

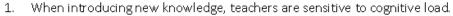


What will I see in a Classroom at William Brookes School & Sixth Form?

Teaching, Learning & Assessment

Effective teaching: taking the time to provide explanations, modelling, and guiding practice at each stage. Teaching and learning at William Brookes can be broken down into:

Knowledge:



- 2. Golden knowledge forms the foundations of success within a topic.
- 3. Using retrieval practice to review and transfer the golden knowledge to the long-term memory.
- Prior knowledge is used to support the breaking down of new information into smaller sections or 'chunks' so it can be more easily and efficiently memorized, processed, and retrieved.
- 5. A variety of strategies (AFL) will be implemented to check student understanding following an 80/20 model of live assessment.
- 6. Teacher pedagogy and practice will be regularly developed through departmental and whole school CPD.

Explanation and Practice

- Direct instruction will be clear and concise, moving into guided practice, developing independent learners
- Subject specialist language will be set into context, with opportunity for cross curricular and prior knowledge links.
- The 'golden' knowledge will be taught as a series of sequenced concepts in small steps.
- Adapted and personalised to meet the needs of all.

Modelling and Scaffolding



- New concepts, tasks, golden knowledge are modelled first to provide cognitive support for students.
- Appropriate scaffolds are implemented to raise student confidence and ensure accessibility for all.
- Scaffolding will support students to achieve ambitious goals.
- Scaffolding will gradually be withdrawn as students develop in skill and confidence.

Questioning



- Whole class questioning is used to actively deepen understanding (e.g. Cold calling, No hands up, Probing and process questions, Think pair share, Pre-planned questions designed around common misconceptions, show me boards)
- Questioning will be used to assess how well the golden knowledge has been learnt, informing teachers
 decisions to move on or provide further direct instruction.

Feedback



- Live feedback through questioning and AFL activities that informs teaching,
- Deep feedback will consist of clear actions with dedicated reflection time built for students to use it to secure improvements.
- Deliver appropriately timed feedback to ensure learning is moved forward.

Behaviour for Learning



- 1. Teachers will follow the school behaviour policy, creating a calm, purposeful learning environment.
- 2. Routines are rehearsed and positively reinforced by staff (e.g. Meet and greet, Do it now, Signal pause insist, silent dismissal).
 - 3. All staff will use the reward system to recognise and celebrate student success.