







The Elements	Elements Expectations: Every student; every lesson; every day	Questions to drive effective planning
 <p>THE MECHANISMS</p>	<ul style="list-style-type: none"> Model the thought processes of an expert learner Plan in advance to give precise explicit and expert instruction Reactivate prior learning before delivering new content Present new material using small chunks Students practise until learning is fluent, automatic and secure Remove unnecessary distraction from the learning process 	<ul style="list-style-type: none"> How can I ensure I do not overload the working memory of my students? How can I support my students to effectively build strong schemas? How can I use retrieval strategies to make knowledge stickier? How can I effectively model the thinking process of an expert learner? How can I provide frequent opportunities for students to practise until learning is fluent and secure?
 <p>SUBJECT PASSION AND EXPERTISE</p>	<ul style="list-style-type: none"> Plan in advance to give concise, appropriate, engaging explanations Promote disciplinary reading, using judiciously selected texts to deliver new content Live model and share student work Use worked/ part worked examples Seize every opportunity to deepen learning and address misconceptions 	<ul style="list-style-type: none"> How can I ensure my delivery and/or the content inspires and motivates students? How can I ensure that disciplinary reading strategies are explicitly taught and practised? How can I plan to address common misconceptions? How can I ensure that the focus of the lesson is relevant? How can I balance breadth and depth of subject content?
 <p>TALK AND QUESTIONING</p>	<ul style="list-style-type: none"> Target questions with no hands up Use retrieval questions to link to and re-activate prior knowledge Ensure regular 'all student response' using mini whiteboards to inform learning and check for understanding Probe for depth, by asking subsequent questions which insist students develop their thinking and move beyond their first response Elevate the discourse in your classroom; expect full sentences, use "say it again, better", 'I say, you say' and consistently model exemplary oracy. 	<ul style="list-style-type: none"> How can I manage my questioning to ensure that it is purposeful? How can I diagnose student understanding through strategic sampling? How can I target specific questions and to whom? How can I provide opportunities for purposeful student talk? How can I support and model effective student talk?
 <p>REFLECT AND RESPOND</p>	<ul style="list-style-type: none"> Support students to monitor and regulate their own learning through opportunities to reflect and respond Facilitate regular self/peer assessment against clear success criteria Follow the academy feedback policy 	<ul style="list-style-type: none"> How can I give students directed time for quality responses to feedback? How can I support students in understanding their strengths and areas for development? How can I reflect on students' learning and adapt my teaching within and between lessons in response to this? How can I make the learning process explicit?
 <p>FOCUS AND PURPOSE</p>	<ul style="list-style-type: none"> Embed our culture of high expectations Consistency is key: Open doors Quick 6 Use the BfL policy STAR Exit 3 First time, every time 	<ul style="list-style-type: none"> How can I ensure there is a clear focus and progression towards the learning aims? How I ensure that students are purposeful participants and no time is wasted? How can I create opportunities for students to maintain a high level of focus for extended periods of time? How can I create and use clear routines?
 <p>PITCH AND CHALLENGE</p>	<ul style="list-style-type: none"> Know your students: pitch to the most able and scaffold down to ensure all students are challenged and supported effectively Immerse students in a language rich environment, using reading age data to support and challenge all Embed frequent opportunities for extended writing/tasks which allow practice until learning is secure 	<ul style="list-style-type: none"> How can I ensure my lesson is pitched to stretch and challenge the highest attaining students? How can I scaffold to ensure all students achieve the learning aims? How can I ensure that my language is elevated for the classroom at all times? How can I provide opportunities for students to experience an enriched curriculum? How can I consistently reinforce my high expectations of all students?