



Teaching and Learning Excellence @BSM

January 2022: Creating a climate of high expectations

A Teachers' beliefs about their students and what they can achieve have a substantial impact on students' learning and progress.

For a culture of high attainment to mature and bear fruit, it must be rooted in challenge and high expectations. Teachers with high expectation believe that students will make accelerated, rather than normal, progress, and that pupils will move above their current level of performance. They don't believe in limiting progress or placing a glass ceiling in the classroom. When students are given more advanced opportunities to learn, they can make more progress. Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief. This is the foundation of our Growth Mindset philosophy. In a growth mindset, people believe that their most basic abilities can be developed through **deliberate practice, determination, resilience and perseverance - HARD WORK – HARD WORK – HARD WORK!**

FOCUSED
IDENTIFIED
RELENTLESSLY CHALLENGING
SCAFFOLDED
TARGETTED



How does it link into our whole school teaching and learning? Quality FIRST teaching

- Designing a **curriculum that is planned, sequenced and ambitious**, to allow pupils to fulfil their potential and develop as independent, confident and successful learners who enjoy learning and make good progress.
- Creating a **climate of high expectations and challenge**; teaching to the top and promoting mastery, whilst providing appropriate scaffolding to cultivate a mindset of determination, resilience and perseverance.
- Unleash the power of long-term memory through the **power of retrieval**, harnessing our knowledge of cognitive learning theories and the act of recalling information from memory without (or with minimal) support.
- **Creating a vocabulary rich environment** where pupils know how to express themselves clearly and successfully, for success in school and beyond.
- **Utilising the power of reading**, both for pleasure and for learning, to harness the power of language, imagination, creativity and scholarship.
- Empower pupils to reach their potential through **robust assessment processes**, both formative and summative, to assess pupils learning, identify any gaps in knowledge and skills, address any gaps and close them.

Deliberate practice is planning on purpose for the pupils in front of you to maximise progress for all

Further reading:



NACE reading materials
Teach to the top, Megan Mansworth
Education exposed, Samuel Strickland
The Learning Rainforest, Tom Sherrington
Making space for able learners, NACE
Making good progress, Daisy Christodoulou
EEF Teaching and Learning Toolkit



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Classroom strategies – remember FIRST (focused, identified, relentlessly challenging, scaffolded, targeted)

Retrieval and recall – The act or recalling information from memory without (or with minimal) support to recall what is previously known or learned to secure long term memory. Involve everyone, make checking easy and accurate, specify knowledge. Low stakes quizzes, quick fire quizzes, Geog your memory, Blast from the Past, paired quiz, mind maps, last lesson – last week – last term – last year

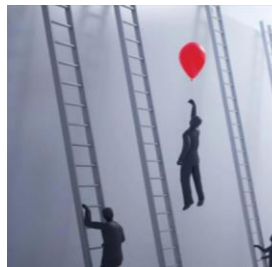
Questioning - Effective questions are a great way of formative assessment; systematically checking pupils learning, deepening thinking and encouraging participation. Effective, deep and targeted questioning encourages pupils to explain their understanding, checks understanding and challenges misconceptions. FIRST questioning, Thinking time; think pair share, white boards, Stretch questioning; BLT, PEE, pose pause bounce pounce, Einstein questioning; BIG questions, FAIL questioning; disagree with me, not accepting 'I don't know'

Word power and writing proficiency – EVERY TEACHER IS A TEACHER OF LITERACY. Explicit teaching of vocabulary strategies include modelling, repetition, glossaries, vital vocab lists, minimum expectations, definition provision. Implicit teaching can be done through carefully chosen reading material, teacher speak, synonyms, read and reflect. Actively encourage word consciousness allows pupils to become aware and consider the choice of words they use especially in writing like a mini expert within subjects.

Reading – reading and therefore accessing and processing information takes place in ALL subjects, through a variety of means. If a child can't read the content then they can't fully access the curriculum. Consider the text providing carefully, make it challenging but scaffolded. Spend time reading questions, asking comprehension questions, identifying key information, skimming and scanning.



How to support at home



Retrieval and recall – ask your child what they have learnt in their lessons today, last week, last year. Informal ask them to discuss topics or lessons or quiz them on the work in their books. Force their brain to recall information rather than give them clues and help aids.

Questioning – ask pupils to explain in detail what they have learnt, ask them to explain their opinions on the news, on

Word power and writing proficiency – look over your child's book and ask them to look at their choice of vocabulary; can they use a more sophisticated word? Ask them about tier 3 vocabulary within subjects (subject specific terminology eg erosion, alliteration, respiration. Ask your child to correct any spelling mistakes or to complete any improvements to extended answers suggested by their teacher. Discuss synonyms (another way of saying the same thing such as happy and blissful) Apps including WordHippo and Etymonline are excellent in helping word development in offering vocabulary choices and the origins of words.

Reading – encourage your child to read non-fiction texts. It could be an article you find online, in a newspaper or a magazine. Ask them to discuss what they have read, how the writer feels about the topic, how the writer conveys their message and how they can apply what they have read to their learning in lessons.