Overview of Teaching and Learning

The key components of every lesson will include a retrieval activity known as The Drill, reference to the learning journey, live marking and Demonstrate and Connect activities.

Below is an outline of these key components and how they fit into the learning cycle:

Sequencing learning and modelling

We sequence learning and use modelling to help all pupils understand difficult concepts and procedures. We do this by:

- Sharing **learning journeys** with pupils so that they can understand what they are learning and how it is sequenced.

- Breaking down new knowledge into **small steps** which is built upon over time.

- Using **models** to support our explanations when teaching something new.

- Providing **scaffolds** for difficult independent tasks.

Questioning

We use questioning to actively engage pupils, accelerate learning, identify misconceptions as well as check pupils' understanding. We do this by:

- Using a **Random Name Generator** to involve all pupils in our questioning and using **probing questions** to check pupils' understanding.
- **Planning** key questions to check understanding throughout the lesson and provide challenge.

- **Planning for misconceptions** and correcting these at the point they are observed by the teacher.

Using **open questions** which allow for debate and critical analysis and providing pupils with vocabulary and sentence stems to **develop their oracy skills.**

Checking learning over time

Learning happens when pupils use newly acquired knowledge in conjunction with skills and understanding they already possess. We check that learning has happened through:

- **Connect** – this is used to swiftly address misconceptions and consolidate prior learning.
- **The Drill** – regular, low stakes assessment ensures that pupils can recall prior learning ensuring they know more, remember more and are able to do more.
- **Formal assessments** – periodic high-stakes assessments allow teachers to check pupils' knowledge and inform future planning e.g. **The Drill** and **transfer of knowledge tasks.**
- **Live marking** – to check literacy and quickly address misconceptions.

Practice

Giving pupils the tools and time to practise is essential to embed new learning. We do this by:

- Engaging pupils with the **Demonstrate** task – lessons are designed to construct learning so that pupils can complete challenging tasks independently.
- Using active learning tasks following modelling which allow pupils to build confidence and experience a **high success rate**.