

# Teaching & Learning

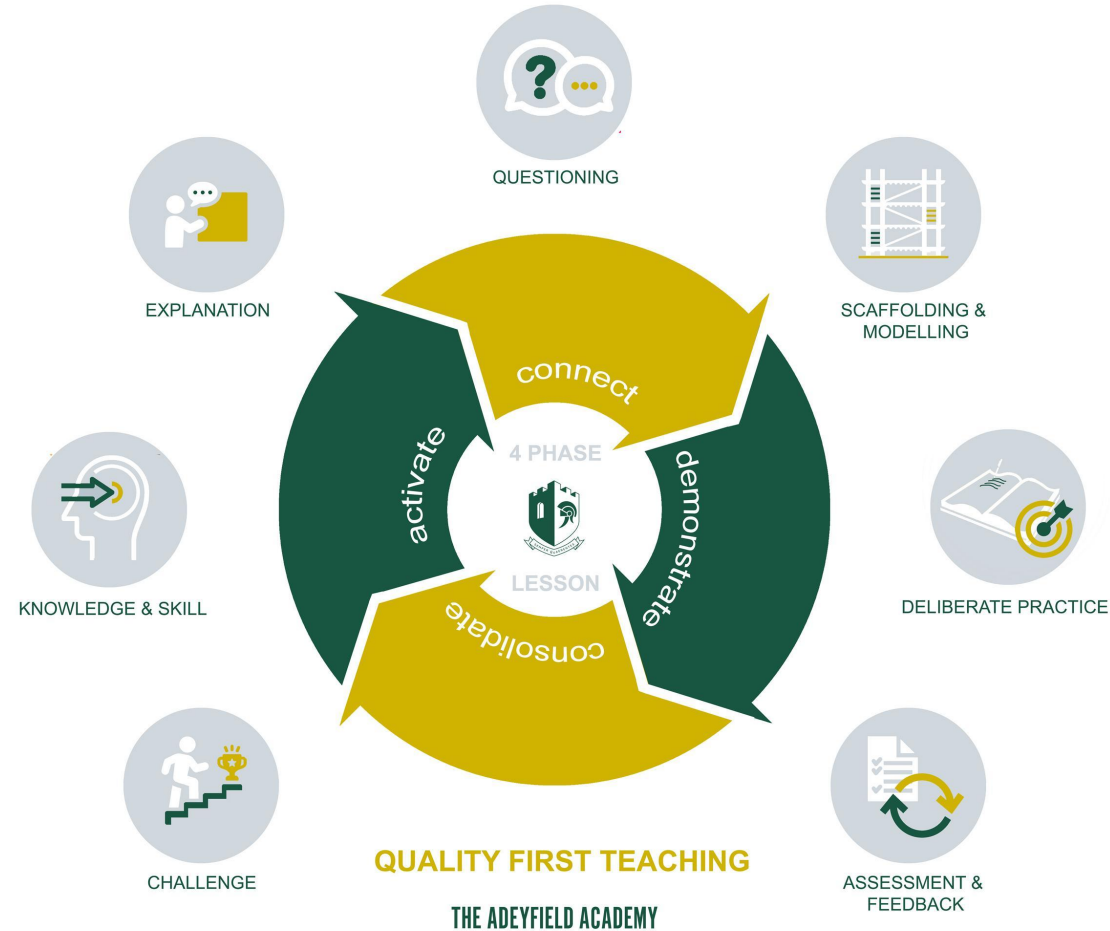
## Learning Without Limits





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# QUALITY FIRST TEACHING

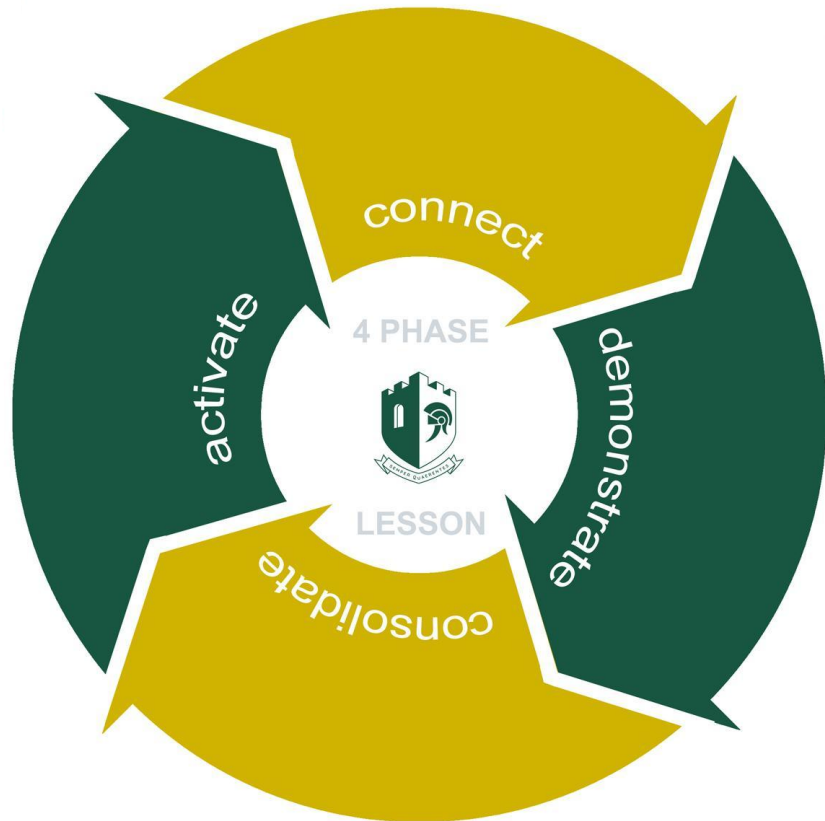


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# TAA Four Phase Lesson *UPDATED*



**1. Activate** (engage, decipher understanding, TTDT, recall knowledge)

**1. Connect** (Connect knowledge together, draw in the big picture, link to new phase of learning, bring in new knowledge and link to previously learnt)

**1. Demonstrate** (Show understanding, Assessment for Learning, Deliberate Practice, Q&A)

**1. Consolidate** (Review learning (Exit Task), misconceptions, bring all together, identify gaps and ready the next phase of learning)



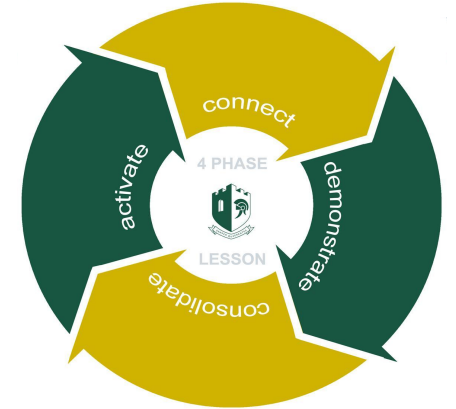


# CHALLENGE



“...[our school] has the same academic, technical or vocational ambitions for almost all learners.” (Ofsted, 2019)





## Connect

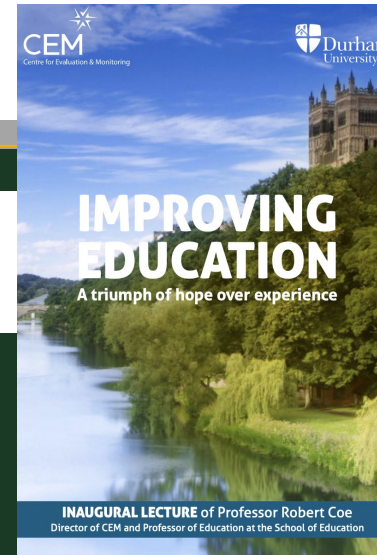
- **A carefully planned curriculum:** Pre-planned into SOL
- **Surface then deep:** Thinking Hard, outside of comfort zones
- **Set the bar high:** Teach to the top, differentiate **by input not outcome**
- **Change the culture**





