



High Challenge for All

We are a challenge-seeking species; we like doing things that are difficult, as long as the conditions are right Mary Myatt

High Expectations

Challenging and interesting work is an **entitlement for ALL our learners** irrespective of their ability

All learners can produce excellent work once they know what it looks like and are given the appropriate tools and support to *make it happen*

A Culture of learning from error

Learners view mistakes as learning opportunities, rather than shame

If you think you can, you probably can, if you think you can't, well that self-limiting and self-fulfilling belief might well stop you doing something you are perfectly capable of doing."

Albert Bandura

Plan

Identify the top achieving learner in the class and plan your lesson as if the whole class were working at this level. Provide the necessary support for those who need it.

Select interesting, authentic and ambitious content/stimuli (texts, poems, stories, problems...) which will make learners think hard

Plan your think-hard questions/tier 3 vocabulary and common misconceptions. Plan sequences of lessons.

Connect and Engage

Learning should start the second learners cross the threshold of our classroom

SMART START (e.g. low stakes quiz) which links with prior learning and promotes retrieval

Share the big picture of what we are learning and why it is important. What will success look like?

Explain/ model

Strong subject knowledge
Use academic talk and tier 2 & 3 vocabulary within your explanation

Keep a record of common misconceptions and address these within your explanation

Be explicit by showing the students what excellence looks like (WAGOLLs, live modelling with visualiser, I, We, You)

Practise

All learners are engaged in healthy struggle (the learning pit, zone of proximal development) and demonstrate resilience by knowing what to do when they don't know what to do

Circulate around your room to provide stretch and support where needed. Seek out the common errors and address these immediately

High expectations - only accept excellence

Oral rehearsal - privilege talk (ABC, think - pair-share)

Learning checks and Review

Create a climate that encourages learning from trial and error

Learning checks should assess/evidence the learning of ALL learners. Be responsive and adjust teaching to take account of assessment

Questioning - cold call, no opt out and stretch-it

Personalised Feedback

A common and shared language of learning

Live marking/feedback - actively work the room
100% of learners complete feedforward

Learners should be able to assess themselves and know how to improve. They are their own teachers. Train them to do this





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Exemplification

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Secondary IRIS Clips/Online Videos
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