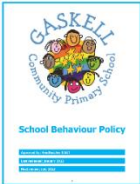


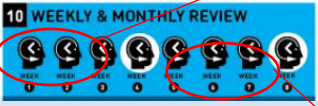
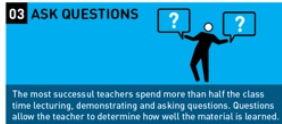

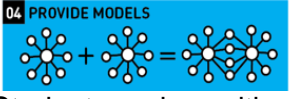

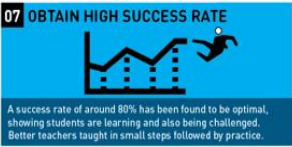






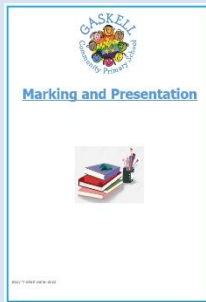
# Outstanding Learning at Gaskell

	What?	How?	
<b>Behaviour for Learning</b>			
<b>Daily Review</b>	 <p>This image is used and displayed at the beginning of each lesson to recall the previous day's lesson taught. (5 minutes)</p>	<p>Quick fire activities at the beginning of each lesson that may include</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Games</li> <li>• Mini quizzes</li> <li>• Knowledge Organisers</li> </ul>	
<b>Weekly Review</b>	<p>A lesson delivered each Monday to recall the previous week's learning.</p>	<ul style="list-style-type: none"> <li>• Year 1 - activities planned e.g. quizzes, games and discussions.</li> <li>• LBQs will be used in Year 2 and KS2.</li> <li>• Knowledge Organisers</li> </ul>	
 <b>Long Term/Unit Review</b>	<p>End of unit lesson to recall knowledge from the previous unit.</p>	<ul style="list-style-type: none"> <li>• A 'Big Quiz' at the end of each unit will be used to assess understanding.</li> <li>• Questions will be added at the end of each topic which will lead to a 'Big Summer Quiz' at the end of the academic year.</li> </ul>	
<b>Questioning</b>	 <p>Slide 13 shows the different types of questioning techniques that we use.</p> <p>Questions are used to allow teachers to determine how well the material has been stored in the memory of the pupils.</p>	<ul style="list-style-type: none"> <li>• <b>Cold Calling</b></li> <li>• <b>Say it again, better</b></li> <li>• <b>Whole class response</b></li> <li>• <b>No opt-out</b></li> <li>• <b>Think, pair, share</b></li> <li>• <b>Probing</b></li> <li>• <b>Check for understanding</b></li> </ul> <p>Slides 14 – 20 Explain these techniques in more detail.</p>	

	What?	How?	
<b>Scaffolding</b>	 <p>Time is built in for pupils to rephrase, elaborate and summarise.</p>	<ul style="list-style-type: none"> <li>• Guided</li> <li>• Shared</li> <li>• 1:1 support</li> <li>• Focused group activities</li> <li>• Worked examples</li> <li>• Same material featured through guided</li> <li>• Scaffolds removed appropriately</li> </ul>	
<b>Modelling</b>	 <p>Student need cognitive support to help them learn how to solve problems. New learning is explained and modelled.</p>	<ul style="list-style-type: none"> <li>• Small steps</li> <li>• Address common misconceptions</li> <li>• Highlight most important steps.</li> <li>• Increase challenge over time.</li> <li>• Focus on key vocabulary.</li> </ul>	
<b>Independent Practice</b>	 <p>When new material is to be recalled automatically.</p>	<p>Pupils to work independently on the given task that has been modelled. The teacher moves around the pupils looking for success and errors. Re-modelling used if errors are common to the class.</p>	
<b>Approach to Planning</b>	<p>Planning is used to ensure that pupils know more, do more and remember more.</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p> <ul style="list-style-type: none"> <li>• Objectives broken down into small steps.</li> <li>• Consider difficulties that children will encounter</li> <li>• Pupils given time to apply learning.</li> <li>• Timings on the carpet are limited and focus on allowing opportunities for processing time and independent practice.</li> <li>• Pupils are not overloaded with information.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Design resources that support pupils to work through the steps successfully.</li> <li>• Approaches include modelling, scaffolding, independent and allowing challenge.</li> <li>• Tasks are set to emulate the model.</li> <li>• Teachers and staff set high expectations and high standards.</li> </ul>	
	<b>What?</b>	<b>How?</b>	
<b>Learning Environments</b>	Classrooms are welcoming environments where pupils are motivated and supported.	<ul style="list-style-type: none"> <li>• Working Walls</li> <li>• Resources are available for use during lessons</li> <li>• Displays are purposeful and utilised at the point of learning.</li> <li>• Vocabulary is displayed with links to curriculum areas.</li> <li>• Children's word displayed.</li> </ul>	 <p>Working Walls – Page 6 Vocabulary – Page 7</p>
<b>Assessment</b>	 <p>Assessment lets us see what progress our children are making and provides us with information that assists us to plan how to help pupils make further progress.</p>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Summative</li> <li>• 1:1</li> <li>• Books</li> <li>• Daily feedback verbally and written</li> </ul>	

## Feedback



- Marking Policy
- Verbal Feedback
- Written feedback
- Formative and summative assessments

- Insight
- Seesaw
- Books



Seesaw



Presentation