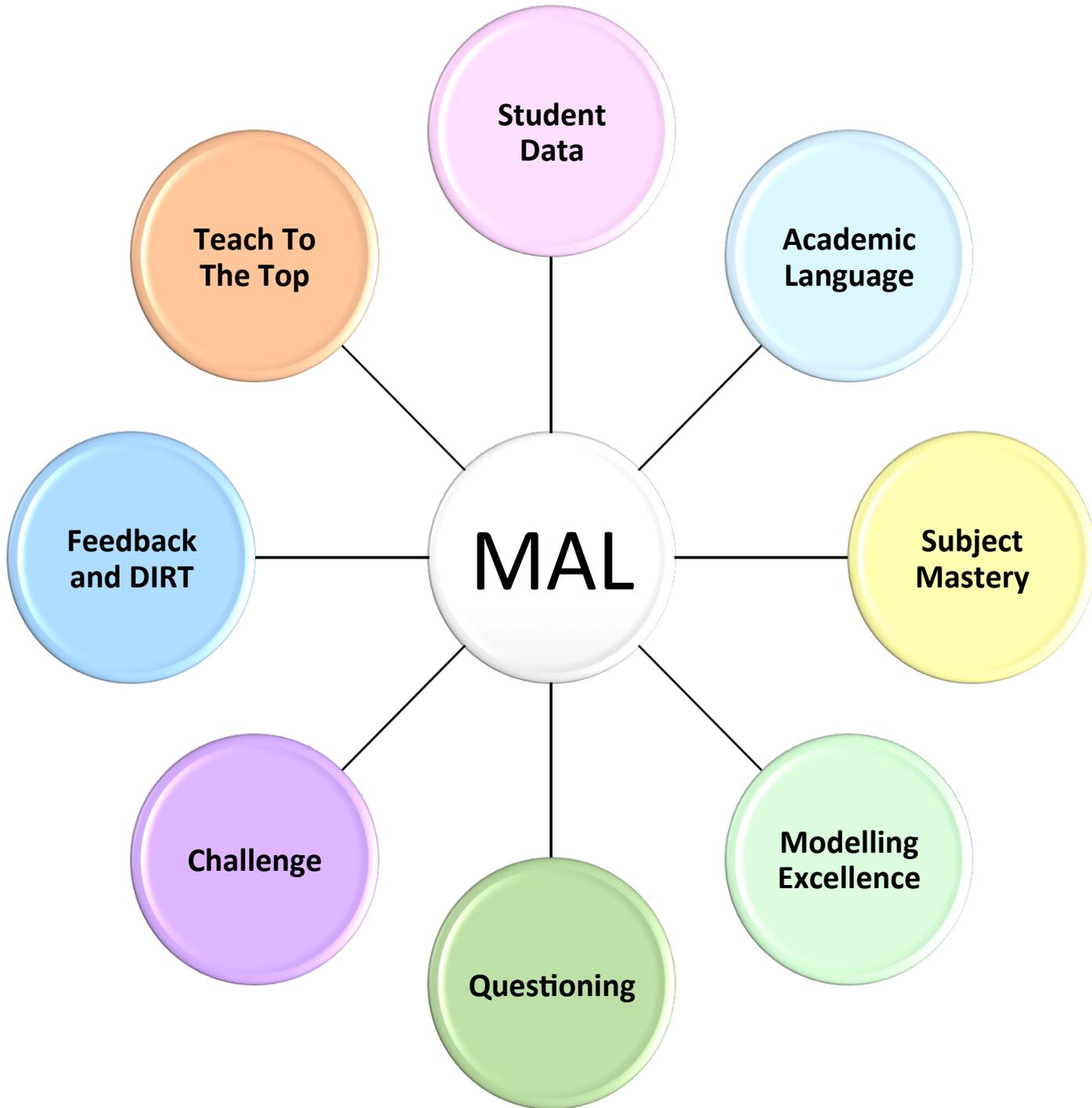


MAL Teaching and Learning Principles



There are *no magic tricks*; there's just *good teaching* and *learning*.
And it's all in the *planning*.

