

## What will I see in a Classroom at William Brookes School & Sixth Form?

### Teaching, Learning & Assessment

**Effective teaching:** taking the time to provide explanations, modelling, and guiding practice at each stage. Teaching and learning at William Brookes can be broken down into:

#### Knowledge:



1. When introducing new knowledge, teachers are sensitive to cognitive load.
2. Golden knowledge forms the foundations of success within a topic.
3. Using retrieval practice to review and transfer the golden knowledge to the long-term memory.
4. Prior knowledge is used to support the breaking down of new information into smaller sections or 'chunks' so it can be more easily and efficiently memorized, processed, and retrieved.
5. A variety of strategies (AFL) will be implemented to check student understanding – following an 80/20 model of live assessment.
6. Teacher pedagogy and practice will be regularly developed through departmental and whole school CPD.

#### Explanation and Practice



- Direct instruction will be clear and concise, moving into guided practice, developing independent learners
- Subject specialist language will be set into context, with opportunity for cross curricular and prior knowledge links.
- The 'golden' knowledge will be taught as a series of sequenced concepts in small steps.
- Adapted and personalised to meet the needs of all.

#### Modelling and Scaffolding



- New concepts, tasks, golden knowledge are modelled first to provide cognitive support for students.
- Appropriate scaffolds are implemented to raise student confidence and ensure accessibility for all.
- Scaffolding will support students to achieve ambitious goals.
- Scaffolding will gradually be withdrawn as students develop in skill and confidence.

#### Questioning



- Whole class questioning is used to actively deepen understanding (e.g. Cold calling, No hands up, Probing and process questions, Think pair share, Pre-planned questions designed around common misconceptions, show me boards)
- Questioning will be used to assess how well the golden knowledge has been learnt, informing teachers decisions to move on or provide further direct instruction.

#### Feedback



- Live feedback through questioning and AFL activities that informs teaching.
- Deep feedback will consist of clear actions with dedicated reflection time built for students to use it to secure improvements.
- Deliver appropriately timed feedback to ensure learning is moved forward.

#### Behaviour for Learning



1. Teachers will follow the school behaviour policy, creating a calm, purposeful learning environment.
2. Routines are rehearsed and positively reinforced by staff (e.g. Meet and greet, Do it now, Signal pause insist, silent dismissal).
3. All staff will use the reward system to recognise and celebrate student success.