

Welcome to Budmouth Academy

- Feedback from the previous FAB meeting: Student Rewards and Achievements/Aspirations' Edge/Open Days and Open Evenings
- What does Teaching and Learning look like at Budmouth?
- Parents' discussion groups - How can Budmouth teachers and parents support children with their learning at home?
- Uniform Update
- Any Questions

Teaching and learning at Budmouth Academy

What does it look
like?

How can we
improve it together?

Students'
attainment

Students' well being

Students' success

What does teaching and learning look like in the classroom?

**WHAT WOULD
YOU EXPECT TO
SEE?**

**WHAT WILL
TEACHERS AND
STUDENTS BE
DOING?**

Our classroom priorities – what do you think that looks like?

We meet them and greet them at the door

Low threat starter activity – do now task

Recall previous learning – or what do already now about today's learning objective?

We present new material in small steps/chunks

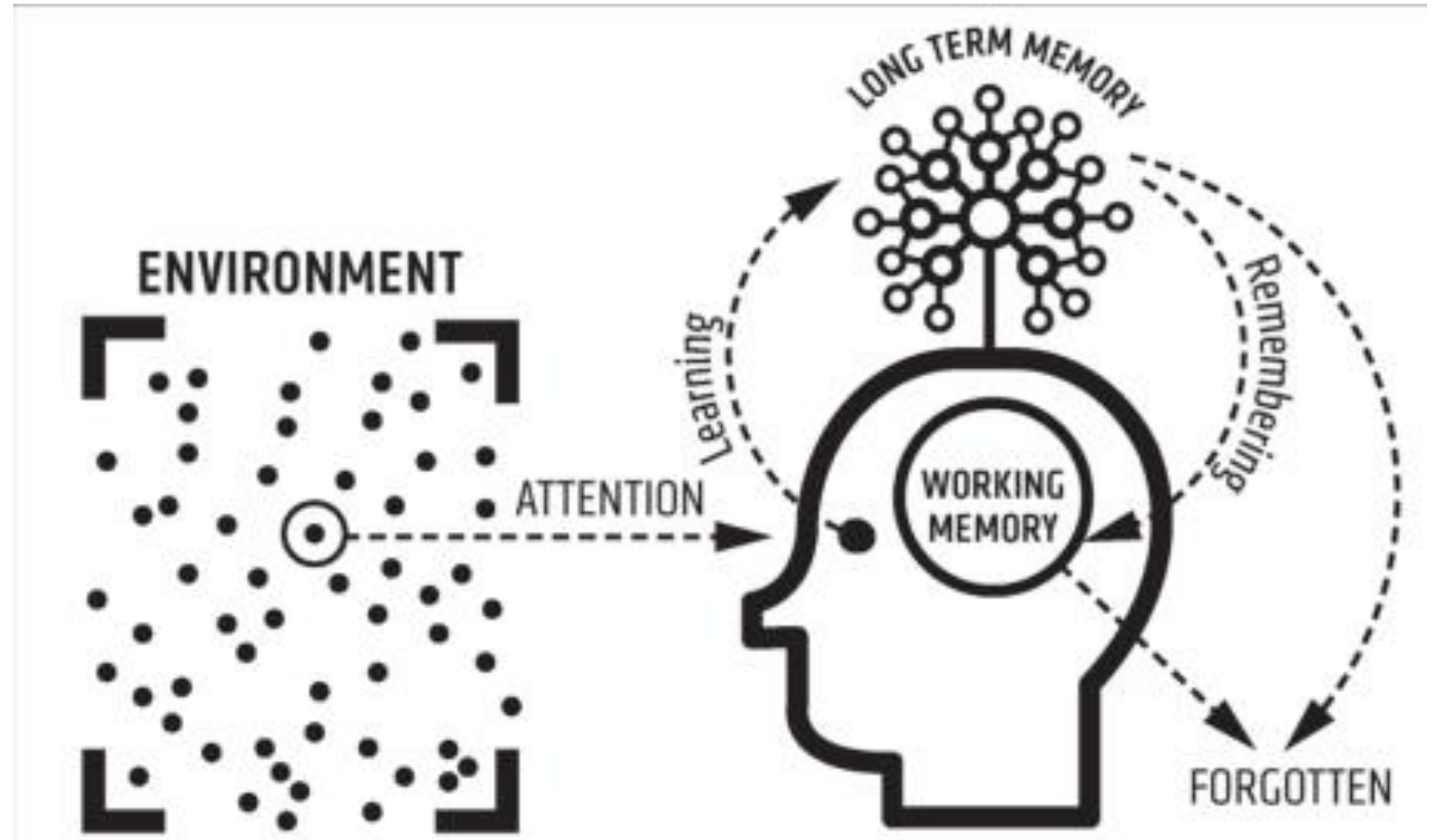
Providing models and scaffolding

Questioning and Cold Calling

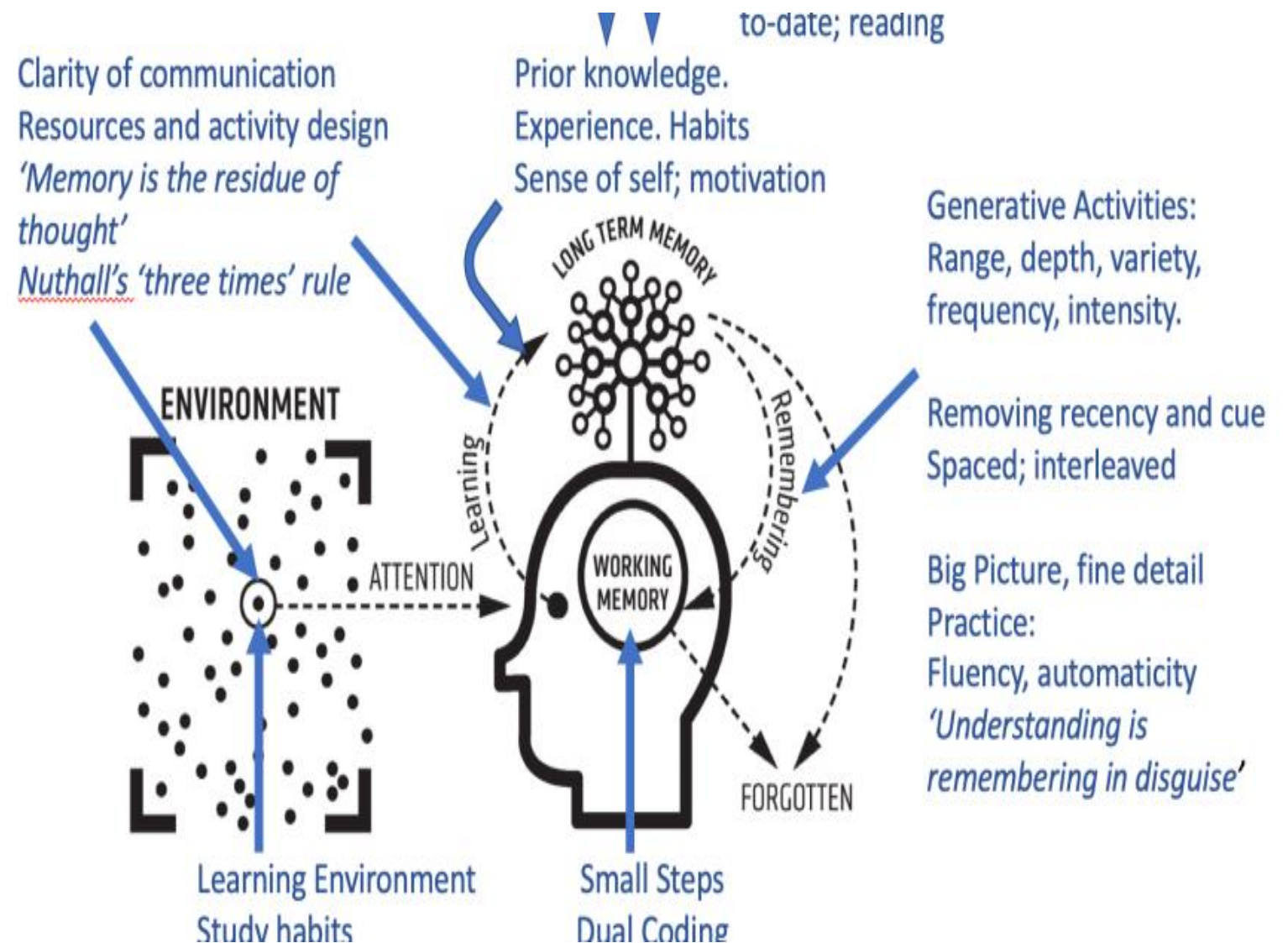
Checking the responses of all students

Whole class assessment – systematic feedback and corrections

Why do we
do it?



Why do we do it 2?



What does learning look like?

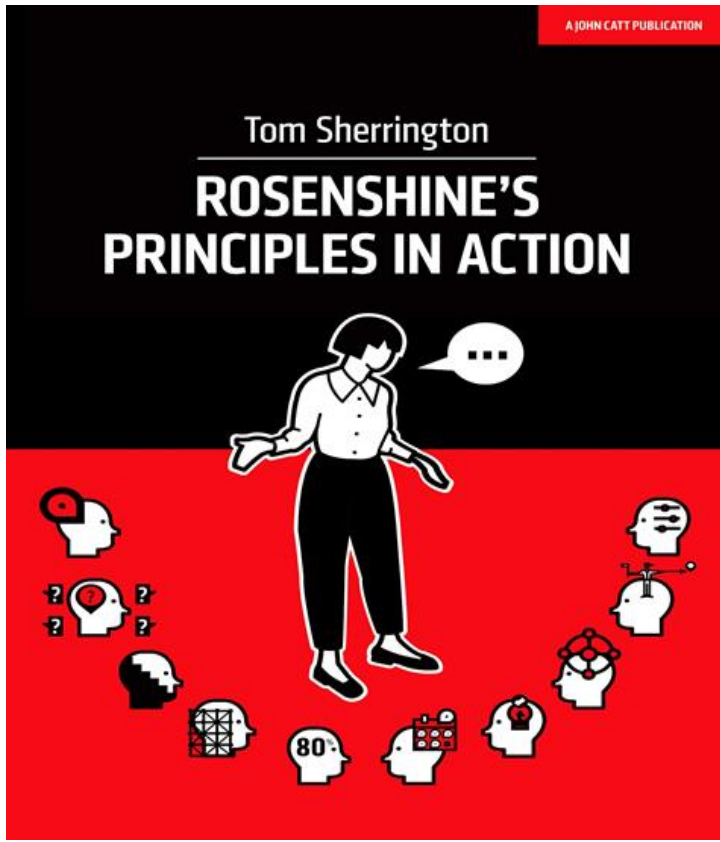
Concepts 'sinking in'

Building schemata in our long-term memory

Moving information from 'Working memory' to 'Long term memory'

Retrieving information through practices and evaluation

Get feedback from the students as learning is hidden



Barak Rosenshine (1930 – 2017) was a **professor in the Department of Educational Psychology at the University of Illinois**. Along with Robert Stevens, he explored teacher instruction, and identified the approaches and strategies that were features of the most successful teachers' practice

Begin a lesson with a short review of previous learning.
Present new material in small steps with student practice after each step.
Give clear and detailed instructions and explanations.

