

PROMOTING AND DEEPENING CHILDREN'S LEARNING THROUGH HIGH QUALITY TEACHING AND LEARNING



Clare Jeffery & Sara Gmitrowicz

What makes Great Pedagogy? All teachers want to have **‘SPARKLING CLASSROOMS’**

What are the ‘fun
and fundamental’
elements of
effective practice?





The non-negotiables

- An unrelenting focus on what matters most
- A curriculum that gives children the essential knowledge, skills and understanding needed for next stage
- High quality teaching for all children
- Children who are happy to learn
- Children who are motivated to do their very best
- High expectations of all children and adults
- **GENUINE ENGAGEMENT OF ALL PARENTS – ATTENDANCE, BEHAVIOUR AND OUTCOMES**
- High standards of attainment and progress

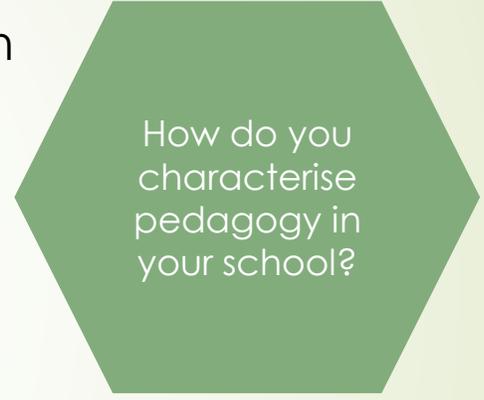
Effective teaching





Effective teaching is about:

- ▶ Planning what pupils should learn
- ▶ Using approaches that help them to do this, which include:
 - ▶ review
 - ▶ explanation
 - ▶ model
 - ▶ practice
 - ▶ feedback
 - ▶ further review
- ▶ Understanding what pupils have learnt and in particular who needs any additional support or practice



How do you characterise pedagogy in your school?



Effective teaching needs effective planning, that:

- **Creates careful sequences of teaching, considering what it is that pupils are to learn, and the medium-term goal** - being clear about the progression of learning within a subject, working backwards from the point that pupils should reach at the end of each half-term, term and the academic year
- **Addresses misconceptions** - planning to help all pupils avoid or confront typical misconceptions and any potential difficulties about a subject
- **Sets high, realistic expectations of outcomes and behaviour for all** – recognising that pupils are more the same than different in the way they learn and think, and a pupil's ability or potential should not be confused with a pupil's attainment to date
- **Provides opportunity for mistakes** - helping pupils not to fear mistakes and rather show how

Effective planning does NOT mean a burdensome bureaucratic reliance on compliance.
Monitoring should focus on outcomes.

Effective teachers:

- ▶ **Create the right level of difficulty or challenge** so that pupils both think about a subject, and get satisfaction when they understand something or solve a problem
- ▶ **Help pupils think about what the teacher wants them to think about** - not just what they hope they will
- ▶ **Build knowledge:** explicitly referring back to prior learning and/or supporting particular pupils through pre-teaching
- ▶ **Sequence teaching purposefully:** building on prior knowledge and helping develop understanding of the underlying concepts
- ▶ **Use extended practice** to build automaticity and deepen understanding

Do you jump straight to an answer, or create or pose a question first?

Are pupils thinking about performing or meaning when doing a play?
Which do you intend?

Practice is important for learning, but not all practice is the same:

- Practising different instances of the same principles, rather than practising the same thing can help encourage a deeper understanding
- Spacing practice out over time is more effective than cramming or just practising everything in a single block
- Practising remembering/recalling things, through things like regular quizzes, can help learning last longer

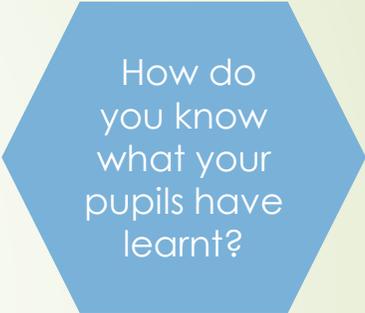


Effective teachers know how to understand what pupils have learnt

And, therefore, how to identify who needs additional support or practice.

This needs:

- **Consistent understanding of expected outcomes:** what progress means for specific pupil groups, years and in different subjects – using this to spell out expectations to pupils (where they are and where they should be), as well as to inform their own teaching
- **Frequent monitoring of pupils' progress,** using reliable, quick and simple methods which check:
 - Can all pupils explain what they are learning?
 - Do all pupils understand what they need to learn or practice next?
 - How deep or shallow is pupils' understanding?
- **Reviews of common challenges and gaps,** to identify any corrective teaching required, adapt future lessons, and to improve future teaching



How do you know what your pupils have learnt?



