students should experience a cycle of explaining and modelling followed by opportunities to practise.</li> <li>• Use the I do, We do, You do structure to scaffold and provide explicit guidance and support.</li> <li>• Establish thresholds and pathways to achieve culture of teaching to the top whilst maintaining personalised support.</li> <li>• Obtain a high success rate before moving to independence.</li> </ul> <p>*<b>Walkthrus 2</b></p>
<p>Build towards goal of independence.</p>	<ul style="list-style-type: none"> <li>• Develop student resilience through the consistent use of silent focus.</li> <li>• Provide students with independent tasks that follow the same steps as guided models.</li> <li>• Use drillable elements and engage students in repeated low stakes practice. E.g repeated practice of components of a sentence</li> <li>• Develop fluency and automaticity by gradually increasing the pace and integrating individual elements back into more complex tasks.*</li> </ul> <p>*<b>Walkthrus</b></p>

# Responsive teaching



**The core focus of responsive teaching across the curriculum should be designed to:**

- provide a curriculum that incorporates opportunities for effective diagnostic assessment.
- Develop a 'no opt out' culture to ensure all students are motivated and engaged in the learning process.
- Enable staff to adapt and personalise teaching sequences in response to diagnostic assessment.
- Integrate opportunities for relevant and purposeful feedback to correct misconceptions and demonstrate how students can improve.
- Provide opportunities for students to redraft and improve work in response to feedback.

# Responsive teaching



- **What does it look like?**
- SOLPs will include pre planned diagnostic/hinge questions to support whole class assessment.
- Cold calling/ no hands up used to encourage ‘ no opt out’ culture.
- Teachers will circulate to track student application of knowledge and skills.
- Teachers will adapt SOLPs in response to diagnostic assessment.
- Personalised and whole class feedback will be used to address misconceptions and move student learning forward.
- Peer and self assessment will be used to provide immediate feedback.
- Students will revisit and redraft work in response to feedback.
- Books will be checked inline with school policy.

# Responsive teaching



<p>Pre determine key assessment points</p>	<ul style="list-style-type: none"> <li>• Identify key points when student understanding will need to be checked.</li> <li>• Pre plan and generate hinge questions to assess whole class understanding.</li> <li>• Pre determine misconceptions and plan response.</li> </ul>
<p>Check for understanding via targeted questioning</p>	<ul style="list-style-type: none"> <li>• Ask a series of open ended questions to check for understanding.</li> <li>• <b>Use probing questions</b> to encourage deeper thinking and establish level of understanding*</li> <li>• <b>Use dialogical/ process questions</b> to develop metacognitive talk             <ul style="list-style-type: none"> <li>- ask students to explain methods</li> <li>- ask students to explain ideas and choices made.</li> </ul> </li> <li>• <b>Use Hinge questions, MCQs, hand signals and 'Shoe me' boards</b> to establish level of whole class understanding.*</li> <li>• <b>Affirmative checking</b> – when working independently insert specific points when students must get confirmation that their work is correct, productive and sufficiently rigorous**</li> <li>• Wait time – Give students time to reflect and consider their response.**</li> </ul>
<p>Maintain high expectations with 'no opt out' culture'</p>	<ul style="list-style-type: none"> <li>• Utilise '<b>Cold Calling</b>'(no hands up) to create a culture that everyone is expected to respond.</li> <li>• Use 'no opt out format to avoid ' I don't know' response.             <ul style="list-style-type: none"> <li>➢ Provide the answer for student to repeat</li> <li>➢ Ask an alternative student to respond and return to original student to repeat.</li> <li>➢ Provide a cue or scaffold question.**</li> </ul> </li> </ul>
<p>Circulate with purpose</p>	<ul style="list-style-type: none"> <li>• Standardise the visual field to enable quick observable assessment.</li> <li>• Make circulation purposeful via '<b>tracking, not watching</b>' – track specific areas of student understanding and skill application when circulating the room.**</li> <li>• Outline explicitly focus of circulation to students.</li> <li>• Respond and correct misconceptions as part of circulation process.</li> </ul>
<p>Personalise next teaching steps in response to marking and feedback.</p>	<ul style="list-style-type: none"> <li>• Reteach key concepts to provide further clarification.</li> <li>• Differentiate via further challenge or provision of additional guidance when necessary.</li> <li>• Focus on improving student work consistently over time rather than just producing one exemplary piece.*</li> <li>• Highlight and deconstruct examples of success</li> </ul>
<p>Plan for error and provide opportunities for students to respond to feedback.</p>	<ul style="list-style-type: none"> <li>• Normalise error and uncertainty through modelling process.</li> <li>• Provide specific actions for students to complete in response to feedback.</li> <li>• Provide students with opportunities to chieve high standards through multiple redrafts</li> </ul> <p><b>*Walkthrus **TLAC</b></p>