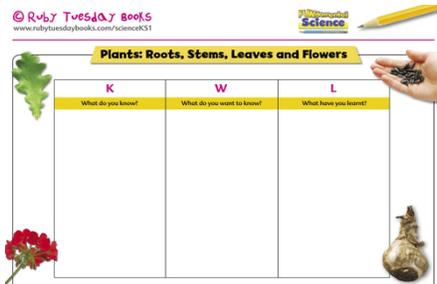




## What does teaching and learning look like at OLST?

### Across a topic:

- Pre-learning/ assessment – cold task/ questioning to find out what do children already know? Use this AFL to support the pitch and starting points of sequence of lessons. Baseline.



KWL grids are a learning tool where the pupils are asked to list what they know (K) about a particular topic, what they want to know (W), and at the end of the topic, what they have learnt (L).

- Teach the lesson progression within the Trust overviews – look at the end points and ensure this is the outcome of your sequence of teaching.
- You can adapt Trust resources or use your own. Again, look at the end points and ensure the tasks are adapted to meet the needs of your class and individuals.

### EACH LESSON:

1. Flashback four – four questions which draw either from the last topic, last term, last year or previous years (Clive Davies resources or your own version).
2. Introduce key vocabulary and have it on working walls to refer to regularly.
3. Re-visit last lesson – what did we learn? Any misconceptions to address?
4. Teaching: modelling for pupils than over reliance on PowerPoints, ensure partner talk, time for pupils to question –
5. Use higher order questioning with class - open rather than closed where appropriate to allow for explanation and reasoning.
6. Adapt the learning through scaffolds and resources or teacher support time so that SEND make good progress against their age expectations.
7. End with a discussion that draws upon learning. Share a misconception/ challenge. Pupils to share their learning. AFL.
8. Who has achieved? Who has excelled? Who needs further support? Can this be addressed with TA prior to next lesson with some pre-teaching?