

Teaching for better progress (especially for PPM and More Able students)

Strong routines are vital – these BRILLIANT BASICS mean our pupils build great habits:

Lessons start positively - students are greeted at the door, staff one foot in one foot out, and dismissed well

Silent starter - ensures ALL children have high expectations so the learning is immediate

Pencil cases - out on desks giving all equal access to learning

Learning is planned in sequences - not individual lessons. Learning objectives/key questions run across a series of lessons, and challenge students to articulate the WHY of their learning. This reduces teacher talk

Immaculate presentation of exercise books – is a priority to aid revision & build pride in own work

Homework and work outside lessons is set regularly, integrated into lesson planning, recorded and chased up

Register completed within 5 minutes as students work, and work from absentees (who are often PPM) is chased up

Teachers will have 5 priority PPM children in each class (eg. PPM L5 on entry)

Teaching Assistants will have 3 priority PPM children in each class in addition to SEND children

GREATER CHALLENGE so that...

All staff have high expectations of what all students can achieve esp PPM

Clear success criteria on how to achieve excellence

Teacher/TA support & scaffolding enables *all* students to achieve

8 week assessment builds a can-do growth mindset for PPM students

EXPLANATION so that...

Students' knowledge, understanding & skills are developed

Prior knowledge is used to hook students into new knowledge

Explanations are clear, concise & accurate

Explanations focus on key learning points & misconceptions which open up curiosity & generate commitment to learning

MODELLING so that...

Inspirational 'display for learning' contributes to learning routines

Teacher's boardwork models excellent presentation

A* exemplar work is regularly prepared by the teacher & showcased

Best writing is deconstructed - what excellent looks like

Common misconceptions addressed to embed understanding

Students engage in DELIBERATE PRACTICE...

Intelligent use of seating using annotated seating plans & class data allows focused PPM support where most needed

Teacher-guided reading & writing is a marked feature of teaching

A significant proportion of lesson time is planned for **extended writing**

New knowledge & skills are **deepened** and **mastered** through independent in-class learning & homework

QUESTIONING so that...

All students are challenged to think hard & **articulate answers** with formal responses, with especial focus on PPM students.

Teachers dig deep into each first response, listen intently & check for misconceptions, then always follow up expecting **greater depth**

Does NOT 'differentiate down' so that some students get away with weak responses but 'differentiates up' to challenge all abilities

The teacher develops an atmosphere where students **question each other & the teacher** helps to develop superb whole-school **speaking & listening** skills

FEEDBACK so that...

Students receive **high quality feedback close to learning**

Students are given **time in lessons** to respond & make changes to their work

Feedback informs the **planning of the next lesson** so that gaps are closed

The **8 week assessment cycle** allows feedback on first attempt (week 5-6) to have real impact on final attempt (week 8) and on long term PPM achievement

Planning of much more challenging Year 8 & 9 schemes of work means that sequences of work are designed which prepare students more effectively for the challenge of GCSE earlier and avoids last-minute Yr 11 intervention

Effective **differentiation** SO THAT all students are supported and challenged to access all aspects of the curriculum and use of the 8 week cycle so that PPM students are supported and challenged more effectively