How do you target and then monitor the impact of corrective teaching?

Do you feel that sometimes children could be working harder?

The theory of 'flow' Film

- Have you seen teachers who just have that knack of getting their class to do most of the work?
- Do the lessons you have seen flow effortlessly and does time sail by?
- Are all children engrossed in learning and keen to learn?

Do children know what they are learning, why they are learning it and know how it relates to what they already know?

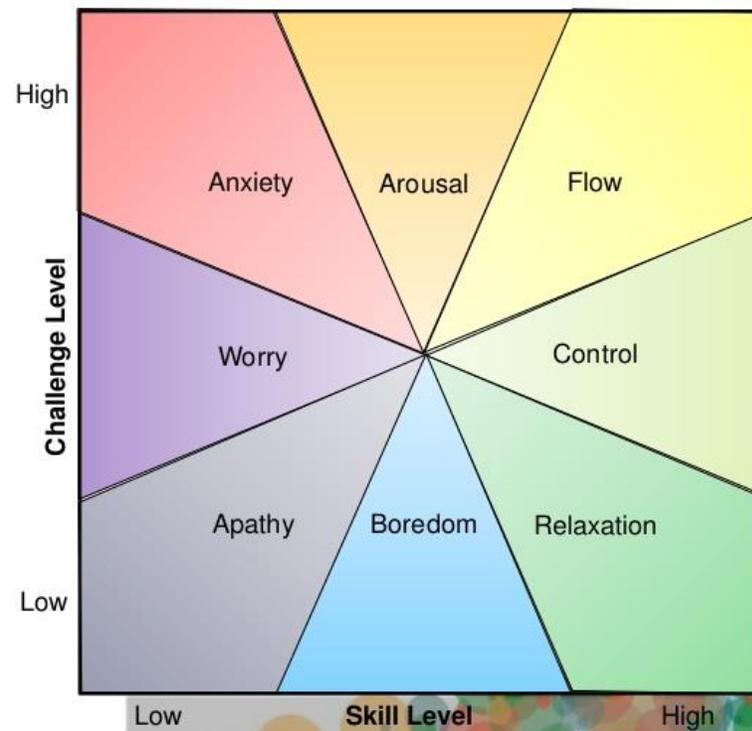
A single Teacher can make a massive positive difference to the life of a young person

Fighting boredom and anxiety



The theory of 'flow'

Csikzentmihalyi (1988)



Flow experience

1. A challenging activity that requires skills
2. Clear goals and feedback
3. Concentration on the task at hand
4. Loss of self-consciousness
5. Transformation of time

