



Brookdale's Pedagogy

TEACHER - BEFORE YOU START!

- ⇒ know the KEY learning for the lesson to help you guide discussion and remain focussed
- ⇒ select independent tasks that address the key learning
- ⇒ know how it builds on learning from previous lessons, terms and year groups
- ⇒ how will you need to adapt the scheme / planning / resources to suit YOUR pupils?
- ⇒ how does it link to the knowledge organiser for this subject - shared with pupils?
- ⇒ what is the key vocabulary for this lesson—how will you teach / share it and how will children be expected to use it?
- ⇒ what misconceptions / sticking points do you anticipate?
- ⇒ how can concrete resources support learning?
- ⇒ what scaffolds are needed?
- ⇒ consider key questions you will ask to challenge all learners
- ⇒ consider how support staff will be used most effectively
- ⇒ consider AfL opportunities



REVIEW OF RELEVANT PREVIOUS LEARNING:

from last lesson / week / term / topic / previous years. Use this to inform further planning and learning

HOOK / EXCITE / ENGAGE

Give context - WHY are we learning this? **Pupil-led** exploration with regular teacher intervention / guidance
Use of purposefully selected resources / images to guide and support

EXPLICIT INSTRUCTION

In the form of teacher modelling for new learning with TA support where possible to actively model thinking

or pupil modelling for reviewing learning

GUIDED PRACTICE / EXPLORATION

Carefully structured and guided by teacher: I do, check, we do, check, you do, check—this could include WABOLL, WAMOLL, WAGOLL or intentional mistakes.

Use this as an assessment point—who needs more support? Are the class ready for independent tasks?

VOCABULARY DEVELOPMENT

teach it, display it, refer to it, model it, expect it in discussion, correct it in feedback

SUMMING UP

Conclude the lesson by summing up the learning—this could take the form of a short quiz, reviewing key vocabulary, asking children to sum up their learning in x number of words, considering how they would explain their learning to someone who hadn't been in the lesson, considering what might happen in the next lesson.

INDEPENDENT APPLICATION

Opportunity for pupils to demonstrate their learning. Task should be carefully selected to link to KEY learning for this lesson and should provide scaffold / challenge for those who need it. If a journaling activity is used, expectations for vocabulary and content of journal should be made clear. Some modelling of journaling / use of previous examples of pupils' work may be necessary at first. Teacher / TA provide **feedback** to individuals and groups throughout.

THROUGHOUT THE LESSON

*PACE *ASSESSMENT FOR LEARNING *EXPECTATIONS OF BEHAVIOUR FOR LEARNING *FEEDBACK
*PURPOSEFUL QUESTIONING *LINKING LEARNING *TAs DIRECTLY INVOLVED IN INSTRUCTION

WHERE APPROPRIATE TO THE LEARNING

*COLLABORATION *PHYSICAL / OUTDOOR LEARNING *INCLUDING VISITS / TRIPS / ENRICHMENT



A Model for Great Teaching

1. Understanding the content

- 1 Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3 Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

- 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- 6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise