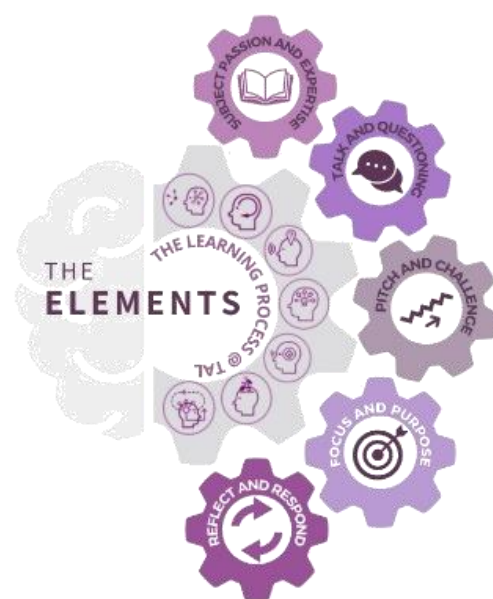


The **Elements** of Effective Teaching

The **Elements** are the key pedagogical approaches of successful teaching and learning at TAL: Subject Passion and Expertise, Pitch and Challenge, Focus and Purpose, Reflect and Respond and Talk and Questioning, all of which drive the Learning Process. **Literacy** and **VOICE** are also important drivers of our teaching and learning strategy.

Through evidence informed CPD, deliberate practice and coaching sessions we develop our expertise in each of these key elements, driving a consistent and impactful approach to teaching and learning across our **One curriculum**.



Element

Teacher input



- Use subject knowledge to deliver effective, pre-planned instructions.
- Live model the thought process behind new skills.
- Seize every opportunity to deepen learning and address misconceptions in your subject.
- Provide opportunities to instil curiosity and wonder in students.
- Promote disciplinary reading where possible, using judiciously selected texts to aid delivery of new content.
- Make links across the curriculum, to connect and deepen learning.



- Ask 'lots of questions, all of the time'. Consider what type of check for understanding you need, and therefore which type of question to ask at key moments in your lesson.
- **Probe** for depth, by asking subsequent questions which insist students develop their thinking and move beyond their first response.
- Instil effective 'Habits of discussion' within your classroom.
- Target questions with **no hands up** and **wait time**.
- Allow students to rehearse answers using '**turn and talk**' where appropriate.
- Use retrieval questions to link to and activate prior knowledge.
- Ensure regular 'all student response' eg. 3,2,1 **whiteboards** to inform learning and check for understanding.
- Prompt students to '**narrate their thinking**', to deepen thinking and address potential misconceptions. Elevate the discourse in your classroom; expect **full sentences**, use "say it again, better", '**I say, you say**' and consistently model exemplary oracy.
- Use the 'Tier 2' Vocabulary sequence where appropriate.



- Know your students: pitch to the most able and scaffold up to ensure all students are challenged and supported effectively to master the ‘need to know’ end points. Challenge appropriate students beyond this point.
- Consider the ‘need to know’ and ‘neat to know’ for each class.
- Immerse students in a language rich environment, using reading age data to support and challenge all.
- Embed frequent opportunities for tasks which allow challenging independent practice until learning is secure.
- Use the Golden Toolkit to ensure success for low prior attaining groups and SEND students.



- Embed our culture of high expectations using the BfL board for praise and sanctions.
- Consistency with our Culture 20 routines is key:
 - Meet and greet
 - Recall 6
 - STEPS
 - STAR
 - No hands up
 - 3,2,1 Whiteboards
 - First time, every time
 - The Three Every’s
 - Exit 3



- Support students to monitor and regulate their own learning through opportunities to reflect and respond.
- Use effective questions to target/ draw out misconceptions and to reassess learning after reteaching.
- Use live marking and circulation to pick up ‘in the moment’ data for classes.
- Facilitate regular self/peer assessment against clear success criteria, using purple pen.
- Follow the academy feedback and literacy policy (**see staff handbook**).