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# CHALLENGE: Research



*“Learning happens when people have to think hard”* (Dr. Robert Coe, Durham University)

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# KNOWLEDGE & SKILL



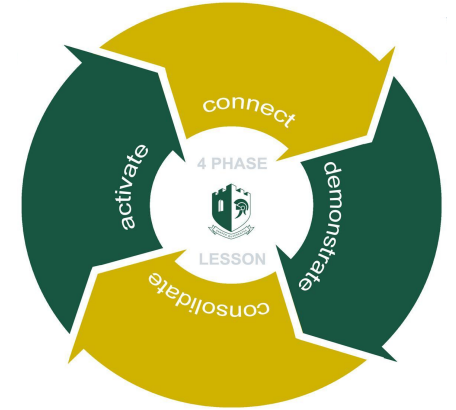
“...teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts” (Ofsted, 2019)





## Activate / Connect

- Through the door tasks (TTDT) to recall knowledge
- Last Week, Last Month, Last Year?
- Make connections between knowledge to build a rich tapestry of understanding
- Synoptic thinking/skills
- Knowledge is the foundation





- Demonstrate excellent subject knowledge
- Ensure knowledge is clearly explained, chunked and then
- Make connections between knowledge to build a rich tapestry of understanding for your subject
- Look for Cross-Curricular links
- Regular recall/deliberate practice



# KNOWLEDGE & SKILL: Research



‘...research has established that **repeated retrieval enhances learning** with a wide range of materials, in a variety of settings and contexts, and with learners ranging from preschool ages into later adulthood’ (Balota, Duchek, Sergent-Marshall & Roediger, 2006; Fritz, Morris, Nolan & Singleton, 2007).





