

## Challenge

1. Teachers use **one aspirational learning outcome** that can be **accessed at a range of levels**
2. Teachers have the **subject knowledge** to be able to **challenge all students**
3. Teachers **encourage the need to fail** and **celebrate this as essential to learning**
4. Teachers teach **excellence in writing** (one paragraph per term per subject)

## Explanation

1. Teachers **keep the main thing the main thing**
2. Teachers ensure and check that their instructions and explanations are clear. **Can the students convince you that they know what to do?** (Do not get students to repeat instructions back word for word. **Instead:** 3 word summary, the hardest part of the explanation, summarize in own words, spot errors)
3. Teachers **explain in a way that sticks** (power of 3, analogy, narrative, visual prompts, repeated key terms/concepts throughout a unit of work)
4. Teachers **know the common misconceptions** so their explanations can be prepared to anticipate these

## Questioning (see 'Socratic Questioning' sheet for questioning ideas)

1. Teachers provide students with a chance to **try out answers safely**: in pairs, groups, on whiteboards, exit cards or in writing
2. Teachers use **questioning to check understanding**. E.G. *Based on our discussion, can you describe Macbeth in three words?*
3. Teaching use **questioning to explore thinking** E.G. *How did you come to that answer? Why is this question important? How did you select the evidence for that question?*
4. Teachers **challenge students' vocabulary choices** and make sure that they search for precisely the right word, rather than simply one that is longer
5. Teachers **don't accept "I don't know"** and tackle this by:
  - a. This is the answer – how might I get there?
  - b. Give two options and say which one they agree with the most and why
  - c. Remind them of the facts
  - d. Rephrase as a comparison
  - e. Give them the language of uncertainty
  - f. Give students time before they answer (*Think, Pair, Share*)

## Modelling

1. Teachers use **live modelling** to make the internal external (modelling the questions you ask yourself, the choices you make and the failure that is part of the process)
2. Teachers use a **range of WAGOLs** that are **deconstructed and explored**.
3. Teachers use bits of their own work or save **impressive sections from students' work** to use at the start of feedback
4. Teachers **model common mistakes** or misconceptions

## ***Practise, Practise, Practise!***

***Teachers give students quality time to attempt the concepts or knowledge that has been taught***

## Marking and Feedback

1. Teachers make sure that books are presented using KA's Presentation Guide and that the **students' work is of high quality**
2. Teachers use **COPS** so that students edit and improve the literacy in their writing
3. Teachers **mark work regularly** and keep a **record of their marking**
4. Teachers use **targets** that tell students an important area to develop and HOW to do so (this is crucial). Numbered targets could save time here
5. Teachers create **time for students to respond to feedback** (their response should be easy to spot – thus the purple pen)

## High Expectations of the Learning Culture

1. Teachers encourage students **to treat the environment, staff and other students with respect**
2. Teachers use **rules and routines** which students follow
3. Teachers check that **students remain on task** as directed
4. Teachers encourage students to work together, value others and help **create a caring environment**
5. Teachers notice students who have a **positive attitude** and who try hard
6. Teachers encourage students to **listen** when others are speaking
7. Teachers use **thoughtful seating plans** to maximise learning