MAL Teaching and Learning Principles

Student data

Do you use the most current performance data to help plan for appropriate individual progress? What you will see: targets clearly displayed on books; students able to explain their current progress and how to reach the next threshold; clear pathways for individual students; students grouped according to ability; teacher demonstration of the use of data to pitch lessons throughout the key stages for the MAL; MAL students know who they are.

Subject Mastery

Do you really know your stuff? What you will see: teachers are masters of their subject and use their knowledge to challenge students; teachers ask students higher order questions and provide engaging activities that encourage them to think deeply; a curriculum which is challenging and inspirational; challenging home learning to extend student progress and enrich class discussions.

Teach to the top

Are the objectives clearly challenging avoiding all, most and some? What you will see: teacher and students raising the bar; challenging home learning plays a part within the lessons; scholastic excellence is rewarded, creating an environment that normalises academic achievement; clear conceptual understanding of thresholds.

Modelling excellence

Do students know what excellence looks like? What you will see: the teacher delivers key information and then allows students to complete examples without assistance; successful students' work is spotlighted within the lesson; model answers/ performances are pitched to A*/Level 8/9.

Questions that make students think hard

Do you use differentiated key questions to assess students' understanding? What you will see: teacher provides clear levelled questions e.g. Bloom's coded questions, Socratic questioning, that target GCSE criteria; the mark scheme is simplified; open – ended questions, with no predetermined answers, are used to extend thinking.

Academic language

Do you know and plan for your students to use key terminology? What you will see: the teacher showcases students who project confidence in using the language of academic learning; teacher makes the use of technical, subject-specific language a high priority; students routinely expected to give extended, reasoned answers; a growth mind-set predominates (the power of yet).

Challenge

Are all students appropriately challenged? What you will see: a tenacious curriculum; personalised objectives; distinct pathways; more able students grouped together; extension activities; a variety of thinking skills (Blooms, de Bono hats); clearly defined roles in group work; students are provided opportunities to work alone.

Marking and Response to Feedback

Are high expectations sustained beyond the classroom? What you will see: marked work with specific questions/tasks for students to act upon and show improvement; students' responses to feedback convey a dialogue about personalised progression; peer assessment which should be kind, honest and specific; evidence of DIRT (direct improvement and reflection time) throughout the academic year.

MAL Teaching and Learning Strategies

Student data:

- Include, update and refer to the **Tallis Marking Sticker** with students. The student data sets appropriately high expectations of each student. e.g, using a student's baseline Threshold to inform the quality of work you expect from them.
- Discuss with students** the one thing they need to do to reach the threshold/ target grade

Subject Mastery

- Share the **big picture** i.e. how today's lesson fits into their overall progress.
- Sell the **benefits** of today's learning e.g. their GCSE/ A level and/or connection to society.

Teach to the top

- Learning goals, set the bar of expectations high.** Single student starting points using thresholds which shows that our expectations are high for all students, whatever their starting point.
- Scale Up.** Teach your classes just beyond. So at Key Stage 3, for example, dip into GCSE level; at GCSE, dip into A level; at A level, dip into undergraduate work.

Modelling excellence

- Spotlight.** Use and share model exemplar pieces of work with students.
- Success criteria:** Share the success criteria and ask the students to identify the key skills expected of them.

Questions that make students think hard

- Use **blooms hierarchical questioning** to target your students thinking appropriately to ensure they are thinking hard.
- Pose, pause, pounce and bounce** questions students to allow thinking time and encourage peer responses and elaboration.

Academic language

- Key word games** such as taboo and codebreakers focus students thoughts on the important of using academic language.
- Correct and celebrate** student use of academic language in verbal and/or written responses.