# EXPLANATION

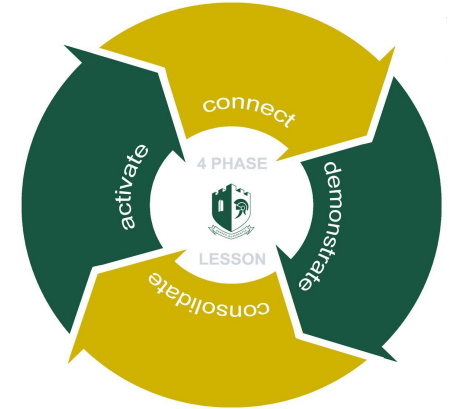


“teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching” (Ofsted, 2019)



## Activate/Connect

- Demonstrate sound subject knowledge
- Clarify content to allow students to access learning and thrive
- Explain the **BIG PICTURE** to students and how it webs together alongside their **Learning Journey**
- Give students the confidence to be independent learners
- Set them up to enter the demonstrate phase of the lesson





# EXPLANATION: Research



“...research conducted in collegiate settings has demonstrated **significant relationships between teacher clarity and student cognitive and affective learning** (Titsworth et al., 2015).”





# QUESTIONING

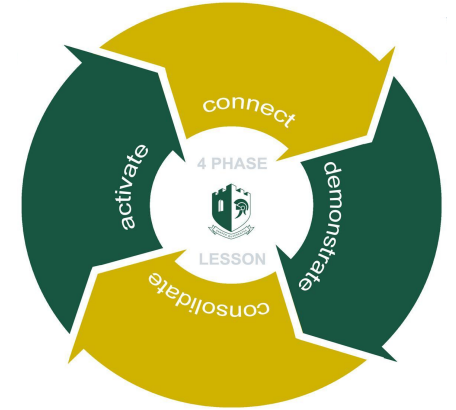


“They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.” (Ofsted, 2019)



## Demonstrate

- Scaffold questioning
- Pose. Pause. Pounce. Bounce
- No hands!
- Use to inform planning (assessment for learning)
- Consider Bloom's/SOLO Taxonomy







# QUESTIONING: Research



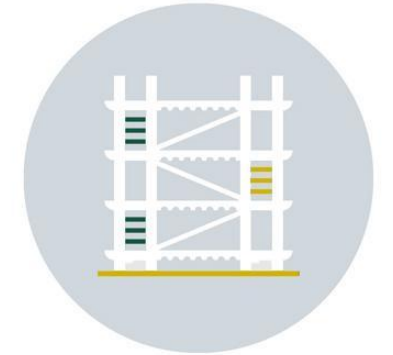
“**Complex questions promote complex thinking**” (Degener and Berne, 2016)

“On balance, low-level questioning aimed at recall and fundamental-level comprehension will plateau classroom learning quickly. Higher-level questions can produce deeper learning and thinking, but a **balance needs to be struck.**” (Jonathon Doherty, 2017)





# SCAFFOLDING & MODELLING

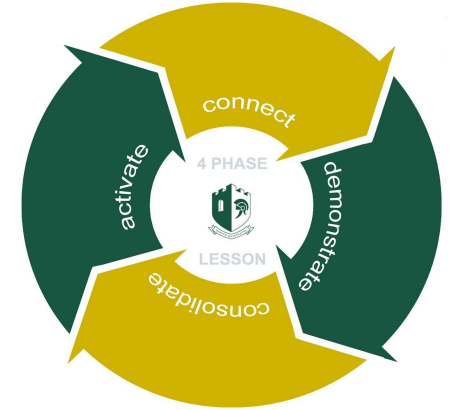


“Teachers have good knowledge of the subject(s) and courses they teach.” (Ofsted, 2019)

