

High Quality Teaching At Coldfall

Positive relationships

Pupil Passports

Time with teacher and TA

Good pedagogical choices

Explicit instruction: clear, modelled, practised moving to independent

Scaffolding: moving away from 'telling' and towards prompting and guided practice

Metacognition: breaking task into chunks, pupils identifying where they need help and what will help them (e.g. numicon)

Flexible groupings: groups work together for a specific reason e.g. developing fluency or mixed ability pairings to develop language skills.

Technology: visualiser, laptop, timers,

Clicker, touchtyping, Immersive reader, reading pen

Manipulatives

Modelling clearly to pupils

Personalised teaching

Children's interests and passions are used to motivate and engage the class learning.

Independent learning over task completion

TAs: focus is on independence NOT task completion

'What do I want you to *REMEMBER* from today?'

Children share what they are learning NOT doing

Children work as independently as possible even if this means less work is completed

Adult prompts: What should you do first? What do you need to help you? What's your plan?

Self-scaffolding: this is the ultimate goal! Children identify what they need to do and how they are going to do it

Effective use of formative assessment

Staff check in to see what pupils have remembered

Children are encouraged to clarify when they are confused

Children who need support are quickly identified

Positive and effective adaptations (adapting and adjusting)

All children work towards the same LO and adaptations and adjustments are made to help them get there!

Focused TA/teacher support

Visual support (widget)

Written information on desk not just board

Dyslexia friendly fonts (Sassoon, comic sans)

Checklists, now and next

Focus aids (fiddle objects)

Sitting near teacher/away from distraction

Pre-teaching in small groups

Blooms Taxonomy/ Blanks Levels questions

Working with supportive partner

Helpful, clear displays with key vocab

Quiet work spaces

Clear behaviour expectations

HQT - Doesn't suggest that a teacher can be all things to all pupils all the time. It does however mandate that the **approaches and attitudes** that a teacher has to lessons mean that **most pupils find learning a fit most of the time**