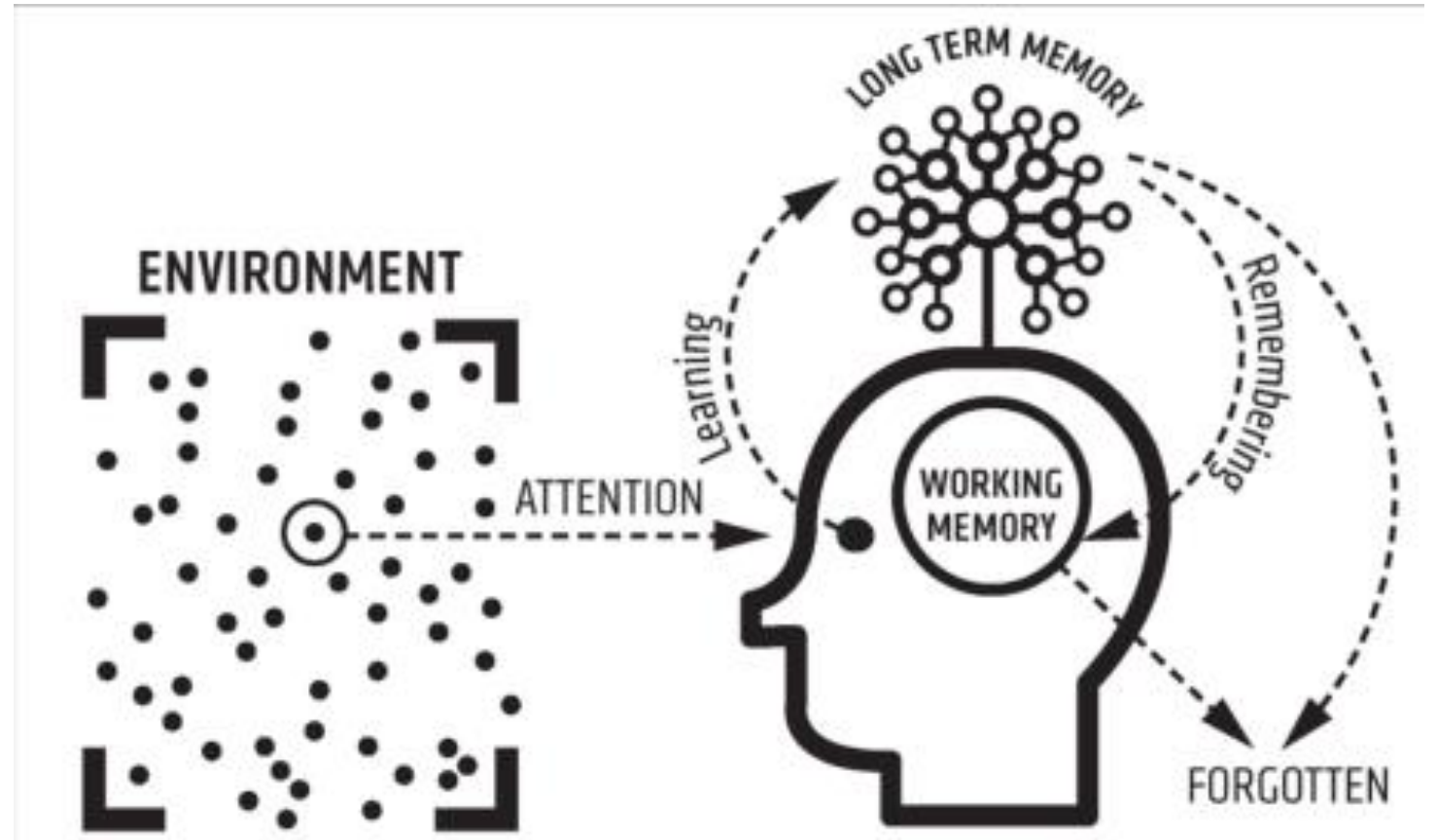
Ask a large number of questions and check for understanding.
Provide a high level of active practice for all students and guide them
Think aloud and model steps; provide models of worked-out problems.

Ask students to explain what they had learned.
Check the responses of all students.
Provide systematic feedback and corrections.

Re-teach material when necessary.
Prepare students for independent practice.
Monitor students when they begin independent practice.

Review

- Daily or Weekly
- Connect the ideas, form the connections – schemata
- Short term to long term memory
- Retrieval practice



Ask a large number of questions and check for understanding.

- What type of questions would you see in the classroom?

I need alternatives to:

- 'Are you here?' for the register?
- Why are you shouting?

Questioning – check what all the students have learnt?

Message sent?
Message received?

Cold calling – No
hands up – based on
your knowledge of
the class

No opt out – I don't
know – I'll come back
and check on you!

Say it again – but
better – that's great –
now try it again!