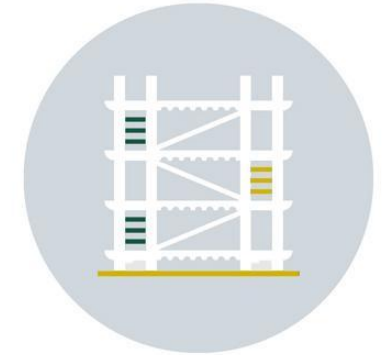


## Demonstrate

- **Show and demonstrate**
- **Ensure tasks are accessible yet challenging for all**
- **Metacognition:** Talk through your thinking and how/why you approach as you do



# SCAFFOLDING & MODELLING: Research



“...metacognition, has a **significant impact on students’ academic performance**, on top of ability or prior achievement”



# DELIBERATE PRACTICE

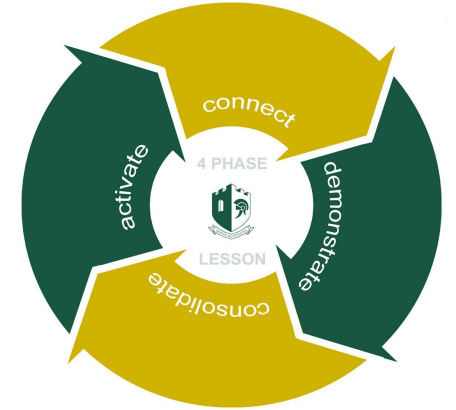


“They [teachers] check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches” (Ofsted, 2019)



## Demonstrate / Consolidate

- Hone-in on specific skills
- Consider Assessment Objectives in KS4/5
- Chunking
- Purposeful tasks with targeted outcomes
- Can reduce marking workload





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Muijs, D. and Bokhove, C. (2020). Metacognition and SelfRegulation:  
Evidence Review. London: Education Endowment Foundation



# DELIBERATE PRACTICE: Research



## Self Regulated Learners

“...learners are **aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves to engage in learning,** and can develop strategies and tactics to enhance learning.”

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# ASSESSMENT & FEEDBACK

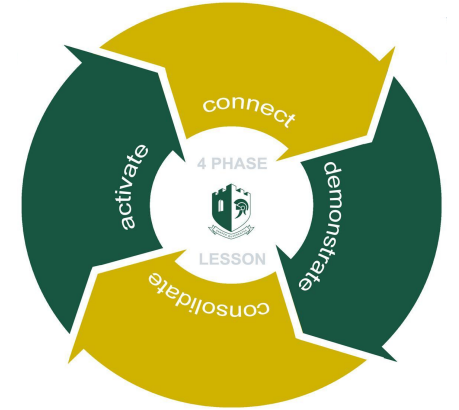


“teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.” (Ofsted, 2019)



## Consolidate

- Targeted feedback
- Actionable, specific responses
- Summative and formative
- Successfully utilising school & faculty policy
- DIRT/Students Reflection Time being utilised





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# ASSESSMENT & FEEDBACK: Research



## Self Regulated Learning

“...learners are aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves to engage in learning, and **can develop strategies and tactics to enhance learning.**”

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# Quality Assurance: How does this all fit in?

## RAG 7 Priorities

Individually

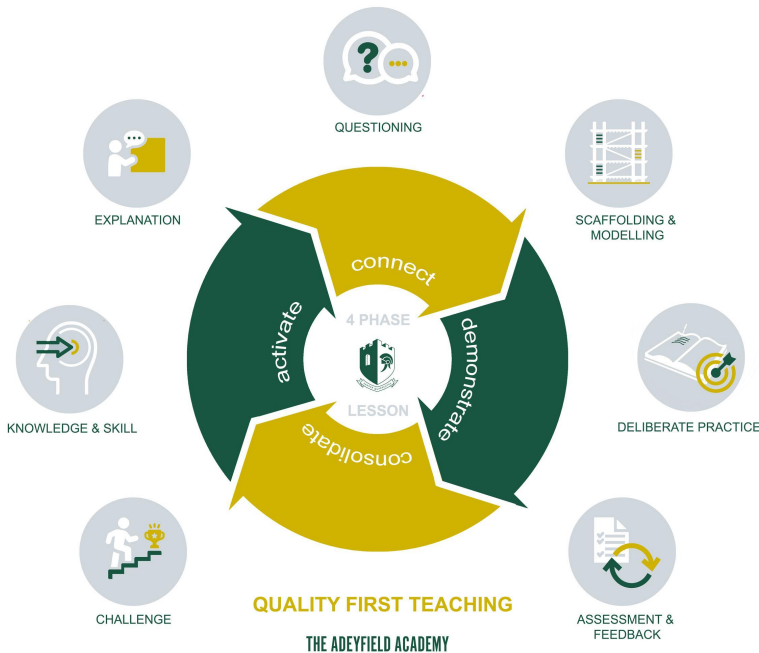
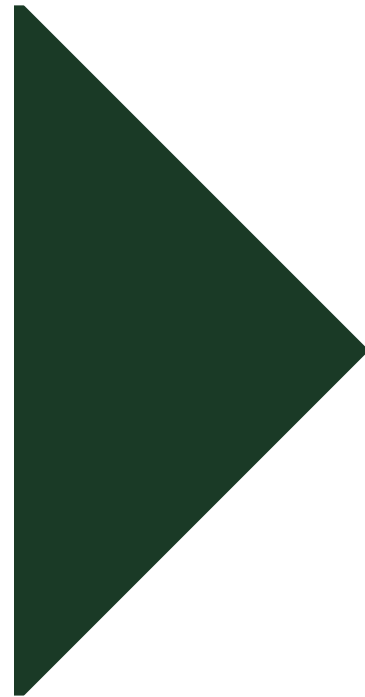
Faculty

