










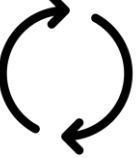





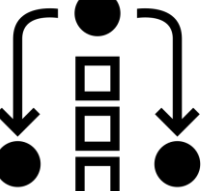




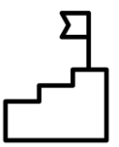






Signature Pedagogies Strategies

Say It	Power Through It	Assess It
 <p>Thinking Time Give thinking time before asking for an answer.</p>	 <p>Brain, Buddy, Boss Encourage children to be independent learners. Equip them with the strategies to know what to do if they are stuck.</p>	 <p>Whole-Class Responses Use 'show me' boards, number fans, thumbs up/thumbs down etc. to view every child's response to a question. Ensure that all children are actively engaged and achieving.</p>
 <p>TTYP Use TTYP (Talk to Your Partner) to allow all children an opportunity to answer the question.</p>	 <p>Resources Ensure that the classroom has resources that encourage independent learning – for example, flip-chart resources, working walls, concrete apparatus, pictorial examples, etc.</p>	 <p>Circulate Circulate the children and make timely interventions. Use live marking to model work, give clear expectations, address misconceptions etc.</p>
 <p>RSC Strategies Plan RSC Strategies into the lesson to introduce, and encourage the use of, high levels of vocabulary and sentence structure.</p>	 <p>Modelling Model how to be an independent learner, how to work as part of a team and how to be resilient.</p>	 <p>Low Stakes Testing Plan regular opportunities for low-stakes testing. This gives children the chance to recall what they have previously learned.</p>
 <p>Whole-Class Responses Use 'Word Wave' or 'Popcorn' to give the every child the opportunity to answer each question.</p>	 <p>Descriptive Praise Highlight the learning powers that are evident within the classroom.</p>	 <p>Opportunities for Repetition and Recall Plan opportunities to regularly recall learning from previous lessons.</p>
 <p>Questioning Use open questioning. After a child has answered a question, ask them a deeper level of question to encourage them to form a more detailed answer.</p>	 <p>Opportunities for Developing Learning Muscles Plan opportunities into the lesson to work collaboratively, interdependently or independently.</p>	 <p>Hot Tasks Plan tasks that give children to recall their learning and show their progress.</p>
 <p>Group Roles Plan co-operative learning tasks into your lesson, giving children opportunities to discuss their ideas.</p>	 <p>Routines and Expectations Develop routines in the classroom that contribute to independent learning.</p>	 <p>Dual Coding Combine verbal and visual stimuli to help children retain knowledge in their long-term memories. Can the children recall what they are learning?</p>
 <p>Talk Phrases Model sentence starters and sentence structures. Use MTYT (My Turn, Your Turn) to give children the opportunity to hear and repeat the correct use of vocabulary, sentence structure and grammar.</p>	 <p>Peer and Self-Assessment Encourage children to independently correct or improve work. Model how to 'tick or fix' work. Ask children to use red pencil to mark their own work. Use peer discussion for scaffold and challenge.</p>	 <p>Questioning Regularly check the children's understanding. Ask 'what if' questions.</p>
 <p>Peer Teaching Give children the opportunities to explain their learning to their partner.</p>	 <p>Challenge Provide opportunities for challenge. Ensure that task design gives children to apply their skills in different contexts.</p>	 <p>Peer and Self-Assessment Can children spot and correct their own and other's mistakes?</p>
 <p>Introduce New Vocabulary Model the use of subject specific vocabulary and words of the week.</p>	 <p>Clear Expectations Explain to the children that they are expected to remember what they are taught.</p>	 <p>Timely Interventions Make timely interventions and use pre and post teaching to act on the outcomes of AFL.</p>