Think, pair, share

Pose, pause, pounce

Or a whole class
response – practice
using the class'
collective voice

Make the students
work hard and
think

- Ask students 3 or 4 questions before moving on
- Add extra challenge – check for misconceptions
- Tell me more?
- Why do you say that?
- Give an example?
- Can you explain how you worked that out?
- Do you agree with that? Why?
- Is that always true?
- What's the opposite of that?

Modelling and sequencing

What does a good answer look like?

What are we learning?

Establish the Success Criteria with the students

Model essays and finished examples

Model, scaffold and practise the steps

Narration of our own thought processes – thinking it through

How could you help do this at home?

What do we
model?

How do we
scaffold?

How do you
narrate your own
thought process to
students at home?

Differentiation

Engaging all students - PP and SEND first - champion the students with the greatest needs

‘Real differentiation: pushing, prodding, nudging, stretching’

‘It’s not a performance; it’s something you grind out over the long run.’

PP and SEND first - champion the students with the greatest needs

‘Teach to the top’ and thinking separately about the students who might struggle.

Keeping an eye on them and giving them a bit of special attention.

- Seating plans
- Interventions
- SEND profiles and other data

Our classroom priorities

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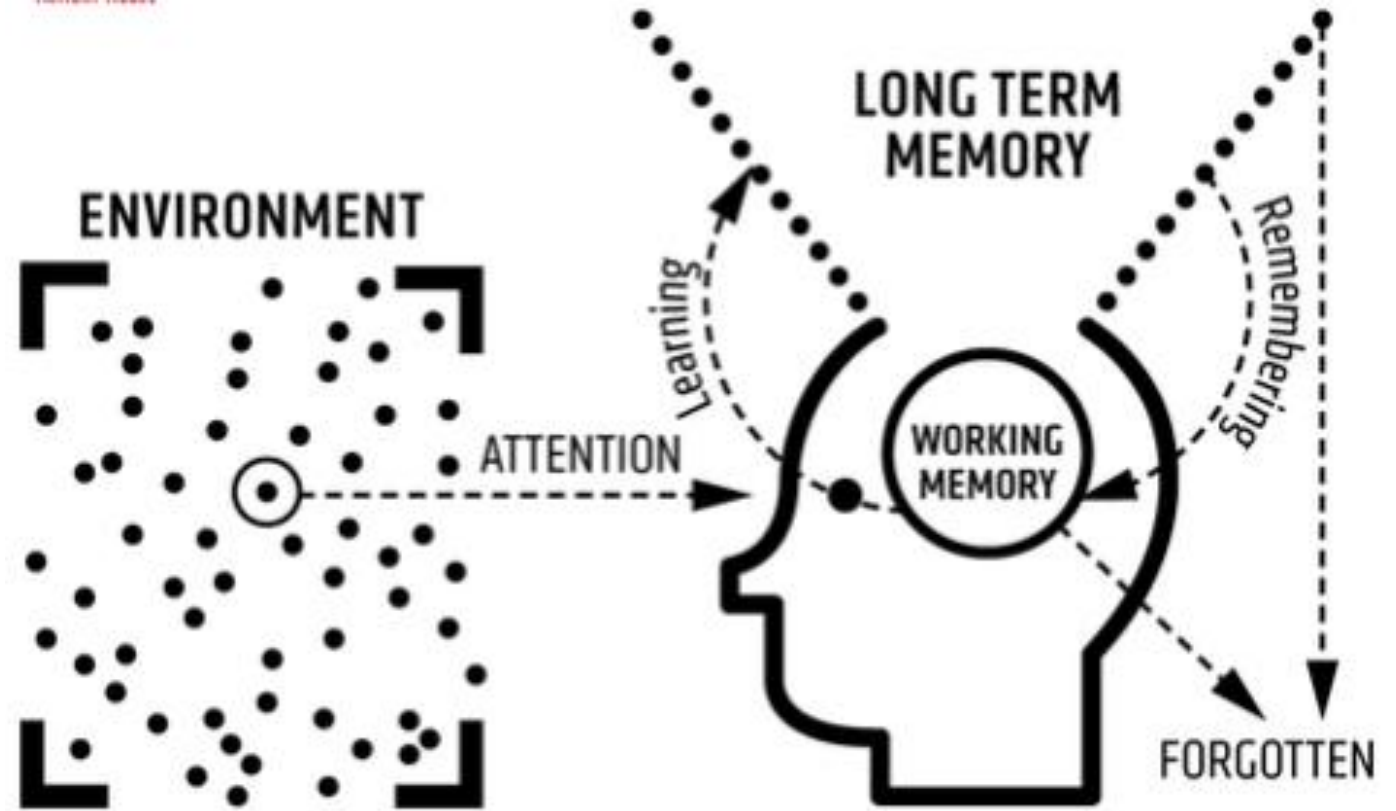
Questioning and Cold Calling