Challenge

- Challenge and **extension opportunities** for MAL students to extend their thinking i.e Scale up or blooms style questioning.
- No opt out.** Do not accept "I don't know" or a passive silence until you go elsewhere. Students will learn it is acceptable. Ask another student and come back to them."

Marking and Response to Feedback

- Marked work with specific questions/** tasks for students to act upon and show improvement, students response to feedback conveying a dialogue for personalised progression,
- Peer assessment** which should be kind, honest and specific, evidence of DIRT (direct improvement and reflection time)

Environment	Ethos	Expectations
<p>LIBRARY OF EXCELLENCE</p> <p>Models of what Berger calls ‘beautiful work, powerful work, important work’ set the standards for what we and our students aspire to achieve in school. It clarifies for them what excellence looks like and the standards we expect them to replicate</p>	<p>TEACHER LANGUAGE</p> <p><i>‘If it’s not excellent, it’s not finished’</i> is a great mantra for reinforcing the idea of continuous improvement and redrafting.</p> <p>Introduce Dweck’s ‘not yet’ work ethic into your classroom and your verbal feedback.</p>	<p>HABITS / TALLIS CLASSROOM RULES</p> <p>Embed the Tallis rules and Habits by referring / promoting them in the episodes of learning. Get students to identify the habit they need to work on in your reply to feedback and target setting.</p>
<p>SCALE UP</p> <p>Students often find it very motivating to be told that they are studying something intrinsically difficult. So at Key Stage 3, for example, dip into GCSE level; at GCSE, dip into A level; dip into undergraduate work.</p>	<p>MARK, PLAN, TEACH, REPEAT</p> <p>Mark your books. Students love it and you both know the progress.</p> <p>Plan for each student, this doesn’t need to be detailed.</p> <p>Teach - love it, breathe it, share it.</p> <p>Repeat yes, do it all again but a little bit better.</p>	<p>NO OPT OUT</p> <p>Do not accept “I don’t know” or a passive silence until you go elsewhere. Students will learn it is acceptable. Ask another student and come back to them.”</p>
<p>SET THE BAR OF EXPECTATION HIGH</p> <p>Be responsive and support all students during the lesson to aspire to the bar...and beyond. Support will be needed in order to work towards the objectives. They may not all get there, but they should all aspire to it.</p>	<p>CHALLENGE: PUSH YOURSELF</p> <p>In each and every lesson encourage students to reach the challenge (or challenge zone/ extension). This is not more of the same work but a opportunity to encourage higher order thinking.</p>	<p>RIGHT IS RIGHT</p> <p>Do not accept partially right answers, hold out for the completely accurate answer. Only accept answers that are in full sentences / using academic register / appropriate subject terminology etc?</p>
<p>GROWTH MIND-SET</p> <p>‘What would a student with a growth mind-set do right now?’ This is useful to get our students thinking about the choices they need to keep growing (and avoid being a non learner).</p>	<p>TEACHER-STUDENT RELATIONSHIP</p> <p>Know who your high starters are.</p> <p>Know what they can do well...and not so well.</p> <p>Know how to push and challenge them, to keep them in the struggle zone</p>	<p>STRETCH IT</p> <p>Reward “right” answers with harder questions to stretch and deepen their thinking.</p> <p>You must make sure your single objective is challenging. Plan the different pathways for your students to achieve the lesson objective.</p>
<p>CHALLENGING OBJECTIVES</p> <p>When teaching to the top, and preparing lessons that challenge every student, avoid all, most, some learning objectives. Instead make learning objectives single and challenging for all.</p>	<p>LOW FEAR AND HIGH CHALLENGE/ 100% EFFORT AT ALL TIMES</p> <p>The teacher must be enthusiastic, and provide opportunities to grow routinely. We need to reduce students’ fear of being wrong’ and celebrate these errors as progress</p>	<p>USE STUDENT DATA</p> <p>Use the student data to set appropriately high expectations of each student. e.g. using a student’s baseline Threshold to inform the quality of work you expect from them.</p>