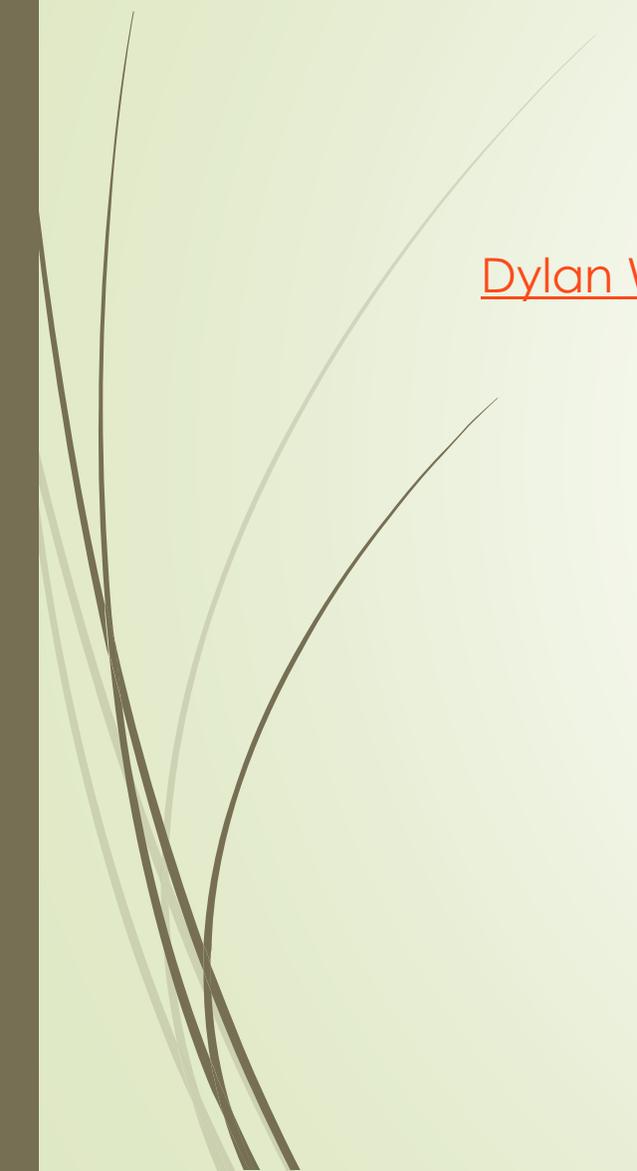
metacognition

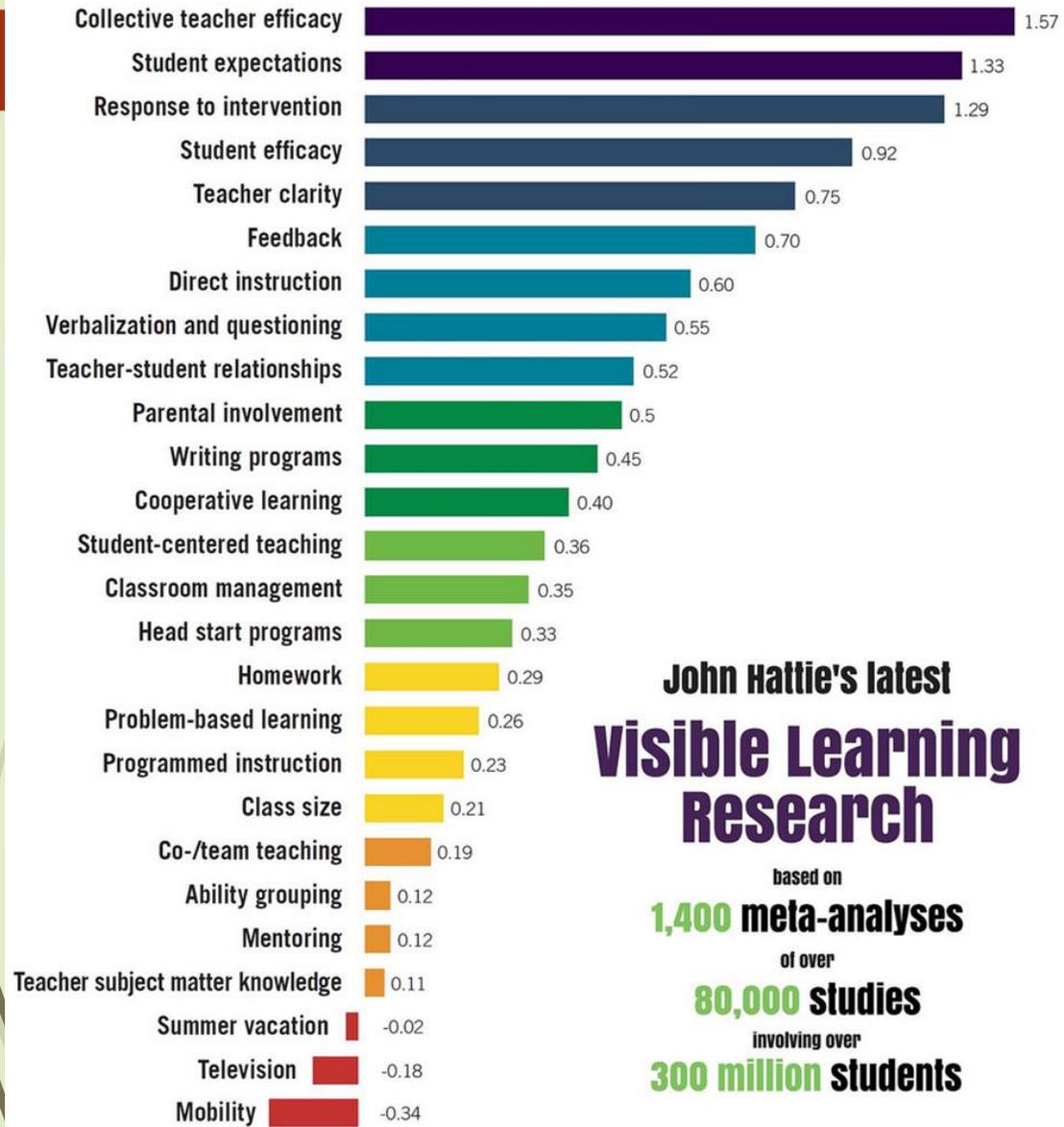




Managing your own learning

Dylan William





John Hattie's latest
**Visible Learning
 Research**

based on
1,400 meta-analyses
 of over
80,000 studies
 involving over
300 million students

What makes great teaching ?

‘Teachers cannot help children learn things they themselves do not understand’ (Ball, 1991).

