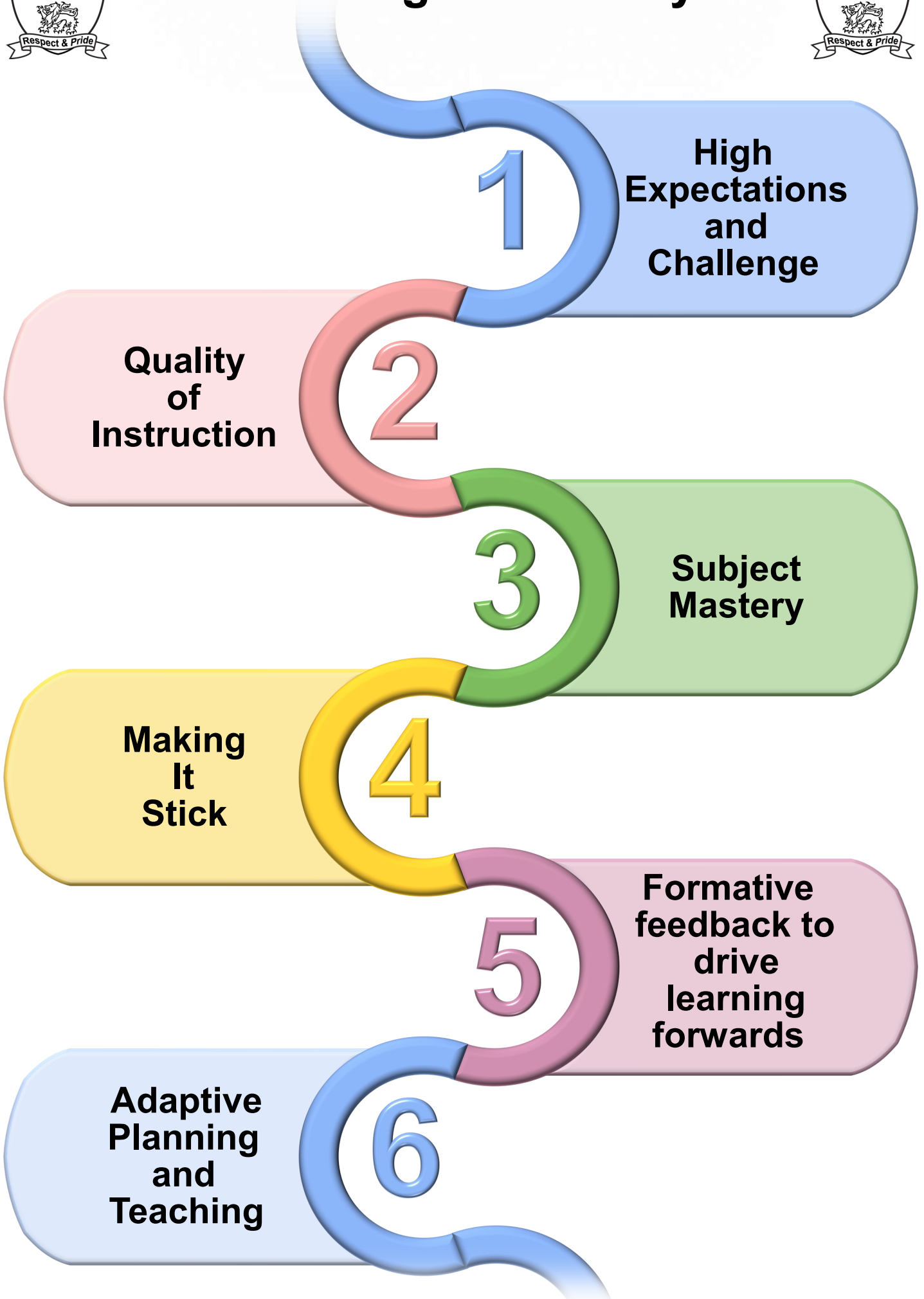




Teaching the EP way



Quality First Teaching and Assessment for Learning



EPCS Principles of Teaching



Principles of strong practice	So that...
1. High Expectations and Challenge	
<ul style="list-style-type: none"> A. Plan ambitious and challenging lessons B. Well established positive routines. C. Consistent application of the school character values and behaviour policy - 'meet and greet,' 'one voice', 'track the speaker' D. Promote active participation; challenge non-compliance or passivity E. Reinforce effort and provide recognition 	<ul style="list-style-type: none"> A. Students make progress in terms of knowing more, remembering more and applying knowledge fluently B. Learning time is maximised C. Students can think hard about their learning free from distraction D. All students are engaged in thinking hard about key learning E. Students understand the connection between effort and achievement
2. Quality of Instruction	
<ul style="list-style-type: none"> A. Highly effective explanations B. Clearly defined outcomes (success criteria) C. New knowledge is founded upon old knowledge D. Teachers model excellence and how to achieve it (WAGOLL*) E. Carefully targeted questioning F. Key vocabulary is explicitly taught 	<ul style="list-style-type: none"> A. Students quickly grasp key ideas B. Students have complete clarity around what they are learning and what success looks like C. Students make links between new ideas and concepts they have already encountered. D. Students know what excellence looks like as well as how to achieve it E. Optimum understanding and challenge is enabled and hands up is rare F. Students can access and confidently use subject terminology
3. Subject Mastery	
<ul style="list-style-type: none"> A. Comprehensive understanding of scholarship of the subject B. Strong understanding of the curriculum, including the next phase and the previous phase C. Misconceptions are planned for and rapidly addressed D. Plan for, promote and model the highest standards of disciplinary literacy (reading, writing and oracy) 	<ul style="list-style-type: none"> A. Teachers are able to confidently teach to the top B. Teachers understand the long term curriculum journey and support students by making links to prior learning and signposting future learning C. Students overcome common misconceptions D. Students learn to read, write and speak like Scientists/Historians/Linguists etc with fluency and accuracy (Disciplinary Literacy)
