


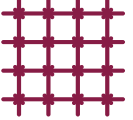







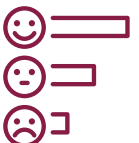





# Townley Grammar

## TEACHING AND LEARNING TOOLKIT



TOWNLEY  
EST 1937  
GRAMMAR SCHOOL

<p><b>Retrieval Practice</b></p> <p>Opportunities are embedded for retrieval to support long term recall.</p> 	<p><b>Dual Coding</b></p> <p>Visual and verbal explanations are provided to aid students with remembering more information, as they 'code' information in two ways.</p> 	<p><b>Differentiation</b></p> <p>Teachers will differentiate to build upon the diversity of students' learning foundation. Differentiation will address differences in ability and learning styles setting the foundation for success for every student. Teachers will not rely solely on differentiation by outcome.</p> 	<p><b>Interleaving</b></p> <p>Students are taught to recognise the underlying features of a problem or a concept and broaden their understanding, involving the switching between topics and linking of ideas to improve long-term learning.</p> 
<p><b>Low Stakes Testing</b></p> <p>Low Stakes Testing is regular to allow students to retrieve information. Students are given the opportunity to try repeatedly, make mistakes and learn from mistakes.</p> 	<p><b>Literacy for 21<sup>st</sup> Century Learners</b></p> <p>In recognition that literacy skills are both general and subject specific, all teachers teach students how to read, write and communicate effectively in their subjects. Every teacher communicates their subject through academic language and uses a variety of strategies to support each literacy strand: reading, writing, speaking and listening.</p> 	<p><b>Modelling</b></p> <p>Modelling by the teacher reveals the thought processes of an expert learner to develop students' metacognitive skills. All new material is presented in steps with the teacher modelling what success looks like so that students can see how to make progress.</p> 	<p><b>Q and A, Oracy and Disciplined Dialogue</b></p> <p>Questioning is probing and encourages students to deepen their thinking. Skilled questioning leads to a significant shift in conceptual understanding, retrieval from long-term memory and ensures misconceptions are addressed. Students regularly engage in rich and penetrating conversations with interconnected knowledge and subject fluency. Students are taught to listen sensitively to the opinions of others and to be respectful when challenging ideas.</p> 
<p><b>Curriculum</b></p> <p>The curriculum offer is ambitious, broad and balanced, designed so it is inclusive for all students. KS3 is a 3 year course that follows the national curriculum. Curriculum pathways are sequenced to ensure students continually build on skills and knowledge.</p> 	<p><b>Scaffolding</b></p> <p>Scaffolded tasks, like worked examples, allow students to develop their metacognitive and cognitive skills. Content is presented in steps with an opportunity to practise after each stage. Students actively utilise scaffolding to access challenging tasks.</p> 	<p><b>Inclusion</b></p> <p>Inclusion is evidenced through appropriate monitoring and record-keeping. Communication is effective for all stakeholders and wide-ranging in-class support strategies are implemented for all students to ensure that, irrespective of their starting position, the barrier to learning and the rate of progress, active engagement with the curriculum content is possible. Teaching practices reflect an understanding of the needs of all students.</p> 	<p><b>Feedback</b></p> <p>Feedback is regular and provides information about the individual's performance relative to learning goals or outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback should be varied and not be limited exclusively to written marking. Feedback should comment on misconceptions, errors and strengths in equal measure.</p> 
<p><b>Interest Led Learning</b></p> <p>Lessons will engage students with creativity, intrigue and surprise which extends beyond the classroom. Opportunities and guidance will therefore be provided for students to conduct further research into areas of study that interest them.</p> 	<p><b>DIRT</b></p> <p>Dedicated Improvement Reflection Time is regularly offered, providing students with valuable thinking time after receiving feedback which allows them to engage fully with feedback and then demonstrate progress.</p> 	<p><b>Reviewing Material</b></p> <p>Lessons begin with a short review, strengthening previous learning and leading to fluent recall. Opportunities are provided for students to engage in regular reviews in order to develop well-connected and automatic knowledge. Spaced practice develops well-connected knowledge with students able to recall ideas and concepts over time, making connections and recognising links between taught material.</p> 	<p><b>Technology</b></p> <p>Technology will be used to enhance the quality of teaching and learning and will support the physical and interactional presence of the teacher in order to improve outcomes for young people.</p> 