



# Teaching and Learning Handbook

*Godolphin Grows Success*



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# ***'Godolphin Grows Success'***

## **Our Purpose**

*'Godolphin Grows Success'* is the driving force to ensure everyone, every day, is determined to achieve their personal best.

## **This means:**

- Believing that every child can be, and will be, successful
- Believing in ourselves. Being prepared, well informed and driven to deliver excellent outcomes
- Believing in our colleagues. Ensuring teamwork and support for others is exceptional
- Believing in excellence for our environments so that pupils can be inspired, and feel proud of their success

# Teaching and Learning at GJA

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## What is learning?

- A change in long term memory
- Remembering after significant time has elapsed
- Applying in a different context



## Great teaching at GJA

Teaching and learning at Godolphin is based around these key mechanisms.

- Expert knowledge
- Engage all learners
- Pitch and Challenge
- Feedback and Assessment

# The Gradual Release of Responsibility



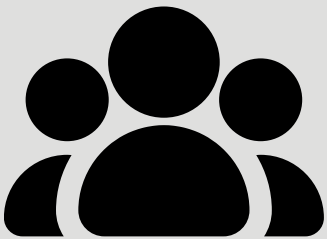
## I DO

In the 'I do' part of the lesson, the teacher should explain what the pupils need to learn and how to be successful. The teacher should model an example so that pupils can follow a step-by-step process and see 'What a good one looks like.' Teachers should include metacognitive strategies by explaining their thought process as they model.



## WE DO

In this part of the lesson, the teacher and the pupils work together to practise the learning task. The teacher provides support and guidance as the pupils actively practise and share their examples. The teacher will continually assess pupil responses and adapt accordingly. The teacher will provide ongoing, constructive feedback.



## YOU DO

In this phase of the lesson, the students will work independently on a similar problem or similar task. The teacher will provide support and feedback as needed, but the pupils are responsible for completing the task independently.



## CHECK FOR UNDERSTANDING

The teacher will assess pupil outcomes and will respond accordingly. If any pupils have a misconception then the teacher will re-teach the method or task, or will provide an appropriate scaffold so that the child can access the learning independently.

The teacher will provide further challenge to those pupils who require it.



# Great Teaching At GJA

*The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would be expected to be seen in lessons.*



## Expert Knowledge

- The lesson is well planned and resources are prepared and organised
- There is a clear learning intention which is shared with all learners
- Teachers review prior learning at the start of the lesson
- Teachers have an in-depth knowledge of the learning sequence they are teaching
- The use of resources, including IT, have been carefully planned to enhance learning
- Teacher models are clear, correct and engaging. New material is presented in small steps
- Additional adults have been deployed effectively
- All teachers prioritise reading and regularly provide opportunities to develop reading skills in lessons

## Engage All Learners



- Pupils are warmly welcomed at the start of the lesson and are continually praised and motivated during the lesson (R Time values)
- Rewards such as Dojos, bouncy balls and praise are used to motivate learners.
- Obtain a high success rate of pupil understanding and progress (Godolphin Grows Success).
- Pupils have opportunities to discuss their views, share ideas and work in groups to learn from their peers
- Active movement is used to keep learning physical and active
- There is a 'Joy factor' to every lesson and a positive culture where children want to learn and share their achievements
- Learning environments are engaging and purposeful
- Regular opportunities are provided for pupils to develop their listening and speaking skills
- Effective classroom routines are well embedded and pupils are ready to learn, have the correct equipment and resources such as completed homework.

## Pitch and Challenge



- Teachers plan learning opportunities to meet the different needs of their class so that all children can make progress. They 'Pitch high and scaffold up.'
- Teachers continually identify gaps in their students' learning and adapt their teaching to plug these gaps
- Questions are pitched and planned to be learning-outcome focused and to suitably challenge pupils so they can make progress (solo taxonomy)
- Teachers have high expectations for all pupils and orchestrate the lesson so that every pupil can contribute and make progress (no opt out.)
- Teachers have high expectations for pupils' quality and quantity of work including standards of presentation
- Teachers plan lessons to effectively build upon prior learning
- Pupils are guided to structure their responses in a clear, concise and grammatically accurate way through the use of 'Power of Talk' and 'Say it again better.'
- The development of ambitious, rich and subject-specific vocabulary is prioritised

## Feedback and Assessment



- 'Cold calling' is used as an assessment strategy to take responses from a range of children, or from targeted children
- Teachers use live marking to continually assess pupil understanding and provide feedback
- Teachers use a range of assessment strategies such as 'show me boards' and 'show call' to assess pupil understanding
- Pupils receive teacher feedback, peer feedback, written feedback and have opportunities for self review and reflection
- Teachers create a culture where it is ok to make mistakes. Pupils think hard and demonstrate a 'have a go' attitude.
- Teachers will provide opportunities for spaced retrieval to check if learning has been embedded. This can be in the form of weekly and monthly reviews.