

# Quality First Teaching and Assessment for Learning

The bedrock for all teaching at EPCS are Quality First Teaching and Assessment For Learning.

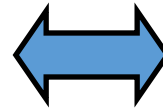


## Quality First Teaching (QFT) is...

- Teaching which is inclusive, ambitious and challenging for all (equity).
- Teaching which is carefully planned and sequenced to support students with acquiring new knowledge and developing knowledge fluency (spaced/interleaved practice).

## Assessment For Learning (AFL)...

- Enables students to make next steps in their learning.
- 'Lets them in on the secret' of how to be successful.
- Identifies misunderstandings and misconceptions, so these can be addressed.



## The key whole school pedagogies we use as part of Quality First Teaching and Assessment For Learning are:

1. Stretch and challenge for ALL students through having ambitious curriculum goals and learning objectives.
2. Overlearning (revisiting and practicing knowledge so that it is securely shifted to students' long term memories)
3. 'Letting them in on the secret' (sharing the learning journey, the destination they are working towards, what success looks like, and how to get there)
4. Prioritising Disciplinary Literacy (teaching students to read, write and speak like scientists, historians, linguists etc)
5. Using 'cold calling' to check the understanding of all students, and responding accordingly
6. DIRT time (ensuring students are regularly given **dedicated** improvement and **reflection** time to act upon the feedback they have been given, and use it to make next steps in their learning, for example by improving or redrafting their work)

## Quality First Teaching and Assessment for Learning lead to...

Students making progress in terms of knowing more, remembering more and being able to apply knowledge and skills to increasingly complex problems more fluently.

# Lessons@EPCS

## Entry Routine

Teacher greets students at the door and welcomes them into the classroom. The teacher checks uniform.  
Bags are under desks and coats on the back of chairs and tools for learning are out.  
Students quietly settle to learning quickly.  
A register is promptly taken.

### So that...

Students enter the classroom in a calm and focused manner.  
Students are in correct uniform ready to start the lesson.  
Learning begins promptly.

## Memory recall starter

Teacher gives students a short task, designed to either:  
a.) Recap recently taught knowledge.  
b.) Recap knowledge from previous topics.  
c.) Make links between new learning and prior learning.

### So that...

Students revisit material in a way which promotes long term memory.  
Students begin to make links between their prior learning, and the content to be taught during this lesson.

## Explain

Teacher explicitly shares clearly defined outcomes for the lesson.  
Teacher provides clear instruction, supported by carefully created/selected resources.  
Links are made to prior learning.  
Subject specific terms (tier 3 language) are explicitly taught.

### So that...

Students have complete clarity around what they are learning and what success looks like.  
Students quickly grasp key ideas.  
Students make links between their prior learning and the content being taught this lesson, aiding the development of their knowledge schemas.

## Model

The teacher models what success will look, possibly using a visualiser.  
Using questioning, the teacher involves the students in the process of creating a successful model.  
The teacher explicitly explains common misconceptions/pitfalls to avoid.  
There is a clear structure of 'I do, we do, you do.'

### So that...

Students have a firm grasp of the steps they need to take in order to be successful.  
Students have a successful model to draw upon/refer to when practicing independently.

## Practice

Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes  
Appropriate scaffolds/support are provided so all students can make good progress.  
Tasks stretch all students just outside of their comfort zone.  
Teacher monitors the students' progress and provides further instruction/modelling if required.

### So that...

Students can develop fluency and accuracy in key skills.  
Students can clearly articulate improvements they are making.  
Students can apply their learning in a variety of contexts.  
Students have to thinking hard about what they are learning.

## Check

Teacher uses carefully chosen formative assessment strategies to check the progress the students have made against the clearly defined outcomes.  
Teacher gives timely written and/or verbal feedback which is specific, accurate and clear, and helps the students to make next steps in their learning journeys.

### So that...

Teacher knows which topics to re-teach that were not grasped first time.  
Student actions are refocused or redirected, enabling them to make further progress.  
Students can swiftly unlock further learning.

## Exit Routine

Students stand in silence behind desks  
Teacher checks uniform before dismissing students row by row.

### So that...

Students leave the lesson in a calm and orderly manner.

