

Strategies for Success		
Knowledge	<p>Read and research Take responsibility Share excellence</p>	<ul style="list-style-type: none"> Enhance your subject understanding/delivery methods. Use to plan learning carefully. for, and engage actively in your own development through CPD, including online tools such as blogs, Twitter etc. e.g. 'peer-planning'/create a 'Gallery of Excellence' in your classroom or Team area. <p>NB: these strategies are particularly important for staff teaching outside their subject specialism.</p>
Language	<p>Be direct and clear Have faith Explain clearly Keep it brief Frame the challenge</p>	<ul style="list-style-type: none"> Assertive but not rude. Convey faith in students' abilities and intentions Take care to explain abstract concepts and language clearly. Use silence / Do not rush to fill the void. Use language to communicate high expectations for <i>all</i>. Be guided by school policy and PROUD values.
Feedback	<p>FIX-IT TIME Say it! Mark live High challenge, low threat Re-teach</p>	<ul style="list-style-type: none"> Ensure time is available for students to respond to the teacher's feedback and make improvements An efficient and effective approach to feedback. Focus upon improvements...'<i>Why?</i>' and '<i>How?</i>' Spend a few minutes with each student, giving them clear feedback about how to improve Close a lesson discussing the aspects with which students struggled. Use these to inform planning for next lesson. Do not plough on regardless. Check 3 books after each lesson - top; middle and bottom ability to gauge understanding. 'Tweak' planning in response to student needs.
Tailoring and challenge	<p>Modelling Questioning Plan for Progression</p> <p>Teach to the Top Direct Challenge FIX-IT TIME</p>	<ul style="list-style-type: none"> Clear, concise, accessible explanations enhance understanding for students. Use Level 9 examples. Repeated as required. Reward correct answers with harder questions e.g. ask for evidence; a better word; How? Why? What if...? Design a single, challenging LO for all. Plan for the transition between <i>surface</i> and <i>deep</i> learning. Be aware of Literacy levels of students - maintain a clear focus on vocabulary in multiple contexts. Set expectations high and share this with students; take care to inspire - not overwhelm. Move around the classroom, observing student's work closely. Use: '<i>Now try...</i>' Teacher gives specific and individualised feedback.
Deliberate Practice	<p>Power of Three</p> <p>Mix-It up Memory Platforms Fold It In</p>	<ul style="list-style-type: none"> To learn a new concept securely break it down in to its component parts and teach these first. Revisit this learning at least 3 times over a few days/weeks. Use DRILL & RECALL; '<i>learning</i>' homework can be set. Plan learning to include 'spacing' and 'Interleaving.' i.e. use short-answer quizzing Use 'frontload' planning so difficult content is taught first and practised later.
Extended Writing	<p>Go Micro</p> <p>Say It First</p> <p>Slow writing Layered Writing</p>	<ul style="list-style-type: none"> Start by sharing exemplar sentences with students; deconstruct explaining why these sentences are effective and accurate. Challenge students to craft a similar sentence of their own. Make sense of new learning through whole-class discussions. Q&A sessions or short, paired conversations. Encourage and guide students in the use of formal, subject-specific language. Stipulate sentence structures as well as content; provide challenging prompt words/phrases Provide a 'writer's palette' to scaffold and extend students' ideas; provide exemplar models.

Student Outcomes
To stretch and challenge <i>all</i> students. Enhanced subject-knowledge improves student achievement!
To secure a responsive classroom where there is evidence of: <ul style="list-style-type: none"> • clear boundaries • positive relationships
To produce confident, self-regulating learners. To 'close gaps' in learning and understanding.
To ensure that students are challenged in both outcomes and aspiration. To support students to meet these challenges.
To become independent thinkers i.e. moving from dependency to autonomy. To develop rich knowledge that can be recalled and builds links between knowledge & understanding
To encourage clarity : thought and speech are intertwined. Verbalising thoughts helps to clarify them. To become confident and sophisticated writers.



Castle Manor Academy

Teaching and Learning Priorities

Teaching and Learning Priorities
Knowledge
Language
Feedback
Tailoring & Challenge
Deliberate Practice: break down skills into their component parts and teach these first.
Extended Writing