Teaching and Learning: Exceptional Teaching Toolkit

Moorlands Learning Trust

Dimension 1: Understanding the content	Dimension 2: Creating a supportive environment	Dimension 3: Maximising the opportunity to learn	Dimension 4: Activating hard thinking
Teaching Standard 2, 3, 4, 6 ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 6: How can you plan a coherent curriculum?	Teaching Standard 1, 5, 7 ECF Module 1: How can you create a powerful learning environment? ECF module 5: How can you support all pupils to succeed?	Teaching Standard 1, 7 ECF module 1: How can you create a powerful learning environment?	Teaching Standard 2, 6, 7 ECF module 2: How do pupils learn? ECF Module 3: What makes classroom practice effective? ECF Module 4: How can you use assessment and feedback to greatest effect? ECF Module 5: How can you support all pupils to succeed?
Seiminal Texts: Why Knowledge Matters-E.B Hirsh Mary Myatt: The Curriculum Gallimaufry to coherence Kat Howard and Claire Hill: Symbiosis: Curriculum and the Classroom	Seminal Texts: Daisy Christodoulou: Seven Myths about Education Matt Pinkett and Mark Roberts: Boys Don't try	Seminal Texts: **Tom Bennett: Running the Room: The Teacher's Guide to Behaviour**	Seminal Texts: Harry Fletcher Wood: Responsive Teaching: Cognitive Science and Formative Assessment in Practice- Tom Sherrington: Rosenshine's Principles in Action
Element 1: Excellent teachers have a deep and fluent subject knowledge **In the classroom:** **-teachers model excellence** **-teachers provide analogies, explanations and demonstrations** **-teachers provoke higher order thinking** **Element 2: Excellent teachers have knowledge of curriculum and sequencing** **In the classroom:** **-teachers explain the links and connections between concepts to support students to build key knowledge (complex mental models)** **- teachers connect learning to prior learning and plan activation of prior knowledge to support the long-term memory** **Element 3: Excellent teachers can effectively present explanations and analogies** **In the classroom:** **- teachers provide appropriately challenging learning activities** **- teachers provide explanations that students understand** **- teachers use analogies, models and representations** **- teachers select good examples and vary their use of these** **- teachers have knowledge of relevant and appropriate assessment** **Element 4: Excellent teachers have knowledge of common misconceptions** **In the classroom:** **- teachers anticipate, challenge and address these misconceptions directly and explicitly** **-teachers use assessment strategies to identify misconceptions** **- teachers present the correct conception clearly and directly**	**Element 1: Excellent teachers engage in positive interactions and relationships with all students** **In the classroom:** **-teachers actively develop relationships based on mutual respect, care, empathy and warmth** **-teachers avoid negative emotions in interactions with students** **-teachers know their students well as individuals with specific needs** **-teachers are responsive to the cultural identities of their students** **Element 2: Excellent teachers promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care** **In the classroom:** **-teachers promote an environment where students respect and pay attention to each other's thoughts** **-teachers promote an environment where students feel safe to express their own thoughts** **-teachers promote an environment where students cooperate with each other and learn effectively together** **Element 3: Excellent teachers promote learner motivation** **In the classroom:** **-teachers actively motivate students to study, learn and engage through feelings of competence, autonomy and relatedness** **-teachers develop students' intrinsic motivation** **Element 4: Excellent teachers create a climate of high expectations** **In the classroom:** **-teachers teach with high challenge and high trust** **-learners feel it is okay to have a go** **-teachers demand high standards of work, engagement and behaviour from all students** **-teachers do not convey lower expectations for any subgroup, especially one where a common stereotype may be negative**	**Element 1: Excellent teachers manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time** **In the classroom:** **-teachers give clear instructions so students understand what they should be doing** **-teachers use and explicitly teach routines to make transitions smooth** **Element 2: Excellent teachers ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied** **In the classroom:** **-teachers ensure that rules and expectations are clearly understood and accepted by all students** **-Teachers treat rare violations fairly and appropriately** **Element 3: Excellent teachers prevent, anticipate & respond to potentially disruptive incidents thus reinforcing positive student behaviours** **In the classroom:** **-teachers have an acute awareness of what is happening in the classroom, even when their attention appears to be elsewhere** **-teachers also use precise praise, acknowledgement and positive reinforcement to support desired behaviour** **- teachers respond firmly and appropriately when disruption or disorder (persistent challenging behaviour) does occur, to minimise the effect on learning** **-Great teachers tailor their approaches to the individual needs of students with a history of challenging behaviour**	**Element 1: Excellent teachers structure learning appropriately** **In the classroom:** **-teachers give students an appropriate sequence of learning tasks including learning objectives and rationale** **-teachers match tasks to learners' needs and readiness** **-teachers promote and actively teach literacy, numeracy and oracy including Tier 3 (specialist) vocabulary** **-teachers scaffold and support to make tasks accessible to all, but gradually remove support so that all students succeed at the required level** **Element 2: Excellent teachers explain new ideas clearly** **In the classroom:** **-teachers present and communicate new ideas clearly, with engaging explanations** **-teachers connect new ideas to what has previously been learnt supporting the working and long-term memory (mental models)** **-teachers re-activate/check that prior knowledge is secure using examples and help build connections and understanding** **-teachers model and demonstrate new skills with appropriate scaffolding and challenge using worked/part-worked examples** **Element 3: Excellent teachers use questioning as part of their responsive teaching strategies to elicit evidence of understanding and progress** **In the classroom:** **-teachers use questions and dialogue to promote thinking among learners** **-teachers use questions to elicit student thinking, getting responses from all students** **-teachers use high-quality, regular and diagnostic assessment to evidence learning and respond appropriately** **Element 4: Excellent teachers use responsive and adaptive teaching strategies to guide students to improve their learning** **In the classroom:** **-teachers respond appropriately to feedback from students about their thinking/ knowledge/understanding** **-teachers give students actionable feedback (verbal and written) to guide their learning** **Element 5: Excellent teachers support students to embed learning** **In the classroom:** **-teachers give students tasks that embed and reinforce learning** **-teachers allow students to practise until learning is fluent and secure** **-teachers ensure that once-learnt material is reviewed/revisited to prevent forgetting** **Element 6: Excellent teachers promote independence and metacognition** **In the classroom:** **-teachers help students to plan, regulate and monitor their own learning (metacognition)** **-teachers help students to progress appropriately from structured to more independent learning as they develop knowledge and expertise**

Underpinned by the 4 Curriculum Design Principles: Powerful Knowledge, Curriculum Coherence, The Progress Model and How Students Learn