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Message
sent?

Message
received?



What are the strengths and areas
for development for this teacher?

Quality Assurance Process

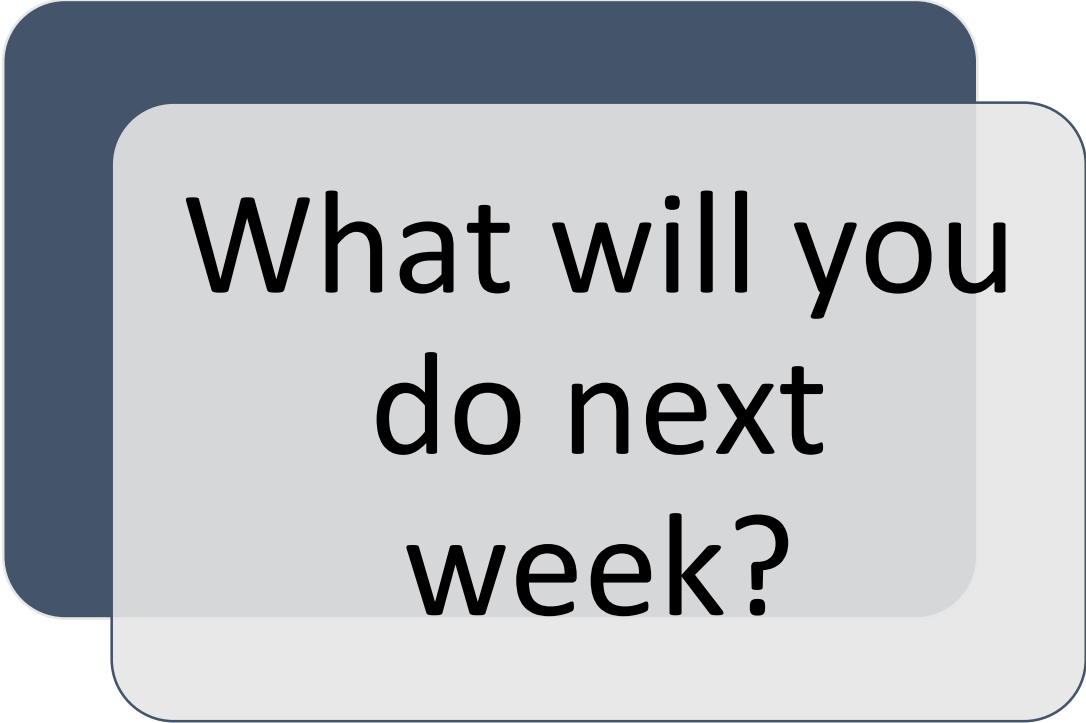
- Department meeting agendas – internal CPD – subject content etc
- Triangulation – opportunities for support and training
- Learning Walks
- Book looks
- Student voice
- Assistant Directors of Sixth Form – QA Sixth Form Lessons

Teaching and Learning:

Teachers planning and reflecting with teachers

- **Teaching Development Group – Lead Practitioners**
- One to One staff response support
- Departmental Meeting CPD – our Teaching and Learning priorities
- Instructional Coaching Programme
- Behaviour 4 Learning training : ‘Running the Room.’
- New Staff Induction – and ECT Programme
- IRIS – Reflections – INSET and self reflection

What have we covered
today?



What will you
do next
week?