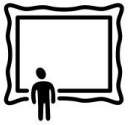


Pedagogical Toolkit

Teaching sequences and structures

1. Clarifying Learning



Big picture - set the scene – where does the learning sit in the big schema of ideas.



Set the learning goal – phrased as an enquiry based question.

2. Activate and consolidate prior knowledge and check understanding

All children give the opportunity to actively explore previous knowledge related to their learning goals.



Partner talk – think pair share – a pre requisite to cold calling



Questioning – include cold calling strategies, a range of children asked, and a range of question types

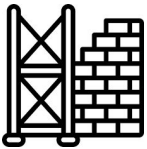


Whole class share – check understanding - whole class AFL to inform the teacher

3. Explain and Model



80:20 pupil talk:teacher talk



Scaffold learning – guided practice e.g I do, we do, you do. (model, shared, independent)



Model learning - live or pre planned

3. Explain and Model



Shared/guided modelling – taking ideas from the children to support modelling



Examples – share what 'good' looks like and/or what a 'bad' one looks like



Deliberate mistake – children to identify where the mistake is and how to correct – addressing misconceptions

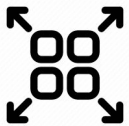
3. Explain and Model



Oral rehearsal - whole class, in groups or independently



Resources e.g word banks, stem sentences, visuals - concrete and visual representation



Deconstruct learning – break learning down into smaller chunks – partially completed examples (fill the gap)

4. Independent learning



Tiered scaffolding – children access task with more or less support as required



Gradient of increasing difficulty – opportunity to jump forward to more complex elements



Helicoptering – teacher is active in supervision to support children – providing time cues, prompts, scaffolds in a non intrusive manner. .