Whole school

Inform training

CPD (Internal and External)

T&L Language



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# Teaching and Learning Rubric

## RAG Rating of our 7 Teaching and Learning Priorities

1. Challenge	2. Knowledge & Skills	3. Questioning	4. Explanation	5. Scaffold/Model	6. Deliberate Practice	7. Assessment & Feedback
Consistently teaches to the top, ensuring excellent levels of challenge for all students. Students are actively encouraged to work outside of their comfort zone	Consistently builds the acquisition and recall or knowledge into daily teaching diet. Students are frequently developing memory and skills to ensure they're fully equipped to succeed.	Consistently uses quality questioning which builds elements of Blooms or scaffolded questioning into daily practice. Questions build and it is used as an effective AfL tool.	Consistently uses effective pedagogy to give clear explanation of subject knowledge and key terminology so students can fully access the learning.	Consistently using effective mechanisms of scaffolding and modelling to ensure that students can access the learning and flourish in their progress. Work is chunked, manageable and clear.	Consistently targets skills and knowledge for students to develop, This leads to quality progress in those specific areas with students aware of what there are doing and why..	Consistently uses quality assessment and feedback which falls in line with both faculty and whole school policies. This aids sustained progress and students who are Self Regulated Learners
At times embeds challenge into daily teaching practice. Some, but not all, students are actively stretch in their learning OR these practices are inconsistent	Infrequently or at times unsuccessfully, practices of knowledge and skill acquisition are used. Evidence of intent maybe there but it is sporadic/ or not entirely successfully implemented	At times this is used successfully, but needs developing as opportunities are missed or process not embedded into daily diet.	At times, there is effective use of key terminology and effective explanation demonstrating decent subject knowledge and understanding and implementation of the curriculum and learning journey.	At times there is evidence of the use of scaffolding and/or modelling to help support student progress, although this might be incomplete, inconsistent or failing to allow all students to progress effectively.	At times the teacher uses deliberate practice to ensure students can make progress in targeted skills and/or knowledge. However, these practices are incomplete, inconsistent and include missed opportunities.	Some evidence of assessment and feedback falling in line with both school and faculty policies. However, this evidence is partial/incomplete/underdeveloped when it comes to ensuring students USE feedback to move forward..
Currently working towards embedding stretch and challenge into lesson structures. Students are currently too passive or not being asked to think 'hard' enough	Currently working towards the use of regular knowledge and skills training in daily diet. Needs developing to ensure this can be confidently delivered	Currently working towards the use of effective questioning. Support may be needed to ensure this is developed and used with regularity	Currently the use of detailed and effective explanation of key terminology and subject knowledge is incomplete or inconsistent.	Currently working towards using effective methods of scaffolding and modelling to tailor skills and knowledge to the needs of the students.	Currently working towards using forms of deliberate practice to ensure students can make progress in targeted skills and/or knowledge. It maybe attempted, but with little/no success	Currently little/no evidence of the use of faculty and/or whole school assessment and feedback policies.



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# How will development in these areas take place?

Staff Pedagogy Library  
T&L Noticeboard

*Updated with articles and resources by our T&L Team (champions). Please contribute!*

T&L Champions

*Individual, faculty, workshops (INSET), sharing resources, mentoring*

Coaching

*Individual 1:1 conversations combined with lesson observations*

Middle Leaders

*1:1 support as first step in developing T&L and through **Faculty Development Time***

School 2 School  
Support

*Working with partners at other schools including inside and outside the Trust*



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