

“Our teachers **plan** what they are teaching, how they will best **teach** it and how they will **check** that pupils have learned it”.

PLANNING

WHAT is taught.

TOOLS TO PLAN

- Student passports
- Curriculum maps
- Schemes of work
- Reading ages
- EAL/PP/SEND
- Seating plans
- Target grades
- Learning environment
- Key knowledge
- Resources
- Time management



Adaptive Teaching

PEDAGOGY

HOW the curriculum content is taught.

IMPLEMENTATION “Rosenshine’s Principles”

Attitude for Learning

- Meet and greet.
- Registration
- Routines / expectations
- Reading followed by linked activity



Do now task (10)

- Review of previous learning (1)
- Monthly, weekly reviews (10)
- Check prior knowledge (3)
- Use cold calling (3)
- Adaptive teaching (8)



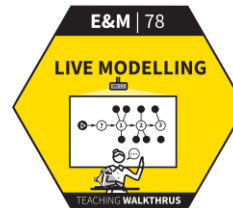
Present new material in small steps (2)

- Check for understanding (6)
- Use cold calling (3)
- Develop vocabulary
- Adaptive teaching (8)



Modelling (4)

- Provide models and worked examples (4)
- Check for understanding (6)
- Think pair share (6)
- Show boards (6)
- Use cold calling (3)
- Adaptive teaching (8)



Practice (9)

- Obtain a high, 80%, success rate (7)
- Practice using the new materials (5)
- Feedback provided (6)
- Scaffolding (8)



Check for understanding (3&6)

- Exit ticket (3&6)
- Review lesson aims (3&6)



ASSESSMENT

CHECK desired outcomes.

EXPECTED OUTCOMES

Adaptive teaching leads to **progress** for all groups of learners and closes gaps.

Learners are actively **engaged** in their learning.

Learners can **articulate** and signpost their progress.

Formative and **summative assessments** demonstrate progress.

Learners act upon **Feedback** that moves learning forward.

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PLANNING for Assessment

Assessment is vital part of the planning process. Knowing what knowledge learners have allows us to build on existing schemas, to build on knowledge.

Minimum expectations at NIA;

Do Now Activity

Do Now Activities focusing on the prior knowledge needed to learn the knowledge needed for learning during that lesson.

Exit Tickets

Lesson end with an exit ticket, focusing on assessing knowledge taught. Exit tickets will include:

2-3 multiple choice hinge questions
1 written response



Responsive Teaching

Lessons include a section of responsive teaching following the Do Now Activity.

10-15 minutes will be spent addressing misconceptions and assessing prior knowledge prior to introducing new knowledge.



PEDAGOGY for Assessment

Assessment within lessons is key to understanding whether learners have gained the knowledge taught during the lesson.

Minimum expectations at NIA;

Live marking

Live marking within lessons will provide a minimum focus for numeracy and literacy.

Live Marking codes;

C Capital Letter	WW Wrong word
Sp Spelling	R Repetitive
P Punctuation	? Unclear
F Formality	// Paragraph

Cold Calling

Questioning will use cold calling, or random selection, to ensure engagement and participation of all learners.



Whole Class Assessment

Knowledge of all learners within the class is checked every lesson. This can be done using mini-white board tasks or hinge questions.



ASSESSMENT for progress

Summative assessment of learners allows teachers to monitor progress and informs individual feedback on how to improve.

Minimum expectations at NIA;

Summative Assessment

Summative assessment used to monitor student progress will take place every 2 weeks. Feedback will inform learners and parents of progress.

Whole Class Feedback

Whole class feedback can be used to provide feedback via corrective teaching.



Short Feedback Loops

After a summative assessment, learners will be given a targeted task to work on after whole class feedback.

This task will then be checked within CRAFT time.

