

INTENT

What we do before the lessons

Content & Knowledge

- Progressive coherent curriculum.
- Knowledge and skills clearly built on what has been taught.
- Clear substantive knowledge (the facts we learn – e.g. Picasso was a famous artist).
- Clear disciplinary knowledge (the skills – e.g. how to shade).
- Focused vocabulary chosen.

Teaching Sequence

- Identify pre-requisite knowledge.
- Identify most basic first step.
- Identify series of small steps.
- Identify inputs for each step and scaffolding.
- Design tasks to support learning.
- Key questions planned in for retrieval and new learning.

Classroom Management/Organisation

- Follow the Behaviour Policy at all times.
- Signal, pause or insist.
- Rehearse routines.
- Lessons prepared in advance.

IMPLEMENTATION - What we do in the lessons

Questioning

- To support understanding.
- To deepen understanding.
- Assess understanding/pick up misconceptions - informing the next steps of the lesson.
- To encourage retrieval.
- Wait time.

Strategies to Support

- Scaffolding to all learners to access the curriculum.
- Working in small groups.
- Intervention groups.
- Access to a range of resources, including technology.
- Knowledge organisers.

Vocabulary

- Pre-teaching.
- Clarity and emphasis on key vocabulary and the meaning.
- Read words in context.
- Practice words verbally/writing (handwriting and spelling).

Additional Adults

- Supporting all children - teacher directed.
- At times focus given to specific children.
- Follow all school expectations and the nurturing ethos.

Retrieval

- Beginning of lesson based on previous learning.
- Based on substantive and disciplinary threads across curriculum.
- Home learning based around retrieval practice.

St Katherine's Pedagogical Approach



Modelling/Explanation

- I do, we do, you do approach.
- I do: model with exact vocabulary and explain why choices made.
- We do: Use questioning to involve children in choices & assess their understanding.
- Teacher model books.
- Use of visualiser.
- Use of manipulatives.

Repeated Practice

- You do approach.
- Ensure plenty of time given to children to practice their learning, to support fluency and understanding.
- Adults helicoptering to offer in the moment feedback.

Feedback & Assessment Formative (in the moment) assessment

- Verbal feedback throughout lessons.
- Questioning to check children's understanding.
- Precise written feedback to enhance learning.
- Children respond to feedback in purple polishing pen.

Summative (tests) assessment

- Three times a year.

IMPACT Outcomes from the lessons

Children:

- Develop a love of learning.
- Develop the social and emotional skills for future life.
- Develop fluency to allow deeper understanding.
- Receive a broad experience.
- Develop knowledge and skills.
- Recall their learning and make links across the curriculum.
- Maximise academic achievement.