# EPCS Principles of Teaching

| Principles of Better Practice  | So that...   |
|--|--|
| <b>1. High Behavioural Expectations and Routines</b>   |  |
| <ul style="list-style-type: none"> <li>A. Teachers demonstrate effective classroom management</li> <li>B. Teachers consistently apply the behaviour policy</li> <li>C. Teachers ensure there is a high ratio of student participation</li> <li>D. Teachers reinforce effort and provide recognition</li> <li>E. Teachers ask questions that promote student participation</li> </ul>   | <ul style="list-style-type: none"> <li>A. Minimal valuable lesson time is wasted dealing with low-level disruption or disorderly transitions</li> <li>B. Students can think hard about their learning free from distraction</li> <li>C. Students are engaged in thinking hard about key learning</li> <li>D. Students understand the connection between effort and achievement</li> <li>E. A high number of students are asked and answer questions</li> </ul>   |
| <b>2. Quality of instruction</b>   |  |
| <ul style="list-style-type: none"> <li>A. Teachers give highly effective explanations</li> <li>B. Teachers provide clearly defined outcomes</li> <li>C. Teacher presents new knowledge in small steps</li> <li>D. New knowledge is founded upon old knowledge</li> <li>E. Teachers model excellence and how to achieve it</li> <li>F. Teachers ask a high quantity of process and factual questions</li> </ul>   | <ul style="list-style-type: none"> <li>A. Students quickly grasp key ideas</li> <li>B. Students have complete clarity around what they are learning and what success looks like</li> <li>C. Each step can be mastered before students move on.</li> <li>D. Students can learn new ideas by reference to ideas they already know</li> <li>E. Students know what excellence looks like as well as how to achieve it</li> <li>F. Students are given opportunities to practice new material.</li> </ul>        |
| <b>3. Subject mastery</b>  |  |
| <ul style="list-style-type: none"> <li>A. Teachers demonstrate expertise in exam specifications</li> <li>B. Teachers plan for and address misconceptions</li> <li>C. Teachers sequence and interleave content</li> <li>D. Teachers promote and uphold the highest standards of literacy, and explicitly teach key words (tier 2 and 3)</li> <li>E. Teachers provide scaffolds to support students with employing new knowledge ie. modelling, WAGOLL</li> <li>F. Teachers ask questions which are specific and accurate</li> </ul> | <ul style="list-style-type: none"> <li>A. Students are successful in examinations</li> <li>B. Students overcome common misconceptions</li> <li>C. Students revisit material in a way which promotes long term memory.</li> <li>D. Students can access and confidently use academic language in their responses (both written and verbal)</li> <li>E. Students understand their end goal and the steps required to successfully obtain it.</li> <li>F. Students can provide high quality answers</li> </ul> |
| <b>4. Making it stick</b>  |  |
| <ul style="list-style-type: none"> <li>A. Teachers use regular low stakes testing</li> <li>B. Teachers guide students as they begin to practice new material</li> <li>C. Teacher gives students opportunities to independently practice</li> <li>D. Teachers use visuals and other resources to support explanations</li> <li>E. Challenging reading is shared and discussed</li> <li>F. Students are provided with opportunities to discuss and debate new knowledge with their peers</li> </ul>                                  | <ul style="list-style-type: none"> <li>A. Students can embed learning into their long term memory</li> <li>B. Students can develop fluency and accuracy in new areas of learning</li> <li>C. Skills and knowledge become automatic for students</li> <li>D. Students can successfully understand and remember key aspects of learning</li> <li>E. Students' vocabulary and knowledge develops</li> <li>F. Their understanding of key ideas is detailed and conceptual</li> </ul>                           |
| <b>5. Assessment and feedback</b>  |  |
| <ul style="list-style-type: none"> <li>A. Teachers give students high quality feedback.</li> <li>B. Teachers accurately gather information on student learning</li> <li>C. Time to reflect and act upon feedback</li> <li>D. Teachers plan and ask questions which provide a picture of student learning.</li> </ul>   | <ul style="list-style-type: none"> <li>A. Students' actions are refocused or redirected to achieve a goal.</li> <li>B. Teachers know which topics to reteach which were not grasped the first time.</li> <li>C. Students can swiftly develop further knowledge and skills.</li> <li>D. Teachers can identify gaps in student learning.</li> </ul>  |
| <b>6. Adaptive teaching</b>  |  |
| <ul style="list-style-type: none"> <li>A. Teachers provide scaffolds for demanding tasks</li> <li>B. Teachers pitch high every lesson</li> <li>C. Teachers adapt teaching as needs emerge</li> <li>D. Teachers have a developed understanding of pupils with diverse needs</li> <li>E. Teachers ask questions which are appropriately pitched and directed</li> </ul>  | <ul style="list-style-type: none"> <li>A. Students are able to succeed in challenging tasks.</li> <li>B. Students are challenged to exceed expectations</li> <li>C. All students make exceptional progress</li> <li>D. All students with SEND/HAPS/EAL/PP make exceptional progress</li> <li>E. Students are challenged to answer appropriate questions</li> </ul>   |