



# Teaching, Learning and Assessment Foci 2019/20



## I am the evaluator of my impact on student learning

### I strive for challenge

I see assessment as informing my impact and next steps

I engage in as much dialogue as monologue

I explicitly inform students what successful impact looks like from the outset

I give and help students understand feedback and I interpret and act on feedback

### Planning for progress

Ensure use of data for planning for all student cohorts.

Key foci : pedagogy for engaging and ensuring progress of **disadvantaged, Boys, SEND, HAPPI**

Tactical planning. (seating plans, activities)

Progressed focused, Objective led lessons.

One aspirational outcome achieved by all through: Scaffolding for access and greater depth.

Curriculum: Intent, Implementation, Impact

### Progress checking mechanisms

Using the **D.I.E. cycle** to **diagnose** your impact on student learning, undertaking **intervention** which re-shapes learning moves students to work at a greater depth, before **evaluation** of the learning:

Use of MWBs, No hands up, targeted questioning, RAG cards, ABCD questioning, Think, Pair/Team, Share.

### Classroom dialogue

Effective questioning: targeted, whole class, between students

Higher order questioning and response

Communication : Vocab, Sp&L, reading, writing

Talk for writing

Peer talk

Subject specific/technical vocabulary

Appropriate register and terminology

### Pedagogy for Progress

Fast progress for every learner. (Foci : **Disadvantaged, SEND, boys**)

Planned, Proactive, Adaptive.

Teaching to the top.

High impact feedback for progress.

Pride in self work.

Class interest awe, wonder.

Metacognitive Modelling.

Student centred modelling.

Modelling as a scaffolding technique.

### Progressive Feedback

Fix it— move up in class feedback: Timely challenging of misconceptions/weak answers.

Feedback Loop.

Personalised and progress focussed.

Opportunities for students to respond and up level work.

Students are skilled at responding to feedback.

### Behaviour for Success

#### Teacher

High expectations

Consistent use of PD: sanctions and rewards

Calm, consistent, insistence

ACE aware, Trauma informed : Warmth and resolution creating strong relationships

Planned and organised, productive and adaptive

#### Student

Students are responsible and resilient

Growth Mind set : Students have a 'Can Do' attitude

Whole body listening

High aspirations for learning

Pride and Presentation, SPAG

# Learning together, Achieving together