4. Making it Stick	
<ul style="list-style-type: none"> A. Making connections between underlying concepts B. Regular low stakes testing C. Practice deliberately D. Learning is interleaved E. Exploratory talk 	<ul style="list-style-type: none"> A. Students can make links across and between key subject skills B. Students can embed learning into their long term memory C. Students can develop fluency and accuracy in key skills D. Students revisit material in a way which promotes long term memory E. Students verbally explore and rehearse knowledge prior to writing
5. Formative feedback to drive learning forwards	
<ul style="list-style-type: none"> A. Timely feedback to maximise learning B. Formative assessment is embedded in every lesson. C. Teacher comments are specific, accurate and clear D. Students reflect and act upon feedback (DIRT**) E. Age Related Expectations are shared 	<ul style="list-style-type: none"> A. Students can swiftly unlock further learning B. Teachers know which topics to reteach which were not grasped the first time C. Student actions are refocused or redirected to achieve a goal D. Students improve/uplevel their work E. Students understand what they need to know/be able to do, to be successful
6. Adaptive planning and teaching	
<ul style="list-style-type: none"> A. Adapt planning and resources (including the use of other adults) B. Pitch high every lesson C. Support and scaffold for the least able and SEND students D. Adapt teaching as needs emerge 	<ul style="list-style-type: none"> A. Provision is made for all students within the planning process. B. Students are challenged in their learning in every lesson C. All students are able to access the learning they are doing D. All students make exceptional progress and the lesson moves at an appropriate pace

*WAGOLL = What a Good One Looks Like

**DIRT = Dedicated Improvement and Reflection Time

Quality First Teaching and Assessment for Learning

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

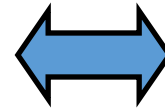


Quality First Teaching (QFT) is...

- 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:

- Recap recently taught knowledge.
- Recap knowledge from previous topics.
- 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.